

8th Grade U.S. History
Curriculum Mapping
2019-2020
Wade Gall

Unit: New Empires in the Americas		Time: August 2019
Standards Taught		
<ul style="list-style-type: none"> • K-12.H.1 Students will analyze how major events are chronologically connected and evaluate their impact on one another. • K-12.H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources. • K-12.H.3 Students will analyze and evaluate historical events from multiple perspectives • K-12.H.4 Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems. 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i>	<i>To assess the students' knowledge of the information that has been discussed the students completed:</i> <ul style="list-style-type: none"> • <i>Bell Ringer Exercises</i> • <i>Lecture/Notes over Chapter 2</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i>	<i>Prince Henry, Christopher Columbus, Line of demarcation, treaty of Tordesillas, Vasco da Gama, Ferdinand Magellan, Columbian Exchange, Hernan Cortes, Francisco Pizarro, Viceroy, Pueblos, missions, presidios, encomienda system, plantations, Peninsulares, mestizos, Protestant Movement, 95 Theses, Northwest Passage, Jacques Cartier, Charter</i>	<i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i> <i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i>

		<i>Notes Quizzes/Test over the information that was covered in the Module</i>
<i>Reflection: Overall, this unit was effective. Students were very interested and inquisitive about the happenings of the chapter. The students had great questions about the material as we covered it and when they were asked about their opinions on topics throughout the chapter and to explain those opinions about the chapter their reflections were well composed and explained very well.</i>	Essential Questions: <ul style="list-style-type: none"> • <i>How did the Portuguese seek direct trade with Asia?</i> • <i>Why did Christopher Columbus make his voyage across the Atlantic Ocean?</i> • <i>Where did the Portuguese explore and what were some of the outcomes of those voyages?</i> • <i>Who did the Columbian Exchange affect the world?</i> • <i>What led to the fall of the Aztec & Inca Empires?</i> • <i>How did Spain organize and govern their empire in the Americas?</i> • <i>What and how did the Protestant Reformation affect ties between Spain & England?</i> • <i>What factors led to the decline of Spain?</i> 	

Unit: The English Colonies		Time: September 2019
Standards Taught		
<ul style="list-style-type: none"> • K-12.H.1 Students will analyze how major events are chronologically connected and evaluate their impact on one another. • K-12.H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources. • K-12.H.3 Students will analyze and evaluate historical events from multiple perspectives • K-12.H.4 Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems. 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i>	<i>To assess the students' knowledge of the information that has been discussed the students completed:</i> <ul style="list-style-type: none"> • <i>Bell Ringer Exercises</i> • <i>Lecture/Notes over Chapter 3</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i>
Prior Knowledge Needed	Vocabulary	Assessments

<p><i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i></p>	<p><i>Headright, indentured servants, planters, John Smith, Pocahontas, John Rolfe, Bacon's Rebellion, sect, immigrants, Puritans, Separatists, Pilgrims, Mayflower Compact, Squanto, dissenters, covenant, Great Migration, Roger Williams, Fundamental Orders of Connecticut, proprietors, Toleration Act of 1649, Quakers, William Penn, James Oglethorpe,</i></p>	<p><i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i></p> <p><i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i></p> <p><i>Notes Quizzes/Test over the information that was covered in the Module</i></p>
<p>Reflection: Students did well with the information. They were very interested for the reasons why African slaves were brought over to the colonies and the role of indentured servants before their arrival. Also the different reasons for people coming to the Americas interested them..such varied reasoning.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>Why were people from England interested in colonizing the Americas and when was Jamestown established?</i> • <i>How did the colonists interact with the local natives?</i> • <i>How did the English plantation system begin?</i> • <i>Why did the Pilgrims come to America?</i> • <i>What was the Mayflower Compact & why was it important?</i> • <i>What was the Great Migration and why did it occur?</i> • <i>How did the Puritans respond to dissenters?</i> • <i>What role did religion play in the founding and development of Maryland?</i> • <i>How were the Carolinas established?</i> • <i>How were the middle colonies founded?</i> 	

<p>Unit: Life in the English Colonies; Conflicts in the Colonies</p>	<p>Time: October 2019</p>
<p style="text-align: center;">Standards Taught</p>	
<ul style="list-style-type: none"> • K-12.H.1 Students will analyze how major events are chronologically connected and evaluate their impact on one another. • K-12.H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources. • K-12.H.3 Students will analyze and evaluate historical events from multiple perspectives • K-12.H.4 Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems. 	

<ul style="list-style-type: none"> • 8.H.4.7-Describe ways in which migration led to conflicts between Anglo-European and Native American culture • 8.H.4.10-Explain how the war affected soldiers, civilians, women, the physical environment, and future warfare 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i>	<i>To assess the students' knowledge of the information that has been discussed the students completed:</i> <ul style="list-style-type: none"> • <i>Bell Ringer Exercises</i> • <i>Lecture/Notes over Chapters 4 & 5</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i>	<i>Proprietary/Royal/Company Charters, Privy Council, Bicameral, Town Meeting, libel, Glorious Revolution, English Bill of Rights, Mercantilism, Balance of Trade, Navigation Acts, Free Enterprise, Triangular Trade, Middle Passage, Cash Crops, Slave Codes, Apprentices, Staple Crops, Revivals, Great Awakening, "Old & New Lights", Scientific Revolution, Galileo, Isaac Newton, John Locke, Enlightenment, Ben Franklin, Metacomet, Iroquois League, Albany Plan of Union, The French & Indian War, Edward Braddock, James Wolfe, Treaty of Paris, frontier, backcountry, pioneers, Chief Pontiac, Proclamation of 1763, Sugar Act, Stamp Act, Committees of Correspondence, Sons of</i>	<i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i> <i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i> <i>Notes Quizzes/Test over the information that was covered in the Module</i>

	<p><i>Liberty, Declaratory Act, Townshend Acts, Writs of Assistance, Boston Massacre, Boston Tea Party, Lord North, Coercive Acts</i></p>	
<p>Reflection: <i>The students responded well to the content what was covered. Again they were very interested in the slave aspect of the early colonies and later they responded very well to the beginnings of the pushback by the colonist because of how they believed that Britain was infringing on the rights they had had for so many years without any problems.</i></p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>How did representative government develop in the colonies?</i> • <i>How did the English Bill of Rights influence the colonies?</i> • <i>What effects did the Navigation Acts have on the colonial economies?</i> • <i>Why did the colonies participate in slave trade?</i> • <i>Why were enslaved Africans the main workforce in the southern colonies?</i> • <i>What were the major differences in the economies of the southern and northern colonies?</i> • <i>What was the message of the Great Awakening?</i> • <i>How did the Great Awakening change colonial society?</i> • <i>How did the Scientific Revolution and Enlightenment reflect the new ways of thinking?</i> • <i>What was education like in colonial times?</i> • <i>What were Ben Franklin’s key accomplishments?</i> • <i>What wars did the English colonists fight against other European colonists?</i> • <i>How did the French & Indian War affect the British colonies?</i> • <i>Why did many colonists move to the frontier?</i> • <i>What factors led to Pontiac’s Rebellion?</i> • <i>What was the Proclamation of 1763 and how effective was it?</i> • <i>Why did Britain create new taxes for the colonies?</i> • <i>Why did the colonists dislike the new taxes?</i> • <i>How did the colonists challenge the new taxes?</i> • <i>How did the colonists respond to the Townshend Acts?</i> • <i>Why were the Boston Massacre and Boston Tea Party important events?</i> • <i>What was the purpose of the Intolerable Acts?</i> 	

Unit: The American Revolution; Forming a Government	Time: November 2019	
Standards Taught		
<ul style="list-style-type: none"> • 8.H.4.1 Analyze the sources of conflict which led to the American Revolution • 8.H.4.2 Explain how the Declaration of Independence influenced the colonies • 8.H.4.3 Identify economic support for the Patriots during the American Revolution • 8.H.4.4 Critique the United States government under the Articles of Confederation • 8.H.4.5 Summarize the basic structure of government adopted through compromises at the Constitutional Convention 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i>	<i>To assess the students' knowledge of the information that has been discussed the students completed:</i> <ul style="list-style-type: none"> • <i>Bell Ringer Exercises</i> • <i>Lecture/Notes over Chapters 6 & 7</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i>	<i>Minutemen, siege, 1st & 2nd Continental Congresses; Redcoats, George Washington, Olive Branch Petition, Bunker Hill, unalienable rights, Thomas Jefferson, Declaration of Independence, Patriots, Loyalists, mercenaries, Lord Dunmore's Proclamation, William Howe, Battles of Trenton/Princeton/Saratoga, John Burgoyne, Marquis de Lafayette, John Paul Jones, guerilla warfare, George Rogers Clark, Horatio Gates, Francis Marion, Yorktown, Treaty of Paris 1783, constitution, republicanism, limited government, suffrage, ratification, Articles of</i>	<i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i> <i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i> <i>Notes Quizzes/Test over the information that was covered in the Module</i>

	<p><i>Confederation, Land Ordinance of 1785, Northwest Ordinance of 1787, Northwest Territory, tariffs, interstate commerce, inflation, debtors, creditors, depression, Shay’s Rebellion, popular sovereignty, federalism, legislative/executive/judicial branches, checks & balances, Virginia & New Jersey Plans, Great Compromise, 3/5 Compromise, Constitutional Convention, James Madison, amendments, antifederalists, federalists, federalist papers, Bill of Rights,</i></p>	
<p>Reflection: <i>A lot of interesting information was covered and the students did well in understanding the importance of the information. We had some good conversations about the Revolutionary War and the events that led to it as well as how the war was fought and the back and forth the war saw. The students were also surprised of the lack of cohesiveness of our new nation after the war.</i></p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>What actions did the 1st and 2nd Continental Congresses take?</i> • <i>How did geography affect the early battles of the war?</i> • <i>How did Thomas Paine’s “Common Sense” influence the colonies?</i> • <i>What were the main ideas stated in the Declaration of Independence?</i> • <i>How did Americans react to the Declaration of Independence?</i> • <i>What were the advantages and disadvantages for both the Patriots and Redcoats at the beginning of the American Revolution?</i> • <i>What problems did the Patriots face in Canada & New York?</i> • <i>What were the Patriot strategies at Trenton and Princeton?</i> • <i>Why was Saratoga a turning point in the war?</i> • <i>How did foreign influences aid the Patriot cause?</i> • <i>How did the Patriots carry out their naval war?</i> • <i>How did the war take place in the southern colonies?</i> • <i>What events finally ended the war?</i> • <i>What ideas and documents shaped American beliefs about government?</i> 	

	<ul style="list-style-type: none"> • <i>What powers did the central government have under the Articles of Confederation?</i> • <i>What did the Northwest Ordinance accomplish?</i> • <i>How did other nations treat the new government of the United States?</i> • <i>What economic problems arose under the Articles of Confederation?</i> • <i>What were the causes and consequences of Shay's Rebellion?</i> • <i>Why did the delegates meet for the Constitutional Convention?</i> • <i>What were some of the main issues debated and compromises made at the convention?</i> • <i>How is the federal government balanced under the Constitution?</i>
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Unit: Forming a Government; Citizenship & the Constitution		Time: December 2019
Standards Taught		
<ul style="list-style-type: none"> • 8.H.3.1 Compare the political and social differences between 13 separate colonies and one independent nation • 8.H.3.2 Evaluate competing ideas about the purposes government should serve • 8.H.3.3 Compare and contrast the Federalist and Anti-Federalist philosophies of Americans during the ratification process • 8.H.4.3 Identify economic support for the Patriots during the American Revolution • 8.H.4.6 Connect the fundamental liberties and rights stated in the first 15 amendments of the Constitution to current events • 8.C.5.1 Analyze ways that citizens can affect or influence the U.S. society and government • 8.C.5.2 Explain the roles and influences of individuals, groups, and the media on governments 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i>	<i>To assess the students' knowledge of the information that has been discussed the students completed:</i> <ul style="list-style-type: none"> • <i>Bell Ringer Exercises</i> • <i>Lecture/Notes over Chapters 7 & 8</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i>

Prior Knowledge Needed	Vocabulary	Assessments
<p><i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i></p>	<p><i>amendments, antifederalists, federalists, federalist papers, Bill of Rights, representative democracy, delegated/reserved/concurrent powers, elastic clause, separation of powers, apportionment, impeach, veto, executive order, pardon, cabinet, petition, search warrant, due process, indict, double jeopardy, eminent domain, naturalized citizen, deport, draft, PACs</i></p>	<p><i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i></p> <p><i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i></p> <p><i>Notes Quizzes/Test over the information that was covered in the Module</i></p>
<p>Reflection:</p> <p><i>The students did well with the information, in that, we had good discussions about the new government and their reflections after some of the sections were very interesting and led to a few more conversations the next day over what they had observed/learned the day before.</i></p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>Why were some people against the new Constitution?</i> • <i>What arguments for the Constitution did the Federalist Papers make?</i> • <i>When & how was the Constitution ratified?</i> • <i>Why did some people want a Bill of Rights, and how was it added to the Constitution?</i> • <i>How did the framers of the Constitution try to balance state & federal powers?</i> • <i>What are the 3 branches of the federal government & what are the requirements for membership in each branch?</i> • <i>Who is power divided amongst the 3 branches of government?</i> • <i>What are the main freedoms outlined in the 1st amendment & why are they important?</i> • <i>What protections does the Bill of Rights give to people accused of crimes?</i> • <i>How does the Bill of Rights address the grievances listed in the Declaration of Independence?</i> • <i>How can a person become an American citizen?</i> • <i>What are some of the important responsibilities of citizenship?</i> 	

Unit: Launching a Nation; The Expanding Nation	Time: January 2020
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Standards Taught		
<ul style="list-style-type: none"> • 8.H.1.4-Explain how and why the land west of the Mississippi was acquired and settled • 8.H.3.2 Evaluate competing ideas about the purposes government should serve • 8.C.5.1 Analyze ways that citizens can affect or influence the U.S. society and government • 8.C.5.2 Explain the roles and influences of individuals, groups, and the media on governments 		

Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i>	<p><i>To assess the students' knowledge of the information that has been discussed the students completed:</i></p> <ul style="list-style-type: none"> • <i>Bell Ringer Exercises</i> • <i>Lecture/Notes over Chapter 9 & 10</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i>

Prior Knowledge Needed	Vocabulary	Assessments
<i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i>	<i>Electoral college, precedent, George Washington, Judiciary Act of 1789, national debt, bonds, speculators, protective tariff, loose & strict construction, Alexander Hamilton, Thomas Jefferson, Bank of the United States, privateers, right of deposit, French Revolution, Neutrality Proclamation, Jay's Treaty, Pinckney's Treaty, Little Turtle, Battle of Fallen Timbers, Treaty of Greenville, Whiskey Rebellion, political parties, Federalist party, Democratic-Republicans, XYZ Affair, Alien & Sedition Acts, Kentucky & Virginia Resolutions, 12th Amendment, judicial review,</i>	<p><i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i></p> <p><i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i></p> <p><i>Notes Quizzes/Test over the information that was covered in the Module</i></p>

	<p><i>Marbury v. Madison, Thomas Jefferson, John Marshall, Napoleon Bonaparte, Louisiana Purchase, Meriwether Lewis, William Clark, Sacajawea, impressment, embargo, Non-Intercourse Act, Tecumseh, War Hawks</i></p>	
<p>Reflection: The information this month went over well. The students were surprised how violent the French Revolution was when it came to how the King & Queen were treated following the revolution. They were also a little surprised that leaders like Hamilton and Jefferson could not work out their differences and that things got very confrontational once political parties were formed as President Washington had warned. We also watched a video over the Lewis and Clark expedition which the students enjoyed and had some well thought out insights on.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>Why did American elect George Washington as their first president?</i> • <i>What did Americans expect from their new government?</i> • <i>What challenges did Alexander Hamilton face as Secretary of Treasury & what issues did his plans raise?</i> • <i>What questions were raised when the Bank of the United States was founded?</i> • <i>What were the different views Hamilton and Jefferson had concerning the Bank?</i> • <i>How did Americans and President Washington respond to the French Revolution?</i> • <i>What policy did Washington follow toward foreign nations?</i> • <i>How did America settle its differences with Britain & Spain?</i> • <i>What domestic problems did America face?</i> • <i>What advice did Washington give the nation in his Farewell Address?</i> • <i>How did political parties form & what role did they play in the presidential election of 1796?</i> • <i>What problems with foreign nations did John Adams face as president?</i> • <i>What were the Alien & Sedition Acts & how did Republicans respond to them?</i> • <i>What were the main issues in the election of 1800 and what were some of the outcomes?</i> • <i>What Republican policies did Jefferson introduce and which Federalist policies did he accept?</i> • <i>What was Marbury v Madison an important court case?</i> • <i>How and why did the Louisiana Purchase take place?</i> • <i>What did the Lewis & Clark expedition achieve?</i> 	

	<ul style="list-style-type: none"> • <i>Why did America place embargos on France & Britain?</i> • <i>What did Tecumseh want to accomplish, and how successful was he?</i> • <i>Why did America declare war on Britain in 1812?</i>
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Unit: The Expanding Nation; A New National Identity	Time: February 2020
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Standards Taught

- 8.H.3.2 Evaluate competing ideas about the purposes government should serve
- 8.C.5.1 Analyze ways that citizens can affect or influence the U.S. society and government
- 8.C.5.2 Explain the roles and influences of individuals, groups, and the media on governments

Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
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<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i>	<i>To assess the students' knowledge of the information that has been discussed the students completed:</i> <ul style="list-style-type: none"> • <i>Bell Ringer Exercises</i> • <i>Lecture/Notes over Chapters 10 & 11</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i>
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Prior Knowledge Needed	Vocabulary	Assessments
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<i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i>	<i>Oliver Hazard Perry, Battle of Erie Lake, Battle of the Thames, Red Eagle, Andrew Jackson, Battle of New Orleans, Hartford Convention, Treaty of Ghent, James Madison, Rush-Bagot Agreement, Convention of 1818, Adams-Onis Treaty Monroe Doctrine, Henry Clay, Missouri Compromise, American System, John Quincy Adams, Cumberland Road, Erie Canal, spoils system, kitchen cabinet, nullification crisis,</i>	<i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i> <i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i>
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	<p><i>Andrew Jackson, Democratic Party, John Calhoun, Tariff of Abominations, McCulloch v Maryland, Whig Party, Panic of 1837, William Henry Harrison, Black Hawk, Indian Removal Act, Indian Territory, BIA, Worcester v. Georgia, Trail Of Tears, Osceola, Washington Irving, James Fennimore Cooper, Hudson River school, Thomas Cole</i></p>	<p><i>Notes Quizzes/Test over the information that was covered in the Module</i></p>
<p>Reflection: <i>The nullification crisis was a big topic to the students and the fact the vice president resigned to back his state was interesting to many. The Monroe Doctrine got a little discussion as well with some wondering what right America had in telling the European nations that they could not come into the western hemisphere. The treatment of the native American tribes was also a topic of discussion because of what the tribes had to deal with moving off their lands and so many dying on those journeys. Overall, the information was well liked.</i></p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>How did actions of Native Americans aid the British during the War of 1812?</i> • <i>How did the War of 1812 come to an end?</i> • <i>How did America settle its land disputes with Britain and Spain?</i> • <i>Why did President Monroe issue the Monroe Doctrine and what were its most important points?</i> • <i>What issue was the Missouri Compromise supposed to address?</i> • <i>How did improvements in transportation affect the United States?</i> • <i>What was the 1824 presidential election so controversial?</i> • <i>How did tariff disputes lead to the Nullification Crisis and how did President Jackson respond?</i> • <i>What was President Jackson against a national bank & how did his opposition affect the economy?</i> • <i>Why did the federal and state governments begin a Native American removal policy?</i> • <i>How did Native Americans resist removal?</i> • <i>Who were the favorite writers of the early 1800s, and what did they write about?</i> • <i>What was the focus of the Hudson River School?</i> 	

Unit: The North and the South; New Movements in America	Time: March 2020	
Standards Taught		
<ul style="list-style-type: none"> • 8.H.2.3 Analyze the major sources of conflict that led to the Civil War • 8.H.4.8 Draw conclusions on how the reform movements of the mid-nineteenth century affected the U.S. • 8.H.4.9 Assess the impact of significant inventors, technology and industrialization on mid-1800s America • 8.H.4.11 Draw conclusions about the political, economic and social effects of Reconstruction in the United States • 8.E.3.1 Describe the impact of technology and industrialization on mid-1800s America 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<p><i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i></p>	<p><i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i></p>	<p><i>To assess the students' knowledge of the information that has been discussed the students completed:</i></p> <ul style="list-style-type: none"> • <i>Bell Ringer Exercises</i> • <i>Lecture/Notes over Chapters 12 & 13</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i>
Prior Knowledge Needed	Vocabulary	Assessments
<p><i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i></p>	<p><i>Textiles, technology, mass production, interchangeable parts, trade unions, strike, Industrial Revolution, Samuel Slater, Eli Whitney, Rhode Island System, Lowell System, telegraph, Transportation Revolution, Robert Fulton, Samuel Morse, John Deere, Cyrus McCormick, cotton gin, cotton belt, planters, folktales, spirituals, Nat Turner & his rebellion, transcendentalism, utopian communities, 2nd Great Awakening, Ralph Waldo Emerson, Henry Thoreau, Edgar Allan Poe, Emily Dickinson, Walt Whitman, nativists,</i></p>	<p><i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i></p> <p><i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i></p> <p><i>Notes Quizzes/Test over the information that was covered in the Module</i></p>

	<p><i>tenements, Know-Nothing Party, temperance movement, Dorthea Dix, Horace Mann, abolition, emancipation, William Lloyd Garrison, Frederick Douglass, Underground RR, Harriet Tubman, Elizabeth Cady Stanton, Seneca Falls Convention, Declaration of Sentiments, Susan B. Anthony</i></p>	
<p>Reflection: <i>The students did very well in their understanding of the information. We did quite a few papers on the chapter due to not being able to have class but their observations as we went through the chapter were very good and well thought out.</i></p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>How did the Industrial Revolution change the way people worked?</i> • <i>How did workers react to the changes brought about by the Industrial Revolution?</i> • <i>How did the Transportation Revolution change life in America?</i> • <i>In what ways was the telegraph a useful invention?</i> • <i>What effect did the cotton gin have on the South?</i> • <i>What was life like for different groups of people in the South?</i> • <i>What were work and daily life like for most slaves?</i> • <i>How did slaves' family life, religion, and other cultural aspects help them cope with the slave system?</i> • <i>How did enslaved African Americans challenge the slave system?</i> • <i>How did religion affect American during the 2nd Great Awakening?</i> • <i>What were the transcendentalists views of American society?</i> • <i>Why did so many Irish and German immigrants come to America in the 1840s & 1850s?</i> • <i>How did some Americans react to immigrants?</i> • <i>How did reformers improve prisons in early and mid-1800s?</i> • <i>Why did reformers begin the Temperance Movement?</i> • <i>Why did some Americans become abolitionists?</i> • <i>How did abolitionists spread the movement's message?</i> • <i>Why were some Americans against abolition?</i> • <i>How did the abolitionist movement affect women's rights movement?</i> 	

	<ul style="list-style-type: none"> • <i>What were some of the goals of the women’s rights movement?</i> • <i>What was the purpose of the Seneca Falls Convention & why was it significant?</i>
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Unit: Westward Expansion & War		Time: April 2020
Standards Taught		
<ul style="list-style-type: none"> • K-12.H.1 Students will analyze how major events are chronologically connected and evaluate their impact on one another. • K-12.H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources. • K-12.H.3 Students will analyze and evaluate historical events from multiple perspectives • K-12.H.4 Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems. 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i>	<i>To assess the students’ knowledge of the information that has been discussed the students completed:</i> <ul style="list-style-type: none"> • <i>Bell Ringer Exercises</i> • <i>Lecture/Notes over Chapter 14</i> • <i>Assignments which corresponded with the lesson.</i> • <i>Assessments</i>
Prior Knowledge Needed	Vocabulary	Assessments
<i>I checked the students’ prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i>	<i>Annex, Stephen Austin, Jim Bowie, Alamo, Battle of Goliad, Sam Houston, Battle of San Jacinto, mountain men, Oregon Trail, Donner Party, California & Santa Fe Trails, manifest destiny, John Tyler, James Polk, Bear Flag revolt, Treaty of Guadalupe Hidalgo, Mexican Cession, Gadsden Purchase, forty-niners, prospect,</i>	<i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i> <i>Writing Assessments over Module information covering the students’ thoughts/beliefs on the</i>

	<i>California Gold Rush, Joseph Smith, Mormons, Brigham Young, Mormon Trail</i>	<i>topics covered along with their explanations of those thoughts/beliefs</i> <i>Notes Quizzes/Test over the information that was covered in the Module</i>
Reflection: <i>The students did very well in their understanding of the information. We did quite a few papers on the chapter due to not being able to have class but their observations as we went through the chapter were very good and well thought out.</i>	Essential Questions: <ul style="list-style-type: none"> • <i>What issues caused tension between American settlers in Texas and the Mexican government?</i> • <i>What events led Texas to become an independent nation?</i> • <i>Why did Americans live and settle in the Oregon Territory?</i> • <i>What was life like on the Oregon Trail?</i> • <i>Why did some people use the California Trail and the Santa Fe Trail?</i> • <i>How did the Mexican War progress?</i> • <i>What were the terms of the treaty that ended the war with Mexico?</i> • <i>Why did people head to California in 1849?</i> • <i>How did Mormons change the landscape of the West?</i> 	

Unit: A Divided Nation		Time: May 2020
Standards Taught		
<ul style="list-style-type: none"> • K-12.H.1 Students will analyze how major events are chronologically connected and evaluate their impact on one another. • K-12.H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources. • K-12.H.3 Students will analyze and evaluate historical events from multiple perspectives • K-12.H.4 Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems. 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i>	<i>To assess the students' knowledge of the information that has been discussed the students completed:</i> <ul style="list-style-type: none"> • <i>Bell Ringer Exercises</i> • <i>Lecture/Notes over Chapter 15</i>

		<ul style="list-style-type: none"> • Assignments which corresponded with the lesson. • Assessments
Prior Knowledge Needed	Vocabulary	Assessments
<i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i>	<i>Sectionalism, popular sovereignty, Wilmot Proviso, Free-Soil Party, Henry Clay, Daniel Webster, Compromise of 1850, Fugitive Slave Act, Harriet Beecher Stowe, Franklin Pierce, Stephen Douglas, Kansas-Nebraska Act, Charles Sumner, Republican Party, James Buchanan, Dred Scott, Abraham Lincoln, Freeport Doctrine, secession, John Brown's Raid, Constitutional Party, John Crittenden, Confederate States of America, Jefferson Davis</i>	<i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i> <i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i> <i>Notes Quizzes/Test over the information that was covered in the Module</i>
Reflection: <i>The students did very well in their understanding of the information. We did quite a few papers on the chapter due to not being able to have class but their observations as we went through the chapter were very good and well thought out.</i>	Essential Questions: <ul style="list-style-type: none"> • <i>How did the outcome of the Mexican War affect the debate over the expansion of slavery?</i> • <i>What were the major provisions of the Compromise of 1850?</i> • <i>Why was the Fugitive Slave Act controversial in the North?</i> • <i>How did different regions of the nation react to the Kansas-Nebraska Act?</i> • <i>In what ways did people try to settle the conflict over slavery in Kansas?</i> • <i>How did the Kansas-Nebraska Act affect U.S. political parties?</i> • <i>Why did Dred Scott sue for his freedom, and how did the Supreme Court rule on his case?</i> • <i>How did Abraham Lincoln and Stephen Douglas differ on their views on slavery?</i> • <i>How did Americans react to John Brown's raid on Harper's Ferry?</i> 	

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| | <ul style="list-style-type: none">• <i>What factors led the Lincoln's win in the 1860 Presidential election?</i>• <i>Why did some southern states decide to leave the union?</i> |
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