

8th Grade U.S. History Instructional Guide 2021-2022



How to use the Scales and Instructional Unit Guides

Purpose of this Document:

The purpose of this guide is to show how to use the scales with the instructional unit guide to both guide teaching and assess student achievement. The scales and unit guides are aligned to the current Kansas State Standards for History, Government and Social Studies for 8th grade.

The purpose of this document to aid in lesson preparation and student assessment of each unit's targets with the intention of better communication (Synergy) to students, parents and administration on what each student knows and is able to do according to the identified targets.

This is a guide. It is intended to help teachers plan and create lessons that will foster student achievement. For each unit, there are ASSESSMENT EXAMPLES on how teachers could assess their students to demonstrate proficiency of each unit's targets. **These ASSESSMENT EXAMPLES are SUGGESTIONS and by no means the only ways to assess student proficiency of the targets.**

Online Resources:

These resources offer a variety of strategies that can be used to assess student proficiency of a target.

Resource	Link
Teach With Magic	https://www.mrroughton.com/assignments-new
Bill of Rights Institute	https://billofrightsinstitute.org/
AVID WP History/Social Science Guide (will need access to my.avid.org)	https://my.avid.org/curriculum/book2.aspx?id=25996
Facing History and Ourselves	https://www.facinghistory.org/resource-library/teaching-strategies
Teaching History	https://teachinghistory.org/middle-school-intro
Beyond the Bubble, Stanford History	https://beyondthebubble.stanford.edu/
Digital History	http://www.digitalhistory.uh.edu/
Gilder Lehrman	http://www.gilderlehrman.org/history-by-era
History Channel	http://www.history.com/
Library of Congress	www.loc.gov
National Archives	http://www.archives.gov/about/history/
U.S. History.org	http://www.ushistory.org/
Stanford History/Reading like a Historian	https://sheg.stanford.edu/rh
Facebook/Tweeting Activity	https://www.fractuslearning.com/2015/07/02/get-creative-fake-texts-tweets-facebook-pages/
iCivics	https://www.icivics.org/

Kansas HGSS Glossary of Terms

Standards and Benchmark Language

Analyze	Examine methodically and in detail, typically for purposes of explanation and interpretation.
Argument	A reason or set of reasons given with the aim of persuading others that an action or idea is right or wrong.
Beliefs	Something one accepts as true or real; a firmly held opinion or conviction.
Change	The act or instance of making or becoming different.
Choice	The act of selecting or making a decision when faced with two or more possibilities.
Claim	An assertion of the truth of something, typically one that is disputed or in doubt.
Conclusions	A judgment or decision reached by reasoning.
Connections	A relationship in which a person, thing, or idea is linked or associated with something else.
Consequences	A result or effect of an action, choice or condition.
Context	The circumstances that form the setting for an event, statement, or idea, and in terms of which it can be fully understood and assessed.
Continuity	The unbroken and consistent existence or operation of something over a period of time.
Dynamic	A process or system characterized by constant change, activity, progress, or regression.
Environments	The physical, social, political, economic, or general surroundings or conditions in which a person lives or acts.
Evaluate	Make a judgement on the value or importance of a thing.
Evidence	The available body of facts or information indicating whether a belief or proposition is true or valid.

Ideas	A thought or suggestion as to a possible course of action.
Identity	The fact of being who or what a person or thing is.
Individuals	A single human being as distinct from a group, class, or family.
Investigate	Research or study into so as to discover facts or information.
People	Human beings in general or considered collectively or as a part of a community or group.
Places	Positions or points in space designated for specific purposes or activities.
Practices	The actual real-life application or use of an idea, belief, or method, as opposed to theories relating to it.
Recognize	Identify (someone or something) from knowledge or memory.
Relationship	The way in which two or more concepts, objects, or people are connected, or the state of being connected.
Research	The systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions.
Responsibilities	A thing that one is required to do as part of a job, role, or a legal or moral obligation.
Rights	A moral or legal entitlement to have or to act in a certain way.
Significant Choice	A selection of one of several options having a great or important impact; indicative of something.
Societies	The aggregate of people living together in a more or less ordered community.
Understanding	The ability to perceive the significance, explanation, or causes of concrete events or abstract concepts or ideas.

Scope and Sequence

Textbook: *The American Journey (AJ) and American Stories (AS)*

1st Semester – Approximately 18 Weeks of Instruction

(August 12th- December 16th)

1:	Colonial America Review AJ Chapters 3 and 4 / AS Chapters 3 and 4 1 week for rules/procedures, & Icebreakers; 1 week for Colonial America Review	2.5 weeks
2:	American Revolution AJ Chapters 5 and 6 / AS Chapters 5 and 6 3 weeks for content; 2 weeks for DBQ	5 weeks
3:	The Constitution AJ Chapter 7 & Constitution Handbook / AS Chapter 7	4 weeks
4:	The Federalist Era AJ 8 / AS Chapter 8	2.5 weeks
5:	Early U.S. Growth and Expansion AJ Chapter 9 / AS Chapter 9	3 weeks

2nd Semester – Approximately 18 Weeks of Instruction

(January 5th – May 25th)

6:	Industrial Revolution AJ Chapter 10 / AS Chapter 10	3 weeks
7:	Jackson & Native American Relations AJ Chapter 11 / AS Chapter 11	2 weeks
8:	Manifest Destiny & Westward Expansion AJ Chapter 12 / AS Chapter 12 3 weeks for content; 2 weeks for Mexican-American DBQ	5 weeks
9:	Age of Reform in Antebellum America AJ Chapters 13-14 / AS Chapter 13	2 weeks
10:	Slavery and Sectional Differences AJ Chapter 15 / AS Chapter 14	3 weeks
11:	Civil War AJ Chapter 16 / AS Chapters 15-16	3.5 weeks

1: Colonial America – Review

The American Journey: Unit 1, Chapters 3 and 4

2.5 Weeks

Context

This is a review of 5th grade content. Assessing your students’ retention of prior instruction over this content will be helpful in planning this unit.

The colonial period of North America began with the Roanoke settlement by Englishmen in 1587. Even though this settlement failed, it began the tide of English settlers to North America for economic and/or religious reasons. Geography greatly impacted the development of colonial economies, and each colony organized themselves with differing levels of self-government.

Indentured servitude and slavery were introduced to the colonies to fill the need for labor.

Competition for resources between English settlers, Native Americans, and French settlers led to the French and Indian War, which became an antecedent to the American Revolution.

T1	HGSS 3.3	The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.		
<p><i>Summarize the influence of mercantilism, labor systems, and economic activity in colonial America and analyze their impact on America today.</i></p> <p style="color: blue;">Possibilities: explain how British mercantilist policies affected American manufacturers and merchants and made American colonists dependent on Britain for trade</p> <ul style="list-style-type: none"> -the use of indentured servitude and slavery -economic factors in New England, Middle, and Southern colonies 				
<p>Assessment Examples:</p> <p>T1-Create a Venn diagram with a summary over the 3 colonial regions</p> <p>T1-Create an editorial cartoon (mercantilism, trade, servitude, slavery)</p>				
F1	Vocabulary	People, Places, Things	Essential Questions	
Foundational Ideas	<ul style="list-style-type: none"> *Tariff *Triangular Trade *Exports/Imports *Cash Crops *Plantation 	<ul style="list-style-type: none"> • Indentured Servants • Mercantilism • Subsistence Farming • New England Colonies • Middle Colonies • Southern Colonies • Navigation Acts 	<ul style="list-style-type: none"> ▪ What were the fundamental characteristics of mercantilism and how did it effect the American colonies? ▪ What were the most important consequences of the Triangular Trade Route? ▪ What was the colonial reaction to the Navigation Acts? How did they (Navigation Acts) influence the colonies’ relationship with England? ▪ How did the economies and labor systems of the New England, Middle, and Southern Colonies differ? How were they similar? ▪ What were the major push and pull factors for emigration to the colonies? 	

1. Colonial America (T1, cont.)

Instructional Ideas	<ul style="list-style-type: none"> • Khan Academy, The Navigation Acts https://www.khanacademy.org/humanities/us-history/colonial-america/colonial-north-america/a/the-navigation-acts • 13 Colonies America the Story of Us https://www.youtube.com/watch?v=ZoXH-KBM308 • Create a recruitment poster for indentured servants during this time-period or the contemporary world. • Analyze the primary documents (RLH) to draw conclusions about Equiano’s life on the Middle Passage. • <i>Smithsonian: Middle Passage, Equiano</i> Middle Passage lesson • Create a chart or graphic organizer comparing the 3 colonial regions: climate, culture, economics • Read primary account of the Middle Passage and create a one pager The Middle Passage, 1749, https://www.gilderlehrman.org/history-resources/spotlight-primary-source/middle-passage-1749 The Trans-Atlantic Slave Trade, https://dp.la/primary-source-sets/the-transatlantic-slave-trade • Provide a variety of sources and students create their own notes (ex. Cornell Notes, Flipbook) • Draw/label map of the Triangle Trade • “Push Pull Factors of English Migration,” http://www.emigration.link/push-pull-factors-english-migration.htm
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T2 HGSS 2.2 The student will analyze the influences and factors that affected the development of political rights in colonial America.

Analyze the influences and factors that affected the development of political rights in colonial America

Assessment Examples:

T2-Make a propaganda poster for or against British Colonial Rule

T2-Annotated timeline of development of government within the colonies

F2	Vocabulary	People, Places, Things	Essential Questions
Foundational Ideas	<ul style="list-style-type: none"> *Mayflower Compact *The Enlightenment *Charter 	<ul style="list-style-type: none"> • House of Burgesses 	<ul style="list-style-type: none"> ▪ How did the colonists’ rights and responsibilities vary in different colonies? ▪ What factors affected political rights in colonial America?
Instructional Ideas	<ul style="list-style-type: none"> • Using the “Breaking Down the Text” organizer, recognize and evaluate early English colonial governments, with the focus on citizenship and rights. <ul style="list-style-type: none"> ▪ <i>Mayflower Compact</i> http://mayflowerhistory.com/mayflower-compact/ ▪ “The Colonial Experience” http://www.ushistory.org/gov/2a.asp ▪ Colonial primary source documents https://www.landofthebrave.info/important-documents-in-american-history.htm 		
Enrichment ideas	<p>The student could:</p> <ul style="list-style-type: none"> • Demonstrate how economic systems and patterns in America influenced the society and politics of the colonies (for example: explain how indentured servitude and slavery, close commercial ties with England, and patterns of land ownership and use, shaped race and class relations, political discontent, and regional cultural differences in colonial America). • How did the colonists’ view of themselves and their place in the British Empire change over time? • In what ways did a unique American culture and society begin to develop during this period? 		

2: American Revolution

The American Journey: Unit 2, Chapters 5 and 6

5 weeks (3 for content; 2 for DBQ)

Context

As settlements continued to grow in America, changes in British policy caused dissatisfaction among colonists. The increase in tension led to an outbreak of hostilities between Patriot and British forces. Over time, the colonies started to unite under a common cause—freedom from tyranny; this ultimately resulted in the drafting of the Declaration of Independence.

During the Revolutionary War, the revolutionaries faced many challenges. With the addition of key allies and aid, the United States was able to defeat the British. The Treaty of Paris recognized the United States as free, sovereign independent states and established its territory from the Atlantic Ocean to the Mississippi River.

T1	HGSS 3.1	The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.	
<p><i>Recognize and evaluate the factors that contributed to the outbreak of the American Revolution.</i></p> <p>Possibilities: the impact of the French and Indian War heightened tensions between Britain, the North American colonies, and Native Americans,</p> <ul style="list-style-type: none"> -restricting western expansion to avoid conflicts between settlers and Native Americans, -increasing taxes on colonists to pay for the costs of the war, such as the Stamp Act and Sugar Act <p>Assessment Examples:</p> <p>T1- Students create a presentation where they use examples from current events to identify rights and responsibilities</p> <p>T1- Students create book for 5th graders explaining the Constitution’s rights and responsibilities with real life examples</p>			
F1	Vocabulary	People, Places, Things	Essential Questions
Foundational Ideas	<ul style="list-style-type: none"> *Proclamation of 1763 *Treaty of Paris (1783) *Propaganda *Loyalist *Patriot *First Continental Congress 	<ul style="list-style-type: none"> • French & Indian War • King George III • Samuel Adams • Sons of Liberty • Boston Massacre • Boston Tea Party • Stamp Act 	<ul style="list-style-type: none"> • What were the major effects of the French and Indian War? How did they lead to conflict with colonists? • How did colonial expansion affect relations with Native Americans? • What were Britain’s arguments for taxing the colonies? How did the colonists react?

2. American Revolution (T1, cont.)

Instructional Ideas	<ul style="list-style-type: none">• Analyze and discuss the different perspectives of the Boston Massacre.• “Boston Massacre: You be the Judge!” http://chnm.gmu.edu/tah-loudoun/blog/lessons/• “Boston Massacre Crime Scene” To Engage Them All - Crime Scene In the Classroom• Write two informative news articles, with relevant facts, over one key event prior to the American Revolution; first, from the perspective of the British and then from the colonists’ viewpoint. Use supporting evidence to demonstrate the various perspectives held by colonists regarding war with Britain; hold a silent debate between partners as a Patriot or Loyalist.<ul style="list-style-type: none">▪ Silent Debate directions http://alvaradohistory.weebly.com/uploads/6/0/9/9/60995863/industrialization_silent_debate.pdf• Analyze the Stamp Act on the website below, using the guiding questions to help with comprehension. Remind students of the 8-sentence paragraph format to assist them in defending or refuting the following question: Should the British Parliament repeal the Stamp Act?<ul style="list-style-type: none">▪ Suggestion: 2 body paragraphs w/1 internal citation per paragraph, modeling the embedding of citations; writing independently
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2. American Revolution

T2 HGSS 2.4 The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence.

Evaluate the essential ideals in the Declaration of Independence

- Possibilities:** describe the process of drafting the document
 -identify significant ideological and political influences on its content

Assessment Examples:

T2-DBQ: Which Ideal in the Declaration of Independence is most important?

F2	Vocabulary	People, Places, Ideas	Essential Questions
Foundational Ideas	*Declaration of Independence *Second Continental Congress *Two Treatises of Government	<ul style="list-style-type: none"> • Thomas Jefferson • John Locke • Natural Rights • Consent of the governed • Popular sovereignty 	<ul style="list-style-type: none"> • What are the major ideas and grievances expressed in the Declaration of Independence? • What are the similarities and differences between the Declaration of Independence and Declaration of Sentiments? • Evaluate contradictions between ideas expressed in the Declaration of Independence and the institution of slavery.
Instructional Ideas	<ul style="list-style-type: none"> ▪ “Thomas Jefferson: Too Late to Apologize” https://www.youtube.com/watch?v=uZfRaWAtBVg ▪ Investigate specific rights and responsibilities the colonists list in the Declaration of Independence, using the “Breaking Down the Text” ** organizer. Then, connect those rights and responsibilities to a current event (example to the citizens of Egypt during the 2011 Revolution); ▪ Write a “Declaration of Independence” to your parents, explaining the “natural” rights they are infringing upon and how life “should be” for you under their roof. ▪ DBQ: Brainstorm reasons for/against declaring independence, using “You Decide” (pg. 140) in the textbook. Students defend a position during a Philosophical Chairs activity, citing specific evidence from the Declaration of Independence regarding an individual’s rights and responsibilities. Question: <i>Which was the most important ideal of the Declaration?</i> <ul style="list-style-type: none"> ▪ Philosophical Chairs, https://www.edutopia.org/article/framework-whole-class-discussions; Philosophical Chairs Rules for Engagement 		

2. American Revolution

T3 HGSS 1.2 The student will analyze the context and draw conclusions about choices and consequences.			
<p>Analyze the political and economic consequences of the Revolutionary War. Possibilities: explain how the Revolutionary War and its aftermath influenced U.S. relations with other countries and Native Americans, generated debt and inflation, and failed to resolve issues such as slavery</p> <p>Assessment Examples: T3- Short answer Question(s) T3- "Top 10"- Identify 10 political/economic consequences of the war. Write a 2-3 sentence justification explanation of each and rank them in order of significance from 1-10.</p>			
F3	Vocabulary	People, Places, Ideas	Essential Questions
Foundational Ideas	<ul style="list-style-type: none"> Articles of Confederation Shay's Rebellion Depression Inflation National debt 	<ul style="list-style-type: none"> Daniel Shays Land Ordinance Act Northwest Territory 	<ul style="list-style-type: none"> What were the terms of the Treaty of Paris? What were the economic impacts of the Revolutionary War? Summarize the creation and content of the Articles of Confederation. (<i>Describe the process of drafting and ratifying the Articles early in the Revolutionary War, and explain how they gave the individual states far more power than the central government</i>). What were the causes of and the significance of Shays' Rebellion? (<i>high taxes, disputes between debtors and creditors, and the government's failure to pay Revolutionary War soldiers for their service; the turn to direct action after the failure of petitions to the legislature, shutting down county courts, suspension of habeas corpus, and a failed attack on the Springfield armory; the influence of the rebellion on the calling of the Constitutional Convention</i>).
	Instructional Ideas	<ul style="list-style-type: none"> Treaty of Paris, 1783, https://revolution.mrdonn.org/treatyofparis.html Analyze and draw conclusions regarding Shay's Rebellion; write a historical journal entry as either a supporter or detractor of the Rebellion, incorporating multiple perspectives of individuals and events of historical importance. "Shay's Rebellion and the Making of a Nation," <i>TeachingHistory.org</i> Shay's Rebellion Boom or Bust: Post War America http://shaysrebellion.stcc.edu/shaysapp/lessons/lesson3.jsp Digital History, Chapter 5, Paper Money and Shay's Rebellion http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit2_5.pdf 	
Enrichment ideas	<p>The student could:</p> <p>Analyze and evaluate the British perspective on the colonial grievances that led to the outbreak of war (for example: explain how Britain justified increased taxation of the American colonies as a necessary price for defending the colonies in the Seven Years' War or how the British government rebutted the accusation of "taxation without representation" by asserting that the House of Commons provided virtual representation for all commoners within the British Empire).</p>		

3: The Constitution

The American Journey: Unit 2, Chapters 7 and Constitution Handbook

4 weeks

Context

Once independent, the colonies worked to stay united while dealing with their differences. After years of struggle under the Articles of Confederation, the colonists faced creating a system of government that allowed for strong leadership as well as representative democracy. The states were challenged to make many compromises at the Constitutional Convention in order to create an effective plan of government. Their work resulted in the *Constitution*, which outlines America’s form of government.

T1 HGSS 2.3 The student will investigate and connect the rights and responsibilities of individuals with contemporary issues.			
<p><i>Demonstrate understanding of rights and responsibilities guaranteed by the Constitution by relating them to contemporary issues.</i></p> <p>Possibilities: explain reasons for the distribution of powers and the system of checks and balances instituted by the Constitution and relate to contemporary examples -describe the influence of republican ideals and the economic and political interests of various groups on the compromises reached at the Constitutional Convention</p> <p>Assessment Examples:</p> <p>T1- Students create a presentation where they use examples from current events to identify rights and responsibilities</p> <p>T1-Students create book for 5th graders explaining the Constitution’s rights and responsibilities with real life examples</p>			
F1	Vocabulary	People, Places, Ideas	Essential Questions
Foundational Ideas	<ul style="list-style-type: none"> *Bicameral *Checks and balances *Constitutional Convention *Ratification *Separation of powers *Federalism 	<ul style="list-style-type: none"> • Three-Fifths Compromise • 3 branches of government 	<ul style="list-style-type: none"> • How did the Articles of Confederation lead to the Constitutional Convention? • What were the major controversies at the Constitutional Convention and how were they resolved? • What rights and responsibilities do citizens have according to the Constitution? • What were the major differences between the Federalists and the Anti-Federalists? • What rights and liberties are guaranteed by the Bill of Rights? How do we see these rights in action today?

1. Colonial America (T1, cont.)

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Instructional Ideas</p>	<ul style="list-style-type: none">• Create visual representations of the major principles in the Constitution and/or Preamble.• Create a blog reporting on the Constitutional Convention• T-chart comparing Federalists and Anti-Federalists, include a summary• Create a flipbook explaining the rights in the Bill of Rights, include current event examples• Rank the Bill of Rights, pick 5, 3, or 1 that is most important and defend• “Break Down the Text” in order to recognize and evaluate the meaning of words and phrases included in the goals of the Preamble; then, rewrite them in contemporary language.• <i>School House Rocks</i>, “I’m Just a Bill” and/or “The Preamble” (YouTube)• Conduct a “Congress Simulation” to engage in a range of collaborative discussions while students experience the essential steps in the law making process• Write a letter to the editor or to a congressperson about a contemporary issue: education, taxes, work-place laws, proposed laws, etc.• Read an article interpreting the Constitution’s effectiveness today and how recent Supreme Court cases impact contemporary society. As a whole class, play “Argument Wars”, while discussing how judicial review shapes individuals and communities.• “Bottom Line: Here’s the Biggest Problem...Constitution” https://www.minnpost.com/eric-black-ink/2012/12/bottom-line-here-s-biggest-problem-constitution/• “Argument Wars” https://www.icivics.org/games/argument-wars• After the study of the Federalists/Anti-Federalists, Constitutional controversies, and/or the Bill of Rights, present claims and evidence using the Philosophical Chairs protocol in order to answer the question: What rights, freedoms, or systems are the most important in the Constitution?<ul style="list-style-type: none">▪ “The United States Constitution: Federalists v. Antifederalists,” <i>Gilder Lehrman Institute of American History</i> https://www.gilderlehrman.org/history-resources/teaching-resource/differences-between-federalists-and-antifederalists▪ “Federalist and Antifederalist Positions” http://faculty.polytechnic.org/gfeldmeth/chart.fed.pdf▪ “Using Philosophical Chairs” https://www.edutopia.org/article/framework-whole-class-discussions
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4: The Federalist Era

The American Journey: Unit 3, Chapter 8

2.5 weeks

Context

As the new nation’s first president, George Washington was given the responsibility to establish precedents for the new government. Despite his personal popularity, his administration faced many challenges, both foreign and domestic. Two factions, the Federalists and Democratic-Republicans, disagreed as to how to meet these challenges, as well as how to shape the nation’s government and growing economy.

During his administration, John Adams faced a dispute at home over states’ rights and conflict abroad with France. In the name of national security, Adams passed strict laws that angered some Americans. In response to these measures, the Democratic- Republicans looked to the states as a beacon of individual liberty and protectors of individual rights.

T1	HGSS 1.2	The student will analyze the context and draw conclusions about choices and consequences.	
<p><i>Explain how the foreign and domestic challenges faced by the Washington and Adams’ administration were resolved and how they impacted the role of the federal government</i></p> <p style="color: blue;">Possibilities: explain why support for the war varied among different sections of the American public and why many Native Americans chose to ally with the British</p> <p>Assessment Examples:</p> <p>T1- Short answer response questions</p> <p>T1- Create annotated timeline explaining the growth of the federal government</p> <p>T1- Reflections over excerpts from Washington’s Farewell address</p>			
F1	Vocabulary	People, Places, Ideas	Essential Questions
Foundational Ideas	<ul style="list-style-type: none"> *States' rights *Implied powers *National Debt *Precedent *Cabinet 	<ul style="list-style-type: none"> • Strict and loose interpretation of the Constitution, • Bill of Rights • Whiskey Rebellion 	<ul style="list-style-type: none"> ▪ What was the significance of Washington’s precedents? ▪ How did Hamilton propose to pay off the National Debt? ▪ What were the similarities and differences between the Federalists and Democratic-Republicans? ▪ What were the causes of the Whiskey Rebellion and how did it change the relationship between the American government and the people? ▪ How and why did tensions arise between America and other nations (Natives, France, Britain, Spain)? ▪ What were the main ideas Washington expressed in his farewell address?

T2 HGSS 4.1 The student will recognize and evaluate continuity and change over time.			
<p><i>Recognize and describe the continuity and change of American government during the Federalist Era.</i></p> <p>Possibilities: discuss whether the war can be best characterized as a struggle over independence and sovereignty, territorial expansion, or maritime rights</p> <p>Assessment Examples:</p> <p>T2- Flow Chart</p> <p>T2- Graphic Organizer with Reflection or Summary</p> <p>T2- Create annotated timeline explaining the growth of the federal government</p>			
F2	Vocabulary	People, Places, Ideas	Essential Questions
Foundational Ideas	<ul style="list-style-type: none"> *Unconstitutional *Sedition *Envoys 	<ul style="list-style-type: none"> • Alien & Sedition Acts • Impressment • Judicial Review • Marbury v Madison 	<ul style="list-style-type: none"> ▪ What was the significance of Marbury v Madison? How did it change the power of the judiciary? ▪ What were the main arguments against Adams' handling of foreign affairs? ▪ How did political clashes test the United States relationships abroad and the constitutionality of laws passed at home? ▪ Why did the XYZ Affair increase Adam's popularity? ▪ How did the Sedition Acts contradict the rights guaranteed under the 1st Amendment?

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Instructional Ideas</p>	<ul style="list-style-type: none"> • Analyze Washington’s actions and draw conclusions about the motivations that led him to put down the Whiskey Rebellion. Write a historical journal as a farmer, Washington, Jefferson, etc. • Whiskey Rebellion lesson plan with documents, http://tah.eastconn.org/tah/1011CP2_WhiskeyRebellion.pdf • Evaluate <i>Washington’s Farewell Address</i> to determine the meaning of words and phrases used in the text. • Washington’s Inauguration and Farewell Address https://www.varsitytutors.com/earlyamerica/milestone-events/washingtons-farewell-address • Write a memo advising the president about an important event—Washington and the Whiskey Rebellion/ Battle of Fallen Timbers or Adams and avoiding war with France—using precise language and domain- specific vocabulary to explain your conclusions about the topic. • Battle of Fallen Timbers Primary Sources, Excerpts from the Michigan Pioneer and Historical Collections • Compare the key points in the <i>Alien & Sedition Acts</i> with the Bill of Rights; discuss the following statement: The <i>Alien & Sedition Acts</i> balanced the rights of the citizens and the responsibilities of the government. • Create political cartoon over Alien and Sedition Acts or XYZ Affair • Analyze the dynamic relationships between the United States, France, Great Britain, and the Native Americans and how the relationships impacted the decisions of the early Federalist presidents. “John Jay’s Treaty” https://history.state.gov/milestones/1784-1800/jay-treaty (click Cancel when it asks for credentials, and the website will open) <ul style="list-style-type: none"> ▪ DBQ: The Jay Treaty DBQ: The Jay Treaty (by Carlos Leiva) • Use a graphic organizer to analyze a political cartoon of the XYZ Affair https://www.thoughtco.com/the-xyz-affair-4175006 • Complete a graphic organizer comparing both Jefferson’s and Hamilton’s views of the Constitution. Then, compare and contrast the platforms of the political parties, both then & today.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Enrichment Ideas</p>	<p>The student could:</p> <p>Debate the arguments for and against Washington and Adams’ decisions and evaluate their impact on the new American government. (for example Washington leading the troops against the Whiskey Rebellion, support for Hamilton’s economic plan, beliefs of political parties, Washington’s support of neutrality, Adams’ support of Alien and Sedition Act and siding with Britain over France, the Quasi War)</p> <p>Describe the development of the American party system. (for example: explain how disagreements regarding foreign and economic policy and the balance of state and federal power led to the creation of two factions in American politics that evolved into formal political parties in the 1790s)</p> <p>Connect the <i>Alien and Sedition Acts</i>, the <i>Patriot Act 2001</i>, and the Bill of Rights in order to determine: <i>Should the government be able to limit civil liberties during a time of war?</i></p> <p><i>Patriot Act, 2001</i> http://www.justice.gov/archive/ll/highlights.htm</p>

5: Early U.S. Growth and Expansion

The American Journey: Unit 3, Chapter 9

Context

3 weeks

The Election of 1800 was a turning point for the young nation. Despite a contentious election, power was passed peacefully from the Federalists to the Democratic-Republicans; this ushered in a new era in American history.

During Jefferson’s administration, the Louisiana Purchase created new enthusiasm for westward expansion. The United States also faced challenges to its independence by encroaching foreign powers. These conflicts eventually led to the outbreak of the War of 1812 with England.

T1 HGSS 5.2 The student will analyze the context and draw conclusions about dynamic relationships.

Analyze and draw conclusions over the long-term effects of the Louisiana Purchase on the nation’s population, economy, politics, and geography.

- Possibilities:** explain how the Louisiana Purchase doubled the size of the United States,
 -how it affected American political and economic development
 -generated concerns about the expansion of slavery
 -how it affected relations with France, Spain, and Native Americans in the region

Assessment Examples:

T1- Choice Board

T1- Annotated Map with essential question “What were the long term effects of the nation’s population, economy, politics, and geography?”

F1	Vocabulary	People, Places, Ideas	Essential Questions
Foundations I Ideas	*Lewis & Clark Expedition *Louisiana Purchase	Corps of Discovery Thomas Jefferson Lewis and Clark Sacagawea Mississippi River	<ul style="list-style-type: none"> ▪ How did the size of the US change with the Louisiana Purchase and what were its implications? ▪ What were the considerations of France and the United States in negotiating the sale and purchase of Louisiana? ▪ What were the arguments for and against Jefferson buying Louisiana? ▪ What were some benefits of Lewis and Clark’s expedition?

(continued on next page)

5. Early U.S. Growth & Expansion (T1, cont.)

Instructional Ideas	<ul style="list-style-type: none">• Create a timeline or annotated map of how America came to buy the Louisiana Territory or of the Lewis and Clark Expedition• Create journal entries from Lewis and Clark expedition (or create entries from 2 different perspectives of the same events – such as Clark and Sacagawea)• Write a breaking news report explaining the Louisiana Purchase• Create a descriptive bubble organizer• Debate the constitutionality of Jefferson’s decision to purchase the Louisiana Territory, presenting claims with evidence and emphasizing significant points in a focused, coherent manner.• Create a historical journal (Jefferson, Lewis, Clark, Sacagawea, York) incorporating a narrative account of an individual from the Lewis and Clark expedition or the Louisiana.• Write a memo advising the president regarding the Louisiana Purchase.• Label a blank map in order to visualize the great change America experienced after the Louisiana Purchase, the <i>Adams-Onis Treaty</i> and <i>Rush-Bagot Treaty</i>, and/or the <i>Missouri Compromise</i>, etc.• Louisiana Purchase and Its Exploration, Khan Academy "The Louisiana Purchase & Its Exploration"• Article, “How the Louisiana Purchase Changed the World, https://www.smithsonianmag.com/history/how-the-louisiana-purchase-changed-the-world-79715124/
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5. Early U.S. Growth & Expansion (T2)

T2 HGSS 5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.

Investigate the impact the War of 1812 had on various groups.

Possibilities: explain the growing tension between western settlers and Native Americans

- Britain refused to remove its forts and encourage Native American uprising
- conflict on the seas, impressment, embargo, and trade
- growing hunger for land to expand
- rise of nationalism and industrialization
- US becomes embolden to promote the Monroe Doctrine and its impact on later United States foreign policy regarding the Western Hemisphere

Assessment Examples:

T2-Diorama

T2-Socratic Seminar

F2	Vocabulary	People, Places, Ideas	Essential Questions
Foundational Ideas	<ul style="list-style-type: none"> *Impressment *War hawk *Embargo *Neutral Rights 	<ul style="list-style-type: none"> • Battle of Baltimore • Battle of New Orleans • Chesapeake-Leopard Affair • Embargo Act of 1807 • Fort McHenry • Tecumseh • Treaty of Ghent • War of 1812 • Francis Scott Key • James Madison 	<ul style="list-style-type: none"> • Describe disputes between Britain and the United States leading up to the War of 1812. What were the grievances of the Americans, the British, and the Native Americans? • How and why did tensions arise between American Indians and American settlers? • What were the arguments for and against declaring war against Britain? • What were the political and economic impacts of the war on the U.S.? (e.g. the war's role in discrediting the Federalist party, Jackson's rise to national prominence after the Battle of New Orleans) • What were the major provisions of the Monroe Doctrine? (e.g. opposition to new European colonies or attempts to re-establish control over former colonies in the Western Hemisphere, discouragement of European monarchical interference in the New World)

5. Early U.S. Growth & Expansion (T2, cont.)

Instructional Ideas	<ul style="list-style-type: none"> • Create a Sequence Chart for the War of 1812 • Create propaganda poster for or against the War • Analyze the relationship between the Native American tribes on the western frontier to the U.S. changing relationship with Great Britain. (HGSS 5.1) <ul style="list-style-type: none"> ▪ “Native American Resistance in Trans-Appalachian West” http://www.ushistory.org/us/21d.asp ▪ “The Battle of Horseshoe Bend: Collision of Cultures” https://www.nps.gov/articles/the-battle-of-horseshoe-bend-collision-of-cultures-teaching-with-historic-places.htm • Analyze one of the players during the War of 1812, draw conclusions on their significance; use this research to create a Facebook page. <ul style="list-style-type: none"> ▪ “3 Awesome Facebook Templates for Your Class” https://www.educatorstechnology.com/2013/03/3-awesome-facebook-templates-for-your.html • Analyze sources from different perspectives concerning the reasons the U.S. should (not) declare war on Great Britain. Instruct students to write/type an on demand essay over the question: <i>Did Madison and Congress have the right and responsibility to declare war on Britain in 1812?</i> <ul style="list-style-type: none"> ▪ <i>Madison’s Declaration of War</i> https://edsitement.neh.gov/lesson-plans/lesson-1-president-madisons-1812-war-message-brief-overview ▪ <i>Plain Calculations, 1812</i> https://www.loc.gov/resource/rbpe.04903800/?sp=1
Enrichment Ideas	<p>The student could:</p> <ul style="list-style-type: none"> • Demonstrate how early U.S. expansion shaped the identity of the new nation (for example: explain how the abundant availability of land and natural resources, the assertion of regional influence, and an advancing frontier helped form a national sense of self-confidence, dynamism, and righteousness). • Evaluate how differing perspectives on the War of 1812 affected the ways in which the war was waged by the various parties involved (for example: explain how British preoccupation with Napoleon led to a conservative commitment of forces to the war, how the unpopularity of the war in some regions and expectations of a quick peace led to under-preparedness and limited effectiveness by the Americans, how fighting on native soil galvanized Canadian militias, and how unification spurred by Tecumseh and recognition of the threat posed by encroaching American settlement prompted a coordinated defense and alliance with the British by Native Americans). • Consider the challenges to the new nation’s stability during the late 1700s and early 1800s in order to defend or refute the U.S. involvement in war with Britain • How did the growth of the United States, both geographically and economically, impact the relationship between the American government and other nations?

6: Industrial Revolution

The American Journey: Unit 3, Chapter 10

3 weeks

Context

The American economy changed dramatically during the early Republic. This period was marked by an explosion of new inventions and technology causing many young people to leave home in search of jobs in the growing cities and factories. Rural America began slowly changing into industrial America as the country experienced a significant population growth.

T1	HGSS 4.3	The student will investigate and connect continuity and change to a contemporary issue.		
<p><i>Evaluate the impact the first Industrial Revolution had on American economic development. Then, connect your findings to a contemporary issue. (Such as technology, workers rights, child labor laws, free speech, urbanization, etc.)</i></p> <p style="color: blue;"> Possibilities: explain how the growth of wage labor, industrial production, and advances in communication, transportation, and finance affected patterns of everyday life for workers and families, -increased the scope and volatility of economic activity -intensified sectional divisions in the United States in the antebellum era </p>				
<p>Assessment Examples:</p> <p>T1- Annotated Illustration comparing factory work from 1800s to today. T1- Compare/Contrast Graphic Organizer 1800s Industrial Revolution vs Modern Day economy</p>				
F1	Vocabulary	People, Places, Things	Essential Questions	
Foundational Ideas	<ul style="list-style-type: none"> *cotton gin *capitalism *free enterprise *patent *Industrial Revolution *capitalism *internal improvements 	<ul style="list-style-type: none"> • Eli Whitney • Lowell Mill Girls • Louisiana Territory • New Orleans • Westward Expansion • Causes/Effects of War of 1812 • Industrial/Agricultural Revolution • Factory System 	<ul style="list-style-type: none"> ▪ How did society change as a result of the Industrial Revolution? What aspects remained the same? ▪ How did the growth of the United States, both geographically and economically, impact the relationship between the American government and other nations? ▪ What impact did various inventors and inventions have on the United States during the late 1700s to the early 1800s? How do these inventions impact life in modern day America? 	

6. Industrial Revolution (T1, cont.)

Instructional Ideas	<ul style="list-style-type: none"> • Analyze and then compare and contrast a Lowell Mill Girl Letter and an article over contemporary American sweat- shops. Create an “I Am” poem as either the Lowell Girl or a contemporary American workshop employee. For honors, the students can also compare to an excerpt from The Jungle. <ul style="list-style-type: none"> ▪ Industrial Revolution primary sources, http://www.loc.gov/teachers/classroommaterials/primarysourcesets/industrial-revolution/ ▪ Lowell Mills Letter and Documents ▪ ABC News, “Daughters for Sale,” http://abcnews.go.com/US/daughters-saleyoung-american-girls-sold-online/story?id=39350838 • Label a blank map in order to visualize the great change America experienced after the Louisiana Purchase and Lewis and Clark’s journeys, the Adams-Onis Treaty and Rush-Bagot Treaty, and/or the Missouri Compromise, etc. • Research and analyze one of the key players of the Industrial Revolution, draw conclusions on their impact and significance; use this research to create a Facebook page. Then participate in a Facebook conversation with fellow classmates taking on the persona of the person you researched. <ul style="list-style-type: none"> ▪ “3 Awesome Facebook Templates for Your Class”, http://www.educatorstechnology.com/2013/03/3-awesome-facebook-templates-for-your.html
Enrichment Ideas	<p>The student could:</p> <p>Compare the nature and impact of economic development in the North and South during the antebellum period (for example: explain why the nature and extent of industrialization differed in the North and South, explain the different effects of economic development on gender and class roles, and explain how technological developments and differences in patterns of economic activity contributed to different systems of labor organization).</p> <ul style="list-style-type: none"> • How did land expansion define the national identity of the United States? • Did Madison and Congress have the right and responsibility to declare war on Britain in 1812?

7: Jackson and Native American Relations

The American Journey: Unit 3, Chapter 11

2 weeks

Context

The four decades preceding the Civil War were a time of rapid economic growth, political conflict, and territorial expansion for the young nation. The rise of Andrew Jackson signaled the rise of the common man in government; the right to vote was expanded to white men and they were allowed more participation in the government and elections. Jackson openly shared his support for removing Native Americans from their land and played a significant role in the Trail of Tears.

T1 HGSS 4.2 The student will analyze the context and draw conclusions about continuity and change.			
<p>Analyze and draw conclusions relating to the issues and debates associated with Jacksonian Democracy.</p> <p>Possibilities: describe contradictions between the movement for universal white male suffrage and the disenfranchisement of free African Americans and women -explain the positions of Whigs and Jacksonian Democrats on the proper role of government, tariff and trade policy, and the financial system.</p> <p>Assessment Examples: T1-One Pager over key ideas and issues related to the Jacksonian Democracy T1-Newspaper that includes articles, quotes from Jackson, editorial cartoons, etc. to demonstrate understanding and personal conclusions associated with the Jacksonian Democracy.</p>			
F1	Vocabulary	People, Places, Ideas	Essential Questions
Foundational Ideas	<ul style="list-style-type: none"> *Majority *Plurality *Democracy *Nullify *Spoils System *Veto 	<ul style="list-style-type: none"> • Andrea Jackson • Henry Clay • John Q. Adams • John C. Calhoun • Corrupt Bargain • Nullification Crisis 	<ul style="list-style-type: none"> ▪ What impact did the 1824 and 1828 elections have on the United States? ▪ What were some of the changes in the level of popular engagement with American politics during the Jacksonian Era? How did these changes impact future presidential elections? ▪ Identify and discuss the major political disputes during the Jacksonian era. Predict how these disputes might influence future political decisions.
Instructional Ideas:	<ul style="list-style-type: none"> • Create a foldable with four sections labeled Jackson, the Supreme Court, the Settlers, and the Cherokee. Students interpret the different perspectives of Indian removal with a written, verbal, and visual response. • Have students research Jackson’s campaign and compare it to the current presidential campaign. What are the similarities? Differences? Issues? How has the campaign process changed since the days of Jackson. https://billofrightsinstitute.org/educate/educator-resources/lessons-plans/presidents-constitution/the-election-of-1824/ 		

7. Jackson & Native American Relations

T2 HGSS 3.2 The student will analyze context and draw conclusions of how societies are shaped by the identities, beliefs, and practices of individuals and groups.

Investigate the impact of United States territorial expansion and government policy had on Native Americans in the first half of the 19th century.

Possibilities: explain how population pressure and white settlers’ desire for land encouraged the government to pursue a policy of Indian removal
 -how forcible relocation from their homelands affected Native American societies.

Assessment Examples:

T2-Annotated Population Pyramid

T2-Primary Source Analysis with explanations for each on the effects of white settlement

F2	Vocabulary	People Places, Things	Essential Questions
Foundational Ideas:	<ul style="list-style-type: none"> *Cede *Removal *Relocation 	<ul style="list-style-type: none"> • Indian Removal Act • Trail of Tears • Indian Territory • 5 Tribes • Worcester v. Georgia 	<ul style="list-style-type: none"> ▪ What arguments were there for and against the removal of Indians? What impact did these arguments have on Jackson’s Indian Removal Act? ▪ What military conflicts between Native Americans and the U.S. government occurred due to the Indian Removal Act and what were the outcomes of these conflicts? ▪ Describe conditions faced by Native Americans during relocation, specifically on the Trail of Tears. Explain how these conditions effected the various tribes.
Instructional Ideas:	<ul style="list-style-type: none"> • Write a historical journal as a key player during the event: Jackson, Ross, a Native, soldier, etc. <ul style="list-style-type: none"> ▪ “Trail of Tears, Cpt. John Burnett” https://www.warrenhills.org/cms/lib/NJ01001092/Centricity/Domain/145/Cherokee%20Removal%20through%20Eyes%20of%20a%20Private%20Soldier.pdf ▪ Indian Removal political cartoons: http://www.digitalhistory.uh.edu/active_learning/explorations/indian_removal/cartoon1.cfm and http://hist510jackson.weebly.com/uploads/2/3/4/2/23427600/8973062.jpg • Write a memo/letter to Andrew Jackson giving advice about the removal of the Native Americans, using precise and domain-specific language. 		
Enrichment Ideas:	<p>The student could:</p> <ul style="list-style-type: none"> • Explain how U.S. policies toward Native Americans in the first half of the 19th century continue to influence Native American societies and their relations with the United States government today. • What were the consequences faced by Native Americans, the Common Man, and the economy as a result of Andrew Jackson’s choices as president? 		

8: Manifest Destiny & Westward Expansion

The American Journey: Unit 4, Chapter 12

5 weeks

Context

Manifest Destiny, the belief it was America’s God-given mission to expand from coast to coast, resulted in territory gained through purchase, treaty, and wars. These territories not only increased the physical size of the U. S. and spurred economic growth, but also reignited the divisive question of whether slavery should exist in the new territories.

T1	HGSS 5.1	The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.		
<i>Explain and evaluate the impact of Manifest Destiny on society, politics, foreign, and Native American relations.</i>				
<p style="color: blue; margin-left: 40px;">Possibilities: - Dive deeper into the background of John O’Sullivan and how his idea of Manifest Destiny impacted the future of the growth and development of the United States.</p>				
Assessment Examples:				
<p style="margin-left: 40px;">T1-Annotated Manifest Destiny Map of US</p> <p style="margin-left: 40px;">T1-“Cool Collages” a poster where students use magazine images with caption descriptions to demonstrate understanding</p>				
F1	Vocabulary	People, Places, Ideas	Essential Questions	
Foundational Ideas:	<ul style="list-style-type: none"> *Emigrant *Manifest Destiny *Decree *Annex *Cede *Vigilante 	<ul style="list-style-type: none"> • Manifest Destiny • Migration • Oregon Territory • Mountain Men • John O’Sullivan • Mormons • Missionaries 	<ul style="list-style-type: none"> ▪ How did the belief in Manifest Destiny affect western settlement, the growth of slavery, and America’s role on the Continent? (HGSS 3) ▪ Identify and explain religious, political, and social factors that contributed to the idea of manifest destiny. ▪ Describe the territorial expansion of the United States over the course of the 19th century. ▪ What arguments are there for and against Manifest Destiny? 	
Instructional Ideas:	<ul style="list-style-type: none"> • Design a drawing of what a Mountain Man would have looked like; create a “Mountain Man” Ken doll. Write a biography/autobiography of what a mountain man’s daily life would entail, citing specific textual evidence. • Read and analyze the Gap T-Shirt article and draw conclusions about the controversy. Create T-shirts for Manifest Destiny <ul style="list-style-type: none"> ○ ABC News: Gap Pulls ‘Manifest Destiny’ T-Shirt From Shelves https://abcnews.go.com/blogs/entertainment/2012/10/gap-pulls-manifest-destiny-t-shirt-from-shelves-after-social-media-outcry 			

8. Manifest Destiny & Westward Expansion

T2 HGSS 3.2 The student will analyze context and draw conclusions of how societies are shaped by the identities, beliefs, and practices of individuals and groups.

Analyze the factors that led to western migration and draw conclusions about how it changed the American West during the first half of the 19th century.

Possibilities: Role play a discussion from different perspectives of people involved in or effected my western migration a pioneer, mountain man, politician, native, etc.)

Assessment Examples:

T2-Document Analysis over factors leading to western migration with a detailed summary

T2-Thinglink(Student Created over Western migration)

F2	Vocabulary	People, Places, Ideas	Essential Questions
Foundational Ideas:	<ul style="list-style-type: none"> *forty-niner *frontier *pioneer *prospector 	<ul style="list-style-type: none"> • California Gold Rush • Oregon Trail • Mountain Men • Santa Fe Trail 	<ul style="list-style-type: none"> ▪ What motivated American pioneers to migrate west during the first half of the 19th century? ▪ Describe characteristics of life on the western frontier of the United States during the first half of the 19th century. <i>(for example: material conditions and difficulties, interactions with Native Americans and Mexicans)</i>
Instructional Ideas:	<ul style="list-style-type: none"> • Extend your study of the Gold Rush by inviting your students to read some Gold Rush Letters, written to people in Missouri by Gold Rush miners, or some of the excerpts from letters and other writings by visitors to and residents of the Gold Rush area in California. Ask students to think about the following questions as they read and discuss the letters: http://www.readwritethink.org/classroom-resources/calendar-activities/gold-discovered-california-1848-20403.html • The Transcontinental railroad: Using maps and other documents, students investigate how and why the railroad was built; they also analyze its impact upon Chinese laborers, Native Americans, settlers, tourists, entrepreneurs, and others. http://www.pbs.org/weta/thewest/lesson_plans/lesson01.htm • The Fragile Western Biome: Throughout this lesson, students will discover the impact of American westward expansion, in particular the mining industry, on the ecosystems of the West. http://www.pbs.org/weta/thewest/lesson_plans/lesson07.htm • Simulation games over western migration: ie Oregon Trail • Impact of Western Expansion: Students will be able to write an informational paragraph about westward expansion using a timeline and informational text as resources. https://www.education.com/lesson-plan/the-impact-of-westward-expansion/ 		

8. Manifest Destiny & Westward Expansion

T3 HGSS 1.4 The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.		
<p>Assessment: T3- DBQ: Was the United States justified in going to war with Mexico?</p>		
Foundational Ideas:	<ul style="list-style-type: none"> • Justified • Grievance • Claim • Evidence 	<ul style="list-style-type: none"> • Stephen Austin • Santa Anna • Sam Houston • James K. Polk • Mexican Cession • Treat of Guadalupe Hidalgo • Republic of Texas • New Mexico Territory • Rio Grande River • Nueces River
Instructional Ideas:	<ul style="list-style-type: none"> • The Balance of Power: Mexican War-How the war began. http://www.cal.org/create/pdfs/mexican-war-lesson-materials.pdf • Students will do 3 readings over the Mexican-American War and then use their notes to participate in a Fishbowl Dialogue. Implementation of the fishbowl, ensures active participation by all students and maintaining respectful dialogue. Resource for readings and educator guide for the lesson: http://media.nationalgeographic.org/assets/file/Mexican-American_War_-_Educator_Guide.pdf • Using Historiography to study the Mexican-American War. https://teachinghistory.org/best-practices/teaching-with-textbooks/20424 • Political Cartoons over the Mexican-American War. How did the different cartoonists reflect the feelings and mood of the American people and politicians during the Mexican War? http://callawayhighsocialstudies.blogspot.com/p/mexican-american-war-political-cartoons.html https://lostmuseum.cuny.edu/archive/uncle-sams-taylorifics-1846 	

9: Age of Reform in Antebellum America

The American Journey: Unit 4, Chapters 13-14

2 weeks

Context

The United States' economy grew rapidly between 1820 and 1861. While the North became more industrialized, the Southern economy continued to remain heavily reliant on slavery and cotton. During this time, the North saw a marked increase in immigration and the beginning of organized labor unions.

The reform movement was particularly strong between 1830 and 1860, as people reexamined their feelings about slavery, the mentally challenged, alcohol usage, and education. The abolitionist movement clearly overshadowed each of these reform movements, and many men and women dedicated their lives to improving society.

T1	HGSS 3.1	The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.		
<i>Recognize and evaluate the impact of 19th century religious and social movements on American society</i>				
<p style="color: blue;">Possibilities: explain how new forms of religion, spirituality, art, and literature fostered a distinct American cultural identity and affected views on issues such as public education, temperance, women's rights, and abolition</p>				
<p>Assessment Examples:</p> <p>T1-Choice Board</p> <p>T1-Create annotated map showing various movements</p> <p>T1-Reform book jackets</p>				
F1	Vocabulary	People, Places, Ideas	Essential Questions	
Foundational Ideas:	<ul style="list-style-type: none"> *Suffrage *Discrimination *Reform *Temperance *Transcendentalism *Revival *Utopia 	<ul style="list-style-type: none"> • Seneca Falls • Worker's Rights • Sarah and Angela Grimke • Elizabeth Caddy Stanton • Fredrick Douglas • 2nd Great Awakening 	<ul style="list-style-type: none"> ▪ What influence did religion had on the social reforms in the U.S. during the early and mid-1800s? ▪ What issues did the major reform movements address? ▪ What types of social reform movements emerged in America prior to the Civil War? 	

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9. Age of Reform in Antebellum America (T1, cont.)

Instructional Ideas:	<ul style="list-style-type: none">• Research a reformer; write an editorial persuading the country to include them in the Reformer Hall of Fame.<ul style="list-style-type: none">▪ Hall of Fame, Exit Project in Social Studies, http://www.angelfire.com/ny2/library218/jackson.html• Recognize and evaluate the beliefs, contributions, and ideas of the reformers during this time through primary sources, political cartoons, and photos; compare/contrast abolition, women’s rights, immigration, etc. Identify the reasons it took women so long for women to get the right to vote.<ul style="list-style-type: none">▪ SAS Curriculum, search for Voting Rights...Women https://www.curriculumpathways.com/portal/▪ Digital Library on American Slavery, http://library.uncg.edu/slavery/• Create a “Facebook” page for someone from this time period: Douglas, Tubman, Grimke, etc.<ul style="list-style-type: none">▪ “3 Awesome Facebook Templates for your Class” Facebook templates
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9. Age of Reform in Antebellum America

T2 HGSS 5.3 The student will investigate and connect dynamic relationships to contemporary issues.			
<p><i>Investigate how immigration affected American society during the pre-Civil War period and connect it to how immigration effects American society today.</i></p> <p>Possibilities: explain connections between industrialization and immigration, -how increased immigration intensified ethnic and cultural conflict and affected local and national politics</p>			
<p>Assessment Examples:</p> <p>T2- Write a letter describing the effects of immigration on American society</p> <p>T2- Immigration Billboard Advertisement</p> <p>T2- Identity Charts</p>			
F2	Vocabulary	People, Places, Ideas	Essential Questions
Foundational Ideas:	<ul style="list-style-type: none"> *Immigration *Emigration *Nativist *Famine *Push/Pull Factors *Cultural Assimilation 	<ul style="list-style-type: none"> • The Irish • The Germans • The Know-Nothing Party • Great Irish Famine 	<ul style="list-style-type: none"> ▪ What impact did immigration have on shaping the beliefs, ideas, and diversity of the early 1800s society? ▪ What were the push and pull factors driving antebellum immigration? ▪ How did immigrants adapt to the American society?
Instructional Ideas	<ul style="list-style-type: none"> • After analyzing immigration primary sources, write a letter/postcard (or journal) as a new immigrant telling people back home about your experience, using precise and domain-specific language. <ul style="list-style-type: none"> ▪ Irish Immigration lesson plan (free account required) http://sheg.stanford.edu/irish-immigration ▪ “The Irish Potato Famine, 1847” http://www.eyewitnesshistory.com/irishfamine.htm ▪ “Irish Letters Home,” http://hsp.org/education/unit-plans/irish-immigration/irish-immigrant-letters-home • Create a recruitment poster persuading other workers to join a trade union, integrating visual information and using accurate data and evidence to support the claims. 		
Enrichment Ideas:	<p>The student could:</p> <ul style="list-style-type: none"> • Compare societal and cultural changes in various regions of antebellum America (for example: explain differences in immigration sources and levels, patterns of land ownership and wealth distribution, and the social effects of the Second Great Awakening in the North, the South, and the West) 		

10: Slavery and Sectional Differences

The American Journey: Unit 5, Chapter 15

3 weeks

Context

From 1840-1861, the regional differences between the North and South led to increasing hostility over slavery in the territories. Congress tried to appease both sides by passing legislation to balance the power between the regions. However, their attempts sparked further conflict in Kansas, resistance in the North, and secession in the South.

T1 HGSS 1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures.			
<p><i>Recognize and evaluate how the arguments over slavery fostered sectional divisions prior to the Civil War.</i></p> <p>Possibilities: explain the relationship between westward expansion and the intensification of debates over slavery in the United States, -why these differences were unable to be resolved peacefully</p> <p>Assessment Examples: T1-Compromises Map Activity T1-Iceberg Diagrams T1- Write a Slave Narrative</p>			
F1	Vocabulary	People, Places, Ideas	Essential Questions
Foundational Ideas:	<ul style="list-style-type: none"> *Underground Railroad *Popular Sovereignty *Missouri Compromise *Compromise of 1850 *Kansas Nebraska Act 	<ul style="list-style-type: none"> • Bleeding Kansas • Dred Scott v. Sandford (1857) • Nat Turner’s Rebellion • Slave auctions • Slave uprisings and racism • Free Soil Party 	<ul style="list-style-type: none"> ▪ How did the United States divide the states though the issue of slavery between the years 1820 and 1854? ▪ How did the North and South differ economically? How did the North and South differ culturally? ▪ What was life like for the enslaved people in the United States during the antebellum period? ▪ What technological advancements were made in America prior to the Civil War?
Instructional Ideas	<ul style="list-style-type: none"> • Analyze photographs of the life of a slave and determine the usefulness of them to historians today. “Beyond the Bubble: Slave Quarters Assessment” (free account required) https://beyondthebubble.stanford.edu/assessments/slave-quarters • Evaluate the North and South before war; recognize similarities and differences (advantages/disadvantages) in regard to population, railroads, economy, etc. 		

10. Slavery & Sectional Differences

T2 HGSS 3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.

Investigate and explain the immediate cause of the secession of southern states and the outbreak of the Civil War.

Possibilities: explain why the election of Abraham Lincoln in 1860 served as a catalyst to secession for several southern states,
 -why Lincoln and other northerners felt it was necessary to bring these states back into the Union

Assessment Examples:

- T2-Create a Flow Chart (Sequence of events)
- T2-Rank reason for secession and justify their ranking
- T2-Socratic Seminar

F2	Vocabulary	People, Places, Ideas	Essential Questions
Foundational Ideas:	<ul style="list-style-type: none"> *Republican Party *Secession *Secede *Border states *Siege 	<ul style="list-style-type: none"> • Northern and Southern Economies • Cultural Differences • Election of 1860 • Lincoln-Douglas Debates • Lincoln’s Victory • Fort Sumter 	<ul style="list-style-type: none"> ▪ What was impact of Abraham Lincoln, the Republican Party and the election of 1860 on the secession of the southern states? ▪ What impact did American geography have on the decision by Confederate states to secede? ▪ How and why did America’s popular opinion change about slavery over time? What changes occurred that reflected over this time period?
Instructional Ideas:	<ul style="list-style-type: none"> • After reading the essential acts leading up to the war, label a map with the following: <i>Missouri Compromise</i>, <i>Compromise 1850</i>, <i>Fugitive Slave Act</i>, <i>Kansas-Nebraska Act</i>, and the Northern, Southern, and Border States. Then, create a compare/contrast chart to explain the differences between these compromises and acts. • <i>Alabama Slave Codes, 1833</i> http://digital.archives.alabama.gov/cdm/ref/collection/lessons/id/3 <ul style="list-style-type: none"> ▪ <i>Compromise of 1850 Lesson plan</i> http://tah.eastconn.org/tah/1112CB4_WhyCompromise1850lesson.pdf ▪ <i>Civil War 150</i>, http://www.history.com/images/media/pdf/CivilWar150Guide.pdf • Create a “Birth Announcement” announcing the Confederate States of America. • Create a recruitment poster persuading others to volunteer to fight in the war. 		

11: Civil War

The American Journey: Unit 5, Chapter 16

3.5 weeks

Context

Attempts to keep the peace failed when Abraham Lincoln was elected in 1860. The Southern states made good on their promise to secede and began the shelling of Fort Sumter in South Carolina; The War Between the States had begun. After four long years of bloodshed and sacrifice, the Union accomplished its goals of unity and the eventual end to slavery.

T1	HGSS 4.2	The student will analyze the context and draw conclusions about continuity and change.		
<p><i>Recognize and describe how various factors shaped the course and outcome of the Civil War.</i></p> <p>Possibilities: explain how factors such as military and civilian leadership, population, geography, economic and industrial capacity</p> <ul style="list-style-type: none"> -popular support affected the strength and success of the Union and Confederacy over the course of the Civil War -how the Emancipation Proclamation changed the conduct and goals of the conflict <p>Assessment Examples:</p> <ul style="list-style-type: none"> T1-Circle Summary (Geography, Society, Economics, Government) T1-Compare/Contrast North and South T1-Monument Design Project 				
F1	Vocabulary	People, Places, Ideas	Essential Questions	
Foundational Ideas:	<ul style="list-style-type: none"> *Yankee *Rebel *Civil War *Emancipation Proclamation *Gettysburg Address *Arsenal *Blockade *Casualty *Total War 	<ul style="list-style-type: none"> • Civil War • Civil War Battles • Anaconda Plan • Union and Confederacy • War Strategies and Tactics • South's surrender • Appomattox Court House 	<ul style="list-style-type: none"> ▪ What factors lead to the Civil War? ▪ In what ways did a unique American culture and society begin to develop during this period? ▪ What led to the South's surrender? ▪ What impact did political and military leadership have on the outcome of the war? ▪ How did the political actions of President Lincoln affect the outcome of the war? ▪ How do the effects of the Civil War impact the current beliefs of the US? 	

11. Civil War (T1, cont.)

<p>Instructional Ideas:</p>	<ul style="list-style-type: none"> • Evaluate sources to determine, “Did Lincoln free the slaves or did the slaves free themselves?” • Stanford Emancipation Proclamation Lesson Plan (free account required) http://mrtickler.weebly.com/uploads/5/4/3/8/54383485/emancipation_proclamation.pdf • Write a historical journal as a soldier (during war), Lincoln, Grant, soldier’s wife, slave... • Civil War Activity Pack, PBS historydetectives lessonplan/civil-war • “Letters from the American Civil War” http://www.civilwar.com/letters.html • “Civil War: Women...Home Front” http://guides.library.duke.edu/content.php?pid=41224&sid=303304 • Create a “Facebook” page for someone from this time period: Stonewall Jackson, Abe Lincoln, a soldier, Jefferson Davis, a woman at home, Frederick Douglass, Clara Barton, Harriet Tubman. • Create a “Children’s Book” over significant events/issues during the war. • Evaluate the reliability of “Gardner’s Civil War Photography” • Beyond the Bubble https://beyondthebubble.stanford.edu/assessments/gardners-civil-war-photography
<p>Enrichment Ideas:</p>	<p>The student could:</p> <ul style="list-style-type: none"> • Explain how the course and conduct of the Civil War have affected the culture, economy, and politics of the United States (for example: explain how the fact that the majority of battles took place in the South influenced the post-war economy of the region and southern perceptions of the war, how massive government spending led to the institution of the income tax and large increases in federal budgets, or how northern military railroad construction and the achievement of northern legislative priorities in the absence of a southern Congressional presence shaped the economy and politics of the United States as a whole).

Kansas History, Government, and Social Studies Standards

Standard 1: Choices have consequences.

History, government, economics, and geography are affected by human choice. Choices made by individuals and groups have consequences, and the desirability of the choices are dependent on the perceived positive and negative consequences. Often choices are built and dependent upon earlier choices and consequences. The following are aspects of choices and consequences:

- *Human choices cause change dependent upon conditions which the decision maker may not be able to control or anticipate.*
- *Every choice comes with a cost.*
- *Human choice is affected by culture, geography, politics, economics, social emotional attachments, and other factors including other people.*

Benchmark:

- 1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures.
- 1.2 The student will analyze the context and draw conclusions about choices and consequences.
- 1.3 The student will investigate and connect examples of choices and consequences with contemporary issues.
- 1.4 The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.

Standard 2: Individuals have rights and responsibilities.

People and groups throughout history have deliberated the rights and responsibilities within their society. Rights are the basic freedoms of individuals while responsibilities view the collective obligations of people. The following are aspects of rights and responsibilities:

- *Rights tell the bearer what they are at liberty to do, but are not a requirement to exercise them.*
- *Rights are something that societies often guarantee and come with responsibilities.*
- *A responsibility is a duty or obligation to perform or complete.*

Benchmark:

- 2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.
- 2.2 The student will analyze the context and draw conclusions about rights and responsibilities.
- 2.3 The student will investigate and connect the rights and responsibilities of individuals with contemporary issues.
- 2.4 The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.

Standard 3: Societies are shaped by the identities, beliefs, and practices of individuals and groups.

People live in communities comprised and shaped by various identities, beliefs, and practices of both individuals and groups. Within communities these differing identities, beliefs, and practices require change. The diversity of a community is not always represented/reflected by the majority. The following are aspects of identities, beliefs, and practices:

- *Identities are who we are, the way we think about ourselves, and how we view the world.*
- *Beliefs are considered or accepted by individuals as true, and impact behaviors and reactions.*
- *Practices are the actual application of identities, beliefs, and ideas on real-world issues.*

Benchmark:

- 3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.2 The student will analyze context and draw conclusions of how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.
- 3.4 The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a thesis using evidence and argument.

Standard 4: Societies experience continuity and change over time.

People and communities have aspects of continuity but experience some degree of change over time. Continuity refers to a society's ability to hold on to what is important, to remain stable, anchored. Change refers to a society's ability to adapt and make the adjustments necessary to protect and advance the society. The following are aspects of continuity and change:

- *Change is generally continuous, not simply discrete events happening at their own pace, and are often determined by "turning or tipping" points.*
- *Progress and regression are one of several ways of determining change.*
- *Continuity is the connection between events, ideas or beliefs over time.*

Benchmark:

- 4.1 The student will recognize and evaluate continuity and change over time.
- 4.2 The student will analyze the context and draw conclusions about continuity and change.
- 4.3 The student will investigate and connect continuity and change to a contemporary issue.
- 4.4 The student will use their understanding of continuity and change to make a

claim or advance a thesis using evidence and argument.

Standard 5: Relationships among people, places, ideas, and environments are dynamic.

People, places, ideas, and environments experience change, activity, progress, or regression. All relationships are in a constant state of adjustment. These adjustments may also result in additional change, activity, progress, or regression. The following are aspects of dynamic relationship:

- *Relationships are the interactions, connections, or feelings that exist between two or more parties and are characterized by constant change, activity, progress, or regression.*
- *The interaction of a single relationship between individuals, communities, and/or their environment impacts to some degree all other relationships.*
- *Dynamic relationships involve circumstances which often create shifts in priorities, leading to tension and adjustments toward progress.*

Benchmark:

- 5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
- 5.2 The student will analyze the context and draw conclusions about dynamic relationships.
- 5.3 The student will investigate and connect dynamic relationships to contemporary issues.
- 5.4 The student will use their understanding of dynamic relationships to make a claim or advance a thesis using evidence and argument.

History, Government, and Social Studies Best Practices

Being an informed, thoughtful, and engaged citizen is reflected in a student's ability to innovate, analyze complex problems, ask cogent questions, assemble and evaluate critical data, and seek creative solutions, going beyond the recall of factual information. None of us are born with this capability. We must go beyond simple recitation of foundational information and instead encourage the application of that information in authentic and realistic situations. Inquiry in social studies involves using information from a variety of sources and analyzing that information with increasingly sophisticated disciplinary strategies and tools. The following practices and expectations can assist teachers in the design of high-quality instructional lessons.

Effective HGSS Classroom Practices Include and Promote:

Authentic intellectual work

Effective classroom practices that promote learning in realistic situations and college, career, and citizenship-ready pathways have value beyond the classroom, engaging students in the construction of knowledge, disciplined inquiry, and connection to the real-world.

Civic engagement

Effective classroom practices promote students being informed, thoughtful and engaged citizens sharing their skills and knowledge through actions intended to improve their communities, state, nation, the world, and themselves.

Culturally relevant instruction

Effective classroom practices promote students recognizing and respecting the cultural and life experiences of each student, and using those experiences as resources for teaching and learning.

Digital Literacy

Effective classroom practices promote students using information and communication technologies to collect data, evaluate evidence, create products, and communicate effectively. These skills are powerful levers, allowing students to actively participate in civic society and contribute as informed, thoughtful, and engaged citizens. Students must also recognize the risks and responsibilities associated with the digital environment.

Discipline-specific literacy within the Social Studies

Effective classroom practices promote and support interacting with multiple types of primary and secondary evidence and media through the lens of the different social studies disciplines: history, economics, geography, civics

Reading at high levels

Effective classroom practices promote readers able to source, contextualize, corroborate, and read evidence closely. This includes the ability to determine meaning, main ideas, trustworthiness, and purpose in multiple types of evidence; decode discipline specific vocabulary and phrases; identify context, bias, and point of view when exploring evidence; evaluate authors' claims and their use of evidence, and analyze multiple texts for similarities and differences.

Writing and communicating clearly and coherently

Effective classroom practices promote the ability to gather and synthesize multiple sources of information to make persuasive claims or arguments using evidence and reasoning; evaluate counter-arguments, explain events, relationships, or opinions; present information and analysis in textual and non-textual formats; revise and rewrite, and apply appropriate technologies and communication modes for specific purposes and audiences.

Higher order thinking

Effective classroom practices promote students grappling with content knowledge beyond remembering and understanding, to applying, analyzing, evaluating, and creating.

Multiple causes and consequences

Effective classroom practices promote students identifying, making a claim, and defending with evidence and argument, a variety of possible causes of events and consequences.

These practices encourage appropriate decision-making, and help students understand the complexity of the various disciplines.

Multiple means of communication

Effective classroom practices promote students communicating relevant information through speaking, writing, and the creation of digital and print media.

Multiple perspectives and disciplines

Effective classroom practices promote students using multiple perspectives, points of view, and the principles of history, economics, civics, geography, and the humanities, and support a student's ability to empathize, to develop alternative solutions to problems, and to self-assess their own positions.

Research and construction of knowledge

Effective classroom practices promote students being able to collect, organize, and evaluate information to construct an understanding of relevant evidence as it applies to a particular topic. These skills must include the use of both traditional and digital information and communication technologies.

Social emotional learning and character development

Effective classroom practices promote students' social-emotional learning and character development and should be integrated so that students will learn, practice, and model essential personal life habits that contribute to academic, social-emotional, and life success.

Using primary sources

Effective classroom practices promote students analyzing and interpreting a variety of different primary sources in traditional and digital formats, provides the opportunity for students to recognize the discipline's subjective nature, to directly touch the lives of people in the past, and develop high level analytical skills.