

Greensburg Community School Corporation

*8th Grade
United States History*

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Greensburg Community schools
8th Grade U.S. History

Mission Statement

The mission of the Greensburg Community Schools is to serve individuals and the community by developing in all students the knowledge, understanding, skills and attitudes that will enable them to lead productive and fulfilling lives in our complex and changing society.

Greensburg Community Schools

8th Grade United States History

Narrative Description

In Grade Eight, students focus upon United States history, beginning with a brief review of early history, including the Revolution and founding era, and the principles of the United States and Indiana constitutions, as well as other founding documents and their applications to subsequent periods of national history and to civic and political life. Students then study national development, westward expansion, social reform movements, and the Civil War and Reconstruction.

Course Concepts and Generalizations

1. Students will examine the relationship and significance of themes, concepts, and movements in the development of United States history, including review of key ideas related to the discovery, exploration, and colonization of America, the revolution and founding era. This will be followed by emphasis on social reform, national development and westward expansion, the Civil War and Reconstruction period.

2. Students will explain the major principles, values and institutions of constitutional government and citizenship, which are based in the founding documents of the United States.

3. Students will explain how earth/sun relationships affect the atmospheric and oceanic circulation system the seasons, climate, and use latitude and longitude to find exact locations of places. They will identify and categorize the major geographic characteristics of the United States and other regions. They will also name and locate the major physical features of the United States, each of the states, and all major cities, and use geographic skills and technology to examine the influence of geographic factors on national development, both in the past and today.

4. Students will identify, describe, and evaluate the influence of economic factors on national development from the founding of the nation to the end of Reconstruction.

5. Students will examine the influence of individuals, ideas, and cultural movements in the development of the United States; consider the impact of scientific and technological developments on cultural life, and analyze the importance of artistic expression in the development of the American nation.

Greensburg Community Schools

8th Grade United States History

Units of Study

1. Map Making; Skills Building 5 days
2. European Exploration; Discovery (1000-1650) 5 days
3. 13 Original colonies (1630-1750) 5 days
4. From Revolution to Republic (1745-1790) 30 days
5. Early Republic 20 days
6. U.S. Constitution and Indiana Constitution 20 days
7. The New Republic (1789-1800) 20 days
8. Era of Expansion (1824-1860) 30 days
 - ✓ Jackson
 - ✓ Sea to Shining Sea
 - ✓ World of North & South
 - ✓ Reform Age
9. Division & Reunion
Civil War & Reconstruction 25 days
10. Culture and the Arts 10 days
11. What Every 8th Grader Needs to Know About History. 10 days

Unit I Plan

Map Making: Skills Building

State Standards Addressed in this Unit

- 8.3.1 Read a topographic map to interpret its symbols. Determine the land forms and human features that represent physical and cultural characteristics* of areas in the United States.
- * cultural characteristics: human features, such as population characteristics, communication and transportation networks, religion and customs, and how people make a living or build homes and other structures
- 8.3.2 Map and locate all states of the United States, major cities, mountain ranges, and river systems of the United States.
- 8.3.3 Locate and map the major climate regions in the United States and describe the characteristics of each climate type.
- 8.3.4 Name and describe processes that build* up the land and processes that erode* it. Example: The Appalachian Mountains are a formation that has undergone erosion.
- * building: forces that build up Earth's surface include mountain building and deposit of dirt by water, ice, and wind; the Mississippi Delta is made up almost entirely of eroded material
 - * erosion: the process by which the products of weathering* are moved from one place to another
 - * weathering: the breaking down of rocks and other materials on Earth's surface by such processes as rain or wind
- 8.3.5 Identify the agricultural regions of the United States and be able to give reasons for the type of land use during different historical periods.
- 8.3.6 Map changes in national boundaries, distribution of population, and economic activities at critical stages of development in the eighteenth and nineteenth centuries in the United States.
- 8.3.7 Analyze geographic factors that have influenced migration and settlement patterns and relate them to the economic development of the United States. Example: The presence of a major waterway influences economic development and the workers who are attracted to that development.

8.3.8 Develop maps showing the distribution of natural resources — such as forests, water sources, and wildlife — in the United States at the beginning of the nineteenth century and give examples of how people exploited these resources as the country became more industrialized and people moved westward.

8.3.9 Identify ways people modified the physical environment as the United States developed and the types of problems that resulted.
Example: Identify urbanization*, deforestation*, and extinction* or near extinction of wildlife species.

* urbanization: the growth of cities

* deforestation: the clearing of trees or forests

* extinction: the state in which all members of a group of organisms, such as a species, population, family or class, have disappeared from a given habitat, geographic area, or the entire world

8.3.10 Explain the importance of the major mountain ranges and the major river systems in the development of the United States in the eighteenth and nineteenth centuries.
Example: Locate major cities, and suggest reasons for their location and development.

8.3.11 Use information technology, such as Geographic Information Systems (GIS)* and remotely sensed images, to gather information on ways people changed the physical environment of the United States in the nineteenth century.

* Geographic Information Systems (GIS): information technology systems used to store, analyze, manipulate, and display a wide range of geographic information

OUTLINE

I. What is History

- A. Those who ignore
- B. Reasons to study

II. What is Geography

- A. Influence on World
- B. Influence on United States
- C. Types of Geography
- D. Themes of geography
- E. Time Zones
- F. Landforms
- G. Rivers, Lakes and Oceans
- H. Climate

III. Cartographers

- A. Map Making
- B. Map diagrams
- C. Tools to create usable maps

LEARNER ACTIVITIES

1. Climates of America Worksheet
2. Geographies of America game
3. Thinking geographically simulation activity
4. Map making skills activity (Map out side of Jr. High)
5. Regional Map activity
6. Geography and Your Dream Job 8.3.11
7. Which way did they go? 8.3.8
8. Geography Matters In History 8.3.8

TECHNOLOGY INFUSION

1. Computer generated maps
2. Video on the use of geography in history
3. Where in the World is Carman Santiago
4. Use GIS (Geographic Information System): *

EVALUATION

1. A comprehensive examination will be given covering the unit.
2. A quiz will be given after half of the material has been covered.
3. The student will complete a worksheet when the unit is completed to assure comprehension of the material

Unit II

European Exploration; Discovery (1000-1750)

LEARNER OBJECTIVES & STATE STANDARDS

- 8.1.1 Describe major Indian groups of eastern North America, including early conflict with European settlers.
- 8.1.2 Compare and contrast the relationships among the British, French, Spanish, and Dutch in their struggle for control of North America during European settlement and colonization.
- 8.1.26 Develop and interpret United States history timelines from 1750 to 1877 by designating appropriate intervals of time and recording events according to the chronological order in which they occurred.
- 8.3.1 Read a topographic map to interpret its symbols. Determine the land forms and human features that represent physical and cultural characteristics* of areas in the United States.
- 8.4.1 Identify economic factors contributing to the European exploration and colonization in North America, the American Revolution, and the drafting of the Constitution of the United States.

OUTLINE

- I. Europeans Explore/Colonize the Americas
 - A. Europe becomes isolated after the fall of the Roman Empire
 - B. The crusades spark Re-Awakening
 - C. Trade develops
 - D. Marco Polo stimulates interest in the Orient
 - E. Old trade routes prove to be unsatisfactory
 - F. Italian monopolization
 - G. Scientific progress encourages exploration

- II. Portugal discovers new route to Orient
 - A. Explorers/Contributors
 - B. Columbus Reaches America *(Timeline/Columbus Profile)
 - C. Scandinavian Exploration
 - D. The Divided World
 - E. Spain/Age of Discovery
 - F. France/Age of Discovery
 - G. England rises of Power/Age Discovery
 - H. Netherlands/Age Discovery

LEARNER ACTIVITIES

1. Each student will complete a unit worksheet “Europeans Reach the Americas” prior to the start of the unit.
2. The student will view a video covering the exploration and discovery of the Americas by Columbus.
3. Tribes and Colonies 8.1.1
4. Colonization and Competition 8.1.2
5. Graphic Organizer
6. Summary and note taking assignment

TECHNOLOGY INFUSION

1. Students will watch a video of *Ponce De Leon* depicting his travel and discoveries along with videos of Ferdinand Magellan and other explorers whose travels helped pave the way for the discovery of what is today the United States.

EVALUATION

1. A comprehensive examination will be given covering the unit.
2. Several quizzes will be given after each section of material has been covered
3. The student will complete worksheets when the unit is completed to assure comprehension of the material.
4. Develop a United States History timeline covering the time period studied.

Unit III

13 Original Colonies

STATE STANDARDS ADDRESSED

- 8.1.2 Compare and contrast the relationships among the British, French, Spanish, and Dutch in their struggle for control of North America during European settlement and colonization.
- 8.1.26 Develop and interpret United States history timelines from 1750 to 1877 by designating appropriate intervals of time and recording events according to the chronological order in which they occurred.
- 8.1.27 Recognize historical perspective by identifying the historical context in which events unfolded and by avoiding evaluation of the past solely in terms of present-day norms.
- 8.1.28 Identify, evaluate, and distinguish fact from opinion in a variety of information resources*; differentiate between historical facts and interpretations, recognizing that the facts the historian reports reflects his or her judgment of what is most significant about the past.
- 8.1.29 Distinguish in historical narratives between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.
- 8.1.30 Form historical research questions and seek responses by analyzing primary resources — such as autobiographies, diaries, maps, photographs, letters, and government documents — and secondary resources, such as biographies and other nonfiction books and articles on the history of the United States.
- 8.1.31 Examine the causes of problems in the past and evaluate solutions chosen as well as possible alternative courses of actions. Consider the information available at the time, the interests of those affected by the decision, and the consequences of each course of action.
- 8.2.2 Distinguish between a subject and a citizen.
Example: In a nondemocratic political system, a subject passively follows the ruler or rulers. In a democratic political system, a citizen may play an active role in making laws or in selecting representatives to make them.

- 8.2.3 Identify and explain the relationship between rights and responsibilities of citizenship in the United States.
Example: The right to vote and the responsibility to use this right carefully and effectively.

OUTLINE

- I. English Beginnings
 - A. London Company
 - B. Early Hardships
 - C. Captain John Smith
- II. Factors Leading to Success
 - A. Sir Thomas Dale Named Governor
 - B. Land is Given to Settlers
 - C. Tobacco Cultivation Begins
- III. Pilgrims - 1620
 - A. Separatists
 - B. Fundamental Orders of Connecticut
 - C. Rhode Island
- IV. Ann Hutchinson and Women's Role In Religious Matters
 - A. Challenges
 - B. New Hampshire
 - C. Puritans and John Endecott
- V. New England Colonies
 - A. Reasons for establishment

B. Middle Colonies

D. Southern Colonies

LEARNER ACTIVITIES

1. Each student either individually or as a group will construct a similar replica of a colonial American Newspaper.
2. Colonial America Research Project. Each student will choose some aspect of life in the colony from its earliest days through 1781.
3. Each student will produce one poster-board depicting one prominent person from this time period and support their prominence with examples of their accomplishments.
4. Timelines 8.1.26

TECHNOLOGY INFUSION

1. The use of a Power Point presentation will be utilized for the introduction of the 13 original colonies. This PP will spark the curiosity of the students to research more information on the internet of interesting information on the colonies.

EVALUATION

1. A comprehensive objective examination will be given covering the unit.
2. A mid-quiz will be given after half of the material has been covered.
3. Each student will complete 2 study guides during and at the end of the material being covered for comprehension.

Unit IV

From Revolution to Republic

INDIVIDUAL LEARNER OBJECTIVES & STATE STANDARDS ADDRESSED

- 8.1.3 Identify and explain the conditions, causes, consequences, and significance of the French and Indian War (1754–1763), and the resistance and rebellion against British imperial rule by the 13 colonies in North America (1761–1775).
- 8.1.4 Identify fundamental ideas in the Declaration of Independence (1776) and analyze the causes and effects of the Revolutionary War (1775–1783), including enactment of the articles of Confederation and the Treaty of Paris.
- 8.1.5 Identify and explain key events leading to the creation of a strong union among the 13 original states and in the establishment of the United States as a federal republic.
- 8.1.26 Develop and interpret United States history timelines from 1750 to 1877 by designating appropriate intervals of time and recording events according to the chronological order in which they occurred.
- 8.4.5 Analyze contributions of entrepreneurs, inventors, and other key individuals in the development of the United States economy.
Example: Contributors included Alexander Hamilton, Lewis and Clark, Eli Whitney, Samuel Gompers, Madam C.J. Walker, Andrew Carnegie, and George Washington Carver.
- 8.4.7 Trace the development of different kinds of money used in the United States and explain how money helps make saving easier.
Example: Types of money included wampum, tobacco, gold and silver, state bank notes, greenbacks, and Federal Reserve Notes.
- 8.4.8 Examine the development of the banking system in the United States.
Example: Examine such elements as the central bank controversy, the state banking era, and the development of a gold standard.
- 8.4.9 Explain and evaluate examples of domestic and international interdependence throughout United States history.
Example: Triangular trade routes, regional exchange of resources.
- 8.4.10 Examine the importance of borrowing and lending (the use of credit) in the United States and list the advantages and disadvantages of using credit.

OUTLINE

I. Signs of War

- A. The Shot Heard Around The World
- B. King George III Declares Rebellion in Colonies
- C. Colony vs. Independent
- D. April 18, 1775 (Patrick Henry)

II. Great Britain' s Concerns

- A. British Troops sent to Boston
- B. Thomas Gage
- C. Concord, MA - Samuel Adams - John Hancock

III. Colonists Prepare for War

- A. Loyalists vs. Yankees
- B. Militia groups formed
- C. Communication Established
- D. Paul Revere - William Daws
- E. The Planning Phase

IV. The Battles

- A. Concord
 - 1. Humiliation for British

B. Ticonderoga

C. Breeds Hill

V. The Second Continental Congress Forms

A. Philadelphia, PA

B. Declaration of Independence

C. Strengths vs. Weaknesses

D. The New York Campaign

E. Trenton

F. Saratoga

G. Philadelphia

H. Valley Forge

I. Treaty of Paris

LEARNER ACTIVITIES

1. Each student will complete a unit worksheet “The American Revolution” prior to the start of the unit.
2. The student will view the video “1776” a lead up to the American Revolution
3. A game of Revolution Jeopardy will complete the unit and serve as a review for the unit test.
4. Leaders of the American Revolution 8.1.9
5. Debate covering the topic “Colony or Independent”
6. Credit Choices including BLM credit Advantages and Disadvantages and considering both sides

TECHNOLOGY INFUSION

1. WebQuest on the Revolutionary War
2. BLM Leaders of the American Revolution
3. Election of 1800 on line research

EVALUATION

1. Periodic quizzes will be utilized to evaluate the progress of battle recognition
2. A unit test will be given
3. Poster boards will be utilized depicting on character during this time period
4. Time lines will be used to pin point important dates in this unit.

Unit V

Creating a Republic *1776-1790*

- 8.1.5 Identify and explain key events leading to the creation of a strong union among the 13 original states and in the establishment of the United States as a federal republic.
Example: The enactment of state constitutions, the Constitutional Convention, ratifying conventions of the American states, and debate by Federalists versus Anti-Federalists about approval or disapproval of the 1787 Constitution (1787–1788).
- 8.1.6 Identify the steps in the implementation of the federal government under the United States Constitution, including the First and Second Congresses of the United States (1789–1792).
- 8.1.7 Describe the origin and development of political parties, the Federalists, and the Democratic Republicans (1793–1801).
- 8.1.8 Evaluate the significance of the presidential and congressional election of 1800 and the transfer of political authority and power to the Democratic-Republican party led by the new president, Thomas Jefferson (1801).
- 8.1.9 Describe the influence of individuals on social and political developments.
Example: James Otis, Mercy Otis Warren, Samuel Adams, Thomas Paine, George Washington, John Adams, Abigail Adams, Patrick Henry, Thomas Jefferson, James Madison, Alexander Hamilton, and Benjamin Banneker.
- 8.1.10 Compare differences in ways of life in the northern and southern states, including the growth of towns and cities in the North and the growing dependence on slavery in the South.
- 8.1.26 Develop and interpret United States history timelines from 1750 to 1877 by designating appropriate intervals of time and recording events according to the chronological order in which they occurred.
- 8.2.6 Define, compare, and contrast unitary*, federal*, and confederate* forms of governmental organization.

Outline

Creating A Republic

A. A Loose Confederation

1. State Constitutions
2. Articles of confederation
3. Weaknesses
4. Admitting New States
5. Call for Changes

B. Constitutional Convention

1. Delegates
2. Compromises
3. North vs. South
4. Signing of the Constitution

C. Ideas Behind the Constitution

1. Lessons of Rome's Republic
2. Britain's Traditions
3. The American Experience
4. Teachings of the Enlightenment
 - a. John Locke
 - b. Baron de Montesquieu
5. John Adams: Comment on the U.S. Constitution; "The greatest single effort of national deliberation that the world has even seen"

D. Ratification

1. Federalists vs. Anti Federalists
2. Need for Bill of Rights
3. Proposal and ratification

LEARNER ACTIVITIES

1. Concept web: Filling in blank ovals with information about the Articles of Confederation and the Constitution.
2. Exploring American symbols; preparing oral reports on the meaning of symbols in American history.
3. Review Declaration of Independence and identify the grievances against the king of England. Make a chart showing how specific grievances in the Declaration were addressed in the Constitution.
4. Webbing: Student notes on the Beginning Republic

TECHNOLOGY INFUSION

1. Connecting to Today www.phschool.com for creating data base on the delegates to the Constitutional Convention. Prepare fact sheets showing background, state represented, and position on key issues for each delegate.

EVALUATION

1. Comprehensive exam over unit.
2. Periodic quizzes
3. Data bank
4. Comparison of grievances vs. new Constitution to see how well students comprehended what was wrong with the way the king ran the colonies.

Unit VI

U.S. Constitution and Indiana Constitution 1787-Present

STATE STANDARDS ADDRESSED

- 8.1.4 Identify fundamental ideas in the Declaration of Independence (1776) and analyze the causes and effects of the Revolutionary War (1775–1783), including enactment of the Articles of Confederation and the Treaty of Paris.
- 8.1.5 Identify and explain key events leading to the creation of a strong union among the 13 original states and in the establishment of the United States as a federal republic.
Example: The enactment of state constitutions, the Constitutional Convention, ratifying conventions of the American states, and debate by Federalists versus Anti-Federalists about approval or disapproval of the 1787 Constitution (1787–1788).
- 8.1.6 Identify the steps in the implementation of the federal government under the United States Constitution, including the First and Second Congresses of the United States (1789–1792).
- 8.1.7 Describe the origin and development of political parties, the Federalists, and the Democratic Republicans (1793–1801).
- 8.1.26 Develop and interpret United States history timelines from 1750 to 1877 by designating appropriate intervals of time and recording events according to the chronological order in which they occurred.
- 2.1 Identify and explain essential ideas of constitutional government, which are expressed in the founding documents of the United States, including the Virginia Declaration of Rights, the Declaration of Independence, the Virginia Statute for Religious Freedom, the Massachusetts Constitution of 1780, the Northwest Ordinance, the 1787 U.S. Constitution, the Bill of Rights, the Federalist and Anti-Federalist Papers, Washington’s Farewell Address (1796), and Jefferson’s First Inaugural Address (1801).
Example: The essential ideas include limited government, rule of law, due process of law, separated and shared powers, checks and balances, federalism, popular sovereignty, republicanism, representative government, and individual rights to life, liberty, property, freedom of conscience, and due process of law.
- 8.2.3 Identify and explain the relationship between rights and responsibilities of citizenship in the United States.

Example: The right to vote and the responsibility to use this right carefully and effectively.

- 8.2.4 Define and explain the importance of individual and civic responsibilities.
Example: Individual responsibilities might include taking care of yourself, accepting responsibility for the consequences of your actions, assuming the responsibility to become educated, and supporting your family. Civic responsibilities might include obeying the law, respecting the rights of others, being an informed citizen, becoming involved in civic affairs, monitoring the actions of governmental officials, communicating with elected representatives, voting, paying taxes, serving in the armed forces, and serving on juries.
- 8.2.5 Identify the ways that people become citizens of the United States.
- 8.2.6 Define, compare, and contrast unitary*, federal*, and confederate* forms of governmental organization.
- 8.2.7 Distinguish among the different functions of national and state government within the federal system by analyzing the Constitution of the United States and the Indiana Constitution.
Example: Identify important services provided by state government, such as maintaining state roads and highways, enforcing health and safety laws, and supporting educational institutions. Compare those services to functions of the federal government, such as defense.
- 8.2.8 Explain how and why legislative, executive, and judicial powers are distributed, shared, and limited in the constitutional government of the United States.
- 8.2.9 Examine functions of the national government in the lives of people, including purchasing and distributing public goods and services, financing government through taxation, conducting foreign policy, and providing a common defense.
- 8.2.12 Explain how citizens can monitor and influence the development and implementation of public policies.
- 8.2.13 Research and defend positions on issues in which fundamental values and principles related to the Constitution of the United States are in conflict, using a variety of information resources*.
Example: Majority rule and minority rights, liberty and equality, or individual rights and the common good.
- 8.4.2 Illustrate elements of the three types of economic systems, using cases from United States history.
Example: Traditional economy*, command economy*, market economy*.
- 8.4.3 Evaluate how the characteristics of a market economy have affected the economic development of the United States.
Example: Characteristics included the role of entrepreneurs, private property, markets, competition, and self-interest.

8.4.4 Explain the basic economic functions of the government in the economy of the United States.

Example: The government provides a legal framework, promotes competition, provides public goods and services, controls the effects of market failures, and regulates interstate commerce.

OUTLINE

- I. One Nation or Thirteen
 - A. Declaration of Independence signed
 - B. Articles of Confederation
 - C. Articles Proved Too Weak
- II. Ordinances of West Territories
 - A. Land Ordinance of 1785
 - B. Northwest Ordinance of 1787
- III. Constitutional Convention of Philadelphia
 - A. Adoption
 - B. Debate over Ratification
 - C. The Great compromise
 - D. Federalists v. Anti-Federalist
- IV. Constitutional Structure
 - A. Preamble
 - B. Body
 - C. Amendments
- V. Mock Trial

LEARNER ACTIVITIES

1. Read the U.S. Constitution
2. Read the Indiana Constitution
3. Landmark Cases 8.1.12
4. Constitutional Conflict 8.2.13
5. Participate in Mock Trial

TECHNOLOGY INFUSION

1. Students will take the internet tour of the National Archives in Washington D.C., viewing the U.S. Constitution and other important historical documents. This will be done in the computer lab and will require an on line evaluation at the completion of the tour.
2. Use <http://www.indiana.edu/~ssdc/nicel.html> for work on Mock Trial.

EVALUATION

1. A comprehensive exam will be given at the conclusion of the unit.
2. Periodic quizzes will be given to evaluate progress on the study of the U.S. constitution and the Indiana State Constitution.
3. Students will distinguish between the different functions of municipal, county, state, and national governments in an oral presentation.

Unit VII

The New Republic Launching the New Government And Age of Jefferson 1789-1820

- 8.1.7 Describe the origin and development of political parties, the Federalists, and the Democratic Republicans (1793–1801).
- 8.1.8 Evaluate the significance of the presidential and congressional election of 1800 and the transfer of political authority and power to the Democratic-Republican party led by the new president, Thomas Jefferson (1801).
- 8.1.9 Describe the influence of individuals on social and political developments.
Example: James Otis, Mercy Otis Warren, Samuel Adams, Thomas Paine, George Washington, John Adams, Abigail Adams, Patrick Henry, Thomas Jefferson, James Madison, Alexander Hamilton, and Benjamin Banneker.
- 8.1.10 Compare differences in ways of life in the northern and southern states, including the growth of towns and cities in the North and the growing dependence on slavery in the South.
- 8.1.11 Explain the events leading up to and the significance of the Louisiana Purchase (1803) and the expedition of Lewis and Clark (1803–1806).
- 8.1.11 Explain the events leading up to and the significance of the Louisiana Purchase (1803) and the expedition of Lewis and Clark (1803–1806).
- 8.1.12 Explain the main issues, decisions, and consequences of landmark Supreme Court cases: *Marbury v. Madison* (1803), *McCulloch v. Maryland* (1819), and *Gibbons v. Ogden* (1824).
- 8.1.13 Explain the causes and consequences of the War of 1812, including the Rush-Bagot Agreement (1818).
- 8.1.26 Develop and interpret United States history timelines from 1750 to 1877 by designating appropriate intervals of time and recording events according to the chronological order in which they occurred.

- 8.4.11 Compare and contrast job skills needed in different time periods in United States history and use a variety of information resources* to research jobs and careers.

Outline

A. George Washington

1. First steps

a. First Cabinet

b. Federal Court System

2. National Debt

3. Building an economy

4. Whiskey Rebellion

B. Foreign Policy

1. French Revolution

2. Neutrality Proclamation

3. Jay's Treaty

4. Washington's Retirement

C. Political Parties

1. Distrust

2. Differing views

3. Development of Parties and who they represented

4. Election 1796

D. Second President

1. Adams and conflict with France

2. XYZ Affair

3. Alien and Sedition Acts

4. The rights of States

5. Election 1800

E. Age of Jefferson

1. Jefferson's Democratic style

2. Smaller role in government

3. Strengthening the Supreme Court

a. Marbury vs. Madison

4. Control of Mississippi

a. Pinckney

b. Louisiana Purchase

c. Lewis and Clark Expedition

5. Conflict with Barbary States

6. Embargo Acts

7. Nonintercourse Act

8. Conflict with Native Americans

9. War Hawks

a. Henry clay

F. War of 1812

1. Unprepared

2. War in the West

3. British Burn Washington

4. Battle of New Orleans

a. Protest and Peace

b. Nothing was settled

G. Industrial Revolution

LEARNER ACTIVITIES

1. The election of 1800 8.1.8
2. The Louisiana Purchase 8.1.11
5. Graphic Organizer of Jefferson's contribution to the country
6. Concept Web "Age of Jefferson"

TECHNOLOGY INFUSION

1. Using the video *Roots of a Nation* we will study the life of Andrew Jackson and all his inconsistencies as General and President of the United States.
2. Doing research we will study through internet sources how Jackson's lack of economic sense cause the Depression which lasted through Martin Van Buren's administration.

EVALUATION

1. Weekly quizzes
2. comprehensive exam at conclusion of unit
3. Time line graded for accuracy and creativity
4. Utilizing several text worksheets to reinforce certain facts

Unit VIII

Age of Jackson and Era of Expansion (1824-1860)

- 8.1.14 Examine the international problem that led to the Monroe Doctrine (1823) and assess its consequences.
- 8.1.15 Explain the concept of Manifest Destiny and its relationship to the westward movement of settlers and territorial expansion, including the purchase of Florida (1819), the annexation of Texas (1845), the acquisition of the Oregon Territory (1846), and territorial acquisition resulting from the Mexican War (1846–1848).
- 8.1.16 Describe the abolition of slavery in the northern states, conflict and compromises associated with westward expansion of slavery, such as the Missouri Compromise (1820), and the continued resistance to slavery by African Americans.
- 8.1.17 Identify the key ideas of Jacksonian democracy and explain their influence on political participation, political parties, and constitutional government.
- 8.1.18 Analyze different interests and points of view of individuals and groups involved in the abolitionist, feminist and social reform movements and in sectional conflicts.
- 8.1.19 Describe the impact of the California gold rush (1849) on the westward expansion of the United States.
- 8.1.20 Explain the influence of individuals on key events and developments of the early United States.
Example: Thomas Jefferson, Robert Fulton, Meriwether Lewis, William Clark, Sacajewea, Daniel Boone, Little Turtle, Tecumseh, Black Hawk, John Marshall, James Madison, Dolley Madison, Andrew Jackson, John C. Calhoun, Henry Clay, Daniel Webster, James Polk, Elizabeth Cady Stanton, William Lloyd Garrison, Frederick Douglass, Horace Mann, Dorothea Dix, and Lucretia Mott.
- Develop and interpret United States history timelines from 1750 to 1877 by designating appropriate intervals of time and recording events according to the chronological order in which they occurred.
- 8.4.6 Relate technological change and inventions to changes in labor productivity in the United States in the eighteenth and nineteenth centuries.
Example: The cotton gin increased labor productivity in the early nineteenth century.
- 8.4.7 Trace the development of different kinds of money used in the United States and explain how money helps make saving easier.

Example: Types of money included wampum, tobacco, gold and silver, state bank notes, greenbacks, and Federal Reserve Notes.

8.4.8 Examine the development of the banking system in the United States.

Example: Examine such elements as the central bank controversy, the state banking era, and the development of a gold standard.

8.4.11 Compare and contrast job skills needed in different time periods in United States history and use a variety of information resources* to research jobs and careers.

OUTLINE

I. A Champion of the People

- A. Jackson's disputed Election
- B. An Unpopular President
- C. Extended Suffrage
- D. New Political Practices
- E. Growing Spirit of Equality

II. Jackson and the White House

- A. The Spoils System
- B. The Bank War

III. The Strong President

- A. The Tariff of Abominations
- B. The Vice President Resigns
- C. Challenge from South Carolina
- D. Threats to Native Americans
- E. Indian Removal Act
- F. The Seminole War

IV. Jackson Successors

- A. Martin Van Buren
- B. William Henry Harrison
- C. John Tyler

LEARNER ACTIVITIES

1. Invention Convention
2. Pre Unit Worksheet
3. Map work of expansion west
4. The History of Money and Banking (8.4.7, 8.4.8)

TECHNOLOGY INFUSION

1. Invention Convention using internet to research inventors and developers over a period of time.
2. Using the video *Roots of a Nation* we will study the life of Andrew Jackson and all his inconsistencies as General and President of the United States.
3. Doing research we will study through internet sources how Jackson's lack of economic sense cause the Depression which lasted through Martin Van Buren's administration.

EVALUATION

1. A comprehensive exam will be given at the conclusion of the unit.
2. A United States History time line will be constructed depicting the time period studied.

Unit IX
Division & Reunion
The Civil War and Reconstruction

*State Standards &
Individual Learner Objectives*

- 8.1.21 Analyze the causes and effects of events leading to the Civil War, including development of sectional conflict over slavery.
Example: The Compromise of 1850, furor over publication of Uncle Tom’s Cabin (1852), Kansas-Nebraska Act (1854), the Dred Scott Case (1857), the Lincoln-Douglas Debates (1858), and the presidential election of 1860.
- 8.1.22 Describe the importance of key events in the Civil War, including the battles of Antietam, Vicksburg, and Gettysburg, and the Emancipation Proclamation and Gettysburg Address (1861–1865).
- 8.1.23 Explain and evaluate the policies, practices, and consequences of Reconstruction, including the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.
- 8.1.24 Describe the conflicts between Indians and settlers of the Great Plains.
- 8.1.25 Identify the influence of individuals on political and social events and movements.
Example: Henry Clay, Harriet Tubman, Harriet Beecher Stowe, Roger Taney, Stephen A. Douglas, Abraham Lincoln, Frederick Douglass, John Brown, Jefferson Davis, Clara Barton, Robert E. Lee, Ulysses S. Grant, William T. Sherman, Andrew Johnson, Thaddeus Stevens, Susan B. Anthony, Sitting Bull, Crazy Horse, and Chief Joseph.
- 8.1.26 Develop and interpret United States history timelines from 1750 to 1877 by designating appropriate intervals of time and recording events according to the chronological order in which they occurred.
- 8.1.27 Recognize historical perspective by identifying the historical context in which events unfolded and by avoiding evaluation of the past solely in terms of present-day norms.
- 8.1.28 Identify, evaluate, and distinguish fact from opinion in a variety of information resources*; differentiate between historical facts and interpretations, recognizing that the facts the historian reports reflects his or her judgment of what is most significant about the past.
- 8.1.29 Distinguish in historical narratives between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.

- 8.1.30 Form historical research questions and seek responses by analyzing primary resources — such as autobiographies, diaries, maps, photographs, letters, and government documents — and secondary resources, such as biographies and other nonfiction books and articles on the history of the United States.
- 8.1.31 Examine the causes of problems in the past and evaluate solutions chosen as well as possible alternative courses of actions. Consider the information available at the time, the interests of those affected by the decision, and the consequences of each course of action.
- 8.2.3 Identify and explain the relationship between rights and responsibilities of citizenship in the United States.
Example: The right to vote and the responsibility to use this right carefully and effectively.
- 8.2.4 Define and explain the importance of individual and civic responsibilities.
Example: Individual responsibilities might include taking care of yourself, accepting responsibility for the consequences of your actions, assuming the responsibility to become educated, and supporting your family. Civic responsibilities might include obeying the law, respecting the rights of others, being an informed citizen, becoming involved in civic affairs, monitoring the actions of governmental officials, communicating with elected representatives, voting, paying taxes, serving in the armed forces, and serving on juries.

OUTLINE

- I. Regional Unrest
 - A. Southern States
 - B. Western States
 - C. Northern States
- II. The Civil War Begins
 - A. Fort Sumter
 - B. S. C. Secedes
- III. Lincoln Becomes President
 - A. Candidate Positions (4)
 - B. Stephen Douglas
- IV. The South Secedes
 - A. Lincoln's Victory Alarms South
 - B. Seven States secede
 - C. Lincoln's Inaugural Address
- V. Comparison-Contrast (North-South)
 - A. States
 - B. Population
 - C. Industry
 - D. Transportation
 - E. Finances
 - F. Military Forces

G. Economy

VI. Battles

A. Battle of Bull Run

B. Antietam

C. Vicksburg

D. Chancellorsville

E. Chattanooga

F. Gettysburg

VII. Emancipation Proclamation

A. Objective

B. Slavery Officially Ends

VIII. Confederacy Collapses

A. Sherman's March

B. Appomattox Courthouse

C. Lincoln Assassinated

IX. Reconstruction and the Freedman's Bureau

LEARNER ACTIVITIES

1. Each student will complete a unit worksheet “The Civil War”.
2. The student will view a video “Glory” showing the role of Negroes in the Civil War.
3. The students will participate in creating a new nation through Reconstruction “A New Birth of Freedom.”
4. Each student will create a poster board on the Civil War.

TECHNOLOGY INFUSION

1. Utilizing internet sources (Grouler) students will compare casualties of the Civil War with those of other wars in our history.
2. Videos will be used to study the war
3. Power Point presentations will be used for both teaching and reporting on the war.

EVALUATION

1. A comprehensive objective examination will be given at the end of the unit.
2. Each student will be responsible for completing a key term sheet and study guide.
3. A mid-unit quiz will be given after half of the material has been covered.
4. Each student will produce a poster board depicting a battle or personality during the Civil War.

Unit X

The Arts and Culture in U.S. History

- 8.1.26 Develop and interpret United States history timelines from 1750 to 1877 by designating appropriate intervals of time and recording events according to the chronological order in which they occurred.
- 8.5.1 Examine key ideas of individuals in the Second Great Awakening, such as Henry Ward Beecher, and explain their relationship to social reform movements in the early decades of the 1800s.
- 8.5.2 Compare and contrast the beliefs of Ralph Waldo Emerson and Henry David Thoreau about the role of individuals in society.
- 8.5.3 Examine the concepts of a work ethic, philanthropy, volunteerism, and concern for the common good as important aspects of American society in the eighteenth and nineteenth centuries.
Example: In the 1830s, French observer Alexis de Tocqueville noted the importance of volunteerism, the American tendency to form voluntary associations to address community needs.
- 8.5.4 Trace the development of the American educational system, including the work of Horace Mann in the public schools movement (1830s to 1850s), and describe the differences in educational opportunities for girls and women, African Americans, and students in rural areas.
- 8.5.5 Give examples of how immigration affected American culture in the decades before and after the Civil War, including growth of industrial sites in the North; religious differences; tensions between middle-class and working-class people, particularly in the Northeast; and intensification of cultural differences between the North and the South.
- 8.5.6 Give examples of the changing role of women in the northern, southern, and western parts of the United States in the mid-nineteenth century, and examine possible causes for these changes.
- 8.5.7 Give examples of scientific and technological developments that changed cultural life in the nineteenth-century United States, such as the use of photography, the invention of the telegraph (1844), and the invention of the telephone (1876).
- 8.5.8 Identify individuals in the arts and literature and their roles in portraying American culture in the nineteenth century including Louisa May Alcott, John James Audubon, George Caleb Bingham, George Catlin, Emily Dickinson, Frederick Douglass, Washington Irving, Alfred Jacob Miller, Edgar Allan Poe, and Walt Whitman.

- 8.5.9 Describe changes in entertainment and recreation, such as the growing interest in sports of various kinds, in the mid-nineteenth century and explain how these changes related to urbanization and technological developments.
- 8.5.10 Use a variety of information resources* to identify examples of traditional arts, fine arts, music, and literature that reflect the ideals of American democracy in different historical periods and plan presentations on or performances of selected works.

OUTLINE

A. Reforming Spirit

1. Second Great Awakening
2. Hospitals and Prison Reform
3. Temperance Movement
4. Improving Education
 - a. Horace Mann

B. Social Movements

1. Opposing Slavery
2. Grimke Sisters
3. Lloyd Garrison
4. Abolition and opposition to Abolition

C. Women Rights

1. Equal Rights
2. Sojourner Truth
3. Seneca Falls Convention
4. New Opportunities in Education
5. New Careers for women

D. American Art and Literature

1. American Painters
2. Poetry and Democracy
3. Novels and Stories
4. Transcendentalists and the Inner Light
 - a. Ralph Waldo Emerson

- b. Henry David Thoreau
5. Other Contributors

LEARNER ACTIVITIES

1. Graphic organizer of artists and their contributions
2. Venn diagram: Artists and writers during this time period and today
3. History of education project tracing its history

TECHNOLOGY INFUSION

1. Students will utilize the internet doing research on figures in history
2. Students will develop PP to demonstrate understanding of certain historical figures
3. videos will be used to convey information on artists

EVALUATION

1. Each assignment will be graded according to a rubric which has been established before assignments are given.
2. Exam which covers each person and their contribution to history will be given
3. Computer generated work sheets will be periodically given

Unit XI

What Every 8th Grader Needs to Know About History Covers all Standards and All Topics Discussed in United States History Beginning Through 1877

Indiana State Standard I: Students will examine the relationship and significance of themes, concepts, and movements in the development of United States history, including review of key ideas related to the discovery, exploration, and colonization of America, and the revolution and founding era. This will be followed by emphasis on social reform, national development and westward expansion, and the Civil War and Reconstruction.

1. Joint stock company
2. Charter
3. Indentured servant
4. Royal colony
5. Separatist
6. Puritan
7. John Carver
8. Mayflower Compact
9. Great Migration
10. Commonwealth
11. Fundamental Orders of Connecticut
12. Constitution
13. Patroon
14. Proprietary Colony
15. Quakers
16. William Penn
17. Subsistence farming
18. Triangular trade routes
19. cash crop
20. slave codes
21. Middle Passage
22. Navigation Acts
23. Legislature
24. Bill of Rights
25. Great Awakening
26. Enlightenment
27. John Locke
28. Charles Prince
29. Committees of Correspondence
30. Stamp Act

- 31.Intolerable Acts
- 32.Sugar Act
- 33.Militia
- 34.First Continental Congress
- 35.Second Continental Congress
- 36.Olive Branch Petition
- 37.Benjamin Franklin
- 38.Loyalist
- 39.Patriot
- 40.Bunker Hill
- 41.Saratoga
- 42.Benedict Arnold
- 43.Treaty of Alliance
- 44.George Washington
- 45.Baron Friedrich Von Steuben
- 46.Marquis De Lafayette
- 47.Articles of Confederation
- 48.General Howe
- 49.General Cornwallis
- 50.Northwest Ordinance
- 51.Valley Forge
- 52.Constitutional Convention
- 53.Electoral college
- 54.Amendment
- 55.Popular Sovereignty
- 56.Tariff
- 57.Strict construction
- 58.Caucus
- 59.Sedition
- 60.Cede
- 61.War hawk
- 62.Industrial revolution
- 63.Missouri Compromise
- 64.Monroe Doctrine
- 65.Sufferage
- 66.Trail of Tears
- 67.Annex
- 68.Tejanos
- 69.Sam Houston
- 70.Alamo
- 71.Prohibition
- 72.Abolitionist
- 73.Emancipation
- 74.Underground Railroad
- 75.Sojourner Truth
- 76.Frederick Douglas
- 77.Thomas Jefferson

78. James Madison
79. Dolly Madison
80. Eli Whitney
81. Phillis Wheatley
82. John Adams
83. Nathan Hale
84. Sectionalism
85. Kansas Nebraska Act
86. Fugitive Slave Act
87. Plantation
88. John Brown
89. Dread Scott
90. Republicans
91. Democrats
92. Abraham Lincoln
93. Stephen Douglas
94. Border States
95. U.S. Grant
96. Robert E. Lee
97. Fort Sumter
98. Emancipation Proclamation
99. Gettysburg Address
100. Fords Theatre
101. Mary Lincoln
102. Conscription
103. John Wilkes Booth
104. Reconstruction
105. 13, 14, 15th Amendments
106. Sharecroppers
107. segregation

Indiana State Standard II: Students will explain the major principles, values, and institutions of constitutional government and citizenship, which are based on the founding documents of the United States.

108. Legislative branch
109. Judicial branch
110. Executive branch
111. Constitution
112. Checks and balances
113. Judicial
114. Congress
115. Amendment

- 116.Duties
- 117.Responsibilities
- 118.Senator
- 119.Congressman
- 120.President
- 121.dictatorship
- 122.bill
- 123.Unitary System
- 124.Federal System
- 125.Confederate System
- 126.taxation
- 127.foreign policy

Indiana State Standard III: Students will identify the major geographic characteristics of the United States and its regions. They will name and locate the major physical features of the United States, each of the states, and major cities, and use geographic skills and technology to examine the influence of geographic factors on national development.

- 128.Eroding
- 129.migration
- 130.renewable resource
- 131.natural resource
- 132.industrialization
- 133.mountain
- 134.mountain range
- 135.river
- 136.river system
- 137.climate
- 138.weather
- 139.urbanization
- 140.deforestation
- 141.extinction

Indiana State Standard IV: Students will identify, describe, and evaluate the influence of economic factors on national development from the founding of the nation to the end of Reconstruction.

- 142.Traditional economy
- 143.command economy
- 144.market economy
- 145.entrepreneur
- 146.Alexander Hamilton

- 147.Eli Whitney
- 148.John Gould
- 149.Samuel Gompers
- 150.sweat shop
- 151.robber baron
- 152.federal reserve
- 153.gold standard
- 154.supply and demand
- 155.international interdependence

Indiana State Standard V: Students will examine the influence of individuals, ideas, and cultural movements in the development of the United States; consider the impact of scientific and technological development on cultural life, and analyze the importance of artistic depression in the development of the American nation.

- 156.Second Great Awakening
- 157.Ralph Waldo Emerson
- 158.Henry David Thoreau
- 159.philanthropy
- 160.volunteerism
- 161.culture
- 162.Horace Mann
- 163.immigration

TECHNOLOGY INFUSION

Students will utilize the internet to complete this assignment. Sites such as www.askjeeves.com and google will be utilized in order to find definitions for this assignment. A bench mark of at least three sentences will be the used for evaluation of effective understanding of each term.

EVALUATION

Students will be given periodic written evaluations on this assignment. They will complete all 163 people places and things listed by the end of the academic year. This assignment will coincide with the final examination for the 8th grade.