

Curriculum Timeline: U.S. History (8th grade)

An asterisk (*) indicates a core history theme from the content standards and benchmarks for social studies in the Michigan Curriculum Framework.

Benchmarks: Refer to eighth grade U.S. History Core Theme/Benchmarks document.

First Quarter

A. **Approximate dates:** September 11, 2006 – September 29, 2006
(3 weeks)

Reference: Unit 1: Chapter 2
“Road to Independence”

Major topics: Permanent English colonies (New England, Middle, Southern)

Colonial politics, governments, and economies

French and Indian War

Colonial conflicts (taxes, representation, protests, *Intolerable Acts)

Continental Congress

*Political influences (Thomas Paine, John Locke [see chapter 1])

*Declaration of Independence

War and victory

Treaty of Paris

Objectives:

Students will be able to:

1. Distinguish the similarities and differences that shaped the New England, Middle, and Southern colonies politically, economically and socially.
2. Explain the causes and outcomes of the French and Indian War.
3. Identify and evaluate reasons for growing tensions between England and its colonies.
4. Discuss and analyze the Declaration of Independence.
5. Outline the course of events during the Revolutionary War.
6. Describe the major terms of the Treaty of Paris of 1783.
7. Recognize the roles of various individuals during the American Revolution.
8. Discuss the political philosophies and writings that influenced the founding fathers.

B. Approximate dates: October 2, 2006 – October 27, 2006
(4 weeks)

Reference: Unit 2: Chapters 3-4
“A More Perfect Union”
“The Constitution”

Major topics: *Articles of Confederation

Northwest Ordinance

Constitutional Convention

*Constitution

Branches of government (legislative, executive, judicial)

*Bill of Rights

Objectives:

Students will be able to:

1. Analyze the first attempts of the Constitutional Convention in organizing a national government (Articles of Confederation and Northwest Ordinance).
2. Recognize the responsibilities that accompany freedom and describe the difficulties Americans faced in governing themselves.
3. Discuss and analyze the Constitution and the Bill of Rights, weighing the amount of governmental power vs. individual freedom, responsibilities vs. rights, social order vs. democracy.
4. Recognize the roles of various individuals during the formation and implementation of the new American Republic.

C. Approximate dates: October 30, 2006 – November 4, 2006
(1-2 weeks)

Reference: Unit 3: Chapter 5
“The Federalist Era”

Major topics: *Jefferson-Hamilton debate: strict vs. loose constructionists

*National Bank

Whiskey Rebellion

Washington Administration

*Washington’s Farewell Address

Development of political parties

Adams Administration

Objectives:

Students will be able to:

1. Describe the development of political parties and the accompanying issues.
2. Describe the events of Washington and Adam’s administrations.
3. Analyze Washington’s advice to the nation in his Farewell Address.

Second Quarter

D. Approximate dates: November 6, 2006 – November 17, 2006
(2 weeks)

Reference: Unit 3: Chapter 6
“The Age of Jefferson”

Major topics: Jefferson Administration

*Louisiana Purchase

Lewis and Clark and other explorations

Nationalism

*Migration of settlers west

Objectives:

Students will be able to:

1. Describe the events of Jefferson’s presidency.
2. Analyze the impact of the Louisiana Purchase and exploration on the development of the nation.
3. Describe reasons for feelings of nationalism.

E. Approximate dates: November 27, 2006 – December 8, 2006
(2 weeks)

Reference: Unit 3: Chapter 7
“Foreign Affairs in the Early Republic”

Major topics: War of 1812

Monroe Doctrine

Objectives:

Students will be able to:

1. Explain the causes and outcomes of the War of 1812.
2. Analyze the development of the U.S. role in the Western Hemisphere and the world at the time of the Monroe Doctrine.

F. Approximate dates: December 11, 2006 – January 12, 2007
(2-3 weeks)

Reference: Unit 4: Chapter 8
“The Northeast: Building Industry”

Major topics: Industrialization

*Eli Whitney and the cotton gin

*Lowell textiles

*McCormick reaper (not mentioned in textbook)

*Erie Canal

Immigration

*Horace Mann and education reform

*Seneca Falls Convention and the women’s rights movement

Objectives:

Students will be able to:

1. Describe the effects of industrialization on American life.
2. Describe the effects of immigration on American life.
3. Describe the goals and achievements of the reform movements of the 1830s and 1840s.
4. Analyze how inventions such as the cotton gin and reaper impact American life.
5. Discuss changes in transportation systems and their impact on industrialization and movement.

G. Approximate dates: January 12, 2007 – January 19, 2007
(1-2 weeks)

Reference: Unit 4: Chapter 9
“The South”

Major topics: Southern economy

*Institution of slavery

Objectives:

Students will be able to:

1. Compare and contrast the economic concerns between the industrial North and the agricultural South and West.
2. Describe how the issue of slavery generated strong feelings in the North, South, and West (states and territories).
3. Describe the culture, hardships and resistance of African American slaves.

Third Quarter

H. Approximate dates: January 22, 2007 – February 2, 2007
(1-2 weeks)

Reference: Unit 4: Chapter 10
“The Age of Jackson”

Major topics: Jacksonian Democracy

*Indian Removal Act

*Responses of Native Americans to westward expansion

Jackson’s war on the National Bank

Objectives:

Students will be able to:

1. Discuss how the role of government changed during the Age of Jackson.
2. Discuss why and how Native Americans were relocated from eastern to western states.
3. Explain why some Native Americans resisted relocation and the outcomes of their resistance.
4. Discuss the fight over the Bank of the United States.

I. Approximate dates: February 5, 2007 – February 23, 2007
(2 weeks)

Reference: Unit 4: Chapter 11
“Manifest Destiny”

Major topics: Manifest Destiny

- *Migration of settlers west
- Texas Revolution
- *Mexican War
- California Gold Rush

Objectives:

Students will be able to:

1. Discuss and analyze the idea of Manifest Destiny.
2. Explain how, why and who settled the West.
3. Discuss the course of events leading to and including the Mexican War.
4. Explain how the gold rush influenced the development of California.

J. Approximate dates: February 26, 2007 – March 9, 2007
(2-3 weeks)

Reference: Unit 5: Chapter 12
“Road to Civil War”

Major topics: Sectionalism

Missouri Compromise

*Compromise of 1850

*Abolition movement

Underground Railroad

Events leading to increased tension between North and South

*Secession of southern states

Objectives:

Students will be able to:

1. Compare and contrast the economic concerns between the industrial North and the agricultural South and West.
2. Describe the feelings on slavery in the North, South and West.
3. Outline and describe the events that intensified the conflict between the North and South.
4. Discuss and analyze the attempts at compromise to resolve the conflict between North and South.
5. Explain why and how Abolitionists fought against slavery.
6. Describe how the Underground Railroad enabled some African-Americans to escape slavery.
7. Explain why many southern states seceded.

K. Approximate dates: March 12, 2007 – March 23, 2007
(2-3 weeks)

Reference: Unit 5: Chapter 13
“The Civil War”

Major topics: Strengths and weaknesses of Union and Confederacy

Major battles, especially *Battle of Gettysburg

*Gettysburg Address

*Emancipation Proclamation

Union victory

Assassination of Lincoln (also in chapter 14)

Effects of the Civil War

Objectives:

Students will be able to:

1. Discuss and analyze the different viewpoints of North and South on secession.
2. Compare and contrast the Union to the Confederate States of America.
3. Outline the course of events during the Civil War.
4. Discuss and analyze the Emancipation Proclamation.
5. Discuss how the Battle of Gettysburg turned the tide of the Civil War.
6. Identify the significance of the Gettysburg Address.
7. Recognize the roles of various individuals during the Civil War.
8. Discuss the implications of the assassination of Abraham Lincoln.

Fourth Quarter

L. Approximate dates: March 6, 2007 – April 20, 2007
(2-3 weeks)

Reference: Unit 5: Chapter 14
“Reconstruction”

Major topics: Reconstruction plans and legislation

*Challenges of the Freedman’s Bureau

*Civil Rights (Amendments XIII, XIV, XV)

Radical Reconstruction

*Withdrawal of federal troops and end of Reconstruction

Impeachment of Andrew Johnson

Separation of powers

Ulysses S. Grant (presidential corruption)

Objectives:

Students will be able to:

1. Compare and contrast radical Reconstruction plans with moderate plans.
2. Name and describe various Reconstruction legislations.
3. Describe and evaluate the impeachment of Andrew Johnson.
4. Examine and analyze the impact of Reconstruction on economic, social and political issues.
5. Analyze the elections of 1868 and 1876.
6. Examine the issues related to the freedman.
7. Examine Presidential vs. Congressional authority.
8. Analyze how the withdrawal of federal troops impacted the South.
9. Identify the causes and effects of the end of Reconstruction on the South and the nation.

M. Approximate dates: April 23, 2007 – May 4, 2007
(1-2 weeks)

Reference: Unit 6: Chapter 15
“The Western Frontier”

Major topics: *Transcontinental railroad

Westward movement

Conflicts with Native Americans in the West

*Populists

*Panic and Depression of 1893 (not mentioned in textbook)

Objectives:

Students will be able to:

1. Identify and describe aspects of American culture that came into conflict with Native American culture.
2. Discuss and analyze the impact of railroad building upon the settlement and growth of the American West.
3. List obstacles and solutions to expansion into the West.
4. Describe and evaluate the development and influence of third parties (Populists).

N. Approximate dates: May 7, 2007 – May 18, 2007
(1-2 weeks)

Reference: Unit 6: Chapter 16
“The Growth of Industry”

Major topics: *Railroads

Inventions (*telegraph)

Industrialists/Big Business “The Gilded Age”

Rise of unions

Objectives:

Students will be able to:

1. Explain and analyze the impact of industrialists on American society.
2. Describe changes in America from a rural/agrarian to an urban/industrial society.
3. Demonstrate an understanding of significant inventors and inventions around the turn of the century.
4. Analyze the causes and effects of the growth of big business.
5. Describe the formation of unions in America.

O. Approximate dates: May 21, 2007 – June 1, 2007
(1-2 weeks)

Reference: Unit 6: Chapter 17, Section 1-3
“America Enters a New Century”

Major topics: Immigration

Nativism

Urbanization of America

Public education

Objectives:

Students will be able to:

1. Trace origins of immigration to the U.S. and Michigan following the Civil War.
2. Explain how native-born Americans reacted to the new immigrants.
3. Describe the causes and effects of urbanization.
4. Describe how the educational system changed.