Conflict and Resolution

**Grade Level:** 8th

**Content Areas**

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* Social Studies: Katie Needell
* Science: Mason Morris

**Overview**

The theme for our integrated unit is conflict and resolution. We decided on this theme because we believe learning about different conflicts and how they were resolved will be beneficial to students. Students are already dealing with conflict in their everyday lives, and they will continue to face conflict throughout the rest of their lives. By teaching them how to resolve conflict, we are being developmentally responsive.  Students are at an age where they are becoming more social, and as a result of that, they are experiencing conflict more frequently.  It is important for them to learn that conflict can be resolved.  Throughout this unit, we will teach students about a number of different  conflicts, both fiction and nonfiction, and how they were resolved.  Not only will we teach content, but we will also give students skills to help them resolve conflicts in their own lives.  This will prepare students for the world outside of school.  When creating the lessons and activities, we will use school-approved resources that have been proven to be reliable and helpful.  This will ensure that all content is taught correctly and appropriately.  Every activity we do with the students will have a purpose.  Each lesson will leave students with a meaningful outcome, including both the content they need to know as well as skills they can apply to life.  Overall, an integrated unit focusing on the theme of conflict and resolution will prove to be incredibly valuable in the lives of our students by allowing them to learn about examples of this both in the past and in literature.

**Essential Questions**

-English Language Arts:

1. Why is conflict resolution significant within literacy, and how can that be applied to real world situations?
2. How does figurative language affect writing? How does it enhance comprehension?
3. How does understanding who a character is and what type of character they are influence one’s interpretation of a text?  Why is this important?

-Social Studies:

1. Why is the American Revolution considered a conflict?
2. How was the conflict of the American Revolution resolved?
3. What impact did the American Revolution have on the United States?

-Science:

1. Why is the Periodic table organized the way it is?
2. How do scientists use Chemical and physical properties of elements, mixtures and compounds?
3. What conflicts do scientists come across, and how do they resolve them?

**Learning Outcomes**

-English Language Arts:

-Students will be able to distinguish the protagonist from the antagonist in the text and cite textual evidence to support their claims.

-Students will be able to understand and identify different forms of conflict within literature successfully.

-Students will be able to understand how, in literature, plot often brings about conflict resolution.

-Students will be able to identify conflicts and recognize their resolution within texts.

-Students will be able to collaborate and discuss The Hunger Games.

-Students will be able to understand how to analyze and identify characters and why this is important.

-Students will be able to identify figurative language devices used by the author in a given text.

-Students will be able to use figurative language effectively in their own writing.

-Students will be able to use figurative language effectively in their own writing.

-Social Studies:

-Students will learn what a revolution is and the causes of revolutions.

-Students will learn about the French and Indian War and analyze the cause and effects of this war.

-Students will examine the events that occurred directly after the French and Indian War and analyze how these events led to the American Revolution.

-Students will learn about the Acts passed by the British Government and measure their importance in the writing of the Declaration of Independence.

-Students will discover the importance of the Declaration of Independence and the effects the document had on the colonists.

-Students will understand what events occurred during the American Revolution and will discover how the war ended.

-Students will be able to understand what the Articles of Confederation were and will be able to analyze why the Articles of Confederation were suspended.

-Students will be able to compare the Articles of Confederation to the Constitution and understand why the United States adopted the Constitution over the Articles of Confederation.

-Students will compile all the information they have learned throughout this unit for a complete understanding of the American Revolution.

-Science:

 -Students will be able to classify matter as elements, mixtures, or compounds

 -Students will understand what an element, mixture, and a compound is

 -Students will learn the first 30 elements on the periodic table

-Students will understand the setup and build of the periodic table

-Students will know where to place an element on the periodic table

-Students will learn what physical properties are

-Students will learn what chemical properties are

-Students will understand what happens to an element, mixture, or compound when it undergoes a physical or chemical change

-Students will know why black powder was used for ammunition

-Students will learn why there is now different types of gunpowder that is better suited for ammunition

-Students will learn why the physical and chemical properties and reactions of black powder, and gunpowder play a major role in conflict and resolution throughout history

-Students will learn that within the scientific community there is constant conflict

-Students will discover how scientists resolve these conflicts

**Kickoff Activity**

Students will view the movie *Bridge To Terabithia*.  This is a film that will be relevant to students because the main characters are two students their age.  In fact, it is an extremely developmentally responsive film because many scenes within the movie take place in school, encouraging students to realistically put themselves in the characters’ shoes.  It tells the story of how a preteen's life turns upside down when he befriends the new girl in school, and they imagine a whole new fantasy world to escape reality.  This would be a great activity to begin the unit with because it involves all content areas covered: English Language Arts, Social Studies, and Science.  There is extensive figurative language, which relates to ELA, lots of nature, tying into Science, and references to things that have happened in the past, connecting it to Social Studies as well.  The story is filled with different examples of conflict, many of which are resolved, and some that are left unresolved.  It is a film designed to captivate the attention of young adolescents, and it will stimulate their minds and allow them to begin thinking deeply and critically as we dive into this unit about conflict and resolution.

**Culminating Activity/Field Trip**

Standards:

8.H.1: Apply historical thinking to understand the creation and development of North Carolina and the United States.

8.H.2: Understand the ways in which conflict, compromise and negotiation have shaped North Carolina and the United States.

8.H.3: Understand the factors that contribute to change and continuity in North Carolina and the United States.

Objective: Students will be able to expand their content knowledge about the United States and various conflicts and resolutions the United States has experienced by exploring numerous landmarks, memorials, museums, and monuments in Washington DC.

Student Activity: The 8th grade students will be going on a 4 day, 3 night field trip to Washington DC!  Students will leave at 8 AM on October 24th, 2016.  They will visit the Capitol Building, FBI Building, Holocaust Museum, Arlington National Cemetery, White House, Vietnam Memorial, Washington, Jefferson, Lincoln, and WWII Memorials.  They will do many of these activities in groups with chaperones, and they will do a few events together as a team.  This trip will cost $160.00 per student, and they will return home on October 27th, 2016.  This will be relevant to the unit that students have just completed on conflict and resolution because there are so many examples of this theme in D.C.  The monuments that they will be seeing are examples of people who didn’t flee when there was conflict, proving the significant impact that resolution has had on our nation in the past.  The Capitol, White House, and FBI buildings are where people are working everyday to resolve conflict, which suggests that resolution is still important today.  In addition to this, Arlington Cemetery is the resting place of men and women who fought to resolve conflict.  This demonstrates the severity and dedication that people have had to conflict resolution.  Students will be able to make visual and historical connections to many of the lessons that they have learned within this unit, and they will have a blast.

**Service Learning**

Throughout their Service Learning project, students will learn the importance of getting involved with their community by identifying an issue that is negatively affecting their community and creating a plan to help solve this issue.  We believe that students should be involved with their community.  In order to make this happen, students can either work alone or work in groups of up to five students on this activity. These groups will think of a problem that their community is facing and get it approved by  teachers. This will ensure that the conflict is appropriate and attainable for students.  Students will do research on this issue and develop a plan that could improve or potentially fix this problem.  Students must have research to support their preferred solutions. They will compile their research and plan a solution into a single, professional document.  The final document is what students will be graded on. We will look at how detailed, attainable, and evidence based their plans are.  The students will then find a contact related to their issue and mail their plan to that contact.  The plans will be sent through the school, and all contact will be reviewed by us.  Hopefully students will receive an answer to their letter, and they will be able to put their plan into action.  This project will allow students to be creative while still using what they have learned about conflict and resolution.  They will be given a good amount of responsibility and freedom in doing this project, which will help them become better citizens of the world.

**English Language Arts**

**Day 1**

-Objective/Learning Target:Students will be able to distinguish the protagonist from the antagonist in the text and cite textual evidence to support their claims.

-Standard:[CCSS.ELA-LITERACY.CCRA.R.3](http://www.corestandards.org/ELA-Literacy/CCRA/R/3/)

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

-Summary/Key Points:Students will learn what protagonists and antagonists are through a lecture/Powerpoint.  I will ask questions that stimulate their minds and cause them to demonstrate mastery of the subject.  They will be given video examples from movie clips from Toy Story, Shrek, and other well-known movies relevant to their age.

-Student Activity: Students choose 5 of their favorite movies or books and list the protagonist and antagonist from each.  They then write a journal entry responding to the following questions: How would the movie change if the antagonist was not part of the story?  What if the antagonist and the protagonist swapped characters?

-Assessment:Students will be assessed through the questions asked and the students’ activity.  If they are able to correctly answer the questions and identify the characters in their text, then they understand the concept.

**Day 2**

**Grade:** 8th    **Subject:** ELA **Date:** Day 2, 2016

**Objective:** Students will be able to understand and identify different forms of conflict within literature successfully.

**Standard:** CCSS.ELA- Literacy.RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

**Introduction (5 to 8 minutes):**

-Review previous lesson on protagonists and antagonists.

-Overview: Today we are going to learn about literacy conflict and its importance.

-Ask student to read objective from the board. Then, ask them what they thing the objective means.

-Break down objective into words that are more meaningful and understandable for students.

·      Questions

-What is conflict?

-Have any of you ever experienced a conflict with someone? Would anyone like to share this experience? How did it make you feel?  How did you handle the conflict, or did you handle it at all?

-Can you think of any examples of conflict in movies or TV shows?  Who would like to share an example?

- Based on what you know about conflict, what do you think literacy conflict is?

-How can conflict be relevant to your other classes?

-Is there anything else you already know or would like to share about conflict or literacy conflict specifically?

·      Introduce topic

-Literacy conflict is a problem that the central character encounters.

**Teacher Input (10 to 15 minutes):**

-Just like many of you have experienced conflicts with others, characters in books also experience conflicts.

-Use PowerPoint on “Literacy Conflict” (https://docs.google.com/a/appstate.edu/presentation/d/1CDSWqOjQ8fsMhpze49UgdidxeJ1bnkEvKtODuQY7nIo/edit?usp=sharing)

-Have students help read information from slides.

-Every story has conflict.

-Often times more than one conflict.

-Conflict just means an issue, so it does not always have to be between two people.  Literacy conflict is the same way.

* Shrek example
	+ between people with Shrek and Lord Farquad at the wedding because they both want the same bride
	+ other: internal because Shrek thinks that he should be alone forever because he is an ogre

-There are actually 6 different types of literacy conflict:

1) Person vs. Person

 Example: Katniss vs. Snow

2) Person vs. Self

 Example: Aladdin

3) Person vs. Society

 Example: Captain Jack Sparrow vs. society

4) Person vs. Nature

 Example: Mowgli vs. Shere Kahn

5) Person Vs. Supernatural

 Example: Harry Potter vs. magic

6) Person vs. Technology

 Example: Del Spooner vs. robots

-Give students 2 examples, and ask for volunteers to identify the conflict in the following scenarios:

1. A team of arctic fishermen struggle to survive after they are shipwrecked.
2. An African American man challenges the practices of racial profiling in his community.

-These types of conflicts are important because they are the source of change that engage a reader, and in a story, conflict does what description and telling of feelings and situations do not.

-This is relevant to our lives outside of reading because we face conflict on a regular basis.

**Student Activity (20 to 25 minutes)**

-Students will complete “Types of Conflict” worksheet individually

-They will be instructed to read the description of the story, and then, reviewing from yesterday, determine who the protagonist is, who the antagonist is, and the type of conflict described between the two.

-Go over all directions with students prior to handing out papers.





-Next, students will complete an acting activity in groups.

-Students, in groups of 4, will create and perform a short skit that displays the type of literacy conflict that they are assigned.

-Assign each group a different conflict to portray.

-Move from group to group to facilitate – be sure to see all groups.

-Have students perform their skits for the class to view, and then have the class guess which sort of conflict they are portraying.

**Closure (3 to 5 minutes)**

-Somebody tell me what we learned today.

-Why is literacy conflict important?

-How is what we learned about literacy conflict important outside of literacy, such as in our everyday lives?

-Exit slip: Big takeaway from the day?  Students can even tweet their exit slip response if they would rather.

-Tomorrow we will talk about what different parts make up a story.

**Assessment**

Students will receive feedback through observation.  While I am asking students to answer questions throughout the lesson, I will be gaging their understanding of the content.  They will also be assessed through their exit tickets and the questions asked during closure.  The activity will serve as assessment as well, as students’ ability to correctly portray and identify types of conflict proves that they have mastered the content.

**Day 3**

-Objective/Learning Target: Students will be able to understand how, in literature, plot often brings about conflict resolution.

-Standard: CCSS.ELA- Literacy.RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

-Summary/Key Points: Students will learn about what plot is.  We will have a discussion about how conflict is often resolved in literature.  We will brainstorm examples of this and list books, movies, etc. that demonstrate conflict resolution.  We will take a few examples from books previously read and break down the exact sections that portray the solving of the problem.

-Student Activity: Students will read Goldilocks and the Three Bears, a story that they are intentionally already familiar with.  They will then illustrate the problems and solutions throughout this story through a “Somebody—Wanted—But—So” graphic organizer.

-Assessment: The student activity is the assessment for this lesson.

**Day 4**

-Objective/Learning Target: Students will be able to identify conflicts and recognize their resolution within texts.

-Standard:CCSS.ELA- Literacy.RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

-Summary/Key Points: We will continue learning the significance of conflict and resolution through discussion and example identification.

-Student Activity:Students will watch a clip from To Kill A Mockingbird, a book that they have already read.  They will have guided questions that keep them focused on the different conflicts demonstrated within the clip.  After they have answered the questions, they will present their interpretations through sharing.

-Assessment: The student activity is the assessment for this lesson.

**Day 5**

-Objective/Learning Target: Students will be able to collaborate and discuss The Hunger Games.

-Standard: CCSS.ELA- Literacy.RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

-Summary/Key Points: Students will begin discussing The Hunger Games novel that they have started reading.  They will meet with their literature circles to discuss what they have read so far.

-Student Activity:Literature Circle discussion with the following roles: Question Commander, Word Wizard, Illustrious Illustrator, Uncanny Connector, The Terminator, Literary Illuminator.

-Assessment:Students will be assessed through observation.  I will be rotating from group to group in order to listen to their discussions and see where they fall.

**Day 6**

-Objective/Learning Target: Students will be able to understand how to analyze and identify characters and why this is important.

-Standard:[CCSS.ELA-LITERACY.CCRA.R.3](http://www.corestandards.org/ELA-Literacy/CCRA/R/3/)

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

-Summary/Key Points: We will review what types of characters there are within a story (in addition to protagonist and antagonist) through a Powerpoint.

-Student Activity: Students will complete a Twitter feed graphic organizer based on a character of their choice from The Hunger Games.  This will include coming up with a profile picture, tweets, mentions, and trending hashtags that would be relevant to this character.  They will need to specify what type of character this is.

-Assessment:  The student activity is the assessment for this lesson.

**Day 7**

-Objective/Learning Target: Students will be able to identify the conflict and resolution that occurs within The Hunger Games.

-Standard:CCSS.ELA- Literacy.RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

-Summary/Key Points:Students will learn the different parts of a story.  They will practice being able to identify these different types of a story to life.

-Student Activity:Students will meet with their literature circles again now that the book is complete.  In their groups, they will complete “A Good Yarn.”  This is an activity where students tape yarn to a wall to create a really big plot map, then write the important plot events on cards and post them at the appropriate places on their plot map.  They should be sure to include the conflict and the conflict resolution in their plot map.

-Assessment: The plot map activity will be the assessment used to evaluate students for this lesson.  If their plot map identifies the correct conflict and resolution, I will know that they are proficient in this area.  They will also have an exit slip that asks them to identify the parts of a story.

**Day 8**

-Objective/Learning Target: Students will be able to identify figurative language devices used by the author in a given text.

-Standard: [CCSS.ELA-LITERACY.L.8.5](http://www.corestandards.org/ELA-Literacy/L/8/5/)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

-Summary/Key Points: A lesson will be taught on what figurative language is, what the different types of it are, and how to identify it when reading.  Students will be provided with many examples, as well as asked to provide their own examples.  We will look at examples in The Hunger Games specifically.

-Student Activity: Students will watchthe following rap about figurative language:<https://www.youtube.com/watch?v=OPjAiUbdl14>.  Next, they will get in their literature circle groups and create their own rap, song, or poem about figurative language.  It needs to include examples and definitions of all of the different types that we discussed.  They will perform them for the class.

-Assessment:The student activity is the assessment for this lesson.

**Day 9**

-Objective/Learning Target: Students will be able to use figurative language effectively in their own writing.

-Standard: [CCSS.ELA-LITERACY.L.8.5](http://www.corestandards.org/ELA-Literacy/L/8/5/)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

-Summary/Key Points: This day will mostly serve as review.  Students will review everything that we have covered since the beginning of the unit before beginning the activity.

-Student Activity: To wrap up this unit before the field trip, students will create their own short story that includes all of the parts of stories, numerous different character types, one of the types of conflicts, resolution to that conflict, and numerous examples of figurative language.

-Assessment: The student activity is the assessment for this lesson.

**Day 10**

Culminating Activity:

-4 day, 3 night field trip to Washington DC

Standards:

8.H.1: Apply historical thinking to understand the creation and development of North Carolina and the United States.

8.H.2: Understand the ways in which conflict, compromise and negotiation have shaped North Carolina and the United States.

8.H.3: Understand the factors that contribute to change and continuity in North Carolina and the United States.

Objective: Students will be able to expand their content knowledge about the United States and various conflicts and resolutions the United States has experienced by exploring numerous landmarks, memorials, museums, and monuments in Washington DC.

-Summary/Key Points: Students will leave at 8 AM on October 24th, 2016.  They will visit the Capitol Building, FBI Building, Holocaust Museum, Arlington National Cemetery, White House, Vietnam Memorial, Washington, Jefferson, Lincoln, and WWII Memorials.  They will do many of these activities in groups with chaperones, and they will do a few events together as a team.  This trip will cost $160 per student, and they will return home on October 27th, 2016.

Relevance:

* Many examples of conflict resolution
* Monuments are examples of people who didn’t flee when there was conflict
* Capitol, White House, and FBI buildings are where people are working everyday to resolve conflict.
* Arlington is the resting place of men and women who fought to resolve conflict.

**Social Studies**

**Day 1**

-Objective/Learning Target:Students will learn what a revolution is and the causes of revolutions.

-Standards:8.H.1: Apply historical thinking to understand the creation and development of North Carolina and the United States.

8.H.2: Understand the ways in which conflict, compromise and negotiation have shaped North Carolina and the United States.

-Summary/Key Points:Students will learn the definition of a revolution and actually create a class definition for the term revolution. They will learn about what causes revolutions and how revolutions end. This will directly connect to our theme of conflict and resolution. This will prepare students for talking about the American Revolution.

-Student Activity: Students will be divided into groups and in each group they will be given a problem that governments typically face. Students will have to decide how they will handle the problem and if the problem is severe enough to cause a revolution.

-Assessment:Students will be assessed during the student activity. Their responses will determine if they understand what a revolution is and what causes revolutions.

**Day 2**

-Objective/Learning Target:Students will learn about the French and Indian War and analyze the causes and effects of this war.

-Standards:8.H.1: Apply historical thinking to understand the creation and development of North Carolina and the United States.

8.H.2: Understand the ways in which conflict, compromise and negotiation have shaped North Carolina and the United States.

8.H.3: Understand the factors that contribute to change and continuity in North Carolina and the United States.

-Summary/Key Points:Students will learn about the French and Indian War through teacher input. Then they will analyze the war and determine the causes and effects of the French and Indian War. They will also learn about how this war impacted the United States and helped cause the American Revolution.

-Student Activity: Students will complete an interactive online module about the French and Indian War. We will then have a class discussion about what they have learned.

-Assessment:Students will be assessed during the discussion following the online module. This will show if the students understand what the French and Indian War was and the impact the war had on the American Revolution.

**Day 3**

-Objective/Learning Target:Students will examine the events that occurred directly after the French and Indian War and analyze how these events led to the American Revolution.

-Standards:8.H.1: Apply historical thinking to understand the creation and development of North Carolina and the United States.

8.H.2: Understand the ways in which conflict, compromise and negotiation have shaped North Carolina and the United States.

8.H.3: Understand the factors that contribute to change and continuity in North Carolina and the United States.

-Summary/Key Points:I will cover the events that occurred directly after the French and Indian War. The students will examine these events and learn about how these events led to the colonists dissatisfaction with British rule.

-Student Activity: Students will have discussions in small groups about the events that occurred. They will analyze each event and in their groups and they will decide on the effect each event had in leading up to the American Revolution. Then there will be a class discussion on this topic.

-Assessment:Students will be assessed during the discussion about the events after the French and Indian War. Also in the exit ticket they will complete before they leave class.

**Day 4**

-Objective/Learning Target:Students will learn about the Acts passed by the British Government and measure their importance in the writing of the Declaration of Independence.

-Standards:8.H.1: Apply historical thinking to understand the creation and development of North Carolina and the United States.

8.H.2: Understand the ways in which conflict, compromise and negotiation have shaped North Carolina and the United States.

8.H.3: Understand the factors that contribute to change and continuity in North Carolina and the United States.

-Summary/Key Points:Students will learn about the Acts passed by the British Government. These Acts include the Declaratory Act, Currency Act of 1751, Currency Act of 1764, Intolerable Acts, Townshend Acts, Tea Act, Stamp Act, and Quartering Act. Students will then learn of the importance of these Acts and how they led to the writing of the Declaration of Independence.

-Student Activity: Students will complete a worksheet that involves the different Acts.

-Assessment:The assessment will be the worksheet completed in class.

**Day 5**

-Objective/Learning Target:Students will discover the importance of the Declaration of Independence and the effects the document had on the colonists.

-Standards:8.H.1: Apply historical thinking to understand the creation and development of North Carolina and the United States.

8.H.2: Understand the ways in which conflict, compromise and negotiation have shaped North Carolina and the United States.

8.H.3: Understand the factors that contribute to change and continuity in North Carolina and the United States.

-Summary/Key Points:Students will learn about the components making up the Declaration of Independence. Then they will learn about the effects the document had on the relationship between the colonists and the British Government. Students will evaluate how this document escalated a conflict and led to a war.

-Student Activity: Students will read the actual Declaration of Independence and analyze the different sections. A graphic organizer will be completed while they are reading the document. As a class we will then discuss what each section means and also talk about how this document led to the American Revolution.

-Assessment:The worksheet will assess students’ knowledge of the Declaration of Independence. The discussion will also show me how much the students’ learned about the document and all the impacts it had.

**Day 6**

-Objective/Learning Target:Students will understand what events occurred during the American Revolution and will discover how the war ended.

-Standards:8.H.1: Apply historical thinking to understand the creation and development of North Carolina and the United States.

8.H.2: Understand the ways in which conflict, compromise and negotiation have shaped North Carolina and the United States.

8.H.3: Understand the factors that contribute to change and continuity in North Carolina and the United States.

-Summary/Key Points:I will cover the major events that occurred during the American Revolution. This includes major battles, ending with the Battle of Yorktown. Students will learn about the Treaty of Paris and how that ended the war. This will show students how a conflict was resolved.

-Student Activity: Students will be divided into groups and each group will be given a major battle of the American Revolution. Students will have to conduct research on their battle and give a small presentation to the class. The class will fill out a graphic organizer while their classmates are presenting.

-Assessment:The students’ presentations and completion of their graphic organizers will show me if they have learned about the American Revolution.

**Day 7**

Grade:​​​​​ 8th             Subject: ​​Social Studies: The Articles of Confederation    Date: Day 7, 2016

Objective:

Students will be able to understand what the Articles of Confederation were and will be able to analyze why the Articles of Confederation were suspended.

Standards:

8.H.1: Apply historical thinking to understand the creation and development of North Carolina and the United States.

8.H.2: Understand the ways in which conflict, compromise and negotiation have shaped North Carolina and the United States.

8.H.3: Understand the factors that contribute to change and continuity in North Carolina and the United States.

Modifications:

If needed, a printed copy of the notes given during teacher input can be distributed to students. The student activity articles provided are different reading levels. Students can be divided into groups based on their reading level. Struggling students will receive support during the student activity.

Introduction (5 to 8 minutes):

* Warm-up journal. Prompt listed on Google Slides slide
* Share journals. Questions to ask:
	+ Ask if anyone wants to share his or her plan for a new government. Go around the room and have at least five people share.
	+ Ask students their answers to the five components of government
	+ Ask why they choose the answers to the components that they did
	+ Ask about problems that could arise with their plan
	+ Tell the students that they are going to learn about The Articles of Confederation

Have a student read the objective written on the board

Teacher Input (10 to 15 minutes):

* Use the Google Slides presentation. Presentation can be found here: https://docs.google.com/presentation/d/16RGQ4Yzl659sbeB0et592yDEahwLBQBRX2qDFDLaFFY/edit?usp=sharing
* Have students fill out the chart below:

|  |  |
| --- | --- |
| What is the role of the state governments under the Articles of Confederation? |  |
| What specific things can the state governments NOT do, according to the Articles of Confederation? |  |
| What are the responsibilities of Congress under the Articles of Confederation? |  |
| What are the responsibilities of Congress under the Articles of Confederation? |  |
| What are the specific powers of Congress? |  |
| How are delegates selected for Congress? |  |

Student Activity (20 to 25 minutes):

The student activity will have students apply what they have learned about the Articles of Confederation. The directions for the activity are as follows:

1.     Divide students into 5 groups

2.     Give each group an article (posted below). Each article is a primary article that talks about a problem the Articles of Confederation caused.

3.     Each group will read the article and identify the problem the Articles caused.

4.     Students will then refer to their chart that they filled out during lecture and determine what aspects of the Articles caused this problem.

5.     In their groups students will write the aspects of the Articles that contributed to their problem and will analyze why this section of the Articles caused this problem.

6.     Then students will come up with a solution to this problem in the manner of coming up with a new form of legislation.

7.     Students will then share their problem with the class, what sections of the Articles their problem relates to, and their solution to the problem

Articles:

Group 1:

Unpaid Soldiers and the Newburgh Conspiracy:

http://memory.loc.gov/learn/features/timeline/amrev/peace/newburgh.html

To the United States in Congress assembled.

The address and petition of the officers of the army of the United States, Humbly sheweth, that we, the officers of the army of the United States, in behalf of ourselves and our brethren the soldiers, beg leave, with all proper deference and respect, freely to state to Congress, the supreme power of the United States, the great distress under which we labor.

At this period of the war it is with peculiar pain we find ourselves constrained to address your august body, on matters of a pecuniary nature. We have struggled with our difficulties, year after year, under the hopes that each would be the last; but we have been disappointed. We find our embarrassments thicken so fast, and have become so complex, that many of us are unable to go further. In this exigence we apply to Congress for relief as our head and sovereign.

To prove that our hardships are exceedingly disproportionate to those of any other citizens of America, let a recurrence be had to the paymaster's accompts, for four years past. If to this it should be objected, that the respective states have made settlements, and given securities for the pay due, for part of that time, let the present value of those nominal obligations be ascertained by the monied men, and they will be found to be worth little indeed; and yet, trifling as they are, many have been under the sad necessity of parting with them, to prevent their families from actually starving...

Our distresses are now brought to a point. We have borne all that men can bear--our property is expended--our private resources are at an end, and our friends are wearied out and disgusted with our incessant applications. We, therefore, most seriously and earnestly beg, that a supply of money may be forwarded to the army as soon as possible. The uneasiness of the soldiers, for want of pay, is great and dangerous; any further experiments on their patience may have fatal effects…

Group 2:

Lack of U.S. naval strength to promote and protect commerce: http://memory.loc.gov/cgi- bin/query/r?ammem/hlaw:@field(DOCID+@lit(dg022464))

...Since I have entered upon Congressional politics I must take the liberty to detain you a little longer. Congress have had it under consideration to recommend to the several States to vest them with the power of regulating the trade of the States as well with each other as with foreign nations. This power to constitute a part of the consideration and to be exercised by nine states in congress assembled. Its object to enable Congress to lay as heavy duties and restrictions upon the trade of foreign nations as foreign nations lay upon the trade of the United States. I apprehend that both the genius and interest of the Southern States will be found to be opposed to granting this power. I believe the Eastern States, New York & Pennsylvania are exceedingly anxious for it; but I do not wonder at their anxiety to obtain a monopoly of the carrying trade of the union. What would be the consequence to the Southern States in particular, were foreign vessels to be prevented from exporting their products. They would for example, having only American vessels to carry off their commodities of export, have fewer purchasers for them, hence their prices would be unavoidably lowered. They would also have less foreign goods imported, which would oblige the consumers to pay dearer for what they must buy...In the mean while however it may be said, that we ought to lay the foundation for a marine, and therefore ought to begin by discouraging foreign shipping and encouraging our own, for that the riches arising from buying what we want cheap and selling what we raise dear will avail us nothing without a navy to protect them. But is it true that a navy is at present necessary, and if necessary is it true that our people could go to the expence of supporting it? Would it be right to add to our present burthens; can we pay our present debts? Are we in a situation to enter into a war of imposts and prohibitions to force Great Britain or France to open to our shipping their West India possessions? Have we shipping enough to carry on our exports and imports? When Great Britain passed the navigation act she had in her harbours more than a sufficient number of vessels for her own trade. Great Britain too was well peopled at that period and the capital of her traders equal to the exportation and purchase of her products. But our situation is different in both respects, and yet it is said we ought to force a navy, that we ought to prohibit British ships from exporting our products...

Group 3:

Massachusetts farmers take up arms in Shays’ Rebellion:

http://www.teachingamericanhistory.org/library/index.asp?document=1092

An address to the people of the several towns in the county of Hampshire, now it arms. Gentlemen,

We have thought proper to inform you of some of the principal causes of the late risings of the people, and also of their present movement.

1st The present expensive mode of collecting debts which by any reason of the great scarcity of cash, will of necessity fill our goals with unhappy debtors; and thereby a reputable body of people rendered incapable of being serviceable either to themselves or the community.

2nd The monies raised by impost and excise being appropriated to discharge the interest of governmental securities, and not the foreign debt, when these securities are not subject to taxation.

3rd A suspension of the writ of Habeas Corpus, by which those persons who have stepped forth to assert and maintain the rights of the people, are liable to be take and conveyed even to the most distant part of the commonwealth, and thereby subjected to an unjust punishment.

4th The unlimited power granted to Justices of the peace and sheriffs, deputy sheriffs, and constables, by the Riot Act, indemnifying them to the prosecution thereof; when perhaps, wholly actuated from a principle of revenge, hatred, and envy.

*Furthermore,* be assured, that this body, now at arms, despise the idea of being instigated by British emissaries, which is so strenuously propagated by the enemies of our liberties: And also wish the most proper and speedy measures may be taken, to discharge both our foreign and domestic debt.

Per Order,

Daniel Gray, Chairman of the Committee

Group 4:

Continental Congress proposes amendments to the Articles of Confederation, but cannot muster enough votes among the states to pass them: http://teachingamericanhistory.org/library/index.asp?document=1587

Report of Continental Congress [*Journals 31:494—98*], August 7, 1786

The Grand Committee consisting of Mr. [Samuel] Livermore, Mr. [Nathan] Dane, Mr. [James]

Manning, Mr. [William Samuel] Johnson, Mr. [Melancton] Smith, Mr. [John Cleves] Symmes, Mr. [Charles] Pettit, Mr. [William] Henry, Mr. [Henry] Lee, Mr. [Timothy] Bloodworth, Mr. [Charles] Pinckney and Mr. [William] Houstoun appointed to report such amendments to the confederation, and such resolutions as it may be necessary to recommend to the several states for the purpose of obtaining from them such powers as will render the federal government adequate to the ends for which it was instituted.

Beg leave to submit the following Report to the consideration of Congress:

*Resolved*, That it be recommended to the Legislatures of the several States to adopt the following Articles as Articles of the Confederation, and to authorise their Delegates in Congress to sign and ratify the same severally as they shall be adopted, to wit:

Art. 14. The United States in Congress Assembled shall have the sole and exclusive power of regulating the trade of the States as well with foreign Nations as with each other and of laying such prohibitions and such Imposts and duties upon imports and exports as may be Necessary for the purpose...

Art. 15. That the respective States may be induced to perform the several duties mutually and solemnly agreed to be performed by their federal Compact, and to prevent unreasonable delays in any State in furnishing her just proportion of the common Charges of the Union when called upon, and those essential evils which have heretofore often arisen to the Confederacy from such delays, it is agreed that whenever a requisition shall be made by Congress upon the several States on the principles of the Confederation for their quotas of the common charges or land forces of the Union Congress shall fix the proper periods when the States shall pass Legislative Acts complying therewith and give full and compleat effect to the same and if any State shall neglect, seasonably to pass such Acts such State shall be charged with an additional sum to her quota called for from the time she may be required to pay or furnish the same, which additional sum or charge shall be at the rate of ten per Cent pr. annum on her said Quota...

Art. 16. And that the resources of any State which may be negligent in furnishing her just proportion of the Common expence of the Union may in a reasonable time be applied, it is further agreed that if any State shall so Neglect as aforesaid to pass laws in compliance with the said Requisition and to adopt measures to give the same full effect for the space of Ten months, and it shall then or afterwards be found that a Majority of the States have passed such laws and adopted such measures the United States in Congress Assembled shall have full power and authority to levy, assess, and collect all sums and duties with which any such state so neglecting to comply with the requisition may stand charged on the same...

And if any state by any Legislative Act shall prevent or delay the due Collection of said sums as aforesaid, Congress shall have full power and authority to appoint assessors and Collectors thereof and Sheriffs to enforce the Collections under the warrants of distress issued by the Treasurer of the United States, and if any further opposition shall be made to such Collections by the State or the Citizens thereof, and their conduct not disapproved of by the State, such conduct on the part of the State shall be considered as an open Violation of the federal compact...

Art. 20. That due attention may be given to the affairs of the Union...it shall be the indispensable duty of Delegates to make a representation of their State in Congress on the first Monday in November annually, and if any Delegate or Delegates, when required by Congress to attend so far as may be Necessary to keep up a Representation of each State in Congress, or having taken his or their Seat, shall withdraw without leave of Congress, unless recalled by the State, he or they shall be proceeded against as Congress shall direct, provided no punishment shall be further extended than to disqualifications any longer to be members of Congress, or to hold any Office of trust or profit under the United States or any individual State, and the several States shall adopt regulations effectual to the attainment of the ends of this Article.

Group 5:

Congress is unable to raise revenue and repay Revolutionary War debts: http://rs6.loc.gov/cgi- bin/query/r?ammem/hlaw:@field(DOCID+@lit(jc030149))

Journals of the Continental Congress, 1774-1789

THURSDAY, JULY 27, 1786.

Congress assembled. Present as before. The committee, consisting of Mr. [Rufus] King, Mr. [William Samuel] Johnson, Mr. [James] Monroe, Mr. [John] Lawrance and Mr. [Charles] Pettit, to whom was referred an Act of the State of New York, passed on the 4th day of May last, entitled "An Act for giving and granting to the United States in Congress assembled, certain imposts and duties on foreign goods imported into that state, for the special purpose of paying the principal and interest of the debt contracted in the prosecution of the late war with Great Britain," having reported:

That by the act of Congress of the 18 April, 1783, it is recommended to the several states as indispensably necessary to the restoration of public credit, and to the punctual and honourable discharge of the public debts, to invest the United States in Congress assembled, with a power to levy certain duties upon goods imported into the United States...The exercise of this power by thirteen separate authorities would introduce different laws upon the same subject, ordain various penalties for the same offence, destroy the equality of the tax, and might in a great measure defeat the revenue. All the States, except New York, having in pursuance of the recommendation of the 18 April, 1783, granted the impost by acts vesting this power, with certain qualifications, exclusively in the United States in Congress assembled; the long continued embarrassments of the public finances, and the indispensable demands on the federal government, dictate the necessity of an immediate and unanimous adoption of this measure...Whereupon the Committee submit the following resolution: Resolved, That the Act of the State of New York, entitled "An act for giving and granting to the United States in Congress assembled, certain imposts and duties on foreign goods imported into that State, for the special purpose of paying the principal and interest of the debts contracted in the prosecution of the late war with Great Britain, so essentially varies from the system of impost recommended by the United States in Congress assembled on the 18th day of April, 1783, that the said Act is not, and cannot be considered as a compliance with the same."

The foregoing report being under debate, a Motion was made by Mr. [James] Monroe, seconded by Mr. [Samuel] Livermore, that the consideration thereof be postponed, in order to take up the following proposition, viz.

That a committee be appointed to draft an Ordinance to carry into effect the system of impost recommended to the several states for their adoption, on the 18th of April, 1783, in conformity with the acts of the twelve States which have complied with the said recommendation, and to take effect so soon as the State of New York shall have fully acceded to it...

So it was Resolved, That a committee be appointed to draft an Ordinance, to carry into effect the system of impost recommended to the several states for their adoption, on the 18th of April, 1783, in conformity with the Acts of such states as have complied with the said recommendation, and to take effect so soon as the state of New York shall have passed an Act acceding to the said system, in like manner with the other states...

The Board of Treasury to whom was Referred the Motion of the Honorable the Delegates of the State of South Carolina of the 19th. Instant, Beg leave to lay before Congress an Estimate of Pay due to the Officers of the South Carolina Line, and others in similar circumstances for the Years 1782 and 1783:

By this Estimate Congress will observe that the whole amount of the Arrearages of pay due to the Officers so circumstanced is 37,066 56/90ths. Dollars.

There can be no doubt that these Claimants are justly entitled to the same payment as was made to the Officers of the Main Army, and the presumption is, that nothing but the State of the Finances prevented the late Superintendent from putting the Southern Officers upon an equal footing with the other part of the Line.

The embarrassments of the Revenue so far from diminishing, have been daily increasing; so that however anxious the Board have been to make provision for these claims, it has not hitherto been in their power to effect it generally, in a satisfactory manner...

Closure (3 to 5 minutes):

·      Ask the following questions:

o   What were the Articles of Confederation?

o   What were some of the problems of the Articles?

o   Why did some of the colonists want a small national government?

o   How did this lead to problems?

o   How would you fix the Articles?

·      Explain to the students where we are going from here. The next lesson will focus on the Constitution and how that came about.

·      The final activity will be an exit ticket. On the exit ticket students will list one problem of the Articles of Confederation and how they would revise the document to fix the problem.

Assessment:

​The assessment for the day’s lesson will be the student activity. The overall assessment will be a test on the American Revolution.

Source:We the People. "The Road to the Constitutional Convention." Https://edsitement.neh.gov. Edsitement!, n.d. Web. 21 Oct. 2016. <<https://edsitement.neh.gov/lesson-plan/road-constitutional-convention>>.

**Day 8**

-Objective/Learning Target:Students will be able to compare the Articles of Confederation to the Constitution and understand why the United States adopted the Constitution over the Articles of Confederation.

-Standards:8.H.1: Apply historical thinking to understand the creation and development of North Carolina and the United States.

8.H.2: Understand the ways in which conflict, compromise and negotiation have shaped North Carolina and the United States.

8.H.3: Understand the factors that contribute to change and continuity in North Carolina and the United States.

-Summary/Key Points:Students will learn about the Constitution and how it came to be. The Constitutional convention will be covered. Compromises, such as the Great Compromise and the Three-Fifths Compromise, will be taught. Students will learn about the difficulties the founding fathers faced when writing the Constitution. Students will also compare and contrast the Articles of Confederation with the Constitution.

-Student Activity: Students will complete a graphic organizer comparing and contrasting the Articles of Confederation and the Constitution. A class discussion will follow the completion of the organizer about why the Constitution works better than the Articles. Students will also discuss why they believe the founding fathers made the choices that they did.

-Assessment:Students will be given a quiz at the end of the lesson to test their knowledge of the differences between the Articles of Confederation and the Constitution.

**Day 9**

-Objective/Learning Target:Students will compile all the information they have learned throughout this unit for a complete understanding of the American Revolution.

-Standards:8.H.1: Apply historical thinking to understand the creation and development of North Carolina and the United States.

8.H.2: Understand the ways in which conflict, compromise and negotiation have shaped North Carolina and the United States.

8.H.3: Understand the factors that contribute to change and continuity in North Carolina and the United States.

-Summary/Key Points:This will be a review day of all the content covered in this unit. The main points covered will be how the conflict of the American Revolution came about and how the problem was resolved. Students will also understand the changes the American Revolution had on the United States as a whole.

-Student Activity: A review Jeopardy game will be played.

-Assessment:A test covering all content covered in this unit will be given.

**Day 10**

Field Trip!

Standards: 8.H.1: Apply historical thinking to understand the creation and development of North Carolina and the United States.

8.H.2: Understand the ways in which conflict, compromise and negotiation have shaped North Carolina and the United States.

8.H.3: Understand the factors that contribute to change and continuity in North Carolina and the United States.

Objective: Students will be able to expand their content knowledge about the United States and various conflicts and resolutions the United States has experienced by exploring numerous landmarks, memorials, museums, and monuments in Washington DC.

**Science**

Overall Standard-

8.P.1 Understand the properties of matter and changes that occur when matter interacts in an open and closed container.

1. Classify elements compounds and mixtures

*a.* *Objective-*

                                               i. Classify matter as elements, compounds, or mixtures based on how the atoms are packed together in arrangements.

*b.* *Key Information-*

                                               i. Knowing the definitions, and what elements compounds and mixtures are

                                              ii. Having an understanding what they look like and their chemical composition

*c.* *Student activity-*

                                               i. Practice worksheet for them to fully understand what a mixture, compound, and an element is

*d.* *Assessment*

                                               i. This will come through the worksheet, if they get the correct answer then I will know that they understand what we are talking about.

2. Continue classifying, and experiment

*a.* *Objective-*

                                               i. Classify matter as elements, compounds, or mixtures based on how the atoms are packed together in arrangements.

*b.* *Key Information-*

                                               i. They need to know and can point out what a mixture, compound, and an Element is

                                              ii. They will be able to create and dissect different mixtures and compounds

   iii. Hands on experience with this data

*c.* *Student Activity-*

                                               i. The students will be given, different compounds, elements, and mixtures and have to explain why they are what they are. They will have to complete scientific experiments to determine what they are.

*d.* *Assessment -*

                                               i. The assessment will be the results of the lab. If their data that theycollect is correct then they have mastered the concept.

3. Introduction of periodic table

*a.* *Objective-*

                                               i. Explain how the physical properties of elements and their reactivity have been used to produce the current model of the Periodic Table of elements.

*b.* *Key Information-*

                                               i. They need to become familiar with the periodic table and the first 30 elements. Also they need to know what all the numbers are what they represent.

                                              ii. Getting a strong initial thought process will help the students out in the future

*c.* *Student Activity-*

                                               i. They will get on the computer and play a matching game to help themlearn the elements, and know the numbers that go along with each one.

*d.* *Student Assessment-*

                                               i. The matching game will be the assessment if they know the elements on the periodic table.

4. Why the periodic table is designed the way it is, and what part do their physical properties play in this

*a.* *Objective-*

                                               i. Explain how the physical properties of elements and their reactivity have been used to produce the current model of the Periodic Table of elements.

*b.* *Key Information-*

                                               i. What do the numbers on each element mean and how do we organize them in the periodic table?

                                              ii. How are the elements grouped together by columns?

*c.* *Student Activity-*

                                               i. The students will research a group of elements and then present them in the next class period.

*d.* *Assessment-*

                                               i. The student's research will assess their understanding of the periodic table and why they are grouped and placed in the position that they are.

5. Physical changes of elements

*a.* *Objective-*

                                               i. Compare physical changes such as size, shape and state to chemical changes that are the result of a chemical reaction to include changes in temperature, color, formation of a gas or precipitate.

*b.* *Key Information-*

                                               i. They will learn the physical properties of a substance

    ii. They will also learn what happens when a substance undergoes a change and the physical properties change

*c.* *Student Activity-*

                                               i. The students will carry out physical property experiments to test if it ever changes

*d.* *Assessment-*

                                               i. Will be assessed through their experiment results to see what they have learned about physical properties and changes

6. Chemical changes that occur when they undergo chemical reaction

*a.* *Objective-*

                                               i. Compare physical changes such as size, shape and state to chemical changes that are the result of a chemical reaction to include changes in temperature, color, formation of a gas or precipitate.

*b.* *Key Information-*

                                               i. That students know what chemical properties of substances are

                                              ii. Will learn what happens to a substance when it is changed and its chemical composition is changed

*c.* *Student Activity-*

                                               i. The students will carry out Chemical composition experiments to test for changes

*d.* *Assessment-*

                                               i. The students will be assessed through their experiments results to see what they have learned about chemical properties

7. Black powder/ other gun powders experiment/ Revolutionary War integration

*a.* *Objective-*

    i. Compare physical changes such as size, shape and state to chemical changes that are the result of a chemical reaction to include changes in temperature, color, formation of a gas or precipitate.

*b.* *Key Information-*

                                               i. The connection to the use of black powder, and guns use today in the military

                                              ii. Physical properties of black powder

                                            iii. What makes black powders physical properties great for the use

*c.* *Student Activity-*

                                               i. They will test and understand why black powder is greatly used in ammunition from its physical property

*d.* *Assessment-*

                                               i. They will be assessed by their test outcomes

8. Continue with experiment/ Revolutionary War Integration

*a.*  *Objective-*

                                               i. Compare physical changes such as size, shape and state to chemical changes that are the result of a chemical reaction to include changes in temperature, color, formation of a gas or precipitate.

*b.* *Key Information-*

                                               i. Black powder and the connection of ammunition

                                              ii. Chemical properties of black powder

                                            iii. What makes black powders chemical properties great for ammunition

*c.* *Student Activity-*

                                               i. They will test and understand why black powder is greatly used in ammunition from its chemical property

*d.* *Assessment-*

                                               i. They will be assessed by their test outcomes

Grade: 8th                                         Subject: Science                   Date: Day 8

Objective:

Compare physical changes such as size, shape and state to chemical changes that are the result of a chemical reaction to include changes in temperature, color, formation of a gas or precipitate.

Standard:

8.P.1 Understand the properties of matter and changes that occur when matter interacts in an open and closed container.

Modifications: Pair the more advanced students up with the slower students. This will allow the more advanced students to develop a deeper understandings, while the slower students still learn.

Introduction (8 to 10 minutes):

·      Ask Students questions...

o   What are some chemical properties of a substance?

§  This is a review

o   What do you think are some of the Chemical Properties of black powder are?

·      Set Black Powder on fire/ set other gunpowder on fire

o   Make sure it is okay with school Admin

o   Only the teacher does this

o   Make sure it is outside in clear area

o   Safety goggles should be worn by all students

o   Do not let anything flammable be around.

·      Explain what we are going to do today:

o   We are going to discover why black powder was used in guns and ammunition

o   Why the chemical properties of Black Powder and other gun powders made it so useful in guns

o   What chemical properties should we change if we could of black powder to make it better

Teacher Input ( 15 to 20 minutes):

·      Ask the Students

o   What are some key chemical properties that you think should be in black powder and other gun powders to make it useful for ammunition?

o   How do you think this helped the people who make guns?

o   Have you used black powder or other gun powders before?

·      Have the students watch video about different powders

o   https://youtu.be/tTAKr3Y2EV0

·      Ask them questions…

o   What did you learn about black powder?

o   Should we use it today? In the military?

o   Why or why not?

Student Activity (15 to 20 minutes)

·      Get the students to research chemical composition of black powder compared to what we use today?

o   Have them fill out worksheet

o   Use computers to research

o   They are allowed to work in pairs

§  Look at modifications first.

Closure (3 to 5 minutes)

·      Wrap up

o   Why is what we did today important?

o   How does this connect to our overall theme of conflict resolution?

§  In more ways than one

§  Yes for ammunition

§  But what the conflict of the big white puff of smoke to now no smoke

·      Looking at tomorrow?

o   Think about black powder and all of its chemical properties and physical properties and why it was used in the revolutionary war.

o   Think about how it could have been different if they had the powder we use today.

Assessment

·      The worksheet that is given out will assess how well they understand the chemical properties of gun powders and the history of the scientific findings.

Black Powder VS Gunpowder Chemical Properties Worksheet

|  |  |  |
| --- | --- | --- |
| Question | Black Powder | Newer Gun Powder |
| Chemical Composition |  |  |
| Chemical Properties |  |  |
| Advantages |  |  |
| Disadvantages |  |  |
| Time period it was used |  |  |
| Uses today? |  |  |

9. Connection of gunpowder and conflict and resolution in America

*a.* *Objective-*

                                               i. Compare physical changes such as size, shape and state to chemical changes that are the result of a chemical reaction to include changes in temperature, color, formation of a gas or precipitate.

*b.* *Key Information-*

                                               i. Connect and compare and contrast the physical and chemical properties of black powder and why it is great for ammunition and what could have been different if they had the powder we have today 200 years ago

*c.* *Student Activity-*

                                               i. They will write a page explanation with scientific evidence as to why this is used in ammunition to help resolve conflict in America

*d.* *Assessment-*

                                               i. They will be assessed on how well they write their explanation, and what scientific evidence they have.

10.  Field Trip to Washington DC

a.     Objective- Students will be able to expand their content knowledge about the United States and various conflicts and resolutions the United States has experienced by exploring numerous landmarks, memorials, museums, and monuments in Washington DC

**Resources**

* "Conflict | Ereading Worksheets." N.p., n.d. Web. 12 Oct. 2016.
* "Conflict in Literary Fiction | Story in Literary Fiction." N.p., n.d. Web. 15 Oct. 2016.

These resources were used in the English Language Arts unit because they are full of interesting and useful materials for students.  These websites were the best choices for this project because they have information about literary conflict, and the worksheets that they offer are specifically appropriate for 8th graders because the vocabulary that they use is on their level.

* "Middle School Field Trip to Washington, DC - Review of ..." N.p., n.d. Web. 24 Oct. 2016.
	+ This source was used to research hotel prices in Washington DC for the field trip.  This hotel is the best choice for this age student because it is affordable and has free breakfast.
* We the People. "The Road to the Constitutional Convention." Https://edsitement.neh.gov. Edsitement!, n.d. Web. 21 Oct. 2016. <https://edsitement.neh.gov/lesson-plan/road-constitutional-convention>.

This source was used in creating the lesson on the Articles of Confederation. This source was proven to be accurate and reliable. The website had a variety of useful material, from facts on the Articles to ideas for activities related to the Articles. Questions were taken from this site to create the graphic organizer used during teacher input and the articles used in the student activity were also found on this website.