

U.S. History 8

Course Title: Integrated United States History **Unit 1 Title:** Foundation of a New Nation **Length of Unit:** 8 Weeks

Grade Level: 8

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Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
<p>Political and Intellectual Transformations F1.1 Describe the ideas, experiences, and interactions that influenced the colonists’ decisions to declare independence by analyzing • colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights) (C2) • experiences with self-government (e.g., House of Burgesses and town meetings) (C2) • changing interactions with the royal government of Great Britain after the French and Indian War (C2)</p> <p>F1.2 Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing • colonists’ views of government • their reasons for separating from Great Britain. (C2)</p>	<p>Over-reaching Question: How do people and conditions interact to bring about change?</p> <p>Focus Questions: 1) 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? 2) 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> <p>I Can statements: -Give specific reasons why colonists wanted to break free of England.</p>	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 primary and secondary sources right of revolution rule of law	1. Daily assignments 2. Formative assessments 3. Quizzes 4. Tests 5. Daily warm-ups 6. Trimester pre/post test 7. Routine spot checks 8. S.S. Essay Rubric 9. Projects	<p>Textbook: American History (Pearson)</p> <p>Social Studies Writing Rubric</p> <p>Primary Source Documents Declaration of Independence</p> <p>Treaty of Paris, 1783</p> <p>Articles of Confederation</p> <p>US Constitution/Bill of Rights +</p> <p>Videos: Count Down to Independence Johnny Tremain +</p>

<p>F1.3 Describe the consequences of the American Revolution by analyzing the • birth of an independent republican government (C2) • creation of Articles of Confederation (C2) • changing views on freedom and equality (C2) • and concerns over distribution of power within governments, between government and the governed, and among people (C2)</p> <p>U3.3 Creating New Government(s) and a New Constitution</p> <p>8 – 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, Shays’ Rebellion, disputes over western lands). (C2)</p> <p>8 – 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. (E1.4)</p> <p>8 – U3.3.3 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.</p>	<p>-I can explain how the French and Indian War impacted the decision to declare independence.</p> <p>-I can tell the difference between a primary and secondary source.</p> <p>-I can identify and define the 8 Core Constitutional Principles.</p> <p>-I can explain the 3 parts of the Declaration of Independence.</p> <p>-I can list actions taken at the 1st and 2nd Continental Congress.</p> <p>-I can give examples of the complaints listed against King George III.</p> <p>-I can make a list of documents & ideas that shaped our government.</p> <p>-I can explain why the Articles of Confederation failed.</p> <p>-I can explain the issues & compromises debated at the Constitutional Convention.</p>	<p>U.S. Constitution and Bill of Rights</p>		
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<p>8 – U3.3.4 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.</p> <p>8 – 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. (C2) <i>(National Geography Standard 3, p. 148)</i></p> <p>8 – U3.3.6 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. (C3)</p> <p>8 – U3.3.7 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, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government. (C2)</p>	<p>-I can demonstrate the fundamental differences of Federalists and Anti-federalists.</p> <p>-I can name the 3 branches of government, & give an example of their role in government.</p> <p>-I can explain the idea of federalism. (delegated, reserved, & concurrent powers)</p> <p>-I can explain the Bill of Rights, & how it reflected the concepts of limited gov't, protection of individual rights, & the fear of a strong central gov't.</p> <p>-I can list & explain the responsibilities of citizens.</p>			
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U.S. History 8

Course Title: Integrated United States History **Unit 2 Title:** Challenges to an Emerging Nation **Length of Unit:** 4 weeks

Grade Level: 8

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Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
<p>U4.1 Challenges to an Emerging Nation 8 – U4.1.1 Washington’s Farewell – 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. (C4)</p> <p>8 – U4.1.2 Establishing America’s Place in the World – 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. (C4) (<i>National Geography Standard 13, p. 169</i>)</p>	<p>Over-reaching Question: How successful were political and social leaders in solving domestic and international problems faced by the new nation?</p> <p>Focus Questions:</p> <ol 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 by the President and Congress and decisions of the Supreme Court help to define the authority 	<p>domestic policy</p> <p>federalism</p> <p>foreign policy</p> <p>growing independence of US foreign policy</p> <p>judicial review</p> <p>national economic policy</p> <p>neutrality</p> <p>political conflict</p> <p>political parties</p> <p>transition of political power</p> <p>treaty</p>	<ol style="list-style-type: none"> Daily assignments Formative assessments Quizzes Tests Daily warm-ups Trimester post test Routine spot checks S.S. Writing Rubric Projects 	<p>Textbook: American History (Pearson)</p> <p>Social Studies Writing Rubric</p> <p>Primary Source Documents -Washington’s Farewell Address -Jefferson’s Inaugural Address +</p> <p>Videos: Standard Deviant Schools: -Judicial System -Executive Branch Westward Expansion +</p>

<p>8 – U4.1.3 Challenge of Political Conflict – 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</p> <ul style="list-style-type: none"> • 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) (C3) (<i>National Geography Standard 13, p. 169</i>) • foreign relations (e.g., French Revolution, relations with Great Britain) (C3) (<i>National Geography Standard 13, p. 169</i>) • economic policy (e.g., the creation of a national bank, assumption of revolutionary debt) (C3, E2.2) <p>8 – U4.1.4 Establishing a National Judiciary and Its Power – Explain the development of the power of the Supreme Court through the doctrine of judicial review as manifested in <i>Marbury v. Madison</i> (1803) and the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government (e.g., <i>McCullough v. Maryland</i>,</p>	<p>of the national government?</p> <p>I can Statements:</p> <p>-I can explain what the Judiciary Act of 1789 accomplished for the Judicial branch of government, and name the 3 levels of courts created by it.</p> <p>-I can explain the challenges that our new nation faced.</p> <p>-I can describe how the French Revolution affected our relationship with France and Britain.</p> <p>-I can explain how Jay’s Treaty (Br.) and Pinckney’s Treaty (Sp.) settled issues with both Britain and Spain.</p> <p>-I can use Washington’s Farewell Address to illustrate the concerns surrounding foreign alliances and opposing political parties.</p> <p>-I can explain how the Supreme Court ruling in <i>Marbury vs. Madison</i> brought about the concept of Judicial Review.</p> <p>-I can trace the development of political parties throughout the 18th and 19th centuries. (on going)</p>			
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<p><i>Dartmouth College v. Woodward, Gibbons v. Ogden</i>). (C3, E1.4, 2.2)</p>	<p>-I can describe how the Louisiana Purchase came about & its effects on the U.S.</p> <p>-I can explain the roles of western explorers in the expansion of the U.S. (Pike/Lewis & Clark)</p> <p>-I can evaluate the causes & outcomes of the War of 1812.</p>			
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U.S. History 8

Course Title: Integrated United States History

Unit 3 Title: Regional and Economic Growth

Length of Unit: 4 weeks

Grade Level: 8th

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Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
<p>U4.2 Regional and Economic Growth 8 – U4.2.1 Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of</p> <ul style="list-style-type: none"> • agriculture, including changes in productivity, technology, supply and demand, and price (E1.3,1.4) (<i>National Geography Standard 14, p. 171</i>) • industry, including entrepreneurial development of new industries, such as textiles (E1.1) • the labor force including labor incentives and changes in labor forces (E1.2) • transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices (E1.2,1.3) (<i>National Geography Standard 3, p. 148</i>) • immigration and the growth of nativism (<i>National Geography Standard 9, p. 160</i>) • race relations • class relations 	<p>Over-reaching Question: How did people respond to the challenges presented by regional and economic growth?</p> <p>Focus Questions:</p> <ol style="list-style-type: none"> 1. How did territorial, demographic, and economic growth affect regional differences in the nation? 2. How did the political, social, and economic consequences of westward expansion complicate national issues? 3. How does historical evidence support the claim that the Age of Jackson was a period of contradictions? 	<p>expansionism</p> <p>free vs. slaveholding states</p> <p>immigration</p> <p>industrialization</p> <p>institution of slavery</p> <p>Jacksonian Democracy</p> <p>Manifest Destiny</p> <p>regionalism</p> <p>Indian Removal</p> <p>social class</p> <p>technological change</p>	<ol style="list-style-type: none"> 1. Daily assignments 2. Formative assessments 3. Quizzes 4. Tests 5. Daily warm-ups 6. Trimester pre/post test 7. Routine spot checks 8. S.S. Essay Rubric 9. Projects 	<p>Textbook: American History (Pearson)</p> <p>Social Studies Writing Rubric</p> <p>Primary Source Documents Trail of Tears Lowell girls Gibbons v. Ogden The Southern Eco Multiple primary source documents depicting industrial & transportation revolution +</p> <p>Videos: Trail of Tears Industrial Revolution The Men who Made America The Southern Plantation way of Life +</p>

<p>8 – U4.2.2 The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.</p> <p>8 – U4.2.3 Westward Expansion – 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. (E2.1) (<i>National Geography Standard 6, p. 154</i>)</p> <p>8 – U4.2.4 Consequences of Expansion – 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. (C2) (<i>National Geography Standard 13, p. 169</i>)</p>	<p>I can statements:</p> <p>-I can explain how the US settled land disputes with Britain and Spain.</p> <p>-I can describe the importance of the Monroe Doctrine & the Missouri Compromise.</p> <p>-I can describe the <u>causes of</u> & <u>outcomes of</u> the Nullification Crisis.</p> <p>-I can compare & contrast the views of Calhoun, Webster, & Clay in regards to the role of the Federal Government.</p> <p>-I can explain the causes/effects of the Indian Removal. (Trail of Tears, Indian Removal Act, Indian Territory, etc.)</p> <p>-I can describe the process of how the Industrial Revolution was started, & how it came to the US.</p> <p>-I can analyze the role of factories on the growth of northern cities.</p>			
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	<p>-I can explain the development of the factory system.</p> <p>-I can describe improvements made in transportation and technological advancements in the 1800s.</p> <p>-I can explain the causes of the “cotton boom” in the South, & how it affected the South in the upcoming Civil War.</p> <p>-I can examine the reasons for slavery in the New World; cotton, sugar, tobacco.</p> <p>-I can examine the slave system in the South, and describe what life was like for slaves. (e.g. working conditions, punishment, family, religion, rebellion, etc.)</p> <p>-I can describe the economic differences between the North & the South, (industrial vs. agricultural)</p>			
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U.S. History 8

Course Title: Integrated United States History

Unit 4 Title: Antebellum Reform Movements

Length of Unit: 3 weeks

Grade Level: 8

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Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
<p>U4.3 Reform Movements 8 – U4.3.1 Explain the origins of the American education system and Horace Mann’s campaign for free compulsory public education. (C2)</p> <p>8 – U4.3.2 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. (C2) <i>(National Geography Standard 6, p. 154)</i></p> <p>8 – U4.3.3 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. (C2)</p>	<p>Over-reaching question: How did changes caused by economic and territorial growth and the actions of reformers lead to growing sectionalism?</p> <p>Focus Questions:</p> <ol 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? <p>I CAN STATEMENTS... -I can describe the increase in immigration in the</p>	<p>nativism</p> <p>abolition</p> <p>antebellum reformers</p> <p>compulsory public education</p> <p>democratic ideals</p> <p>reform</p> <p>religion</p> <p>temperance</p> <p>women’s rights</p>	<ol style="list-style-type: none"> Daily assignments Formative assessments Quizzes Tests Daily warm-ups Trimester pre/post test Routine spot checks S.S. Essay Rubric Projects 	<p>Textbook: American History (Pearson)</p> <p>Social Studies Writing Rubric</p> <p>Primary Source Documents Misc. primary sources relating to the reform movements of the time period.</p> <p>Videos: Potato Famine A Race to Freedom: A Story of the Underground RR +</p>

<p>8 – U4.3.4 Analyze the goals and effects of the antebellum temperance movement. (C2)</p> <p>8 – U4.3.5 Evaluate the role of religion in shaping antebellum reform movements. (C2)</p> <p>P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement</p> <p>8 – P3.1.1 Identify, research, analyze, discuss, and defend a position on a national public policy issue.</p> <ul style="list-style-type: none"> • Identify a national public policy issue. • Clearly state the issue as a question of public policy orally or in written form. • Use inquiry methods to trace the origins of the issue and to acquire data about the issue. • Generate and evaluate alternative resolutions to the public issue and analyze various perspectives (causes, consequences, positive and negative impact) on the issue. • Identify and apply core democratic values or constitutional principles. • Share and discuss findings of research and issue analysis in group discussions and debates. • Compose a persuasive essay justifying the position with a reasoned argument. • Develop an action plan to address or inform others about the issue 	<p>mid-1800s, & the growing idea of nativism.</p> <p>.</p> <p>-I can explain how social reforms changed society in the early 1800s. (education, women’s rights, temperance, prison, & abolition)</p> <p>-I can name key players within the social reforms of the 1800s. (Dorothea Dix, Horace Mann, Frederick Douglass, Harriet Tubman, Elizabeth Cady Stanton, Lucretia Mott, etc.)</p>			
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<p>P4.2 Citizen Involvement <i>Act constructively to further the public good.</i></p> <p>8 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.</p> <p>8 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.</p> <p>8 – P4.2.3 Participate in projects to help or inform others (e.g., service learning projects).</p>				
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U.S. History 8

Course Title: Integrated United States History

Unit 5 Title: The Coming of the Civil War

Length of Unit: 6 weeks

Grade Level: 8

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Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
<p>U5.1 The Coming of the Civil War 8 – U4.2.3 Westward Expansion – 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. (E2.1) (<i>National Geography Standard 6, p. 154</i>)</p> <p>8 – U4.2.4 Consequences of Expansion – 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. (C2) (<i>National Geography Standard 13, p.</i></p> <p>8 – U5.1.1 Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples. (C2)</p>	<p>Over-reaching Question: How did the Civil War reflect American society’s move toward or away from its core ideal of freedom as found in the Declaration of Independence and the Constitution?</p> <p>Focus Questions:</p> <ol style="list-style-type: none"> 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? <p>I CAN STATEMENTS...</p>	abolition civil interpretation compromise democracy federalism historical individual liberty institution of slavery nationalism popular sovereignty radicalism resistance movements secession	<ol style="list-style-type: none"> Daily assignments Formative assessments Quizzes Tests Daily warm-ups Trimester pre/post test Routine spot checks S.S. Essay Rubric Projects 	<p>Textbook: American History (Pearson)</p> <p>Social Studies Writing Rubric</p> <p>Primary Source Documents Misc. primary sources that are relevant to the coming of the Civil War A Response to the Fugitive Slave Act The Road to Oregon Opposition to the Mexican War</p> <p>Videos: The Alamo NW Ordinance & Expansion of Slavery Westward Expansion</p> <p>:</p>

<p>8 – U5.1.2 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). (<i>National Geography Standard 12, p. 167</i>)</p> <p>8 – U5.1.3 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). (C3)</p> <p>8 – U5.1.4 Describe how the following increased sectional tensions</p> <ul style="list-style-type: none"> • the Missouri Compromise (1820) • the Wilmot Proviso (1846) • the Compromise of 1850 including the Fugitive Slave Act • the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas • the Dred Scott v. Sandford decision (1857) • changes in the party system (e.g., the death of the Whig party, rise of the Republican party and division of the Democratic party) (C2; C3) (<i>National Geography Standard 13, p. 169</i>) <p>8 – U5.1.5 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</p>		<p>sectionalism</p> <p>states’ rights</p>		
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<p>their actions before and during the Civil War. (C2)</p> <p>8 – U5.1.6 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. (C2) (<i>National Geography Standard 13, p. 169</i>)</p> <p>U5.2 Civil War</p> <p>8 – U5.2.1 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) (<i>National Geography Standard 6, p. 154</i>)</p>				
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U.S. History 8

Course Title: Integrated United States History **Unit 6 Title:** The Civil War **Length of Unit:** 3 weeks

Grade Level: 8th

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Standards & Benchmarks	Essential Questions, Learning Targets & "I can" Statements	Key Vocabulary	Suggested Assessment	Possible Resources
<p>U5.2 Civil War 8 – U5.2.1 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) (<i>National Geography Standard 6, p. 154</i>)</p> <p>8 – U5.2.2 Make an argument to explain the reasons why the North won the Civil War by considering the</p> <ul style="list-style-type: none"> • critical events and battles in the war • the political and military leadership of the North and South • the respective advantages and disadvantages, including geographic, demographic, economic and technological (E1.4) (<i>National Geography Standard 15, p. 173</i>) 	<p>Over-reaching Question: Why is the Civil War era considered a pivotal chapter in American history?</p> <p>Focus Question:</p> <ol style="list-style-type: none"> 1. How did the Civil War affect Americans and American society? 2. How and why did the North win the Civil War? 3. How did Lincoln’s presidency affect the nation and its people? <p>I CAN STATEMENTS...</p> <p>-I can explain the advantages and disadvantages of both sides during the Civil War.</p> <p>-I can describe the political & military leadership of the North & South during the war.</p>	<p>civil war</p> <p>Confederate States of America</p> <p>demographic, economic, geographic & technological advantages</p> <p>emancipation</p> <p>military and political leadership</p> <p>perspective/ point of view</p> <p>total war</p> <p>turning point</p> <p>Union</p>	<ol style="list-style-type: none"> 1. Daily assignments 2. Formative assessments 3. Quizzes 4. Tests 5. Daily warm-ups 6. Trimester pre/post test 7. Routine spot checks 8. S.S. Essay Rubric 9. Projects 	<p>Textbook: American History (Pearson)</p> <p>Social Studies Writing Rubric</p> <p>Primary Source Documents</p> <p>Misc. sources that deal with the time period</p> <p>A Confederate Girl's Diary</p> <p>Gettysburg Address</p> <p>Emancipation Proclamation</p> <p>Lincoln’s 1st Inaugural Address</p> <p>Videos:</p> <p>History Channel: The Civil War</p> <p>Gettysburg: Little Round Top</p> <p>Abraham Lincoln</p>

<p>8 – U5.2.3 Examine Abraham Lincoln’s presidency with respect to</p> <ul style="list-style-type: none"> • his military and political leadership • the evolution of his emancipation policy (including the Emancipation Proclamation) • and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence (C2) <p>8 – U5.2.4 Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples.</p> <p>8 – U5.2.5 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. (<i>National Geography Standard 14, p. 171</i>)</p>	<p>-I can demonstrate my knowledge of critical battles throughout the war.</p> <p>-I can explain the role of African Americans in the Civil War.</p> <p>-I can list affects of the war on its combatants, civilians, warfare, & environment.</p>			
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U.S. History 8

Course Title: Integrated United States History

Unit 7 Title: Reconstruction

Length of Unit: 4 weeks

Grade Level: 8

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Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
<p>U5.3 Reconstruction</p> <p>8 – U5.3.1 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>8 – U5.3.2 Describe the early responses to the end of the Civil War by describing the</p> <ul style="list-style-type: none"> • policies of the Freedmen’s Bureau (E2.2) • restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes (C2, C5) <p>8 – U5.3.3 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. (C2, C5) (<i>National Geography Standard 10, p. 162</i>)</p>	<p>Over-reaching Question: Why was the Civil War and Reconstruction Era considered a critical period in American history?</p> <p>Focus Questions:</p> <ol style="list-style-type: none"> 1. How did government reconstruction policies affect race relations? 2. 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? 3. How did issues concerning the rule of law, limited government, and individual rights affect Americans during the Reconstruction era? 	<p>Freedmen’s Bureau</p> <p>political corruption</p> <p>radicalism</p> <p>racial segregation</p> <p>racism</p> <p>Reconstruction</p> <p>Amendments (Thirteenth, Fourteenth, and Fifteenth Amendments)</p> <p>separation of powers</p> <p>Southern white resistance</p>	<ol style="list-style-type: none"> 1. Daily assignments 2. Formative assessments 3. Quizzes 4. Tests 5. Daily warm-ups 6. Trimester pre/post test 7. Routine spot checks 8. S.S. Essay Rubric 9. Projects 	<p>Textbook: American History (Pearson)</p> <p>Social Studies Writing Rubric</p> <p>Primary Source Documents Misc. sources from the time period Dawes Act of 1887 Homestead Act Plessy v. Ferguson Jim Crow Laws Amendments: 13, 14, 15</p> <p>Videos: Reconstruction The life of Lincoln Segregation: Remember the Titans</p>

<p>8 – U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.</p> <p>8 – U5.3.5 Explain the decision to remove Union troops in 1877 and describe its impact on Americans.</p>	<p>I CAN STATEMENTS...</p> <p>-I can describe the different positions concerning how to bring the South back into the Union. (reconstruction)</p> <p>-I can describe the policies of the Freedmen’s Bureau & the restrictions placed on the rights of freedmen, including radical segregation and the Black Codes.</p> <p>-I can explain the new role of African Americans in government & the resistance of Southern whites to it, including the Ku Klux Klan.</p> <p>-I can analyze the intent & effect of the 13th, 14th, & 15th Amendments to the Constitution.</p>			
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U.S. History 8

Course Title: Integrated United States History

Unit 8 Title: America in the Last Half of the 19th Century

Length of Unit: 4 weeks

Grade Level: 8

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Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
<p>U6.1 America in the Last Half of the 19th Century 8 – U6.1.1 America at Century’s End – Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in</p> <ul style="list-style-type: none"> • territory, including the size of the United States and land use (<i>National Geography Standards 1 and 16, pp. 144 and 196</i>) • population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America (E3.2) (<i>National Geography Standards 9 and 12, pp. 160 and 167</i>) • systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society (E1.4, 3.2) (<i>National Geography Standard 11, p. 164</i>) • governmental policies promoting economic development (e.g., tariffs, banking, land grants and mineral rights, the Homestead Act) (E.2.2) (<i>National Geography Standard 16, p. 176</i>) 	<p>Over-reaching Question: How did the transformations occurring in 19th Century America influence and reflect the concepts of “freedom” and “equality” in the United States?</p> <p>Focus Questions:</p> <ol style="list-style-type: none"> 1. 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? 2. How did changes in demographics and global competition affect American society? 	assimilation Continuity and change demographics economic development global competition immigration and migration industrialization nature of the labor force reservation policy segregation technological change urbanization	<ol style="list-style-type: none"> 1. Daily assignments 2. Formative assessments 3. Quizzes 4. Tests 5. Daily warm-ups 6. Trimester pre/post test 7. Routine spot checks 8. S.S. Essay Rubric 9. Projects 	Social Studies Writing Rubric Primary Source Documents Videos: Textbook **THIS UNIT WILL BE DELETED:

<ul style="list-style-type: none"> • economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers (E1.4, 2.1, 3.2) (<i>National Geography Standard 11, p. 164</i>) • the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court’s decision in <i>Plessy v. Ferguson</i>, 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 (<i>National Geography Standard 13, p. 169</i>) 	<p>3. How did geographic, economic, political, and social/cultural changes transform American society during the 19th Century?</p>			
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