



UNITED STATES HISTORY: 1450-1870 Approved by the KSD Board of Education 2-3-2025

Course Description:

In this course, students will study the history of the United States from early European settlements through the American Civil War. The course explores key events, including colonization, revolution, the creation of the Constitution, westward expansion, and the Civil War, while examining how leadership, government power, societal change, and historical context shaped the nation. By engaging with a variety of primary and secondary sources, students will develop historical understanding by formulating inquiries about the past, making connections between sources, and considering diverse points of view. Students will also explore the relevance of history to today's world, understanding how past events continue to influence our nation today.

Grade Level: 8th Grade (yearlong)

Unit Scope and Sequence

Unit 1: Colonization

Unit 2: Revolution

Unit 3: Constitution

Unit 4: New Nation

Unit 5: Westward Expansion

Unit 6: Civil War

Course Enduring Understandings:

- Leadership arises in moments of challenge and opportunity.
- Citizens have the power to shape government and society, but some groups face barriers to full representation and participation.
- The actions of individuals, groups, and institutions affect society through intended and unintended consequences.
- Civil Discourse is essential for active participation in American democracy.
- Interpreting history requires accessing and evaluating a wide range of primary and secondary sources.

Course Essential Questions:

- What makes a leader great?
- How much power should a government have?
- How can a variety of sources help us interpret history?
- How did expansion, technological advancements, and regional conflict shape the United States?

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Unit 1: Colonization

In this unit, students will compare various European settlements including their founders' unique motivations for colonization and their resulting relationships with the native peoples they encountered. The focus then shifts to the European colonies including why specific regions developed differently as a response to geographic, economic, religious, and political challenges. This approach reveals developments that led to an emerging American identity in what will eventually become the United States.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Early exploration and immigration is driven by a variety of different factors such as economics, politics, religion, and geography. • America's development was shaped by geographic and economic factors. • The institution of slavery played a significant role in America's development. • Interpreting history requires accessing and evaluating a wide range of primary and secondary sources.	• Why would people move to America? • How does where you live affect how you live? • Did the benefits of colonization outweigh the cost? • What was the impact of European settlement on their interactions with others?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Motivations of European exploration: Gold, Glory, God. • Names of original 13 colonies • New England region • Middle region • Southern region • Columbian Exchange • Colonial government • Self-rule • Triangular trade • Transatlantic Slave Trade • Mayflower Compact • Push/Pull factors	• Identify the locations of the colonial regions on a map. • Compare and contrast characteristics of 3 colonial regions. • Analyze and draw conclusions from primary and secondary sources. • Analyze different perspectives of settlers in each of the colonial regions. • Summarize how slavery shaped the foundation of American society. • Identify the differences between push and pull factors. • Evaluate the effect of European exploration on the indigenous population.

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Unit 1: Colonization

Missouri Learning Standards - Unit 1

Priority Standard: Explain how the physical and human characteristics or regions in the Americas prior to c. 1870 are connected to changing identity and culture. (6-8.AH.1.G.B)

Supporting Standards:

- Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in American History prior to c. 1870. (6-8.AH.1.G.A)
- Using an American History lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples. (6-8.AH.1.PC.B)
- Compare motivating factors leading European nations to settle in the New World to explain colonial diversity and regional differences in North and South America. (6-8.AH.2.CC.B)
- Analyze the geography of colonial regions in North and South America to explain their cultural, social and economic differences. (6-8.AH.2.G.3.B)
- Analyze populations of colonies/states to explain how their cultural, religious, social, and economic characteristics influenced the emergence of regional identity. (6-8.AH.3.PC.B)
- Compare sources of labor, emerging economic production, and availability of land in the New World and their impact on economic development in North and South America. (6-8.AH.2.EC.A)
- Analyze the mercantile system to explain colonial responses to economic control by European nations including Great Britain. (6-8.AH.2.EC.B)
- Compare major patterns of population distribution, demographics, and migrations in the United States and the impact of those patterns on cultures and community life. (6-8.AH.2.G.C)
- Analyze the religious, cultural, political, and intellectual developments of Spanish, Portuguese, British, and French regions to explain the development of diverse cultures throughout the Americas. (6-8.AH.2.PC.A)
- Analyze the religious, cultural, and intellectual developments of the European colonies to explain the development of regionalism and an American identity. (6-8.AH.2.PC.B)
- Compare and contrast the interaction of European settlers with native populations in both North and South America. (6-8.AH.2.PC.C)
- Trace the causes and consequences of conflict and cooperation between Native Americans and North and South American colonists using multiple viewpoints. (6-8.AH.2.CC.C)

Priority Standard: Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society prior to c. 1870. (6-8.AH.1.GS.2.A)

Supporting Standards:

- Compare the governmental systems of European powers to determine the effect on colonization in the Americas. (6-8.AH.2.GS.A)
- Explain how the founding of European colonies influenced their governments and expectations for self-rule. (6-8.AH.2.GS.B)
- Analyze local and colonial governments in North and South America to trace the factors influencing their structure and function. (6-8.AH.2.GS.C)

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Unit 2: Revolution

In this unit, the study of American history continues the founding and development of the nation. Beginning with the end of salutary neglect after the Seven Years War, it traces the interaction between the colonies and England leading to the Declaration of Independence and the American Revolution.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• People are willing to engage in war to defend their ideals and interests. • People react differently to war. • Interpreting history requires accessing and evaluating a wide range of primary and secondary sources.	• When is war justified? • How much power should a government have? • How does the Declaration of Independence reflect ideas about government? • How can decisions during a Revolution shape a nation? • What makes a leader great?
<i>Students must know:</i>	<i>Students must be able to:</i>
• French and Indian War (7 years war) • Stamp Act • Boston Tea Party • Boston Massacre • Lexington and Concord • Patriots • Loyalists • Neutralists • Declaration of Independence • Taxation without representation • Liberty • Democracy • First Continental Congress • Second Continental Congress • Key turning points of the War: ◦ Saratoga ◦ French alliance with Americans	• Analyze and draw conclusions from primary and secondary sources. • Create a timeline of the events leading to the American Revolution. • Analyze the causes and consequences of the events leading to the American Revolution. • Summarize and explain the significance of events during the American Revolution. • Participate in civil discourse by considering the perspectives of Patriots, Loyalists, and Neutralists. • Draw conclusions about different perspectives of the Revolutionary War with regard to challenges and opportunities faced. • Analyze the language of the Declaration of Independence and connect it to the colonists' ideas about government.

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Unit 2: Revolution

Missouri Learning Standards

Priority Standard: Explain connections between historical context and people's perspectives at the time in American history. (6-8.AH.1.CC.B)

Supporting Standards:

- Analyze the perspectives of diverse individuals and groups to explain the extent of their support for the Revolutionary War. (6-8.AH.3.PC.A)

Priority Standard: Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society prior to c. 1870. (6-8.AH.1.GS.2.A)

Supporting Standards:

- Evaluate the impact of the French and Indian Wars on Great Britain's approach to colonial rule. (6-8.AH.3.GS.A)
- Describe the function and purpose of taxes imposed by Great Britain following the Seven Years War, evaluating colonial responses to them. (6-8.AH.3.EC.A)
- Analyze the Declaration of Independence to determine the historical forces and political philosophies that influenced its creation. (6-8.AH.3.CC.B)
- Apply the principles of inalienable rights, popular sovereignty, natural rights, and social contract to evaluate the purpose and legacy of the Declaration of Independence. (6-8.AH.3.GS.C)
- Apply the concept of representation to the conflict between the colonies and England. (6-8.AH.3.GS.B)

Priority Standard: Analyze the causes and consequences of a specific problem in American history prior to c. 1870 as well as the challenges and opportunities faced by those trying to address the problem. (6-8.AH.1.CC.E)

Supporting Standards:

- Create and use tools to analyze a chronological sequence of related events that happen at the same time. (6-8.AH.1.CC.A)
- Describe the causes and consequences of the Seven Years War as a turning point in American history. (6-8.AH.2.CC.D)
- Trace the events leading to escalating conflict between Great Britain and the colonies, from multiple viewpoints. (6-8.AH.3.CC.A)
- Evaluate the strengths and weaknesses of the American colonies and England to explain the American victory in the Revolution. (6-8.AH.3.CC.C)
- Draw conclusions about regional conflict and cooperation as a consequence of physical geography. (6-8.AH.3.G.A)

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Unit 3: Constitution

After the war, students will explore the early government under the Articles of Confederation, analyzing its strengths and weaknesses. They will examine how conflicts and compromises shaped the creation of a national government and a new federal framework under the Constitution. A study of the Constitution and Bill of Rights will highlight their influence on the lives of Americans, both in the past and today.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• The founding documents are rooted in compromise. • Historical compromises have both positive and negative consequences. • Principles, documents, and historical events on which the Constitution was formed are the foundation of our government today. • Being an active citizen is essential to a democracy and participatory government. • Interpreting history requires accessing and evaluating a wide range of primary and secondary sources.	• What role should debate and compromise play in the formation of government? • How much power should a government have? • How does the Constitution reflect major principles and ideals of American democracy? • How does the Bill of Rights protect individuals? • How is the government affected when some perspectives are missing? • What makes a leader great?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Articles of Confederation • Constitutional Convention • Great Compromise • 3/5ths Compromise • 3 Branches of Government ◦ Legislative Branch ◦ Executive Branch ◦ Judicial Branch • Separation of powers • Checks and Balances • Amendment • Bill of Rights • Unalienable rights • Federalism • The Constitution is the “law of the land.”	• Summarize the power and problems of the Articles of Confederation. • Analyze the perspectives of the major debates during the Constitutional Convention and evaluate the resulting compromises. • Describe the structure of our system of government, including the three branches, checks and balances. • Draw conclusions about the power of the Bill of Rights and how it affects individuals and groups in society. • Analyze and draw conclusions from primary and secondary sources. • Develop compelling questions to consider multiple points of view in regard to the founding documents. • Research current challenges to the founding documents and communicate results. • Engage in civil discourse around an issue about the power of government.

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Unit 3: Constitution

Missouri Learning Standards

Priority Standard: Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society prior to c. 1870. (6-8.AH.1.GS.A)

Supporting Standards:

- Explain the major debates that occurred during the adoption of the Constitution and their ultimate resolution. (6-8.AH.3.CC.D)
- Apply the principles of inalienable rights, popular sovereignty, natural rights, and social contract to evaluate the purpose and legacy of the Declaration of Independence. (6-8.AH.3.GS.C)
- Apply the principles of rule of law, representation, separation of powers, checks and balances, and federalism to explain the purposes and functions of the Constitution. (6-8.AH.3.GS.E)

Priority Standard: Using an American history lens, describe how peoples' perspectives shaped the sources/artifacts they created. (6-8.AH.1.PC.A)

Supporting Standards:

- Evaluate the success and challenges of the Articles of Confederation to explain the need for a Constitutional Convention. (6-8.AH.3.GS.D)
- Compare and contrast the perspectives of individuals and groups regarding the development of the American governmental system to explain emerging divisions and political philosophies. (6-8.AH.3.PC.C)

Priority Standard: With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of American History prior to 1870 to a contemporary issue. (6-8.AH.1.CC.C)

Supporting Standards:

- Using an inquiry lens, develop compelling questions about American history prior to 1870, to determine helpful resources and consider multiple points of view represented in the resources. (6-8.AH.1.CC.D)
- Describe the origins and purposes of the Bill of Rights and evaluate the enduring significance of these concepts to the preservation of individual rights and liberties. (6-8.AH.3.GS.F)

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Unit 4: New Nation

In this unit, students will examine the new challenges facing the young nation, such as the Election of 1800 and War of 1812, which contributed to the development of political parties and an American identity. Emphasis will be placed on evaluating the leadership of the early presidents.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Early leaders of the United States set precedents for domestic and foreign policies. • The ongoing debate between state power and federal power leads to compromise and conflict. • There is ongoing debate about the United States' involvement in foreign affairs. • Interpreting history requires accessing and evaluating a wide range of primary and secondary sources.	• What makes a leader great? • How much power should the federal government have? • What is the United States' role in the affairs of other nations? • What roles and functions do political parties serve in a governmental system?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Alien and Sedition Acts • Anti-Federalists (Democratic-Republican) • Federalists • National bank • Washington's Farewell Address • War of 1812 • Monroe doctrine • Louisiana Purchase • Lewis and Clark Expedition • Electoral College • Election of 1800	• Analyze and draw conclusions from primary and secondary sources. • Explain how Washington's decisions affected the future of the executive branch. • Evaluate the origins, ideologies, and key figures of early American political parties. • Compare and contrast the ideologies of Federalists and Anti-Federalists. • Apply differing perspectives of political parties to the shaping of key policies. • Summarize major events of the first 5 presidents' terms including domestic and foreign policy. • Assess the economic challenges faced by the new nation and explain how these challenges shaped policy decisions. • Examine the contributions of early leaders, and evaluate how their policies shaped the direction of the new government. • Engage in Civil Discourse regarding an essential question of this unit.

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Unit 4: New Nation

Missouri Learning Standards

Priority Standard: Analyze the causes and consequences of a specific problem in American History prior to c. 1870 as well as the challenges and opportunities faced by those trying to address the problem. (6-8.AH.1.CC.E)

Supporting Standards:

- Evaluate the responses of Early American leaders to the social, political, economic and religious challenges facing the new nation. (6-8.AH.3.CC.E)
- Infer how events of this period led to the development of philosophies, interest groups and political parties. (6-8.AH.3.CC.F)
- Analyze the artistic and intellectual achievements of early Americans to provide evidence of an emerging American identity. (6-8.AH.3.PC.E)
- Trace the development of the American economic system to explain how taxes, tariffs, and monetary policies were used to establish sustainability and growth. (6-8.AH.3.EC.C)
- Compare major patterns of population distribution, demographics, and migrations in the United States during this era c. 1763-1812. (6-8.AH.3.G.C)

Priority Standard: Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society prior to c. 1870. (6-8.AH.1.GS.A)

Supporting Standards

- Evaluate the relationships among population, representation, and their effect on power in the new government. (6-8.AH.3.G.B)
- Examine elections, issues, laws, and events of this time period to explain how the concepts of judicial review, elastic clause, and an amendment process were established or used to meet challenges. (6-8.AH.3.GS.G)
- Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals. (6-8.AH.3.PC.D)

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Unit 5: Westward Expansion

In this unit, students will explore the variety of paths for American expansion based on the concept of Manifest Destiny. Western Expansion in the United States included differing experiences for Native Americans, immigrants, settlers, and migrants. Students will examine how this expansion led to both opportunities and conflicts throughout the nation's history.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Presidents can have positive and negative impacts on different individuals and groups. - Migration is driven by economic opportunity, government policies, incentives, and technology. - Migration can cause conflict across different groups and places. - Different individuals and groups in America in the early to mid-1800s experienced unique opportunities and challenges based on their backgrounds and circumstances. - Interpreting history requires accessing and evaluating a wide range of primary and secondary sources.	- What makes a leader great? - How much power should the federal government have? - Was moving West worth it? - What opportunities and conflicts emerge as people move to a new place? - Why do people choose to venture outward or stay in place?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Jacksonian Democracy - Election of 1824 - Election of 1828 - Industrial Revolution - Immigration - Trail of Tears - Manifest Destiny - Oregon Trail - Territorial acquisitions - Mexican-American War - Texas War for Independence	- Create a map that outlines the changing boundaries of the United States throughout the 1800's. - Analyze and draw conclusions from primary and secondary sources. - Develop and support a claim evaluating Andrew Jackson's legacy on the United States. - Critique the impact of Manifest Destiny on diverse groups of people in the West. - Engage in civil discourse regarding the impacts of Westward Expansion. - Identify the opportunity costs and benefits of individuals who chose to move West. - Explain the causes, events, and effects of the Texas War for Independence. - Explain the causes, events, and effects of the Mexican-American War.

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Unit 5: Westward Expansion

Missouri Learning Standards

Priority Standard: Analyze the causes and consequences of a specific problem in American History prior to c. 1870 as well as the challenges and opportunities faced by those trying to address the problem. (6-8.AH.1.CC.E)

Supporting Standards:

- Analyze the expansion of the United States in the early 19th century to trace U.S. growth and form hypotheses about future conflicts. (6-8.AH.4.CC.A)
- Explain how the principles of rule of law, separation of powers, checks and balances, and federalism were impacted by Jacksonian democracy. (6-8.AH.4.GS.C)
- Assess Manifest Destiny in relation to push-pull factors, geographic features, and human-environmental interactions to determine their influence on the movement of goods, people, and ideas. (6-8.AH.4.G.B)
- Analyze the concepts of Manifest Destiny as a catalyst for change in American history. (6-8.AH.2.E)
- Analyze the forced removal and resettlements of Native Americans to determine its impact on their cultures and civilization. (6-8.AH.4.CC.C)
- Describe the culture and accomplishments of native Americans and African Americans in the ways they responded to American expansion. (6-8.AH.4.PC.D)

Priority Standard: Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in American history prior to c. 1870. (6-8.AH.1.G.A)

Supporting Standards:

- Locate major cities of Missouri, the United States, and the world; states of the United States and key world nations; the world's continents, and oceans; and major topographical features of the United States. (6-8.AH.1.G.C)
- Trace the changing boundaries of the United States and describe how it represents the changing relationships with its neighbors and Native Americans. (6-8.AH.4.G.A)
- Compare major patterns of population distribution, demographics, and migrations in the United States and the impact of those patterns on cultures and community life in this time period. (6-8.AH.4.G.C)

Priority Standard: Using an American history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, prior to c. 1870. (6-8.AH.1.EC.A)

Supporting Standards:

- Trace the continued development of the American economic system to explain how taxes, tariffs, and monetary policies were used to establish sustainability and growth. (6-8.AH.4.EC.C)
- Compare the emerging economic characteristics of the nation and colonial regions to make predictions about future expansion and conflict. (6-8.AH.3.EC.B)
- Analyze landmark Supreme Court cases to determine the effect of the definition and expansion of federal power. (6-8.AH.4.GS.B)

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Unit 6: Civil War

This unit explores the causes, events, and consequences of the Civil War. Students will examine how unresolved conflicts from America's founding culminated in war and how individuals and groups shaped and experienced this turbulent time. Through analysis of primary and secondary sources, students will evaluate the perspectives and actions of abolitionists, soldiers, and leaders. They will also investigate the technological advancements of the era and their role in the war's human and economic costs.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Wars can occur when conflicts and issues are not addressed. • The institution of slavery is embedded in all of the causes of the Civil War. • People are willing to engage in war to defend their ideals and interests. • Advancements in technology can make war more costly. • The cost of war can vary for different individuals and groups. • Interpreting history requires accessing and evaluating a wide range of primary and secondary sources.	• How much power should a government have? • How can individuals try to change society? • What happens when a country cannot resolve a big difference? • How does war impact different individuals and groups? • What makes a leader great?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Industrialization • Urbanization • Immigration • Election of 1860 • Sectionalism • Abolition Movement • Seneca Falls Convention • Dred Scott decision • Uncle Tom's Cabin • Underground Railroad • John Brown's Raid • Emancipation Proclamation • Gettysburg Address • Modern war • Civil War • Confederacy • Union	• Analyze and draw conclusions from primary and secondary sources. • Compare and contrast life in the pre-Civil War North and South. • Evaluate the opportunity costs and benefits faced by different groups prior to the Civil War. • Evaluate the contributions of different abolitionists and other reformers. • Synthesize a variety of sources to defend a claim about the main causes of the Civil War. • Compare the strengths and weaknesses of the Union and the Confederacy at the outbreak of the war including the significance of geography. • Research the experience of a Civil War soldier to describe diverse perspectives.

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Unit 6: Civil War

Missouri Learning Standards

Priority Standard: Analyze the causes and consequences of a specific problem in American History prior to c. 1870 as well as the challenges and opportunities faced by those trying to address the problem. (6-8.AH.1.CC.E)

Supporting Standards:

- Evaluate the effectiveness of various reform movements, laws, and events to determine their impact on the promise of American ideals.(6-8.AH.4.PC.A)
- Analyze political compromises over slavery in the territories to explain intensifying sectional conflicts. (6-8.AH.5.CC.A)
- Trace the events as well as political, cultural and social conditions leading to conflict between Northern and Southern states. (6-8.AH.5.PC.B)
- Describe critical developments and turning points in the Civil War including major battles. (6-8.AH.5.CC.C)
- Evaluate the significance of geography on the conduct of the war and strategy of the North and South. (6-8.AH.5.G.B)
- Analyze the origins and characteristics of coercive labor systems, including slavery, and their impact on economic and political expansion. (6-8.AH.4.EC.A)
- Explain how the expansion of industrialization, transportation and technological developments influenced different regions and the relationship between those regions. (6-8.AH.5.EC.A)
- Trace the expansion of voting rights and patterns and explain how it impacted elections and political movements.(6-8.AH.4.GS.A)
- Analyze patterns of immigration to determine their impacts on the cultural, social, political and economic development of the United States. (6-8.AH.5.PC.E)

Priority Standard: Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society prior to c. 1870. (6-8.AH.1.GS.A)

Supporting Standards:

- Compare responses of the government systems in the North and South to major legislation, executive orders, and court decisions before, during and after the Civil War. (6-8.AH.5.GS.A)
- Analyze federalism and popular sovereignty to explain peoples' expectations of the role of government and their place in governance. (6-8.AH.5.GS.B)
- Analyze the election of 1860 to explain the development of political parties and how they influence the selection of leaders. (6-8.AH.5.GS.C)
- Compare and contrast the governmental systems of the U.S. North and South to determine the strengths and weaknesses of federal and confederal systems. (6-8.AH.5.GS.D)

Priority Standard: Using an American history lens, describe how peoples' perspectives shaped the sources/artifacts they created. (6-8.AH.1.PC.A)

Supporting Standards:

- Determine the impact of the ideas contained in major speeches, literature, music, and writings from diverse individuals on the varying perspectives of American people, groups, and movements. (6-8.AH.5.PC.A)
- Describe the impact of scientific and technological advances on the outcome of the war and its effect on people and groups.(6-8.AH.5.PC.B)
- Analyze the evolution of the women's movement to trace its continued development and evaluate its impact. (6-8.AH.5.PC.C)
- Analyze the evolution of the abolitionist movement to trace its continued development and evaluate its impact. (6-8.AH.5.PC.D)
- Trace the development of African American culture in non-slave states and in the context of slavery. (6-8.AH.5.PC.E)

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Unit 6: Civil War

- Analyze the experiences of enslaved peoples in North and South America to determine the cultural impact and enduring consequences. (6-8.AH.4.PC.B)
- Describe the culture and accomplishments of native Americans and African Americans in the ways they responded to American expansion. (6-8.AH.4.PC.D)
- Analyze diverse artistic, intellectual, and religious movements to show how they reflect the aspirations and beliefs of the developing nation. (6-8.AH.4.PC.C)

Priority Standard: Using an American history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals, prior to c. 1870.

(6-8.AH.1.EC.A) 6

Supporting Standards:

- Explain how the expansion of industrialization, transportation, and technological developments influenced different regions and the relationship among those regions. (6-8.AH.5.EC.A)
- Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life in this time period. (6-8.AH.5.G.C)
- Compare the economic strengths and weaknesses of the North and South before, during, and immediately after the Civil War. (6-8.AH.5.EC.B)
- Evaluate the responses of North and South American leaders to the social, political, economic and religious challenges of the period. (6-8.AH.4.CC.B)
- Analyze populations of colonies/states to explain how their cultural, religious, social, and economic characteristics influenced the emergence of regional identity. (6-8.AH.3.PC.B)