

**Bloomfield Public Schools
Bloomfield, New Jersey 07003**

Curriculum Guide

**US History Honors
Grade 8**

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**Conforms to New Jersey Core Curriculum Content Standards and Common Core
State Standards**

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Eighth Grade Honors History **(Grade 8)**

Introduction: The Eighth Grade Honors History course is a requirement for all students in the state of New Jersey and Bloomfield Middle School. The course is typically taught to 8th grade students over the course of one year.

In the 8th grade social studies curriculum, students examine the historical and intellectual origins of the U.S. during the Revolutionary and Constitutional eras. Students study the basic framework of American government, as well as America's expansion westward, the establishment of political parties, economic and social changes, and the conflicts that led to the Civil War and Reconstruction. At the honors level, students will be asked to complete independent reading and writing assignments and analyze primary sources more frequently through Document Based Questions. Honors students will be expected to complete outside readings and participate in Socratic seminars.

This curriculum is aligned with both the 2014 *New Jersey Core Curriculum Content Standards* and the *Common Core State Standards for English Language Arts & Literacy in Science*. The document specifically cross-references the four 21st Century themes and primary inter-disciplinary connections.

This document is a tool that will provide an overview as to what to teach, when to teach it, and how to assess student progress. As well, with considerations made for altered pacing, modifications, and accommodations; this document is to be utilized for all students enrolled in this course, regardless of ability level, native language, or classification. It is meant to be a dynamic tool that we, as educators, will revise and modify as it is used during the course of the school year.

Mapping/Sequence: The curriculum is written following the parameters of *Understanding by Design*. The document is written as a series of units containing established transfer goals, enduring understandings, essential questions, and the necessary skills and knowledge a student must attain in a school year. Each unit also stipulates both required and suggested activities and assessments. Teachers are expected to design lessons that will meet the requirements within this curriculum; however, there is flexibility in how they choose to meet these demands.

Pacing: The *Eighth Grade Honors History* curriculum is divided into six units. The units vary in length.

Resources: Electronic and text resources are listed in each unit. Teachers will be able to access the curriculum document on the district website.

Textbook: American Nation, Pearson: 2005

Established Goals: New Jersey Core Curriculum Content Standards

<http://www.state.nj.us/education/cccs/2009/>

<http://www.corestandards.org/the-standards/english-language-arts-standards/science-technical/grades-6-8>

Overarching Understandings:

1. Human beings seek to understand their historical roots and to locate themselves in time.
2. Civic participation is a critical component of democracy.
3. Civic competence is developed by understanding structures of power and authority.
4. Personal identity is shaped by one's culture, by groups, and by institutional influences.
5. Individuals and groups can influence institutional change.

Course Name	8 th Grade United States History Honors	Grade Level	8
Unit #, Title	#1 Colonial America Review	Time Frame	2 Weeks
Standards			
<p>Content:</p> <p>6.1.8.A.2.a: Determine the roles of religious freedom and participatory government in various North American colonies.</p> <p>6.1.8.A.2.b: Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.</p> <p>6.1.8.A.2.c: Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.</p> <p>6.1.8.B.2.a: Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.</p> <p>6.1.8.B.2.b: Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World</p> <p>6.1.8.C.2.a: Relate slavery and indentured servitude to Colonial labor systems.</p> <p>6.1.8.C.2.b: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</p> <p>6.1.8.C.2.c: Analyze the impact of triangular trade on multiple nations and groups.</p> <p>6.1.8.D.2.a: Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.</p> <p>6.1.8.D.2.b: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.</p> <p>Common Core:</p> <p>RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.6-8.8: Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>RH.6-8.9: Analyze the relationship between a primary and secondary source on the same topic</p> <p>Other:</p> <p>9.1.8.F.2: Explain how rules, laws, and safety practices protect individual rights in the global workplace.</p> <p>9.1.8.C.3: Model leadership skills during classroom and extra-curricular activities.</p> <p>9.1.12.B.2: Create and respond to a feedback loop when problem solving.</p> <p>8.1.8.E.1: Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.</p> <p>8.2.8.B.2: Identify the design constraints and trade-offs involved in designing a prototype (e.g., how the prototype might fail and how it might be improved) by completing a design problem and reporting results in a multimedia presentation</p>			

Essential Questions		Enduring Understandings	
<p>Q1: Did Europeans find fulfillment of the promises that brought them to America?</p> <p>Q2: How was New Jersey an early example of the diversity that developed in American history?</p> <p>Q3: How did colonists protect the freedoms they believe were granted to them by the British Crown?</p> <p>Q4: Analyze the ways the colonists dealt with the Native American people they encountered in America.</p> <p>Q5: To what extent did the American colonists develop a broader notion of self-government than that enjoyed in England?</p>		<p>E1: Determine the roles of religious freedom and participatory government in various North American colonies.</p> <p>E2: Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.</p> <p>E3: Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.</p> <p>E4: Relate slavery and indentured servitude to Colonial labor systems.</p> <p>E5: Analyze the impact of triangular trade on multiple nations and groups.</p>	
Content Vocabulary		Academic Vocabulary	
Charter agrarian society embargo equality boycott rebellion terrorism		Plantation Indentured Servant Puritan Cash Crop Colony Government Dictatorship Immigrant	
Objectives Content/Skill	Strategies/Tasks		Assessment(s)
<ul style="list-style-type: none"> Locate on a map the original Thirteen English Colonies Understand the origins of self-government Comprehend the origin of slave trade in the Americas Distinguish the different types of lifestyles in the English Colonies 	<ul style="list-style-type: none"> Create their own colony project Compare lifestyles between the New England, Middle, and Southern Colonies Identify the reasons for the founding of each colony. Examine the resources/people necessary to found a colony. 		<p>Jamestown Survival Guide - https://www.nasa.gov/pdf/166504main_Survival.pdf</p> <p>Debate: Which region of the 13 original colonies offered the best lifestyle?</p> <p>Create a podcast advertising why a settler should move to an assigned colony.</p> <p>Map the changes of colonial American from the beginning of the unit until the end.</p> <p>http://chaos1.hypermart.net/fullsize/US1492fs.gif</p> <p>Primary and Secondary Source analysis</p> <ul style="list-style-type: none"> Compare Winthrop's to Reagan's City Upon a Hill

		<ul style="list-style-type: none"> How has the interpretation of the Salem Witch Trials changed over the centuries? <p>Timelines, Maps, Charts, Graphic Organizers Unit Assessments, Chapter Assessments, Quizzes DBQ, Essays, Short Answer Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share Projects, Portfolio, Presentations, Prezi, Gallery Walks Homework Concept Mapping Photo, Video, Political Cartoon, Radio, Song Analysis Create an Original Song, Film, or Poem</p>
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Resources	
<p>1584 Charter to Sir Walter Raleigh - http://avalon.law.yale.edu/16th_century/raleigh.asp 1620 The Charter of New England - http://avalon.law.yale.edu/17th_century/mass01.asp 1663 Charter of Carolina - http://avalon.law.yale.edu/17th_century/nc01.asp 1691 Charter of Massachusetts Bay - http://avalon.law.yale.edu/17th_century/mass07.asp 1763 Treaty of Paris - http://avalon.law.yale.edu/18th_century/paris763.asp The Settlement of Jamestown - http://www.nationalcenter.org/SettlementofJamestown.html The Mayflower Compact- http://mayflowerhistory.com/mayflower-compact Transcripts of the Salem Witch Trials - http://saalem.lib.virginia.edu/texts/tei/swp City Upon a Hill - https://www.gilderlehrman.org/sites/default/files/inline-pdfs/Winthrop's%20City%20upon%20a%20Hill.pdf Journals of John Winthrop - http://www.constitution.org/primarysources/winthrop.html Narrative of the Pequot War - http://virts.rootsweb.ancestry.com/~tmetrvlr/hd8.html English Bill of Rights - http://www.constitution.org/eng/eng_bor.htm</p>	

Course Name	8 th Grade United States History Honors	Grade Level	8
Unit #, Title	#2 American Revolution	Time Frame	2 months
Standards			
<p>Content:</p> <p>6.1.8.A.2.a: Determine the roles of religious freedom and participatory government in various North American colonies.</p> <p>6.1.8.A.2.b: Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.</p> <p>6.1.8.A.2.c: Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.</p> <p>6.1.8.B.2.a: Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.</p> <p>6.1.8.B.2.b: Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World</p> <p>6.1.8.C.2.a: Relate slavery and indentured servitude to Colonial labor systems.</p> <p>6.1.8.C.2.b: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</p> <p>6.1.8.C.2.c: Analyze the impact of triangular trade on multiple nations and groups.</p> <p>6.1.8.D.2.a: Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.</p> <p>6.1.8.D.2.b: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.</p> <p>Common Core:</p> <p>RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.6-8.8: Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>RH.6-8.9: Analyze the relationship between a primary and secondary source on the same topic</p> <p>Other:</p> <p>9.1.8.F.2: Explain how rules, laws, and safety practices protect individual rights in the global workplace.</p> <p>9.1.8.C.3: Model leadership skills during classroom and extra-curricular activities.</p> <p>9.1.12.B.2: Create and respond to a feedback loop when problem solving.</p> <p>8.1.8.E.1: Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.</p> <p>8.2.8.B.2: Identify the design constraints and trade-offs involved in designing a prototype (e.g., how the prototype might fail and how it might be improved) by completing a design problem and reporting results in a multimedia presentation</p>			

Essential Questions		Enduring Understandings	
<p>Q1: How did colonists protect the freedoms they believe were granted to them by the British Crown?</p> <p>Q2: To what extent did the American colonists develop a broader notion of self-government than that enjoyed in England?</p>		<p>E1: Ideals related to liberty and equality sparked the American Revolution.</p> <p>E2: Americans were divided on the question of independence. Countries fought in the French and Indian War for various reasons.</p>	
Content Vocabulary		Academic Vocabulary	
<p>Equality Rebellion unalienable rights Propaganda Treason</p>		<p>Parliament Legislature Tax Tariff Liberty Representation Boycott Petition Massacre Quarter Rights Congress Mercenary Neutral Pacifist Treaty</p>	
Objectives Content/Skill	Strategies/Tasks		Assessment(s)
<ul style="list-style-type: none"> Identify the major events that led to the American Revolution. Understand the significance of the Declaration of Independence 	<ul style="list-style-type: none"> Have a debate between the colonies on secession from England List the acts established by the British and their effects on the American people Present research on the life of a Founding Father 		<p>Debate: Did the colonies have the right to break away from Great Britain?</p> <p>Podcast: Create a news report on a battle of the American Revolution.</p> <p>Create a newspaper article on life during the American Revolution.</p> <p>Locate the three most important points of the Declaration of Independence.</p> <p>Primary and Secondary Source analysis</p>

<ul style="list-style-type: none"> Discuss the impact the Founding Fathers had on our country. 	<ul style="list-style-type: none"> Compare the constitutions of NJ, Massachusetts, and Virginia 	<ul style="list-style-type: none"> Interpret newspaper articles/political cartoons from the Loyalist and Patriot perspectives. Examine how the definition of “All men are created equal” has changed. <p>Timelines, Maps, Charts, Graphic Organizers Unit Assessments, Chapter Assessments, Quizzes DBQ, Essays, Short Answer Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share Projects, Portfolio, Presentations, Prezi, Gallery Walks Homework Concept Mapping Photo, Video, Political Cartoon, Radio, Song Analysis Create an Original Song, Film, or Poem</p>
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Resources
<p>Sugar Act - http://avalon.law.yale.edu/18th_century/sugar_act_1764.asp Stamp Act 1765 - http://avalon.law.yale.edu/18th_century/stamp_act_1765.asp The Quartering Act of 1765 - http://avalon.law.yale.edu/18th_century/quartering_act_165.asp Tea Act of 1773 - http://avalon.law.yale.edu/18th_century/assoc_sons_ny_1773.asp 1783 Treaty of Paris - http://avalon.law.yale.edu/18th_century/paris.asp Constitution of Virginia - http://avalon.law.yale.edu/18th_century/jeffcons.asp Constitution of Massachusetts - http://avalon.law.yale.edu/18th_century/ratma.asp Constitution of New Jersey - http://avalon.law.yale.edu/18th_century/nj15.asp Give me Liberty or Give me Death Speech - http://avalon.law.yale.edu/18th_century/patrick.asp Declaration of Independence - http://avalon.law.yale.edu/18th_century/declare.asp Lee Resolution (1776) - http://avalon.law.yale.edu/18th_century/lee.asp Articles of Confederation (1777) - http://avalon.law.yale.edu/18th_century/artconf.asp</p>

Treaty of Alliance with France (1778) - http://avalon.law.yale.edu/18th_century/fr1788-2.asp
 Original Design of the Great Seal of the United States Treaty of Paris (1783) - <http://diplomacy.state.gov/documents/organization/101564.pdf>
 1776
 Thomas Paine's Common Sense - <http://www.let.rug.nl/usa/documents/1776-1785/thomas-paine-common-sense/>
 Thomas Paine's The American Crisis - <http://www.let.rug.nl/usa/documents/1776-1785/thomas-paine-american-crisis/>
 Jefferson's Notes on Slavery - <http://www.let.rug.nl/usa/documents/1776-1785/jeffersons-notes-on-slavery.php>
 Virginia Declaration of Rights - <http://www.let.rug.nl/usa/documents/1776-1785/the-virginia-declaration-of-rights-1776.php>
 Diary of a Surgeon at Valley Forge - <http://www.let.rug.nl/usa/documents/1776-1785/albigence-waldo-from-the-diary-of-a-surgeon-at-valley-forge-1777.php>
 Notes on Debates from the Federal Convention of 1787 - <http://teachingamericanhistory.org/library/document/notes-of-debates-in-the-federal-convention-of-1787-2/>
 Brutus I - <http://teachingamericanhistory.org/library/document/brutus-i/>
 Madison's Speech on the Amendments - <http://teachingamericanhistory.org/library/document/speech-on-amendments-to-the-constitution/>
 Lucy Knox on the Homefront of the American Revolution - <http://www.gilderlehrman.org/history-by-era/war-for-independence/resources/lucy-knox-home-front-during-revolutionary-war-1777>
 A British View of Rebelious Boston - <http://www.gilderlehrman.org/history-by-era/road-revolution/resources/british-view-rebellious-boston-1774>
 Dragging Cannons from Fort Ticonderoga - <http://www.gilderlehrman.org/history-by-era/war-for-independence/resources/dragging-cannon-from-fort-ticonderoga-boston-1775>
 Henry Knox on the British Invasion of New York - <http://www.gilderlehrman.org/history-by-era/war-for-independence/resources/henry-knox-british-invasion-new-york-1776>
 A Patriot's Letter to his Loyalist Father - <http://www.gilderlehrman.org/history-by-era/war-for-independence/resources/patriot%E2%80%99s-letter-his-loyalist-father-1778>
 An African American Soldier's Pay Warrant - <http://www.gilderlehrman.org/history-by-era/war-for-independence/resources/african-american-soldier%E2%80%99s-pay-warrant-1780>
 Hamilton's Gloomy View of the Revolution - <http://www.gilderlehrman.org/history-by-era/hamilton/resources/alexander-hamilton%E2%80%99s-%E2%80%9Cgloomy%E2%80%9D-view-american-revolution-1780>
 Arnold's Treason and Andre's Execution Recalled - <http://www.gilderlehrman.org/history-by-era/war-for-independence/resources/benedict-arnold%E2%80%99s-1780-treason-and-execution-john-andr>

Course Name	8 th Grade United States History Honors	Grade Level	8
Unit #, Title	#3 Early America	Time Frame	2 months
Standards			
Content:			
6.1.8.A.3.a: Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.			
6.1.8.A.3.b: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.			
6.1.8.A.3.c: Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.			
6.1.8.A.3.d: Compare and contrast the Articles of Confederation and the UNITED STATES Constitution in terms of the decision-making powers of national government.			
6.1.8.A.3.e: Determine why the Alien and Sedition Acts were enacted and whether they undermined civil liberties.			
6.1.8.A.3.f: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.			
6.1.8.A.3.g: Evaluate the impact of the Constitution and Bill of Rights on current day issues.			
6.1.8.B.3.a: Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.			
6.1.8.B.3.b: Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.			
6.1.8.B.3.c: Use maps and other geographic tools to evaluate the role of geography in contributing to the execution and outcome of the American Revolutionary War.			
6.1.8.C.3.a: Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.			
6.1.8.C.3.b: Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.			
6.1.8.C.3.c: Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.			
6.1.8.D.3.a: Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.			
6.1.8.D.3.b: Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.			
6.1.8.D.3.e: Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.			
6.1.8.D.3.f: Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native			

Americans and with European powers that had territories in North America.

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

Common Core:

RH .6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8: Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9: Analyze the relationship between a primary and secondary source on the same topic

Other:

9.1.8.F.2: Explain how rules, laws, and safety practices protect individual rights in the global workplace.

9.1.8.C.3: Model leadership skills during classroom and extra-curricular activities.

9.1.12.B.2: Create and respond to a feedback loop when problem solving.

8.1.8.E.1: Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.

8.2.8.B.2: Identify the design constraints and trade-offs involved in designing a prototype (e.g., how the prototype might fail and how it might be improved) by completing a design problem and reporting results in a multimedia presentation.

Essential Questions	Enduring Understandings
<p>Q1: How did the U.S. government emerge out of conflict and compromise?</p> <p>Q2: How is the U.S. Constitution a document subject to change and interpretation?</p> <p>Q3: How can individual rights and the government's view of the "common good" create conflict or stability?</p> <p>Q4: How did the U.S. confront internal and international conflicts during this era?</p> <p>Q5: How does a nation's involvement in international conflicts affect its identity?</p>	<p>U1: Groups and individuals pursuing their own goals may influence the priorities and actions of a government.</p> <p>U2: Relationships between nations can impact both domestic and foreign affairs.</p> <p>U3: Leaders can modify the institutions of government in response to the challenges of their time.</p>

Content Vocabulary		Academic Vocabulary	
Amend Embargo Federal System Legislative Executive Judicial Ratify Framers Suffrage Separation of Powers Neutrality Representation		Allegiance Amend Amendment Bill Civil Debt Elector Liberty Oath Preamble Revenue	
Objectives Content/Skill	Strategies/Tasks	Assessment(s)	
<ul style="list-style-type: none"> Compare the Articles of Confederation to the U.S. Constitution. Discuss the evolution of government in the beginning stages of the country. Identify the early struggles of the United States Government. 	<ul style="list-style-type: none"> Have a debate between the founders (Federalists vs. Anti-Federalists) Mock Trial Compare and contrast the Articles of Confederation to the U.S. Constitution Research political problems of early America Compare the ideas of the Magna Carta to the Constitution 	Debate: Should the United States have followed the federalists or anti-federalists? Anaylsis: How is the Constitution relevant today? Examine the evolution of Democracy using the Magna Carta and the Constitution. 4th Amendment: NJ vs. T.L.O. <ul style="list-style-type: none"> http://www.acslaw.org/files/High%20School%20Fourth%20Amendment%20Lesson%20Plan%20Spring%202008.pdf Problem with Congress' Lack of Authority <ul style="list-style-type: none"> http://edsitement.neh.gov/sites/edsitement.neh.gov/files/worksheets/Constitution_Activity01.pdf Primary and Secondary Source analysis <ul style="list-style-type: none"> Compary the Constitution to the Articles of Confederation 	

		<ul style="list-style-type: none"> • Would modern day America align with the Federalists or Anti-Federalists? <p>Timelines, Maps, Charts, Graphic Organizers Unit Assessments, Chapter Assessments, Quizzes DBQ, Essays, Short Answer Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share Projects, Portfolio, Presentations, Prezi, Gallery Walks Homework Concept Mapping Photo, Video, Political Cartoon, Radio, Song Analysis Create an Original Song, Film, or Poem</p>
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Resources	
<p>Bill of Rights - http://avalon.law.yale.edu/18th_century/rights1.asp U.S. Constitution - http://avalon.law.yale.edu/18th_century/usconst.asp Federalist Papers, No. 10 & No. 51 (1787-1788) - http://avalon.law.yale.edu/subject_menus/fed.asp President George Washington's First Inaugural Speech (1789) - http://avalon.law.yale.edu/18th_century/wash1.asp Federal Judiciary Act (1789) - http://avalon.law.yale.edu/18th_century/judiciary_act.asp Magna Carta - http://avalon.law.yale.edu/medieval/magframe.asp Articles of Confederation - http://www.let.rug.nl/usa/documents/1776-1785/the-articles-of-confederation-1781.php Treaty with the Six Nations - http://www.let.rug.nl/usa/documents/1776-1785/treaty-with-the-six-nations-fort-stanwix-october-22-1784.php The Jay Treaty - http://www.let.rug.nl/usa/documents/1786-1800/the-jay-treaty-1794.php Madison's Speech Presenting the Constitution - http://www.let.rug.nl/usa/documents/1786-1800/madison-speech-proposing-the-bill-of-rights-june-8-1789.php Aaron Burr, Fugitive and Traitor - http://www.gilderlehrman.org/history-by-era/hamilton/resources/aaron-burr-fugitive-and-traitor-1804 Washington's Reluctance to Become President - http://www.gilderlehrman.org/history-by-era/creating-new-government/resources/george-washington%E2%80%99s-reluctance-become-president-178</p>	

John Adams on the Abolition of Slavery - <http://www.gilderlehrman.org/history-by-era/early-republic/resources/john-adams-abolition-slavery-1801>

The Duel Between Burr and Hamilton - <http://www.gilderlehrman.org/history-by-era/hamilton/resources/duel-alexander-hamilton-and-aaron-burr-1804>

George Washington's Farewell Address - <http://teachingamericanhistory.org/library/document/farewell-address/>

Thomas Jefferson's Inaugural Speech - <http://teachingamericanhistory.org/library/document/first-inaugural-address-8/>

Thomas Jefferson's Letter to Henry Lee - <http://teachingamericanhistory.org/library/document/letter-to-henry-lee/>

Course Name	8 th Grade United States History Honors	Grade Level	8
Unit #, Title	#4 Westward Expansion	Time Frame	2 months
Standards			
<p>Content:</p> <p>6.1.8.A.4.a: Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.</p> <p>6.1.8.A.4.b: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.</p> <p>6.1.8.A.4.c: Assess the extent to which voting rights were expanded during the Jacksonian period.</p> <p>6.1.8.B.4.a: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.</p> <p>6.1.8.B.4.b: Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.</p> <p>6.1.8.C.4.a: Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.</p> <p>6.1.8.C.4.b: Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation.</p> <p>6.1.8.C.4.c: Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.</p> <p>6.1.8.D.4.a: Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.</p> <p>6.1.8.D.4.b: Explore efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.</p> <p>6.1.8.D.4.c: Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.</p> <p>Common Core:</p> <p>RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.6-8.8: Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>RH.6-8.9: Analyze the relationship between a primary and secondary source on the same topic</p> <p>Other:</p> <p>9.1.8.F.2: Explain how rules, laws, and safety practices protect individual rights in the global workplace.</p> <p>9.1.8.C.3: Model leadership skills during classroom and extra-curricular activities.</p> <p>9.1.12.B.2: Create and respond to a feedback loop when problem solving.</p> <p>8.1.8.E.1: Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.</p> <p>8.2.8.B.2: Identify the design constraints and trade-offs involved in designing a prototype (e.g., how the prototype might fail and how it might be improved) by completing a design problem and reporting results in a multimedia presentation.</p>			

Essential Questions		Enduring Understandings	
<p>Q1: What tactics can citizens use to influence government?</p> <p>Q2: How can expansion lead to conflict and change?</p> <p>Q3: What affect did territorial expansion have on the development of the new nation?</p> <p>Q4: In what ways were nationalism and sectionalism reflected in the politics and issues of the time period?</p> <p>Q5: How was the issue of slavery affected by territorial expansion?</p> <p>Q6: To what extent was the debate over slavery essential to the reform movements?</p>		<p>U1: Sectional priorities can shape the policies of a national government.</p> <p>U2: Individuals and groups can effect change at the local, state and national levels.</p> <p>U3: Expansionism can contribute to both nationalism and sectionalism.</p> <p>U4: How nationalism and sectionalism reflected in the politics and issues of the time period.</p> <p>U5: That the issue of slavery affected territorial expansion.</p> <p>U6: How the politics of industrialization lead to conflict and change.</p> <p>U7: The extent the leadership and personalities of the early 1800s responsible for the changes that occurred.</p>	
Content Vocabulary		Academic Vocabulary	
<p>Neutrality</p> <p>Domestic</p>		<p>Expedition</p> <p>Immigrant</p> <p>Reservation</p> <p>Territory</p> <p>Frontier</p> <p>Pioneer</p> <p>Expansion</p> <p>Utopia</p>	
Objectives Content/Skill	Strategies/Tasks		Assessment(s)
<ul style="list-style-type: none"> Determine what was the importance of Manifest Destiny. Identify the struggles of Native Americans in early America. Describe the differences of lifestyles in the American North and South List the impacts of slavery on the United States. 	<ul style="list-style-type: none"> Map Manifest Destiny Debate whether Jackson had the right to do the Indian Removal Act Diagram the differences of lifestyles between the American North and South Map the regions with the most heavy amounts of slavery 		<p>Debate: Was Jackson right in declaring war on the banks?</p> <p>Create a podcast on what each student thinks is the most important invention of this period.</p> <p>Create a museum room that has artifacts with descriptions that represents this era.</p> <p>List the circumstances/regulations that the Confederacy should be brought back into the union.</p> <p>Lewis and Clark</p>

		<ul style="list-style-type: none"> • http://sheg.stanford.edu/upload/Lessons/Unit%204%20Expansion%20and%20Slavery/Lewis%20and%20Clark%20SAC1.pdf <p>Primary and Secondary Source analysis</p> <ul style="list-style-type: none"> • Examine how Manifest Destiny was portrayed through art. • Look at how Uncle Tom's Cabin influenced the opinion of the North on slavery. <p>Timelines, Maps, Charts, Graphic Organizers Unit Assessments, Chapter Assessments, Quizzes DBQ, Essays, Short Answer Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share Projects, Portfolio, Presentations, Prezi, Gallery Walks Homework Concept Mapping Photo, Video, Political Cartoon, Radio, Song Analysis Create an Original Song, Film, or Poem</p>
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Resources

Jefferson's Secret Message to Congress Regarding the Lewis & Clark Expedition (1803) - <http://www.ourdocuments.gov/doc.php?flash=true&doc=17>

Louisiana Purchase Treaty (1803) - http://avalon.law.yale.edu/19th_century/louis1.asp

Marbury v. Madison (1803) - <https://www.law.cornell.edu/supremecourt/text/5/137>

Treaty of Ghent (1814) - http://avalon.law.yale.edu/19th_century/ghent.asp

McCulloch v. Maryland (1819) - <http://www.ourdocuments.gov/doc.php?doc=21>

Missouri Compromise (1820) - <http://www.loc.gov/rr/program/bib/ourdocs/Missouri.html>

Monroe Doctrine (1823) - http://avalon.law.yale.edu/19th_century/monroe.asp

President Andrew Jackson's Message to Congress 'On Indian Removal' (1830) - <http://www.ourdocuments.gov/doc.php?doc=25&page=transcript>

Fugitive Slave Act - <http://www.let.rug.nl/usa/documents/1826-1850/excerpts-from-the-fugitive-slave-act-1850.php>

Confessions of Nat Turner - <http://www.let.rug.nl/usa/documents/1826-1850/the-confessions-of-nat-turner/>

Opinions of the Supreme Court on Dred Scott - <http://www.let.rug.nl/usa/documents/1826-1850/dred-scott-case/>

Thomas Jefferson's Letter to John Holmes - <http://teachingamericanhistory.org/library/document/letter-to-john-holmes/>

What to the Slave is the Fourth of July? - <http://teachingamericanhistory.org/library/document/what-to-the-slave-is-the-fourth-of-july/>

Buying Frederick Douglas' Freedom - <http://www.gilderlehrman.org/history-by-era/slavery-and-anti-slavery/resources/buying-frederick-douglass%E2%80%99s-freedom-1846>

A House Divided Speech - <http://www.gilderlehrman.org/history-by-era/lincoln/resources/%E2%80%99House-divided%E2%80%99D-speech-ca-1857%E2%80%931858>

Runaway Slave Ad - <http://www.gilderlehrman.org/history-by-era/slavery-and-anti-slavery/resources/runaway-slave-ad-1852>

Course Name	8 th Grade United States History Honors	Grade Level	8
Unit #, Title	#5 Civil War	Time Frame	2 months
Standards			
<p>Content:</p> <p>6.1.8.A.5.a: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.</p> <p>6.1.8.A.5.b: Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.</p> <p>6.1.8.B.5.a: Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War.</p> <p>6.1.8.C.5.a: Assess the human and material costs of the Civil War in the North and South.</p> <p>6.1.8.C.5.b: Analyze the economic impact of Reconstruction on the South from different perspectives.</p> <p>6.1.8.D.5.a: Prioritize the causes and events that led to the Civil War from different perspectives.</p> <p>6.1.8.D.5.b: Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.</p> <p>6.1.8.D.5.c: Examine the roles of women, African Americans, and Native Americans in the Civil War.</p> <p>6.1.8.D.5.d: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives</p> <p>Common Core:</p> <p>RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.6-8.8: Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>RH.6-8.9: Analyze the relationship between a primary and secondary source on the same topic</p> <p>Other:</p> <p>9.1.8.F.2: Explain how rules, laws, and safety practices protect individual rights in the global workplace.</p> <p>9.1.8.C.3: Model leadership skills during classroom and extra-curricular activities.</p> <p>9.1.12.B.2: Create and respond to a feedback loop when problem solving.</p> <p>8.1.8.E.1: Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.</p> <p>8.2.8.B.2: Identify the design constraints and trade-offs involved in designing a prototype (e.g., how the prototype might fail and how it might be improved) by completing a design problem and reporting results in a multimedia presentation.</p>			

Essential Questions		Enduring Understandings	
<p>Q1: How did the issues of sectionalism lead to the Civil War?</p> <p>Q2: How did political, economic, and social differences develop into the sectionalism that split the North and the South?</p> <p>Q3: To what extent was slavery the primary cause of the Civil War?</p> <p>Q4: How are civil liberties challenged during times of conflict and change?</p> <p>Q5: To what extent did the federal government wield its power over the states during and after the Civil War?</p>		<p>U1: How the civil liberties challenged us during times of conflict and change.</p> <p>U2: How changes during Reconstruction made a lasting impact on America.</p> <p>U3: How the Civil War and Reconstruction positively impacted the lives of former slaves, women, and landless tenants in the US.</p> <p>U4: How the federal government controlled the entire nation during the war.</p>	
Content Vocabulary		Academic Vocabulary	
<p>Antebellum</p> <p>Abolition</p>		<p>Racism</p> <p>Secession</p> <p>Slavery</p> <p>Confederacy</p> <p>Emancipation</p> <p>Union</p> <p>Secede</p> <p>Indivisible</p>	
Objectives Content/Skill	Strategies/Tasks		Assessment(s)
<ul style="list-style-type: none"> Describe the causes of the Civil War. Understand the advantages and disadvantages of the North and South. List the major leaders and generals of the American Civil War. List the major battles of the American Civil War Describe the effects of the Civil War. 	<ul style="list-style-type: none"> Examine different positions people had before the war. Connect positions of the North and South that led to War Summarize the struggles that Lincoln faced during his presidency Map out the battles of the Civil War Research the major leaders of the Civil War 		<p>Debate: Was the Civil War inevitable? Comparison of what made generals in the South better than those in the North.</p> <p>Disunion:</p> <ul style="list-style-type: none"> http://www.civilwar.org/education/teachers/curriculum/civil-war-curriculum/middle-school/disunion/ <p>Gettysburg Address:</p> <ul style="list-style-type: none"> http://www.pbs.org/newshour/extra/lessons_plans/the-gettysburg-address-how-history-is-made/ <p>Primary and Secondary Source analysis</p>

		<ul style="list-style-type: none"> • Perceptions of how slavery was looked at from the beginning to the end of the Civil War. • Influence of the Gettysburg Address <p> Timelines, Maps, Charts, Graphic Organizers Unit Assessments, Chapter Assessments, Quizzes DBQ, Essays, Short Answer Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share Projects, Portfolio, Presentations, Prezi, Gallery Walks Homework Concept Mapping Photo, Video, Political Cartoon, Radio, Song Analysis Create an Original Song, Film, or Poem </p>
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Resources

Compromise of 1850 (1850) - http://avalon.law.yale.edu/19th_century/fugitive.asp
Kansas-Nebraska Act (1854) - http://avalon.law.yale.edu/19th_century/kanneb.asp
Dred Scott v. Sandford (1857) - <https://www.loc.gov/rr/program/bib/ourdocs/DredScott.html>
Telegram Announcing the Surrender of Fort Sumter (1861) - <http://www.ourdocuments.gov/doc.php?doc=30>
Homestead Act (1862) - http://avalon.law.yale.edu/19th_century/homestead_act.asp
Emancipation Proclamation (1863) - http://avalon.law.yale.edu/19th_century/emancipa.asp
War Department General Order 143: Creation of the U.S. Colored Troops (1863) - <http://www.ourdocuments.gov/doc.php?flash=true&doc=35>
Gettysburg Address (1863) - http://avalon.law.yale.edu/19th_century/gettyb.asp
Wade-Davis Bill (1864) - <http://www.ourdocuments.gov/doc.php?flash=true&doc=37>
President Abraham Lincoln's Second Inaugural Address (1865) - http://avalon.law.yale.edu/19th_century/lincoln2.asp
Articles of Agreement Relating to the Surrender of the Army of Northern Virginia (1865) - <http://www.ourdocuments.gov/doc.php?doc=39&page=transcript>
Glory
Constitution of the Confederacy - <http://www.let.rug.nl/usa/documents/1851-1875/the-constitution-of-the-confederate-states-of-america-1861.php>
Oration in Memory of Lincoln - <http://teachingamericanhistory.org/library/document/oration-in-memory-of-abraham-lincoln/>
The President is Murdered - <http://www.gilderlehrman.org/history-by-era/american-civil-war/resources/%E2%80%9C-president-murdered%E2%80%9D-1865>
Confederate Reactions to Beast Butler's Orders - <http://www.gilderlehrman.org/history-by-era/american-civil-war/resources/confederate-reaction-%E2%80%9Cbeast%E2%80%9D-butler%E2%80%99s-orders-1862>
Best Friends Divided by Civil War - <http://www.gilderlehrman.org/history-by-era/american-civil-war/resources/best-friends-divided-by-civil-war-1861>
African American Soldiers at the Battle of Fort Wagner - <http://www.gilderlehrman.org/history-by-era/african-americans-and-emancipation/resources/african-american-soldiers-battle-fort-wa>
The Union is Dissolved - <http://www.gilderlehrman.org/history-by-era/failure-compromise/resources/union-dissolved-1860>
Men of Color to Arms to Arms - <http://www.gilderlehrman.org/history-by-era/african-americans-and-emancipation/resources/%E2%80%9Cmen-color-arms-arms%E2%80%9D-1863>

Course Name	8 th Grade United States History Honors	Grade Level	8
Unit #, Title	#6 Reconstruction	Time Frame	6 Weeks
Standards			
<p>Content: 6.1.8.A.5.b: Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South. 6.1.8.C.5.b: Analyze the economic impact of Reconstruction on the South from different perspectives.</p> <p>Common Core: RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RH.6-8.8: Distinguish among fact, opinion, and reasoned judgment in a text. RH.6-8.9: Analyze the relationship between a primary and secondary source on the same topic</p> <p>Other: 9.1.8.F.2: Explain how rules, laws, and safety practices protect individual rights in the global workplace. 9.1.8.C.3: Model leadership skills during classroom and extra-curricular activities. 9.1.12.B.2: Create and respond to a feedback loop when problem solving. 8.1.8.E.1: Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem. 8.2.8.B.2: Identify the design constraints and trade-offs involved in designing a prototype (e.g., how the prototype might fail and how it might be improved) by completing a design problem and reporting results in a multimedia presentation</p>			
Essential Questions		Enduring Understandings	
Q1: Why did the Supreme Court interpret pivotal Reconstruction legislation and constitutional amendments in a narrow fashion? Q2: How did Reconstruction change life for African Americans? Q3: What lasting social and economic changes occurred in the South during and as a result of Reconstruction?		U1: The Reconstruction era was a period of struggle between the executive and legislative branches of the U.S. government U2: The Reconstruction era revealed deep divisions in the nation regarding the return of the former Confederate states to the Union U3: Reconstruction greatly redefined the place of African Americans in American society	

Content Vocabulary		Academic Vocabulary	
Impeach Labor Union Propaganda Isolationism Civil Rights Containment		Monopoly Equality Amnesty Corruption Segregate	
Objectives Content/Skill	Strategies/Tasks	Assessment(s)	
<ul style="list-style-type: none"> List how Lincoln's Reconstruction Plan differed from those of Andrew Johnson and the Radical Republicans Describe how Radical Republicans came to prominence in the U.S. Congress Summarize why the Radicals attempted to impeach President Andrew Johnson in 1868 List how African Americans sought to increase their social and political influence during the period Understand how the federal government sought to assist freedmen in their quest to become successful in their new lives Describe how the 14th and 15th Amendments were intended to provide civil rights for freedmen 	<ul style="list-style-type: none"> Link problems of antebellum America to the Reconstruction era. Link events of Reconstruction to modern age. Determine effectiveness of plans during Reconstruction. Debate whether Congress had the right to try and impeach President Jackson 	Debate: Should President Johnson have been impeached? Examine population demographics in the 1860s and modern day. Determine how the Republicans and Democrats of the 1860s align with their modern day counterparts. Write a newspaper article from the perspective of a Confederation, Yankee, Former Slave, or Carpetbagger. 13th-15th Amendment Centers: <ul style="list-style-type: none"> http://sheg.stanford.edu/upload/Lessons/Unit%205_Civil%20War%20and%20Reconstruction/Reconstruction%20FINAL%20SAC%20Lesson%20Plan.pdf Primary and Secondary Source analysis <ul style="list-style-type: none"> Analysis of the KKK using political cartoons. Examine the opinions of President Johnson and how it's changed from the 19th century to today. Timelines, Maps, Charts, Graphic Organizers Unit Assessments, Chapter Assessments, Quizzes DBQ, Essays, Short Answer	

		Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share Projects, Portfolio, Presentations, Prezi, Gallery Walks Homework Concept Mapping Photo, Video, Political Cartoon, Radio, Song Analysis Create an Original Song, Film, or Poem
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Resources		
<p>13th Amendment to the U.S. Constitution: Abolition of Slavery (1865) - http://www.archives.gov/historical-docs/document.html?doc=9&title.raw=13th+Amendment+to+the+U.S.+Constitution%3A+Abolition+of+Slavery</p> <p>Check for the Purchase of Alaska (1868) - http://www.ourdocuments.gov/doc.php?doc=41</p> <p>14th Amendment to the U.S. Constitution: Civil Rights (1868) - http://www.ourdocuments.gov/doc.php?doc=43</p> <p>15th Amendment to the U.S. Constitution: Voting Rights (1870) - http://www.ourdocuments.gov/doc.php?doc=44</p> <p>Alexander Stephens on Reconstruction - http://www.let.rug.nl/usa/documents/1851-1875/alexander-stephens-on-reconstruction-april-11-1866.php</p> <p>Navajo Treaty of 1868 - http://www.let.rug.nl/usa/documents/1851-1875/navajo-treaty-of-1868.php</p> <p>A Ku Klux Klan Threat - http://www.gilderlehrman.org/history-by-era/reconstruction/resources/ku-klux-klan-threat-1868</p> <p>Sharecropper Contract - http://www.gilderlehrman.org/history-by-era/reconstruction/resources/sharecropper-contract-1867</p> <p>Racism in the North - http://www.gilderlehrman.org/history-by-era/reconstruction/resources/racism-north-frederick-douglass-%E2%80%9Cvulgar-and-senseless-preju</p> <p>On Western Railroads - http://www.gilderlehrman.org/history-by-era/development-west/resources/william-t-sherman-western-railroads-1878</p> <p>The Great West Illustrated - http://www.gilderlehrman.org/history-by-era/development-west/resources/great-west-illustrated-1869</p>		

Strategies for Differentiation	
Students Below Target:	Students Meeting or Exceeding Target:
Paired/Group Activity	Role Play
Guided practice	SQ3R
Role Play	Cooperative Learning
QAR	Choice boards
Cooperative Learning	Independent Study
Choice boards	Interest Based Mini Lessons
Tic - Tac - Toe menus	Skill-Based Mini Lessons
Learning Buddies	Tiered Products /Activities
Varied Rubrics	Choice Menus
Mentorships	Advance notice of assignments
Small Group Instruction	Review with study skills and strategies training.
Visual cues found on worksheets	Teach organizational skills
Chunking and grouping of material	Test modifications
Advance notice of assignments	Time extensions
Review with study skills and strategies training.	
Teach organizational skills	
Test modifications/time extensions	