

Norton City Schools Standards-Based Social Studies Course of Study 2005

8th Grade: United States Studies 1607 to 1877

2005-06 Suggested Units and Pacing

The historical sequence continues in the eighth grade with an in-depth study of the early years of our country. This study incorporates each of the seven standards into the chronology. While students are studying a particular historic event in the United States they also look at its geographic settings, economic implications, developments in government and the role of citizens.

Unit 1: The First Global Age (English Colonies & French & Indian War) 20 Days (End Sept. 30)

This unit will focus on the political, religious and economic aspects of North American colonization including: colonization, difference among exploring nations, interactions between American Indians and European settlers, indentured servitude and the introduction of slavery, early representative governments and the conflict among colonial powers for control of North America. Problem Solving + Patterns and Relationships

Unit 2: Revolution 25+ Days (End Nov. 9)

This unit will identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British concerning: English taxes, challenges by colonists, the American Revolution including significant military struggles, the creation of state constitutions and the impact to women, African-Americans, and American Indians. Problem Solving + Patterns + R.

Unit 3: A New Nation (American Struggles to Survive) 5+ Days (End Nov. 18)

This unit will explain major domestic problems faced by the leaders of the new republic under the Articles of Confederation and the actions taken to build one country from 13 colonies. Problem Solving + Patterns and Relationships

Unit 4: The Constitution 30+ Days (End 2nd Grading Period)

This unit will explain the challenges in writing and ratifying the United States Constitution including: the Great Compromise, the Three-Fifths Compromise and the compromise over the slave trade, the Federalist / Anti-Federalist debate, and the debate over the Bill of Rights. Problem Solving + Patterns and Relationships

Unit 5: Pre-Civil War (American Westward Expansion) 20 Days (End Feb. 13)

This unit will focus on analyzing the territorial expansion of the U.S. including the Northwest Ordinance, the Louisiana Purchase and the Lewis and Clark expedition, westward movement including Manifest Destiny, and the Texas War for Independence and the Mexican-American War.

Unit 6: Civil War (The Nation Fractures) 20+ Days (End 3rd Grading Period)

This unit will focus on explanations of causes for the Civil War with an emphasis on slavery, states' rights, extension of slavery, the abolitionist movement, the addition of new states, and the emergence of Lincoln as a national figure. This unit will be in progress during the Achievement Test. Problem Solving + Patterns and Relationships

Unit 7: Civil War and Reconstruction 45 Days (End 4th Grading Period)

This unit will focus on explaining the cause relationships of the Civil War including significant individuals and the Emancipation Proclamation and the effects on Reconstruction including amendments to the Constitution and the enforcement of black codes. Problem Solving + Patterns/Relationships

Note: 8th Grade Standards begin with 1607 because: 6th Grade Standards require the early North American river civilizations and 7th Grade Standards require the Age of Exploration to North America. Beginning Sept. 2005 every 8th grade student will need alignment with the Standards, Benchmarks and Indicators for the OGT.

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8th Grade Benchmarks: (ID= Indicator: These number references will clarify the intent of Indicators in each unit.)

History

- A. Interpret relationships between events shown on multiple-tier time lines. (ID: 1)
- B. Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations. **(ONLY 6-7)**
- C. Describe the characteristics of feudal societies and the transition to the Renaissance and Reformation in Europe. **(ONLY 7)**
- D. Describe the effects of interactions among civilizations during the 14th through the 18th centuries. (ID: 2)
- E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives. (ID: 3, 4) **(ONLY 8)**
- F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the United States Constitution. (ID: 5, 6, 7) **(ONLY 8)**
- G. Analyze the causes and consequences of the American Civil War. (ID: 8, 9, 10, 11) **(ONLY 8)**

People In Societies

- A. Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures. **(ONLY 6-7)**
- B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict. (ID: 1, 2, 3, 4, 5) **(ONLY 6, 8)**
- C. Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government. (ID: 6) **(ONLY 7-8)**

Geography

- A. Identify on a map the location of major physical and human features of each continent. **(ONLY 6-7)**
- B. Define and identify regions using human and physical characteristics. (ID: 1)
- C. Explain how the environment influences the way people live in different places and the consequences of modifying the environment. (ID: 2)
- D. Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns. (ID: 3)

Economics

- A. Explain how the endowment and development of productive resources affect economic decisions and global interactions. (ID: 1)
- B. Explain why trade occurs and how historical patterns of trade have contributed to global interdependence. (ID: 2, 3)
- C. Identify connections between government policies and the economy. (ID: 4, 5) **(ONLY 6, 8)**

Government

- A. Explain why people institute governments, how they influence governments and how governments interact with each other. (ID: 1, 2) **(ONLY 6, 8)**
- B. Explain how the Declaration of Independence, the United States Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy. (ID: 3, 4, 5, 6, 7, 8) **(ONLY 8)**
- C. Compare the defining characteristics of democracies, monarchies and dictatorships. **(ONLY 6-7)**

Citizenship Rights and Responsibilities

- A. Show the relationship between civic participation and attainment of civic and public goals. (ID: 1, 2)
- B. Identify historical origins that influenced the rights United States citizens have today. (ID: 3, 4)

Study Skills and Methods

- A. Analyze different perspectives on a topic obtained from a variety of sources. (ID: 1) **(ONLY 6, 8)**
- B. Organize historical information in text or graphic format and analyze the information in order to draw conclusions. **(ONLY 6-7)**
- C. Present a position and support it with evidence and citation of sources. (ID: 2, 3)
- D. Work effectively in a group. (ID: 4, 5)

Note: Continually check your alignment between the Indicators and the Benchmarks.

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8th Grade: U.S. Studies - First Global Age SCESC Unit 1 (English Colonies - French & Indian Wars) **Classroom Days: 20 End by Sept. 30**

History	People in Societies	Geography	Citizenship Rights & Responsibilities
<p>The First Global Age D</p> <p>2. Describe the political, religious and economic aspects of North American <u>including</u>:</p> <p>a. reasons for colonization, including religion, desire for land and economic opportunity;</p> <p>b. key differences among the Spanish, French and British colonies;</p> <p>c. interactions between American Indians and European settlers including the agricultural and cultural exchanges, alliances and conflict;</p> <p>d. indentured servitude and the introduction and institutionalization of slavery;</p> <p>e. early representative governments and democratic practices that emerged, including town meetings and colonial assemblies;</p> <p>f. conflicts among colonial powers for control of North America.</p> <p>Note: Vocab. & Suggestions: See page 8th - 4 for teaching ideas & vocabulary.</p>	<p><u>Interaction</u> B</p> <p>1. Trace the development of religious diversity in the colonies, and analyze how the concept of religious freedom has evolved in the United States.</p> <p>2. Describe and explain the social, economic and political effects of:</p> <p>a. stereotyping and prejudice;</p> <p>b. racism and discrimination;</p> <p>c. institutionalized racism and institutionalized discrimination.</p> <p>3. Analyze how contact between white settlers and American Indians resulted in treaties, land acquisitions and Indian removal.</p> <p>4. Analyze the economic, geographic, religious and political factors that contributed to:</p> <p>a. the enslavement of Africans in North America;</p> <p>b. resistance to slavery.</p> <p>Note: The bolded letter at the end of each <u>organizer heading</u> aligns with the Benchmark for the given Standard. Continually align the Indicators to the Benchmark goals page 8th - 20.</p>	<p><u>Human Environmental Interaction</u> C</p> <p>2. Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the United States during the 18th and 19th centuries.</p> <p><u>Movement</u> D</p> <p>3. Explain how colonization, westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States.</p> <hr/> <p align="center">Economics</p> <p><u>Markets</u> B</p> <p>2. Discuss how mercantilism and the establishment of colonies led to increased global trading during the 17th and 18th centuries.</p> <hr/> <p align="center">Government</p> <p>None</p> <p>Note: Universal - Enduring Idea <u>There is an innate desire in humans to know and to be free.</u> Apply this universal to every Indicator.</p>	<p><u>Rights and Responsibilities</u> B</p> <p>4. Show connections between the rights and responsibilities of citizenship <u>including</u>:</p> <p>a. voting and staying informed on issues;</p> <p>b. being tried by a jury and serving on juries;</p> <p>c. having rights and respecting the rights of others.</p> <hr/> <p align="center">Study Skills & Methods</p> <p><u>Obtaining Information</u> A</p> <p>1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.</p> <p><u>Problem Solving</u> D</p> <p>4. Organize and lead a discussion.</p> <p>Problem Solving Process pg. 8th - 18</p> <p>a. identifying a problem</p> <p>b. gathering information</p> <p>c. listing and considering options</p> <p>d. considering advantages and disadvantages of options</p> <p>e. choosing and implementing a solution</p> <p>f. developing criteria for judging its effectiveness</p> <p>g. evaluating the effectiveness of the solution.</p>

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8th Grade: U.S. Studies

Revolution

SCESC Unit 2

Classroom Days: 25+

End by Nov. 9

History	People in Societies	Economics	Citizenship Rights & Responsibilities
<p><u>Chronology</u> A 1. Select events and construct a multiple-tier time line to show relationships among events.</p> <p><u>Revolution</u> E 3. Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British concerning: a. the Proclamation of 1763, the Stamp Act, the Townshend Acts, the Tea Act and the Intolerable Act; b. the Boston Tea Party, the boycotts, the Sons of Liberty and petitions and appeals to Parliament.</p>	<p><u>Interaction</u> B 2. Describe and explain the social, economic and political effects of: a. stereotyping and prejudice; b. racism and discrimination; c. institutionalized racism and institutionalized discrimination.</p> <p>3. Analyze how contact between white settlers and American Indians resulted in treaties, land acquisitions and Indian removal.</p> <p><u>Diffusion</u> C 6. Explain how the diverse people of the United States developed a common national identity.</p>	<p><u>Scarcity and Resource Allocation</u> A 1. Explain how the uneven distribution of productive resources influenced historic events such as, the Civil War.</p> <p><u>Markets</u> B 2. Discuss how mercantilism and the establishment of colonies led to increased global trading during the 17th and 18th centuries.</p> <p>3. Explain the purpose and effects of trade barriers such as tariffs enacted before the Civil War.</p>	<p><u>Participation</u> A 1. Show the relationship between participating in civic and political life and the attainment of individual and public goals <u>including</u>: a. the Sons of Liberty and Committees of Correspondence and American independence.</p> <p><u>Rights and Responsibilities</u> B 3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals <u>including</u>: a. Jefferson and the contradiction between the ideas of the Declaration of Independence & his role as a slave owner.</p>
<p>4. Explain the results of important developments of the American Revolution including: a. a declaration of American independence; b. character and significance of the military struggle in the North in the early years of the war and the shift of the battle to the South after 1779; c. creation of state constitutions; d. impact on women, African-Americans and American Indians.</p> <p>(See the Graphic Organizer page 8th - 6.)</p> <p>Note: Literature Connections: See Addendum D.</p>	<p align="center">Geography</p> <p><u>Movement</u> D 3. Explain how colonization, westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States.</p> <p>Note: Vocabulary & Suggestions: See page 189 & 197 for teaching ideas and additional suggested vocabulary. Refer to the Benchmarks page 8th - 20.</p>	<p align="center">Government</p> <p><u>Role of Government</u> A 1. Analyze the principles of self-government and natural rights expressed in the Declaration of Independence and their relationship to Enlightenment ideas.</p> <p>Note: Universal - Enduring Idea <u>There is an innate desire in humans to know and to be free.</u> Apply this universal to every Indicator.</p>	<p align="center">Study Skills & Methods</p> <p><u>Obtaining Information</u> A 1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.</p> <p><u>Problem Solving</u> D 4. Organize and lead a discussion. 5. Identify ways to manage conflict within a group.</p> <p>Apply the Problem Solving Process page 8th - 18 to knowledge & political freedoms such as petitions, the Constitution, prejudice, etc.</p>

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8th Grade: U.S. Studies A New Nation SCESC Unit 3 (America Struggles to Survive) Classroom Days: 5+ End by Nov. 18

History	Geography	Government	Study Skills & Methods
<p><u>Chronology</u> A 1. Select events and construct a multiple-tier time line to show relationships among events.</p> <p><u>A New Nation</u> F 5. Explain major domestic problems faced by the leaders of the new republic under the Articles of Confederation <u>including</u>: a. maintaining national security; b. creating a stable economic system; c. dealing with war debts; d. collecting revenue; e. defining the authority of the central gov't.</p>	<p>None</p>	<p><u>Role of Government</u> A 2. Explain how political parties developed as a result of attempts to resolve issues in the early years of the United States <u>including</u>: a. payment of debt.</p> <p><u>Rules and Laws</u> B 3. Explain how events and issues demonstrated the need for a stronger form of governance in the early years of the United States: a. Shay's Rebellion; b. economic instability; c. government under the Articles of Confederation.</p>	<p><u>Obtaining Information</u> A 1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.</p> <p>3. Write a position paper or give an oral presentation that includes citation of sources.</p>
<p align="center">People in Societies</p> <p><u>Diffusion</u> C 6. Explain how the diverse people of the United States developed a common national identity.</p>	<p align="center">Economics</p> <p><u>Government and the Economy</u> C 4. Explain how lack of power to regulate the economy contributed to the demise of the Articles of Confederation and the creation of the U.S. Constitution.</p> <p>5. Explain how governmental protection of property rights and regulation of economic activity impacted the development of the U.S. economy.</p> <p align="center">Universal - Enduring Idea</p> <p><u>There is an innate desire in humans to know and to be free.</u></p>	<p align="center">Citizenship Rights and Responsibilities</p> <p>None</p>	<p><u>Problem Solving Process</u> D a. identifying a problem b. gathering information c. listing and considering options d. considering advantages and disadvantages of options e. choosing and implementing a solution f. developing criteria for judging its effectiveness g. evaluating the effectiveness of the solution.</p>
<p>History 5. Apply the Problem Solving Process to the Universal – Enduring Idea (above)</p> <p>a. The <u>Articles of Confederation</u> provided the delegates with less authority than the states. Why was that a problem? (Include: regulating trade, could not pass taxes, etc.) b. Why were the delegates so concerned about the Articles of C? What were some of the issues? (The new republic was cautious in establishing a central gov't. Many delegates were fearful of replacing the tyranny of British rule with another strong government - freedom issue.) c-d. What were the options for replacing the Articles of Confederation? (Virginia Plan established a Congress to make the laws, but representation was based on population. New Jersey Plan proposed only one house, but representation was based on the same number for each state. How does this apply to the issue of freedom & knowledge?) e. What was the solution for the delegates? The delegates wrote the Great Compromise. The Connecticut Compromise provided for the population (House of Representatives) issue and an equal number of representatives for each state (Senate). They hoped to maintain a balance of freedom between the small and larger states. f-g. Explain the success or failure of the Great Compromise when compared to the Articles of Confederation. (Students will need to establish <u>criteria</u> for judging its success or failure.)</p>		SAMPLE	

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8th Grade: U.S. Studies A New Nation - Its Constitution SCESC Unit 4 Classroom Days: 30+ End by 1st Semester

History	People in S.	Economics	Government	Citizenship Rights & R
<p>A New Nation F 6. Explain the challenges in writing and ratifying the United States Constitution <u>including</u>:</p> <p>a. issues debated during the convention resulting in compromises (<u>must include</u> the Great Compromise, the Three-Fifths Compromise and the compromise over the slave trade);</p> <p>b. the Federalist / Anti-Federalist debate;</p> <p>c. the debate over the Bill of Rights.</p> <p>7. Describe the actions taken to build one country from 13 states <u>including</u>:</p> <p>a. the precedents established by George Washington, including the cabinet and a two-term presidency;</p> <p>b. Alexander Hamilton's actions to create a financially strong country, including the creation of a national bank;</p> <p>c. the establishment of an independent federal court system.</p>	<p>Interaction B 4. Analyze the economic, geographic, religious and political factors that contributed to:</p> <p>a. the enslavement of Africans in North America;</p> <p>b. resistance to slavery.</p> <p>5. Describe the historical limitations on participation of women in U.S. society and their efforts to gain equal rights.</p> <hr/> <p align="center">Geography</p> <p><u>Human Environmental Interaction B</u> 2. Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the United States during the 18th and 19th centuries.</p>	<p><u>Scarcity and Resource Allocation A</u> 1. Explain how the uneven distribution of productive resources influenced historic events such as the Civil War.</p> <p><u>Government and the Economy C</u> 4. Explain how lack of power to regulate the economy contributed to the demise of the Articles of Confederation and the creation of the U.S. Constitution.</p> <p>5. Explain how governmental protection of property rights and regulation of economic activity impacted the development of the U.S. economy.</p> <p>Note: A democratic society needs to maintain a balance between the individual rights (freedoms) and the common good.</p>	<p><u>Role of Government A</u> 2. Explain how political parties developed as a result of attempts to resolve issues in the early years of the United States <u>including</u>:</p> <p>a. payment of debt;</p> <p>b. establishment of a national bank;</p> <p>c. strict or loose interpretation of the Constitution;</p> <p>d. support for England or France.</p> <p><u>Rules and Laws B</u> 3. Explain how events and issues demonstrated the need for a stronger form of governance in the early years of the U.S.:</p> <p>a. Shay's Rebellion;</p> <p>b. economic instability;</p> <p>c. gov't. under the Articles of Confederation.</p> <p>4. Explain the political concepts expressed in the U.S. Constitution:</p> <p>a. representative democracy;</p> <p>b. federalism;</p> <p>c. bicameralism;</p> <p>d. separation of powers;</p> <p>e. checks and balance.</p> <p>5. Explain how the U.S. Constitution protects the rights of citizens, regulates the use of territory, manages conflict and established order & security.</p> <p>6. Explain how specific provisions of the U.S. Constitution, <u>including</u> the Bill of Rights, limit the powers of government in order to protect the rights of individuals with emphasis on:</p> <p>a. freedom of religion, speech, press, assembly and petition;</p> <p>b. right to trial by jury and the right to counsel;</p> <p>c. due process and equal protection of the laws.</p> <p>8. Describe the process by which a bill becomes a law.</p> <p>Note: Introduce the 13-15 Amendment to be covered in the Civil War unit.</p>	<p><u>Participation A</u> 2. Explain how the opportunities for civic participation expanded during the first half of the 19th century <u>including</u>:</p> <p>a. nominating conventions;</p> <p>b. expansion of the franchise;</p> <p>c. active campaigning.</p> <p><u>Rights and Responsibilities B</u> 3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals <u>including</u>:</p> <p>a. Jefferson and the contradiction between the ideals of the Declaration of Independence and his role as a slave owner.</p> <p>4. Show connections between the rights and responsibilities of citizenship <u>including</u>:</p> <p>a. voting and staying informed on issues;</p> <p>b. being tried by a jury and serving on juries;</p> <p>c. having rights and respecting the rights of others.</p> <hr/> <p align="center">Study Skills & Methods</p> <p><u>Obtaining Information A</u> 1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.</p> <p><u>Communicating Information C</u> 3. Write a position paper or give an oral presentation that includes citation of sources.</p> <p><u>Problem Solving D</u> 4. Organize and lead a discussion.</p>

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8th Grade: U.S. Studies Pre-Civil War (American Westward Expansion) SCESC Unit 5 Classroom Days: 20 End by Feb. 10

History	Geography	Economics	Citizenship Rights & Responsibilities
<p><u>Civil War and Reconstruction</u> G 8. Describe and analyze the territorial expansion of the United States <u>including</u>: a. Northwest Ordinance; b. the Louisiana Purchase and the Lewis and Clark expedition; c. westward movement including Manifest Destiny; d. the Texas War for Independence and the Mexican-American War.</p>	<p><u>Places and Regions</u> B 1. Compare places and regions in the United States as they existed prior to 1877 with the same places and regions today to analyze changes in land use and population, political, social and economic characteristics.</p> <p><u>Human Environmental Interaction</u> C 2. Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the United States during the 18th and 19th centuries.</p> <p><u>Movement</u> D 3. Explain how westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States.</p>	<p><u>Government and the Economy</u> C 5. Explain how governmental protection of property rights and regulation of economic activity impacted the development of the United States economy.</p> <p align="center">Government</p> <p><u>Rules and Laws</u> B 5. Explain how the United States Constitution protects the rights of citizens, regulates the use of territory, manages conflict and established order and security.</p> <p>7. Explain how the Northwest Ordinance established principles and procedures for the orderly expansion of the United States.</p>	<p><u>Rights and Responsibilities</u> B 3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals <u>including</u>: b. state constitutional conventions & the disenfranchisement of free blacks; c. Jackson and his role in Indian removal.</p>
<p align="center">People in Societies</p> <p><u>Interaction</u> B 3. Analyze how contact between white settlers and American Indians resulted in treaties, land acquisitions and Indian removal.</p> <p><u>Diffusion</u> C 6. Explain how the diverse people of the U.S. developed a common national identity.</p>			<p align="center">Study Skills & Methods</p> <p><u>Obtaining Information</u> A 1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.</p> <p><u>Communicating Information</u> C 2. Construct a historical narrative using primary and secondary sources.</p> <p><u>Problem Solving</u> D 4. Organize and lead a discussion</p>
<p>Note: Vocabulary and Suggestions: See pages 8th- 8 and 8th- 12 for teaching ideas and additional suggested vocabulary. Refer to the Benchmarks page 8th – 20.</p> <p>Note: Students are to apply the Problem Solving steps in order to identify Patterns & Relationships.</p>	<p>9. Apply the Problem Solving Process to Westward Expansion (Study Skills and Methods page 8th – 18.)</p> <p>a. Identify the problems for westward expansion. How can you orderly expand the U.S.? (Settlers and immigrants wanted the fastest and safest way to move westward for farmland, gold, etc. The problem was ownership of these resources. The Northwest Ordinance was written.) <i>Identify the Problem</i></p> <p>b. Their desire for greater economic freedom and the discovery of new locations (knowledge) enticed them westward. <i>Gather Information</i></p> <p>c-d. Some options included: Oregon Trail (weather & Indian problems); sail to Panama and land travel to the Pacific (health problems); or sail around South America (weather, time, etc.). (There is a need to gather as much information about each option before committing your life and possessions to the decision. Once the settler or miner arrived there was the need for new knowledge to prosper.) <i>Identify Option – Advantage and Disadvantages</i></p> <p>e. The Donner Party choose to cross the Rocky Mountains in the 1840s for gold and farmland in California. <i>Choose a Solution. Continue f – g. Rubric: Set Criteria – Apply the Rubric</i></p>		

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8th Grade: U.S. Studies Civil War and Reconstruction (The Nation Fractures) SCESC Unit 6 Classroom Days: 20+ End 3rd Grading

History	Geography	Government	Citizenship Rights & Responsibilities	Study Skills & Methods
<p><u>Civil War and Reconstruction</u> G</p> <p>9. Explain causes of the Civil War with emphasis on:</p> <ol style="list-style-type: none"> slavery; states' rights; the different economies of the North and South; the extension of slavery into the territories, including the Dred Scott Decision and the Kansas-Nebraska Act; the abolitionist movement and the role of Frederick Douglass and John Brown; the addition of new states to the Union and their impact on the balance of power in the Senate, including the Missouri Compromise and the Compromise of 1850; the emergence of Abraham Lincoln as a national figure in the Lincoln-Douglas debates, the presidential election of 1860 and the South's secession. 	<p><u>Places and Regions</u> B</p> <p>1. Compare places and regions in the U.S. as they existed prior to 1877 with the same places and regions today to analyze changes in land use and population, political, social and economic characteristics.</p> <p><u>Human Environmental Interaction</u> C</p> <p>2. Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the United States during the 18th and 19th centuries.</p>	<p><u>Rules and Laws</u> B</p> <p>5. Explain how the U.S. Constitution protects the rights of citizens, regulates the use of territory, manages conflict & established order and security.</p> <p>6. Explain how specific provisions of the U.S. Constitution, including the Bill of Rights, limit the powers of gov't. in order to protect the rights of individuals with emphasis on:</p> <ol style="list-style-type: none"> due process and equal protection of the laws. <p>Note: Students are to apply the Problem Solving steps in order to identify Patterns & Relationships.</p>	<p><u>Participation</u> A</p> <p>1. Show the relationship between participating in civic and political life and the attainment of individual and public goals <u>including</u>:</p> <ol style="list-style-type: none"> the Underground Railroad and the abolitionist movement /abolition of slavery. <p><u>Rights and Responsibilities</u> B</p> <p>3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including:</p> <ol style="list-style-type: none"> Frederick Douglass and the abolitionist movement. Show connections between the rights and responsibilities of citizenship <u>including</u>: <ol style="list-style-type: none"> voting and staying informed on issues; being tried by a jury and serving on juries; having rights and respecting the rights of others. 	<p><u>Obtaining Information</u> A</p> <p>1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.</p> <p><u>Communicating Information</u> C</p> <p>3. Write a position paper or give an oral presentation that includes citation of sources.</p> <p><u>Problem Solving</u> D</p> <p>4. Organize and lead a discussion.</p> <p>5. Identify ways to manage conflict within a group.</p> <p>Apply the Problem Solving Process page 8th- 18 to the problems of freedom (slavery - states' rights, etc.)</p>
<p align="center">People in Societies</p> <p><u>Interaction</u> B</p> <p>2. Describe and explain the social, economic and political effects of:</p> <ol style="list-style-type: none"> stereotyping and prejudice; racism and discrimination; institutionalized racism and institutionalized discrimination. <p>4. Analyze the economic, geographic, religious and political factors that contributed to:</p> <ol style="list-style-type: none"> the enslavement of Africans in North America; resistance to slavery. <p>Note: 8th Achievement Test: Introduce a "preview" to the Civil War and Reconstruction 7+ days prior to the state test.</p>	<p align="center">Economics</p> <p><u>Scarcity and Resource Allocation</u> A</p> <p>1. Explain how the uneven distribution of productive resources influenced historic events such as the Civil War.</p> <p><u>Government and the Economy</u> C</p> <p>3. Explain the purpose and effects of trade barriers such as tariffs enacted before the Civil War.</p> <p>5. Explain how governmental protection of property rights and regulation of economic activity impacted the development of the United States economy.</p>			

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8th Grade: U.S. Studies Civil War and Reconstruction SCESC Unit 7 Classroom Days: 45 End Semester

History	Geography	Government	Study Skills & Methods
<p><u>Chronology</u> A 1. Select events and construct a multiple-tier time line to show relationships among events.</p> <p><u>Civil War and Reconstruction</u> G 10. Explain the course and consequences of the Civil War with emphasis on: a. contributions of key individuals, including Abraham Lincoln, Robert E. Lee, and Ulysses S. Grant; b. the Emancipation Proclamation; c. the Battle of Gettysburg.</p> <p>11. Analyze the consequences of Reconstruction with emphasis on: a. President Lincoln's assassination and the ensuing struggle for control of Reconstruction, including the impeachment of President Andrew Johnson; b. attempts to protect the rights of and enhance opportunities for the freedmen, <u>including</u> the basic provisions of the 13th, 14th and 15th Amendments to the Constitution; c. the Ku Klux Klan and the enactment of black codes.</p>	<p><u>Places and Regions</u> B 1. Compare places and regions in the U.S. as they existed prior to 1877 with the same places and regions today to analyze changes in land use and population, political, social and economic characteristics.</p> <p><u>Human Environmental Interaction</u> C 2. Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the United States during the 18th and 19th centuries.</p> <p><u>Movement</u> D 3. Explain how colonization, westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States.</p>	<p><u>Rules and Laws</u> B 5. Explain how the U.S. Constitution protects the rights of citizens, regulates the use of territory, manages conflict & established order and security.</p>	<p><u>Obtaining Information</u> A 1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.</p>
	<p>Economics</p> <p><u>Scarcity and Resource Allocation</u> A 1. Explain how the uneven distribution of productive resources influenced historic events such as the Civil War.</p> <p><u>Government and the Economy</u> C 5. Explain how governmental protection of property rights and regulation of economic activity impacted the development of the U.S. economy.</p> <p>Note: Vocabulary and Suggestions: See page 8th - 9 for teaching ideas and additional suggested vocabulary. Refer to the Benchmarks page 8th - 20 for clarifications.</p>	<p>Citizenship Rights & Responsibilities</p> <p><u>Participation</u> A 1. Show the relationship between participating in civic and political life and the attainment of individual and public goals including: b. the Underground Railroad and the abolitionist movement /abolition of slavery.</p> <p><u>Rights and Responsibilities</u> B 3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including: d. Frederick Douglass and the abolitionist movement; e. Elizabeth Cady Stanton and women's rights.</p> <p>4. Show connections between the rights and responsibilities of citizenship <u>including</u>: a. voting and staying informed on issues; b. being tried by a jury and serving on juries; c. having rights and respecting the rights of others.</p>	<p><u>Communicating Information</u> C 2. Construct a historical narrative using primary and secondary sources.</p> <p>3. Write a position paper or give an oral presentation that includes citation of sources. <u>Problem Solving</u> D 4. Organize and lead a discussion.</p> <p>Apply the Problem Solving Process page 8th - 18.</p>
<p>People in Societies</p> <p><u>Interaction</u> B 2. Describe and explain the social, economic and political effects of: a. stereotyping and prejudice; b. racism and discrimination; c. institutionalized racism and institutionalized discrimination.</p> <p><u>Diffusion</u> C 6. Explain how the diverse people of the U.S. developed a common national identity.</p>			