

## **GRADE 8**

### **UNITED STATES HISTORY AND GEOGRAPHY: CONSTITUTION TO RECONSTRUCTION**

The eighth-grade course of study begins with an intensive review of the major ideas, issues, and events preceding the founding of the nation. Students will concentrate on the critical events of the period--from the framing of the Constitution to World War I.

#### **Connecting with Past Learning: Our Indigenous and Colonial Heritages**

This year's study of American history begins with a selective review of indigenous cultures (first people) within North America, and the effect of cultural encounters on these peoples. The course will then review significant developments of the colonial era with emphasis on the development of democratic institutions founded in Judeo-Christian religious thinking, in Enlightenment philosophy, and in English parliamentary traditions. The course will investigate the development of an economy based on agriculture, commerce, and handicraft manufacturing; and the emergence of major regional differences in the colonies.

#### **Connecting with Past Learning: A New Nation**

This unit begins with an in-depth examination of the major events and ideas leading to the American War for Independence. Readings from the Declaration of Independence should be used to discuss these questions: What are "natural rights" and "natural law"? What did Jefferson mean when he wrote that "all men are created equal" and "endowed by their Creator with certain unalienable rights"? What were the "Laws of Nature" and "Nature's God" to which Jefferson appealed?

Close attention should be paid to the moral and political ideas of the Great Awakening and its effect on the development of revolutionary fervor. By reading excerpts from original documents such as sermons of the Great Awakening and Thomas Paine's *Common Sense*, students should be able to understand the revolutionary and moral thinking of the times. Students should become familiar with the debates between Whigs and Tories, the major turning points in the War for Independence, and the contributions of George Washington, Thomas Jefferson, Benjamin Franklin, and other leaders of the new nation. Students should understand the significance that the American Revolution had for other nations, especially France.

#### **The Constitution of the United States**

In this unit, students concentrate on the shaping of the Constitution and the nature of the government that it created. Students should review the major ideas of the Enlightenment and the origins of self-government in the Magna Carta, the English Bill of Rights of 1689, the Mayflower Compact, the Virginia House of Burgesses, and the New England town meeting. This background will help students appreciate the framers' efforts to create a government that was neither too strong (because it might turn into despotism) nor too weak (as the Articles of Confederation proved to be).

Excerpts from the document written at the Constitutional Convention in Philadelphia should be read, discussed, and analyzed. Students should consider the issues that divided the Founding Fathers and examine the compromises they adopted. Although the Constitution never explicitly mentions slavery, several compromises preserved the institution; namely, the three-fifths rule of representation, the slave importation clause, and the fugitive slave clause. Why were these provisions so important to southern delegates? Why were these contradictions with the nation's ideals adopted? What were their long-term costs to black men and women and to the nation? To analyze these issues, students must recognize that the American Revolution had transformed slavery from a national to a sectional institution and that nine out of ten American slaves lived in the South.

Students should discuss the status of women as reflected in the Constitution of 1787. They should recognize as well the great achievements of the Constitution: (1) it created a democratic form of government based on the consent of the governed--a rarity in history; and (2) it established a government that has survived more than 200 years by a delicate balancing of power and interests and by providing a process of amendment to adapt the Constitution to the needs of a changing society.

### **Foundations of Early Government**

In this unit, students consider the enormous tasks that faced the new nation and its leaders through this difficult period; for example, Washington, Jefferson, Madison, Hamilton, and the Adams. Emphasis should be placed on the development of political parties.

The new nation had to demonstrate that its government would work, and in 1812 it had to fight a war to prove its sovereignty. Students should discuss the belief of the nation's founders that the survival of a democratic society depends on an educated people. Students should analyze the connection between education and democracy symbolized in the Northwest Ordinance and in Jefferson's dictum, "If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be." Attention should be paid to the types of education received in church schools, dame schools, and at home.

Students also should examine the daily life of ordinary people in the new nation, including farmers, merchants, and traders; women; blacks, both slave and free; and American Indians. Reading excerpts from literature will help bring this period alive.

### **The Growth of Sectionalism: 1800-1850**

This unit follows the nation's regional development in the West, Northeast, and South. Throughout this study students should be encouraged to view historical events empathetically as though they were there, working in places such as mines, cotton fields, and mills.

***The West.*** The West should be studied for its deep influence on the politics, economy, mores, and culture of the nation, as well as their effect on its indigenous peoples. It opened domestic markets for seaboard merchants. It offered new frontiers for immigrants and discontented Easterners. It provided folklore of individualism and rugged frontier life, at the same time displacing native cultures.

The election of Andrew Jackson in 1828 reflected the steady expansion of male suffrage, symbolized the shift of political power to the West, and opened a new era of political democracy in the United States. President Jackson was both a remarkable man and a symbol of his age. Jacksonian Democracy should be analyzed in terms of its supporters--farmers with small holdings, artisans, laborers, and middle-class businessmen. The democratizing effect of frontier life on the relations between men and women should be noted. Original documents will show the varied roles played by frontier women who promoted women's rights and worked for social change.

In studying Jackson's presidency, students should debate his spoils system, veto of the National Bank, policy of Indian removal, and opposition to the Supreme Court. The story of the acquisition, exploration, conflict and settlement of the trans-Mississippi West, from the Louisiana Purchase in 1803 to Westward Migration, should be reviewed. This was a period marked by a strong spirit of nationalism and "manifest destiny." To deepen their understanding of the changing geography and settlement of this immense land, students might read from the journals of the Lewis and Clark Expedition to the Northwest, and map the exploration of trailblazers. Students will discuss the searing accounts of the removal of Indians and the Cherokees' "Trail of Tears," and interpret maps and documents relating to the long sea voyages and overland treks that opened the West. Attention should be given to the role of the great rivers and the struggles over water rights in the development of the West.

***The Northeast.*** The industrial revolution in the Northeast had important repercussions throughout the nation. Inventions between 1790 and 1850 transformed manufacturing, transportation, mining, communications, and agriculture and profoundly affected how people lived and worked. Skilled craftspeople were replaced by mechanized production in shops, mills, and factories, so well depicted in American literature and primary source documents. Immigrants flocked to the cities. Periods of boom and bust created both progress and poverty.

An age of reform began that made life more bearable for the less fortunate and expanded opportunities for many. Students should imagine what life was like for young people in the 1830s in order to appreciate Horace Mann's crusade for free public education for all. Students should read excerpts from original documents explaining the social and civic purposes of public education. Students should review the legal and economic status of women and learn about the major impetus given to the women's rights movement by leaders such as Susan B. Anthony and Elizabeth Cady Stanton. They should read and discuss the Seneca Falls Declaration of Sentiment and compare it with the Declaration of Independence. Efforts by educators such as Emma Willard and Mary Lyon to establish schools and colleges for women should be noted.

Major campaigns to reform mental institutions and prisons should be explained by vividly portraying the conditions that evoked them. Students should become familiar also with the work of Dorothea Dix and the significance of Charles Finney as the leader of the second Great Awakening, inspiring religious zeal, moral commitment, and support for the abolitionist movement. Students should examine the relationship of these events to contemporary issues.

***The South.*** During these years, the South diverged dramatically from the Northeast and the West. Its aristocratic tradition and plantation economy depended on a system of slave labor to harvest such cash crops as cotton, rice, sugarcane, and tobacco. Black slavery, the “peculiar institution” of the South, had marked effects on the region’s political, social, economic, and cultural development. Increasingly at odds with the rest of the nation, the South was unable to share in the egalitarian surge of the Jacksonian era nor in the reform campaigns of the 1840s. Its system of public education lagged far behind the rest of the nation.

The institution of slavery in the South should be studied in its historical context. Students should review their studies of West African civilizations before the coming of the Europeans and compare the American system of chattel slavery, which considered people as property, with slavery in other societies. Attention should be paid to the daily lives of slaves on the plantations, the inhumane practices of slave auctions, the illiteracy enforced on slaves by law, and the many laws that suppressed the efforts of slaves to win their freedom. Students should observe how these laws became increasingly severe following the 1831 slave revolts in South Carolina and Virginia. Particular attention should be paid to the more than 100,000 free blacks in the South and the laws that curbed their freedom and economic opportunity. Students should also compare the situations of free blacks in the South and in the North and note that freedom from slavery did not necessarily lead to acceptance and equality.

The dramatic story of the abolitionist movement, led by people such as Theodore Weld and William Lloyd Garrison, should be told. Attention should be given to what blacks did in working for their own freedom: their organizations, which mobilized legal action; their petitions to Congress for redress of the fugitive slave laws and for emancipation of the slaves. Examples could include the activities of leading black abolitionists such as Frederick Douglass, Charles Remond, and Sojourner Truth, and the direct actions of free blacks such as Harriet Tubman and Robert Purvis in the underground movement to assist slaves to escape. (Excerpts from slave narratives and abolitionist tracts of this period will bring these people and events alive for students.)

### **Toward a More Perfect Union: 1850-1879**

In this unit, students concentrate on the causes and consequences of the Civil War. They should discover how the issues of states’ rights and slavery eventually became too divisive to ignore or tolerate. They should understand the significance of such events as the Wilmot Proviso, the Compromise of 1850, the Kansas-Nebraska Act, the Ostend Manifesto, the Dred Scott case, and the Lincoln-Douglas debates. Students should understand the basic challenge to the Constitution and the Union posed by the secession of the southern states and the doctrine of nullification. The war itself should be studied closely, both the critical battlefield campaigns and the human meaning of the war in the lives of soldiers, free blacks, slaves, women, and others. Special attention should be paid to Abraham Lincoln’s presidency, including his Gettysburg Address, the Emancipation Proclamation, and his inaugural addresses.

The Civil War should be treated as a watershed in American history. It resolved a challenge to the very existence of the nation, demolished (and mythologized) the antebellum way of life in the South, and created the prototype of modern warfare.

To understand the ordeal of Reconstruction, students should consider the economic and social changes that came with the end of slavery and how blacks attained political freedom and exercised power within a few years after the war. They should learn of the postwar struggle for control of the South and of the impeachment of President Andrew Johnson. A federal civil rights bill granting full equality to black Americans was followed by adoption of the thirteenth, fourteenth, and fifteenth amendments. Black citizens, newly organized as Republicans, influenced the direction of southern politics and elected 22 members of Congress. Students should examine the Reconstruction governments in the South; observe the reaction of Southerners toward northern “carpetbaggers” and to the Freedman’s Bureau, which sent northern teachers to educate the ex-slaves; and consider the consequences of the 1872 Amnesty Act and the fateful election of 1876, followed by the prompt withdrawal of federal troops from the South.

Students should analyze how events during and after Reconstruction raised and then dashed the hopes of black Americans for full equality. They should understand how the thirteenth, fourteenth, and fifteenth amendments to the Constitution were undermined by the courts and political interests. They should learn how slavery was replaced by black peonage, segregation, Jim Crow laws, and other legal restrictions on the rights of blacks, capped by the Supreme Court’s *Plessy v. Ferguson* decision in 1896 (“separate but equal”). Racism prevailed, enforced by lynch mobs, the Ku Klux Klan, and popular sentiment.

## **Grade 8--Major Topics by Trimester**

Indigenous Tribes—A Part of each, “Big Idea,” to be integrated yearlong.

### **1<sup>st</sup> Quarter:**

Connect to the Past: Early American Cultures and Civilization Development

Colonial Heritage	Religion
	Enlightenment
	English Economic System
	English Government System
Events to the American Revolution (“New in Depth”)	
War for Independence	Ideas – Democratic Ideal
	People
	Geography
	Global Significance

### **2<sup>nd</sup> Quarter:**

Constitution	Ideas
	Debates
	Long-term Costs
	Slavery, Etc.
New Nation	Struggles (All People)
Age of Andrew Jackson	Indian Removal
	National Crises

### **3<sup>rd</sup> Quarter:**

Regional Development	West
	North
	East
	South - Slavery
Industrial Beginnings	Regional Differences
	Immigration

### **4<sup>th</sup> Quarter:**

Pre-Civil War - Reconstruction	Economy & Government
	Slavery to Segregation
Indigenous Cultures	War
	Reservations; Land
	Mission Schools

*NOTE: Throughout this document, learning targets are identified as knowledge (“K”), reasoning (“R”), skill (“S”), product (“P”) or dispositional (“D”). **Bold** items are essential learning targets.*

## **Grade 8: Learning Targets**

**Standard.1: Students understand the cultural development of indigenous people and the major events preceding the founding of the nation and relate their significance to the development of American Constitutional Democracy.**

**Competency 1.1: Explain how the relationship between environment and culture influenced the development of indigenous societies in North America.**

1. I can explain how cultures developed out of their environment.
2. I can explain how the environment of an area influenced food, clothing, shelter, and tools of indigenous people.
3. I can compare and contrast the food sources, dwellings, customs, clothing, and tools of various Native American cultural groups in North America.
4. I can explain how agriculture led to civilization.
5. I can explain the two main theories of how the first Americans emigrated from Asia.
6. I can define “culture.”
7. I can identify the five features of a civilization.
8. I can describe how the contributions of the Olmec, Maya, Hohokam, and Mound builders influenced later societies.

**Competency 1.2: Describe the relationship between the religious and political ideas of the Colonial Period and the development of revolutionary fervor.**

1. I can describe the different religious beliefs of the colonists. *(K)*
2. I can describe the political ideals of the colonists. *(K)*
3. **I can describe how, together, the religious and political ideas of the colonists led to their desire for independence from England.** *(K)*
4. I can explain why people left England. *(K)*

**Competency 1.3: Analyze the philosophy of government as described in the Declaration of Independence, with an emphasis on the government as a means of securing the Democratic ideals of individual rights.**

1. **I can list the individual rights that all people have according to the Declaration of Independence. This means “all people” at that time.** *(K)*
2. **I can describe the purpose of government according to the Declaration of Independence.** *(K)*
3. I can describe the rights and duties of the people according to the Declaration of Independence (for example: people have the right and duty to overthrow the government). *(K)*

**Standard 2: Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.**

**Competency 2.1: Analyze the Articles of Confederation, the U.S. Constitution, and analyze the success of each in implementing the ideals of the Declaration of Independence.**

1. I can give examples of how the national government had less power than state governments in the Articles of confederation. *(K)*
2. I can list the weaknesses and strengths of the Articles of Confederation. *(K)*
3. **I can explain how the weaknesses of the Articles of Confederation led to the Constitution.** *(K)*
4. I can list the goals of the Preamble. *(K)*
5. I can explain the rights of the people in the Bill of Rights. *(K)*
6. **I can identify and locate examples of important principles that appear in our Constitution (for example: popular sovereignty, federalism, separation of powers,**

**checks and balances, and limited government)** (formal assessment handbook quiz 7 Principles of Constitution “critical thinking.” (S)

7. I can summarize Articles I, II, III, VII of the Constitution. (R)

**Competency 2.2: Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions. Focus on shared power among institution, federalism, slavery, and the rights of individuals and states.**

1. I can explain why the Constitutional Convention was called. (K)
2. I can summarize the goals of the convention. (R)
3. **I can define the principle of federalism.** (K)
4. **I can explain the major disagreements that occurred during the convention, and the compromises that solved them (the Great Compromise, 3/5 Compromise).** (K)

**Competency 2.3: Describe the political philosophy underpinning the Constitution as specified in the Federalist papers.**

1. I can discuss the views and opinions of Federalists and Anti-Federalists. (S)
2. I can identify how Federalists and Anti-Federalists made their views known (for example: through the *Federalist Papers*). (K)

**Competency 2.4: Enumerate the powers of the three branches of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.**

1. **I can explain the role of each branch of government.** (K)
2. I can list the individual rights given to the people in the first ten amendments. (K)
3. I can apply the first ten amendments to current issues. (R)

**Competency 2.5: Describe the principles of federalism, separation of powers checks and balances, the nature and purpose of majority rules, and the ways in which the American idea of Constitutionalism preserves individual rights.**



1. I can define federalism. (*K*)
2. I can explain that for federalism to succeed why a strong central government and strong state governments must exist. (*R*)
3. I can identify the powers of each branch of government. (*K*)
4. I can discuss why the principle of checks and balances was included in the Constitution. (*K*)
5. I can explain how the Constitution allows for majority rule. (*K*)
6. I can explain why majorities could turn into mobs. I understand how our Constitution prevents this if majority rule is not properly demonstrated. (*K*)
7. I can locate examples within the Constitution of how each branch checks the power of the others. (*S*)
8. I can speak about how the principles of the Constitution preserve our individual rights. (*S*)

**Standard 3: Students understand the foundation of the American political system and the ways in which citizens participate in it.**

**Competency 3.1: Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.**

1. I can describe how the Land Ordinance of 1785 divided western lands into townships. *(K)*
2. I can identify the states that were eventually formed from this land. *(K)*
3. I can explain how the western territories were governed under the Northwest Ordinance of 1787. *(K)*
4. I can explain the conditions for settlement and the rights of settlers under the Northwest Ordinance. *(K)*

**Competency 3.2: Understand how the conflicts over interpreting the Constitution and the power of the central government between Thomas Jefferson and Alexander Hamilton resulted in the creation of the Democratic-Republican and Federalist parties (examples are their views on foreign policy, the Alien and Sedition Acts, economic policy, the National Bank and the national debt).**

1. I can analyze the opposing interpretations of the Constitution by Thomas Jefferson and Alexander Hamilton and how that influenced their stance on the National Bank. *(R)*
2. **I can describe how Alexander Hamilton's belief that the central government should have more power than the state governments differed from Thomas Jefferson's view on the power of the central government.** *(K)*
3. **I can explain what a political party is.** *(K)*
4. I can identify the differences between the Democratic-Republican Party and the Federalist Party. *(K)*

**Competency 3.3: Know the significance and understand the causes of domestic resistance movements, the way in which the central government responded to such movements (examples: Shay's Rebellion, The Whiskey Rebellion).**

1. I can explain the reason for the frustration of farmers that lead to Shay's Rebellion (weakness of Articles of Confederation – no government to go to for help). *(K)*
2. I can explain why it was necessary for the rebellion to be put down. *(K)*
3. I can explain why Alexander Hamilton wanted a tax on whiskey. *(K)*
4. I can explain why farmers used their grain to make whiskey. *(K)*
5. I can explain why there was so much resistance to the whiskey tax. *(K)*
6. I can explain why it was necessary for Washington to put the rebellion down. *(K)*

**Competency 3.4: Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and monitor the influence of the government (example: function of elections, political parties, interest groups).**

1. I can describe the process of how a bill becomes a law. *(K)*
2. I can tell who makes laws. *(K)*
3. I can explain that the 1<sup>st</sup> Amendment allows citizens the opportunity to petition the government for changes. *(K)*
4. I can explain how elections are a citizen's opportunity to participate in the political process. *(K)*
5. **I can explain how members of each of the three branches of government can be removed from office.** *(K)*

**Competency 3.5: Understand citizen's rights and responsibilities as defined in the Bill of Rights.**

1. I can list and give examples of the three categories of rights people have under the Constitution (basic freedoms, personal protection, equal treatment under the law). *(K)*
2. I can identify the two kinds of responsibilities citizens have to ensure that American democracy can work and give examples (personal and civic). *(K)*
3. **I can give examples of how children under 18 can be responsible citizens.** *(K)*
4. I can explain how the rights and responsibilities of citizens are linked. *(K)*
5. **I can give examples of limits to basic rights.** *(K)*

**Standard 4: Students analyze the aspirations and ideals of the people of the new nation.**

**Competency 4.1: Describes the country's physical landscapes, political divisions, and territorial expansion.**

1. I can explain how America gained land from Mexico. *(K)*
2. I can identify America's first political parties and their leaders. *(K)*

3. I can discuss political conflict with other nations during America's early years. *(S)*
4. I can draw conclusions about how America's geography affected its politics, economy, and sociology. *(R)*
5. I can discuss the reasons why Thomas Jefferson offered to buy New Orleans from France and ended up buying all of the Louisiana Territory. *(S)*
6. I can evaluate why political parties formed after George Washington warned against them in his farewell address. *(R)*
7. I can explain, using a map, how America expanded geographically following the Revolutionary War (for example: Northwest Territory). *(K)*
8. I can locate the Mexican cession on a map. *(S)*

**Competency 4.2: Analyze the impact of capitalism and the economic benefits and conflicts that accompanied it.**

1. I can explain how America's freedom from British economic controls allowed free enterprise to begin in America. *(K)*
2. I can identify America's early economic problems (war debt, raising revenue, creating a national bank). *(K)*
3. I can discuss why America had economic problems in its early years. *(S)*
4. I can explain why Hamilton favored imposing high tariffs on foreign goods and creating a national bank. *(K)*

**Standard 5: Students analyze U.S. foreign policy in the early Republic.**

**Competency 5.1: Understand the political and economic causes and consequences of the War of 1812 and know the leaders and events.**

1. I can describe Thomas Jefferson's foreign policy (hands off). *(K)*
2. I can describe how England interfered with U.S. trade and their impressments of American sailors. *(K)*
3. I can explain the events that lead to the Embargo Act of 1807 and what happened as a result of that law. *(K)*
4. I can explain why Tecumseh united with the British. *(K)*
5. I can explain who the War Hawks were and why they wanted war with England. *(S)*
6. I can describe the two phases of the war. *(K)*
7. I can identify where the most important U.S. naval victory took place and who led the

- battle. (K)
8. I can explain the two results of the victory on the Thames River by Commodore Oliver Hazard Perry. (K)
  9. I can explain when the second phase of the war took place. (K)
  10. I can explain the events at Lake Champlain in September 1814. (K)
  11. I can explain how General Andrew Jackson defeated the British at the Battle of New Orleans. (K)
  12. I can identify the three consequences of the war. (K)

**Competency 5.2: Know the changing boundaries of the United States and describe the relationships the country had with its neighbors and Europe. Explain how those relationships affected westward expansion and the Mexican-American War.**

1. I can explain how the “Era of Good Feelings” led to a nationalist feeling in the United States and that people began to shift their loyalty to the federal government. (K)
2. I can explain how the nationalistic feeling led U.S. leaders to define and expand the country’s borders through agreements with Britain and Spain. (K)
3. I can describe how Britain and the United States established the 49<sup>th</sup> parallel as the U.S.-Canadian border as far west as the Rocky Mountains. (K)
4. I can explain what President Monroe meant in the “Monroe Doctrine.” (K)
5. I can list the disagreements between Spain and the United States over the boundaries of the Louisiana Purchase and the ownership of West Florida. (K)
6. I can summarize the problems settlers in Georgia encountered with the Seminole Indians and the task General Jackson was given by President Monroe. (R)
7. I can explain how Jackson disregarded the orders of President Monroe and captured all of Florida for the United States. (K)
8. I can explain the terms of the Adams-Onís Treaty. (K)

<p><b>Competency 5.3: Outline the major treaties with American Indian nations and the varying outcomes of those treaties during the period of Indian Removal under President Andrew Jackson.</b></p>	
1.	I can describe Andrew Jackson’s policy of moving Native Americans west of the Mississippi. (K)
2.	I can explain why Jackson believed the government had the right to decide where Native Americans lived. (K)
3.	I can describe how the Cherokee Nation adopted white customs in hopes of living

	independently on their land. (K)
4.	I can describe how the desires of white settlers to move west resulted in Jackson asking Congress to pass a law requiring Native Americans to either move west or submit to state laws. (K)
5.	I can explain how some white people tried to fight Indian Removal. (K)
6.	<b>I can explain the Indian Removal Act. (K)</b>
7.	I can explain why many Native Americans saw no choice but to sign treaties giving up their land in exchange for land in the West. (K)
8.	I can explain the differences in the land Native Americans gave up in the East to the land they were given in Indian Territory (present day Oklahoma, parts of Kansas and Nebraska). (K)
9.	<b>I can describe the suffering encountered on the relocation west by all the tribes. (K)</b>
10.	I can explain why the journeys west were named the Trail of Tears. (K)
11.	I can explain how some tribes resisted movement. (K)
12.	I can explain why the Cherokee appealed to the U.S. Supreme Court to keep their land in Georgia and how President Jackson and the state of Georgia disregarded the Supreme Court's ruling that had been in favor of the Cherokee. (K)

**Standard 6: Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.**

**Competency 6.1: Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions.**

- I can identify changes in America due to the Industrial Revolution. (K)**
- I can explain how proximity to water helped start the factory system. (K)
- I can describe how the invention of interchangeable parts changed industry and management. (K)
- I can discuss how inventions improved human communication. (S)
- I can compare and contrast the positive and negative changes in America due to the Industrial Revolution. (R)
- I can draw conclusions about how inventions led to the use of unskilled labor, which changed America. (R)
- I can demonstrate how an early technological advancement worked. (S)

**Competency 6.2: Outline the physical obstacles to and the economic and political factors**

**involved in building a network of roads, canals, and railroads.**

1. I can identify the main actions of Henry Clay's American System. (*K*)
2. I can discuss how roads and canals improved America's transportation systems. (*S*)
3. I can identify certain trails that opened America to the west. (*K*)
4. I can list the effects of urban growth in the Northeast. (*K*)
5. I can explain how the expansion of America created a need for more railroad mileage, which would help America grow economically (Gadsen Purchase). (*K*)
6. I can synthesize my knowledge of roads, canals, and railroads to evaluate problems America faced when setting national boundaries. (*R*)
7. **I can draw conclusions about how sectionalism affected America economically and politically.** (*R*)
8. I can analyze how westward expansion led to conflict among different groups of people in America. (*R*)
9. I can locate important roads, canals, and railroads on a map. (*S*)

**Competency 6.3: List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (for example, Irish immigrants and the Great Irish Famine).**

1. I can identify push and pull factors for different groups of American immigrants. (*K*)
2. **I can explain the effects that immigrants had on rapid urban growth in cities.** (*K*)
3. I can identify where different immigrant groups settled. (*K*)

**Competency 6.4: Describe the effect of westward expansion on American Indian peoples (for example: resettlement, Reservations, etc.).**

1. I can explain why white people pressured the government to force Native American groups to relocate. (*K*)
2. I can explain the Indian Removal Act. (*K*)
3. I can discuss the challenges faced by Native Americans during the Trail of Tears. (*S*)
4. I can compare and contrast the challenges faced by different Native American groups because of westward expansion. (*R*)
5. I can analyze different examples of Native American resistance to the relocation/reservation movement. (*R*)
6. I can accurately show the relocation of different Native American groups on a map. (*S*)

**Competency 6.5: Study the lives of African-Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.**

1. I can describe the obstacles faced by African Americans who wanted an education. *(K)*
2. I can identify the essential parts and players in the Underground Railroad. *(K)*
3. I can analyze how literature of the time sparked debate about slavery. *(R)*
4. I can compare and contrast different views of the education of African Americans. *(R)*
5. I can draw conclusions about the importance of religion to African Americans. *(R)*
6. I can summarize famous speeches by leaders who helped advance rights for African Americans (for example: Sojourner Truth and Frederick Douglas). *(R)*

**Competency 6.6: Examine the Women’s Suffrage Movement.**

1. I can explain how early American government oppressed women. *(K)*
2. I can explain how, when, and why women earned voting rights. *(K)*
3. I can identify the cause, course, and consequences of important events in the Women’s Suffrage Movement (for example: The Seneca Falls Convention). *(K)*
4. I can discuss essential elements of important documents or pieces of legislation (for example: The Declaration of Sentiments). *(S)*
5. I can generalize how the Abolition Movement helped and/or led the Women’s Suffrage Movement. *(R)*
6. I can explain different contributions from women reformers. *(K)*

**Standard 7: Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.**

<b>Competency 7.1: Describe the development of the agrarian economy in the South. Identify the locations of the cotton-producing states and discuss the significance of cotton and the cotton gin.</b>
--

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol> | <p>I can identify that farming was the main source of income in the South because of the long growing season and good soil (cotton was a main cash crop). <i>(K)</i></p> <p>I can explain that the North industrialized because of its reliance on trade for income (growing season was not long enough so settlers of New England needed another method for making money). <i>(K)</i></p> <p>I can explain how textile manufacturing started in New England states and how it led to an increase in demand for cotton. <i>(K)</i></p> <p>I can explain how the improvement of the cotton gin increased production of cotton and therefore increased the need for slave labor. <i>(K)</i></p> <p>I can explain why people in the South moved west, so they could grow a more durable form of cotton and increase their land holdings, resulting in more money. <i>(K)</i></p> |
|--|---|



--

**Competency 7.2: Trace the origins and development of slavery, its effects on African-Americans and on the region's political, social, religious, economic, and cultural development.**

1. **I can explain how the use of the Native Americans as slaves did not work and how this led to the importation of Africans. (K)**
2. I can explain how the use of Africans as slaves led to racism and to the belief that white people were superior. (K)
3. I can explain how the culture of slavery persisted in the South even though most white people did not own slaves. (K)
4. I can describe the desire poor white people had to own slaves (that meant they were growing more cash crops and, therefore, making more money). (K)
5. I can describe how the attempts at limiting slavery in new territories threatened the institution of slavery in the South, and led to heated debates in Congress. (K)
6. I can describe the daily life of slaves on plantations in the south, the reason for their illiteracy, the importance of religion in their lives, how slaves were sold at auctions, and how families were split apart. (K)
7. I can explain the laws that former slaves faced that curbed their freedom and economic opportunity. (K)
8. I can compare the lives of free blacks in the South to those in the North. (R)
9. I can explain the social, political, and economic hierarchy of the South in which the aristocratic minority had most of the wealth and all of the power. (K)
10. I can explain the differences in the education of the people in the North verses those in the South (People settled in villages in New England, so schools were easily attended by the children there. Farms were spread out in the South and children were needed to work on them. As a result, there were very few schools in the South. Much of the population was illiterate). (K)

**Competency 7.3: Identify the strategies used by both the abolitionist and pro-slavery movements.**

1. I can list some of the strategies of the abolitionists (for example: helping in the "underground railroad;" working to free slaves through the legal system, such as Dred Scott; anti-slavery newspapers; speeches; buying the freedom of slaves; moving to new territories to vote for anti-slavery government; passing laws prohibiting slavery in new territories). (K)
2. I can list some of the strategies of the pro-slavery movement (for example: passing strict slave codes, electing pro-slavery leaders in new territories, threatening to leave the union,

	threatening abolitionists with physical harm, killing abolitionists). (K)
3.	I can identify some of the abolitionists (William Lloyd Garrison, Frederick Douglas, Harriet Tubman, Sojourner Truth, Angelina Grimke, Elizabeth Cady Stanton, John Brown). (K)
4.	<b>I can identify some of the conflicts between the two groups (slave revolts, Bleeding Kansas, Pottawatomie Massacre, violence in Congress). (K)</b>

**Standard 8: Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.**

**Competency 8.1: Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g. the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court.**

1. I can explain how the election of 1824 sparked Andrew Jackson's policy of "Jacksonian Democracy." (K)
2. I can describe important aspects of the election of 1828. (K)
3. I can describe how and why Jackson started the spoils system. (R)
4. I can explain the consequences of Jackson's veto of the nation bank (e.g. inflation, Panic of 1837, depression). (K)
5. **I can summarize Jackson's views of Native Americans. (R)**
6. I can explain how Jackson violated the Constitution by disregarding the Supreme Court's decision to protect Cherokee land. (K)
7. I can draw conclusions about why Andrew Jackson was endeared by many voters. (R)
8. I can correlate Jacksonian principles with current government (spreading political power but ensuring majority rule). (R)
9. I can explain why Jackson vetoed the National Bank Charter. (K)
10. I can draw conclusions about the effects of Indian Removal on all groups of people. (R)
11. I can explain why Indians were removed from the American southeast and how it affected them. (K)
12. I can identify commonalities in Cherokee and traditional American governments. (K)

**Competency 8.2: Describe the purposes, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny.**

1. I know how physical geography was a barrier to land acquisition. (K)
2. I can explain the important details of the Trail of Tears. (K)

3. I can discuss elements of various forms of Native American resistance. (*S*)
4. I can define nationalism and conclude how and why this influenced the idea of Manifest Destiny. (*K*)
5. **I can explain how and why America acquired different land areas to fulfill manifest destiny. (*R*)**
6. I can discuss the effects of the California Gold Rush. (*S*)
7. I can evaluate the importance of railroad expansion to westward movement. (*R*)
8. I can explain the positive and negative effects of westward expansion. (*K*)
9. I can state the order of acquisition of different sections of present day America. (*K*)

**Competency 8.3: Describe the role of pioneer women and the new status that western women achieved (for example, slave women gaining freedom in the west; Wyoming granting suffrage to women in 1869).**

1. I can describe the Homestead Act. (*K*)
2. I can explain why women had greater roles in the west compared to the east, and how this led to more political rights (land ownership, voting). (*K*)
3. I can explain how geography affected settlement of the west. (*K*)

**Competency 8.4: Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects that the wars had on the lives of American Indians, and settlers.**

1. I can explain how the Spanish government made Texas more appealing to settlers, and how its settlement increased tension, leading to the Texas War for Independence. (*K*)
2. I can identify important players in the Texas War for Independence. (*K*)
3. I can explain the terms of the Treaty of Guadalupe Hidalgo. (*K*)
4. I can identify legislation (e.g. foreign miner's tax) and examples of discrimination toward minority groups following the Mexican-American War. (*K*)
5. I can discuss major events of Native American wars in the southwest. (*S*)
6. I can infer why American settlers and Tejanos experienced tension. (*R*)
7. I can analyze the varied opinions about the annexation of Texas. (*R*)
8. I can identify the difficulties faced by early Mexican Americans. (*K*)
9. I can locate on a map the differing perspectives of what was the Mexican-American border. (*K*)
10. I can locate on a map the land acquired from the Mexican Cession and Gadsen Purchase. (*S*)

11. I can map Native American land lost following the Mexican-American War. (*S*)

**Competency 8.5: Explain tribal and immigrant cultural contributions (Chinese Railroad workers/miners), patterns of migration, and their impact on westward settlement.**

1. I can describe how immigrants and Americans worked together (mining practices). (*K*)
2. I can describe difficulties faced by immigrant miners. (*K*)
3. I can explain legislation that targeted immigrants. (*K*)
4. I can list contributions to ranching made by vaqueros and African-American cowhands. (*K*)
5. I can explain how the Gold Rush led to the growth of many western cities. (*K*)
6. I can hypothesize why resentment occurred between Americans and immigrants. (*R*)
7. I can explain how the spread of railroads affected Native Americans. (*K*)
8. I can locate on a map where and when various immigrant groups settled the west. (*S*)

**Standard 9: Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.**

<b>Competency 9.1: Describe the leaders of the abolition movement.</b>
1. I can identify various leaders of the Abolition movement. ( <i>K</i> )
2. I can describe the specific activities of the various abolitionists already identified. ( <i>K</i> )



<b>Competency 9.2: Describe the significance of the Northwest Ordinance in the banning of slavery in new states north of the Ohio River.</b>
1. I can identify the purpose of the Northwest Ordinance. ( <i>K</i> )
2. I can list the provisions of the Northwest Ordinance. ( <i>K</i> )
3. I can explain why slavery did not spread westward north of the Ohio River as settlers moved west, and how this influenced the regional growth of antislavery sentiment. ( <i>K</i> )



<b>Competency 9.3: Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.</b>
1. I can explain how the issue of slavery impacted the leadership of Congress. ( <i>K</i> )

- |    |  |
|----|--|
| 2. | I can explain why congressional leaders from northern states did not want Texas admitted to the union as a slave state. <i>(K)</i> |
| 3. | I can explain why southern congressional leaders did not want California admitted as a free state. <i>(K)</i>                      |
| 4. | I can show the balance of power in the Senate in regard to free versus slave states. <i>(P)</i>                                    |

<p align="center"><b>Competency 9.4: Analyze the significance of the 10<sup>th</sup> Amendment, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, the Kansas-Nebraska Act (1854), the Dred Scott v. Sanford decision (1857).</b></p>
---

- |    |  |
|----|--|
| 1. | I can explain the power given to state governments as described in the 10 <sup>th</sup> Amendment. <i>(K)</i>  |
| 2. | <b>I can list the key elements of the Missouri Compromise, the Wilmot Proviso, the Compromise of 1850, and the Kansas-Nebraska Act. I can explain why the North and South were divided over all these issues. <i>(K)</i></b> |
| 3. | I can chart the life of Dred Scott as he was sold and moved during his time as a slave. <i>(P)</i>   |
| 4. | I can explain the reason Dred Scott claimed he should have been free. <i>(K)</i>   |
| 5. | I can explain the decision of the Supreme Court in the case of Dred Scott v. Sanford and list the main ideas of Chief Justice Roger Taney's opinion in the case. <i>(K)</i>  |
| 6. | I can explain Stephen Douglas' idea of popular sovereignty and how it applied to the Kansas-Nebraska Act. <i>(K)</i>   |
| 7. | I can explain how the opinion of Chief Justice Taney in the Dred Scott case made popular sovereignty unconstitutional. <i>(K)</i>  |
| 8. | I can summarize how each of the issues above further divided the North and South over the issue of slavery. <i>(R)</i>   |

**Standard 10: Students analyze the multiple causes, key events, and complex consequences of the Civil War.**

**Competency 10.1: Compare states' rights and federal authority with respect to the institution of slavery.**

- |    |  |
|----|--|
| 1. | I can explain the reasons slavery was important to the south. <i>(K)</i>   |
| 2. | I can discuss important elements of slavery legislation (Missouri Compromise, compromise of 1850, Fugitive Slave Act, Kansas-Nebraska Act). <i>(S)</i> |
| 3. | I can analyze why slavery was a controversial topic in Congress, creating the Republican Party and splitting the Democrats. <i>(R)</i>                 |
| 4. | I can apply my knowledge of the Constitution (federalism) to discuss why the South   |

- fought for states' rights. (*R*)
5. I can identify on a map the areas where slavery was legal and illegal in America. (*K*)

**Competency 10.2: Identify the geographic and economic differences between the North and the South.**

1. I can explain why an area's physical geography is important to its economy. (*K*)
2. I can discuss why the North was suited for industry and why the South was suited for agriculture (climate/latitude). (*S*)
3. By understanding the geographic and economical differences between the North and South, I can infer why political problems arose regarding the institution of slavery. (*R*)
4. I can produce a map of agricultural products grown in the south, and exports in the north. (*P*)
5. I can produce a map of the growth of cotton exports in the 1800s. (*P*)

**Competency 10.3: Identify the constitutional issues posed by the Doctrine of Nullification and secession.**

1. I can use my knowledge of the Constitution to explain why secession was a controversial constitutional issue. (*R*)
2. I can define the Doctrine of Nullification. (*K*)
3. **I can explain why southern states wanted to secede.** (*K*)
4. I can identify which states seceded from the Union, when they seceded, and why they seceded from the Union. (*K*)
5. I can participate in a discussion/debate about how states could legally maintain their freedom within the Union. (*S*)
6. I can identify the states in the Confederate States of America. (*K*)

**Competency 10.4: Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).**

1. I can summarize Lincoln's view of slavery in American. (*R*)
2. I can identify Lincoln's philosophy about preserving the Union in his "House Divided" speech. (*K*)
3. I can explain Lincoln's opinion about the expansion of slavery and secession from his first inaugural address. (*K*)
4. I can explain the political, economical, and social difficulties Lincoln faced during the

Civil War. (K)

5. I can discuss why Lincoln wrote the Emancipation Proclamation and when he issued it. (S)
6. **I can describe the various responses to Lincoln's Emancipation Proclamation. (K)**
7. I can explain the purpose of the Gettysburg Address. (K)
8. I can summarize Lincoln's bid for re-election. (R)
9. I can connect significant ideas of the Declaration of Independence to Lincoln's important speeches and writings. (R)
10. I can find the main ideas in Lincoln's speeches and writings. (R)

**Competency 10.5: Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee), soldiers on both sides of the war (including those of black soldiers and regiments), blacks, women, and children.**

1. I can explain the educational and military background of significant Civil War leaders. (K)
2. I can explain Civil War leaders' philosophies and characteristics. (K)
3. I can list Civil War leaders' accomplishments and successes. (K)
4. I can explain why soldiers fought in the Civil War, and what types of people enlisted. (K)
5. I can discuss the difficulties faced by soldiers on both sides in their daily lives. (S)
6. **I can draw conclusions about how the Civil War affected all Americans. (R)**

**Standard 11: Students analyze the character and lasting consequences of Reconstruction.**

<p><b>Competency 11.1: List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.</b></p>
<ol style="list-style-type: none"><li>1. I can describe the physical conditions of the land and cities of the South after the Civil War. (K)</li><li>2. I can describe the steps the southern states had to take before they could be readmitted to the union. (K)</li><li>3. <b>I can explain how laws passed in the South, after the war, limited the freedom of former slaves. (K)</b></li><li>4. <b>I can explain how Radical Republicans planned on controlling Reconstruction and destroying the South's old ruling class. (K)</b></li><li>5. I can explain the purpose of the Reconstruction Acts. (K)</li></ol>

**Competency 11.2: Identify the factors affecting the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions.**

1. I can describe different ways African Americans attempted to locate family members after the Civil War. *(K)*
2. I can describe how families of former slaves were strengthened after the war. *(K)*
3. I can list several reasons why former slaves roamed. *(K)*
4. I can explain why African Americans moved west to get land. *(K)*
5. I can explain why there was more economic opportunity for African Americans in the cities of the North than in the South. *(K)*
6. I can explain the success many African American men found in the U.S. army. *(K)*

**Competency 11.3: Understand the effects of the Freedmen's Bureau.**

1. I can explain the purpose of the Freedmen's Bureau during the Civil War. *(K)*
2. I can describe how the Freedmen's Bureau helped establish schools for African American children after the war. *(K)*

**Competency 11.4: Identify the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.**

1. I can explain why some southern states refused to ratify the 13<sup>th</sup> Amendment. *(K)*
2. I can explain how the "Black Codes" limited the freedom of former slaves. *(K)*
3. I can explain how the "Jim Crow" laws limited the freedom of African Americans. *(K)*
4. I can explain the impact that Plessy vs. Ferguson had on the segregation of African Americans. *(K)*

**Competency 11.5: Trace the rise of the Ku Klux Klan and describe the Klan's effects.**

1. I can describe the goals of the Ku Klux Klan when it formed in 1866. *(K)*
2. I can describe how and why the Klan attacked African Americans in their attempt to restore the power of the Democrats in the South. *(K)*
3. I can explain how the Klan kept African Americans from voting and increased the control of the Democratic Party. *(K)*



**Competency 11.6: Understand the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments to the Constitution and analyze their connection to Reconstruction.**

1. **I can explain how the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments to the Constitution affected African American people. (K)**
2. I can explain why the 14<sup>th</sup> Amendment was necessary to complete the Reconstruction process. (K)
3. I can explain why Radical Republicans forced the southern states to ratify the 14<sup>th</sup> Amendment before they could re-enter the Union. (K)
4. I can explain how allowing African American men the right to vote through the 15<sup>th</sup> Amendment helped complete the Reconstruction process. (K)

**Competency 11.7: I can make connections between what I am learning in U.S. History to current events.**

1. I can make connections between what I am learning in U.S. History to current events. (R)
2. I understand that the same event can be told from different points of view. (K)

**Standard 12: Students understand the roles and responsibilities of effective citizenship.**

**Competency 12.1: Demonstrate respect.**

1. I will treat others with dignity and respect regardless of their race, culture, sex, or other personal qualities. (D)
2. I will listen to the ideas of others actively, not having side conversations, and asking clarifying questions when appropriate. (D)
3. I will use appropriate language and body language. (D)

**Competency 12.2: Demonstrate stewardship.**

1. I will pick up after myself and others to keep the school building looking like a scholarly environment. (D)
2. I will show that I value others' property and space. (D)
3. I will look for ways to be of service to others. (D)

**Competency 12.3: Demonstrate integrity.**

1. I will treat others with dignity and respect regardless of their race, culture, sex, or other
2. I will own the mistakes I make and seek out ways to make things right. *(D)*
3. I will be honest with myself and others. *(D)*
4. I will take risks by sharing my ideas with the group when we are in the process of trying to figure something out, rather than waiting until I am sure I have the solution. *(D)*
5. I will work to contain and de-escalate conflict. *(D)*

**Competency 12.4: Demonstrate courage.**

1. I will gracefully accept recognition in the community when I do good things. *(D)*
2. I will take risks by sharing my ideas with the group when we are in the process of trying to figure something out, rather than waiting until I am sure I have the solution. *(D)*
3. I will take a risk and really try even when the situation seems impossible. *(D)*

**Competency 12.5: Demonstrate responsibility.**

1. I will attend school and be on time to class. *(D)*
2. I will establish and follow a routine to complete all of my homework. *(D)*
3. I will demonstrate responsibility for my learning and the learning of my peers by using class time well and fully participating in the activities in class. *(D)*
- 4.