

2016 8th Grade Social Studies – Instructional Map

We strongly recommend that you order two books from TN History for Kids . They are <i>Fire poured into our very face</i> and <i>Powerful words 8th</i> . The first book includes material over the Tennessee standards and the <i>Powerful words 8th</i> includes excerpts from the required primary source readings for 8 th grade.			
Reporting Category: 1 Colonialism (1600-1750)		%	# of items
		14	5-9
Standard 1: Colonialism (1600–1750)— Students will understand the social, political, and economic reasons for the movement of people from Europe to the Americas, and they will describe the impact of colonization by Europeans on American Indians and on the development of the land that eventually became the United States of America.			Duration: 4 weeks
Standards	Guiding Questions/Vocabulary	Vocabulary	Suggested Activities and Instructional Resources

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<p>8.1 Explain the primary motivations for English colonization of the New World, including the rise of the middle class (joint stock companies), the need to move surplus population, and the search for religious freedom. (E, G, H)</p>	<p>What motivated the English to colonize the New World?</p>	<p>joint stock companies</p>	<p>Write a paragraph explaining the motivations for English colonization of the New World.</p>	<p>First Virginia Charter</p> <p>Excerpt from John Smith's Starving Time</p>
<p>8.2 Trace and explain the founding of Jamestown, including: Virginia Company, James River, John Smith, Pocahontas, Powhatan, John Rolfe, "starving time," Tobacco, Bacon's Rebellion, Indentured servants and slaves, The arrival of women, House of Burgesses. (E, G, H)</p>	<p>What were the major events and players in the founding of Jamestown?</p>	<p>Virginia Company, James River, John Smith, Pocahontas, Powhatan, John Rolfe, "Starving time", Tobacco, Bacon's Rebellion, Indentured servant, House of Burgesses</p>	<p>Write an essay of the founding of Jamestown citing evidence from John Smith's <i>Starving Time</i>, <i>First Virginia Charter</i> and a description of life in Jamestown by a settler.</p>	<p>A Jamestown settler describes life in Jamestown</p> <p>the Charter of Massachusetts Bay Colony, 1629</p>
<p>8.3 Explain the founding of the Plymouth Colony, including the Separatists, William Bradford, Mayflower, Mayflower Compact, and Squanto. (C, G, H, P)</p>	<p>How was Plymouth colony founded?</p>	<p>Separatists, William Bradford, Mayflower, Mayflower Compact, Squanto</p>	<p>Write a story about the founding of Plymouth colony.</p>	<p>excerpts from Of Plymouth Plantation, William Bradford</p> <p>Mayflower Compact</p>
<p>8.4 Analyze the reasons for the settlement of the Massachusetts Bay Colony and the events and the key figures of the colonies, including: Non-Separatists/Puritans, John Winthrop, theocracy, Town meetings, Anne Hutchinson and Roger Williams-Rhode Island, Thomas</p>	<p>Why was the Massachusetts Bay Colony established? What key events and figures helped shape the colony?</p>	<p>Non-separatists/Puritans, John Winthrop, theocracy, Town Meetings, Anne Hutchinson, Roger Williams, Thomas Hooker, Salem witchcraft trials</p>	<p>Write a brief history of the Massachusetts Bay colony</p>	<p>Mayflower Political Cartoon</p> <p>Thanksgiving Video</p> <p>Another take on Thanksgiving</p>

<p>Hooker-Connecticut, Salem Witchcraft Trials. (C, E, G, H, P)</p> <p>8.5 Describe the settlement of New Netherlands and the subsequent possession of the colony by the English, including: Dutch influences, Peter Stuyvesant, Patroon System, Renaming to New York, Diverse population. (C, E, G, H)</p> <p>8.6 Analyze the founding of Pennsylvania as a haven for Quakers and the tolerance that drew many different groups to the colony, including: William Penn, Philadelphia, Role of women, and Relationship with Indians. (C, E, H, P)</p> <p>8.7 Explain the reasons behind the settlement of the Georgia Colony, including the role of John Oglethorpe and Georgia as a "debtor" colony and a "buffer" colony. (C, E, G, H)</p> <p>8.8. Describe the location and reasons for French exploration and settlements in North America, including the Huguenots. (E, G, H, P)</p> <p>8.9 Cite textual evidence analyzing examples of both cooperation and</p>	<p>How did the New Netherland colony look under Dutch and then British control?</p> <p>How did Pennsylvania become a haven for tolerant Quakers?</p> <p>Why was the Georgia Colony settled?</p> <p>Why and where did the French settle in North America?</p>	<p>Peter Stuyvesant, Patroon System</p> <p>William Penn, Philadelphia</p> <p>John Oglethorpe</p> <p>Huguenots</p>	<p>Have students write an essay about the fall of the New Netherland colony from the Dutch perspective.</p> <p>Write an Essay about the founding of the Pennsylvania colony, include the people who played a key role.</p> <p>Write an Essay about the founding of the Georgia colony, include the people who played a key role.</p> <p>Create a map showing where the French settled in North America</p> <p>Write an essay about the interactions between the</p>	<p>excerpts from The Fundamental Orders of Connecticut, 1639</p> <p>excerpts from The Maryland Toleration Act, 1649</p> <p>The New England Articles of Confederation</p> <p>Founding of Pennsylvania Fact File</p> <p>William Penn Bio</p> <p>Founding of Georgia</p>
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<p>conflict between American Indians and colonists, including agriculture, trade, cultural exchanges, and military alliances and conflicts. (C, E, G, H, P)</p> <p>8.10 Locate and identify the first 13 colonies, and describe how their location and geographic features influenced their development. (E, G, H, P)</p> <p>8.11 Describe the significance of and the leaders of the First Great Awakening, and the growth in religious toleration and free exercise of religion. (C, H, P)</p> <p>8.12 Compare and contrast the day-to-day colonial life for men, women, and children in different regions and of different ethnicities, including the system of indentured servitude, as well as their connection to the land. (C, E, G, H, P)</p> <p>8.13 Analyze the ideas that significantly impacted the development of colonial self-government by citing textual evidence and examining multiple perspectives using excerpts from the following</p>	<p>Compare specific evidence of how American Indians and Colonist cooperated and had conflict?</p> <p>Locate the 13 colonies and describe the characteristics of each.</p> <p>How did the leaders of the Great Awakening help usher in religious tolerance and free exercise of religion?</p> <p>Compare and Contrast the daily life of all people throughout the colonies.</p> <p>What ideas impacted the development of colonial self-government?</p>	<p>the First Great Awakening</p> <p>indentured servitude</p> <p>The First Virginia Charter, 1606; The Mayflower Compact, 1620; Charter of the Massachusetts Bay Colony, 1629; The Fundamental Orders of Connecticut, 1639; The New England Articles of</p>	<p>Native Americans and the colonist</p> <p>Create an advertisement to encourage people to settle in your colony</p> <p>Create a Venn diagram about the daily life of men, women, and children in the colonies.</p> <p>Use primary sources to write an essay about the development of colonial self-government</p>	<p>Clickable Map of 13 Colonies</p> <p>Map Game for 13 Colonies</p> <p>Great Awakening</p> <p>First Virginia Charter</p> <p>the Charter of Massachusetts Bay Colony, 1629</p> <p>excerpts from Of Plymouth Plantation, William Bradford</p> <p>Mayflower Compact</p>
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<p>documents: The First Virginia Charter, 1606; The Mayflower Compact, 1620; Charter of the Massachusetts Bay Colony, 1629; The Fundamental Orders of Connecticut, 1639; The New England Articles of Confederation, 1643; The Maryland Toleration Act, 1649. (C, H, P)</p> <p>8.14 Identify the origins and development of slavery in the colonies, overt and passive resistance to enslavement, and the Middle Passage. (C, E, G, H, P)</p>	<p>How did slavery develop in the colonies and how did slaves resist?</p>	<p>Confederation, 1643; The Maryland Toleration Act, 1649</p> <p>Middle Passage</p>	<p>Have students imagine they are the 1st slave in America. Have them write about what brought them there and their experiences after they arrived.</p>	<p>excerpts from The Fundamental Orders of Connecticut, 1639</p> <p>excerpts from The Maryland Toleration Act, 1649</p> <p>The New England Articles of Confederation</p>
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Reporting Category: Reporting Category 2: Development of an American Republic (1720-1789)		%	# of items
		25%	10-14
Standard: 2: Development of a New Nation (1720–1787)— Students will understand the major events preceding the founding of the nation and relate their significance to the development of the American Republic		Duration: 5 Weeks End of first 9 Weeks	
Standards	Guiding Questions/Vocabulary	Vocabulary	Suggested Activities and Instructional Resources
8.15 Compare the government structures and economic base and cultural traditions of New France and the English colonies. (C, E, G, H, P)	Compare New France and the English colonies.	New France	Create a chart comparing New France and the English Colonies
8.16 Explain how the practice of salutary neglect, experience with self-government, and widespread ownership of land fostered individualism and contributed to the American Revolution.(C, E, H, P)	How did salutary neglect, self gov't and land ownership contribute to the American Revolution?	salutary neglect	
8.17 Evaluate the contributions of Benjamin Franklin to American society in the areas of science, writing and literature, and politics, including analysis of excerpts from Poor Richard's Almanack, The Autobiography of Benjamin Franklin, the Albany Plan of Union and the Join or Die cartoon.(C, H, P)	How did Ben Franklin contribute to science, writing, and politics?	Benjamin Franklin, Poor Richard's Almanack, Albany Plan of Union	Have students writing a speech as Ben Franklin telling about his various accomplishments
8.18 Describe the impact of the John Peter Zenger trial on the	How did the Zenger Trial lead to freedom of press?	Zenger trial	Students research the Zenger trial and recreate closing arguments from

[Road to the Revolution](#)

[1The Autobiography of Benjamin Franklin](#)

[Full text from the John Peter Zenger Trial](#)

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<p>development of the principle of a free press.(C, P) 8.19Describe the causes, course, and outcome of the French and Indian War, including the Massacre at Fort Loudoun. (C, G, H, P, TN) 8.20Explain the impact of individuals who created interest in the land west of the Appalachian Mountains, including: long hunters, Wilderness Road, Daniel Boone, William Bean, Thomas Sharpe Spencer, Dr. Thomas Walker.(C, G, H, TN) 8.21Summarize the major events of the Watauga Settlement, including: Battle of Alamance and Regulators; Watauga Purchase and Compact; James Robertson; Little Carpenter, Dragging Canoe.(E, P, TN) 8.22Analyze the social, political and economic causes of the American Revolution and the major battles, leaders and events, including: Mercantilism; Pontiac's Rebellion; The Proclamation of 1763; The Sugar Act, 1764; The Quartering Act, 1765; The Stamp Act, 1765; The</p>	<p>What are the causes and effects of the French and Indian War?</p> <p>Which individuals created interest in land west of the Appalachians? How did they create an interest?</p> <p>Summarize the events of the Watauga Settlement?</p> <p>What are the causes, major events, and effects of the American Revolution?</p>	<p>Massacre at Fort Loudon</p> <p>Long Hunters, Wilderness Road, Daniel Boone, William Bean, Thomas Sharpe Spencer, Dr. Thomas Walker</p> <p>Battle of Alamance, Regulators, Watauga Purchase and Compact, James Robertson, Little Carpenter, Dragging Canoe</p> <p>Mercantilism, Pontiac’s Rebellion, Proclamation of 1763, Sugar Act, Quartering Act, Stamp Act, Declaratory Act, Townshend Act, Boston Massacre, Boston Tea Party, Intolerable Acts, Patrick Henry, Benjamin</p>	<p>the defendant and plaintiff perspectives</p> <p>Create a cause and effect diagram for the French Revolution</p> <p>Write a letter to a friend or family member encouraging them to travel west with you</p> <p>Create a cause and effect diagram for the American Revolution</p> <p>Have students translate the list of grievances to modern day language</p>	<p><u>Tennessee Long Hunters</u></p> <p><u>Wilderness Road</u> <u>Dr. Thomas Walker</u></p> <p><u>William Bean</u></p> <p><u>Thomas Sharp Spencer</u></p> <p><u>Watauga Settlement</u></p> <p><u>The Battle of Alamance</u></p> <p><u>James Robertson</u></p> <p><u>Little Carpenter and Dragging Canoe</u></p> <p><u>Political Cartoons</u> <u>“Join or Die”</u></p>
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<p>Declaratory Act, 1766; The Townshend Act, 1767; The Boston Massacre, 1770; The Boston Tea Party, 1773; The Intolerable Acts, 1774; Patrick Henry; Benjamin Franklin; John Adams; Sam Adams; John Hancock; Thomas Jefferson; Sons of Liberty.(C, E, H, P)</p> <p>8.23 Determine the central ideas expressed in the Declaration of Independence and write an expository piece in which the legacy of these ideas in today's world is described and validated with supporting evidence from the text.(H, P</p> <p>8.24 Using Thomas Paine's Common Sense and The Crisis, identify aspects of the texts that reveal the author's point of view and purpose including loaded language. (H, P)</p> <p>8.25 Identify and explain the significance of the major battles, leaders, and events of the American Revolution, including: Battles of Lexington and Concord, Capture of</p>	<p>What are the central ideas in the Declaration of Independence?</p> <p>Identify Thomas Paine's point of view in <i>Common Sense</i> and <i>The Crisis</i>.</p> <p>Explain the significance of the major battles, leaders, and events of the American Revolution.</p>	<p>Franklin, John Adams, Sam Adams, John Hancock, Thomas Jefferson, Sons of Liberty</p> <p>Declaration of Independence</p> <p>Thomas Paine, Common Sense and The Crisis</p> <p>Battles of Lexington and Concord, Capture of Fort Ticonderoga, Battle of Bunker Hill (Breed's Hill), Battle of Trenton and Princeton, Battle of Saratoga,</p>	<p>Write an expository piece in which the legacy of these ideas in today's world is described and validated with supporting evidence from the text</p> <p>Write an essay about Thomas Paine's point of view and purpose</p> <p>Create a foldable to explain the significance of the major battles, leaders, and events of the American Revolution</p>	<p><u>Patrick Henry's Give Me Liberty or Give Me Death Speech</u></p> <p><u>Online Resources: Videos, Information, Games</u></p> <p><u>Declaration of Independence</u></p> <p><u>Excerpts from Common Sense</u></p> <p><u>Common Sense</u></p> <p><u>The Crisis</u></p> <p><u>Excerpt from THE CRISIS</u></p> <p><u>Maps and charts of the American Revolution</u></p>
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<p>Fort Ticonderoga, Battle of Bunker Hill (Breed's Hill), Battle of Trenton and Princeton, Battle of Saratoga, Valley Forge, Battle of King's Mountain, Battle of Yorktown, George Washington, Benedict Arnold, Hessians, Marquis de La Fayette, Friedrich von Steuben, George Rogers Clark, Francis Marion. (C, E, H, P, TN)</p> <p>8.26 Summarize the effect of the Revolution on the Wataugans and the reasons, plans, and struggles in creating the Cumberland Settlement, including: formation of Washington District, Cherokee War, Nancy Ward, Watauga Petitions, Transylvania Purchase, Richard Henderson, James Robertson, John Donelson, severe winter and river travel, Cumberland Compact, Indian attacks, Battle of the Bluffs. (G, P, TN)</p> <p>8.27 Compare the points of views of the Loyalists and Patriots by integrating visual information through charts,</p>	<p>How did the revolution affect the Wataugans and the Cumberland settlement?</p> <p>Compare Loyalist and Patriots.</p>	<p>Valley Forge, Battle of King's Mountain, Battle of Yorktown, George Washington, Benedict Arnold, Hessians, Marquis de La Fayette, Friedrich von Steuben, George Rogers Clark, Francis Marion.</p> <p>Washington District, Cherokee War, Nancy Ward, Watauga Petitions, Transylvania Purchase, Richard Henderson, James Robertson, John Donelson, Cumberland Compact, Battle of the Bluffs</p> <p>Loyalist and Patriots</p>	<p>You are a settler in the Watauga settlement. Write a daily journal describing your experiences.</p> <p>Create a Venn diagram to compare Loyalists and Patriots</p>	<p>Cherokee War of 1776</p> <p>Nancy Ward</p> <p>Transylvania Purchase</p> <p>James Robertson</p> <p>John Donelson</p> <p>TN History for Kids Donelson</p> <p>John Donelson's Journal</p> <p>Cumberland Compact</p>
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<p>graphs, or images with print texts. (C, E, G, H, P)</p>				
<p>Standard 3: The Constitution and Foundation of the American Political System (1777–1789)— Students analyze the political principles underlying the Constitution, compare the enumerated and implied powers of the federal government, and understand the foundation of the American political system and the ways in which citizens participate.</p>		<p>Duration: 6 weeks</p>		
<p>8.28 Describe the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact in relation to the development of government in America. (C, H, P)</p>	<p>What is the importance of the Magna Carta, English Bill of Rights and the Mayflower Compact?</p>	<p>Magna Carta, English Bill of Rights and the Mayflower Compact</p>		<p>Magna Carta English Bill of Rights Mayflower Compact</p>

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<p>8.29 Analyze the Land Ordinance of 1785 and the Northwest Ordinance of 1787 and their impact on the future development of western settlement and the spread of public education and slavery. (E, G, P)</p>	<p>Compare the Land Ordinance of 1785 to the Northwest Ordinance of 1787 in respect to western settlement, education, and slavery.</p>	<p>Land Ordinance of 1785, Northwest Ordinance of 1787</p>		
<p>8.30 Analyze the weaknesses of the Articles of Confederation, including no power to tax, no common currency, no control of interstate commerce, and no executive branch, failure of the Lost State of Franklin and the impact of Shays' Rebellion. (C, E, H, P, TN)</p>	<p>What are the weaknesses of the Articles of Confederation?</p>	<p>State of Franklin, Shays' Rebellion.</p>	<p>30 & 31. Create a chart that explains the weaknesses of the Articles of Confederation and how the constitution fixed it</p>	<p>Articles of Confederation</p>
<p>8.31 Identify the various leaders of the Constitutional Convention and analyze the major issues they debated, including: distribution of power between the states and federal government, Great Compromise, Slavery and the 3/5 Compromise, George Washington and James Madison. (C, E, H)</p>	<p>Identify the leaders of the Constitutional Convention and major issues they debated.</p>	<p>Great Compromise, 3/5 Compromise, George Washington and James Madison</p>		<p>Great Compromise</p> <p>Ben Franklin's Speech at Convention</p>
<p>8.32 Explain the ratification process and describe the conflict between Federalists</p>	<p>How was the constitution ratified?</p>	<p>Federalists and Anti-Federalists, Bill of Rights, Federalist Papers</p>	<p>Have students write an essay comparing and contrasting the views of the Federalist and</p>	<p>To Ratify or Not Ratify (Political Cartoons)</p> <p>The Federalist Papers</p>

<p>and Anti-Federalists over ratification, including the need for a Bill of Rights and concern for state's rights, citing evidence from the Federalist Papers No.10 and 51 and other primary source texts. (H, P)</p> <p>8.33 Describe the principles embedded in the Constitution, including the purposes of government listed in the Preamble, separation of powers, checks and balances, the amendment process, federalism, and recognition of and protections of individual rights in the Bill of Rights.(P)</p> <p>8.34 Write an opinion piece arguing for the importance of a particular right as it impacts individuals and/or groups, using evidence from the Bill of Rights and contemporary informational text. (P)</p> <p>8.35 Analyze the major events of George Washington's presidency, including Pinckney's Treaty, Jay's Treaty, Whiskey Rebellion, and precedents set in the Farewell Address.(G, P)</p>	<p>What are the basic principles of the constitution?</p> <p>Formulate an opinion on the importance of a particular right and its impact using evidence from the Bill of rights.</p> <p>Analyze the major events of Washington's presidency.</p>	<p>separation of powers, checks and balances, the amendment process, federalism</p> <p>Bill of rights</p> <p>George Washington, Pinckney's Treaty, Jay's Treaty, Whiskey Rebellion</p> <p>Strict/loose interpretation, Federalists, Democratic-Republicans, assumption, Jefferson, Hamilton</p>	<p>Anti-Federalist in the battle over ratification of the Constitution culminating in a classroom debate.</p> <p>Have students rewrite the constitution. What would they change, keep the same? How would those changes affect America today? Write an opinion piece arguing for the importance of a particular right as it impacts individuals and / or groups using evidence from the Bill of Rights and contemporary informational text.</p> <p>Create a Chart of Washington's accomplishments</p>	<p>Patrick Henry and George Mason's Arguments against Ratification at the Virginia Convention (1788)</p> <p>U.S. Constitution</p> <p>Bill of Rights</p> <p>Political Cartoon on the Bill of Rights</p> <p>Washington's Farewell Address</p>
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<p>8.36 Explain the strict versus loose interpretation of the Constitution and how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties by analyzing their views of foreign policy, economic policy (including the National Bank), funding, and assumption of the revolutionary debt.(C, E, G, H, P)</p> <p>8.37 Explain the controversies that plagued the administration of John Adams, including the conflicts with England and France and the Alien and Sedition Acts. (H, P)</p>	<p>How were our first two political parties formed?</p> <p>What are the major issues John Adams experienced during his administration?</p>	<p>John Adams , Alien and Sedition Acts, XYZ Affair</p>	<p>Write a newspaper article explaining the problems of the Adam’s Administration</p>	<p>Jefferson vs Hamilton</p> <p>Kentucky and Virginia Resolution and Alien and Sedition Acts</p>
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Reporting Category 3: The Young Nation to the Divided Nation (1789-1850)			%	# of items
			34	15-19
Standard 4: Growth of the Young Nation (1789-1849) – Students analyze the aspirations and ideals of the people of the new nation.			Duration: 2 weeks	
Standards	Guiding Questions	Vocabulary	Suggested Activities	Instructional Resources
8.38 Describe daily life — including traditions in art, music, and literature —of early national America by examining excerpts from the stories of Washington Irving and James Fennimore Cooper. (C, H, P)	Use Washington Irving and James Fennimore Cooper’s writing to describe daily life.		Write a Journal from the perspective of an American citizen around 1800.	The Legend of Sleepy Hollow by Washington Irving Rip Van Winkle by Washington Irving The Deerslayer by James Fennimore Cooper
8.39 Identify the leaders and events and analyze the impact of western expansion to the development of Tennessee statehood, including: William Blount, John Sevier, Rocky Mount, Treaty of Holston, Cumberland Gap, River systems, Natchez Trace, Jackson Purchase. (G, H, P, TN)	What leaders and events impacted the development of Tennessee?	William Blount, John Sevier, Rocky Mount, Treaty of Holston, Cumberland Gap, River systems, Natchez Trace, Jackson Purchase	Create a timeline tracing the development of the state of TN.	TN History for Kids Books William Blount John Sevier Rocky Mount Treaty of Holston Cumberland Gap Natchez Trace Jackson Purchase
8.40 Analyze the role played by John Marshall in strengthening the central government, including the key decisions of the Supreme Court — Marbury v. Madison, Gibbons v. Ogden, and McCulloch v. Maryland.(H, P)	How did Marbury v. Madison, Gibbons V. Ogden and McCulloch v. Maryland strengthen the central government?	Marbury v. Madison, Gibbons v. Ogden, and McCulloch v. Maryland	Divide into groups and have each one give a brief speech on John Marshall’s land mark court cases.	Marbury v. Madison Gibbons v. Ogden McCulloch v. Maryland
8.41 Explain the major events of Thomas Jefferson's presidency, including his election in 1800,	How did the presidency of Thomas Jefferson change the United States?	Barbary pirates, Embargo Act	Have students write a portion of Jefferson’s	

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<p>Louisiana Purchase, the defeat of the Barbary pirates, and the Embargo Act. (E, G, H)</p> <p>8.42 Analyze the impact of the Lewis and Clark Expedition by identifying the routes on a map, citing evidence from their journals. (C, E, G, H)</p>	<p>What impact did the Lewis and Clark Expedition have on the westward movement?</p>	<p>Lewis and Clark Expedition</p>	<p>biography, explaining what he has done during his presidency</p> <p>Have the students write a journal as if they are a member of the Lewis and Clark Expedition.</p>	<p>Excerpts from the Journals of Lewis and Clark</p>
<p>Standard 5: The United States' Role on the World Stage (1789-1849) – Students analyze the United States foreign policy in the early republic.</p>		<p>Duration: 2 weeks</p>		
<p>8.43 Explain the causes, course, and consequences of the War of 1812, including the major battles, leaders, events and role of Tennessee: Impressment, War Hawks, Henry Clay, Burning of Washington, Fort McHenry, William Henry Harrison, Tecumseh, Andrew Jackson, Battle of Horseshoe Bend, Battle of New Orleans. (E, H, P, TN)</p> <p>8.44 Identify on a map the changing boundaries of the United States, including the Convention of 1818 and Adams - Onis Treaty.(G, P)</p> <p>8.45 Analyze the relationship the United States had with</p>	<p>How did events in the west and at sea lead to the War of 1812?</p> <p>In what ways did the War of 1812 help the United States become and stronger and more independent nation?</p> <p>How did the Convention of 1818 and the Adams-Onis Treaty change the boundaries of the United States.</p> <p>What impact did the Monroe Doctrine have on the United</p>	<p>Impressment, War Hawks, Henry Clay, Burning of Washington, Fort McHenry, William Henry Harrison, Tecumseh, Andrew Jackson, Battle of Horseshoe Bend, Battle of New Orleans</p> <p>Convention of 1818 and Adams - Onis Treaty</p> <p>Monroe Doctrine</p>	<p>Create a cause and effect chart on the War of 1812.</p> <p>Have the students read the Monroe Doctrine and write an editorial giving their opinion on the Monroe Doctrine and stating what they believe will be</p>	<p>War of 1812 Videos</p> <p>War of 1812 Timeline</p> <p>War of 1812 Battles</p> <p>War of 1812 Primary Source Lesson</p> <p>Tennesseans in the War of 1812</p> <p>The Monroe Doctrine</p>

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<p>Europe, including the influence of The Monroe Doctrine.(E, G, P)</p>	<p>States relationship with Europe?</p>		<p>the effect of the doctrine.</p>	<p>The Monroe Doctrine Political Cartoon</p>
<p>Standard 6: The Sectionalism of the American North, South, and West (1800-1850) – Students analyze the paths of the American people in the three regions of the United States from 1800 to the mid-1800s and the challenges they faced as they became increasingly sectionalized.</p>		<p>Duration: 8 weeks</p>		
<p>8.46 Analyze the physical obstacles to and the economic and political factors involved in building a network of roads, canals and railroads, including Henry Clay's American System. (E, G, H, P)</p> <p>8.47 Explain the causes and effects of the wave of immigration from Northern Europe to the United States, and describe the growth in the number, size, and spatial arrangements of cities as a result of events such as the Great Potato Famine.(C, E, G, P)</p> <p>8.48 Analyze the 19th century reforms influenced by the 2nd Great Awakening such as the Temperance Movement, Prison Reform, Mental Health Reform, and education, including tent meetings, establishment of new churches, Horace Mann, Dorothea Dix, and temperance societies. (C, P)</p>	<p>Compare and contrast the views of the Northeast, West, and the South on the spending of federal funds to build roads, canals, and railroads.</p> <p>What were the push and pull factors involved in immigration in the 1800s? How did the influx of immigrants effect American culture and American cities?</p> <p>What is the relationship between the 2nd Great Awakening and the reform movements of the 1800s?</p>	<p>Henry Clay's American System</p> <p>Great Potato Famine</p>	<p>Create a chart comparing and contrasting the three regions views on the major economic and political factors in Henry Clay's American System?</p> <p>Create an annotated timeline of the major reform movements in early American History. Include entries on Temperance Movement -Prison Reform -Mental Health Reform -Education -Tent Meetings,</p>	<p>Henry Clay's American System Henry Clay's speech on the American System</p> <p>Great Potato Famine</p> <p>Abolition, Women's Rights and Temperance Movement Horace Mann Dorothy Dix</p>

<p>8.49 Analyze the women's suffrage movement and its major proponents, including Elizabeth Cady Stanton, Lucretia Mott, and Susan B. Anthony and examine excerpts from the writings of Stanton, Anthony and Sojourner Truth. (C, P)</p> <p>8.50 Identify common themes in American art and literature, including transcendentalism and individualism by analyzing essays and stories by Ralph Waldo Emerson, Henry David Thoreau, Louisa May Alcott, Nathaniel Hawthorne and Henry Wadsworth Longfellow. (C)</p> <p>8.51 Trace the development of the agrarian economy in the South, the locations of the cotton - producing states, and the significance of cotton, the cotton gin and the role of Memphis as the Cotton Capital of the South. (C, E,G, P, TN)</p> <p>8.52 Analyze the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War. (C, E, G)</p> <p>8.53 Write a narrative with supporting text describing the</p>	<p>Identify role the major players in the women’s suffrage movement.</p> <p>What are the common themes in American art and literature?</p> <p>What were the important events, players, and geographic conditions that led to the Cotton Boom in the South?</p> <p>Explain the role that geography played in the cultural and economic characteristics of the south prior to the Civil War.</p>	<p>Elizabeth Cady Stanton, Lucretia Mott, and Susan B. Anthony, Sojourner Truth</p> <p>transcendentalism</p> <p>cotton gin</p> <p>Antebellum</p>	<p>-Establishment of new churches -Horace Mann -Dorothea Dix -Temperance societies</p> <p>Have the students read “Ain’t I A Woman” and have a group discussion on what she meant by the speech.</p> <p>- Research and create a graph of cotton production before and after the invention of the cotton gin (1800-1860) including how this impacted the growth of slavery</p>	<p>Women’s Suffrage Timeline Speech by Susan B. Anthony on Women’s Suffrage The Declaration of Sentiments “Ain’t I A Woman,” Sojourner Truth</p> <p>Nature by Ralph Waldo Emerson Self Reliance by Ralph Waldo Emerson Walden by Henry David Thoreau Civil Disobedience by Henry David Thoreau;</p> <p>Cotton and African American Life</p> <p>Excerpts from Roughing It by Mark Twain</p> <p>Disaster in Tennessee</p> <p>excerpts from Eliza Bryan’s eyewitness</p>
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<p>effects of the New Madrid Earthquakes of 1811–12 on the land and people of Tennessee. (G, H, TN)</p> <p>8.54 Identify the constitutional issues posed by the doctrine of nullification and secession and analyze the earliest origins of that doctrine. (C, P)</p> <p>8.55 Explain the events and impact of the presidency of Andrew Jackson, including the "corrupt bargain," the advent of Jacksonian Democracy, his use of the spoils system and the veto, his battle with the Bank of the United States, the Nullification Crisis and the Indian removal.(C, E, G, H, P, TN)</p> <p>8.56 Analyze the contributions of Sequoyah to the Cherokee. (C, TN)</p> <p>8.57 Write a narrative piece that describes the impact of the Indian Removal Act of 1830 and the struggle between the Cherokee Nation and the United States government and cite evidence from primary source accounts of the Trail of Tears. (C, G, H, TN)</p> <p>8.58 Describe the concept of Manifest Destiny and its impact on the developing character of the American nation, including</p>	<p>What was the effect of the New Madrid Earthquakes of 1811-1812 on Tennessee?</p> <p>Analyze the constitutional issues of the doctrine of nullification and secession.</p> <p>How did the events of Jackson’s presidency change the nation?</p> <p>What impact did Sequoia have on the Cherokee?</p> <p>Summarize the impact of the Indian Removal Act and the Trail of Tears on the Cherokee Nation</p> <p>What were the motives and ideas behind Manifest Destiny and how did it change the country?</p>	<p>New Madrid Earthquakes</p> <p>the doctrine of nullification, secession, Kentucky and Virginia Resolutions</p> <p>Andrew Jackson, "corrupt bargain", Bank of the United States, Nullification Crisis, Indian removal Act, Tariff of "Abominations"</p> <p>Sequoyah</p> <p>Trail of Tears, Indian Removal Act of 1830</p> <p>Manifest Destiny</p>	<p>Research and write a narrative with supporting text describing the effects of the New Madrid Earthquakes of 1811-12 on the land and people of Tennessee</p> <p>Divide the students into two sides and have them debate the constitutionality of nullification and secession.</p> <p>Students write a Persuasive speech from the perspective of Jackson or one of his rivals about any of the controversies of the time, including nullification, Indian removal, the Bank War,</p>	<p>account of the New Madrid Earthquakes</p> <p>Election of 1824 Corrupt Bargain</p> <p>Jacksonian Democracy</p> <p>Indian Removal Act</p> <p>Trail of Tears Video</p> <p>Sequoia</p> <p>Trail of Tears Video</p>
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<p>the purpose, challenges and economic incentives for westward expansion. (C, E, G, H, P)</p> <p>8.59 Describe American settlements in Texas after 1821 and the causes for the Texas War of Independence, including the roles of David Crockett and Sam Houston in the war and the legacy of the Alamo. (G,H, P, TN)</p> <p>8.60 Analyze the reasons, outcome and legacy of groups moving west including the mountain men/trail blazers, Mormons, missionaries, settlers, and the impact of the Oregon Trail and John C. Frémont. (C, G, H)</p> <p>8.61 Describe the major events and impact of the presidency of James K. Polk, including his "Dark Horse" nomination, the settlements of the Oregon boundary, the annexation of Texas, and the acquisition of California through the Mexican War. (E, G, H, P)</p> <p>8.62 Describe the causes, course, and consequences of the Mexican War, including the controversy over the Rio Grande boundary, the roles played by Zachary Taylor and Winfield</p>	<p>What were the major events that led to the War for Texas Independence?</p> <p>Why did people choose to move out west? What was the impact of the westward movement?</p> <p>How did the presidency of James K. Polk impact the size of the country?</p> <p>What events led to the Mexican War?</p>	<p>Texas War of Independence, David Crockett, Sam Houston, Alamo</p> <p>mountain men/trail blazers, Mormons, missionaries, Mormons, Oregon Trail and John C. Frémont</p> <p>James K. Polk, annexation of Texas, acquisition of California, Mexican War</p> <p>Mexican War, Zachary Taylor, Winfield Scott, the Mexican Cession and the Wilmot Proviso</p>	<p>or the increased power of the president</p> <p>Students will make a cause and effect ven diagram of the Texas War of Independence.</p> <p>Students will write a diary entry of life on either the Oregon, Santé Fe, Mormon, or Old California Trail. They should include their reason for moving west and the obstacles they face along the way.</p>	<p><i><u>A Narrative in the Life of David Crockett of the state of Tennessee, David Crockett</u></i></p> <p><u>Classzone animation of the trails west</u></p> <p><u>James K. Polk Biography including gaining Oregon, Texas, and the Mexican Cession</u></p> <p><u>War with Mexico</u></p>
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<p>Scott, the Mexican Cession and the Wilmot Proviso. (C, E, G, H, P)</p> <p>8.63 Trace the major figures and events in the discovery of gold in California and its impact on the economy of the United States, including John Sutter, and 49'ers. (C, E, G, H)</p>	<p>What were the major figures and events in the gold rush? How did the California Gold Rush impact the economy of the United States?</p>	<p>John Sutter, 49'ers, Gold Rush</p>	<p>Create a cause and effect chart of the War with Mexico.</p> <p>Create a timeline of the major battles of the war.</p>	<p>Excerpts from <i>Roughing It</i> by Mark Twain</p> <p>Timeline of the Gold Rush</p> <p>Memories of the Gold Rush</p>
<p>Standard 7: Slavery in America (1800-1850) – Students analyze growth of slavery and the resulting controversies.</p>		<p>Duration: 2 weeks</p>		

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<p>8.64 Describe the significance of the Northwest Ordinance and the banning of slavery in new states north of the Ohio River. (C, E, P)</p>	<p>Explain the importance of the Northwest Ordinance banning slavery in the Northwest Territory?</p>	<p>Northwest Ordinance</p>	<p>Have the complete a text analysis of the Missouri Compromise</p>	<p>Northwest Ordinance Article 6</p>
<p>8.65 Describe the reasons for and the impact of the Missouri Compromise of 1820. (G, H, P)</p>	<p>What were the causes and effects of the Missouri Compromise of 1820?</p>	<p>Missouri Compromise of 1820</p>	<p>In a group, create a mock newspaper with stories about various abolitionists and their contributions to ending slavery</p>	<p>Missouri Compromise</p>
<p>8.66 Analyze the impact of the various leaders of the abolitionist movement, including John Brown and armed resistance; Harriet Tubman and the Underground Railroad; William Lloyd Garrison and The Liberator; Frederick Douglass and the Slave Narratives; and Harriet Beecher Stowe's Uncle Tom's Cabin, Virginia Hill and Free Hill, Tennessee; Francis Wright and Nashoba Commune; and Elihu Embree's The Emancipator. (C, E, H, P, TN)</p>	<p>What impact did the Abolitionist movement have on the North and the South?</p>	<p>John Brown, Harriet Tubman, Underground Railroad, William Lloyd Garrison, The Liberator, Frederick Douglass, Slave Narratives, Harriet Beecher Stowe, Uncle Tom's Cabin, Virginia Hill, Free Hill, Francis Wright, Nashoba Commune, Elihu Embree's, The Emancipator.</p>	<p>Write a newspaper editorial opposing the Fugitive Slave Law?</p>	<p>Free Hill</p>
<p>8.67 Explain the reasons for and the impact of the Compromise of 1850, including the roles played by Daniel Webster and John C. Calhoun and the Fugitive Slave Law.(C, E, G, H, P)</p>	<p>What were the causes and effects of the Compromise of 1850?</p>	<p>Compromise of 1850, Daniel Webster, John C. Calhoun, Fugitive Slave Law</p>	<p>Write a newspaper editorial opposing the Fugitive Slave Law?</p>	<p>Francis Wright</p>
				<p>Elihu Embree</p>
				<p>Compromise of 1850</p>
				<p>Fugitive Slave Act</p>

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<p>8.68 Explain the motivations behind passage of the Kansas - Nebraska Act of 1854, including the rise of the Republican Party, "Bleeding Kansas," the Sumner Brooks incident, and the John Brown raid on Harper's Ferry. (H, P)</p> <p>8.69 Analyze the reasons for and applied by the Supreme Court in the Dred Scott v. Sandford case and the resulting divisiveness between the North and South. (C, H, P)</p> <p>8.70 Examine the arguments presented by Stephen Douglas and Abraham Lincoln in the Illinois Senate race debate of 1858. (H, P)</p> <p>8.71 Identify the conditions of enslavement, and explain how slaves adapted and resisted in their daily lives. (C, H)</p>	<p>Explain the reasons for the passage of the Kansas-Nebraska Act of 1854.</p> <p>What was the decision of the Supreme Court in Dred Scott v. Sandford and explain the reasons for the decisions?</p> <p>Compare and contrast the arguments presented by Stephen Douglas and Abraham Lincoln in the Illinois Senate race debate.</p> <p>How were slaves able to adapt and resist to conditions of slavery?</p>	<p>Kansas- Nebraska Act of 1854, Republican Party, "Bleeding Kansas," Sumner Brooks incident, John Brown, Harper's Ferry</p> <p>Dred Scott v. Sandford</p> <p>Stephen Douglas, Abraham Lincoln, Illinois Senate race debate of 1858</p>	<p>Imagine you live at the time of John Brown's raid on Harpers Ferry. Write a letter to the editor of a local paper expressing your feelings about his methods.</p> <p>Have students read excerpts from the Roger Taney's decision in the Dred Scott Decision and discuss its impact in class.</p>	<p><u>Kansas-Nebraska Act</u></p> <p><u>Excerpt from Taney's decision in Dred Scott v. Sandford</u></p> <p><u>Excerpts from Lincoln – Douglas Debate</u></p>
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Reporting Category 4: The Civil War, Reconstruction, and Westward Expansion		%	# of items
		27	12-16
Standard 8: Civil War (1830-1865) – Students analyze the multiple causes, key events, and complex consequences of the Civil War.		Duration: 5 weeks	
Standards	Guiding Questions/Vocabulary	Vocabulary	Suggested Activities/ Resources
<p>8.72 Identify on a map the boundaries constituting the North and the South and delineate and evaluate the geographical differences between the two regions, including the differences between agrarians and industrialists. (E, G, P)</p> <p>8.73 Describe the influence of industrialization and technological developments of the regions, including human modification of the landscape and how physical geography shaped human actions — growth of cities, deforestation, farming and mineral extraction.(E, G, H, P)</p> <p>8.74 Evaluate each candidate and the election of 1860 and analyze how that campaign reflected the sectional turmoil in the country. (G, P, TN)</p> <p>8.75 Explain the geographical division of Tennessee over the issue of slavery and secession, including Governor Harris, the</p>	<p>Where the North and South are located and compare the geographies of the two regions?</p> <p>Hypothesize how industrial and technical developments influenced the regions.</p> <p>Compare the 1860 presidential candidates. Evaluate the impact of sectionalism on its outcome.</p> <p>Analyze the division in Tennessee over slavery and secession.</p>	<p>Agrarians, industrialists</p> <p>Urbanization, deforestation</p> <p>election of 1860</p> <p>Governor Harris</p>	<p>Create a compare and contrast Venn Diagram. Compare and contrast the North and South including geographic, cultural, and economic differences.</p> <p>Write a speech expressing for one of the candidates in the election of 1860? Have the students share the speeches in class.</p> <p>Civil War Map</p> <p>Factory vs Plantation</p> <p>Election of1860</p> <p>Tennessee in the Civil War</p>

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<p>secession convention vote of 1861, anti-secession efforts, and Scott County.(P, TN)</p> <p>8.76 Describe Abraham Lincoln's presidency and his significant writings and speeches, including his House Divided speech in 1858, Gettysburg Address in 1863, Emancipation Proclamation in 1863 and inaugural addresses in 1861 and 1865.(C, H, P)</p> <p>8.77 Explain the roles of leaders during the Civil War, including Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Stonewall Jackson and soldiers on both sides of the war, including Tennesseans David Farragut, Nathan Bedford Forrest and William Brownlow.(C, E, H, P, TN)</p> <p>8.78 Describe African-American involvement in the Union army, including the Massachusetts 54th Regiment and the 13th U.S. Colored Troops in the Battle of Nashville. (C, H, TN)</p> <p>8.79 Cite textual evidence analyzing the life of the common soldier in the Civil War, including Sam Watkins and Sam Davis. (C, H, TN)</p> <p>8.80 Trace the critical developments and events in the</p>	<p>What were Lincoln's significant speeches given before and during his presidency?</p> <p>Describe the roles that specific leaders played during the Civil War.</p> <p>How were African Americans involved in the Union Army?</p> <p>What was the life of a common soldier in the civil war like?</p>	<p>Gettysburg Address, Emancipation Proclamation, Abraham Lincoln</p> <p>Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Stonewall Jackson, David Farragut, Nathan Bedford Forrest and William Brownlow</p> <p>Massachusetts 54th Regiment, 13th U.S. Colored Troops, Battle of Nashville</p> <p>Sam Watkins and Sam Davis</p>	<p>Create a foldable of the import leaders in the civil war. Write why they were important, the battles they were involved in which side they fought on, and what effect they had on the war. Include Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Stonewall Jackson, David Farragut, Nathan Bedford Forest.</p>	<p>House Divided Speech Gettysburg Address Emancipation Proclamation First Inaugural Address Second Inaugural Address Civil War Battles, People, Facts, and Pictures, The Respective of Co. Aytch, Sam Watkins Sam Davis</p>
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<p>war, including geographical advantages and economic advantages of both sides, technological advances and the location and significance of the following battles: Anaconda Plan, First Battle of Bull Run, Fort Henry and Fort Donelson, Shiloh, Antietam, Stones River, Fredericksburg, Chancellorsville, Gettysburg, Vicksburg, Chickamauga, Lookout Mountain, Franklin, Nashville, Sherman's "March to the Sea," Appomattox Court House.</p> <p>8.81 Assess the impact of the assassination of President Abraham Lincoln on both the North and the South. (C, E, H, P)</p>	<p>What were the key developments and events in the Civil War?</p> <p>Assess the impact of Lincoln on the North and South.</p>	<p>Anaconda Plan, First Battle of Bull Run, Fort Henry and Fort Donelson, Shiloh, Antietam, Stones River, Fredericksburg, Chancellorsville, Gettysburg, Vicksburg, Chickamauga, Lookout Mountain, Franklin, Nashville, Sherman's "March to the Sea", Appomattox Court House</p>	<p>Create a timeline of the important battles and events of the war including: First battle of Bull Run. Fort Henry and Fort Donelson, Shiloh, Antietam, Stones River, Fredericksburg, Chancellorsville, Gettysburg, Vicksburg, Chickamauga, Lookout Mountain, Franklin, Nashville, Sherman's "March to the Sea," Appomattox Court House.</p>	<p>Civil War Overview Interactive Battle Map and more</p>
<p>Standards 9: Reconstruction (1865-1877) – Students analyze the character and lasting consequences of Reconstruction.</p>		<p>Duration: 2 weeks</p>		
<p>8.82 Explain the significance of 13th, 14th and 15th Amendments to the U.S. Constitution. (P)</p> <p>8.83 Analyze the choice of Andrew Johnson as Vice-President, his succession to the Presidency, his plan for Reconstruction and his conflict with the Radical Republicans. (H, P, TN)</p> <p>8.84 Compare the 10 Percent Plan to the Radical Republican Plan for Reconstruction. (C, P)</p> <p>8.85 Explain the effects of the Freedmen's Bureau and the</p>	<p>What did the reconstruction amendments accomplish?</p> <p>Why was Andrew Johnson chosen for vice-President? What did he do while president?</p> <p>Compare the 10 Percent Plan to the Radical Republican Plan for reconstruction.</p> <p>What was the Freedman's bureau?</p>	<p>13th, 14th and 15th Amendments</p> <p>Andrew Johnson, Radical Republicans</p> <p>10 Percent Plan and Radical Republican Plan</p>	<p>Write an expository paragraph explaining the 13th 14th and 15th Amendments citing evidence from the amendments themselves.</p> <p>Make a compare and contrast chart on Lincoln's Reconstruction Plan, Johnson's Plan, and</p>	<p>Amendments 11-27</p> <p>Lesson Ideas on Reconstruction</p>

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<p>restrictions placed on the rights and opportunities of freedmen, including racial segregation and Jim Crow laws. (C, H, P)</p> <p>8.86 Trace the rise of the Ku Klux Klan and vigilante justice, including its role in Tennessee. (C,P, TN)</p> <p>8.87 Explain the movement of both white and black Northern entrepreneurs (carpetbaggers) from the North to the South. (C, E, P)</p> <p>8.88 Explain the controversy of the 1876 presidential election and the subsequent removal of federal troops from the South. (H, P)</p> <p>8.89 Describe the push-pull effect in the movement of former slaves to the North and West, including the Exodusters and Pap Singleton. (C, E, G, H, TN)</p> <p>8.90 Describe the major developments in Tennessee during the Reconstruction Era, including the Constitutional Convention of 1870, the yellow fever epidemic of 1878 and the election of African - Americans to the General Assembly.(G, P, TN)</p>	<p>How did the KKK expand?</p> <p>Why did Carpetbaggers move to the south?</p> <p>What happened in the presidential election of 1876 that led to troops being removed from the South?</p> <p>What pushed or pulled former slaves to the North and West?</p> <p>How did Tennessee develop during Reconstruction?</p>	<p>Freedmen's Bureau, Jim Crow laws</p> <p>Ku Klux Klan</p> <p>Carpetbaggers</p> <p>1876 presidential election</p> <p>Exodusters and Pap Singleton</p> <p>Constitutional Convention of 1870, the yellow fever epidemic of 1878</p>	<p>the Radical Republican Plan.</p> <p>Students will write a newspaper account describing the South during reconstruction. Including the rise of the Ku Klux Klan, the “carpetbaggers” and “Scalawag,” and the election of the first African American congressman.</p> <p>Students will create a timeline of the major developments of the Reconstruction Era in Tennessee including the Constitutional Convention of 1870, the yellow fever epidemic of 1878, and election of the African Americans</p>	<p>Opposing views on Reconstruction</p> <p>Black Codes and Jim Crow Laws</p> <p>Lesson plan on Black Codes using Primary Sources</p> <p>Reconstruction in Tennessee</p>
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			to the General Assembly.	
Standards 10: Westward Expansion (1865-1890) – Students analyze the social, political, and economic transformation.			Duration: 2 weeks	
8.91 Explain patterns of agricultural and industrial development after the Civil War as they relate to climate, use of natural resources, markets and trade and the location of such development on a map. (E, G)	How did agriculture and industry develop after the Civil War?		Analyze an economic map of the post-Civil War United States.	
8.92 Trace the evolution of federal policies toward American Indians, including movement to reservations; assimilation, boarding schools, wars with Indians (Little Big Horn and Wounded Knee), and the impact of the railroad and settlement patterns of pioneers, Buffalo Soldiers (George Jordan), and the Dawes Act. (C, E, G, H, P, TN)	What were the federal policies towards Native Americans?	reservations; assimilation, boarding schools, Little Big Horn and Wounded Knee, Buffalo Soldiers, George Jordan, and the Dawes Act	Write diary entry taking on the persona of an American Indian who is moved to a reservation. Describe the process of movement and life on the reservation.	A Century of Dishonor, Helen Hunt Jackson
8.93 Explain the significance of various American Indian leaders, including: Crazy Horse, Geronimo, Sitting Bull, Chief Joseph. (H)	What were the federal policies towards Native Americans?	Crazy Horse, Geronimo, Sitting Bull, Chief Joseph		Battles of Little Big Horn and Wounded Knee
8.94 Explain the impact of the Homestead Act. (E, H, P)	What is the significance of the Homestead Act?	Homestead Act	Create a foldable on the significant inventions that	Buffalo Soldiers
				American Indian Leaders of the West : Crazy Horse Geronimo Sitting Bull Chief Joseph

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<p>8.95 Analyze how significant inventors and their inventions, including barbed wire, the six shooter, windmills, sod housing, and the steel plow changed life in the West. (C, E, H, P)</p> <p>8.96 Trace the expansion and development of the Transcontinental Railroad, including the Golden Spike event (1869), and the role that Chinese immigrant laborers (Central Pacific track) and Irish immigrant laborers (Union Pacific track) played in its construction.(C, E, G, P)</p> <p>8.97 Examine the development and life of the iconic American cowboy, including his skills, clothes and daily life and work. (C, H)</p> <p>8.98 Explain the concepts of the Open Range, Long Drive and cow towns in the development of the American ranching industry. (E, G, H).</p>	<p>What inventors and inventions led Americans west from 1865 – 1890?</p> <p>Assess the impact of the Transcontinental Railroad.</p> <p>Describe the life of the American cowboy.</p> <p>What concepts helped develop the American ranching industry?</p>	<p>barbed wire, the six shooter, windmills, sod housing, and the steel plow</p> <p>Transcontinental Railroad, the Golden Spike, Central Pacific track, Union Pacific track</p> <p>Open Range, Long Drive and cow towns</p>	<p>changed the west including who invented it, a description of it, why it is significant, and draw a picture of the invention.</p> <p>Write a journal entry over the life of the cowboy including</p> <ul style="list-style-type: none"> • Skills • Clothes • Daily life • Work • Open range • Long drive • Cow towns 	<p>Cowboy Way and Life</p>
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