

**Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase II, April 1, 2012**

8th Grade Integrated United States History

Course Essential Questions (from Phase I report):

1. How do people and conditions interact to bring about change?
2. How do regional differences impact the nation?
3. How does government affect the way of life of people who live in the United States and its territories?
4. How do political and social leaders address domestic and international issues faced by the United States?
5. How did the transformations of 19th century America influence and reflect the concepts of “freedom” and “equality” in the United States?
6. How has territorial growth and economic challenges influenced the development of the nation?

Phase II Curriculum

Unit: Foundations of a New Nation

Essential Questions:

- Why did the colonists declare independence?
- What challenges did the new nation face and how were they debated and resolved?
- What led to the inclusion of the Bill of Rights in the Constitution?

Essential Understanding:

- Colonist wanted self government
- Great Britain did not want to give up power over the colonies
- Creating a unified nation was difficult
- The creation of the American government was a progressive process

Curriculum Standards

F1.1: Describe the ideas, experiences, and interactions that influenced the colonists’ decisions to declare independence by analyzing

- colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights)
- experiences with self-government (e.g., House of Burgesses and town meetings)
- changing interactions with the royal government of Great Britain after the French and Indian War.

F1.2: Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing

- colonists’ views of government
- their reasons for separating from Great Britain.

F1.3: Describe the consequences of the American Revolution by analyzing the

- birth of an independent republican government
- creation of Articles of Confederation
- changing views on freedom and equality
- concerns over distribution of power within [and between] governments, between government and the governed, and among people.

U3.3.1: Explain the reasons for the adoption and subsequent failure of the Articles of Confederation (e.g., why its drafters created a weak central government, challenges the nation faced under the Articles, Shays’ Rebellion, disputes over western land).

U3.3.2: Identify [the major] economic and political questions facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention.

U3.3.3: Describe the major issues debated at the Constitutional Convention including distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery.

U3.3.4: Explain how the new constitution resolved (or compromised) the major issues including sharing, separating, and checking of power among federal government institutions, dual sovereignty (state-federal power), rights of individuals, the Electoral College, the Three-Fifths Compromise, and the Great Compromise.

U3.3.5: Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution.

U3.3.6: Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government.

U3.3.7 Using important documents (e.g., Mayflower Compact, Common Sense, Declaration of Independence, Northwest Ordinance, Federalists Papers), describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.

K1 General Knowledge

K1.1 Understand and analyze important temporal, spatial, political, and economic relationships, patterns, and trends.

- CCR # 7 integrate visual information

K1.2 Understand historical, geographical, political, and economic perspectives.

- CCR # 6 point of view/ purpose, perspectives

K1.3 Understand the diversity of human beings and human cultures.

- CCR # 10 independently and proficiently

K1.4 Analyze events and circumstances from the vantage point of others.

- CCR # 6 point of view/ purpose
- CCW # 9 draw evidence to support

K1.5 Understand social problems, social structure, institutions, class, groups, and interaction.

- CCR # 10 independently and proficiently

K1.6 Apply social studies concepts to better understand major current local, national, and world events, issues, and problems.

- CCR # 9 relationship between primary and secondary sources, apply social studies concepts

K1.7 Integrate concepts from at least two different social studies disciplines.

- CCR # 9 relationship between primary and secondary sources

K1.8 Understand significant concepts, principles, and theories of history, geography, civics, and economics as disciplines.

- CCR # 10 independently and proficiently

P1 Reading and Communication – *read and communicate effectively.*

P1.1 Use close and critical reading strategies to read and analyze texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.

- CCR # 1 textual evidence
- CCR # 2 central ideas, summary

P1.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.

- CCR # 6 point of view/ purpose, analyze point of view

P1.3 Understand that diversity of interpretation arises from frame of reference.

- CCR # 9 relationship between primary and secondary sources, diversity of interpretation

P1.4 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.

- CCW # 5 develop and strengthen writing

P1.5 Present a coherent thesis when making an argument, support with evidence, and present a concise, clear closing.

- CCW #1 arguments

P2 Inquiry, Research, and Analysis – *critically examine evidence, thoughtfully consider conflicting claims, and carefully weigh facts and hypotheses.*

P2.1 Understand the scientific method of inquiry to investigate social scientific and historical problems.

- CCW # 8 Gather information

P2.2 Read and interpret data in tables and graphs.

- CCR # 7 integrate visual information

P2.3 Know how to find and organize information from a variety of sources, analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.

- CCR # 8 fact, opinion, reasoned judgment, support interpretations with evidence
- CCW # 8 Gather information

P2.4 Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.

- CCR # 9 relationship between primary and secondary sources, inductive and deductive problem solving
- CCW # 2 Informative/explanatory texts

P2.5 Use deductive and inductive problem-solving skills as appropriate to the problem being studied.

- CCR # 9 relationship between primary and secondary sources
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P3 Public Discourse and Decision Making – *engage in reasoned and informed decision making that should characterize each citizen's participation in American society.*

P3.1 Clearly state an issue as a question of public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

- CCW #1 arguments

P3.2 Deeply examine policy issues in group discussions and debates (clarify issues, consider opposing views, apply democratic values or constitutional principles, anticipate consequences) to make reasoned and informed decisions.

- CCW #1 arguments

P3.3 Write persuasive/argumentative essays expressing and justifying decisions on public policy issues.

- CCW #1 arguments

Knowledge/Content

Students will know about....

Skills/Processes

Students will be able to.....

- the events leading to the Declaration of Independence :
 - French and Indian War caused Great Britain to incur debt that was passed on to the colonist as a series of acts:
 - Proclamation of 1763
 - Sugar Act of 1764
 - Quartering Act
 - Stamp Act
 - Townshend Acts
 - Tea Act
 - Intolerable Acts
 - Colonist response to the British
 - Boycotting of goods
 - Boston Tea Party
 - Boston Massacre
 - First Continental Congress
 - Lexington and Concord
- The Declaration of Independence
 - emphasized human rights
 - grievances of the colonialists against the king (wrongs of the king) was the reason for the Declaration of Independence

- describe the events leading up to the Declaration of Independence
- describe the historical and philosophical origins of constitutional government
- describe and analyze the consequences of the American Revolution
- analyze the ideas, experiences and interactions that influenced the colonists decisions to declare independence
- explain the reasons for the adoption of the Articles and the failure of them
- identify the economic problems facing the nation after the Revolution
- explain how the Constitution resolved the major issues that flawed the Articles
- analyze the debates over the Constitution from the perspective of the Federalist and Anti-Federalist

<ul style="list-style-type: none"> • Articles of Confederation <ul style="list-style-type: none"> ○ the first attempt to unify/create an alliance between the state ○ did not work, had many weaknesses including: weak central government, disputes over western lands, lack of national army, competing currencies, reliance of state governments for money ○ strength of the Articles did include Northwest Ordinance and the Land Ordinance of 1785 • Shay’s Rebellion – economic depression that was especially difficult for farmers, highlighted the weaknesses of the Articles • meeting in Philadelphia called to address the weaknesses of the Articles, led to the Constitutional Convention • Constitutional Convention <ul style="list-style-type: none"> ○ two rival plans were debated the New Jersey Plan and the Virginia Plan • The Constitution established the organization of the government: <ul style="list-style-type: none"> ○ Preamble ○ Federalism ○ separation of powers -3 branches ○ checks and balances ○ electoral college ○ 3/5 compromise ○ Great Compromise • debate between Federalist and Anti-Federalist and the power of government led to the inclusion of the Bill of Rights to the Constitution • ratification process of The Constitution • important documents, people and ideas used to identify origins of the Constitution <ul style="list-style-type: none"> ○ John Locke ○ Montesquieu ○ Common Sense ○ The Great Awakening ○ Northwest Ordinance ○ Mayflower Compact ○ Magna Carta ○ Roman Republic ○ English Traditions 	<ul style="list-style-type: none"> • explain the purpose of the Bill of Rights • distinguish between primary and secondary sources • recognize bias, perspective • read to find important pieces of information • express ideas in writing • read and interpret data in tables and graphs
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<p>Vocabulary for this unit:</p> <ul style="list-style-type: none"> ○ Federalism ○ popular sovereignty ○ executive ○ legislative ○ judicial ○ civic virtue ○ neutrality ○ amend ○ preamble ○ liberty ○ individual right ○ republic ○ confederation 	
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Phase III Textbook/Materials

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Phase IV Assessment Evidence

Performance Tasks	Other Evidence
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Phase V Learning Plan

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Unit: Challenges to an Emerging Nation	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How did treaties affect the new nation? • What challenges did emerging political party’s debate? • What challenge did the new Supreme Court face and how was it resolved? 	<p>Essential Understanding:</p> <ul style="list-style-type: none"> • The new nation was facing significant challenges politically and economically • America’s place in the world changed through treaty and conflict • The Supreme Court gained power through judicial review
Curriculum Standards	
<p>U4.1.1: <u>Washington’s Farewell</u> – Use Washington’s Farewell Address to analyze the most significant challenges the new nation faced and the extent to which subsequent Presidents heeded Washington’s advice.</p> <p>U4.1.2: <u>Establishing America’s Place in the World</u> – Explain the changes in America’s relationships with other nations by analyzing treaties with American Indian nations, the French Revolution, Jay’s Treaty (1795), Pinckney’s Treaty (1795), Louisiana Purchase (1803), War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine (1823).</p> <p>U4.1.3: <u>Challenge of Political Conflict</u> – Explain how political parties emerged out of the competing ideas, experiences, and fears of Thomas Jefferson and Alexander Hamilton (and their followers), despite the worries the Founders had concerning the dangers of political division, by analyzing disagreements over</p> <ul style="list-style-type: none"> • relative power of the national government (e.g., Whiskey Rebellion, Alien and Sedition Acts) • foreign relations (e.g., French Revolution, relations with Great Britain) • economic policy (e.g., the creation of a national bank, assumption of revolutionary debt). <p>U4.1.4: <u>Establishing a National Judiciary and Its Power</u> – Explain the development of the power of the Supreme Court through the doctrine of judicial review as manifested in <i>Marbury v. Madison</i> (1803) and the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government (e.g., <i>McCullouch v. Maryland</i>, <i>Dartmouth College v. Woodward</i>, <i>Gibbons v. Ogden</i>).</p>	
<p>K1 General Knowledge</p> <p>K1.1 Understand and analyze important temporal, spatial, political, and economic relationships, patterns, and trends.</p> <ul style="list-style-type: none"> • CCR # 7 integrate visual information <p>K1.2 Understand historical, geographical, political, and economic perspectives.</p> <ul style="list-style-type: none"> • CCR # 6 point of view/ purpose, perspectives <p>K1.3 Understand the diversity of human beings and human cultures.</p> <ul style="list-style-type: none"> • CCR # 10 independently and proficiently <p>K1.4 Analyze events and circumstances from the vantage point of others.</p> <ul style="list-style-type: none"> • CCR # 6 point of view/ purpose • CCW # 9 draw evidence to support <p>K1.5 Understand social problems, social structure, institutions, class, groups, and interaction.</p> <ul style="list-style-type: none"> • CCR # 10 independently and proficiently <p>K1.6 Apply social studies concepts to better understand major current local, national, and world events, issues, and problems.</p> <ul style="list-style-type: none"> • CCR # 9 relationship between primary and secondary sources, apply social studies concepts <p>K1.7 Integrate concepts from at least two different social studies disciplines.</p> <ul style="list-style-type: none"> • CCR # 9 relationship between primary and secondary sources <p>K1.8 Understand significant concepts, principles, and theories of history, geography, civics, and economics as disciplines.</p> <ul style="list-style-type: none"> • CCR # 10 independently and proficiently 	
<p>P1 Reading and Communication – <i>read and communicate effectively.</i></p> <p>P1.1 Use close and critical reading strategies to read and analyze texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.</p> <ul style="list-style-type: none"> • CCR # 1 textual evidence • CCR # 2 central ideas, summary 	

- P1.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.
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 - CCW # 8 Gather information
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 - CCW #1 arguments

Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
<ul style="list-style-type: none"> • George Washington’s Farewell Address warned the nation against disunity and becoming involved in foreign wars • political parties were established quickly after Washington left office • conflicts arose between the political parties • treaties arose between Indian nations and European countries <ul style="list-style-type: none"> ○ Jay’s Treaty ○ Pinckney’s Treaty 	<ul style="list-style-type: none"> • compare and contrast the differing views of Thomas Jefferson and Alexander Hamilton • explain how political parties emerged • analyze Washington’s Farewell address to identify the challenges facing the new nation • explain the changes in America’s relationships with other nations by analyzing treaties and policies

<ul style="list-style-type: none"> ○ The Louisiana Purchase ○ Treaty of Ghent ○ Transcontinental Treaty ○ Monroe Doctrine <ul style="list-style-type: none"> ● challenges of America’s relationships with other nations included: <ul style="list-style-type: none"> ○ Indian nations ○ War of 1812 ○ French Revolution ● political parties emerged due to disagreements such as: <ul style="list-style-type: none"> ○ power of the national government – interpretation of the Constitution ○ Whiskey Rebellion ○ Alien and Sedition Acts ○ national bank ○ foreign relations ● Judicial review established the power of the Supreme Court <ul style="list-style-type: none"> ○ <i>Marbury v. Madison</i> ○ <i>McCullough v. Maryland</i> ○ <i>Gibbons v. Ogden</i> ○ John Marshall’s role as Chief Justices in determining how the Constitution would be interpreted by future generations <p>Vocabulary for this unit:</p> <ul style="list-style-type: none"> ○ precedent ○ treaty ○ veto ○ faction ○ sedition ○ interstate commerce ○ nullify ○ judicial review ○ embargo ○ impressments ○ neutrality ○ laissez faire ○ nationalism 	<ul style="list-style-type: none"> ● explain the development of the power of the Supreme Court ● analyze the role of individuals in history ● distinguish between primary and secondary sources ● recognize bias, perspective ● read to find important pieces of information ● express ideas in writing ● read and interpret data in tables and graphs
Phase III Textbook/Materials	
Phase IV Assessment Evidence	
Performance Tasks	Other Evidence
Phase V Learning Plan	

Unit: Regional Growth, Reform and Tensions

Essential Questions:

- How did territorial, demographic and economic growth affect regional differences in the nation?
- How did the political, social, and economic consequences of westward expansion complicate national issues?
- How did religion and democratic ideals influence reform movements?
- What unresolved political, social and economic tensions led to secession?

Essential Understanding:

- Industrialization changed society
- Sectionalism created regional tensions
- Race relations created regional conflict
- Manifest Destiny was a driving philosophy of the nation
- Reform movements impacted society
- Key events and issues led to secession

Curriculum Standards

U4.1.2: Establishing America's Place in the World – Explain the changes in America's relationships with other nations by analyzing treaties with American Indian nations, Jay's Treaty (1795), French Revolution, Pinckney's Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), the Monroe Doctrine, [acquisition of Oregon country and the Mexican War].

U4.2.1: Comparing the Northeast and the South – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of

- agriculture, including changes in productivity, technology, supply and demand, and price
- industry, including entrepreneurial development of new industries, such as textiles
- the labor force including labor incentives and changes in labor forces
- transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices
- immigration and the growth of nativism
- race relations
- class relations.

U4.2.2: Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.

U4.2.3: Westward Expansion – Explain the [physical] expansion [of the United States] and the conquest and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, and the idea of Manifest Destiny.

U4.2.4: Consequences of Expansion – Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slaveholding states.

U4.3.1: Explain the origins of the American education system and Horace Mann's campaign for free compulsory public education.

U4.3.2: Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders (e.g., John Brown and armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass), and the response of southerners and northerners to the abolitionist movement.

U4.3.3: Analyze the antebellum women's rights (including suffrage) movement by discussing the goals of its leaders (e.g., Susan B. Anthony and Elizabeth Cady Stanton) and comparing the Seneca Falls Resolution with the Declaration of Independence.

U4.3.4: Analyze the goals and effects of the antebellum temperance movement.

U4.3.5: Evaluate the role of religion in shaping antebellum reform movements.

U5.1.1: Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples.

U5.1.2: Describe the role of the Northwest Ordinance and its effect on the banning of slavery (e.g., the establishment of Michigan as a free state).

U5.1.3: Describe the competing views of Calhoun, Webster, and Clay on the nature of the union among the states (e.g., sectionalism, nationalism, federalism, states' rights).

U5.1.4: Describe how the following increased sectional tensions

- the Missouri Compromise (1820)
- the Wilmot Proviso (1846)
- the Compromise of 1850 including the Fugitive Slave Act
- the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas
- the Dred Scott v. Sandford decision (1857)
- changes in the party system (e.g., the death of the Whig party, rise of the Republican party and division of the Democratic party).

U5.1.5: Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan's role in the Underground Railroad) and effects of their actions before and during the Civil War.

U5.1.6: Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help explain the Civil War.

U5.2.1: Explain the reasons (political, economic, and social) why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South.

K1 General Knowledge

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P3.3 Write persuasive/argumentative essays expressing and justifying decisions on public policy issues.

- CCW #1 argument

Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
<p>Territorial growth of the nation:</p> <ul style="list-style-type: none"> • Manifest Destiny – right to expand, meant to be • westward expansion – conquest and settlement of land • removal of American Indians – Trails of Tears • growth of commercial agriculture –hand tools to machinery • transportation growth – increased/improved transportation led to decreased costs (cheaper and faster) <p>Demographic growth of the nation:</p> <ul style="list-style-type: none"> • labor force of the north and west – growth of immigration (Irish, German, Chinese), cheap labor force (women and children), nativism, class relations • labor force of the South – institution of 	<ul style="list-style-type: none"> • explain the justification of Manifest Destiny • explain how and why people moved west • compare key differences between the north and south • describe Jackson’s defiance of the Supreme Court and the resulting forced removal of American Indians • describe the shift from an agrarian to industrial society • explain role of cotton gin and expansion of slavery • identify the impact of improved transportation

<p>slavery</p> <p>Economic growth of the nation:</p> <ul style="list-style-type: none"> • the North and the South had differences (manufacturing vs. agriculture, immigrant labor vs. slave labor) • development of industry in the north led to economic growth • increase in cash crops (cotton, tobacco, rice) in the south led to increased profits • the North benefited from foreign trade of manufactured goods more than the South • protective tariff was a benefit to the North at the South's expense <p>Consequences of expansion</p> <ul style="list-style-type: none"> • removal of Native Americans from their native lands • institution of slavery expands • free states vs. slave states – power issue between states • Monroe Doctrine – because of expansion US foreign policy changed • Mexican War – gained territory, increased international tension <p>Reform Movements:</p> <ul style="list-style-type: none"> • religion and democratic ideals were a driving force that shaped many of the reform movements • women's movement – equal rights (suffrage) • education – public education (Horace Mann) • abolition – elimination of slavery <ul style="list-style-type: none"> ○ Underground Railroad to help slaves escape ○ key leaders: John Brown and armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass • temperance – elimination of alcohol <ul style="list-style-type: none"> ○ religious beliefs ○ family issues ○ lack of productivity of workforce ○ women's issues <p>Political, economic and social reasons for secession</p> <ul style="list-style-type: none"> • sectionalism- disagreements over <ul style="list-style-type: none"> ○ distribution of political power ○ rights of individuals ○ rights of states ○ election of the executive ○ slavery ○ differing views (Calhoun, 	<ul style="list-style-type: none"> • demonstrate knowledge of the changing labor force due to the increase in territory, manufacturing and immigration • explain how the Monroe Doctrine demonstrated the United States place in the world • identify land gained by the Mexican War and Louisiana Purchase • compare Seneca Falls Resolution to Declaration of Independence • describe the purpose and impact of the Underground Railroad • identify key leaders of the abolitionist movement and the roles they played • identify the goals of the temperance movement • compare and contrast the political, economic and social differences between regions • identify key events that led to secession • distinguish between primary and secondary sources • recognize bias, perspective • read to find important pieces of information • express ideas in writing • Read and interpret data in tables and graphs
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<p style="text-align: center;">Webster, Clay)</p> <ul style="list-style-type: none"> • key events- <ul style="list-style-type: none"> ○ Northwest Ordinance ○ Missouri Compromise ○ Wilmot Proviso ○ Compromise of 1850 ○ Kansas-Nebraska Act ○ Bleeding Kansas ○ Dred Scott case ○ Changes in the party system <p>Vocabulary for this unit:</p> <ul style="list-style-type: none"> • capital and capitalist • factory system • interchangeable parts • urbanization • immigration • nativism • sectionalism • suffrage • compromise • nationalism • popular sovereignty • nullification • states rights 	
Phase III Textbook/Materials	
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Performance Tasks	Other Evidence
Phase V Learning Plan	

Unit: Civil War, Reconstruction and the End of the Century

Essential Questions:

- How did Lincoln's presidency affect the nation and its people?
- How did the Civil War affect Americans and American society?
- How did the Reconstruction era reflect America's movement toward and /or away from its core ideals?
- How did geographic, economic, political and social/cultural changes transform American society?

Essential Understanding:

- Lincoln's military and political leadership impacted the nation
- The Civil War changed American society
- Reconstruction had both positive and negative impacts
- Multiple factors changed American society by the end of the 19th century

Curriculum Standards

U5.2.2: Make an argument to explain the reasons why the North won the Civil War by considering the

- critical events and battles in the war
- the political and military leadership of the North and South
- the respective advantages and disadvantages, including geographic, demographic, economic and technological

U5.2.3: Examine Abraham Lincoln's presidency with respect to

- his military and political leadership
- the evolution of his emancipation policy (including the Emancipation Proclamation)
- and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence.

U5.2.4: Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples.

U5.2.5: Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments.

U5.3.1: Describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, and African Americans.

U5.3.2: Describe the early responses to the end of the Civil War by describing the

- policies of the Freedmen's Bureau
- restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes.

U5.3.3: Describe the new role of African Americans in local, state, and federal government in the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux Klan.

U5.3.4: Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.

U5.3.5: Explain the decision to remove Union troops in 1877 and describe its impact on Americans.

U6.1.1: America at Century's End – Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in

- territory, including the size of the United States and land use
- population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America
- systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society
- governmental policies promoting economic development (e.g., tariffs, banking, land grants)

and mineral rights, the Homestead Act)

- economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers
- the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court's decision in *Plessy v. Ferguson*, and the response of African Americans
- the policies toward American Indians, including removal, reservations, the Dawes Act of 1887, and the response of American Indians.

K1 General Knowledge

K1.1 Understand and analyze important temporal, spatial, political, and economic relationships, patterns, and trends.

- CCR # 7 integrate visual information

K1.2 Understand historical, geographical, political, and economic perspectives.

- CCR # 6 point of view/ purpose, perspectives

K1.3 Understand the diversity of human beings and human cultures.

- CCR # 10 independently and proficiently

K1.4 Analyze events and circumstances from the vantage point of others.

- CCR # 6 point of view/ purpose
- CCW # 9 draw evidence to support

K1.5 Understand social problems, social structure, institutions, class, groups, and interaction.

- CCR # 10 independently and proficiently

K1.6 Apply social studies concepts to better understand major current local, national, and world events, issues, and problems.

- CCR # 9 relationship between primary and secondary sources, apply social studies concepts

K1.7 Integrate concepts from at least two different social studies disciplines.

- CCR # 9 relationship between primary and secondary sources

K1.8 Understand significant concepts, principles, and theories of history, geography, civics, and economics as disciplines.

- CCR # 10 independently and proficiently

P1 Reading and Communication – *read and communicate effectively.*

P1.1 Use close and critical reading strategies to read and analyze texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.

- CCR # 1 textual evidence
- CCR # 2 central ideas, summary

P1.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.

- CCR # 6 point of view/ purpose, analyze point of view

P1.3 Understand that diversity of interpretation arises from frame of reference.

- CCR # 9 relationship between primary and secondary sources, diversity of interpretation

P1.4 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.

- CCW # 5 develop and strengthen writing

P1.5 Present a coherent thesis when making an argument, support with evidence, and present a concise, clear closing.

- CCW #1 arguments

P2 Inquiry, Research, and Analysis – *critically examine evidence, thoughtfully consider conflicting claims, and carefully weigh facts and hypotheses.*

P2.1 Understand the scientific method of inquiry to investigate social scientific and historical problems.

- CCW # 8 Gather information

P2.2 Read and interpret data in tables and graphs.

- CCR # 7 integrate visual information

P2.3 Know how to find and organize information from a variety of sources, analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.

- CCR # 8 fact, opinion, reasoned judgment, support interpretations with evidence
- CCW # 8 Gather information

P2.4 Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.

- CCR # 9 relationship between primary and secondary sources, inductive and deductive problem solving

- CCW # 2 Informative/explanatory texts
- P2.5 Use deductive and inductive problem-solving skills as appropriate to the problem being studied.
- CCR # 9 relationship between primary and secondary sources
 - CCW # 2 Informative/explanatory texts
- P3 Public Discourse and Decision Making** – *engage in reasoned and informed decision making that should characterize each citizen's participation in American society.*
- P3.1 Clearly state an issue as a question of public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.
- CCW #1 arguments
- P3.2 Deeply examine policy issues in group discussions and debates (clarify issues, consider opposing views, apply democratic values or constitutional principles, anticipate consequences) to make reasoned and informed decisions.
- CCW #1 arguments
- P3.3 Write persuasive/argumentative essays expressing and justifying decisions on public policy issues.
- CCW #1 arguments

Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
<p>Civil War</p> <ul style="list-style-type: none"> • critical events and battles in the war • political and military leaders of the North and South (Lincoln, Davis, Grant, Lee) • advantages and disadvantages (resources) of the North and the South • economic ramifications for both regions • the North won the war because: <ul style="list-style-type: none"> • resources • demographic advantages • technical advantages • economic resources • the role of African Americans in the war (54th Massachusetts) • the role of women in the war effort • technical advancements used in the war (subs, iron clad ships, telegrams, new guns etc....) • poor or lack of medical care • Emancipation Proclamation – start of the end of slavery in the country • Gettysburg – turning point of the war, Gettysburg Address was a key speech <p>Reconstruction</p> <ul style="list-style-type: none"> • the different positions concerning the Southern society and the nation • the changing roles of African Americans in government • the resistance of Southern whites to change • the growth of the Ku Klux Klan • the addition of the Thirteenth, Fourteenth and Fifteenth Amendments to the Constitution • the decision to remove Union troops from the South in 1877 caused Reconstruction efforts to stall 	<ul style="list-style-type: none"> • identify key events and battles of the Civil War • compare and contrast political and military leadership of the North and the South during the Civil War • compare and contrast the advantages and disadvantages of the North and the South • describe the economic ramification of the war on both regions • analyze the reasons the North won the war • recognize the role of African Americans and women in the war effort • explain the advancements in technology and impact on warfare • explain how Lincoln's emancipation policy evolved • explain Gettysburg was a turning point in the war • describe the importance of the Gettysburg Address • compare perspectives of the Reconstruction Era • describe the changes that African Americans experienced • recognize the importance of the Thirteenth, Fourteenth and Fifteenth Amendments for African Americans

<p>End of the Century</p> <ul style="list-style-type: none"> • economic changes were due to industrialization, global competition, government policies and changing labor force • territorial expansion of the United States • population increases and diversity due to immigration and changing demographics • improvements in transportation and the impact on the economy and society • the treatment of minority groups <p>Vocabulary for this unit:</p> <ul style="list-style-type: none"> • emancipation • discrimination • segregation • racism • assimilation • slave codes/black codes • migration • draft • freedmen • carpet bagger • impeach • isolationism • imperialism 	<ul style="list-style-type: none"> • identify the causes for the end of Reconstruction efforts • compare and contrast the United States from what it was like at the start of the 19th century to what it was at the end of the century • Distinguish between primary and secondary sources • Recognize bias, perspective • Read to find important pieces of information • Express ideas in writing • Read and interpret data in tables and graphs
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Phase III Textbook/Materials

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Phase IV Assessment Evidence

Performance Tasks	Other Evidence
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Phase V Learning Plan

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