



ACADEMIC COURSE OUTLINE

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	2 semesters	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		No		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 and applications over time. This course will also explore the United State’s geography and economic development starting with the evolution of an American Identity, Constitutional policies, the creation of a New Republic, American growth and expansion, the Civil War and Reconstruction, and finally Industrialization and Immigration. In order to address the scope of learning American history from the late 1700s through the end of the nineteenth century, students will build historical literacy skills that will enhance their understanding of the content while considering how individuals, events and people comprise a larger narrative explanation of our past.¹

As in earlier grades, students should be taught that history is an investigative discipline, one that is continually reshaped based on primary-source research and on new perspectives that can be uncovered. Students should be encouraged to read multiple primary and secondary sources; to understand multiple perspectives; and to learn about how some things change over time and others tend not to. They should critically analyze each historical era within its own context, ask questions, and develop meaningful historical interpretations, while making sense of the past and communicate those interpretations in the context of current events, which provides a purpose for history.

Framework Year Long Core Essential Questions:

- What did freedom mean to the nation’s founders, and how did it change over time?
- How and why did the United States expand?
- Who is considered an American?

EXPECTED OUTCOMES

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Students are expected to perform at a proficient level on a variety of tasks and assessments addressing both

¹ This description comes from the History-Social Science Framework for California Public Schools, 2016.

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 it changed over time.
- Analyze American identity and how that has changed overtime.²
- Use media, informational texts and case studies in order to acquire, process, report information, and solve problems.
- 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?³

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

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

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

- 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.
 - 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 aid 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 the audience has 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

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

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 (CR)

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: 8 weeks

Essential Questions:

- What does it mean to be an American?
- Why would one want to rebel against their government?
- Why does conflict develop?
- What motivates people to act?
- Why was there an American Revolution?
- How did the American Revolution develop the concept of natural rights?
- What were the legacies of the American Revolution?
- How and why did Native Americans participate in the American Revolution?
- How did the alliances and treaties made by American Indians affect their relationships with both the patriots and the British?
- How revolutionary was the American Revolution?

Description:

This unit of United States history will begin with students reviewing the significance of how the nation was constructed through 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 social, political, economic, and religious events and ideas leading to the American War for Independence that includes basic descriptions of events as well as written analyses of each event's significance.

Students consider the Great Awakening, which affected many in the American colonies through emotional sermons, ministers offered a more egalitarian relationship between believers and their God that appealed to many races and classes. Students also consider the event and impact of the Seven Years' War—known in the colonies as the French and Indian War—on the colonists' feelings toward the British crown. Students may want to investigate specifically why British actions were considered unreasonable by the colonists and how the imposition of British law came to be viewed as increasingly oppressive. Both the continued presence of the British military and the imposition of new taxes fueled colonial resentment and helped establish the new American consciousness. (Sugar Act, Stamp Act, Townshend Acts, Boston Massacre, Tea Act, Intolerable Acts) This new American identity expanded with the growth of more densely populated and diverse cities, like Philadelphia and Boston, where colonists started to notice how their economic, political, and even social interests with one another seemed more aligned than their interests with Great Britain. As a result of the growing resentments, the colonists wrote the Declaration of Independence. 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.

Students explore the roles of key leaders in the war and explore how they went on to impact the new nation: George Washington, Crispus Attucks, Peter Salem, Squanto, Samoset, Sybil Ludington, Thomas Jefferson, Thomas Paine Benjamin Franklin, Abigail Adams, John Adams, James Madison, Phyllis Wheatley, Deborah Sampson and Alexander Hamilton. The American colonial struggle for independence also occurred in a global context. Students learn about both the significance of the American Revolution to other nations and also the pivotal role of other nations in affecting the course of the war.

Required Assignments:

- Students read and analyze primary and secondary sources in order to write an argumentative essay. Choose one option.
 - (Complete in Unit 1) Document Based Question: Valley Forge: Would You Have Quit? Mini-Q's in American History, Volume 1, Unit 2. DBQ Project. (2009).
https://drive.google.com/file/d/160GMzX_XkiYZHA4xcZtwVmLz9mXMww9P/view?usp=sharing
 - OR
 - (Complete in Unit 2) Document Based Question: How Did the Constitution Guard Against Tyranny? Mini-Q's in American History, Volume 1, Unit 3. DBQ Project. (2009).
<https://drive.google.com/file/d/1AXzjl4hRrTvGLReavAoaPCL-N9pdMlbb/view?usp=sharing>
- Students will source, corroborate, and contextualize speeches from John Winthrop's sermon, "City on a Hill" to explore Puritan motivations.
 - The Puritans. Stanford History Education Group. (2022).⁴
<http://sheg.stanford.edu/puritans>
- Students will examine a painting, "The Portrait of Iroquois Leader" by a British artist, then determine which facts can help them evaluate the painting's historical reliability.
 - Stanford History Education Group. (2022).⁵
<https://sheg.stanford.edu/history-assessments/portrait-iroquois-leader>
- Students will analyze primary sources and engage in key aspects of historical thinking as they

⁴ Teachers must create a free login to access resources on this site.

⁵ Teachers must create a free login to access resources on this site.

explore and evaluate why American colonists resented the Stamp Act and how it fueled discontent with British rule

- Stanford History Education Group. (2014).⁶
<https://sheg.stanford.edu/history-lessons/stamp-act>
- Students will analyze multiple sources (text and images) in order to evaluate the various and differing perspectives relating to the Boston Massacre.
 - Stanford History Education Group. (2022).
<https://sheg.stanford.edu/history-lessons/boston-massacre>
- **Equity Note:** Analyze the resources using the essential question (How did an individual's identity affect loyalties and participation in the American Revolution?) and concept of perspective as a lens to guide class discussion. Extension question; “How would these, or other identities, affect our perspective today?”
 - [Would You Have Joined the American Revolution?](#)
 - Enslaved and Freed African Americans
 - [Africans in America | Part 2 | The Revolutionary War](#)
 - Women
 - [Carol Berkin: Women and the Revolution on Vimeo](#)
 - <https://newsela.com/read/lib-Mercy-Otis-Warren/id/2000000237>
 - Natives
 - [The Indians' War of Independence | The Gilder Lehrman Institute of American History](#)
 - Other Groups
 - Religious groups
 - Land owning whites
 - Poor whites

Suggested Activities:

- **Inquiry Journal:** The Inquiry Journal provides primary sources and inquiry tools to help students further explore an Essential Question of the chapter. Inquiry Journal is accessible via print or the McGraw-Hill course digital platform.
 - Chapter 2 Inquiry Journal Workbook. *United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 45D.
 - Chapter 3 Inquiry Journal Workbook. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 89D.
 - Chapter 4 Inquiry Journal Workbook. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 141D.
- **Inquiry Project:** The Inquiry Project provides students the opportunity to connect the content to the real world. Students will analyze primary and secondary sources and consider multiple perspectives as they think critically about problems, events, places, and people. Inquiry Project is accessible via print or the McGraw-Hill course digital platform.
 - Chapter 2 Inquiry Project: Comparing Historical Conflicts to Modern-Day Situations. *United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 45C.
https://docs.google.com/document/d/1OHpgLijytms3oep3oJACeG_TeQ7we2XmEJ0PpFvu6EE/edit?usp=sharing
 - Chapter 3 Inquiry Project: Resolving Conflict Between Government and the People. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 89C.
<https://docs.google.com/document/d/19yCKrTd6sLofFCqj2Cnv-8Wa2-TOqoqowb4wG-alMe0/edit?usp=sharing>
 - Chapter 4 Inquiry Project. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 141C.
<https://docs.google.com/document/d/1AUsvGOViG78hKzCyUwOPjMCNw3g34d066JgplwNK0iE/edit?usp=sharing>

⁶ Teachers must create a free login to access resources on this site.

- **Hands-On Project:** The Hands-On Project provides students the opportunity to complete research based on the chapter's essential question. Working in collaborative groups, students will complete a variety of activities where they analyze primary and secondary sources and consider multiple perspectives as they think critically about problems, events, places, and people, culminating in a presentation. Hands-On Project is accessible via print or the McGraw-Hill course digital platform.
 - Chapter 2 Hands-On Project: Collaborating on Jamestown Site. *United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 45C.
https://drive.google.com/file/d/1lcl7Q1VYtwGLHsdloV72rj_6KyEj7Irc/view?usp=sharing
 - Chapter 3 Hands-On Project: Producing a Spirit of Independence Hall of Fame. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 89C.
<https://drive.google.com/file/d/1QtEmbfJlgBfLMQaQ2yX7c9ww1GJq0sgG/view?usp=sharing>
 - Chapter 4 Hands-On Project: . *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 141C.
https://drive.google.com/file/d/1Klr_yNdDkrZHPbB3sJqfsGDFv5HRynYE/view?usp=sharing
- **Citizenship Taking Action:** Citizenship Taking Action is an opportunity for students to apply their learning and understanding of the Essential Question and historical events to current events, themselves, and their community. Students will consider options for taking informed action and then follow through on an individual or group level. Citizenship Taking Action is accessible via print or the McGraw-Hill course digital platform.
 - Chapter 2 Taking Action: Environmental Issues. *United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 45E.
 - Chapter 3 Taking Action: Injustice and Working for Change. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 89E.
 - Chapter 4 Taking Action: Increasing Access to Leadership Opportunities. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 141E.
- Students will describe what it means to be an American after reading a primary source from de Crèvecoeur.
 - *Hector St. Jean de Crèvecoeur Describes the American people, 1782*. Stanford University Press. (2022).
<https://www.americanyawp.com/reader/a-new-nation/hector-st-jean-de-crevecoeur-describes-the-american-people-1782/>
- Students will analyze how geography influenced the development of the colonies in North America. How did colonists adapt to the geography in their new homes? Categorize features of the colonial regions by creating a Tree Map (New England, Middle, Southern colonies).
 - *IMPACT United States History and Geography: Growth and Conflict*, McGraw Hill Education, © 2019. Chapter 2, "Colonial America," pp. 48-88.
- Students will analyze the Declaration of Independence and identify the principles of government that are included.
 - America's Founding Documents. National Archives. (2018).
<http://www.archives.gov/exhibits/charters/declaration.html>
- Students will analyze the Treaty of Paris and answer the question, "What benefits did each side receive under the Treaty of Paris?"
 - *IMPACT United States History and Geography: Growth and Conflict*, McGraw Hill Education, © 2019. Chapter 4, "The Final Years" p. 171.
 - Treaty of Paris (1783). National Archives. (2022).
<https://www.archives.gov/milestone-documents/treaty-of-paris>
- Students will analyze the perspectives of several individuals who were impacted by the American Revolution. Students will also consider and identify the role and viewpoint of each writer.
 - *IMPACT United States History and Geography: Growth and Conflict*, McGraw Hill Education, © 2019. Chapter 4, "Analyzing Sources," pp. 174-175.

Materials: *IMPACT United States History and Geography: Growth and Conflict*, McGraw Hill Education, © 2019. Chapters 2, 3, and 4

Unit 1 Curriculum Document

https://docs.google.com/document/d/1Q4f4g5yA-w36hnmQu9d3_rCaGCgqQxzQ4y_x5WcGEA4/edit?usp=sharing

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 weeks

Essential Questions:

- Why do people form governments?
- How do new ideas change the way people live?
- How do governments change?
- How do people express political agency in our democracy? How has that changed over time?
- How much power should the federal government have, and what should the government do?
- What does it mean to be a good "citizen"?
- How could the nation's ideals of freedom, liberty, and democracy be adopted alongside slavery?

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. In this unit, students learn about the challenges and multiple attempts it took to form a stable government; the Articles of Confederation, for example, taught American leaders the importance of a centralized government. Students analyze the challenges and processes involved in the creation of the United States Constitution: from the Constitutional Convention and various compromises (i.e., Great Compromise, 3/5 Compromise, Electoral College, etc.), to missing perspectives, to the ratification process, and the national debate between Federalist and Anti-Federalists. In addition, 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 consider why the Bill of Rights was added to the Constitution, through an analysis of the debate between the Federalists (who believed the protections were already included in the Constitution itself), and the

Anti-Federalists (who opposed ratification of the Constitution without inclusion of a specific list of guaranteed protections of individual rights). Students then study the impact of the colonial experience on the drafting of the Bill of Rights in order to understand why these freedoms were so important to citizens of the new republic, engage them in topics of real interest, and deepen their appreciation for the Bill of Rights' relevance in modern day. 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 and not allowed (Natives, Women, Slaves, Free Black) to participate during this period in United States history. In addition to their examination of the Articles of the U.S. Constitution, students analyze context and the implications of the civil liberties outlined in the Bill of Rights.⁷

Required Assignments:

- Students read and analyze primary and secondary sources in order to write an argumentative essay.
 - DBQ: (If students did not complete the DBQ in Unit 1) Document Based Question: How Did the Constitution Guard Against Tyranny? Mini-Q's in American History, Volume 1, Unit 3. DBQ Project. (2009).
<https://drive.google.com/file/d/1AXzjl4hRrTvGLReavAoaPCL-N9pdMlbb/view?usp=sharing>
- Students will analyze primary and secondary documents in order to consider the positions of delegates to the Constitutional Convention along with historians' interpretations to understand this apparent contradiction.
 - Slavery in the Constitution. Stanford History Education Group. (2022).⁸
<https://sheg.stanford.edu/history-lessons/slavery-constitution>
- Students will read and analyze the Federalist and Anti-Federalist positions from the New York State Convention to explore the different sides of the debate and to understand who stood on each side.
 - Federalists and Anti-Federalists. Stanford History Education Group. (2022).
<https://sheg.stanford.edu/federalistsantifederalists>
- Investigate how the essential questions (How do people express political agency in our democracy? How has that changed over time?) are different for particular groups of Americans during particular periods e.g. Women during the 1800's and now.
 - "The Fourth Branch: You!" Icivics.org, May 17, 2010.⁹
https://www.icivics.org/teachers/lesson-plans/fourth-branch-you?referer=node/3016&page_title=Citizenship%20%26amp%3B%20Participation.

Suggested Activities:

- **Inquiry Journal:** The Inquiry Journal provides primary sources and inquiry tools to help students further explore an Essential Question of the chapter. Inquiry Journal is accessible via print or the McGraw-Hill course digital platform.
 - Chapter 5 Inquiry Journal Workbook. *United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 179D.
 - Chapter 6 Inquiry Journal Workbook. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 215D.
- **Inquiry Project:** The Inquiry Project provides students the opportunity to connect the content to the real world. Students will analyze primary and secondary sources and consider multiple perspectives as they think critically about problems, events, places, and people. Inquiry Project is accessible via print or the McGraw-Hill course digital platform.
 - Chapter 5 Inquiry Project: Drawing Conclusions About How Elections Can Change Governments. *United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 179C.

⁷ Portions of this description comes from the *History-Social Science Framework for California Public Schools*, 2016.

⁸ Teachers must create a free login to access resources on this site.

⁹ Teachers must create a free login to access resources on this site.

<https://docs.google.com/document/d/18hWJWm2DNEIhTzUx8AyWCyBUFnNFIPPI7-L5LeBJk3g/edit?usp=sharing>

- Chapter 6 Inquiry Project: Researching the Evolution of US Voting Rights. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 215C. https://docs.google.com/document/d/1XXZHfU_36tBRCiWm3WlvSluSJokUjPxAXEVzxKTVtSQ/edit?usp=sharing
- **Hands-On Project:** The Hands-On Project provides students the opportunity to complete research based on the chapter's essential question. Working in collaborative groups, students will complete a variety of activities where they analyze primary and secondary sources and consider multiple perspectives as they think critically about problems, events, places, and people, culminating in a presentation. Hands-On Project is accessible via print or the McGraw-Hill course digital platform.
 - Chapter 5 Hands-On Project: Writing about an Important Event. *United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 179C. https://drive.google.com/file/d/1iUcFaMMbIREuJaEGs1_4q2YIb7CPt9RM/view?usp=sharing
 - Chapter 6 Hands-On Project: Creating an Educational Web Page Display. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 215C. <https://drive.google.com/file/d/1Iz-KAJDdYGCvjc14PxRZarn8QMpYr9oz/view?usp=sharing>
- **Citizenship Taking Action:** Citizenship Taking Action is an opportunity for students to apply their learning and understanding of the Essential Question and historical events to current events, themselves, and their community. Students will consider options for taking informed action and then follow through on an individual or group level. Citizenship Taking Action is accessible via print or the McGraw-Hill course digital platform.
 - Chapter 5 Taking Action: Multicultural Aspects of Our Society and the Needs of Diverse Groups of People. *United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 179E.
 - Chapter 6 Taking Action: Which Laws Should Be Repealed and Proposed. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 215E.
- Students will read and analyze primary and secondary sources about the Articles of Confederation for critical analysis and historical interpretation.
 - Students will identify the powers of the government under the Articles of Confederation by completing an interactive graphic organizer.
 - Taking Notes: Identifying : Powers of the National Government students. *IMPACT United States History and Geography: Growth and Conflict*, McGraw Hill Education, © 2019, Digital Teaching Options, pg 185. Digital Teachi
 - Students will evaluate the weaknesses of the Articles of Confederation and the solutions to those problems within the Constitution by creating a problem/ solution MultiFlow Thinking Map.
 - 8 Thinking Maps & Talking Moves. Thinking Maps. (2020). <https://drive.google.com/file/d/1-x78naccXSCXdVoQGVAzFQfK13imyYaU/view?usp=sharing>
 - Students will watch a documentary and discuss why and how the Constitution was created.
 - Key Constitutional Concepts. Annenberg Classroom. (2022). <http://www.annenbergclassroom.org/page/keyconstitutionalconcepts>

Materials: *IMPACT United States History and Geography: Growth and Conflict*, McGraw Hill Education, © 2019. Chapters 5 and 6.

Unit 2 Curriculum Document

https://docs.google.com/document/d/1Q4f4g5yA-w36hnmQu9d3_rCaGCgqQxzQ4y_x5WcGEA4/edit?usp=sharing

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: 3-4 weeks

Essential Question:

- How did the government change during the Early Republic?
- What was life like in the Early Republic?
- Why does conflict develop?
- What should the government do?
- What are the characteristics of a leader?

Description:

In this unit students consider the people, events, and ideas that shaped America between the ratification of the Constitution in 1788 and the 1820s. The new nation's leaders like Washington, Adams, Jefferson, Madison, Monroe and Hamilton faced enormous challenges in trying to determine the political structure of the country. John Adams, for example, argued, "Our Constitution was made only for a moral and religious people," a sentiment echoed in George Washington's "Farewell Address." Political parties evolved from the

conflicts between two views of how the newly independent country should move forward, articulated most vocally and explicitly by the ideological adversaries Alexander Hamilton and Thomas Jefferson. These views resulted in the emergence of a two-party system (Federalists and Democratic–Republicans, respectively). These two parties had 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. Students may trace the presidency of Washington through Monroe 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.¹⁰

Required Assignments:

- Students will read and analyze primary and secondary sources for critical analysis and historical interpretation. Evaluate the ideologies of Hamilton and Jefferson and the first two political parties
 - Hamilton v Jefferson. Stanford History Education Group. (2018).¹¹
<https://sheg.stanford.edu/history-lessons/hamilton-v-jefferson>
 (Additional Suggestion: Evaluate the ideologies of Hamilton and Jefferson and the first two political parties by creating a campaign poster for either the DemocraticRepublicans or Federalists.)
- Students will read and analyze primary and secondary sources for critical analysis and historical interpretation. Analyze five documents and locate evidence to support or refute the claim Lewis and Clark were respectful to Native Americans.
 - Lewis and Clark SAC. Stanford History Education Group. (2014).¹²
<https://sheg.stanford.edu/history-lessons/lewis-and-clark-sac>

Suggested Activities:

Students will read and analyze primary and secondary sources for critical analysis and historical interpretation.

- **Inquiry Journal:** The Inquiry Journal provides primary sources and inquiry tools to help students further explore an Essential Question of the chapter. Inquiry Journal is accessible via print or the McGraw-Hill course digital platform.
 - Chapter 7 Inquiry Journal Workbook. *United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 259D.
 - Chapter 8 Inquiry Journal Workbook. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 287D.
- **Inquiry Project:** The Inquiry Project provides students the opportunity to connect the content to the real world. Students will analyze primary and secondary sources and consider multiple perspectives as they think critically about problems, events, places, and people. Inquiry Project is accessible via print or the McGraw-Hill course digital platform.
 - Chapter 7 Inquiry Project: Comparing Characteristics and Legacies of Presidents Through Time. *United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 259C.
<https://docs.google.com/document/d/1s2VKHHBUgIIERnrz3vnwZHevXzjCpPNNWrg0Ruyg6SY/edit?usp=sharing>
 - Chapter 8 Inquiry Project: Analyzing the Influence of a President. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 287C.
https://docs.google.com/document/d/1UFiLsiaEAX9aAiEv_IRKxW82rUNV1fvUFCX_29XOJ3o/edit?usp=sharing
- **Hands-On Project:** The Hands-On Project provides students the opportunity to complete research based on the chapter's essential question. Working in collaborative groups, students will complete a

¹⁰ This description comes from the *History-Social Science Framework for California Public Schools*, 2016.

¹¹ Teachers must create a free login to access resources on this site.

¹² Teachers must create a free login to access resources on this site.

variety of activities where they analyze primary and secondary sources and consider multiple perspectives as they think critically about problems, events, places, and people, culminating in a presentation. Hands-On Project is accessible via print or the McGraw-Hill course digital platform.

- Chapter 7 Hands-On Project: Creating a Timeline of the Federalist Era. *United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 259C.
<https://drive.google.com/file/d/1HFSFo3C7nwy1anJSxp-rq61zBGZKTDqp/view?usp=sharing>
- Chapter 8 Hands-On Project: Writing a Magazine Cover Story. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 287C.
https://drive.google.com/file/d/1C4_FmqgJ2JM5uAnAfXZX_eEixPr9fwON/view?usp=sharing
- **Citizenship Taking Action:** Citizenship Taking Action is an opportunity for students to apply their learning and understanding of the Essential Question and historical events to current events, themselves, and their community. Students will consider options for taking informed action and then follow through on an individual or group level. Citizenship Taking Action is accessible via print or the McGraw-Hill course digital platform.
 - Chapter 7 Taking Action: Leadership Style & Traits. *United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 259E.
 - Chapter 8 Taking Action: American Servicemen and Servicewomen. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 287E.
- Students will sort characteristics by which political party they describe. Interactive Activity: The First Party System. *United States Geography and History: Growth and Conflict*, Digital Teaching Options, pg. 259H. Interactive Activity is accessible via McGraw-Hill course digital platform (Chapter 7, Lesson 3, Interactive Student Resources).
- Students will analyze George Washington's Farewell Address in order to determine the significance of the speech and what specific advice he offers to the country.
 - George Washington's Farewell Address. Mount Vernon Ladies' Association. (2022).
<https://www.mountvernon.org/library/digitalhistory/digital-encyclopedia/article/george-washington-s-farewell-address/>
 - George Washington's Farewell Address, 1796. Mount Vernon Ladies' Association. (2022).
<https://www.mountvernon.org/education/primary-sources-2/article/washington-s-farewell-address-1796/>
- Students will analyze a video (song) on the XYZ Affair and show their understanding of the event by completing a multi-flow map.
 - The XYZ Affair Educational Video. YouTube. (2013).
<https://www.youtube.com/watch?v=ZyuZRcxpCKM>
 - 8 Thinking Maps & Signal Words. Thinking Maps. (2020).
<https://drive.google.com/file/d/1-x78naccXSCXdVoQGVAzFQfK13imyYaU/view>
- Students will listen to and synthesize multiple accounts on the causes of the War of 1812 and write a claim with relevant evidence.
 - Catherine Holder, Park Ranger and Educator. National Park Service. (2016).
<https://www.nps.gov/fomc/castyourvote/curriculum69.cfm>
- Students will analyze a political cartoon to determine American colonists' perspectives on the Embargo Act.
 - 1807, Embargo Cartoon. ANCHOR. (2022).
<https://www.ncpedia.org/media/1807-embargo-cartoon#:~:text=The%20Embargo%20Act%20of%201807,is%20%22embargo%22%20spelled%20backward.>
- Students participate in an interactive whiteboard activity about the events that led to the War of 1812. Digital Teaching Options, Graphic Organizer: Chain of Events Flow Chart: The War of 1812- Sequencing, *United States Geography and History: Growth and Conflict*, McGraw-Hill Education, © 2019, pg. 312. Digital resource may be found via the McGraw-Hill course digital platform (Chapter 8, Lesson 3, ePresentation Resources).

Materials: *IMPACT United States History and Geography: Growth and Conflict*, McGraw Hill Education, © 2019. Chapters 7 & 8.

Unit 3 Curriculum Document

https://docs.google.com/document/d/1Q4f4g5yA-w36hnmQu9d3_rCaGCgqQxzQ4y_x5WcGEA4/edit?usp=sharing

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.

UNIT 4: American Growth and Expansion

Duration: 5-6 weeks

Essential Questions:

- Was the Louisiana Purchase constitutional?
- How does geography influence the way people live?
- Why does conflict develop?
- What did the frontier mean to the nation in the first half of the nineteenth century?
- How did the country become more connected in the first half of the nineteenth century?
- What did the frontier mean to the nation?

- How did Andrew Jackson change the country?
- How did Manifest Destiny contribute to American expansion?
- How did leading American thinkers (such as artists, intellectuals, and religious and government leaders) justify America's westward expansion in the nineteenth century?
- What were the consequences of the Mexican-American War?

Description:

The election of Andrew Jackson in 1828 reflected the steady expansion of white male suffrage, symbolized the shift of political power to the West, and opened a new era of political democracy in the United States. Jacksonian democracy should be analyzed in terms of its supporters—farmers with small holdings, artisans, laborers, and middle-class businessmen. It should also be examined for its limitations. In studying Jackson's presidency, students consider his spoils system, veto of the National Bank, policy of Indian removal, and opposition to the Supreme Court. Students may also consider Andrew Jackson's legacy in order to evaluate his reputation as a hero to common people.

Students review the acquisition, exploration, and settlement of the transMississippi 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 by 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 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. It allowed new frontiers for 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. As Americans "Manifest Destiny" was to move west, they interacted with established societies, both indigenous and those created by earlier colonizers with positive and negative outcomes. Territorial expansion and its consequences proved to be an ongoing source of conflict and debate for the new nation. 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 landgrant system, and the economy they established. 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.¹³

Required Assignments:

- Students read and analyze primary and secondary sources in order to write an argumentative essay. Document Based Question: Was the United States Justified in Going to War with Mexico?
 - Mini-Q's in American History, Volume 1, Unit 8. DBQ Project. (2009).
<https://drive.google.com/file/d/1-bgYYEmailSHxx0yaH5NrgWEQq7FssOmC/view?usp=sharing>
- Students will read and analyze primary and secondary sources for critical analysis and historical interpretation. Students will examine a present-day textbook passage and four nineteenth-century sources to explore what motivated American territorial expansion at the time.
 - Manifest Destiny. Stanford History Education Group. (2021).¹⁴

¹³ Portions of this description comes from the *History-Social Science Framework for California Public Schools*, 2016.

¹⁴ Teachers must create a free login to access resources on this site.

<https://sheg.stanford.edu/history-lessons/manifest-destiny>

Suggested Activities:

Students will read and analyze primary and secondary sources for critical analysis and historical interpretation.

- **Inquiry Journal:** The Inquiry Journal provides primary sources and inquiry tools to help students further explore an Essential Question of the chapter. Inquiry Journal is accessible via print or the McGraw-Hill course digital platform.
 - Chapter 9 Inquiry Journal Workbook. *United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 325D.
 - Chapter 10 Inquiry Journal Workbook. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 361D.
 - Chapter 11 Inquiry Journal Workbook. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 391D.
- **Inquiry Project:** The Inquiry Project provides students the opportunity to connect the content to the real world. Students will analyze primary and secondary sources and consider multiple perspectives as they think critically about problems, events, places, and people. Inquiry Project is accessible via print or the McGraw-Hill course digital platform.
 - Chapter 9 Inquiry Project: Exploring a Geographic Issue. *United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 325C.
https://docs.google.com/document/d/1wTmr6_e7KyyTFCXS9FI9Rcjcs-SsBsQJbg7gL4_Nql8/edit?usp=sharing
 - Chapter 10 Inquiry Project: Creating an Informational Poster About Cultural Interactions. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 361C.
<https://docs.google.com/document/d/1huvQHyb2ugBtBhpGuT1ToyQHFJqhJOYICxV0yqkYFn8/edit?usp=sharing>
 - Chapter 11 Inquiry Project: Researching and Solving a Modern American Conflict. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 391C.
https://docs.google.com/document/d/19l3L5qly7l9G_TRq2WkgJDsiUqJ9PH1iboB_wayft8/edit?usp=sharing
- **Hands-On Project:** The Hands-On Project provides students the opportunity to complete research based on the chapter's essential question. Working in collaborative groups, students will complete a variety of activities where they analyze primary and secondary sources and consider multiple perspectives as they think critically about problems, events, places, and people, culminating in a presentation. Hands-On Project is accessible via print or the McGraw-Hill course digital platform.
 - Chapter 9 Hands-On Project: Creating a Scrapbook of US Growth. *United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 325C.
<https://drive.google.com/file/d/1E5g2FFaee2xYDPnMumLqqXyMFafo25at/view?usp=sharing>
 - Chapter 10 Hands-On Project: Creating a Political Ad Campaign. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 361C.
https://docs.google.com/document/d/1wTmr6_e7KyyTFCXS9FI9Rcjcs-SsBsQJbg7gL4_Nql8/edit?usp=sharing
 - Chapter 11 Hands-On Project: Debating Manifest Destiny. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 391C.
https://drive.google.com/file/d/1Ju1YbBKum6DluplcK94YVYpCPkRE_91E/view?usp=sharing
- **Citizenship Taking Action:** Citizenship Taking Action is an opportunity for students to apply their learning and understanding of the Essential Question and historical events to current events, themselves, and their community. Students will consider options for taking informed action and then follow through on an individual or group level. Citizenship Taking Action is accessible via print or the McGraw-Hill course digital platform.

- Chapter 9 Taking Action: Raising Awareness of Environmental Issues. *United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 325E.
- Chapter 10 Taking Action: Cultural Awareness. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 361E.
- Chapter 11 Taking Action: Preserving Nature. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 391E.
- Students will explore how time shapes our relationship to controversial historical figures. Students will get to be the jury and will consider and weigh President Andrew Jackson's actions and policies (the spoils system, economic depression, and the Indian Removal Act) as well as his patriotism and the pressures of the presidency.
 - History vs. Andrew Jackson. James Fester. (2014).
<https://youtu.be/gx5lyumKmDI>
- Students will identify with the perspective of Indigenous persons on the Trail of Tears based on multiple primary sources.
 - Two Accounts of Life on the Trail of Tears. Bringing History Home. (2022).
[http://www.bringinghistoryhome.org/assets/bringinghistoryhome/\(3\)%20indianremoval.pdf](http://www.bringinghistoryhome.org/assets/bringinghistoryhome/(3)%20indianremoval.pdf)
- Students will analyze the painting American Progress (1872) by John Gast and determine its historical significance, both positive and negative.
 - Picturing US History: John Gast, American Progress, 1872. City University of New York. (2022).
<http://picturinghistory.gc.cuny.edu/johngastamericanprogress1872>
- Students will evaluate one perspective on Manifest Destiny by analyzing a primary source account from Chief Seattle.
 - Thus Spoke Chief Seattle: The Story of An Undocumented Speech. National Archives. (2017).
https://www.archives.gov/publications/prologue/1985/spring/chief-seattle.html?_ga=2.17849853.539236571.1662695492-290776655.1662695492
- Students will create a foldable that includes tabs for the various territories, regions, republics and countries that encompass U.S. westward expansion. Students will analyze the positive and negative effects of manifest destiny.
 - Foldables: Manifest Destiny. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019, pg. 748.
- Students will read and analyze various sources (the Texas Declaration of Independence, military commander letters, and an abolitionist pamphlet) in order to explore causes of the Texas Revolution.
 - Texas Revolution. Stanford History Education Group. (2108).
<https://sheg.stanford.edu/history-lessons/texas-revolution>
- Students will understand the multiple perspectives involved in the U.S. War with Mexico by participating in a “Meet and Greet” role play activity and writing an argumentative paragraph with a claim supported by relevant evidence.
 - US Mexico War: “We Take Nothing by Conquest, Thank God.” Zinn Education Project. (2022).
<http://zinnedproject.org/materials/usmexicowarteaparty>
- Students will use the mini biographies to create a “baseball card” with an image, stats and facts for the major people involved. (Suggestion: Have students work in groups of four (4) with each student responsible for creating a baseball card that represents a different historical figure.)
 - Remembering Through Education. The Alamo. Web. (2016).
<http://www.thealamo.org/pdf/education/alamo7thgradelessonplan.pdf>

Materials: *IMPACT United States History and Geography: Growth and Conflict*, McGraw Hill Education, © 2019. Chapters 9, 10, & 11.

https://docs.google.com/document/d/1Q4f4g5yA-w36hnmQu9d3_rCaGCgqQxzQ4y_x5WcGEA4/edit?usp=s_haring

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 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 (eg. 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, landgrant 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, Regionalism and Reform

Duration: 5 weeks

Essential Questions:

- What did freedom mean, and how did it change over time?
- How did the nation's regions develop similarly and differently in the first half of the twentieth century?
- What was family life like in each region? How did work change between 1800 and 1850?
- What was the impact of slavery on American politics, regional economies, family life, and culture?
- Why do periods of reform arise at certain historical moments?
- What were slaves' lives like? How did slave families live in ways that were similar to and different from nonslave families?
- How did people work to end slavery, and What opposition did they face?
- How do new ideas change the way people live?

Description:

This unit explores the nation's regional development in the Northeast, South, and West as well as the changing economic, social, and political reforms driving the concept of freedom in the United States. 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. 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. The inter-connectedness was made possible by 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 significant advances in communication through the telegraph, which allowed for more widespread availability of newspapers and information to spread at a quicker rate.

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. Students may begin with a brief review of 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, Elizabeth Cady Stanton, Catharine Beecher, Emma Willard, and Mary Lyon. Students examine the national abolitionist movement that arose during the nineteenth century. Abolitionists were considered the most radical reformists by both Southerners and Northerners; their arguments about the immorality of slavery were never popular with the vast majority of Americans. Abolitionists such as Theodore Weld, William Lloyd Garrison, Angelina and Sarah Grimke, Wendell Phillips, and John Brown were significant in changing America's understanding of slavery. Despite repeated threats, attacks, and bounties on their heads, abolitionists wrote news articles and editorials, spoke publicly, boycotted slave-made goods, housed fugitive slaves, and, in the case of John Brown, planned armed conflict. African Americans, free and enslaved, also actively challenged the existence of slavery, both as individuals and through fraternal organizations, churches, and newspapers. African-American abolitionists, including Frederick Douglass, Sojourner Truth, Harriett Jacobs, Charles Remond, Harriet Tubman, and Robert Purvis risked their lives to speak at public gatherings, pen news articles, petition Congress, and assist in the underground movement to help rescue escaping slaves.

Required Assignments:

- Students read and analyze primary and secondary sources in order to write an argumentative essay.
 - Document Based Question: What was Harriet Tubman's Greatest Achievement? Mini-Q's in American History, Volume 1, Unit 6. DBQ Project. (2009).
<https://drive.google.com/file/d/1AcmlCvm1l7jiHtd-91HNB0hSKeNMaWE/view?usp=sharing>
 OR
 - Document Based Question: How Free were Free Blacks in the North? Mini-Q's in American History, Volume 1, Unit 4. DBQ Project. (2009).
<https://drive.google.com/file/d/1SG0UgWz0ElphbiwXMA2uUVWn32qeUcZZ/view?usp=sharing>
- Students will read and analyze primary and secondary sources for critical analysis and historical interpretation. Students will examine three former enslaved person's accounts to answer the question: What can we learn about slavery from interviews with former slaves?
 - Slavery Narratives. Stanford History and Education Group. (2022)¹⁵
<https://sheg.stanford.edu/history-lessons/slavery-narratives>
- Students will show that they have a broad understanding of how women's rights changed over time and demonstrate the ability to use knowledge about the past to place the two primary documents in context.

¹⁵ Teachers must create a free login to access resources on this site.

- Women's Rights. Stanford History and Education Group. (2022).¹⁶

<https://sheg.stanford.edu/history-assessments/womens-rights>

Suggested Activities:

Students will read and analyze primary and secondary sources for critical analysis and historical interpretation.

- **Inquiry Journal:** The Inquiry Journal provides primary sources and inquiry tools to help students further explore an Essential Question of the chapter. Inquiry Journal is accessible via print or the McGraw-Hill course digital platform.
 - Chapter 12 Inquiry Journal Workbook. *United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 425D.
 - Chapter 13 Inquiry Journal Workbook. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 459D.
 - Chapter 14 Inquiry Journal Workbook. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 487D.
- **Inquiry Project:** The Inquiry Project provides students the opportunity to connect the content to the real world. Students will analyze primary and secondary sources and consider multiple perspectives as they think critically about problems, events, places, and people. Inquiry Project is accessible via print or the McGraw-Hill course digital platform.
 - Chapter 12 Inquiry Project: Creating a Public Service Announcement. *United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 425C.
https://docs.google.com/document/d/1e_fp8_swd5Y3eQ8gZNgrAe02mRdQ4OH_SUBbBdVnbA/edit?usp=sharing
 - Chapter 13 Inquiry Project: Creating Shirts to Express a Viewpoint. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 459C.
https://docs.google.com/document/d/1JoGoHjMro8o_mUBWF1_AP2mTbC5O6tW1-o18nFW1s/edit?usp=sharing
 - Chapter 14 Inquiry Project: Creating a Poster About the Secession of California. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 487C.
https://docs.google.com/document/d/1BXpXduL55NdfJojiBcEz7aKpnA6Af2yVhEcZ_sSAXs/edit?usp=sharing
- **Hands-On Project:** The Hands-On Project provides students the opportunity to complete research based on the chapter's essential question. Working in collaborative groups, students will complete a variety of activities where they analyze primary and secondary sources and consider multiple perspectives as they think critically about problems, events, places, and people, culminating in a presentation. Hands-On Project is accessible via print or the McGraw-Hill course digital platform.
 - Chapter 12 Hands-On Project: Creating an Illustrated Encyclopedia Entry. *United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 425C.
https://drive.google.com/file/d/1Ccst8F09ETiorHk8F6uZ8gjb1k_qpKN5/view?usp=sharing
 - Chapter 13 Hands-On Project: Reenacting a Reform Speech. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 459C.
https://drive.google.com/file/d/1obJGUuEYjAFkF6T_EbKnrTqTDLiVrubP/view?usp=sharing
 - Chapter 14 Hands-On Project: Presenting a Speech to Motivate Soldiers. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 487C.
https://drive.google.com/file/d/11vDnlgo7OzQWqXvCKwJbEokiT5B8_sJE/view?usp=sharing
- **Citizenship Taking Action:** Citizenship Taking Action is an opportunity for students to apply their learning and understanding of the Essential Question and historical events to current events, themselves, and their community. Students will consider options for taking informed action and then

¹⁶ Teachers must create a free login to access resources on this site.

follow through on an individual or group level. Citizenship Taking Action is accessible via print or the McGraw-Hill course digital platform.

- Chapter 12 Taking Action: Impact of Technology on Daily Life. *United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 425E.
- Chapter 13 Taking Action: Impact of Change on Local Community. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 459E.
- Chapter 14 Taking Action: Refugee Awareness. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 487E.
- Students will understand the life of a Lowell Mill girl by composing a diary entry from a mill worker's perspective after reading multiple primary sources.
 - Lowell Mill Girls and the Factory System, 1840. Gilder Lehrman Institute of American History. (2022).¹⁷
<https://www.gilderlehrman.org/historybyera/agejackson/resources/lowellmillgirlsandfactorysystem1840>
- Students will understand the impact Irish immigration on the development of the KnowNothing political party and Nativism in 19th century America. Students will examine two political cartoons and two newspaper articles to consider how racial categories may be ambiguous and change over time.
 - Irish in 19th Century America. Stanford History Education Group. (2020).¹⁸
<http://sheg.stanford.edu/irishimmigration>
- Students will read and analyze excerpts from John C. Calhoun's speech, "A Positive Good" and Douglass' autobiography. They will determine the claims each historic figure made and the evidence they used to support their claims and rate the persuasiveness of the claims based on the reasonableness and availability of the evidence. They will also decide the effectiveness of Douglass' response to Calhoun's claim that slavery was "a positive good."
 - Abolition of Slavery Movement. California History-Social Science Project: UC Davis. (2015).
<https://chssp.sf.ucdavis.edu/resources/curriculum/lessons/abolition-slavery-movement-0>
- Students will show their understanding of the ideas, motives and actions of the abolitionists by watching a documentary and taking notes in a thinking map.
 - American Experience: The Abolitionists. PBS Learning Experience. (2022).
<http://www.pbslearningmedia.org/collection/abolitionists/>
 - 8 Thinking Maps & Signal Words. Thinking Maps. (2020).
<https://drive.google.com/file/d/1-x78naccXSCXdVoQGVaZfQfK13imyYaU/view?usp=sharing>
- Students will evaluate the impact of Anna Murray Douglass Abolitionist; wife of Frederick Douglass who was responsible for getting him to freedom. Students will discuss why her story and contributions are not often learned.
 - On the Life of Black Abolitionist Anna Murray Douglass. African American Intellectual History Society. (2018).
<https://www.aaihs.org/on-the-life-of-black-abolitionist-anna-murray-douglass/>
 - The Hidden History of Anna Murray Douglass. Smithsonian Magazine. (2018).
<https://www.smithsonianmag.com/history/hidden-history-anna-murray-douglass-180968324/>
- Students analyze how public education and temperance were new ideas and a response to a challenge of this time period. Students will discuss social movements as solutions to social problems and share examples of such with their peers.
 - Inquiry Journal: A Contrast of Two Trees: Intemperance and Temperance
IMPACT United States History and Geography: Growth and Conflict, McGraw Hill Education, © 2019. pg 459D. Inquiry Journal is accessible via print or the McGraw-Hill course digital platform.

¹⁷ Teachers must create a free login to access resources on this site.

¹⁸ Teachers must create a free login to access resources on this site.

- Students will analyze and evaluate video clips in order to answer the question: How do documentary films help you understand a historical era? Students will make a claim and support it with relevant evidence.
 - The Not for Ourselves Alone: The Story of Elizabeth Cady Stanton and Susan B. Anthony. PBS Learning Media. (2022).
<https://ca.pbslearningmedia.org/collection/kenburnsclassroom/film/not-for-ourselves-alone/>
 - The Underground Railroad. C-SPAN Classroom. (2017).
<https://www.c-span.org/classroom/document/?7443>

Materials: *United States History and Geography: Growth and Conflict*, McGraw Hill Education, © 2019. Chapters 12, 13, & 14.

Unit 5 Curriculum Document

https://docs.google.com/document/d/1Q4f4g5yA-w36hnmQu9d3_rCaGCggQxzQ4y_x5WcGEA4/edit?usp=s_haring

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 mid1800s 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.
 - 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 mid1800s 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.

- 8.10.2 Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrials.
- 8.12 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 laissezfaire 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: Civil War and Reconstruction Era

Duration: 4 weeks

Essential Questions:

- Why does conflict develop?
- Why was there a Civil War?
- How was the United States transformed during the Civil War?
- How was the Civil War conducted militarily, politically, economically, and culturally?
- How was slavery abolished through the Civil War?
- How and why did the war become a war to end slavery?
- How did Reconstruction redefine what it meant to be an American?

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 upclose details of the battlefield, they should also be reminded to view the events with broader historical significance. In addition to learning about the administration and battlefield 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.

Also, in this unit, students will also develop an understanding of Reconstruction, where 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 are considered. Students will 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.

Required Assignments:

- Research Project (may be completed in Units 6 or 7)
 - Culminating activity: Students will choose a topic or unanswered question to research and write a 3-5 paragraph essay.
- Teacher may supply sample questions. Students will use a primary source document and background information, in addition to their knowledge of history and the time period to make connections across time and construct an argument about how events of the Civil War are connected.
 - Attack on Fort Sumter. Stanford History Education Group. (2022).¹⁹
<https://sheg.stanford.edu/history-assessments/attack-fort-sumter>
- Students examine a variety of primary and secondary sources (a textbook account, an excerpt from Frederick Douglass's autobiography, an account from John Brown's son, and a speech and letter by Brown) to provide a historical interpretation to explain John Brown's Motivation.
 - John Brown's Motivation. Stanford History Education Group. (2020).²⁰
<https://sheg.stanford.edu/history-lessons/john-browns-motivation>
- Students examine constitutional amendments, a Black Code, a personal account of a former slave, and other documents to answer the question: "Were African Americans free during Reconstruction?"
 - Reconstruction SAC: Were African Americans free during Reconstruction? Stanford History Education Group. (2022).²¹
<https://sheg.stanford.edu/history-lessons/reconstruction-sac>

Suggested Activities:

- **Inquiry Journal:** The Inquiry Journal provides primary sources and inquiry tools to help students further explore an Essential Question of the chapter. Inquiry Journal is accessible via print or the McGraw-Hill course digital platform.
 - Chapter 15 Inquiry Journal Workbook. *United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 521D.
 - Chapter 16 Inquiry Journal Workbook. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 569D.
- **Inquiry Project:** The Inquiry Project provides students the opportunity to connect the content to the real world. Students will analyze primary and secondary sources and consider multiple perspectives as they think critically about problems, events, places, and people. Inquiry Project is accessible via print or the McGraw-Hill course digital platform.
 - Chapter 15 Inquiry Project: Creating a Timeline of a Recent War. *United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 521C.
<https://docs.google.com/document/d/1oNASGtb0hPXqhfTjHNNZtaztZaW2kVzlaUE-SDzdmA/edit?usp=sharing>

¹⁹ Teachers must create a free login to access resources on this site.

²⁰ Teachers must create a free login to access resources on this site.

²¹ Teachers must create a free login to access resources on this site.

- Chapter 16 Inquiry Project: Creating a Poster About Change Brought By a New Idea. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 569C.
https://docs.google.com/document/d/1FyNokB2irU_uUeD1fkZgMq2TKMpAjEm0FUMsNiFUf7Y/edit?usp=sharing
- **Hands-On Project:** The Hands-On Project provides students the opportunity to complete research based on the chapter's essential question. Working in collaborative groups, students will complete a variety of activities where they analyze primary and secondary sources and consider multiple perspectives as they think critically about problems, events, places, and people, culminating in a presentation. Hands-On Project is accessible via print or the McGraw-Hill course digital platform.
 - Chapter 15 Hands-On Project: Creating a Civil War Web Display. *United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 521C.
https://drive.google.com/file/d/1wpvVhc9jHfp5PC5_q1wi5bFCJfptf9py/view?usp=sharing
 - Chapter 16 Hands-On Project: Creating a Political Cartoon. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 569C.
<https://drive.google.com/file/d/1MF7sG3ncXsw-re7xcmbcLMQe7c4DEtnG/view?usp=sharing>
- **Citizenship Taking Action:** Citizenship Taking Action is an opportunity for students to apply their learning and understanding of the Essential Question and historical events to current events, themselves, and their community. Students will consider options for taking informed action and then follow through on an individual or group level. Citizenship Taking Action is accessible via print or the McGraw-Hill course digital platform.
 - Chapter 16 Taking Action: Limited Rights of Citizens in Puerto Rico and the District of Columbia. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 569E.
- Students will examine and discuss how African Americans played an integral role in the Civil War.
 - The Civil War: The Bottom Rail on Top. PBS Learning Media. (2022).
<https://ca.pbslearningmedia.org/resource/6bd027aa-1bee-46c1-a42e-52ab009e3fa2/bottom-rail-on-top/>
- Students will evaluate a source about Pickett's Charge to determine if it is a reliable source of evidence. Students will show their understanding of an important aspect of sourcing: the time elapsed between when a document was produced and the event that it depicts.
 - Pickett's Charge. Stanford History Education Group. Web. 2022).²²
<https://sheg.stanford.edu/history-assessments/picketts-charge>
- Students will examine photographs from the same photographer (Alexander Gardner) about the Battle of Antietam and determine the strengths and limitations of using them as historical evidence.
 - Civil War Photographs. Stanford History Education Group. (2022).
<https://sheg.stanford.edu/history-lessons/civil-war-photographs>
- Students will compare and contrast the roles of women during the Civil war and today by completing a thinking map.
 - Slide Show: Roles of Women in War. Digital Teaching Options, *IMPACT United States History and Geography: Growth and Conflict*, McGraw Hill Education, © 2019. pg. 521H. Slide show is accessible via the McGraw-Hill course digital platform (Chapter 15, Lesson 3 ePresentation Resources).
 - 8 Thinking Maps & Signal Words. Thinking Maps. (2020).
<https://drive.google.com/file/d/1-x78naccXSCXdVoQGVaZfQfK13imyYaU/view?usp=sharing>

Materials: *IMPACT United States History and Geography: Growth and Conflict*, McGraw Hill Education, © 2019. Chapters 15 and 16.

²² Teachers must create a free login to access resources on this site.

https://docs.google.com/document/d/1Q4f4g5yA-w36hnmQu9d3_rCaGCgqQxzQ4y_x5WcGEA4/edit?usp=s_haring

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 KansasNebraska 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.
- 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 pushpull 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 7: Industrialization and Immigration

Duration: 5 weeks

Essential Questions:

- How did America's economy, industries, and population grow after the Civil War?
- Who came to the United States at the end of the nineteenth and beginning of the twentieth century? Why did they come? What was their experience like when they arrived?
- How did the federal government affect the country's growth in the years following the Civil War?

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 SpanishAmerican 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 a 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).

Required Assignments:

- Research Project (if not completed in Unit 6)
 - Culminating activity: Students will choose a topic or unanswered question to research and write a 3-5 paragraph essay.
- Students will read and analyze primary and secondary sources for critical analysis and historical interpretation. Students will make connections across time and construct an argument, supported with relevant evidence about how events are connected to the building of the Transcontinental Railroad.
 - Transcontinental Railroad Connections. Stanford History Education Group. (2022).²³ <https://sheg.stanford.edu/history-assessments/transcontinental-railroad-connections>
- Students will show their understanding of how the federal government's response to labor strikes changed significantly from the Pullman Strike of 1894 to the Anthracite Coal Strike of 1902.
 - Federal Labor Relations. Stanford History Education Group. (2022).²⁴ <https://sheg.stanford.edu/history-assessments/federal-labor-relations>
- Students will select two facts and explain how each sheds light on Udo J. Keppler's depiction of Standard Oil in his 1904 cartoon.
 - Standard Oil Company. Stanford History Education Group. (2022).²⁵ <https://sheg.stanford.edu/history-assessments/standard-oil-company>

Suggested Activities:

- **Inquiry Journal:** The Inquiry Journal provides primary sources and inquiry tools to help students further explore an Essential Question of the chapter. Inquiry Journal is accessible via print or the McGraw-Hill course digital platform.
 - Chapter 17 Inquiry Journal Workbook. *United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 601D.

²³ Teachers must create a free login to access resources on this site.

²⁴ Teachers must create a free login to access resources on this site.

²⁵ Teachers must create a free login to access resources on this site.

- Chapter 18 Inquiry Journal Workbook. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 641D.
- Chapter 19 Inquiry Journal Workbook. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 687D.
- **Inquiry Project:** The Inquiry Project provides students the opportunity to connect the content to the real world. Students will analyze primary and secondary sources and consider multiple perspectives as they think critically about problems, events, places, and people. Inquiry Project is accessible via print or the McGraw-Hill course digital platform.
 - Chapter 17 Inquiry Project: Researching Environmental Damage Caused by Mining. *United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 601C.
https://docs.google.com/document/d/1mq-SRBRQ7_-iGNxuhua_F23zSD5ugwYXKvrbqd9CoNk/edit?usp=sharing
 - Chapter 18 Inquiry Project: Research and Present a Recent Technological Advancement that has Revolutionized the World. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 641C.
<https://docs.google.com/document/d/1WX2Y-V1K8Pd0FmUtzGrNA8Cy5MltdUsiJV17cQ-9Jts/edit?usp=sharing>
 - Chapter 19 Inquiry Project: Written Narratives of Current Group's Immigration to the United States. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 687C.
<https://docs.google.com/document/d/1KffCb59NHq0zblG3JUrtq1wodDmoBVAa0QGeBg6-3f0/edit?usp=sharing>
- **Hands-On Project:** The Hands-On Project provides students the opportunity to complete research based on the chapter's essential question. Working in collaborative groups, students will complete a variety of activities where they analyze primary and secondary sources and consider multiple perspectives as they think critically about problems, events, places, and people, culminating in a presentation. Hands-On Project is accessible via print or the McGraw-Hill course digital platform.
 - Chapter 17 Hands-On Project: Creating a Board Game. *United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 601C.
https://drive.google.com/file/d/1H_R4Hw_g6MupEybnMBwANpRNKR_D29uC/view?usp=sharing
 - Chapter 18 Hands-On Project: Creating a Calendar about the Industrial Age. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 641C.
<https://drive.google.com/file/d/1Q2ujxJXiERWjKi81rhiKV8sIM2mhgDSW/view?usp=sharing>
 - Chapter 19 Hands-On Project: Creating an Electronic Presentation about Immigrants to the United States. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 687C.
<https://drive.google.com/file/d/1Rh2m9LOL-WTZ-b50e7ntCSFgWfj4gR74/view?usp=sharing>
- **Citizenship Taking Action:** Citizenship Taking Action is an opportunity for students to apply their learning and understanding of the Essential Question and historical events to current events, themselves, and their community. Students will consider options for taking informed action and then follow through on an individual or group level. Citizenship Taking Action is accessible via print or the McGraw-Hill course digital platform.
 - Chapter 17 Taking Action: Promoting a Historic Place in California During the Late 1900s. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 601E.
 - Chapter 18 Taking Action: Impact of Automation on the Workforce in California. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 641E.

- Chapter 19 Taking Action: Communities That Do Not Have Access to the Internet and Why. *IMPACT United States History and Geography: Growth and Conflict*, McGraw-Hill Education, © 2019. pg. 687E.
- Students will analyze the connections between the Gold Rush, population increase, and the transcontinental railroad. Students will examine the connections between the role of Chinese workers in the west and anti-Chinese legislation/sentiments.
 - Transcontinental Railroad Significance. Stanford History Education Group. (2022).²⁶ <https://sheg.stanford.edu/history-assessments/transcontinental-railroad-significance>
 - The Chinese Transcontinental Railroad Workers. PBS Learning Media. (2022). <https://ca.pbslearningmedia.org/resource/chinese-transcontinental-railroad-workers-video/asia-n-americans/>
- Students will contextualize two historical documents about how the federal government's policies on Native American lands changed significantly.
 - Tribal Land Policies. Stanford History Education Group. (2022).²⁷ <https://sheg.stanford.edu/history-assessments/tribal-land-policies>
 - 19th Century Perceptions. Library of Congress. (2022). <https://www.loc.gov/classroom-materials/immigration/native-american/19th-century-perception-sl/>
- Students will evaluate the reliability of Lewis Hine's photograph "Young Driver in Mine: Had been driving one year. (7A.M. to 5:30P.M. Daily) Brown Mine."
 - Photographs of Working Children. Stanford History Education Group. (2022).²⁸ <https://sheg.stanford.edu/history-assessments/photographs-working-children>
- Students will analyze primary and secondary sources in order to discuss the challenges and perceptions that new Americans faced when immigrating to the United States.
 - Primary Source Set: Immigration Challenges for New Americans. Library of Congress. (2010). <https://www.loc.gov/classroom-materials/immigration-challenges-for-new-americans/>

Materials: *IMPACT United States History and Geography: Growth and Conflict*, McGraw Hill Education, © 2019. Chapters 17, 18, & 19.

Unit 7 Curriculum Document

https://docs.google.com/document/d/1Q4f4g5yA-w36hnmQu9d3_rCaGCgqQxzQ4y_x5WcGEA4/edit?usp=s_haring

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 laissezfaire 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.

²⁶ Teachers must create a free login to access resources on this site.

²⁷ Teachers must create a free login to access resources on this site.

²⁸ Teachers must create a free login to access resources on this site.

- 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:

Textbook: IMPACT: California Social Studies: United States History and Geography: Growth and Conflict, Alan Brinkley, Albert S. Broussard, James M. McPherson, Donald A. Ritchie Joyce Appleby McGraw-Hill Education, © 2019.

RESOURCES:

Documents

- ☐ Using Formative Assessment for Differentiation LBUSD [ELA Curriculum Documents](#)
- ☐ CCSS History/SS, Science, and Technical Subjects 6-12 <http://www.corestandards.org/ELA-Literacy/>
- ☐ ELD Standards <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>
- ☐ CTE Standards <http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp>
- ☐ Work-Based Learning Continuum LBUSD Work-Based Learning webpage

District Offices

- ☐ History, Social Science, & Ethnic Studies Curriculum Office (562) 997-8000, ext. 2956
- ☐ Research Office (562) 997-8143

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	0 – 59% 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	60 – 69% 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	70 – 79% 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	80 – 89% 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	90 – 100% 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,	0 – 59% A score of one on a six-point	60 – 69% A score of two on a six-point	70 – 79% A score of three or four on a	80 – 89% A score of four or five on a	90 – 100% A score of five or six on a six-point

Performance Assessments and Projects	rubric, or a score of one on a four-point rubric	rubric, or a score of two on a four-point rubric	six-point rubric, or a score of two on a four-point rubric	six-point rubric, a score of three on a four-point rubric	rubric, or a score of four on a four-point rubric
Periodic Quizzes and Unit Exams	0 – 59% 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	60 – 69% 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	70 – 79% 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	80 – 89% 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	90 – 100% 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:

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

Scaled Grading Scale:

[Link to Presentation on Scaled Grading](#) (LBUSD Research Office, 2019)

Overall Scaled Score Average	Percentage Equivalent	Final Grade
4.20 - 5.00	80 - 100%	A
3.20 - 4.19	60 - 79%	B
2.20 - 3.19	40 - 59%	C
1.20 - 2.19	20 - 39%	D
0.00 - 1.19	0 - 19%	F

Suggested Grade Weighting:

- Homework and Notebooks (District Recommendation) 10% (at the most)
 - 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.
- 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.
- 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:	Bryan Mahan, Kimberly Miller, Misrak Sykes, Erin Hill, Rebecca Sanchez, and Alan Sheppard
Submission Date:	September 21, 2022
School/Office:	History, Social Science & Ethnic Studies Office
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Saved on Google Shared Drive, History/Social Science/Ethnic Studies, (2) Course Outlines, 8th United States