

Grade 8 Social Studies: Quarter 2 Curriculum Map Scope and Sequence

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q2, Unit 1 Birth of a Young Nation	3 weeks	<i>McGraw Hill Discovering Our Past: A History of the United States (Early Years)</i>	Through the exploration of seminal texts and secondary analysis students will examine American expansion and the development of the American political system. They will examine how the turn of the 19 th century was a time of great progress for the new nation. Population boomed and people settled in the western territories, backed by US opposition to Native American tribes. Despite this expansion each region of the United States tried to grow in influence and look out for its own economic welfare. Large-scale achievements were made in technology, agriculture and civic works. Capitalism also grew in America, encouraging rampant speculation in these new projects and a boom in investment schemes of many different kinds. Students will focus on the roots of American expansion and how the political climate of the time allowed that expansion to occur.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	8.38, 8.39, 8.40, 8.41, 8.42
Q2, Unit 2 The US on the World Stage	1 week	<i>McGraw Hill Discovering Our Past: A History of the United States (Early Years)</i>	Students will evaluate the impact of US foreign policy to examine how during the period between 1790 and 1850 the United states expanded its presence in the world stage, cautiously emerging as a world power in the face of large European empires. During this time the United States fought the War of 1812 against the British, its colonial forces in Canada and its Native American allies. While many historians have asserted that this war was a result of an American desire to expand north and expel the British from the Americas, most modern historians agree that the primary cause for the war was ending the impressment of Americans into the British navy. The end of the war brought in a new period of American nationalism and pride, known as The Era of Good Feelings. Students will examine the impact of key US policy features, most notably The Monroe Doctrine.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	8.43, 8.44, 8.45
Q2, Unit 3 American Sectionalism (Part 1)	5 weeks	<i>McGraw Hill Discovering Our Past: A History of the United States (Early Years)</i>	Students will end the semester with an understanding of the driving cultural and political forces that increasingly led to division and sectionalism in America. During this period in American History political and social movements fostered the spirit of sectionalism, where citizens developed distinct regional identity especially in the northern and southern parts of the country. Increasingly westward expansion brought conflict with Native Americans, resulting in one of the greatest national catastrophes in American history, the Indian Removal Act of 1830. This unit aims to examine some of these movements that defined this dramatic period in America. Students will work to evaluate the impact of these movements and the scale of human tragedy that occurred as a result of Manifest Destiny. Students will be ask to assess whether or not the end could ever justify the cost of expansion and how the precedents set during this period linger today.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	8.46, 8.47, 8.48, 8.49, 8.50, 8.53, 8.54, 8.55, 8.56, 8.57, 8.58, 8.60, 8.63

Grade 8 Social Studies: Quarter 2 Map Instructional Framework

Planning With the Map

The curriculum map outlines the content and pacing for each grade and subject. For grades 6-8, Social Studies teachers must carefully balance attention between frequently detailed content standards while supporting inquiry, collaboration and high-impact writing. To support this work, each unit contains a daily lesson framework and a sample daily lesson as guidance. However, please bear in mind that the map is meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map allows for flexibility and encourages each teacher and teacher teams to make thoughtful adjustments, our expectations for student learning are non-negotiable. We must ensure all our children have access to rigorous content and effective teaching practices.

Weekly Guidance

To help promote “backward design” in planning, each map begins with recommended essential texts for each week, recommended protocols or activities aligning to these texts or standards, and a weekly assessment in the form of a standards-aligned writing prompt. All curriculum materials, including the texts, instructions for protocols, and suggested text dependent questions can be found in Sharepoint. Writing prompts will be content oriented, frequently relying on student knowledge for evidence and examples instead of discrete texts. Practice with text dependent questions and text analysis should be part the daily routine of every class period. Moreover, while teachers are encouraged to supplement these writing tasks with level appropriate multiple choice and short answer assessments as necessary to demonstrate content knowledge as well, writing should be the largest part of any social studies assessment.

Vocabulary Instruction

Strategies for building vocabulary may be found in Social Studies Appendix A. The tools in Appendix A are cross-disciplinary protocols directly from the new Expeditionary Learning curriculum. Students and teachers both will be able to use these increasingly familiar strategies as a common instructional language for approaching new and difficult academic and content area vocabulary. Teachers are encouraged to become familiar with all of these strategies to understand which ones best meet their instructional needs:

Contextual Redefinition.....Appendix A Page 58
Frayer Model.....Appendix A Page 59
List/Group/Label.....Appendix A Page 60
Semantic Webbing.....Appendix A Page 61

SVES (Elaboration).....Appendix A Page 62
Vocabulary Squares.....Appendix A Page 63
Word Sorts.....Appendix A Page 58

Daily Strategies

The daily strategies provided in this map are taken from SCS Social Studies Curriculum Appendix B, the Facing History and Ourselves teaching strategy guide. These are high-yield classroom strategies to foster collaboration, careful reading and robust writing. Anchor topics are provided below as a starting point for the protocol, but the strategies can be used with any of the texts provided in the Anchor Text or supplemental texts. Teachers are encouraged to learn these protocols and use them with flexibility to plan strong, adaptable lessons. Separate protocols are called out specifically for use in analyzing texts through the course of the class. These include the following:

- 3,2,1p. 4
- Chunking.....p. 47
- Document Analysis Templatesp. 61
- Evaluating Arguments in a Resource Book p. 63
- Evidence Logsp. 66
- Read Aloudp. 130
- Reader’s Theaterp. 132
- Save the Last Word for Mep. 136
- Text to Text, Text to Self, Text to Worldp. 148
- Two Column Note Takingp. 157
- Word Wallp. 165

Grade 8 Social Studies: Quarter 2 Unit 1

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q2, Unit 1 Birth of a Young Nation	3 weeks	<i>McGraw Hill Discovering Our Past: A History of the United States (Early Years)</i>	Through the exploration of seminal texts and secondary analysis students will examine American expansion and the development of the American political system. They will examine how the turn of the 19 th century was a time of great progress for the new nation. Population boomed and people settled in the western territories, backed by US opposition to Native American tribes. Despite this expansion each region of the United States tried to grow in influence and look out for its own economic welfare. Large-scale achievements were made in technology, agriculture and civic works. Capitalism also grew in America, encouraging rampant speculation in these new projects and a boom in investment schemes of many different kinds. Students will focus on the roots of American expansion and how the political climate of the time allowed that expansion to occur.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	8.38, 8.39, 8.40, 8.41, 8.42

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
Texts	Journals of Exploration: Lewis and Clark				
Standards	8.42				
Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Map Skills: Identifying the geographical territory of the emerging nation, including the Louisiana purchase				
Hook <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	<ul style="list-style-type: none"> Modeling the Standard Daily Agenda Essential Question: What is the value of exploration				
Inquiry <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Gallery Walk Protocol: Journals of Exploration				
Application <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Story Board Protocol: The Lewis and Clark Expedition				
Closure <i>Individual students synthesize and/or summarize learning for the day.</i>	Harvard Visible Thinking Routine: Circle of Viewpoints students should reflect on their views about American expansion and its positive and negative consequences.				

Grade 8 Social Studies: Quarter 2 Unit 1 Vocabulary

Tier 2 Vocabulary

Underestimate, restriction, authority, purchase

Tier 3 Vocabulary

Frigate, secede, customs duty, jurisdiction

Grade 8 Social Studies: Quarter 2 Unit 1 Week 1

Birth of a Young Nation: Week 1	
Essential Question(s)	Is expansion always necessary for a society? What is the value of exploration?
Student Outcomes	Student can tell you where and why people decided to settle in the west. Student can explain the biggest impact that the Lewis and Clark expedition had on nation.
Texts	<p>Text Book: McGraw Hill <i>Discovering Our Past</i>, Chapters 10 & 11</p> <p>Texts:</p> <ul style="list-style-type: none"> • Primary Source: Journals of Exploration – Meriwether Lewis and William Clark (Lexile 1100) • Task: Louisiana Purchase • Article and Question Set: How the U.S. Built a Navy and Faced Down the Barbary Pirates (Lexile 1050) <i>This is located in Unit 2 of the Supplemental Documents for Quarter 2.</i> <p>Recommended Protocol(s): Read Aloud, Two Column Note Taking, Gallery Walk</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Article and Question Set: Primary Sources – Jefferson’s Message on the Lewis and Clark Expedition (Lexile 1080) • Article and Question Set: Westward Expansion – The Louisiana Purchase (Lexile 1120) • Article and Question Set: The Explorers Meriwether Lewis (Lexile 950) • Article and Question Set: The Explorers William Clark (Lexile 950) • Article and Question Set: The Explorers William Clark (Lexile 1060)
Suggested Classroom Strategies	<p>Alphabet Brainstorm (Appendix B Page 7): American Progress</p> <p>Anticipation Guides (Appendix B Page 16): What do students know about Thomas Jefferson and Westward Expansion</p> <p>Graffiti Boards (Appendix B Page 86): How far had America come from the colonial days? / American Expansion</p> <p>SPAR Debate (Appendix B Page 142): Debatable Statements: “Westward Expansion had no drawbacks”</p> <p>Big Paper Silent Conversation (Appendix B Page 27): Potential Topics: What were the biggest benefits of expanding west? / Would you want to live during this period?</p> <p>Storyboard (Appendix B Page 146): The Lewis and Clark Expedition</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Based on this sources and your knowledge of history, describe Jefferson’s election in 1800 <u>and</u> explain two major events from his presidency. Use complete sentences and evidence from the source to support your answer.</p>
Standards	<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>8.41 Explain the major events of Thomas Jefferson’s presidency, including his election in 1800, Louisiana Purchase, the defeat of the Barbary pirates, and the Embargo Act. (E, G, H)</p>

Grade 8 Social Studies: Quarter 2 Unit 1 Week 2

Birth of a Young Nation: Week 2	
Essential Question(s)	How does fiction paint an idealized portrait of life in a society? How did Tennessee establish itself as a state?
Student Outcomes	Student can tell you what life was like according to early American authors. Student can identify major figures in Tennessee history and explain the steps Tennessee took to gain statehood.
Texts	<p>Text Book: McGraw Hill <i>Discovering Our Past</i>, Chapters 10 & 11</p> <p>Texts:</p> <ul style="list-style-type: none"> • “The Legend of Sleepy Hollow” Pt. 1-3 (Lexile 1190-1210) • Task: Changing Times and Changing Boundaries: Maps of Early Tennessee • Supplemental Images <p>Recommended Protocol(s): Two minute interviews, Found Poems</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Article and Question Set: Presidential Profile – Thomas Jefferson (Lexile 1140) • Task: American Culture
Suggested Classroom Strategies	<p>Café Conversations (Appendix B Page 39): Political Figures from Tennessee</p> <p>Found Poems (Appendix B Page 75): Use primary source documents from the Q2 Text Packet</p> <p>Two Minute Interviews (Appendix B Page 161): “How did Tennessee become a state?” / “What was life like an average US citizen?” / “What were the major achievements of this time period?”</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Based on the sources and your background knowledge, describe western expansion into Tennessee <u>and</u> explain Tennessee’s development into statehood. Use complete sentences and provide evidence to support your answer.</p>
Standards	<p>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 Fenimore Cooper. (C, H, P)</p> <p>8.39 Identify the leaders and events and analyze the impact of western expansion to the development of Tennessee statehood, including: (G, H, P, TN)</p> <ul style="list-style-type: none"> • William Blount • John Sevier • Rocky Mount • Treaty of Holston • Cumberland Gap • River systems • Natchez Trace • Jackson Purchase

Grade 8 Social Studies: Quarter 2 Unit 1 Week 3

Birth of a Young Nation: Week 2	
Essential Question(s)	What is the impact of having a strong, independent judiciary branch? What are the benefits and drawbacks to one party dominating a country's politics?
Student Outcomes	Student can tell you how John Marshall made the US Government stronger. Student can tell you which events of the Jefferson years were the most important.
Texts	<p>Text Book: McGraw Hill <i>Discovering Our Past</i>, Chapters 10 & 11</p> <p>Texts:</p> <ul style="list-style-type: none"> • Article and Question Set: Jefferson Winning the 1800 Presidential Election was a Game-Changer (Lexile 1040) • Debating the Documents—John Marshall Court • Task: Marbury v. Madison <p>Recommended Protocol(s): Annotating and Paraphrasing Sources, Found Poems</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Task: McCulloch v. Maryland • Task: Gibbons v. Ogden • Primary Source: Marbury v. Madison Supreme Court Decision (Lexile 1140) • Article and Question Set: Presidential Profile – Thomas Jefferson (Lexile 1140) • Article and Question Set: Supreme Court Justice – John Marshall (Lexile 1130)
Suggested Classroom Strategies	<p>Café Conversations (Appendix B Page 39): Political Figures from this period</p> <p>Bio Poems (Appendix B Page 31): Political Figures from this period / People from all areas of society (industrial, trade, agrarian, politicians)</p> <p>Iceberg Diagrams (Appendix B Page 91): Jefferson is Elected and Democratic Republicans control Government for many years...why?</p> <p>Town Hall Circle (Appendix B Page 154): Where should power be located? Federal or State Government?</p> <p>Barometer (Appendix B Page 23): Centralized Power vs Dispersed Power</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Based on the source and your background knowledge, describe two major Supreme Court cases from Jefferson's presidency and explain how these cases strengthened the powers of the government. Use complete sentences and provide evidence to support your answer.</p>
Standards	<p>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)</p> <p>8.41 Explain the major events of Thomas Jefferson's presidency, including his election in 1800, Louisiana Purchase, the defeat of the Barbary pirates, and the Embargo Act. (E, G, H)</p>

Grade 8 Social Studies: Quarter 2 Unit 2

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q2, Unit 2 The US on the World Stage	1 week	<i>McGraw Hill Discovering Our Past: A History of the United States (Early Years)</i>	Students will evaluate the impact of US foreign policy to examine how during the period between 1790 and 1850 the United states expanded its presence in the world stage, cautiously emerging as a world power in the face of large European empires. During this time the United States fought the War of 1812 against the British, its colonial forces in Canada and its Native American allies. While many historians have asserted that this war was a result of an American desire to expand north and expel the British from the Americas, most modern historians agree that the primary cause for the war was ending the impressment of Americans into the British navy. The end of the war brought in a new period of American nationalism and pride, known as The Era of Good Feelings. Students will examine the impact of key US policy features, most notably The Monroe Doctrine.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	8.43, 8.44, 8.45

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
Texts	Article and Question Set: The Expanding American Republic and the War of 1812				
Standards	8.43				
Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	(Vocabulary) Contextual Redefinition: Expansion, Neutrality, additional vocabulary selected based on student reading levels				
Hook <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	<ul style="list-style-type: none"> Modeling the Standard Daily Agenda Essential Question: How do allies become enemies and vice versa?				
Inquiry <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Close Read: The Expanding American Republic and the War of 1812				
Application <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	SPAR Debate: The War of 1812 Was Absolutely Necessary				
Closure <i>Individual students synthesize and/or summarize learning for the day.</i>	Harvard Visible Thinking Routine: Here Now / There Then using the impact of the war of 1812 as a starting point for the closure.				

Grade 8 Social Studies: Quarter 2 Unit 2 Vocabulary

Tier 2 Vocabulary

Boundary, campaign, doctrine

Tier 3 Vocabulary

Impressment, war hawk, Monroe Doctrine

Grade 8 Social Studies: Quarter 2 Unit 2 Week 1

The US on the World Stage: Week 1	
Essential Question(s)	How do allies become enemies and vice versa? What makes a nation expand? How does a weak new nation protect its own interests?
Student Outcomes	<p>Student can tell you key details about and results of the War of 1812</p> <p>Student can tell you how the United States changed and grew during this period.</p> <p>Student can explain how the United States viewed its role on the world stage.</p>
Texts	<p>Text Book: McGraw Hill <i>Discovering Our Past</i>, Chapter 10 & 11</p> <p>Texts:</p> <ul style="list-style-type: none"> • Primary Source: The Monroe Doctrine (Lexile 1040) • Debating the Documents—The Monroe Doctrine • Article and Question Set: The Expanding American Republic and the War of 1812 (Lexile 1040) <p>Recommended Protocol(s): Text to Text, Text to Self, Text to World, Word Wall Building</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Article and Question Set: When the British Were Burning down the Houses of Congress in 1814 (Lexile 1130) • Article and Question Set: Time Machine (1815) British Beaten at New Orleans in War of 1812 (Lexile 1160) • Article: James Monroe's Political Career (Lexile 1010) • Primary Source: General Jackson to the Honorable James Monroe (Lexile 1100) • Primary Source: The Adams Onis Treaty (Lexile 1100)
Suggested Classroom Strategies	<p>Iceberg Diagrams (Appendix B Page 91): The War of 1812...Underlying Causes</p> <p>SPAR Debate (Appendix B Page 142): Debatable Statements: "The War of 1812 Was Absolutely Necessary"</p> <p>Storyboard (Appendix B Page 146): The War of 1812</p> <p>Gallery Walk (Appendix B Page 81): Images of the War of 1812</p> <p>Barometer (Appendix B Page 23): International Relations: Isolation vs. Intervention</p> <p>Character Charts (Appendix B Page 43): Henry Clay, Daniel Webster, John C. Calhoun</p> <p>Identity Charts (Appendix B Page 95): Great Britain / France / The United States</p> <p>Two Minute Interviews (Appendix B Page 161): "What were the causes of the War of 1812?" / "How did the war change politics inside the US?" / "How did other countries view the US during this period?" / "Why did the US need the Monroe Doctrine?" / "How did the US acquire new territories?" / "Why was sectionalism so important?"</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Based on this source and your knowledge of history, describe the major events of the War of 1812 and describe its impact on the United States. Use complete sentences and evidence from the source to support your answer.</p>
Standards	<p>8.43 Explain the causes, course, and consequences of the War of 1812, including the major battles, leaders, events and role of Tennessee: (E, H, P, TN)</p> <ul style="list-style-type: none"> • 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>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 Europe, including the influence of the Monroe Doctrine (E, G, P)</p>

Grade 8 Social Studies: Quarter 2 Unit 3

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q2, Unit 3 American Sectionalism (Part 1)	5 weeks	<i>McGraw Hill Discovering Our Past: A History of the United States (Early Years)</i>	Students will end the semester with an understanding of the driving cultural and political forces that increasingly led to division and sectionalism in America. During this period in American History political and social movements fostered the spirit of sectionalism, where citizens developed distinct regional identity especially in the northern and southern parts of the country. Increasingly westward expansion brought conflict with Native Americans, resulting in one of the greatest national catastrophes in American history, the Indian Removal Act of 1830. This unit aims to examine some of these movements that defined this dramatic period in America. Students will work to evaluate the impact of these movements and the scale of human tragedy that occurred as a result of Manifest Destiny. Students will be ask to assess whether or not the end could ever justify the cost of expansion and how the precedents set during this period linger today.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	8.46, 8.47, 8.48, 8.49, 8.50, 8.53, 8.54, 8.55, 8.56, 8.57, 8.58, 8.60, 8.63

	SAMPLE DAILY FRAMEWORK			
	Day 2	Day 3	Day 4	Day 5
Texts	Article and Question Set: Thoreau – Civil Disobedience			
Standards	8.43			
Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Identifications: Sojourner Truth, Cady Stanton, Ralph Waldo Emerson, Henry David Thoreau, Horace Mann			
Hook <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	<ul style="list-style-type: none"> Modeling the Standard Daily Agenda Essential Question: How does one idea or movement spawn others?			
Inquiry <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Found Poems Protocol: Civil Disobedience			
Application <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Town Hall Circle Protocol: Should people be allowed to disobey laws that they believe are unjust? – Thoreau’s writing is full of controversial views that are still a major source of discussion in today’s world.			
Closure <i>Individual students synthesize and/or summarize learning for the day.</i>	Harvard Visible Thinking Routine: Reporter’s Notebook using the situation of Thoreau’s jailing for tax evasion.			

Grade 8 Social Studies: Quarter 2 Unit 3 Vocabulary

Tier 2 Vocabulary

Lecture, route, capable, ministry, hinder, tidings, plus, access, hinder, tidings, intense, internal, goal, technology, facilitate, participate, legacy, settlements, reveal, region, federal, survive, institution, symbol.

Tier 3 Vocabulary

Barricade, Cede, Authority, Census, Civil disobedience, Legacy settlements, revival, normal school, civil disobedience, utopia, suffrage, coeducation, prairie schooner, emigrant, Manifest Destiny, sectionalism, nationalism, unity, patent, interchangeable part, cotton gin, capitalism, capital, free enterprise, temperance movement, abolitionist, Amendment, barricade, turnpike, authority, Census, civil disobedience, relocate, consequence, secession, Favorite son, plurality, majority, mudslinging, bureaucracy, spoils system, nominating, convention, veto.

Grade 8 Social Studies: Quarter 2 Unit 3 Week 1

Sectionalism (Part 1): Week 1	
Essential Question(s)	What allows for westward expansion? Who benefited from Jacksonian Democracy?
Student Outcomes	<p>Student can explain the problems in building a national infrastructure for expansion.</p> <p>Student can tell you the issues surrounding the Nullification Crisis.</p> <p>Student can explain Jacksonian Democracy and the major issues of Andrew Jackson's presidency.</p>
Texts	<p>Textbook: McGraw Hill <i>Discovering Our Past</i>, Chapter 11 & 12</p> <p>Texts:</p> <ul style="list-style-type: none"> • Article and Question Set: Jacksonian Democracy was Great for “the Common Man” – if he was White (Lexile 1070) • Debating the Documents—Henry Clay's American System • Article and Question Set: Presidential Profile: Andrew Jackson (1100) <p>Recommended Protocol(s): Close Read, Two Column Note taking</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Primary Source: <i>The Senate 1789-1989 Classic Speeches Volume 3</i> Henry Clay on the American System (Lexile 1280) • Primary Source: Henry Clay, In Defense of the American System (Lexile NP) • Task: Manifest Destiny (iCivics) • Task: We're Free, Let's Grow
Suggested Classroom Strategies	<p>Character Charts (Appendix B Page 43): Political and Cultural Figures of this Period</p> <p>Barometer (Appendix B Page 23): Expansion at Any Price?</p> <p>Alphabet Brainstorm (Appendix B Page 7): Manifest Destiny</p> <p>Town Hall Circle (Appendix B Page 154): The case for and against Manifest Destiny</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Based on the sources and your knowledge of history, explain the political philosophy of Jacksonian Democracy <u>and</u> a policy from Andrew Jackson's presidency that exemplifies it. Use complete sentences and evidence from the sources to support your answer.</p>
Standards	<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>8.54 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>

Grade 8 Social Studies: Quarter 2 Unit 3 Week 2

American Sectionalism (Part 1): Week 2	
Essential Question(s)	Why do countries feel the need to expand? How does greed motivate migrations?
Student Outcomes	<p>Student can tell you how Sequoyah contributed to the Cherokee legacy.</p> <p>Student can explain the policies surrounding the Trail of Tears and impact it had on Indigenous Americans.</p> <p>Student can tell describe Manifest Destiny and how it impacted policies and development in the United States.</p>
Texts	<p>Textbook: McGraw Hill <i>Discovering Our Past</i>, Chapter 12</p> <p>Texts:</p> <ul style="list-style-type: none"> • Primary Source: Andrew Jackson's Message "On Indian Removal" (Lexile 1070) • Article and Question Set: Time Machine 1838 – The Cherokees and the Trail of Tears • Debating the Documents—Jackson and the Indians <p>Recommended Protocol(s): Reader's Theater, Evidence Logs, 3-2-1</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Primary Source: Andrew Jackson's Letter to the Cherokee (Lexile 1150) • Article and Question Set: Expansion and Reform: The Indian Removal Act (1150) • Task: Indian Removal
Suggested Classroom Strategies	<p>Human Timeline (Appendix B Page 89): The settlement of the northern and western territories / Indian Removal Act 1830</p> <p>Gallery Walk (Appendix B Page 81): The Trail of Tears and Manifest Destiny</p> <p>Big Paper Silent Conversation (Appendix B Page 27): Potential Topics: Could the Trail of Tears have been averted</p> <p>Anticipation Guides (Appendix B Page 16): What do students know about the Trail of Tears.</p> <p>Storyboard (Appendix B Page 146): The Trail of Tears</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Based on the source and your background knowledge, describe the Indian Removal Act of 1830 and explain its impact on the Cherokee Nation and the United States. Use complete sentences and provide evidence to support your answer.</p>
Standards	<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 cites 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 the purpose, challenges, and economic incentives for westward expansion. (C, E, G, H, P)</p>

Grade 8 Social Studies: Quarter 2 Unit 3 Week 3

American Sectionalism (Part 1): Week 3	
Essential Question(s)	How does one idea or movement spawn others? How does the work of many people add up over time? How does art reflect the changing values of a nation?
Student Outcomes	Student can tell you which events and figures in the Women's Suffrage movement were the most important and why. Student can tell you what art and literature of the time shared in common. Student can explain the themes of transcendentalism and individualism in art of the early 19 th century.
Texts	<p>Textbook: McGraw Hill <i>Discovering Our Past</i>, Chapter 15</p> <p>Texts:</p> <ul style="list-style-type: none"> • Article and Question Set: Primary Source: <i>Civil Disobedience</i> by Henry David Thoreau (Lexile 1120) • Article and Question Set: Primary Source: Sojourner Truth – “<i>Ain't I a Woman</i>” Speech (Lexile 950) <p>Recommended Protocol(s): Jigsaw, Found Poems, Read Aloud</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Article and Question Set: Philosophers – Henry David Thoreau (Lexile 950) • Primary Source: Ralph Waldo Emerson, Excerpt from “<i>Self Reliance</i>” (Lexile 950) • Article and Question Set: Famous Speeches – Cady Stanton’s Address on “The Destructive Male (Lexile 1230) • Article and Question Set: Famous Speeches: Susan B. Anthony’s “Women’s Rights to the Suferage” (Lexile 1120)
Suggested Classroom Strategies	<p>Identity Charts (Appendix B Page 95): Transcendentalism / Individualism / Manifest Destiny / American System / Women’s Suffrage</p> <p>Big Paper Silent Conversation (Appendix B Page 27): What do the social and artistic movements of this period share in common?</p> <p>Bio Poems (Appendix B Page 31): Political and Cultural Figures of this Period</p>
Assessment(s)	<p>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</p> <p>Based on this sources and your knowledge of history, identify two figures of the woman’s suffrage movement and describe the impact of their work. Use complete sentences and evidence from the sources to support your answer.</p>
Standards	<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>

Grade 8 Social Studies: Quarter 2 Unit 3 Week 4

American Sectionalism (Part 1): Week 4	
Essential Question(s)	How does the work of many people add up over time? How does change happen in society?
Student Outcomes	Student can explain the Second Great Awakening as a social movement and the impact it had on everyday life. Student can identify important figures from the Second Great Awakening and describe which reforms they worked in.
Texts	<p>Textbook: McGraw Hill <i>Discovering Our Past</i>, Chapter 15</p> <p>Texts:</p> <ul style="list-style-type: none"> • Article and Question Set: Religious Transformation and the Second Great Awakening (Lexile 1200) • Debating the Documents—Revivalists and Utopian <p>Recommended Protocol(s): Close Read, 3-2-1</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Task: The Second Great Awakening: Using Primary Sources to Understand Religious and Social Change • Dorothea Dix (Lexile 1320) • Education in America (Lexile 1110)
Suggested Classroom Strategies	<p>Iceberg Diagrams (Appendix B Page 91): Second Great Awakening</p> <p>Café Conversations (Appendix B Page 39): Political and Cultural Figures of this Period</p> <p>Here Now / There Then (Protocols Page 19): Social Issues of the Second Great Awakening</p>
Assessment(s)	<p>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</p> <p>Based on the sources and your knowledge of history, describe <u>four</u> reforms of the 2nd Great Awakening. Use complete sentences and evidence to support your answer.</p>
Standards	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)

Grade 8 Social Studies: Quarter 2 Unit 3 Week 5

American Sectionalism (Part 1): Week 5	
Essential Question(s)	Is migration spontaneous? How does migration happen? How are regions impacted by migration?
Student Outcomes	Student can tell you how and why different American Regions began. Student can explain which events in the world drove immigration to America, and how it shaped the country. Student can tell you what happened as a result of the Gold Rush.
Texts	<p>Textbook: McGraw Hill <i>Discovering Our Past</i>, Chapter 13</p> <p>Texts:</p> <ul style="list-style-type: none"> • Article and Question Set: An Overview of U.S. Westward Expansion (Lexile 1140) • Article and Question Set: Time Machine 1845 – The Oregon Trail (Lexile 1040) • Task: Irish Immigration <p>Recommended Protocol(s): Barometer, Icebergs</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Article and Question Set: Time Machine 1845 – The Oregon Trail (Lexile 1040) • Article and Question Set: Primary Sources – Life at a Mining Camp During the California Gold Rush (Lexile 1080) • Task: Gold Rush and San Francisco • Task: Oregon Treaty (1845)
Suggested Classroom Strategies	<p>Two Minute Interviews (Appendix B Page 161): “What were the elements of Manifest Destiny?” / “Why did Indian Removal fail so badly?” / “How did the art and literature of the time reflect American Society?” / “Why did groups want to migrate west?” / “What happened as a result of the 2nd Great Awakening?”</p> <p>Graffiti Boards (Appendix B Page 86): Western Settlement (Oregon Trail, California Gold Rush)</p> <p>Circle of Viewpoints (Closure Protocols Page 3): Western Settlement</p>
Assessment(s)	<p>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</p> <p>Based on the sources and your background knowledge, describe two reasons for westward migration <u>and</u> explain how westward migration impacted the United States. Use complete sentences and provide evidence to support your answer.</p>
Standards	<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>8.60 Analyze the reasons, outcomes 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. Fremont. (C, G, H)</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>