



The American Journey

© 2012

STANDARDS

PAGE REFERENCES

Foundations in United States History and Geography ERAs 1-3

These foundational expectations are included to help students draw upon their previous study of American history and connect 8th grade United States history with the history studied in 5th grade.

To set the stage for the study of U.S. history that begins with the creation of the U.S. Constitution, students should be able to draw upon an understanding of these politics and intellectual understandings.

F1 Political and Intellectual Transformations

F1.1

Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing

- *colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights) (C2)*
- *experiences with self-government (e.g., House of Burgesses and town meetings) (C2)*
- *changing interactions with the royal government of Great Britain after the French and Indian War (C2)*

Student Edition:

60-61, 66-68, 99-101, 123-125

Section 2 Review 69 #4

Teacher Wraparound Edition:

AS 99; C 125; HCP 123; RS 68, 100; SP 66

Teacher Resource Guide:

Creating a Nation 15-26, 31, 34-37, 39

| STANDARDS | | PAGE REFERENCES |
|--|---|--|
| F1.2 | <p>Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing</p> <ul style="list-style-type: none"> • <i>colonists' views of government</i> • <i>their reasons for separating from Great Britain. (C2)</i> | <p>Student Edition: 139-142, 146-149 <i>Reading Strategy</i> 138 <i>Section 4 Review</i> 142 #3, #7</p> <p>Teacher Wraparound Edition: CT 146, 148; RS 139, 147; WS 141</p> <p>Teacher Resource Guide: <i>Creating a Nation</i> 42</p> |
| F1.3 | <p>Describe the consequences of the American Revolution by analyzing the</p> <ul style="list-style-type: none"> • <i>birth of an independent republican government (C2)</i> • <i>creation of Articles of Confederation (C2)</i> • <i>changing views on freedom and equality (C2)</i> • <i>and concerns over distribution of power within governments, between government and the governed, and among people (C2)</i> | <p>Student Edition: 139-142, 187-191, 196-197, 199-201 <i>Primary Source</i> 188-189 <i>Section 1 Review</i> 193 #6, #8 <i>Section 2 Review</i> 201 #4, #6 <i>Virginia and New Jersey Plans</i> 200</p> <p>Teacher Wraparound Edition: C 193; HCP 189</p> <p>Teacher Resource Guide: <i>Creating a Nation</i> 79-80, 91, 95</p> |
| U3 USHG ERA 3 – Revolution and the New Nation | | |
| U3.3 Creating New Government(s) and a New Constitution | | |
| <i>Explain the challenges faced by the new nation and analyze the development of the Constitution as a new plan for governing. [Foundations for Civics HSCE Standard 2.2.]</i> | | |
| 8 – U3.3.1 | <p>Explain the reasons for the adoption and subsequent failure of the Articles of Confederation (e.g., why its drafters created a weak central government, challenges the nation faced under the Articles, Shays' Rebellion, disputes over western lands). (C2)</p> | <p>Student Edition: 187-193, 195-203, 261-263 <i>Primary Source</i> 188-189, 196 <i>Section 1 Review</i> 193 #6, #8</p> <p>Teacher Wraparound Edition: C 193; CT 188; HCP 189</p> <p>Teacher Resource Guide: <i>Creating a Nation</i> 79, 80, 92</p> |

| STANDARDS | PAGE REFERENCES |
|--|--|
| <p>8 – U3.3.2 Identify economic and political questions facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention. (E1.4)</p> | <p>Student Edition: 191-197 <i>Primary Source</i> 196 <i>Section 2 Review</i> 201 #2</p> <p>Teacher Wraparound Edition: CT 191, 192; RS 192; WS 192</p> <p>Teacher Resource Guide: <i>Creating a Nation</i> 90, 95-96</p> |
| <p>8 – U3.3.3 Describe the major issues debated at the Constitutional Convention including the distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue.</p> | <p>Student Edition: 196-203, 209-210 <i>Section 2 Review</i> 201 #5 <i>Standardized Test Practice</i> 213 #8</p> <p>Teacher Wraparound Edition: CT 201, 210; VS 211; WS 200</p> <p>Teacher Resource Guide: <i>Creating a Nation</i> 91-93</p> |
| <p>8 – U3.3.4 Explain how the new constitution resolved (or compromised) the major issues including sharing, separating, and checking of power among federal government institutions, dual sovereignty (state-federal power), rights of individuals, the Electoral College, the Three-Fifths Compromise, and the Great Compromise.</p> | <p>Student Edition: 200-201, 206-208, 215-221 <i>Section 2 Review</i> 201 #8</p> <p>Teacher Wraparound Edition: HCP 206; CT 210</p> <p>Teacher Resource Guide: <i>Creating a Nation</i> 92-93, 97</p> |
| <p>8 – U3.3.5 Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution. (C2) (<i>National Geography Standard</i> 3, p. 148)</p> | <p>Student Edition: 202-203, 209-210, 265-267 <i>Primary Source</i> 209 <i>Section 3 Review</i> 210 #6, #7</p> <p>Teacher Wraparound Edition: AC 203; C 210; DI 209; HCP 210; RS 202</p> <p>Teacher Resource Guide: <i>Creating a Nation</i> 91</p> |

| STANDARDS | PAGE REFERENCES |
|--|---|
| <p>8 – U3.3.6 Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government. (C3)</p> | <p>Student Edition: 201, 210, 217, 236-237, 254-255 <i>Primary Source</i> 254</p> <p>Teacher Wraparound Edition: C 257; CT 210; DI 217; SP 218; WS 217</p> <p>Teacher Resource Guide: <i>Launching the Republic</i> 3, 21-22</p> |
| <p>8 – U3.3.7 Using important documents (e.g., Mayflower Compact, Iroquois Confederacy, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers), describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government. (C2)</p> | <p>Student Edition: 66, 99, 205-206 <i>Primary Source</i> 209 <i>Section 2 Review</i> 69 #4 <i>Section 3 Review</i> 201 #2, #7</p> <p>Teacher Wraparound Edition: RS 99; SP 66</p> <p>Teacher Resource Guide: <i>Creating a Nation</i> 21-22, 92, 97</p> |
| <p>U4 USHG ERA 4 – Expansion and Reform (1792-1861)</p> | |
| <p>U4.1 Challenges to an Emerging Nation <i>Analyze the challenges the new government faced and the role of political and social leaders in meeting these challenges.</i></p> | |
| <p>8 – U4.1.1 Washington’s Farewell – Use Washington’s Farewell Address to analyze the most significant challenges the new nation faced and the extent to which subsequent Presidents heeded Washington’s advice. (C4)</p> | <p>Student Edition: 263, 266-268 <i>Section 2 Review</i> 263 #7 <i>Visual Summary</i> 271 <i>You Decide</i> 266</p> <p>Teacher Wraparound Edition: SP 263</p> <p>Teacher Resource Guide: <i>Launching the Republic</i> 36</p> |

| STANDARDS | PAGE REFERENCES |
|--|--|
| <p>8 – U4.1.2 Establishing America’s Place in the World – Explain the changes in America’s relationships with other nations by analyzing treaties with American Indian nations, Jay’s Treaty (1795), French Revolution, Pinckney’s Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine. (C4) (<i>National Geography Standard 13, p. 169</i>)</p> | <p>Student Edition: 261-263, 269-270, 281-285, 295-298, 325-326, 359 <i>Reading Strategy</i> 260 <i>Section 3 Review</i> 293 #3, #7</p> <p>Teacher Wraparound Edition: C 293; CT 282, 292, 325; HCP 282, 295; RS 295; SP 269, 293</p> <p>Teacher Resource Guide: <i>Launching the Republic</i> 24, 27, 29-32, 34, 82-83</p> |
| <p>8 – U4.1.3 Challenge of Political Conflict – Explain how political parties emerged out of the competing ideas, experiences, and fears of Thomas Jefferson and Alexander Hamilton (and their followers), despite the worries the Founders had concerning the dangers of political division, by analyzing disagreements over</p> <ul style="list-style-type: none"> • relative power of the national government (e.g., Whiskey Rebellion, Alien and Sedition Acts) and of the executive branch (e.g., during the Jacksonian era) (C3) (<i>National Geography Standard 13, p. 169</i>) • foreign relations (e.g., French Revolution, relations with Great Britain) (C3) (<i>National Geography Standard 13, p. 169</i>) • economic policy (e.g., the creation of a national bank, assumption of revolutionary debt) (C3, E2.2) | <p>Student Edition: 255-257, 260-263, 265-270, 325-326, 337-341 <i>Alien and Sedition Acts</i> 269 <i>People in History</i> 267 <i>Section 1 Review</i> 257 #3, #5 <i>Section 2 Review</i> 263 #2, #4 <i>You Decide</i> 266</p> <p>Teacher Wraparound Edition: CT 261, 266, 325; HCP 265; RS 257, 325; WS 262</p> <p>Teacher Resource Guide: <i>Launching the Republic</i> 23, 25-26, 34, 36-37, 41</p> |
| <p>8 – U4.1.4 Establishing a National Judiciary and Its Power – Explain the development of the power of the Supreme Court through the doctrine of judicial review as manifested in <i>Marbury v. Madison</i> (1803) and the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government (e.g., <i>McCullouch v. Maryland</i>, <i>Dartmouth College v. Woodward</i>, <i>Gibbons v. Ogden</i>). (C3, E1.4, 2.2)</p> | <p>Student Edition: 253-255, 279, 324, 1041-1043 <i>Section 1 Review</i> 279 #4</p> <p>Teacher Wraparound Edition: CT 324; RS 279; SP 324</p> <p>Teacher Resource Guide: <i>Launching the Republic</i> 91</p> |

STANDARDS

PAGE REFERENCES

U4.2 Regional and Economic Growth

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

| | |
|--|--|
| <p>8 – U4.2.1 Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of</p> <ul style="list-style-type: none"> • agriculture, including changes in productivity, technology, supply and demand, and price (E1.3,1.4) (<i>National Geography Standard 14, p. 171</i>) • industry, including entrepreneurial development of new industries, such as textiles (E1.1) • the labor force including labor incentives and changes in labor forces (E1.2) • transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices (E1.2,1.3) (<i>National Geography Standard 3, p. 148</i>) • immigration and the growth of nativism (<i>National Geography Standard 9, p. 160</i>) • race relations • class relations | <p>Student Edition: 313-317, 389-393, 394-399, 401-403 <i>By the Numbers</i> 313, 395, 401 <i>Canals</i> 316 <i>Linking Past to Present</i> 314-315 <i>Primary Source</i> 389, 397 <i>Reading Strategy</i> 312 <i>Section 2 Review</i> 317</p> <p>Teacher Wraparound Edition: AS 314; C 317, 399, 403; CT 316, 389, 401; DI 315, 401; HCP 315, 401; HCP 315, 398, 402; RS 313</p> <p>Teacher Resource Guide: <i>Launching the Republic</i> 59, 64, 81, 90, 92, 95-96 <i>Nationalism and Sectionalism</i> 77-78, 87-88, 92-93, 95-98</p> |
| <p>8 – U4.2.2 The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.</p> | <p>Student Edition: 92-95, 401-403, 407-411 <i>Primary Source</i> 92-93, 94, 410 <i>Reading Strategy</i> 406 <i>Section 1 Review</i> 95 #4</p> <p>Teacher Wraparound Edition: CT 95, 409; RS 94, 411; SP 408; WS 409</p> <p>Teacher Resource Guide: <i>Nationalism and Sectionalism</i> 85-86, 93, 97-98</p> |

| STANDARDS | PAGE REFERENCES |
|---|---|
| <p>8 – U4.2.3 Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny. (E2.1) (<i>National Geography Standard 6, p. 154</i>)</p> | <p>Student Edition: 283-285, 313-317, 343-347, 359-365, 367-371, 373-377 <i>By the Numbers</i> 313, 343 <i>Louisiana Purchase and Westward Expansion</i> 283 <i>Primary Source</i> 367 <i>Removal of Native Americans, 1820-1840</i> 344 <i>Section 1 Review</i> 363 #7 <i>Section 2 Review</i> 317 #7 <i>Section 3 Review</i> 377 #3, #5</p> <p>Teacher Wraparound Edition: C 285, 347; CT 343; HCP 360, 373; RS 346</p> <p>Teacher Resource Guide: <i>Nationalism and Sectionalism</i> 3-4, 21-22, 27, 45-46, 53-54, 64-65, 69</p> |
| <p>8 – U4.2.4 Consequences of Expansion – Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slaveholding states. (C2) (<i>National Geography Standard 13, p. 169</i>)</p> | <p>Student Edition: 343- 347, 408-411, 449 <i>New Territories and the Free-Soil Party</i> 450 <i>Removal of Native Americans, 1820-1840</i> 344</p> <p>Teacher Wraparound Edition: C 347; CT 343; HCP 345, 408,449; RS 346; SP 449; WS 409, 450</p> <p>Teacher Resource Guide: <i>Civil War and Reconstruction</i> 25, 31, 34, 36-40 <i>Nationalism and Sectionalism</i> 21-22, 27</p> |
| <p>U4.3 Reform Movements <i>Analyze the growth of antebellum American reform movements.</i></p> | |
| <p>8 – U4.3.1 Explain the origins of the American education system and Horace Mann’s campaign for free compulsory public education. (C2)</p> | <p>Student Edition: 420</p> <p>Teacher Resource Guide: <i>Nationalism and Sectionalism</i> 117</p> |

| STANDARDS | PAGE REFERENCES |
|---|--|
| <p>8 – U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders (e.g., John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass), and the response of southerners and northerners to the abolitionist movement. (C2) (<i>National Geography Standard 6, p. 154</i>)</p> | <p>Student Edition: 424-433 <i>Geography & History</i> 432-433 <i>People in History</i> 427 <i>Primary Source</i> 428-429, 430 <i>Reading Strategy</i> 424 <i>Section 2 Review</i> 431 #3, #7 <i>Timeline</i> 425</p> <p>Teacher Wraparound Edition: AS 429; C 431; CT 429; DI 428, 430; RS 425, 427, 428; WS 428</p> <p>Teacher Resource Guide: <i>Civil War and Reconstruction</i> 23, 24 <i>Nationalism and Sectionalism</i> 11-14, 101-102, 118, 121, 124</p> |
| <p>8 – U4.3.3 Analyze the antebellum women's rights (and suffrage) movement by discussing the goals of its leaders (e.g., Susan B. Anthony and Elizabeth Cady Stanton) and comparing the Seneca Falls Resolution with the Declaration of Independence. (C2)</p> | <p>Student Edition: 434-438 <i>People in History</i> 437 <i>Primary Source</i> 436 <i>Reading Strategy</i> 434 <i>Timeline</i> 435</p> <p>Teacher Wraparound Edition: C 438; CT 435; HCP 435; RS 436; SP 437; WS 435, 436</p> <p>Teacher Resource Guide: <i>Nationalism and Sectionalism</i> 105-108, 113-114, 118, 120-121, 125</p> |
| <p>8 – U4.3.4 Analyze the goals and effects of the antebellum temperance movement. (C2)</p> | <p>Student Edition: 419, 439, 654-655 <i>Primary Source</i> 654</p> <p>Teacher Wraparound Edition: RS 419; VS 439</p> <p>Teacher Resource Guide: <i>Nationalism and Sectionalism</i> 103</p> |

| STANDARDS | PAGE REFERENCES |
|---|---|
| 8 – U4.3.5 Evaluate the role of religion in shaping antebellum reform movements. (C2) | <p>Student Edition: 418-419, 424</p> <p>Teacher Wraparound Edition: CT 419; HCP 419</p> <p>Teacher Resource Guide: <i>Nationalism and Sectionalism</i> 115, 120</p> |
| U5 USHG ERA 5 – Civil War and Reconstruction (1850-1877) | |
| <p>U5.1 The Coming of the Civil War</p> <p><i>Analyze and evaluate the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence.</i></p> | |
| 8 – U5.1.1 Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples. (C2) | <p>Student Edition: 409-412, 428-431 <i>Section 4 Review</i> 412 #3, #7</p> <p>Teacher Wraparound Edition: AS 429; RS 412; SP 429; WS 411</p> <p>Teacher Resource Guide: <i>Nationalism and Sectionalism</i> 77-78, 85-86</p> |
| 8 – U5.1.2 Describe the role of the Northwest Ordinance and its effect on the banning of slavery (e.g., the establishment of Michigan as a free state). (<i>National Geography Standard 12, p. 167</i>) | <p>Student Edition: 190-191</p> <p>Teacher Resource Guide: <i>Creating a Nation</i> 87-88</p> |
| 8 – U5.1.3 Describe the competing views of Calhoun, Webster, and Clay on the nature of the union among the states (e.g., sectionalism, nationalism, federalism, state rights). (C3) | <p>Student Edition: 293, 322-323 <i>People in History</i> 322-323 <i>Section 3 Review</i> 326 #6</p> <p>Teacher Wraparound Edition: DI 322; RS 322; WS 322</p> <p>Teacher Resource Guide: <i>Nationalism and Sectionalism</i> 41</p> |

| STANDARDS | PAGE REFERENCES |
|---|--|
| <p>8 – U5.1.4 Describe how the following increased sectional tensions</p> <ul style="list-style-type: none"> • the Missouri Compromise (1820) • the Wilmot Proviso (1846) • the Compromise of 1850 including the Fugitive Slave Act • the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas • the Dred Scott v. Sandford decision (1857) • changes in the party system (e.g., the death of the Whig party, rise of the Republican party and division of the Democratic party) (C2; C3) (<i>National Geography Standard 13, p. 169</i>) | <p>Student Edition: 323, 450-451, 453-455, 457-459 <i>Missouri Compromise</i> 324 <i>New Territories and the Free-Soil Party</i> 450 <i>Primary Source</i> 459 <i>Section 1 Review</i> 451 #4, #5, #7 <i>Slavery and Sectionalism</i> 454</p> <p>Teacher Wraparound Edition: C 451, 455; CT 450, 457; HCP 458; SP 454; WS 450, 459</p> <p>Teacher Resource Guide: <i>Civil War and Reconstruction</i> 25, 31, 34, 36-37, 39, 40</p> |
| <p>8 – U5.1.5 Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan's role in the Underground Railroad) and effects of their actions before and during the Civil War. (C2)</p> | <p>Student Edition: 409-411, 428-431, 455, 457-459 <i>Geography & History</i> 432-433 <i>The Nat Turner Rebellion</i> 411 <i>Section 4 Review</i> 412 #5</p> <p>Teacher Wraparound Edition: DI 428, 430, 455; HCP 428; RS 410, 411, 430, 432; WS 428</p> <p>Teacher Resource Guide: <i>Civil War and Reconstruction</i> 49-50 <i>Nationalism and Sectionalism</i> 119, 124</p> |
| <p>8 – U5.1.6 Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help explain the Civil War. (C2) (<i>National Geography Standard 13, p. 169</i>)</p> | <p>Student Edition: 196-197, 200-201, 209-210</p> <p>Teacher Wraparound Edition: CT 196</p> <p>Teacher Resource Guide: <i>Civil War and Reconstruction</i> 36</p> |

| STANDARDS | PAGE REFERENCES |
|--|---|
| <p>U5.2 Civil War <i>Evaluate the multiple causes, key events, and complex consequences of the Civil War.</i></p> | |
| <p>8 – U5.2.1 Explain the reasons (political, economic, and social) why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South. (C3, E1.2) (<i>National Geography Standard 6, p. 154</i>)</p> | <p>Student Edition: 450-451, 454-455, 460-461, 463-465 <i>Primary Source</i> 463 <i>Seceding States, 1860-1861</i> 465 <i>Section 4 Review</i> 466 #7 <i>You Decide</i> 468-469</p> <p>Teacher Wraparound Edition: C 466; HCP 465, 467; RS 463, 464; SP 464, 465</p> <p>Teacher Resource Guide: <i>Civil War and Reconstruction</i> 17-18, 20, 21-22, 34-37, 40, 42</p> |
| <p>8 – U5.2.2 Make an argument to explain the reasons why the North won the Civil War by considering the</p> <ul style="list-style-type: none"> • critical events and battles in the war • the political and military leadership of the North and South • the respective advantages and disadvantages, including geographic, demographic, economic and technological (E1.4) (<i>National Geography Standard 15, p. 173</i>) | <p>Student Edition: 475-479, 481-487, 497, 499-505, 507-512 <i>By the Numbers</i> 507 <i>Reading Strategy</i> 474, 480 <i>Resources in the North and South</i> 476 <i>Section 1 Review</i> 479 #4, #5, #7 <i>You Decide</i> 502</p> <p>Teacher Wraparound Edition: AS 483; C 479, 487, 500, 505, 512; CT 497, 507; HCP 478, 482</p> <p>Teacher Resource Guide: <i>Civil War and Reconstruction</i> 64-65</p> |
| <p>8 – U5.2.3 Examine Abraham Lincoln’s presidency with respect to</p> <ul style="list-style-type: none"> • his military and political leadership • the evolution of his emancipation policy (including the Emancipation Proclamation) • and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence (C2) | <p>Student Edition: 460-461, 465, 475-476, 481, 486-487, 501, 504-505, 509, 519, 1051, 1052 <i>People in History</i> 508 <i>Primary Source</i> 486, 504 <i>Section 2 Review</i> 487 #4 <i>Section 4 Review</i> 505 #4, #7</p> <p>Teacher Wraparound Edition: CT 504, 519; DI 460; RS 476; WS 475, 487</p> <p>Teacher Resource Guide: <i>Civil War and Reconstruction</i> 13-14, 62</p> |

| STANDARDS | PAGE REFERENCES |
|--|--|
| <p>8 – U5.2.4 Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples.</p> | <p>Student Edition: 486-487, 501 <i>Primary Source</i> 486, 500-501 <i>Section 4 Review</i> 505 #3, #5</p> <p>Teacher Wraparound Edition: AS 486, 501; WS 501</p> <p>Teacher Resource Guide: <i>Civil War and Reconstruction</i> 49-50</p> |
| <p>8 – U5.2.5 Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments. (<i>National Geography Standard 14, p. 171</i>)</p> | <p>Student Edition: 475-479, 481-483, 491-497, 510-512 <i>Primary Source</i> 478, 492-493 <i>Reading Strategy</i> 490 <i>Section 3 Review</i> 497 #2, #7</p> <p>Teacher Wraparound Edition: AS 493, 494; C 497, 512; CT 478, 492; DI 492, 494; RS 482, 483, 492; SP 496, 510; WS 475, 512</p> <p>Teacher Resource Guide: <i>Civil War and Reconstruction</i> 64, 69</p> |
| <p>U5.3 Reconstruction <i>Using evidence, develop an argument regarding the character and consequences of Reconstruction.</i></p> | |
| <p>8 – U5.3.1 Describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, and African Americans.</p> | <p>Student Edition: 519-521, 523-527 <i>Reading Strategy</i> 518 <i>Section 1 Review</i> 521 #2, #3, #4, #5, #6, #7</p> <p>Teacher Wraparound Edition: C 521; HCP 520; SP 520</p> <p>Teacher Resource Guide: <i>Civil War and Reconstruction</i> 83-84, 87-90, 94, 97-100</p> |

| STANDARDS | PAGE REFERENCES |
|---|---|
| <p>8 – U5.3.2 Describe the early responses to the end of the Civil War by describing the</p> <ul style="list-style-type: none"> • policies of the Freedmen’s Bureau (E2.2) • restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes (C2, C5) | <p>Student Edition: 520-521, 523-524, 539-540 <i>Primary Source</i> 523 <i>Section 4 Review</i> 540 #4, #7</p> <p>Teacher Wraparound Edition: DI 540; WS 540</p> <p>Teacher Resource Guide: <i>Civil War and Reconstruction</i> 92-93, 95</p> |
| <p>8 – U5.3.3 Describe the new role of African Americans in local, state and federal government in the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux Klan. (C2, C5) (<i>National Geography Standard 10, p. 162</i>)</p> | <p>Student Edition: 529-531, 535, 537-540 <i>People in History</i> 530 <i>Primary Source</i> 529 <i>Section 3 Review</i> 531 #2 <i>Section 4 Review</i> 540 #4 <i>Struggle for Reconstruction</i> 536</p> <p>Teacher Wraparound Edition: HCP 530, 539; RS 530; SP 537; WS 529</p> <p>Teacher Resource Guide: <i>Civil War and Reconstruction</i> 92, 94-95</p> |
| <p>8 – U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.</p> | <p>Student Edition: 238-240, 521, 524-527 <i>Primary Source</i> 524 <i>Section 2 Review</i> 527 #2, #5 <i>Struggle of Reconstruction</i> 536</p> <p>Teacher Wraparound Edition: RS 238, 525; SP 238, 524</p> <p>Teacher Resource Guide: <i>Civil War and Reconstruction</i> 92, 94-95</p> |
| <p>8 – U5.3.5 Explain the decision to remove Union troops in 1877 and describe its impact on Americans.</p> | <p>Student Edition: 536-540</p> <p>Teacher Wraparound Edition: C 540; HCP 539; SP 537</p> |

STANDARDS

PAGE REFERENCES

U6 USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870-1930)

Grade 8 begins to address trends and patterns in the last half of the 19th century, through 1898.

U6.1 America in the Last Half of the 19th Century

Analyze the major changes in communication, transportation, demography, and urban centers, including the location and growth of cities linked by industry and trade, in last half of the 19th century.

The purpose of this section is to introduce some of the major changes in American society and the economy in the last part of the 19th Century. This era will be addressed in-depth and with greater intellectual sophistication in the high school United History and Geography content expectations.

- 8 – U6.1.1 America at Century's End – Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in • territory, including the size of the United States and land use (*National Geography Standards 1 and 16, pp. 144 and 196*)
- population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America (E3.2) (*National Geography Standards 9 and 12, pp. 160 and 167*)
 - systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society (E1.4, 3.2) (*National Geography Standard 11, p. 164*)
 - governmental policies promoting economic development (e.g., tariffs, banking, land grants and mineral rights, the Homestead Act) (E.2.2) (*National Geography Standard 16, p. 176*)
 - economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers (E1.4, 2.1, 3.2) (*National Geography Standard 11, p. 164*)

Student Edition:

524, 527, 528, 539-540, 596, 643-645

By the Numbers 585, 621

Canals, 1820-1860 316

The Growth of Railroads 586

Linking Past and Present 314-315, 658-659

Primary Source 676

Population of the United States, 1820 291

Territorial Expansion, 1800-1820 291

United States Overseas Possessions, 1900 681

Teacher Wraparound Edition:

CT 621; DI 585, 621; HCP 315, 586, 676; SP 587

| STANDARDS | PAGE REFERENCES |
|---|---|
| <p>Continued from cell above.</p> <ul style="list-style-type: none"> • the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court's decision in <i>Plessy v. Ferguson</i>, and the response of African Americans • the policies toward American Indians, including removal, reservations, the Dawes Act of 1887, and the response of American Indians (<i>National Geography Standard 13, p. 169</i>) | |
| <p>U6.2 Investigation Topics and Issue Analysis (P2)</p> <p><i>Use the historical perspective to investigate a significant historical topic from United States History Eras 3-6 that also has significance as an issue or topic in the United States today.</i></p> | |
| <p>8 – U6.2.1 United States History Investigation Topic and Issue Analysis, Past and Present –</p> <p>Use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings (e.g., oral, visual, video, or electronic presentation, persuasive essay, or research paper); include causes and consequences of the historical action and predict possible consequences of the contemporary action. (<i>National Geography Standards 9 and 10, pp. 160 and 162</i>)</p> <p>Examples of Investigation Topics and Questions (and examples from United States History)</p> <p>Balance of Power – How has the nation addressed tensions between state and federal governmental power? (e.g., Articles of Confederation, U.S. Constitution, states' rights issues, secession, others)</p> <p>Liberty vs. Security – How has the nation balanced liberty interests with security interests? (e.g., Alien and Sedition Acts, suspension of habeas corpus during the Civil War)</p> | <p>The following references can be used in conjunction with classroom activities and assignments to meet this objective.</p> <p>Student Edition:</p> <p><i>Skills Handbook</i> 1016, 1017, 1019, 1021, 1023, 1024, 1027, 1029, 1031, 1033</p> <p><i>You Decide</i> 68, 698, 916, 998</p> <p>Teacher Wraparound Edition:</p> <p>S 1018</p> |

| STANDARDS | PAGE REFERENCES |
|---|---|
| <p>Continued from cell above.</p> <p>The Government and Social Change – How have governmental policies, the actions of reformers, and economic and demographic changes affected social change? (e.g., abolitionist movement, women’s movement, Reconstruction policies)</p> <p>Movement of People – How has the nation addressed the movement of people into and within the United States? (e.g., American Indians, immigrants)</p> | |
| <p>Public Discourse , Decision Making , and Citizen Involvement (P3, P4)</p> | |
| <p>P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement</p> | |
| <p>8 – P3.1.1 Identify, research, analyze, discuss, and defend a position on a national public policy issue.</p> <ul style="list-style-type: none"> • Identify a national public policy issue. • Clearly state the issue as a question of public policy orally or in written form. • Use inquiry methods to trace the origins of the issue and to acquire data about the issue. • Generate and evaluate alternative resolutions to the public issue and analyze various perspectives (causes, consequences, positive and negative impact) on the issue. • Identify and apply core democratic values or constitutional principles. • Share and discuss findings of research and issue analysis in group discussions and debates. • Compose a persuasive essay justifying the position with a reasoned argument. • Develop an action plan to address or inform others about the issue | <p>Teacher Resource Guide:</p> <p><i>America in a Modern Era</i> 3-4</p> <p><i>Challenges at Home and Abroad</i> 3-4</p> <p><i>Change and Conflict</i> 3-4</p> <p><i>Civil War and Reconstruction</i> 3-4</p> <p><i>Creating a Nation</i> 3-4</p> <p><i>Launching the Republic</i> 3-4</p> <p><i>Nationalism and Sectionalism</i> 3-4</p> <p><i>Reform and Empire</i> 3-4</p> <p><i>Reshaping the Nation</i> 3-4</p> |

| STANDARDS | | PAGE REFERENCES |
|--|--|--|
| P4.2 Citizen Involvement <i>Act constructively to further the public good.</i> | | |
| 8 – P4.2.1 | Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness. | This objective can be met through classroom activities, discussions and role playing. |
| 8 – P4.2.2 | Engage in activities intended to contribute to solving a national or international problem studied. | Teacher Resource Guide: <i>America in a Modern Era 3-4</i> <i>Challenges at Home and Abroad 3-4</i> <i>Change and Conflict 3-4</i> <i>Civil War and Reconstruction 3-4</i> <i>Creating a Nation 3-4</i> <i>Launching the Republic 3-4</i> <i>Nationalism and Sectionalism 3-4</i> <i>Reform and Empire 3-4</i> <i>Reshaping the Nation 3-4</i> |
| 8 – P4.2.3 | Participate in projects to help or inform others (e.g., service learning projects). | This objective can be met through extracurricular volunteer projects and activities throughout the school year. |