

8th Grade United States History Curriculum Map

Created March 2020

Month	Unit/Topic of Study	Standards	Key Vocabulary	Test Taking and Reading Strategies and student engagement	Math Skills (decipher/use charts and graphs)	Writing in the content area	Assessments
Sept	8.1 Introduction and Enlightenment/ Social Contract, Protestant Reformation, Northeast and Southeast Native American Tribes, Federalism.	8– U3.3.7 Using important documents, describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government. (C2)	Sovereign Ratify Repeal Rhetoric Propaganda Delegate Legislature Congress Charter Treaty Cede Secede Annex Abolish	CCSS.ELA-LITERAC Y.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-LITERAC Y.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.		<ul style="list-style-type: none"> •Reflection writings •Warm ups 	Formative: <ul style="list-style-type: none"> •Group discussions •Small group work •Interpret maps, graphs, photographs, charts •Create graphic organizers •Vocabulary quizzes •Exit tickets •Reflection writings •Warm ups •Drawings Summative: Exams
		8 – U4.2.3 Westward Expansion – Analyze the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of indigenous peoples (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, and the idea of Manifest Destiny.	Iroquois League/Confederacy, Algonquians, 5 Civilized tribes, The Three Sisters	CCSS.ELA-LITERAC Y.RH.6-8.4 Determine the meaning of words			

			balances Separation of powers Legislative branch Executive branch Judicial branch	and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.			
Oct	Unit 8.2: Rebels-The American Revolution	Standards: USHG Era 3.2 The American Revolution and Its Consequences F1.3 Describe the consequences of the American Revolution by analyzing the <ul style="list-style-type: none"> • birth of an independent republican government (C2) • creation of Articles of Confederation (C2) • changing views on freedom and equality (C2) • and concerns over distribution of power within governments, between government and the governed, and among people (C2) 	Mercenary Recruit	CCSS.ELA-LITERACY.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. CCSS.ELA-LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded			

				<p>language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p>			
Nov	<p>Unit 8.2: Rebels-The Civil War (this may unit may be moved to the end of the school year)</p>	<p>8 – U5.2.2 Make an argument to explain the reasons why the North won the Civil War by considering the</p> <ul style="list-style-type: none"> critical events and battles in the war the political and military leadership of the North and South the respective advantages and disadvantages, including geographic, demographic, economic and technological <p>8 – U5.2.3 Examine Abraham Lincoln’s presidency with respect to</p> <ul style="list-style-type: none"> his military and political leadership the evolution of his emancipation policy (including the Emancipation Proclamation) and the role of his significant writings and speeches, including the Gettysburg Address and its 	<p>Confederate States of America</p> <p>Emancipation Proclamation</p>				

		<p>relationship to the Declaration of Independence (C2)</p> <p>8 – U5.2.4 Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples.</p> <p>8 – U5.2.5 Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments.</p>					
Dec	<p>Unit 8.3: Self Government</p> <ul style="list-style-type: none"> -Federalism -Separation of Power -Checks and Balances -Amendments -Government vocabulary <p>Unit 8.2: Self-Government</p> <ul style="list-style-type: none"> -Washington sets precedents -Political parties take shape and transform 	<p>F.1.1, F.1.3, 8 – U3.3.2 Identify economic and political questions facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention.</p> <p>8 – U5.1.6 Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states,</p>		<p>CCSS.ELA-LITERACY.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g.,</p>			

	<ul style="list-style-type: none"> -Washington sets precedents -Adams and Jefferson: Political parties take shape -Jackson: More power to the people -Nullification Crisis -Expansion west and the spread of slavery. -Reconstruction 	<p>election of the executive, and slavery help explain the Civil War. (C2)</p> <p>8– U3.3.3 Describe the major issues debated at the Constitutional Convention including the distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue.</p> <p>8 – U3.3.4 Explain how the new constitution resolved (or compromised) the major issues including sharing, separating, and checking of power among federal government institutions, dual sovereignty (state-federal power), rights of individuals, the Electoral College, the Three-Fifths Compromise, and the Great Compromise.</p> <p>8 – U3.3.6 Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government. (C3)</p>		<p>in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>			
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Jan		<p>8 – U3.3.5 Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution.</p> <p>8 – U4.1.1 Washington’s Farewell – Use Washington’s Farewell Address to analyze the most significant challenges the new nation faced and the extent to which subsequent Presidents heeded Washington’s advice. (C4)</p> <p>8 – U4.1.3 Challenge of Political Conflict – Explain how political parties emerged out of the competing ideas, experiences, and fears of Thomas Jefferson and Alexander Hamilton (and their followers), despite the worries the Founders had concerning the dangers of political division, by analyzing disagreements over • relative power of the national government and of the executive branch •</p>					

		<p>foreign relations • economic policy</p> <p>8 – U4.1.4 Establishing a National Judiciary and Its Power – Explain the development of the power of the Supreme Court through the doctrine of judicial review as manifested in Marbury v. Madison (1803) and the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government</p>					
Feb		<p>8 – U5.1.3 Describe the competing views of Calhoun, Webster, and Clay on the nature of the union among the states (e.g., sectionalism, nationalism, federalism, state rights). (C3)</p> <p>8 – U5.1.4 Describe how the following increased sectional tensions • the Missouri Compromise (1820) • the Wilmot Proviso (1846) • the Compromise of 1850 including the Fugitive Slave Act • the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas • the Dred Scott v. Sandford</p>					

	<p>decision (1857) • changes in the party system</p> <p>8 – U5.2.1 Explain the reasons (political, economic, and social) why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South.</p> <p>8 – U5.3.1 Describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, and African Americans.</p> <p>8 – U5.3.3 Describe the new role of African Americans in local, state and federal government in the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux Klan</p> <p>8 – U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.</p>					
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		<p>8 – U6.1.1 America at Century’s End – Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in governmental policies promoting economic development (e.g., tariffs, banking, land grants and mineral rights, the Homestead Act• economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers • the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court’s decision in Plessy v. Ferguson, and the response of African</p>					
<p>March</p>	<p>Unit 8.4: Reformers</p>	<p>Unit 8.3: Reformers</p> <p>8 – U4.3.1 Explain the origins of the American education system and Horace Mann’s campaign for free compulsory public education. (C2)</p>		<p>CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related</p>			

		<p>8 – U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders (e.g., John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass), and the response of southerners and northerners to the abolitionist movement.</p> <p>8 – U4.3.3 Analyze the antebellum women’s rights (and suffrage) movement by discussing the goals of its leaders (e.g., Susan B. Anthony and Elizabeth Cady Stanton) and comparing the Seneca Falls Resolution with the Declaration of Independence. (C2)</p> <p>8 – U4.3.4 Analyze the goals and effects of the antebellum temperance movement. (C2)</p> <p>8 – U4.3.5 Evaluate the role of religion in shaping</p>		to history/social studies.			
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		<p>antebellum reform movements. (C2) 5.1.2,</p> <p>8 – U5.1.2 Describe the role of the Northwest Ordinance and its effect on the banning of slavery (e.g., the establishment of Michigan as a free state). (National Geography Standard 12, p. 167) 5.1.4, 5.1.5,</p> <p>8 – U5.1.5 Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan’s role in the Underground Railroad) and effects of their actions before and during the Civil War. (C2) 5.2.3,</p> <p>8 – U5.2.3 Examine Abraham Lincoln’s presidency with respect to the evolution of his emancipation policy (including the Emancipation Proclamation)</p> <p>8 – U5.2.4 Describe the role of African Americans in the war, including black soldiers and regiments,</p>					
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		<p>and the increased resistance of enslaved peoples.</p> <p>8 – U5.3.1 Describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, and African Americans.</p> <p>8 – U5.3.2 Describe the early responses to the end of the Civil War by describing the • policies of the Freedmen’s Bureau (E2.2) • restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes (C2, C5)</p> <p>8 – U5.3.3 Describe the new role of African Americans in local, state and federal government in the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux Klan. (C2, C5)</p>					
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		<p>(National Geography Standard 10, p. 162)</p> <p>8 – U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution. 6.1.1,</p> <p>8 – U6.1.1 America at Century’s End – Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court’s decision in Plessy v. Ferguson, and the response of African Americans • the policies toward American Indians, including removal, reservations, the Dawes Act of 1887, and the response of American Indians (National Geography Standard 13, p. 169) 6.2.1.</p>					
<p>April</p>	<p>Unit 8.5: Westward Expansion</p>	<p>8 – U4.1.2 Establishing America’s Place in the World – Explain the changes in America’s</p>		<p>CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words</p>			

	<p>Unit 8.6: Foreign and Domestic Policy: The Presidents</p>	<p>relationships with other nations by analyzing treaties with American Indian nations, Jay’s Treaty (1795), French Revolution, Pinckney’s Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine. (C4) (National Geography Standard 13, p. 169)</p> <p>8 – U4.2.3 Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny. (E2.1) (National Geography Standard 6, p. 154)</p> <p>8 – U4.2.4 Consequences of Expansion – Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the institution of</p>		<p>and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>			
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		<p>slavery, and the relations between free and slaveholding states. (C2) (National Geography Standard 13, p. 169)</p> <p>8 – U5.1.2 Describe the role of the Northwest Ordinance and its effect on the banning of slavery (e.g., the establishment of Michigan as a free state). (National Geography Standard 12, p. 167)</p> <p>8 – U5.1.4 Describe how the following increased sectional tensions • the Missouri Compromise (1820) • the Wilmot Proviso (1846) • the Compromise of 1850 including the Fugitive Slave Act • the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas • the Dred Scott v. Sandford decision (1857) • changes in the party system (e.g., the death of the Whig party, rise of the Republican party and division of the Democratic party) (C2; C3) (National Geography Standard 13, p. 169)</p> <p>6.1.1,</p>					
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		<p>8 – U6.1.1 America at Century’s End – Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in • territory, including the size of the United States and land use (National Geography Standards 1and 16, pp. 144 and 196) • systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society (E1.4, 3.2) (National Geography Standard 11, p. 164 • the policies toward American Indians, including removal, reservations, the Dawes Act of 1887, and the response of American Indians</p>					
<p>May</p>	<p>Unit 8.7: Foreign and Domestic Policy: The Presidents</p> <p>Unit 8.8: Labor and Immigration</p>	<p>Unit 8.5: Foreign and Domestic Policy: The Presidents</p> <p>Standards: 8 – U3.3.2 Identify economic and political questions facing the nation during the period of the Articles of Confederation and the opening of the</p>		<p>CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>			

	<p>Unit 8.9: Agriculture, Commerce,</p>	<p>Constitutional Convention. (E1.4) 8 – U4.1.1 Washington’s Farewell – Use Washington’s Farewell Address to analyze the most significant challenges the new nation faced and the extent to which subsequent Presidents heeded Washington’s advice. (C4) 8 – U4.1.2 Establishing America’s Place in the World – Explain the changes in America’s relationships with other nations by analyzing treaties with American Indian nations, Jay’s Treaty (1795), French Revolution, Pinckney’s Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine. 8 – U4.1.3 Challenge of Political Conflict – Explain how political parties emerged out of the competing ideas, experiences, and fears of Thomas Jefferson and Alexander Hamilton (and their followers), despite the worries the Founders had concerning the dangers of political</p>		<p>CCSS.ELA-LITERACY.RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p>			
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		<p>division, by analyzing disagreements over • relative power of the national government (e.g., Whiskey Rebellion, Alien and Sedition Acts) and of the executive branch (e.g., during the Jacksonian era) (C3) (National Geography Standard 13, p. 169) • foreign relations (e.g., French Revolution, relations with Great Britain) (C3) (National Geography Standard 13, p. 169) • economic policy (e.g., the creation of a national bank, assumption of revolutionary debt) (C3, E2.2)</p> <p>8 – U5.3.1 Describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, and African Americans. 8 – U5.3.2 Describe the early responses to the end of the Civil War by describing the • policies of the Freedmen’s Bureau (E2.2) • restrictions placed on the rights and</p>					
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	<p>opportunities of freedmen, including racial segregation and Black Codes (C2, C5)</p> <p>8 – U5.3.5 Explain the decision to remove Union troops in 1877 and describe its impact on Americans.</p> <p>8 – U6.1.1 America at Century’s End – Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in • governmental policies promoting economic development (e.g., tariffs, banking, land grants and mineral rights, the Homestead Act)</p> <p>8 – U4.2.1 Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of • agriculture, including changes in productivity, technology, supply and demand, and price</p>						
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		<p>(E1.3,1.4) (National Geography Standard 14, p. 171) • industry, including entrepreneurial development of new industries, such as textiles (E1.1) • the labor force including labor incentives and changes in labor forces (E1.2) • transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices (E1.2,1.3) (National Geography Standard 3, p. 148) • immigration and the growth of nativism (National Geography Standard 9, p. 160) • race relations • class relations</p> <p>8 – U4.2.2 The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.</p> <p>8 – U5.1.1 Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples. (C2)</p> <p>8 – U6.1.1 America at Century’s End – Compare and contrast the United</p>					
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		<p>States in 1800 with the United States in 1898 focusing on similarities and differences in• population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America</p> <p>Unit 8.7: Agriculture, Commerce, Industry, and Technology</p> <p>8 – U4.2.1 Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of • agriculture, including changes in productivity, technology, supply and demand, and price (E1.3,1.4) (National Geography Standard 14, p. 171) • industry, including entrepreneurial development of new industries, such as textiles (E1.1) • the labor force including labor incentives and changes in labor forces (E1.2) •</p>					
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		<p>transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices (E1.2,1.3) (National Geography Standard 3, p. 148) • immigration and the growth of nativism (National Geography Standard 9, p. 160) • race relations • class relations</p> <p>8 – U5.2.5 Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments.</p> <p>8 – U6.1.1 America at Century’s End – Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences • population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America • systems of transportation (canals and railroads, including</p>					
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		the Transcontinental Railroad), and their impact on the economy and society • governmental policies promoting economic development (e.g., tariffs, banking, land grants and mineral rights, the Homestead Act) • economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers					
June							