



TEXAS PERFORMANCE STANDARDS PROJECT
Grade 8 Social Studies Unit
Sudden Impact

This guide links the *Sudden Impact* unit to the Texas Essential Knowledge and Skills (TEKS) for eighth graders. *Sudden Impact* is a social studies unit that allows students to study influential individuals, groups, ideas, and documents from various periods of history. *Sudden Impact* also teaches students skills in the other subject areas of English language arts, mathematics, and science. For example, students use graphs and tables and draw conclusions, as addressed in the Mathematics TEKS; inquire and conduct research using a variety of sources, as covered in the English Language Arts TEKS; and use critical thinking and problem solving, which are part of the Science TEKS. The following document includes the applicable TEKS and the details of the *Sudden Impact* unit. The asterisks indicate that those TEKS are testable on the Texas Assessment of Knowledge and Skills (TAKS). The final section of this document presents the applicable Texas College Readiness Standards adopted by the Texas Higher Education Coordinating Board (THECB) on January 24, 2008.

Texas Essential Knowledge and Skills

The unit may address the following TEKS:

English Language Arts:

- 8.1 Reads grade-level text with fluency and comprehension
- 8.2 Understands new vocabulary and uses it when reading and writing* (Testable on the Grade 8 Reading STAAR, Reporting Category 1)
- 8.3 Analyzes, makes inferences, and draws conclusions about theme and genre in different cultural, historical, and contemporary contexts and provides evidence from the text to support their understanding* (Testable on the Grade 8 Reading STAAR, Reporting Category 1, Reporting Category 2)
- 8.9 Analyzes, makes inferences, and draws conclusions about the author's purpose in cultural, historical, and contemporary contexts and provides evidence from the text to support their understanding* (Testable on the Grade 8 Reading STAAR, Reporting Category 1)
- 8.10 Analyzes, makes inferences, and draws conclusions about expository text and provides evidence from text to support their understanding* (Testable on the Grade 8 Reading STAAR, Reporting Category 3)
- 8.13 Uses comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning* (Testable on the Grade 8 Reading STAAR, Reporting Category 2, Reporting Category 3)
- 8.14 Uses elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text
- 8.19 Understands the function of and uses the conventions of academic language when speaking and writing
- 8.20 Writes legibly and uses appropriate capitalization and punctuation conventions in their compositions

- 8.21 Spells correctly
- 8.22 Asks open-ended research questions and develops a plan for answering them
- 8.23 Determines, locates, and explores the full range of relevant sources addressing a research question and systematically record the information they gather

Mathematics:

- 8.5 Uses graphs, tables, and algebraic representations to make predictions and solve problems* (Testable on the Grade 8 Mathematics STAAR, Reporting Category 2)
- 8.16 Uses logical reasoning to make conjectures and verify conclusions* (Testable on the Grade 8 Reading STAAR)

Science:

- 8.2 Uses scientific inquiry methods during laboratory and field investigations* (Testable on the Grade 8 Science STAAR)
- 8.3 Uses critical thinking, scientific reasoning, and problem solving to make informed decisions and knows the contributions of relevant scientists* (Testable on the Grade 8 Reading STAAR)

Social Studies:

- 8.6 Understands westward expansion and its effects on the political, economic, and social development of the nation* (Testable on the Grade 8 Social Studies STAAR, Reporting Category 1)
- 8.9 Understands the effects of Reconstruction on the political, economic, and social life of the nation* (Testable on the Grade 8 Social Studies STAAR, Reporting Category 1)
- 8.10 Understands the location and characteristics of places and regions of the United States, past and present* (Testable on the Grade 8 Social Studies STAAR, Reporting Category 2)
- 8.12 Understands why various sections of the United States developed different patterns of economic activity* (Testable on the Grade 8 Social Studies STAAR, Reporting Category 4)
- 8.15 Understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents* (Testable on the Grade 8 Social Studies STAAR, Reporting Category 3)
- 8.17 Understands the dynamic nature of the powers of the national government and state governments in a federal system* (Testable on the Grade 8 Social Studies STAAR, Reporting Category 3)
- 8.19 Understands the rights and responsibilities of citizens of the United States* (Testable on the Grade 8 Social Studies STAAR, Reporting Category 3)
- 8.21 Understands the importance of the expression of different points of view in a constitutional republic* (Testable on the Grade 8 Social Studies STAAR, Reporting Category 3)
- 8.23 Understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries* (Testable on the Grade 8 Social Studies STAAR, Reporting Category 2)
- 8.24 Understands the major reform movements of the 19th century* (Testable on the Grade 8 Social Studies STAAR, Reporting Category 2)
- 8.26 Understands the relationship between the arts and the times during which they were created* (Testable on the Grade 8 Social Studies STAAR, Reporting Category 2)
- 8.27 Understands the impact of science and technology on the economic development of the United States* (Testable on the Grade 8 Social Studies STAAR, Reporting Category 4)
- 8.28 Understands the impact of scientific discoveries and technological innovations on daily life in the United States* (Testable on the Grade 8 Social Studies STAAR, Reporting Category 4)
- 8.29 Applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology* (Testable on the Grade 8 Social Studies STAAR)
- 8.30 Communicates in written, oral, and visual forms* (Testable on the Grade 8 Social Studies STAAR)

- 8.31 Uses problem-solving and decision-making skills, working independently and with others, in a variety of settings

Description of Unit

In this project, students will investigate provocative questions about the life of an influential contributor (or group) to history or contemporary society. Though teachers may wish to narrow the subjects of study, for purposes of this project, the subject may come from any period of history and any geographic area. If a student selects important figures from outside the period of history being studied in class, the student can explore and identify connections between the time and place of the subject of his/her study and the period of time and place of class study. It is important to remember that this is an analysis in which students must show how a person or group has impacted and influenced the rights and responsibilities of others.

Phase I. Learning Experiences

1. Select an individual (or group) influential to a period of history on which to focus. Use the following discussion questions with students:
 - What influence did the individual (or group) have at the time?
 - What impact does the individual (or group) have on your life today?
 - What was their motivation?
 - What factors contributed to your subject's success or demise?

After the class brainstorms possible answers, provide the class with resources to explore these and other pertinent questions. You may wish to have the students present their findings in a paper or in another format.

Then explain that, in this project, each student will have an opportunity to find the answers to their own questions about an individual or group of their own choice.

2. Introduce the concept of museum exhibits by creating or examining a museum exhibit that tells the story of a person who or group that has influenced history. This can be done by conducting a class visit to a museum or using an online virtual tour. Help students understand that each artifact included in an exhibit tells a part of the story. Have them note the components of an exhibit and the purpose of each component.

You may wish to use some of these Internet resources to design and implement lessons that will help students understand what it means to curate an exhibit:

<http://209.7.110.8/~cnolan/exhibit/>

http://www.learner.org/channel/libraries/connectarts68/support/msartslibrary_8.pdf

http://www.princeton.edu/~cotsen/education/young_curators/curriculum/chapter_1.pdf

Phase II. Independent Research

A. Research process

1. Selecting an individual or group. Each student selects a subject to study that interests him/her. The person or group could be from any area, including the arts, social science, politics, history, or science.
2. Asking guiding questions. To understand the historical importance of a subject, students must ask questions of time and place, cause and effect, change over time, and impact and significance. They must not only ask when their subject(s) lived but also how the events of the time contributed to the impact the subject(s) had. What factors contributed to their

development? How did the subject affect other individuals, communities, states, nations, and the world? Each student should think of three to five guiding questions to explore, such as:

- What political, economic, religious, environmental, or sociocultural perspectives influenced and/or motivated your subject's life or lives?
- What contributing factors led to the subject's success or demise?
- How did the subject impact society? What groups or individuals did your subject affect?
- How did the person or group communicate their perspectives? Who were his/her/their primary/secondary audiences?
- What if the person or group had lived in another time? Would his/her/their point of view have changed?
- What if the person or group had lived in another part of the country or the world? How might he/she/they have been different?
- Has the person or group increased or decreased in popularity over time?
- What rights or responsibilities did your subject's work influence? How?
- What perspectives (e.g., political, historic, scientific, economic, religious, environmental, gender, etc.) did person or group influence?

While these examples are general, the student's questions should be specific to the chosen topic. The questions should lead him/her to form individual research-based opinions. The student should also develop a hypothesis or some possible answers to the questions.

Each student should think of guiding questions about the person or group that will lead to his/her own research-based opinions. The student should also develop a hypothesis or some possible answers to the questions.

3. Designing and submitting a research proposal. The student should include numerous components in the research proposal:
 - The subject he/she will research
 - The five questions he/she will investigate
 - Resources he/she will need to find answers to questions, such as primary and secondary sources, correspondence with experts on the subject, etc.

In the process of writing the research proposal, students may refine their guiding questions.

Here are some questions to guide students' identification of resources:

- What libraries, research centers, archival institutions, museums, or organizations will have information on the topic?
 - What are some key words, dates, or people related to the subject?
 - What types of primary sources might exist? Who might you interview to gather information?
 - What letters, diaries, or other first-person narratives are available?
 - What manuscripts, songs, hymns, photographs, court proceedings, governmental records, original newspaper articles or cartoons, or oral histories are available?
4. Conducting the research. After the teacher has approved student proposals, each student begins using the identified resources or other sources he/she may encounter. During this stage, the student will need to keep a log, note cards, or resource process sheets of all the sources he/she uses and what he/she learn from each one.

B. The product

A museum exhibit. The student should create a museum exhibit with approximately ten artifacts, highlighting the impact of this person or group on history and/or contemporary life. Highlight changes in American society that this person or group influenced. Include artifacts that represent issues that the person or group impacted. Each artifact need not be student-created. For example, students may photocopy, as appropriate, maps, photographs, or drawings. Students should think about how they can convey what the person or group stood for and how they impacted the times in which they lived and/or the future.

For example, a study of Al Qaeda could show the impact of the September 11, 2001, hijackings on subsequent American history. The Smithsonian exhibit at <http://americanhistory.si.edu/september11/> shows the impact of the event from a variety of perspectives. A wide range of artifacts depicts events. Audiotapes illustrate the impact of the events on Americans. Audiotapes of the curators explain the selections. If extended, the exhibit could go on to show how domestic and foreign policy have been impacted since 9/11.

The student must also complete a Reference List/Works Cited Page that includes at least ten references.

C. Communication

In a period of no more than 15 minutes, students present their exhibit as a docent in a museum would, engaging other students in the content of the exhibit. Museum visitors should ask questions for the student docent to respond to.

D. Submission

- a. A cover sheet
- b. The research proposal, including guiding questions
- c. A research log, note cards, or resource process sheets
- d. A list of the ten items in the exhibit and a rationale for including each of them
- e. A sketch of the exhibit with each artifact labeled
- f. A Works Cited Page with at least ten references
- g. A videotape or audiotape of the docent talk, including the Q&A session

THECB College Readiness Standards

This unit may address the following THECB College Readiness Standards:

English Language Arts:

- I.A.2 Generates ideas and gathers information relevant to the topic and purpose, keeping careful records of outside sources
- I.A.3 Evaluates relevance, quality, sufficiency, and depth of preliminary ideas and information, organizes material generated, and formulate thesis
- I.A.4 Recognizes the importance of revision as the key to effective writing
- II.A.1 Uses effective reading strategies to determine a written work's purpose and intended audience
- II.A.2 Uses text features and graphics to form an overview of informational texts and to determine where to locate information
- II.A.3 Identifies explicit and implicit textual information, including main ideas and author's purpose
- II.A.4 Draws and supports complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions
- II.A.5 Analyzes the presentation of information and the strength and quality of evidence used by

- the author and judge the coherence and logic of the presentation and the credibility of an argument
- II.A.8 Compares and analyzes how generic features are used across texts
 - II.A.9 Identifies and analyzes the audience, purpose, and message of an informational or persuasive text
 - II.A.11 Identifies, analyzes, and evaluates similarities and differences in how multiple texts present information, argue a position, or relate a theme
 - II.B.1 Identifies new words and concepts acquired through study of their relationships to other words and concepts
 - II.B.2 Applies knowledge of roots and affixes to infer the meanings of new words
 - II.B.3 Uses reference guides to confirm the meanings of new words or concepts
 - II.D.1 Describes insights gained about oneself, others, or the world from reading specific texts
 - III.A.1 Understands how style and content of spoken language varies in different contexts and influences the listener's understanding
 - III.A.2 Adjusts presentation (delivery, vocabulary, length) to particular audiences and purposes
 - III.B.1 Participates actively and effectively in one-on-one oral communication situations
 - III.B.2 Participates actively and effectively in group discussions
 - III.B.3 Plans and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning
 - IV.A.1 Analyzes and evaluates the effectiveness of a public presentation
 - IV.A.2 Interprets a speaker's message; identifies the position taken and the evidence in support of that position
 - IV.A.3 Uses a variety of strategies to enhance listening comprehension
 - IV.B.1 Listens critically and responds appropriately to presentations
 - IV.B.2 Listens actively and effectively in one-on-one communication situations
 - IV.B.3 Listens actively and effectively in group discussions
 - V.A.1 Formulates research questions
 - V.A.2 Explores a research topic
 - V.A.3 Refines research topic and devises a timeline for completing work
 - V.B.1 Gathers relevant sources
 - V.B.2 Evaluates the validity and reliability of sources
 - V.B.3 Synthesizes and organize information effectively
 - V.B.4 Uses source material ethically
 - V.C.1 Designs and presents an effective product

Mathematics:

- IV.D.2 Applies probabilistic measures to practical situations to make an informed decision
- VI.A.1 Plans a study
- VI.B.1 Determines types of data
- VI.B.2 Selects and applies appropriate visual representations of data
- VIII.A.1 Analyzes given information
- VIII.A.2 Formulates a plan or strategy
- VIII.A.3 Determines a solution
- VIII.A.4 Justifies the solution
- VIII.A.5 Evaluates the problem-solving process
- VIII.B.1 Develops and evaluates convincing arguments
- VIII.B.2 Uses various types of reasoning
- IX.A.2 Uses mathematical language to represent and communicate the mathematical concepts in a problem
- IX.A.3 Uses mathematics as a language for reasoning, problem solving, making connections, and

- IX.B.1 generalizing
- IX.B.1 Models and interprets mathematical ideas and concepts using multiple representations
- IX.C.1 Communicates mathematical ideas, reasoning, and their implications using symbols, diagrams, graphs, and words
- IX.C.2 Creates and uses representations to organize, record, and communicate mathematical ideas
- IX.C.3 Explains, displays, or justifies mathematical ideas and arguments using precise mathematical language in written or oral communications
- X.A.1 Connects and uses multiple strands of mathematics in situations and problems
- X.A.2 Connects mathematics to the study of other disciplines

Science:

- I.A.1 Utilizes skepticism, logic, and professional ethics in science
- I.E.2 Uses essential vocabulary of the discipline being studied
- III.C.1 Prepares and represents scientific/technical information in appropriate formats for various audiences
- III.D.1 Uses search engines, databases, and other digital electronic tools effectively to locate information
- III.D.2 Evaluates quality, accuracy, completeness, reliability, and currency of information from any source
- IV.A.1 Recognizes how scientific discoveries are connected to technological innovations
- IV.C.2 Recognizes the role of people in important contributions to scientific knowledge
- V.C.1 Recognizes patterns of change

Social Studies:

- I.E.2 Defines the concept of socialization and analyze the role socialization plays in human development and behavior
- I.E.3 Analyzes how social institutions function and meet the needs of society
- I.E.4 Identifies and evaluate the sources and consequences of social conflict
- I.F.1 Uses a variety of research and analytical tools to explore questions or issues thoroughly and fairly
- I.F.2 Analyzes ethical issues in historical, cultural, and social contexts
- II.B.1 Explains and evaluates the concepts of race, ethnicity, and nationalism
- II.B.2 Explains and evaluates the concept of gender
- II.B.3 Analyzes diverse religious concepts, structures, and institutions around the world
- II.B.4 Evaluates how major philosophical and intellectual concepts influence human behavior or identity
- II.B.5 Explains the concepts of socioeconomic status and stratification
- II.B.6 Analyzes how individual and group identities are established and change over time
- IV.A.1 Identifies and analyzes the main idea(s) and point(s) of view in sources
- IV.A.2 Situates an informational source in its appropriate contexts
- IV.A.3 Evaluates sources from multiple perspectives
- IV.A.4 Understands the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments
- IV.A.5 Reads narrative texts critically
- IV.A.6 Reads research data critically
- IV.B.1 Uses established research methodologies
- IV.B.2 Explains how historians and other social scientists develop new and competing views of past phenomena
- IV.B.3 Gathers, organizes, and displays the results of data and research
- IV.B.4 Identifies and collects sources

- IV.C.1 Understands/interprets presentations critically
- IV.D.1 Constructs a thesis that is supported by evidence
- IV.D.2 Recognizes and evaluates counter-arguments
- V.A.1 Uses appropriate oral communication techniques depending on the context or nature of the interaction
- V.A.2 Uses conventions of standard written English
- V.B.1 Attributes ideas and information to source materials and authors

Cross-Disciplinary Standards:

- I.A.1 Engages in scholarly inquiry and dialogue
- I.A.2 Accepts constructive criticism and revises personal views when valid evidence warrants
- I.B.1 Considers arguments and conclusions of self and others
- I.B.3 Gathers evidence to support arguments, findings, or lines of reasoning
- I.B.4 Supports or modifies claims based on the results of an inquiry
- I.D.1 Self-monitors learning needs and seeks assistance when needed
- I.D.2 Uses study habits necessary to manage academic pursuits and requirements
- I.D.3 Strives for accuracy and precision
- I.D.4 Perseveres to complete and master tasks
- I.E.1 Works independently
- I.E.2 Works collaboratively
- I.F.1 Attributes ideas and information to source materials and people
- I.F.2 Evaluates sources for quality of content, validity, credibility, and relevance
- I.F.3 Includes the ideas of others and the complexities of the debate, issue, or problem
- I.F.4 Understands and adheres to ethical codes of conduct
- II.A.1 Uses effective prereading strategies
- II.A.2 Uses a variety of strategies to understand the meanings of new words
- II.A.3 Identifies the intended purpose and audience of the text
- II.A.4 Identifies the key information and supporting details
- II.A.5 Analyzes textual information critically
- II.A.6 Annotates, summarizes, paraphrases, and outlines texts when appropriate
- II.A.7 Adapts reading strategies according to structure of texts
- II.A.8 Connects reading to historical and current events and personal interest
- II.B.1 Writes clearly and coherently using standard writing conventions
- II.B.2 Writes in a variety of forms for various audiences and purposes
- II.C.1 Understands which topics or questions are to be investigated
- II.C.2 Explores a research topic
- II.C.3 Refines research topic based on preliminary research and devise a timeline for completing work
- II.C.4 Evaluates the validity and reliability of sources
- II.C.5 Synthesizes and organizes information effectively
- II.C.6 Designs and presents an effective product
- II.C.7 Integrates source material
- II.C.8 Presents a final product
- II.D.3 Presents analyzed data and communicate findings in a variety of formats
- II.E.1 Uses technology to gather information
- II.E.2 Uses technology to organize, manage, and analyze information
- II.E.3 Uses technology to communicate and display findings in a clear and coherent manner
- II.E.4 Uses technology appropriately

COVER SHEET

Name: _____

District: _____ School: _____

Project I.D. Number: _____ Topic: Sudden Impact

Items submitted:

_____ Cover sheet

Research process:

_____ Research proposal

_____ Research evidence (log, note cards, or resource process sheets)

Product:

_____ Evidence of museum exhibit

_____ List of the ten exhibited items with rationale for including each item

_____ Sketch of the exhibit with each artifact labeled

_____ Ten references

Communication:

_____ Videotape or audiotape of the docent talk, including the Q&A session

For the Student:

I certify that all work submitted is totally my work and that I have credited others for their contributions.

Student Signature: _____ **Date:** _____

For the Teacher:

I certify that all the work submitted is totally that of this student.

Teacher Signature: _____ **Date:** _____

Web Resources

A sample of sites for obtaining primary sources:

<http://www.archives.gov/>

<http://www.loc.gov/>

http://www.princeton.edu/~cotsen/education/young_curators/curriculum/chapter_1.pdf

<http://www.uidaho.edu/special-collections/Other.Repositories.html>

http://www.yale.edu/collections_collaborative/primarysources/

<http://www.ibiblio.org/pha/>

<http://www.kn.pacbell.com/wired/fil/pages/listdocumentpa.html>

<http://www.eduplace.com/ss/hmss/primary.html>

<http://louisville.edu/library/art/>

<http://www.lib.berkeley.edu/TeachingLib/Guides/PrimarySources.html>

http://edsitement.neh.gov/view_lesson_plan.asp?id=323