

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

UNITED STATES HISTORY I

GRADE 8

Date of Board Approval: May 12, 2016

CARLISLE AREA SCHOOL DISTRICT

PLANNED INSTRUCTION COVER PAGE

TITLE OF COURSE:	United States History I	SUBJECT:	Social Studies	GRADE LEVEL:	8
COURSE LENGTH:	1 Year	DURATION:	1 Period	FREQUENCY:	5 periods
PREREQUISITES:	World Cultures, Grade 6 and 7	CREDIT:	N/A	LEVEL:	N/A

Course Description/Objectives: This year-long required course is paired with United History II in grade 9. This course is designed to provide the students with an in-depth examination of United States History up to 1880. It also includes an exploration of Pennsylvania history imbedded in the core content of U.S. history. This course begins with a review of the early explorers and survey of the colonial beginnings. Students will then examine colonial America and the Revolutionary Era. A study of these early years will also focus on the establishment of our Constitutional government. This civics component is intended to provide students with the necessary background for understanding the interplay of government and history, and it will give students a foundation for building effective adult citizenship. Subsequent units will lead students through the expansion of our nation to the growing sectional differences that caused the Civil War. The final units of the course will provide the students with an in-depth view of the Civil War, Reconstruction and westward expansion. These units will provide the link to United States History II in grade 9. Elements of Geography, Civics & Government, and Economics are presented in the context of the core U.S. history.

Major Text(s)/Resources: American History: Beginnings Through 1914 – Holt-McDougal, 2018 ed.

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COURSE TIME LINE

Unit #1: Colonial Regions (Prior to 1750)	16 days
Unit #2: Road to Revolution (1756-1775)	12 days
Unit #3: Revolutionary War (1775-1783)	14 days
Unit #4: Forming a Government (1783-1878)	12 days
Unit #5: Government in Action	16 days
Unit #6: The New Republic (1791-1836)	14 days
Unit #7: Manifest Destiny (1800-1855)	12 days
Unit #8: The Industrial North (1800-1860)	12 days
Unit #9: The Agricultural South (1800-1860)	12 days
Unit #10: Divided Nation (1830-1861)	14 days
Unit #11: The Civil War (1861-1865)	16 days
Unit #12: Reconstruction (1865-1877)	16 days
Unit #13: Westward Expansion (1870-1890)	14 days

COLLEGE, CAREER, AND CIVIC LIFE (C3) FRAMEWORK STANDARDS

College, Career, and Civic Life (C3) Framework for Social Studies State Standards was adopted by the National Council for Social Studies in 2014. The C3 Framework emphasizes the acquisition and application of knowledge to prepare students for college, career, and civic life. The standards listed below are imbedded inside each unit of this curriculum as the needed.

Change, Continuity, and Context

At its heart, chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present. It also involves coming to understand how a change in one area of life relates to a change in other areas, thus bringing together political, economic, intellectual, social, cultural, and other factors. Understanding the interrelation of patterns of change requires evaluating the context within which events unfolded in order not to view events in isolation, and to be able to assess the significance of specific individuals, groups, and developments.

D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.

D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity.

D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

Perspectives

History is interpretive. Even if they are eyewitnesses, people construct different accounts of the same event, which are shaped by their perspectives—their ideas, attitudes, and beliefs. Historical understanding requires recognizing this multiplicity of points of view in the past, which makes it important to seek out a range of sources on any historical question rather than simply use those that are easiest to find. It also requires recognizing that perspectives change over time, so that historical understanding requires developing a sense of empathy with people in the past whose perspectives might be very different from those of today.

D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.

D2.His.5.6-8. Explain how and why perspectives of people have changed over time.

D2.His.6.6-8. Analyze how people's perspectives influenced what information is available in the historical sources they created.

Historical Sources & Evidence

Historical inquiry is based on materials left from the past that can be studied and analyzed. Such materials, referred to as historical sources or primary sources, include written documents, but also objects, artistic works, oral accounts, landscapes that humans have modified, or even materials contained within the human body, such as DNA. These sources become evidence once they are selected to answer a historical question, a process that involves taking into account features of the source itself, such as its maker or date. The selection process also requires paying attention to the wider historical context in order to choose sources that are relevant and credible. Examining sources often leads to further questions as well as answers in a spiraling process of inquiry.

D2.His.9.6-8. Classify the kinds of historical sources used in a secondary interpretation.

D2.His.10.6-8. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources

D2.His.11.6-8. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.

D2.His.12.6-8. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.

D2.His.13.6-8. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.

Causation & Argumentation

No historical event or development occurs in a vacuum; each one has prior conditions and causes, and each one has consequences. Historical thinking involves using evidence and reasoning to draw conclusions about probable causes and effects, recognizing that these are multiple and complex. It requires understanding that the outcome of any historical event may not be what those who engaged in it intended or predicted, so that chains of cause and effect in the past are unexpected and contingent, not pre-determined. Along with claims about causes and effects, historical arguments can also address issues of change over time, the relevance of sources, the perspectives of those involved, and many other topics, but must be based on evidence that is used in a critical, coherent, and logical manner.

D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past.

D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.

D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past.

D2.His.17.6-8. Compare the central arguments in secondary works of history on related topics in multiple media.

COURSE:	U.S. HISTORY I	TIME FRAME:	16 days
UNIT #1:	COLONIAL REGIONS (PRIOR TO 1750)	GRADE:	8 TH

GOAL: The learner will identify, investigate and assess the economic, social and geographical differences among the three colonial regions.

GENERALIZATIONS:

- The Northern Colonies developed around religion and government.
- The diversity of the Middle Colonies affected its development.
- The planter class dominated life in the South.

ESSENTIAL QUESTIONS:

- How did geography affect the development of the 13 colonies?
- How did economy influence culture in each region?
- What was life like for Africans on the Middle Passage and in America?

PA STANDARDS:

8.1.8.A Compare and contrast events over time and how continuity and change over time influenced those events.

8.2.8.A Compare and contrast the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania.

8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.

8.3.8.C Summarize how continuity and change have impacted U.S. history.

8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

PERFORMANCE INDICATORS:

- Identify the thirteen original colonies and their regions.
- Describe how the Puritans came to dominate and influence life in New England.
- Give examples of how diversity shaped the development of the Middle Colonies.
- Analyze how the planter class dominated life in the Southern Colonies.
- Compare and contrast the three colonial regions economically, socially, and geographically.
- Distinguish life as a settler in each of the three colonial regions.
- Assess how the need for labor influenced each region.
- Identify factors that led to slavery in North America.
- Explain how the economy influenced life in each region.
- Identify the significance of the Middle Passage.

CONCEPTS	FACTUAL CONCEPTS	INSTRUCTIONAL STRATEGIES & LEARNING ACTIVITIES	SUGGESTED RESOURCES
<p>MACRO CONCEPTS:</p> <ul style="list-style-type: none"> • Diversity • Tolerance • Change • Leadership <p>MICRO CONCEPTS:</p> <ul style="list-style-type: none"> • Commerce 	<p>Navigation Acts Triangular Trade Middle Passage Indentured Servitude Cash Crops Economy Plantation Slavery Colony Religious Diversity</p>	<ul style="list-style-type: none"> • Create a chart comparing the New England, Middle, and Southern colonies. • Locate the 13 original colonies and the three colonial regions on a map. • Demonstrate an understanding of how life was different in each of the three regions through writing samples, first-hand journal entries, or fictional letters. • Use primary sources to write an historical fiction short story as a slave on the Middle Passage. • Suggested Writing Sample: Compare the economies and societies of the New England, Middle and Southern Colonies. • Create a children's book that describes various aspects of life in the Pennsylvania colony. 	<p>DOCUMENTS:</p> <p>Gustava Vassa Primary Source</p> <p>AUDIO & VISUAL RESOURCES:</p> <p>America: The Story of Us-Rebels Desperate Crossing: The Untold Story of the Mayflower</p>

COURSE:	U.S. HISTORY I	TIME FRAME:	12 days
UNIT #2:	ROAD TO REVOLUTION (1756-1775)	GRADE:	8 TH

GOAL: The learner will identify, investigate and assess how increasing tensions between the British and its colonies led to revolution.

GENERALIZATIONS:

- The colonial resistance helped develop a desire for independence in the colonies.

ESSENTIAL QUESTIONS:

- How were the colonists involved in the French and Indian War?
- How did the French and Indian War set the stage for colonial rebellion?
- Why did British actions and taxes upset the colonists?
- How did the colonists respond to British actions and taxes?
- How did colonial resistance help develop a desire for independence?

PA STANDARDS:

8.1.8.B Compare and contrast a historical event, using multiple points of view from primary and secondary sources.

8.1.8.C Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources.

8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.

8.3.8.B Evaluate the importance of historical documents, artifacts and places critical to United States history.

8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

PERFORMANCE INDICATORS:

- Explain the colonists' role in the French and Indian War.
- Evaluate the results of the French and Indian War.
- Empathize with how colonists felt about the Proclamation of 1763.
- Describe how the colonists reacted to acts and taxes placed on them by the British (to include the Sugar Act, Stamp Act, Quartering Act, Declaratory Act, and Townshend Acts).
- Describe the significance of the Boston Tea Party.
- Analyze the impact of the Boston Massacre on Americans' perception of Britain.

CONCEPTS	FACTUAL CONCEPTS	INSTRUCTIONAL STRATEGIES & LEARNING ACTIVITIES	SUGGESTED RESOURCES
<p>MACRO CONCEPTS:</p> <ul style="list-style-type: none"> • Change • Power • Leadership • Conflict • Revolution <p>MICRO CONCEPTS:</p> <ul style="list-style-type: none"> • Independence • Rebellion 	<p>French and Indian War Proclamation of 1763 Boston Tea Party Boston Massacre Sons of Liberty Committees of Correspondence Townshend Acts Sugar Act Stamp Act Quartering Act Declaratory Act Patriots Loyalists</p>	<ul style="list-style-type: none"> • Create a political cartoon showing the need for unity during the French and Indian War. • Conduct an in-class debate between the Patriots and Loyalists in the colonies. • Use primary sources to uncover propaganda in the Boston Massacre. • Illustrate a time line of acts and events leading to the Revolution. 	<p>DOCUMENTS: Albany Plan of Union</p> <p>Paul Revere’s Engraving “The Bloody Massacre”</p> <p>Ben Franklin’s “Join or Die” Political Cartoon</p> <p>AUDIO & VISUAL RESOURCES: John Adams-HBO</p>

COURSE:	U.S. HISTORY I	TIME FRAME:	14 days
UNIT #3:	REVOLUTIONARY WAR (1775-1783)	GRADE:	8 TH

GOAL: The learner will identify, investigate and assess how the American Colonies overcame many obstacles to win the Revolutionary War.

GENERALIZATIONS:

- The tensions between the colonies and Great Britain led to armed conflicts in 1775.
- Patriot forces overcame many obstacles to win the war against the British.

ESSENTIAL QUESTIONS:

- How did the American Revolution begin?
- How is the Declaration of Independence an “expression of the American mind?”
- How did individuals impact the war?
- How were Americans able to win the Revolutionary War?
- What was the impact of the Revolutionary War?
- How did the Revolutionary War affect the geography of the United States?

PA STANDARDS:

8.1.8.B Compare and contrast a historical event, using multiple points of view from primary and secondary sources.

8.1.8.C Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources.

8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.

8.3.8.B Evaluate the importance of historical documents, artifacts and places critical to United States history.

8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

PERFORMANCE INDICATORS:

- Assess how the events at Lexington and Concord started the Revolutionary War.
- Examine and evaluate the Declaration of Independence.
- Judge the influence of key individuals in the Revolution (to include George Washington, Thomas Jefferson, Benjamin Franklin, and King George III).
- Compare and contrast the advantages and strategies of the British and the colonies.
- Describe the key events of the Revolutionary War (to include Lexington and Concord, Saratoga, Trenton, Valley Forge, and Yorktown).
- Examine the Treaty of Paris.
- Evaluate outcomes and effects of the war.

CONCEPTS	FACTUAL CONCEPTS	INSTRUCTIONAL STRATEGIES & LEARNING ACTIVITIES	SUGGESTED RESOURCES
<p>MACRO CONCEPTS:</p> <ul style="list-style-type: none"> ● Revolution ● Leadership ● Change ● Conflict ● Power <p>MICRO CONCEPTS:</p> <ul style="list-style-type: none"> ● Rebellion ● Strategy ● Liberty 	<p>Lexington and Concord Declaration of Independence George Washington Thomas Jefferson Benjamin Franklin King George III Marquis de Lafayette General von Steuben Benedict Arnold Saratoga Yorktown Valley Forge Trenton Treaty of Paris</p>	<ul style="list-style-type: none"> ● Examine the Declaration of Independence and rewrite the key passages in their own words. ● Create a flowchart of key events and individuals that summarizes the Revolutionary War. ● Label on a map the post-war political boundaries of North America. ● Categorize the strengths and weaknesses of the British and the Americans in a group activity. ● Develop a presentation that addresses a key battle or event and why it is important. 	<p>DOCUMENTS: Declaration of Independence</p> <p>Common Sense by Thomas Paine</p> <p>“The Midnight Ride of Paul Revere”, Henry Longfellow</p> <p>AUDIO & VISUAL RESOURCES: America: The Story of Us-Rebels America: The Story of Us-Revolution</p>

COURSE:	U.S. HISTORY I	TIME FRAME:	12 days
UNIT #4:	FORMING A GOVERNMENT (1783-1878)	GRADE:	8 TH

GOAL: Forming the Government (1783-1878) The learner will identify, investigate and assess how the Constitution represents American ideals and was a result of compromise.

GENERALIZATIONS:

- The weaknesses of the Articles of the Confederation warranted the creation of a new government.

ESSENTIAL QUESTIONS:

- Why did the Articles of Confederation fail as our first form of government?
- What political ideals guided the Constitutional Convention?
- Why is the Constitution called a “Bundle of Compromises?”

PA STANDARDS:

5.1.8.C Analyze the principles and ideas that shaped local, Pennsylvania, and national governments.

5.1.8.D Summarize the basic principles and ideals within documents and the roles played by the Framers as found in significant documents.

PERFORMANCE INDICATORS:

- Analyze the weaknesses of the Articles of Confederation.
- Examine the issues debated at the Constitutional Convention.
- Evaluate how differences in geography, region, and population affected the results of the Constitutional Convention.
- Examine the compromises that resulted in the formation of the new government.

CONCEPTS	FACTUAL CONCEPTS	INSTRUCTIONAL STRATEGIES & LEARNING ACTIVITIES	SUGGESTED RESOURCES
<p>MACRO CONCEPTS:</p> <ul style="list-style-type: none"> • Conflict • Power • Change <p>MICRO CONCEPTS:</p> <ul style="list-style-type: none"> • Compromise 	<p>Articles of Confederation Constitutional Convention Constitution Federalism Ratification</p>	<ul style="list-style-type: none"> • Students should develop speeches to represent their state's perspective at the Convention. • Students will interact with each other to simulate discussion and compromise at the Convention. • Maintain a daily journal that reflects learning throughout the simulation. 	<p>DOCUMENTS:</p> <p>Articles of Confederation</p> <p>Federalist Papers</p>

COURSE:	U.S. HISTORY I	TIME FRAME:	16 days
UNIT #5:	GOVERNMENT IN ACTION	GRADE:	8 TH

GOAL: The learner will analyze the strengths of the Constitution in modern day.

GENERALIZATIONS:

- The Constitution is a living document that establishes and regulates our government.

ESSENTIAL QUESTIONS:

- How do the seven principles of the Constitution affect the U.S. government?
- How can an individual be a responsible American citizen?
- How do the three branches perform their Constitutional Duty?
- Why do we need a system of checks and balances?
- How does the Bill of Rights protect American citizens?

PA STANDARDS:

5.1.8.C Analyze the principles and ideas that shaped local, Pennsylvania, and national governments.
5.1.8.D Summarize the basic principles and ideals within documents and the roles played by the Framers as found in significant documents.
5.1.8.E Compare and contrast the individual rights guaranteed by the PA Constitution versus the U.S. Constitution.
5.1.8.F Analyze how political symbols are used by the media and leaders to influence public opinion.
5.2.8.A Summarize the role of citizens in terms of right and responsibilities in different government systems.
5.2.8.B Describe how citizens resolve conflicts in society and government.
5.2.8.D Describe the citizen's role in the political process.
5.3.8.A Compare and contrast the responsibilities and powers of the three branches of government between Pennsylvania and the Federal government.
5.3.8.C Describe how local, state, and national governments provide services.
5.3.8.D Identify leadership positions and the role of political party affiliation at the local, state, and national levels.
5.3.8.F Explain the various judicial levels of the U.S. and state.

PERFORMANCE INDICATORS:

- Apply the seven principles of the Constitution to our everyday lives.
- Identify the role of an American in our government.
- Diagram how the legislative branch makes laws.
- Explain how the executive branch enforces laws.
- Describe how the judicial branch interprets laws.
- Question how (well) the Bill of Rights protects citizens.
- Explain why and diagram how the branches check and balance each other.

CONCEPTS	FACTUAL CONCEPTS	INSTRUCTIONAL STRATEGIES & LEARNING ACTIVITIES	SUGGESTED RESOURCES
<p>MACRO CONCEPTS:</p> <ul style="list-style-type: none"> • Application • Power • Leadership • Citizenship <p>MICRO CONCEPTS:</p> <ul style="list-style-type: none"> • Freedom • Rights & Responsibilities 	<p>Bill Law Congress President Cabinet Supreme Court Amendment Bill of Rights Checks & Balances Legislative Executive Judicial</p>	<ul style="list-style-type: none"> • Complete a real citizenship test as a pretest for unit. • Locate current, up-to-date information on our government using the internet. • Write a short response on how a chosen newspaper article relates to one or more of the seven principles of the Constitution. • Create a diagram of checks and balances in our government. 	<p>DOCUMENTS:</p> <p>U.S. Constitution</p> <p>Bill of Rights</p>

COURSE:	U.S. HISTORY I	TIME FRAME:	14 days
UNIT #6:	THE NEW REPUBLIC (1791-1836)	GRADE:	8 TH

GOAL: The early presidential administrations shaped the United States government and set the foundation for future presidents.

GENERALIZATIONS:

- The United States faced significant foreign and domestic challenges under early presidential administrations.

ESSENTIAL QUESTIONS:

- How did Washington's administration shape the role of the President?
- How did political parties influence the development of the United States government?
- How did the War of 1812 test the strength of the new nation?
- How did physical expansion affect Americans and the people native to the regions they settle?

PA STANDARDS:

8.1.8.A Compare and contrast events over time and how continuity and change over time influenced those events.
8.1.8.B Compare and contrast a historical event, using multiple points of view from primary and secondary sources.
8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.
8.3.8.B Evaluate the importance of historical documents, artifacts and places critical to United States history.
8.3.8.C Summarize how continuity and change have impacted U.S. history.
8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

PERFORMANCE INDICATORS:

- Identify the major acts and events of Washington's presidency (cabinet, war debt, Whiskey Rebellion, domestic policies [Native Americans], foreign policy [French Revolution]).
- Appraise the precedents set by George Washington.
- Assess the role of the Whiskey Rebellion in our state and local history.
- Judge the impact of political parties.
- List the causes and effects of the War of 1812.
- Evaluate the impact of the War of 1812.

CONCEPTS	FACTUAL CONCEPTS	INSTRUCTIONAL STRATEGIES & LEARNING ACTIVITIES	SUGGESTED RESOURCES
<p>MACRO CONCEPTS:</p> <ul style="list-style-type: none"> • Change • Power • Leadership • Conflict • Revolution <p>MICRO CONCEPTS:</p> <ul style="list-style-type: none"> • Rebellion • Precedent • Administration • Nationalism • Sectionalism 	<p>Precedent Political Parties Foreign Policy Domestic Policy Whiskey Rebellion Cabinet XYZ Affair French Revolution War of 1812 Trail of Tears Alien & Sedition Act Missouri Compromise Louisiana Purchase</p>	<ul style="list-style-type: none"> • Compare and contrast political parties “then and now.” • Analyze the relationships between individuals in the HBO series “John Adams” to develop an understanding of the early United States. • Read and analyze the Star Spangled Banner as a historical document (written during the War of 1812). • Read and analyze fictional Lewis and Clark journal. Create additional entries. 	<p>DOCUMENTS:</p> <p>Star Spangled Banner</p> <p>Washington’s Farewell Address</p> <p>Alien & Sedition Acts</p> <p>VA & KY Resolutions</p> <p>Marbury v. Madison</p> <p>Indian Removal Act of 1830 Monroe Doctrine</p> <p>“Thomas Jefferson” by Mather Brown (1786) SNPG</p> <p>“George Washington” by Rembrandt Peal (1795) SNPG</p> <p>“George Washington” by Gilbert Stuart (1796) SNPG</p> <p>“John Adams” by John Trumbull (1793) SNPG</p> <p>AUDIO & VISUAL RESOURCES:</p> <p>HBO series “John Adams” History Channel, “Founding Brothers” National Geographic “Lewis & Clark: Great Journey West”</p>

COURSE:	U.S. HISTORY I	TIME FRAME:	12 days
UNIT #7:	MANIFEST DESTINY (1800-1855)	GRADE:	8 TH

GOAL: Learners will apply the concept of “Manifest Destiny” to justify the exploration and settlement of the land west of the Mississippi River.

GENERALIZATIONS:

- The ideals of manifest destiny and the outcome of the Mexican-American War led to U.S. expansion to the Pacific Ocean.

ESSENTIAL QUESTIONS:

- How did the United States acquire the land west of the Mississippi River?
- How did Manifest Destiny affect the people of the United States (gold rush, Oregon Trail)?
- How did physical expansion affect Americans and the people native to the regions they settled?

PA STANDARDS:

8.1.8.A Compare and contrast events over time and how continuity and change over time influenced those events.

8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.

8.3.8.C Summarize how continuity and change have impacted U.S. history.

PERFORMANCE INDICATORS:

- Identify major expansion regions in the United States.
- Describe how we acquired the lands that will become the continental United States.
- Evaluate the impact of expansion on Native Americans.
- Apply the concept of “Manifest Destiny” to each of the regions/territories of physical expansion.
- Distinguish motivators for expansion and the following events:
 - Louisiana Purchase
 - Lewis and Clark journey
 - Texas Independence
 - Mexican War
 - California Gold Rush

CONCEPTS	FACTUAL CONCEPTS	INSTRUCTIONAL STRATEGIES & LEARNING ACTIVITIES	SUGGESTED RESOURCES
<p>MACRO CONCEPTS:</p> <ul style="list-style-type: none"> • Change • Power • Leadership • Conflict • Revolution <p>MICRO CONCEPTS:</p> <ul style="list-style-type: none"> • Exploration • Geographic Impact 	<p>Manifest Destiny Oregon Trail Texas Annexation Mexican War Gold Rush Mountain Men</p>	<ul style="list-style-type: none"> • Label on a map the geography of the United States in 1853. • Create a “Manifest Destiny” acrostic poem. • Write a journal from the perspective of a settler moving west. Describe reasons that a family might choose to leave their homes for a new destination. • Read and analyze parts of Lewis and Clark’s journals. Create additional entries. 	<p>DOCUMENTS: Diaries of Lewis & Clark Treaty of Guadalupe Hidalgo</p> <p>“American Progress” by John Gast (1872)</p> <p>AUDIO & VISUAL RESOURCES: America: The Story of Us The Oregon Trail</p>

COURSE:	U.S. HISTORY I	TIME FRAME:	12 days
UNIT #8:	THE INDUSTRIAL NORTH (1800-1860)	GRADE:	8 TH

GOAL: Learners will analyze the impacts of the Industrial Revolution in the Northern States.

GENERALIZATIONS:

- Industrial Revolution transformed the way goods were produced and the working life for many Americans.
- New forms of transportation improved business, travel, and communication in the United States.
- Advances in technology led to new inventions that continued to change daily life and work.

ESSENTIAL QUESTIONS:

- What are the key inventions and innovations of the early 1800s?
- How did inventions and innovations affect society in the early 1800s?
- How did the Industrial Revolution increase sectional differences within the country?
- Why did immigrants view the United States as a land of opportunity?

PA STANDARDS:

8.1.8.A Compare and contrast events over time and how continuity and change over time influenced those events.
8.1.8.B Compare and contrast a historical event, using multiple points of view from primary and secondary sources.
8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.
8.3.8.C Summarize how continuity and change have impacted U.S. history.
8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

PERFORAMANCE INDICATORS:

- Describe/evaluate the impact of inventions and innovations in the 1800s.
- Analyze reasons and conditions that led emigrants to leave their homelands.
- Explain the various reasons that people chose to settle in America.
- Compile and examine the goals of the early women's movement.
- Describe the importance of the Seneca Falls Convention and Declaration of Women's Rights.
- Examine the effectiveness of reform movements in the United States in the early 1800s.
- Identify the Temperance Movement, labor unions, changes in education, and medical treatment.

CONCEPTS	FACTUAL CONCEPTS	INSTRUCTIONAL STRATEGIES & LEARNING ACTIVITIES	SUGGESTED RESOURCES
<p>MACRO CONCEPTS:</p> <ul style="list-style-type: none"> ● Change ● Power ● Leadership ● Conflict ● Revolution <p>MICRO CONCEPTS:</p> <ul style="list-style-type: none"> ● Technology ● Industry 	<p>Factory System Assembly Line Mass Production Interchangeable Parts Textile John Deere Samuel Morse Robert Fulton Steam Engine</p>	<ul style="list-style-type: none"> ● Create a marketing plan for a key American invention and try to sell it. ● Design a flowchart that illustrates the factory system. ● Write a letter as a factory worker describing your life in a factory. ● Create a chart describing the push and pull factors with regards to emigration/immigration. ● Using Ancestry.com, students will research family history and create family tree. ● Class debate discussing ways that students' education has been affected by 1800s educational reform. 	<p>DOCUMENTS: “Loom and Spindle”-Harriet Robinson</p>

COURSE:	U.S. HISTORY I	TIME FRAME:	12 days
UNIT #9:	THE AGRICULTURAL SOUTH (1800-1860)	GRADE:	8 TH

GOAL: The learner will understand the relationship of the growth of agriculture and dependence of slave labor.

GENERALIZATIONS:

- The demands of an agricultural economy increased the needs for slave labor in the South.

ESSENTIAL QUESTIONS:

- How did cotton and the dependence on agriculture affect the development of the South?
- What was it like to be a slave in the South?
- How did slaves resist slavery?

PA STANDARDS:

8.1.8.A Compare and contrast events over time and how continuity and change over time influenced those events.

8.1.8.B Compare and contrast a historical event, using multiple points of view from primary and secondary sources.

8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.

8.3.8.C Summarize how continuity and change have impacted U.S. history.

8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

PERFORMANCE INDICATORS:

- Examine slave narratives to uncover the slave experience.
- Describe the ways that slaves coped with slavery and the ways that they resisted.
- Measure the impact of the Underground Railroad.
- Analyze how the abolitionist movement increased tensions between the North and South.

CONCEPTS	FACTUAL CONCEPTS	INSTRUCTIONAL STRATEGIES & LEARNING ACTIVITIES	SUGGESTED RESOURCES
<p>MACRO CONCEPTS:</p> <ul style="list-style-type: none"> • Change • Power • Leadership • Conflict • Revolution <p>MICRO CONCEPTS:</p> <ul style="list-style-type: none"> • Resistance 	<p>Cotton Gin Planters Plantation Slave Rebellion Underground Railroad Slave Codes Slave Culture Harriet Tubman</p>	<ul style="list-style-type: none"> • Create a graphic organizer showing the different cultural groups of the South. • Compare and contrast slave's lives using slave narratives. • Write a historical fiction story as a slave on the Underground Railroad. • Create a board game that illustrates the hazards and assistance on the Underground Railroad. 	<p>DOCUMENTS Slave Narratives “Manufacturing in the South” Augusta (Ga.) <i>Courier</i>, June 21, 1827</p> <p>AUDIO & VISUAL RESOURCES: Uncle Tom's Cabin</p>

COURSE:	U.S. HISTORY I	TIME FRAME:	14 days
UNIT #10:	DIVIDED NATION (1830-1861)	GRADE:	8 TH

GOAL: The learner will understand how the debate over slavery increasingly divided Americans.

GENERALIZATIONS:

- The disagreements between the North and the South led to economic, social and political conflicts.

ESSENTIAL QUESTIONS:

- How did the abolitionist movement increase tension between the North and the South?
- How did political and judicial decisions intensify the division over slavery?
- Why did some southern states finally decide to secede from the Union?

PA STANDARDS:

8.1.8.A Compare and contrast events over time and how continuity and change over time influenced those events.

8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.

8.3.8.C Summarize how continuity and change have impacted U.S. history.

8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

PERFORMANCE INDICATORS:

- Analyze how the expansion of slavery into the territories influence politics, especially through the following acts:
 - Missouri Compromise
 - Compromise of 1850
 - Kansas-Nebraska Act
- Distinguish sectional differences between the North and the South.
- Arrange and classify the key events that led to southern secession (Compromise of 1850, Bleeding Kansas, Caning of Sumner, Republican Party, Dred Scott, Lincoln-Douglas Debates, John Brown, Secession, and Uncle Tom's Cabin).

CONCEPTS	FACTUAL CONCEPTS	INSTRUCTIONAL STRATEGIES & LEARNING ACTIVITIES	SUGGESTED RESOURCES
<p>MACRO CONCEPTS:</p> <ul style="list-style-type: none"> • Change • Power • Leadership • Conflict • Civil War <p>MICRO CONCEPTS:</p> <ul style="list-style-type: none"> • Compromise 	<p>Uncle Tom’s Cabin Dred Scott John Brown Bleeding Kansas Popular Sovereignty Caning of Sumner Abraham Lincoln Stephen Douglas Compromise of 1850 Kansas-Nebraska Act Confederate States of America Jefferson Davis</p>	<ul style="list-style-type: none"> • Arrange key events leading to the Civil War in chronological order. • In a chart, compare and contrast the politics, society, and economy of the North and the South. • Conduct an in-class debate between a northerner and a southerner on key issues leading to the Civil War. 	<p>DOCUMENTS:</p> <p>Uncle Tom’s Cabin Narrative of the Life of Frederick Douglass Elaudah Equiano Dred Scot v. Sanford Uncle Tom’s Cabin SC Ordinance of Secession</p> <p>AUDIO & VISUAL RESOURCES:</p> <p>America: The Story of Us- Division Roots John Brown photograph from Library of Congress Frontispiece of Uncle Tom’s Cabin Political Cartoon of Sumner Beating</p>

COURSE:	U.S. HISTORY I	TIME FRAME:	16 days
UNIT #11:	THE CIVIL WAR (1861-1865)	GRADE:	8 TH

GOAL: The learner will evaluate how the Civil War was fought to preserve the United States.

GENERALIZATIONS:

- The American Civil War tested the strength of the bond between the states.

ESSENTIAL QUESTIONS:

- What were the advantages and disadvantages of the North and South during the Civil War?
- How did key events and battles affect the outcome of the Civil War?
- How did Lincoln's leadership affect the course of the Civil War?
- How did the Emancipation Proclamation change the course of the Civil War?
- How did the Civil War affect individuals and families?

PA STANDARDS:

8.1.8.B Compare and contrast a historical event, using multiple points of view from primary and secondary sources.

8.1.8.C Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources.

8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.

8.3.8.B Evaluate the importance of historical documents, artifacts and places critical to United States history.

8.3.8.C Summarize how continuity and change have impacted U.S. history.

8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

PERFORMANCE INDICATORS:

- Evaluate Abraham Lincoln's presidency.
- Explain how the Emancipation Proclamation changed the course of the war.
- Judge the impact of events and battles of the Civil War (Fort Sumter, Bull Run, Antietam, Gettysburg, Vicksburg, Sherman's March, Appomattox Court House).
- Compare and contrast the advantages and disadvantages of the Union and Confederacy during the Civil War.
- Describe changes in living conditions, technology, and medical care for soldiers in the army during the Civil War.
- Examine the hardships for soldiers serving in the Civil War.
- Analyze the effects of the Civil War on Americans.
- Inspect the role of women during the war.
- Identify government policies on prison camps, taxes, conscription.
- Examine Lincoln's assassination and analyze its impact.

CONCEPTS	FACTUAL CONCEPTS	INSTRUCTIONAL STRATEGIES & LEARNING ACTIVITIES	SUGGESTED RESOURCES
<p>MACRO CONCEPTS:</p> <ul style="list-style-type: none"> • Change • Power • Leadership • Conflict • Civil War <p>MICRO CONCEPTS:</p> <ul style="list-style-type: none"> • Strategy • Total War 	<p>Fort Sumter Border States Cotton Diplomacy Robert E Lee Ulysses S. Grant First Bull Run Antietam Vicksburg Gettysburg Appomattox Courthouse Sherman's March John Wilkes Booth Abraham Lincoln</p>	<ul style="list-style-type: none"> • Label a map showing Union, Confederate, and border states. • Compare and contrast the advantages and disadvantages of the Union and Confederacy during the war in a group categorizing activity. • Compare and contrast, through discussion, modern-day ethical dilemmas with Lincoln's choice to fight in the Civil War. • Put students into the role of a soldier and have them write a letter home describing the war and life in the army. 	<p>DOCUMENTS:</p> <p>Emancipation of Proclamation Gettysburg Address Lincoln's 2nd Inaugural Address</p> <p>AUDIO & VISUAL RESOURCES:</p> <p><i>The Civil War</i>, "The Cause" (PBS-Ken Burns) "Glory"</p>

COURSE:	U.S. HISTORY I	TIME FRAME:	16 days
UNIT #12:	RECONSTRUCTION (1865-1877)	GRADE:	8 TH

GOAL: The learner will be able to identify and assess the changes of the United States as a result of Reconstruction.

GENERALIZATIONS:

- Reconstruction changed the nation but failed to fulfill its promise of equality.

ESSENTIAL QUESTIONS:

- What were the different plans for reconstructing the nation after the Civil War?
- How did the government attempt to help newly-freed men and women after the Civil War?
- What did the Reconstruction Amendments promise for freed blacks?
- What were ways people in the south respond to emancipation and newly-acquired rights of black Americans?

PA STANDARDS:

5.1.8.C Analyze the principles and ideas that shaped local, Pennsylvania, and national governments.

8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.

8.3.8.B Evaluate the importance of historical documents, artifacts and places critical to United States history.

8.3.8.C Summarize how continuity and change have impacted U.S. history.

8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

PERFORMANCE INDICATORS:

- Identify and explain Reconstruction plans.
- Analyze the impeachment of President Johnson.
- Identify the problems with Grant's administration.
- Explain how the government attempted to help newly freed men and women.
- Identify and explain the Reconstruction amendments.
- Analyze the southern response to emancipation and newly acquired rights of blacks.
- Compare and contrast sharecropping and tenant farming.
- Analyze landmark Supreme Court cases (Plessy v. Ferguson, Brown v. Board of Education) .
- Assess key 20th Century events that led to the fulfillment of promises made during Reconstruction.

CONCEPTS	FACTUAL CONCEPTS	INSTRUCTIONAL STRATEGIES & LEARNING ACTIVITIES	SUGGESTED RESOURCES
<p>MACRO CONCEPTS:</p> <ul style="list-style-type: none"> • Change • Power • Leadership • Conflict • Revolution <p>MICRO CONCEPTS:</p> <ul style="list-style-type: none"> • Discrimination 	<p>13th, 14th 15th Amendment Freedman's Bureau Discrimination Segregation Black Codes Literacy Test Poll Tax Grandfather Clause KKK Sharecropping Tenant Farming Lynching</p>	<ul style="list-style-type: none"> • Create a three-column chart explaining the Reconstruction plan. • Create a Reconstruction Amendment Foldable • From a congressional or electoral commission point of view, write a persuasive essay on whether or not you agree with the government's deal to end Reconstruction. • Create a flow chart identifying and explaining the problems of Grant's administration. • Rate (and justify) the assistance provided by the government during Reconstruction. • Develop a cause/effect organizer showing the southern responses to Reconstruction (i.e. Black Codes, Literacy Test, Poll Tax, Grandfather Clause, and KKK). • Write an evaluative essay explaining the pros and cons of sharecropping and tenant farming. 	<p>DOCUMENTS:</p> <p>13th Amendment 14th Amendment 15th Amendment Civil Rights Act of 1866 Civil Rights Act of 1875 Military Reconstruction Act</p>

COURSE:	U.S. HISTORY I	TIME FRAME:	14 days
UNIT #13:	WESTWARD EXPANSION (1870-1890)	GRADE:	8 TH

GOAL: The learner will evaluate how the second wave of westward expansion established the Great Plains and impacted Native Americans.

GENERALIZATIONS:

- Following the Civil War Americans ventured west of the Mississippi River, vastly changing the land and culture.

ESSENTIAL QUESTIONS:

- How did the physical landscape west of the Mississippi River change as Americans settled there?
- What were some of the policies of the Federal government enacted for the purpose of western settlement?
- What was life like for settlers, cowboys, farmers, and ranchers?
- How did the U.S. government and military react to Native American resistance?
- What happened at the Carlisle Indian Industrial School?

PA STANDARDS:

8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.

8.3.8.B Evaluate the importance of historical documents, artifacts and places critical to United States history.

8.3.8.C Summarize how continuity and change have impacted U.S. history.

8.3.8.D Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

PERFORMANCE INDICATORS:

- Explain the reasons people moved west.
- Identify problems encountered by settlers on the Great Plains.
- Compare and contrast how Americans and Native Americans viewed land ownership.
- Explain the effects of westward expansion on Native Americans living on the Great Plains.
- Identify and explain the Populist movement.
- Evaluate the real American cowboy.
- Analyze the impact of the Transcontinental Railroad.
- Summarize the rise and fall of the cattle industry.
- Explain the struggles and support plains farmers experienced during Westward Expansion.
- Analyze the Carlisle Indian School and its attempt to assimilate Native Americans.

CONCEPTS	FACTUAL CONCEPTS	INSTRUCTIONAL STRATEGIES & LEARNING ACTIVITIES	SUGGESTED RESOURCES
<p>MACRO CONCEPTS:</p> <ul style="list-style-type: none"> • Change • Power • Leadership • Conflict • Revolution <p>MICRO CONCEPTS:</p> <ul style="list-style-type: none"> • Assimilation 	<p>Reservation Prospector Assimilation Transcontinental Railroad Dawes Act Cowboy Exoduster</p>	<ul style="list-style-type: none"> • Develop a web diagram detailing the types of people moving westward and their specific reasons for moving. • Create a photo story or screen cast to highlight changes to the landscape to the West as a result of expansion. • Assume the identity of a cowboy, farmer, rancher or settler and role play a town meeting. • Analyze the importance of the Dawes Severalty Act and re-write it for application in modern-day. • Create an editorial discussing how “The White Man’s Burden” brought about conflict with Native Americans including three major conflicts. • Create a compare and contrast diagram depicting Native Americans’ verses white settlers’ views of land ownership. • Educational trip to the Cumberland County Historical Society to examine artifacts related to the Carlisle Indian Industrial School. 	<p>DOCUMENTS:</p> <p>Homestead Act</p> <p>Morrill Act</p> <p>Dawes Severalty Act</p> <p>Surrender Speech, Chief Joseph of the Nez Perce, 1877</p> <p>George Catlin: Native American Paintings</p> <p>AUDIO & VISUAL RESOURCES:</p> <p>Dances with Wolves</p> <p>Far and Away</p>

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)