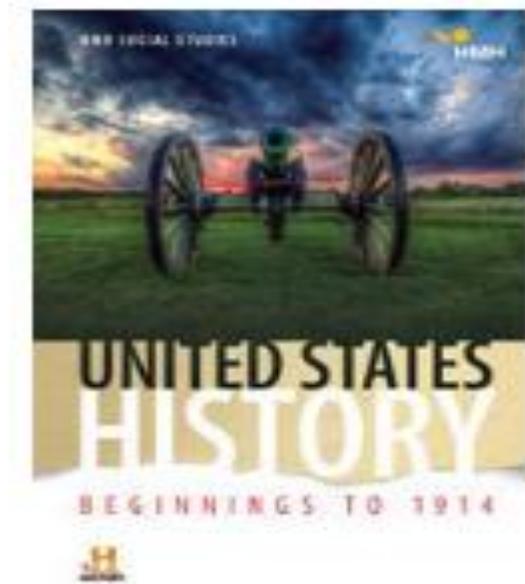


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In eighth grade, students develop a new, more abstract level of understanding of social studies concepts. The recommended context for developing this understanding is U.S. history and government, 1776 to 1900. Students explore the ideas, issues, and events from the framing of the Constitution up through Reconstruction and industrialization. After reviewing the founding of the United States, particularly the Constitution, students explore the development of politics, society, culture, and economy in the United States to deepen conceptual understandings in civics, geography, and economics. In particular, studying the causes and consequences of the Civil War helps them to comprehend more profoundly the rights and responsibilities of citizens in a culturally diverse democracy.

**Since Time Immemorial (STI)** – OSPI Web-based Washington State Tribal Sovereignty Curriculum.

Overview: <http://www.k12.wa.us/IndianEd/TribalSovereignty/Training/STICurrOverview.pdf>

Middle School Website Link: <http://www.k12.wa.us/IndianEd/TribalSovereignty/MiddleSchool.aspx>

*This curriculum is state mandated.*

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## Quarter 1 Overview

### US-Fighting for Independence and Framing the Constitution (1776-1815)

#### **HMH Modules Included in this Unit:**

#### **Modules 3-6 Essential Questions:**

- Module 3: How did the colonial experience shape America's political and social ideas?
- Module 4: Why were the American Patriots willing to risk their lives for independence?
- Module 5: Did compromise make the U.S. Constitution stronger or weaker?
- Module 6: Which ideas in the Constitution are most important for preserving freedom?

#### **This unit will focus on:**

- The foundations of the thirteen colonies
- The origins and continuing influence of the key ideals of the Declaration of Independence and the Constitution.
- How the United States became a nation and what issues the young nation faced.
- How the United States became a democratic republic.
- How power and responsibility are distributed, shared, and limited in the government established by the United States constitution.

#### **By the end of the unit students will know:**

- Key ideals and principles outlined in the Declaration of Independence, including life, liberty, and the pursuit of happiness, the U.S. Constitution, including the rule of law, separation of powers, representative government, and popular sovereignty, and the Bill of Rights, including due process and freedom of expression.

#### **At the end of the unit, students will be able to:**

- Analyze how the environment has affected people and how people have affected the environment in the United States in the past or present.
- Explain how the U.S. government includes concepts of both a democracy and a republic.
- Analyze migration as a catalyst on the growth of the United States in the past or present.

#### **Assessments:**

Assessments are available in the resources. Decisions will be made by individual sites.

<b>8<sup>th</sup> Grade GLEs</b>	<b>Key Terms and People</b>		
<b>Civics 1.1.1</b> Understands key ideals and principles outlined in the Declaration of Independence, including life, liberty, and the pursuit of happiness, the U.S. Constitution, including the rule of law, separation of powers,	Jamestown John Smith Pocahontas Indentured servants Bacon's Rebellion Toleration Act of 1649	Tea Act Boston Tea Party Intolerable Acts Quartering Acts First Continental Congress Patriots	Ratification Land Ordinance of 1785 Northwest Territory Tariffs Interstate commerce Inflation

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<p>representative government, and popular sovereignty, and the Bill of Rights, including due process and freedom of expression.</p> <p><b>Civics 1.2.2</b> Evaluates the effectiveness of the system of checks and balances in the United States based on an event.</p> <p><b>Civics 1.2.3</b> Understands that the U.S. government includes concepts of both a democracy and a republic.</p> <p><b>Geography 3.2.1</b> Analyzes how the environment has affected people and how people have affected the environment in the United States in the past or present.</p> <p><b>Geography 3.2.3</b> Understands and analyzes migration as a catalyst for the growth of the United States in the past or present.</p> <p><b>History 4.1.2, Part 1</b> Understands how the following themes and developments help to define eras in U.S. history from 1776 to 1900: -Fighting for independence and framing the Constitution (1776—1815).</p>	<p>Olaudah Equiano Slave codes Anne Hutchinson Immigrant Pilgrim Mayflower Compact Puritans John Winthrop Tisquantum Peter Stuyvesant Quakers William Penn Staple Crop Town meeting English Bill of Rights Triangular trade Great Awakening Jonathan Edwards Enlightenment John Locke Pontiac Salutary neglect Samuel Adams Committees of Correspondence Stamp Act of 1765 Mercy Otis Warren Boston Massacre</p>	<p>Minutemen Redcoats Second Continental Congress Continental Army George Washington Battle of Bunker Hill Common Sense Thomas Paine Declaration of Independence Thomas Jefferson Loyalists Mercenaries Baron Friedrich von Steuben Marquis de Lafayette Bernardo de Galvez Battle of Saratoga Battle of Trenton John Paul Jones Haym Salomon George Rogers Clark Francis Marion James Armistead Comte de Rochambeau Battle of Yorktown</p>	<p>Depression Daniel Shays Shay's Rebellion Constitutional Convention James Madison Virginia Plan New Jersey Plan Great Compromise Popular Sovereignty Federalism Legislative branch Executive branch Judicial branch Checks and balances George Mason Federalist Papers Amendments Bill of Rights Three-fifths compromise Federalists Antifederalists Treaty of Paris 1783 Magna Carta Constitution Virginia Statute for Religious Freedom Suffrage Articles of Confederation</p>
<p><u>Since Time Immemorial</u> Fighting for Independence and Framing the Constitution: Revolution and Constitution in Indian Country: <a href="http://www.k12.wa.us/IndianEd/TribalSovereignty/US-MiddleSchoolUnit1.aspx">http://www.k12.wa.us/IndianEd/TribalSovereignty/US-MiddleSchoolUnit1.aspx</a></p>			

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## Quarter 2 Overview

### Unit Outline 2: US- Expansion, Removal, and Reform (1801-1850)

#### **HMH Modules Included in this Unit:**

##### **Modules 7-12 Essential Questions:**

Module 7: How did challenges and disagreements help shape the new nation?

Module 8: How should the War of 1812 be remembered?

Module 9: Why did America's national identity change in the early 1800s?

Module 10: Did Andrew Jackson advance the cause of democracy?

Module 11: Was the United States truly destined to expand west in the 1800s?

Module 12: What was gained and lost as Americans expanded into the Southwest?

##### **This unit will focus on:**

- How has the United States expanded and the social, political, and cultural impact of this expansion?
- The progress made toward social, political, and economic reforms?

##### **By the end of the unit students will know:**

- How cultures and cultural groups have contributed to U.S. history (1776-1900)
- The influence of the U.S. government's taxation, creation of currency, and tariffs in the past or present.
- Analyze the distribution of wealth and sustainability of resources in the United States in the past or present.
- Analyze the structure and powers of government at the national level.

##### **At the end of the unit, students will be able to:**

- Understands cultural diffusion in the United States from the past or in the present
- Understand and analyze how the forces of supply and demand have affected inter-national trade in the United States in the past or present.
- Evaluate the effectiveness of the system of checks and balances in the United States based on an event.
- Understand reasons based on evidence for a position on an issue or event.
- Evaluate the logic of reasons for a position on an issue or event.
- Use sources within the body of the work to support positions in a paper or presentation
- Use appropriate format to cite sources within an essay or presentation.

##### **Assessments:**

Assessments are available in the resources. Decisions will be made by individual sites.

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<u>8<sup>th</sup> Grade GLEs</u>	<u>Key Terms and People</u>		
<p><b>History 4.1.2, Part 2</b> Understands how the following themes and developments help to define eras in U.S. history from 1776 to 1900: ♣ Slavery, expansion, removal, and reform (1801—1850).</p> <p><b>History 4.2.2</b> Understands and analyzes how cultures and cultural groups have contributed to U.S. history (1776—1900).</p> <p><b>Geography 3.2.2</b> Understands cultural diffusion in the United States from the past or in the present.</p> <p><b>Economics 2.2.2</b> Understands and analyzes how the forces of supply and demand have affected international trade in the United States in the past or present.</p> <p><b>Economics 2.3.1</b> Understands and analyzes the influence of the U.S. government’s taxation, creation of currency, and tariffs in the past or present.</p> <p><b>Economics 2.4.1</b> Understands and analyzes the distribution of wealth and sustainability of resources in the United States in the past or present.</p> <p><b>Civics 1.2.1</b> Understands and analyzes the structure and powers of government at the national level.</p> <p><b>Civics 1.2.2</b> Evaluates the effectiveness of the system of checks and balances in the United States based on an event.</p>	<p>George Washington Electoral college Martha Washington Precedent Judiciary Act of 1789 Alexander Hamilton National debt Bonds Speculators Thomas Jefferson Loose construction Strict construction Bank of the United States French Revolution Neutrality Proclamation Privateers Jay's Treaty Pinckney's Treaty Little Turtle Battle of Fallen Timbers Treaty of Greenville Whiskey Rebellion Political party Federalist Party Democratic-Republican Party XYZ Affair Alien and Sedition Acts Kentucky and Virginia Resolutions Nationalism Era of Good Feelings Simon Bolivar Monroe Doctrine Henry Clay American System</p>	<p>Nominating conventions Jacksonian Democracy Democratic Party John C. Calhoun Spoils system Martin Van Buren Kitchen Cabinet Tariff of Abominations States' right doctrine Nullification crisis Daniel Webster McCulloch v. Maryland Whig Party Panic of 1837 William Henry Harrison Indian Removal Act Indian Territory Bureau of Indian Affairs Sequoya Worcester b. Georgia Trail of Tears Black Hawk Osceola Louisiana Purchase Sacagawea Manifest destiny Mountain men Santa Fe Trail Brigham Young Oregon Trail Lewis and Clark Expedition Daniel Boone Mormons Zebulon Pike Boom towns</p>	<p>Crazy Horse Treaty of Medicine Lodge Buffalo soldiers George Armstrong Custer Sitting Bull Battle of Little Big Horn Massacre at Wounded Knee Long Walk Chief Joseph Geronimo Ghost Dance Winnemucca, Sarah Dawes General Allotment Act Homestead Act Morrill Act Exodusters Sodbusters Dry farming Annie Bidwell National Grange Deflation William Jennings Bryan Populist Party Father Miguel Hidalgo y Costilla Empresarios Stephan F. Austin Antonio Lopez de Santa Anna Alamo Battle of San Jacinto Manifest destiny James K. Polk Vaqueros</p>

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	Cumberland Road Erie Canal Sectionalism Missouri Compromise John Quincy Adams Washington Irving James Fenimore Cooper Hudson River School Thomas Cole George Caleb Bingham	Cattle drive Transcontinental railroad Comstock Lode Standard time Cattle Kingdom Pony Express Chisholm Trail Frontier Treaty of Fort Laramie Reservations	Californios Bear Flag Revolt Treaty of Guadalupe Hidalgo Gadsden Purchase John Sutter Donner party Forty-niners Prospect Placer miners
<p><u>Since Time Immemorial</u>                  Slavery, Expansion, and Removal: Jackson, Marshall, and Indian Removal:  <a href="http://www.k12.wa.us/IndianEd/TribalSovereignty/US-MiddleSchoolUnit2.aspx">http://www.k12.wa.us/IndianEd/TribalSovereignty/US-MiddleSchoolUnit2.aspx</a></p>			

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## Quarter 3 Overview

### **HMH Modules Included in this Unit:**

#### **Modules 13-17 Essential Questions:**

- Module 13: How did the Industrial Revolution help shape life in the North?
- Module 14: How important was slavery for the economy and society of the South?
- Module 15: How did slavery shape life in the United States?
- Module 16: How successful were reformers at improving living conditions for Americans in the early 1800s?
- Module 17: Could the Civil War been avoided?

#### **This unit will focus on:**

- The legacy of slavery for people living in the United States.
- How the United States has dealt with conflict within its own borders and the legacies of these conflicts
- How did industrialization, immigration, migration, and urbanization affect the United States to 1900?

#### **By the end of the unit students will know:**

- That learning about the geography of the United States helps us understand the global issue of diversity.
- How the forces of supply and demand have affected the production, distribution, and consumption of goods, services, and resources in the United States in the past or present.
- Analyze how individuals and movements have shaped US history (1776-1900)
- Analyze how technology and ideas have impacted US history (1776-1900)

#### **At the end of the unit, students will be able to:**

- Analyze and interpret historical materials from a variety of perspectives in US history (1776-1900)
- Analyze multiple causal factors to create positions on major events in US history (1776-1900)

#### **Assessments:**

Assessments are available in the resources. Decisions will be made by individual sites.

<b>8<sup>th</sup> Grade GLEs</b>	<b>Key Terms and People</b>		
<b>Economics 2.1.1</b> Analyzes examples of how groups and individuals have considered profit and personal values in making economic choices in the past or present.	Industrial Revolution Textiles Richard Arkwright Samuel Slater Technology Eli Whitney	Elihu Embree William Lloyd Garrison American Anti-Slavery Society Angelina and Sarah Grimke Frederick Douglass Sojourner Truth	Angelina and Sarah Grimke Frederic Douglass Sojourner Truth Underground Railroad Harriet Tubman Elizabeth Cady Stanton Seneca Falls Convention
<b>Economics 2.2.1</b>	Interchangeable parts	Underground Railroad	

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<p>Analyzes how the forces of supply and demand have affected the production, distribution, and consumption of goods, services, and resources in the United States in the past or present.</p> <p><b>Geography 3.1.2</b> Understands and analyzes physical and cultural characteristics of places and regions in the United States from the past or in the present.</p> <p><b>History 4.1.2</b> Understands how the following themes and developments help to define eras in U.S. history from 1776 to 1900: -Fighting for independence and framing the Constitution (1776—1815). -Slavery, expansion, removal, and reform (1801—1850). -Civil War and Reconstruction (1850—1877). -Development and struggles in the West, (1870-1900).</p> <p><b>History 4.3.1</b> Analyzes and interprets historical materials from a variety of perspectives in U.S. history (1776—1900).</p> <p><b>History 4.2.1</b> Understands and analyzes how individuals and movements have shaped U.S. history (1776 — 1900).</p> <p><b>History 4.3.2</b> Analyzes multiple causal factors to create positions on major events in U.S. history (1776 – 1900).</p> <p><b>History 4.2.3</b> Understands and analyzes how technology and ideas have impacted U.S. history (1776—1900).</p>	<p>Mass production Rhode Island system Francis Cabot Lowell Lowell system Trade unions Strikes Sarah G. Bagley Transportation Revolution Robert Fulton Clermont Gibbons v. Ogden Peter Cooper Samuel F.B. Morse Telegraph Morse code John Deere Cyrus McCormick Isaac Singer Cotton gin Planters Cotton belt Factors Tredegar Iron Works Yeomen Overseers Spirituals Oral tradition Folktales Nat Turner Immune Middle Passage African Diaspora Folktales spirituals Nat Turner’s Rebellion Nat Turner Abolition</p>	<p>Harriet Tubman Wilmot Proviso Sectionalism Free-Soil Party Secede Compromise of 1850 Fugitive Slave Act Anthony Burns Harriet Beecher Stowe Uncle Tom’s Cabin Nativists Know-Nothing Party Middle class Tenements Transcendentalism Ralph Waldo Emerson Margaret Fuller Henry David Thoreau Utopian communities Nathaniel Hawthorne Edgar Allan Poe Emily Dickinson Henry Wadsworth Longfellow Walt Whitman Second Great Awakening Charles Grandison Finney Lyman Beecher Temperance movement Dorothea Dix Common-school movement Horace Mann Catharine Beecher Thomas Gallaudet Abolition movement Lucretian Mott William Lloyd Garrison</p>	<p>Declaration of Sentiments Lucy Stone Susan B. Anthony Matilda Joslyn Gage Popular sovereignty Wilmot Proviso Sectionalism Free-Soil Party Secede Compromise of 1850 Fugitive Slave Act Anthony Burns Uncle Tom’s Cabin Harriet Beecher Stowe Franklin Pierce Stephan Douglas Kansas-Nebraska Act Pottawatomie Massacre Charles Sumner Preston Brooks Republican Party James Buchanan John C. Fremont Dred Scott Roger B. Taney Abraham Lincoln Lincoln-Douglas debates Freeport Doctrine John Brown’s raid John C. Breckinridge Constitutional Union Party John Bell John C. Crittenden Confederate States of America Jefferson Davis</p>
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		American Anti-Slavery Society	
<b><u>Since Time Immemorial</u></b> Civil War and Reconstruction: Indian Treaties: Goals and Effects <a href="http://www.k12.wa.us/IndianEd/TribalSovereignty/US-MiddleSchoolUnit3.aspx">http://www.k12.wa.us/IndianEd/TribalSovereignty/US-MiddleSchoolUnit3.aspx</a>			

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## Quarter 4 Overview

<b>HMH Modules Included in this Unit:</b>			
<b>Modules 18-20 Essential Questions:</b>			
Module 18: How did the Civil War transform the nation?			
Module 19: To what extent did Reconstruction achieve its goals?			
Module 20: How revolutionary was the Second Industrial Revolution?			
<b>This unit will focus on:</b>			
<ul style="list-style-type: none"> <li>• How the United States has dealt with conflict within its own borders and the legacies of these conflicts</li> <li>• The causes and consequences of the Civil War?</li> </ul>			
<b>By the end of the unit students will know:</b>			
<ul style="list-style-type: none"> <li>• And analyze how individuals and movements have shaped US history (1776-1900)</li> <li>• And analyze how technology and ideas have impacted US history (1776-1900)</li> </ul>			
<b>At the end of the unit, students will be able to:</b>			
<ul style="list-style-type: none"> <li>• Analyze and interpret historical materials from a variety of perspectives in US history (1776-1900)</li> <li>• Analyze multiple causal factors to create positions on major events in US history (1776-1900)</li> </ul>			
<b>Assessments:</b>			
Assessments are available in the resources. Decisions will be made by individual sites.			
<b>8<sup>th</sup> Grade GLEs</b>		<b>Key Terms and People</b>	
<b>History 4.1.2</b> Understands how the following themes and developments help to define eras in U.S. history from 1776 to 1900: -Fighting for independence and framing the Constitution (1776—1815). -Slavery, expansion, removal, and reform (1801—1850). -Civil War and Reconstruction (1850—1877). Development and struggles in the West, (1870-1900).	Fort Sumter Border states Winfield Scott Cotton Diplomacy Thomas “Stonewall” Jackson First Battle of Bull Run George B. McClellan Robert E. Lee Seven Days’ Battels Second Battle of Bull Run Battle of Antietam Ironclads Ulysses S. Grant	William Tecumseh Sherman Total war Appomattox Courthouse Reconstruction Ten Percent Plan Thirteenth Amendment Freedmen’s Bureau Andres Johnson Black Codes Radical Republicans Civil Rights Act of 1856 Fourteenth Amendment	Henry Ford Moving assembly line Wilbur and Orville Wright Corporation Andre Carnegie Vertical integration John D. Rockefeller Horizontal integration Trust Leland Stanford Social Darwinism Monopoly Sherman Antitrust Act

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<p><b>History 4.3.1</b> Analyzes and interprets historical materials from a variety of perspectives in U.S. history (1776—1900).</p> <p><b>History 4.2.1</b> Understands and analyzes how individuals and movements have shaped U.S. history (1776 — 1900).</p> <p><b>History 4.3.2</b> Analyzes multiple causal factors to create positions on major events in U.S. history (1776 – 1900).</p> <p><b>History 4.2.3</b> Understands and analyzes how technology and ideas have impacted U.S. history (1776—1900).</p>	<p>Battle of Shiloh David Farragut Siege of Vicksburg Emancipation Emancipation Proclamation Contrabands 54<sup>th</sup> Massachusetts Infantry Copperheads Habeas corpus Clara Barton Battle of Gettysburg George Pickett Pickett’s Charge Gettysburg Address Wilderness Campaign</p>	<p>Reconstruction Acts Impeachment Fifteenth Amendment Hiram Revels Ku Klux Klan Enforcement Acts Compromise of 1877 Poll tax Segregation Jim Crow Laws Plessy v. Ferguson Sharecropping Second Industrial Revolution</p>	<p>Frederick W. Taylor Collective bargaining Knights of Labor Terence V. Powderly American Federation of Labor (AFL) Bessemer process Thomas Edison Patents Alexander Graham Bell Samuel Gompers Mary Harris Jones Haymarket Riot Homestead strike Pullman strike</p>
<p><b><u>Since Time Immemorial</u></b> Development and Struggles in the West: The Dawes Act: <a href="http://www.k12.wa.us/IndianEd/TribalSovereignty/US-MiddleSchoolUnit4.aspx">http://www.k12.wa.us/IndianEd/TribalSovereignty/US-MiddleSchoolUnit4.aspx</a></p>			

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## **CBA (Classroom Based Assessment):**

<http://www.k12.wa.us/SocialStudies/Assessments/MiddleSchool/MiddleSchCivics-ConstitutionalIssues-CBA.pdf>

**Overview:** This document contains information that is essential to the administration of Constitutional Issues, an OSPI-Developed Assessment for civics. If this assessment is being used as a summative assessment to determine if specific social studies learning standards have been met, then prior to its administration, all students should have received instruction in the skills and concepts needed to achieve the standards. This assessment may be used as an integral part of instruction; as such, it may be used as a formative assessment, summative assessment, culminating project, part of an alternative education packet, part of a lesson plan or unit of study, a pre- or post-assessment, or as an individual student portfolio item. In short, OSPI encourages the use of this and other OSPI Developed Assessments to support deep social studies learning in line with our Washington State Learning Standards and the Common Core State Standards (CCSS).

## Student Handout and Rubric:

<http://www.k12.wa.us/SocialStudies/Assessments/MiddleSchool/MiddleSchCivics-ConstitutionalIssues-Rubric.pdf>

## **8<sup>th</sup> Grade GLEs (standards)**

### **Social Studies Skills:**

**5.1.1** Understands reasons based on evidence for a position on an issue or event.

**5.1.2** Evaluates the logic of reasons for a position on an issue or event.

**5.2.1** Creates and uses research questions that are tied to an essential question to focus inquiry on an issue. **5.2.2** Evaluates the logic of positions in primary and secondary sources to interpret an issue or event.

**5.3.1** Applies key ideals outlined in fundamental documents to clarify and address public issues in the context of a discussion.

**5.4.1** Uses sources within the body of the work to support positions in a paper or presentation

**5.4.2** Uses appropriate format to cite sources within an essay or presentation.

**Social Studies Standards – Grade 8** <http://www.k12.wa.us/SocialStudies/pubdocs/SocialStudiesStandards.pdf>