



Department	History/Social Science	Course Title	US History 8		Course Code	2146			
Grade Level	8	Short Title	US History 8		Grad Requirement Subject	Yes			
Course Length	1 year	Credits per Semester	5	Approved for Honors	No	Required	Yes	Elective	No
Prerequisites	None								
Co-requisites	None								
Articulated with LBCC	No		Articulated with CSULB			No			
Meets UC "a-g" Requirement	Yes (g)		Meets NCAA Requirement			No			
Teaching Credential(s)	Social Science								

**COURSE OVERVIEW:**

The eighth grade course of study begins with an intensive review of the major ideas, issues, and events that shaped the founding of the nation. In their study of this era, students will view American history through the lens of a people who were trying—and are still trying—to fulfill the promise of the Declaration of Independence and the Constitution. Throughout their eighth grade United States history and geography course, students will confront the themes of freedom, equality, and liberty and their changing definitions over time. This course will also explore the geography of place, movement, and region, starting with the Atlantic Seaboard and then exploring American westward expansion and economic development, the Civil War and Reconstruction, and finally, industrialization. Covering parts of three centuries, the historical content outlined in this chapter is both substantial and substantive, which poses a significant challenge for teachers, with limited time for in-depth study. In order to address this challenge, this chapter is organized into four large sections that incorporate relevant questions that can help students understand how individual events and people comprise a larger narrative explanation of our past.<sup>1</sup>

**EXPECTED OUTCOMES:**

Students are expected to perform at a proficient level on a variety of tasks and assessments addressing both the content standards for United States History, as well as, historical thinking skills and skills called out in the *Common Core State Standards* and the *Standards for Career Ready Practice*. Levels of proficiency are defined near the end of this course outline under Classroom Performance Criteria.

- Explain how and why the United States expanded.
- Identify the meaning of freedom to the nation’s founders and trace how did changed over time.
- Analyze American identity and how that has changed overtime.<sup>2</sup>
- Use media, informational texts and case studies in order to acquire, process, report information, and solve problems.

<sup>1</sup> This description comes from the *History-Social Science Framework for California Public Schools, 2016*.

<sup>2</sup> The first set of objectives come from the *History-Social Science Framework for California Public Schools, 2016*.

- Articulate concepts important to the study of United States History such as colonialism, revolution, rights, constitutionalism, sectionalism, states' rights, industrialization, and others.
- Determine the main ideas and definitions of terms in informational texts in order to make meaning of concepts significant to United States History.
- Utilize listening and speaking to communicate claims and reasoning with evidence.
- Integrate information from multiple sources to generate a coherent written, oral or visual product.
- Write informational and argumentative texts to explain historical events and express varying perspectives.
- Apply appropriate technical skills and academic knowledge.
- Communicate clearly, effectively, and with reason.
- Apply technology to enhance productivity.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Act as a responsible citizen in the workplace and the community.
- Model integrity, ethical leadership, and effective management.
- Work productively in teams while integrating cultural and global competence.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Understand the environmental, social, and economic impacts of decisions.

#### Historical Thinking Skills:

- Historical Significance: How do we decide what is important to learn about the past?
- Evidence: How do we know what we know about the past?
- Continuity and Change: How can we make sense of the complex flows of history?
- Cause and Consequences: Why do events happen, and what are their impacts?
- Historical Perspectives: How can we better understand the people of the past?
- The Ethical Dimension: How can history help us to live in the present?<sup>3</sup>

#### Academic Standards:

##### ***Grade Eight- United States History and Geography: Growth and Conflict:***

from the History-Social Science Framework for California Public Schools, adopted by the California State Board of Education in March, 2001

- 8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.
- 8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.
- 8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.
- 8.4 Students analyze the aspirations and ideals of the people of the new nation.
- 8.5 Students analyze U.S. foreign policy in the early Republic.
- 8.6 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.
- 8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.
- 8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.
- 8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.
- 8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.

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<sup>3</sup> These thinking skills come from Siexas, P. & Norton, T. (2012), *The Big Six Historical Thinking Concepts*. Toronto: Nelson.

- 8.11 Students analyze the character and lasting consequences of Reconstruction.
- 8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

**Common Core Reading Standards in History/Social Studies 6-12:**

from the California Common Core State Standards, adopted by the California State Board of Education in March, 2012

Key Ideas and Details

- 6-8 R1: Cite specific textual evidence to support analysis of primary and secondary sources.
- 6-8 R2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- 6-8 R3: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

- 6-8 R4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- 6-8 R5: Describe how a text presents information (e.g., sequentially, comparatively, causally).
- 6-8 R6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

- 6-8 R7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- 6-8 R8: Distinguish among fact, opinion, and reasoned judgment in a text.
- 6-8 R9: Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

- 6-8 R10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

**Common Core Writing Standards in History/Social Studies Science, and Technical Subjects 6-12:**

from the California Common Core State Standards, adopted by the California State Board of Education in March, 2012

Text Types and Purposes

- 6-8 W1: Write arguments focused on *discipline-specific content*.
  - a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
  - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - d. Establish and maintain a formal style.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.
- 6-8 W2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
  - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

#### Production and Distribution of Writing

- 6-8 W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 6-8 W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or typing a new approach, focusing on how well purpose and audience have been addressed.
- 6-8 W6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

#### Research to Build and Present Knowledge

- 6-8 W7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- 6-8 W8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 6-8 W9: Draw evidence from informational texts to support analysis reflection, and research.

#### Range of Writing

- 6-8 W10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **EXPECTED INTEGRATED OUTCOMES**

Students are also expected to proficiently apply common skills that are relevant across curricular areas, industry sectors, and career pathways.

#### ***Standards for Career Ready Practice:***

from the California Career Technical Education Model Curriculum Standards, adopted by the California State Board of Education in January, 2013

#### **1. Apply appropriate technical skills and academic knowledge.**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

#### **2. Communicate clearly, effectively, and with reason.**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

**3. Develop an education and career plan aligned with personal goals.**

Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

**4. Apply technology to enhance productivity.**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks.

**5. Utilize critical thinking to make sense of problems and persevere in solving them.**

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

**6. Practice personal health and understand financial literacy.**

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

**7. Act as a responsible citizen in the workplace and the community.**

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

**8. Model integrity, ethical leadership, and effective management.**

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

**9. Work productively in teams while integrating cultural and global competence.**

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

**10. Demonstrate creativity and innovation.**

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They

seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

**11. Employ valid and reliable research strategies.**

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

**12. Understand the environmental, social, and economic impacts of decisions.**

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

**COURSE CONTENT AND SUGGESTED TIME ALLOTMENT:**

Content sequencing and time allocations are only suggestions and may be adjusted to suit school site curriculum plans, available materials, and student needs. Reference abbreviations used in the Outline of Content table refer to these documents as follows:

**8.1-8.12-** refers to the History-Social Science Framework for California Public Schools.

**R or W-** refers to the standards California Common Core State Standards for reading and writing.

**CR-** refers to the Standards for Career Ready Practice of the CA CTE Model Curriculum Standards.

**Unit 1: Beginnings of American Identity and the American Revolution**

**Duration:** 3-4 Weeks

**Description:** This year’s study of American history begins with a selective review of how the nation was constructed, informed by what students remember from their fifth grade study of early American history, which included consideration of the colonial period, the American Revolution, and the early republic. Students review of the significant developments of the colonial era; the creation of a colonial economy based on agriculture, commerce, and small-scale manufacturing; and the persistence of regional differences in the British North Atlantic Colonies. Students begin with a survey of the major events and ideas leading to the American War for Independence that they studied in fifth grade, by building an online timeline that includes basic descriptions of events as well as written analyses of each event’s significance. Once students understand the principles of the American Revolution as outlined in the Declaration of Independence, they briefly survey the major turning points in the war, its key leaders, people that fought in it, and how the war touched the lives of nearly everyone in the colonies. They explore the roles of key leaders in the war and explore how they went on to lead the new nation: George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, James Madison, and Alexander Hamilton.<sup>4</sup>

**Essential Questions:**

- Historical Perspectives: What does it mean to be an American? What does it mean to be a colonist?
- Historical Perspectives/Cause and Consequences: Why would one want to rebel against their government?

<sup>4</sup> This description comes from the *History-Social Science Framework for California Public Schools*, 2016.

- Continuity and Change: How revolutionary was the American Revolution?

### Required Assignments:

Teacher ask students to read and analyze primary and secondary sources in order to write an explanatory essay. Complete the following Document Based Question.

- [DBQ - How did the Constitution Guard Against Tyranny?](#) or [Valley Forge: Would You Have Quit?](#)

Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ modules:

- TDQ- Roots of Representative Government

### Suggested Activities and Materials:

Students will ...

- Identify the various Native American cultural regions and analyze their distinct cultures by describing adaptations and writing summaries.
  - TCI: Activity 1: “The Native Americans.”
- Compare and contrast primary source accounts of the Middle Passage.
  - The Middle Passage. *Stanford History Education Group*. Web. 2016. <<https://sheg.stanford.edu/middle-passage>><sup>5</sup>
- Analyze Jonathan Winthrop’s sermon, “City on a Hill.”
  - The Puritans. *Stanford History Education Group*. Web. 2016. <<http://sheg.stanford.edu/puritans>><sup>6</sup>
- Describe what it means to be an American after reading a primary source from de Crèvecoeu.
  - de Crèvecoeur, J. Hector St. John, What is an American? *Internet History Sourcebook*, 1998, Web. 2016. <<https://legacy.fordham.edu/halsall/mod/crevecour2.asp>>
- What were the similarities and differences among the colonies in North America? Categorize features of the colonial regions by creating a Tree Map (New England, Middle, Southern colonies)
  - *Creating America*, McDougal Littell, © 2006. The Colonies Develop, pp. 106-126.
- Analyze primary sources and develop arguments about perspectives of the Stamp Act.
  - Stamp Act. *Stanford History Education Group*. Web. 2016. <<http://sheg.stanford.edu/stamp-act>><sup>7</sup>
- Create a Flow Map of British Actions that causes ‘revolutionary fervor.’
  - *Creating America*, McDougal Littell, © 2006. “Tighter British Control” and “Colonial Resistance Grows,” pp. 159-167.
- Analyze the *Declaration of Independence* and identify the principles of government that are included.
  - Declaration of Independence. *Charters of Freedom*. Web. 2016 <<http://www.archives.gov/exhibits/charters/declaration.html>>
- Assume the roles of historical figures and debate colonial independence.
  - TCI: Lesson 5: “Toward Independence.”
- Analyze the pictures from the American Revolution to determine the significance of different events.
  - Best of Revolution. *California History-Social Science History Project: University of California, Davis*, 2010. Web. 2016. <<http://historyproject.ucdavis.edu/ic/index.php?bestof=130>>
- Create a Tree Map comparing the terms favoring the Americans and British in the Treaty of Paris
  - *Creating America*, McDougal Littell, © 2006. “The Legacy of the War,” pp. 211-214.

<sup>5</sup> You must create a free login to access resources on this site.

<sup>6</sup> You must create a free login to access resources on this site.

<sup>7</sup> You must create a free login to access resources on this site.

- Additional primary Source analysis  
<<http://www.archives.gov/historical-docs/todays-doc/?dod-date=903>>

**Textbook:**

*Creating America*, McDougal Littell, © 2006. Chapters 1-7.

**Standards Addressed:**

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

- 8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.
- 8.1.1 Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.
- 8.1.2 Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing the individual rights.
- 8.1.3 Analyze how the American Revolution affected other nations, especially France.
- 8.1.4 Describe the nation’s blend of civic republicanism, classical liberal principles, and English parliamentary traditions.

**Unit 2: Constitutional Politics**

**Duration:** 4-5 Weeks

**Description:** With the American victory over the British, the new nation struggled to define how the principles upon which the Revolution was fought would become law and be applied to the new nation. Students should also learn about the challenges and multiple attempts that it took to form a stable government; the Articles of Confederation, for example, taught leaders in America the importance of a centralized government. Beyond learning about the process by which the Constitution was created, students recognize the great achievements of the Constitution: (1) it created a republican form of government based on the consent of the governed—a bold new experiment; and (2) it established a government that has survived more than 200 years by a delicate balancing of power and interests through a system of checks and balances based on the separation of powers into three branches of government, and a Bill of Rights designed to protect individual liberties from federal government overreach; and (3) it provided an amendment process to adapt the Constitution to the needs of a changing society. Students study how the Constitution provided for the participation of citizens in the political process. However, teachers should also place special emphasis on who was actually allowed to participate during this period in United States history. In addition to their examination of the Constitution itself, students consider the civil liberties outlined in the Bill of Rights, by analyzing both the historical context for their inclusion as well as current implications of their adoption.<sup>8</sup>

**Essential Questions:**

- Historical Perspectives/Cause and Consequences: Why do we have the government that we do?
- Cause and Consequences: How do you form a government?
- The Ethical Dimension: What does it mean to be a good “citizen”?

**Required Assignments:**

<sup>8</sup> This description comes from the *History-Social Science Framework for California Public Schools*, 2016.

Teacher ask students to read and analyze primary and secondary sources in order to write an explanatory essay. Complete the following Document Based Question.

- **DBQ - How did the Constitution Guard Against Tyranny? or Valley Forge: Would You Have Quit?**

Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ modules:

- TDQ - The Northwest Ordinance
- TDQ - The Convention Begins
- TDQ - 7 Principles of Constitution

### Suggested Activities and Materials:

Students will ...

- Analyze causes and effects of Shays' Rebellion in a Multi-Flow Thinking Map.
  - *Creating America*, McDougal Littell, © 2006. The Colonies Develop, pp. 224-225.
- Examine different perspectives on Shays' Rebellion by analyzing primary sources.
  - Shays Rebellion. *Stanford History Education Group*. Web. 2016. <<https://sheg.stanford.edu/shays-rebellion>><sup>9</sup>
- Evaluate the weaknesses of the Articles of Confederation and the solutions to those problems with in the Constitution by creating a problem/ solution Multi-Flow Thinking Map.
  - *Creating America*, McDougal Littell, © 2006. The Articles of Confederation, pp 222-223.
- Identify key features of the powers of the three branches of government by answering questions and finding evidence in the Constitution
  - TCI: Activity 2.3. "Constitutional Card Sort."
- Watch a video and discuss why and how the Constitution was created.
  - Constitutional Concepts. *Annenberg Classroom*. Web 2016. <<http://www.annenbergclassroom.org/page/key-constitutional-concepts>>
- Evaluate reasons behind the treatment of slavery in the constitution by reading and discussing the documents.
  - Slavery in the Constitution. *Stanford History Education Group*. Web. 2016. <<http://sheg.stanford.edu/upload/V3LessonPlans/Slavery%20in%20the%20Constitution%20Lesson%20Plan.pdf>><sup>10</sup>
- Evaluate the positions of the Federalists and Anti-Federalists.
  - Federalists and Anti-Federalists. *Stanford History Education Group*. Web. 2016. <<https://sheg.stanford.edu/federalists-antifederalists>><sup>11</sup>
- Identify the rights guaranteed in the Bill of Rights and discuss why they are important.
  - TCI: Activity 3.3. "Understanding the Bill of Rights"
- Debate controversial Supreme Court cases related to the Bill of Rights.
  - TCI: Lesson 5.1. "Judging Court Cases"
  - *Creating America*, McDougal Littell, © 2006. Historic Decisions of the Supreme Court, 738-757.
- Students synthesize the Citizen Handbook to create a brochure for a newly naturalized citizen.
  - *Creating America*, McDougal Littell, © 2006. The Citizenship Handbook, pp. 280-287.

### Textbook:

*Creating America*, McDougal Littell, © 2006. Chapter 8, Constitution Handbook and Citizenship Handbook.

<sup>9</sup> You must create a free login to access resources on this site.

<sup>10</sup> You must create a free login to access resources on this site.

<sup>11</sup> You must create a free login to access resources on this site.

**Standards Addressed:**

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

- 8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.
- 8.2.1 Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.
- 8.2.2 Analyze the Articles of Confederation and the Constitution.
- 8.2.3 Evaluate the major debates that occurred during the development of the Constitution.
- 8.2.4 Describe the political philosophy underpinning the Constitution as specified in the Federalist Papers (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.
- 8.2.5 Understand the significance of Jefferson’s Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.
- 8.2.6 Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.
- 8.2.7 Describe the principles of federalism, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.
- 8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.
- 8.3.1 Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.
- 8.3.2 Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.
- 8.3.3 Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution’s clauses on interstate commerce, common coinage, and full-faith and credit.
- 8.3.5 Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shay’s Rebellion and the Whiskey Rebellion)
- 8.3.6 Describe the basic law making process and how the Constitution provides numerous opportunities for citizens to participate in the political process.
- 8.3.7 Understand the functions and responsibilities of a free press.

**Unit 3: The New Republic**

**Duration:** 4-5 Weeks

**Description:** In this unit students consider the people, events, and ideas that shaped America between the ratification of the Constitution in 1788 and the 1830s. The new nation’s leaders like Washington, Adams, Jefferson, Madison, and Hamilton faced enormous challenges in trying to determine the political structure of the country. John Adams, for example, argued that, “Our Constitution was made only for a moral and religious people,” a sentiment echoed in George Washington’s “Farewell Address.” Over the course of the unit, students analyze the differing views on foreign policy, economic policy (the National Bank and infrastructure such as canals, roads, and land grants for education), and the interpretation of the Constitution. They trace the presidency of Washington through Jackson and discuss the extent to which

these leaders were successful. Each president should be analyzed in terms of their policies, successes, failures, limitations, as well as supporters.<sup>12</sup>

### Essential Questions:

- Historical Significance: Which early American president is the most important? Why?
- Historical Perspectives: To what extent should the United States have become involved in world affairs in the early 1800s?
- Historical Perspectives: What qualities and legacies make an effective leader?

### Required Assignments:

Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ modules:

- TDQ- Washington’s Presidency
- TDQ- Challenges to the New Government
- TDQ-The Alien and Sedition Acts
- TDQ- Prosperity and Panic
- TDQ- Nationalism Unites the Country

### Suggested Activities and Materials:

Students will ...

- Analyze advice given in (a modified version of) Washington’s Farewell Address..
  - The Farewell Address of President George Washington. *University of Oklahoma College of Law*. Web. 2016. <<http://www.law.ou.edu/ushistory/washbye.shtml>>.
- Evaluate the ideologies of Hamilton and Jefferson and the first two political parties by creating a campaign poster for either the Democratic-Republicans or Federalists.
  - *Creating America*, McDougal Littell, © 2006. Launching a New Republic, p. 304.
- Understand the causes and effects of the XYZ Affair by creating a Multi-Flow Thinking Map.
  - *Creating America*, McDougal Littell, © 2006. Launching a New Republic, pp. 305-306
- Understand Americans’ attitudes of the XYZ Affair by analyzing a political cartoon.
  - *Creating America*, McDougal Littell, © 2006. Launching a New Republic, p. 306.
- Analyze a political cartoon to determine Americans’ perspectives on the Embargo Act.
  - OGRABME or, The American Snapping-turtle. *McGraw-Hill, Companies, Inc.* Web. 2016. <<http://tjh.lsc.k12.in.us/common/pages/DisplayFile.aspx?itemId=1497854>>
- Listen to and synthesize multiple accounts on the causes of the War of 1812 and write a claim with evidence.
  - Catherine Holder, Park Ranger and Educator. *National Park Service*. Web. 2016. <<https://www.nps.gov/fomc/castyourvote/curriculum69.cfm>>
- Students create Political Cartoon that represents the major ideas of the Monroe Doctrine.
  - *Creating America*, McDougal Littell, @ 2006. Nationalism and Sectionalism, pp.358-361.
- How well did President Andrew Jackson promote democracy? Create a Campaign Slogan and Political Party Platform for Jacksonian Democracy.
  - *Creating America*, McDougal Littell, © 2006. Politics of the People, pp. 369-373.
- Support claim(s) with logical reasoning and relevant evidence to answer question, “Who was the most effective leader from the new republic era?”

### Textbook:

*Creating America*, McDougal Littell, © 2006. Chapters 9-12.

<sup>12</sup> This description comes from the *History-Social Science Framework for California Public Schools*, 2016.

**Standards Addressed:**

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

- 8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.
  - 8.3.3 Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution’s clauses on interstate commerce, common coinage, and full-faith and credit.
  - 8.3.4 Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debts).
  - 8.3.5 Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shay’s Rebellion and the Whiskey Rebellion)
- 8.4 Students analyze the aspirations and the ideals of the people of the new nation.
  - 8.4.1 Describe the country’s physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.
  - 8.4.2 Explain the policy significance of famous speeches (e.g., Washington’s Farewell Address, Jefferson’s 1801 Inaugural Address, John Q. Adams’ Fourth of July 1821 Address).
  - 8.4.3 Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson’s opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).
  - 8.4.4 Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).
- 8.5 Students analyze U.S. foreign policy in the early Republic.
  - 8.5.1 Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.
  - 8.5.2 Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican American War.
  - 8.5.3 Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.
- 8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.
  - 8.8.1 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).

**Unit 4: American Expansion**

**Duration:** 3-4 Weeks

**Description:** Students review the story of the acquisition, exploration, and settlement of the trans-Mississippi West, from the Louisiana Purchase in 1803 to the admission of California as a state in 1850. This was a period marked by a strong spirit of nationalism, as Americans moved westward in search

of economic opportunity, abundant natural resources, and for some, religious freedom. The success and speed with which the young nation expanded westward contributed to the perspective that Americans had a special purpose and divine right to populate the North American continent. This idea became known as “manifest destiny” and inspired an imperial ideology that infused American attitudes of racial and political superiority towards American Indians and the Republic of Mexico.

The West, whose boundaries, margins, and center shifted rapidly and dramatically during this period, deeply influenced the politics, economy, mores, and culture of the nation. It opened domestic markets for seaboard merchants; it offered new frontiers for immigrants and discontented Easterners; it allowed significant alterations in gender norms; and it inspired a folklore of individualism and rugged frontier life that has dramatically influenced our national self-image and sense of the American past. The West was a changing region over this period as the country expanded, from the territory opened by the Northwest Ordinance, to the vast lands of the Louisiana Purchase, to the southwestern territories taken from Mexico. The peoples of the West reflected the diversity of the region: American Indians, Mexicans, Asians, and American emigrants and immigrants of various racial and ethnic backgrounds. As Americans moved west, they interacted with established societies, both indigenous and those created by earlier colonizers. Students study how the term the “frontier” affected American settlement and development in the West.

Territorial expansion and its consequences proved to be an ongoing source of conflict and debate for the new nation. The passage of the Northwest Ordinance set up a process for adding new states to the country and placed a limit on the spread of slavery, but this expansion also brought Americans into increased conflict with American Indian nations. In addition to learning about the political, economic, and ideological justifications for western expansion, students study the northward movement of settlers from Mexico into the Southwest, with emphasis on the location of Mexican settlements, their cultural traditions, their attitudes toward slavery, their land-grant system, and the economy they established. Students need this background before they can analyze the events that followed the arrival of westward-moving settlers from the East into these Mexican territories. Students explore the settlement of Americans in northern Mexico and their actions to establish the Republic of Texas. Teachers provide special attention to the causes and consequences of the United States’ War with Mexico.<sup>13</sup>

#### Essential Questions:

- Historical Perspectives/Cause and Consequence: What might you gain and lose by moving from your home?
- Historical Perspectives: How justifiable is the growth of United States territory?
- Historical Significance: What is the most important consequence of westward expansion?

#### Suggested Activities and Materials:

**Teacher ask students to read and analyze primary and secondary sources in order to write an argumentative essay. Complete the following Document Based Question.**

- **DBQ- Was the United States Justified in Going to War with Mexico?**

#### Suggested Activities:

- Analyze the painting American Progress (1872) by John Gast and determine its historical significance.
  - John Gast, American Progress, 1872. *American Social History Project: Center for Media and Learning*. Web. 2016.  
<<http://picturinghistory.gc.cuny.edu/john-gast-american-progress-1872/>>
- Analyze multiple primary sources to determine how Americans justify Manifest Destiny.

<sup>13</sup> This description comes from the *History-Social Science Framework for California Public Schools*, 2016.

- Manifest Destiny. *Stanford History Education Group*. Web. 2016.  
<<https://sheg.stanford.edu/manifest-destiny>><sup>14</sup>
- Write a claim about the justification of the Texan war for independence based on secondary source readings from the textbook from a Mexican, Tejano or Texan point of view, then debate your perspective in class.
  - *Creating America*, McDougal Littell, © 2006. The Texas Revolution, pp. 400-404.
- Understand the multiple perspectives involved the U.S. War with Mexico by participating in a “Meet and Greet” role play activity and writing an argumentative paragraph.
  - We Take Nothing by Conquest, Thank God. *Zinn Education Project*. Web. 2016.  
<<http://zinnedproject.org/materials/us-mexico-war-tea-party/>>
- Compare and contrast different motivations of the types of people who traveled west. Including a sensory figure of one type of traveler.
  - *Creating America*, McDougal Littell, © 2006. Trails West, pp. 392-397.
- Use the mini biographies to create a “baseball card” with an image, stats and facts for the major people involved.
  - Lesson Plans and Worksheets. *The Alamo*. Web. 2016.  
<<http://www.thealamo.org/pdf/education/alamo-7th-grade-lesson-plan.pdf>>
- Students compose tips and advice or a travel journal from the perspective of a pioneer using primary and secondary sources.
  - Oregon Pioneers. *The Oregon Territory and its Pioneers*. Web. 2016.  
<<http://www.oregonpioneers.com/diaries.htm>>
- Create a newspaper advertisement encouraging Easterners to come to California to become 49’ers
  - Gold Rush. *The California State Library*. Web. 2016. <<http://www.library.ca.gov/goldrush/>>
- Identify with the Native American perspective on the Trail of Tears based on multiple primary sources.
  - Indian Removal. *Bringing History Home*. Web. 2016.  
<[http://www.bringinghistoryhome.org/assets/bringinghistoryhome/\(3\)%20indianremoval.pdf](http://www.bringinghistoryhome.org/assets/bringinghistoryhome/(3)%20indianremoval.pdf)>
  - Teacher’s Guide: Primary Source Set, Found Poetry. *Library of Congress*. Web. 2016.  
<[http://www.loc.gov/teachers/classroommaterials/primarysourcesets/poetry/pdf/teacher\\_guide.pdf](http://www.loc.gov/teachers/classroommaterials/primarysourcesets/poetry/pdf/teacher_guide.pdf)>
- Evaluate one perspective on Manifest Destiny by analyzing a primary source account from Chief Seattle.
  - Clark, Jerry L. "Thus Spoke Chief Seattle: The Story of An Undocumented Speech: Prologue Magazine." *National Archives*, 1985. Web. 2016.  
<<http://www.archives.gov/publications/prologue/1985/spring/chief-seattle.html>>

**Textbook:**

*Creating America*, McDougal Littell, © 2006. Chapter 10, sections 2 and 4, Chapter 12, section 2, Chapter 11, section 3, Chapter 13 and Chapter 19.

**Standards Addressed:**

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

8.4 Students analyze the aspirations and the ideals of the people of the new nation.

8.4.1 Describe the country’s physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.

8.5 Students analyze U.S. foreign policy in the early Republic.

8.5.2 Know the changing boundaries of the United States and describe the relationships the country had

<sup>14</sup> You must create a free login to access resources on this site.

with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican American War.

- 8.5.3 Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.
- 8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.
- 8.8.1 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).
- 8.8.2 Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.
- 8.8.3 Describe the role of pioneer women and the new status that western women achieved (e.g./ Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).
- 8.8.4 Examine the importance of the great rivers and the struggle over water rights.
- 8.8.5 Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.
- 8.8.6 Describe the Texas War for Independence and the Mexican American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.

## **Unit 5:** Sectionalism and Regionalism

**Duration:** 3-4 Weeks

**Description:** This unit explores the nation's regional development in the Northeast, South, and West. Each region encompassed a distinct geography, economic focus, and demographic composition. Students can compare the regions in terms of commercial development, sources of wealth, natural resources, political agendas, infrastructure, population density, and eventually slavery, including the debate over the free soil movement. However, the growth of the market economy and the faster movement of people, commerce, and information increasingly connected each region of the nation to the others. Thus, although the regions appeared to be developing separate characteristics, in fact the nation was becoming increasingly interdependent and connected in the first half of the nineteenth century. Periods of boom and bust created both progress and poverty. In response to the strains brought about by rapid industrialization, an age of reform began that attempted to make life more bearable for the less fortunate and expanded opportunities for many. The inter-connectedness was made possible by the market revolution, which is a term developed by historians to describe the transition in economic systems from a pre-industrial subsistence economy to a market-oriented society that made capitalism a part of people's daily lives. As an umbrella term, the market revolution describes not just the important economic changes, but the technological and transportation changes that affected politics and society. It made possible advances in transportation like turnpikes, steamboats, canals, and railroads. And it allowed for significance advances in communication through the telegraph, which allowed for more widespread availability of newspapers. Eventually, the market revolution led to debates over the role that the government should play in supporting these advances; through controversial land subsidies and financing of projects the government became more involved in creating a national infrastructure as the nineteenth century progressed. In the years to come these debates would

become more pointed, as some Americans argued for increasing government involvement and expenditure to support the common good while others advocated a more limited role for the government and greater emphasis upon individual effort.

Throughout this regional 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. Periods of boom and bust created both progress and poverty. In response to the strains brought about by rapid industrialization, an age of reform began that attempted to make life more bearable for the less fortunate and expanded opportunities for many. To provide a more comprehensive understanding of the antebellum South, students study the lives of plantation owners and other white Southerners; the more than 100,000 free African Americans in the South; as well as the laws, such as the fugitive slave laws of 1793 and 1850, that curbed their freedom and economic opportunity. Students also compare the situations of free African Americans in the South and in the North and note that freedom from slavery did not necessarily lead to acceptance and equality.<sup>15</sup>

### Essential Questions:

- Continuity and Change: How do the south, north and west develop regional identities? What events, ideas and patterns kept the nation together and which events pulled it apart?
- The Ethical Dimension: How do blacks, native americans and immigrants contribute to and make sacrifices for the United States?
- Historical Significance/Historical Perspectives: What reforms most benefit American society? Why?

### Required Assignments:

Teacher ask students to read and analyze primary and secondary sources in order to write an argumentative essay. Complete the following Document Based Question.

- **DBQ - What was Harriet Tubman's Greatest Achievement? or How Free were Free Blacks in the North**

Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ modules:

- **TDQ - The Declaration of Sentiments**

### Suggested Activities and Materials:

- Analyze causes and effects multi- flow map of the Industrial Revolution in the North
  - *Creating America*, McDougal Littell, @ 2006. Early Industry and Inventions, pp.341-345.
- Understand life of a Lowell Mill girl by reading multiple primary sources and compose a diary entry from a mill worker's perspective.
  - *Gilder Lehrman Institute of American History*. Web. 2016.  
<<https://www.gilderlehrman.org/history-by-era/age-jackson/resources/lowell-mill-girls-and-factory-system-1840>>
- Compare and contrast the experience of Irish and German immigrants in a Double-Bubble Thinking Map
  - *Creating America*, McDougal Littell, @ 2006. The Hopes of Immigrants, pp. 424-426.
- Understand the impact Irish immigration on the development of the Know-Nothing political party and Nativism in 19th century America.

<sup>15</sup> This description comes from the *History-Social Science Framework for California Public Schools*, 2016.

- Irish Immigration. *Stanford History Education Group*. Web. 2016. <<http://sheg.stanford.edu/irish-immigration>><sup>16</sup>
- Analyze the impact and significance different reforms of the Second Great Awakening (temperance, education, the needy) by creating a graphic organizer.
  - *Creating America*, McDougal Littell, © 2006. Reforming American Society, pp. 433-437.
- Analyze the causes and effects of the cotton gin by creating a Multi-Flow Thinking Map.
  - *Creating America*, McDougal Littell, © 2006. Plantation and Slavery Spread, pp. 348-350.
- Analyze life in the North and South in order to compare different regions of the United States.
  - TCI: Activity 1.1. “Contrasting the North and South Diagramming Differences.”
  - TCI: Activity 1.2. “How Geography Determined Two Ways of Life.”
- Examine the pictures to determine the role of agriculture in the early United States.
  - Best of Agriculture. *California History-Social Science History Project: University of California, Davis*, 2010. Web. 2016. <<http://historyproject.ucdavis.edu/ic/index.php?bestof=105>>
- Analyze the causes and effects of what historians call the “Second Middle Passage,” or the internal slave trade within the United States in the mid-1800s.
  - Second Middle Passage. *Stanford History Education Group*. Web. 2016. <<http://sheg.stanford.edu/upload/V3LessonPlans/Second%20Middle%20Passage%20Teacher%20Materials.pdf>><sup>17</sup>
- Empathize with the slave experience by discussing Frederick Douglass and his life.
  - “Frederick Douglass Fights for Freedom.” *Zinn Education Project*. Web. 2016. <<http://zinnedproject.wpengine.netdna-cdn.com/wp-content/uploads/2009/10/43frederick-douglas-fights.pdf>><sup>18</sup>
- Understand ideas, motives and actions of the abolitionists by watching video and taking notes in a graphic organizer.
  - American Experience: Abolitionists. *PBS Learning Experience*. Web. 2016. <<http://www.pbslearningmedia.org/collection/abolitionists/>>

**Textbook:**

*Creating America*, McDougal Littell, © 2006. Chapters 14 and Chapter 15, section 1..

**Standards Addressed:**

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

- 8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced with an emphasis on the Northeast.
- 8.6.1 Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).
- 8.6.2 Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay’s American System).
- 8.6.3 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 (e.g., Irish immigrants and the Great Irish Famine).
- 8.6.4 Study the lives of Black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.

<sup>16</sup> You must create a free login to access resources on this site.

<sup>17</sup> You must create a free login to access resources on this site.

<sup>18</sup> You must create a free login to access resources on this site.

- 8.6.5 Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture.
- 8.6.6 Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).
- 8.6.7 Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).
- 8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.
- 8.7.1 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.
- 8.7.2 Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).
- 8.7.3 Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.
- 8.7.4 Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.
- 8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.
- 8.12.1 Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.
- 8.12.2 Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.
- 8.12.5 Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).
- 8.12.6 Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leader (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.
- 8.12.7 Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.

## **Unit 6:** Causes and Consequences of Civil War

**Duration:** 5-6 Weeks

**Description:** In this unit, students concentrate on the lead up to, conduct of, and consequences of the Civil War. By 1850 slavery had become too divisive for political leaders to ignore; a series of increasingly violent clashes over the decade shone a spotlight on how slavery as a political, economic, and social institution divided the country and would become the cause for an American Civil War. Students should be reminded often that actors in the war – whether it was political or military leaders, soldiers, slaves, civilians – did not know how the war would develop, what the results would be, or that slavery would come to a decisive end within four years. Students understand key battles including Antietam, Vicksburg, Gettysburg that served as

turning points in the war, though as they explore the up-close details of the battlefield, they should also be reminded to view the events with the broader historical significance. In addition to learning about the administration and battle-field developments of the war, students should come away from their studies of the Civil War with an understanding of the fact that the purpose of the war changed as it was being fought. Over the course of the war, it changed from being a war to reunite the union, to being a war to end slavery. The Civil War and its immediate aftermath should be treated as a watershed event in American history. It resolved a challenge to the very existence of the nation, demolished the antebellum way of life in the South, and created the prototype of modern warfare.<sup>19</sup>

### Essential Questions:

- Continuity and Change: How does life change during the Civil War and as a result of Civil War?
- Cause and Consequences: Why does the United States go to War?
- Historical Perspectives: How does secession and the course of the war affect politics?

### Required Assignments:

Teacher ask students to read and analyze primary and secondary sources in order to write an argumentative essay. Complete the following Document Based Question.

- **DBQ - The Battle of Gettysburg: Why was it a Turning Point? or North or South: Who Killed Reconstruction?**

Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ modules:

- TDQ- CIVIL WAR – The Emancipation Proclamation
- TDQ- CIVIL WAR – The Battle of Gettysburg

### Suggested Activities and Materials:

Students will ...

- Debate the motives of John Brown and evaluate if he was a hero or lunatic.
  - John Brown. Stanford History Education Group. Web. 2016.  
<[http://sheg.stanford.edu/upload/V3LessonPlans/John%20Brown%20Lesson%20Plan\\_0.pdf](http://sheg.stanford.edu/upload/V3LessonPlans/John%20Brown%20Lesson%20Plan_0.pdf)><sup>20</sup>
- Debate Lincoln’s position on race relations and slavery based on multiple primary sources.
  - Abraham Lincoln SAC. *Stanford History Education Group*. Web. 2016.  
<<http://sheg.stanford.edu/upload/V3LessonPlans/Abraham%20Lincoln%20SAC.pdf>><sup>21</sup>
- Trace the causes of the Civil War.
  - Road to War. *California History-Social Science History Project: History Blueprint Civil War, 2011-16*. Web. 2016.  
<<http://chssp.ucdavis.edu/programs/historyblueprint/civil-war-lesson-1-pre-test-and-causes-post-draft-3-changes.pdf>>
- Compare the philosophical justification of the South’s secession.
  - Secession. *California History-Social Science History Project: History Blueprint Civil War, 2011-16*. Web. 2016.  
<<http://chssp.ucdavis.edu/programs/historyblueprint/civil-war-lesson-2-secession.pdf>>
- Evaluate and select which event was a turning point in the war by comparing and contrasting, while marshaling evidence to support their claim.
  - Strategies and Battles. *California History-Social Science History Project: History Blueprint Civil War, 2011-16*. Web. 2016.

<sup>19</sup> This description comes from the *History-Social Science Framework for California Public Schools, 2016*.

<sup>20</sup> You must create a free login to access resources on this site.

<sup>21</sup> You must create a free login to access resources on this site.

<<http://chssp.ucdavis.edu/programs/historyblueprint/civil-war-lesson-3-strategies-and-battles.pdf>>

- Examine one historical figure, compare that figure to others from the time, and discuss how perspective can affect the interpretation of historical events.
  - Perspectives. *California History-Social Science History Project: History Blueprint Civil War*, 2011-16. Web. 2016. <<http://chssp.ucdavis.edu/programs/historyblueprint/civil-war-lesson-4-perspective.pdf>>
- Use specific evidence from Lincoln’s speeches and comparisons with the Declaration of Independence to understand the meaning of Lincoln’s symbolism, abstraction, and 19th century prose.
  - Lincoln’s Perspective. *California History-Social Science History Project: History Blueprint Civil War*, 2011-16. Web. 2016. <<http://chssp.ucdavis.edu/programs/historyblueprint/civil-war-lesson-5-lincolns-speeches.pdf>>
- Understand the strengths and weaknesses of the Union and the Confederacy at the start of the Civil War by creating a t-chart.
  - *Creating America*, McDougal Littell, © 2006. War Erupts, pp. 483-485.
- Write a journal or diary entry about the life of a Civil War soldier.
  - *Creating America*, McDougal Littell, © 2006. Life in the Army, pp. 488-490.
- Civil War Research Centers Activity. (See Marika Manos in the History Office to check out resources).
  - Women in the Civil War
  - Civil War Songs
  - The Gettysburg Address
  - Civil War Casualties and Hospitals
  - Lincoln’s Second Inaugural Address
  - A Painting of the First Reading of the Emancipation Proclamation.
  - Can Numbers Tell a Story?
  - The Two Generals
- Deconstruct a secondary source and a primary source analysis to understand the contributing factors that led to emancipation.
  - Emancipation. *California History-Social Science History Project: History Blueprint Civil War*, 2011-16. Web. 2016. <<http://chssp.ucdavis.edu/programs/historyblueprint/civil-war-lesson-6-emancipation.pdf>>
- Consider different people’s experiences and synthesize interpretations about the significance of the war.
  - What factors and events influenced the outcome of the Civil War? Effects of the Civil War. *California History-Social Science History Project: History Blueprint Civil War*, 2011-16. Web. 2016. <<http://chssp.ucdavis.edu/programs/historyblueprint/civil-war-lesson-7-effects.pdf>>
  - This lesson includes specific literacy strategies to help students make sense of multiple primary sources.
- Interpret two points of view, their own and their historical figure’s, and support their interpretations with evidence from primary and secondary sources.
  - Final Assessment. *California History-Social Science History Project: History Blueprint Civil War*, 2011-16. Web. 2016. <<http://chssp.ucdavis.edu/programs/historyblueprint/civil-war-lesson-8-final-assessment.pdf>>
- Examine images and primary sources of the Civil War to determine the complexity of the time period.
  - Best of Civil War. *California History-Social Science History Project: University of California, Davis*, 2010. Web. 2016. <<http://historyproject.ucdavis.edu/ic/index.php?bestof=344>>

**Textbook:**

*Creating America*, McDougal Littell, © 2006. Chapters 15, 16 and 17.

**Standards Addressed:**

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

- 8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.
- 8.9.1 Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).
- 8.9.2 Discuss the abolition of slavery in early state constitutions.
- 8.9.3 Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.
- 8.9.4 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.
- 8.9.5 Analyze the significance of the States' Rights Doctrine, The Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the Dred Scott v. Sandford decision (1857), and the Lincoln-Douglas debates (1858).
- 8.9.6 Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.
- 8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.
- 8.10.1 Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.
- 8.10.2 Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrials.
- 8.10.3 Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.
- 8.10.4 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).
- 8.10.5 Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.
- 8.10.6 Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.
- 8.10.7 Explain how the war affected combatants, civilians, the physical environment, and future warfare.

**Unit 7: Reconstruction**

**Duration:** 3-4 Weeks

**Description:** To understand Reconstruction, students consider the economic and social changes that came with the end of slavery and how African Americans attained political freedom and exercised that power within a few years after the war. Students also explore the impact Reconstruction had on African American kinship structures and family life. Students study 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 African Americans was followed by adoption of the Thirteenth, Fourteenth, and Fifteenth Amendments. Between

1865 and 1877, African-American citizens, newly organized as Republicans, influenced the direction of southern politics and elected 22 members of Congress. Republican-dominated legislatures established the first publicly financed education systems in the region, provided debt relief to the poor, and expanded women's rights. Students analyze how events during and after Reconstruction raised and then dashed hopes that African Americans would achieve full equality.<sup>22</sup>

### Essential Questions:

- Continuity and Change: To what extent did Reconstruction bring African Americans closer to full citizenship?
- Continuity and Change: How does Reconstruction change society?
- Cause and Consequences: Why does Reconstruction fail?
- Cause and Consequences: How did the federal government affect the country's growth in the years following the Civil War?

### Required Assignments:

Teacher ask students to read and analyze primary and secondary sources in order to write an argumentative essay. Complete the following Document Based Question.

**DBQ - The Battle of Gettysburg: Why was it a Turning Point? or North or South: Who Killed Reconstruction?**

Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ modules:

- TDQ- RECONSTRUCTION – Reconstruction Begins
- TDQ- RECONSTRUCTION – Strengths and Weaknesses

### Suggested Activities and Materials:

- Identify the original aims of Reconstruction by writing informational texts about the importance of the Freedman's Bureau, The Civil Rights Act and the Fourteenth Amendment.
  - *Creating America*, McDougal Littell, © 2006. Rebuilding the Union, pp. 533-537.
  - Consequences of Reconstruction. *National Archives: DocsTeach*. Web. 2016. <<http://docsteach.org/activities/11498/detail?mode=browse&menu=closed&era%5B%5D=civil-war-and-reconstruction&page=7>>
- Evaluate the extent to which education, tenant farming, and sharecropping affected the lives of freedmen.
  - Freedom's Unfinished Revolution: Teaching a People's History of Reconstruction. *Zinn Education Project*. Web. 2016. <<http://zinnedproject.wpengine.netdna-cdn.com/wp-content/uploads/2009/11/18FreeUnfinishRevo.pdf>>
  - African American Identity in the Gilded Age. *Library of Congress*. Web. 2016. <<http://www.loc.gov/teachers/classroommaterials/lessons/strivings/>>
  - *Creating America*, McDougal Littell, © 2006. Reconstruction and Daily Life, pp. 540-543.
- Describe the Ku Klux Klan and relate their actions to domestic terrorism.
  - *Creating America*, McDougal Littell, © 2006. Rebuilding the Union, p. 540.
- Describe migration patterns of former slaves following the Civil War in the context of the political and social structures of different regions, thus identifying the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).
  - *Creating America*, McDougal Littell, © 2006. Life in the West, pp. 568-571.

<sup>22</sup> This description comes from the *History-Social Science Framework for California Public Schools*, 2016.

- Discuss the restrictions placed on the rights and opportunities of freedmen, including racial segregation and “Jim Crow” laws.
  - “During Reconstruction, Did the Lives of Black Americans Improve or Get Worse?” *National Archives: DocsTeach*. Web. 2016.  
<<http://docsteach.org/activities/21877/detail?mode=browse&menu=closed&era%5B%5D=civil-war-and-reconstruction&page=7>>

**Textbook:**

*Creating America*, McDougal Littell, © 2006. Chapter 18.

**Standards Addressed:**

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

- 8.11 Students analyze the character and lasting consequences of Reconstruction.
- 8.11.1 List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.
- 8.11.2 Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).
- 8.11.3 Understand the effects of the Freedmen’s Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and “Jim Crow” laws.
- 8.11.4 Trace the rise of the Ku Klux Klan and describe the Klan’s effects.
- 8.11.5 Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.

**Unit 8: Industrialization**

**Duration:** 3 Weeks

**Description:** The period from the end of Reconstruction to World War I transformed the nation into an industrial giant that made it as productive and industrialized as the major powers and producers in Europe. This complex period was marked by the settling of the trans-Mississippi West, the expansion and concentration of basic industries, the establishment of national transportation networks and new maritime routes, the invention of a variety tools and industrial processes that increased economic productivity and efficiency, a human tidal wave of immigration from southern and eastern Europe, growth in the number and size of cities, accumulation of great fortunes by a small number of entrepreneurs, the rise of organized labor, growth of the women’s suffrage movement, and increased American involvement in foreign affairs (for example, through the construction of the Pacific Fleet, engagement in the Spanish-American War of 1898, and the completion of the Panama Canal). These years are often referred to as the Gilded Age (because of the mass accumulation of wealth by small number of extremely powerful individuals and companies) and the Progressive Era (because of the reform movement that started as a way to promote the interests of those who did not share in the prosperity of those years).<sup>23</sup>

**Essential Questions:**

<sup>23</sup> This description comes from the *History-Social Science Framework for California Public Schools*, 2016.

- Cause and Consequences: How did America’s economy, industries, and population grow after the Civil War?
- Historical Perspectives: What were the experiences of those who came to the United States at the end of the nineteenth and beginning of the twentieth century like when they arrived?

### Suggested Activities and Materials:

Students will...

- Synthesize the causes and consequences of 19th century industrialization in the United States.
  - EEI Curriculum Unit Agricultural and Industrial Development in the United States 8.12.1 *California Education and the Environment Initiative*, 2010. Web. 2016.
    - <<http://www.calrecycle.ca.gov/eei/UnitDocs/Grade08/8121/8121SWFF.pdf>> (Student Worksheets)
    - <<http://www.calrecycle.ca.gov/eei/UnitDocs/Grade08/8121/8121TMFF.pdf>> (Teacher’s Master)
- Examine the challenges that New Americans face when immigrating to the United States.
  - “Immigration: Challenges for New Americans.”Library of Congress, 2010. Web. 2016.
    - <<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/immigration/>> (Link to Primary Source Photographs)
    - <[http://www.loc.gov/teachers/classroommaterials/primarysourcesets/immigration/pdf/teacher\\_guide.pdf](http://www.loc.gov/teachers/classroommaterials/primarysourcesets/immigration/pdf/teacher_guide.pdf)> (Teacher’s Master)

### Textbook:

*Creating America*, McDougal Littell, © 2006. Chapter 20.

### Standards Addressed:

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

- 8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.
- 8.12.4 Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).
- 8.12.5 Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).
- 8.12.6 Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leader (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.
- 8.12.7 Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.
- 8.12.8 Identify the characteristics and impact of Grangerism and Populism.
- 8.12.9 Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).

### INSTRUCTIONAL METHOD AND/OR STRATEGIES:

A variety of instructional strategies will be utilized to accommodate all learning styles. See the document titled, “Using Formative Assessment to Address the Specific Learning Needs of Low Achieving Students, High

Achieving Students, Students with Disabilities and English Language Learners in K-12 ELA and CONTENT LITERACY.”

**COURSE MATERIALS:**

*Creating America*, McDougal Littell, © 2006

**RESOURCES:**

*Documents*

- Using Formative Assessment for Differentiation                      LBUSD ELA Curriculum Documents
- CTE Standards                      <http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp>
- ELD Standards                      <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>

*District Offices*

- History Curriculum Office                      (562) 997-8000, ext. 2956

**CLASSROOM PERFORMANCE CRITERIA:**

Defines how good is good enough on which measures to demonstrate achievement of content standards.

	F	D	C	B	A
Homework and Notebook	A score of one on a six-point rubric, or a score of one on a four-point rubric for constructed response or less than 60% on scoring guide for selected response	A score of two on a six-point rubric, or a score of two on a four-point rubric, for constructed response or 60% - 69% on scoring guide for selected response	A score of three or four on a six-point rubric, or a score of two on a four-point rubric for constructed response or 70% - 79% on scoring guide for selected response	A score of four or five on a six-point rubric, a score of three on a four-point rubric for constructed response or 80% - 89% on scoring guide for selected response	A score of five or six on a six-point rubric, or a score of four on a four-point rubric for constructed response or 90% - 100% on scoring guide for selected response
Graded Written Assignments, Performance Assessments and Projects	A score of one on a six-point rubric, or a score of one on a four-point rubric	A score of two on a six-point rubric, or a score of two on a four-point rubric,	A score of three or four on a six-point rubric, or a score of two on a four-point rubric	A score of four or five on a six-point rubric, a score of three on a four-point rubric	A score of five or six on a six-point rubric, or a score of four on a four-point rubric
Periodic Quizzes and Unit Exams	A score of one on a six-point rubric, or a score of one on a four-point rubric for constructed response or less than 60% on scoring guide for selected response	A score of two on a six-point rubric, or a score of two on a four-point rubric, for constructed response or 60% - 69% on scoring guide for selected response	A score of three or four on a six-point rubric, or a score of two on a four-point rubric for constructed response or 70% - 79% on scoring guide for selected response	A score of four or five on a six-point rubric, a score of three on a four-point rubric for constructed response or 80% - 89% on scoring guide for selected response	A score of five or six on a six-point rubric, or a score of four on a four-point rubric for constructed response or 90% - 100% on scoring guide for selected response

**Standard Grading Scale:**

<b>A</b>	90 – 100%
<b>B</b>	80 – 89%
<b>C</b>	70 – 79%
<b>D</b>	60 – 69%
<b>F</b>	0 – 59%

**Suggested Grade Weighting:**

1. Homework and Notebooks 10%
  - This practice reinforces the learning of a skill or content acquired by the student during or outside of class. Work could be checked for completion, but not graded.
  - Homework could be: reading notes, vocabulary definitions, Thinking Maps, graphic organizers, or processing for short-term or long-term projects.
  - If teachers and students are using an Interactive Notebook, all classwork and homework could be included here. Preview assignments, reading notes, lecture notes and processing assignments are part of this approach.
2. Classwork, In-class, or Suggested Assignments 30%
  - After processing course material in notes, students create products.
  - Group and individual projects might include: Reports of Information, Argumentative Writing, Posters, Debates, Visuals, Discussion Participation, Skits, Performances, Short Written Work and other Daily Assignments.
3. Periodic Quizzes and Unit Exams 30%
  - Unit Exams are used to determine if students have attained proficiency. Teachers will likely require short-answer or in-class writing assessments.
  - Quizzes are short assessments to check understanding of the content. Teachers can use these to determine if students are ready to move onto the next lesson or unit. These quizzes can be oral, multiple-choice, short answer, essay format, or a possible project, like a poster.
4. Research Products or Performance Tasks 30%
  - History-Social Science research reports should teach students research and critical thinking skills.
  - Students should use a variety of sources and learn how to evaluate sources for reliability.
  - Students corroborate sources to come up with a written, visual or oral report of information or argumentative writing.

Submitted by: Rebecca Fast, Marika Manos and Alan Sheppard

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School/Office: History Office, OCIPD

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Saved on L/drive, Common, Manos, Course Outlines, 8th US

