

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

Unit	Length	Unit Focus	Standards and Practices
Unit 5: New Nation - Presidents and Precedents pt. 2	1 week	Students will explore the individuals who played influential roles in the development of the new nation. In addition, students will examine the steps taken by Tennessee to achieve statehood and the initial development of government.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 8.27, 8.28
Unit 6: Growth of a Young Nation	3 weeks	Students will analyze the strengthening of the judicial branch, the major events of Thomas Jefferson's presidency, the War of 1812, and the role of the U.S. on the world stage.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 8.29, 8.30 Week 2: 8.31, 8.32 Week 3: 8.33
Unit 7: Jacksonian Era	2 weeks	Students will analyze the impact of John Marshall on the strengthening of the judicial branch and the major events of Andrew Jackson's presidency.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 8.44, 8.45, 8.46 Week 2: 8.47, 8.48
Unit 8: Sectionalism	2 weeks	Students will analyze the social, political, and economic development of the North and South during the early 19th century, including the growth of sectionalism.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 8.34, 8.35, 8.36 Week 2: 8.37, 8.38, 8.39, 8.40

## Grade 8 Social Studies: Quarter 2 Map Instructional Framework

### Course Description: United States History and Geography: Colonization of North America to Reconstruction

**Course Description:** Eighth grade students will study the European settlement of North America and the role geographic features played in the early settlement of Thirteen Colonies. Students will examine the development and maturation of the Thirteen Colonies and the political, cultural, and economic influences that led to the American Revolution. Students will analyze the major events and outcomes of the American Revolution as well as the individuals who played influential roles in the development of the new nation. Students will follow the development of the United States and its government, continuing through the early 19th century. Students will analyze the impact of the expansion and sectionalism of the U.S., including implications on domestic and foreign policy. Students will also study policies that affected American Indians and African Americans. Finally, students will examine the major events and issues leading up to the Civil War, individuals and events that were significant during the war, and the resulting era of Reconstruction. **This course will place Tennessee history, government, and geography in context with U.S. history in order to illustrate the role our state has played in American history.**

*This course is the first of a two-year survey of U.S. history and geography and picks up where 7th grade finishes their study of world history. This course is designed to help students think like historians, focusing on historical concepts in order for students to build an understanding of the history of the U.S. Appropriate primary sources have been embedded in the standards in order to enhance students' understanding of the content. This course can be used for compliance with T.C.A. § 49-6-1028, in which all districts must ensure that a project-based civics assessment is given at least once in grades 4–8 and once in grades 9–12.*

### Planning and Pacing

The curriculum map outlines the content and pacing for each grade and subject and allows teachers to adequately cover all new material prior to testing. The map is meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. Teachers are considered on pace if they are within two weeks of the curriculum maps.

### Weekly Guidance

Weekly overviews include essential questions, student outcomes, texts, suggested strategies and protocols for classroom use, a weekly assignment written in the form of a TN Ready aligned writing prompt, and the associated standards. All curriculum materials, including the texts and instructions for protocols, can be found in Sharepoint. Texts and are in the “6-8 Supporting Documents and Resources” folder and arranged by grade level, quarter, and unit.

### Social Studies Instructional Strategies

Suggested strategies and protocols outlined in the maps can be found in the 6-8 Supporting Documents and Resources folder. There are two ways to access resources. They may be accessed individually in the strategies folder or they may be accessed via clicking on hyperlinks in the strategies overview document.

## Unit Assessments

Unit assessments have been provided in Sharepoint and can be used in conjunction with the maps. These assessments are housed in the “6-8 Assessments” folder. They are arranged by quarter and include at least two TN Ready style assessment questions per a standard. Teachers may choose to use these as common formative assessments or break them apart to pull questions for bell work, exit tickets, or mini-quizzes.

## Content Connections

The units in this map align with English Language Arts Standards in writing, reading, informational text, speaking and listening.

## Unit Overview: Quarter 2 Unit 5 – New Nation: Presidents and Precedents pt. 2

Unit	Length	Unit Focus	Standards and Practices	Narrative Overview
Unit 5: New Nation - Presidents and Precedents pt. 2	1 week	Students will explore the individuals who played influential roles in the development of the new nation. In addition, students will examine the steps taken by Tennessee to achieve statehood and the initial development of government.	TN Social Studies Practices: SSP.01- SSP.06 Week 1: 8.27, 8.28	This week covers the presidency of John Adams, the second president of the United States, and the challenges he faced while in office, such as the conflicts with Britain and France, the XYZ Affair, and the Alien and Sedition Acts.

### Grade 8 Social Studies: Quarter 2 Unit 5 Vocabulary

#### Tier 2 Vocabulary

controversies, plagued

#### Tier 3 Vocabulary

administration of President John Adams, Great Britain, France, XYZ Affair, Alien and Sedition Acts, westward expansion, statehood of Tennessee, state constitution

## Sample Lesson: Quarter 2 Unit 5 – Presidents and Precedents pt. 2

<b>SS TN Standard(s):</b>	8.28
<b>Student Outcomes:</b> <i>What will students know and be able to do as a result of this lesson?</i>	Students can describe the importance of Tennessee’s first state constitution (1796).
<b>Key Academic Vocabulary:</b>	Constitution
<b>Resources / Materials:</b>	Excerpt on the TN Constitution of 1796
<b>Warm-Up / Bell Ringer:</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	How did westward expansion lead to the development of the state of Tennessee?
<b>Essential Question / Relevance:</b> <i>Develop student interest and connect learning to daily standards.</i>	How did expansion impact the United States?
<b>High-Quality Text(s):</b>	Excerpt on the TN Constitution of 1796
<b>Text-Specific Inquiry:</b> <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	Teacher leads students on a close read and annotation of the text.
<b>Text-Specific Application:</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Students can work in pairs or groups to collaboratively re-read the text for answers to this 3-2-1: 3: Identify and explain three similarities between the Tennessee Constitution of 1796 and the U.S. Constitution. 2: Identify and explain two ways that the Tennessee Constitution of 1796 was different from other existing state constitutions. 1: Identify and explain the reasoning for a provision of the Tennessee Constitution of 1796 that concerned geography.
<b>Closure:</b> <i>Individual students synthesize and/or summarize learning for the day.</i>	Headlines: TN State Constitution of 1796
<b>Weekly Assessment:</b> <i>Guidance is provided weekly in the map to support robust student writing every week that is strongly aligned to Social Studies content standards.</i>	N/A
<b>Homework:</b>	N/A

## Unit 5: Presidents and Precedents pt. 2 - Week 1

<b>Essential Question(s)</b>	Why do conflicts arise? How did expansion impact the United States?
<b>Student Outcomes</b>	Students can explain the major events during the administration of President John Adams. Students can describe how westward expansion led to the statehood of Tennessee.
<b>Texts</b>	Textbook: McGraw Hill Discovering Our Past: A History of the United States – Early Years Ch. 9 Lesson 3  Reader: 8.27 XYZ Affair Political Cartoon 8.28 Background: TN Constitution of 1796  Maps/Videos/Images: Video: <a href="#">60-Second Presidents – John Adams</a> Video – <a href="#">The American Presidents – John Adams</a> <a href="#">Tennessee Constitution of 1796</a>
<b>Suggested Classroom Strategies and Protocols</b>	Storyboard: Presidency of John Adams Headlines: XYZ Affair, Alien and Sedition Acts, statehood of Tennessee, Tennessee Constitution of 1796 Document Analysis Worksheet – Cartoon: XYZ Affair Political cartoon
<b>Assessment</b>	Describe the presidency of John Adams, including three major controversies that occurred during his administration. Use complete sentences and evidence to support your answer.
<b>Standards</b>	8.27 Explain the controversies that plagued the administration of President John Adams, including: the conflicts with Great Britain and France, the XYZ Affair, and the Alien and Sedition Acts. 8.28 Identify how westward expansion led to the statehood of Tennessee and the importance of the first state constitution (1796). (T.C.A. § 49-6-1028).

## Unit Overview: Quarter 2 Unit 6 – Growth of a Young Nation

Unit	Length	Unit Focus	Standards and Practices	Narrative Overview
Unit 6: Growth of a Young Nation	3 weeks	Students will analyze the strengthening of the judicial branch, the major events of Thomas Jefferson's presidency, the War of 1812, and the role of the U.S. on the world stage.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 8.29, 8.30 Week 2: 8.31, 8.32 Week 3: 8.33	The first week centers around the administration of Thomas Jefferson and the major events of his presidency, with a focus on the establishment of judicial review in Marbury v. Madison and the expansion of the United States as a result of the Louisiana Purchase. Week two covers the presidency of James Madison with an examination of the causes, course, and outcomes of the War of 1812 and the continued expansion of the United States under the Adams-Onis Treaty. The unit closes out with the administration of James Monroe and the establishment of the Monroe Doctrine.

### Grade 8 Social Studies: Quarter 2 Unit 6 Vocabulary

#### Tier 2 Vocabulary

opinion, cause, course, consequence, as a result of the, purpose, effects

#### Tier 3 Vocabulary

election of 1800, Chief Justice John Marshall, Marbury v. Madison, Thomas Jefferson's presidency, Barbary pirates, Embargo Act, Lewis and Clark Expedition, Louisiana Purchase, War of 1812, impressment, trade restrictions, Andrew Jackson, William Henry Harrison, Treaty of Ghent, nationalism, Convention of 1818, Adams-Onis Treaty, Monroe Doctrine

## Sample Lesson: Quarter 2 Unit 6 – Growth of a Young Nation

<b>SS TN Standard(s):</b>	8.33
<b>Student Outcomes:</b> <i>What will students know and be able to do as a result of this lesson?</i>	Students can analyze the reasons for and impacts of the Monroe Doctrine.
<b>Key Academic Vocabulary:</b>	Monroe Doctrine
<b>Resources / Materials:</b>	<a href="#">Lesson One of Gilder Lehrman's 'Monroe Doctrine' Unit</a>
<b>Warm-Up / Bell Ringer:</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	What was George Washington's advice to the country on foreign policy in his Farewell address? Why? Explain his reasoning.
<b>Essential Question / Relevance:</b> <i>Develop student interest and connect learning to daily standards.</i>	How do the policies of the United States evolve? What was the primary purpose behind the Monroe Doctrine?
<b>High-Quality Text(s):</b>	<a href="#">Monroe 'In His Own Words' Handout</a>
<b>Text-Specific Inquiry:</b> <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	The teacher will "share read" the Monroe Doctrine with the class using the 'In His Own Words' handout. A detailed explanation of a "share read" is under point 3 in 'Procedures'.
<b>Text-Specific Application:</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	<p>Students will complete a modified 'Think, Pair, Share' on the Monroe Doctrine. Each student in a pair will be assigned half of the reading in the 'In His Own Words' handout. They will independently do a close read of the text, filling in the graphic organizers with their ideas, vocabulary, quotations, and meanings from their half of the document. This is the 'think' portion of the 'think, pair, share'.</p> <p>After a set amount of time, students will work with their partner to discuss the parts of the text they worked on individually. Students should fully complete their 'In His Own Words' handout during this pairing.</p> <p>Finally, the teacher will have each group of students share during a whole group discussion of the text. The bulleted questions below the Lesson 1 objective can guide some of the whole group discussion.</p>
<b>Closure:</b> <i>Individual students synthesize and/or summarize learning for the day.</i>	Students should respond individually to the following question: According to the Monroe Doctrine, how should the United States view new European colonies in the Western Hemisphere? Cite specific evidence from the document that helps support your answer.



<b>Weekly Assessment:</b> <i>Guidance is provided weekly in the map to support robust student writing every week that is strongly aligned to Social Studies content standards.</i>	N/A
<b>Homework:</b>	N/A

## Unit 6: Growth of a Young Nation - Week 1

<b>Essential Question(s)</b>	Why do conflicts arise? How does expansion impact the United States?
<b>Student Outcomes</b>	Students can explain the major events during the administration of President Thomas Jefferson. Students can analyze the issues of the election of 1800 and resulting opinion by Chief Justice John Marshall in Marbury v. Madison.
<b>Texts</b>	Textbook: McGraw Hill Discovering Our Past: A History of the United States – Early Years Ch. 10 Lesson 1, 2, and 3  Reader: 8.29 Excerpt, Marbury vs. Madison 8.30 Painting, Lewis and Clark  Maps/Videos/Images: Nystrom Atlas of United States History p. 38-9 <a href="#">Video: 60-Second Presidents – Thomas Jefferson</a> <a href="#">Video: The Historical Audacity of the Louisiana Purchase</a> <a href="#">SHEG Lesson: Louisiana Purchase</a> and <a href="#">Lewis and Clark SAC</a>
<b>Suggested Classroom Strategies and Protocols</b>	Storyboard: Lewis and Clark Expedition, Events of Thomas Jefferson’s presidency Document Analysis Worksheet: Artwork – Painting of Lewis and Clark Headlines: Conflict with Barbary pirates, Embargo Act, Lewis and Clark Expedition, Louisiana Purchase, Marbury v. Madison decision, Election of 1800.
<b>Assessment</b>	Describe Thomas Jefferson’s election in 1800 and explain two major events from his presidency. Use complete sentences and evidence to support your answer.
<b>Standards</b>	8.29 Analyze the significance of the election of 1800 and Chief Justice John Marshall’s opinion in Marbury v. Madison. 8.30 Explain the major events of Thomas Jefferson’s presidency, including: Conflict with the Barbary pirates, Embargo Act, Lewis and Clark Expedition, Louisiana Purchase.

## Unit 6: Growth of a Young Nation - Week 2

<b>Essential Question(s)</b>	Why do conflicts arise? How do conflicts lead to war? What are the effects of war? How did expansion impact the United States?
<b>Student Outcomes</b>	Students can explain the causes, course, and consequences of the war of 1812. Students can explain the outcomes of the Convention of 1818 and the Adams-Onis Treaty.
<b>Texts</b>	Textbook: McGraw Hill Discovering Our Past: A History of the United States – Early Years Ch. 10 Lesson 4, Ch. 11 Lesson 3  Reader: 8.31 Painting, Battle of Tippecanoe 8.32 Map, Adams-Onis Treaty  Maps/Videos/Images: Nystrom Atlas of United States History 40 Video: <a href="#">War of 1812</a> <a href="#">Image collection: War of 1812</a> Video: <a href="#">60-Second Presidents – James Madison</a>
<b>Suggested Classroom Strategies and Protocols</b>	Storyboard: War of 1812 Character Chart: Andrew Jackson, William Henry Harrison Question Starts: War of 1812, Adams-Onis Treaty
<b>Assessment</b>	Explain the causes and effects of the War of 1812 and describe its impact on the United States. Use complete sentences and evidence to support your answer.
<b>Standards</b>	8.31 Explain the causes, course, and consequences of the War of 1812, including: Uses of impressment and trade restrictions between the U.S. and Great Britain, Roles of Andrew Jackson and William Henry Harrison, Significance of the Treaty of Ghent, Rise in nationalism in the U.S. 8.32 Identify and locate the changing boundaries of the U.S. as a result of the Convention of 1818 and the Adams-Onis Treaty.

## Unit 6: Growth of a Young Nation - Week 3

<b>Essential Question(s)</b>	How do the policies of the United States evolve? What was the primary purpose behind the Monroe Doctrine?
<b>Student Outcomes</b>	Students can analyze the reasons for and impacts of the Monroe Doctrine.
<b>Texts</b>	<p>Textbook: McGraw Hill Discovering Our Past: A History of the United States – Early Years Ch. 11 Lesson 3</p> <p>Reader: 8.33 Excerpt, Monroe Doctrine and 'Keep Off!' political cartoon</p> <p>Maps/Videos/Images: Debating the Documents: The Monroe Doctrine – Was it Necessary? Video: <a href="#">The American Presidents – James Monroe</a> Video: <a href="#">60-Second Presidents – James Monroe</a></p>
<b>Suggested Classroom Strategies and Protocols</b>	<p>Document Analysis Worksheet – Cartoon: Keep Off! political cartoon Close Reading Protocol: Monroe Doctrine Document Analysis Form: Monroe Doctrine</p>
<b>Assessment</b>	Identify the policy of the Monroe Doctrine and describe the reasons for it and impact it had on the United States in the 1800s. Use complete sentences and evidence to support your answer.
<b>Standards</b>	8.33 Analyze the purpose and effects of the Monroe Doctrine.

## Unit Overview: Quarter 2 Unit 7 – Jacksonian Era

Unit	Length	Unit Focus	Standards and Practices	Narrative Overview
Unit 7: Jacksonian Era	2 weeks	Students will analyze the impact of John Marshall on the strengthening of the judicial branch and the major events of Andrew Jackson's presidency.	TN Social Studies Practices: SSP.01- SSP.06 Week 1: 8.44, 8.45, 8.46 Week 2: 8.47, 8.48	The first week of the unit centers around the major political controversies of the election and administration of President Andrew Jackson and the strengthening of the judicial branch under the John Marshall Court. An examination of the policies of President Jackson continues into week two, with a focus on the Indian Removal Act of 1830 and its impacts on the Cherokee Nation and the expansion and development of the United States.

### Grade 8 Social Studies: Quarter 2 Unit 7 Vocabulary

#### Tier 2 Vocabulary

strengthening, key decisions, regarding the, significance of, rights

#### Tier 3 Vocabulary

Chief Justice John Marshall, judicial branch, Supreme Court, Gibbons v. Ogden, McCulloch v. Maryland, election of 1824, election of 1828, corrupt bargain, spoils system, Jacksonian democracy, Bank of the United States, Nullification Crisis, Indian Removal Act, Cherokee Nation, Worcester v. Georgia, Trail of Tears, Tennessee Constitution of 1834, voting rights, non-property owners

## Sample Lesson: Quarter 2 Unit 7 – Jacksonian Era

<b>SS TN Standard(s):</b>	8.48
<b>Student Outcomes:</b> <i>What will students know and be able to do as a result of this lesson?</i>	Students can identify the major outcomes of the Tennessee Constitution of 1834 on voting rights.
<b>Key Academic Vocabulary:</b>	Voting rights, non-property owners
<b>Resources / Materials:</b>	Class sets - Excerpts, Background on TN Constitution of 1796 and <a href="#">the Tennessee Constitution of 1834 Introductory Material</a>
<b>Warm-Up / Bell Ringer:</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	What made the TN Constitution of 1796 unique to other state constitutions of that time period?
<b>Essential Question / Relevance:</b> <i>Develop student interest and connect learning to daily standards.</i>	How do the policies of the United States evolve?
<b>High-Quality Text(s):</b>	Excerpts, Background on TN Constitution of 1796 and <a href="#">the Tennessee Constitution of 1834 Introductory Material</a>
<b>Text-Specific Inquiry:</b> <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	<p>The teacher should debrief the warm-up question, allowing for a quick read of the background notes on the TN Constitution of 1796 if necessary. The teacher should pose the following questions to students:</p> <ol style="list-style-type: none"> <li>1) What principles are the foundations of the Tennessee Constitution?</li> <li>2) What was the historical context for writing the Constitution of 1796?</li> </ol> <p>Students should brainstorm the changes that have happened in the United States between 1796, the Presidency of George Washington, and 1834, during the Presidency of Andrew Jackson. Do they think there are any events or important issues that may have people wanting make changes to the Tennessee Constitution? How did Tennessee change during this time period?</p>
<b>Text-Specific Application:</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Students should read in <a href="#">the Tennessee Constitution of 1834 Introductory Material</a> in pairs or small groups and create two-column notes, identifying changes to the constitution concerning property and voting or suffrage rights. One column should be headed 'TN Constitution of 1796' and the other column should be headed 'TN Constitution of 1834'.

<b>Closure:</b> <i>Individual students synthesize and/or summarize learning for the day.</i>	Headlines: TN Constitution of 1834
<b>Weekly Assessment:</b> <i>Guidance is provided weekly in the map to support robust student writing every week that is strongly aligned to Social Studies content standards.</i>	N/A
<b>Homework:</b>	N/A

## Unit 7: Jacksonian Era - Week 1

<b>Essential Question(s)</b>	How do the policies of the United States evolve?
<b>Student Outcomes</b>	Students can analyze major cases of the John Marshall Court. Students can describe the elections of 1824 and 1828. Students can explain the major events during the administration of President Andrew Jackson.
<b>Texts</b>	Textbook: McGraw Hill Discovering Our Past: A History of the United States – Early Years Ch. 11 Lesson 3, Ch. 12 Lesson 1 and 3  Reader: 8.44 Excerpt, John Marshall’s Court Cases 8.45 Political cartoon, King Andrew the First 8.46 Excerpt, Jackson’s Proclamation on Nullification  Maps/Videos/Images: Debating the Documents: John Marshall’s Court Video: <a href="#">60-Second Presidents – Andrew Jackson</a> iCivics lesson: <a href="#">McCulloch v. Maryland</a> and <a href="#">Gibbons v. Ogden</a>
<b>Suggested Classroom Strategies and Protocols</b>	Document Analysis Template: John Marshall’s Court Cases, Jackson’s Proclamation on Nullification Crop It: King Andrew the First Storyboard: Elections and presidency of Andrew Jackson Bio-poem: Supreme Court under John Marshall
<b>Assessment</b>	Explain the political philosophy of Jacksonian Democracy and a policy from Andrew Jackson’s presidency that exemplifies it. Use complete sentences and evidence to support your answer.
<b>Standards</b>	8.44 Analyze the role played by Chief Justice John Marshall in strengthening the judicial branch, including the key decisions of the Supreme Court in Gibbons v. Ogden and McCulloch v. Maryland. 8.45 Examine the importance of the elections of 1824 and 1828, including: the corrupt bargain, the spoils system, and Jacksonian Democracy. 8.46 Examine President Andrew Jackson’s actions regarding the Bank of the U.S. and the Nullification Crisis, and analyze the effects of these events on the nation.



## Unit 7: Jacksonian Era - Week 2

<b>Essential Question(s)</b>	How do the policies of the United States evolve? Why do conflicts arise? How did expansion impact the United States? How did the expansion of the United States impact American Indians?
<b>Student Outcomes</b>	Students can describe the impact of the Indian Removal Act. Students can identify the major outcomes of the Tennessee Constitution of 1834 on voting rights.
<b>Texts</b>	Textbook: McGraw Hill Discovering Our Past: A History of the United States – Early Years Ch. 12 Lesson 2  Reader: 8.47 Excerpts on Indian Removal 8.48 Background, TN Constitution of 1834  Maps/Videos/Images: Nystrom Atlas of United States History 41, 42-3 Debating the Documents: Jackson and the Indians <a href="#">Video: TedEd, History vs. Andrew Jackson</a>
<b>Suggested Classroom Strategies and Protocols</b>	Storyboard: Trail of Tears Circle of Viewpoints: Indian Removal, viewpoints of Andrew Jackson and John Ross from Indian Removal excerpts Headlines: Indian Removal Act, Worcester v. Georgia, Trail of Tears, Tennessee Constitution of 1834
<b>Assessment</b>	Describe the Indian Removal Act of 1830 and explain its impact on the Cherokee Nation and the United States. Use complete sentences and evidence to support your answer.
<b>Standards</b>	8.47 Describe the impact of the Indian Removal Act and the struggle between the Cherokee Nation and the U.S. government, including the significance of Worcester v. Georgia and the Trail of Tears. 8.48 Identify that the Tennessee Constitution of 1834 expanded voting rights for non-property owners. (T.C.A. 49-6-1028)

## Unit Overview: Quarter 2 Unit 8 – Sectionalism

Unit	Length	Unit Focus	Standards and Practices	Narrative Overview
Unit 8: Sectionalism	2 weeks	Students will analyze the social, political, and economic development of the North and South during the early 19th century, including the growth of sectionalism.	TN Social Studies Practices: SSP.01- SSP.06 Week 1: 8.34, 8.35, 8.36 Week 2: 8.37, 8.38, 8.39, 8.40	Throughout the early 1800s, geographic regions of the United States became increasingly sectionalized as their social, political, and economic development diverged significantly. The first week of this unit focused on the agrarian economy of the South, the importance of cotton as a cash crop, and the reliance of the economic and political systems in the South on slave labor. The second week looks at the development of the north during the same time period, with technological innovations leading to both the industrial revolution and expansion of transportation networks.

### Grade 8 Social Studies: Quarter 2 Unit 8 Vocabulary

#### Tier 2 Vocabulary

as a center for, conditions, prior to, adapted and resisted, affected

#### Tier 3 Vocabulary

agrarian economy, the South, cotton-producing states, cotton gin, Memphis, slave trade, Southern society, enslavement, bondage, American Industrial Revolution, Eli Whitney, interchangeable parts, trade unions, Lowell System, textile industry, Samuel Slater, industrial economy, North, push-pull factors, Irish and German immigrants, roads, canals, railroads, steamboats, Erie Canal, National Road

## Sample Lesson: Quarter 2 Unit 8 – Sectionalism

<b>SS TN Standard(s):</b>	8.37
<b>Student Outcomes:</b> <i>What will students know and be able to do as a result of this lesson?</i>	Students can explain the development of the American Industrial Revolution. Students can analyze the role industrialization played in the development of the North prior to the Civil War.
<b>Key Academic Vocabulary:</b>	Industrialization, Lowell System
<b>Resources / Materials:</b>	<p>Set of materials for stations:            Station 1: Page 8 and 10            Station 2: Page 9 and 11            Station 3: Page 14 and 16            Station 4: Page 15 and 17            Station 5: Timeline (p. 7) Task: Copy the dates of the timeline onto paper and create a title and one sentence summary for each date.</p> <p>There are five stations, if two copies are made and passed out or hung up in the classroom, this creates ten locations. For a class of thirty, there will be three students at a station. If three copies are made and passed out or hung up in the classroom, this creates fifteen locations. For a class of thirty, there will be two students at a station.</p> <p>Class set – Introductory Essay (Lowell: The Historical Background) P. 6</p>
<b>Warm-Up / Bell Ringer:</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Anticipation Guide: How will factories change how the work is done in cities?
<b>Essential Question / Relevance:</b> <i>Develop student interest and connect learning to daily standards.</i>	How does trade change and impact the world?
<b>High-Quality Text(s):</b>	Debating the Documents: The Lowell Experience
<b>Text-Specific Inquiry:</b> <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	The teacher should lead students through a close read and annotation of ‘Lowell: The Historical Background’. Students should create one-sentence summaries of each of the first five paragraphs of the text and combine them to create their own summary paragraph.

<b>Text-Specific Application:</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Students should be assigned to stations. Students will have 5-10 minutes at each station to read the text and answer the questions on their own paper. If they are at Station 1, they should write 'Station 1' on their paper and answer the questions underneath that heading, etc. Depending on the length of the class period and the amount of time students need to read, this may be a two-day lesson. Student groups will rotate at the teacher's instruction to the next station.
<b>Closure:</b> <i>Individual students synthesize and/or summarize learning for the day.</i>	Lowell's founders hoped to create an ideal industrial community. Were they successful? Why or why not? Answer in complete sentences and cite evidence to help support your argument.
<b>Weekly Assessment:</b> <i>Guidance is provided weekly in the map to support robust student writing every week that is strongly aligned to Social Studies content standards.</i>	N/A
<b>Homework:</b>	N/A

## Unit 8: Sectionalism - Week 1

<b>Essential Question(s)</b>	How does geography impact the development of a society? How does trade change and impact the world? How do societies organize themselves? How did people resist enslavement?
<b>Student Outcomes</b>	Students can analyze the role agriculture and geography played on the development of the South and its links to slavery. Students can evaluate the characteristics of Southern society prior to the Civil War. Students can explain the role of Memphis in the cotton and slave trade. Students can describe the conditions of enslavement prior to the Civil War and explain how enslaved peoples adapted and resisted bondage in their daily lives.
<b>Texts</b>	Textbook: McGraw Hill Discovering Our Past: A History of the United States – Early Years Ch. 14 Lessons 3 and 4  Reader: 8.34 Map of Agricultural Regions and Cotton Production 8.35 Image Collection 8.36 Slave Narrative  Maps/Videos/Images: Nystrom Atlas of United States History 54-5 <a href="#">SHEG Lesson: Nat Turner</a> <a href="#">Video: TedEd – How Inventions Change History for Better and Worse</a>
<b>Suggested Classroom Strategies and Protocols</b>	Evidence log: How did the cotton gin impact slavery? 3-2-1 Map of Agricultural Regions and Cotton Production Analyzing Images: Image Collection Document Analysis Form: Slave Narrative
<b>Assessment</b>	Describe the development of the agrarian economy in the South, explaining the importance of cotton, the significance of the cotton gin, and its impact on the development of Memphis. Use complete sentences and evidence to support your answer.
<b>Standards</b>	8.34 Describe the development of the agrarian economy in the South, the locations of the cotton- producing states, the significance of cotton and the cotton gin, and the founding of Memphis as a center for cotton and the slave trade. 8.35 Analyze the characteristics of Southern society and its influence on the social and political conditions prior to the Civil War. 8.36 Identify the conditions of enslavement, and explain how slaves adapted to and resisted bondage in their daily lives, including Nat Turner's revolt.

## Unit 8: Sectionalism - Week 2

<b>Essential Question(s)</b>	How does geography impact the development of a society? How does trade change and impact the world? How do societies organize themselves?
<b>Student Outcomes</b>	Students can explain the development of the American Industrial Revolution. Students can analyze the role industrialization played in the development of the North prior to the Civil War. Students can describe reasons for Irish and German immigration to the United States prior to the Civil War. Students can analyze the development of an infrastructure for transportation of people and identify its impacts on the Northern economy.
<b>Texts</b>	Textbook: McGraw Hill Discovering Our Past: A History of the United States – Early Years Ch. 11 Lessons 1 and 2, Ch. 14 Lessons 1 and 2  Reader: 8.37 Eli Whitney's Patent 8.38 Excerpt, Rise of Industry in the North 8.39 Notes on the Irish Census of 1851 8.40 Excerpt on Erie Canal History and Postcards  Maps/Videos/Images: Nystrom Atlas of United States History 44-5, 50, 54-55 Video: <a href="#">The Massachusetts Mill Workers, Lowell National Historic Park</a> Debating the Documents: Henry Clay's American System, The Lowell Experience, and A Knack at Contriving
<b>Suggested Classroom Strategies and Protocols</b>	Evidence log: How did the cotton gin impact slavery? Anticipation Guide: How would roads, canals and railroads change/impact a country or daily life? Storyboard: American Industrial Revolution
<b>Assessment</b>	Describe two push-pull factors for Irish and German immigrants and describe the impact of their arrival on the United States prior to the Civil War. Use complete sentences and evidence to support your answer.
<b>Standards</b>	8.37 Explain the development of the American Industrial Revolution, including: Eli Whitney and interchangeable parts, Emergence of trade unions, Lowell System, Role of the textile industry, Samuel Slater. 8.38 Describe how technological developments affected the growth of the industrial economy and cities in the North. 8.39 Identify the push-pull factors for Irish and German immigrants, and describe the impact of their arrival in the U.S. prior to the Civil War. 8.40 Analyze the development of roads, canals, railroads, and steamboats throughout the U.S., including the Erie Canal and the National Road.