

**8<sup>th</sup> Grade US History  
Beginning to 1877**

**Unit 1: Meeting of the Three Worlds in the 1500's**

Lesson	Objective(s)	Learning Target(s)	Suggested Resources/Materials	Assessment(s)	Essential Vocabulary
Lesson 1	Analyze the economic, religious, political and technological factors which contributed to European exploration of the Atlantic.	<ul style="list-style-type: none"> <li>Explain religious reasons for European exploration of North America.</li> <li>Explain economic reasons for the European exploration of North America.</li> <li>Describe technologies that allowed early explorers to be successful.</li> </ul>	<ul style="list-style-type: none"> <li>Video: America Before Columbus - <i>*District purchase</i></li> <li>Graphic Organizer to compare the economic and religious reasons for exploration and colonization among the European countries</li> <li>Holt Textbook: 1.4, 2.1 &amp; 2.2</li> </ul>		<ul style="list-style-type: none"> <li>-Renaissance</li> <li>-Joint stock Company</li> <li>-Capital</li> <li>-Pandemic</li> <li>-Disease</li> <li>-Eastern trade</li> <li>-Compass (Magnetic)</li> <li>-Astrolabe</li> <li>-Caravel</li> <li>-Rivalry</li> </ul>

**Standard(s)**

**8SS.MTW.1 State Content Standards-Geo D1.** Know that the need for people to exchange goods, services, and ideas creates population centers, cultural interaction, and transportation and communication links. **D4.** Analyze how changes in technology, transportation, and communication impact social, cultural, economic, and political activity. **D5.** Analyze how conflict and cooperation shape social, economic, and political use of space. **His A7.** Understand that history is dynamic and composed of key turning points; **His B1c.** Comprehend the forces of change and continuity that shape human history through the following persistent organizing themes. **c.** The origin and impact of ideologies, religions, and institutions upon human societies. *Bloom's Taxonomy: Analysis*

Lesson	Objective(s)	Learning Target(s)	Suggested Resources/Materials	Assessment(s)	Essential Vocabulary
Lesson 2	Explain the many different American Indian cultures inhabiting North America prior to the arrival of Europeans.	<ul style="list-style-type: none"> <li>Recognize American Indian Groups.</li> <li>Be able to compare cultural/regional groups.</li> </ul>	<ul style="list-style-type: none"> <li>Website: <a href="#">Interactive Map</a></li> <li>Holt Textbook 1.1, 1.2</li> </ul>		
Lesson 3	Describe the Columbian Exchange and its impact on the Western/Eastern Hemispheres.	<ul style="list-style-type: none"> <li>Identify the original inhabitants of North America.</li> <li>Give examples of goods found in North America that had a market in Europe.</li> </ul>	<ul style="list-style-type: none"> <li>Website: <a href="#">BrainPop Lesson</a></li> <li>Columbian Exchange- Disease, Food, Technology, Animals</li> <li>Chart/Map</li> <li>Impact on Native Americans, Africans</li> </ul>		

- Online Activity: [Texas Gateway-Map](#)
- Holt Textbook 2.2, 2.3 & 2.5

**Standard(s)**

**8SS.MTW.2 State Content Standards-Geo D1.** Know that the need for people to exchange goods, services, and ideas creates population centers, cultural interaction, and transportation and communication links. **His B1d.** Comprehend the forces of change and continuity that shape human history through the following persistent organizing themes: **d.** the consequences of peace and violent conflict to societies and their cultures. **B1e.** Major developments in societies as well as changing patterns related to class, ethnicity, race, and gender. **B4.** Recognize the importance of time, ideas, institutions, people, places, cultures, and events in understanding large historical patterns. *Bloom's Taxonomy: Comprehension*

Lesson	Objective(s)	Learning Target(s)	Suggested Resources/Materials	Assessment(s)	Essential Vocabulary
Lesson 4	Distinguish the different approaches used by the Spanish, British and French in their interactions with Native Americans.	<ul style="list-style-type: none"> <li>• Explain how competition for control of territory and resources in North America led to conflicts among colonizing powers.</li> </ul>	<ul style="list-style-type: none"> <li>• Holt Textbook 2.2, 2.4</li> </ul>		<ul style="list-style-type: none"> <li>-Line of Demarcation</li> <li>-Circumnavigation</li> <li>-Plantations</li> <li>-Spanish Armada</li> <li>-Protestant Reformation</li> <li>-Northwest Passage</li> <li>-Charter</li> <li>-Charter Colonies</li> <li>-Immunity</li> <li>-Middle Passage</li> <li>-African Diaspora</li> <li>-Royal Colonies</li> <li>-Indentured servant</li> <li>-Proprietary Colonies</li> <li>-Tolerance (Act of - Toleration)</li> <li>-Cash crops</li> <li>-Slave Codes</li> <li>-Separatist</li> <li>-Immigrant</li> <li>-Puritan</li> </ul>

**Standard(s)**

**8SS.MTW.3 State Content Standards-His A6.** Know that cultural elements, including language, literature, the arts, customs, and belief systems, reflect the ideas and attitudes of a specific time and know how the cultural elements influence human interaction. **His B1c.** Comprehend the forces of change and continuity that shape human history through the following persistent organizing themes: **c.** the origin and impact of ideologies, religions, and institutions upon human societies. **B1d.** The consequences of peace and violent conflict to societies and their cultures. *Bloom's Taxonomy: Analysis*

## Unit 2: Establishment of Colonies

Lesson	Objective(s)	Learning Target(s)	Suggested Resources/Materials	Assessment(s)	Essential Vocabulary
Lesson 1	Analyze and compare the regional differences of the Southern, New England and Middle Colonies.	<ul style="list-style-type: none"> <li>Create charts or maps to represent geography, climate, religious beliefs and economics.</li> </ul>	<ul style="list-style-type: none"> <li>YouTube Video: <a href="#">Example Comparison Chart</a></li> <li>Holt Textbook 3.1, 3.2, 3.3</li> </ul>		<ul style="list-style-type: none"> <li>-Pilgrim</li> <li>-Immigration</li> <li>-Mayflower Compact</li> <li>-Common good</li> <li>-Bicameral</li> <li>-Quaker</li> <li>-Pacifist</li> <li>-Staple crops</li> <li>-Town meetings</li> <li>-English Bill of Rights</li> </ul>

### Standard(s)

**8SS.CP.1 State Content Standards-Geo A5.** Evaluate the importance of the locations of human and physical features in interpreting geographic patterns. **Geo C1.** Analyze the operation of the Earth's physical systems, including ecosystems, climate systems, erosion systems, the water cycle, and tectonics. **C3.** Recognize the concepts used in studying environments and recognize the diversity and productivity of different regional environments. **His B1b.** Comprehend the forces of change and continuity that shape human history through the following persistent organizing themes: **b.** human communities and their relationships with climate, subsistence base, resources, geography, and technology. *Bloom's Taxonomy: Analysis*

Lesson	Objective(s)	Learning Target(s)	Suggested Resources/Materials	Assessment(s)	Essential Vocabulary
Lesson 2	Investigate the founding of the colonies of Virginia, Massachusetts, and Pennsylvania.	<ul style="list-style-type: none"> <li>Jamestown, Plymouth, William Penn</li> </ul>	<ul style="list-style-type: none"> <li>Holt Textbook 3.1, 3.2, 3.3</li> </ul>		

### Standard(s)

**8SS.CP.3 State Content Standards-His B1c.** Comprehend the forces of change and continuity that shape human history through the following persistent organizing themes: **c.** The origin and impact of ideologies, religions, and institutions upon human societies. **B1e.** Major developments in societies as well as changing patterns related to class, ethnicity, race, and gender. *Bloom's Taxonomy: Analysis*

Lesson	Objective(s)	Learning Target(s)	Suggested Resources/Materials	Assessment(s)	Essential Vocabulary
Lesson 3	Describe triangle trade in terms of routes, goods traded, and economic interdependence	<ul style="list-style-type: none"> <li>English Trade Laws</li> <li>Navigation Acts, Mercantilism, Triangular Trade</li> </ul>	<ul style="list-style-type: none"> <li>Holt Textbook 3.4</li> </ul>		<ul style="list-style-type: none"> <li>-House of Burgesses (Va.)</li> <li>-Import</li> <li>-Export</li> <li>-Manufactured goods</li> </ul>

	between Great Britain and the colonies.				<ul style="list-style-type: none"> <li>-Navigation Acts</li> <li>-Middle Passage</li> <li>-Great Awakening</li> <li>-Enlightenment Movement</li> <li>-Natural rights</li> <li>-Individual rights</li> </ul>
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**Standard(s)**

**8SS.CP.5 State Content Standards–GC F2**, Be aware that economic systems determine how resources are used to produce and distribute goods and services. **F5** Understand the basic concepts of supply and demand, the market system, and profit. **F10** Understand how international trade works. **Geo D1** Know that the need for people to exchange goods, services, and ideas creates population centers, cultural interaction, and transportation and communication links. **D3** interpret population characteristics and distributions. *Bloom's Taxonomy: Analysis*. **His B1e** Major developments in societies as well as changing patterns related to class, ethnicity, race, and gender.

Lesson	Objective(s)	Learning Target(s)	Suggested Resources/Materials	Assessment(s)	Essential Vocabulary
Lesson 4	Assess slavery and its impact on the societies and economies of Africa and North America.	<ul style="list-style-type: none"> <li>• Middle Passage-Slave Codes-Olaudah Equiano</li> </ul>	<ul style="list-style-type: none"> <li>• TEDTalk: <a href="#">The Atlantic Slave Trade</a></li> <li>• Olaudah Equiano- <a href="#">Autobiography Lesson</a></li> <li>• Holt Textbook 3.4</li> </ul>		<ul style="list-style-type: none"> <li>-French-Indian War</li> <li>-Treaty</li> <li>-Proclamations of 1793</li> <li>-Proclamation</li> <li>-Boycott</li> <li>-Committees of Correspondence</li> <li>-“No taxation without representation”</li> <li>-Sons of Liberty</li> <li>-Propaganda</li> <li>-Intolerable Acts</li> </ul>

**Standard(s)**

**8SS.CP.6 State Content Standards-His A5**. Understand that history is a narrative told in many voices and expresses various perspectives of historical experience. **A6**. Know that cultural elements, including language, literature, the arts, customs, and belief systems, reflect the ideas and attitudes of a specific time and know how the cultural elements influence human interaction. **His B1c** Comprehend the forces of change and continuity that shape human history through the following persistent organizing themes: **c.** the origin and impact of ideologies, religions, and institutions upon human societies; *Bloom's Taxonomy: Evaluation*

Lesson	Objective(s)	Learning Target(s)	Suggested Resources/Materials	Assessment(s)	Essential Vocabulary
Lesson 5	Describe the origins of colonial self-government.	<ul style="list-style-type: none"> <li>• Magna Carta-Mayflower Compact</li> <li>• Maryland's Act of Religious Tolerance</li> </ul>	<ul style="list-style-type: none"> <li>• Holt Textbook 3.4</li> </ul>		

		<ul style="list-style-type: none"> <li>• The Fundamental Orders of Connecticut</li> <li>• The English Bill of Rights, etc.)</li> <li>• Royal vs Proprietary Colonies</li> </ul>			
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**Standard(s)**

**8SS.CP.8 State Content Standards-Government & Citizenship: A3** understand how nations organize their governments. **A4** Compare and contrast how different societies have governed themselves over time and in different places. **B2** Recognize American heritage and culture, including the republican form of government, capitalism, free enterprise system, patriotism, strong family units, and freedom of religion. *Bloom's Taxonomy: Analysis*

**Unit 3: Colonies Declare Independence**

Lesson	Objective(s)	Learning Target(s)	Suggested Resources/Materials	Assessment(s)	Essential Vocabulary
Lesson 1	Identify how the relationship between Great Britain and its colonies changed after the French-Indian War.	<ul style="list-style-type: none"> <li>• Create a cause and effect chart.</li> <li>• Proclamation of 1763</li> </ul>	<ul style="list-style-type: none"> <li>• Holt Textbook 3.5</li> <li>• <a href="#">Proclamation of 1763</a> Lesson Plan (ohio.gov)</li> </ul>		

**Standard(s)**

**8SS.RW.1 State Content Standards GC A2** Understand the meaning of fundamental ideas, including equality, authority, power, freedom, justice, privacy, property, responsibility, and sovereignty. **B2** Recognize American heritage and culture, including the republican form of government, capitalism, free enterprise system, patriotism, strong family units, and freedom of religion. **F1** Understand how the government and the economy interrelate through regulations, incentives, and taxation. **His: B1** Comprehend the forces of change and continuity that shape human history through the following persistent organizing themes: **d.** The consequences of peace and violent conflict to societies and their cultures. **B2** understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world. *Bloom's Taxonomy: Comprehension*

Lesson	Objective(s)	Learning Target(s)	Suggested Resources/Materials	Assessment(s)	Essential Vocabulary
Lesson 2	Understand the events and laws that propelled America to declare independence.	<ul style="list-style-type: none"> <li>• Navigation Acts -Sugar Act</li> <li>• Stamp Act</li> <li>• Declaratory Act</li> <li>• Townshend Acts</li> <li>• Boston Massacre</li> <li>• Tea Act</li> <li>• The Boston Tea Party, - Intolerable Acts</li> <li>• Committees of Correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• Holt Textbook 3.5</li> </ul>		

**Standard(s)**

**8SS.RW.2 State Content Standards–GC A2** Understand the meaning of fundamental ideas, including equality, authority, power, freedom, justice, privacy, property, responsibility, and sovereignty. **B2** Recognize American heritage and culture, including the republican form of government, capitalism, free enterprise system, patriotism, strong family units, and freedom of religion. **B5** Understand the importance of individuals, public opinion, media, political parties, associations, and groups in forming and carrying out public policy. **B9** Recognize the role of dissent in the American political system. **F1** Understand how the government and the economy interrelate through regulations, incentives, and taxation. *Bloom's Taxonomy: Analysis.* **His A1** Understand chronological frameworks for organizing historical thought and place significant ideas, institutions, people, and events within time sequences. **A5** Understand that history is a narrative told in many voices and expresses various perspectives of historical experience. **A7** Understand that history is dynamic and composed of key turning points. **B1** Comprehend the forces of change and continuity that shape human history through the following persistent organizing themes: **d.** The consequences of peace and violent conflict to societies and their cultures. **B2** Understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world. **C3** Apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record. **D2** Solve problems by using history to identify issues and problems, generate potential solutions, assess the merits of options, act, and evaluate the effectiveness of actions.

Lesson	Objective(s)	Learning Target(s)	Suggested Resources/Materials	Assessment(s)	Essential Vocabulary
Lesson 3	Describe the actions of the First and Second Continental Congress.	<ul style="list-style-type: none"> <li>Olive Branch Petition</li> <li>Continental Army</li> <li>George Washington</li> <li>Segway-into DOI</li> </ul>	<ul style="list-style-type: none"> <li>Holt Textbook 4.1</li> <li><a href="#">First Continental Congress, Second Continental Congress, &amp; the Declaration of Independence</a> (NC Civic Education Consortium)</li> </ul>		<ul style="list-style-type: none"> <li>-Declaration of Rights</li> <li>-Musket</li> <li>-Patriots</li> <li>-Shot heard 'round the world</li> <li>-Militia</li> <li>-Minutemen</li> <li>-Olive Branch Petition</li> <li>-Tyranny</li> <li>-Loyalist</li> <li>-Despotism</li> </ul>

**Standard(s)**

**8SS.RW.3 State Content Standards–GC A4** Compare and contrast how different societies have governed themselves over time and in different places. **B2** Recognize American heritage and culture, including the republican form of government, capitalism, free enterprise system, patriotism, strong family units, and freedom of religion. **His B1** Comprehend the forces of change and continuity that shape human history through the following persistent organizing themes: **d.** The consequences of peace and violent conflict to societies and their cultures. *Bloom's Taxonomy: Comprehension*

Lesson	Objective(s)	Learning Target(s)	Suggested Resources/Materials	Assessment(s)	Essential Vocabulary
Lesson 4	Analyze the impact of Thomas Paine's writings in unifying the colonies.	<ul style="list-style-type: none"> <li>Thomas Paine's Common Sense,</li> <li>The Crisis (Holt Book Resource)</li> </ul>	<ul style="list-style-type: none"> <li>Thomas Paine Primary Sources Links:</li> <li><a href="#">America in Class</a></li> <li><a href="#">EDSITEment!</a> w/Lesson Plan</li> <li>Holt Textbook 4.2</li> </ul>		<ul style="list-style-type: none"> <li>-Endowed</li> <li>-Liberty</li> <li>-Unalienable</li> <li>-Mercenaries</li> <li>-Deserters</li> <li>-Checks and Balances</li> <li>-Magna Carta</li> <li>-Representative government</li> </ul>

					-Separation of powers -Constitution
Lesson 5	Develop an understanding of the principles articulated in the Declaration of Independence.	<ul style="list-style-type: none"> <li>• Colonists views of government and reasons for separation.</li> </ul>	<ul style="list-style-type: none"> <li>• Holt Textbook 4.2</li> <li>• <a href="#">Learning about Declaration of Independence Grades 6-12 Lesson Plans</a> (NEA)</li> </ul>		
Lesson 6	Compare and contrast the advantages and disadvantages of each side during the American Revolution.	<ul style="list-style-type: none"> <li>• Military leadership</li> <li>• Motivations and incentives of each side.</li> <li>• Geographic factors</li> <li>• Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Holt Textbook 4.3</li> </ul>		
Lesson 7	Identify factors and battles affecting the course of the war and contributing to the American victory.	<ul style="list-style-type: none"> <li>• Battles: Lexington and Concord, Trenton, Saratoga, Yorktown</li> <li>• French Support</li> </ul>	<ul style="list-style-type: none"> <li>• Holt Textbook 4.3, 4.4</li> <li>• Lexington and Concord: <a href="#">A Legacy of Conflict</a> (National Park Service)</li> </ul>		

### Unit 3: Colonies Declare Independence

Lesson	Objective(s)	Learning Target(s)	Suggested Resources/Materials	Assessment(s)	Essential Vocabulary
Lesson 1	Identify how the relationship between Great Britain and its colonies changed after the French-Indian War.	<ul style="list-style-type: none"> <li>• Create a cause and effect chart.</li> <li>• Proclamation of 1763</li> </ul>	<ul style="list-style-type: none"> <li>• Holt Textbook 3.5</li> <li>• <a href="#">Proclamation of 1763</a> Lesson Plan (ohio.gov)</li> </ul>		
Lesson 2	Understand the events and laws that propelled America to declare independence.	<ul style="list-style-type: none"> <li>• Navigation Acts -Sugar Act</li> <li>• Stamp Act</li> <li>• Declaratory Act-Townshend Acts</li> <li>• Boston Massacre</li> <li>• Tea Act</li> <li>• The Boston Tea Party</li> <li>• Intolerable Acts</li> </ul>	<ul style="list-style-type: none"> <li>• Holt Textbook 3.5</li> </ul>		

		<ul style="list-style-type: none"> <li>• Committees of Correspondence</li> </ul>			
Lesson 3	Describe the actions of the First and Second Continental Congress.	<ul style="list-style-type: none"> <li>• Olive Branch Petition</li> <li>• Continental Army</li> <li>• George Washington</li> <li>• Segway-into DOI</li> </ul>	<ul style="list-style-type: none"> <li>• Holt Textbook 4.1</li> <li>• <a href="#">First Continental Congress, Second Continental Congress, &amp; the Declaration of Independence</a> (NC Civic Education Consortium)</li> </ul>		<ul style="list-style-type: none"> <li>-Declaration of Rights</li> <li>-Musket</li> <li>-Patriots</li> <li>-Shot heard 'round the world</li> <li>-Militia</li> <li>-Minutemen</li> <li>-Olive Branch Petition</li> <li>-Tyranny</li> <li>-Loyalist</li> <li>-Despotism</li> </ul>
Lesson 4	Analyze the impact of Thomas Paine's writings in unifying the colonies.	<ul style="list-style-type: none"> <li>• Thomas Paine's Common Sense</li> <li>• The Crisis (Holt Book Resource)</li> </ul>	<ul style="list-style-type: none"> <li>• Thomas Paine Primary Sources Links:</li> <li>• <a href="#">America in Class</a></li> <li>• <a href="#">EDSITEment!</a> w/Lesson Plan</li> <li>• Holt Textbook 4.2</li> </ul>		<ul style="list-style-type: none"> <li>-Endowed</li> <li>-Liberty</li> <li>-Unalienable</li> <li>-Mercenaries</li> <li>-Deserters</li> <li>-Checks and Balances</li> <li>-Magna Carta</li> <li>-Representative government</li> <li>-Separation of powers</li> <li>-Constitution</li> </ul>
Lesson 5	Develop an understanding of the principles articulated in the Declaration of Independence.	<ul style="list-style-type: none"> <li>• Colonists views of government and reasons for separation.</li> </ul>	<ul style="list-style-type: none"> <li>• Holt Textbook 4.2</li> <li>• <a href="#">Learning about Declaration of Independence Grades 6-12 Lesson Plans</a> (NEA)</li> </ul>		
Lesson 6	Compare and contrast the advantages and disadvantages of each side during the American Revolution.	<ul style="list-style-type: none"> <li>• Military leadership</li> <li>• Motivations and incentives of each side</li> <li>• Geographic factors</li> <li>• Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Holt Textbook 4.3</li> </ul>		
Lesson 7	Identify factors and battles affecting the course of the war and contributing to the American victory.	<ul style="list-style-type: none"> <li>• Battles: Lexington and Concord, Trenton, Saratoga, Yorktown</li> <li>• French Support</li> </ul>	<ul style="list-style-type: none"> <li>• Holt Textbook 4.3, Holt 4.4</li> <li>• Lexington and Concord: <a href="#">A Legacy of Conflict</a> (National Park Service)</li> </ul>		



## Unit 4: Establishment of US Government

Lesson	Objective(s)	Learning Target(s)	Suggested Resources/Materials	Assessment(s)	Essential Vocabulary
Lesson 1	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"> <li>Shays' Rebellion</li> <li>Weakness of Articles:               <ol style="list-style-type: none"> <li>power in states</li> <li>single branch of gov</li> <li>no military</li> </ol> </li> <li>Federalists and Antifederalists</li> </ul>	<ul style="list-style-type: none"> <li>Holt Textbook 5.1, 5.2</li> <li><a href="#">Early Rebellions</a> (iCivics)</li> <li>Shay's Rebellion <a href="#">Lesson Guide</a></li> <li>Wanted: <a href="#">A Just Right Government</a> (I-Civics)</li> <li>The Great Debate: <a href="#">Federalists vs Anti Federalist</a></li> </ul>		<ul style="list-style-type: none"> <li>Limited government</li> <li>Suffrage</li> <li>Articles of Confederation</li> <li>Ratification</li> <li>Tariff</li> <li>Blockade</li> <li>Interstate commerce</li> <li>Depression</li> <li>Inflation</li> <li>Compromise</li> <li>Great Compromise</li> <li>Virginia Plan</li> <li>New Jersey Plan</li> <li>3/5 Compromise</li> <li>Executive Branch</li> <li>Federalism</li> <li>Judicial Branch</li> <li>Legislative Branch</li> <li>Federal</li> <li>Central government</li> </ul>
Lesson 2	Evaluate the principles of the US Constitution	<ul style="list-style-type: none"> <li>Limited Governments</li> <li>Separation of Powers</li> <li>Federalism</li> <li>Checks and Balances</li> </ul>	<ul style="list-style-type: none"> <li>Holt 6.1</li> <li><a href="#">Constitution Day Lesson Plan</a> (I-Civics)</li> </ul>		<ul style="list-style-type: none"> <li>Amendment</li> <li>Concurrent powers</li> <li>Delegated powers</li> <li>Reserved Powers</li> <li>State's rights</li> <li>Congressional override</li> <li>Impeach</li> <li>Veto</li> <li>Shared powers</li> <li>Assembly</li> </ul>
Lesson 3	Identify and explain the three branches of government.	<ul style="list-style-type: none"> <li>Legislative, Executive, and Judicial branches</li> </ul>	<ul style="list-style-type: none"> <li>Online Activity: iCivics- <a href="#">Branches of Power</a></li> <li>Holt 6.1</li> <li>Primary Source: <a href="#">Articles I, II, and III of Constitution</a> (Library of Congress)</li> </ul>		

Lesson 4	Identify and be able to articulate the rights guaranteed under the Bill of Rights.	<ul style="list-style-type: none"> <li>Ten amendments that comprise the Bill of Rights</li> <li>Make connections between real-life scenarios and the Bill of Rights.</li> </ul>	<ul style="list-style-type: none"> <li>Holt 6.2</li> <li><a href="#">Bill of Rights Case Studies</a> (Chicago Constitutional Rights Foundation)</li> <li>Write <a href="#">Class Bill of Rights</a></li> </ul>		<ul style="list-style-type: none"> <li>-Petition</li> <li>-Majority rule</li> <li>-Double jeopardy</li> <li>-Due process</li> <li>-Eminent Domain</li> <li>-Indictment</li> <li>-Pleading the fifth</li> <li>-Probable cause</li> <li>-Bail</li> <li>-Jury</li> </ul>
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**Standard(s)**

**8SS.RW.3 State Content Standards–GC A2** Understand the meaning of fundamental ideas, including equality, authority, power, freedom, justice, privacy, property, responsibility, and sovereignty. **B1** Understand the ideals of this nation as expressed in the Declaration of Independence, the United States Constitution, and the Bill of Rights.

**Unit 5: Struggling Country to Confident Nation**

Lesson	Objective(s)	Learning Target(s)	Suggested Resources/Materials	Assessment(s)	Essential Vocabulary
Lesson 1	Examine significant leaders and their role in the developing nation.	<ul style="list-style-type: none"> <li>George Washington</li> <li>John Adams</li> <li>Differences between Thomas Jefferson and Alexander Hamilton</li> </ul>	<ul style="list-style-type: none"> <li>Holt Chapter 7, various sections</li> <li><a href="#">Washington's Farewell Address</a></li> <li>Broadway Hamilton (Clean Version of Songs)</li> <li>ex. <a href="#">Alexander Hamilton, Cabinet Battle #1</a></li> </ul>		<ul style="list-style-type: none"> <li>-Draft</li> <li>-Precedent</li> <li>-Bonds</li> <li>-National Debt</li> <li>-Speculators</li> <li>-French Revolution</li> <li>-Privateers</li> <li>-Jay's Treaty</li> <li>-Whiskey Rebellion</li> <li>-XYZ Affair</li> </ul>
Lesson 2	Summarize the causes and effects of the War of 1812.	<ul style="list-style-type: none"> <li>Impressment</li> <li>War Hawks</li> <li>William Hazard Perry and Battle of Lake Erie</li> <li>Fort McHenry and Star Spangled Banner</li> <li>American nationalism after the War of 1812.</li> </ul>	<ul style="list-style-type: none"> <li>Holt 8.3, 8.4</li> <li><a href="#">War Hawks</a> (AK PBS)</li> <li>Text of <a href="#">Star Spangled Banner</a></li> <li>Defining a Nation: <a href="#">Nationalism &amp; Civic Pride</a> (National Historic Trail)</li> </ul>		<ul style="list-style-type: none"> <li>-Alien and Sedition Act</li> <li>-Expansionism</li> <li>-Judicial Review</li> <li>-Appalachian Mountains</li> <li>-Great Plains</li> <li>-Embargo Act</li> <li>-Impressments</li> <li>-War Hawks</li> <li>-Monroe Doctrine</li> <li>-Nationalism</li> </ul>

## Unit 6: Westward Expansion

Lesson	Objective(s)	Learning Target(s)	Suggested Resources/Materials	Assessment(s)	Essential Vocabulary
Lesson 1	Identify the major segments of Westward Expansion.	<ul style="list-style-type: none"> <li>Louisiana Purchase</li> <li>Lewis and Clark Expedition</li> <li>Texas Independence (Ch 11.2)</li> <li>Mexican Cession</li> <li>Oregon Territory</li> <li>Gadsden Purchase</li> </ul>	<ul style="list-style-type: none"> <li>Holt 9.2,</li> <li><a href="#">Louisiana Purchase</a> (ICivics)</li> <li><a href="#">Lewis and Clark Expedition</a> (NEA)</li> <li>BrainPop: <a href="#">Lewis and Clark</a></li> <li><a href="#">Mexican Cession</a> (ICivics)</li> <li>Oregon Trail: <a href="#">Lesson Plans</a></li> <li>Gadsden Purchase <a href="#">Interactive Map</a></li> </ul>		<ul style="list-style-type: none"> <li>-Era of Good Feelings</li> <li>-Canal</li> <li>-Locke and Dam</li> <li>-Sectionalism</li> <li>-Missouri Compromise</li> <li>-Whigs</li> <li>-Indian Removal Act</li> <li>-Trail of Tears</li> <li>-Mountain men</li> </ul>
Lesson 2	Define the concept and consequences of Manifest Destiny.	<ul style="list-style-type: none"> <li>Andrew Jackson and the Indian Removal Act</li> <li>Mexican-American War</li> </ul>	<ul style="list-style-type: none"> <li>Holt 10.3, 11.3,</li> <li>Tedtalk: <a href="#">History vs. Andrew Jackson-James Fester</a></li> <li>Online Video: Annenberg Classroom-<a href="#">An Independent Judiciary: Cherokee Nation v. Georgia and Cooper v. Aaron</a></li> </ul>		<ul style="list-style-type: none"> <li>-Oregon Trail</li> <li>-Martyr</li> <li>-Texas War of Independence</li> <li>-Alamo</li> <li>-Manifest destiny</li> <li>-Bear Flag Revolt</li> <li>-Mexican Cession</li> <li>-Donner Party</li> <li>-Forty-niners</li> <li>-Trade Unions</li> </ul>
Lesson 3	Assess the role the Industrial Revolution played in economic growth, sectionalism, and westward expansion.	<ul style="list-style-type: none"> <li>Population movement from rural to urban.</li> <li>Growth of Factory System</li> <li>Lowell Mills, etc.</li> <li>Significant Technological Advances: Steam power, Railroad, Telegraph, mass production</li> </ul>	<ul style="list-style-type: none"> <li>Holt 10.2</li> <li>Westward Expansion: <a href="#">Crash Course #24</a></li> <li><a href="#">Industrial Revolution</a>: Lesson Plan Ideas (.edu)</li> <li><a href="#">Images of the West</a> (PBS Video -Purchase?)</li> <li><a href="#">GO WEST YOUNG MAN!</a> An American History Webquest on Western Expansion</li> </ul>		<ul style="list-style-type: none"> <li>-Industrial Revolution</li> <li>-Textiles</li> <li>-Interchangeable parts</li> <li>-Mass Production</li> <li>-Strikes</li> <li>-Transportation Revolution</li> <li>-Telegraph</li> <li>-Deep South</li> <li>-Cotton Gin</li> <li>-Cotton Belt</li> </ul>
Lesson 4	Explain the institution of slavery, its policies and consequences.	<ul style="list-style-type: none"> <li>Slave codes</li> <li>Southern plantation system</li> </ul>	<ul style="list-style-type: none"> <li>Holt Textbook 2.5, 13.1</li> <li>Slave Narratives: <a href="#">Constructing U.S. History Through Analyzing Primary Sources</a></li> <li><a href="#">Alabama Slave Codes Lesson Plan</a> (Alabama Department of Archives and Hist)</li> </ul>		<ul style="list-style-type: none"> <li>-Planters</li> <li>-King Cotton</li> <li>-Rural</li> <li>-Subsistence farming</li> <li>-Yeoman</li> <li>-Urbanization</li> <li>-Folktales</li> </ul>

			<ul style="list-style-type: none"> <li>• <a href="#">Slavery in the 19th Century Lesson Plan</a> (The National Center for History in the School)</li> <li>• The African Americans: Many Rivers to Cross <a href="#">The Cotton Economy and Slavery, Episode 2   PBS</a></li> </ul>		<ul style="list-style-type: none"> <li>-Slave Culture</li> <li>-Spirituals</li> <li>-Nat Turner's Rebellion</li> </ul>
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### Unit 7: Causes of Civil War

Lesson	Objective(s)	Learning Target(s)	Suggested Resources/Materials	Assessment(s)	Essential Vocabulary
Lesson 1	Compare and contrast the transition in the North towards urbanization and industrialization and the South's dependence on agriculture.	<ul style="list-style-type: none"> <li>• Regional population differences</li> <li>• Distribution of railroads, agriculture, factories, trade population</li> <li>• Trade and tariffs</li> </ul>	<ul style="list-style-type: none"> <li>• Holt Textbook 12.1, 12.2, 12.3, 12.4 (North)</li> <li>• Holt Textbook 13.1 (South)</li> <li>• Map activities</li> </ul>		<ul style="list-style-type: none"> <li>-Middle Class</li> <li>-Nativist</li> <li>-Tenements</li> <li>-Abolition</li> <li>-Frederick Douglas</li> <li>-Underground Railroad</li> <li>-Harriet Tubman</li> <li>-Popular sovereignty</li> <li>-Free-Soilers</li> <li>-Fugitive Slave Act</li> </ul>
Lesson 2	Identify the key arguments and actions of the Abolitionist movement and the response of the southerners.	<ul style="list-style-type: none"> <li>• Frederick Douglass</li> <li>• Uncle Tom's Cabin</li> <li>• Growth of Abolitionist movement in North.</li> </ul>	<ul style="list-style-type: none"> <li>• Holt Textbook 14.4</li> <li>• <a href="#">Uncle Tom's Cabin Lesson Plan</a> (civilwar.org)</li> </ul>		<ul style="list-style-type: none"> <li>-Border Ruffians</li> <li>-Republican party</li> <li>-Lincoln-Douglas Debates</li> <li>-Freeport Doctrine</li> <li>-John Brown</li> <li>-Secession</li> <li>-Civil War (USA v. CSA)</li> <li>-Confederate</li> <li>-Blue</li> <li>-Gray</li> </ul>
Lesson 3	Describe key events that increased sectional tensions.	<ul style="list-style-type: none"> <li>• Compromise of 1850</li> <li>• Fugitive Slave Acts (1st and 2nd)</li> <li>• Kansas-Nebraska Act, Bleeding Kansas</li> <li>• Dred Scott Case</li> </ul>	<ul style="list-style-type: none"> <li>• Holt Textbook 15.2, 15.3, 15.4</li> </ul>		

## Unit 8: Civil War

Lesson	Objective(s)	Learning Target(s)	Suggested Resources/Materials	Assessment(s)	Essential Vocabulary
Lesson 1	Explain the roles played by significant individuals during the Civil War.	<ul style="list-style-type: none"> <li>Abraham Lincoln</li> <li>Jefferson Davis</li> <li>Ulysses S. Grant</li> <li>Robert E. Lee</li> <li>Gettysburg Address</li> <li>Others at teacher discretion</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Gettysburg Address Lesson Plan</a></li> <li>(civilwar.org)</li> </ul>		<ul style="list-style-type: none"> <li>-Rebel</li> <li>-Casualty</li> <li>-Ironclads</li> <li>-Emancipation</li> <li>-Emancipation Proclamation</li> <li>-Union</li> <li>-Copperheads</li> <li>-Habeas Corpus</li> <li>-Clara Barton</li> <li>-Sherman's March to the Sea</li> </ul>
Lesson 2	Explain the significance of key events that occurred during the Civil War.	<ul style="list-style-type: none"> <li>Emancipation Proclamation</li> <li>Battles: Fort Sumter, Antietam, Gettysburg, Vicksburg</li> <li>Emancipation Proclamation</li> <li>Sherman's March to the Sea</li> <li>Surrender at Appomattox Courthouse</li> <li>Lincoln Assassination</li> </ul>	<ul style="list-style-type: none"> <li>Holt Textbook Chapter 16</li> </ul>		<ul style="list-style-type: none"> <li>-Total war</li> <li>-Discrimination</li> <li>-Prejudice</li> <li>-Piedmont</li> <li>-Tidewater Region</li> <li>-Fall Line</li> <li>-Tributary</li> <li>-Duties</li> <li>-Rifling</li> <li>-Agrarian</li> </ul>
Lesson 3	Recognize the economic and military reasons that the North won the war.	<ul style="list-style-type: none"> <li>Northern industrialization</li> <li>Blockade of southern trade</li> <li>Southern reliance on "King Cotton"</li> <li>Lack of Southern manpower</li> </ul>			<ul style="list-style-type: none"> <li>-Continental Divide</li> <li>-Railroad Gauge</li> <li>-Rendezvous</li> <li>-Push/pull factors</li> <li>-Entrenchment</li> <li>-Minnie ball</li> <li>-Substitutes</li> <li>-Compass Rose</li> <li>-Scale</li> <li>-Legend</li> </ul>
Lesson 4	Describe the role of African Americans in the war.	<ul style="list-style-type: none"> <li>Recruitment of black troops</li> <li>Massachusetts 54th</li> </ul>	<ul style="list-style-type: none"> <li>Holt Textbook 16.4</li> </ul>		