

# Middle School Social Studies- 8<sup>th</sup> Grade

(*The United States Through Industrialism*, the TCI textbook, refers to each lesson as a chapter.

The teacher lesson guide books (2) indicates the transparencies, placards, and audio tracks that can be used for each chapter and lesson)

Standard	History and Social Science Analysis Skills*	Estimated Instructional Time	TCI Instruction Materials and Pages	Possible External Resources
<p><b>8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.</b></p> <p><i>Power Standard: 8.1.2</i>  <i>Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as “all men are created equal, that they are endowed by their Creator with certain unalienable Rights”)</i></p>	<p><b>CST-</b>            1-explain major events are related            2- construct timelines  <b>HI-</b>            2-cause and effect            3-historical continuity</p>	<p><b>3-4 weeks</b></p>	<p><b>Chapters 3-6-</b></p> <ul style="list-style-type: none"> <li>• <b>SE</b> pgs. 35-85</li> <li>• <b>LG</b> pgs. 36-107</li> <li>• <b>ISN:</b> pgs. 15-39</li> </ul> <p><b>Analysis Skills Toolkit:</b> pgs. 7, 8, 9, 10, 11, 15,16, 17, 18, 19, 20, 21</p>	<p><b>Videos/DVDs:</b> - <i>No More Kings, Shot Heard Round the World</i> (School House Rock); <i>Liberty</i> video series- episode 1 and 2; <i>Documents of Destiny Series: Foundations and Colonial Era</i></p> <p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.pbs.org/ktca/liberty/">www.pbs.org/ktca/liberty/</a>- (episode 1 and 2)</li> <li>• <a href="http://www.cr.nps.gov/hps/abpp/rev1812.htm">www.cr.nps.gov/hps/abpp/rev1812.htm</a>- American Revolution</li> <li>• <a href="http://www.cr.nps.gov/museum/exhibits/revwar/index.htm">www.cr.nps.gov/museum/exhibits/revwar/index.htm</a>- American Revolution</li> </ul> <p><b>Simulations/Activators:</b></p> <ul style="list-style-type: none"> <li>• <i>The King’s M&amp;M’s</i> (American History Simulations)- Teacher Created Materials</li> <li>• American History Activators- SS School Service- Founding, Puritan Court</li> <li>• <i>American History Re-Creations: Congressional Crises</i>- SS School Service- Independence</li> </ul> <p><b>TCI Online Resources:</b> <a href="http://www.historyalive.com/resources/onlHistory.aspx">www.historyalive.com/resources/onlHistory.aspx</a></p> <ul style="list-style-type: none"> <li>• Enrichment Essays and Activities: America, Land of Opportunity: The Origins of the Free Enterprise System</li> </ul> <p><b>Primary Resources:</b></p> <ul style="list-style-type: none"> <li>• <i>National Center for History</i>- Jamestown, Puritans, Pennsylvania- SS Service- Primary Source Lesson Plans</li> <li>• <i>US History Unfolding</i>-Daily life in Colonial America, Revolution- SS Service- <a href="#">Graphic primary source material as overheads</a></li> </ul> <p><b>Picture Books:</b></p> <ul style="list-style-type: none"> <li>• <i>Can’t You Make Them Behave, King George?</i> By Jean Fritz</li> <li>• <i>The Liberty Tree</i> by Lucille Recht Penner</li> <li>• <i>The Declaration of Independence</i> by R. Conrad Stein</li> </ul> <p><b>The United States Change and Challenge (Holt):</b>”Your Rights and Mine”  <i>(This is the history companion series to the Holt Literature adoption.)</i></p>

\***CST**= Chronological and Spatial Thinking

**REP**= Research, Evidence, and Point of View

**HI**= Historical Interpretation

<p><b>8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.</b></p> <p><i><b>Power Standard: 8.1.3</b> Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.</i></p> <p><i>8.1.6 Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.</i></p> <p><i>8.1.7 Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.</i></p>	<p><b>REP-</b> 4-primary sources, draw conclusions</p> <p><b>HI-</b> 5- interpretations change (judicial review)</p>	<p>2-3 weeks</p>	<p><b>Chapters 8-10-</b></p> <ul style="list-style-type: none"> <li>• <b>SE</b> pgs. 103-143</li> <li>• <b>LG</b> pgs. 124-231</li> <li>• <b>ISN</b> pgs. 47-61</li> </ul> <p><b>Analysis Skills Toolkit:</b> pgs. 7, 11, 13, 14, 15, 16, 17, 18 ,19, 21</p>	<p><b>Videos/DVDs:</b> <i>I'm Just a Bill, 3-Ring Circus, We the People</i> (School House Rock)</p> <p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.whitehouse.gov/kids/">www.whitehouse.gov/kids/</a></li> <li>• <a href="http://www.constitutioncenter.org/">www.constitutioncenter.org/</a></li> <li>• <a href="http://bensguide.gpo.gov/">http://bensguide.gpo.gov/</a></li> <li>• <a href="http://www.pbs.org/wgbh/amex/duel/">www.pbs.org/wgbh/amex/duel/</a>- <i>American Experience</i> of Hamilton Burr Duel</li> <li>• <a href="http://www.memory.loc.gov/ammem/">www.memory.loc.gov/ammem/</a> /collections /continental/- Library of Congress documents for the Constitutional Convention</li> </ul> <p><b>Simulations/Activators:</b></p> <ul style="list-style-type: none"> <li>• <i>American History Re-Creations: National Debates-</i> SS School Service- Virginia Ratification</li> </ul> <p><b>TCI Online Resources:</b></p> <ul style="list-style-type: none"> <li>• Enrichment Essays/Activities: <i>Roots of American Democracy; The First State Constitutions</i> (Chp. 8)</li> </ul> <p><b>Primary Resources:</b></p> <ul style="list-style-type: none"> <li>• <i>US History Unfolding-</i>Founding of the nation- SS Service- Graphic primary source material as overheads.</li> </ul> <p><b>Picture Books:</b></p> <ul style="list-style-type: none"> <li>• <i>Shh! We're Writing the Constitution</i> by Jean Fritz</li> <li>• <i>Will You Sign Here, John Hancock?</i> By Jean Fritz</li> <li>• <i>If You Were There When They Signed the Constitution</i> by Elizabeth Levy</li> </ul> <p><b>The United States Change and Challenge (Holt):</b>”The Women of the American Revolution” (<i>This is the history companion series to the Holt Literature adoption.</i>)</p>
<p><b>8.3 Students understand the foundation of the American political system</b></p>	<p><b>HI-</b> 2- correlation of events</p>	<p>2-3 weeks</p>	<p><b>Chapters 8-11-</b></p> <ul style="list-style-type: none"> <li>• <b>SE</b> pg. 103-159</li> </ul>	<p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.whitehouse.gov/kids/">www.whitehouse.gov/kids</a></li> <li>• <a href="http://www.constitutioncenter.org">www.constitutioncenter.org</a></li> </ul>

\***CST**= Chronological and Spatial Thinking

**REP**= Research, Evidence, and Point of View

**HI**= Historical Interpretation

<p><b>and the ways in which citizens participate in it.</b></p> <p><i><b>Power Standards:</b> 8.3.4 Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).</i></p> <p><i>8.3.6 Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in political process and to monitor and influence government (e.g. function of elections, political parties, interest groups).</i></p>	<p>6- economic impact</p>		<ul style="list-style-type: none"> <li>• <b>LG</b> pgs. 24-260</li> <li>• <b>ISN</b> pgs. 47-77</li> </ul> <p><b>Analysis Skills Toolkit:</b> pgs. 7, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22</p>	<ul style="list-style-type: none"> <li>• <a href="http://www.rockthevote.com/home.php">www.rockthevote.com/home.php</a>- MTV's Voting initiative</li> <li>• <a href="http://www.lwv.org/">http://www.lwv.org/</a>- League of Women Voters</li> </ul> <p><b>Simulations/Activators:</b></p> <ul style="list-style-type: none"> <li>• Mock Elections- various locations</li> </ul> <p><b>TCI Online Resources:</b></p> <ul style="list-style-type: none"> <li>• Enrichment Essays/Activities: <i>Daily Life in the New Nation</i> (Chp. 11)</li> </ul> <p><b>Picture Books:</b></p> <ul style="list-style-type: none"> <li>• <i>VOTE!</i> By Eileen Christelow</li> </ul>
--	---------------------------	--	--	---

Standard	History and Social Science Analysis Skills*	Estimated Instructional Time	TCI Instruction Materials and Pages	Possible External Resources
<p><b>8.4 Students analyze the aspirations and ideals of the people of the new nation.</b></p> <p><i><b>Power Standard:</b> 8.4.4 Discuss daily life, including traditions in art, music, and literature, of early national America (e.g. through writings by Washington Irving, James Fenimore Cooper).</i></p>	<p><b>CST-</b> 3- maps and documents <b>REP-</b> 5- Different historical points of view <b>HI-</b> 1-Central issues 6- economic impact</p>	<p><b>2-3 weeks</b></p>	<p><b>Chapter 11-13-</b></p> <ul style="list-style-type: none"> <li>• <b>SE</b> pgs. 144-183</li> <li>• <b>LG</b> pgs. 232-310</li> <li>• <b>ISN</b> pgs. 73-92</li> </ul> <p><b>Analysis Skills Toolkit:</b> pgs. 7, 10, 11, 13, 14, 15, 16, 17, 19, 20, 21, 22</p>	<p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.pbs.org/jefferson/">http://www.pbs.org/jefferson/</a></li> <li>• <a href="http://www.pbs.org/kenburns/congress/">www.pbs.org/kenburns/congress/</a></li> <li>• <a href="http://www.pbs.org/lewisandclark/">www.pbs.org/lewisandclark/</a>- includes a game for the journey west (might be used in the West unit)</li> </ul> <p><b>Play:</b></p> <ul style="list-style-type: none"> <li>• Play about Louisiana Purchase- <a href="http://www.nps.gov/jeff?LewisClark2/Education/LouisianaPurchase?LessonPlanandActivity1.htm">www.nps.gov/jeff?LewisClark2/Education/LouisianaPurchase?LessonPlanandActivity1.htm</a></li> <li>• <a href="http://www.nationalgeographic.com/features/97/west/">www.nationalgeographic.com/features/97/west/</a></li> </ul> <p><b>TCI Online Resources:</b></p> <ul style="list-style-type: none"> <li>• Enrichment Essays/Activities: <i>Growth of a National Literature</i> (Chp. 13)</li> </ul> <p><b>The United States Change and Challenge (Holt):</b>”The Incredible Adventures of Lewis and Clark” (<i>This is the history companion series to the Holt Literature adoption.</i>)</p>
<p><b>8.5 Students analyze U.S. foreign policy in the early Republic.</b></p> <p><i><b>Power Standard:</b> 8.5.2 Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.</i></p>	<p><b>CST-</b> 2- construct timelines <b>HI-</b> 2-cause and effect</p>	<p><b>2-3 weeks</b></p>	<p><b>Chapter 12-</b></p> <ul style="list-style-type: none"> <li>• <b>SE</b> pgs. 160-173</li> <li>• <b>LG</b> pgs. 262-289</li> <li>• <b>ISN</b> pgs. 78-88</li> </ul> <p><b>Analysis Skills Toolkit:</b> pgs. 10, 11, 14, 15, 16, 17, 21, 22</p> <p><b>Chapter 15-</b></p> <ul style="list-style-type: none"> <li>• <b>SE</b> pgs. 197-209</li> <li>• <b>LG</b> pgs. 362-383</li> </ul>	<p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.pbs.org/jefferson/">http://www.pbs.org/jefferson/</a></li> <li>• <a href="http://www.cr.nps.gov/hps/abpp/rev1812.htm">www.cr.nps.gov/hps/abpp/rev1812.htm</a>- War of 1812</li> </ul>

\***CST**= Chronological and Spatial Thinking

**REP**= Research, Evidence, and Point of View

**HI**= Historical Interpretation

			<ul style="list-style-type: none"> <li>• ISN pgs. 103-109</li> </ul> <p><b>Analysis Skills Toolkit:</b> pgs. 10-12, 15-19, 21, 22</p>	
<p><b>8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.</b></p> <p><i>Power Standard: 8.6.2 Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).</i></p>	<p><b>REP</b> 5- different historical views</p> <p><b>HI-</b> 2- correlation of events 3-historical continuity</p>	<p><b>2-3 weeks (usually concurrent with 8.7 as we compare 2 regions)</b></p>	<p><b>Chapter 13-</b></p> <ul style="list-style-type: none"> <li>• SE pgs. 175-183</li> <li>• LG pgs. 290-310</li> <li>• ISN pgs. 89-92</li> </ul> <p><b>Analysis Skills Toolkit:</b> pgs. 7, 11, 13, 14, 15, 16, 19, 20</p> <p><b>Chapter 18-19-</b></p> <ul style="list-style-type: none"> <li>• SE pgs. 240-267</li> <li>• LG pgs. 412-439</li> <li>• ISN pgs. 124-138</li> </ul> <p><b>Analysis Skills Toolkit:</b> pgs. 7, 8, 9, 10, 11, 12, 11, 14, 15, 16, 18, 20, 21</p>	<p><b>Videos/DVDs:</b> <i>Suffragette City</i> (School House Rock)</p> <p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.pbs.org/stantonanthony/">www.pbs.org/stantonanthony/</a></li> <li>• <a href="http://www.cr.nps.gov/nr/feature/wom/">www.cr.nps.gov/nr/feature/wom/</a>- Details of Women's History</li> </ul> <p><b>Simulations/Activators:</b></p> <ul style="list-style-type: none"> <li>• American History Re-Creations: National Debates- SS School Service- Women's Rights</li> </ul> <p><b>TCI Online Resources:</b></p> <ul style="list-style-type: none"> <li>• Enrichment Essays and Activities: <i>Education in the United States I: Schools and Schooling in Pre-Civil War America; Primary Sources on American Education in the 19<sup>th</sup> Century</i> (Chp. 18)</li> </ul> <p><b>Primary Resources:</b></p> <ul style="list-style-type: none"> <li>• US History Unfolding-Women's Rights, - SS Service- Graphic primary source material as overheads</li> </ul> <p><b>The United States Change and Challenge (Holt):</b>"The Birthplace of Women's Rights" (<i>This is the history companion series to the Holt Literature adoption.</i>)</p>
<p><b>8.7 Students analyze the divergent paths of the American people in the South from 1800 to the</b></p>	<p><b>CST-</b> 3- maps and documents</p> <p><b>HI-</b></p>	<p><b>2-3 weeks (usually concurrent with 8.6 as</b></p>	<p><b>Chapter 19-20-</b></p> <ul style="list-style-type: none"> <li>• SE pgs. 253-283</li> </ul>	<p><b>Videos/DVDs:</b> <i>Enslaved-Indentured Servant</i> (Colonial Williamsburg)</p> <p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.cr.nps.gov/aahistory/">www.cr.nps.gov/aahistory/</a>- Details of African American History</li> </ul>

\***CST**= Chronological and Spatial Thinking

**REP**= Research, Evidence, and Point of View

**HI**= Historical Interpretation

<p><b>mid-1800s and the challenges they faced.</b></p> <p><i>Power Standards: 8.7.1 Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.</i></p> <p><i>8.7.2 Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).</i></p>	<p>2- correlation of events 5- interpretations change 6- economics</p>	<p><b>we compare 2 regions)</b></p>	<ul style="list-style-type: none"> <li>• <b>LG</b> pgs. 424-459</li> <li>• <b>ISN</b> pgs. 133-144</li> </ul> <p><b>Analysis Skills Toolkit:</b> pgs. 7, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21</p>	<p><b>Simulations/Activators:</b></p> <ul style="list-style-type: none"> <li>• American History Activators- SS School Service- Middle Passage, Slave Auction (careful)</li> </ul> <p><b>TCI Online Resources:</b></p> <ul style="list-style-type: none"> <li>• Enrichment Essays/Activities: <i>Comparing Slavery in West Africa and America</i> (Chp. 19)</li> </ul> <p><b>Read Aloud/Picture Books:</b></p> <ul style="list-style-type: none"> <li>• <i>The Middle Passage</i>- Tom Feelings</li> <li>• <i>An Eyewitness of Slavery in America</i>- Schneider and Schneider</li> <li>• <i>To Be a Slave</i>- Julius Lester- narratives of slavery</li> <li>• <i>Pink and Say</i> by Patricia Polacco</li> <li>• <i>Abraham Lincoln: A Photography</i> by Russell Freedman</li> <li>• <i>Followers of the North Star</i> by Susan Altman and Susan Lechner</li> <li>• <i>Dear Benjamin Banneker</i> by Brian Pickney</li> </ul>
--	--	-------------------------------------	--	--

Standard	History and Social Science Analysis Skills*	Estimated Instructional Time	TCI Instruction Materials and Pages	Possible External Resources
<p><b>8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.</b></p> <p><i>Power Standards: 8.8.1 Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of National Bank, policy of Indian removal, opposition to the Supreme Court).</i></p> <p><i>8.8.2 Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees’ “Trail of Tears,” settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.</i></p> <p><i>8.8.6 Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of</i></p>	<p><b>HI-</b> 2- correlation of events 3- historical continuity 5- interpretations change</p>	<p><b>4-6 weeks (might include some sub standards from later standards)</b></p>	<p><b>Chapter 14-17-</b></p> <ul style="list-style-type: none"> <li>• <b>SE</b> pgs. 185-239</li> <li>• <b>LG</b> pgs. 312-329, 362-411</li> <li>• <b>ISN</b> pgs. 93-123</li> </ul> <p><b>Analysis Skills Toolkit:</b> pgs. 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22</p> <p><b>Chapter 24-</b></p> <ul style="list-style-type: none"> <li>• <b>SE</b> pgs. 337-351</li> <li>• <b>LG</b> pgs. 508-541</li> <li>• <b>ISN</b> pgs. 167-171</li> </ul> <p><b>Analysis Skills Toolkit:</b> pgs. 7, 8, 10, 11, 15, 17, 19, 20</p>	<p><b>Videos/DVDs:</b> <i>Elbow Room</i> (School House Rock); <i>The Way West</i> (PBS); <i>The Mexican War</i> (PBS)</p> <p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.pbs.org/wnet/ranchhouse/">www.pbs.org/wnet/ranchhouse/</a></li> <li>• <a href="http://www.pbs.org/weta/thewest/">www.pbs.org/weta/thewest/</a>- video series and web site, also a book</li> <li>• <a href="http://www.pbs.org/wgbh/amex/alamo/">www.pbs.org/wgbh/amex/alamo/</a>- American Experience</li> <li>• <a href="http://www.pbs.org/wgbh/amex/iron/">http://www.pbs.org/wgbh/amex/iron/</a>and <a href="http://www.pbs.org/wgbh/amex/tcrr/">www.pbs.org/wgbh/amex/tcrr/</a> American Experience of the Transcontinental Railroad</li> <li>• <a href="http://www.pbs.org/keramex/mexicanwar/">www.pbs.org/keramex/mexicanwar/</a>- Mexican War video and web site</li> </ul> <p><b>Simulations/Activators:</b></p> <ul style="list-style-type: none"> <li>• <i>American History Activators</i>- SS School Service- Mountain Man Rendezvous, Cattle Drive</li> <li>• <i>American History Re-Creations:</i> Congressional Crises- SS School Service- Texas and Mexican War, Dawes Act</li> </ul> <p><b>TCI Online Resources:</b></p> <ul style="list-style-type: none"> <li>• Enrichment Essays/Activities: <i>African-Americans Fight Slavery; Documents of the Slave Rebellion of Denmark Vesey and Nat Turner</i> (Chp. 20)</li> <li>• Internet Project: (Chp. 14) <i>Create a pamphlet advertising the current status of one of the Five Civilized Tribes displaced by the Indian Removal Act.</i></li> </ul> <p><b>Primary Sources:</b></p> <ul style="list-style-type: none"> <li>• <i>US History Unfolding</i>-Lewis and Clark- SS Service- Graphic primary source material as overheads</li> <li>• <i>US History Unfolding</i>-Manifest Destiny,- SS Service- Graphic primary source material as overheads</li> </ul> <p><b>Picture Books:</b></p> <ul style="list-style-type: none"> <li>• <i>Children of the Trail West</i>-Holly Littlefield</li> <li>• <i>Rachel’s Journal: The Story of a Pioneer Girl</i> by Marissa Moss</li> </ul> <p><b>The United States Change and Challenge (Holt):</b>”Into the Unknown: The Incredible Adventures of Lewis and Clark”; “from The Trail of Tears”; “from The Birth of Modern Mexico”; “from The Oregon Trail”; Gold Mountain (<i>This is the history companion series to the Holt Literature adoption.</i>)</p>

\***CST**= Chronological and Spatial Thinking

**REP**= Research, Evidence, and Point of View

**HI**= Historical Interpretation

<p><i>Americans, including Mexican Americans today.</i></p>				
<p><b>8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.</b></p> <p><b>Power Standard:</b> 8.9.1 <i>Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass.</i></p> <p>8.9.4 <i>Discuss the importance of the slavery issue as raised by the annexation of Texas and California’s admission to the union as a free state under the Compromise of 1850.</i></p> <p>8.9.5 <i>Analyze the significance of the States’ Rights Doctrine, the Missouri Compromise (1820), the Wilmont Proviso (1846), the Compromise of 1850, Henry Clay’s role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the Dred Scott v. Sandford decision (1857), and the</i></p>	<p><b>CST-</b> 3- maps and documents <b>HI-</b> 2- correlation of events 5- interpretations change 6- economics and political issues</p>	<p><b>1-2 weeks</b></p>	<p><b>Chapter 8-</b></p> <ul style="list-style-type: none"> <li>• SE pg. 111</li> <li>• LG pgs. 508-541</li> </ul> <p><b>Analysis Skills Toolkit:</b> pgs. 7, 11, 16, 17, 19, 21</p> <p><b>Chapter 18-</b></p> <ul style="list-style-type: none"> <li>• SE pgs. 246-247</li> <li>• LG pg. 422</li> <li>• ISN pgs. 124-132</li> </ul> <p><b>Analysis Skills Toolkit:</b> pgs. 8, 9, 10, 11, 15, 16, 18, 20</p> <p><b>Chapter 20-</b></p> <ul style="list-style-type: none"> <li>• SE pgs. 276-278</li> <li>• LG pgs. 456-457</li> <li>• ISN pgs. 139-144</li> </ul> <p><b>Analysis Skills Toolkit:</b> pgs. 7, 9, 10, 11, 13, 15, 16, 19, 20</p>	<p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.pbs.org/wgbh/amex/brown/">www.pbs.org/wgbh/amex/brown/</a>- American Experience about John Brown</li> <li>• 209.10.16.21/TEMPLATE/FrontEnd /index.cfm- Underground Railroad access through NPS</li> </ul> <p><b>Simulations/Activators:</b></p> <ul style="list-style-type: none"> <li>• <i>The Trial of John Brown</i>- SS Service- Simulation</li> </ul> <p><b>Primary Sources:</b></p> <ul style="list-style-type: none"> <li>• <i>National Center for History- Slavery</i>- SS Service- Primary Source Lesson Plans</li> <li>• <i>US History Unfolding</i>-Abolition,- SS Service- Graphic primary source material as overheads</li> </ul> <p><b>TCI Online Resources:</b></p> <ul style="list-style-type: none"> <li>• Internet Project: (Chp. 20) <i>Examine the African American experience from colonial times through the Civil War-create a timeline.</i></li> </ul> <p><b>The United States Change and Challenge (Holt):</b>”from Freedom Rider” <i>(This is the history companion series to the Holt Literature adoption.)</i></p>

\***CST**= Chronological and Spatial Thinking

**REP**= Research, Evidence, and Point of View

**HI**= Historical Interpretation

<p><i>Lincoln-Douglas debates</i> (1858)</p>			<p><b>Chapter 21-</b></p> <ul style="list-style-type: none"> <li>• <b>SE</b> pgs. 289-290, 298-299</li> <li>• <b>LG</b> pgs. 469-471</li> <li>• <b>ISN</b> pgs. 145-152</li> </ul> <p><b>Analysis Skills Toolkit:</b> pgs. 7, 10, 16, 19, 20, 22</p>	
--	--	--	--	--

**\*CST**= Chronological and Spatial Thinking

**REP**= Research, Evidence, and Point of View

**HI**= Historical Interpretation

Standard	History and Social Science Analysis Skills*	Estimated Instructional Time	TCI Instruction Materials and Pages	Possible External Resources
<p><b>8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.</b></p> <p><i>Power Standards: 8.10.1 Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.</i></p> <p><i>8.10.4 Discuss Abraham Lincoln’s presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his “House Divided” speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).</i></p> <p><i>8.10.6 Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee’s surrender at Appomattox.</i></p>	<p><b>CST-</b> 3- maps and documents</p> <p><b>HI-</b> 2- correlation of events 5- interpretations change</p>	<p><b>3-4 weeks</b></p>	<p><b>Chapters 21-22-</b></p> <ul style="list-style-type: none"> <li>• <b>SE</b> pgs. 285-321</li> <li>• <b>LG</b> pgs. 460-493</li> <li>• <b>ISN</b> pgs. 145-158</li> </ul> <p><b>Analysis Skills Toolkit:</b> pgs. 7, 10, 11, 16, 18, 19, 20, 21, 22</p>	<p><b>Videos/DVDs:</b> <i>Civil War Series</i>-Ken Burns (PBS)</p> <p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.nps.gov">www.nps.gov</a>- sites related to battle sites, individuals, etc.</li> <li>• <a href="http://www.pbs.org">www.pbs.org</a>- Civil War video and web site by Ken Burns</li> <li>• <a href="http://www.pbs.org/wgbh/amex/lincolns/">www.pbs.org/wgbh/amex/lincolns/</a>- American Experience about the Lincolns</li> <li>• <a href="http://www.pbs.org/wgbh/amex/grant/">www.pbs.org/wgbh/amex/grant/</a>- American Experience about Grant- includes a game for Shiloh</li> <li>• <a href="http://www.cr.nps.gov/museum/exhibits/gettex">www.cr.nps.gov/museum/exhibits/gettex</a> -Daily life at Gettysburg</li> </ul> <p><b>Plays:</b></p> <ul style="list-style-type: none"> <li>• <i>Calhoun v. Garrison</i>- SS Service- talk show style play on secession</li> </ul> <p><b>Primary Sources:</b></p> <ul style="list-style-type: none"> <li>• <i>US History Unfolding</i>-Civil War,- SS Service- Graphic primary source material as overheads</li> </ul> <p><b>TCI Online Resources:</b></p> <ul style="list-style-type: none"> <li>• Enrichment Essays/Activities: <i>Great American Speeches: Abraham Lincoln Inaugural Address</i> (Chp. 22)</li> </ul> <p><b>Picture Books/Read Aloud:</b></p> <ul style="list-style-type: none"> <li>• <i>Children of The Civil War</i>- Candice Ransom</li> <li>• <i>Ghosts of the Civil War</i>- Cheryl Harness</li> <li>• <i>Lincoln: A Photobiography</i> by Russell Freedman</li> <li>• <i>A Separate Battle: Women and the Civil War</i> by Ina Chang</li> <li>• <i>For Home and Country: A Civil War Scrapbook</i> by Norman and Bolotin and Angela Herb</li> <li>• <i>A Civil War Journal</i> compiled by Albert A. Nofi</li> </ul> <p><b>The United States Change and Challenge (Holt):</b>”Supplying the Armies”; “A Proud Tradition” (<i>This is the history companion series to the Holt Literature adoption.</i>)</p>
<p><b>8.11 Students analyze the character and lasting consequences of</b></p>	<p><b>CST-</b> 1- major events are connected</p>	<p><b>1-2 weeks</b></p>	<p><b>Chapter 23-</b></p> <ul style="list-style-type: none"> <li>• <b>SE</b> pgs. 323-335</li> </ul>	<p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.pbs.org/wgbh/amex/reconstruction/">www.pbs.org/wgbh/amex/reconstruction/</a>- American Experience about Reconstruction</li> </ul>

\***CST**= Chronological and Spatial Thinking

**REP**= Research, Evidence, and Point of View

**HI**= Historical Interpretation

<p><b>Reconstruction.</b></p> <p><i>Power Standard: 8.11.1 List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.</i></p> <p><i>8.11.3 Understand the effects of the Freedmen’s Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and “Jim Crow” laws.</i></p> <p><i>8.11.5 Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.</i></p>	<p><b>REP-</b> 5- Different historical points of view</p> <p><b>HI-</b> 5-interpretations change 6- economics and political issues</p>		<ul style="list-style-type: none"> <li>• <b>LG</b> pgs. 494-507</li> <li>• <b>ISN</b> pgs. 159-166</li> </ul> <p><b>Analysis Skills Toolkit:</b> pgs. 7, 8, 11, 15, 16, 18, 19, 22</p>	<p><b>Primary Sources:</b></p> <ul style="list-style-type: none"> <li>• <i>US History Unfolding</i>-Reconstruction,- SS Service- Graphic primary source material as overheads</li> </ul> <p><b>Picture Book/Read Aloud:</b></p> <ul style="list-style-type: none"> <li>• <i>Children of the Emancipation</i>- Wilma King</li> </ul>
<p><b>8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.</b></p> <p><i>Power Standard: 8.12.2 Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.</i></p> <p><i>8.12.4 Discuss entrepreneurs, industrialists, and bankers in politics,</i></p>	<p><b>REP-</b> 4- Primary and Secondary Sources</p> <p>5- Different historical points of view</p> <p><b>HI-</b> 2- cause and effect, sequence 6- economics and political issues</p>	<p><b>3-5 weeks</b></p>	<p><b>Chapter 24-27-</b></p> <ul style="list-style-type: none"> <li>• <b>SE</b> pgs. 337-397</li> <li>• <b>LG</b> pgs. 508-601</li> <li>• <b>ISN</b> pgs. 167-188</li> </ul> <p><b>Analysis Skills Toolkit:</b> pgs. 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, 19, 20, 22</p>	<p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.nps.gov">www.nps.gov</a>- sites related to industrialists</li> <li>• <a href="http://www.pbs.org/amex">www.pbs.org/amex</a>- The American experience includes stories on Chicago, Carnegie, Rockefellers, Edison, telephones, forgotten inventors, etc.</li> <li>• <a href="http://www.pbs.org/wgbh/amex/rockefellers">www.pbs.org/wgbh/amex/rockefellers</a>- includes a game for cornering the market</li> </ul> <p><b>Simulations/Activators:</b></p> <ul style="list-style-type: none"> <li>• <i>American History Re-Creations: Congressional Crises</i>- SS School Service- Immigration Quota</li> </ul> <p><b>Primary Sources:</b></p> <ul style="list-style-type: none"> <li>• <i>US History Unfolding</i>- Industrial Revolution, Lowell, Irish in America, Robber Barons, Progressivism- SS Service- Graphic primary source material as overheads</li> </ul> <p><b>TCI Online Resources:</b></p> <ul style="list-style-type: none"> <li>• Enrichment Essays/Activities: <i>The Homestead Act and the Rise of Private Property</i> (Chp. 24); <i>Women Inventors</i> (Chp. 25); <i>Alfred Levitt: The</i></li> </ul>

\***CST**= Chronological and Spatial Thinking

**REP**= Research, Evidence, and Point of View

**HI**= Historical Interpretation

<p>commerce and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).</p>				<p><i>Biography of a Child Immigrant</i> (Chp. 26); <i>Jane Addams and the Settlement House Movement</i> (Chp. 26).</p> <ul style="list-style-type: none"> <li>• Internet Connection: (Chp. 24) <i>Nez Perce Tribe Web site; New perspective on the West</i>; (Chp. 25) <i>The Triangle Factory Fire; Labor Unions; The History Place: Child Labor in America 1908-1912</i></li> </ul> <p><b>Picture Book/Read Aloud:</b></p> <ul style="list-style-type: none"> <li>• <i>Immigrant Children</i>-Sylvia Whitman</li> <li>• <i>Journey to Ellis Island</i> – Carol Bierman</li> </ul>
---	--	--	--	--

\***CST**= Chronological and Spatial Thinking

**REP**= Research, Evidence, and Point of View

**HI**= Historical Interpretation

General Resources we recommend:

- Cartoon History of the United States- Larry Gonick
- Colonization to Reconstruction- US History and Review CD Rom- Available at Social Studies School Service
- Big Ideas in American History- Available at Social Studies School Service

Teachers are strongly encouraged to include research opportunities for students to investigate and research historical questions at least once a year. Additionally, as teachers select primary and secondary sources they should seek opportunities to apply the Research, Evidence and Point of View standards as these directly reinforced through the content standards.

A major emphasis in state testing is on the Civil War and it is recommended that teachers finish instruction for standards through 8.11 prior to testing.

Assessments

Name

Name	Description	Appropriate Use
ABC Book	A book with 26 pages where students select terms for each letter of the alphabet- usually included are a few sentences describing the importance of the term and illustrations or pictures. Ex. A is for Alamo an important battle in the Texas War for Independence where the American/Texans were slaughtered by Pancho Villa.	Any assessment where you want to know the breadth of student recall and where sequence is not important.  Limitations: Know that students spend a great deal of time on illustrations so this might be limited.
Advertisement	Usually a one page persuasive document- may be on construction paper or regular paper- often includes graphic art and text designed to take a position Ex- Write an advertisement to persuade people to your point of view on the Articles of Confederation and what the next steps should be.	Any assessment where students need to evaluate and take a position on an issue where multiple points of view are valid.  Limitations: If you believe there is one right answer this isn't the right assignment. Be clear about what needs to be included in the as otherwise you'll get slogans and art only.
Research Report	A written or oral report where students formulate questions, research those questions and draw conclusions. Ex- An important individual from a historical period, major battle fought during the Civil War, etc.	Any assessment where you want the students to go through a detailed multi-stepped process to analyze, evaluate, and apply information that has been gathered into a well-organized written format.  Limitations: Know that a lot of guidance needs to be

\***CST**= Chronological and Spatial Thinking

**REP**= Research, Evidence, and Point of View

**HI**= Historical Interpretation

		given to students as they engage in this process. This activity can be very time consuming, therefore, it is recommended that you plan only 1-2 major research reports a year.
K-W-L	A K-W-L is a pre- and post-reading strategy designed to facilitate students' interest in and activate their prior knowledge of a topic before reading nonfiction material. The letters K, W, and L stand for "What I Know," "What I Want to Learn," "What I Have Learned." Ex-What do you know about the American Civil War?	Any assessment where you want to activate prior knowledge. This activity encourages students to ask questions, thereby setting meaningful purposes for their reading.  Limitations: Don't worry about the accuracy of the answers under the K column; this is a brain storming activity; students can correct any errors later during the L part of the activity.
Debate	This discussion strategy provides students with practice in formulating a list of arguments in favor or against an idea being debated; likely arguments that the opposing team might make either for or against the topic; and arguments that counter or discredit those used by the opposing team. Ex-Supreme court case decisions.	Any assessment where you want the students to judge the value of ideas and materials in an open forum.  Limitations: Students may try to turn this into a shouting match. They will need a lot of guidance in demonstrating respect for different opinions.
Double-Entry Journal	A double-entry journal is a variation of a response journal. Typically, the left column includes quotes or facts from a selection, while the right column offers students the opportunity to respond to the quotation or idea. It is a very good strategy to build students' ability to comprehend and interpret a text. Ex-Slave Narratives, Experiences of the Native Americans	Double-entry journals encourage students to become more engaged in what they are reading by focusing on just one part of the text at a time. These journals expand on students' understanding of the material and build an initial interpretive response.  Limitations: Students may not be reflective in their thoughts and write things such as "Wow!" "I don't think anything." You may need to structure the activity a few times by selecting quotes, just until they understand the entire process and purpose of the activity.
Fishbowl	This is an activity in which a small group of students engage in a discussion of a primary or secondary source while the remainder of the class observes. Participants interact with others to create meaning in response to the source, constructing new insights as they speak and listen to the insights of others.	This is a learning activity which allows participants to demonstrate to onlookers two kinds of processes: 1) Collaborative learning from a reading or visual, and 2) the process of responding to an informational text.  Limitations: This takes a while for the students to

\***CST**= Chronological and Spatial Thinking

**REP**= Research, Evidence, and Point of View

**HI**= Historical Interpretation

		perform this task with ease. Be patient!
Editorial	This writing style provides students opportunities to persuade fellow student or community members their arguments about an issue or topic. This style of writing will use facts to support opinions and often include the opposing viewpoint for comparison and contrast. Ex-1 <sup>st</sup> Amendment Rights	Student assess the credibility of the sources and draw sound conclusions.  Limitation: When using make sure that there are valid multiple points of view that would be acceptable to you.
Poster	Usually a visual interpretation/representation of key information from notes, reading, research, video, etc. in an illustration, symbol or cartoon. Drawings may show a perspective on a topic, event, or character. Often times there is also written text.	A poster is a useful tool for helping students to structure what they understand from their reading, research, notes, etc. It also helps students make connections between ideas.
Timeline	Usually an annotation of events, including quotes, drawings, and dates about the event. Ex- Make a timeline highlighting the Road to the Independence. Here students would use 12 major events that led to the American Revolution.	Any assessment where you want students to organize information or a series of events in a sequential and logical order.  Limitation: Think about whether it is a listing of order of events, or done by scale.
Poem	This writing style promotes creative opportunities for students to explain the central issues and ideas of people and events in history. Using this strategy will provide historical interpretation of primary and secondary sources. Ex – <b>“I am” poem</b> from the perspective of a slave or Civil War soldier; <b>Found Poem</b> from the perspective of a Native American, Declaration of Independence, Trail of Tears; <b>Acrostic Poem</b> on Foreign Policy	Students explain the central issues and problems of the past and today. Students present different points of view on historical events or characters.  Limitations: Because it is creative, it may not address everything that you may covered.
Powerpoint Presentations	This is a computer slide presentation that can be done on any historical event, person, etc. This activity involves the use of the internet, graphics, sound, pictures, etc. Ex-Immigration	This is a fun great way to integrate technology into students learning.  Limitations: Some students may not be familiar with how to use this program. You must be patient and willing to teach them.

\***CST**= Chronological and Spatial Thinking

**REP**= Research, Evidence, and Point of View

**HI**= Historical Interpretation