

GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

Instructional Block 3

8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.			
1. Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).	Concepts <ul style="list-style-type: none"> • Factory system • Industrial Revolution • Natural resources • Reform • Sectionalism • Social mobility • Assimilation • Immigration • Suffrage • Transcendentalism • Individualism 	Reading Like a Historian Lessons Irish Immigration	CCSS Writing Emphasis 1. Write arguments focused on <i>discipline-specific content</i> . 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.
2. Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).			
3. List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).			
4. Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.			
5. Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture.			
6. Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).			
7. Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).			
Sample Essential Questions <i>Big Idea: The Changing Meanings of Freedom</i> Why do people fight? Is conflict inevitable? Is conflict desirable? What is the price of progress? Do views of freedom and equality change when economics is involved?		How can the expansion of infrastructure create growth and conflict? What kind of growth and conflict do people encounter when trying to obtain new rights?	

GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

Big Idea: Change through Growth and Conflict

How does geography affect freedom?

How can economics inspire change?

How do economics effect the growth of society?

Big Idea: Freedom Expands and Contracts

When can personal sacrifice lead to the growth of personal freedom?

How does the inclusion of sectors of a population change its ideology of freedom?

How does economics benefit from freedom expanding?

Does the distribution of power weaken or expand freedom?

GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.

<p>1. Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.</p> <p>2. Trace the origins and development of slavery; its effect on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).</p> <p>3. Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.</p> <p>4. Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.</p>	<p>Concepts</p> <ul style="list-style-type: none"> • Agrarian economy • Cash crops • Natural resources • Sectionalism • Slavery 	<p>Reading Like a Historian Lessons</p> <p style="color: blue;">Nat Turner</p> <p style="color: blue;">Middle Passage</p>	<p>CCSS Writing Emphasis</p> <p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>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.</p> <p>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.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
---	---	--	--

<p>Sample Essential Questions</p> <p><u><i>Big Idea: The Changing Meanings of Freedom</i></u></p> <p>What is the difference between physical freedom and spiritual freedom?</p> <p>What causes people to revolt?</p> <p>In what ways can where we live affect how we live?</p> <p>Is freedom in the eye of the beholder?</p> <p>How does the term freedom differ with different perspectives?</p> <p><u><i>Big Idea: Change through Growth and Conflict</i></u></p> <p>How does resistance to change affect growth?</p> <p>Is violence justified to effect change?</p> <p>How do economics effect the growth of society?</p>	<p><u><i>Big Idea: Freedom Expands and Contracts</i></u></p> <p>How do people adjust to a lack of personal freedom?</p> <p>When can economic freedom affect other freedoms?</p> <p>How does economy influence freedom?</p>
---	--

GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.			
<p>1. Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).</p> <p>2. Discuss the abolition of slavery in early state constitutions.</p> <p>3. Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.</p> <p>4. Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.</p> <p>5. Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the Dred Scott v. Sandford decision (1857), and the Lincoln-Douglas debates (1858).</p> <p>6. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.</p>	<p>Concepts</p> <ul style="list-style-type: none"> • Abolition • Justice • Freedom • Compromise • Equality • Annexation • Popular sovereignty 	<p>Reading Like a Historian Lessons</p> <p>John Brown</p> <p>Abraham Lincoln SAC</p>	<p>CCSS Writing Emphasis</p> <p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>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.</p> <p>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.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
<p>Sample Essential Questions</p> <p><u><i>Big Idea: The Changing Meanings of Freedom</i></u></p> <p>Is equality a right or a privilege?</p> <p>Should freedom and equality have limitations?</p> <p>Does freedom belong to everyone?</p> <p>Is change more effectively accomplished with peace or violence?</p> <p>How do economics play a role in society's view of freedom and equality?</p> <p>How do beliefs influence action?</p> <p>What is the relationship between violence and freedom?</p> <p>What is worth fighting for?</p>		<p><u><i>Big Idea: Change through Growth and Conflict</i></u></p> <p>Does the end justify the means?</p> <p>Is change more effectively accomplished with peace or conflict?</p> <p>How is change made?</p> <p>What makes change happen?</p> <p>When does challenging beliefs lead to growth?</p> <p><u><i>Big Idea: Freedom Expands and Contracts</i></u></p> <p>Who should control freedom?</p> <p>Should freedom be controlled?</p> <p>What inspires some to fight for the freedom of others?</p> <p>What is worth fighting for?</p>	

GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

8.10 Students analyze the multiple causes, key events and complex consequences of the Civil War.			
1. Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.	Concepts <ul style="list-style-type: none"> • Emancipation • Civil War • Nullification • Secession • Authority 	Reading Like a Historian Lessons Emancipation Proclamation	CCSS Writing Emphasis 1. Write arguments focused on <i>discipline-specific content</i> . 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.
2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.			
3. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.			
4. Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).			
5. Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.			
6. Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.			
7. Explain how the war affected combatants, civilians, the physical environment, and future warfare.			
Sample Essential Questions <u><i>Big Idea: The Changing Meanings of Freedom</i></u> What is the price of freedom? What is the meaning of freedom? Why is it important to remember what you stand for in times of crisis? <u><i>Big Idea: Change through Growth and Conflict</i></u> How are violence and growth interrelated? How can technological growth change conflict? What is the price of change?		What benefits emerge from war? What kinds of change occur as a result of war? <u><i>Big Idea: Freedom Expands and Contracts</i></u> When can violence and destruction increase freedom? Does some freedom have to be given up so freedom can be enjoyed? When is war justified? Who should control freedom?/ Should freedom be controlled? What is worth fighting for?	

GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

8.11 Students analyze the character and lasting consequences of Reconstruction.			
<p>1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.</p>	<p>Concepts</p> <ul style="list-style-type: none"> • Reconstruction • Impeachment • Segregation • Discrimination • Civil Rights • Reconciliation • Freedom 	<p>Reading Like a Historian Lessons</p> <p>Radical Reconstruction</p> <p>Thomas Nast's Political Cartoons</p> <p>Sharecropping</p> <p>Reconstruction SAC</p>	<p>CCSS Writing Emphasis</p> <p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>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.</p> <p>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.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
<p>2. Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).</p>			
<p>3. Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.</p>			
<p>4. Trace the rise of the Ku Klux Klan and describe the Klan's effects.</p>			
<p>5. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.</p>			
<p>Sample Essential Questions</p> <p><i>Big Idea: The Changing Meanings of Freedom</i></p> <p>Are freedom and equality the same thing?</p> <p>What is the price of progress?</p> <p>What is the price of freedom?</p> <p>Is physical freedom enjoyable without economic freedom?</p> <p>How is freedom constantly evolving?</p> <p>Does equality feel less attainable when one is a minority?</p> <p>What happens when the meaning of freedom changes?</p> <p>How has the meaning of citizenship evolved?</p> <p>How does wealth affect freedom?</p> <p><i>Big Idea: Change through Growth and Conflict</i></p> <p>How can laws lead to conflict?</p> <p>What is the price of change?</p> <p>In what ways can change be unwelcome or resisted?</p>		<p><i>Big Idea: Freedom Expands and Contracts</i></p> <p>How do changes in laws become changes in behavior?</p> <p>How is freedom limited by economics?</p> <p>Who should control freedom?</p> <p>Should freedom be controlled?</p>	

GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.			
	<u>Concepts</u>	<u>Reading Like a Historian Lessons</u>	<u>CCSS Writing Emphasis</u>
1. Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.	<ul style="list-style-type: none"> • Labor movement • Mass production • “Melting Pot” • Progressive • “Unionism • Urbanization • Economic growth • Capitalism • Immigration 	<p>The Battle of Little Bighorn</p> <p>Jacob Riis and Immigrants</p> <p>Pullman Strike</p> <p>Albert Parsons SAC</p> <p>Homestead Strike</p> <p>Chinese Immigration & Exclusion</p> <p>Populism & Election of 1896</p> <p>1898 North Carolina Election</p>	<p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>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.</p> <p>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.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
2. Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.			
3. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.			
4. Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).			
5. Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).			
6. Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.			
7. Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.			
8. Identify the characteristics and impact of Grangerism and Populism.			
9. Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).			

GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

Sample Essential Questions

Big Idea: The Changing Meanings of Freedom

How does economic status impact rights and freedoms?
Can economic freedom lead to a lack of equal opportunity?
When are restrictions on freedom part of the greater good for society?
How does the rise of industry change the meanings of freedom and equality?

Big Idea: Change through Growth and Conflict

How much impact can one individual have on the growth of a country?
Should the rights of the many be protected over the economic freedom of the few?
How can economics inspire change?
Should any section of society be immune to change?
Can restrictions on freedom be part of the greater good for society?

Big Idea: Freedom Expands and Contracts

Is there such a thing as too much freedom?
Does economic success of the few limit the freedom of the many?
How does the economy influence freedom?