

US History 8 Unit Overview & Pacing Guide

Unit	Standards Addressed	Enduring Understandings	Essential Questions
<p>HISTORIOGRAPHY</p> <p>Approximate Unit Length: Please utilize historiography to teach and learn the skills of historical inquiry all year long. It is appropriate to introduce these skills as a discrete unit OR to begin with “Three Worlds Meet” and explore these ideas through that content as well as all year.</p> <p>Texts: “History: Unfolding U.S. History 1600-1865 for Grades 5-8” (MindSparks) © 2002</p> <p>“Document Based Questions in American History” (The DBQ Project) © 2002</p> <p><u>A History of US: Sourcebook and Index</u> (Oxford University Press) © 2002</p>	<p>National Standards for History: Historical Thinking-</p> <p>Standard 1 Chronological Thinking A - G; Standard 2 Historical Comprehension A - G; Standard 3 Historical Analysis and Interpretation A - J; Standard 4 Historical Analysis and Interpretation A - D; Standard 5 Historical Issues-Analysis and Decision-Making A - F</p> <p>Alaska Content Standards: History A - D</p>	<p>Enduring Understanding:</p> <p>The students will understand that:</p> <ol style="list-style-type: none"> 1. The study of history involves evaluation, analysis, interpretation, and argumentation. 2. Historical perspectives are ways of viewing history from many different points of view based on gender, race, ethnicity, social status, and distance from the historical event. 3. In order to understand contemporary issues and problems confronting people today, we need to take into account their history, culture, and context. 4. To study history we need to examine the perspectives and assumptions of the people who experience the events. 	<ol style="list-style-type: none"> 1. To what extent are current events influenced by the past? 2. To what extent does everyone have history and culture? 3. How can the study of history help us find our place in the world? 4. How can we use evaluation, analysis, and interpretation to study history? 5. How do primary sources and secondary sources help us interpret history? 6. How are different perspectives for historical events formed and how do they change over time?

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Unit	Standards Addressed	Enduring Understandings	Essential Questions
<p>THREE WORLDS MEET (1400s-1620)</p> <p>Approximate Unit Length: 6 weeks</p> <p>Text: <u>Creating America: A History of the United States, Beginning through Reconstruction</u> (McDougal Littell) © 2005</p>	<p>National Standards for History:</p> <p>Era 1 <i>Three Worlds Meet (1400s to 1620)</i></p> <p>Standard 1 A - D,</p> <p>Standard 2 A, B</p> <p>Alaska Content Standards: History A - D</p>	<p>The student will understand that:</p> <ol style="list-style-type: none"> 1. Migration is a universal phenomenon among all people. The impulse to explore new territories or lands has resulted in the diversity of many regions including the U.S. 2. The Columbian voyages set in motion long-range cultural, social, and economic changes for African, European, and Native American societies. 	<ol style="list-style-type: none"> 1. Why do people migrate? 2. To what extent do the interactions of immigrants and indigenous peoples impact each other in the new world? 3. How and why does geography effect settlement? 4. To what extent do conquest, colonization, and settlement establish and develop different economic, political, religious, and social institutions over time? 5. To what extent does our current diversity in the U.S. derive from early patterns of exploration and migration?
<p>COLONIZATION & SETTLEMENT (1585-1763)</p> <p>Approximate Unit Length: 6 weeks</p> <p>Text: <u>Creating America: A History of the United States, Beginning through Reconstruction</u> (McDougal Littell) © 2005</p>	<p>National Standards for History:</p> <p>Era 2 <i>Colonization and Settlement (1585-1763)</i></p> <p>Standard 1 A, B, Standard 2 A - C, Standard 3 A - C</p> <p>Alaska Content Standards: History A - D</p>	<p>The students will understand that:</p> <ol style="list-style-type: none"> 1. Colonization is a method of conquest and expansion that has been used throughout history. 2. Settlement in the Americas had tremendous impacts on the indigenous peoples and in the worldwide political and economic climate. 3. Slavery and servitude have been implemented throughout history. 	<ol style="list-style-type: none"> 1. To what extent did colonists and indigenous societies influence each other? 2. How and why did geography have an impact on settlement patterns? 3. Why did the Americas attract Europeans? 4. Why did the colonists differ in the ways they established their social institutions of family, education, religion, government, and economy? 5. How did slavery develop and what was its impact in the colonies? 6. How did Europeans compete for control of the Americas?

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Unit	Standards Addressed	Enduring Understandings	Essential Questions
<p>REVOLUTION AND NEW NATION (1754-1801)</p> <p>Approximate Unit Length: 7 weeks</p> <p>Text: <u>Creating America: A History of the United States, Beginning through Reconstruction</u> (McDougal Littell) © 2005</p>	<p>National Standards for History:</p> <p>Era 3 <i>Revolution and the New Nation (1754-1820):</i></p> <p>Standard 1 A – C; Standard 2 A – B; Standard 3 A, B</p> <p>Alaska Content Standards: History A - D</p>	<p>Students will understand that:</p> <ol style="list-style-type: none"> 1. Revolutions, such as the American Revolution, occur as a result of social, political, and/or economic upheaval. 2. Historical figures and philosophies laid the foundations for the system of government under which we live. 	<ol style="list-style-type: none"> 1. To what extent are revolutions inevitable in human society? 2. How do causes, ideas, and interests forge revolutionary movements? 3. How did military tactics, geography, and economic factors contribute to the American colonists' victory? 4. To what extent did the American Revolution create the new American identity?
<p>Civics</p> <p>Approximate Unit Length: 7 weeks</p> <p>Text: <u>We The People</u> (Center for Civic Education) © 2003</p> <p><u>Foundations of Democracy</u> (Center for Civic Education) © 2003</p>	<p>National Standards for History:</p> <p>Era 3: <i>Revolution and the New Nation (1754-1820):</i> Standard 3 A – D</p> <p>National Standards for Civics and Government (Grades 5-8)</p> <p>Standard 1 A – C; Standard 2 A – D; Standard 3 A – F; Standard 4 A – B; Standard 5 A - G</p> <p>Alaska Content Standards: Government and Citizenship A-D</p>	<p>Students will understand that:</p> <ol style="list-style-type: none"> 1. The structures of the American government create a unique system, which protect the rights of the individual. 2. The United States is a democratic republic, a government in which representatives are chosen by the people to serve the interests of those represented and to promote the common welfare. 3. In a democratic republic, the individual's participation in civic and political life contributes to the attainment of individual and public goals. 	<ol style="list-style-type: none"> 1. To what extent do the foundations of American constitutional government create a model for current democratic nations? 2. How does the American structure of government ensure a balanced system? 3. To what extent do citizens have a responsibility to work for the common good in a democratic republic?

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Unit	Standards Addressed	Enduring Understandings	Essential Questions
<p>EXPANSION & REFORM (1801-1861)</p> <p>Approximate Unit Length: 7 weeks</p> <p>Text: <u>Creating America: A History of the United States, Beginning through Reconstruction</u> (McDougal Littell) © 2005</p>	<p>National Standards for History:</p> <p>Era 4 <i>Expansion and Reform (1801-1861)</i></p> <p>Standard 1 A - C; Standard 2 A - E; Standard 3 A, B; Standard 4 A - C</p> <p>Alaska Content Standards:</p> <p>History A-D; Government and Citizenship A - G</p>	<p>Students will understand that:</p> <ol style="list-style-type: none"> 1. Expansion and/or change occur whenever a new power reigns. 2. Although slavery was a significant issue that contributed to the outbreak of the Civil War, it was not the only or main issue. 3. States' rights v. federal authority (strong v. weak central government) have been a contentious point throughout America's history. 	<ol style="list-style-type: none"> 1. To what extent did territorial expansion affect Native Americans and international relations? 2. To what extent did economic, geographic, and social forces lure people westward? 3. How do emerging nations grow geographically, economically, socially, politically, and culturally? 4. Why did regional tensions lead to the Civil War? 5. To what extent could the Civil War have been avoided?

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U.S. History 8 Course Description:

In this course, students are introduced to historiography, which is the use of chronological thinking in conjunction with historical comprehension, historical analysis, and interpretation to conduct historical research for decision-making and the analysis of historical issues. This course provides a foundation of American historical Era 1 - *Three Worlds Meet* (1400s) through the Era 4 - *Expansion and Reform* (1860s) and civics. Geography, economics, government, and the humanities are used as a basis for examining the United States during these historical time periods.

U.S. History 8 Mission Statement:

U.S. History 8 will prepare students with knowledge and skills needed to become informed participating citizens in our democratic republic. U.S. History 8 will also help students to understand how and why we study history and allow them to view their world in an historical context influenced by the development of the American nation.

U.S. History 8 Course Objective:

1. U.S. History 8 fits well into the Anchorage School District K-12 social studies curriculum alignment and is developmentally appropriate.
2. U.S. History 8 provides a foundation for the high school history curriculum.
3. U.S. History 8 develops and fosters a sense of civic responsibility.
4. U.S. History 8 encourages teaching with interdisciplinary approaches.
5. U.S. History 8 promotes reading, writing, research, presentation skills, and participatory activities.
6. U.S. History 8 utilizes current events as a valuable tool in understanding history.
7. U.S. History 8 supports the development of critical and abstract thinking skills, which allow students to analyze the impact of historical events.
8. U.S. History 8 allows students to examine the multiple perspectives of historical events and their effects upon themselves and society.

U.S. History 8 Units of Study:

- Historiography
- Three Worlds Meet
- Colonization and Settlement
- Revolution and New Nation
- Civics
- Expansion and Reform

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Unit Title: Historiography

Time Frame for Unit: Please utilize historiography to teach and learn the skills of historical inquiry all year long. It is appropriate to introduce these skills as a discrete unit OR to begin with "Three Worlds Meet" and explore these ideas through that content as well as all year.

Content Standards:

National Standards for History:

Standard 1 - Chronological Thinking:

- A. Distinguish between past, present, and future time.
- B. Identify in historical narratives the temporal structure of a historical narrative or story.
- C. Establish temporal order in constructing historical narratives of his/her own.
- D. Measure and calculate calendar time.
- E. Interpret data presented in time lines.
- F. Reconstruct patterns of historical succession and duration.
- G. Compare alternative models for periodization.

Standard 2 - Historical Comprehension:

- A. Reconstruct the literal meaning of an historical passage.
- B. Identify the central question(s) the historical narrative addresses.
- C. Read historical narratives imaginatively.
- D. Evidence historical perspectives.
- E. Draw upon data in historical maps.
- F. Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers.
- G. Draw upon visual, literary, and musical sources.

Standard 3 - Historical Analysis and Interpretation

- A. Identify the author or source of the historical document or narrative.
- B. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.
- C. Differentiate between historical facts and historical interpretations.
- D. Consider multiple perspectives.
- E. Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- F. Challenge arguments of historical inevitability.
- G. Compare competing historical narratives.
- H. Hold interpretations of history as tentative.
- I. Evaluate major debates among historians.
- J. Hypothesize the influence of the past.

Standard 4 - Historical Analysis and Interpretation

- A. Formulate historical questions.
- B. Obtain historical data.
- C. Interrogate historical data.
- D. Identify the gaps in the available records, marshal contextual knowledge and perspectives of the time and place, and construct a sound historical interpretation.

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National Standards for History (Cont'd):

Standard 5 - Historical Issues-Analysis and Decision-Making:

- A. Identify issues and problems in the past.
- B. Marshal evidence of antecedent circumstances and contemporary factors contributing to problems and alternative courses of action.
- C. Identify relevant historical antecedents.
- D. Evaluate alternative courses of action.
- E. Formulate a position or course of action on an issue.
- F. Evaluate the implementation of a decision.

Alaska Content Standards: History

- A. Understand that history is a record of human experiences that links the past to the present and the future.
- B. Understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.
- C. Develop the skills and processes of historical inquiry.
- D. Integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.

Brief summary of unit:

Historiography is the use of chronological thinking in conjunction with historical comprehension, historical analysis, and interpretation to conduct historical research for decision-making and the analysis of historical issues. Students will practice the use of historiography.

Enduring Understandings:

The students will understand that:

1. The study of history involves evaluation, analysis, interpretation, and argumentation.
2. Historical perspectives are ways of viewing history from many different points of view based on gender, race, ethnicity, social status, and distance from the historical event.
3. In order to understand contemporary issues and problems confronting people today, we need to take into account their history, culture, and context.
4. To study history we need to examine the perspectives and assumptions of the people who experience the events.

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Essential Questions:

1. To what extent are current events influenced by the past?
2. To what extent does everyone have history and culture?
3. How can the study of history help us find our place in the world?
4. How can we use evaluation, analysis, and interpretation to study history?
5. How do primary sources and secondary sources help us interpret history?
6. How are different perspectives for historical events formed and how do they change over time?

Knowledge:

Define and apply the following terms:

historiography, history, primary source, secondary source, authenticity, bias, artifact, archeology, culture, chronology, perspective, interpretation, objective, subjective, inference, facts, opinions, context

Explain the significance of the following historiography concepts:

- the difference between primary and secondary sources
- a person's view of his/her own life in an historical context
- ways in which current events are influenced by history

Defend or negate the following generalization:

- historical events have multiple perspectives

Skills:

The student will be able to ...

- identify, examine, and interpret primary sources and secondary sources
- research documents to increase understanding of events and life in US history
- make connections between the historical past and the present as it relates to the student
- interpret ideas and events from different historical perspectives
- evaluate and discuss issues orally and in writing
- create and explain maps, diagrams, tables, charts, graphs, and political cartoons
- distinguish between relevant and irrelevant information
- review information for accuracy, separating fact from opinion
- select and defend positions in writing, discussion, and debate

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Assessment Evidence *

Performance Tasks:

- Select an historical event to research using primary and secondary sources. Allow students to present their findings in a variety of ways.
- Create a timeline of specific historical events and justify the choices of events from a variety of perspectives.
- Conduct an interview that reveals an understanding of the person's feelings and worldview of an historical event.

Other Evidence:

- Oral or written response to one of the Essential Questions.
- Quiz on historiography vocabulary.
- Self-reflection logs.
- Graphic organizers such as flipbooks/foldables.

Learning Plan*

Learning Activities:

1. Begin with an entry question to hook students into considering the effects of history on their lives.
2. Introduce the Essential Questions and discuss the culminating unit tasks.
3. Introduce key vocabulary during the various activities and performance tasks.
4. Students read and discuss relevant sections from the sources to support the learning activities and tasks. (*Document Based Questions* and/or *MindSparks*)
5. Choose one of the performance tasks to assess student understanding.
6. Conclude the unit with student self-assessment of their culminating activity.

* These are suggested activities. Other assessments, performance tasks, and learning activities may be implemented.

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Unit Title: Three Worlds Meet (1400s to 1620)

Time Frame for Unit: 6 weeks

Content Standards:

National Standards for History:

Era 1 - Three Worlds Meet (*1400s to 1620*)

Standard 1

- A. The student understands the patterns of change in indigenous societies in the Americas up to the Columbian voyages.
- B. The student understands changes in Western European societies in the age of exploration.
- C. The student understands developments in Western African societies in the period of early contact with Europeans.
- D. The student understands the differences and similarities among Africans, Europeans, and Native Americans who converged in the western hemisphere after 1492.

Standard 2

- A. The student understands the stages of European oceanic and overland exploration, amid international rivalries, from the 9th to 17th centuries.
- B. The student understands the Spanish and Portuguese conquest of the Americas.

Alaska Content Standards: History:

- A. Understand that history is a record of human experiences that links the past to the present and the future.
- B. Understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.
- C. Develop the skills and processes of historical inquiry.
- D. Integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.

Brief summary of unit:

In the *Three Worlds Meet* unit students examine the multiple factors that spurred on the migration of peoples to the Americas. This resulted in the cultural and ecological interactions among previously unconnected peoples. Students will understand the interactions between Europeans, Africans, and the indigenous peoples of America. They will understand the origins of diversity in the United States of America.

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Enduring Understandings:

The student will understand that:

1. Migration is a universal phenomenon among all people. The impulse to explore new territories or lands has resulted in the diversity of many regions including the U.S.
2. The Columbian voyages set in motion long-range cultural, social, and economic changes for African, European, and Native American societies.

Essential Questions:

1. Why do people migrate?
2. To what extent do the interactions of immigrants and indigenous peoples impact each other in the new world?
3. How and why does geography effect settlement?
4. To what extent do conquest, colonization, and settlement establish and develop different economic, political, religious, and social institutions over time?
5. To what extent does our current diversity in the U.S. derive from early patterns of exploration and migration?

Knowledge:

Define and apply the following terms and concepts:

Three Worlds, Indigenous societies, European explorers, Conquistadors, Northwest Passage, Columbian Exchange, Protestant Reformation, The Great Awakening, The Enlightenment, mercantilism, Mayflower Compact, Plymouth Rock, slavery, Middle Passage, servitude, exploitation, triangular trade

Explain the significance of the following:

- formation of Spanish, English, French, Dutch regional colonies
- colonial life in each settlement
- economic, political, social growth of the slave trade
- geography in relation to the colonies and indigenous peoples

Skills:

Students will be able to:

- Evaluate and analyze the beliefs and ideas of leading economic, political, and religious movements, which led to the migration of European societies to the Americas.
- Analyze the economic systems of labor, trade, and concepts of property, which can lead to the exploitation of natural resources.
- Trace routes taken by early explorers, from the 15th through the 17th century, around Africa, to the Americas, and across the Pacific.

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- Compare English, French, and Dutch motives for exploration with those of the Spanish.
- Evaluate the significance of explorers' voyages and their interactions with indigenous peoples.
- Map and evaluate the course and consequences of the Columbian Exchange.

Assessment Evidence *

Performance Tasks:

- Select one explorer, research and map his routes, and document the findings in the captain's log of the travels.
- Retell a Native American folktale that gives insight into the relationship between Native Americans and their environment.

Other Evidence:

- Test on facts related to the Three Worlds Meet.
- Quiz on vocabulary terms.
- Analyze the leadership qualities of the explorers and conquistadors.
- Self-reflections on the role-play activity.
- Written responses to the Essential Questions.

Learning Plan*

Learning Activities:

1. Begin with a video to hook students into considering the impact of the Three Worlds Meet.
2. Introduce the Essential Questions and discuss the culminating unit tasks.
3. Introduce key vocabulary during the various activities and performance tasks.
4. Students read and discuss relevant sections from the sources (McDougal Ch. 1 & 2) to support the learning activities and tasks.
5. Choose one of the performance tasks to assess student understanding.
6. Conclude the unit with student self-assessment of their culminating activity.

* These are suggested activities. Other assessments, performance tasks, and learning activities may be implemented.

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Unit Title: Colonization and Settlement (1585-1763)

Time Frame for Unit: 6 weeks

Content Standards:

National Standards for History:

Era 2 - *Colonization and Settlement* (1585-1763)

Standard 1

- A. The student understands how diverse immigrants affected the formation of European colonies.
- B. The student understands the European struggle for control of North America.

Standard 2

- A. The student understands the roots of representative government and how political rights were defined.
- B. The student understands religious diversity in the colonies and how ideas about religious freedom evolved.
- C. The student understands social and cultural change in British America.

Standard 3

- A. The student understands colonial economic life and labor systems in the Americas.
- B. The student understands economic life and the development of labor systems in the English colonies.
- C. The student understands African life under slavery.

Alaska Content Standards: History:

- A. Understand that history is a record of human experiences that links the past to the present and the future.
- B. Understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.
- C. Develop the skills and processes of historical inquiry.
- D. Integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.

Brief summary of unit:

In the *Colonization and Settlement* unit students study the interaction of Native Americans, Africans, and Europeans. In this unit, the students will explore why so many free and indentured immigrants left their homelands. This unit includes the development of the political, religious, and economic institutions of the colonies.

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Enduring Understandings:

The students will understand that:

1. Colonization is a method of conquest and expansion that has been used throughout history.
2. Settlement in the Americas had tremendous impacts on the indigenous peoples and in the worldwide political and economic climate.
3. Slavery and servitude have been implemented throughout history.

Essential Questions:

1. To what extent did colonists and indigenous societies influence each other?
2. How and why did geography have an impact on settlement patterns?
3. Why did the Americas attract Europeans?
4. Why did the colonists differ in the ways they established their social institutions of family, education, religion, government, and economy?
5. How did slavery develop and what was its impact in the colonies?
6. How did Europeans compete for control of the Americas?

Knowledge:

Define and apply the following terms and concepts:

Indigenous societies, European explorers, Conquistadors, Northwest Passage, Columbian Exchange, Protestant Reformation, The Great Awakening, The Enlightenment, Virginia Company, Russian Trade Company, Hudson Bay Company, Plymouth Rock, Mayflower Compact, Mason-Dixon line, mercantilism, French and Indian War, proprietary colonies, charter colonies, royal colonies

Explain the significance of:

- the formation of regional colonies
- Spanish, English, French, Dutch, and Russian colonial settlement and development from 1585-1753
- economic, political, social growth of the slave trade
- geography related to colonization and settlement

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Skills:

Students will be able to...

- Trace the arrival of Africans in the European colonies in the 17th century and the rapid increase of slave importation in the 18th century.
- Analyze how various Native American societies changed as a result of the expanding European settlements and how they influenced European societies.
- Analyze the significance of the colonial wars before 1754 and the causes, character, and outcome of the French and Indian War.
- Analyze how family life, gender, race, age, and marital status affected life in the colonies.
- Identify the major economic regions in the Americas and explain how mercantilism and labor systems influenced patterns of economic activity.
- Analyze the forced relocation of Africans to the English colonies and their overt and passive resistance to enslavement.
- Analyze how Africans in North America drew upon their African past and upon selected European (and sometimes Native American) customs and values to develop a distinctive African American culture.

Assessment Evidence *

Performance Tasks:

- Research how colonists lived. Design a multimedia presentation about a typical family including social, economic, and political aspects of colonial life.
- Create a diorama or display that depicts what life in a colonial settlement might look like.
- Write a newspaper article that explains the development of government in the colonies (proprietary, charter, royal).
- Participate in a debate addressing the differing religious groups and explain the impact of religious freedom in the colonies.
- Create a map of Africa that shows countries that were major sources of slavery.

Other Evidence:

- Test on facts related to the Colonization and Settlement.
- Quiz on vocabulary terms.
- Working in small groups, research the causes of the French and Indian War. Hold a diplomatic council to try to prevent the war. Role-play representatives from the various groups. (McDougal p. 137)
- Respond to a writing prompt that compares the diversity of our nation today to diversity issues of colonial times.
- Written responses to the Essential Questions.
- Students self-assess their own involvement in class discussions and academic performances, and explain their patterns of participation.

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Learning Plan*

Learning Activities:

1. Begin with a brainstorming activity in which students discuss what they would bring with them if they were leaving their home for a new land.
2. Introduce the Essential Questions and discuss the culminating unit tasks.
3. Introduce key vocabulary during the various activities and performance tasks.
4. Students read and discuss relevant sections from the sources (McDougal ch. 3-5) to support the learning activities and tasks.
5. Investigate how slavery in African societies differed from slavery and indentured servitude in the English colonies.
6. Chart or use a graphic organizer to show the social, economic, and political tensions that led to violent conflicts between the colonists and their governments.
7. Choose one of the performance tasks to assess student understanding
8. Conclude the unit with student self-assessment of their culminating activity.

* These are suggested activities. Other assessments, performance tasks, and learning activities may be implemented.

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Unit Title: Revolution and New Nation (1754-1801)

Time Frame for Unit: 7 weeks

Content Standards:

National Standards for History:

Era 3 - *Revolution and the New Nation (1754-1820s)*

Standard 1

- A. The student understands the causes of the American Revolution.
- B. The student understands the principles articulated in the Declaration of Independence.
- C. The student understands the factors affecting the course of the war and contributing to the American victory.

Standard 2

- A. The student understands revolutionary government-making at national and state levels.
- B. The student understands the economic issues arising out of the Revolution.
- C. The student understands the Revolution's effects on different social groups.

Standard 3

- A. The student understands the issues involved in the creation and ratification of the United States Constitution and the new government it established.
- B. The student understands the guarantees of the Bill of Rights and continuing significance.

Alaska Content Standards: History:

- A. Understand that history is a record of human experiences that links the past to the present and the future.
- B. Understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.
- C. Develop the skills and processes of historical inquiry.
- D. Integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.

Brief summary of unit:

In the *Revolution and New Nation* unit, the student analyzes the ideas and causes involved in the revolutionary movement and reasons for the American victory. Students will understand the impact of the American Revolution on politics, economics, and society. In this unit students analyze the institutions and practices of government created during the Revolution and the foundational documents of the American government.

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Enduring Understandings:

Students will understand that:

1. Revolutions, such as the American Revolution, occur as a result of social, political, and/or economic upheaval.
2. Historical figures and philosophies laid the foundations for the system of government under which we live.

Essential Questions:

1. To what extent are revolutions inevitable in human society?
2. How do causes, ideas, and interests forge revolutionary movements?
3. How did military tactics, geography, and economic factors contribute to the American colonists' victory?
4. To what extent did the American Revolution create the new American identity?

Knowledge:

Define and apply the following terms:

Boycott, repeal, patriot, rebel, whigs, loyalists, redcoats, mercenaries, Hessians, minutemen, ratification, Parliament, Sons of Liberty, taxation without representation, delegate, militia, republic, ratification, federalist, anti-federalist

Explain the significance of the following documents:

- Magna Carta
- English Bill of Rights
- Northwest Ordinance
- *Common Sense*
- Declaration of Independence
- Articles of Confederation
- Treaty of Paris
- The U.S. Constitution

Explain the significance of the following events:

- First and Second Continental Congress
- The Boston Tea Party
- The Boston Massacre
- Proclamation of 1763
- Shay's Rebellion
- Constitutional Convention

Explain the significance of the following acts:

- Sugar Act

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- Stamp Acts
- Quartering Act
- The Townshend Acts
- Intolerable Acts

Explain the significance of the following constitutional plans/clauses:

- New Jersey Plan
- Virginia Plan
- The Great Compromise/The Connecticut Plan
- Three-fifths Clause

Defend or negate the following generalizations:

- Small states were suspicious of The New Jersey Plan.
- Large states were suspicious of the Virginia Plan.
- Slaves should be counted for representation in the federal government.

Skills:

Students will be able to:

- Analyze political, ideological, religious, and economic origins of the Revolution.
- Explain how key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy and yet contradicted the realities of chattel slavery.
- Compare and explain the differing roles and perspectives during the war, including white settlers, free and enslaved African Americans, Native Americans, and women.
- Explain how the Americans won the war against the British.
- Assess the accomplishments and failures of the Continental Congress.
- Explain the economic issues arising out of the Revolution.
- Assess the strengths and weaknesses of the Articles of Confederation and the call for change.
- Compare the arguments of Federalists and Anti-Federalists during the ratification debate.

Assessment Evidence *

Performance Tasks:

- Prepare to hold a talk show in which the guests discuss which side to take in the Revolutionary War. (McDougal p. 201)
- Draft a letter to family back in Britain explaining which side you are supporting in the upcoming Revolutionary War.
- Reenact the Constitutional Convention with students taking on the role of at least one

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member of the 12 colonies.

- Create a multimedia presentation using research on one of the major battles of the Revolution. (McDougal p. 201)

Other Evidence:

- Test on facts related to the Revolution and New Nation.
- Vocabulary quiz.
- Written responses to the Essential Questions.
- Students self-assess their own involvement in class discussions and academic performances, and explain their patterns of participation.

Learning Plan*

Learning Activities:

1. Begin with an entry question to hook students into considering the causes and effects of the Revolutionary War.
2. Introduce the Essential Questions and discuss the culminating unit tasks.
3. Introduce key vocabulary during the various activities and performance tasks.
4. Students read and discuss relevant sections from the sources to support the learning activities and tasks. (McDougal Ch. 6,7)
5. Reconstruct the chronology of the critical events leading to the outbreak of armed conflict between the American colonies and England.
6. Map out key military campaigns and appraise the roles of key military and political leaders' in the Revolutionary War.
7. Assess the contributions from a diverse group of key political and social figures.
8. Analyze the alternative plans considered by the delegates and the major compromises agreed upon to secure approval of the Constitution.
9. Choose one of the performance tasks to assess student understanding.
10. Conclude the unit with student self-assessment of their culminating activity.

* These are suggested activities. Other assessments, performance tasks, and learning activities may be implemented.

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Unit Title: Civics

Time Frame for Unit: 7 weeks

Content Standards:

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National Standards for History:

Era 3 - *Revolution and the New Nation (1754-1820s)*

Standard 3

- A. The student understands the issues involved in the creation and ratification of the United States Constitution and the new government it established.
- B. The student understands the guarantees of the Bill of Rights and continuing significance.
- C. The student understands the development of the Supreme Court's power and its significance from 1789 to 1820.
- D. The student understands the development of the first American party system.

National Standards for Civics & Government: (Grades 5-8):

Standard 1

- A. Explain the meaning of the terms civic life, politics, and government. Evaluate, take, and defend positions on why government is necessary and the purposes government should serve.
- B. Describe the essential characteristics of limited and unlimited governments. Explain the importance of the rule of law for the protection of individual rights and the common good.
- C. Explain the various purposes constitutions serve. Explain those conditions that are essential for the flourishing of constitutional government.

Standard 2

- A. Explain the essential ideas of American constitutional government.
- B. Identify and explain the importance of historical experiences and geographic, social, and economic factors that have helped shape American society. Evaluate, take, and defend positions on the value and challenges of diversity in American life.
- C. Explain the importance of shared political values and principles to American society.
- D. Explain the meaning and importance of the fundamental values and principles of American constitutional democracy.

Standard 3

- A. Explain how the powers of the national government are distributed, shared, and limited. Explain how and why powers are distributed and shared between national and state governments in the federal system.
- B. Explain the major responsibilities of the national government for domestic and foreign policy. Explain the necessity of taxes and the purposes for which taxes are used.
- C. Explain why states have constitutions, their purposes, and the relationship of state constitutions to the federal constitution. Describe the organization and major responsibilities of state and local governments.

Standard 3 (Cont'd)

- D. Identify his/her representatives in the legislative branches as well as the heads of the executive branches of his/her local, state, and national government.
- E. Explain the importance of law in the American constitutional system.
- F. Explain how political parties, campaigns, elections, interest groups, unions, and professional organizations provide opportunities for citizen to participate in the political process. Explain what is meant by the public agenda and how it is set. Explain how public policy is formed and carried out at local, state, and national levels, and what roles individuals can play in the process.

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Standard 4

- A. Explain how the world is organized politically. Explain how nation-states interact with one another. Explain how U.S. foreign policy is made and the means by which it is carried out. Explain the role of major international organizations in the world today.
- B. Describe the influence of American political ideas on other nations. Explain the effects of significant political, demographic, and environmental trends in the world.

Standard 5

- A. Explain the meaning of American citizenship. Explain how one becomes an American citizen.
- B. Evaluate, take, and defend positions on issues involving personal rights, political rights, and economic rights.
- C. Evaluate, take, and defend positions on the importance of personal and civic responsibilities to the individual and to society.
- D. Analyze the importance of certain dispositions or traits of character to themselves and American constitutional democracy.
- E. Explain the relationship between participating in civic and political life and the attainment of individual and public goals. Explain the importance of knowledge to competent and responsible participation in American democracy.
- F. Understand the economies of the United States and the state and their relationships to the global economy.
- G. Understand the impact of economic choices and participate effectively in the local, state, national, and global economies.

Alaska Content Standards: Government and Citizenship:

- A. Know and understand how societies define authority, rights, and responsibilities through a governmental process.
- B. Understand the constitutional foundations of the American political system and the democratic ideals of this nation.
- C. Understand the constitutional foundations of the American political system and the democratic ideals of this nation.
- D. Understand the constitutional foundations of the American political system and the democratic ideals of this nation.
- E. Have the knowledge and skills necessary to participate effectively as an informed and responsible citizen.

Brief summary of unit:

In the *Civics* unit students examine the institutions and practices of government, the foundational documents of the American government, and how American government works. Students will understand how the rights and responsibilities of citizenship apply to their own lives.

Enduring Understandings:

Students will understand that:

1. The structures of the American government create a unique system, which protect the rights of the individual.
2. The United States is a democratic republic, a government in which representatives are chosen by the people to serve the interests of those represented and to promote the common welfare.

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3. In a democratic republic, the individual's participation in civic and political life contributes to the attainment of individual and public goals.

Essential Questions:

1. To what extent do the foundations of American constitutional government create a model for current democratic nations?
2. How does the American structure of government ensure a balanced system?
3. To what extent do citizens have a responsibility to work for the common good in a democratic republic?

Knowledge:

Define and apply the following terms:

U.S. Constitution, legislative, executive, judicial, federalism, Supreme Court, Bill of Rights, concurrent powers, reserved powers, delegated powers, electors, impeachment, pro-tempore, indictment, quorum, revenue, naturalization, appropriation, suffrage, ratification, limited government, due process, sovereignty, political parties, citizen.

Explain the significance of the following concepts:

- electoral college
- judicial review
- Marbury vs Madison
- balance of power/ checks and balance
- separation of powers
- types of government
- levels of government (federal, state, local)

Skills:

The student will be able to:

- Analyze the fundamental ideas behind the distribution of powers and the system of checks and balances established by the Constitution.
- Analyze the significance of the Bill of Rights and the additional amendments.
- Appraise how the Marbury vs Madison case established judicial review.

- Compare and contrast types of government.
- Differentiate between the levels of government (federal, state, local).
- Chart the structure and function of the executive, legislative, and judicial branches of government.

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Assessment Evidence *

Performance Tasks:

- Organize and draft a constitution of a newly formed country. (McDougal, pg. 263)
- Conduct a mock trial to examine a law or government activity then decide whether it violates the Constitution. (McDougal, pg. 244)
- Research and present landmark Supreme Court cases.
- Conduct a simulated Congressional Hearing. (Center for Civic Education Curriculum)
- Create Public Policy through Project Citizen. (Center for Civic Education Curriculum)

Other Evidence:

- Test on facts related to Civics.
- Vocabulary quiz: use key terms in context.
- Written responses to the Essential Questions.
- Students self-assess their own involvement in class discussions and academic performances, and explain their patterns of participation.

Learning Plan*

Learning Activities:

1. Begin with entry questions to hook students into what fundamental rights and responsibilities apply to students at school.
2. Introduce the Essential Questions and discuss the culminating unit tasks.
3. Introduce key vocabulary during the various activities and performance tasks.
4. Students read and discuss relevant sections from the sources to support the learning activities and tasks. (McDougal Ch. 8 and 9, Constitution and Citizenship Handbook pgs. 226-271. *We the People* text)
5. Choose one of the performance tasks to assess student understanding.
6. Conclude the unit with student self-assessment of their culminating activity.

* These are suggested activities. Other assessments, performance tasks, and learning activities may be implemented.

Unit Title: Expansion & Reform (1801-1861)

Time Frame for Unit: 7 weeks

Content Standards:

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National Standards for History:

Era 4 - Expansion and Reform (1801-1861)

Standard 1

- A. The student understands the international background and consequences of the Louisiana Purchase, the War of 1812, and the Monroe Doctrine.
- B. The student understands federal and state Indian policy and the strategies for survival forged by Native Americans.
- C. The student understands the ideology of Manifest Destiny, the nation's expansion to the Northwest, and the Mexican-American War.

Standard 2

- A. The student understands how the factory system and the transportation and market revolutions shaped regional patterns of economic development.
- B. The student understands the first era of American urbanization.
- C. The student understands how antebellum immigration changed American society.
- D. The student understands the rapid growth of "the peculiar institution" after 1800 and the varied experiences of African Americans under slavery.
- E. The student understands the settlement of the West.

Standard 3

- A. The student understands the changing character of American political life in "the age of the common man."
- B. The student understands how the debates over slavery influenced politics and sectionalism.

Standard 4

- A. The student understands the abolitionist movement.
- B. The student understands how Americans strived to reform society and create a distinct culture.
- C. The student understands changing gender roles and the ideas and activities of women reformers.

Alaska Content Standards: History:

- A. Understand that history is a record of human experiences that links the past to the present and the future.
- B. Understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.
- C. Develop the skills and processes of historical inquiry.
- D. Integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.

Brief summary of unit:

In the *Expansion and Reform* unit, students will explore how the new American Republic, prior to the Civil War, experienced dramatic territorial expansion, immigration, economic growth, and industrialization. Students will also demonstrate understanding of how slavery, economic issues, and westward movement led to regional divisions.

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Enduring Understandings:

Students will understand that:

1. Expansion and/or change occur whenever a new power reigns.
2. Although slavery was a significant issue that contributed to the outbreak of the Civil War, it was not the only or main issue.
3. States' rights v. federal authority (strong v. weak central government) have been a contentious point throughout America's history.

Essential Questions:

1. To what extent did territorial expansion affect Native Americans and international relations?
2. To what extent did economic, geographic, and social forces lure people westward?
3. How do emerging nations grow geographically, economically, socially, politically, and culturally?
4. Why did regional tensions lead to the Civil War?
5. To what extent could the Civil War have been avoided?

Knowledge:

Define and explain the significance of the following terms and events:

Abolitionists, suffrage, War of 1812, The Mexican-American War, The Louisiana Purchase, Bleeding Kansas, Underground Railroad, Lewis and Clark's Corp of Discovery, Missouri Compromise, Indian Removal Act, Trail of Tears, Seneca Falls, Second Great Awakening, Popular Sovereignty, secession, Dred-Scott Case, Harpers Ferry, Oregon Trail, Uncle Tom's Cabin, Alamo, The Treaty of Guadalupe-Hidalgo

Explain the following concepts:

- Manifest Destiny
 - Abolitionism
 - Nationalism
 - Transcendentalism
 - Civil Disobedience
 - Disenfranchisement
-
- Industrialization
 - Annexation
 - Immigration
 - The Monroe Doctrine
 - Temperance
 - The Underground Railroad

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Skills:

Students will be able to:

- Investigate the impact and resistance of westward expansion on Native Americans.
- Analyze how the Louisiana Purchase influenced politics, Native American relations, economic development, and the concept of Manifest Destiny.
- Explain President Madison's reasons for declaring war in 1812 and analyze the sectional divisions over the war.
- Identify the origins and provisions of the Monroe Doctrine and how it influenced hemispheric relations.
- Analyze the Industrial Revolution, immigration, and urbanization and how they changed the lives of men, women, and children.
- Describe the plantation system and evaluate how enslaved African Americans used religion and family to counteract the effects of slavery.
- Explore the lure of the West and the reality of life on the frontier. Map key Westward routes.
- Explain the contradictions between the movement for universal white male suffrage and the disenfranchisement of free African Americans as well as women.
-

Assessment Evidence *

Performance Tasks:

- Research and role-play a character impacted by Manifest Destiny during a simulated public gathering where each character's perspectives are revealed and discussed.
- Create a quilt that represents concepts from one of the following: Manifest Destiny, Abolitionism, Nationalism, Transcendentalism, Civil Disobedience, Industrialization, Annexation, Immigration, Monroe Doctrine, Temperance, The Underground Railroad. In writing, students reflect upon their research and understanding of this topic.
- Prepare a proposal outlining a solution between White settlers and Native Americans in the Southeast in the early 1800s. Present the proposal to the class and defend it. (McDougal p. 373)
- Create a newsmagazine show that explores the different viewpoints and events that surround the War of 1812. (McDougal p. 403)
- Debate the secession of South Carolina in 1860 from the perspectives of politicians, citizens, free and enslaved people, and neutral western peoples.
- Write a multiple draft research paper on the Missouri Compromise and how tariff policy and issues of states' rights influenced party development and promoted sectional differences (proslavery and antislavery ideologies in the North and South).

Other Evidence:

- Test on facts related to Expansion and Reform.
- Vocabulary quiz.
- Written responses to the Essential Questions.

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- Students self-assess their own involvement in class discussions and academic performances, and explain their patterns of participation.
- Flipbooks and graphic organizers of main concepts in Expansion and Reform.

Learning Plan*

Learning Activities:

1. Begin with video to hook students into westward expansion.
2. Introduce the Essential Questions and discuss the culminating unit tasks.
3. Introduce key vocabulary during the various activities and performance tasks.
4. Students read and discuss relevant sections from the sources to support the learning activities and tasks. (McDougal Ch. 10-14)
5. Create a journal of field notes that includes illustrations of plants, animals, terrain, and people found in the students' neighborhood. Write a comparison article between students' notes and Lewis and Clark's field notes. (McDougal p. 320)
6. Design a model for a memorial commemorating the Trail of Tears. (McDougal p. 360)
7. Write articles for publication in Sequoya's newspaper. (McDougal p. 358)
8. Make an annotated map of the Underground Railroad routes. (McDougal p. 433)
9. On a timeline record significant individuals and events in the historical development of the abolition movement. (McDougal p. 429)
10. Read the poetry of Stephen Vincent Benet, Walt Whitman, Henry Wadsworth Longfellow, Henry David Thoreau.
11. Choose one of the performance tasks to assess student understanding.
12. Conclude the unit with student self-assessment of their culminating activity.

* These are suggested activities. Other assessments, performance tasks, and learning activities may be implemented.

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8th Grade Social Studies – List of Adopted Materials
May 9, 2005

Core Instructional Materials for 8th Grade

PRIMARY TEXTBOOK

The committee recommends that this textbook be issued to each student. The package includes ancillary materials for teachers and students, including online resources.

Creating America: A History of the United States, Beginning through Reconstruction; (McDougal Littell), ©2005

The ESL committee recommends that this textbook and attendant materials be issued to each ESL student in ESL Social Studies (beginning/intermediate)

Access American History (Great Source), ©2005

For non-English speakers / low-beginning ESL students, the ESL committee recommends the following text and attendant materials.

Explore America Series (Ballard and Tighe), 3rd Edition

CIVICS

The committee recommends that teachers select the level(s) of We the People appropriate for their students. It is expected that some schools will prefer one or both of the two books listed below.

We the People (all 3 levels); (Center for Civic Education), ©2003

Foundations of Democracy; (Center for Civic Education), ©2003

The ESL committee recommends the following material to supplement the civics curriculum for ESL beginning/intermediate:

Voices of Freedom: English and Civics (Pearson & Longman), ©2002

HISTORIOGRAPHY

The committee recommends one or more of the following products. The first three are programs in a binder that offer document based units on specific topics in U.S. history. The last is an annotated book of documents from U.S. history.

"History Unfolding U.S. History: 1600-1865 for grades 5-8"; (MindSparks), ©2002

"History Unfolding U.S. History: 1600-1865 for grades 8-12"; (MindSparks),
©2002

"Document Based Questions in American History"; (The DBQ Project), ©2002

A History of US: Sourcebook and Index; (Oxford University Press), 3rd Edition,
©2002

The committee recognizes the availability of primary source documents from reliable websites, and encourages utilization of such resources.

HISTORICAL MAPS

The committee recommends one set of the following "pull-down" maps for each classroom.

"Exploration to Civil War (1865) Set"; 19 maps; (Cram) pg. 55, ©2004

ATLASES

The committee recommends either one of the following historical atlases.

"Atlas of United States History"; (Nystrom), pg. 85, ©2003

"United States History Atlas"; (Cram), pg. 59, ©2004

Supplemental Instructional Materials - 8th Grade

SUPPLEMENTAL TEXTBOOKS

The committee recommends this narrative approach to history as a supplemental text. A teacher's guide and student materials for each of these five books from the series are also available.

A History of US: The First Americans; (Oxford University Press), 3rd edition,
©2003

A History of US: Making Thirteen Colonies; (Oxford University Press), 3rd
edition, ©2003

A History of US: From Colonies to Country; (Oxford University Press), 3rd edition, ©2003

A History of US: The New Nation; (Oxford University Press), 3rd edition, ©2003

A History of US: Liberty for All; (Oxford University Press), 3rd edition, ©2003

SUPPLEMENTAL GEOGRAPHY SUPPORT

The committee recognizes that there are numerous products available supporting U.S. history and geography beyond those listed above. The following are recommended where such additional resources are desired.

"GeoKits"; National Geographic, ©2001

American History: Native Americans (useful for 7th grade as well)

Colonial America

American Revolution

Lewis and Clark

The following three National Geographic "GeoKits" have a majority of their content devoted to the eras studied in U.S. History 8. They are available through the ASD AV Center; individual school purchases could still be made if desired.

Westward Movement

Immigration

African Americans

"Flags Over Time and Our Country's Government"; Nystrom; pulldown map, pg.65 / desk mats, pg. 74 ©2005

"Exploring the History of Our Country"; Cram, pg.46, ©2000