

Eighth Grade Material US I Class: 80 minute block period		Hannah Greenspan September 29, 2008
Unit Theme	Colonization and Settlement Guiding Questions: <ul style="list-style-type: none"> • How did English culture influence early American life? • Whose history are we studying? Whose are we missing? 	
Lesson Objectives	<ul style="list-style-type: none"> • Students will deliberate opposing values simultaneously held in America • Students will develop skills of “historical empathy” • Students will understand how English culture influenced the early development of American colonies 	
Opener	<ul style="list-style-type: none"> • Do Now: “Be patterns, be examples in all countries, places, islands, nations wherever you come... then you will come to walk cheerfully over the world...” George Fox, founder of the Quaker society. How could this quote relate to your life? 	
Activities	<ul style="list-style-type: none"> • Discussion of the Do Now Writing Prompt. Follow up question: <i>How does this quote reflect the Quaker philosophy?</i> • As a class, we will review the main tenets of Quaker beliefs in colonial America • Students will work in groups with pictures of pieces of the The Quaker Tapestry (a current project in which Quaker communities from around the world submit a piece to add to the tapestry representing an event from Quaker history). Each group will be responsible for presenting their piece of the tapestry to the class, and stating which Quaker beliefs the image portrays • Students will brainstorm with their groups about the pros and cons of pacifism, and fill out a graphic organizer representing their thoughts • Post-it-Note Spectrum: On the board, there will be a spectrum drawn underneath the question, “Does the US value pacifism or militarism?” One side of the spectrum will say “pacifism” and the other, “militarism.” Students will initial a post it note, and place it in the appropriate spot on the spectrum that illustrates their response to the question. • Discussion of the Post-it-Note Spectrum. How do opposing values exist in one society? 	
Extension	<ul style="list-style-type: none"> • As a take-home assignment, students will write about the benefits and drawbacks of pacifism, and reflect on their own opinion of its value in society. 	
NJCCCS	<ul style="list-style-type: none"> • 6.1.8.A:4 Use critical thinking skills to interpret events, recognize bias, point of view, and context. • 6.2.8.D:2 Discuss how the rights of American citizens may be in conflict with each other. • 6.4.8.D:1 Analyze the political, social, and cultural characteristics of the English colonies. 	
Materials	<ul style="list-style-type: none"> • Sheet with the Fundamental Orders of 1639 broken up into small sections • Sheet with higher order thinking question about the Fundamental Orders • Instruction sheet for the Constitution writing project • Fancy paper for the final drafts of the Constitution • Grading Rubric 	

Some of the great questions that students asked during this lesson:

“Can a person be a primary source?”

“I understand why you said our textbook is a secondary source, but what if the authors wrote about their own experiences during 9/11 in the textbook?”

“Why is everyone else making pacifism one of their values for their Constitution? How are they going to defend themselves if they’re attacked?”