

**New Hanover Township School**  
**Social Studies Grade 8**

Content area	Social Studies: By the end of 8 <sup>th</sup> grade
Standard	6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
Content Statement	<p>1) Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans.</p> <p>European exploration expanded global economic and cultural exchange into the Western Hemisphere.</p> <p>2) The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems.</p> <p>The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.</p>
<p><b>Cumulative progress Indicators</b></p> <p>Strand A: Civics, Government and Human Rights: 6.1.8.A.1.a: Compare and contrast forms of Governance, belief systems and family structure among African, European and Native American groups.</p> <p>Strand B. Geography, People, and the Environment 6.1.8.B.1.a Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.</p> <p>6.1.8.B.1.b Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.</p> <p>Strand C. Economics, Innovation, 6.1.8.C.1.a Evaluate the impact of science, religion, and technology and Technology innovations on European exploration.</p>	

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□6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period.

Strand D History, Culture, and Perspectives 6.1.8.D.1.a Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.

6.1.8.D.1.c Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.

<b>Materials:</b> Davidson, et al. America: History of Our Nation Prentice Hall 2014 Unit 1	<b>Essential Question (s):</b> How did the Colonists, with strong roots in the past, develop their own way of life?
<b>Assessment Evidence</b>	
<b>Performance Task (s):</b> Progress monitoring and Summary assessments	<b>Other Evidence:</b> Portfolios, Writing, Projects, Primary source use and self assessment.
<b>Learning Plan</b>	
<b>Learning Objectives:</b> <b>CHAPTER 1 THE EARLIEST AMERICANS</b> <ul style="list-style-type: none"> <li>• TO UNDERSTAND HOW PEOPLE MAY HAVE FIRST REACHED AMERICA BEFORE COLUMBUS</li> <li>• TO FIND OUT HOW PEOPLE LEARNED HOW TO FARM</li> <li>• TO EXPLORE THE CIVILIZATIONS OF THE MAYAS, AZTECS, AND INCAS</li> <li>• TO LEARN ABOUT THE EARLIEST PEOPLE OF NORTH AMERICA</li> <li>• TO DISCOVER WHAT DIFFERENT GROUPS OF NATIVE AMERICANS HAD IN COMMON</li> <li>• TO EXPLORE THE IMPACT OF GEOGRAPHY ON NATIVE AMERICAN CULTURES</li> <li>• TO LEARN ABOUT THE EUROPEAN CONNECTION TO THE SILK ROADS AND ITS EVENTUAL LEAD TO FIND NEW ROUTES TO THE FAR EAST</li> <li>• TO UNDERSTAND THE IMPORTANCE OF THE JUDEO-CHRISTIAN TRADITION</li> </ul>	

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- TO LEARN HOW GREEK AND ROMAN IDEAS HELPED TO SHAPE WESTERN TRADITION, LAW AND GOVERNMENT
- TO LEARN AND TO UNDERSTAND THE AGE OF EXPLORATION AND WHY IT HAPPENED

#### CHAPTER 2 EUROPE LOOKS OUTWARD

- TO LEARN WHAT HAPPENED TO THE VIKINGS WHO EXPLORED THE NEW WORLD
- TO LEARN ABOUT THE GREAT EUROPEAN EXPLORERS FROM SPAIN, PORTUGAL, FRANCE, ENGLAND AND HOLLAND
- TO LEARN ABOUT HOW THE SPANISH CONQUISTADORS CONQUERED THE EMPIRES OF THE AZTEC AND THE INCA
- TO LEARN HOW SOCIETY WAS ORGANIZED IN SPAIN'S NEW EMPIRE
- TO DESCRIBE AND TO UNDERSTAND HOW RELIGIOUS AND ECONOMIC CONFLICTS IN EUROPE AFFECTED COMING TO THE NEW WORLD
- TO LEARN WHY EUROPEAN POWERS CONTINUED TO SEEK NEW ROUTES TO ASIA
- TO LEARN HOW THE DUTCH, FRENCH AND THE ENGLISH EXPLORERS AND SETTLERS INTERACTED WITH NATIVE AMERICANS

#### CHAPTER 3 COLONIES TAKE ROUTE

- EXPLAIN HOW AND WHY ENGLAND ESTABLISHED COLONIES IN NORTH AMERICA
- TO UNDERSTAND HOW THE FIRST PERMANENT COLONIES WERE ESTABLISHED AND WHERE
- ~~TO~~ UNDERSTAND THE GEOGRAPHY AND CLIMATE OF THE NEW ENGLAND COLONIES
- TO UNDERSTAND THE ROLE OF THE PURITANS, PILGRIMS AND ANGLICANS IN ESTABLISHING THEIR LOCAL GOVERNMENTS
- TO UNDERSTAND THE SECTIONAL DIFFERENCES OF THE 13 ORIGINAL COLONIES: NEW ENGLAND, MIDDLE AND SOUTHERN IN ALL SOCIAL, ECONOMIC AND GOVERNMENTAL ASPECTS
- TO IDENTIFY THE LEADERS AND THE REASONS WHY EACH COLONY WAS ESTABLISHED
- TO BE ABLE TO EXPLAIN THE DIFFERENCES BETWEEN THE BACKCOUNTRY AND THE CITY AREAS

#### CHAPTER 4 LIFE IN THE COLONIES

- TO EXPLAIN HOW ENGLISH POLITICAL AND GOVERNMENTAL TRADITIONS SHAPED THOSE OF THE COLONIES
- TO HAVE AN UNDERSTANDING OF COLONIAL SELF-GOVERNMENT
- TO KNOW WHY THE PETER ZENGER CASE WAS IMPORTANT
- TO DESCRIBE THE ROLES OF MEN AND WOMEN AND CHILDREN IN COLONIAL AMERICA
- TO BE ABLE TO KNOW HOW AND WHAT CLASSES OF PEOPLE DEVELOPED IN AMERICA
- TO UNDERSTAND HOW THE SLAVE TRADE CAME TO AMERICA AND HOW IT BECAME SO IMPORTANT IN SOUTHERN COLONIAL LIFE AND ECONOMY

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- TO KNOW HOW AFRICAN CULTURE INFLUENCED AMERICAN CULTURE
- TO EXPLAIN HOW THE GREAT AWAKENING IN EUROPE AFFECTED THE COLONIES
- TO EXPLAIN HOW THE ENLIGHTENMENT AFFECTED COLONIAL THOUGHT ESPECIALLY THOSE OF LOCKE AND MONTESQUIEU

Content area	Social Studies: By the end of 8 <sup>th</sup> grade
Standard	6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
Content Statement	<p>Revolution and the New Nation Disputes over political authority and economic issues contributed to a movement for independence in the colonies.</p> <p>The fundamental principles of the United States Constitution serve as the foundation of the United States government today.</p>

**Cumulative progress Indicators :**

**Strand A Civics, Government and Human Rights:**

6.1.8.A.3.a Examine the ideals found in the Declaration of Independence and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.

6.1.8.A.3.b Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

6.1.8.A.3.c Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.

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6.1.8.A.3.d Compare and contrast the Articles of Confederation and the UNITED STATES Constitution in terms of the decision-making powers of national government.

6.1.8.A.3.e Determine why the Alien and Sedition Acts were enacted and whether they undermined civil liberties.

6.1.8.A.3.f Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.

6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.

Strand B Geography, People and the environment 6.1.8.B.3.a Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.

6.1.8.B.3.b Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.

6.1.8.B.3.c Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.

6.1.8.B.3.d Explain why New Jersey's location played an integral role in the American Revolution.

<p>Materials: Davidson, et al. America: History of Our Nation Prentice Hall 2014 Unit 2</p>	<p>Essential Question : How did the colonists break away from Britain and create a republican form of government?</p>
<p>Assessment Evidence</p>	
<p>Performance Task (s): Progress monitoring and Summary assessments</p>	<p>Other Evidence: Portfolios, Writing, Projects, Primary source use and self assessment.</p>

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Learning Plan

Learning Objectives:

**CHAPTER 5 THE ROAD TO REVOLUTION**

- TO UNDERSTAND HOW TROUBLE ON THE FRONTIER LED TO THE 7 YEARS WAR
- TO IDENTIFY THE REASONS HOW THE BRITISH WON THE WAR
- TO UNDERSTAND HOW THE 7 YEARS WAR LED TO PROBLEMS WITH THE COLONIES
- TO UNDERSTAND HOW AND WHY THE COLONISTS RESPONDED TO BRITISH TAXES THE WAY THEY DID
- HOW DID THE BOSTON MASSACRE INCREASE THE TENSION BETWEEN THE COLONISTS AND ENGLAND
- HOW DID COLONIAL CONFLICTS WITH NATIVE AMERICANS ADD TO THE PROBLEMS BETWEEN ENGLAND AND THE COLONIES
- HOW DID COLONIAL AND BRITISH INTERPRETATION OF POLITICAL REPRESENTATION DIFFER
- WHY DID THE ENGLISH ESTABLISH TIGHTER CONTROLS ON THE COLONISTS AND WHAT WERE THE VARIOUS REACTIONS BY THE COLONISTS
- TO IDENTIFY THE CAUSES AND RESULTS OF THE BOSTON TEA PARTY
- HOW DID COLONIAL PROTESTS TURN TO VIOLENCE AND TO REBELLION
- HOW DID THE FIRST BATTLES OCCUR IN THE AMERICAN REVOLUTION
- IDENTIFY THE ISSUES AND PROBLEMS FACED BY THE SECOND CONTINENTAL CONGRESS
- TO KNOW HOW AND WHY PATRIOTS CONFLICTED WITH LOYALISTS

**CHAPTER 6 THE AMERICAN REVOLUTION**

- HOW DID THOMAS PAINE AND HIS WRITINGS GAIN SUPPORT FOR THE REVOLUTION
- TO UNDERSTAND THE PRINCIPLES AND THE IMPACT OF THE DECLARATION OF INDEPENDENCE
- TO KNOW THE ACTUAL LIMITS OF WHO WERE INCLUDED AND PROTECTED IN THE DECLARATION OF INDEPENDENCE
- TO IDENTIFY THE MAJOR BATTLES OF THE REVOLUTION AND HOW EACH PLAYED AN IMPORTANT ROLE IN THE WAR ESPECIALLY: TRENTON, MONMOUTH, SARATOGA, ETC
- TO LEARN HOW AND WHY FOREIGN NATIONS AND VOLUNTEERS HELPED THE AMERICAN CAUSE
- TO LEARN HOW AND WHY THE AMERICANS WON THE WAR
- TO EXAMINE AND UNDERSTAND THE EFFECTS OF THE AMERICAN REVOLUTION

**CHAPTER 7 CREATING THE CONSTITUTION**

- TO GAIN A KNOWLEDGE OF THE ARTICLES OF CONFEDERATION AND WHY IT FAILED
- TO UNDERSTAND THE REASONS FOR THE DEVELOPMENT OF A NEW GOVERNMENT

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- TO UNDERSTAND THE CONSTITUTIONAL DEBATES AND THE SECTIONS OF THE CONSTITUTION ESPECIALLY THE BILL OF RIGHTS AND HOW AND WHY IT WAS ADDED
- TO UNDERSTAND THE ‘GREAT COMPROMISE’ AND THE ISSUE OF SLAVES/SLAVERY
- TO UNDERSTAND THE BRANCHES OF THE FEDERAL GOVERNMENT AND THE ESTABLISHMENT OF THE FEDERAL SYSTEM OF GOVERNMENT WITH ITS SEPARATION OF POWERS AND ITS CHECKS AND BALANCES
- TO BE ABLE TO COMPARE AND CONTRAST THE POSITIONS OF THE ‘FEDERALISTS’ AND THE ‘ANTIFEDERALISTS’ REGARDING THE NEW GOVERNMENT
- TO BE ABLE TO ANALYZE/DISCUSS/DEBATE AND TO COMPARE HOW EACH SECTION OF THE US CONSTITUTION AND OUR GOVERNMENT WORKS FOR THE PEOPLE AND HOW EACH BRANCH FUNCTIONS

Content area	Social Studies: By the end of 8 <sup>th</sup> grade
Standard	6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
Content Statement	
<p>Cumulative progress Indicators</p> <p>Strand C: Economics, Innovation and Technology 6.1.8.C.3.a Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.</p> <p>6.1.8.C.3.b Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.</p> <p>6.1.8.C.3.c Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.</p> <p>Strand D: History, Culture and Perspectives 6.1.8.D.3.a Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.</p>	

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6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

6.1.8.D.3.c Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.

6.1.8.D.3.d Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

6.1.8.D.3.e Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

6.1.8.D.3.f Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.

6.1.8.D.3.g Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.

<b>Materials:</b> Davidson, et al. America: History of Our Nation Prentice Hall 2013 Unit 3	<b>Essential Question (s):</b> What problems might a new nation face?
<b>Assessment Evidence</b>	
<b>Performance Task (s):</b> Progress monitoring and Summary assessments	<b>Other Evidence:</b> Portfolios, Writing, Projects, Primary source use and self assessment.
<b>Learning Plan</b>	
<b>Learning Objectives:</b> <b>CHAPTER 8 LAUNCHING A NEW NATION</b> <ul style="list-style-type: none"> <li>• WHAT PROBLEMS FACED THE NEW GOVERNMENT AND OUR FIRST PRESIDENTS: WASHINGTON AND JOHN ADAMS</li> <li>• HOW DID WASHINGTON RESPOND TO THE WHISKEY REBELLION</li> <li>• HOW DID TWO POLITICAL PARTIES DEVELOP</li> <li>• TO KNOW HOW AND WHY ALEXANDER HAMILTON WAS SO IMPORTANT TO THE NEW THE NEW GOVERNMENT</li> <li>• TO BE ABLE TO EXPLAIN HOW AND WHY EARLY POLITICAL PARTIES DEVELOPED</li> <li>• TO BE ABLE TO DETAIL THE DIFFERENCES (P291) AND IDEALS BETWEEN THE FEDERALISTS AND THE</li> </ul>	



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#### DEMOCRATIC-REPUBLICANS

- TO BE KNOW HOW AND WHY THE NEW NATION HAD PROBLEMS WITH NATIVE AMERICANS, THE FRENCH AND THE BRITISH
- TO KNOW THE IMPORTANCE OF THE ALIEN AND SEDITION ACTS AND THE FIRST ARGUMENTS OVER 'STATES' RIGHTS' AS OPPOSED TO FEDERAL POWER

#### CHAPTER 9 THE ERA OF THOMAS JEFFERSON

- TO UNDERSTAND WHY THE ELECTION OF THOMAS JEFFERSON IN 1800 KNOWN AS THE REVOLUTION OF 1800 (AND PEACEFUL!)
- TO KNOW THE IMPORTANCE AND THE RESULTS OF THE LOUISIANA PURCHASE IN 1803
- TO KNOW THE CONTRIBUTIONS OF THE LEWIS & CLARK, SACAGAWEA, AND ZEBULON PIKE
- TO UNDERSTAND THE IMPORTANCE OF THE SUPREME COURT DECISION OF 'MARBURY V MADISON' AND THE PRECEDENT IT ESTABLISHED REGARDING JUDICIAL REVIEW
- TO KNOW ABOUT BOTH THE DOMESTIC AND FOREIGN PROBLEMS FACED BY PRESIDENT JEFFERSON INCLUDING THE BARBARY COAST WAR
- TO UNDERSTAND HOW EUROPEAN CONFLICTS AFFECTED THE NEW NATION AND TO KNOW THE MEANING OF THE TERMS EMBARGO, IMPRESSMENT AND NEUTRALITY
- TO KNOW THE REASONS/CAUSES OF THE WAR OF 1812
- TO BE ABLE TO IDENTIFY THE EVENTS LEADING UP TO THE WAR OF 1812 AND HOW THE WAR ENDED INCLUDING THE IMPORTANCE OF THE BATTLE OF NEW ORLEANS

#### CHAPTER 10 A CHANGING NATION

- TO UNDERSTAND WHY THE TIME JUST AFTER THE WAR OF 1812 IS KNOWN AS THE ERA OF GOOD FEELING
- TO KNOW HOW THE COUNTRY BEGAN TO CHANGE AND TO BUILD A NATIONAL IDENTITY
- TO UNDERSTAND WHAT THE 'MONROE DOCTRINE' WAS AND WHY IT IS STILL SO VERY IMPORTANT TO THIS DAY
- TO KNOW HOW AND WHY SPAIN CEDED FLORIDA TO THE US
- TO HAVE AN UNDERSTANDING OF IMPORTANT SUPREME COURT DECISIONS AND HOW THESE DECISIONS HAVE IMPACTED OUR NATION AND OUR LIVES: 'MCCULLOCH V MARYLAND', 'DARTMOUTH COLLEGE V WOODWARD' AND 'GIBBONS V OGDEN'
- TO UNDERSTAND HOW AND WHY THE NATION BEGAN TO SHIFT FROM FARMING TO COMMERCE AND FROM COUNTRY TO CITY
- TO UNDERSTAND THE GENERAL PRINCIPLES OF CAPITALISM AND HOW IT WORKS

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- TO UNDERSTAND THE TERM ‘CORRUPT BARGAIN’ REGARDING THE ELECTION OF 1824
- TO UNDERSTAND THE TERMS ‘AGE OF JACKSON’ / ‘( THE ERA OF THE COMMON MAN’ / THE ‘AGE OF DEMOCRACY’ AND THE ‘NEW ERA OF POLITICS’ (AND NEW POLITICAL PARTIES)
- TO KNOW HOW AND WHY THE WHIG PARTY BEGAN
- TO KNOW THE TERM ‘TRAIL OF TEARS’ AND PRESIDENT JACKSON’S POSITION REGARDING IT
- TO UNDERSTAND THE ROLE OF TARIFFS AND HOW THEY INITIATED A NEW STRUGGLE OVER THE ISSUE OF ‘STATES’ RIGHTS’ AND HOW PRESIDENT JACKSON STOOD ON THE ISSUE INCLUDING THE DOCTRINE OF ‘NULLIFICATION’ AND ITS ENSUING CONTROVERSY
- JACKSON’S ‘PET BANKS’ VERSUS THE BANK OF THE UNITED STATES CONTROVERSY

Content area	Social Studies: By the end of 8 <sup>th</sup> grade
Standard	6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
Content Statement	4. Expansion and Reform Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.

### Cumulative progress Indicators

Strand A Civics, Government, and Human Rights 6.1.8.A.4.a Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.

6.1.8.A.4.b Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.

6.1.8.A.4.c Assess the extent to which voting rights were expanded during the Jacksonian period.

Strand B. Geography, People, and the Environment 6.1.8.B.4.a Assess the impact of the Louisiana Purchase and western exploration on the

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expansion and economic development of the United States.

6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.

Strand C Economics, Innovation, and Technology 6.1.8.C.4.a Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.

6.1.8.C.4.b Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation.

6.1.8.C.4.c Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.

Strand D. History, Culture, and Perspectives 6.1.8.D.4.a Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.

6.1.8.D.4.b Explore efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.

6.1.8.D.4.c Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.

<p>Materials: Davidson, et al. America: History of Our Nation Prentice Hall 2014 Unit 4</p>	<p>Essential Question (s): What forces unite and divide a nation?</p>
Learning Plan	
Learning Objectives:	

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#### **CHAPTER 11 NORTH AND SOUTH TAKE DIFFERENT PATHS**

- TO UNDERSTAND HOW AND WHY THE ECONOMIES OF THE NORTH AND SOUTH WERE DIFFERENT
- TO UNDERSTAND HOW THE INDUSTRIAL REVOLUTION BROUGHT NEW WEALTH AND POWER TO EACH SECTION OF THE NATION AND HOW THE DEGREE OF GROWTH DIFFERED
- TO BE ABLE TO IDENTIFY THE IMPORTANT DEVELOPMENTS IN FACTORIES AND THE PROBLEMS THAT FACTORY LIFE PRODUCED
- TO BE ABLE TO EXPLAIN HOW THE CHANGES OF THE INDUSTRIAL REVOLUTION CHANGED AMERICAN LIFE
- TO UNDERSTAND HOW NEW INVENTIONS AND NEW IMPROVEMENTS IN BOTH TRANSPORTATION AND COMMUNICATION DEVELOPED AND HOW THEY AFFECTED AMERICAN LIFE, IMMIGRATION, THE ECONOMY AND SOCIETY
- TO UNDERSTAND THE OVERALL MARKET REVOLUTION AND TRANSPORTATION REVOLUTION INCLUDING TURNPIKES, CANALS, CLIPPER SHIPS AND RAILROADS
- TO BE ABLE TO COMPARE AND CONTRAST THE ECONOMIES OF THE: NORTH, SOUTH AND WEST
- TO UNDERSTAND THE SIGNIFICANCE OF THE PLANTATION SYSTEM, COTTON GIN, KING COTTON AND SLAVERY
- TO UNDERSTAND THE POSITIVES AND NEGATIVES OF WESTERN EXPANSION

TO APPRECIATED THE TERMS OF THE 1820 MISSOURI COMPROMISE

#### **CHAPTER 12 AN AGE OF REFORM**

- TO HAVE AN UNDERSTANDING OF THE MAJOR REFORMS FROM 1820-1860 (P 412)
- OUR NATION'S ATTEMPT TO REFORM SOCIETY AND EDUCATION AND THE ARTS
- SECTIONAL AND INDIVIDUAL ATTEMPTS TO ABOLISH THE EXPANSION OF SLAVER AND TO SOME THE INSTITUTION ITSELF AND OTHERS FIGHTING TO WIN WOMEN'S RIGHTS INCLUDING THE RIGHT TO VOTE, AND OTHER SOCIAL & POLITICAL AREAS EDUCATION (SUSAN B. ANTHONY, ETC.)
- TO BE ABLE TO IDENTIFY THE SOCIAL PROBLEMS THAT REFORMERS TRIED TO SOLVE
- TO KNOW WHAT THE 'UNDERGROUND RAILROAD' WAS AND WHO HARRIET TUBMAN WAS
- TO KNOW THE ROLES OF 'ABOLUTIONISTS' SUCH AS: WILLIAM LLOYD GARRISON, FREDERICK DOUGLAS AND HARRIET BEECHER STOWE
- TO BE ABLE TO IDENTIFY THE GREAT WRITERS, THEMES AND WORKS OF THAT ERA OF THE MID-1800'S

#### **CHAPTER 13 WESTWARD EXPANSION**

- STUDENTS GAIN AN UNDERSTANDING OF THE CONCEPT OF 'MANIFEST DESTINY' AND HOW THAT CONCEPT AFFECTED AMERICAN LIFE, CULTURE AND POLITICS.
- TO UNDERSTAND HOW AND WHY WESTWARD EXPANSION BROUGHT CONTINUED CONFLICTS WITH NATIVE

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AMERICANS, BRITIAN / CANADA AND EVENTUALLY WITH MEXICO

- TO KNOW HOW TEXAS BECAME INDEPENDENT FROM MEXICO AND THE ISSUES REGARDING ITS EVENTUAL BUT NOT IMMEDIATE ANNEXATION
- TO BE ABLE TO SUMMARIZE THE MAIN REASONS FOR, THE MAIN EVENTS/BATTLES DURING THE MEXICAN WAR AND THE MAJOR RESULTS OF THE WAR
- TO HAVE A KNOWLEDGE OF THE CONTRIBUTIONS TO WESTWARD EXPANSION MADE BY: THE MORMONS, THE '49'S' (GOLD RUSH IN CALIFORNIA) AND THE OREGON TRAIL

Content area: Social Studies, By the end of grade 8

Standard

6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Content Statement

5. Civil War and Reconstruction

The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.

The Civil War and Reconstruction had a lasting impact on the development of the United States.

Cumulative progress Indicators

Strand A. Civics, Government, and Human Rights 6.1.8.A.5.a Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.

6.1.8.A.5.b Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.

Strand B. Geography, People, and the Environment 6.1.8.B.5.a Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War.

Strand C. Economics, Innovation, and Technology 6.1.8.C.5.a Assess the human and material costs of the Civil War in the North and South.

6.1.8.C.5.b Analyze the economic impact of Reconstruction on the South from different perspectives.

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	<p>Strand D. History, Culture, and Perspectives</p> <p>6.1.8.D.5.a Prioritize the causes and events that led to the Civil War from different perspectives.</p> <p>6.1.8.D.5.b Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.</p> <p>6.1.8.D.5.c Examine the roles of women, African Americans, and Native Americans in the Civil War.</p> <p>6.1.8.D.5.d Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.</p>
<p style="text-align: center;">Materials: Davidson, et al. America: History of Our Nation Prentice Hall 2014 Unit 5 Essential Question: How was the civil war a political, economic, and social turning point?</p>	
Assessment Evidence	
<p>Performance Task (s): Progress monitoring and Summary assessments Other Evidence: Portfolios, Writing, Projects, Primary source use and self assessment.</p>	
Learning Plan	
<p>Learning Objectives: CHAPTER 14 THE NATION DIVIDED</p> <ul style="list-style-type: none"> <li>• TO UNDERSTAND THE GROWING TENSIONS BETWEEN THE NORTH AND THE SOUTH IN EACH ASPECT OF AMERICAN LIFE: ECONOMIC, POLITICAL, SOCIAL AND THE UNDERLYING ISSUE OF SLAVERY</li> <li>• TO KNOW HOW AND WHY WESTWARD EXPANSION INCREASED THE PROBLEM OF SLAVERY AND THE POLITICAL CONFLICT BETWEEN THE NORTH AND THE SOUTH INCLUDING THE END OF THE WHIG PARTY AND THE CREATION OF THE REPUBLICAN PARTY</li> </ul>	

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- TO KNOW WHY EACH ATTEMPT TO ESTABLISH A COMPROMISE OR SOLUTION TO SLAVERY EVENTUALLY FAILED INCLUDING: MISSOURI COMPROMISE, THE COMPROMISE OF 1850, WILMOT PROVISIO, KANSAS-NEBRASKA ACT, POPULAR SOVEREIGNTY AND THE DRED SCOTT DECISION
- TO UNDERSTAND WHY AND HOW PROTESTS AGAINST SLAVERY LED TO VIOLENCE AND DEATH
- TO KNOW THE MAIN REASONS WHY THE CRISIS OF SLAVERY BECAME WORSE AND THE SPECIFIC REASONS WHICH DIRECTLY LED TO THE BEGINNING OF THE AMERICAN CIVIL WAR / THE WAR BETWEEN THE STATES: THE DRED SCOTT DECISION, JOHN BROWN'S RAID ON HARPERS FERRY AND THE ELECTION OF ABRAHAM LINCOLN (ELECTION OF 1860)
- TO KNOW THE EVENTS AS TO HOW AND WHY SOUTH CAROLINA SECEDED FROM THE UNION IN APRIL OF 1861 AND THE BEGINNING OF THE CIVIL WAR WHEN CONFEDERATE TROOPS FIRE ON FORT SUMTER (P 502)
- TO BE ABLE TO FORM AN OPINION SUPPORTED BY HISTORICAL INFORMATION AS TO WHETHER OR NOT THE CIVIL WAR COULD HAVE BEEN AVOIDED

#### CHAPTER 15 THE CIVIL WAR

- TO UNDERSTAND THE MAJOR BATTLES (P 511), EVENTS AND INDIVIDUALS DURING THE CIVIL WAR
- TO KNOW WHY AND WHICH STATES WERE CONSIDERED 'BORDER STATES' AND THEIR ROLE DURING THE CIVIL WAR
- TO UNDERSTAND HOW THE ROLE OF MILITARY TECHNOLOGY AND HOW IT ADDED TO THE DEATH AND DESTRUCTION DURING THE WAR
- TO UNDERSTAND THE STRENGTHS AND WEAKNESSES OF BOTH THE NORTH (UNION) AND THE SOUTH (CONFEDERATE STATES OF AMERICA)
- TO KNOW WHY THE BATTLE OF ANTEITAM LED TO PRESIDENT LINCOLN'S 'EMMANCIPATION PROCLAMATION' AND WHAT THAT DECREE ACCOMPLISHED BOTH MORALLY AND POLITICALLY
- TO BE ABLE TO EXPLAIN THE DECISIVE BATTLE OF GETTYSBURG
- TO UNDERSTAND THE OVERALL IMPACT OF: GENERAL SHERMAN'S MARCH TO THE SEA, GENERAL LEE'S SURRENDER AT APPOMATOX, THE PASSAGE OF THE 13<sup>TH</sup> AMENDMENT (ABOLISH SLAVERY) AND THE ASSASSINATION OF PRESIDENT LINCOLN ON THE NATION AND THE POST WAR ERA OF RECONSTRUCTION