

8th Grade History
Curriculum
June 2007

USHG ERA I – BEGINNINGS TO 1620 (See 5th Grade Expectations)

American Indian Life in the Americas
 European Exploration and Conquest
 Three World Interactions

USHG ERA 2 - COLONIZATION AND SETTLEMENT (1585-1763) (See 5th Grade Expectations)

European Struggle for Control of North America
 Sub-Saharan African Life, Atlantic Slave Trade, and Origins of Black America
 Comparative Life in Colonial America

United States History Eras Addressed In Grade 8**USHG ERA 3- REVOLUTION AND THE NEW NATION (1754-1800s)**

Causes of the American Revolution (See 5th Grade Expectations)
 The American Revolution and Its Consequences (See 5th Grade Expectations)
 Creating New Governments) and a New Constitution (Introduced in 5th Grade; Begins 8th Grade Expectations)

USHG ERA 4-EXPANSION AND REFORM (1792-1861)

Political Growth and Challenges to an Emerging Nation
 Regional and Economic Growth
 Reform Movements

USHG ERA 5 - CIVIL WAR AND RECONSTRUCTION (1850-1877)

Abolition and Anti-Slavery
 Civil War
 Reconstruction

FOUNDATIONAL ISSUES IN UNITED STATES HISTORY AND GEOGRAPHY

*Foundational Expectation I:
 Geographic, Economic and Demographic Transformations of America (to 1791)*

To set the stage for the study of the U.S. history that begins with the creation of the U. S. Constitution, students should be able to draw upon an understanding of the growth and settlement patterns from pre-Columbian times through 1791, and should be able to discuss the similarities and differences among the various regions of the United States focusing upon geographic,

economic (including agricultural and industrial development), demographic (including changes in urban and rural landscape, immigration and migrations), and social changes (including ethnic, religious, and racial relationships), and explain how these influenced American life.

Foundational Expectation 2:

Political, Intellectual and Social Transformations of America (to 1791)

To set the stage for the study of the U.S. history that begins with the creation of the U. S. Constitution, students should be able to draw upon an understanding of major political, intellectual, and social changes and accomplishments of American society by analyzing the way that American society defined and moved toward and/or away from its core ideals as reflected in the Declaration of Independence, the U.S. Constitution (including the Preamble), and the Bill of Rights. Using the American Revolution as a touchstone, students will develop an argument/narrative about the changing character of American political society by discussing the birth and subsequent developments of republican government over time, competing views of the role and responsibilities of governments (federal, state and local), and America's role in the world. Over this time period, students will also explain the changes or continuity in race and ethnic relations (conflict and cooperation), role of women, and conditions of labor.

FOUNDATION CONTENT EXPECTATIONS FOR GRADE 8

Social Studies Content Expectations 5/07 v.5

2.2 Atlantic Slave Trade and Origins of Black America

Use maps, geographic, and historical evidence to analyze the development of the Atlantic slave system and its impact upon the life of Africans.

GLCE	Text/Activities	Pacing Guide	Assessments
2.2.1 Using historical and modern maps and charts, explain the development of the Atlantic Trade System (Triangle of Trade) including the trade routes, the people and goods that were traded, the impact of trade routes on the geographic diffusion of Africans in the Americas (including the Caribbean and South America), and the Middle Passage.	Tri-Trade Ch -4 -4 p. 121/2 Middle Passage Ch 4-3 p. 118-9 2.2.1 Map Teacher made resources	Weeks 2-3	Ch-4 Test Written Reflection on Triangle-Trade
2.2.2 Describe the life of free Africans in the American colonies.	Ch 4-5 p.126-7	Weeks 2-3	Reading/notes and observation
2.2.3 Analyze how Africans living in North America drew upon their African past and also used European and American Indian customs and values to develop a distinctive culture in the Americas.	Ch 4-3 p. 115 Ch 4-5 P 126-7	Weeks 2-3	Reading and observation
2.2.4 Analyze how Africans living in North America influenced European culture and life in the colonies.	Ch 4-5 p. 126-7	Weeks 2-3	Reading and observation

2.3 Comparative Life in Colonial America

Distinguish among and explain the reasons for differing regional and social perspectives of life in colonial America.

GLCE	Text/Activities	Pacing Guide	Assessments
2.3.1 Compare and contrast life in the New England, Mid-Atlantic and Southern colonies, focusing on similarities and differences in political, economic, religious, and social institutions and human-environment interactions.	Ch 4 -1, 2, 3 p. 102-119 2.3.3 United Steaming Diversity in Colonies Video "Crucible"	Weeks 2-3	Ch-4 Test Map Studies
2.3.2 Locate the New England, Mid-Atlantic, and Southern colonies on a map and compare the physical characteristics of each region (e.g., landforms, climates, bodies of water, vegetation).	Ch 4- 1, 2, 3 p. 102-119 2.3.2 Map	Weeks 2-3	Ch-4 Test Map Studies
2.3.3 Describe colonial life in America from the perspectives of at least three different groups of people (such as wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians).	Ch 4-5 p. 125-6 Video "Ship of Slaves" 2.3.3 United Streaming Diversity in Colonies with Worksheet.	Weeks 2-3	Ch-4 Test Map Studies
2.3.4 Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants).	Ch 4- 1, 2, 3 p. 102-119	Weeks 2-3	Ch-4 Test Map Studies
2.3.5 Describe how events in Great Britain and France affected the colonists and how events in the colonies affected people in Europe.	Ch 4-5 p. 127	Weeks 2-3	Ch-4 Test Map Studies

ERA 3 revolution and the New Nation (1754-1800)

Foundation expectations 1 & 2

3.1 Causes of the American Revolution

Identify the major political, economic, ideological/ and religious reasons for the American Revolution from both the British and the colonial perspectives.

GLCE	Text/Activities	Pacing Guide	Assessments
3.1.1 Describe the role of the French and Indian War, the overhaul of British imperial policy from 1763 to 1775 and colonial dissatisfaction with new policy.	Ch 5-1 p. 140-5 3.1.1 Map; 3.1.1-2 Timeline 3.1.1-3 Video; Resource 3.1.1-4; Video “Last of the Mohicans”, “Pontiac’s War”	Weeks 4-6	Ch-5 Test Timeline-‘63-8’
3.1.2 Describe the revolutionary and loyalist responses to British actions such as the Stamp Act, the Intolerable Acts, the Boston Massacre, and the Boston Tea Party.	Ch 5-2 p. 148-52 Ch 5-3 p. 155-8 Tea Party 3.1.2 & 3.1.2-2 Timelines; Lexington, Concord & Independence – (United Streaming)	Weeks 4-6	Ch-5 Test
3.1.3 Identify revolutionary goals of different groups of Americans (women, African Americans, merchants).	Ch 6-4 p. 186-7	Weeks 4-6	Ch-5 and 6 Tests
3.1.4 Describe the significance of the First and Second Continental Congresses.	Ch 5-5 p. 158 Ch 6-1 p. 168-9	Weeks 4-6	Ch-5 and 6 Tests
3.1.5 Describe the main principles and the significance of the Declaration of Independence.	Ch6-2 p.173-6; 3.1.5 Letter, 3.1.5-2 U Stream Independence; 3.1.5-3 Interpretation	Weeks 4-6	Ch-6 Test
3.1.6 Identify the role that key individuals played in leading the colonists to revolution, including George Washington. Thomas Jefferson, Benjamin Franklin, Patrick Henry, Sam Adams, and John Adams.	Ch 5-2 p. 151-2 3.1.6 Washington Video 3.1.6-2 Common Sense 3.1.6-3 Rev. Leaders	Weeks 4-6	Ch-6 Test

3.1.7 Give examples of the use of authority and the use of power without authority during the Revolutionary era.	Ch 5-2 p. 150-6 Sons Daughters Lib, Boycotts	Weeks 4-6	Ch-5 and 6 Tests
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3.2 American Revolution and Its Consequences

Explain the multi-faceted nature of the American Revolution and its consequences.

GLCE	Text/Activities	Pacing Guide	Assessments
3.2.1 Explain how the American colonists were able to defeat the British, describe the role of important battles such as Saratoga, major military leaders and military strategy, especially George Washington and his plan for achieving victory.	Ch 6 p. 168-195 3.2.1 Valley Forge Stream 3.2.1-2 Battle Formations 3.2.1-3 Poster 3.2.1-4 Rev War Map 3.2.1-5 Photo Interpretation Video "Patriot"	Week 7 MEAP Weeks 6-11	Ch-6 Quiz Ch-6 Test
3.2.2 Analyze the role of women, African Americans, American Indians, international powers, and Individuals in helping shape the outcome of the war (Abigail Adams, Mercy Otis Warren, Phyllis Wheatley, Six Nations of the Iroquois, and Lafayette).	Ch 6-4 p. 186-8	Weeks 6-11	Ch-6 test and observation
3.2.3 Evaluate the political, economic, intellectual, and social impact of the American Revolution in North America, in the western hemisphere, and throughout the world.	Ch 6-4 p. 186-8 3.2.3 Revolution Postcard	Weeks 6-11	Rev Postcard Project

3.3 Creating New Government^ and a New Constitution

Explain some of the challenges faced by the new notion and analyze the development of the Constitution as a new plan for governing. [Foundations for Owes HSCE Standard 2.2.]

Note: Expectations 3.3. 1 – 3.3.5 address content that was introduced in Grade 5, but ask for explanation and analysis at a higher level than expected in Grade 5. They are included here to support in-depth discussion of the historical and philosophical origins of constitutional government in the United States. (CE 3.3.6).

GLCE	Text/Activities	Pacing Guide	Assessments
3.3. 1 Explain the geographic and political reasons for the adoption and subsequent failure of the Articles of Confederation (e.g., why its drafters created a weak central government, challenges the nation faced under the Articles, Shays' Rebellion, disputes over western lands).	Ch 7-1 p. 200-04 3.3.1 United Streaming “A Nation in Crisis”	Weeks 11-13	Ch-7 Test
3.3.2 Analyze the developments of new state constitutions and explain how these embodied the ideas of the American Revolution.	Ch 7-1 p. 200	Weeks 11-13	Ch-7 Test Notes and Observation
3.3.3 Analyze the major debates that occurred at the Constitutional Convention including but not limited to debates over the regional (north to south) distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue. <i>(5th Grade GLCE) 3.3.3 Identify the powers granted to the federal government and those reserved for the states.</i>	Ch 7-2 p. 206-210 3.3.3 Constitutional Cartoon History Alive Activity “Symbols for Coat of Arms” USH -8-3 activity 1.2 page 8 3.3.3-2 Cons Convention 3.3.3-3 Compromise	Weeks 11-13	Ch-7 Test Notes and Observation

GLCE	Text/Activities	Pacing Guide	Assessments
<p>3.3.4 Explain how the new constitution resolved (or compromised) these debates including but not limited to sharing of power among institutions, dual sovereignty (state-federal power), rights of individuals, Electoral College and its relationship to population, the recognition of American Indian land claims and rights, and the geographic and numerical distribution of enslaved people.</p> <p><i>(5th Grade GLCEs)</i></p> <p><i>3.3.2 Describe the major ideas and concepts In the Constitution of the United States, including powers of the three branches of government and the ways in which the Constitution limited the power of the national government.</i></p> <p><i>3.3.4 Explain the basic organization of state and federal government (separation of powers and checks and balances).</i></p> <p><i>3.3.5 Distinguish among local, state and national government in the United States and describe the roles of governmental institutions in all three (federalism).</i></p>	<p>Ch 7-2 p. 206-210</p> <p>Ch 8-1 thru 4 p. 248-263</p> <p>3.3.4 Simile Project</p> <p>3.3.4-2 Checks & Balances Picture sheet</p> <p>3.3.4-3 Grand design of Congress</p> <p>3.3.4-4 History Alive</p> <p>Activity 2.3 A-D</p> <p>VHS School House</p> <p>Rock</p>	<p>Weeks 14-16</p>	<p>Ch-7 & 8 tests</p> <p>Simile Project</p>
<p>3.3.5 Analyze the shifts in population that began during colonial times, with emphasis upon the urban settlements along the fall line (physical geography); the opportunities for developing water power for grist mills, sawmills, and other industries; and the significance of river navigation on the coastal plain.</p>	<p>Ch 4 -5 p. 130</p> <p>Ch11-1 p. 330-5</p>	<p>Weeks 14-16</p>	<p>Power Point</p> <p>Project</p> <p>Ch-4, 5 & 11 Tests</p>

<p>3.3.6 Explain the reasons for the passage of the Bill of Rights and how it reflected the concept of limited government and protections of basic freedoms.</p> <p><i>(5th Grade GLCE) 3.3.6 Describe the core democratic values found In the Declaration of Independence, the Constitution, and the Bill of Rights (common good, justice, liberty, popular sovereignty, life, equality, diversity, pursuit of happiness, truth, patriotism, and rule of law).</i></p> <p>3.3.8 Explain why rights are not absolute and have limits.</p> <p>3.3.10 Identify situations in which specific rights guaranteed by the Constitution are at issue (e.g., religious liberty, free expression, freedom of press).</p>	<p>Ch 7-4 p. 215-18</p> <p>Ch 8-5 p. 265-68</p> <p>3.3.6 Core Democratic Values with work sheets.</p> <p>3.3.6-2 Bill of Rights Mosaic</p> <p>3.3.6-3 United Streaming "Future Fright"</p>	<p>Weeks 14-16</p>	<p>Bill of Rights Mosaic Project</p> <p>Core Democratic values Project</p> <p>Simile project</p>
<p>3.3.7 Explain the historical and philosophical origins of constitutional government in the United States using Ideas found in the Magna Carta, John Locke's Second Treatise, Montesquieu's Spirit of Laws, English Bill of Rights, Mayflower Compact, Thomas Paine's Common Sense, Northwest Ordinance, Virginia Statute of Religious Liberty, Declaration of Independence, Articles of Confederation, selected Federalist Papers.</p>	<p>Ch 7-3 p. 211-214</p>	<p>Weeks 13</p>	<p>Ch-7 test</p> <p>Common Sense Pamphlet Project</p>

3.4 (5th Grade GLCE Position Paper Preparation) Inquiry, Public Discourse, and Decision Making

Clearly state an issue as a question of public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

GLCE	Text/Activities	Pacing Guide	Assessments
3.4.1 Interpret and analyze social science information about the United States from maps, graphs, charts, and tables.	3.4.1 MEAP Released Items	Incorporate Material During Available Time weeks 13-19	Observation Using Released MEAP items
3.4.2 Use core democratic values to explain why people may differ on a resolution to a public issue.	3.3.6 Core Democratic Values booklet & worksheets 3.4.2 Scoring Guide for Core Democratic Values	Incorporate Material During Available Time weeks 13-19	Core Democratic Values Project
3.4.3 Compose a short persuasive essay expressing a position on a public policy issue and justify the position with a reasoned argument.	3.4.3 Holistic Scoring of Civic Writing 3.4.3-2 Sample topics for Civic Writing	Incorporate Material During Available Time weeks 13-19	Scoring Rubric Using Released MEAP items

USHG ERA 4 - EXPANSION AND REFORM (1792-1861)

4.1 Political Growth and Challenges to an Emerging Nation

Using documents, maps, and historical evidence, analyze the challenges the new government faced and the role of political and social leaders in meeting these challenges.

GLCE	Text/Activities	Pacing Guide	Assessments
4.1 .1 Washington's Farewell - Use Washington's Farewell Address to analyze the most significant challenges the new nation faced and the success of subsequent presidents, including John Adams, Thomas Jefferson and Andrew Jackson, to heed Washington's advice.	Ch 9-2 thru 4 p. 289-94 4.1.1 Washington's Farewell Address (Resource)	Weeks 17-19	Ch-9 Test
4.1.2 Ethnic and Regional Diversity - Using maps and charts, describe and explain the growing regional, religious, and ethnic diversity of the emerging nation, and the challenges this presented to the new government, particularly the waves of Immigration from Northern Europe and the growth of cities.	Ch 14-2 p. 413-16	Weeks 26-27	Ch-14 Test Ch 14 & 15 Tri-fold
4.1.3 Religious Diversity - Describe Important religious trends that shaped antebellum America including the increase in the number of Protestant denominations, the Second Great Awakening, and the influence of these trends on the reaction of Protestants to the growth of Catholic immigration.	Ch 14-2 p. 415-6 Ch 15-1 p. 434-5	Weeks 26-27	Observation and Notes

GLCE	Text/Activities	Pacing Guide	Assessments
<p>4. 1.4 International Policy - Analyze the international challenges the new nation faced in the early 19th century, including</p> <ul style="list-style-type: none"> • the political, economic and military consequences of the French Revolution, Napoleonic Wars, and War of 1812, particularly the war in die Great Lakes • the wars with American Indians, the major treaties with the American Indian nations, Trail of Tears, development of the American Indian Reservation System, the Termination Policy, and subsequent outcomes of treaties with American Indian nations 	<p>Ch 9-2 p. 284-6 Ch 10-4 p. 316-8 Ch 12-3 p. 371-3</p>	<p>Weeks 17-25</p>	<p>Ch- 9, 10 and 11-13 Tests</p>
<p>4.1.5 Political Parties- Explain how political parties emerged out of competing ideas reflected in the various positions of Thomas Jefferson and Alexander Hamilton concerning relative power of the national government, foreign policy, economic policy, including the creation of a national bank and assumption of revolutionary debt.</p>	<p>Ch 9-3 p. 287-90 4.1.5 and 4.1.5-2 Hamilton Jefferson Poster 4.1.5-3 Background Info 4.1.5-4 Quote questions 4.1.5-5 A&E Bio and question T. Jefferson</p>	<p>Weeks 17-19</p>	<p>Jefferson Hamilton Project Ch – 9 Test</p>
<p>4.1.6 Presidential Policies - Summarize the major policies and political developments that took place during the presidencies of George Washington (1789-1797), John Adams (1797-1801), Thomas Jefferson (1801-1809), and Andrew Jackson (1829-1837).</p>	<p>Ch 9-1 p. 278-82 Ch 9-4 p. 291-3 Ch 12-1 p. 363-74 4.1.6 War Hawk Propaganda Poster 4.1.6-2 Jacksonian Era Tri-Fold</p>	<p>Weeks 17-25</p>	<p>Tests and Projects</p>

4.1.7 Supreme Court Action -Trace the influence and ideas of Supreme Court Chief Justice John Marshall and the importance of the doctrine of Judicial Review as manifested in Marbury. Madison (1803) and Jackson's response to judicial review.	Ch 10-1 p. 304-5	Weeks 19-21	Ch-10 Test
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4.2 Regional and Economic Growth

Describe *and* analyze the nature and impact of" the *territorial, demographic, and economic growth in the first three decades of the new nation using maps, charts, and other evidence.*

GLCE	Text/Activities	Pacing Guide	Assessments
4.2.1 Northeast - Explain the significance of the growth of the textile industry, "new" immigration, the rise of the business class, and the transportation revolution (e.g., canals, roads, turnpikes, steamboats and railroads).	Ch 11- 1 & 2 p. 329-41 Ch 14-2 p. 415-6	Weeks 22-24	Tests
4.2.2 South - Describe the development of Southern aristocracy (e.g.,"slavocracy"), class diversity in Southern society, and the rapid growth of slavery generated by the impact of the cotton gin.	Ch 14-3 & 4 p. 418-26	Weeks 26-27	Ch-14 Test Tri-fold
4.2.3 Westward Expansion - Using a map of North America, explain the expansion and settlement of the West, the Louisiana Purchase, including the removal of American Indians from their native lands and the growth of a system of commercial agriculture.	Ch 10-2 p. 306-10 Ch 12-3 p. 371-3 Ch 11-3 p. 342-6 4.2.3 Lewis & Clark map/timeline Video "The Alamo" & "Almost Heroes" 4.2.3-2 Oregon Trail D&D 4.2.3-3 Indian Removal Act Map	Weeks 19-24	Indian Removal Project Tests

<p>4.2.4 Manifest Destiny - Using primary and secondary sources, evaluate the impact of the idea of Manifest Destiny on U.S. expansion and control of North America.</p>	<p>Ch13-3 p. 393 4.2.4 Manifest Destiny map/timeline 4.2.4-2 O'Sullivan Article (resource)</p>	<p>Week 24</p>	<p>Manifest Destiny map/timeline</p>
<p>4.2.5 Consequences - Using geographic and historical evidence, develop an evidentiary-based argument about the positive and negative consequences of territorial and economic expansion.</p> <ul style="list-style-type: none"> Identify instances of disparities (e.g., slavery, human conditions, including treatment of American Indians and African Americans) between the American ideal of equality and reality; identify decisions to reduce these disparities, 	<p>Ch 12-3 p. 371-3 Ch 14-2 p. 417 Ch 14-4 p. 423-6 4.2.5 "Protest " Project</p>	<p>Weeks 22-27</p>	<p>Indian removal and Protest Projects</p>

4.3 Reform movements

Analyze the growth of antebellum American reform movements.

GLCE	Text/Activities	Pacing Guide	Assessments
4.3.1 Summarize the growth of the American education system and Horace Mann's campaign for free compulsory public education.	Ch 15-1 p. 436-7	Weeks 25-27	Observation/Reading
4.3.2 Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism, including Frederick Douglass, William Lloyd Garrison, Sojourner Truth, and Harriet Tubman.	Ch 15-2 p. 439-42 Video "Brother Future"	Weeks 25-27	Tri-fold Ch-15 Test
4.3.3 Analyze the goals and effect of the antebellum women's suffrage movement (e.g., the 1848 Seneca Falls Convention and Declaration, Susan B. Anthony, and Elizabeth Cady Stanton).	Ch 15-3 p. 444-7 VHS School House Rock	Weeks 25-27	Obervation/Notes

ERA 5-CIVIL WAR AND RECONSTRUCTION (I 850-1 877)

5.1 Abolition and Anti-Slavery

Analyze and evaluate the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence.

GLCE	Text/Activities	Pacing Guide	Assessments
5.1.1 Describe growth of the abolitionist movement prior to the Civil War by considering the role of religion and of key abolitionist leaders (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and die Underground Railroad, Theodore Weld, William Lloyd Garrison, and Frederick Douglass).	Ch 15-2 p. 439-42 Ch 16-4 p. 475-6 Video "Race to Freedom" 5.1.1 Slavery Tri-Fold 5.1.1-2 John Brown Nut	Weeks 27-29	Ch- 15 & 16 Tests
5.1.2 Evaluate gradual abolition of slavery in early state constitutions, and the role of the Northwest Ordinance in banning of slavery in new states north of the Ohio River.	Ch 7-1 p. 203 Ch 7-2 p. 209	Weeks 12-14	Ch-7 Test
5.1.3 Discuss the importance of the slavery issue raised by the annexation of Texas and by California's admission to the Union as a free state under the Compromise of 1850.	Ch 13-2 p. 389 Ch 16-2 p. 463-5	Week 27	Ch-13 and 16 Tests
5. 1.4 Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, the Kansas-Nebraska Act (1854), the Dred Scott v. Sandford decision	Ch 12-3 p. 370-1 Ch 16-1 p. 460-462 Ch 16-3 p. 468-75	Weeks 27-29	Ch-16 Test

(1857), the Lincoln-Douglas debates (1858), and the Free Soil Movement.			
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GLCE	Text/Activities	Pacing Guide	Assessments
5.1.5 Describe the lives of free blacks and escaped slaves, and analyze the Fugitive Slave Act's Impact on freedom and economic opportunities.	Ch 14-4 p. 424-6 Ch 16-2 p. 463-6	Weeks 25-27	Observation/Reading Ch-16 Test
5.1.6 Analyze the slave resistance and its role in the coming of the Civil War.	Ch 14-4 p. 426	Weeks 25-26	Observation/Reading Tri-fold

5.2 Civil War

Evaluate the multiple causes, key events, and complex consequences of the Civil War.

GLCE	Text/Activities	Pacing Guide	Assessments
5.2.1 Using maps, identify the expansion of slavery in new territories and the points of dispute over this expansion.	Ch 16 p. 460-81 5.2.1 Missouri Comp Map 5.2.1-2 Kansas-Nebraska	Weeks 27-29	Ch-16 Test
5.2.2 Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.	Ch 16-2 p. 463-5 5.2.2 "Slavery Divides a Nation"	Weeks 27-29	Ch-16 test
5.2.3 Using maps, trace the boundaries constituting the North and the South; describe the geographical differences between the two regions, and the differences between agrarians and industrialists.	Ch 14 p. 407-25 5.2.3 Choosing Sides Map/Timeline	Weeks 25-26	Observation/Reading
5.2.4 Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.	Ch 12-3 370-1 Ch 16-5 p. 479-480	Week 29	Ch-12 Test
5.2.5 Discuss Abraham Lincoln's presidency, his significant writings and speeches, and their relationship to the Declaration of Independence, e.g., his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and Inaugural addresses (1861 and 1865).	Ch 16-4 p. 473 Ch 16-5 p. 481-2 Ch 17-3 p. 496-8 Ch 17-5 p. 507-9	Week 29-32	Ch-16 and 17 Tests

GLCE	Text/Activities	Pacing Guide	Assessments
5.2.6 Compare and contrast the advantages and disadvantages of Union and Confederate diplomatic and military strategies, including views of key leaders (e.g., Ulysses S. Grant, Jefferson Davis, and Robert E. Lee).	Ch 17 p. 485-510 Video "April 1865" 5.2.6 "North & South Pro's & Con's" 5.2.6-2 Advantages & Disadvantages	Weeks 30-33	Advantages & Disadvantages Ch-17 Test
5.2.7 Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, surrender at Appomattox, and lives of soldiers, including those of black soldiers and regiments.	Ch 17 p. 485-510 Videos "Gods & Generals", "Gettysburg" and "Glory" 5.2.7 Civil War Battle Maps	Weeks 30-33	Ch-17 Test
5.2.8 Explain how the war affected combatants, civilians, the physical environment, and future warfare.	Ch 17-4 p. 500-4 Video "Andersonville" Book "Pink and Say" 5.2.8 "Help Overcome the Hardships"	Weeks 30-33	Help Overcome the Hardships Project

5.3 Reconstruction

Using evidence, develop an *argument regarding the character and consequences of Reconstruction.*

GLCE	Text/Activities	Pacing Guide	Assessments
5.3.1 List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.	Ch 18-1 p. 514-8 5.3.1 "Impeach Johnson" Poster	Weeks 34-36	Ch-18 Test
5.3.2 Identify the push-pull factors in the movement of formerly enslaved people to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).	5.3.2 Buffalo Soldiers (Resource)	Weeks 34-36	Reading
5.3.3 Analyze the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freed men, including racial segregation, Black Codes.	Ch 18-4 p.530-2 5.3.3 Reconstruction PP Project	Weeks 34-36	Ch-18 Test
5.3.4 Trace the rise of the first Ku Klux Klan and describe the Klan's impact on American life.	Ch 18-3 p. 527-8	Weeks 34-36	Ch-18 Test
5.3.5 Analyze the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and explain their connection to Reconstruction.	Ch 18-1 & 2 p. 516-25	Weeks 34-36	Ch-18 Test
5.3.6 Evaluate the decision to remove Union troops in 1877 and its impact on the end of Reconstruction.	Ch 18-4 p. 530-3	Weeks 34-36	Ch-18 Test