

8th Grade US Studies

<p>Instructional Focus: Students will study the ideas, issues, and events leading to framing of the Constitution through Reconstruction. After reviewing the development of America’s democratic institutions, they learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.</p>	
<p>US Studies</p>	
<p>Unit 1: Meeting of the Three Worlds in the 1500s</p>	
<p>Alaska Content Standards</p>	
<p>Geo.D1, Geo.D4, Geo.D5, Hist.A7, Hist.B1c</p>	
<p>Objective</p>	<p>Key Concepts/Ideas/Events</p>
<p>Students will:</p> <ul style="list-style-type: none"> Analyze the economic, religious, political and technological factors, which contributed to European exploration of the Atlantic. 	<ul style="list-style-type: none"> Student can explain religious reasons for European exploration of North America. Student can explain economic reasons for the European exploration of North America. Students can describe technologies that allowed early explorers to be successful.
<p>Alaska Content Standards</p>	
<p>Hist.A5, Hist.A6, Hist.B1d</p>	
<p>Objective</p>	<p>Key Concepts/Ideas/Events</p>
<p>Students will:</p> <ul style="list-style-type: none"> Explain the many different American Indian cultures inhabiting North America prior to the arrival of Europeans. 	<ul style="list-style-type: none"> Recognize American Indian Groups. Be able to compare Cultural/ Regional.
<p>Alaska Content Standards</p>	
<p>Geo.D1, Hist.B1d, e, Hist.B4</p>	
<p>Objective</p>	<p>Key Concepts/Ideas/Events</p>
<p>Students will:</p> <ul style="list-style-type: none"> Describe the Columbian Exchange and its impact on the Western/Eastern Hemispheres. 	<ul style="list-style-type: none"> Identify the original inhabitants of North America. Examples of goods found in North America that had a market in Europe. Columbian Exchange-Disease, Food, Technology, Animals Chart/Map Impact on Native Americans, Africans
<p>Alaska Content Standards</p>	
<p>Hist.A6, Hist.B1c, d</p>	
<p>Students will:</p> <ul style="list-style-type: none"> Distinguish the different approaches used by the Spanish, British and French in their interactions with Native Americans Learning Targets: Student can explain how competition for control of territory and resources in North America led to conflicts among colonizing powers. 	<ul style="list-style-type: none"> New France-Fur Traders British-Jamestown/Plymouth Spanish Video: Crash Course
<p>Unit 2: Establishment of Colonies</p>	
<p>Alaska Content Standards</p>	
<p>Geo.A5, Geo.C1, Geo.C3, Geo.E1, GC.F2, Hist.B1b</p>	
<p>Objective</p>	<p>Key Concepts/Ideas/Events</p>
<p>Students will:</p> <ul style="list-style-type: none"> Analyze and compare the regional differences of the Southern, New England and Middle Colonies. 	<ul style="list-style-type: none"> Create charts or maps to represent geography, climate, religious beliefs and economics.

Alaska Content Standards	
Hist.B1c, e	
Objective	Key Concepts/Ideas/Events
Students will: <ul style="list-style-type: none"> Investigate the founding of the colonies of Virginia, Massachusetts, and Pennsylvania. 	<ul style="list-style-type: none"> Jamestown, Plymouth, William Penn
Alaska Content Standards	
Hist.B1e, GC.F2, GC.F5, Geo.D1, Geo.D3	
Objective	Key Concepts/Ideas/Events
Students will: <ul style="list-style-type: none"> Describe triangle trade in terms of routes, goods traded, and economic interdependence between Great Britain and the colonies. 	<ul style="list-style-type: none"> English Trade Laws, Navigation Acts, Mercantilism, Triangular Trade
Alaska Content Standards	
Hist.A5, Hist.A6, Hist.B1c	
Objective	Key Concepts/Ideas/Events
Students will: <ul style="list-style-type: none"> Assess the slavery and its impact on the societies and economies of Africa and North America. 	<ul style="list-style-type: none"> Middle Passage, Slave Codes, Olaudah Equiano
Alaska Content Standards	
GC.A1, GC.A3, GC.A4, GC.B2, GC.B3, Hist.A7	
Objective	Key Concepts/Ideas/Events
Students will: <ul style="list-style-type: none"> Describe the origins of colonial self-government. 	<ul style="list-style-type: none"> Magna Carta, Mayflower Compact, Maryland's Act of Religious Tolerance, the Fundamental Orders of Connecticut, the English Bill of Rights, etc.) Royal vs Propriety Colonies
Unit 3: Colonies Declare Independence and the Revolutionary War	
Alaska Content Standards	
GC.A2, GC.B2, GC.F1, Hist.B1d, Hist.B2	
Objective	Key Concepts/Ideas/Events
Students will: <ul style="list-style-type: none"> Identify how the relationship between Great Britain and its colonies changed after the French-Indian War. 	<ul style="list-style-type: none"> Cause and effect chart Proclamation of 1763
Alaska Content Standards	
Hist.A1, Hist.A5, Hist.A7, Hist.B1d, Hist.B2, Hist.C3, Hist.D2, GC.A2, GC.B2, GC.B5, GC.B9, GC.F1	
Objective	Key Concepts/Ideas/Events
Students will: <ul style="list-style-type: none"> Understand the events and laws that propelled America to declare independence. 	<ul style="list-style-type: none"> Navigation Acts, Sugar Act, Stamp Act, Declaratory Act, Townshend Acts, Boston Massacre, Tea Act, The Boston Tea Party, Intolerable Acts, Committees of Correspondence
Alaska Content Standards	
GC.A4, GC.B2, GC.B1d	
Objective	Key Concepts/Ideas/Events
Students will: <ul style="list-style-type: none"> Describe the actions of the First and Second Continental Congress. 	<ul style="list-style-type: none"> Olive Branch Petition Continental Army George Washington Segway-into Declarations of Independence In Textbook: Ch. 4.1
ELA Standard-Primary Documents	
Objective	Key Concepts/Ideas/Events
Students will:	<ul style="list-style-type: none"> Primary Source Document –Thomas Paine's Common Sense The Crisis (The Holt Book Resource) In Textbook: Ch. 4.1

<ul style="list-style-type: none"> Analyze the impact of Thomas Paine’s writings in unifying the colonies. 	
Alaska Content Standards	
Hist.A7, Hist.C2, GC.A1, GC.A2, GC.B1	
Objective	Key Concepts/Ideas/Events
Students will: <ul style="list-style-type: none"> Develop an understanding of the principles articulated in the Declaration of Independence. 	<ul style="list-style-type: none"> Colonists views of government and reasons for separation. Primary Source: Declaration of Independence
Alaska Content Standards	
Hist.B1d, GC.A2, Geo.F1	
Objective	Key Concepts/Ideas/Events
Students will: <ul style="list-style-type: none"> Compare and contrast the advantages and disadvantages of each side during the American Revolution. 	<ul style="list-style-type: none"> Military leadership, geography, types of resources and incentive or motivations
Alaska Content Standards	
Hist.A7, Hist.B1d, GC.D1,GC.D2	
Objective	Key Concepts/Ideas/Events
Students will: <ul style="list-style-type: none"> Identify factors and battles affecting the course of the war and contributing to the American victory. 	<ul style="list-style-type: none"> Battle of Saratoga Battle of Yorktown Battle of Lexington-Concord Battle of Trenton
Unit 4: Establishment of US Government	
Alaska Content Standards	
GC.A4, GC.B4, GC.D1, GC.D3, GC.F8, Hist.A7, Hist.B1a	
Objective	Key Concepts/Ideas/Events
Students will: <ul style="list-style-type: none"> Analyze the weaknesses of the Articles of Confederation which led to the writing of the Constitution of the United States. 	<ul style="list-style-type: none"> No Military/Shay’s Rebellion No Power in Central Government One Branch In Textbook: Ch. 5.1, 5.2
Alaska Content Standards	
GC.B1, GC.B4, GC.B7, Hist.A6, Hist.D3	
Objective	Key Concepts/Ideas/Events
Students will: <ul style="list-style-type: none"> Evaluate how the Constitution established the principles Limited government, Separation of Powers, Federalism and Checks and Balances. 	
Alaska Content Standards	
GC.A2, GC.B1, GC.B2, GC.E1, GC.E4	
Objective	Key Concepts/Ideas/Events
Students will: <ul style="list-style-type: none"> Identify and explain the legislative, executive and judicial branches. Identify and be able to articulate the rights guaranteed under the Bill of Rights. 	<ul style="list-style-type: none"> Webquest Activity Create chart Primary Document: Article I, II & III of the Constitution Apply modern day situations with relevance to students’ lives. Video: Annerberg Classroom (online)-An Independent Judiciary: Cherokee Nation v. Georgia and Cooper v. Aaron
Unit 5: Struggling country to confident nation	
Alaska Content Standards	
GC.B7, GC.B9, GC.D1, GC.D2, GC.F1, GC.F8, Hist.A5, Hist.A8, Hist.B1d, Hist.D4	

Objective	Key Concepts/Ideas/Events
Students will: <ul style="list-style-type: none"> Examine significant leaders and their role in the developing nation. 	<ul style="list-style-type: none"> Washington, Adams, Jefferson, Tecumseh, Whiskey Rebellion, Marbury vs Madison In textbook: Ch. 7.1, 7.2
Alaska Content Standards	
GC.D1, GC.D3, GC.F10, Hist.A6, Hist.A7, Hist.B1d	
Objective	Key Concepts/Ideas/Events
Students will: <ul style="list-style-type: none"> Summarize the causes and effects of the War of 1812. 	<ul style="list-style-type: none"> Impressment War Hawks William Hazard Perry-The Battle of Lake Erie Effects on Native Americans Star-Spangled Banner
Unit 6: Westward Expansion	
Alaska Content Standards	
Geo.A1, Geo.A3, Geo.B2, Geo.D1, Hist.A5	
Objective	Key Concepts/Ideas/Events
Students will: <ul style="list-style-type: none"> Identify the major segments of Westward Expansion. 	<ul style="list-style-type: none"> Louisiana Purchase Texas Independence (Ch. 11.2) Mexican Session Oregon Territory Gadsden Purchase Lewis & Clark Exploration Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians. In the Textbook: 8.2
Alaska Content Standards	
GC.B7, Hist.A5, Hist.A6, Hist.B1d	
Objective	Key Concepts/Ideas/Events
Students will: <ul style="list-style-type: none"> Define the concept and consequences of Manifest Destiny. 	<ul style="list-style-type: none"> Primary Source: American Progress Indian Removal Mexican-American War (Ch. 11.3)
Alaska Content Standards	
Geo.D1, Geo.D3, Geo.D4, Geo.D5, Hist.A7	
Objective	Key Concepts/Ideas/Events
Students will: <ul style="list-style-type: none"> Assess the role the Industrial Revolution played in economic growth, sectionalism, and westward expansion. 	<ul style="list-style-type: none"> In the Textbook: Ch. 12.1–12.4
Alaska Content Standards	
Hist.A6, Hist.A8, Hist.B1c, e, Hist.B4, Hist.C4, Hist.D3	
Objective	Key Concepts/Ideas/Events
Students will: <ul style="list-style-type: none"> Explain the institution of slavery, its policies and consequences. 	<ul style="list-style-type: none"> Slave codes Primary Sources: Slave Narratives. In the textbook: Ch. 13.3
Unit 7: Causes of Civil War	
Alaska Content Standards	
Geo.D1, Geo.D3, Geo.D4, Geo.D5, GC.F2, Hist.A8, Hist.B1e	
Objective	Key Concepts/Ideas/Events
Students will:	<ul style="list-style-type: none"> Union's advantages in factories and railroads. Manpower put the Confederacy at a great disadvantage.

<ul style="list-style-type: none"> Compare and contrast the transition in the North towards urbanization and industrialization and the South's dependency on agriculture. 	
Alaska Content Standards	
GC.B5, GC.B9, Hist.A5, Hist.B1c	
Objective	Key Concepts/Ideas/Events
Students will: <ul style="list-style-type: none"> Identify the key arguments and actions of the Abolitionist movement and the response of the southerners. 	<ul style="list-style-type: none"> Frederick Douglas Grimké Sisters John Brown Uncle Tom's Cabin
Alaska Content Standards	
Hist.C2, GC.B2, Geo.A1, Geo.D5	
Objective	Key Concepts/Ideas/Events
Students will: <ul style="list-style-type: none"> Describe key events that increased sectional tensions. 	<ul style="list-style-type: none"> Missouri Compromise 1820 Wilmot Proviso (1846) Compromise of 1850 including the Fugitive Slave Act Kansas-Nebraska Act of 1854 Dred Scott (1857) Changes in the political party system and the election of 1860
Unit 8: Civil War	
Alaska Content Standards	
GC.F2, Hist.A4, Hist.B4, Hist.C2, Hist.D4	
Objective	Key Concepts/Ideas/Events
Students will: <ul style="list-style-type: none"> Explain the roles played by significant individuals during the Civil War. Explain the significance of key events that occurred during the Civil War and recognize the economic and military reasons that the North won the war. 	<ul style="list-style-type: none"> Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the announcement of the Emancipation Proclamation; Sherman's March to the Sea; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln
Alaska Content Standards	
Hist.A8, Hist.B1a, Hist.B2, Hist.C4	
Objective	Key Concepts/Ideas/Events
Students will: <ul style="list-style-type: none"> Describe the role of African Americans in the war. 	<ul style="list-style-type: none"> Recruitment of black troops, black soldiers and regiments Massachusetts 54th.