

**8th Grade U.S. History
Curriculum Map/Skill Focus**

Marking Period 1 - 42 Instructional Days	Marking Period 2- 42 Instructional Days	Marking Period 3- 44 Instructional Days	Marking Period 4- 54 Instructional Days
Brief European Exploration, Settling the 13 Colonies, and Colonial Life, Rising Tensions	Revolutionary War, Creating the Constitution and Creating a New Nation, First years as a new nation	Westward Expansion, Immigration, Growth and Expansion	Civil War and Reconstruction
Theme	Theme	Theme	Theme
Protest, Liberty, and Justice	Rights and Responsibility	Ideas, Beliefs, and Culture	Freedom and Equality
Brief Content Overview	Brief Content Overview	Brief Content Overview	Brief Content Overview
<p>In this unit, students will briefly investigate the colonization of the New World, and how colonies were able to establish new homes in a strange land.</p> <p>The students will study colonial governments and the consequences of the French and Indian War, and how these things set the stage for the American Revolution.</p> <p>Students will analyze the political, ideological, and economic origins of the Revolution by comparing various perspectives on</p>	<p>Students will explore how the Constitution was created, ratified, and amended with the Bill of Rights. This unit will explore the creation of a new government as the Revolutionary War came to an end. Students will examine the U.S. Constitution, learn about the 6 principles of the Constitution, and learn how it plays out in their everyday lives.</p> <p>In studying the post-Revolutionary era, students will understand</p>	<p>Students will investigate the vast territorial expansion between 1801 and 1861, as restless Americans pushed westward across the Appalachians, then across the Mississippi, and finally on to the Pacific Ocean.</p> <p>Students should study how Americans, driven by the ideology of “Manifest Destiny”, and American optimism, innovation, and imagination flocked to the western frontier.</p> <p>While studying how the frontier experience</p>	<p>In this unit, students will explore perhaps the most severe test to the American ideals of liberty, equality, justice, and human dignity. In studying the causes of the Civil War, students will focus on how the North and South differed and how politics and ideologies led to the conflict.</p> <p>The course of the war will be covered as students compare how resources and strategies of the Union and Confederacy, and analyze the major turning points of the war with particular</p>

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<p>British colonial policy, including the legitimacy of asking the colonies to pay a share of the costs of the empire.</p>	<p>how the institutions and practices of government were implemented and revised between 1787 and 1824 to create the foundation of the American political system.</p>	<p>permanently stamped the American character, students should explore its controversial aspects: the removal of many Indian nations, acquisition of a large part of Mexico through the Mexican-American War, and the abrasive encounters with various groups in the west.</p> <p>A second focus of this unit is exploring how the industrial revolution, increased immigration, the rapid extension of slavery, and the westward movement changed the lives of Americans and increased sectional conflict.</p>	<p>attention given to the Emancipation Proclamation and the Gettysburg Address.</p> <p>Students will also explore the political controversies of Reconstruction and understand the programs meant to transform society in the South with particular focus on the Fourteenth and Fifteenth Amendments.</p> <p>Students will explore what life was like for African Americans in the south after the war, and how the south made laws to oppress African Americans. Students will analyze the lasting effects of these laws.</p>
<p>Skill Focus/ Standards</p>	<p>Skill Focus/Standards</p>	<p>Skill Focus/Standards</p>	<p>Skill Focus/Standards</p>
<p>NHPS Local Strands: 1, 2, 3, 4</p> <p>CT Framework: HIST 8.8, 8.9, 8.10 CIV 8.1, 8.4, GEO 8.4</p>	<p>NHPS Local Strands: 1, 2, 3, 4</p> <p>CT Framework: HIST 8.8, 8.9, 8.10 CIV 8.1, 8.4, GEO 8.4</p>	<p>NHPS Local Strands: 1, 2, 3, 4</p> <p>CT Framework: HIST 8.8, 8.9, 8.10 CIV 8.1, 8.4, GEO 8.4</p>	<p>NHPS Local Strands: 1, 2, 3, 4</p> <p>CT Framework: HIST 8.8, 8.9, 8.10 CIV 8.1, 8.4, GEO 8.4</p>

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<p>Dimension 3 INQ 6-8.6, 6-8.8, 6-8.9</p> <p>CCSS Standards: <u>CCSS.ELA-LITERACY.RH.6-8.1</u>, <u>CCSS.ELA-LITERACY.RH.6-8.6</u></p> <p>CCSS.INQ 6-8.1, 5, 6, 11, 12</p> <p>CCSS Writing Standards to be met by quarterly district assessment: 1b. Comprehend a variety of sources in different modes (written, oral, debate, etc.) to form an arguable claim</p> <p>CELP Standards: Emphasis on 3 and 4</p>	<p>Dimension 2 HIST 8.1, 8.2, 8.3</p> <p>CCSS Standards <u>CCSS.ELA-LITERACY.RH.6-8.1</u>, <u>CCSS.ELA-LITERACY.RH.6-8.2</u>, <u>CCSS.ELA-LITERACY.RH.6-8.3</u> <u>CCSS.ELA-LITERACY.RH.6-8.4</u> <u>CCSS.ELA-LITERACY.RH.6-8.5</u> <u>CCSS.ELA-LITERACY.RH.6-8.6</u></p> <p>CCSS Writing Standards to be met by quarterly district assessment: 3d. Apply historical concepts (continuity and change, cause, and effect, comparing and contrasting, contextualization, etc.) and tools to analyze historical</p>	<p>Dimension 3 INQ 6-8.8, 6-8.9</p> <p>CCSS Standards <u>CCSS.ELA-LITERACY.RH.6-8.1</u> <u>CCSS.ELA-LITERACY.RH.6-8.7</u></p> <p>CCSS Writing Standards to be met by quarterly district assessment: 2d. Identify and refute counterclaims with evidence from multiple sources</p> <p>CELP Standards: Emphasis on 3 and 4</p>	<p>Dimension 3 INQ 6-8.8, 6-8.9</p> <p>Dimension 4 INQ 6-8.10, 6-8.11, 6-8.13</p> <p>CCSS Standards <u>CCSS.ELA-LITERACY.RH.6-8.1</u> <u>CCSS.ELA-LITERACY.RH.6-8.6</u></p> <p>CCSS Writing Standards to be met by quarterly district assessment: 2e. Organize and clearly present an argument using various methods appropriate to your audience, context and purpose (INQ 9-12.11)</p>
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	and current ideas, topics, and events CELP Standards: Emphasis on 3 and 4		
Essential Question (Big Question)	Essential Question (Big Question)	Essential Question (Big Question)	Essential Question (Big Question)
What caused the rising tension between the Colonies and England?	Did the Constitution represent all people living in America? How has the definition of being American changed over time?	How was manifest destiny used to justify expansion of the United States	Did the results of the American Civil War resolve the conflicts for all involved?
Compelling Questions	Compelling Questions	Compelling Questions	Compelling Questions
<ul style="list-style-type: none"> *How well did European settlers in America adapt to their new environment? * How were the lives Native Americans affected (. . . disrupted?) by European colonization? <p>How did the ideals of equality and personal liberty (rise of individual rights, economic freedom, religious diversity)</p>	<ul style="list-style-type: none"> * How well did the Articles of Confederation and the Constitution promote the ideals in the Declaration of Independence? What major debates shaped the terms of the U.S. Constitution? * What powers does the national government have under the Constitution? 	<ul style="list-style-type: none"> *How was the idea of Manifest Destiny used to justify westward expansion? *How did Manifest Destiny affect different groups of people within and around the United States? *What push-pull factors impacted westward expansion? 	<ul style="list-style-type: none"> *What divisions existed between the North and South that led towards a divide in culture? *Was the Civil War inevitable? How did specific events of the Civil War affect the outcome? *What role did geography play in the Civil War? What

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<p>lead to the American Revolution and the birth of a new nation?</p> <p>How did the French and Indian War and the debts Great Britain accumulated contribute towards the colonists' frustrations with them?</p> <p>Were the origins of the American Revolution primarily economic or ideological?</p> <p>Is violence a sound strategy to bring about significant political and social change?</p> <p>Was the American Revolution preventable?</p>	<p>Which powers belong to the states? Which powers are shared?</p> <ul style="list-style-type: none"> * What are the roles of individual citizens, elections, political parties, and interest groups in the political process? * How did the debates at the convention over national power and state's rights shape the United States? afterward? How do they affect us today? * How did the Bill of Rights resolve the concerns of some of the delegates to the Constitutional Convention? *What fundamental freedoms are guaranteed by each amendment in the Bill of Rights? How do these amendments protect people from government excesses? * How can you take action using your first amendment rights? 	<ul style="list-style-type: none"> *What was the journey like for the Europeans? * Was there another way to expand West without causing destruction? * What views did Europeans have toward the Native Americans that led to the poor treatment of them? * How did the industrial revolution transform the nation? * How did the actions and innovations of specific individuals change the shape of the country? *How did labor laws change during the Industrial Revolution? 	<p>impact did political and military leadership have on the outcome of the war?</p> <ul style="list-style-type: none"> * How did the political actions of President Lincoln affect the outcome of the war? *How would the United States restore and maintain a stronger union in the wake of a major secession crisis and the nation's deadliest conflict? *How would the country's leaders find a balance between promoting liberty and establishing order? *What economic labor system would replace slavery in the South, and to what extent *would national, state, and local governments involve themselves in economic affairs? *What would be the future status of African American freedpeople, former Confederate secessionists, and American Indian tribes? *How would the government protect and
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			expand the rights of African Americans, encourage former Confederates to become law-abiding citizens again, AND promote peace with American Indian tribes at the same time they promoted westward expansion?
Vocabulary	Vocabulary	Vocabulary	Vocabulary
Christopher Columbus, caravel, navigator, mercantilism, joint-stock company, charter, push and pull factors, indentured servant, Pocahontas, Pilgrims, Mayflower Compact, Puritans, Fundamental Orders of Connecticut, William Penn, Quakers, Triangular Trade, cash crop, Benjamin Franklin, John Locke, Magna Carta, 3 Colonial Regions, Parliament, George Washington, French and Indian War, Treaty of Paris, Pontiac's Rebellion, Proclamation of 1763, King George III, monarchy, Quartering Act,	Articles of Confederation, Treaty of Paris of 1783, Constitutional Convention, James Madison, Virginia Plan, New Jersey Plan, Great Compromise (CT Compromise), Three-Fifths Compromise, Federalism, Federalists, Antifederalists, Alexander Hamilton, John Jay, Bill of Rights, Republicanism, popular sovereignty, separation of powers, checks and balances, limited government, individual rights, amendments, Judicial Branch, Supreme Court, president, Executive Branch, electoral college, Preamble, impeachment,	Jefferson, Louisiana Purchase, Meriwether Lewis, William Clark, Lewis and Clark Expedition, Sacagawea, Tecumseh, War of 1812, Francis Scott Key, Missouri Compromise, Monroe Doctrine, John Quincy Adams, Andrew Jackson, Jacksonian Democracy, spoils system, Sequoia, Indian Removal Act, Indian Territory, Trail of Tears, Osceola, John C. Calhoun, doctrine of nullification, Oregon Trail, Mormon, Brigham Young, Manifest Destiny, Treaty of Guadalupe Hidalgo, Mexican Cession, California gold rush, forty-niner,	Kansas-Nebraska Act, popular sovereignty, Bleeding Kansas Missouri Compromise, enslavement, Triangular Trade, Middle Passage, Northern Identity, Southern Identity, Dred Scott, Nat Turner, civil war, Mason-Dixon Line, industrial economy, agricultural economy, plantations, abolitionist, Uncle Tom's Cabin, Harriet Beecher Stowe, Frederick Douglass, Sojourner Truth, Venture Smith, Harriet Tubman, Underground Railroad, cash crop, Eli Whitney, interchangeable parts, cotton gin, Fugitive Slave Act, secede, secession,

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<p>revenue, Sugar Act, Stamp Act, Patrick Henry, boycott, Sons of Liberty, Daughters of Liberty, James Otis, Crispus Attucks, Townshend Acts, writs of assistance, Samuel Adams, Boston Massacre, propaganda, tyranny, John Adams, Abigail Adams, committee of correspondence, Boston Tea Party, engraving, militia, Minutemen, Intolerable Acts, coercive, Coercive Acts, First Continental Congress, Minutemen, Intolerable Acts, coercive, Coercive Acts, First Continental Congress, Lexington and Concord, peninsula, Paul Revere, Loyalist, Patriot, declaration, Ethan Allen, artillery, Second Continental Congress, Continental Army, Benedict Arnold, traitor, Declaration of Independence, Thomas Jefferson, Common Sense</p>	<p>Senate, House of Representative, Legislative Branch, Congress, George Washington (add to current knowledge), Whiskey Rebellion, neutral, Jay's Treaty, foreign policy, political party, XYZ Affair, Alien and Sedition Act, states' rights, First Amendment</p>	<p>immigrants, emigrant, push-pull factors</p>	<p>states' rights, Jefferson Davis, Confederate States of America, Abraham Lincoln, the Union, Robert E. Lee, Ulysses S. Grant, Fort Sumter, Gettysburg Address, Battle of Gettysburg, Emancipation Proclamation, 54th Massachusetts Regiment, Appomattox Court House, 13th Amendment, John Wilkes Booth, 14th Amendment, Appomattox Courthouse, Jim Crow, Reconstruction, carpetbaggers, scallywags</p>
Materials/Resources	Materials/Resources	Materials/Resources	Materials/Resources
Performance Task(s): Christopher Columbus Statue/Argumentative Essay	Performance Task(s): Town Hall Meeting	Performance Task(s): Trail of Tears DBQ	Performance Task(s): Perspectives of The Civil War Paper

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<p>Textbooks: <i>American Journey</i>, McGraw Hill <i>American Stories</i>, National Geographic</p> <p>Online primary and secondary resources:</p> <p>https://www.docsteach.org/</p> <p>https://sheg.stanford.edu/</p> <p>Student articles available at various reading levels via https://newsela.com/</p> <p>Text set, Coming to America: https://newsela.com/text-set/s/339899</p> <p>https://newsela.com/read/biography-explorer-henry-hudson/id/31344/</p> <p>https://newsela.com/read/primary-source-columbus-discovery-letter/id/28106/</p>	<p>https://docs.google.com/document/d/1y4BbtA71dXNPqgegwUYk96fUCR63Tz7rS_2yYWveO2k/edit?usp=sharing</p> <p>Textbooks: <i>American Journey</i>, McGraw Hill <i>American Stories</i>, National Geographic</p> <p>Online primary and secondary resources: https://sheg.stanford.edu/</p> <p>Student articles available at various reading levels via https://newsela.com/</p> <p>https://newsela.com/read/gil-history-black-soldiers-revolutionarywar/id/27106/</p> <p>https://newsela.com/read/primary-source-articles-confederation/id/18510/</p>	<p>Textbooks: <i>American Journey</i>, McGraw Hill <i>American Stories</i>, National Geographic</p> <p>Online primary and secondary resources: https://sheg.stanford.edu/</p> <p>Other online resources:</p> <p>National Women’s History Museum: https://www.womenshistory.org/</p> <p>CT women’s Hall of Fame: https://www.cwhf.org/</p> <p>http://teacher.scholastic.com/researchtools/researchstarters/plymouth/</p> <p>Helpful Google Extensions and/or digital tools: https://nearpod.com/ https://socrative.com/</p>	<p>Textbooks: <i>American Journey</i>, McGraw Hill <i>American Stories</i>, National Geographic</p> <p>Online primary and secondary resources: https://sheg.stanford.edu/</p> <p>Other online resources:</p> <p>National Women’s History Museum: https://www.womenshistory.org/</p> <p>CT women’s Hall of Fame: https://www.cwhf.org/</p> <p>http://teacher.scholastic.com/researchtools/researchstarters/plymouth/</p> <p>Helpful Google Extensions and/or digital tools: https://nearpod.com/ https://socrative.com/</p>
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<p>https://newsela.com/read/semi-colonial-america-native-american-slaves/id/29432/</p> <p>Text set, Road to Revolution: https://newsela.com/text-sets/359441 https://newsela.com/read/global-history-french-indian-war/id/22161/</p> <p>https://newsela.com/read/primary-source-ben-franklin-s-tamp-tax/id/28579/</p> <p>https://newsela.com/read/primary-source-declaration-independence/id/18316/</p> <p>icivics: https://www.icivics.org/curriculum/road-constitution</p> <p>Brainpop: https://www.brainpop.com/socialstudies/worldhistory/frenchandindianwar/</p>	<p>https://newsela.com/read/primary-source-constitution/id/18146</p> <p>Text set: https://newsela.com/text-sets/283780 https://newsela.com/read/lib-ushistory-federalists-antifederalists/id/29745/</p> <p>https://newsela.com/read/lib-ushistory-creating-the-constitution/id/30457</p> <p>https://newsela.com/read/global-history-Ordinary-Americans-Constitution/id/22454</p> <p>Icivics: https://www.icivics.org/curriculum/constitution https://www.icivics.org/curriculum/legislative-branch https://www.icivics.org/curriculum/executive-branch https://www.icivics.org/curriculum/judicial-branch</p>	<p>https://www.sutori.com/ https://www.timetoast.com/ https://www.canva.com/</p> <p>Text Sets: https://www.commonlit.org/en/text-sets/westward-expansion</p>	<p>https://www.sutori.com/ https://www.timetoast.com/ https://www.canva.com/</p> <p>Text Sets: https://www.commonlit.org/en/text-sets/the-civil-war</p> <p>https://www.battlefields.org/</p>
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<p>https://www.brainpop.com/socialstudies/ushistory/benjaminfranklin/</p> <p>https://www.brainpop.com/socialstudies/ushistory/georgewashington/</p> <p>https://www.brainpop.com/socialstudies/ushistory/causesoftheamericanrevolution/</p> <p>https://www.brainpop.com/socialstudies/ushistory/declarationofindependence/</p> <p>Other online resources: School Britannica: https://school.eb.com/?target=%2Flevels%2Fmiddle%2Feducators</p> <p>Smithsonian Teen Tribune: https://www.tweentribune.com/category/tween78/</p> <p>https://www.history.com/topics/colonial-america/thirteen-colonies</p> <p>National Women’s History Museum:</p>	<p>Brainpop: https://www.brainpop.com/socialstudies/ushistory/articlesofconfederation/</p> <p>https://www.brainpop.com/socialstudies/ushistory/americanrevolution/</p> <p>https://www.brainpop.com/socialstudies/ushistory/constitutionalconvention/</p> <p>https://www.brainpop.com/socialstudies/ushistory/politicalpartyorigins/</p> <p>https://www.brainpop.com/socialstudies/ushistory/usconstitution/</p> <p>https://www.brainpop.com/socialstudies/usgovernment/presidentialelection/</p> <p>https://www.brainpop.com/socialstudies/usgovernment/branchesofgovernment/</p> <p>Museums/sites for possible local trips:</p>		
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<p>https://www.womenshistory.org/</p> <p>CT women's Hall of Fame: https://www.cwhf.org/</p> <p>http://teacher.scholastic.com/researchtools/researchstarts/plymouth/</p> <p>http://langwitches.org/blog/2011/06/03/more-21st-century-upgrades-from-the-classroom/</p> <p>Helpful Google Extensions and/or digital tools: https://nearpod.com/ https://socrative.com/ https://www.sutori.com/ https://www.canva.com/ https://piktochart.com/</p> <p>Timeline creators: https://www.tiki-toki.com/ https://www.timetoast.com/</p>	<p>New Britain Museum of American Art https://britishart.yale.edu/collections/using-collections/teaching-collections</p> <p>New Haven Museum http://www.ctvisit.com/listings/mystic-seaport</p> <p>http://www.ctvisit.com/listings/keeler-tavern-museum-c1713</p> <p>http://www.ctvisit.com/listings/henry-whitfield-state-museum</p> <p>http://www.ctvisit.com/articles/remembering-revolution</p> <p>http://www.ctvisit.com/articles/revolutionary-connecticut</p> <p>Helpful Google Extensions and/or digital tools:</p>		
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<p>Museums/sites for possible local trips:</p> <p>New Britain Museum of American Art</p> <p>New Haven Museum http://www.ctvisit.com/listings/mystic-seaport</p> <p>http://www.ctvisit.com/listings/keeler-tavern-museum-c1713</p> <p>http://www.ctvisit.com/listings/henry-whitfield-state-museum</p> <p>http://www.ctvisit.com/articles/remembering-revolution</p> <p>http://www.ctvisit.com/articles/revolutionary-connecticut</p> <p>Games/enrichment:</p> <p>https://www.brainpop.com/games/game-finder/?game_keyword=topic:%20Causes%20of%20the%20American%20Revolution</p>	<p>https://nearpod.com/</p> <p>https://thinkalong.org/topic/should-each-new-generation-rewrite-the-u-s-constitution/</p> <p>https://thinkalong.org/topic/should-hate-speech-be-protected-by-the-first-amendment/</p> <p>https://thinkalong.org/topic/should-we-make-voting-mandatory/</p> <p>Election map: https://www.270towin.com/</p> <p>Games:</p> <p>https://www.icivics.org/games</p> <p>https://www.brainpop.com/games/game-finder/?game_keyword=topic:%20Branches%20of%20Government</p> <p>https://www.mission-us.org/</p>		
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