

## Grade 8 Social Studies: Quarter 3 Curriculum Map Scope and Sequence

Unit	Length	Unit Focus	Standards and Practices
Unit 9: Expansion	2 weeks	Students will analyze the social, political, and economic impact of expansion on the U.S.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 8.49, 8.50, 8.51, 8.52 Week 2: 8.53, 8.54, 8.55, 8.57
Unit 10: Reformers and Abolitionists	3 weeks	Students will analyze the social, political, and economic development of the North and South during the early 19th century, including the reform movements, the growing tensions between the North and South, and how compromise sought to hold the country together.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 8.41, 8.42, 8.43, Week 2: 8.56, 8.36, 8.58 Week 3: 8.59, 8.60
Unit 11: Civil War	3 weeks	Students will examine the political changes that sparked the Civil War, the differences in the North and South, and the key leaders, events, battles, and daily life during the war.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 8.61, 8.62 Week 2: 8.63, 8.65, 8.66 Week 3: 8.64
Unit 12: Reconstruction pt. 1	2 weeks	Students will analyze the social, economic, and political changes and conflicts during Reconstruction, the events and lasting consequences of Reconstruction, and Reconstruction's impact on Tennessee.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 8.67, 8.68 Week 2: 8.69, 8.70, 8.71

## Grade 8 Social Studies: Quarter 3 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 3 Unit 9 – Expansion

Unit	Length	Unit Focus	Standards and Practices	Narrative Overview
Unit 9: Expansion	2 weeks	Students will analyze the social, political, and economic impact of expansion on the U.S.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 8.49, 8.50, 8.51, 8.52 Week 2: 8.53, 8.54, 8.55, 8.57	This unit opens with a focus on Manifest Destiny as the United States is gaining territory from 'sea to shining sea'. As the United States is expanding and new territory is being added, political compromise over free and slave states is becoming an increasingly debated political issue. The second week centers on the presidency of James K. Polk and the continued expansion under his administration, including the Mexican-American War and California Gold Rush.

### Grade 8 Social Studies: Quarter 3 Unit 9 Vocabulary

#### Tier 2 Vocabulary

Concept, provisions, legacy, outcomes, major events, controversy,

#### Tier 3 Vocabulary

Manifest Destiny, economic incentives, westward expansion, Missouri Compromise (Compromise of 1820), Texas, Texas War for Independence, David Crockett, Sam Houston, Alamo, furt traders, Mormons, Oregon Trail, Santa Fe Trail, James K. Polk's presidency, annexation of Texas, Oregon boundary, Mexican War, Rio Grande boundary, Mexican Cession, gold, California, migratory movement, forty-niners, Asian immigrants Gadsden Purchase of 1853

## Sample Lesson: Quarter 3 Unit 9 – Expansion

<b>SS TN Standard(s):</b>	8.54
<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 causes of the Mexican War
<b>Key Academic Vocabulary:</b>	Mexican War, Rio Grande Boundary, Mexican Cession
<b>Resources / Materials:</b>	<p>Copies from the DBQ Project Binder for “Was the United States Justified in Going to War with Mexico?” to be hung as a gallery walk around the room. One complete set includes:</p> <ul style="list-style-type: none"> <li>Paper with Document A</li> <li>Paper with Document B</li> <li>Paper with Document C</li> <li>Paper with Document D</li> </ul> <p>If you hang three sets around the room, that is twelve stations, and a class of thirty-five will only have two to three students at a station at one time. If you hang two sets around the room, that is eight stations, and a class of thirty-five will only have four to five students at a station at one time.</p> <p>Class set of the ‘Background Essay’ and Background Essay questions (print double-sided, place in page protector)</p>
<b>Warm-Up / Bell Ringer:</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Hook exercise on p. 315 of the DBQ Project binder. Recommend teachers display the image via projector and write the questions on the white board for students to answer.
<b>Essential Question / Relevance:</b> <i>Develop student interest and connect learning to daily standards.</i>	<p>Why do conflicts arise? How did expansion impact the United States?</p> <p>Discuss bell ringer responses.</p>
<b>High-Quality Text(s):</b>	DBQ Project: Was the United States Justified in Going to War with Mexico?
<b>Text-Specific Inquiry:</b> <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	The teacher can lead a close read of the Background Essay with students and talk through the answers to the Background Essay.
<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 Document A’s station, they should write ‘Document A’ 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>	The teacher should break down the question with the class per 'Understanding the Question' on p. 320. Students should respond in a paragraph to the question, citing evidence from at least one source to support their answer. Ideally, students should still have access to the stations so they are able to site from a source as needed, although they may have enough information to cite from their notes, which has been labeled by source.
<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 9: Expansion - Week 1

<b>Essential Question(s)</b>	How do the policies of the United States evolve? How does geography impact the development of a society? Why do conflicts arise? Does compromise always lead to resolution? How does the issue of slavery divide the nation? How did expansion impact the United States?
<b>Student Outcomes</b>	Students can analyze the ideas and impacts of Manifest Destiny. Students can explain the reasons for and impacts of the Missouri Compromise of 1820. Students can summarize the events of the Texas War for Independence. Students can analyze the reasons for westward expansion prior to the Civil War.
<b>Texts</b>	<p>Textbook: <i>McGraw Hill, Discovering Our Past: A History of the United States, The Early Years</i> Ch. 13 Lesson 1 and Lesson 2 Section 'Texas' and Ch. 11 Lesson 3 Section 'Missouri Statehood'</p> <p>Reader: 8.49 Manifest Destiny 8.50 Map of the Missouri Compromise 8.51 The Alamo 8.52 Images: Rocky Mountains and Route of the Mormon Pioneers</p> <p>Maps/Videos/Images: Debating the Documents: The Missouri Compromise, DBQ Project: Remembering the Alamo – A Personal Journal Videos: Peter DiLalla, <a href="#">Manifest Destiny</a>, Schoolhouse Rock, <a href="#">Elbow Room – Manifest Destiny</a>, History, <a href="#">Sound Smart: Manifest Destiny</a>, Weird History, <a href="#">What It Was Like To Be On the Oregon Trail</a>, SHEG Lesson: <a href="#">Texas Revolution</a></p>
<b>Suggested Classroom Strategies and Protocols</b>	Identity Charts: James K. Polk, Davy Crockett, Sam Houston, Texas settlers, fur traders, people traveling the Oregon Trail and Santa Fe Trail Iceberg Diagram: Manifest Destiny Crop It: Image from Manifest Destiny excerpt Storyboard: The Alamo excerpt
<b>Assessment</b>	Describe a major cause of the Texas War of Independence and explain the roles of David Crockett and Sam Houston in the war. Use complete sentences and evidence to support your answer.
<b>Standards</b>	8.49 Analyze the concept of Manifest Destiny and its impact on the development of the nation, and describe the economic incentives for westward expansion. 8.50 Explain the reasons for and the provisions of the Missouri Compromise (i.e., Compromise of 1820) and its impact on expansion. 8.51 Describe American settlements in Texas after 1821, the causes of the Texas War for Independence, the roles of David Crockett and Sam Houston, and the legacy of the Alamo. 8.52 Analyze the reasons for and outcomes of groups moving west, including the significance of: Fur traders, Mormons, Oregon Trail, Santa Fe Trail.

## Unit 9: Expansion - 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>	<p>Students can explain the major events during the administration of President James K. Polk.</p> <p>Students can describe the causes and consequences of the Mexican War.</p> <p>Students can analyze the impacts of the California Gold Rush on the United States.</p> <p>Students can describe the significance of the Gadsden Purchase of 1853.</p>
<b>Texts</b>	<p>Textbook: <i>McGraw Hill, Discovering Our Past: A History of the United States, The Early Years</i> Ch. 13 Lesson 3 and 4</p> <p>Reader: 8.53 Oregon Territory 8.54 The Treaty of Guadalupe Hidalgo 8.55 Image Collection 8.57 Gadsden Purchase</p> <p>Maps/Videos/Images: DBQ Project: Was the United States Justified in Going to War with Mexico? and The California Gold Rush – A Personal Journal Debating the Documents: The War with Mexico Lesson: MTSU, <a href="#">I Hear America Singing – Controversy and Music in the Mexican War</a> Videos: 60-Second Presidents, <a href="#">James K. Polk</a>, America’s Presidents, <a href="#">James K. Polk</a>, They Might Be Giants, <a href="#">James K Polk</a>, History, <a href="#">What was the Mexican-American War?</a>, Simple History, <a href="#">The California Gold Rush</a> SHEG Lesson: <a href="#">The Gold Rush and San Francisco</a></p>
<b>Suggested Classroom Strategies and Protocols</b>	<p>Storyboard: California Gold Rush, Oregon Territory</p> <p>Human Timeline: Events leading to the Treat of Guadalupe Hidalgo</p> <p>3-2-1: Gadsden Purchase</p> <p>See-Think-Wonder: Image Collection on Gold Rush</p>
<b>Assessment</b>	Describe the presidency of James K. Polk, including the annexation of Texas, the settlement of the Oregon boundary, and the Mexican War. Use complete sentences and evidence to support your answer.
<b>Standards</b>	<p>8.53 Identify the major events and impact of James K. Polk’s presidency, including the annexation of Texas and the settlement of the Oregon boundary.</p> <p>8.54 Describe the causes and consequences of the Mexican War, including the controversy over the Rio Grande boundary and the Mexican Cession.</p> <p>8.55 Analyze the discovery of gold in California, its social and economic impact on the U.S., and the major migratory movement (including the forty-niners and Asian immigrants).</p> <p>8.57 Describe the significance of the Gadsden Purchase of 1853.</p>



## Unit Overview: Quarter 3 Unit 10 – Reformers and Abolitionists

Unit	Length	Unit Focus	Standards and Practices	Narrative Overview
Unit 10: Reformers and Abolitionists	3 weeks	Students will analyze the social, political, and economic development of the North and South during the early 19th century, including the reform movements, the growing tensions between the North and South, and how compromise sought to hold the country together.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 8.41, 8.42, 8.43, Week 2: 8.56, 8.36, 8.58 Week 3: 8.59, 8.60	The first week looks at the three major reform movements of this time period: the Second Great Awakening, early women's suffrage, and abolition. The second week has a continued focus on the abolitionist movement, with an examination of many of the major events of the early and mid-1850s that are causing increased political tension over the issue of slavery and sectionalism. The third week concludes with the landmark case of Dred Scott v. Sandford and the positions of the Lincoln Douglas Debates.

## Grade 8 Social Studies: Quarter 3 Unit 10 Vocabulary

### Tier 2 Vocabulary

ideals, methods

### Tier 3 Vocabulary

Second Great Awakening, reform, women's suffrage movement, Seneca Falls Convention, Susan B. Anthony, Elizabeth Cady Stanton, Sojourner Truth, abolitionists, William Lloyd Garrison, Frederick Douglass, Elihu Embree, Harriet Tubman, Compromise of 1850, Henry Clay as 'The Great Compromiser', Fugitive Slave Act, Harriet Beecher Stowe, Uncle Tom's Cabin, Nat Turner's rebellion, Kansas-Nebraska Act of 1854, Republican Party, Bleeding Kansas, Preston Brookes, Charles Sumner, John Brown, Hayper's Ferry, Dred Scott v. Sandford, Stephen Douglas, Abraham Lincoln, Illinois Senate race debates of 1858.

## Sample Lesson: Quarter 3 Unit 10 – Reformers and Abolitionists

<b>SS TN Standard(s):</b>	8.59, 8.60
<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 Dred Scott v. Sandford decision and its impacts.
<b>Key Academic Vocabulary:</b>	Dred Scott v. Sandford
<b>Resources / Materials:</b>	Students will be working in small groups. Each group will need at least one copy of the sources from the ‘Can One Decision Divide a Nation?’ inquiry.
<b>Warm-Up / Bell Ringer:</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Why was the Compromise of 1850 passed? What impact did it have on the United States?
<b>Essential Question / Relevance:</b> <i>Develop student interest and connect learning to daily standards.</i>	<p>Can One Decision Divide a Nation?</p> <p>Discuss Bell Ringer, explain to students that they will be starting a multi-day inquiry to look into the compelling question, ‘Can One Decision Divide a nation?’ This question is going to require them to think about information they have learned this year already and apply it to new information they are going to get about a divisive Supreme Court case and the impacts it had prior to the Civil War.</p>
<b>High-Quality Text(s):</b>	Sources for the Inquiry, including: Northwest Ordinance, Missouri Compromise, Fugitive Slave Act Poster, 1850 Free and Slave state map, The Travels of Dred Scott, Dred Scott v. Sandford Majority Opinion, Dred Scott v. Sandford Dissenting Opinion, Douglass Speech from the Lincoln/Douglas Debate, Lincoln Speech from the Lincoln/Douglas Debate.
<b>Text-Specific Inquiry:</b> <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	<p>Teachers serve as facilitators for this inquiry. They can model steps as needed as students go through each station. It is recommended for students to go through stations whole group, with teachers facilitating a close read of texts and/or modeling of performance tasks for students while students work collaboratively in small groups.</p> <p>The plan below targets this lesson for three days. Teachers may take four days if they want to complete the compelling question on its own day. While this takes several days of instructional time, the map has five days allotted for these two standards, and this inquiry covers both those standards, by describing both the Dred Scott case and using excerpts from the Lincoln-Douglas Debates. With 3-4 days taken for the inquiry, teachers may want to spend one more day solely on the Lincoln-Douglas debates to finish out the week.</p>
<b>Text-Specific Application:</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	<p>Day 1: Students should do Supporting Question One and Two on the first day of the inquiry.</p> <ul style="list-style-type: none"> <li>Supporting Question One: There are several sources, but students have previously learned about the Northwest Ordinance of 1787 and the Missouri Compromise of 1820. After reviewing these policies, students can study the map to create their t-chart.</li> </ul>

	<ul style="list-style-type: none"> <li>Supporting Question Two: There is only one source. To save on copies, students can work collaboratively in their group to create one map of Dred Scott's travels.</li> </ul> <p>Day 2: Students should do Supporting Question Three on the second day of the inquiry.</p> <ul style="list-style-type: none"> <li>Students may need teacher support via a close read to assist them in dissecting the excerpts of the Supreme Court decisions.</li> <li>If time allows, students can begin work on Supporting Question Four.</li> </ul> <p>Day 3: Students should do Supporting Question Four and answer the inquiry's compelling question (see Closure below)</p> <ul style="list-style-type: none"> <li>Students may need teacher support via a close read to assist them in dissecting the excerpts from the Lincoln Douglas debates.</li> </ul>
<p><b>Closure:</b> <i>Individual students synthesize and/or summarize learning for the day.</i></p>	<p>Students should answer the compelling question – Can One Decision Divide a Nation?</p> <ul style="list-style-type: none"> <li>The method for answer the question is up to teacher discretion. This could be as simple as a paragraph in class to a more robust written response or poster that students begin constructing in class and finish for homework.</li> </ul>
<p><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></p>	<p>N/A</p>
<p><b>Homework:</b></p>	<p>If needed, students can complete their compelling question for homework.</p>

## Unit 10: Reformers and Abolitionists - Week 1

<b>Essential Question(s)</b>	How do the policies of the United States evolve? Why do conflicts arise? How does the issue of slavery divide the nation?
<b>Student Outcomes</b>	Students can describe the significance of the Second Great Awakening. Students can analyze the development of the women's suffrage movement. Students can analyze the significance of leading abolitionists and methods they used to spread the movement.
<b>Texts</b>	Textbook: <i>McGraw Hill, Discovering Our Past: A History of the United States, The Early Years</i> Ch. 15 Lesson 1, 2, and 3  Reader: 8.41 Image Collection 8.42 Declaration of Sentiments and Ain't I A Woman? Speech 8.43 Abolition  Maps/Videos/Images: Debating the Documents: Revivalists and Utopians – Reform in Antebellum America and Calhoun vs. the Abolitionists DBQ Project: What was Harriet Tubman's Greatest Achievement? Lesson: <a href="#">Tennesseans in the Abolitionist Movement</a> , <a href="#">Elihu Embree Activity</a> Videos: History, <a href="#">What Happened at the Seneca Falls Convention?</a> , ZinnEdProject, <a href="#">Sojourner Truth's 'Ain't I a Woman' Performed by Kerry Washington</a> , History, <a href="#">America the Story of Us: Frederick Douglass</a> , AmericanExperience, <a href="#">Who Is William Lloyd Garrison?</a>
<b>Suggested Classroom Strategies and Protocols</b>	Bio Poems: Susan B. Anthony, Elizabeth Cady Stanton, Sojourner Truth, William Lloyd Garrison, Frederick Douglass, Elihu Embree, Harriet Tubman. Storyboard: Second Great Awakening, Early Women's Suffrage Movement, Abolitionist Movement Crop it: Image Collection for 8.41 Evidence Log: Connections between Declaration of Sentiments and Declaration of Independence Found Poem: Abolition Excerpt for 8.43
<b>Assessment</b>	Identify and describe the significance of two leading abolitionists prior to the Civil War. Use complete sentences and evidence to support your answer.
<b>Standards</b>	8.41 Describe the significance of the Second Great Awakening and its influence on reform in the 19th century. 8.42 Analyze the development of the women's suffrage movement, including the Seneca Falls Convention, and the ideals of Susan B. Anthony, Elizabeth Cady Stanton, and Sojourner Truth. 8.43 Analyze the significance of leading abolitionists, including William Lloyd Garrison, Frederick Douglass, Elihu Embree, and Harriet Tubman, and the methods they used to spread the movement.

## Unit 10: Reformers and Abolitionists - Week 2

<b>Essential Question(s)</b>	How do the policies of the United States evolve? How does geography impact the development of a society? Why do conflicts arise? Does compromise always lead to resolution? How does the issue of slavery divide the nation? How did expansion impact the United States?
<b>Student Outcomes</b>	Students can explain the reasons for and impacts of the Compromise of 1850 and the Fugitive Slave Act. Students can describe conditions of enslavement and Nat Turner's revolt. Students can explain the motivations behind the Kansas-Nebraska Act of 1854 and analyze its effects.
<b>Texts</b>	<p>Textbook: <i>McGraw Hill, Discovering Our Past: A History of the United States, The Early Years</i> Ch. 16 Lesson 1, Ch. 14 Lesson 4, and Ch. 16 Lesson 2 section 'John Brown and Harpers Ferry'</p> <p>Reader: 8.56 Fugitive Slave Act and Henry Clay on Slavery 8.36 Fear and Insurrection Excerpt 8.58 Kansas-Nebraska Act</p> <p>Maps/Videos/Images: Debating the Documents: Was John Brown a Hero?, Uncle Tom's Cabin, and "Bleeding Kansas" Lesson: iCivics, <a href="#">Slave States, Free States</a>, MTSU, <a href="#">John Brown – Hero or Villain?</a>, Gilder Lehrman, <a href="#">Nat Turner's Rebellion</a> Video: History, <a href="#">Sound Smart – Compromise of 1850</a>, <a href="#">Sound Smart – Fugitive Slave Act of 1850</a>, TedEd, <a href="#">How One Piece of Legislation Divided a Nation</a></p>
<b>Suggested Classroom Strategies and Protocols</b>	Human Timeline: Major Events from the Standards and impacts on the Abolition movement Headlines: Compromise of 1850, Fugitive Slave Act, Nat Turner's revolt, impact of Nat Turner's revolt, Kansas-Nebraska Act, Bleeding Kansas, raid at Harper's Ferry Iceberg Diagram: Abolition Movement in mid 1800s Jigsaw or Stations: Fugitive Slave Act, Henry Clay on Slavery, Kansas-Nebraska Act
<b>Assessment</b>	Identify the terms of the Kansas-Nebraska Act of 1854 and explain two of the major effects of this compromise on the United States immediately following its passage. Use complete sentences and evidence to support your answer.
<b>Standards</b>	8.56 Explain the reasons for and the impact of the Compromise of 1850 (including Henry Clay's role as "The Great Compromiser") and the Fugitive Slave Act (including Harriet Beecher Stowe's influence with Uncle Tom's Cabin). 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. 8.58 Explain the motivations behind the passage of the Kansas-Nebraska Act of 1854, and analyze the effects of the compromise, including: Rise of the Republican Party, "Bleeding Kansas", Preston Brooks' attack on Charles Sumner, John Brown's raid at Harper's Ferry.

## Unit 10: Reformers and Abolitionists - Week 3

<b>Essential Question(s)</b>	How do the policies of the United States evolve? How does the issue of slavery divide the nation? Does compromise always lead to resolution?
<b>Student Outcomes</b>	Students can analyze the Dred Scott v. Sandford decision and its impacts. Students can explain the arguments presented by the Lincoln-Douglas debates on slavery during the Illinois Senate race of 1858.
<b>Texts</b>	Textbook: <i>McGraw Hill, Discovering Our Past: A History of the United States, The Early Years</i> Ch. 16 Lesson 2  Reader: 8.59 Lincoln on the Scott Case 8.60 Lincoln Douglas Debates  Maps/Videos/Images: Inquiry: Can one decision divide a nation? Video: Bill of Rights Institute, <a href="#">Dred Scott v. Sandford</a> , National Constitution Center, <a href="#">Constitution Hall Pass – Dred Scott v. Sandford</a> , History, <a href="#">Sound Smart – Dred Scott Case</a> , <a href="#">Sound Smart – The Lincoln-Douglass Debates</a>
<b>Suggested Classroom Strategies and Protocols</b>	Evidence Logs: Stances of historical figures in excerpts for 8.59 and 8.60 Life Road Map: Dred Scott Annotating and Paraphrasing Sources: Lincoln Douglas Debates Document Analysis Form: Lincoln Douglas Debates
<b>Assessment</b>	Explain the Supreme Court’s decision in the case of Dred Scott v. Sandford and how it contributed to the split between the North and the South. Use complete sentences and evidence to support your answer.
<b>Standards</b>	8.59 Analyze the Dred Scott v. Sandford decision and the resulting split between the North and South. 8.60 Explain the arguments presented by Stephen Douglas and Abraham Lincoln on slavery in the Illinois Senate race debates of 1858.

## Unit Overview: Quarter 3 Unit 11 – Civil War

Unit	Length	Unit Focus	Standards and Practices	Narrative Overview
Unit 11: Civil War	3 weeks	Students will examine the political changes that sparked the Civil War, the differences in the North and South, and the key leaders, events, battles, and daily life during the war.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 8.61, 8.62 Week 2: 8.63, 8.65, 8.66 Week 3: 8.64	The first week focuses on the election of 1860 and the sectional differences within the United States that lead to the outbreak of the Civil War. The second week covers the major battles of the Civil War and the experience of soldiers during the War, including those of Union soldiers, Confederate soldiers, and the United States Colored Troops. The third week focuses on the end of the Civil War and the significance of President Lincoln's Gettysburg Address and Emancipation Proclamation.

### Grade 8 Social Studies: Quarter 3 Unit 11 Vocabulary

#### Tier 2 Vocabulary

reflected, outbreak, sectional differences, illustrated

#### Tier 3 Vocabulary

election of 1860, candidates, John Bell, Stephen Douglas, Abraham Lincoln, John Breckinridge, campaigns, sectional turmoil, Civil War, military strategies, Jefferson Davis, Fort Sumter, geographical divisions, First Battle of Bull Run, Battle of Shiloh, Battle of Antietam, Battle of Gettysburg, Battle of Vicksburg, Sherman's March to the Sea, Surrender at Appomattox Courthouse, David Farragut, Nathan Bedford Forrest, Ulysses S. Grant, Thomas "Stonewall" Jackson, Robert E. Lee, Emancipation Proclamation, Gettysburg Address, African American, Union army, Massachusetts 54th Regiment, Fort Wagner, 13th US Colored Troops, Battle of Nashville, Sam Watkins, Elisha Hunt Rhodes

## Sample Lesson: Quarter 3 Unit 11 – Civil War

<b>SS TN Standard(s):</b>	8.64
<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 significance of the Emancipation Proclamation.
<b>Key Academic Vocabulary:</b>	Emancipation Proclamation
<b>Resources / Materials:</b>	<p>Set of materials for stations from Debating the Documents – The Emancipation Proclamation:            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-five, there will be three to four 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-five, there will be three students at a station.</p> <p>Class set – Introductory Essay (Emancipation Proclamation) P. 6</p>
<b>Warm-Up / Bell Ringer:</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Students should describe the significance of the following battles: Fort Sumter, First Battle of Bull Run, Battle of Shiloh, Battle of Antietam
<b>Essential Question / Relevance:</b> <i>Develop student interest and connect learning to daily standards.</i>	<p>How do the policies of the United States evolve?</p> <p>The teacher should briefly discuss the bell ringer – these were all battles that happened prior to the Emancipation Proclamation.</p>
<b>High-Quality Text(s):</b>	Debating the Documents – The Emancipation Proclamation
<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 ‘The Emancipation Proclamation’. Students should create one-sentence summaries of each of the first nine paragraphs of the text and combine them to create their own summary paragraph.



<p><b>Text-Specific Application:</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i></p>	<p>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.</p>
<p><b>Closure:</b> <i>Individual students synthesize and/or summarize learning for the day.</i></p>	<p>Students should answer the DBQ question on p. 20 in a paragraph. The teacher can display the question via projector or smart board. Students should write at least a paragraph and cite from at least one source to support their answer.</p>
<p><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></p>	<p>N/A</p>
<p><b>Homework:</b></p>	<p>N/A</p>

## Unit 11: Civil War - Week 1

<b>Essential Question(s)</b>	How do the policies of the United States evolve? How does geography impact the development of a society? Does compromise always lead to resolution? How does the issue of slavery divide the nation?
<b>Student Outcomes</b>	Students can describe the election of 1860, identify its candidates, and explain its impacts on sectionalism. Students can analyze the reasons for the outbreak of the Civil War.
<b>Texts</b>	Textbook: <i>McGraw Hill, Discovering Our Past: A History of the United States, The Early Years</i> Ch. 16 Lesson 3 and Ch. 17 Lesson 1  Reader: 8.61 Image Collection and excerpt, Who is Responsible for the War? 8.62 Image Collection  Maps/Videos/Images: <a href="#">TN Bluebook Ch. 6: The Time of Troubles</a> Lesson: MTSU, <a href="#">Geographic Politics – The Road to Secession in Tennessee</a> , American Battlefield Trust, <a href="#">The Country Goes to War</a> , TN State Library and Archives, <a href="#">Secession in Tennessee</a> SHEG Lesson: <a href="#">Fort Sumter</a> Videos: <a href="#">Story of Us – Election of 1860 and Secession</a> , Ken Burns, <a href="#">The Civil War – Fort Sumter</a> , Simple History, <a href="#">Fort Sumter (The American Civil War)</a> , Smithsonian, <a href="#">How the Civil War Got Its Start</a> , 60-Second Presidents, <a href="#">Abraham Lincoln</a>
<b>Suggested Classroom Strategies and Protocols</b>	See-Think-Wonder or Crop It: Image Collections for 8.61 and 8.62 National Archives Document Analysis Worksheet for Cartoons: Political cartoons in image collection for 8.61 and 8.62 Document Analysis Form: Who is Responsible for the War? Human Timeline: Election of 1860 and the outbreak of the Civil War Iceberg Diagram: Outbreak of the Civil War
<b>Assessment</b>	Describe the election of 1860 by identifying its candidates and explaining how the campaign reflected sectional differences in the United States. Use complete sentences and evidence to support your answer.
<b>Standards</b>	8.61 Describe the election of 1860 and its candidates (i.e., John Bell, Stephen Douglas, Abraham Lincoln, and John Breckinridge), and analyze how the campaigns reflected sectional turmoil in the country. 8.62 Describe the outbreak of the Civil War and the resulting sectional differences, including: Economic, geographic, and technological advances; Military strategies; Roles of President Abraham Lincoln and Jefferson Davis; Significance of Fort Sumter; Geographical divisions within states.

## Unit 11: Civil War - Week 2

<b>Essential Question(s)</b>	How do conflicts lead to war? What are the effects of war? Does compromise always lead to resolution? How does the issue of slavery divide the nation? How do the policies of the United States evolve?
<b>Student Outcomes</b>	<p>Students can analyze the battles, events, and leaders of the Civil War.</p> <p>Students can describe African American involvement in the Union Army, including the Massachusetts 54<sup>th</sup> Regiment and the 13<sup>th</sup> U.S. Colored Troops.</p> <p>Students can explain the daily life of the common Civil War soldier through the analysis of the writings of Sam Watkins and Elisha Hunt Rhodes.</p>
<b>Texts</b>	<p>Textbook: <i>McGraw Hill, Discovering Our Past: A History of the United States, The Early Years</i> Ch. 17, Lessons 2-5</p> <p>Reader: 8.63 Memoir of Fort Pillow Massacre 8.65 Excerpts and Image Collection 8.66 Memoirs of Watkins and Rhodes</p> <p>Maps/Videos/Images: <a href="#">TN Bluebook Ch. 6: The Time of Troubles</a> Lesson Plans: MTSU, <a href="#">Battle of Nashville</a>, <a href="#">Sam Watkins' Co. Aytch</a> American Battle Field Trust, <a href="#">United States Colored Troops: Who were the 200,000 African American Freedom Fighters?</a>, <a href="#">Experiencing the Battle of Franklin</a> (uses Sam Watkins excerpts), TN State Library and Archives, <a href="#">Civil War Battles in Tennessee</a> (use activities for relevant battles), <a href="#">United States Colored Troops</a>.</p> <p>Videos: American Battlefield Trust, <a href="#">Civil War Animated Map</a></p>
<b>Suggested Classroom Strategies and Protocols</b>	<p>Identity Charts or Character Maps: Memoirs of Watkins and Rhodes, Excerpts and Image Collection 8.65, important figures of the Civil War from the standards</p> <p>Human Timeline: Events of the Civil War from the standards</p> <p>Document Analysis Form: Memoir of Fort Pillow Massacre</p> <p>Concept Maps: Major figures of the Civil War from standards</p>
<b>Assessment</b>	Describe African American involvement in the Union army, including the roles of the Massachusetts 54 <sup>th</sup> Regiment at Fort Wagner and the 13 <sup>th</sup> US Colored Troops in the Battle of Nashville. Use complete sentences and evidence to support your answer.
<b>Standards</b>	<p>8.63 Explain the significance of the following battles, events, and leaders during the Civil War, including: First Battle of Bull Run, Battle of Shiloh, Battle of Antietam, Battle of Gettysburg, Battle of Vicksburg, Sherman's March to the Sea, Surrender at Appomattox Court House, David Farragut, Nathan Bedford Forrest, Ulysses S. Grant, Thomas "Stonewall" Jackson, Robert E. Lee.</p> <p>8.65 Describe African American involvement in the Union army, including the Massachusetts 54<sup>th</sup> Regiment at Fort Wagner and the 13<sup>th</sup> U.S. Colored Troops in the Battle of Nashville. (T.C.A. § 49-6-1006)</p> <p>8.66 Analyze how the writings of Sam Watkins and Elisha Hunt Rhodes illustrated the daily life of the common soldier.</p>

## Unit 11: Civil War - Week 3

<b>Essential Question(s)</b>	How do the policies of the United States evolve? Does compromise always lead to resolution? How does the issue of slavery divide the nation?
<b>Student Outcomes</b>	Students can analyze the significance of the Emancipation Proclamation and the Gettysburg Address.
<b>Texts</b>	<p>Textbook: <i>McGraw Hill, Discovering Our Past: A History of the United States, The Early Years</i> Ch. 17 Lesson 4</p> <p>Reader: 8.64 Gettysburg Address</p> <p>Maps/Videos/Images: Debating the Documents: The Emancipation Proclamation DBQ Project: The Battle of Gettysburg – Why Was It A Turning Point? <a href="#">TN Bluebook Ch. 6: The Time of Troubles</a> Lesson Plans: MTSU, <a href="#">Views on the Emancipation Proclamation</a>, <a href="#">The Gettysburg Address</a>, American Battlefield Trust, <a href="#">1862: Antietam and Emancipation</a>, <a href="#">1863: Shifting Tides</a> (Gettysburg Address and Battle of Vicksburg), <a href="#">1864-65 – Bringing the War to an End</a> SHEG Lesson: Emancipation Proclamation</p>
<b>Suggested Classroom Strategies and Protocols</b>	<p>Document Analysis Form: Gettysburg Address Storyboard: Events leading to the end of the Civil War Concept Maps – Generate/Sort/Extend/Challenge: End of the Civil War</p>
<b>Assessment</b>	Identify the major ideas of the Emancipation Proclamation and the Gettysburg Address and explain the significance of both speeches during the Civil War. Use complete sentences and evidence to support your answer.
<b>Standards</b>	<p>8.63 Explain the significance of the following battles, events, and leaders during the Civil War, including: First Battle of Bull Run, Battle of Shiloh, Battle of Antietam, Battle of Gettysburg, Battle of Vicksburg, Sherman’s March to the Sea, Surrender at Appomattox Court House, David Farragut, Nathan Bedford Forrest, Ulysses S. Grant, Thomas “Stonewall” Jackson, Robert E. Lee.</p> <p>8.64 Analyze the significance of the Emancipation Proclamation and the Gettysburg Address.</p>

## Unit Overview: Quarter 3 Unit 12 – Reconstruction pt. 1

Unit	Length	Unit Focus	Standards and Practices	Narrative Overview
Unit 12: Reconstruction pt. 1	2 weeks	Students will analyze the social, economic, and political changes and conflicts during Reconstruction, the events and lasting consequences of Reconstruction, and Reconstruction's impact on Tennessee.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 8.67, 8.68 Week 2: 8.69, 8.70, 8.71	This is a two-part unit, with a final week in the fourth quarter. The first week of the unit covers the immediate aftermath of the Civil War and beginning of Reconstruction, with the assassination of Lincoln, early presidency of Johnson, and the passage of the Reconstruction Amendments. In the second week, there is a more detailed examination of the various plans for Reconstruction, the problems Johnson faced in his presidency, his impeachment, and the changes to the Tennessee Constitution in 1870.

### Grade 8 Social Studies: Quarter 3 Unit 12 Vocabulary

#### Tier 2 Vocabulary

ascension, right of all men

#### Tier 3 Vocabulary

assassination, Andrew Johnson, presidency, 13th Amendment, 14th Amendment, 15th Amendment, Ten Percent Plan, President Andrew Johnson's Plan, Radical Republican Plan for Reconstruction, Tennessee Constitution of 1870, vote, poll tax, Radical Republicans, Johnson's veto, Tenure of Office Act, impeachment

## Sample Lesson: Quarter 3 Unit 12 – Reconstruction pt. 1

<b>SS TN Standard(s):</b>	8.70
<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 significance of the Tennessee Constitution of 1870 and its provisions for voting.
<b>Key Academic Vocabulary:</b>	Tennessee Constitution of 1870, poll tax
<b>Resources / Materials:</b>	TN Blue Book, Reader Excerpt for 8.70 TN Constitution of 1870
<b>Warm-Up / Bell Ringer:</b> <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Students should write a prediction on what challenges they think Tennessee will face as it seeks to re-enter the Union. What legal changes do students anticipate that they will need to make? Why?
<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>	TN Bluebook, Reader Excerpt for 8.70 TN Constitution of 1870
<b>Text-Specific Inquiry:</b> <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	<p>Teachers should lead students through a closed read of the first two pages of ‘Reconstruction and Rebuilding’ in the <a href="#">TN Bluebook</a> (pages 34-36 of the PDF, only the first three lines on p. 36 is needed and may be able to fit on a copy with p.37)</p> <p>Read the first two paragraphs and ask:</p> <ul style="list-style-type: none"> <li>• What was President Lincoln’s ten percent plan?</li> <li>• Who was nominated for governor after Andrew Johnson left to become vice president?</li> <li>• How did Tennessee respond to the ten percent plan?</li> </ul> <p>Read the next paragraph and ask:</p> <ul style="list-style-type: none"> <li>• How did the plans for reconstruction change after the death of Lincoln?</li> <li>• Why did Congress refuse to allow Tennessee’s congressional delegation back in?</li> <li>• What did states have to do to re-enter the Union under the plan of the radical republicans?</li> </ul> <p>Read the first paragraph on p. 35 and ask:</p> <ul style="list-style-type: none"> <li>• Why did opposition form to the 14<sup>th</sup> amendment?</li> <li>• Why did Tennessee rejoin the union faster than any other southern state?</li> <li>• How was this an advantage for Tennessee?</li> </ul> <p>Read the next two paragraphs and ask:</p> <ul style="list-style-type: none"> <li>• Why did Brownlow pass black suffrage in 1867?</li> </ul>

	<ul style="list-style-type: none"> <li>• Did this pose an advantage for Brownlow? How?</li> <li>• What were the aims of the Ku Klux Klan and other vigilante groups that formed in 1867?</li> </ul> <p>Read the last two paragraphs and ask:</p> <ul style="list-style-type: none"> <li>• What happened after Brownlow left office?</li> <li>• How did DeWitt Senter change voter registration laws?</li> <li>• What three changes were made to the constitution of Tennessee in 1870?</li> </ul> <p>The teacher should provide a definition for poll tax to students, as it is one of the changes listed. A poll tax is a tax that a person must pay in order to vote. If people were unable to pay the tax, they would be unable to vote.</p> <ul style="list-style-type: none"> <li>• Who do students think would have been impacted by a poll tax?</li> </ul>
<p><b>Text-Specific Application:</b> <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i></p>	<p>Students should partner read the excerpt on the Tennessee Constitution of 1870 and complete a 3-2-1 protocol.</p> <p>3- Identify what you consider to be the three most important changes to the power of the governor and state legislature made in the 1870 version of the Constitution and justify why they were the most important.</p> <p>2- Identify and explain the two major changes that were made to voting rights in Tennessee. Hint: Look for one that expanded voting rights and one that restricted it.</p> <p>1- Identify and explain the most important change made to the Constitution in 1870.</p>
<p><b>Closure:</b> <i>Individual students synthesize and/or summarize learning for the day.</i></p>	<p>Create a headline for the Tennessee Constitution of 1870.</p>
<p><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></p>	<p>N/A</p>
<p><b>Homework:</b></p>	<p>N/A</p>

## Unit 12: Reconstruction pt. 1- Week 1

<b>Essential Question(s)</b>	How do the policies of the United States evolve? What are the effects of war?
<b>Student Outcomes</b>	Students can analyze the impact of the assassination of President Abraham Lincoln and Andrew Johnson's ascension to presidency. Students can explain the significance of the Reconstruction Amendments.
<b>Texts</b>	Textbook: <i>McGraw Hill, Discovering Our Past: A History of the United States, The Early Years</i> Ch. 18 Lesson 1 and Lesson 2  Reader: 8.67 Reactions to Lincoln's Death 8.68 Reconstruction Amendments  Maps/Videos/Images: <a href="#">TN Bluebook Ch. 7: Reconstruction and Rebuilding</a> Lessons: American Battlefield Trust, <a href="#">Post-1865 Effects of the War</a> , MTSU, <a href="#">The Emancipation Proclamation and the Thirteenth Amendment</a> , <a href="#">Reconstruction and the Fourteenth Amendment</a> , iCivics, <a href="#">Civil War and Reconstruction</a> Videos: <a href="#">America the Story of Us: Lincoln</a> , 60-Second Presidents, <a href="#">Andrew Johnson</a>
<b>Suggested Classroom Strategies and Protocols</b>	Headlines: Reactions to Lincoln's Death Found Poems: Reconstruction Amendments Character Maps: Abraham Lincoln, Andrew Johnson, each of the Reconstruction Amendments Two-Minute Interviews: What is the significance of the 13 <sup>th</sup> Amendment? 14 <sup>th</sup> Amendment? 15 <sup>th</sup> Amendment? How did Andrew Johnson become president? What impact did the death of President Lincoln have on the United States?
<b>Assessment</b>	Identify the terms of the 13 <sup>th</sup> , 14 <sup>th</sup> , and 15 <sup>th</sup> Amendments to the U.S. Constitution and explain their significance. Use complete sentences and evidence to support your answer.
<b>Standards</b>	8.67 Analyze the immediate political impact of the assassination of President Abraham Lincoln and Andrew Johnson's ascension to the presidency. 8.68 Explain the significance of the 13th, 14th, and 15th Amendments to the U.S. Constitution.



## Unit 12: Reconstruction pt. 1- Week 2

<b>Essential Question(s)</b>	What are the effects of war? How do societies organize themselves? How do the policies of the United States evolve?
<b>Student Outcomes</b>	<p>Students can analyze the plans for Reconstruction, including Lincoln’s Ten Percent Plan, Johnson’s plan, and the Radical Republican’s plan.</p> <p>Students can identify the significance of the Tennessee Constitution of 1870 and its provisions for voting.</p> <p>Students can analyze the conflicts between President Andrew Johnson and the Radical Republicans.</p>
<b>Texts</b>	<p>Textbook: <i>McGraw Hill, Discovering Our Past: A History of the United States, The Early Years</i> Ch. 18 Lesson 1 and 2</p> <p>Reader: 8.69 Political Cartoon: Andrew Johnson’s Reconstruction Plan and How It Works 8.70 TN Constitution of 1870 8.71 Brief History of the Impeachment of Andrew Johnson</p> <p>Maps/Videos/Images: <a href="#">TN Bluebook Ch. 7: Reconstruction and Rebuilding</a> <a href="#">TN Constitution of 1870</a> Lesson: MTSU, <a href="#">Johnson’s Impeachment – Yea or Nay?</a> SHEG Lesson: <a href="#">Radical Reconstruction</a></p>
<b>Suggested Classroom Strategies and Protocols</b>	<p>National Archives Document Analysis Worksheet – Cartoons: Andrew Johnson’s Reconstruction Plan and How it Works</p> <p>Storyboard: Andrew Johnson’s presidency and impeachment (utilize textbook and excerpt for 8.71), each plan for Reconstruction</p> <p>Iceberg Diagram: Andrew Johnson’s impeachment</p> <p>Headlines: TN Constitution of 1870, President Lincoln’s Ten Percent Plan, President Johnson’s Plan, Radical Republican Plan for Reconstruction, Tenure of Office Act, veto of Tenure of Office Act, President Johnson’s impeachment</p>
<b>Assessment</b>	Identify the ideas of President Abraham Lincoln’s Ten Percent Plan, President Andrew Johnson’s Plan, and the Radical Republican plan for Reconstruction. Use complete sentences and evidence to support your answer.
<b>Standards</b>	<p>8.69 Analyze President Abraham Lincoln’s Ten Percent Plan, President Andrew Johnson’s Plan, and the Radical Republican Plan for Reconstruction.</p> <p>8.70 Identify the significance of the Tennessee Constitution of 1870, including the right of all men to vote and the establishment of a poll tax. (T.C.A. § 49-6-1028)</p> <p>8.71 Analyze the conflict between President Andrew Johnson and the Radical Republicans, including Johnson’s veto of the Tenure of Office Act and his impeachment.</p>