HCPSS Curriculum Framework
8th Grade Social Studies

Maryland Standards:

1. Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on democratic skills and attitudes necessary to become responsible citizens.
2. Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States, and the World through a multicultural and a historic perspective.
3. Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.
4. Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.
5. Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland and the United States.
6. Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.

Literacy Framework:

Close Reading	Student Questions	Outcomes (linked to Common Core Standards)	Prompts
Sourcing Consider the document's source and purpose *Prior to reading the document, students should carefully analyze the source.*	• Who wrote this? • What is the author's point of view? • Why was it written? • When was it written (a long time or a short time after the event)? • Is this a primary or secondary source? How do you know? • Is the source believable? Why or why not?	**Key Ideas and Details** • Cite specific textual evidence to support analysis of primary and secondary sources (RH.6-8.1) **Craft and Structure** • Identify aspects of a text that reveal an author's point of view or purpose. (RH.6-8.6 **Integration of Knowledge and Ideas** • Analyze the relationship between a primary and secondary source	• "I think the author probably believes..." • "The author's purpose is to…" • "I think the audience is..." • "Based on the sourcing information, I predict this author will..." • "I do/don't trust this source because..." • "If a contemporary of the author had written the text,

		on the same topic. (RH.6-8.9)	his or her point of view would…”
Contextualizing *(Imagining/Visualizing the setting)* Place the document in a time period, culture, setting, or subject-specific context	• "What events were happening at the time the text was written?" • In what ways might this influence what you are reading? • What was it like to be alive at this time? • What things were different during the time when the text was written? What things were the same? • What would it be like to see this event through the eyes of someone who lived in this time? • How might these perspectives and attitudes influence their actions?	**Key Ideas and Details** • Determine the central ideas or information; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2) **Craft and Structure** • Identify aspects of a text that reveal an author's point of view or purpose. (RH.6-8.6) **Integration of Knowledge and Ideas** • Distinguish among fact, opinion, and reasoned judgment in a text. (RH.6-8.8) • Analyze the relationship between a primary and secondary source on the same topic. (RH.6-8.9)	• "I already know that _____ is happening at this time..." • "From this document I would guess that people at this time were feeling..." • "This document might not give me the whole picture because..." • "The events of the time were influenced by…" • "Life during this time period and life during the 21st century are similar and/or different because…"
Critical Reading Read the text carefully to identify details and nuances in the author's words, or in data, images, text features, etc.	• What claims does the author make? • What evidence does the author use to support those claims? • How is this document supposed to make me feel? • What words does the author use to paint a	**Key Ideas and Details** • Cite specific textual evidence to support analysis of primary and secondary sources (RH.6-8.1) • Identify key steps in a text's description of a process. (RH.6-8.3) **Craft and Structure** • Determine the meaning of words and phrases as they are used in	• "The author claims that…" • "To support his/her claims, the author…" • "I think the author chose these words because they make me feel…" • "The author is trying to convince me...(by using/saying...)"

	particular picture of the event, or to convince me that they are right? • What information does the author leave out?	a text. (RH.6-8.4) • Describe how a text presents information (e.g., sequentially, comparatively, causally). (RH.6-8.5) • Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts) (RH.6-8.6) **Integration of Knowledge and Ideas** • Distinguish among fact, opinion, and reasoned judgment in a text. (RH.6-8.8)	• "The ordering of events allows readers to..." • "Specific vocabulary the author uses provides…"
Corroborating *(Cross-Checking)* Compare multiple sources against each other to develop a well supported interpretations	• What do other pieces of evidence (texts, images, data, maps, etc.) say? • Am I finding the same information everywhere? • Am I finding different versions of the story? (If yes, why might that be?) • Where else might I locate additional information about the topic? • Which pieces of evidence are most believable and why?	**Key Ideas and Details** • Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1) **Integration of Knowledge and Ideas** • Integrate visual information with other information in print and digital texts. (RH.6-8.7) • Analyze relationship between primary and secondary sources on the same topic. (RH.6-8.9)	• "This author agrees/disagrees with..." • "This document was written earlier/later than the other, so..."

Universal Design for Learning

Universal Design for Learning is a set of principles for curriculum development and instruction that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.

Here are some basic tools to get started with UDL in your classroom:

More information
CAST Web-site

Get to know your learners.
Online multiple intelligence assessment

Explore classroom technology resources.
Discovery Education in the classroom
Show Me (Mac and iPad app)
Using Edmodo in the classroom
PBS Learning Media for Social Studies
UDL Self-Check

Multiple Means of Representation	Multiple Means of Expression	Multiple Means of Engagement
How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.	*Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.*	*How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.*

▪ Provide information through different modalities
   o Caption/Cartoon
   o Spoken language
   o Visual diagrams
	▪ Provide alternatives for interacting with instructional materials, physical manipulatives and technology (e.g., laminate map and mark with dry erase, point and click map games)	▪ Provide choices in levels of challenge, types of tools used, color, design, layout of graphics, sequence and timing of tasks
		▪ Involve students in setting personal

- Video and audio clips
- Alternate text size
- Graphs, charts tables
- Use color strategically
- Conduct simulations of key events
- Modulate the speed, repetition, or timing of video, slides, animation, sound
- Prime vocabulary to connect to prior knowledge or experiences
- Emphasize roots of words
- Clarify or point out patterns, symbols, sequencing, big ideas
- Present and support concepts with alternative forms of expression (i.e., illustration, dance/movement, diagram, model, comic strip, storyboard, photograph, animation, physical or virtual manipulative)
- Activate prior knowledge through preview
- Pre-teach critical prerequisites
- Bridge understanding by using analogies, metaphors to provide context
- Chunk information into smaller elements
- Teach and model mnemonic strategies
- Use checklists and graphic organizers
- Review and practice

- Compose in multiple media such as text, speech, drawing, visual art, sculpture, or video
- Provide technology tools to facilitate demonstration of learning (e.g., spell check, speech to text software, graphing calculators, graph paper, outlining tools, sentence strips, sentence starters, concept mapping)
- Use web applications (e.g., wikis, animation)
- Provide scaffolds as needed that can be gradually released with increasing independence & skills
- Use prompts, models, process think-alouds, and templates for sequencing
- Set learning goals, provide checklists, guides for note taking, & guided questions

- goals
- Vary activities and sources that can be personalized & contextualized to learners lives, that are culturally relevant, responsive and appropriate
- Design purposeful activities that allow for active participation so that outcomes are authentic and resonates with audiences
- Invite personal response, evaluation, and self-reflection
- Use feedback to provide alternative aid
- Provide prompts to provide & restate goals—calendars, schedules
- Provide collaboration and peer support
- Emphasize process, effort, improvement in meeting standards
- Cooperative learning groups & roles
- Differentiate degrees of difficulty
- Provide rubrics
- Provide recording, charting & displaying of data and templates to support processing

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Unit: The Historical Process and The Road To Independence

Overview:
Unit I has a twofold purpose. First, students will learn and use the tools of a historian. Essential tools include identifying and evaluating primary and secondary sources, assessing and comparing historical text, and drawing plausible conclusions about the past. Students will also differentiate between history and heritage and the role of each in American society. Second, students will review the settlement and growth of the British colonies in North America, examining how colonial development was influenced by many factors. Over time, the colonial relationship was diminished and conflict arose between Great Britain and its American colonies, leading to the Declaration of Independence.

Enduring Understandings:
- There are multiple perspectives on history.
- Applying the skills and thought processes of a historian is vital to understanding the past.
- The study of the past requires specialized reading, writing, and analytical skills.
- The movement of people, ideas, and goods has a profound influence on society.
- America evolved into a society consisting of diverse cultures, customs, and traditions.
- Colonies frequently develop a different social and political system from their mother country.

Essential Questions:
(What are the big ideas? What do students really need to know?)
- Why is history important?
- What questions are important to ask about the past?
- How do historians use key events, documents, dates, and people to interpret the past?
- How and why do people differ in their judgement about what was important in the past?
- How do we evaluate the usefulness and degree of reliability of a variety of forms of historical evidence?
- How did geography affect the economic and cultural development of the British colonies in America?
- What was the impact of slavery on the development of Colonial America?

Content Framework:

Topic	Learning Outcomes	Vocabulary	Key Concepts
The Historical Process	1. Interpret, organize, and evaluate primary and secondary sources of information. 2. Identify the author's position on a historical	• history • frame of reference	1. The study of history inspires students and enables them to understand the past, become more informed citizens,

	event and evaluate the author's purpose for creating the document. 3. Use context/background information to draw more meaning from the document. 4. Identify and evaluate the author's claims about an event. 5. Corroborate the claims with other pieces of evidence. 6. Distinguish between history and heritage and explain the role of each in American society.	● point of view ● analytical approach ● narrative approach ● claim ● fact ● interpretation ● primary source ● secondary source ● public statement ● private statement ● corroboration ● heritage	and to think critically about themselves, their community, and the world at large. 2. History is interpretation, often influenced by a person's frame of reference. 3. Interpretations about the past should logical, reasonable, and be based on facts. 4. There is a specific methodology to analyzing sources about the past. 5. While it is not always accurate, heritage conveys American culture through a shared narrative.
The American Colonies	7. Identify and locate the original thirteen British colonies. 8. Explain how the geography of these regions led to political, economic, and cultural differences. 9. Define mercantilism and explain its impact on the American colonies. 10. Explain the increase of slave labor in the British colonies.	● colony ● colonial empire ● mercantilism ● subsistence farming ● indentured servant ● cash crop ● Triangle Trade ● Trans-Atlantic Slave Trade ● Middle Passage ● plantation ● slave codes ● royal colony ● proprietary colony ● charter colony	6. English, French, and Spanish motives for colonization in North America varied, thus influencing settlement patterns of each nation. 7. Geographic features and climate influenced British colonial settlement in America and led to the creation of regional differences. 8. Mercantilism and the resulting triangular trade was at the heart of the British colonial economic system in America. 9. With the growing dependency on cash crops, chattel slavery developed over time in British colonial America.

Causes of the American Revolution	11. Give examples how events in Europe precipitated the struggle for empire in North America. 12. Explain how the French and Indian War and the 1763 Treaty of Paris laid the groundwork for the American Revolution. 13. Examine 18th century British economic and political policies towards the American colonies and American reaction to these policies to explain reasons for American independence. **GT-** *Analyze the various motives of the colonists in their quest for independence.*	●Loyalist ●Tory ●Parliament ●Redcoats ●Patriot ●militia ●minutemen ●tyranny ●monopoly ●quartering ●repeal ●boycott ●protest ●smuggling ●propaganda ●petition	10. Conflict in Europe between Great Britain and France led to discord in North America. 11. The French and Indian War led to changes in British colonial policies which strained relations between the American colonies and its mother country. 12. American colonial responses to British policies varied. 13. Many colonists had strong economic ties to Great Britain, thus did not support American independence.
The Declaration of Independence	14. Summarize the content of the Declaration of Independence. 15. Examine the Declaration of Independence as a rationale for revolution and a statement of American principles of government.	●Preamble ●grievance ●inalienable rights ●endowed	14. The Declaration of Independence was influenced by earlier documents, such as the Magna Carta and Mayflower Compact. 15. The Declaration of Independence stated reasons for separation from Great Britain and provided a rationale for revolution. 16. The Declaration of Independence did not apply to all people living in America. 17. The Declaration of Independence remains a statement of ideals of the American government.

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Text Resources:

Title	Source*
● "How Do Historians Use Primary Sources?" (secondary source)	● Mississippi Historical Society
● Letters from an American Farmer (1782)	● Yale University: The Avalon Project
● "Virtues and Characteristics of Colonists" (Benjamin Franklin alias Silence Dogood, 1722)	● US History.org
● Becoming America: The British Atlantic Colonies, 1690-1763	● National Humanities Center, links to primary source descriptions of various colonies
● The Price of Adultery in Puritan Massachusetts, 1641 ****mature theme**	● Eyewitness to History
● A portrait of New York, First Hand Account of Life in the Colony	● Eyewitness to History
● Gottlieb Mittelberger, Indentured Servant in Pennsylvania	● History Matters: George Mason University
● "We Unfortunate English People Suffer Here: An English Servant Writes Home" Elizabeth Springs (1756)	● History Matters: George Mason University
Mercantilist Ideas, Thomas Mun (1664)	● Digital History: University of Houston
● Navigation Acts, American Revolution in Massachusetts (primary and secondary)	● Early America
● Account from South Carolina Gazette listing imported/exported goods	● Teaching U.S. History
● Becoming America: The British Atlantic Colonies, 1690-1763 - Economies	● National Humanities Center, links to primary sources
● 1739 Slave Ad	● Teaching U.S. History
● African Slave Trade, 1788 (secondary and primary)	● Eyewitness to History
● Queen Anne's War (secondary and primary)	● Digital History: University of Houston
● Power, American Beginnings	● National Humanities Center - secondary with many links to primary
● The Seven Years War (secondary)	● Digital History: University of Houston
● Treaty of Paris 1763	● Yale University: The Avalon Project
● Patrick Henry "Give Me Liberty or Give Me Death"	● Yale University: The Avalon Project

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● Proclamation of 1763	● Gilder Lehrman
● Quartering Act	● Yale University: The Avalon Project
● Thomas Paine "Common Sense"	● From Revolution to Reconstruction: University of Gronigen
● Paul Revere Broadside, The Boston Massacre (1770)	● Archiving Early America
● New York Merchants' Non-Importation Agreement Against Stamp Act (1765)	● Yale University: The Avalon Project
● John Adams Defense of British Soldiers (1770)	● Boston Massacre Historical Society
● Declaration of Rights of the Stamp Act Congress (1765)	● The Constitution Society
● Eyewitness Account of the Boston Tea Party	● America's Homepage: Georgia Institute of Technology
● Declaration and Resolves of the First Continental Congress	● From Revolution to Reconstruction: University of Gronigen
● The Olive Branch Petition	● The Constitution Society
● George Washington on British Policies	● The Papers of George Washington: University of Virginia
● The Declaration of Independence	● National Archives and Record Administration
● "The Declaration of Independence in Global Perspective" (secondary)	● Gilder Lehrman

Suggested Media:

Title	Source*
● The Proclamation of 1763	● Hippocampus.org
● The Stamp Act	● Hippocampus.org
● The Townshend Duties	● Hippocampus.org
● The Boston Tea Party	● Hippocampus.org
● The Philosophy of the American Revolution- Political	● Hippocampus.org
● The Philosophy of the American Revolution- Social	● Hippocampus.org
● The Continental Congress	● Hippocampus.org
● The Declaration of Independence	● Hippocampus.org
● Rough Draft of The Declaration of Independence (Image)	● Library of Congress

Suggested Resources

Title	Source*
● Intro to Historical Thinking: Lesson Plans with Primary	● Stanford History Education Group

Sources	
● Colonial America: Lesson Plans with Primary Sources	● Stanford History Education Group
● Revolution and Early America: Lesson Plans with Primary Sources	● Stanford History Education Group
●	●

Unit II: Forging a New Nation

Overview:
During this unit, students will examine the American Revolution and its importance in the study of American history. They will analyze the reasons for the American victory despite their severe disadvantages. In assessing the outcomes of the American Revolution, students need to confront the central issue of how revolutionary the Revolution actually was. Students must see the Revolution through different sets of eyes--enslaved and free African Americans, Native Americans, white men and women of different social classes, religions, regions, and occupations. Due to their victory, the Americans needed to create a new form of government and chose a confederation based on their previous experience with the British government. However, this confederation was not effective, and so a new experiment in democracy was created, the Constitution, which has lasted for over 200 years.

Enduring Understandings:
- Nations are built upon compromise and conflict.
- The framers of the Constitution were influenced by the work of European philosophers.
- The philosophical principles of American democracy were laid with the Declaration of Independence, the United States Constitution, and the Bill of Rights.
- Individuals play a role in creating a nation.

Essential Questions:
- How were the Americans able to defeat the British?
- Was the American Revolution truly revolutionary for all people?
- How did the Northwest Ordinance set the tone for the future development of the United States?
- Why would Americans, who have just ended a centralized form government, see a need for a stronger central government?
- Why is the American Constitution one of the most enduring constitutions in the western world?

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Content Framework

Topic	Learning Outcomes	Vocabulary	Key Concepts
The American Revolution	1. Evaluate the preparedness of the American and British on the eve of the American Revolution. 2. Describe the roles of key political and military leaders during the War for Independence. 3. Analyze the views, lives, and contributions of ordinary Americans during the War for Independence. 4. Explain key events of the American War for Independence. 5. Describe the role of geography and economics in the American victory. 6. Identify the results and give the importance of the Treaty of Paris. **GT-** *Analyze the outcomes of the war in relation to colonial and British preparedness at the onset.*	● Hessians ● Patriots ● Loyalists ● Tories ● neutral ● mercenary ● morale ● guerrilla warfare ● desertion ● revolution ● militia ● blockade ● rebellion ● alliance ● regiment ● infantry ● treaty ● inflation	1. The British Army, while powerful, suffered from poor leadership, low morale, and long supply lines. 2. The American colonists used their few advantages with great skill. 3. George Washington faced enormous obstacles in creating a unified command. 4. Ordinary Americans played key roles throughout the era. 5. Foreign support was significant in the success of the American War for Independence. 6. Unfamiliar terrain and long supply lines were problems for the British 7. Key events affected the outcome of the war.
Governing Under The Articles of Confederation	7. Identify the strengths and weaknesses of the Articles of Confederation. 8. Determine the reasons for the initial experimentation with a confederal form of government.	● confederacy ● ordinance ● tract ● unicameral ● tariff ● commerce	8. Although the government under the Articles of Confederation was mostly unable to govern the nation successfully, it did have a few accomplishments.

		● ratify ● article	
The United States Constitution	9. Identify and explain several key compromises that were made in the drafting of The Constitution. 10. Summarize the content and structure of the Constitution including the Preamble, the Articles, and the Bill of Rights. 11. Explain the principles of government incorporated in the Constitution. 12. Analyze the Federalist and Anti-Federalist arguments for and against the ratification of the Constitution. 13. Contrast the basic differences between strict and loose interpretation of the Constitution. **GT-** *Analyze the motivating factors of Hamilton and Jefferson based on the outcomes of a government run on a loose or strict interpretation of the Constitution.* 14. Analyze contemporary issues that demonstrate the evolutionary nature of the Constitution.	● bicameral ● federalism ● checks and balances ● separation of powers ● flexibility ● popular sovereignty ● limited government ● rule of law ● republic depression ● compromise ● amendment ● Federalist ● Anti-Federalist ● domestic ● tranquility ● enumerated powers ● reserved powers ● concurrent powers ● elastic clause ● democracy ● cabinet ● posterity ● naturalization	9. The framing of the Constitution incorporated democratic ideals from a variety of sources. 10. The Constitution represents a series of compromises. 11. The Constitution embodies the ideas of separation of powers and checks and balances. 12. Ratification hinged on the inclusion of the Bill of Rights. 13. The Constitution has provided a stable governmental structure for over 200 years.

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Text Resources:

Title	Source*
• The Economics of the American Revolutionary War (Secondary)	• Economic History Association
• Hardships of the Continental Army (Pvt. Joseph Plumb Martin)	• U.S. History: Independence Hall Association
• Letter from Joseph Hewes to James Iredell (1776)	• Electronic Text Center, University of Virginia Library
• Lord Dunmore's Proclamation (1775)	• PBS
• Thomas Paine "The American Crisis"	• From Revolution to Reconstruction: University of Gronigen
• George Washington to John Banister (1778)	• The Papers of George Washington: University of Virginia
• Loyalist Joseph Brant to Lord George Germaine (1776)	• Bartleby: Great Books Online
• Marquis de Lafayette to Adrienne Lafayette (1778)	• Cleveland State University Library
• Personalities of the War of Independence (focus on spying)	• Central Intelligence Agency Library
• A Loyalist Account of the Defeat and Surrender of Burgoyne at Saratoga	• Teaching American History
• Ladies of Trenton Assemble (1780)	• New Jersey Women's History
• Diary of Albigence Waldo (Valley Forge)	• From Revolution to Reconstruction: University of Gronigen
• The Execution of Nathan Hale (1776)	• Eyewitness to History
• Petition of African Americans to Massachusetts Legislature, 1777	• PBS
• "Will the Real Molly Pitcher Please Stand Up?" (secondary)	• National Archives anf Record Administration
• Loyalist Account of Lexington and Concord	• Teach History
• Washington Crosses the Delaware (secondary and primary)	• Eyewitness to History
• The Continental Army at Valley Forge (secondary and primary)	• Eyewitness to History
• Treaty of Alliance with France (1778)	• Yale University: The Avalon Project
• The British Surrender at Yorktown (secondary and primary)	• Eyewitness to History
• Broadside Announcing Surrender of Cornwallis (1781)	• Library of Congress: American Memory
• Treaty of Paris (1783)	• Our Documents.gov
• Articles of Confederation	• Yale University: The Avalon Project
• Land Ordinance of 1785	• State of Indiana

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• Deficiencies of the Confederation, Alexander Hamilton (1780)	• Founder's Constitution: University of Chicago
• Annapolis Convention	• Yale University: The Avalon Project
• Resolution calling for Grand Convention (1787)	• ABC-CLIO
• Thoughts on Government, John Adams (1776)	• Founder's Constitution: University of Chicago
• Constitutional Convention (website with many primary sources from convention)	• Teaching American History
• New Jersey Plan (1787)	• ABC-CLIO
• Virginia Plan (1787)	• ABC-CLIO
• The Great Compromise (secondary source)	• The United States Senate
• Three-Fifths Compromise (secondary source)	• Digital History: University of Houston
• Annotated Constitution of the United States	• The United States Senate
• Mayflower Compact	• Yale University: The Avalon Project
• Magna Carta	• History Sourcebook: Fordham University
• Iroquois Confederacy	• Iroquois Democracy: Portland State University
• Thomas Jefferson on lack of bill of rights (1787)	• ABC-CLIO
• George Mason Objections to Constitution (1787)	• ABC-CLIO
• Anonymous Anti-Federalist Letter (1787)	• ABC-CLIO
• Federalist Papers of particular interest: ○ Federalist No. 1 (Hamilton) ○ Federalist No. 5 (Jay) ○ Federalist No. 10 (Madison)	• Yale University: The Avalon Project
• Federalist No. 44 (discusses "necessary and proper" clause)	• Yale University: The Avalon Project
• "Old Brutus" Letter (discusses "necessary and proper" clause)	• Teaching American History
• Hamilton on Constitutionality of National Bank	• Yale University: The Avalon Project
• Jefferson on Constitutionality of National Bank	• Yale University: The Avalon Project

Suggested Media:

Title	Source*
•	•

•	•
•	•
•	•

Suggested Resources

Title	Source*
• [Revolution and Early America](): Lesson Plans with Primary Sources	• Stanford History Education Group
• "Valley Forge: Would You Have Quit?"	• DBQ Project
• [Exposing Benedict Arnold's Betrayal]() (lesson with links to primary sources)	• Eastern Illinois University
• Lesson [Plan: Teaching Six Big Ideas in the Constitution]() (National Archives)	• National Archives anf Record Administration
• "How Does the Constitution Guard Against Tyranny"	• DBQ Project

Unit III: Growth of a Nation

Overview:
After the creation of the United States Constitution, the new nation faced domestic and foreign challenges. Students will learn how the early presidents secured peace both within the nation and the world. As the nation expanded, a new American identity was developed, uniting the country. The North and South became more distinct because of their differing economies. Economic and cultural differences eventually led to sectionalism. By 1850, the United States had taken its place on the world stage, with a burgeoning population, strong economy backed by both industrial and agricultural growth, and a large land area from the Atlantic to the Pacific.

Enduring Understandings:
- Individuals play a role in creating a nation.
- Territorial and economic growth cause change in politics and society.

Essential Questions:
- What factors led to the evolution of American democracy?
- How did changes in American democracy affect all groups of American society?
- Why do Americans consider George Washington to be the "Father of the Nation"?
- How did the federal government's land use policies set the tone for the future development of the United States?
- How was the acquisition and exploration of new land justified by various administrations in the early American republic?

- How was the identity of the United States strengthened by the War of 1812, territorial expansion, Monroe Doctrine, and emerging transportation infrastructure?
- How did the expansion of the nation influence societal reforms?
- How were technological advancements and the development of infrastructure important to the economy?

Content Framework:

Topic	Learning Outcomes	Vocabulary	Key Concepts
The Federalist Era	1. Identify and describe the difficulties and the major accomplishments of the George Washington and John Adams administrations. 2. Explain how the continuing conflict between Great Britain and France influenced the domestic and foreign policy in the United States. 3. Compare the political and economic differences between Federalists and Democratic-Republicans. 4. Trace the roots of nullification as exemplified in the Kentucky and Virginia Resolutions.	• loose/strict construction • neutral • precedent • tariff • cabinet • nullify • alien • sedition • impress/impressment	1. George Washington and his administration were responsible for establishing many precedents. 2. Political parties emerged during the early years. 3. Land use policies were developed by the federal government to manage the growing nation. 4. In order to protect the young United States, an American foreign policy of neutrality was established by Washington's administration. 5. Sectional issues remained unresolved. 6. The new government was tested by the Whiskey Rebellion and the Alien and Sedition Acts. 7. The Federalist presidents used diplomacy to obtain peace with foreign countries and military intervention to suppress domestic conflict
The	5. Explain how the Election of 1800 marked	• embargo	8. The Election of 1800 represented

Jeffersonian Era	the beginning of peaceful transitions of power. 6. Assess how Marbury v. Madison strengthened the role of the judiciary. **GT-** *Justify the need for the development of a strong judiciary in the new federal government of the United States.* 7. Assess the constitutionality and impact of the Louisiana Purchase. 8. Explain the steps taken by the Jefferson Administration and Congress to maintain American neutrality and evaluate if these actions were successful.	• neutral	the first of many peaceful transitions of power between political parties. 9. The Marbury v. Madison case established the principle of judicial review. 10. The Louisiana Purchase represented a departure from Jefferson's strict constructionist view of the Constitution enabling the nation to be explored and expanded. 11. The American policy of neutrality was challenged by European powers. 12. Actions taken by Jefferson's administration to address European challenges to neutrality resulted in short and long term economic consequences and eventually led to international conflict.
An Expanding Nation	9. Describe the causes, significant battles, and results of the War of 1812. 10. Analyze the views, lives, and contributions of ordinary Americans during the second war for American independence. 11. Explain the factors that brought about the Monroe Doctrine and analyze the impact of the Monroe Doctrine on United States foreign policy. **GT-** *Analyze the factors that brought about the Monroe Doctrine,*	• canal • factory system • interchangeable parts • internal improvements • Lowell system • mass production • push/pull factors • War Hawk • sectionalism • urban • rural	13. The United States emerged from the War of 1812 more united, prosperous, and respected by other nations despite the fact there was no clear victory. 14. Territorial expansion caused deterioration in relations with Native Americans. 15. The United States assumed a leadership role as guardian of the Western Hemisphere through the

	and resulting effects on foreign relations. 12. Describe the social, political, and geographic factors that fostered the Industrial Revolution. 13. Explain how the Industrial Revolution sparked the growth of cities in the Northeast, impacted the agrarian South, and encouraged the revolution in transportation. 14. Explain how the cotton gin and the opening of new lands in the South and West impacted the institution of slavery. 15. Analyze the advantages and disadvantages of early industrialization on the American economy and society. 16. Explain how the controversy over slavery was addressed temporarily by the 1820 Missouri Compromise.	• agrarian	Monroe Doctrine. 16. Geographic and economic factors led to greater industrialization in the North. 17. Changes in technology along with an immigrant labor force facilitated industrialization. 18. Industrialization had both positive and negative effects on American society and economy. 19. Transportation improvements facilitated the movement of people and ideas.
The Jacksonian Era	17. Evaluate factors that contributed to the growing sectionalism in the early 19th century. 18. Identify the changes in the American political system during the Jacksonian Era. **GT-** *Examine the impact of Jackson's presidency on the American political system*. 19. 20. Assess the impact of Jacksonian policies on Native Americans. 21. Explain how the philosophies and	• common man • sectionalism • spoils system • secede • Trail of Tears	20. Jackson was the first president elected by the "common man" due to the expansion of universal white manhood suffrage. 21. Regional differences concerning Jacksonian political, economic, and social policies contributed to an increase in sectionalism. 22. The origins of today's modern political parties can be traced to this era. 23. Andrew Jackson significantly

	policies of the Jacksonian Era represented a move towards democratization.		expanded the powers of the Executive Branch. 24. Andrew Jackson's actions as president were designed to increase the power of the "common man." 25. Jacksonian policies negatively impacted Native Americans and stripped them of their most basic rights.
Manifest Destiny and the Growing Nation	22. Evaluate Manifest Destiny and its impact on the territorial expansion of the United States. **GT-** *Analyze the racial, social, and economic attitudes that promoted Manifest Destiny.* 23. Analyze the racial, social, and economic attitudes that promoted Manifest Destiny. 24. Describe the push and pull factors responsible for the immigration to the Unites States, including the forced migration of Africans and Western European migration. 25. Analyze immigration and settlement patterns in the early to mid 1800s. 26. Identify the major causes of conflict between the American settlers in Texas and the Mexican government which led to the independence of Texas. 27. Explain the causes, main events, and effects of the Mexican-American War. 28. Explain how the controversy over slavery	• manifest destiny • push and pull factors • annexation • cession	26. Manifest Destiny was a popular philosophy of the 1840s that supported the idea that the United States was destined to dominate the entire continent. 27. The influx of immigrants, particularly to the North, influenced settlement patterns and encouraged movement west. 28. The westward movement included diverse groups of people with varying motives to settle new land. 29. The acquisition of new territories created controversy over which lands should be free and which should be slave. 30. The American belief in manifest destiny resulted in armed conflict with Native Americans and Mexico.

	was addressed temporarily by the the Compromise of 1850.		

Text Resources:

Title	Source*
● Inauguration of George Washington	● Eyewitness to History
● George Washington First Inaugural Address	● Yale University: The Avalon Project
● George Washington's Farewell Address	● Yale University: The Avalon Project
● Whiskey Rebellion Proclamation	● ABC-CLIO
● Alien and Sedition Acts	● Our Documents
● Proclamation of Neutrality	● Archiving Early America
● Jay's Treaty	● Yale University: The Avalon Project
● Pinkney's Treaty	● Yale University: The Avalon Project
● Kentucky and Virginia Resolutions	● Bill of Rights Institute
● The Election of 1800 (secondary)	● U.S. History.org
● Hamilton's view on the Election of 1800	● Digital History
● Thomas Jefferson First Inaugural Address (1801)	● Yale University: The Avalon Project
● Marbury v. Madison (primary)	● Our Documents
● Marbury v. Madison (secondary)	● PBS
● Louisiana Purchase Treaty (1803)	● ABC-CLIO
● Louisiana Purchase Legislative Timeline (with links to primary sources)	● Library of Congress: American Memory
● Lewis and Clark Journals	● University of Nebraska: The Journals of Lewis and Clark
● Monroe Doctrine	● ABC-CLIO
● The Introduction of the Factory System (secondary)	● Digital History
● Robert Fulton's First Steamboat Voyage	● Eyewitness to History
● America's First Steam Locomotive (1830)	● Eyewitness to History
● Traveling the National Road (1833)	● Eyewitness to History
● Growth and Entrenchment of Slavery (PBS secondary with links to primary)	● PBS
● Missouri Compromise (1820)	● ABC-CLIO

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• "Among Lowell Mill Girls" Lucy Larcom	• ABC-CLIO
• Henry Clay "In Defense of the American System" (1832)	• The United States Senate
• South Carolina Ordinance of Nullification, November 24, 1832	• Yale University: The Avalon Project
• Andrew Jackson Indian Removal Message to Congress (1829)	• Our Documents
• Cherokee Nation v. Georgia (1831)	• ABC-CLIO
• Cherokee Letter Protesting the Treaty of New Echota (1836)	• PBS
• Andrew Jackson on Government (1832)	• ABC-CLIO
• John L. O'Sullivan on Manifest Destiny (1839)	• PBS
• Pioneers! O Pioneers! (Walt Whitman, 1900)	• Bartleby.com
• Senator Thomas Hart Benton on Manifest Destiny (1846) * controversial source	• University of Oregon
• Irish Potato Famine (Primary and Secondary Sources)	• Eyewitness to History
• Aboard a Slave Ship, 1829 (secondary and primary)	• Eyewitness to History
• Riding the Overland Stage, Mark Twain	• Eyewitness to History
• The West Archives (links to primary sources)	• PBS
• Stephen Austin, Texas Independence Address (1836)	• ABC-CLIO
• Remember the Alamo	• Eyewitness to History
• William B. Travis Letter from Alamo	• From Revolution to Reconstruction: University of Gronigen
• James K. Polk, War Message (1846)	• ABC-CLIO
• Documents of the U.S.-Mexican War (links for primary)	• The U.S.– Mexican War
• Treaty of Guadelupe Hidalgo (1848)	• ABC-CLIO

Suggested Media:

Title	Source*
• Visual: What did a Political Party Look Like?	• ABC-CLIO
• Interactive Missouri Compromise Map	• Teaching American History
•	•
•	•

Suggested Resources

Title	Source*

• Revolution and Early America: Lesson Plans with Primary Sources	• Stanford History Education Group
• Expansion and Slavery: Lesson Plans with Primary Sources	• Stanford History Education Group
• "The Battle over the Bank: Hamilton v. Jefferson" (Lesson with primary and secondary sources)	• Gilder Lehrman
• "The First American Party System" (Lesson with secondary and primary sources)	• National Endowment for the Humanities
• The Monroe Doctrine (Lesson with secondary and primary sources)	• Teaching American History
• Unintended Consequences- Eli Whitney and the Cotton Gin (Lesson with primary and secondary sources)	• Century of Progress
• "How Democratic was Andrew Jackson?"	• DBQ Project
• "The Rise of Jacksonian Democracy: Eyewitness Accounts" (Lesson with primary and secondary sources)	• White House History
• "Was the U.S. Justified in Going to War with Mexico?"	• DBQ Project
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Unit IV: A Union in Disunion

Overview:
The reliance on slave labor in the South led to deep divisions between the industrial North and agricultural South. Attempts at compromise failed as hostility increased, resulting in civil war. While the Union had many advantages, it could not easily defeat the motivated, skilled Confederates. Slavery became the central issue of the war due to the Emancipation Proclamation. With the defeat of the Rebels, the goal became reunification and reconstruction. The time period after the war did bring civil rights to newly freed African Americans, but these rights were temporary.

Enduring Understandings:
- The failure to follow the principles of compromise and consensus often leads to conflict and division.
- Individuals play a role in creating a nation.
- The federal government plays a role in mandating political and social change.
- The Civil War was first fought over secession and then over slavery.
- Reconstruction brought gains for African Americans as well as an increase in racism.

Essential Questions:
- How did the issue of slavery intensify the differences between the economies and societies of the North and South?

- How did western expansion in the 1840s deepen conflict between the North and South?
- How was the Union able to defeat the Confederacy?
- Was Reconstruction successful in rebuilding the nation and providing equality for African Americans?

Content Framework:

Topic	Learning Outcomes	Vocabulary	Key Concepts
Causes of the Civil War	1. Compare regional differences between the North and South. 2. Explain the relationship between westward expansion and deepening North-South conflict. 3. Analyze the experiences of free and enslaved African Americans in the United States in the early to mid 1800s. 4. Examine the reasons used to either oppose or support slavery in American in the early to mid 19th century. 5. Describe the various efforts towards reform of American society. 6. Identify and describe events that increased sectional hostility. Evaluate the role the Supreme Court played concerning the institution of slavery in America in the early to mid 1800s. **GT-** *Relate how the sectionalism of the 1850's is rooted in events occurring in the previous century*. 7. Explain how the results of the 1860 election prompted secession by southern states.	• abolition • popular sovereignty • secession • emancipate • fugitive • manumission • capital	1. There were laws that legalized slavery. 2. Economic differences between the industrial North and agrarian South led to division over slavery. 3. As a result of new western land and technological advancements, agriculture based on slave labor expanded westward. 4. While a majority of African Americans were enslaved, there were thriving communities of free African Americans. 5. Enslaved African Americans formed a unique culture and resisted the inhuman conditions of slavery. 6. There were organized groups of Americans that tried to free slaves and abolish slavery. 7. The varied Northern and Southern response to events of the mid 1800s made compromise difficult and deepened the sectional division in the country. 8. Controversy over slavery in the

			western territories and economic policies brought major shifts in the nation's political parties.
The Civil War	9. Compare the strengths and weaknesses of the Union and the Confederacy during the American Civil War. 10. Describe the roles of key political and military leaders during the American Civil War. 11. Analyze the views, lives, and contributions of ordinary Americans during the American Civil War. 12. Explain and give the significance of key events of the American Civil War. **GT-** *Analyze the military and political circumstances at the end of 1862 that led to the issuance of the Emancipation Proclamation*. 13. Describe the role of geography and economics in the Union victory.	• blockade • border state • copperhead • draft • emancipation • manumission • ironclad • total war	14. Even though the Union was better prepared to fight a war with its diversified economy and transportation networks, the people of the Confederacy had strong military leadership who were determined to win. 15. Lincoln's administration initially fought to preserve the Union. 16. Border states played a crucial role in the war because they were sympathetic to the Confederacy, but remained in the Union. 17. The nature of a civil war means that all levels of American society were impacted, from the government down to individual families. 18. Freemen, enslaved African Americans, Native Americans, women made significant contributions militarily and on the home front. 19. The Emancipation Proclamation only freed enslaved individuals who lived in states that were in rebellion. 20. Most of the battles during the Civil War were fought in the Confederacy. 21. Maintaining an effective blockade and

			controlling land and water features to divide the South led to Union victory. 22. The American Civil War is considered the first modern war.
Reconstruction	23. Compare the goals and policies of the various Reconstruction plans. 24. Assess the political, economic, and social conditions of the South following the Civil War. 25. Explain how the 13th, 14th, and 15th Amendments expanded African American civil rights through abolition, the granting of citizenship, and the right to vote. 26. Describe the legal and illegal actions used to deny African Americans civil rights after the Civil War. 27. Explain why the Election of 1876 marked the end of the Reconstruction Era. 28. Assess the success of Reconstruction. **GT-** *Evaluate the effects of Reconstruction on the various social and ethnic groups in the South*.	• carpetbagger • freedman • impeach • black codes • amnesty • lenient • Reconstruction • scalawag • segregation • integration • sharecropping • tenant farming	29. Lincoln's assassination shocked the nation and changed the process of Reconstruction. 30. The plans for Reconstruction presented by President Lincoln, President Johnson, and Congress varied in their provisions and leniency towards the South. 31. The failure of the attempt to remove Andrew Johnson from office retained the integrity of separation of powers. 32. Much of the antebellum southern culture remained intact despite losing the Civil War. 33. Legal and illegal actions were used to deny African Americans civil rights after the Civil War. 34. The 1876 election marked the end to Reconstruction and ushered in a continuation of racism and segregation that eventually led to the civil rights movement of the 1960s. 35. There still remains a debate over whether Reconstruction was a failure or a success

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Text Resources:

Title	Source*
• A Portrait of America	• Eyewitness to History
• Life on a Southern Plantation	• Eyewitness to History
• Compromise of 1850	• ABC-CLIO
• Kansas-Nebraska Act (1854)	• ABC-CLIO
• Free Blacks in the Antebellum Period (secondary and primary)	• Library of Congress: American Memory
• Free Blacks in the North and South, William Lloyd Garrison (1831)	• Roy Rosenzweig Center for History and New Media: GMU
• Race-based Legislation in the North (secondary)	• PBS
• Confessions of Nat Turner (1831)	• ABC-CLIO
• Incidents in the Life of a Slave Girl	• PBS
• "Slavery a Positive Good" John Calhoun	• ABC-CLIO
• "The Political Economy of Slavery" Edmund Ruffin	• ABC-CLIO
• Frederick Douglass Fourth of July Speech	• ABC-CLIO
• William Lloyd Garrison: The Liberator (1831)	• ABC-CLIO
• Declaration of Sentiments (1848)	• ABC-CLIO
• American Anti-Slavery Society (secondary)	• Ohio History Central
• Dorothea Dix, Asylum Reformer (secondary)	• Massachsetts Foundation for the Humanities
• Secession Era Editorial Project (provides editorials from Republican and Democratic perspectives for antebellum events)	• Furman University
• Letter from Edward Bridgman on "Bleeding Kansas"	• PBS
• New York Tribune editorial on Charles Sumner caning	• Assumption College
• Lincoln-Douglas Debates	• National Park Service
• John Brown Defends His Raid	• Eyewitness to History
• United States v Amistad	• Black Past
• Dred Scott Decision	• PBS
• Declaration of Seceding States	• Civil War.org
• Constitution of the Confederate States of America (1861)	• ABC-CLIO
• Jefferson Davis Inaugural Address	• Civil War.org

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● Robert E. Lee Resigns His Commission in the U.S. Army	● National Park Service
● William T. Sherman, Orders to the Mayor and City Council of Atlanta (1864)	● Sewanee University
● Battlefield Tragedy, Father and Son Meet on the Battlefield	● Eyewitness to History
● Cyrus F. Boyd: A Union Soldier at Shiloh	● PBS
● Notes on Antietam, Clara Barton (1862)	● National Park Service
● Black Soldiers in the Civil War (secondary with primary)	● National Archives and Records Administration
● Women Spies of the Civil War (secondary)	● Smithsonian Magazine
● Fort Sumter Letters (1861)	● Gilder Lehrman
● First Battle of Bull Run (1861) (secondary and primary)	● Eyewitness to History
● Letters from the Antietam Battlefield (access and download pdf)	● National Park Service
● Gettysburg Address	● Civil War.org
● Lincoln's Second Inaugural Address	● PBS
● Terms of Surrender, Appomattox Courthouse (1865)	● ABC-CLIO
● Sherman's March to the Sea- A Southerner's Perspective	● Eyewitness to History
● Abraham Lincoln: Program for Reconstruction Speech (1863)	● ABC-CLIO
● Andrew Johnson's Plan for Reconstructing North Carolina	● National Park Service
● Reconstruction Acts (1867)	● ABC-CLIO
● The Freedmen's Bureau	● The Freedmen's Bureau Online
● "Slavery is Over"	● PBS
● Sharecropper contract (1867)	● Gilder Lehrman
● "Good Old Rebel" song	● Humboldt State University
● 13th Amendment	● Library of Congress: Our documents
● 14th Amendment	● Library of Congress: Our documents
● 15th Amendment	● Library of Congress: Our documents
● Black Codes of Mississippi (1865)	● ABC-CLIO
● African American Voting in Southern States	● Library of Congress: American Memory
● Ku Klux Klan in the Reconstruction Era (secondary)	● Georgia Encyclopedia

• Ulysses S. Grant First Inaugural Address	• From Revolution to Reconstruction: University of Gronigen
• Rutherford B. Hayes First Inaugural Address	• From Revolution to Reconstruction: University of Gronigen
• Jim Crow	• Library of Congress: American Memory

Suggested Media:

Title	Source*
• Civil War 150 Interactive Website	• History Channel
• Interactive Reconstruction Map, State by State	• PBS
• Ending of the Reconstruction Interactive	• Digital History: University of Houston
•	•

Suggested Resources

Title	Source*
• Civil War and Reconstruction: Lesson Plans with Primary Sources	• Stanford History Education Group
• "Was Gettysburg the Turning Point of the War?"	• DBQ Project
• "North or South: Who Killed Reconstruction?"	• DBQ Project
•	•
•	•