

Curriculum Map: 8th Grade United States History
Crawford Central School District
Social Studies

Course Description: This course begins with the Constitution and concludes with the Civil War and Reconstruction. Students will be required to analyze and evaluate significant people and events in United States history, make connection to the context of world history in the 19th century, and consider the impact of these people and events. Course work will include research projects, essays, classroom presentations, discussions and independent reading and writing assignments

Unit Title: Colonial and Revolutionary America/Introduction to Research Process
Suggested time frame: 6 weeks (September - October)
Standards: PA Standards:1.8.8.A, 1.8.8.B, 1.8.8.C
 PA Core Standards: CC.1.4.8.C, CC.1.2.8.B

Theme: Leadership

Essential Questions:

1. What qualities make a great leader?
2. How did leaders in colonial and revolutionary America use (or fail to use) these qualities to impact early America for better or worse?

Competency	Vocabulary	Strategy	Resource
<p>Age of Exploration 1. Students will explain the importance and motivation behind the Age of Exploration, and examine the impact it had on the world.</p> <ul style="list-style-type: none"> ● Europe ● Africa ● The Americas ● Colonial America <p>The Thirteen Colonies 2. Students will explain the purpose for the settlement of the different colonial regions.</p> <p>Causes of the American Revolution 3. Students will examine the three major causes of the American Revolution (Territory, Taxes, and Tyranny).</p> <p>American Revolution</p>	<p>Leadership, slavery, Columbian Exchange, New World, Old World, colony, genocide, New England Colonies, Middle Colonies, Southern Colonies, religious freedom, planation, self-government, economic prosperity, taxes, territory, tyranny, French and Indian War, Proclamation of 1763, Boston Massacre, taxation without representation, Battles of Lexington and Concord, Battle of Saratoga, Battle of Yorktown, Valley Forge</p>	<p><i>Leaders, Legends, and Ladies Research Project:</i> Students will research an important man or woman who played a significant role during the period of history from the Age of Exploration through the American Revolution. Throughout the project, students will learn and develop important research skills while focusing on the historical contributions made by the person. Students will present their person in the format of an informative/explanatory presentation and/or essay.</p>	<p>Teacher created text sets, primary and secondary source documents, maps, charts, video resources, Smartboard, PowerPoint, internet resources, library databases (Grolier, Facts of File, Galenet)</p>

4. The students will summarize the results of the American Revolution, and determine the factors that led to American victory.

Leaders, Legends, and Ladies Research Project

5. The students will be able to examine and compare the role individuals played in the formation of the Thirteen Colonies and the United States.

6. The students will conduct inquiry and research on an assigned person using a variety of appropriate sources and strategies.

7. The students will produce an organized product that presents and reflects on findings, draws sound conclusions, and gives proper credit to sources.

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Unit Title: Forming a New Government
Suggested time frame: 3 Weeks (October - November)
Standards: PA Academic Standards:
 8.1.8.A, 8.1.8.B, 8.1.8.C, 8.3.8.A, 8.3.8.B, 8.3.8.C, 8.3.8.D, 7.1.8.A, 7.1.8.B, 7.2.8.A, 7.2.8.B, 7.3.8.A
 PA Civic and Government Standards:
 C.1.2.1.1., C.1.2.1.2, C.1.2.1.3, C.1.2.2.1, C.1.2.2, C.1.3.1
 PA Core Standards:
 CC.8.5.8.A-J, CC.8.6.8.A-I

Theme: Compromise

Essential Question:

1. What strategies can be used to create compromise between people who disagree?
2. How did compromise (or lack of compromise) lead to early failures and successes in creating a functioning government in the United States?

Competency	Vocabulary	Strategy	Resource
<p>Articles of Confederation 1. Students will investigate the successes and failures of the Articles of Confederation, determine why many felt a new plan of government was needed, and explain how the United States Constitution attempted to address the weaknesses of the Articles.</p> <p>United States Constitution 2. Students will identify powers granted to the federal government and examine the language used to grant powers to the states. 3. Students will examine from multiple perspectives arguments regarding the</p>	<p>Compromise, Articles of Confederation, United States Constitution, ratify, legislative branch, executive branch, judicial branch, inflation, Shay's Rebellion, Northwest Ordinance of 1787, delegate, Constitutional Convention, Virginia Plan, New Jersey Plan, compromise, Great Compromise, Three-Fifths Compromise, Preamble, reserved powers, separation of powers, checks and</p>	<p><i>Forming a New Government Argumentative Presentation:</i> Students will evaluate different forms of government to determine which form would best address the concerns left by the Articles of Confederation. Students will present their evaluation in the format of an argumentative essay and/or presentation.</p>	<p>Teacher created text sets, primary and secondary source documents, Articles of Confederation, United States Constitution, Federalist Papers, maps, charts, video resources, Smartboard</p>

<p>balance of power between the federal and state governments, the power of government, and the rights of individuals.</p> <p>4. Students will examine how key issues were resolved during the Constitutional Convention, including:</p> <ul style="list-style-type: none"> ● state representation in Congress (Great Compromise or bicameral legislature) ● the balance of power between the federal and state governments (establishment of the system of federalism) ● the prevention of parts of government becoming too powerful (the establishment of the three branches) ● the counting of the enslaved African American community for purposes of congressional representation and taxation (the Three-Fifths Compromise). <p>5. Students will compare and contrast the powers granted to Congress, the president, and the Supreme Court by the Constitution.</p> <p>6. Students will identify the individual rights of citizens that are protected by the Bill of Rights.</p>	<p>balances, veto, Federalists, federal, Anti-federalists, The Federalist, amendment, Bill of Rights</p>		
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Unit Title: The Young United States
Suggested time frame: 4 weeks (November - December)
Standards: PA Academic Standards: 8.1.8.A-C, 8.2.8.A-D, 8.3.8A-D, 8.4.8A-D
 PA Civic and Government Standards:5.1.6.A.B, 5.1.7.A.B,5.1.8.B, 5.1.3.C, 5.1.4.C, 5.2.6.C,D
 PA Core Standards: CC.8.5.6-8 A-J, CC.8.6.6-8 A-J

Theme: Legacy

Essential Questions:

1. How do you describe and evaluate the legacy of a person (family member, friend, yourself, etc)?
2. How would you describe and evaluate the legacies of presidents Washington, Adams, Jefferson, and Madison?

Competency	Vocabulary	Strategy	Resource
<p>1. The students will examine and compare the presidencies of Washington, Adams, Jefferson, and Madison.</p> <p>2. Students will examine the evolution of the unwritten constitution</p> <ul style="list-style-type: none"> ● creation of the presidential cabinet ● the development of political parties. <p>3. Students will examine events of the early nation including:</p> <ul style="list-style-type: none"> ● Hamilton’s economic plan ● Louisiana Purchase ● Lewis and Clark expedition ● Marbury v. Madison ● War of 1812 	<p>Legacy, George Washington, cabinet, political parties, Washington’s Farewell Address, John Adams, Alien and Sedition Act, Election of 1800, Thomas Jefferson, Daniel Boone, Cumberland Gap, frontier, pioneers, Louisiana Purchase, Lewis and Clark Expedition, Sacagawea, Marbury v. Madison, James Madison, War of 1812, Oliver Hazard Perry, Battle of Lake Erie, Brig Niagara, Fort McHenry, Francis Scott Key, Star Spangled Banner, Battle of New Orleans, Andrew</p>	<p><i>Presidential Eulogy:</i> Students will research one of the early presidents focusing on the contributions they made to the United States. Students will present their information in the format of a written and oral eulogy.</p> <p><i>Louisiana Purchase Travel Guide:</i> Students will take on the role of Meriwether Lewis or William Clark, and research landforms, bodies of water, cultures, and wildlife that existed along their route, and</p>	<p>Teacher created text sets, primary and secondary source documents, maps, charts, video resources, Smartboard, PowerPoint, Washington’s Farewell Address</p>

	Jackson, Tecumseh, War Hawks, Henry Clay	create a travel guide that promotes the region.	
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Unit Title: Westward Expansion and Reform Movements
Suggested time frame: 4 weeks (January - February)
Standards: PA Academic Standards:
 8.1.8.A, 8.1.8.B, 8.1.8.C, 8.3.8.A, 8.3.8.B, 8.3.8.C, 8.3.8.D, 7.1.8.A, 7.1.8.B, 7.2.8.A, 7.2.8.B, 7.3.8.A
 PA Civics and Government Standards: C.1.2.1.1., C.1.2.1.2, C.1.2.1.3, C.1.2.2.1, C.1.2.2, C.1.3.1
 PA Core Standards: CC.8.5.8.A-J, CC.8.6.8.A-I

Theme: Perspective

- Essential Questions:**
1. How does who you are help determine your perspective?
 2. What lessons from the eras of expansion and reform can be learned from the different perspectives of those time periods?

Competency	Vocabulary	Strategy	Resource
<p>Westward Expansion</p> <p>1. Students will examine the Monroe Doctrine and its effects on foreign policy.</p> <p>2. Students will examine the impact of the Industrial Revolution on different population groups.</p> <p>3. Students will examine examples of Manifest Destiny and its impact of different groups of people:</p> <ul style="list-style-type: none"> ● Indian Removal Act and Trail of Tears ● War with Mexico ● Erie Canal ● Railroad System ● Trails of the West ● California Gold Rush 	<p>Perspective, James Monroe, Monroe Doctrine, nationalism, Andrew Jackson, Indian Removal Act, Indian Territory, John Ross, Trail of Tears, “Era of Good Feelings”, Industrial Revolution, Erie Canal, Eli Whitney, cotton gin, Samuel Slater, Francis Cabot Lowell, Robert Fulton, steam engine, railroads, Second Great Awakening, revival, temperance, abolitionists, Frederick Douglass, William Lloyd Garrison, women’s rights, Lucretia Mott,</p>	<p><i>Westward Expansion News Broadcast:</i> Students will create news broadcasts from two different historical perspectives that focuses on one of the examples of Manifest Destiny.</p>	<p>Teacher created text sets, primary and secondary source documents, maps, charts, video resources, Smartboard, internet resources, library databases (Grolier, Facts on File, Galenet)</p>

<p>Reform Movements</p> <p>4. Students will investigate the different elements of reform during the Second Great Awakening.</p> <ul style="list-style-type: none"> ● Abolitionism ● Women’s Rights 	<p>Elizabeth Cady Stanton, Seneca Falls Convention, suffrage, Sojourner Truth, Osceola, Seminoles, Texas Revolution, Stephen F. Austin, Sam Houston, David Bowie, Alamo, James K. Polk, Mexican- American War, Bear Flag Revolt (California), Treaty of Guadalupe Hidalgo, Oregon Trail, Mormons, Brigham Young, Gold Rush, forty-niners</p>	<p><i>Tweets from the Reform Movement:</i></p> <p>Students will research movement leaders, and create hashtags and tweets from that leader to be shared with the class.</p>	
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Unit Title: A Divided Nation
Suggested time frame: 4 weeks (February - March)
Standards: PA Academic Standards: 8.1.8.A-C, 8.2.8.A-D, 8.3.8A-D, 8.4.8A-D
 PA Civics and Government Standards: 5.1.6.A.B, 5.1.7.A.B, 5.1.8.B, 5.1.3.C, 5.1.4.C, 5.2.6.C,D
 PA Core Standards: CC.8.5.6-8 A-J, CC.8.6.6-8 A-J

Theme: Conflict

Essential Question:

1. Is war ever justifiable?
2. Was the American Civil War avoidable? If so, how could the war have been avoided?

Competency	Vocabulary	Strategy	Resource
<p>Causes of the Civil War</p> <ol style="list-style-type: none"> 1. Students will examine cultural and economic differences between “free” and “slave” states. 2. Students will examine attempts at resolving conflicts over whether new territories would permit slavery. <ul style="list-style-type: none"> ● Missouri Compromise ● Compromise of 1850 ● Kansas-Nebraska Act 3. Students will examine growing sectional tensions. <ul style="list-style-type: none"> ● Dred Scott v. Sanford (1857) ● founding of the Republican Party ● Lincoln- Douglas Debates 	<p>Justifiable, sectionalism, slave code, Fugitive Slave Law, Nat Turner’s Rebellion, Underground Railroad, Harriet Tubman, free state, slave state, John C. Calhoun, states’ rights, Henry Clay, Missouri Compromise, Daniel Webster, Compromise of 1850, Bleeding Kansas, Stephen Douglas, Kansas-Nebraska Act, Harriet Beecher Stowe, Dred Scott, John Brown, Harpers Ferry, Virginia, Abraham Lincoln, Republican Party, Succession</p>	<p><i>Newspaper Editorial:</i> Students will write an editorial from a historical perspective that focuses on one of the causes of the American Civil War.</p>	<p>Teacher created text sets, primary and secondary source documents, maps, charts, video resources, Smartboard</p>

4. Students will examine both long- and short-term causes of the Civil War.			
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Unit Title:

Civil War

Suggested time frame:

12 weeks (March - June)

Standards:

PA Academic Standards:

8.1.8.A, 8.1.8.B, 8.1.8.C, 8.3.8.A, 8.3.8.B, 8.3.8.C, 8.3.8.D, 7.1.8.A, 7.1.8.B, 7.2.8.A, 7.2.8.B, 7.3.8.A

PA Civics and Government Standards: C.1.2.1.1., C.1.2.1.2, C.1.2.1.3, C.1.2.2.1, C.1.2.2, C.1.3.1

PA Core Standards: CC.8.5.8.A-J,CC.8.6.8.A-I

Theme:

Perspective

Essential Questions:

1. What roles did different groups play in the Civil War? Which groups benefited the most/least from the war's outcome?
2. Should the South have been treated as a defeated nation or as rebellious states?

Competency	Vocabulary	Strategy	Resource
<ol style="list-style-type: none"> 1. Students will identify which states seceded to form the Confederate States of America and will explore the reasons presented for secession. Students will also identify the states that remained in the Union. 2. Students will compare the advantages and disadvantages of the North and the South at the outset of the Civil War. 3. Students will examine the goals and content of Lincoln's Emancipation Proclamation. 4. Students will examine how the use of various technologies affected the 	Union, Confederacy, USA, CSA, Jefferson Davis, Fort Sumter, border states, Winfield Scott, Anaconda Plan, blockade, First Battle of Bull Run (Manassas) Thomas "Stonewall" Jackson, Battle of Antietam, Robert E. Lee, Monitor, Merrimack, ironclad, draft, Emancipation Proclamation, 54th Massachusetts, Fort Wagner, Clara Barton, Battle of Gettysburg, Gettysburg Address, Battle of Vicksburg, Ulysses S. Grant, William	<i>Final Research Project:</i> Students will research a topic from the American Civil War, while continuing to improve important research skills. Students will present their topic in the format of an informative/explanatory presentation and/or essay.	Teacher created text sets, primary and secondary source documents, maps, charts, video resources, Smartboard, PowerPoint, Internet Resources, Library databases, Across Five Aprils, Emancipation Proclamation, Gettysburg Address

<p>conduct and outcome of the Civil War.</p> <ol style="list-style-type: none">5. Students will examine the enlistment of freed slaves and how this helped to change the course of the Civil War.6. Students will examine the topography and geographic conditions at Gettysburg and Antietam, and analyze the military strategies employed by the North and the South at Gettysburg or Antietam7. The students will conduct inquiry and research on an assigned person using a variety of appropriate sources and strategies.8. The students will produce an organized product that presents and reflects on findings, draws sound conclusions, and gives proper credit to sources.	<p>Tecumseh Sherman, Sherman's March to the Sea, total war, Appomattox Court House, assassination</p>		
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