



“The Bozeman Trail – A Rush to Montana’s Gold”

8th Grade Lesson Plan

LESSON PLAN DEVELOPED BY: Alberta Oldman

COMMON CORE STANDARDS ADDRESSED IN LESSON:

(See Standard Definition at end of lesson)

CCSS.ELA-LITERACY.RH.6-8-4 - Craft and Structure

CCSS.ELA-LITERACY.RL.8.1 - Key Ideas and details

CCSS.ELA-LITERACY.W.8.1 –Types and Purposes

CCSS.ELA-LITERACY.W.8.1a - Types and Purposes

CCSS.ELA-LITERACY.W.8.1.b - Types and Purposes

CCSS.ELA-LITERACY.W.8.1.c - Types and Purposes

CCSS.ELA-LITERACY.W.8.1d - Types and Purposes

CCSS.ELA-LITERACY.W.8.3 - Types and Purposes

CCSS.ELA-LITERACY.W.8.3.a - Types and Purposes

CCSS.ELA-LITERACY.W.8.3.b - Types and Purposes

CCSS.ELA-LITERACY.W.8.3.c - Types and Purposes

CCSS.ELA-LITERACY.W.8.3.d - Types and Purposes

CCSS.ELA-LITERACY.W.8.3.e - Types and Purposes

CCSS.ELA-LITERACY.W.8.7 – Research to Build and Present Knowledge

CCSS.ELA-LITERACY.W.8.8 – Research to Build and Present Knowledge

CCSS.ELA-LITERACY.SL.8.1 - Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.8.1.a - Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.8.1.b - Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.8.1.c - Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.8.1.d - Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.8.2 - Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.8.3 - Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.8.4 - Presentation of Knowledge and Ideas

CCSS.ELA-LITERACY.SL.8.5 - Presentation of Knowledge and Ideas

WYOMING STATE STANDARDS ADDRESSED IN LESSON:

Wyoming Social Studies Standards (2018) Grade 8

(See Standard Definition at end of lesson)

WY Standard 2 – SS8.2.1, SS8.2.3, SS8.2.4, SS8.2.4.a

WY Standard 3 - SS.8.3.1, SS8.3.4, SS8.3.5

WY Standard 4 – SS.8.4.1, SS8.4.2, SS8.4.3, SS8.4.4, SS8.4.4.a, SS8.4.5

WY Standard 5 – SS8.5.1, SS8.5.1.a, SS8.5.2, SS8.5.3, SS8.5.3.a, SS8.5.4, SS8.5.4.a

WY Standard 6 – SS8.6.1, SS8.6.2, SS8.6.3, SS8.6.4



Wyoming State Language Arts Standards (2012) Grade 8

Reading Standards for Literature

Key Ideas and details

Craft and Structure

Writing

Speaking and Listening

Presentation of Knowledge and Ideas

DURATION: 3 - 5 Days (40-minute class periods)

Day 1: Key vocabulary handout (5min), Introduction- Video = 10:25

Students will take notes as they view “The Bozeman Trail” Learning Object at either <http://windriveredu.org> or <http://wyomingpbs/learningmedia>.

Day 2-3: Random draw of Indian Wars and Battles poster board project

Day 4: Finish poster board (15min) and presentations (30 min)

Day 5: Presentations (optional, if time allows). Otherwise, display projects in commons area or library in the school.

MATERIALS REQUIRED:

Each lesson plan will contain a list of materials needed for the day(s).

KEY VOCABULARY: Have this list of vocabulary as a handout to give to students before the start of the video. This vocabulary will be heard in the selected time frames for the unit.

Reverberated- to continue in or as if in a series of echoes

Lobbied- to try to influence the thinking of legislators or other public officials for or against a specific cause

Emigrants- a person who emigrates

Emigrates- to leave a country or region to settle somewhere else

Habitation- the act of living in a place

Cairns- mound of stones built as a memorial or landmark

Fouled- to make or become foul or filthy

Afforded- provide or supply (an opportunity or facility)



Encroachment- to go beyond the usual or proper limits

Dysentery- a disease in which much watery material mixed with mucus and blood is passed from the bowels.

Typhoid- a disease in which a person has fever, diarrhea, an inflamed intestine, and great weakness and which is caused by a bacterium (typhoid bacillus) that passes from one person to another in dirty food or water.

Volatile- likely to change suddenly

DESCRIPTOR:

The theme for this short unit is “Clash of Cultures” that will focus on the Indian wars and battles that took place on the ‘road less traveled’ known as the Bozeman Trail. It will contain lessons that identifies 5 wars and battles which will be mapped out and then each student will research one of the five wars/battles and create a poster board project that will be researched and possibly presented to the class. Specific time frames have been chosen that will provide the students with background information as to ‘WHY’ the tribes (Crow, Lakota Sioux, Arapaho, and Cheyenne) who were living in the area were willing to fight and die for their ‘country’. Finally, students will be informed of the impact it had on the traditional way of life for the surrounding tribes and for future generations to come.

LEARNING OBJECTIVES:

Students will identify the 5 Indian wars and battles that occurred along the Bozeman Trail through a mapping activity and a research project that will be assessed using the district adopted project rubric and listening/speaking rubric.

Note: Each lesson will have a learning target that will be specifically related to the learning objective.

DAY 1: INTRODUCTION FOR ‘WHY’ INDIAN WARS & BATTLES

MATERIALS NEEDED:

- Pencil/pen/colored pencil
- Video (modified for this unit) and resource used to view YouTube
- Blank Wyoming map or 1862-63 territory map
- Technology used by students
- Key vocabulary handout

LEARNING TARGET:

Students will identify, locate, and map the 5 Indian wars and battles that occurred along the Bozeman Trail using technology with an 80% accuracy or better.



LESSON INTRODUCTION:

Before we view the selected time frames of the Bozeman Trail- A Rush to Montana's Gold video, you need to know that you will be introduced to content that includes the reason 'why' and 'how' the Bozeman Trail evolved, the impact it was having on the Indian tribes in the area, and the prominent individuals associated with each war/battle. You will also become aware of the events and reasons as to 'why' the 5 Indian wars and battles occurred along the Bozeman Trail.

STEP BY STEP PROCEDURE:

1. Hand out key vocabulary to each student and briefly go over each word prior to viewing video. (5 min)

2. View the video (11 min) emphasis should be focused on the Indian wars and battles

Hayfield Fight
Battle of Tongue River
Fetterman Massacre
Wagon Box Fight
Townsend Train Fight

3. After viewing video, have class discussion about the 'Why' the Bozeman Trail evolved and 'Why' the Indian wars and battles occurred. (4 min)

4. Tell students they will now need to get a chrome book, laptop, iPad, tablet, etc. and a blank map handout because they will be using the internet to research the locations of the 5 Indian wars and battles which will be used as part of the poster board project for day 3. (25 min)

(Teacher- a blank Wyoming map will work for this part of the lesson but if possible, find a map from 1862-63 that shows what the territory looked like back then)

REVIEW:

Name the 5 Indian Wars and Battles

Hayfield Fight
Battle of Tongue River
Fetterman Massacre
Wagon Box Fight
Townsend Train Fight

EVALUATION:

Prior to day 1 lesson, teacher will need to locate and map out the 5 Indian Wars and Battles on the blank map that will be handed out to the students. This will be the assessment tool used to measure whether the students completed the activity with a score of 4/5 = 80% or better.



DAY 2: INDIAN WAR/BATTLE POSTERBOARD PROJECT (Part 1-RESEARCH)

**Prior to day 2 lesson, depending on the number of students in the class, the teacher will need to have one Indian war/battle on individual strips of paper (1 war or battle per strip). These will be put in a container and the students will draw a strip of paper that will be used to determine their war/battle for the poster board project.

MATERIALS NEEDED:

Pencil/pen

Chromebook, iPad, tablet, laptop, etc.

Random drawn battle/war research topic

The 5 W's and How handout (attached) or print one from the internet

LEARNING TARGET:

Students will research and demonstrate an understanding about their random drawn Indian war/battle and the prominent individual leader(s) who led both sides of the two opposing groups through the detailed responses on the 5 W's and How handout with a 70% or better score.

LESSON INTRODUCTION:

Yesterday we viewed the Bozeman Trail video and if you recall, we learned about the reason 'why' and 'how' the Bozeman Trail evolved, the impact it was having on the Indian tribes in the area, and the prominent individuals associated with each war/battle. In addition, not only did you learn about the events and reasons as to 'why' the 5 Indian wars and battles occurred along the Bozeman Trail but you also mapped out each one. In today's lesson, we will continue focusing on the Indian wars and battles for our topic of study by you randomly drawing one of the identified Indian wars or battle. You will be required to answer the *5 W's and How* worksheet by researching on the internet. Remember to keep in mind that as you research your topic that you take into consideration your source's credibility and will need to cite it. Just so you know, the completed handout used in today's lesson along with the map from yesterday will be used to create your poster board project that you will be may be presenting to the class on day 4 & 5 if time allows otherwise, the poster boards will be displayed in the commons area/library of the school.

STEP BY STEP PROCEDURE:

1. Have students pass around the *5 W's and How* worksheet as you are taking the container around to each student to randomly draw their research topic. (after a student draws from the container, tell them to get their chrome book, iPad, tablet, laptop, etc., if they don't carry one all day long)
2. Go over directions on handout.
3. Emphasize to students that they try to identify and print a picture of the prominent individuals on both sides of the opposing groups.



4. Tell students to have specific details in their written responses for the *5 W's and How* worksheet.

REVIEW:

Ask students to recall all the requirements that needed to be included for the poster board project.

- Random drawn war/battle
- specific details for the *5 W's and How* handout
- prominent individuals on both sides of the opposing groups (print pictures if possible for poster board)

EVALUATION:

5 W's and How handout detailed written responses.

DAY 3: INDIAN WAR/BATTLE POSTERBOARD PROJECT (Part 2-POSTERS)

***5 W's and How* worksheet needs to be completed before the student starts making posters on the computer.

MATERIALS NEEDED:

Computer
Completed *5 W's and How* handout
Posterboard
Map from Day 1
Pictures of prominent individual(s) from Day 2
Glue
Markers

LEARNING TARGET:

Students will demonstrate an understanding of the Indian war/battle they drew in Day 2 through the creation of posters that contain relevant and valid information with an 80% or better score.

LESSON INTRODUCTION:

To review what we have done the last couple of days, we viewed the Bozeman Trail video and mapped out the Indian wars and battles. On day 2, we randomly drew one of the 5 wars or battles and used the internet to research our selection and should have completed the *5 W's and How* handout. Today, we are going to use either Microsoft Publisher or Google Slides to make posters from our *5 W's and How* handout. These will then be printed off and will need to be glued to your poster board. Reminder, include the map from day 1 and the pictures of the prominent individuals from day 2. You will need to stay on task in order to get all the requirements done for your poster board display in which you may be presenting on day 4 & 5 if time allows.



STEP BY STEP PROCEDURE:

1. In order to get your display board, you must have all the other requirements completed. They are:

- 5 *W's and How* worksheet
- Map from Day 1
- Pictures of prominent individual(s) from Day 2

2. If you do not have all the required items, you will need to start working on them now. Use time wisely.

If you have all the required items completed, you will need to start making your posters using either Microsoft Publisher or Google Slides. Use the *5 W's and How* handout for your posters. You should have 8-10 slides total when you are done.

- 1- title slide
- 1- Who slide
- 1- What slide
- 1- Where slide
- 1- When slide
- 1- Why slide
- 1- How slide
- 1- Prominent Indian leader slide
- 1- Prominent military/emigrant leader slide

(Remind students about the map from Day 1 and that it will be used as well)

- 3. Once all your slides are done, they will need to be printed.
- 4. As they print, get your display board and start planning on how you are going to organize your posters.
- 5. Start gluing them on the board.

REVIEW:

Ask students to recall all the requirements that needed to be included for the poster board display.

- 8-10 slides from the *5 W's and How* handout responses
- pictures of the prominent individuals on both sides of the opposing groups
- map

EVALUATION:

The completed poster board display will be used to assess the entire project. Teacher may develop a rubric that will meet the district's grading system or print a generic one from the internet for google slides/publisher projects.



DAY 4 & 5: PRESENTATIONS (optional if time allows)

**If more time is needed to finish the poster board project, day 4-5 can be eliminated and used as work days to complete a project that displays quality work rather than a rush job.

MATERIALS NEEDED:

Completed poster board display
Table for display

LEARNING TARGET:

Students will demonstrate their public speaking and listening skills through a presentation of their project display board and listening to peers with an 80% or better score.

LESSON INTRODUCTION:

Today, we will be presenting our project display boards to the class. You will need to use a tone of voice that can be heard for all your audience to hear. In addition, when it's your turn to listen to your peer's presentation, be an attentive listener to the information presented so you may ask questions when they are finished. I will ask for any volunteers first and if no one does, I will call on students at random.

STEP BY STEP PROCEDURE:

1. Ask if there are any volunteers who wish to present first. If none, call on students at random order.
2. Student presents.
3. Ask if there are any questions from the audience.

REVIEW:

Class discussion: have students share what they found most interesting or liked about one of their peers projects. (Positive feedback)

EVALUATION:

Use district adopted speaking & listening rubrics to assess learning target.



**“The Bozeman Trail – A Rush to Montana’s Gold”
5 W’s and How Worksheet**

Name _____ Date _____ Period _____

Directions: Answer the 5 W’s and How questions as you research the Indian war/battle you drew earlier. You may have to use multiple websites to answer the questions but keep in mind that you will need to cite your source for each one. Please READ the full text before searching for another source. Also, be sure to check the source you are using to make sure it is credible.

WHO:

WHAT:

WHERE:

WHEN:

WHY:

HOW:

WEBSITE ADDRESS(ES) USED:



COMMON CORE STANDARDS ADDRESSED IN LESSON:

Craft and Structure:

CCSS.ELA-LITERACY.RH.6-8-4

- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Key Ideas and details

CCSS.ELA-LITERACY.RL.8.1

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Writing

CCSS.ELA-LITERACY.W.8.1

- Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.8.1a

- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-LITERACY.W.8.1.b

- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-LITERACY.W.8.1.c

- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.8.1d

- Establish and maintain a formal style.

CCSS.ELA-LITERACY.W.8.3

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.8.3.a

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

CCSS.ELA-LITERACY.W.8.3.b

- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.



CCSS.ELA-LITERACY.W.8.3.c

- Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

CCSS.ELA-LITERACY.W.8.3.d

- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CCSS.ELA-LITERACY.W.8.3.e

- Provide a conclusion that follows from and reflects on the narrated experiences or events.

CCSS.ELA-LITERACY.W.8.7

- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-LITERACY.W.8.8

- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Speaking & Listening

Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.8.1

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.8.1.a

- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.SL.8.1.b

- Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.8.1.c

- Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.



CCSS.ELA-LITERACY.SL.8.1.d

- Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CCSS.ELA-LITERACY.SL.8.2

- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

CCSS.ELA-LITERACY.SL.8.3

- Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

CCSS.ELA-LITERACY.SL.8.4

- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.SL.8.5

- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

WYOMING STATE SOCIAL STUDIES STANDARDS – GRADE 8 (2018)

Social Studies Content Standard 2 -

Culture and Cultural Diversity

Students demonstrate an understanding of the contributions and impacts of human interaction and cultural diversity on societies.

Rationale

Culture helps us to understand ourselves as both individuals and members of various groups. In a multicultural society, students need to understand multiple perspectives that derive from different cultural vantage points. As citizens, students need to know how institutions are maintained or changed and how they influence individuals, cultures, and societies. This understanding allows students to relate to peoples of local, tribal, state, national, and global communities.



SS8.2.1

Compare and contrast the ways various groups (e.g., ethnic communities, and Indigenous Tribes of Wyoming) meet human needs and concerns (e.g., self-esteem, friendship, and tribal heritage) and contribute to identity, situations, and events.

SS8.2.3

Analyze the unique cultural characteristics of various groups within Wyoming and the nation, including Indigenous Tribes of Wyoming (e.g., language, traditions, spirituality, art, and lifestyle).

SS8.2.4

Explain the cultural contributions of and tensions between groups in Wyoming, the United States, and the World (e.g., racial, ethnic, social and institutional).

SS8.2.4.a

Explain the cultural contributions of and interactions between Native Americans and immigrant groups in Wyoming and the United States.

Social Studies Content Standard 3 - Production, Distribution, and Consumption

Students describe the influence of economic factors on societies and make decisions based on economic principles.

Rationale

In a global economy marked by rapid technological, political, and economic change, students will examine how people organize for the production, distribution, and consumption of goods and services.

SS8.3.1

Identify and apply basic economic concepts (e.g., supply, demand, production, exchange and consumption, labor, wages, scarcity, prices, incentives, competition, and profits).

SS8.3.4

Explain or illustrate how money is used by individuals, groups, and financial institutions.

SS8.3.5

Describe how values and beliefs influence individual, family, and business decisions (microeconomics).



Social Studies Content Standard 4 - Time, Continuity, and Change

Students analyze events, people, problems, and ideas within their historical contexts.

Rationale

Students need to understand their historical roots and how past events shape the past, present, and may shape the future. Students must know what life was like in the past to comprehend how things change and develop over time. Students gain historical understanding through inquiry, of history by and through researching and interpreting events affecting individual, local, tribal, state, national, and global histories.

SS8.4.1

Describe how historical events impact the future (cause and effect) and how change spreads to other places (e.g., spread of industrial revolution or causes of the Civil War, impacts of Manifest Destiny, aftermath of French and Indian War, and progression of Indian Removal Act).

SS8.4.2

Describe how tools and technology in different historical periods impacted the way people, including Indigenous Tribes of Wyoming, lived, made decisions, and saw the world (e.g., impact of horses and European trade goods on Plains Indian cultures, mechanized agriculture, and Industrial Revolution technologies).

SS8.4.3

Analyze the way current events; affect all people, including Indigenous Tribes of Wyoming. Investigate the history leading up to those events and suggest alternative ways such events may have played out.

SS8.4.4

Identify historical interactions between and among individuals, groups, and/or institutions (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace).

SS8.4.4.a

Identify how federal policies have impacted Indigenous Tribes of Wyoming historically and currently (e.g., reservations, treaties, allotment, boarding schools, and forced assimilation).

SS8.4.5

Identify relevant primary (e.g., historical photographs, artifacts, and documents, including treaties) and secondary sources for research.

Compare and contrast treatment of the same topic in several primary and secondary sources, which may include oral history and traditional storytelling.



Social Studies Content Standard 5 - People, Places, and Environments

Students apply their knowledge of the geographic themes (location, place, movement, region, and human/environment interactions) and skills to demonstrate an understanding of interrelationships among people, places, and environment.

Rationale

Students gain geographical perspectives of the community, state, nation, and world by studying the Earth and how humans interact with people, places, and environments. Their knowledge of geography allows students to make local and global connections. Students develop increasingly abstract thought as they use data and apply skills to analyze human behavior in relation to its physical and cultural environment.

Spatial

SS8.5.1

Use and create models of the Earth to analyze the interactions of physical and human systems to demonstrate global interconnectedness.

SS8.5.1.a

Analyze the impact of natural resources on tribal locations, past and present.

Physical Place and Region

SS8.5.2

Analyze and evaluate how physical features and changes influenced historical events (e.g., route of Union Pacific Railroad, location of Wind River Indian Reservation, state and national monuments and parks) and participate in collaborative problem solving and decision making in the selection of professional and personal choices.

Human Place and Movement

SS8.5.3

Explain how communities' current and past demographics, migrations, and settlement patterns influence place (e.g., culture, needs, and political and economic systems) and use this analysis to predict future settlement patterns.

SS8.5.3a

Explain how the migration and settlement patterns of indigenous tribes influence place (e.g., migration of pre-Columbian Tribes, and reservation movement).

Environment and Society

SS8.5.4

Analyze the changes to and consequences of human, natural, and technological impacts on the physical environment.



SS8.5.4.a

Analyze how cultural practices continue to influence how Indigenous Tribes of Wyoming interact with the environment.

**Social Studies Content Standard 6 -
Technology, Literacy, and Global
Connections**

Students use technology and literacy skills to access, synthesize, and evaluate information to communicate and apply social studies knowledge to global situations.

Rationale

Using a variety of resources, students will apply the inquiry process to locate, interpret, and evaluate multiple primary and secondary sources. Students will use this information to become critical thinkers and decision makers in a global community. Social Studies Content Standard 6 was written around the Framework for 21st Century Skills and the Common Core Literacy Standards for History and Social Studies.*

SS8.6.1

Use and evaluate multiple sources of information in diverse formats and media in order to address a question or solve a problem.

SS8.6.2

Distinguish among fact, opinion, and reasoned judgment in a text.

SS8.6.3

Use digital tools to research, design, and present social studies concepts (e.g., understand how individual responsibility applies in usage of digital media). link to ISTE student standards

SS8.6.4

Use accurate, sufficient, and relevant information from primary and secondary sources to support writing.

WYOMING STATE LANGUAGE ARTS STANDARDS – GRADE 8 (2012)

Reading Standards for Literature

Key Ideas and details

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.



Writing

1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d. Establish and maintain a formal style.
2. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
 - c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
 - d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
3. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
4. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.



Speaking & Listening

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
 - c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
 - d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

1. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
2. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.