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**UNIT 1: Building a Nation**

**Chapter 1: Three Cultures Meet**

## 1.1 Geography of the United States

Recommended Timeframe: 3 days

**Content Standards:**

8.4.1 Describe the country’s physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.

**Historical and Social Science Analysis Skills**

- Research, Evidence, and Point of View – 1
- Research, Evidence, and Point of View – 3
- Research, Evidence, and Point of View – 4
- Research, Evidence, and Point of View – 5
- Historical Interpretation – 6

*History-Social Science Framework* – Chapter 12:

Lines 104 - 165

**Key Resources:**

Engage: [Connecting and Questioning](#) (Resource appears on the first concept Engage page of each Techbook chapter)

(Research, Evidence, Point of View (1))

Explore 3: [Landform Regions – Eastern and Central United States](#)

(8.4.1)

Explore 2: Outline Map: [Climate and Landform Regions of the United States](#)

(8.4.1)

Explore 4: [Landform Regions – Western United States](#)

(8.4.1)

Explain: [Social Studies Explanation: Geography of the United States](#) (SS Explanation is available in all concepts)

(Research, Evidence, Point of View (3), (4))

Elaborate: [Diving into Data](#) (activity requires use of Techbook’s [Database of United States History](#))

(Research, Evidence, Point of View (1); Hist. Interpretation (6))

Elaborate Secondary Sources Library: [Self-Guided Inquiry: Student Planning Template](#) (available in all Techbook concepts)

(Research, Evidence, Point of View (1))

Elaborate Secondary Sources Library: [Evaluating and Using Sources](#) (available in all Techbook concepts)

(Research, Evidence, Point of View (3), (4), (5))

Elaborate Secondary Sources Library: [Source Analysis Tool](#) (available in all Techbook concepts)

(Research, Evidence, Point of View (3), (4), (5))

Evaluate: [Extended Constructed Response: Making a Thematic Map](#)

(8.4.1)

**Reference Terms:**

**PLACES**

- [Appalachian Mountains](#)
- [Arctic](#)
- [Basin and Ranges](#)
- [Canadian Shield](#)
- [Central Plains](#)
- [Coastal Range](#)
- [East](#)
- [Great Lakes](#)
- [Great Plains](#)
- [Gulf and Atlantic Coastal Plains](#)
- [Kansas](#)
- [Louisiana Territory](#)
- [Maine](#)
- [Mediterranean Sea](#)
- [Mexico](#)
- [Nebraska](#)
- [New Mexico](#)
- [Northwest](#)
- [Oklahoma \(Indian Territory\)](#)
- [Oregon Territory](#)
- [Oregon Trail](#)
- [Ozark Plateau](#)
- [Pacific Northwest](#)
- [Rocky Mountains](#)
- [Santa Fe Trail](#)

[Southwest](#)  
[Texas](#)  
[Washington, DC](#)  
GENERAL  
[arid](#)  
[biome](#)  
[climate](#)  
[climate region](#)  
[cultural region](#)  
[culture](#)  
[deciduous forest](#)  
[desert](#)  
[ecosystem](#)  
[elevation](#)  
[grasslands](#)  
[habitat](#)  
[highland](#)  
[humid continental](#)  
[humid subtropical](#)  
[landform](#)  
[marine west coast](#)  
[nomadic](#)  
[plain](#)  
[plateau](#)  
[prairie](#)  
[precipitation](#)  
[region](#)  
[semiarid](#)  
[temperate zone](#)

**UNIT 1: Building a Nation**

**Chapter 1: Three Cultures Meet**

**1.2 Cultures Meet in America**

**1.3 Contact and Exchange**

Recommended Timeframe: 1 day

Though not mentioned in the Content Standards, resources from these concepts can be used to review material from early American History.

**UNIT 1: Building a Nation**

**Chapter 1: Colonial America**

**2.1 Three Colonial Regions**

**2.2 Colonial Life: Multiple Perspectives**

Recommended Timeframe: 4 days

**Content Standards**

8.7.2 Trace the origins and development of slavery; its effects on black Americans and on the region’s political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).

*History-Social Science Framework* – Chapter 12:

Lines 44 - 48

**Key Resources:**

2.1 Explore 10: [Southern Colonies: Geography and Trade](#)

(8.7.2)

2.1 Elaborate: [Document Based Investigation: Plantation Economy in the South](#)

(8.7.2)

2.2 Explore 10: [Slavery and Servitude](#)

(8.7.2)

2.2 Explore 10: Reading Passage: [Colonial Slavery, North and South](#)

(8.7.2)

**UNIT 1: Building a Nation**

**Chapter 3: Revolutionary America**

## 3.1 The Colonies Come of Age

Recommended Timeframe: 4 days

### Content Standards

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

8.1.1 Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.

8.2.1 Discuss the significance of the Magna Carta, the English Bill of Rights, and the May-flower Compact.

### Historical and Social Science Analysis Skills

Historical Interpretation – 3

*History-Social Science Framework* – Chapter 12:

Lines 49 - 69

### Key Resources:

Full Concept: [The Colonies Come of Age](#)

(8.1)

Explore 1: [The Democratic Heritage](#)

(8.2.1)

Explore 2: [Local Governments Rule](#)

(8.1.1)

Explore 5: [New Troubles on the Horizon: 1763](#)

(8.1)

Explore 6: [More Land, More Problems](#)

(8.1)

Explore 7: [A King's Proclamation](#)

(8.1)

Explain: [Reporting on the Proclamation of 1763: You as Journalist](#)

(8.1)

Elaborate: [Investigation: The Colonies Move Towards Self-Government](#)

(8.1)

Elaborate: [A Troubled Frontier](#)

(8.1)

Evaluate: [Brief-Constructed Response: The Colonies Come of Age](#)

(8.1)

Evaluate: [Brief-Constructed Response: Representative Governments and Institutions](#)

(Hist. Interpretation (3))

Evaluate: [Brief-Constructed Response: Democratic Traditions](#)

(Hist. Interpretation (3))

Evaluate: [Extended-Constructed Response: The Colonies Come of Age](#)

(8.1)

### Reference Terms

#### PEOPLE

[Daughters of Liberty](#)

[George Washington](#)

[James Otis](#)

[King George III](#)

[Pontiac](#)

[Sons of Liberty](#)

[William Pitt](#)

#### PLACES

[Appalachian Mountains](#)

[Ohio River Valley](#)

[Plymouth](#)

#### EVENTS

[English Bill of Rights](#)

[Enlightenment](#)

[French and Indian War](#)

[Magna Carta](#)

[Navigation Acts](#)

[Pontiac's Rebellion](#)

[Proclamation of 1763](#)

[Quartering Act](#)

#### GENERAL

[Albany Plan](#)

[autonomy](#)

[democracy](#)

[House of Burgesses](#)

[Mayflower Compact](#)

[mercantilism](#)

[monarch](#)  
[nobility](#)  
[parliament](#)  
[propaganda](#)  
[representative assembly](#)  
[representative government](#)  
[royal governor](#)  
[self-government](#)  
[town meeting](#)



**UNIT 1: Building a Nation**

**Chapter 3: Revolutionary America**

## 3.2 Britain vs. the Colonists

Recommended Timeframe: 5 days

**Content Standards**

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

**Historical and Social Science Analysis Skills**

Chronological and Spatial Thinking – 1

Research, Evidence, and Point of View – 4

Historical Interpretation – 1

*History-Social Science Framework* – Chapter 12:

Lines 69 - 97

**Key Resources:**

Full Concept: [Britain vs. the Colonists](#)

(8.1)

Explore 2: [The British Tighten Control](#)

(8.1)

Explore 3: [No Taxation Without Representation](#)

(8.1)

Explore 4: [The Colonists Respond](#)

(8.1)

Explore 5: [Tensions Mounting](#)

(8.1)

Explore 6: [A "Massacre" in Boston](#)

(8.1)

Explore 7: [Patriots United](#)

(8.1)

Explore 8: [The Tea Party and Its Aftermath](#)

(8.1)

Explore 9: [From Words to Weapons](#)

(8.1)

Explore 10: [The Shot Heard 'Round the World](#)

(8.1)

Explain: [Visualization: Britain vs. the Colonists](#)

(8.1, Hist. Interpretation (1))

Elaborate: [Student Sleuth: Paul Revere's Boston Massacre](#)

(Research, Evidence, Point of View (3), (4))

Elaborate: [Investigation: Timeline Inquiry: Road to Revolution](#)

(8.1, Chron. and Spat. Thinking (1))

Evaluate: [Brief Constructed Response: Battle of Lexington and Concord](#)

(8.1)

Evaluate: [Brief Constructed Response: Britain vs. the Colonists](#)

(8.1)

Evaluate: [Brief Constructed Response: The United States in 1763](#)

**Reference Terms:**

**PEOPLE**

[Benjamin Franklin](#)

[Charles Thomson](#)

[Continental soldiers](#)

[Crispus Attucks](#)

[Daughters of Liberty](#)

[John Hancock](#)

[King George III](#)

[Mercy Otis Warren](#)

[Paul Revere](#)

[Redcoats](#)

[Richard Henry Lee](#)

[Samuel Adams](#)

[Sons of Liberty](#)

**PLACES**

[Boston](#)

[Great Britain](#)

**EVENTS**

[Battles of Lexington and](#)

[Concord](#)

[Boston Massacre](#)

[Boston Tea Party](#)

[Currency Act](#)

[Declaration and Resolves](#)

[Declaration of Rights and](#)

[Grievances](#)

[Declaratory Act](#)

[First Continental Congress](#)

[French and Indian War](#)

[Intolerable Acts](#)

[Navigation Acts](#)

(8.1)

Evaluate: [Extended Constructed Response: Britain vs. the Colonists](#)

(8.1)

[Pontiac's Rebellion](#)

[Proclamation of 1763](#)

[Quartering Act](#)

[Stamp Act](#)

[Sugar Act](#)

[Tea Act](#)

[Townshend Acts](#)

[Treaty of Paris](#)

GENERAL

["No taxation without representation"](#)

[Albany Plan](#)

[boycott](#)

[Committees of](#)

[Correspondence](#)

[Common Sense](#)

[Continental Congress](#)

[direct tax](#)

[import duty](#)

[legislature](#)

[mercantilism](#)

[monarchy](#)

[parliament](#)

[repeal](#)

[representative government](#)

[Second Continental Congress](#)

[taxes](#)

**UNIT 1: Building a Nation**

**Chapter 3: Revolutionary America**

## 3.3 The Declaration of Independence Explored

Recommended Timeframe: 4 days

**Content Standards**

- 8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.
- 8.1.2 Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as “all men are created equal, that they are endowed by their Creator with certain unalienable Rights”).
- 8.1.3 Analyze how the American Revolution affected other nations, especially France.

**Historical and Social Science Analysis Skills**

- Chronological and Spatial Thinking – 2
- Historical Interpretation – 3

*History-Social Science Framework* – Chapter 12:

Lines 82 - 97

**Key Resources:**

- Full Concept: [The Declaration of Independence Explored](#)  
(8.1, 8.1.2)
- Explore 1: [Americans Choose Independence](#)  
(8.1)
- Explore 3: [We Hold These Truths](#)  
(8.1.2)
- Explore 3: Graphic Organizer: [The Declaration of Independence](#)  
(8.1.2)
- Explore 5: [The Legacy of the Declaration of Independence](#)  
(8.1.3)
- Explain: [Declaration of Independence: Timeline](#)  
(Chron. and Spat. Thinking (2))
- Explain: [Declaration of Independence: Diagram](#)  
(8.1.2)
- Elaborate: [Investigation: Source Analysis: The Declaration of Independence](#)  
(8.1.2)
- Elaborate: [Socratic Seminar: What Changed in the Final Draft](#)  
(FW)
- Evaluate: [Brief Constructed Response: The Declaration of Independence](#)  
(8.1.3)
- Evaluate: [Brief Constructed Response: The Declaration of Independence Explored](#)  
(8.1.2)
- Evaluate: [Extended-Constructed Response: Declaration of Independence](#)  
(8.1, Hist. Interpretation (3))

**Reference Terms:**

**PEOPLE**

- [Abigail Adams](#)
- [Baron de Montesquieu](#)
- [Benjamin Franklin](#)
- [Francis Bacon](#)
- [George Mason](#)
- [John Adams](#)
- [John Hancock](#)
- [John Jay](#)
- [John Locke](#)
- [John Ross](#)
- [King George III](#)
- [Osceola](#)
- [Patrick Henry](#)
- [Robert Livingston](#)
- [Roger Sherman](#)
- [Thomas Jefferson](#)
- [Thomas Paine](#)
- [Voltaire](#)

**GENERAL**

- [Common Sense](#)
- [Declaration of Independence](#)
- [individualism](#)
- [natural right](#)
- [social contract](#)
- [unalienable right](#)

**UNIT 1: Building a Nation**

**Chapter 3: Revolutionary America**

## 3.4 Fighting for Independence

Recommended Timeframe: 4 days

### Content Standards

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

8.1.3 Analyze how the American Revolution affected other nations, especially France.

### Historical and Social Science Analysis Skills

Research, Evidence, and Point of View – 3

Historical Interpretation – 3

*History-Social Science Framework* – Chapter 12:

Lines 98 – 116

### Key Resources:

Engage: [Preparing for Battle](#)

(8.1)

Explore 1: [War Begins at Bunker Hill](#)

(8.1)

Explore 2: [New Battlefields of America](#)

(8.1)

Explore 3: [Foreign Influences](#)

(8.1.3)

Explore 4: [Civilians Pitch In](#)

(8.1)

Explore 5: [Divided Loyalties](#)

(8.1)

Explore 7: [Fruits of Victory](#)

(8.1)

Explore 8: [The Treaty of Paris](#)

(8.1)

Explain: [Mapping the American Revolution](#)

(8.1)

Explain: [You as Journalist: Battlefield Reports](#)

(8.1)

Elaborate: [Investigation: Timeline Inquiry](#)

(8.1)

Elaborate: [You as Artist: Literary Works and History](#)

(Research, Evidence, Point of View (3))

Evaluate: [Brief Constructed Response: Fighting for Independence](#)

(8.1)

Evaluate: [Brief Constructed Response: The Treaty of Paris](#)

(8.1)

Evaluate: [Extended Constructed Response: Fighting for Independence](#)

(8.1)

### Reference Terms:

#### PEOPLE

[Benedict Arnold](#)

[Benjamin Franklin](#)

[Bernardo de Gálvez](#)

[Charles Cornwallis](#)

[Charles Thomson](#)

[Colonel William Prescott](#)

[Deborah Sampson](#)

[Edmund Randolph](#)

[Ethan Allen](#)

[Francis Marion](#)

[Friedrich von Steuben](#)

[George Rogers Clark](#)

[George Washington](#)

[Henry Knox](#)

[Hessian mercenaries](#)

[Horatio Gates](#)

[James Armistead](#)

[John Burgoyne](#)

[John Paul Jones](#)

[Marquis de Lafayette](#)

[Mary Ludwig Hays](#)

[Mercy Otis Warren](#)

[Nathan Hale](#)

[Nathanael Greene](#)

[Patrick Henry](#)

[Paul Revere](#)

[Peter Salem](#)

[Phillis Wheatley](#)

[Samuel Prescott](#)

[Thaddeus Kosciusko](#)

[Thomas Gage](#)

[William Dawes](#)

[William Howe](#)

## PLACES

[Bunker Hill](#)

[Concord, Massachusetts](#)

[Hudson River](#)

[Lexington, Massachusetts](#)

[Saratoga](#)

[Valley Forge](#)

[Yorktown](#)

## EVENTS

[American Revolution](#)

[Battle of Bunker Hill](#)

[Battle of Saratoga](#)

[Battle of Trenton](#)

[Battle of Yorktown](#)

[Battles of Lexington and](#)

[Concord](#)

[Treaty of Paris](#)

## GENERAL

[Articles of Confederation](#)

[blockade](#)

[Continental Army](#)

[emancipation](#)

[Loyalist](#)

[militia](#)

[minute men](#)

[Patriot](#)

[propaganda](#)

[treason](#)

[treaty](#)

**UNIT 1: Building a Nation**

**Chapter 3: Revolutionary America**

## 3.5 The Revolution in American Society

Recommended Timeframe: 3 days

**Content Standards**

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

*History-Social Science Framework* – Chapter 12:

Lines 98 – 116

**Key Resources:**

Explore 1: [African Americans – Patriots and Loyalists](#)

(8.1)

Explore 2: [Native Americans: Taking Sides](#)

(8.1)

Explore 3: [Female Patriots in the War Effort](#)

(8.1)

Explain: [Visualization: American Revolution Hall of Fame](#)

(8.1)

Elaborate: [Pitch Your Idea: The Revolution and American Society](#)

(8.1)

Elaborate: [Say What?: Wheatley to Washington](#)

(8.1)

Evaluate: [Brief Constructed Response: The Revolution in American Society](#)

(8.1)

**Reference Terms:**

**PEOPLE**

[Abigail Adams](#)

[James Armistead](#)

[John Adams](#)

**EVENTS**

[American Revolution](#)

[Battle of Trenton](#)

[Battle of Yorktown](#)

[Battles of Lexington and](#)

[Concord](#)

**GENERAL**

[abolition](#)

[civil war](#)

[democracy](#)

[indentured servant](#)

[Iroquois League](#)

[Loyalist](#)

[national debt](#)

[Patriot](#)

[revolution](#)

[siege](#)

**UNIT 2: Becoming an Independent Nation**

**Chapter 4: Establishing a New Government**

## 4.1 The Articles of Confederation

Recommended Timeframe: 4 days

### Content Standards

- 8.2.2 Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.
- 8.2.5 Understand the significance of Jefferson’s Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.
- 8.2.7 Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.
- 8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.
- 8.3.1 Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.
- 8.3.2 Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.
- 8.3.3 Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution’s clauses on interstate commerce, common coinage, and full-faith and credit.
- 8.3.5 Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays’ Rebellion, the Whiskey Rebellion).
- 8.9.3 Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.

*History-Social Science Framework* – Chapter 12:

Lines 118 – 148

### Key Resources:

- Full Concept: [The Articles of Confederation](#)  
(8.2.2, 8.3)
- Explore 1: [Governing a New Nation](#)  
(8.2.5, 8.2.7, 8.3.1)
- Explore 3: [A Blueprint for Expansion](#)  
(8.3.2, 8.9.3)
- Explore 4: [Problems with the Articles of Confederation at Home](#)  
(SS.8.E.2.2)
- Explore 4: [Reading Passage: The State of Money](#)  
(8.3.3)
- Explore 7: [Rebellion in a New Nation](#)  
(8.3.5)
- Explain: [America’s First Government on Display](#)  
(8.2.2)
- Explain: [You as Journalist: Shay’s Rebellion](#)  
(8.2.2)
- Elaborate: [Role Play: The Power of Government](#)  
(8.2.2)
- Elaborate: [Socratic Seminar: The Articles of Confederation](#)  
(8.2.2)

### Reference Terms:

- PEOPLE**
- [Daniel Shays](#)
- [John Adams](#)
- [Richard Henry Lee](#)
- PLACES**
- [Northwest Territory](#)
- EVENTS**
- [Constitutional Convention](#)
- [Shays's Rebellion](#)
- GENERAL**
- [alliance](#)
- [arsenal](#)
- [Articles of Confederation](#)
- [Bill of Rights](#)
- [commerce](#)
- [confederation](#)
- [Constitution](#)
- [currency](#)
- [depression](#)
- [executive](#)

Evaluate: [Brief Constructed Response: The Articles of Confederation](#)  
(8.2.2)

Evaluate: [Extended-Constructed Response: The Articles of Confederation](#)  
(8.2.2)

[independence](#)  
[inflation](#)  
[judicial](#)  
[Land Ordinance of 1785](#)  
[legislative](#)  
[Northwest Ordinance of 1787](#)  
[Second Continental Congress](#)  
[tariff](#)  
[territory](#)



**UNIT 2: Becoming an Independent Nation**

**Chapter 4: Establishing a New Government**

## 4.2 Creating a Government

Recommended Timeframe: 5 days

### Content Standards

8.2.2 Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.

8.2.3 Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.

8.2.4 Describe the political philosophy underpinning the Constitution as specified in the *Federalist Papers* (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.

8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.

8.7.2 Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).

*History-Social Science Framework* – Chapter 12:

Lines 149 - 177

### Key Resources:

Full Concept: [Creating a Government](#)

(8.3)

Explore 1: [A More Perfect Union?](#)

(8.2.4)

Explore 1: [Graphic Organizer: Problem Solution Chart](#)

(8.2.3)

Explore 2: [Great Compromise](#)

(8.2.3, 8.2.4)

Explore 3: [The Question of Slavery](#)

(8.2.3, 8.7.2)

Explore 4: [States' Powers](#)

(8.2.2, 8.2.3)

Explore 5: [The Question Goes to the People](#)

(8.2.3, 8.2.4)

Explore 5: [Reading Passage: Federalists vs. Antifederalists](#)

(8.2.4)

Explore 6: [Ratification](#)

(8.2.3)

Explain: [The Framers of the Constitution: Areas of Disagreement](#)

(8.2.3, 8.2.4)

Explain: [Federalists and Anti-Federalists: Diagram](#)

(8.2.3, 8.2.4)

Explain: [Milestones in the Creation of the Constitution: Diagram](#)

(8.2.3)

Elaborate: [Express Your Opinion: Federalists and Antifederalists](#)

### Reference Terms:

#### PEOPLE

[Baron de Montesquieu](#)

[Edmund Randolph](#)

[framers](#)

[George Mason](#)

[James Madison](#)

[Pierre L'Enfant](#)

[Roger Sherman](#)

[William Paterson](#)

#### EVENTS

[Constitutional Convention](#)

[Enlightenment](#)

#### GENERAL

[amendment](#)

[Anti-Federalists](#)

[Bill of Rights](#)

[checks and balances](#)

[compromise](#)

[Confederacy / Confederate](#)

[States](#)

[Constitution](#)

[constitution](#)

[Declaration of Independence](#)

[delegate](#)

[enumerated power](#)

(8.2.3, 8.2.4)

Elaborate: [Investigation: Historical Perspectives: The New Nation](#)

(8.2.3, 8.2.4)

Elaborate: [Role Play: Profiling the Framers](#)

(FW)

Evaluate: [Brief Constructed Response: Structure of Congress](#)

(8.2.4)

Evaluate: [Brief Constructed Response: Three-Fifths Compromise](#)

(8.2.3, 8.7.2)

Evaluate: [Extended-Constructed Response: Creating a Government](#)

(8.2.3, 8.2.4)

[executive branch](#)

[federal](#)

[Federalist Papers](#)

[Federalists](#)

[Great Compromise](#)

[habeas corpus](#)

[House of Representatives](#)

[implied power](#)

[interstate commerce](#)

[judicial branch](#)

[Judiciary Act of 1789](#)

[legislative branch](#)

[levy](#)

[New Jersey Plan](#)

[nominating conventions](#)

[pocket veto](#)

[precedent](#)

[ratification](#)

[republic](#)

[reserved powers](#)

[Senate](#)

[separation of powers](#)

[Three-Fifths Compromise](#)

[usurp](#)

[veto](#)

[Virginia Plan](#)

**UNIT 2: Becoming an Independent Nation**

**Chapter 4: Establishing a New Government**

## 4.3 A More Perfect Union

Recommended Timeframe: 5 days

**Content Standards**

- 8.1.4 Describe the nation’s blend of civic republicanism, classical liberal principles, and English parliamentary traditions.
- 8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.
  - 8.2.1 Discuss the significance of the Magna Carta, the English Bill of Rights, and the May-flower Compact.
  - 8.2.2 Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.
  - 8.2.6 Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.
  - 8.2.7 Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.
- 8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.
  - 8.3.3 Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution’s clauses on interstate commerce, common coinage, and full-faith and credit.
  - 8.3.6 Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).

*History-Social Science Framework* – Chapter 12:

Lines 149 - 195

**Key Resources:**

- Full Concept: [A More Perfect Union](#)  
(8.3)
- Explore 1: [Features of the Constitution](#)  
(8.2)
- Explore 1: [Comparison Chart: A More Perfect Union](#)  
(8.2.6)
- Explore 2: [The Legislative Branch: Article I](#)  
(8.2. 8.2.6)
- Explore 3: [The Legislative Process](#)  
(8.3.6)
- Explore 4: [Influencing Legislation](#)  
(8.3.6)
- Explore 7: [Democratic Principles](#)  
(8.1.4, 8.2, 8.2.1, 8.2.2, 8.2.6, 8.3.6)
- Explore 8: [How Much is Too Much?](#)  
(8.2, 8.2.6)
- Explore 9: [A More Perfect Union?](#)  
(8.2.6, 8.2.7, 8.3.3)
- Explore 10: [Federal Supremacy](#)  
(8.2.7)
- Explain: [Constitutional Principles Scavenger Hunt](#)

**Reference Terms:**

- PEOPLE**
- [Baron de Montesquieu](#)
- EVENTS**
- [Magna Carta](#)
- GENERAL**
- [amendment](#)
- [Articles of Confederation](#)
- [bicameral](#)
- [Bill of Rights](#)
- [bond](#)
- [cabinet](#)
- [checks and balances](#)
- [confederation](#)
- [Congress](#)
- [Constitution](#)
- [Elastic Clause](#)
- [electoral vote](#)
- [executive branch](#)
- [federal](#)
- [impeach](#)
- [judicial branch](#)

(8.2, 8.2.2, 8.2.7)

Explain: [What Does the Constitution Say?: Diagram](#)

(8.2.2, 8.2.6)

Elaborate: [Investigation: Source Analysis: The United States Constitution](#)

(8.2)

Evaluate: [Extended Constructed Response: A More Perfect Union](#)

(8.2.2)

[judicial review](#)

[legislative branch](#)

[limited government](#)

[popular sovereignty](#)

[preamble](#)

[separation of powers](#)

[Supremacy Clause](#)

[Supreme Court](#)

[treaty](#)

[unicameral](#)

[veto](#)

**UNIT 2: Becoming an Independent Nation**

**Chapter 4: Establishing a New Government**

## 4.4 The Bill of Rights

Recommended Timeframe: 4 days

**Content Standards**

- 8.2.1 Discuss the significance of the Magna Carta, the English Bill of Rights, and the May-flower Compact.
- 8.2.3 Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.
- 8.2.5 Understand the significance of Jefferson’s Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.
- 8.2.6 Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.
- 8.2.7 Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.
- 8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.
- 8.3.7 Understand the functions and responsibilities of a free press.

*History-Social Science Framework – Chapter 12:*

Lines 196 – 215

**Key Resources:**

- Full Concept: [The Bill of Rights](#)  
(8.3)
- Explore 2: [Protecting the People](#)  
(8.2.7)
- Explore 3: [Personal Liberty](#)  
(8.2.6, 8.3.7)
- Explore 3: [Reading Passage: Freedom to Believe](#)  
(8.2.5)
- Explore 3: [Reading Passage: The First Amendment and the Internet](#)  
(8.3.7)
- Explore 4: [Rights of the Accused](#)  
(8.2.1, 8.2.6)
- Explore 5: [Limited Government](#)  
(8.2.6)
- Explain: [Visualization: The First Amendment](#)  
(8.2.5)
- Explain: [Encyclopedia Entry: The Bill of Rights](#)  
(8.2.6)
- Explain: [The Bill of Rights: Quick Write](#)  
(8.2.7)
- Elaborate: [The First Amendment and American Democratic Principles](#)  
(8.2.5)
- Evaluate: [Brief Constructed Response: Support for Bill of Rights](#)  
(8.2.3)
- Evaluate: [Extended Constructed Response: The Bill of Rights](#)

**Reference Terms:**

- PEOPLE**
- [George Mason](#)
- [James Madison](#)
- [John Hancock](#)
- [John Peter Zenger](#)
- [Patrick Henry](#)
- [Samuel Adams](#)
  
- EVENTS**
- [English Bill of Rights](#)
  
- GENERAL**
- [amendment](#)
- [Bill of Rights](#)
- [civil law](#)
- [criminal law](#)
- [defendant](#)
- [delegated](#)
- [double jeopardy](#)
- [due process](#)
- [Eighth Amendment](#)
- [eminent domain](#)
- [exclusionary rule](#)
- [Federalist Papers](#)
- [Fifth Amendment](#)

(8.2.6)

[First Amendment](#)  
[Fourth Amendment](#)  
[grand jury](#)  
[indictment](#)  
[jury](#)  
[majority rule](#)  
[Ninth Amendment](#)  
[probable cause](#)  
[prosecution](#)  
[protest](#)  
[Second Amendment](#)  
[seizure](#)  
[self-incrimination](#)  
[Seventh Amendment](#)  
[Sixth Amendment](#)  
[Tenth Amendment](#)  
[Third Amendment](#)  
[tyranny](#)  
[warrant](#)

**UNIT 2: Becoming an Independent Nation**

**Chapter 5: Leaders and Challenges of a New Nation**

## 5.1 Washington's Presidency

Recommended Timeframe: 4 days

### Content Standards

8.3.4 Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).

8.4 Students analyze the aspirations and ideals of the people of the new nation.

8.4.1 Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.

8.4.2 Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Address).

### Historical and Social Science Analysis Skills

Research, Evidence, and Point of View – 2

*History-Social Science Framework* – Chapter 12:

Lines 217 – 238

### Key Resources:

Full Concept: [Washington's Presidency](#)

(8.4)

Explore 1: Reading Passage: The Peaceful Transfer of Power

(Research, Evidence, and Point of View (2))

Explore 2: [A New Nation, Conceived in Debt](#)

(8.3.4)

Explore 3: [Playing Politics](#)

(8.3.4, 8.4.1)

Explore 4: [Washington Bids Farewell](#)

(8.4.2)

Explain: [Movie Trailer: Washington's Presidency](#)

(SS.8.A.3.12)

Elaborate: [Document-Based Investigation: George Washington's Presidency](#)

(8.4.2)

Elaborate: [Investigation: Source Analysis: Washington's Farewell Address](#)

(8.4.2)

Evaluate: [Brief Constructed Response: Washington's Presidency](#)

(8.4.2)

### Reference Terms:

#### PEOPLE

[Alexander Hamilton](#)

[Benjamin Banneker](#)

[Edmund Randolph](#)

[George Washington](#)

[Henry Knox](#)

[Pierre L'Enfant](#)

[Thomas Jefferson](#)

#### PLACES

[Washington, DC](#)

#### EVENTS

[French Revolution](#)

[Washington's Farewell](#)

[Address](#)

#### GENERAL

[cabinet](#)

[Democratic-Republican Party](#)

[Federalists](#)

[precedent](#)

**UNIT 2: Becoming an Independent Nation**

**Chapter 5: Leaders and Challenges of a New Nation**

## 5.2 Hamilton vs. Jefferson

Recommended Timeframe: 4 days

### Content Standards

8.3.4 Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).

8.3.5 Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebellion).

8.4 Students analyze the aspirations and ideals of the people of the new nation.

8.4.1 Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.

8.5 Students analyze U.S. foreign policy in the early Republic.

### Historical and Social Science Analysis Skills

Historical Interpretation – 1

*History-Social Science Framework* – Chapter 12:

Lines 239 – 285

### Key Resources:

Full Concept: [Hamilton vs. Jefferson](#)

(8.3.4, 8.4)

Explore 1: [The First U.S. Political Parties](#)

(8.3.4)

Explore 1: [Graphic Organizer: Hamilton vs. Jefferson Comparison Chart](#)

(8.3.4)

Explore 2: [Differing Views About Democracy](#)

(8.3.4)

Explore 4: [The Business of America](#)

(8.3.5)

Explore 5: [The National Bank](#)

(8.3.4)

Explore 6: [France vs. Britain](#)

(8.5)

Explore 7: [U.S. Neutrality Violated](#)

(8.5)

Explore 8: [John Adams Takes Office](#)

(8.5)

Explain: [Early Years of the Republic: Diagram](#)

(8.4.1)

Elaborate: [Enduring Debate: Jefferson vs. Hamilton](#)

(8.3.4, Hist. Interpretation (1))

Evaluate: [Brief Constructed Response: Hamilton vs. Jefferson \(National Bank\)](#)

(8.3.4)

Evaluate: [Brief Constructed Response: Political Parties](#)

### Reference Terms:

#### PEOPLE

[Alexander Hamilton](#)

[John Adams](#)

[Thomas Jefferson](#)

#### EVENTS

[Alien and Sedition Acts](#)

[Jay's Treaty](#)

[McCulloch v. Maryland](#)

[Neutrality Proclamation](#)

[Whiskey Rebellion](#)

[XYZ Affair](#)

#### GENERAL

["Necessary and Proper"](#)

[Clause](#)

[Bank of the United States](#)

[cabinet](#)

[Democratic-Republican Party](#)

[elitist](#)

[Federalist Party](#)

[implied power](#)

[Kentucky and Virginia](#)

[Resolutions](#)

[national debt](#)



(8.3.4)

Evaluate: [Extended Constructed Response: Hamilton vs. Jefferson \(Alien and Sedition Acts\)](#)

(8.3.4)

[neutrality](#)

[political party](#)

[speculator](#)

**UNIT 3: A Nation Expands**

**Chapter 6: Building a New National Identity**

## 6.1 The Age of Jefferson

Recommended Timeframe: 5 days

**Content Standards**

8.4 Students analyze the aspirations and ideals of the people of the new nation.

8.4.1 Describe the country’s physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.

8.4.2 Explain the policy significance of famous speeches (e.g., Washington’s Farewell Address, Jefferson’s 1801 Inaugural Address, John Q. Adams’s Fourth of July 1821 Address).

8.5 Students analyze U.S. foreign policy in the early Republic.

8.8.2 Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees’ “Trail of Tears,” settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.

*History-Social Science Framework* – Chapter 12:

Lines 318 – 335

**Key Resources:**

Explore 2: [Marbury v. Madison and Judicial Review](#)

(8.4.1)

Explore 3: [Eyes on the West](#)

(8.4.1)

Explore 4: [Closing the Deal](#)

(8.4.1)

Explore 5: [The Roots of Exploration](#)

(8.8.2)

Explore 6: [The Journey West](#)

(8.8.2)

Explore 7: [Changing Direction of the Country](#)

(8.4, 8.8.2)

Explore 8: [Foreign Affairs](#)

(8.5, 8.8.2)

Elaborate: [Say What?: Jefferson’s Inaugural Address](#)

(8.4.2)

Elaborate: [Document-Based Investigation: The Age of Jefferson](#)

(8.4.1, 8.8.2)

Elaborate: [Role Play: A Lively Dinner Party](#)

(FW)

Elaborate: [Socratic Seminar: The Louisiana Purchase](#)

(FW)

Evaluate: [Brief Constructed Response: The Age of Jefferson \(Foreign Policy\)](#)

(8.5)

Evaluate: [Extended Constructed Response: The Age of Jefferson \(Jefferson and the LA Purchase\)](#)

(8.4, 8.4.1, 8.8.2)

Graphic Organizer: [The Age of Jefferson](#)

**Reference Terms:**

**PEOPLE**

[Aaron Burr](#)

[Charles Maurice de](#)

[Talleyrand](#)

[Chief Black Buffalo](#)

[James Madison](#)

[James Monroe](#)

[John Marshall](#)

[Meriwether Lewis](#)

[Robert Livingston](#)

[Sacagawea](#)

[Shoshone](#)

[Thomas Jefferson](#)

[William Clark](#)

[William Marbury](#)

[York](#)

**PLACES**

[Louisiana Territory](#)

[West Point](#)

**EVENTS**

[Barbary Wars](#)

[Lewis and Clark Expedition](#)

[Louisiana Purchase](#)

**GENERAL**

[agrarian](#)

(8.4.1, 8.5, 8.8.2)

[Corps of Discovery](#)  
[judicial review](#)  
[Judiciary Act of 1789](#)  
[Judiciary Act of 1801](#)  
[national debt](#)  
[states' rights](#)  
[states' rights doctrine](#)  
[unconstitutional](#)

**UNIT 3: A Nation Expands**

**Chapter 6: Building a New National Identity**

## 6.2 The War of 1812

Recommended Timeframe: 3 days

**Content Standards**

8.5 Students analyze U.S. foreign policy in the early Republic.

8.5.1 Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.

8.5.3 Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.

*History-Social Science Framework* – Chapter 12:

Lines 286 – 291

**Key Resources:**

Full Concept: [The War of 1812](#)

(8.5, 8.5.1)

Explore 1: [Great Britain Angers the United States](#)

(8.5.1)

Explore 2: [Tecumseh and His Confederacy](#)

(8.5.3)

Explore 3: [A "Second War for Independence" Begins](#)

(8.5.1)

Explore 4: [War on Land and Sea](#)

(8.5.1)

Explore 5: [An Era of Pride and Good Feelings](#)

(8.5.1)

Explain: [War of 1812: You as Journalist](#)

(8.5.1)

Elaborate: Investigation: [Perspectives on the War of 1812](#)

(8.5.1, 8.5.3)

Evaluate: [Brief Constructed Response: The War of 1812](#)

(8.5.1, 8.5.3)

Graphic Organizer: [The War of 1812: Visualization](#)

(8.5.1)

**Reference Terms:**

**PEOPLE**

[Andrew Jackson](#)

[Dolley Madison](#)

[Francis Scott Key](#)

[James Madison](#)

[Oliver Hazard Perry](#)

[Tecumseh](#)

[Tenskwatawa](#)

[William Henry Harrison](#)

[Winfield Scott](#)

**PLACES**

[Fort McHenry](#)

**EVENTS**

["The Star-Spangled Banner"](#)

[Battle of New Orleans](#)

[Battle of Plattsburgh](#)

[Battle of Tippecanoe](#)

[Battle of York](#)

[Treaty of Ghent](#)

[War of 1812](#)

**GENERAL**

[embargo](#)

[Embargo Act](#)

[impressment](#)

[Non-Intercourse Act](#)

[Northwest Ordinance of 1787](#)

[war hawk](#)

**UNIT 3: A Nation Expands**

**Chapter 6: Building a New National Identity**

## 6.3 Foreign Affairs

Recommended Timeframe: 3 days

### Content Standards

8.5 Students analyze U.S. foreign policy in the early Republic.

8.5.1 Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.

8.5.2 Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.

*History-Social Science Framework* – Chapter 12:

Lines 286 – 291

### Key Resources:

Full Concept: [Foreign Affairs](#)

(8.5)

Explore 1: [Creating a Continental Nation](#)

(8.5.1)

Explore 2: [Agreements with Spain](#)

(8.5.2)

Explore 3: [The Monroe Doctrine](#)

(8.5.2)

Explain: [Foreign Affairs: Visualization](#)

(8.5.2)

Elaborate: [Investigation: Source Analysis: The Monroe Doctrine](#)

(8.5.2)

Evaluate: [Brief Constructed Response: Foreign Affairs \(Territorial Growth\)](#)

(8.5.2)

Evaluate: [Extended Constructed Response: Foreign Affairs \(Monroe Doctrine\)](#)

(8.5.2)

### Reference Terms:

#### PEOPLE

[Andrew Jackson](#)

[James Monroe](#)

[John Jay](#)

[John Quincy Adams](#)

#### PLACES

[France](#)

[Oregon Country](#)

[Spain](#)

#### EVENTS

[First Seminole War](#)

[Monroe Doctrine](#)

[Rush-Bagot Agreement](#)

[XYZ Affair](#)

#### GENERAL

[Adams-Onís Treaty](#)

[Convention of 1818](#)

[Democratic-Republican Party](#)

[Kentucky and Virginia](#)

[Resolutions](#)

[nationalism](#)

**UNIT 3: A Nation Expands**

**Chapter 6: Building a New National Identity**

## 6.4 Challenges of Expansion

Recommended Timeframe: 5 days

### Content Standards

8.4 Students analyze the aspirations and ideals of the people of the new nation.

8.4.1 Describe the country’s physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.

8.4.3 Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson’s opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).

8.5.3 Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.

8.6.2 Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay’s American System).

8.9.3 Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.

*History-Social Science Framework* – Chapter 12:

Lines 311 – 317; 337 – 372

### Key Resources:

Full Concept: [Challenges of Expansion](#)

(8.4.1)

Engage: [New Lands to Settle](#)

(8.4.1)

Explore 1: [Settling the Northwest](#)

(8.3.2)

Explore 1: [Outline Map: Challenges of Expansion](#)

(8.4.1)

Explore 3: [New States in the Southeast](#)

(8.4.1)

Explore 4: [Native American Resistance](#)

(8.5.3)

Explore 5: [A System to Unify America](#)

(8.4, 8.4.3, 8.6.2)

Explore 6: [A National Transportation System](#)

(8.6.2)

Explore 7: [The American System](#)

(8.4.3, 8.6.2)

Explain: [Advertisement: The American System](#)

(8.6.1)

Explain: [Westward Expansion: Quick Write](#)

(8.4.1)

Elaborate: [Investigation: Map-Guided Inquiry: Challenges and Opportunities for the Expanding Nation](#)

### Reference Terms:

#### PEOPLE

[Andrew Jackson](#)

[Daniel Boone](#)

[Henry Clay](#)

[James Monroe](#)

[John Quincy Adams](#)

[pioneer](#)

[Seminole](#)

#### PLACES

[Erie Canal](#)

#### EVENTS

[Battle of Horseshoe Bend](#)

[Gibbons v. Ogden](#)

[Louisiana Purchase](#)

[McCulloch v. Maryland](#)

[Tariff of 1816](#)

[Treaty of Ghent](#)

#### GENERAL

[Adams-Onís Treaty](#)

[American System](#)

[Articles of Confederation](#)

(8.4.1, 8.5.3, 8.6.2)

Evaluate: [Brief Constructed Response: Challenges of Expansion](#)

(8.4.1, 8.5.1, 8.6.2)

Evaluate: [Extended Constructed Response: Gibbons v. Ogden](#)

(8.4.3)

Evaluate: [Extended Constructed Response: McCulloch v. Maryland](#)

(8.4.3)

Explore 1: Outline Map: [Challenges of Expansion](#)

(8.4.1)

[Land Ordinance of 1785](#)

[meridian](#)

[National Road](#)

[Northwest Ordinance of 1787](#)

[Second Bank of the United](#)

[States](#)

**UNIT 3: A Nation Expands**

**Chapter 7: New Horizons**

## 7.1 Jacksonian Democracy

Recommended Timeframe: 4 days

### Content Standards

8.4 Students analyze the aspirations and ideals of the people of the new nation.

8.4.3 Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson’s opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).

8.8.1 Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).

### Historical and Social Science Analysis Skills

Research, Evidence, and Point of View – 4

*History-Social Science Framework* – Chapter 12:

Lines 558 – 574

### Key Resources:

Full Concept: [Jacksonian Democracy](#)

(8.4)

Explore 2: [Jackson Enters Politics](#)

(8.4)

Explore 3: [A Corrupt Bargain?](#)

(8.8.1)

Explore 4: [A Hotly Contested Election](#)

(8.8.1)

Explore 6: [“Old Hickory” Becomes “King Andrew”](#)

(8.8.1)

Explore 7: [Jackson Resists Nullification](#)

(8.8.1)

Explore 8: [Andrew Jackson’s Bank War](#)

(8.4.3)

Explore 9: [The End of the Bank](#)

(8.4.3, 8.8.1)

Explain: [Jacksonian Democracy: You as Journalist](#)

(8.8.1)

Elaborate: [Investigation: Source Analysis: King Andrew](#)

(8.8.1; Research, Evidence, and Point of View (3))

Elaborate: [Express Your Opinion: Jackson’s Second Term](#)

(8.8.1)

Evaluate: [Brief Constructed Response: Expanded Suffrage](#)

(8.8.1)

Evaluate: [Brief Constructed Response: Jacksonian Politics](#)

(8.8.1)

Evaluate: [Brief Constructed Response: The Age of Jackson](#)

(8.8.1)

### Reference Terms:

#### PEOPLE

[Andrew Jackson](#)

[Henry Clay](#)

[John C. Calhoun](#)

[John Quincy Adams](#)

#### EVENTS

[corrupt bargain](#)

[Panic of 1837](#)

#### GENERAL

[Democratic Party](#)

[Democratic-Republican Party](#)

[Indian Removal Act](#)

[Kitchen Cabinet](#)

[nullification](#)

[Second Bank of the United States](#)

[States](#)

[spoils system](#)

[suffrage](#)

[veto](#)

[Whig Party](#)



**UNIT 3: A Nation Expands**

**Chapter 7: New Horizons**

## 7.2 The Native American Experience

Recommended Timeframe: 3 days

**Content Standards**

8.5.3 Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.

8.8.1 Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).

8.8.2 Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.

*History-Social Science Framework – Chapter 12:*

Lines 563 – 566

**Key Resources:**

Explore 1: [Involuntary Exchange of Lands](#)

(8.8.1, 8.8.2)

Explore 2: [Native Americans and the Supreme Court](#)

(8.8.1)

Explore 3: [An Attempt at Assimilation](#)

(8.5.3)

Explore 4: [Two Illegal Treaties](#)

(8.5.3)

Explore 5: [Betrayal and a Forced March](#)

(8.8.2)

Explore 5: [Reading Passage: Settling Florida](#)

(8.8.2)

Explain: [Native Americans: Visualization](#)

(8.5.3, 8.8.2)

Elaborate: Role Play: [On the Trail of Tears](#)

(8.8.2)

Evaluate: [Brief Constructed Response: The Native American Experience \(Indian Removal Act\)](#)

(8.8.1, 8.8.2)

Evaluate: [Brief Constructed Response: Worcester v. Georgia](#)

(8.5., 8.8.2)

**Reference Terms:**

**PEOPLE**

[Andrew Jackson](#)

[Cherokee](#)

[Five "Civilized" Tribes](#)

[John Marshall](#)

[John Ross](#)

[Osceola](#)

**PLACES**

[Indian Territory](#)

[Oklahoma Territory](#)

**EVENTS**

[Cherokee Nation v. Georgia](#)

[Johnson v. M'Intosh](#)

[Trail of Tears](#)

[Worcester v. Georgia](#)

**GENERAL**

[Indian Removal Act](#)

**UNIT 3: A Nation Expands**

**Chapter 7: New Horizons**

## 7.3 Westward Expansion

Recommended Timeframe: 5 days

### Content Standards

8.5.2 Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.

8.8.2 Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees’ “Trail of Tears,” settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.

8.8.4 Examine the importance of the great rivers and the struggle over water rights.

8.8.5 Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.

8.8.6 Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.

### Historical and Social Science Analysis Skills

Chronological and Spatial Thinking – 1

*History-Social Science Framework* – Chapter 12:

Lines 575 – 625

### Key Resources:

Full Concept: [Westward Expansion](#)

(8.5.2)

Explore 1: [Manifest Destiny](#)

(8.8.2)

Explore 2: [The Oregon Country](#)

(8.5.2)

Explore 3: [The Republic of Texas](#)

(8.8.5, 8.8.6)

Explore 4: [The Mexican-American War](#)

(8.8.6)

Explore 5: [The Southwest](#)

(8.8.5, 8.8.6)

Explore 6: [Trailblazers](#)

(8.8.4)

Explain: [Westward Expansion: Mind Map Diagram](#)

(8.5.2, 8.8.2, 8.8.6)

Elaborate: [Investigation: Timeline Map: Westward Expansion](#)

(8.5.2, 8.8.2, Chron. and Spat. Thinking (1))

Elaborate: [Pitch Your Idea: Water Management](#)

(8.5.2, 8.8.2)

Evaluate: [Brief Constructed Response: Mexican-American War](#)

(8.8.6)

Evaluate: [Extended Constructed Response: Territorial Acquisitions](#)

### Reference Terms:

#### PEOPLE

[Antonio López de Santa Anna](#)

[Brigham Young](#)

[Californios](#)

[Donner Party](#)

[Father Miguel Hidalgo y](#)

[Costilla](#)

[forty-niners](#)

[Franklin Pierce](#)

[James K. Polk](#)

[James Marshall](#)

[John Sutter](#)

[Juan Seguin](#)

[Junipero Serra](#)

[Levi Strauss](#)

[Luzena Stanley Wilson](#)

[Marcus Whitman](#)

[Mormons](#)

[Narcissa Whitman](#)

[Sam Houston](#)

[Stephen Austin](#)

[Zachary Taylor](#)

(8.5.2, 8.8.6)

Graphic Organizer: [Westward Expansion: Sequencing Chart](#)

(8.5.2, 8.8.6)

**PLACES**

[Alamo](#)

[American River, California](#)

[Arizona](#)

[California](#)

[Kansas](#)

[Mexico](#)

[Missouri](#)

[Nebraska](#)

[New Mexico](#)

[Oklahoma \(Indian Territory\)](#)

[Oregon Territory](#)

[Oregon Trail](#)

[Republic of Texas](#)

[Santa Fe Trail](#)

[Texas](#)

**EVENTS**

[California Gold Rush](#)

[Gadsden Purchase](#)

[Manifest Destiny](#)

[Mexican Cession](#)

[Mexican War / Mexican-](#)

[American War](#)

[Texas Annexation](#)

[Texas Revolution](#)

**GENERAL**

[49th parallel](#)

[abolition](#)

[empresario](#)

[merchant](#)

[prospect](#)

[subsistence farming](#)

[Treaty of Guadalupe Hidalgo](#)

[Wilmot Proviso](#)

**UNIT 3: A Nation Expands**

**Chapter 7: New Horizons**

## 7.4 Life in the West

Recommended Timeframe: 4 days

**Content Standards:**

8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

8.8.2 Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees’ “Trail of Tears,” settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.

8.8.3 Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).

*History-Social Science Framework* – Chapter 12:

Lines 609 – 617; 626 – 651

**Key Resources:**

Full Concept: [Life in the West](#)

(8.8, 8.8.2)

Explore 2: [Endless Labor on the Farm](#)

(8.8.3)

Explore 3: [Traders and Fortune Seekers](#)

(8.8.2)

Explore 4: [Reading Passage: San Francisco](#)

(8.8.2)

Explore 5: [Claiming Native Tribal Lands](#)

(8.8.2)

Explore 6: [A New Wave of Immigrants](#)

(8.8.2)

Explore 7: [The Mormon Trail to Salt Lake City](#)

(8.8.2)

Explore 9: [The Struggle for Freedom in the West](#)

(8.8.2)

Explore 10: [Opportunities and Challenges for Women](#)

(8.8.3)

Explain: [Advertisement: Encouraging People to Come West](#)

(8.8.2)

Elaborate: [Role Play: Life for African Americans in the West](#)

(8.8.2)

Elaborate: [Document Based Investigation: Role of Women in the West](#)

(8.8.3)

Evaluate: [Brief Constructed Response: Life in the West](#)

(8.8.2)

Evaluate: [Extended Constructed Response: Contributions of Ethnic Groups](#)

(8.8.2)

**Reference Terms:**

**PEOPLE**

[Brigham Young](#)

[forty-niners](#)

[Mormons](#)

**PLACES**

[California](#)

[Oregon Trail](#)

[Santa Fe Trail](#)

[Utah](#)

**EVENTS**

[California Gold Rush](#)

**GENERAL**

[Fugitive Slave Laws](#)

[missionary](#)

[reservation](#)

[vaquero](#)

**UNIT 3: A Nation Expands**

**Chapter 8: Industrial Expansion and Reform**

## 8.1 Industrialization

Recommended Timeframe: 4 days

### Content Standards

8.4.3 Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson’s opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).

8.4.4 Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).

8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.

8.6.1 Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).

8.6.2 Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay’s American System).

8.7.1 Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.

8.7.2 Trace the origins and development of slavery; its effects on black Americans and on the region’s political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).

### Historical and Social Science Analysis Skills

Historical Interpretation – 6

*History-Social Science Framework* – Chapter 12:

Lines 379 - 405

### Key Resources:

Full Concept: [Industrialization](#)

(8.6)

Explore 1: [The Rise of Free Enterprise in the United States](#)

(8.4.3)

Explore 2: [The Industrial Revolution Begins](#)

(8.4.3)

Explore 3: [The Industrial Revolution Comes to New England](#)

(8.6.1)

Explore 4: [Eli Whitney](#)

(8.7.1, 8.7.2)

Explore 5: [Changes in Transportation](#)

(8.6.1, 8.6.2)

Explore 6: [The Telegraph](#)

(8.6.1)

Explore 7: [Changes in Farming](#)

(8.6.1)

Explore 8: [Changes in Daily Life](#)

### Reference Terms:

**PEOPLE**

[Cyrus McCormick](#)

[Eli Whitney](#)

[Elias Howe](#)

[Francis Cabot Lowell](#)

[Isaac M. Singer](#)

[John Deere](#)

[Richard Arkwright](#)

[Robert Fulton](#)

[Samuel Morse](#)

[Samuel Slater](#)

**PLACES**

[Erie Canal](#)

[Lowell, Massachusetts](#)

**EVENTS**

[Industrial Revolution](#)

**GENERAL**

<p>(8.4.4) Explain: <a href="#">Cause and Effect Chart: Free Enterprise</a></p> <p>(8.4.3) Explain: <a href="#">Quick Write: Industrialization</a></p> <p>(8.4.4) Elaborate: <a href="#">Say What?: The Lowell Offering</a></p> <p>(8.4.4) Elaborate: <a href="#">Investigation: Data Analysis: The Impact of the Cotton Gin</a> (Hist. Interpretation (6))</p> <p>Evaluate: <a href="#">Brief Constructed Response: Industrial Revolution in New England</a></p> <p>(8.6.1) Evaluate: <a href="#">Brief Constructed Response: Industrialization (Transportation Innovations)</a></p> <p>(8.6.2) Evaluate: <a href="#">Brief Constructed Response: Samuel Morse's Telegraph</a></p> <p>(8.6.1)</p>	<p><a href="#">automate</a></p> <p><a href="#">cotton gin</a></p> <p><a href="#">economy</a></p> <p><a href="#">industrialization</a></p> <p><a href="#">interchangeable parts</a></p> <p><a href="#">Lowell System</a></p> <p><a href="#">mass production</a></p> <p><a href="#">mercantilism</a></p> <p><a href="#">Rhode Island System</a></p> <p><a href="#">socialism</a></p> <p><a href="#">steam locomotive</a></p> <p><a href="#">technology</a></p> <p><a href="#">telegraph</a></p> <p><a href="#">textile</a></p>
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**UNIT 3: A Nation Expands**

**Chapter 8: Industrial Expansion and Reform**

## 8.2 Urbanization and Immigration

Recommended Timeframe: 4 days

### Content Standards

8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.

8.6.1 Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).

8.6.3 List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).

8.6.4 Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.

8.7.4 Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.

*History-Social Science Framework* – Chapter 12:

Lines 401 – 411

### Key Resources:

Full Concept: [Urbanization and Immigration](#)

(8.6)

Explore 1: [Industrial Rise and Growth of Cities](#)

(8.6.1,8.6.3)

Explore 2: [Finding a Place to Call Home](#)

(8.6.3)

Explore 3: [Rural Americans](#)

(8.7.4)

Explore 4: [A Wave of Immigration](#)

(8.6.3)

Explore 5: [Leaving Home and Family](#)

(8.6.4)

Explore 7: [Anti-Immigrant Sentiments](#)

(8.6.3)

Explain: [Urbanization and Immigration: Quick Write](#)

(8.6)

Elaborate: [Document-Based Investigation: City Life in the Early to Mid-1800s](#)

(8.6.3)

Elaborate: [Express Your Opinion: Urbanization and Immigration \(Responding to Nativist Propaganda\)](#)

(8.6.3)

Evaluate: [Brief Constructed Response: Immigration](#)

(8.6.3)

Evaluate: [Extended Constructed Response: Urbanization and Immigration](#)

(8.6.3)

### Reference Terms:

**PLACES**

[Erie Canal](#)

**EVENTS**

[Industrial Revolution](#)

[Irish Potato Famine](#)

**GENERAL**

[ethnic group](#)

[factory](#)

[immigrant](#)

[Know-Nothing Party](#)

[mass production](#)

[nativism](#)

[nativist](#)

[naturalized citizen](#)

[peasant](#)

[population](#)

[race](#)

[rural](#)

[social class](#)

[suburb](#)

[tenement](#)

[unemployment](#)

[urban](#)

[urbanization](#)

**UNIT 3: A Nation Expands**

**Chapter 8: Industrial Expansion and Reform**

## 8.3 Reform Movements

Recommended Timeframe: 6 days

### Content Standards

8.1.4 Describe the nation’s blend of civic republicanism, classical liberal principles, and English parliamentary traditions.

8.4 Students analyze the aspirations and ideals of the people of the new nation.

8.4.4 Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).

8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.

8.6.4 Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.

8.6.5 Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann’s campaign for free public education and its assimilating role in American culture.

8.6.6 Examine the women’s suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).

8.6.7 Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).

8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

8.9.1 Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).

### Historical and Social Science Analysis Skills

Historical Interpretation – 3

*History-Social Science Framework* – Chapter 12:

Lines 412 – 449

### Key Resources:

Full Concept: [Reform Movements](#)

(8.6)

Explore 1: [The Need for Social Reform](#)

(8.4, 8.6)

Explore 2: [A Movement to End Alcohol Abuse](#)

(8.4, 8.6)

Explore 3: [Educating the Public](#)

(8.6.5)

Explore 4: [A Perfect World](#)

(8.4, 8.6)

Explore 6: [Challenging Slavery](#)

(8.6.4, 8.9, 8.9.1)

Explore 7: [A Secret Escape](#)

(8.6.4, 8.9, 8.9.1)

### Reference Terms:

**PEOPLE**

[Abigail Adams](#)

[Andrew Jackson](#)

[Angelina Grimké](#)

[Elizabeth Cady Stanton](#)

[Frederick Douglass](#)

[George Whitefield](#)

[Harriet Tubman](#)

[Lucretia Mott](#)

[Olaudah Equiano](#)

[Prince Hall](#)

[Puritan](#)

[Sarah Grimké](#)

[Sojourner Truth](#)



Explore 8: [Rights for Women](#)

(8.6.6)

Explore 9: [The First National Convention of Women](#)

(8.6.6)

Explore 10: [A New Appreciation for America](#)

(8.4.4, 8.6.7)

Explore 10: [Reading Passage: Literature in the 1800s](#)

(8.4.4, 8.6.7)

Explore 11: [The Values of the Republic](#)

(8.1.4, 8.4)

Explain: Reform Movements: [Encyclopedia Entry](#)

(8.6.5)

Explain: [Social Reformers: Comparison Chart](#)

(8.4, 8.6.6, 8.9.1)

Elaborate: Investigation: [Map-Guided Inquiry: Reform Movements from 1830 to 1860](#)

(8.4, 8.6.6, 8.9.1)

Elaborate: [Document- Based Investigation: Reform Movements](#)

(8.6.6, Hist. Interpretation (3))

Evaluate: [Brief Constructed Response: Second Great Awakening](#)

(8.4, 8.6)

Evaluate: [Extended Constructed Response: Reform Movements](#)

(8.4.4)

[Susan B. Anthony](#)

[Thomas Jefferson](#)

[William Lloyd Garrison](#)

PLACES

[Saratoga](#)

[Seneca Falls, New York](#)

EVENTS

[Irish Potato Famine](#)

[Second Great Awakening](#)

[Seneca Falls Convention](#)

GENERAL

[abolition](#)

[citizen](#)

[industrialization](#)

[Know-Nothing Party](#)

[mestizo](#)

[reform / social reform](#)

[republicanism](#)

[slave codes](#)

[suffrage](#)

[temperance](#)

[transcendentalism](#)

[Underground Railroad](#)

[utopia](#)

## UNIT 4: A Nation Divided

## Chapter 9: Slavery and the Civil War

### 9.1 Slave Life and Culture

Recommended Timeframe: 4 days

#### Content Standards

8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.

8.7.2 Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).

8.7.3 Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.

8.7.4 Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.

8.9.6 Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.

*History-Social Science Framework* – Chapter 12:

Lines 467 – 537

#### Key Resources:

Full Concept: [Slave Life and Culture](#)

(8.7)

Explore 1: [Life in Slavery](#)

(8.7.2, 8.7.3)

Explore 2: [Family Life](#)

(8.7.2)

Explore 3: [African American Culture](#)

(8.7.2)

Explore 4: [Resistance](#)

(8.7.2)

Explore 5: [Free African Americans](#)

(8.7.4, 8.9.6)

Explain: [Slave Life and Culture: Diagram](#)

(8.7.2, 8.7.3)

Explain: [You as Journalist: Slave Uprising](#)

(8.7.2)

Elaborate: [Document-Based Investigation: Families in Slavery](#)

(8.7.2)

Elaborate: [You as Artist: Songs of Enslavement](#)

(8.7.2)

Evaluate: [Brief Constructed Response: Slave Life and Culture \(Responses to Slavery\)](#)

(8.7.2)

#### Reference Terms:

##### PEOPLE

[Denmark Vesey](#)

[Frederick Douglass](#)

[Nat Turner](#)

[overseer](#)

##### GENERAL

[abolition](#)

[discrimination](#)

[fugitive](#)

[oral tradition](#)

[plantation](#)

[segregation](#)

[slave codes](#)

**UNIT 4: A Nation Divided**

**Chapter 9: Slavery and the Civil War**

## 9.2 Regional Differences

Recommended Timeframe: 3 days

### Content Standards

8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.

8.7.1 Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.

8.7.2 Trace the origins and development of slavery; its effects on black Americans and on the region’s political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).

8.7.3 Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.

8.9.2 Discuss the abolition of slavery in early state constitutions.

8.10.1 Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.

8.10.2 Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.

### Historical and Social Science Analysis Skills

Research, Evidence, and Point of View – 1

Historical Interpretation – 2

Historical Interpretation – 6

*History-Social Science Framework* – Chapter 12:

Lines 337 – 652

### Key Resources:

Engage: [North vs. South](#)

(8.7.1; Research, Evidence, Point of View (1))

Explore 1: [The Northern Economy](#)

(8.10.2)

Explore 2: [The Southern Economy](#)

(8.7, 8.7.1, 8.7.2, 8.7.3, 8.10.2)

Explore 2: [Cause/Event/Effect Chart: Regional Differences](#)

(8.7.1)

Explore 3: [Sectionalism](#)

(8.7.3)

Explore 4: [The Abolition Movement Grows](#)

(8.9.2)

Explain: [Regional Differences: Cause-Event-Effect Chart](#)

(Hist. Interpretation (2))

Explain: [Regional Differences: Comparison Chart](#)

(8.10.2)

Elaborate: [Socratic Seminar: Federal Authority vs. State Authority](#)

(8.10.1)

### Reference Terms:

#### PEOPLE

[Angelina Grimké](#)

[Eli Whitney](#)

[Frederick Douglass](#)

[Sarah Grimké](#)

[William Lloyd Garrison](#)

#### EVENTS

[Industrial Revolution](#)

#### GENERAL

[abolition](#)

[agriculture](#)

[cotton gin](#)

[export](#)

[plantation](#)

[sectionalism](#)

[tariff](#)

Elaborate: [Investigation: Data Analysis: Same Nation, Different Worlds](#)

(8.10.2; Hist. Interpretation (6))

Evaluate: [Brief Constructed Response: Geographic Differences](#)

(8.7.3)

Evaluate: [Brief Constructed Response: Regional Differences \(Abolitionist Movement\)](#)

(8.7.2)

**UNIT 4: A Nation Divided**

**Chapter 9: Slavery and the Civil War**

## 9.3 The Road to Disunion

Recommended Timeframe: 6 days

### Content Standards

8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.

8.7.3 Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.

8.9.4 Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.

8.9.5 Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the *Dred Scott v. Sandford* decision (1857), and the Lincoln-Douglas debates (1858).

8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.

8.10.1 Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.

8.10.3 Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.

### Historical and Social Science Analysis Skills

Chronological and Spatial Thinking – 2

Historical Interpretation – 1

*History-Social Science Framework* – Chapter 12:

Lines 659 – 684

### Key Resources:

Full Concept: [The Road to Disunion](#)

(8.10)

Explore 2: [The Nullification Crisis](#)

(8.9.5, 8.10.1, 8.10.3)

Explore 3: [Division over Slavery](#)

(SS.8.A.5.1)

Explore 4: [Keeping the Balance](#)

(8.9.4, 8.9.5)

Explore 5: [Bleeding Kansas](#)

(8.9.5)

Explore 5: [Reading Passage: Uncle Tom's Cabin](#)

(SS.8.A.1.7)

Explore 7: [A Lawsuit and a Decision](#)

(8.9.5)

Explore 7: [A Lawsuit and a Decision](#)

(8.9.5)

Explore 8: [The Lincoln Douglas Debates](#)

(8.9.5)

Explain: [The Road to Disunion: Visualization](#)

### Reference Terms:

#### PEOPLE

[Abraham Lincoln](#)

[Daniel Webster](#)

[Dred Scott](#)

[fire-eaters](#)

[free soiler](#)

[Harriet Beecher Stowe](#)

[Henry Clay](#)

[John Brown](#)

[John C. Calhoun](#)

[John Quincy Adams](#)

[Roger Taney](#)

[Stephen Douglas](#)

#### PLACES

[Bleeding Kansas](#)

[Harpers Ferry, Virginia](#)

[Kansas](#)

[Missouri](#)

(8.9.5, Hist. Interpretation (1))

Explain: [The Road to Disunion: Timeline](#)

(Chron. and Spat. Thinking (2))

Elaborate: [Historical Perspectives Investigation: A Nation Divided](#)

(8.3, 8.7.3)

Evaluate: [Brief Constructed Response: Impact of Dred Scott](#)

(8.9.5)

Evaluate: [Brief Constructed Response: Regions of the United States in 1850 \(Compromise of 1850\)](#)

(8.9.5)

Graphic Organizer: [The Road to Disunion: Timeline](#)

(8.9.5, 8.10.1)

## Nebraska

### EVENTS

[Battle of Harpers Ferry](#)

[John Brown's Raid](#)

[Lincoln-Douglas Debates](#)

[Pottawatomie Massacre](#)

### GENERAL

[Compromise of 1850](#)

[free state](#)

[Fugitive Slave Laws](#)

[gag rule](#)

[Kansas-Nebraska Act](#)

[mandate](#)

[Missouri Compromise](#)

[nullification](#)

[popular sovereignty](#)

[Republican Party](#)

[sectionalism](#)

[slave state](#)

[Tariff of Abominations](#)

[Uncle Tom's Cabin](#)

[Union](#)

**UNIT 4: A Nation Divided**

**Chapter 9: Slavery and the Civil War**

## 9.4 The Course of War

Recommended Timeframe: 6 days

### Content Standards

8.10.3 Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.

8.10.4 Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).

8.10.5 Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.

8.10.6 Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.

8.10.7 Explain how the war affected combatants, civilians, the physical environment, and future warfare.

### Historical and Social Science Analysis Skills

Research, Evidence, and Point of View – 5

Historical Interpretation – 4

*History-Social Science Framework* – Chapter 12:

Lines 685 – 771

### Key Resources:

Full Concept: [The Course of War](#)

(8.10)

Explore 1: [Secession Leads to War](#)

(8.10.3)

Explore 2: [President Lincoln Responds](#)

(8.10.4)

Explore 2: [Reading Passage: The Greatest of All Time?](#)

(8.10.4)

Explore 3: [Economic Strength](#)

(8.10.6)

Explore 4: [Soldiers and Weapons](#)

(8.10.5, 8.10.6)

Explore 5: [Reading Passage: Fighting for the Union](#)

(8.10.5)

Explore 6: [The Real Fighting Begins](#)

(8.10.6)

Explore 7: [Turning Point](#)

(8.10.4, 8.10.6)

Explore 8: [Gettysburg](#)

(8.10.4, 8.10.6)

Explore 9: [Turning Point: Siege at Vicksburg](#)

(8.10.6)

Explore 10: [Sherman's March to the Sea](#)

### Reference Terms:

#### PEOPLE

[90-day men](#)

[Abraham Lincoln](#)

[Belle Boyd](#)

[George McClellan](#)

[Jefferson Davis](#)

[Mathew Brady](#)

[Robert E. Lee](#)

[Thomas Jonathan](#)

["Stonewall" Jackson](#)

[Ulysses S. Grant](#)

[William Tecumseh Sherman](#)

[Winfield Scott](#)

#### PLACES

[Antietam](#)

[Appomattox Court House](#)

[Bull Run](#)

[Confederate States of](#)

[America](#)

[Fort Sumter](#)

[Harpers Ferry, Virginia](#)

[Vicksburg, Mississippi](#)

(8.10.5, 8.10.6, 8.10.7)

Explore 11: [Surrender](#)

(8.10.6)

Explore 11: [Reading Passage: Technology and the Civil War](#)

(8.10.7)

Explore 12: [Assassination](#)

(8.10.6)

Explore 12: [Reading Passage: Tragedy at Ford's Theater](#)

(Hist. Interpretation (4))

Explain: [Diagram: Significant Figures of the Civil War](#)

(8.10.5)

Explain: [Mapping the Civil War](#)

(8.10.6)

Explain: [The Civil War: Visualization](#)

(8.10.6)

Elaborate: [Investigation: Timeline Map: The Course of the Civil War](#)

(8.10.6)

Elaborate: [Socratic Seminar: Lincoln vs. Davis](#)

(8.10.5)

Elaborate: [Socratic Seminar: Lincoln's Gettysburg Address](#)

(8.10.4)

Evaluate: [Brief Constructed Response: The Course of War](#)

(8.10.6)

Evaluate: [Extended Constructed Response: The Course of War](#)

(8.10.4)

## EVENTS

[Battle of Antietam](#)

[Battle of Fort Sumter](#)

[Battle of Gettysburg](#)

[Battle of Shiloh](#)

[First Battle of Bull Run](#)

[Gettysburg Address](#)

[Juneteenth](#)

[Second Battle of Bull Run](#)

[Seven Days' Battle](#)

[Siege of Vicksburg](#)

## GENERAL

[Anaconda Plan](#)

[blockade](#)

[border state](#)

[civil war](#)

[Confederacy / Confederate States](#)

[conscription](#)

[cotton diplomacy](#)

[emancipation](#)

[Emancipation Proclamation](#)

[greenback](#)

[habeas corpus](#)

[martial law](#)

[secession](#)

[total war](#)



**UNIT 4: A Nation Divided**

**Chapter 9: Slavery and the Civil War**

## 9.5 Impact of the War

Recommended Timeframe: 4 days

### Content Standards

8.10.4 Discuss Abraham Lincoln’s presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his “House Divided” speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).

8.10.7 Explain how the war affected combatants, civilians, the physical environment, and future warfare.

8.11.5 Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.

*History-Social Science Framework* – Chapter 12:

Lines 743 – 771

### Key Resources:

Full Concept: [Impact of the War](#)

(8.10, 8.10.7)

Explore 1: [Free at Last](#)

(8.11.5)

Explore 2: [Devastation in the South](#)

(8.10.7)

Explore 3: [Women and the Civil War](#)

(8.10.7)

Explore 4: [“The Mighty Scourge of War”](#)

(8.10.7)

Explore 6: [Postwar Economies](#)

(8.10.7)

Explain: [Visualization: Impact of War](#)

(8.10.7)

Explain: [Comparison Chart: Impact on Americans](#)

(8.10.7)

Elaborate: [Document-Based Investigation: Lincoln and Emancipation](#)

(8.10.4; Research, Evidence, Point of View (5))

Elaborate: [Say What?: In Lincoln’s Footsteps](#)

(8.10.4)

Evaluate: [Brief Constructed Response: Impact of the War](#)

(8.10.7)

Evaluate: [Extended-Constructed Response: Impact of the War](#)

(8.10.7)

### Reference Terms:

#### PEOPLE

[Abraham Lincoln](#)

[Clara Barton](#)

[Robert E. Lee](#)

[Ulysses S. Grant](#)

#### PLACES

[Appomattox Court House](#)

#### EVENTS

[Civil War](#)

[Compromise of 1877](#)

#### GENERAL

[emancipation](#)

[Emancipation Proclamation](#)

[greenback](#)

[inflation](#)

[infrastructure](#)

[nationalism](#)

[Thirteenth Amendment](#)

**UNIT 4: A Nation Divided**

**Chapter 10: Reconstruction**

## 10.1 Unity and Division

Recommended Timeframe: 4 days

### Content Standards

8.11 Students analyze the character and lasting consequences of Reconstruction.

8.11.1 List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.

8.11.5 Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.

### Historical and Social Science Analysis Skills

Research, Evidence, and Point of View – 5

*History-Social Science Framework* – Chapter 12:

Lines 772 – 813

### Key Resources:

Full Concept: [Unity and Division](#)

(8.11)

Explore 1: [Radical Changes](#)

(8.11.1)

Explore 2: [Lincoln's Plan](#)

(8.11.1)

Explore 3: [The Radical Republican Plan](#)

(8.11.1)

Explore 4: [The End of Presidential Reconstruction](#)

(8.11.1)

Explore 5: [The Civil Rights Act and the Fourteenth Amendment](#)

(8.11.1, 8.11.5)

Explore 5: Reading Passage: [Becoming a Citizen](#)

(8.11.1, 8.11.5)

Explore 6: [Congressional Reconstruction](#)

(8.11.1)

Explore 7: [The Impeachment of President Johnson](#)

(8.11.)

Explore 8: [Granting Freedmen the Right to Vote](#)

(8.11.1, 8.11.5)

Explain: [Advertisement: Becoming a Citizen](#)

(8.11.5)

Elaborate: [Investigation: Timeline Inquiry: Unity and Division](#)

(8.11.1, 8.11.5)

Elaborate: [Document-Based Investigation: The Radical Republicans](#)

(8.11.1)

Evaluate: [Brief Constructed Response: Military Reconstruction Act](#)

(8.11.1)

Evaluate: [Brief Constructed Response: Unity and Division \(Impeachment\)](#)

### Reference Terms:

#### PEOPLE

[Abraham Lincoln](#)

[Andrew Johnson](#)

[Frederick Douglass](#)

[Hiram Revels](#)

[Ulysses S. Grant](#)

#### EVENTS

[Reconstruction](#)

#### GENERAL

[black codes](#)

[Civil Rights Act of 1866](#)

[Fifteenth Amendment](#)

[Fourteenth Amendment](#)

[Freedmen's Bureau](#)

[impeach](#)

[infrastructure](#)

[Ku Klux Klan](#)

[Military Reconstruction Act](#)

[Ten Percent Plan](#)

[Thirteenth Amendment](#)

[Wade-Davis Bill](#)

(8.11.1)

Evaluate: [Extended Constructed Response: Unity and Division \(14th Amendment\)](#)

(8.11.5)

**UNIT 4: A Nation Divided**

**Chapter 10: Reconstruction**

## 10.2 Postwar Society

Recommended Timeframe: 4 days

### Content Standards

8.11 Students analyze the character and lasting consequences of Reconstruction.

8.11.1 List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.

8.11.3 Understand the effects of the Freedmen’s Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and “Jim Crow” laws.

8.11.4 Trace the rise of the Ku Klux Klan and describe the Klan’s effects.

*History-Social Science Framework* – Chapter 12:

Lines 772 – 813

### Key Resources:

Full Concept: [Postwar Society](#)

(8.11, 8.11.1)

Explore 1: [Congressional Reconstruction Brings Violent Reactions](#)

(8.11.4)

Explore 2: [Radical Reconstruction Brings Change](#)

(8.11.1)

Explore 3: [African Americans Want Land for Farming](#)

(8.11.1, 8.11.3)

Explore 4: [Reconstruction Governments Enact Change](#)

(8.11.3)

Explore 5: [Carpetbaggers Head South](#)

(8.11.1)

Explain: [Post-War Society: Quick Write](#)

(8.11.1, 8.11.3)

Elaborate: [African Americans in Congress](#)

(8.11.1)

Elaborate: [Document-Based Investigation: The Freedman’s Bureau](#)

(8.11.3)

Evaluate: [Brief-Constructed Response: Hiram Revels and Blanche Bruce](#)

(8.11.1)

Evaluate: [Extended-Constructed Response: Post-War Society](#)

(8.11.1)

### Reference Terms:

#### PEOPLE

[Blanche K. Bruce](#)

[Robert E. Lee](#)

[William Tecumseh Sherman](#)

#### EVENTS

[Compromise of 1877](#)

[Plessy v. Ferguson](#)

#### GENERAL

[amendment](#)

[black codes](#)

[carpetbaggers](#)

[Civil Rights Act of 1866](#)

[disenfranchise](#)

[Fifteenth Amendment](#)

[Fourteenth Amendment](#)

[Ku Klux Klan](#)

[Reconstruction Acts](#)

[scalawags](#)

[sharecropping](#)

[tenant farmer](#)

**UNIT 4: A Nation Divided**

**Chapter 10: Reconstruction**

## 10.3 An Era Ends

Recommended Timeframe: 3 days

### Content Standards

8.11 Students analyze the character and lasting consequences of Reconstruction.

8.11.1 List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.

8.11.5 Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.

### Historical and Social Science Analysis Skills

Research, Evidence, and Point of View – 2

Research, Evidence, and Point of View – 5

Historical Interpretation – 5

*History-Social Science Framework* – Chapter 12:

Lines 772 – 813

### Key Resources:

Full Concept: [An Era Ends](#)

(8.11, 8.11.1)

Explore 1: [The Election of 1876](#)

(SS.8.A.5.8)

Explore 2: [Achievements of Reconstruction](#)

(8.11.1)

Explore 3: [The Limits of Reconstruction](#)

(8.11.1)

Explore 3: [Reading Passage: The Successes and Failures of Reconstruction](#)

(Research, Evidence, and Point of View (2), (5); Hist. Interpretation (5))

Explore 4: [Political Legacies](#)

(8.11.1)

Explain: [An Era Ends: Comparison Chart](#)

(8.11.1)

Explain: [An Era Ends: Diagram](#)

(8.11.1)

Elaborate: [Document-Based Investigation: End of an Era](#)

(8.11.1)

Elaborate: [You as Artist: An Era Ends](#)

(8.11.1)

Evaluate: [Brief Constructed Response: Fifteenth Amendment](#)

(8.11.5)

Evaluate: [Extended Constructed Response: An Era Ends](#)

(8.11.1)

### Reference Terms:

#### PEOPLE

[Redeemers](#)

[Rutherford B. Hayes](#)

#### EVENTS

[Compromise of 1877](#)

[Plessy v. Ferguson](#)

[Reconstruction](#)

#### GENERAL

["separate but equal"](#)

[amnesty](#)

[electoral college](#)

[Fifteenth Amendment](#)

[Fourteenth Amendment](#)

[Jim Crow laws](#)

[Ku Klux Klan](#)

[literacy test](#)

[poll tax](#)

[Radical Republicans](#)

[Thirteenth Amendment](#)

**UNIT 4: A Nation Divided**

**Chapter 10: Reconstruction**

## 10.4 African American Life After Reconstruction

Recommended Timeframe: 3 days

**Content Standards:**

- 8.11 Students analyze the character and lasting consequences of Reconstruction.
- 8.11.2 Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).
- 8.11.3 Understand the effects of the Freedmen’s Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and “Jim Crow” laws.
- 8.11.4 Trace the rise of the Ku Klux Klan and describe the Klan’s effects.
- 8.11.5 Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.

*History-Social Science Framework* – Chapter 12:  
Lines 772 – 813

**Key Resources:**

- Full Concept: [African American Life After Reconstruction](#)  
(8.11)
- Explore 1: [Jim Crow Laws and Voting Barriers](#)  
(8.11.3)
- Explore 2: [Achievements of Reconstruction](#)  
(8.11.1, 8.11.5)
- Explore 3: [White Supremacy](#)  
(8.11.4)
- Explore 10: [Making the Move](#)  
(8.11.2)
- Explain: [Discrimination and Responses: Diagram](#)  
(8.11.2, 8.11.3, 8.11.4)
- Explain: [Plessy v. Ferguson: Quick Write](#)  
(8.11.3, 8.11.5)
- Elaborate: [Document-Based Investigation: Years of Segregation](#)  
(8.11.3, 8.11.5)
- Elaborate: [Say What? Opposing Legal Segregation in 1896](#)  
(8.11.3, 8.11.5)
- Evaluate: [Brief-Constructed Response: African American Life After Reconstruction](#)  
(8.11.3)

**PEOPLE**

- [Booker T. Washington](#)
- [Ida B. Wells](#)
- [W. E. B. Du Bois](#)

**EVENTS**

- [Plessy v. Ferguson](#)

**GENERAL**

- [Fourteenth Amendment grandfather clause](#)
- [Jim Crow laws](#)
- [literacy test](#)
- [lobbyists](#)
- [lynching](#)
- [National Association for the Advancement of Colored People \(NAACP\)](#)
- [poll tax](#)
- [segregation](#)

**UNIT 5: Dawn of the American Century**

**Chapter 11: A Country Transformed**

## 11.1 Invention and Mechanization

Recommended Timeframe: 5 days

**Content Standards**

8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

8.12.9 Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).

**Historical and Social Science Analysis Skills**

Chronological and Spatial Thinking – 1

Historical Interpretation – 2

Historical Interpretation – 6

*History-Social Science Framework* – Chapter 12:

Lines 849 – 875

**Key Resources:**

Full Concept: [Invention and Mechanization](#)

(8.12)

Explore 8: [Everybody's Talking](#)

(8.12.9)

Explore 9: [The Wizard of Menlo Park](#)

(8.12.9)

Explain: [Encyclopedia: Inventions](#)

(8.12.9)

Explain: [Before and After Diagram: Industrialization](#)

(Chron. and Spat. Thinking (1))

Elaborate: [Document-Based Investigation: Benefits and Costs of Industrialization](#)

(8.12, Hist. Interpretation (6))

Elaborate: Role Play: Inventions Change Lives

(8.12, 8.12.9)

Evaluate: [Extended Constructed Response: Invention and Mechanization](#)

(Hist. Interpretation (2))

**Reference Terms:**

**PEOPLE**

[Alexander Graham Bell](#)

[Thomas Edison](#)

**EVENTS**

[Industrial Revolution](#)

**GENERAL**

[assembly line](#)

[corporation](#)

[horizontal integration](#)

[Scientific Management](#)

[transcontinental railroad](#)

[vertical integration](#)

**UNIT 5: Dawn of the American Century**

**Chapter 11: A Country Transformed**

## 11.2 The Growing West

Recommended Timeframe: 6 days

### Content Standards

- 8.11.2 Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).
- 8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.
  - 8.12.1 Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.
  - 8.12.2 Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.
  - 8.12.3 Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.

### Historical and Social Science Analysis Skills

- Chronological and Spatial Thinking – 3
- Historical Interpretation – 5

*History-Social Science Framework* – Chapter 12:  
Lines 936 – 967

### Key Resources:

- Explore 1: [The Transcontinental Railroad](#)  
(8.12, 8.12.3)
- Explore 2: [Mining and Logging Industries](#)  
(8.12)
- Explore 4: [Homesteaders](#)  
(8.12)
- Explore 7: [Economic and Demographic Changes](#)  
(8.12.1)
- Explore 8: [Native Americans in the West](#)  
(8.12.2)
- Explore 9: [Native Americans Fight Back](#)  
(8.12.2)
- Explore 10: [African and Mexican Americans in the West](#)  
(8.11.2)
- Explore 10: [Reading Passage: Buffalo Soldiers](#)  
(8.11.2)
- Explain: [An Era Ends: Comparison Chart](#)  
(SS.8.A.5.8)
- Explain: [An Era Ends: Diagram](#)  
(SS.8.A.5.8)
- Elaborate: Investigation: [Map-Guided Inquiry: The Second Wave of Westward Expansion](#)  
(8.12.1, Chron. and Spat. Thinking (3))
- Elaborate: [Express Your Opinion: A Fair Policy for Native Americans](#)

### Reference Terms:

**PEOPLE**

- [Californios](#)
- [Cesar Chavez](#)
- [Chief Joseph](#)
- [Geronimo](#)
- [Plains Indians](#)
- [Sitting Bull](#)

**PLACES**

- [Wounded Knee](#)

**EVENTS**

- [Dawes Severalty Act of 1887](#)
- [Homestead Act of 1862](#)
- [Sand Creek Massacre](#)

**GENERAL**

- [assimilation](#)
- [reservation](#)
- [Sikhism](#)
- [transcontinental railroad](#)



(8.12.2)

Elaborate: [Changing Viewpoints: Then and Now](#)

(Hist. Interpretation (5))

Evaluate: [Extended Constructed Response: The Growing West](#)

(8.12.1, 8.12.3)

Evaluate: [Brief Constructed Response: The Growing West](#)

(8.12.1)

**UNIT 5: Dawn of the American Century**

**Chapter 11: A Country Transformed**

## 11.3 Coming to America

Recommended Timeframe: 4 days

### Content Standards

8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

8.12.5 Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).

8.12.7 Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.

*History-Social Science Framework* – Chapter 12:

Lines 900 – 906; 971 – 987

### Key Resources:

Explore 1: [Waves of Immigration](#)

(8.12, 8.12.7)

Explore 2: [Getting Along](#)

(8.12.5, 8.12.7)

Explore 3: [Difficult Living and Working Conditions](#)

(8.12.5, 8.12.7)

Explore 5: [Attitudes Towards Immigrants](#)

(8.12.7)

Explore 6: [Closing the Doors on Immigration](#)

(8.12.7)

Explore 7: [Welcome to the United States!](#)

(8.12.7)

Explore 8: [Becoming Citizens](#)

(8.12.7)

Explain: [Quick Write: A Letter Home](#)

(8.12.7)

Explain: [Immigrants to the United States: Diagram](#)

(8.12.7)

Elaborate: [Document-Based Investigation: The “American Dream”](#)

(8.1.2.7)

Elaborate: [You as Artist: The New Colossus](#)

(8.12.7)

Evaluate: [Brief Constructed Response: Nativism](#)

(8.12.7)

Evaluate: [Extended Constructed Response: Coming to America](#)

(8.12.7)

### Reference Terms:

#### PLACES

[Angel Island](#)

[Ellis Island](#)

#### EVENTS

[Chinese Exclusion Act](#)

#### GENERAL

[anarchism](#)

[ethnic enclave](#)

[nativism](#)

[nativist](#)

[pull factor](#)

[push factor](#)

**UNIT 5: Dawn of the American Century**

**Chapter 11: A Country Transformed**

## 11.4 City Life

Recommended Timeframe: 6 days

### Content Standards

8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

8.12.1 Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.

8.12.5 Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).

8.12.7 Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.

### Historical and Social Science Analysis Skills

Chronological and Spatial Thinking – 3

Historical Interpretation – 2

*History-Social Science Framework* – Chapter 12:

Lines 891 – 899; 907 – 914; 929 – 935

### Key Resources:

Explore 1: [The Rise of Cities](#)

(8.12, 8.12.5, 8.12.7)

Explore 2: [New Technology and Social Issues Fuel Urban Growth](#)

(8.12.5)

Explore 2: [Cause-Event-Effect Chart: City Life](#)

(Hist. Interpretation (2))

Explore 3: [Widespread Urbanization](#)

(8.12.1, 8.12.5)

Explore 4: [Urban Economic Hubs](#)

(8.12.1, 8.12.5)

Explore 4: [Urban Economic Hubs](#)

(8.12.1, 8.12.5)

Explore 5: [Upscale Suburbs and Working-Class Tenements](#)

(8.12.5, 8.12.7)

Explore 6: [Urban Living Leads to Problems](#)

(8.12.5, 8.12.7)

Explore 7: [City Government](#)

(8.12.5)

Explore 8: [The New Leisure](#)

(8.12.5)

Explore 9: [Sports and Amusement](#)

(8.12.5)

Explore 11: [The Rise of the Political Machine](#)

(8.12.5, 8.12.7)

Explore 12: [Nativism and Cultural Conflict](#)

### Reference Terms:

#### PEOPLE

[Chester Arthur](#)

[Grover Cleveland](#)

[James Garfield](#)

#### GENERAL

[lobbyists](#)

[political machine](#)

[spoils system](#)

[suburb](#)

[Tammany Hall](#)

[tenement](#)

(8.12.7)

Explain: [Categorizing Change: Diagram](#)

(8.12.5, 8.12.7)

Elaborate: Investigation: [Timeline Map: The Growth of Chicago Over Time](#)

(8.12.1, Chron. and Spat. Thinking (3))

Elaborate: [Document-Based Investigation: Were Political Machines Needed?](#)

(8.12.7)

Evaluate: [Extended Constructed Response: City Life](#)

(8.12.5, 8.12.7)

**UNIT 5: Dawn of the American Century**

**Chapter 12: Conflict in the Gilded Age**

## 12.1 Rise of the Millionaires

Recommended Timeframe: 5 days

### Content Standards

8.12.3 Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.

8.12.4 Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).

8.12.6 Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.

### Historical and Social Science Analysis Skills

Research, Evidence, and Point of View – 4

Historical Interpretation – 1

*History-Social Science Framework* – Chapter 12:

Lines 869 – 890

### Key Resources:

Explore 5: [Creating a Corporate Model](#)

(8.1.2.4)

Explore 6: [Consequences of Monopolies](#)

(8.1.2.6)

Explore 7: [Barons and Philanthropists: Vanderbilt and Rockefeller](#)

(8.12.4)

Explore 8: [Barons and Philanthropists: Carnegie and Morgan](#)

(8.12.4)

Explore 9: [Supporting a Hands-Off Approach](#)

(8.12.4, 8.12.6)

Explore 11: [The Business of Politics](#)

(8.12.3)

Explain: [Barons and Philanthropists](#)

(8.12.4)

Elaborate: [Document-Based Investigation: Giants of American Ideals?](#)

(8.1.2.4)

Elaborate: [You as Artist: Big Business's Influence](#)

(8.1.2.4)

Evaluate: [Extended Constructed Response: Rise of the Millionaires](#)

(8.1.2.3, 8.1.2.6)

### Reference Terms:

#### PEOPLE

[Andrew Carnegie](#)

[Cornelius Vanderbilt](#)

[John D. Rockefeller](#)

#### EVENTS

[Gilded Age](#)

[Interstate Commerce Act of 1887](#)

#### GENERAL

[capitalism](#)

[command economy](#)

[economy](#)

[entrepreneur](#)

[laissez-faire](#)

[market economy](#)

[mixed economy](#)

[monopoly](#)

[private enterprise](#)

[robber barons](#)

[scarcity](#)

[Social Darwinism](#)

[supply and demand](#)

[trust](#)

**UNIT 5: Dawn of the American Century**

**Chapter 12: Conflict in the Gilded Age**

## 12.2 Labor and Populism

Recommended Timeframe: 5 days

**Content Standards**

8.12.6 Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.

8.12.8 Identify the characteristics and impact of Grangerism and Populism.

*History-Social Science Framework* – Chapter 12:

Lines 891 – 899; 954 – 972

**Key Resources:**

Explore 1: [An Industrialized America](#)

(8.1.2.6)

Explore 2: [The Plight of the Working Class](#)

(8.12.6)

Explore 3: [Company Towns](#)

(8.1.2.6)

Explore 4: [The Labor Movement](#)

(8.12.6)

Explore 5: [National Labor Organizations](#)

(8.12.6)

Explore 6: [Backlash Against Labor](#)

(8.12.6)

Explore 7: [Labor and Politics](#)

(8.12.6)

Explore 8: [The Plight of Farmers](#)

(8.12.6)

Explore 10: [Protecting Agricultural Interests](#)

(8.12.8)

Explore 11: [The Populist Party](#)

(8.12.8)

Explain: [Comparison Chart: Labor and Populism](#)

(8.12.8)

Explain: [Dealing with Life's Problems: Quick Write](#)

(8.1.2.6)

Elaborate: [Document-Based Investigation: Farm and Labor, Unite?](#)

(8.1.2.6, 8.1.2.8)

Elaborate: [Investigation: Historical Perspectives: The Drawbacks of Industrialization](#)

(8.1.2.6)

Evaluate: [Extended Constructed Response: Labor and Populism](#)

(8.1.2.6)

Evaluate: [Brief Constructed Response: Labor and Populism](#)

(8.1.2.8)

**Reference Terms:**

**PEOPLE**

[Eugene Debs](#)

[International Workers of the World](#)

[Knights of Labor](#)

[Samuel Gompers](#)

[William Jennings Bryan](#)

**EVENTS**

[Haymarket Riot](#)

[Homestead Strike](#)

[Pullman Strike](#)

**GENERAL**

[American Federation of Labor](#)

[collective bargaining](#)

[deflation](#)

[Farmers' Alliance](#)

[gold standard](#)

[inflation](#)

[labor union](#)

[laissez-faire](#)

[Populist Party](#)

[socialism](#)

[strike](#)

[The Grange](#)

**UNIT 5: Dawn of the American Century**

**Chapter 12: Conflict in the Gilded Age**

## 12.3 The Progressive Reformers

Recommended Timeframe: 5 days

### Content Standards

8.3.6 Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups)

8.12.5 Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).

*History-Social Science Framework* – Chapter 12:

Lines 904 – 928

### Key Resources:

Explore 1: [The Rise of the Progressive Movement](#)  
(8.3.6, 8.12.5)

Explore 2: [A Nation of Reformers](#)  
(8.3.6, 8.12.5)

Explore 3: [Muckrakers](#)  
(8.3.6, 8.12.5)

Explore 5: [Progressive Political Reform](#)  
(8.3.6)

Explore 6: [Increased Reforms and Limitations](#)  
(8.3.6)

Explore 7: [Progressive Social Reform](#)  
(8.3.6, 8.12.5)

Explore 8: [Votes for Women](#)  
(8.3.6)

Explore 9: [Socialism and Radicalism](#)  
(8.12.5)

Explore 11: [Progressivism and Immigration](#)  
(8.12.5)

Explain: [Quick Write: Progressive Muckrakers](#)  
(8.3.6, 8.12.5)

Elaborate: [Activity: Lobby for Change](#)  
(8.3.6)

Evaluate: [Extended Constructed Response: The Progressive Reformers](#)  
(8.3.6, 8.12.5)

Evaluate: [Brief Constructed Response: Changing Government Processes](#)  
(8.3.6)

### Reference Terms:

#### PEOPLE

[Jane Addams](#)  
[Robert La Follette](#)  
[Upton Sinclair](#)

#### EVENTS

[Progressive movement](#)  
[Social Gospel movement](#)

#### GENERAL

[initiative](#)  
[muckraker](#)  
[National American Woman Suffrage Association](#)  
[Nineteenth Amendment](#)  
[nominating conventions](#)  
[primary election](#)  
[Prohibition](#)  
[recall](#)  
[referendum](#)  
[Scientific Management](#)  
[settlement house](#)  
[suffrage](#)  
[temperance](#)

**UNIT 5: Dawn of the American Century**

**Chapter 12: Conflict in the Gilded Age**

## 12.4 Progressivism in the White House

Recommended Timeframe: 4 days

### Content Standards

8.3.6 Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups)

8.12.5 Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).

### Key Resources:

Explore 2: [Theodore Roosevelt's Reforms: First Term](#)  
(8.12.5)

Explore 3: [Theodore Roosevelt's Reforms: Second Term](#)  
(8.12.5)

Explore 4: [Woodrow Wilson's Reforms](#)  
(8.12.5)

Explore 5: [Progressivism and the Constitution](#)  
(8.3.6, 8.12.5)

Explore 6: [Protecting the Environment](#)  
(8.12.5)

Explore 7: [Conservation Movement Expands](#)  
(8.12.5)

Explore 6: [Protecting the Environment](#)  
(8.12.5)

Explore 7: [Conservation Movement Expands](#)  
(8.12.5)

Explain: [Quick Write: Preservation or Conservation?](#)  
(8.12.5)

Elaborate: [Investigation: Timeline Map: Conservation and National Parks](#)  
(8.12.5)

Evaluate: [Extended Constructed Response: Progressivism in the White House](#)  
(8.12.5)

### Reference Terms:

#### PEOPLE

[Benjamin Harrison](#)

[Theodore Roosevelt](#)

[William Howard Taft](#)

[William McKinley](#)

[Woodrow Wilson](#)

#### EVENTS

[Square Deal](#)

#### GENERAL

[Eighteenth Amendment](#)

[Federal Reserve System](#)

[Federal Trade Commission](#)

[National Park Service](#)

[Seventeenth Amendment](#)

[Sixteenth Amendment](#)



**UNIT 5: Dawn of the American Century**

**Chapter 12: Conflict in the Gilded Age**

## 12.5 Imperialism and the Spanish American War

Recommended Timeframe: 3 days

Historical and Social Science Analysis Skills

Historical Interpretation - 4

Historical Interpretation – 6

*History-Social Science Framework* – Chapter 12:

Lines 833 – 835

Key Resources:

Explore 1: [The Age of Imperialism Begins](#)

(FW)

Explore 2: [Going to War with Spain](#)

(FW)

Explore 3: [The Limits of Reconstruction](#)

(FW)

Explore 4: [Spoils of War](#)

(FW)

Explore 5: [Taking the Philippines](#)

(FW)

Explore 11: [Building the Panama Canal](#)

(FW)

Explain: [Movie Trailer: The Rising Power](#)

(FW)

Explain: [An Era Ends: Diagram](#)

(FW)

Elaborate: [Document-Based Investigation: Benefits and Costs of Imperialism](#)

(Hist. Interpretation (6))

Elaborate: [Timeline Map: The United States Becomes an Imperial Power](#)

(FW)

Evaluate: [Brief Constructed Response: Imperialism and the Spanish American War](#)

[\(Panama Canal\)](#)

(FW)

Evaluate: [Extended Constructed Response: Building Up to War](#)

(Hist. Interpretation (4))

Reference Terms:

**PEOPLE**

[Queen Liliuokalani](#)

**PLACES**

[Panama Canal](#)

**EVENTS**

[Monroe Doctrine](#)

[Roosevelt Corollary](#)

[Spanish-American War](#)

**GENERAL**

[American Anti-Imperialist](#)

[League](#)

[annex](#)

[colony](#)

[Dollar Diplomacy](#)

[imperialism](#)

[isolationism](#)

[isthmus](#)

[jingoism](#)

[neutrality](#)

[Open Door Policy](#)

[yellow journalism](#)