

Course Description: The eighth grade social studies curriculum consists of the following content area strands: American History, Geography, Economics and Civics. Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction. Geography, Economics, and Civics content should be integrated into the teaching of American History standards.

Honors/Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. **Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair).**

Please note the following important general information regarding the Pacing Guides:

- The Curriculum Maps outline the required curriculum for social studies in St. Johns County Public Schools.
- The Social Studies Pacing Guides are to be utilized by all teachers when planning for social studies instruction.
- The Pacing Guides outline the required sequence in which the grade level or course objectives are to be taught. **District Formative Assessments will be based on the pacing outlined by the curriculum maps.**
- The Curriculum Maps are divided into 9 week segments and provide an estimate of the number of block days needed to complete instruction on a given topic. Teachers should make every effort to stay on pace and to complete the topics in a given nine weeks. Slight variations in pacing may occur due to professional decisions made by the teacher or because of changes in school schedules.

Each Social Studies Pacing Guide is divided into the following headings/categories to assist teachers in developing lesson plans:

- Course Code - The Florida Department of Education Course Code is listed for the course.
- Topic - The general topic for instruction is listed; e.g., Westward Expansion.
- Pacing - An estimated number of traditional or block instructional days needed to complete instruction on the topic is provided.
- Strands and Standards – Strands and Standards from the Next Generation Sunshine State Standards (NGSSS) are provided for each topic.
- Nine Week Grading Period - Grading periods (1-4) are identified.
- Essential Content – This critically important column provides a detailed list of content/topics and sub topics to be addressed during instruction. The required DBQ Project lesson for the quarter is listed in this section and highlighted in red.
- NGSSS-SS Benchmarks – This column lists the required instructional benchmarks that are related to the topic/strand.
- Instructional Tools - This section provides suggested resources and activities to assist the teacher in developing engaging lessons and pedagogically sound instructional practices.

Common Core Literacy and Writing Standards for History/Social Studies 6-12:

- Common Core Literacy and Writing Standards for History/Social Studies, grades 6-12, can be found at the beginning of the Curriculum Map. When planning lessons for instruction, teachers should address these national standards during their teaching of social studies content to ensure a systematic and proven approach to literacy and writing development. The Common Core Standards are research and evidenced-based, aligned with college and work expectations, rigorous, and internationally benchmarked. For a complete listing of all Common Core Standards, please visit: <http://www.corestandards.org>.

ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP			
COURSE # 2100010	COURSE NAME: M/J United States History	QUARTER: Throughout the year	PACING: All year
UNIT/ORGANIZING PRINCIPLE/STRAND:	Language Arts Standards for Reading/Writing from the Common Core State Standards (CCSS) Math Standards from the Common Core State Standards (CCSS)		
BENCHMARKS	LEARNING TARGETS/SKILLS		
<u>LACC.68.RH.1.1</u>	Cite specific textual evidence to support analysis of primary and secondary sources.		
<u>LACC.68.RH.1.2</u>	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.		
<u>LACC.68.RH.1.3</u>	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).		
<u>LACC.68.WHST.1.1</u>	Write arguments focused on <i>discipline-specific content</i> . <ul style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 		
<u>LACC.68.WHST.1.2</u>	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other 		

	<p>information and examples.</p> <ul style="list-style-type: none"> c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
<p><u>MACC.K12.MP.1.1</u></p>	<p>Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
<p><u>MACC.K12.MP.3.1</u></p>	<p>Construct viable arguments and critique the reasoning of others.</p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are</p>

	<p>also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
<p><u>MACC.K12.MP.5.1</u></p>	<p>Use appropriate tools strategically.</p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts</p>
<p><u>MACC.K12.MP.6.1</u></p>	<p>Attend to precision.</p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>

<u>LACC.68.RH.2.4</u>	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<u>LACC.68.RH.2.6</u>	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<u>LACC.68.WHST.2.4</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.68.WHST.2.5</u>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<u>LACC.68.WHST.2.6</u>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<u>LACC.68.RH.3.7</u>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<u>LACC.68.RH.3.8</u>	Distinguish among fact, opinion, and reasoned judgment in a text.
<u>LACC.68.RH.3.9</u>	Analyze the relationship between a primary and secondary source on the same topic.
<u>LACC.68.WHST.3.8</u>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<u>LACC.68.WHST.3.9</u>	Draw evidence from informational texts to support analysis reflection, and research.
<u>LACC.68.WHST.4.10</u>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP

COURSE #: 2100010	COURSE NAME: MS American History Topic: Exploration of The Americas w/ Geography Influence	QUARTER: 1 Pacing: 6 Blocks on American History Standards w/ Geography standards integrated throughout the unit and year
UNIT/ORGANIZING PRINCIPLE/STRAND:	<p><u>American History Standard 1:</u> Use research and inquiry skills to analyze American History using primary and secondary sources.</p> <p><u>American History Standard 2:</u> Examine the causes, course, and consequences of British settlement in the American colonies.</p> <p><u>Geography Standard 1:</u> Understand how to use maps and other geographic representations, tool, and technology to report information.</p> <p><u>Geography Standard 2:</u> Understand physical and cultural characteristics of places.</p> <p><u>Geography Standard 3:</u> Understand the relationships between the Earth's ecosystems and the populations that dwell within it.</p> <p><u>Geography Standard 4:</u> Understand the characteristics, distributions, and migration of human populations.</p> <p><u>Geography Standard 5:</u> Understand how human actions can impact the environment.</p> <p><u>Geography Standard 6:</u> Understand how to apply geography to interpret the past and present, and plan for the future.</p>	
Identification System of Standards and Benchmarks	BENCHMARK	ESSENTIAL CONTENT
SS.8.A.1.2	Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.	<ul style="list-style-type: none"> • EXPLORATION OF THE AMERICAS <ul style="list-style-type: none"> ○ Factors leading to European Exploration: <ul style="list-style-type: none"> ▪ Middle Ages and Feudalism ▪ Crusades and Its Effects: Trade with the Middle East, Discoveries and Improvements
SS.8.A.2.1	Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.	
SS.8.A.1.3	Analyze current events relevant to American History topics through a variety of electronic and print media resources.	

SS.8.A.1.6	Compare interpretations of key events and issues throughout American History.	
SS.8.A.1.7	View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.	
	<u>Geography Benchmarks (Covered and integrated throughout the year)</u>	
SS.8.G.1.1	Use maps to explain physical and cultural attributes of major regions throughout American history.	<ul style="list-style-type: none"> ▪ Renaissance/ Mercantilism: Increase Trade and Travel ▪ Search for New Trade Routes to Asia: European Rulers Seek to Improve Wealth (Portuguese, Spanish, French, British)
SS.8.G.1.2	Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.	<ul style="list-style-type: none"> ○ Portuguese Lead Exploration with Prince Henry the Navigator: Portuguese ○ Explorers; African trading states (e.g. Mali); slave trade ○ Voyages of Columbus: Spanish Financing of Voyage; Exploration and Colonization of West Indies ○ Treaty of Tordesillas of 1493 and 1494: Portuguese and Spanish Rivalry
SS.8.G.2.1	Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.	
SS.8.G.2.2	Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.	<ul style="list-style-type: none"> • CLAIMING COLONIES ○ New Spain/Peru: Conquistadores; Conquest of Aztecs, Mayas, and Incas; Spanish Settlement/ Government in the Americas; Slavery (Native American, African) ○ Cultural Exchange in New Spain: European and Native American Influences and consequences (e.g. food, crops, plants, government, technology, medicine, language, disease, slavery) ○ Northwest Passage: England, France and the Netherlands search for route to Asia ○ French and British Rivalry/Protestant Reformation ○ New France: Explorers, Claims
SS.8.G.2.3	Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.	
SS.8.G.3.1	Locate and describe in geographic terms the major ecosystems of the United States.	
SS.8.G.3.2	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time	
SS.8.G.4.1	Interpret population growth and other demographic data for any given place in the United States throughout its history.	

<p>SS.8.G.4.2</p> <p>SS.8.G.4.3</p> <p>SS.8.G.4.4</p> <p>SS.8.G.4.5</p> <p>SS.8.G.4.6</p> <p>SS.8.G.4.5</p> <p>SS.8.G.5.2</p> <p>SS.8.G.6.1</p> <p>SS.8.G.6.2</p>	<p>Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.</p> <p>Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.</p> <p>Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.</p> <p>Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.</p> <p>Use political maps to describe changes in boundaries and governance throughout American history.</p> <p>Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.</p> <p>Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.</p> <p>Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.</p> <p>Illustrate places and events in U.S. history through the use of narratives and graphic representations.</p>	<p>and Settlement</p> <ul style="list-style-type: none"> ○ New Netherland: Explorers, Claims and Settlements ○ First English Settlements: Roanoke and Jamestown; Key Individuals: e.g., Walter Raleigh, John White, John Smith, Pocahontas, John Rolfe <ul style="list-style-type: none"> ● GEOGRAPHY OF THE UNITED STATES <ul style="list-style-type: none"> ○ Six Essential Elements ○ Physical Maps: U.S. Physical regions, major landforms, major bodies of water ○ Political Maps: 50 states and capitals, territories ○ Special Purpose Maps: climate, population ○ Comparison of Physical Features of Western hemisphere to North America ○ Human Geography: <ul style="list-style-type: none"> ▪ Origin of First Americans in North America (Beringia); ▪ Early Cultures of the Southwest (Hohokam, Anasazi) and the Ohio River Valley (Hopewell and Mississippian Mound Builders); ▪ Native American Culture Areas,(tribal groups, climate, dwellings, food; e.g. Arctic - Inuit)
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INSTRUCTIONAL RESOURCES

Vocabulary/Identification

Middle Ages, feudalism, manor, Crusades, classical, Renaissance, technology, magnetic compass, astrolabe, caravel, Mansa Musa, line of demarcation, Queen Isabella, Christopher Columbus, conquistador, Hernando Cortes, Francisco, Pizarro, Laws of the Indies, presidio, mission, peninsulares, creoles, mestizo, encomienda, Ferdinand Magellan, strait, circumnavigate, conquistador, tribute, pueblo, plantation, mercantilism, Columbian Exchange, Northwest Passage, Henry Hudson, Protestant Reformation, Prince Henry the Navigator, Samuel de Champlain, Robert de La Salle, John White, Virginia Company, John Smith, John Rolfe

Geography Vocabulary (Covered all year):

absolute location, basin, bay, canyon, cape, channel, cliff, continent, cultural feature, delta, divide, downstream, elevation, Equator, glacier, gulf, harbor, highland, hill, island, isthmus, lake, latitude, longitude, lowland, map, meridian, mesa, mountain, mountain peak, mountain range, mouth, ocean, ocean current, parallel, peninsula, physical feature, plain, plateau, Prime Meridian, relief, river, sea, seacoast, sea level, sound, source, strait, tributary, upstream, valley, volcano, glacier, Beringia, culture, adobe, pueblo, culture area, igloo, kayak, Hogan, tepee, travois, kiva, potlatch, long house, sachem

Technology- Some URL's may need to be copied and pasted into your browser if the link does not work.

Animated Atlas: "Growth of a Nation"

<http://www.animatedatlas.com/movie2.html>

Early Native Americans and US History Interactive Map:

<http://www.learner.org/interactives/historymap/indians.html>

Suggested Activities

Have students analyze primary sources by accessing the worksheets developed by the Education Staff of the National Archives and Records Administration:

<http://www.archives.gov/education/lessons/worksheets/>

Have students write a five paragraph expository essay explaining to the reader the impact of European exploration on Native American cultures.

Have students create trading or playing cards for European explorers during this time period (i.e., explorer's name, country of origin, date of exploration, trip, and significant contribution) and then have them create a class collage of explorers.

Have students compare and contrast the colonization of the two European powers (e.g. French v. English) using a Venn Diagram.

Have students plot the routes of various explorers on a world map.

Have students create a map of the world that illustrates the flow of items in the Columbian Exchange.

Have students research the various items that were exchanged through the Columbian Exchange. Then students draw a visual symbol for each item, and conduct a simulation of the exchange in class. Students on each side of the room will take turns physically exchanging the "items" from one group to another.

Geography / Skillbuilding Activities

Have students analyze primary sources by accessing the worksheets developed by the Education Staff of the National Archives and Records Administration:

<http://www.archives.gov/education/lessons/worksheets/>

<p>Jamestown - Current archeological findings www.HistoricJamestowne.org</p> <p>Virtual Jamestown Website: http://www.virtualjamestown.org/interactive.html</p> <p>Colonial Williamsburg Virtual Map: http://www.history.org/almanack/tourthetown/</p> <p>National Park Service – Department of the Interior www.nps.gov/colo</p>	<p>Have students create a travel brochure for a region of the United States, including pictures and text describing physical features, major cities, resources, attractions, etc.</p> <p>Have students plan a U.S.A. road trip. Students will create a map showing their route, compile pictures of physical features of the regions through which they will be travelling, determine distance and calculate amount and cost of gasoline, and identify historical sites they plan to visit. Possible formats can include poster, booklet, PowerPoint, project board.</p> <p>Have students create a poster for one of the 50 states, including information and pictures about the state's history, economy, and geographic features.</p> <p>Have students research a particular culture group of early Native Americans, focusing on their relationship to the environment (e.g. Iroquois in Northeastern woodlands), and write a 5 paragraph essay explaining how the environment influenced that culture.</p> <p>Create a diorama or an artifact to represent the culture and environment of an early Native American group.</p>
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ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP

COURSE #: 2100010	COURSE NAME: MS American History Topic: Colonial America	QUARTER: 1 Pacing: 9 Blocks
UNIT/ORGANIZING PRINCIPLE/STRAND:	Standard 2: Examine the causes, course, and consequences of British settlement in the American colonies	
Identification System of Standards and Benchmarks	BENCHMARK	ESSENTIAL CONTENT
SS.8.A.2.1 SS.8.A.2.2 SS.8.A.2.3 SS.8.A.2.4 SS.8.A.2.5 SS.8.A.2.6 SS.8.A.2.7 SS.8.E.1.1	Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America. Compare the characteristics of the New England, Middle, and Southern colonies. Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources. Identify the impact of key colonial figures on the economic, political, and social development of the colonies. Discuss the impact of colonial settlement on Native American populations. Examine the causes, course, and consequences of the French and Indian War. Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America. Examine motivating economic factors that influenced the development	<p>Required DBQ Project Lesson: "Jamestown: Why Did So Many Colonists Die?"</p> <ul style="list-style-type: none"> • COLONIAL AMERICA <ul style="list-style-type: none"> ○ New England Colonies <ul style="list-style-type: none"> ▪ Pilgrims (Separatist) and Puritans Come to America ▪ The Settlement of Connecticut, Rhode Island, and New Hampshire ○ Middle Colonies <ul style="list-style-type: none"> ▪ English Take Over New York and New Jersey: Diverse Population ▪ William Penn's Holy Experiment: Pennsylvania and Delaware ▪ Land of Plenty: Breadbasket Colonies ○ Southern Colonies <ul style="list-style-type: none"> ▪ Maryland: Haven For Catholics ▪ Virginia: Bacon's Rebellion ▪ The Carolinas ▪ Georgia: Haven for Debtors ▪ Tidewater v. Backcountry ▪ The institution of slavery: Middle

	<p>of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.</p>	<p>Passage</p> <ul style="list-style-type: none"> ▪ African Cultural Influences
SS.8.E.2.1	<p>Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.</p>	<ul style="list-style-type: none"> ○ Growth and Economic Activity of the Colonies: <ul style="list-style-type: none"> ▪ New England: Economic Activity; Triangular Trade ▪ Middle Colonies: Economic Activity; Cash Crops, diverse population ▪ Southern Colonies: Economic Activities; Cash Crops, plantation life
SS.8.E.2.2	<p>Explain the economic impact of government policies.</p>	
SS.8.E.2.3	<p>Assess the role of Africans and other minority groups in the economic development of the United States.</p>	
SS.8.E.3.1	<p>Evaluate domestic and international interdependence.</p>	
SS.8.C.1.1	<p>Identify the constitutional provisions for establishing citizenship.</p>	
SS.8.C.1.2	<p>Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.</p>	<ul style="list-style-type: none"> ▪ England and Mercantilism: Navigation Acts ▪ English Rights: The Glorious Revolution, English Bill of Rights, and self-rule ▪ Colonial Government: Charter, Proprietary, and Royal Colonies; Voting Rights
SS.8.C.1.3	<p>Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.</p>	<ul style="list-style-type: none"> ○ Religion and Culture in the Colonies: The Great Awakening - Causes and Effects; The Enlightenment and Benjamin Franklin; Education; Freedom of the Press and Peter Zenger
SS.8.C.1.4	<p>Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.</p>	<ul style="list-style-type: none"> ○ European Conflicts Spread to North America: France and Britain Compete for Ohio River Valley; Native Americans take sides; The Iroquois Confederacy; Fort Necessity; The Albany Plan of Union
SS.8.C.2.1	<p>Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.</p>	<ul style="list-style-type: none"> ○ French and Indian War: Britain declares war on France; William Pitts leads to victory; Battle of Quebec ○ The Treaty of Paris of 1763

INSTRUCTIONAL RESOURCES

Vocabulary/Identification

charter, joint-stock company, burgesses, dissent, persecute, Puritan, Separatist, Pilgrim, Mayflower Compact, John Winthrop, Great Migration toleration, Roger Williams, patroon, pacifist, indentured servant, Fundamental Orders of Connecticut, constitution, debtor, tenant farmer, mission, subsistence farming, triangular trade, cash crop, diversity, Tidewater, backcountry, overseer, mercantilism, export, import, smuggling, charter colony, proprietary colony, royal colony, Mason – Dixon Line, James Oglethorpe, apprentice, literacy, Iroquois Confederacy, militia, alliance, speculator

Technology- Some URL's may need to be copied and pasted into your browser if the link does not work.

Animated Atlas: "Growth of a Nation"

<http://www.animatedatlas.com/movie2.html>

Background to English Settlement and Colonization of America:

<http://www.scribd.com/doc/4340239/-Background-to-English-Settlement-Colonization>

Virtual Jamestown Website:

<http://www.virtualjamestown.org/interactive.html>

"Plymouth Plantation" Interactive Website:

<http://www.plimoth.org/>

Information and Primary Sources on America as a "Religious Refuge"

<http://www.loc.gov/exhibits/religion/rel01.html>

Clothing in the 18th Century Interactive Website:

http://www.history.org/history/teaching/dayinthelife/interact_dress.cfm

Suggested Activities

Have students analyze primary sources by accessing the worksheets developed by the Education Staff of the National Archives and Records Administration:

<http://www.archives.gov/education/lessons/worksheets/>

Have students create a tab booklet for the 13 colonies. Write how the regional differences contributed to the social, political, and economic differences of the United States.

Have students create travel ads for each colonial region (New England, Middle, Southern Colonies) to encourage settlers to choose to settle in that particular region. Highlight information about the resources and economic activities found in that particular region.

Have students create a special-purpose map of the 13 colonies with symbols to show major economic resources produced in the colonies. Include a map key explaining these symbols.

Have students research and then write an encyclopedia article about one of the 13 original colonies. The article should include information on history, culture, economy, and geography of the colony.

Have students write a journal entry from the perspective of an African slave describing their experience on the journey across the Atlantic (Middle Passage).

Have students write a five paragraph essay to explain why most Native Americans sided with the French during the French and Indian War.

Have students prepare a TV news show with "live" coverage of the Battle of Quebec. Roles can include roving correspondents to

<p>Colonial Williamsburg Virtual Map: http://www.history.org/almanack/tourthetown/ Maps of French and Indian War: http://www.masshist.org/maps/Blodget/2724_Blodget.htm</p>	<p>interview generals and troops; news anchors to introduce and host the show; reporters interviewing civilians; and actors for commercials.</p> <p>Have students research the roles of Native Americans, women, and slaves in colonial times and create a poster board or PowerPoint presentation to present to the class.</p> <p><u>Assessment</u> Develop rubrics and share with students for each of the above mentioned projects in order to increase opportunities for mastery of content and historical thinking skills. Each project or assignment should be assessed for content accuracy and skill development in terms of writing and reading comprehension.</p>
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ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP

COURSE #: 2100010	COURSE NAME: MS American History Topic: The Road to Independence/ Causes of the Revolutionary War	QUARTER: 1 Pacing: 7 Blocks
UNIT/ORGANIZING PRINCIPLE/STRAND:	Standard 3: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.	
Identification System of Standards and Benchmarks	BENCHMARK	ESSENTIAL CONTENT
SS.8.A.3.1	Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.	<ul style="list-style-type: none"> • ROAD TO INDEPENDENCE <ul style="list-style-type: none"> ○ Consequences of French and Indian War (e.g. French lands lost; Pontiac’s War) ○ British Policies (e.g., The Proclamation of 1763, Writs of Assistance, Stamp Act, Townshend Acts, Tea Act) ○ Colonial Reaction (e.g., the Stamp Act Congress, protest, “no taxation without representation, Sons of Liberty, Daughters of Liberty, Boston Tea Party) ○ Leaders (e.g., Samuel Adams, John Adams, Patrick Henry, Mary Otis Warren) ○ Significant events (e.g., Boston Massacre, Lexington and Concord) ○ First Continental
SS.8.A.3.2	Explain American colonial reaction to British policy from 1763 - 1774.	
SS.8.A.3.3	Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.	
SS.8.A.3.4	Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.	
SS.8.A.3.8	Examine individuals and groups that affected political and social motivations during the American Revolution.	
SS.8.A.3.5	Describe the influence of individuals on social and political developments during the Revolutionary era.	
SS.8.A.3.6	Examine the causes, course, and consequences of the American Revolution.	
SS.8.A.3.7	Examine the structure, content, and consequences of the Declaration of Independence.	

SS.8.A.3.15	Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).	Congress <ul style="list-style-type: none"> ▪ Colonial Militias ▪ Minutemen ○ Common Sense by Thomas Paine (1776) ○ Second Continental Congress <ul style="list-style-type: none"> ▪ Olive Branch Petition ▪ Declaration of Independence
SS.8.A.3.16	Examine key events in Florida history as each impacts this era of American history.	
SS.8.E.1.1	Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.	
SS.8.E.2.1	Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.	
SS.8.E.2.2	Explain the economic impact of government policies.	
SS.8.E.2.3	Assess the role of Africans and other minority groups in the economic development of the United States.	
SS.8.E.3.1	Evaluate domestic and international interdependence.	
SS.8.C.1.1	Identify the constitutional provisions for establishing citizenship.	
SS.8.C.1.2	Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.	
SS.8.C.1.3	Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.	
SS.8.C.1.4	Identify the evolving forms of civic and political participation from the colonial period through Reconstruction	
SS.8.C.2.1	Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.	

INSTRUCTIONAL RESOURCES

Vocabulary/Identification

revenue, writs of assistance, resolution, effigy, boycott, nonimportation, repeal, propaganda, committee of correspondence, militia, minutemen, Loyalist, Patriot, petition, preamble, militia, George Washington, alliance, cede, duty, petition, writ of assistance, John Adams, Samuel Adams, monopoly, repeal, Benjamin Franklin

Technology- Some URL's may need to be copied and pasted into your browser if the link does not work.

Animated Atlas: "Growth of a Nation"

<http://www.animatedatlas.com/movie2.html>

Treaty of Paris Background Information:

<http://www.ohiohistorycentral.org/entry.php?rec=1857>

PBS – "Liberty!" – American Revolution Website

<http://www.pbs.org/ktca/liberty/index.html>

Declaration of Independence Website:

<http://www.archives.gov/exhibits/charters/declaration.html>

Gilder Lehman Institute of American History

<https://www.gilderlehrman.org/history-by-era/american-revolution-1763-1783>

"Too Late to Apologize" – Declaration of Independence Music Video

<http://www.youtube.com/watch?v=uZfRaWAtBVg>

Suggested Activities

Have students study the Declaration of Independence from the perspective of a break-up letter. This lesson has a very good hook and was shared by Robin Rucker from Gamble Rogers Middle School.

<https://www.teachingchannel.org/videos/teaching-declaration-of-independence>

Have students create a timeline of events leading to the War for Independence.

Have students create a three-column chart listing British policies/acts, description and colonial reaction to each.

Have students create a propaganda poster in support or against the British policies.

Have students write a five-paragraph essay explaining how Benjamin Franklin represents the Enlightenment.

Have students rewrite the Preamble of the Declaration of Independence in their own words.

Have students design a statue, plaque, or monument to commemorate a significant person or event from this time period.

Have students debate the viewpoints of members of the First Continental Congress and members of the British Parliament.

Have students create an advertisement poster/flyer to recruit members for one of the Revolutionary protest groups such as the Sons of Liberty. Posters should include a catchy slogan, reasons to join, visuals, and other relevant information.

ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP

COURSE #: 2100010	COURSE NAME: MS American History Topic: The American Revolution	QUARTER: 2 Pacing: 7 Blocks
UNIT/ORGANIZING PRINCIPLE/STRAND:	Standard 3: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.	
Identification System of Standards and Benchmarks	BENCHMARK	ESSENTIAL CONTENT
SS.8.A.3.1 SS.8.A.3.2 SS.8.A.3.3 SS.8.A.3.4 SS.8.A.3.5 SS.8.A.3.6 SS.8.A.3.7 SS.8.A.3.8	<p>Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.</p> <p>Explain American colonial reaction to British policy from 1763 - 1774.</p> <p>Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.</p> <p>Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.</p> <p>Describe the influence of individuals on social and political developments during the Revolutionary era.</p> <p>Examine the causes, course, and consequences of the American Revolution.</p> <p>Examine the structure, content, and consequences of the Declaration of Independence.</p> <p>Examine individuals and groups that affected political and social motivations during the American Revolution.</p>	<p>Required DBQ Project Lesson: "Valley Forge: Would You Have Quit?"</p> <ul style="list-style-type: none"> • THE AMERICAN REVOLUTION <ul style="list-style-type: none"> ○ Contribution of the Founding Fathers (e.g., Thomas Jefferson, Benjamin Franklin, George Washington, John Hancock) ○ Patriots and Loyalists ○ American and British Strengths and Weaknesses ○ Events of the Revolution (e.g., Lexington and Concord, Bunker Hill, Battle of Saratoga, Battle of Trenton, Valley Forge, Yorktown) ○ Key Individuals: King

SS.8.A.3.15	Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).	George III, Ethan Allen, Benedict Arnold, William Prescott, John Paul Jones, Nathan Hale, Charles Cornwallis, John Burgoyne
SS.8.A.3.16	Examine key events in Florida history as each impacts this era of American history.	<ul style="list-style-type: none"> ○ African Americans (e.g., Peter Salem, Crispus Attucks, Peter Williams, Agrippa Hull) ○ Women (e.g., Mary Ludwig Hays, Molly Pitcher, Deborah Sampson) ○ Foreign Volunteers: Marquis de Lafayette, Thaddeus Kosciusko, Casimir Pulaski, Bernardo De Galvez, Friedrich Von Steuben ○ Treaty of Paris of 1783/Consequences

INSTRUCTIONAL RESOURCES

Vocabulary/Identification

neutral, mercenary, recruit, desert, inflation, privateer, guerrilla warfare, ratify, ambush, enlist, civilian, continental, John Paul Jones, George Rogers Clark, Bernardo de Galvez, Marquis de Lafayette, Friedrich von Steuben, cavalry, Nathan Hale, blockade, George Washington

Technology- Some URL's may need to be copied and pasted into your browser if the link does not work.

Animated Atlas: "Growth of a Nation"

<http://www.animatedatlas.com/movie2.html>

George Washington Website – Primary Sources, Timeline, Multimedia, etc:

<http://www.pbs.org/georgewashington/index.html>

Library of Congress Primary Sources on the Revolutionary War:

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/amrev/south/south.html>

Virtual tour of Paul Revere's Ride:

<http://www.paulreverehouse.org/ride/>

Timeline of the Revolution:

http://www.pbs.org/ktca/liberty/chronicle_timeline.html

PBS Website – Benjamin Franklin:

<http://www.pbs.org/benfranklin/index.html>

Suggested Activities

Have students analyze primary sources by accessing the worksheets developed by the Education Staff of the National Archives and Records Administration: <http://www.archives.gov/education/lessons/worksheets/>

Have students create a Revolutionary War timeline to include major milestones. Draw pictures to illustrate events.

Have students divide the class in to two groups of "Loyalist" and "Patriots." Have students then debate the different points of view, giving at least 3 reasons supporting their pro-independence or anti-independence perspective. Students can then write a 5-paragraph persuasive essay convincing the reader of their point of view.

Have students work in cooperative groups, students can create a board game of Revolutionary War battles. Groups will create a game board, write rules for the game, create playing pieces, and design playing cards.

Have students work in cooperative groups and research an event from the American Revolution and create a news broadcast based on that event. One student should role-play the news anchor and another, the on-the-scene reporter.

Have students design a plaque or statue to commemorate an important person from the Revolutionary War period.

Have students research and write an encyclopedia article for one of the Founding Fathers.

Have students simulate a press-conference to review the conclusion of the American Revolution. Volunteer students can take on the various roles (Jean Baptiste de Rochambeau, Anthony Wayne, Charles Cornwallis, George Washington, and General Clinton). Remaining students can play the roles of the reporters and ask questions about the end of the war.

ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP		
COURSE #: 2100010	COURSE NAME: MS American History Topic: Creating a Republic	QUARTER: 2 Pacing: 3 Blocks
UNIT/ORGANIZING PRINCIPLE/STRAND:	Standard 3: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.	
Identification System of Standards and Benchmarks	BENCHMARK	ESSENTIAL CONTENT
SS.8.A.3.9	Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.	<ul style="list-style-type: none"> • CREATING A REPUBLIC <ul style="list-style-type: none"> ○ Articles of Confederation 1777 (strengths and weakness) ○ Settlement of the Northwest Territory: Land Ordinance of 1785, Northwest Ordinance of 1787 ○ Shays Rebellion 1786 ○ Constitutional Convention of 1787 (Virginia Plan, New Jersey Plan, Great Compromise, Three-fifths Compromise, Electoral College) ○ Key Delegates (e.g., James Madison, Benjamin Franklin, George Washington, Alexander Hamilton) ○ British/European Influence: Magna Carta, English Bill of Rights, Baron of Montesquieu, John Lock, ○ Fundamental Principles: Popular Sovereignty, Rule of Law, Separation of Powers, Checks and Balances, Federalism ○ The Constitution (Preamble, Articles, Bill of Rights) ○ Federalist v. Antifederalist ○ Ratification of U.S. Constitution - 1789
SS.8.A.3.10	Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).	
SS.8.A.3.11	Analyze support and opposition (Federalists, Federalist Papers, Anti-Federalists, Bill of Rights) to ratification of the U.S. Constitution.	
SS.8.A.3.15	Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).	
SS.8.A.3.16	Examine key events in Florida history as each impacts this era of American history.	
SS.8.C.1.3	Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.	

SS.8.C.1.4	Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.	
SS.8.C.1.5	Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.	
SS.8.C.1.6	Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.	
SS.8.C.2.1	Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.	

INSTRUCTIONAL RESOURCES

Vocabulary/Identification

constitution, bicameral, republic, petition, ordinance, depreciate, depression, manumission, proportional, compromise, Enlightenment, federalism, article, legislative branch, executive branch, Electoral College, judicial branch, checks and balances, ratify, Federalist, Antifederalist, amendment

Technology- Some URL's may need to be copied and pasted into your browser if the link does not work.

Animated Atlas: "Growth of a Nation"

<http://www.animatedatlas.com/movie2.html>

Comparing the Constitution and Articles of Confederation:

<http://www.usconstitution.net/constconart.html>

Articles of Confederation Primary Source:

http://avalon.law.yale.edu/18th_century/artconf.asp

Teaching the Constitutional Convention:

<http://teachingamericanhistory.org/convention/>

Virginia Plan Primary Source:

<http://www.ourdocuments.gov/doc.php?flash=true&doc=7>

Gilder Lehman Institute

<https://www.gilderlehrman.org/history-by-era/new-nation-1783-1815>

Suggested Activities

DBQ Project Lesson: "How Did the Constitution Guard Against Tyranny?"

Have students analyze primary sources by accessing the worksheets developed by the Education Staff of the National Archives and Records Administration: <http://www.archives.gov/education/lessons/worksheets/>

Have students conduct a mock Constitutional Convention, assigning students the role of a delegate to the convention. Students should research their role and prepare a biographical sketch of their person. Additionally, students will simulate the debates during the Constitutional Convention.

Have students prepare for and participate in a debate on the ratification of the United States Constitution.

Have students read an article from the Federalist Papers and analyze using the document analysis worksheets found at the above link.

Have students create a political cartoon reflecting Washington's viewpoint of Shay's Rebellion (Washington is quoted as wondering whether "mankind, when left to themselves, are unfit for their own government."). Alternatively, students could create a political cartoon reflecting Jefferson's viewpoint ("A little rebellion, now and then, is a good thing.")

Have students create collages depicting Americans exercising the rights, duties, or responsibilities of US citizens.

ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP

COURSE #: 2100010	COURSE NAME: MS American History Topic: The New Nation		QUARTER: 2 Pacing: 3 Blocks
UNIT/ORGANIZING PRINCIPLE/STRAND:	Standard 3: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.		
Identification System of Standards and Benchmarks	BENCHMARK	ESSENTIAL CONTENT	
SS.8.A.3.11 SS,8.A.3.12 SS.8.A.3.13 SS,8.A.3.15 SS.8.A.3.16 SS.8.C.1.5 SS.8.C.1.6	<p>Analyze support and opposition (Federalists, Federalist Papers, Anti-Federalists, Bill of Rights) to ratification of the U.S. Constitution.</p> <p>Examine the influences of George Washington's presidency in the formation of the new nation.</p> <p>Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.</p> <p>Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).</p> <p>Examine key events in Florida history as each impacts this era of American history.</p> <p>Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.</p> <p>Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.</p>	<ul style="list-style-type: none"> • THE NEW NATION <ul style="list-style-type: none"> ○ Bill of Rights - 1791 ○ First President – George Washington ○ Organizing the Government: Five Executive Departments, Federal Court System (Judiciary Act of 1789) ○ Hamilton’s Plan to Strengthen the Economy ○ Traditions established by first president ○ Washington’s Belief in Isolationism (Jay’s Treaty) ○ Washington’s Farewell address ○ Emergence of Political Parties: Hamiltonians and Jeffersonians; Federalist and Republicans ○ The Election of 1796 ○ Adam's Presidency <ul style="list-style-type: none"> ▪ XYZ Affair ▪ Federalist Party Splits ▪ Alien and Sedition Acts 	

INSTRUCTIONAL RESOURCES

Vocabulary/Identification

precedent, cabinet, national debt, bond, speculator, unconstitutional, tariff, neutrality, impressments, partisan, implied powers, caucus, alien, sedition, nullify, states' rights

Technology- Some URL's may need to be copied and pasted into your browser if the link does not work.

Animated Atlas: "Growth of a Nation"

<http://www.animatedatlas.com/movie2.html>

Bill of Rights Primary Sources:

http://www.archives.gov/exhibits/charters/bill_of_rights.html

Bill of Rights Interactive Game:

<http://constitutioncenter.org/billofrightsgame/>

George Washington Website – Primary Sources, Timeline, Multimedia, etc:

<http://www.pbs.org/georgewashington/index.html>

John Adams Biography:

<http://www.whitehouse.gov/about/presidents/johnadams>

Suggested Activities

Have students analyze primary sources by accessing the worksheets developed by the Education Staff of the National Archives and Records Administration:

<http://www.archives.gov/education/lessons/worksheets/>

Have students compare and contrast the presidencies of Washington and Adams using a Venn Diagram.

Have students create an illustration of one of the basic rights found in the Bill of Rights and then explain the symbolism in writing.

Have students collect current event news articles relating to one of the rights found in the Bill of Rights.

Have students write and perform a skit showing examples of how amendments in the Bill of Rights are applied in modern times.

Have students write an expository essay explaining why the Bill of Rights was added to the Constitution.

Have students write an expository essay explaining how George Washington shaped the American presidency.

Have students divide into two groups representing the Federalists and Democratic-Republicans. Students in each group should think of reasons why people should join their party, and then create a recruitment advertisement.

ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP

COURSE #: 2100010	COURSE NAME: MS American History Topic: The Jefferson Era / War of 1812	QUARTER: 2 Pacing: 5 Blocks
UNIT/ORGANIZING PRINCIPLE/STRAND:	Standard 3: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.	
Identification System of Standards and Benchmarks	BENCHMARK	ESSENTIAL CONTENT
SS.8.A.3.14 SS.8.A.3.15 SS.8.A.3.16 SS.8.A.4.1 SS.8.A.4.2 SS.8.A.4.3 SS.8.A.4.4	<p>Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.</p> <p>Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).</p> <p>Examine key events in Florida history as each impacts this era of American history.</p> <p>Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).</p> <p>Describe the debate surrounding the spread of slavery into western territories and Florida.</p> <p>Examine the experiences and perspectives of significant individuals and groups during this era of American History.</p> <p>Discuss the impact of westward expansion on cultural practices and migration</p>	<ul style="list-style-type: none"> • THE JEFFERSON ERA <ul style="list-style-type: none"> ○ Election of 1800: Election of Thomas Jefferson ○ Louisiana Purchase ○ Lewis and Clark Expedition ○ Judicial Review of 1789 (Marbury v. Madison) ○ American Neutrality: War with Tripoli, British impressments, Embargo Act, Nonintercourse Act ○ Election of 1808: Election of James Madison ○ Nationalism and the War Hawks ○ Western Conflicts: Battle of Tippecanoe ○ War of 1812 ○ Treaty of Ghent - 1814

	patterns of Native American and African slave populations.	
SS.8.A.4.12	Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.	
SS.8.E.1.1	Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.	
SS.8.E.2.2	Explain the economic impact of government policies.	
SS.8.G.1.2	Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.	
SS.8.G.2.2	Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.	
SS.8.G.2.3	Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.	
SS.8.G.4.1	Interpret population growth and other demographic data for any given place in the United States throughout its history.	
SS.8.G.4.2	Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.	
SS.8.G.4.3	Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.	

INSTRUCTIONAL RESOURCES

Vocabulary/Identification

laissez-faire, customs duties, judicial review, Conestoga wagon, secede, tribute, neutral rights, impressment, embargo, War Hawks, nationalism, frigate, privateer, Dolly Madison, Andrew Jackson, Tecumseh, Henry Clay, Battle of New Orleans

Technology- Some URL's may need to be copied and pasted into your browser if the link does not work.

Animated Atlas: "Growth of a Nation"

<http://www.animatedatlas.com/movie2.html>

Monticello Website with Jefferson Biography, Timeline, Multimedia, etc:

<http://www.monticello.org/jefferson/index.html>

Lewis and Clark Exhibit:

http://www.lewisandclarkexhibit.org/cd_index_flash.html

Discovering Lewis and Clark Interactive Website:

<http://www.lewis-clark.org/>

War of 1812 Website:

<http://www.galafilm.com/1812/e/intro/index.html>

Landmark Supreme Court Cases – *Marbury v. Madison*:

<http://www.streetlaw.org/en/Case.1.aspx>

Suggested Activities

Have students analyze primary sources by accessing the worksheets developed by the Education Staff of the National Archives and Records Administration: <http://www.archives.gov/education/lessons/worksheets/>

Have students draw a two-part timeline that identifies important people and events from the Jefferson Era.

Have students role-play or dramatize about the events and people related to the Louisiana Purchase and/or Lewis and Clark expedition.

Have students map the route of Lewis and Clark on a U.S. physical map, labeling physical features.

Have students write a journal entry from the perspective of Lewis or Clark describing their experiences on the expedition.

Have students write a five paragraph essay comparing and contrasting the economic benefits of the Louisiana Territory from the American, French, and Spanish perspectives.

Have students research the value of US imports and exports from 1800 to 1820, and then make a line graph depicting this information.

Have students work in small groups to organize a campaign to convince President Jefferson that paying tributes to Barbary pirates is a bad idea. Have each student choose a specific role in the project: writing letters, preparing and designing posters, and writing and delivering speeches.

Have students create a class mural showing various events from the War of 1812. Possibilities include the Battle of Lake Erie, the shelling of the *Guerriere* and the defeat of the Creek at the Battle of Horseshoe Bend.

ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP

COURSE #: 2100010	COURSE NAME: MS American History Topic: Growth and Expansion (1790 – 1825)	QUARTER: 3 Pacing: 3 Blocks
UNIT/ORGANIZING PRINCIPLE/STRAND:	Standard 3: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation. Standard 4: Demonstrate and understanding of the domestic and international causes, courses and consequences of westward expansion.	
Identification System of Standards and Benchmarks	BENCHMARK	ESSENTIAL CONTENT
SS.8.A.3.15	Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, and working class).	<ul style="list-style-type: none"> • GROWTH AND EXPANSION: 1790-1825 <ul style="list-style-type: none"> ○ Industrial Revolution <ul style="list-style-type: none"> ▪ Colonial Production of Goods before the mid-1700s (by Hand, Human and Animal Power), ▪ Production of Goods in Great Britain after the mid- 1700s (by Machines, Steam and Electric Power) ▪ Inventions (e.g., Spinning Jenny, Water Frame, Factory System) ▪ First American Spinning Mill (Samuel Slater and Moses Brown) ▪ Lowell Mills: Francis Cabot Lowell and the Boston Associates
SS.8.A.3.16	Examine key events in Florida history as each impact this era of American history.	
SS.8.A.4.1	Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).	
SS.8.A.4.2	Describe the debate surrounding the spread of slavery into western territories and Florida.	
SS.8.A.4.3	Examine the experiences and perspectives of significant individuals and groups during this era of American History.	
SS.8.A.4.4	Discuss the impact of westward expansion on cultural practices and migration	

	patterns of Native American and African slave populations.	
SS.8.A.4.5	Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.	
SS.8.A.4.6	Identify technological improvements (inventions/inventors) that contributed to industrial growth.	
SS.8.A.4.7	Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.	
SS.8.A.4.8	Describe the influence of individuals on social and political developments of this era in American History.	
SS.8.A.4.9	Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.	
SS.8.A.4.10	Analyze the impact of technological advancements on the agricultural economy and slave labor.	
SS.8.A.4.11	Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.	
SS.8.A.4.12	Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.	
SS.8.A.4.17	Examine key events and peoples in Florida history as each impact this era of American history.	
SS.8.A.4.18	Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.	
SS.8.E.1.1	Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs,	<ul style="list-style-type: none"> ▪ Work Force: Women and Children ▪ Eli Whitney: Cotton Gin and Interchangeable Parts ▪ Growth of Cities ○ Improvement of Transportation: roads, turnpikes, bridges, steamboats (e.g., Clermont), canals (e.g., Erie Canal) ○ Westward Expansion: Early roads west: National Road, Wilderness Road, Seneca Road, Lancaster Turnpike ○ Era of Good Feelings: James Monroe's Presidency; second Bank of the United States; Tariff of 1816; Rush-Bagot Treaty 1817; Convention of 1818; Adams-Onis Treaty of 1819; Monroe Doctrine of 1823 <p>Rise of Sectionalism: Section leaders - Henry Clay (West), Daniel Webster (North), John C. Calhoun (South); Missouri Compromise; American System; McCulloch v. Maryland; Gibbons v. Ogden</p>

	incentives, profits, and entrepreneurial aspects.	
SS.8.E.2.2	Explain the economic impact of government policies.	
SS.8.G.1.2	Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.	
SS.8.G.2.2	Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.	
SS.8.G.2.3	Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.	
SS.8.G.4.1	Interpret population growth and other demographic data for any given place in the United States throughout its history.	
SS.8.G.4.2	Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.	
SS.8.G.4.3	Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.	

INSTRUCTIONAL RESOURCES

Vocabulary/Identification

Industrial Revolution, capitalism, capital, free enterprise, technology, cotton gin, patent, factory system, interchangeable parts, census, turnpike, canal, lock, sectionalism, internal improvements, American System, disarmament, demilitarize, court-martial

Technology- Some URL's may need to be copied and pasted into your browser if the link does not work.

Animated Atlas: "Growth of a Nation"

<http://www.animatedatlas.com/movie2.html>

Central Pacific Railroad Photographic History Museum

<http://www.cpr.org/Museum/index.html>

PBS American Experience's "Transcontinental Railroad"

<http://www.pbs.org/wgbh/americanexperience/films/tcrr/>

PBS's "New Perspectives on The West"

<http://www.pbs.org/weta/thewest/program/>

University of Massachusetts Lowell, Center for Lowell History "Mill Life in Lowell 1820-1880" <http://library.uml.edu/clh/mo.htm>

Monroe Doctrine <http://www.americanpresidents.org/>

Suggested Activities

Have students analyze primary sources by accessing the worksheets developed by the Education Staff of the National Archives and Records Administration: <http://www.archives.gov/education/lessons/worksheets/>

Have students create a chart listing advancement that occurred in technology and transportation during the Industrial Revolution.

Have students research conditions in the factories during the Industrial Revolution (women, men, children, African-Americans).

Have students compare and contrast the view points of the North, South, and West in regards to Henry Clay's American System. Have students debate the viewpoints of each area.

Have students write a five paragraph expository essay explaining why the time period was called the "Era of Good Feeling."

Have students draw a flow chart that shows the changes that occurred as a result of the Industrial Revolution.

Have students look at the circumstances surrounding the issuance of the Monroe Doctrine and write to explain its impact on American influence abroad.

Have students write and act out a skit showing the challenges people travelling west via Conestoga wagon would face.

Have students write to explain how the War of 1812 influenced the dawn of the Industrial Revolution.

ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP

COURSE #: 2100010	COURSE NAME: MS American History Topic: Jacksonian Democracy 1824 - 1845	QUARTER: 3 Pacing: 5 Blocks
UNIT/ORGANIZING PRINCIPLE/STRAND:	Standard 4: Demonstrate and understanding of the domestic and international causes, courses and consequences of westward expansion.	
Identification System of Standards and Benchmarks	BENCHMARK	ESSENTIAL CONTENT
SS.8.A.4.1 SS.8.A.4.2 SS.8.A.4.3 SS.8.A.4.4 SS.8.A.4.5 SS.8.A.4.6 SS.8.A.4.7	<p>Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).</p> <p>Describe the debate surrounding the spread of slavery into western territories and Florida.</p> <p>Examine the experiences and perspectives of significant individuals and groups during this era of American History.</p> <p>Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.</p> <p>Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.</p> <p>Identify technological improvements (inventions/inventors) that contributed to industrial growth.</p> <p>Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.</p>	<ul style="list-style-type: none"> • JACKSONIAN DEMOCRACY <ul style="list-style-type: none"> ○ Election of 1824: The Corrupt Bargain, John Q. Adams' Unpopular Presidency ○ New Political Parties: Whigs and Democrats ○ Election of 1828: Andrew Jackson - a "Common Man" ○ Spoils System and the Kitchen Cabinet ○ Banking Crisis: Jackson Vetoes the Bank Charter ○ States' rights vs. Federal Rights: Tariff of Abominations 1828, Nullification Crisis, Resignation of Vice President Calhoun ○ Indian Removal Act 1830: Trail of Tears (1831), Seminole Wars (1835 – 1842), Worcester v. Georgia (1832)

SS.8.A.4.8	Describe the influence of individuals on social and political developments of this era in American History.	
SS.8.A.4.10	Analyze the impact of technological advancements on the agricultural economy and slave labor.	
SS.8.A.4.11	Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.	<ul style="list-style-type: none"> ○ Election of 1836 – Martin Van Buren and the Panic of 1837 ○ Election of 1840: William Henry Harrison and the Log Cabin Campaign; Death of W.H. Harrison; Vice President Tyler First to Succeed a President 1841 - 1845
SS.8.A.4.13	Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.	
SS.8.A.4.14	Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).	
SS.8.A.4.15	Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.	
SS.8.A.4.16	Identify key ideas and influences of Jacksonian democracy.	
SS.8.A.4.17	Examine key events and peoples in Florida history as each impact this era of American history.	
SS.8.A.4.18	Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.	

INSTRUCTIONAL RESOURCES

Vocabulary/Identification

favorite son, majority, plurality, mudslinging, landslide, suffrage, bureaucracy, spoils system, caucus, nominating convention, tariff, nullify, secede, relocate, guerrilla tactics, veto, depression, laissez-faire, log cabin campaign

Technology- Some URL's may need to be copied and pasted into your browser if the link does not work.

Animated Atlas: "Growth of a Nation"

<http://www.animatedatlas.com/movie2.html>

Andrew Jackson

<http://www.americanpresidents.org/>

PBS "We Shall Remain": Trail of Tears

http://www.pbs.org/wgbh/amex/weshallremain/beyond_broadcast/teach_and_learn

Library of Congress Primary Documents in American History "Indian Removal Act" <http://www.loc.gov/>

Trail of Tears National Historic Trail

<http://www.nps.gov/trte/planyourvisit/maps.htm>

PBS's "Freedom: A History of US"

<http://www.pbs.org/wnet/historyofus/index.html>

PBS's "Africans in America:

<http://www.pbs.org/wgbh/aia/home.html>

Suggested Activities

Have students analyze primary sources by accessing the worksheets developed by the Education Staff of the National Archives and Records Administration: <http://www.archives.gov/education/lessons/worksheets/>

Have students pretend to be a reporter and write a short article about the Indian Removal Act (which point of view would you choose?).

Have students create a political cartoon depicting Andrew Jackson's Presidency.

Have students use a Venn Diagram analyzing States' rights and Federal rights.

Have students pretend Andrew Jackson supported the Supreme Court's decision in *Worcester v. Georgia*, and write a short story on what the future of the Cherokee tribe would have been.

Have students write a letter to the President reacting to the government's policies towards Native Americans, African Americans, or other minority groups in the voice of a member of one of those groups.

Have students compare and contrast the economic policies between President Jackson's era with the policies of the current U.S. presidential administration.

Have students write an essay that discusses the expansion of democracy in the United States under President's Jackson. Be sure to include specific examples.

Have students write a brief (one to two pages) biography on Andrew Jackson, and explain how he came to be seen as "a man of the people."

ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP

COURSE #: 2100010	COURSE NAME: MS American History Topic: Manifest Destiny (1813 – 1853)	QUARTER: 3 Pacing: 8 Blocks
UNIT/ORGANIZING PRINCIPLE/STRAND:	Standard 4: Demonstrate and understanding of the domestic and international causes, courses and consequences of westward expansion.	
Identification System of Standards and Benchmarks	BENCHMARK	ESSENTIAL CONTENT
SS.8.A.4.1 SS.8.A.4.2 SS.8.A.4.3 SS.8.A.4.4 SS.8.A.4.5 SS.8.A.4.6 SS.8.A.4.7	<p>Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).</p> <p>Describe the debate surrounding the spread of slavery into western territories and Florida.</p> <p>Examine the experiences and perspectives of significant individuals and groups during this era of American History.</p> <p>Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.</p> <p>Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.</p> <p>Identify technological improvements (inventions/inventors) that contributed to industrial growth.</p> <p>Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.</p>	<p>Required DBQ Project Lesson: “Was the United States Justified in Going to War With Mexico?”</p> <ul style="list-style-type: none"> • MANIFEST DESTINY: 1813-1853 <ul style="list-style-type: none"> ○ Acquisition of Florida : Andrew Jackson; Negro Fort; Adams Onis Treaty (1819) ○ Settlement of Oregon Territory: Four countries claim Oregon; Mountain Men; Jedediah Smith; Marcus and Narcissa Whitman; Oregon Trail; trading with Native Americans ○ Election of 1844: James K. Polk; Campaign slogan : “Fifty Four Forty or Fight” ○ Annexation of Texas: Tejanos; Moses Austin; Stephen Austin; Old Three

SS.8.A.4.8	Describe the influence of individuals on social and political developments of this era in American History.	Hundred; Texas War of Independence; General Santa Anna; Sam Houston; Davy Crockett; Jim Bowie; William B. Travis; Statehood in 1845
SS.8.A.4.9	Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.	<ul style="list-style-type: none"> ○ Mexican-American War: General Zachary Taylor Invades; U.S. Declares War in 1846; Polk's War Plan; Independent Republic of California; U.S. Navy invades California; Californios Rebel; Treaty of Guadalupe Hidalgo of 1848
SS.8.A.4.10	Analyze the impact of technological advancements on the agricultural economy and slave labor.	<ul style="list-style-type: none"> ○ Gold Rush: John Sutter's Mill; James Marshall; forty-niners; Californios and the Land Law of 1851; Levi Strauss' denims
SS.8.A.4.11	Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.	<ul style="list-style-type: none"> ○ Election of 1849: Zachary Taylor; California applies for statehood in 1850
SS.8.A.4.13	Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.	<ul style="list-style-type: none"> ○ Utah Territory: Joseph Smith; Mormons; Brigham Young; Deseret (Great Salt Lake); Utah applies for statehood in 1896
SS.8.A.4.14	Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).	<ul style="list-style-type: none"> ○ Territory of Florida: Creek Wars 1836 – 1840
SS.8.A.4.15	Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.	<ul style="list-style-type: none"> ○ Gadsden Purchase of 1853 – completes expansion
SS.8.A.4.16	Identify key ideas and influences of Jacksonian democracy.	
SS.8.A.4.17	Examine key events and peoples in Florida history as each impact this era of American history.	
SS.8.A.4.18	Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.	

INSTRUCTIONAL RESOURCES

Vocabulary/Identification

joint occupation, mountain man, rendezvous, emigrant, Manifest Destiny, Tejano, impresario, decree, annex, rancho, rancho, rancho, Californios, cede, forty-niners, boomtown, vigilante

Technology- Some URL's may need to be copied and pasted into your browser if the link does not work.

Animated Atlas: "Growth of a Nation"

<http://www.animatedatlas.com/movie2.html>

PBS's "New Perspective on The West"

<http://www.pbs.org/weta/thewest/program/>

BYU's "Trails of Hope: Interactive Maps"

<http://overlandtrails.lib.byu.edu/trailmap.php>

Library of Congress "Trails to Utah and the Pacific: Diaries and Letters, 1846-1869"

<http://memory.loc.gov/ammem/award99/upbhtml/overhome.html>

Oakland Museum of California "Gold Fever!"

<http://museumca.org/goldrush/fever01.html>

PBS's "Journey of the Forty-Niners"

<http://pbskids.org/wayback/goldrush/index.html>

Library of Congress "America's Story"

<http://www.americaslibrary.gov>

Smithsonian Institution's "The Price of Freedom"

<http://americanhistory.si.edu/militaryhistory/exhibition/flash.html>

PBS's "The U.S. - Mexican War"

<http://www.pbs.org/kerawar/flash.html>

Suggested Activities

Have students analyze primary sources by accessing the worksheets developed by the Education Staff of the National Archives and Records Administration: <http://www.archives.gov/education/lessons/worksheets/>

Have students develop a timeline of the expansion of the United States.

Have students create a Pioneer, Texan, Forty-Niner, or soldier journal.

Have students pretend gold has been discovered in their backyard and then write a short essay explaining their actions on how they would protect their claim.

Have students pretend they are a American/Mexican reporter, and write a short article on the war and include a political cartoon.

Have students create a poster board collage on what Manifest Destiny means.

Have students list positive and negative impacts of Manifest Destiny.

Have students draw a political cartoon explain the events of the "Alamo."

Assessment

Develop rubrics and share with students for each of the above mentioned projects in order to increase opportunities for mastery of content and historical thinking skills. Each project or assignment should be assessed for content accuracy and skill development in terms of writing and reading comprehension.

ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP

COURSE #: 2100010	COURSE NAME: MS American History Topic: Age of Reform	QUARTER: 3 Pacing: 2 Blocks
UNIT/ORGANIZING PRINCIPLE/STRAND:	Standard 4: Demonstrate and understanding of the domestic and international causes, courses and consequences of westward expansion.	
Identification System of Standards and Benchmarks	BENCHMARK	ESSENTIAL CONTENT
SS.8.A.4.1	Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).	<ul style="list-style-type: none"> • AGE OF REFORM <ul style="list-style-type: none"> ○ Second Great Awakening: Charles G. Finney; Camp Revival Meetings; Increase in Church Membership; Increase in Social Reform Movements; Lyman Beecher and the Temperance Movement ○ Abolitionist Movement: American Colonization Society; Colony of Liberia; Abolitionist e.g., William Lloyd Garrison, Frederick Douglass, Sojourner Truth, Harriet Tubman; Underground Railroad; Antislavery Newspapers e.g., <i>The Liberator</i>, <i>North Star</i>, <i>Freedom's Journal</i>; American Antislavery Society; Ashmun Institute – First African American
SS.8.A.4.3	Examine the experiences and perspectives of significant individuals and groups during this era of American History.	
SS.8.A.4.4	Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.	
SS.8.A.4.5	Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.	
SS.8.A.4.6	Identify technological improvements (inventions/inventors) that contributed to industrial growth.	
SS.8.A.4.7	Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.	
SS.8.A.4.8	Describe the influence of individuals on social and political developments of this era in American History.	

SS.8.A.4.9	Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.	college
SS.8.A.4.10	Analyze the impact of technological advancements on the agricultural economy and slave labor.	<ul style="list-style-type: none"> ○ Women's Movement: Abolitionist Movement Influences Women's Movement; Abolitionist and Suffragist – e.g., Lucretia Mott, Elizabeth Cady, Susan B. Anthony; Seneca Falls Convention of 1848; Women's Education - Mount Holyoke Women's College, Troy Female Seminary
SS.8.A.4.11	Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.	<ul style="list-style-type: none"> ○ Education Reform: New York and Massachusetts lead reform for public education; reformer Horace Mann
SS.8.A.4.12	Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.	<ul style="list-style-type: none"> ○ Transcendental Literature: social reform movements influence's on literature; Transcendental writers e.g., Henry David Thoreau, Ralph Waldo Emerson
SS.8.A.4.13	Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.	
SS.8.A.4.14	Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).	
SS.8.A.4.15	Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.	
SS.8.A.4.16	Identify key ideas and influences of Jacksonian democracy.	
SS.8.A.4.17	Examine key events and peoples in Florida history as each impact this era of American history.	
SS.8.A.4.18	Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.	

INSTRUCTIONAL RESOURCES

Vocabulary/Identification

utopia, revival, temperance, normal school, transcendentalist, abolitionist, Underground Railroad, suffrage, coeducation

Technology- Some URL's may need to be copied and pasted into your browser if the link does not work.

Animated Atlas: "Growth of a Nation"

<http://www.animatedatlas.com/movie2.html>

Library of Congress "America's Story"

<http://www.americaslibrary.gov>

John Brown Museum State Historic Site

<http://www.kshs.org/places/johnbrown/index.htm>

The History Place – Child Labor

<http://www.historyplace.com/unitedstates/childlabor/index.html>

National Park Service's "Woman's Rights"

<http://www.nps.gov/wori/index.htm>

North American Slave Narratives

<http://docsouth.unc.edu/neh/texts.html>

History of the Suffrage Movement

<http://www.rochester.edu/SBA>

This site includes a chronology, important texts relating to women's suffrage, and biographical information about Susan B. Anthony and Elizabeth Cady Stanton.

John Brown Trial Links

<http://law2.umkc.edu/faculty/projects/ftrials/Brown.html>

For information about the trial of John Brown, this site provides a list of excellent links.

More Technology

Images of African-Americans from the Nineteenth Century

http://digital.nypl.org/schomburg/images_aa19/

The New York Public Library-Schomburg Center for Research and Black Culture site contains numerous visuals.

Freedmen and Southern Society Project (University of Maryland – College Park)

<http://www.inform.umd.edu/ARHU/Depts/History/Freedman/home.html>

This site contains a chronology and sample documents from several print collections or primary sources about emancipation and freedom in the 1860s.

Suggested Activities

DBQ Project Lesson: "What Was Harriett Tubman's Greatest Achievement?"

DBQ Project Lesson: "How Free Were Free Blacks in the North?"

Have students pretend they are a Northerner or Southerner, write a letter back home explaining to your family what was said or the goals presented at a women, abolitionists, and/or religious convention.

Have student create a Venn Diagram comparing and contrasting the Seneca Falls Declaration and the Declaration of Independence.

Have students pretend they are one of the leaders of the "Age of Reform" and discuss which movement the group should focus on first if Congress was willing to pass an amendment (just one). Have students write a summary on their decision and present their arguments to the class.

Have students read slave narratives and compare and contrast the life of a man, woman, child, and grandparent slave.

Have students re-trace the routes of the Underground Railroad on a map.

ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP		
COURSE #: 2100010	COURSE NAME: MS American History Topic: North and South	QUARTER: 3 Pacing: 4 Blocks
UNIT/ORGANIZING PRINCIPLE/STRAND:	Standard 4: Demonstrate and understanding of the domestic and international causes, courses and consequences of westward expansion. Standard 5: Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.	
Identification System of Standards and Benchmarks	BENCHMARK	ESSENTIAL CONTENT
SS.8.A.5.1	Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).	<ul style="list-style-type: none"> • NORTH AND SOUTH <ul style="list-style-type: none"> ○ Economy: <ul style="list-style-type: none"> ▪ North: Growth of Industrialization; Water and Steam Powered Machinery ▪ South: Cotton – Biggest Cash Crop after the Invention of the Cotton Gin; Other Products – Tobacco, Rice and Sugar Cane; Limited Industry ○ Transportation: <ul style="list-style-type: none"> ▪ North: Building of Roads, Canals and Network of Railroads (Tom Thumb) ▪ South: Natural Waterways - Chief form of Transportation; Limited Canals, Roads and Railroads ○ Way of Life: <ul style="list-style-type: none"> ▪ North: Major Migration
SS.8.A.5.2	Analyze the role of slavery in the development of sectional conflict.	
SS.8.E.1.1	Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.	
SS.8.E.2.1	Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.	
SS.8.E.2.2	Explain the economic impact of government policies.	
SS.8.E.2.3	Assess the role of Africans and other minority groups in the economic development of the United States.	
SS.8.G.1.1	Use maps to explain physical and cultural attributes of major regions throughout American history.	

SS.8.G.1.2	Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.	
SS.8.G.2.1	Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.	
SS.8.G.2.2	Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.	<p>from Farming Towns to Cities ; Large Immigration from Europe (1846 – 1860); Factory System - Long Work Hours and Dangerous Working Conditions; Crowded Cities Leads to Unsafe and Unhealthy Conditions</p>
SS.8.G.2.3	Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.	<ul style="list-style-type: none"> ▪ South: Self Sufficient Plantations; Plantation Work Force were Slaves; Majority of Whites were Yeomen
SS.8.G.3.1	Locate and describe in geographic terms the major ecosystems of the United States.	<ul style="list-style-type: none"> ○ Life on plantation for slaves
SS.8.G.3.2	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.	<ul style="list-style-type: none"> ○ Long hours, overseers, families separated, auctions, property
SS.8.G.4.1	Interpret population growth and other demographic data for any given place in the United States throughout its history.	<ul style="list-style-type: none"> ○ Severe discrimination
SS.8.G.4.2	Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.	<ul style="list-style-type: none"> ○ Resistance to slavery
SS.8.G.4.3	Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.	<ul style="list-style-type: none"> ▪ Inventions and Inventors
SS.8.G.4.4	Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.	

SS.8.G.4.5	Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.	
SS.8.G.4.6	Use political maps to describe changes in boundaries and governance throughout American history.	
SS.8.G.5.1	Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.	
SS.8.G.5.2	Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.	
SS.8.G.6.1	Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.	
SS.8.G.6.2	Illustrate places and events in U.S. history through the use of narratives and graphic representations	

INSTRUCTIONAL RESOURCES

Vocabulary/Identification

Fugitive, Nat Turner, clipper ship, telegraph, Morse code, cotton gin, capital, yeoman, tenant farmer, fixed cost, credit, overseer, spiritual, slave code, discrimination, famine, nativist

Technology- Some URL's may need to be copied and pasted into your browser if the link does not work.

Animated Atlas: "Growth of a Nation"
<http://www.animatedatlas.com/movie2.html>

PBS "Africans in America" <http://www.pbs.org/wgbh/aia/home.html>

"The Pre-Civil War South: The Old South – Images and Realities"
 Digital History
<http://www.digitalhistory.uh.edu/>

"Beyond Face Value: Depictions of Slavery in Confederate Currency"
 LSU Libraries/US Civil War Center
<http://www.lib.lsu.edu/cwc/>

National Park Service's "The Life of Frederick Douglass"
<http://www.nps.gov/frdo/forteachers/index.htm>

North American Slave Narratives
<http://docsouth.unc.edu/neh/texts.html>

Suggested Activities

DBQ Project Lesson: "What Was Harriett Tubman's Greatest Achievement?"

DBQ Project Lesson: "How Free Were Free Blacks in the North?"

Have students analyze primary sources by accessing the worksheets developed by the Education Staff of the National Archives and Records Administration: <http://www.archives.gov/education/lessons/worksheets/>

Have students pretend they are a reporter for a newspaper with a mission to travel to the South and write an editorial for Northern readers.

Have students create a Venn Diagram to compare and contrast working conditions of slaves and factory workers.

Have students pretend they are a British investor traveling through America to investigate possible investment opportunities, and write back to their associates what they have learned about Northern and Southern business practices.

Have students read slave spirituals (i.e. "Swing Low, Sweet Chariot") and analyze the message and then write one of their own.

Have students read slave narratives and compare and contrast the life of a man, woman, child, and grandparent slave.

Have student read the writings of Olaudah Equiano and reflect on the life of slaves in the Americas.

Have students create a chart comparing sectionalism in the North, the South, and the West, which includes the following components: the tariff, the bank, internal improvements, immigration, and extension of slavery.

ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP		
COURSE #: 2100010	COURSE NAME: MS American History Topic: Road to the Civil War	QUARTER: 4 Pacing: 7 Blocks
UNIT/ORGANIZING PRINCIPLE/STRAND:	Standard 4: Demonstrate and understanding of the domestic and international causes, courses and consequences of westward expansion. Standard 5: Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.	
Identification System of Standards and Benchmarks	BENCHMARK	ESSENTIAL CONTENT
SS.8.A.5.1	Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).	<ul style="list-style-type: none"> • Road to the Civil War <ul style="list-style-type: none"> ○ Sectionalism: <ul style="list-style-type: none"> ▪ Mexican War Strengthened Feelings of Sectionalism in the North and South; ▪ Adding States to the Union Threatened the Balance of Power in the Senate; ▪ The Extension of Slavery into New Territories Led to a New Political Party - the Free Soil Party; ▪ Fundamental Economic Differences between the North and the South; ▪ Differences over the Bank, Protective Tariffs, internal Improvements, states' Rights, Nullification, Secession ○ Missouri Compromise of 1820: <ul style="list-style-type: none"> ▪ Missouri Applies for Statehood in 1817 as a Slave State; ▪ Missouri's Admission Threatens the Balance of Power in the Senate; ▪ Henry Clay Provides a
SS.8.A.5.2	Analyze the role of slavery in the development of sectional conflict.	
SS.8.A.5.3	Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.	
SS.8.A.5.4	Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.	
SS.8.A.4.3	Examine the experiences and perspectives of significant individuals and groups during this era of American History.	
SS.8.A.4.5	Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.	

SS.8.E.2.3	Assess the role of Africans and other minority groups in the economic development of the United States.	Solution/Compromise (During the Presidency of James Monroe)
SS.8.E.2.2	Explain the economic impact of government policies.	<ul style="list-style-type: none"> ○ Some States enter the Union Peacefully between 1821 - 1848: Michigan, Iowa, Wisconsin, Arkansas, Florida, Texas
SS.8.G.1.1	Use maps to explain physical and cultural attributes of major regions throughout American history.	<ul style="list-style-type: none"> ○ Election of 1848: Zachary Taylor, Mexican War hero, Opposes Compromise of 1850
SS.8.G.1.2	Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.	<ul style="list-style-type: none"> ○ Compromise of 1850: <ul style="list-style-type: none"> ▪ California applies for statehood in 1850 as a free state; ▪ Balance of power in Senate is threatened again; ▪ Henry Clay provides a compromise; ▪ Death of J.C. Calhoun and President Taylor opens possibility of a compromise; ▪ Stephen Douglas guides plan through Congress; ▪ The Compromise passed as five separate bills and is signed by President Fillmore
SS.8.G.2.1	Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.	
SS.8.G.2.2	Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.	
SS.8.G.2.3	Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.	
SS.8.G.3.1	Locate and describe in geographic terms the major ecosystems of the United States.	<ul style="list-style-type: none"> ○ Kansas-Nebraska Act: <ul style="list-style-type: none"> ▪ Designed by Senator Stephen Douglas ▪ Created the territories of Kansas and Nebraska ▪ Repealed the Missouri Compromise ▪ Settlers were given popular sovereignty over the question of slavery ▪ Act was passed in 1854 ▪ “Bleeding Kansas”
SS.8.G.3.2	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.	
SS.8.G.4.1	Interpret population growth and other demographic data for any given place in the United States throughout its history.	
SS.8.G.4.2	Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.	<ul style="list-style-type: none"> ○ Republican Party: Antislavery Whigs , Antislavery Democrats and Free Soilers Join in 1854 to Create a New Political Party ○ <i>Uncle Tom’s Cabin</i>

SS.8.G.4.3	Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.	<ul style="list-style-type: none"> ○ Abolitionist Movement: Frederick Douglass, William Lloyd Garrison, Harriet Tubman, John Brown ○ Election of 1856: James Buchanan Defeats the Republican Party ○ Dred Scott Decision (1857): Chief Justice Taney’s Decision Declared the Missouri Compromise as Unconstitutional, Allowing Slavery Everywhere in the U.S. ○ Lincoln/Douglas Debates: Abraham Lincoln and Stephen Douglas met seven times to debate the issue of slavery in the Race for Senator of Illinois in 1858 ○ Election of 1860: Democratic Party Splits; Republican Candidate, Abraham Lincoln, Narrowly Defeats Southern Democrat John C. Breckinridge ○ Secession: Southerners Distrusted the Republican Party to Protect Their Rights; On November 10, 1860 South Carolina Held a Convention and Voted to Secede from the Union. ○ Map of 1860: Union states, Confederate States and Border States ○ Confederate States of America: Seven States Met in Montgomery, Alabama to Form a New Nation; Jefferson Davis was Chosen President ○ Fort Sumter: Union Forces Surrenders Fort to Confederate Forces on April 14, 1861 ○ Important Legislation Under Abraham Lincoln: e.g., Homestead Act of 1862; Land Grant Act of 1862; Pacific Railroad Act of 1862
SS.8.G.4.4	Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.	
SS.8.G.4.5	Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.	
SS.8.G.4.6	Use political maps to describe changes in boundaries and governance throughout American history.	
SS.8.G.5.1	Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.	
SS.8.G.5.2	Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.	
SS.8.G.6.1	Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.	
SS.8.G.6.2	Illustrate places and events in U.S. history through the use of narratives and graphic representations	

INSTRUCTIONAL RESOURCES

Vocabulary/Identification

sectionalism, fugitive, secede, abstain, popular sovereignty, border ruffians, civil war, secession, states' rights, Henry Clay, Stephen Douglas, John C. Calhoun

Technology- Some URL's may need to be copied and pasted into your browser if the link does not work.

Animated Atlas: "Growth of a Nation"

<http://www.animatedatlas.com/movie2.html>

The Library of Congress Presents "America's Story From America's Library" <http://www.americaslibrary.gov/>

PBS "Africans in America" <http://www.pbs.org/wgbh/aia/home.html>

PBS's *American Experience* – "The Time of the Lincolns" PBS <http://www.pbs.org/wgbh/americanexperience/films/lincolns/>

President Elect 1860 <http://www.presidentelect.org>

Illinois State Museum "Side by Side: Yankees and Southerners" <http://www.museum.state.il.us/>

Bleeding Kansas

<http://www.kancoll.org/galbks.htm>

Contemporary and later accounts of America's rehearsal for the Civil War comprise this University of Kansas site.

The Compromise of 1850 and the Fugitive Slave Act

<http://www.pbs.org/wgbh/aia/part4>

From the series on Africans in America, an analysis of the Compromise of 1850 and of the effects of the Fugitive Slave Act on black Americans.

Suggested Activities

Have students analyze primary sources by accessing the worksheets developed by the Education Staff of the National Archives and Records Administration: <http://www.archives.gov/education/lessons/worksheets/>

Have students create a chart comparing sectionalism in the North, the South, and the West, which includes the following components: the tariff, the bank, internal improvements, immigration, and extension of slavery.

Have students trace known Underground Railroad paths on an outlined U.S. map.

Have students pretend they are a Justice in the Supreme Court and write their opinion on the Dred Scott case.

Have students create a Venn Diagram comparing and contrasting federal legislation passed during 1820-1860 that addressed the compromises over the issue of slavery.

Have students create a timeline of events leading up to the Civil War.

Have students create a Venn Diagram comparing and contrasting the strengths and weaknesses of the Union and Confederate armies.

Have students write an essay to persuade southern planters that slave labor was dispensable.

Assessment

Develop rubrics and share with students for each of the above mentioned projects in order to increase opportunities for mastery of content and historical thinking skills. Each project or assignment should be assessed for content accuracy and skill development in terms of writing and reading comprehension.

Words and Deeds in American History

<http://lcweb2.loc.gov/ammem/mcchtml/corhome.html>

A Library of Congress site containing links to Frederick Douglass; the Compromise of 1850; speeches by John C. Calhoun, Daniel Webster, and Henry Clay; and other topics from the Civil War era.

John Brown Trial Links

<http://law2.umkc.edu/faculty/projects/ftrials/Brown.html>

For information about the trial of John Brown, this site provides a list of excellent links.

Images of African-Americans from the Nineteenth Century

http://digital.nypl.org/schomburg/images_aa19/

The New York Public Library-Schomburg Center for Research and Black Culture site contains numerous visuals.

Freedmen and Southern Society Project (University of Maryland – College Park)

<http://www.inform.umd.edu/ARHU/Depts/History/Freedman/home.html>

This site contains a chronology and sample documents from several print collections or primary sources about emancipation and freedom in the 1860s.

ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP

COURSE #: 2100010	COURSE NAME: MS American History Topic: The American Civil War		QUARTER: 4 Pacing: 6 Blocks
UNIT/ORGANIZING PRINCIPLE/STRAND:	Standard 5: Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.		
Identification System of Standards and Benchmarks	BENCHMARK	ESSENTIAL CONTENT	
SS.8.A.5.1 SS.8.A.5.2 SS.8.A.5.3 SS.8.A.5.4 SS.8.A.5.5 SS.8.A.5.6 SS.8.A.5.7	Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate). Analyze the role of slavery in the development of sectional conflict. Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency. Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War. Compare Union and Confederate strengths and weaknesses. Compare significant Civil War battles and events and their effects on civilian populations. Examine key events and peoples in Florida history as each impacts this era of American history.	<ul style="list-style-type: none"> • THE CIVIL WAR <ul style="list-style-type: none"> ○ Union v. Confederate: Strengths and Weaknesses of Each Side e.g., Military Leaders, Larger Population, Network of Railroads, a Navy, etc. ○ Union Strategies for Preserving the Union and Winning the War: <ul style="list-style-type: none"> (East) - to Capture and Seize Richmond the Capital (West) – to Take Control of Mississippi River (Sea)– Blockade Southern Ports ○ Confederate Aim and Strategy: <ul style="list-style-type: none"> Win Recognition as an Independent Nation; Fight a Defensive War and Wear Down the Union ○ Anaconda Plan ○ Conscription and funding ○ Union Military Leaders: e.g., George McClellan, Ulysses S. Grant, George Meade, William Sherman, Joseph Hooker ○ Confederate Military Leaders: e.g., Robert E. Lee, Thomas Jackson, James Longstreet, P.G.T. Beauregard ○ Role of Women, African-Americans, and Other Minorities: e.g., Clara Barton, Harriet Tubman, 54th Massachusetts Regiment ○ Major Battles and Events: e.g., Battle of Bull Run, Monitor v Merrimack, Battle of Shiloh, Battle of 	

		<p>Antietam, New York Draft Riots, Battle of Gettysburg, the Gettysburg Address</p> <ul style="list-style-type: none"> ○ Emancipation Proclamation (1863): After a Decisive Union Victory at the Battle of Antietam, Lincoln Announces Plan to Free All Enslaved People in the Confederacy ○ Turning Point in the Civil War: Union victories at Gettysburg and Vicksburg in 1863 ○ Surrender at Appomattox Court House (1865): General Lee Surrenders to General Grant in Small Village in Virginia ○ Result and Consequences of the War: e.g., Northern and Southern Economies are Strained, Billions of Dollars in Damage, 600,000 Soldiers Died ○ Main Events of the War <ul style="list-style-type: none"> ▪ Blockade of the South: the Monitor vs. the Merrimac ▪ Control of the Mississippi: Battle of Vicksburg ▪ The War in the East ▪ Battle of Bull Run ▪ Battle of Antietam ▪ Battle of Gettysburg ▪ Florida: Battles ▪ Grant Takes Charge of Richmond Campaign ▪ Sherman's March to the Sea ▪ End of the War: Union Victory and Lee's Surrender at Appomattox Courthouse <p>CONSEQUENCES</p> <ul style="list-style-type: none"> ○ Supremacy of the Federal Government Established: Threat of Secession Ended ○ Impact on the Economies of North and South ○ Casualties and Financial Losses ○ Total War ○ Slavery Abolished: Thirteenth Amendment
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INSTRUCTIONAL RESOURCES

Vocabulary/Identification

sectionalism, fugitive, secede, abstain, popular sovereignty, border ruffians, civil war, secession, states' rights, Henry Clay, Stephen Douglas, John C. Calhoun

Technology- Some URL's may need to be copied and pasted into your browser if the link does not work.

Animated Atlas: "Growth of a Nation"

<http://www.animatedatlas.com/movie2.html>

National Park Service U.S. Department of the Interior- "Key to the Battlefield" <http://www.nps.gov/>

PBS's "The Civil War" <http://www.pbs.org/civilwar/>

PBS's "The Time of the Lincolns"

<http://www.pbs.org/wgbh/americanexperience/films/lincolns/>

Lincoln's Bicentennial 1809-1909 <http://www.abrahamlincoln200.org>

Women In Military Service For America Memorial Foundation

<http://www.womensmemorial.org/>

Harper's Weekly <http://www.sonofthesouth.net/>

Words and Deeds in American History

<http://lcweb2.loc.gov/ammem/mcchtml/corhome.html>

A Library of Congress site containing links to Frederick Douglass; the Compromise of 1850; speeches by John C. Calhoun, Daniel Webster, and Henry Clay; and other topics from the Civil War era.

The American Civil War Homepage

<http://sunsite.utk.edu/civil-war/warweb.html>

This site has a great collection of hypertext links to the most useful

Suggested Activities

DBQ Project Lesson: "Why Was the Battle of Gettysburg a Turning Point?"

Have students analyze primary sources by accessing the worksheets developed by the Education Staff of the National Archives and Records Administration: <http://www.archives.gov/education/lessons/worksheets/>

Have students create a Civil War timeline.

Have students analyze Mathew Brady's pictures.

<http://www.history.com/photos/civil-war-mathew-brady>

Have students write a review of the gallery of Brady's pictures.

<http://www.history.com/photos/civil-war-mathew-brady>

Have students analyze a map of the U.S. during the Civil War. Determine what geographical factors would be an asset. Hold a mock military strategy planning meeting for the North and the South and explain strategies based on geographical features.

Have students create a Civil War newspaper from either the Confederate or Union point of view.

Have students write an essay explaining the cause and effect of the Emancipation Proclamation.

Have students conduct a close reading of the "Gettysburg Address."

Have students keep a journal on the hardships of war as a soldier, woman, child, or minority.

Have students choose one event, battle, or individual and create a PowerPoint presentation. Students will educate the class on their chosen topic.

<p>Abraham Lincoln Association http://www.alincolnassoc.com/ This site allows the search of digital versions of Lincoln’s papers.</p> <p>U.S. Civil War Center http://www.lib.lsu.edu/cwc/ This is a site whose mission is to “locate, index, and/or make available all appropriate private and public data regarding the Civil War and to promote the study of the Civil War from the perspectives of all professions, occupations, and academic disciplines.”</p> <p>History of African-Americans in the Civil War http://www.itd.nps.gov/cwss/history/aa_history.htm This National Park Service site explores the history of the United States African- American Troops.</p> <p>Civil War Women http://scriptorium.lib.duke.edu/collections/civil-war-women.html This site includes original documents, links, and biographical information about several women and their lives during the Civil War.</p> <p>Assassination of President Abraham Lincoln http://memory.loc.gov/ammem/alhtml/alrintr.html Part of the American Memory series with introduction, timeline, and gallery.</p> <p>Selected Civil War Photographs http://memory.loc.gov/ammem/cwphtml/ The Library of Congress site with more than 1,000 photographs, many from Matthew Brady.</p> <p>A Timeline of the Civil War http://www.historyplace.com/civilwar/index.html A complete timeline of the Civil War, well-illustrated with photographs.</p>	<p>Have students create a newspaper headline from the perspective of the North and the South reflecting public opinion on the assassination of President Lincoln.</p> <p>Have students create a journal from the perspective of a Union soldier or a Confederate soldier.</p> <p>Have students write a short editorial, either supporting or opposing the Emancipation Proclamation.</p> <p>Have students create a multiple-effects chart depicting the political, economic, and social consequences of the Civil War.</p> <p>Have students create a timeline illustrating major events, causes, the course, and the consequences of the Civil War.</p>
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ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP		
COURSE #: 2100010	COURSE NAME: MS American History Topic: Reconstruction	QUARTER: 4 Pacing: 6 Blocks
UNIT/ORGANIZING PRINCIPLE/STRAND:	Standard 5: Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.	
Identification System of Standards and Benchmarks	BENCHMARK	ESSENTIAL CONTENT
SS.8.A.5.8	Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).	<p>Required DBQ Project Lesson: "North or South: Who Killed Reconstruction?"</p> <ul style="list-style-type: none"> • RECONSTRUCTION <ul style="list-style-type: none"> ○ Reconstruction Plans: Lincoln's Plan, Wade-Davis Plan, Johnson's Plan for Rebuilding the South ○ Freedmen's Bureau: Government Agency Part of the War Department Aimed at Helping African American Make the Transition to Freedom ○ Election of 1864: <ul style="list-style-type: none"> ▪ Took Place During War ▪ No Confederate States Participated ▪ War Democrats and Republicans Join to form National Union Party ▪ Lincoln Runs as Candidate for the National Union Party ▪ Abraham Lincoln Defeats
SS.8.E.1.1	Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.	
SS.8.E.2.1	Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.	
SS.8.E.2.2	Explain the economic impact of government policies.	
SS.8.E.2.3	Assess the role of Africans and other minority groups in the economic development of the United States.	
SS.8.E.3.1	Evaluate domestic and international interdependence.	

SS.8.G.1.1	Use maps to explain physical and cultural attributes of major regions throughout American history.	George McClellan of the Democratic party
SS.8.G.1.2	Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.	<ul style="list-style-type: none"> ○ Lincoln's Assassination (1865): <ul style="list-style-type: none"> ▪ Assassinated by Actor and Confederate Sympathizer John Wilkes Booth ▪ Vice – President Johnson Succeeds Lincoln as President
SS.8.G.2.1	Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.	<ul style="list-style-type: none"> ○ Formation of Radical Republicans: Fought for the Protection of Rights of “Freedmen”
SS.8.G.2.2	Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.	<ul style="list-style-type: none"> ○ Civil Rights Amendments: 13th, 14th, 15th ○ First and Second Reconstruction Act of 1867: Divides 10 Southern States into 5 Military Districts
SS.8.G.2.3	Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.	<ul style="list-style-type: none"> ○ Johnson’s Impeachment 1868: House Accused Johnson of Misconduct and Sent Case to the Senate for Trial; Senate Fails to Impeach
SS.8.G.3.1	Locate and describe in geographic terms the major ecosystems of the United States.	<ul style="list-style-type: none"> ○ Southern Resistances Tactics e.g., Black Codes, Ku Klux Klan
SS.8.G.3.2	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.	<ul style="list-style-type: none"> ○ End of Reconstruction: During the 1876 Election the Congressional Commission Votes for Rutherford B. Hayes; Compromise of 1877 Withdraws Troops from Southern States
SS.8.G.4.1	Interpret population growth and other demographic data for any given place in the United States throughout its history.	<ul style="list-style-type: none"> ○ Southern Government Restrictions on African Americans: Poll Tax, Literacy Test, Grandfather Clause, Jim Crow Laws
SS.8.G.4.2	Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.	<ul style="list-style-type: none"> ○ <i>MORE RECONSTRUCTION FACTS (1865-1877)</i>
SS.8.G.4.3	Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.	<ul style="list-style-type: none"> ○ Problems of Reconstruction <ul style="list-style-type: none"> ▪ Treatment of the southern states
SS.8.G.4.4	Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political	

	interaction in the United States throughout time.	
SS.8.G.4.5	Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.	
SS.8.G.4.6	Use political maps to describe changes in boundaries and governance throughout American history.	
SS.8.G.5.1	Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.	
SS.8.G.5.2	Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.	
SS.8.G.6.1	Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.	
SS.8.G.6.2	Illustrate places and events in U.S. history through the use of narratives and graphic representations	
SS.8.C.1.1	Identify the constitutional provisions for establishing citizenship.	
SS.8.C.1.3	Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.	
SS.8.C.1.4	Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.	
SS.8.C.1.5	Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.	
SS.8.C.1.6	Evaluate how amendments to the Constitution have expanded voting rights	<ul style="list-style-type: none"> ▪ Terms for readmission of southern states ▪ Treatment of former Confederates and status of former slaves ○ Lincoln's Reconstruction Plan (Ten Percent Plan) vs. Congressional Plan for Reconstruction (Wade- Davis Bill) ○ Johnson Becomes President (1865); Adopts Lincoln's Plan for Reconstruction ○ Southern Legislatures Enact Black Codes ○ Congress Rejects Johnson's Program: Radical Republicans Take Control of Reconstruction <ul style="list-style-type: none"> ▪ Freedman's Bureau Act (1866) ▪ Fourteenth Amendment (1866) ▪ The Civil Rights Act (1866) ▪ Reconstruction Act of 1867: South divided into five military districts ○ Republican Control of the South: Carpetbaggers and Scalawags ○ Readmission of Southern States: Ratification of Fourteenth and Fifteenth Amendments ○ Impeachment of Johnson (1868): Tenure of Office Act ○ Election of Grant <ul style="list-style-type: none"> ▪ Political and financial scandals ○ White Southern Democrats Gain Control of the South <ul style="list-style-type: none"> ▪ White supremacy

SS.8.C.2.1	<p>from our nation's early history to present day.</p> <p>Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.</p>	<ul style="list-style-type: none">▪ Ku Klux Klan▪ Grant's Force Acts to combat the KKK○ The End of Reconstruction<ul style="list-style-type: none">▪ Election of 1876: Hayes vs. Tilden▪ Compromise of 1877: home rule (federal troops removed from southern states)○ Status of Southern Blacks<ul style="list-style-type: none">▪ Jim Crow laws: segregation▪ Grandfather clauses, poll taxes, & literacy tests▪ <i>Plessey vs. Ferguson</i> (1896)○ New South<ul style="list-style-type: none">▪ "Solid South"▪ Diversification of agriculture▪ Sharecropping & tenant farmers▪ Industrialization
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INSTRUCTIONAL RESOURCES

Vocabulary/Identification

reconstruction, amnesty, radical, freedmen, black codes, override, impeach, scalawag, carpetbagger, corruption, integrate, sharecropping, reconciliation, commission, cash crop, poll tax, literacy test, grandfather clause, segregation, lynching

Technology- Some URL's may need to be copied and pasted into your browser if the link does not work.

Animated Atlas: "Growth of a Nation"

<http://www.animatedatlas.com/movie2.html>

Our Documents from the National Archives

<http://www.ourdocuments.gov/>

PBS's "The Rise and Fall of Jim Crow"

<http://www.pbs.org/wnet/jimcrow/index.html>

Library of Congress "Reconstruction and Its Aftermath"

<http://memory.loc.gov/>

Library of Congress "Report of the Board of Education for

Freedmen: Daniel A. P. Murray Pamphlet Collection"

<http://memory.loc.gov>

Images of African-Americans from the Nineteenth Century

http://digital.nypl.org/schomburg/images_aa19/

The New York Public Library-Schomburg Center for Research and Black Culture site contains numerous visuals.

Freedmen and Southern Society Project (University of Maryland – College Park)

<http://www.inform.umd.edu/ARHU/Depts/History/Freedman/home.html>

Suggested Activities

Have students analyze primary sources by accessing the worksheets developed by the Education Staff of the National Archives and Records Administration: <http://www.archives.gov/education/lessons/worksheets/>

Have students select a Reconstruction Era political cartoon and draw a conclusion on the intent.

Have students create a Venn Diagram comparing and contrasting the Reconstruction plans for the South.

Have students write a letter to the Freedmen's Bureau from a newly emancipated slave's perspective explaining what their needs are.

Have students create a timeline of the events of Reconstruction.

Have students read the Reconstruction Amendments, analyze their intent, and evaluate their success.

Have students write a newspaper article capturing the events or reaction of the nation about the assassination of Lincoln.

Have students research and then compare and contrast the impeachment of Andrew Johnson and William (Bill) Clinton.

Have students analyze the poem "O Captain, My Captain." How does the author's point of view support Lincoln's lore?

Have students imagine that they are an African American sharecropper, a carpetbagger, and a White Southern Democrat. Write a paragraph for each supporting their position on Reconstruction.

Have students create a chart comparing and contrasting the President's plan for Reconstruction (the 10% Plan) with the Congressional plan.

This site contains a chronology and sample documents from several print collections or primary sources about emancipation and freedom in the 1860s.

Assassination of President Abraham Lincoln

<http://memory.loc.gov/ammem/alhtml/alrintr.html>

Part of the American Memory series with introduction, timeline, and gallery.

Have students create a newspaper headline from the perspective of the North and the South reflecting public opinion on the assassination of President Lincoln.

Assessment

Develop rubrics and share with students for each of the above mentioned projects in order to increase opportunities for mastery of content and historical thinking skills. Each project or assignment should be assessed for content accuracy and skill development in terms of writing and reading comprehension.