

8th Grade
U.S. History

Unit Title: Unit 1-Foundations- Revolution and the New Nation	Duration: 8 weeks
Unit Overview: Students begin their studies by learning what life would be like without government. Throughout the unit students evaluate the evolution of political thought that ended in the adoption of the Constitution. The political and philosophical ideas and experiences of the colonists were reflected in the Articles of Confederation, United States Constitution and the Bill of Rights. Focus will be placed on the branches of government; its power, limits, structures and their functions. Students will recognize how the Constitution increased the powers of central government when compared to the Articles of Confederation. Students learn the necessity for the inclusion of the Bill of Rights.	
GLCE/HSCE Addressed: <i>F1.1,F1.2,F1.3,U3.3.1,U3.3.2,U3.3.3,U3.3.4,U3.3.5,U3.3.6,U3.3.7</i>	
<u>F1 Political and Intellectual Transformations</u>	
F 1.1- Describe the ideas, experiences, and interactions that influenced the colonists’ decisions to declare independence by analyzing <ul style="list-style-type: none">-<i>colonial ideas about government (e.g. limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights)</i>-<i>experiences with self-government (e.g., House of Burgesses and town meetings)</i>-<i>changing interactions with the royal government of Great Britain after the French and Indian War</i>	
F 1.2- Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing <ul style="list-style-type: none">-<i>colonists’ views of government</i>-<i>their reasons for separating from Great Britain</i>	
F 1.3- Describe the consequences of the American Revolution by analyzing the <ul style="list-style-type: none">-<i>birth of an independent republican government</i>-<i>creation of Articles of Confederation</i>-<i>changing views of freedom and equality</i>-<i>and concerns over distribution of power within governments, between government and the governed, and among people</i>	

U3.3 Creating New Government(s) and a New Constitution - *Explain the challenges faced by the new nation and analyze the development of the Constitution as a new plan for governing. [Foundations for Civics HSCE Standard 2.2.]*

U3.3.1- Explain the reasons for the adoption and subsequent failure of the Articles of Confederation (e.g., why its drafters created a weak central government, challenges the nation faced under the Articles, Shay’s Rebellion, and disputes over western lands).

U3.3.2- Identify economic and political questions facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention.

U 3.3.3- Describe the major issues debated at the Constitutional Convention including the distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue.

U 3.3.4- Explain how the new constitution resolved (or compromised) the major issues including sharing, separating, and checking of power among federal government institutions, dual sovereignty (state-federal power), rights of individuals, the Electoral College, the Three-Fifths Compromise, and the Great Compromise.

U3.3.5- Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution.

U 3.3.6- Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government.

U 3.3.7- Using important documents (e.g., Mayflower Compact, Iroquois Confederacy, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers), describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, rights of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.

Note: Expectations U3.3.1–U3.3.5 address content that was introduced in Grade 5, but asks for explanation and analysis at a higher level than expected in Grade 5. They are included here to support in-depth discussion of the historical and philosophical origins of constitutional government in the United States. (U3.3.6)

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<p>Big Ideas:</p> <ul style="list-style-type: none">• To explore challenges of creating a new nation this includes social, economic, and political issues.• To analyze important historical documents that reflects a new nation.	<p>Essential Questions:</p> <ul style="list-style-type: none">• How are political and philosophical ideas and the experiences of the colonists and Founders reflected in the Declaration of Independence, Articles of Confederation, United States Constitution, and the Bill of Rights?• How did the concept of freedom influence critical issues debated at the Constitutional Convention (e.g., distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery)?
<p>What should students know/understand?</p> <ul style="list-style-type: none">• The significance of Primary sources (i.e. Declaration of Independence, the Constitution, and Articles of Confederation).• Generalizations and purpose about the role of limited government.• The relationship between Federalists/Non-Federalists.• Popular sovereignty within the creating of a new nation.• The causes of the revolution.• The goals and principles of the constitution.	<p>What should students be able to do?</p> <ul style="list-style-type: none">• Identify Primary sources.• Identify terms such as Federalists/Anti-Federalists.• Identify political and economic questions facing the nation.• Define the role of limited government.
<p>Vocabulary (<i>not an exhaustive list</i>): Articles of Confederation, Declaration of Independence, distribution of power, federalism, Federalists/Anti-Federalists, individual rights, limited government, philosophical and historical origins of the Constitution, popular sovereignty</p>	

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<p>Formative Assessments - Possibilities Include:</p> <ul style="list-style-type: none">• Recognize and explain the meaning of Primary sources.• Venn diagram on Federalists/Non-Federalists.	<p>Summative Assessment – Possibilities Include:</p> <ul style="list-style-type: none">• Write a reflection of the purpose of Primary sources.• Write an essay on the differences between Federalists/Non-Federalists.
<p>Project Ideas/Technology Integration – Possibilities Include: Write a research paper using one of the original 56 signers of the Declaration of Independence.</p> <p>After learning about the Constitution, students take the words to the Preamble and create a rap or step.</p>	<p>Resources/Technology Integration – Possibilities Include: Supplemental materials (i.e. textbook-The American Nation (Prentice Hall, James West Davidson/Michael B. Stoff), primary source documents.</p> <p>Technology websites: http://www.chicagohistory.org/education/resources/history-lab/america-s-documents-of-freedom www.historychannel.com www.nara.gov</p> <p><i>*previously listed resources can be used throughout all units.</i></p>

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Unit Title: Unit 2- Challenges, Economic Growth and Reform	Duration: 4 weeks
Unit Overview: This unit will address how political and social leaders attempted to meet the domestic and foreign challenges facing the new government. Students will examine the development of foreign policy, economic policy, politics, and early expansion that transformed the United States as a nation.	
GLCE/HSCE Addressed: <i>U 4.1.1,U4.1.2,U4.1.3,U4.1.4</i>	
U4.1 Challenges to an Emerging Nation - <i>Analyze the challenges the new government faced and the role of political and social leaders in meeting these challenges.</i>	
U4.1.1- Use Washington’s Farewell Address to analyze the most significant challenges the new nation faced and the extent to which subsequent Presidents heeded Washington’s advice.	
U4.1.2- Explain the changes in America’s relationships with other nations by analyzing treaties with American Indian nations, Jay’s Treaty (1795), French Revolution, Pinckney’s Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine.	
U4.1.3- Explain how political parties emerged out of the competing ideas, experiences, and fears of Thomas Jefferson and Alexander Hamilton (and their followers), despite the worries the Founders had concerning the dangers of political division, by analyzing disagreements over; -relative power of the national government (e.g., Whiskey Rebellion, Alien and Sedition Acts) and of the executive branch (e.g., during the Jacksonian era) -foreign relations (e.g., French Revolution, relations with Great Britain) -economic policy (e.g., the creation of a national bank, assumption of revolutionary debt)	
U4.1.4- Explain the development of the power of the Supreme Court through the doctrine of judicial review as manifested in Marbury v. Madison (1803) and the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government (e.g., McCullough v. Maryland, Dartmouth College v. Woodward, Gibbons v. Ogden).	

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<p>Big Ideas:</p> <ul style="list-style-type: none"> • Precedents were set by George Washington in the early years of the nation to bring about the rise of political parties. • Various inventions led to the Industrial Revolution. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How did political and social leaders attempt to meet the domestic and foreign challenges facing the new government? • How did competing ideas, experiences of political leaders, and fears of the Founders influence the development of political parties? • How did the decisions of the Supreme Court, including the power of judicial review, help to define the authority of the national government?
<p>What should students know/understand?</p> <ul style="list-style-type: none"> • Why Washington’s actions as President were important to the future of the United States. • Washington set examples for future political leaders. • The five Executive Departments (Department of State, Treasurer & War, Offices of Attorney General, and Postmaster General created by President George Washington. • Why the French expected Americans to support their revolution. 	<p>What should students be able to do?</p> <ul style="list-style-type: none"> • Identify the national economic policy. • Explain how the 1st Presidential cabinet was organized. • Explain how the French had been inspired by the ideals of the American Revolution.
<p>Vocabulary (<i>not an exhaustive list</i>): domestic policy, federalism, foreign policy, growing independence of U.S. foreign policy, judicial review, national economic policy, neutrality, political conflict, political parties, transition of political power, treaty</p>	
<p>Formative Assessments - <i>Possibilities Include:</i> Create a graphic organizer on the five executive departments.</p>	<p>Summative Assessment – <i>Possibilities Include:</i> End of unit- test. Make two column notes on the types of inventions.</p>

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<p>Project Ideas/Technology Integration – Possibilities Include: Connect past and present government. Choose a leader who was active in George Washington’s cabinet to “interview”. Partners tape or write the interview.</p> <p>Make a report on how the Executive departments created national policy.</p>	<p>Resources/Technology Integration – Possibilities Include: Technology resources: Kidspiration Inspiration http://streaming.discoveryeducation.com/ http://www.thinkfinity.org</p>
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Unit Title: Unit 3- Regional and Economic Growth	Duration: 4 weeks
Unit Overview: In this unit students examine how industrialization, the westward movement, and the rapid expansion of slavery affected Americans before the Civil War. Students will develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slaveholding states.	
GLCE/HSCE Addressed: <i>U4.2.1,U4.2.2,U4.2.3,U4.2.4</i>	
<u>U4.2 Regional and Economic Growth</u> - <i>Describe and analyze the nature and impact of the territorial, demographic, and economic growth in the first three decades of the new nation using maps, charts, and other evidence.</i>	
U4.2.1- Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of: <ul style="list-style-type: none">-<i>agriculture, including changes in productivity, technology, supply and demand, and price</i>-<i>industry, including entrepreneurial development of new industries, such as textiles</i>-<i>the labor force including labor incentives and changes in labor forces</i>-<i>transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices</i>-<i>immigration and the growth of nativism)</i>-<i>race relations</i>-<i>class relations</i>	
U.4.2.2- Explain the ideology of the institution of slavery, its policies, and consequences.	
U.4.2.3- Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny.	
U.4.2.4- Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slave-holding states.	

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<p>Big Ideas:</p> <ul style="list-style-type: none"> • Why the early Industrial Revolution changed people’s lives. • How the cotton gin increased the production of cotton became an alternative resolution for picking cotton and changed the economics of the south. • To understand how the impact of Manifest Destiny expanded the United States. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How did territorial, demographic, and economic growth affect regional differences in the nation? • How did the political, social, and economic consequences of westward expansion complicate national issues? • How does historical evidence support the claim that the Age of Jackson was a period of contradictions?
<p>What should students know/understand?</p> <ul style="list-style-type: none"> • The differences in economic and cultural institutions between the North and South. • Eli Whitney invented the cotton gin which increased the economic growth of the South. • How the political, social, and economic consequences of westward expansion complicated national issues. • Facts about the institution of slavery (i.e. policies, consequences, etc.). • The types of inventions that led to the Industrial Revolution. 	<p>What should students be able to do?</p> <ul style="list-style-type: none"> • Give examples of how the factories provided work for town’s people and helped the town to grow. • Make generalizations about how the cotton gin increased the production of cotton. • Explain the above social, economic, and political consequences of westward expansion. • Describe the causes and effects of Manifest Destiny. • Describe the types of inventions that led to the Industrial Revolution.
<p>Vocabulary <i>(not an exhaustive list):</i> expansionism, free vs. slaveholding states, immigration, industrialization, institution of slavery, Jacksonian Democracy, Manifest Destiny, nativism, regionalism, removal of American Indians, social class, technological change</p>	
<p>Formative Assessments - <i>Possibilities Include:</i></p> <ul style="list-style-type: none"> • State 2 facts explaining how the cotton gin increased the economic growth. • Think-pair-share facts about the institution of slavery. • Create a timeline of the types of inventions that led to Industrial Revolution. 	<p>Summative Assessment – <i>Possibilities Include:</i></p> <ul style="list-style-type: none"> • Make a poster illustrating how the cotton gin changed the economy. • Create a flip chart about facts that depict the institution of slavery.

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Project Ideas/Technology Integration – Possibilities Include:
Watch video on Native American powwow then class take notes and discuss significance of their culture.

Research information on slavery based on historical information, photographs, graphics, and audio clips then work in cooperative groups based on topics (i.e. plantation life, traditions, Underground Railroad, life after Emancipation) then share with class.

Resources/Technology Integration – Possibilities Include:

Technology resources:

www.Edsitement.neh.gov

www.Nationalgeographic.org

www.Educationworld.com

www.Pbs.org

www.sps.lane.edu

<p>Unit Title: Unit 4- Antebellum Reform Movements</p>	<p>Duration: 3 weeks</p>
<p>Unit Overview: In this unit students examine the growth of reform movements and the effects during the antebellum period. Students explore various reform movements in education, abolition, women’s rights, and temperance. Students will investigate national public policy issues that relates to religion and democratic ideals.</p>	
<p>GLCE/HSCE Addressed: <i>U4.3.1,U4.3.2,U3.3,U4.3.4,U4.3.5</i></p>	
<p>U4.3 Reform Movements - <i>Analyze the growth of antebellum American reform movements.</i></p> <p>U.4.3.1- Explain the origins of the American education system and Horace Mann’s campaign for free compulsory public education.</p> <p>U.4.3.2- Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders (e.g., John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass), and the response of southerners and northerners to the abolitionist movement.</p> <p>U.4.3.3- Analyze the antebellum women’s rights (and suffrage) movement by discussing the goals of its leaders (e.g., Susan B. Anthony and Elizabeth Cady Stanton) and comparing the Seneca Falls Resolution with the Declaration of Independence.</p> <p>U.4.3.4- Analyze the goals and effects of the antebellum temperance movement.</p> <p>U.4.3.5- Evaluate the role of religion in shaping antebellum reform movements.</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none"> • Exploration of the growth of the antebellum period and the reform movement. • Emphasis on consequences from the Antebellum Reform period. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How successful were reformers of the mid-1800s in reducing the disparities between American ideals and reality? • How did religion and democratic ideals influence reform movements? • In what ways do current public issues have their roots in antebellum reform movements?

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<p>What should students know/understand?</p> <ul style="list-style-type: none"> • Changes that took place in society during the Antebellum Reform Movement. • The consequences of the women’s rights during the Antebellum Movement. • How compulsory public education was established. • The definition of the democratic ideals (Core Democratic Values). 	<p>What should students be able to do?</p> <ul style="list-style-type: none"> • Explain the changes that took place during the Antebellum Movement. • Explain how religion and democratic ideals influenced the Reform Movement. • Compare and contrast the consequences of women’s rights during the Antebellum Movement. • Describe changes over time regarding slavery.
<p>Vocabulary (<i>not an exhaustive list</i>): abolition, antebellum reformers, compulsory public education, democratic ideals, reform, religion, temperance, women’s rights</p>	
<p>Formative Assessments - <i>Possibilities Include:</i> List and define 5 core democratic values. Read biography on several women during antebellum movement and answer questions.</p>	<p>Summative Assessment – <i>Possibilities Include:</i> Role play involving the lives of women during the antebellum movement. Make a poster of their interpretation of the core democratic values.</p>
<p>Project Ideas/Technology Integration – <i>Possibilities Include:</i> Collect information from primary and secondary sources on Frederick Douglas or another abolitionist. Make a list of questions and organize your list in a journal. Identify events in the early life of a woman during the Antebellum Reform Movement that led to her becoming a leading abolitionist. Discussion and flow chart creations.</p>	<p>Resources/Technology Integration – <i>Possibilities Include:</i> Technology resources: www.Historyteacher.net(Powerpoint- Palooza) www.Smithsonianeducation.org http://www.twice.cc/fieldtrips.html www.naep.org</p>

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Unit Title: Unit 5- The Coming of the Civil War	Duration: 6 weeks
Unit Overview: In this unit students will observe the increasing sectional tensions and the effects on the people and the nation. This lesson starts with comparing the economic, social and cultural views of life in the North and South during the antebellum period. Attempts to end or contain slavery including the Northwest Ordinance and the Missouri Compromise will be covered. Exploration of the annexation of Texas, the Wilmot proviso, the Compromise of 1850, Bleeding Kansas, the Dred Scott decision, changes in political parties and how these events affected the union.	
GLCE/HSCE Addressed: <i>U5.1.1, U5.1.2, U5.1.3, U5.1.4, U5.1.5, U5.1.6, U5.2.1</i>	
U5.1 The Coming of the Civil War - <i>Analyze and evaluate the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence.</i>	
U.5.1.1- Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples.	
U.5.1.2- Describe the role of the Northwest Ordinance and its effect on the banning of slavery (e.g., the establishment of Michigan as a free state).	
U.5.1.3- Describe the competing views of Calhoun, Webster, and Clay on the nature of the union among the states (e.g., sectionalism, nationalism, federalism, state rights).	
U.5.1.4- Describe how the following increased sectional tensions	
- <i>the Missouri Compromise (1820)</i>	
- <i>the Wilmot Proviso (1846)</i>	
- <i>the Compromise of 1850 including the Fugitive Slave Act</i>	
- <i>the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas</i>	
- <i>the Dred Scott v. Sanford decision (1857)</i>	
- <i>changes in the party system (e.g., the death of the Whig party, rise of the Republican Party and division of the Democratic Party)</i>	

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U.5.1.5- Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan’s role in the Underground Railroad) and effects of their actions before and during the Civil War. (C2)

U.5.1.6- Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help explain the Civil War.

U.5.2.1- Explain the reasons (political, economic, and social) why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South. (C3, E1, 2)

Big Ideas:

- The ethnic origins manifest itself in Antebellum America by being divided into different groups.
- The issue of fugitive slaves that divided the North and South.

Essential Questions:

- How did slavery and abolitionism reflect issues involving majority rule and individual liberty?
- How did the reasons for secession reflect unresolved political, social, and economic tensions?
- How did questions of race manifest themselves in antebellum America?

What should students know/understand?

- How the ethnic origins were divided into different groups.
- Poor whites enjoyed rights denied to African Americans.
- Fugitive slave laws caused tension between the North and South.
- How the Civil War started and ended.
- The Constitutional arguments surrounding the question of slavery.

What should students be able to do?

- Explain the way of life of poor whites, free blacks, and enslaved African Americans.
- Compare and contrast rights of the poor white and African Americans.
- Explain effects of the Fugitive Slave laws.
- Express the effects of the antebellum temperance movement.

Vocabulary (*not an exhaustive list*):

abolitionism, civil war, compromise, democracy, federalism, historical interpretation, individual liberty, institution of slavery, nationalism, popular sovereignty, radicalism, resistance movements

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<p>Formative Assessments - Possibilities Include:</p> <ul style="list-style-type: none">• Class discussion on how poor whites had rights that were denied to African Americans.• Group reading and discussion on the beginning to the end of the Civil War.	<p>Summative Assessment – Possibilities Include:</p> <ul style="list-style-type: none">• Create a t-chart showing rights of poor whites and rights denied to African Americans.• Timeline of events that occurred during the Civil War.
<p>Project Ideas/Technology Integration – Possibilities Include: Write Civil War journals that engage in the lesson which integrates creative writing and enhances knowledge of the effects of the Civil War on people.</p> <p>Identify advantages for the northern or southern of the Civil War by reflecting this knowledge in a rhythmic poetic form (i.e., poetry, stepping, rapping).</p>	<p>Resources/Technology Integration – Possibilities Include: Technology resources: http://www.curriki.org www.memory.loc.gov www.digitalhistoryuh.edu http://mel.org</p>

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Unit Title: Unit 6- The Civil War	Duration: 3 weeks
Unit Overview: This unit covers the effects of the Civil War among the Americans and American society, analysis of advantages and disadvantages of the Union and the Confederacy. The unit also explores why and how the North won and the effects Lincoln's presidency had on the nation. The unit will also cover the role of black soldiers, its regiments, and enslaved people.	
GLCE/HSCE Addressed: <i>U5.2.2,U5.2.3,U5.2.4,U5.2.5</i>	
U5.2 Civil War - <i>Evaluate the multiple causes, key events, and complex consequences of the Civil War.</i>	
U.5.2.2- Make an argument to explain the reasons why the North won the Civil War by considering the <i>-critical events and battles in the war</i> <i>-the political and military leadership of the North and South</i> <i>-the respective advantages and disadvantages, including geographic, demographic, economic and technological</i>	
U.5.2.3- Examine Abraham Lincoln's presidency with respect to <i>-his military and political leadership</i> <i>-the evolution of his emancipation policy (including the Emancipation Proclamation)</i> <i>-and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence</i>	
U.5.2.4- Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples.	
U.5.2.5- Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments.	

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<p>Big Ideas:</p> <ul style="list-style-type: none"> • The causes and outcomes of the Civil War. • The role of African Americans in the Civil War. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How did the Civil War affect Americans and American society? • How and why did the North win the Civil War? • How did Lincoln’s presidency affect the nation and its people?
<p>What should students know/understand?</p> <ul style="list-style-type: none"> • The significance of Primary sources (i.e. Declaration of Independence, the Constitution, and Articles of Confederation.) • Generalizations and purpose about the role of limited government. • The relationship between Federalists/Anti-Federalists. • Popular sovereignty within the creating of a new nation. • Causes of the Revolution • Goals and principles of the Constitution 	<p>What should students be able to do?</p> <ul style="list-style-type: none"> • Evaluate the role of African Americans during the Civil War. • Compare and contrast the Union and Confederate states. • Identify advantages/disadvantages resulting from the Civil War. • Recognize how and why emancipation was implemented in the policy of the Emancipation Proclamation. • List the major battles of the Civil War.
<p>Vocabulary <i>(not an exhaustive list):</i> Civil War, Confederate States of America, demographic/economic/geographic/technological advantages, Emancipation, military and political leadership, perspective/point of view, total war, turning point, Union, Gettysburg Address</p>	
<p>Formative Assessments - <i>Possibilities Include:</i></p> <ul style="list-style-type: none"> • 10-question quiz on the role of African Americans during the Civil War. • Venn diagram on the Union and Confederacy. 	<p>Summative Assessment – <i>Possibilities Include:</i></p> <ul style="list-style-type: none"> • Test on the cause and effect of the Civil War. • Write a persuasive essay explaining the difference between the Union and Confederacy.

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<p>Project Ideas/Technology Integration – Possibilities Include: Study how black soldiers impacted the outcome of the Civil War. Research and associate vocabulary with this era.</p> <p>Write a report on one of the major battles of the Civil War.</p> <p>Do a presidential mock interview (Abraham Lincoln, etc.).</p>	<p>Resources/Technology Integration – Possibilities Include: Technology resources www.more.org www.einstruction.org</p>
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<p>Unit Title: Unit 7- Reconstruction-Development of an Industrial, Urban, and Global United States</p>	<p>Duration: 4 weeks</p>
<p>Unit Overview: The students will learn about the reconstruction of the United States after the Civil War from a political, social, and economic viewpoint. The students will find out about the government roles and policies, changing roles of African Americans, and responses to African American freedoms during the Reconstruction period.</p>	
<p>GLCE/HSCE Addressed: <i>U5.3.1,U5.3.2,U5.3.3,U5.3.4,U5.3.5</i></p>	
<p>U5.3 Reconstruction - <i>Using evidence, develop an argument regarding the character and consequences of Reconstruction.</i></p> <p>U.5.3.1- Describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, and African Americans.</p> <p>U.5.3.2- Describe the early responses to the end of the Civil War by describing the <i>-policies of the Freedmen’s Bureau</i> <i>-restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black codes</i></p> <p>U.5.3.3- Describe the new role of African Americans in local, state and federal government in the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux Klan.</p> <p>U.5.3.4- Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.</p> <p>U.5.3.5- Explain the decision to remove Union troops in 1877 and describe its impact on Americans.</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none"> • How the nation was affected by the Civil War. • Government policies of Reconstruction. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How did government reconstruction policies affect race relations? • How did the Reconstruction era reflect America’s movement toward and/or away from its core ideals found in the Declaration of Independence and Constitution? • How did issues concerning the rule of law, limited government, and individual rights affect Americans during the Reconstruction era?

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<p>What should students know/understand?</p> <ul style="list-style-type: none"> • The affects of the Civil War on the nation. • The Thirteenth, Fourteenth, and Fifteenth Amendments. • The political, economic, and, social changes during Reconstruction. • The ideals of the Declaration of Independence. 	<p>What should students be able to do?</p> <ul style="list-style-type: none"> • Describe cause and effect of the Civil War. • Draw conclusions about the Thirteenth, Fourteenth, and Fifteenth Amendments. • Give examples of political, economic, and social changes during Reconstruction. • Argue the ideals in the Declaration of Independence.
<p>Vocabulary (<i>not an exhaustive list</i>): Freedmen’s Bureau, political corruption, radicalism, racial segregation, racism, reconstruction, Reconstruction Amendments (Thirteenth, Fourteenth, and Fifteenth Amendments), separation of powers, Southern white resistance</p>	
<p>Formative Assessments - <i>Possibilities Include:</i></p> <ul style="list-style-type: none"> • Class discussion on the effects of the Civil War on our nation. • Journal Writing on information from text. 	<p>Summative Assessment – <i>Possibilities Include:</i></p> <ul style="list-style-type: none"> • Two-column Notes by identifying the Thirteenth, Fourteenth, and Fifteenth Amendments • Chapter Test • Unit Test
<p>Project Ideas/Technology Integration – <i>Possibilities Include:</i> Groups choose viewpoints between President Lincoln, President Andrew Jackson, Republicans, and African Americans on Reconstruction and have a debate.</p> <p>Make a political cartoon illustrating the political, economic, and social changes during the Reconstruction era.</p>	<p>Resources/Technology Integration – <i>Possibilities Include:</i> Technology resources: www.smithsonian.education.org www.gennet.org/ www.googleearth/gps</p>

Unit Title: Unit 8- America during the last half of the 19th Century	Duration: 4 weeks
Unit Overview: In this unit students will examine the last half of the 19 th century in America. The students will be exposed to the Supreme Court decision in Plessy vs. Ferguson case and how African Americans were treated during segregation. They will also learn about the Dawes Act (1897) and how it affected the treatment of Native Americans negatively. Students will examine the role of government and how economic growth through taxes, banking, land grants, mineral rights and the effect of the Homestead Act on the westward expansion. Assessment for this unit includes but not limited to technology advancement on economic growth in the United States that increased world competition. Significant changes in geographical, economical, political, social, and cultural events that took place in America from 1800 to 1898 will be included.	
GLCE/HSCE Addressed: <i>U6.1.1, U6.1.2</i>	
<u>U6.1 America in the Last Half of the 19th Century</u> - <i>Analyze the major changes in communication, transportation, demography, and urban centers, including the location and growth of cities linked by industry and trade, in last half of the 19th century.</i>	
U.6.1.1- Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in <ul style="list-style-type: none">-territory, including the size of the United States and land use-population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America-systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society-governmental policies promoting economic development (e.g., tariffs, banking, land grants and mineral rights, the Homestead Act)-economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers-the treatment of African-Americans, including the rise of segregation in the South as endorsed by the Supreme Court's decision in Plessy v. Ferguson, and the response of African Americans-the policies toward American Indians, including removal, reservations, the Dawes Act of 1887, and the response of American Indians	

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U.6.2.1- United States History Investigation Topic and Issue Analysis, Past and Present- Use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings (e.g., oral, visual, video, or electronic presentation, persuasive essay, or research paper); include causes and consequences of the historical action and predict possible consequences of the contemporary action. Governmental power? (e.g., Articles of Confederation, U.S. Constitution, states' rights issues, secession, others)

-Balance of Power-How has the nation addressed tensions between state and federal governmental power? (e.g., Articles of Confederation, U.S. Constitution, states' rights issues, secession, others)

-Liberty vs. Security- How has the nation balanced liberty interests with security interests? (e.g., Alien and Sedition Acts, suspension of habeas corpus during the Civil War)

-The Government and Social Change- How have governmental policies, the actions of reformers, and economic and demographic changes affected social change? (e.g., abolitionist movement, women's movement, Reconstruction policies)

-Movement of People- How has the nation addressed the movement of people into and within the United States? (e.g., American Indians, immigrants)

Big Ideas:

- Similarities and differences in the United States in 1800 with the United States in 1898.
- Understand the historical perspectives of the injustices upon American citizens.

Essential Questions:

- How did the post-Reconstruction treatment of African Americans, American Indians, and immigrants reflect injustices within American society and challenge notions of freedom and equality?
- How did changes in demographics and global competition affect American society?
- How did geographic, economic, political, and social/cultural changes transform American society during the 19th Century?

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<p>What should students know/understand?</p> <ul style="list-style-type: none"> • How to compare the United States in 1800 with United States in 1898. • How social, political, and economic forces shaped the growth of the United States. • Increased global competition impacted American industrial workers. • Two events that occurred the Dawes Act for the Native Americans and Plessy vs. Ferguson for African Americans that impacted the nation. 	<p>What should students be able to do?</p> <ul style="list-style-type: none"> • Explain the Supreme Court case of Plessy vs. Ferguson. • Describe changes over time with the increase of immigration and change in demographic structure in America. • Make generalizations about tensions between State and Federal governmental power. • Distinguish and draw conclusions on research of historical issues or topics.
<p>Vocabulary (<i>not an exhaustive list</i>): immigration and migration, industrialization, nature of the labor force, reservation policy, segregation, technological change, urbanization</p>	
<p>Formative Assessments - <i>Possibilities Include:</i></p> <ul style="list-style-type: none"> • KWL on Post-Reconstruction era. • Think-pair-share (i.e. era from 1800-1868, political, social, and economic changes in the United States) 	<p>Summative Assessment – <i>Possibilities Include:</i></p> <ul style="list-style-type: none"> • End of unit test. • Project depicting America- past and present
<p>Project Ideas/Technology Integration – <i>Possibilities Include:</i> Discussion on the history of the Transcontinental Railroad and use information to play the game “Jeopardy”.</p> <p>Map out the route of the Union or Central Pacific Union railroad.</p>	<p>Resources/Technology Integration – <i>Possibilities Include:</i> Technology resources: http://www.thinkfinity.org http://streaming.discoveryeducation.com http://gennetbb.geneseed.org/webapps/portal/frameset</p>