

Grade level: 8th Grade

Course Title: 8th Grade American History

Topic/Concept: Geography

Time Allotment: 8 days

Unit Sequence: 1

Major Concepts to be learned:

- 5 themes of geography: location, place, human-environment interaction, movement, and region.
- Latitude and longitude
- Major physical and political features of the United States

Expected Skills to be demonstrated:

- Describe the 5 themes of geography and the roles in which they play
- Differentiate latitude and longitude and locate places
- Locate and identify major physical, political, and human features of the United States on a map

PA Standards/Anchors:

Eligible Content:

8.1.8.A
8.3.8.C

- Using latitude and longitude to determine a position on Earth
- Mapwork: locating places, regions, human patterns on a map
- Movement of people in time on a map
- How humans have impacted the environment

Instructional Strategies:

Assessments:

- Graphic organizers
- Group discussion
- Written work
- Note Taking
- Charting
- Lecture

- Tests
- Mapwork

Grade level: 8th Grade

Course Title: 8th Grade American History

Topic/Concept: American Revolutionary War

Time Allotment: 10-14 days

Unit Sequence: 2

Major Concepts to be learned:

- How the American Patriots gained Independence from the British crown
- Declaration of Independence
- Causes to the Revolutionary War
- Effects of the war
- Important Battles of the War

Expected Skills to be demonstrated:

- Explore the causes why the colonist went to war with the British empire
- Analyze the important contributions of people in the war
- Identify the parts of the Declaration of Independence
- Chart and explore important battles of the war
- List and explain the effects of the Revolutionary War's outcomes

PA Standards/Anchors:

Eligible Content:

8.1.8.A	8.3.8.B	8.4.8.A
8.1.8.B	8.3.8.C	8.4.8.B
8.3.8.A	8.3.8.D	

- Reasons why colonist declared independence
- Progression of the war
- Importance of the Declaration of Independence
- Determining the end effects of the war

Instructional Strategies:

Assessments:

Cooperative groups	Problem solving activities
Lecture,	Group discussion
Written work	Specific Reading
Hands-on activity	Note Taking
Graphic organizers	Charting
Evaluating	

- Tests
- Quizzes
- Participation
- Notetaking
- Discussions

Grade level: 8th Grade

Course Title: 8th Grade American History

Topic/Concept: Forming a Government

Time Allotment: 10 days

Unit Sequence: 3

Major Concepts to be learned:

- Problems of the Articles of Confederation
- Founding Fathers Research Paper
- Main issues of debate at the Constitutional Convention
- Balancing Power: Federalism and Checks and Balances
- Federalist vs. Anti-Federalist: Fight over Ratification

Expected Skills to be demonstrated:

- Describe the powers possessed by the central government under the Articles of Confederation
- Examine the economical and political problems that arose under the Articles of Confederation
- Examine the main issues of debated at the Constitutional Convention
- Describe ways that the federal government is balanced under the U.S. Constitution
- Identify the reasons why some people supported and opposed the new Constitution

PA Standards/Anchors:

Eligible Content:

8.1.8.A 8.1.8.C
8.1.8.B 8.3.8.C
8.3.8.A 8.3.8.D
8.3.8.B

- Problems that the Articles of Confederation could not solve
- The meeting at the Constitutional Convention
- Debate over representation led to the creation of 3 branches
- How the founding fathers balanced power between states and the national government (Research paper)

Instructional Strategies:

Assessments:

Problem solving activities	Lecture
Group discussion	Performance task
Written work	Specific Reading
Note Taking	Research Work
Graphic organizers	Charting
Summarizing	Outlining
Evaluating	

- Test
- Quizzes
- Debates
- Founding Fathers Research Assignment

Grade level: 8th Grade

Course Title: 8th Grade American History

Topic/Concept: Citizenship & the Constitution

Time Allotment: 10 days

Unit Sequence: 4

Major Concepts to be learned:

- The three branches of government: make up, function, and powers of each
- How a bill becomes a law
- The individual freedoms of Amendment 1
- The rights of an accused person
- How a person becomes a U.S. citizen

Expected Skills to be demonstrated:

- List and describe the three branches of the federal government
- Analyze the division of power among the three branches of government
- Explain how a bill becomes a law
- Discuss the freedoms listed in the 1st Amendment
- Examine the rights that the amendments provide to people accused of crimes
- Describe how a person becomes a citizen
- Identify the 5 responsibilities of citizens and evaluate why it is important for citizens to become involved in their community

PA Standards/Anchors:

Eligible Content:

5.1.9.A,B, J
5.2.9.B, D, E, G
5.3.9.B,C,E,G,H,I,J

- The 3 branches in our government: who makes it up?
- What are their roles?
- Freedoms of speech, press, petition, religion, and assembly are our essential liberties
- Amendments 4,5,6, and 8 are rights of an accused
- There are three basic ways a person can become a citizen of the United States
- 5 responsibilities and community involvement of U.S. citizens

Instructional Strategies:

Assessments:

Cooperative groups Lecture Written work Role Play Graphic organizers Outlining Specific Reading	Problem solving activities Group discussion Hands-on activity Note Taking, Summarizing Evaluating
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- Test
- Quizzes
- Real life scenarios activity (Bill of Rights)

Grade level: 8th Grade

Course Title: 8th Grade American History

Topic/Concept: Launching the Nation

Time Allotment: 10 days

Unit Sequence: 5

Major Concepts to be learned:

- What George Washington did to organize the executive and judicial branches
- How we got Washington, D.C.
- Rise of political parties
- Washington's Foreign policy and problems: French Revolution, Great Britain, Spain
- Washington's Domestic Policy and problems: Whiskey Rebellion, Native Americans

Expected Skills to be demonstrated:

- Explain the steps that Congress and George Washington took to organize the executive and judicial branches
- Identify the reasons why we have the capital at Washington, D.C.
- Discuss the reasons why there are political parties
- Analyze George Washington's foreign policy and the steps he took to promote it
- Evaluate the solutions took on the Native Americans and the trouble over taxes

PA Standards/Anchors:

Eligible Content:

5.4.9
8.1.8.A
8.1.8.C
8.1.8.B
8.3.8.C
8.3.8.A

8.3.8.D

- What Washington did by organizing the executive and legislative The Cabinet and the Court structureT
- The national debt problem
- The feud between Hamilton and Jefferson
- The neutrality proclamation and how it ran our foreign policy
- Domestic issues in 1790s and the tax on whiskey

Instructional Strategies:

Assessments:

Cooperative groups
Group discussion
Hands-on activity
Graphic organizers
Outlining
Writing strategy
Computer activity

Lecture
Written work
Note Taking
Charting
Specific Reading

- Test
- Quizzes
- Writing Activity

Grade level: 8th Grade

Course Title: 8th Grade American History

Topic/Concept: The Jefferson Era

Time Allotment: 12 days

Unit Sequence: 6

Major Concepts to be learned:

- Supreme Court case of Marbury v. Madison
- Acquisition of Louisiana Purchase
- Lewis and Clark's Expedition
- Wars with Native Americans (Tecumseh)
- War of 1812
- Flag Etiquettes

Expected Skills to be demonstrated:

- Evaluate the significance of Marbury v. Madison.
- Describe the events that led to the acquisition of the Louisiana Purchase
- Describe the purpose of Lewis and Clark's expedition and the effects of the journey
- Explain what Tecumseh wanted to accomplish and how successful he was at achieving his goals
- Analyze why the United States declared war on Great Britain, the strategies of both countries, and how the war progressed.
- Demonstrate how to show proper respect and display the flag.

PA Standards/Anchors:

Eligible Content:

5.1.9 G
8.1.8.A
8.1.8.B
8.3.8.C
8.3.8.A
8.3.8.D

8.1.8.C

- The Supreme Court Case, Marbury v. Madison established judicial review which is where the Supreme Court gets its power.
- The Louisiana Purchase was the 1st land acquisition following the Revolutionary War which doubled our land size and increased our natural resources.
- Lewis and Clark's Expedition proved valuable because of their map making, plant and animal discoveries, and building relationships with the Native Americans there.
- The United States continued its harsh policy with Native Americans in the Northwest Territory by removing them or using the military.
- The War of 1812 was fought with Great Britain over neutrality violations and impressment issues.
- The United States Flag should be displayed properly to show respect and honor.

Instructional Strategies:

Assessments:

Cooperative groups	Lecture
Group discussion	Written work
Note Taking	Summarizing
Graphic organizers	Charting
Outlining	Specific Reading

- Test
- Quizzes
- Writing Activity

Grade level: 8th Grade

Course Title: 8th Grade American History

Topic/Concept: A New National Identity

Time Allotment: 10 days

Unit Sequence: 7

Major Concepts to be learned:

- James Monroe's Presidency- Era of Good Feelings
- American Culture of the early 1800s
- Transportation improvements- roads and canals
- Regional Differences- Missouri Compromise

Expected Skills to be demonstrated:

- Explain why Monroe's Presidency was called the Era of Good Feelings and ways the United States settled its land disputes
- Describe how improvements in transportation affected the growth of America.
- Discuss regional issues that the Missouri Compromise attempted to address.
- Examine American culture through literature, art, and architecture of the early 1800s.

PA Standards/Anchors:

Eligible Content:

8.1.8.A
8.1.8.C
8.1.8.B
8.3.8.C
8.3.8.A
8.3.8.D

- During James Monroe's Presidency, the country was in a time of peace and a growth in the economy. Foreign issues were settled through treaties and peace agreements.
- During the 1820s, transportation improved through Federal funded roads which allowed more people to settle west of the Appalachian Mountains and easier transportation of goods between the east and west using the Canal.
- As the country began to expand westward, it brought new regional issues involving the slavery question.
- As our country's economy grew, popular writers and painters became to be recognized as strictly American.

Instructional Strategies:

Assessments:

Lecture	Group discussion
Written work	Note Taking
Graphic organizers	Summarizing
Outlining	Specific Reading

- Test
- Quizzes
- Map work

Grade level: 8th Grade

Course Title: 8th Grade American History

Topic/Concept: The Age of Jackson

Time Allotment: 10 days

Unit Sequence: 8

Major Concepts to be learned:

- Jacksonian Democracy
- Indian Removal of Southeastern Tribes- Trail of Tears
- How Jackson changes the role/powers of the presidency through specific events (bank, tariffs)

Expected Skills to be demonstrated:

- Analyze the factors which changed politics during Andrew Jackson's presidency
- Examine why the United States government forced eastern Indians to move westward, and describe Native Americans resistance.
- Analyze the events that Jackson had to deal with and how he responded to them

PA Standards/Anchors:

Eligible Content:

8.1.8.A
8.1.8.C
8.1.8.B
8.3.8.C
8.3.8.A
8.3.8.D

- When Andrew Jackson became president, our country was beginning to change politically and socially. More people became involved in the politics and voting was expanded to more people.
- The Native Americans of the Southeast because of Federal legislation were removed to a territory set aside for them. (Present-day Oklahoma)
- Andrew Jackson changed the role of the presidency through two events, the tariff nullification crisis and the bank issue.

Instructional Strategies:

Assessments:

Lecture
Group discussion
Note Taking
Summarizing
Specific Reading

Written work
Outlining
Graphic organizers
online material

- Test
- Quizzes
- Political cartoons
- Online materials

Grade level: 8th Grade

Course Title: 8th Grade American History

Topic/Concept: Expanding West

Time Allotment: 10 days

Unit Sequence: 9

Major Concepts to be learned:

- Culture of the Southwest Area
- Texas Independence
- Republic of Texas
- Oregon Country
- Westward Trails

Expected Skills to be demonstrated:

- Describe the culture and what life was like in Spanish California, New Mexico, and Texas
- Explain why Texas rebelled against Mexico and identify the events that led Texas to win its independence.
- Describe the government policies and economy of the Republic of Texas.
- Describe the challenges faced by travelers on the trails to California and the Southwest and life a settler

PA Standards/Anchors:

Eligible Content:

8.1.8.A
8.1.8.C
8.1.8.B
8.3.8.C
8.3.8.A
8.3.8.D

- Spain and later Mexico influence on the Southwest United States. Each area had a distinct culture that has influenced Modern America.
- Many Americans who moved to Texas in 1821 refused to follow Mexican laws. The Mexican government tried to enforce these laws which led to Texas fighting and winning for its independence.
- From 1836-1845, Texas was its own independent nation called the Republic of Texas. It had many economic and political problems in that period.
- In the 1830s and 1840s, U.S. settlers were attracted to the fur trade and natural resources of the Oregon Country and California. Mountain men. Missionaries, and settlers began traveling there.
- Many people who went to Oregon or California used trails such as the Oregon Trail, California Trail, and the Santa Fe Trail.

Instructional Strategies:

Assessments:

Online material Group discussion Note Taking Charting Evaluating	Lecture Written work Graphic organizers Summarizing Specific Reading
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- Test
- Quizzes
- Simulation of Oregon Trail

Grade level: 8th Grade

Course Title: 8th Grade American History

Topic/Concept: Expanding West

Time Allotment: 10 days

Unit Sequence: 10

Major Concepts to be learned:

- Westward Expansion and Manifest Destiny
- Mexican War
- Settlement West, Mormons
- Gold Rush

Expected Skills to be demonstrated:

- Analyze the effect of manifest destiny on western expansion in Oregon and Texas in the 1840s.
- Describe Americans' reactions to the declaration of war against Mexico and discuss the progress of the Mexican War.
- Explain why settlers headed west and what they accomplished in the West.
- Discuss how and why many people headed to California in 1849.

PA Standards/Anchors:

Eligible Content:

8.1.8.A
8.1.8.C
8.1.8.B
8.3.8.C
8.3.8.A
8.3.8.D

- In the early 1800s, many Americans believed that the United States was meant to expand across the continent to the Pacific Ocean. This belief was known as Manifest Destiny.
- An example of Manifest Destiny was the Mexican War where the United States defeated the Mexican government and acquired vast territories throughout the Southwest.
- United States settlers headed west to occupy these new territories. One group were the Mormons who traveled to Utah for religious freedom.
- Many American settlers went to California as a result of the Gold Rush in 1849.

Instructional Strategies:

Assessments:

Lecture	Online material
Group discussion	Written work
Note Taking	Evaluating
Graphic organizers	Charting (maps)
Summarizing	Specific Reading

- Test
- Quizzes
- Computer Activity

Grade level: 8th Grade

Course Title: 8th Grade American History

Topic/Concept: The North

Time Allotment: 10 days

Unit Sequence: 11

Major Concepts to be learned:

- Industrial Revolution in the United States
- Early Textile Factories
- Transportation Revolution
- Communication, Farm, and Home Inventions

Expected Skills to be demonstrated:

- Analyze the Industrial Revolution's effect on the way people worked.
- Describe working conditions for early mill workers and women's roles in the factory work
- Analyze how the Transportation Revolution changed life in the United States.
- Explain how new technology on communication, farming, and the home life changed the way people lived and worked.

PA Standards/Anchors:

Eligible Content:

8.1.8.A
8.1.8.C
8.1.8.B
8.3.8.C
8.3.8.A
8.3.8.D

- The 1st Industrial Revolution that occurred in the U.S.
- The 1st breakthrough in the use of machines and other breakthroughs , such as steam power, mass production, and interchangeable parts
- The speed of travel and the introduction of steam
- Other improvements in the Industrial Revolution occurred in the communication and home inventions.

Instructional Strategies:

Assessments:

Lecture	Group discussion
Written work	Note Taking
Invention Activity	Graphic organizers
Charting	Outlining
Summarizing	Specific Reading
Evaluating	

- Test
- Quizzes
- Maps
- Invention Activity

Grade level: 8th Grade

Course Title: 8th Grade American History

Topic/Concept: The South

Time Allotment: 10 days

Unit Sequence: 12

Major Concepts to be learned:

- King Cotton and the Cotton Boom (Factors)
- Southern Economy- Food, Non-food, Factories (iron, sugar)
- Southern society
- Slavery (Daily Life, conditions, hardships, religion)

Expected Skills to be demonstrated:

- Investigate the effects of the cotton boom on the South's economy
- Explain why growing crops and factories, other than cotton, were important to the Southern economy.
- Analyze the Southern hierarchy and culture of the South.
- Describe how slaves used family, religion, and other aspects of their culture to cope with the slave system.

PA Standards/Anchors:

Eligible Content:

8.1.8.A
8.1.8.C
8.1.8.B
8.3.8.C
8.3.8.A
8.3.8.D

- By 1860, cotton accounted for more than ½ of U.S. exports which directly led the growth in slavery.
- The Southern economy was heavily depended on cotton, however other industries and farms began to spring up like corn, tobacco, and iron and sugar factories.
- A distinct Southern culture gradually emerged led by a small group of plantation owners followed by Yeoman, poor whites, slaves, and free African-Americans.
- Slaves' lives were extremely difficult. They received poor clothing and housing, had to work long hours, and received harsh punishments. Through it all, they developed strong religious and cultural traditions.

Instructional Strategies:

Assessments:

Specific Reading
Written work
Graphic organizers

Lecture
Note Taking
Outlining

- Test

Grade level: 8th Grade

Course Title: 8th Grade American History

Topic/Concept: New Movements in America

Time Allotment: 10 days

Unit Sequence: 13

Major Concepts to be learned:

- Transcendentalist movement
- Early American Cities and immigration
- Reform movement: Disabilities, Prison, and Education
- Abolitionist Movement
- Women's Rights Movement

Expected Skills to be demonstrated:

- Describe transcendentalist views of American society.
- Explain why so many Irish and German immigrants came to the United States in the 1840s and 1850s
- Determine how American educational opportunities expanded during the early 1800s.
- Identify methods that abolitionists used to spread the movement's message.
- Describe the goals of the women's rights movement in the mid-1800s.

PA Standards/Anchors:

Eligible Content:

8.1.8.A
8.1.8.C
8.1.8.B
8.3.8.C
8.3.8.A
8.3.8.D

- Many people joined new associations (transcendentalists)
- 1st Industrial Revolution and new immigrants arrive in the U.S.
- Impacts in the field of reforms involving education and disabilities.
- People and groups against slavery (abolitionists)
- Women's rights (Elizabeth Cady Stanton and Susan B. Anthony)

Instructional Strategies:

Assessments:

Cooperative groups
Group discussion
Graphic organizers
Charting
Map (UGRR)

Research
Written work
Specific Reading
Summarizing
Evaluating

- Test
- Writing (research) on Women's Rights

Grade level: 8th Grade

Course Title: 8th Grade American History

Topic/Concept: A Divided Nation

Time Allotment: 12 days

Unit Sequence: 14

Major Concepts to be learned:

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| <ul style="list-style-type: none">• Compromise of 1850• Harriet Beecher Stowe's Uncle Tom's Cabin• Kansas-Nebraska Act/ Bleeding Kansas• Formation of the Republican Party | <ul style="list-style-type: none">• Dred Scott Case• John Brown's Raid on Harper's Ferry• Election of 1860 |
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Expected Skills to be demonstrated:

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| <ul style="list-style-type: none">• Explain the major provisions of the Compromise of 1850 and the views expressed for and against it.• The impact of Uncle Tom's Cabin on the North and South's population.• Describe the ways people tried to settle the conflict over slavery in Kansas.• Analyze the effect of the Kansas-Nebraska Act on U.S. political parties in the 1850s.• Explain why Dred Scott sued for his freedom and what the Supreme Court decided.• Discuss the impact on the United States from John Brown's Raid on Harpers Ferry.• List the candidates and their views in the election of 1860 and the events that led some Southern states to leave the Union. |
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PA Standards/Anchors:

Eligible Content:

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| <p>8.1.8.A
8.1.8.C
8.1.8.B
8.3.8.C
8.3.8.A
8.3.8.D</p> | <ul style="list-style-type: none">• The Compromise of 1850 attempted to settle the question of what to do with the Mexican Cession (Free or Slave). It admitted California as a free state with popular sovereignty deciding slavery in the remaining territories, outlawed the slave trade in Washington, D.C., and made a stronger Fugitive Slave Act.• Uncle Tom's Cabin written by Harriet Beecher Stowe, was a powerful anti-slavery novel that made more people realize the hardships of slaves in the South. In turn, more people became abolitionists• Another regional conflict occurred in Kansas Territory in the 1850s between free soilers and pro-slave settlers in which erupted into a civil war.• As a result of the Kansas-Nebraska Act, a new political party was formed over the opposition of slavery (Republican Party).• The Dred Scott Case ruled that all African-Americans whether free or slaves were not U.S. citizens.• Abolitionists John Brown used violence to help free slaves in 1859 at Harpers Ferry. This event further divided the North and the South.• Shortly after Lincoln's election in 1860, South Carolina seceded from the Union with 6 other states following suit. These states combined to form the Confederate States of America. |
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Instructional Strategies:

Assessments:

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| <p>Lecture
Written work
Graphic organizers
Summarizing
Specific Readings</p> | <p>Webquest
Note Taking
Charting
Outlining
Election maps</p> | <ul style="list-style-type: none">• Test• Webquest on John Brown• Political map activities |
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Grade level: 8th Grade

Course Title: 8th Grade American History

Topic/Concept: The Civil War

Time Allotment: 20-25 days

Unit Sequence: 15

Major Concepts to be learned:

- Cause, Strategies, and advantages of the Civil War
- Historical People of the Civil War
- Important Eastern and Western theater battles
- Emancipation Proclamation
- Gettysburg Address
- Modern Warfare: tactics, methods, weapons, battlefield strategies, etc.

Expected Skills to be demonstrated:

- Analyze the advantages and strategies of each side as the war began.
- List and explain the historical significance of leaders and generals on each side.
- Discuss important battles and consequences of battles in the eastern and western theater.
- Explain why President Lincoln issued the Emancipation Proclamation and its effects on the North and the South.
- Identify key concepts in Lincoln's Gettysburg Address.

PA Standards/Anchors:

Eligible Content:

8.1.8.A
8.1.8.C
8.1.8.B
8.3.8.C
8.3.8.A
8.3.8.D6

- At the start of the Civil War, each side had advantages and disadvantages. The South had better officers and had to only defend. The North had a larger population, more money, bigger navy, and better transportation network.
- During the Civil War, many people played significant roles: North: Lincoln, McClellan, Grant, Meade, Sherman; South: Davis, Lee, Jackson, Longstreet
- There were hundreds of conflicts and battles fought in the Civil War. Some of the more famous ones occurred in the Eastern Theater. However, some important ones also occurred in the western theater.
- The Gettysburg Address proved to the Union that war could be won. Lincoln gave hope and recommitted the country to winning the war. It is one of the most important documents in our history.
- The Civil War is sometimes called the 1st Modern War. Many developments used in later conflicts were 1st used in the Civil War.

Instructional Strategies:

Assessments:

Coooperative groups	Problem solving activities	Lecture
Research	Charting	Student
Journals	Written work	Outlining
Hands-on activity	Oral presentation	Note Taking
Graphic organizers	Summarizing	Evaluating
Specific Reading	Research project	

- Tests
- Quizzes
- Audio: "Solider's Heart"
- Civil War Research: notecards & presentation

Grade level: 8th Grade

Course Title: 8th Grade American History

Topic/Concept: Reconstruction

Time Allotment: 8 days

Unit Sequence: 16

Major Concepts to be learned:

- Plans of Reconstruction
- Amendments 13th, 14th, and 15th
- Roles of African Americans during Reconstruction
- Segregation
- Sharecropping

Expected Skills to be demonstrated:

- Compare and contrast the views of Lincoln, Congress, and Johnson about Reconstruction
- Describe Republicans' efforts to protect the civil rights of African-Americans through the 14th and 15th Amendments.
- Write a perspective of a either an African-American, Northerns in the South, or White Southerns during Reconstruction.
- Discuss the ways African-Americans were treated following Reconstruction.
- Explain and map the concept of sharecropping.

PA Standards/Anchors:

Eligible Content:

8.1.8.A
8.1.8.B
8.3.8.C
8.3.8.A
8.3.8.D

- President Lincoln, Congress, and later President Johnson.
- The Reconstruction and African-American rights Amendments.
- Citizenship of African-American men and the right to vote.
- Opposition to Reconstruction
- "Turning Back the Clock." The South's economy and societal changes as a result of Reconstruction.

Instructional Strategies:

Assessments:

Outlining
Lecture
Written work
Note Taking
Charting

Evaluating
Group discussion
Specific Readings
Graphic organizers
Summarizing

- Test
- Sharecropping map
- Posters: Amendments

Grade level: 8th Grade

Course Title: 8th Grade American History

Topic/Concept: The West

Time Allotment: 8 days

Unit Sequence: 17

Major Concepts to be learned:

- Reservation System for the Native Americans
- Land Acts (Homesteaders)
- Cattle Industry of the Great Plain
- Mining Boom of the Far West
- Farming the Great Plains

Expected Skills to be demonstrated:

- Analyze why the United States government adopted the reservation system and the consequences it had on the American Indians
- Analyze why many farmers moved to the West in the late 1800s and the problems they experienced.
- List the factors that led to the cattle boom during the 1870s and 1880s
- Locate and analyze the mining booms and the effect it had on US expansion.
- Describe farming on the Great Plains and how the settlers had to adapt to the environment.

PA Standards/Anchors:

Eligible Content:

8.1.8.A
8.1.8.B
8.3.8.C
8.3.8.A
8.3.8.D

- Native Americans were treated unfairly by the United States government. Land was taken away for the Native Americans to live on reservations and the government tried to “Americanize” them.
- As land was taken away from Native Americans, U.S. settlers began moving on to the land.
- One industry that profited on the Great Plains was the Cattle industry.
- Americans also moved to the Far West as gold and Silver was discovered.
- One of the hardest ways to make a living was Farming on the Great Plains. Settlers had to adapt to their environment through many ways.

Instructional Strategies:

Assessments:

Lecture	Group discussion
Written work	Note Taking
Graphic organizers	Charting
Outlining	Specific Reading
Mapping	

- Tests
- Quiz
- Map