

Standard ** Denotes possible writing assessment standard	Objective	Content
<p><u>Colonialism (1600-1750)</u> Students will understand the social, political, and economic reasons for the movement of people from Europe to the Americas, and they will describe the impact of colonization by Europeans on American Indians and on the development of the land that eventually became the United States of America.</p>		<p>Recommended Pacing: 18-20 days</p> <p>14% of assessment</p>
<p>**8.1 Explain the primary motivations for English colonization of the New World, including the rise of the middle class (joint stock companies), the need to move surplus population, and the search for religious freedom. (E, G, H)</p>	<p>Explain the primary motivations for English colonization of the New World, including the rise of the middle class (joint stock companies), the need to move surplus population, and the search for religious freedom</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Determine the reasons for English colonization in the New World. 	<p>History.com European Exploration Video, Article, Speeches</p> <p>Background Notes on Colonization</p> <p>Overall Colonial Timeline</p> <p>Colonial DBQ</p> <p>Make Your Own Colony Interactive Online Game</p> <p>The Failure of Jamestown Crime Scene investigation online activity</p>

<p>**8.2 Trace and explain the founding of Jamestown, including: (E, G, H)</p> <ul style="list-style-type: none"> · Jamestown · Virginia Company · James River · John Smith · Pocahontas · Powhatan · John Rolfe · “starving time” · Tobacco · Bacon’s Rebellion · Indentured servants and slaves · The arrival of women · House of Burgesses 	<p>Trace and explain the founding of Jamestown</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Determine the impact of tobacco on Jamestown - Compare Indentured Servants and Slaves - Identify the role of key people in the Jamestown colony - Examine the impact of the actions of key people in the Jamestown colony 	<p>Primary Documents of Jamestown</p> <p>The Story of Jamestown</p> <p>Jamestown Simulate Founding Of Jamestown</p> <p>Jamestown Resources and Lesson Plans</p> <p>Jamestown Readings and TBQs</p> <ul style="list-style-type: none"> · Virginia Company Virginia Company summary · John Smith John Smith’s Map of Virginia Primary Source Analysis <p>John Smith journal and map analysis of 1608 *Also needed with this activity is the map</p> <p>John Smith’s First Voyage to America activity</p> <p>John Smith’s Second Voyage activity</p> <p>National Geography John Smith Simulation</p> <ul style="list-style-type: none"> · Pocahontas Compare Real Pocahontas to Disney Pocahontas <p>Read Like a Historian Pocahontas</p>
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		<p>investigation lesson plan and activities</p> <p>Virginia Indian Living Primary Document Analysis</p> <p>Powhatan Powhatan Village</p> <p>Native Americans in Virginia Primary Vs. Secondary Source Analysis Activity</p> <p>Native Americans and Natural Resources of Virginia Activity</p> <ul style="list-style-type: none">• “starving time” Starving Time Journal Entry Read/Activity <p>Starving Time National Geographic Article Discussion</p> <ul style="list-style-type: none">• Tobacco Colonial Tobacco Economy activities• Bacon’s Rebellion Informational Site on Bacon’s Rebellion <p>Bacon’s Rebellion DBQ</p> <p>Bacon’s Rebellion writing prompt with documents</p> <p>Bacon’s Rebellion CSI crime scene investigation</p>
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		<p>Bacon's Rebellion summary</p> <ul style="list-style-type: none"> Indentured servants and slaves Indentured Servitude: A Colonial Market for Labor Lesson Indentured Servitude: Why Sell Yourself into Bondage? Documents on labor issues in Virginia * House of Burgesses HOB Reading Comprehension
<p>8.3 Explain the founding of the Plymouth Colony, including the Separatists, William Bradford, Mayflower, Mayflower Compact, and Squanto. (C, G, H, P)</p>	<p>Explain the founding of the Plymouth Colony, including the Separatists, William Bradford, Mayflower, Mayflower Compact, and Squanto Analyze the actions of the leaders of the Plymouth colony.</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Examine the beginnings of the Plymouth Colony. - Determine the purpose of the Mayflower Compact - Examine the actions of key people in the Plymouth Colony - Examine the relationship between the Pilgrims and the Natives 	<p>Online game simulation of the Pilgrims (basically the Oregon Trail of the Pilgrims) *</p> <p>Separatists: Pilgrim Fathers –</p> <p>Lesson PPlan on the Pilgrims with primary source analysis and activities</p> <p>William Bradford: Summary of Bradford's life - includes links to his journals and assessing questions. Analysis of Bradford's journals</p> <p>Mayflower Compact: Mayflower Compact Article Activity Mayflower Compact Group Activity/Class Compact Mayflower Compact with Reads 1/2</p>

		<p>Questions</p> <p>Compact Lesson with Questions</p> <p>Gilder Lehrman MC Unit Lesson</p> <p>Rewriting the Mayflower Compact</p> <p>Mayflower Compact Audio</p> <p>Squanto: Squanto Activity with Acrostic Poem</p>
<p>8.4- Analyze the reasons for the settlement of the Massachusetts Bay Colony and the events and the key figures of the colonies, including: (C, E, G, H, P)</p> <ul style="list-style-type: none"> · Non-Separatists/Puritans · John Winthrop · theocracy · Town meetings · Anne Hutchinson and Roger Williams-Rhode Island · Thomas Hooker-Connecticut · Salem Witchcraft Trials 	<p>Overall: Examine key events and leaders in the Massachusetts Bay Colony.</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Compare the Separatists and the Puritans - Determine the impact of Anne Hutchinson and Roger Williams - Determine the impact of Thomas Hooker - Examine the role of the town meeting 	<p>Colonial Village Tour</p> <p>Comparison task of Puritan writings in colonial America. * -</p> <ul style="list-style-type: none"> · Non-Separatists/Puritans John Dane's "A Devil to Tempt" Text John Dane's "A Devil to Tempt" TBQ Puritans vs Pilgrims "How The States Got Their Shapes" Clip Reading Like a Historian: <i>Were the Puritans Selfish or Selfless?</i> · John Winthrop John Winthrop's "A Model of Christian Charity" Text with Questions Colonizing the Bay lesson plan from EDsite. *

		<ul style="list-style-type: none"> · theocracy iCivics: Who Rules Government Activity · Town meetings Colonial Town Meeting Simulation · Anne Hutchinson and Roger Williams-Rhode Island Roger Williams and separation of church and state lesson plan Roger Williams' writing analysis lesson plan Anne Hutchinson and Roger Williams Biographies and Activity set Anne Hutchinson trial lesson plan and simulation -teachinteract God In America - PBS Hutchinson video clip America's First Rebel Roger Williams video clip · Salem Witchcraft Trials Salem Witch Trial Biographies Salem Witch Trials Video Understanding the Salem Witch Trials - lesson plan and simulation Understanding the Salem Witch Trials
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		<p>online simulation - National Geo.</p> <p>Which of you is a Witch? simulation and lesson plan</p> <p>Bubble, Bubble, Boil and Trouble</p>
<p>8.5 Describe the settlement of New Netherlands and the subsequent possession of the colony by the English, including: (C, E, G, H)</p> <ul style="list-style-type: none"> · Dutch influences · Peter Stuyvesant · Patroon System · Renaming to New York · Diverse population 	<p>Describe the settlement of New Netherlands and the subsequent possession of the colony by the English, including</p>	<p>Dutch Interactive Map Site</p> <p>New Netherland: The Early Years Lesson Plan - PBS</p> <ul style="list-style-type: none"> · Dutch influences Why did the Dutch decide to settle New Netherland? Constructed Response · Peter Stuyvesant Biography and online quiz resource · Patroon System Smackdown On the Hudson Lesson Plan · Renaming to New York · Diverse population Crash Course Dutch History <p>New Netherland Institute Lesson Plan</p> <p>New Netherland Primary Document</p> <p>Middle Colonies Podcast</p>

<p>**8.6 Analyze the founding of Pennsylvania as a haven for Quakers and the tolerance that drew many different groups to the colony, including: (C, E, H, P)</p> <ul style="list-style-type: none"> · William Penn · Philadelphia · Role of women · Relationship with Indians 	<p>Analyze the founding of Pennsylvania as a haven for Quakers and the tolerance that drew many different groups to the colony</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Analyze the beliefs of the Quakers and the founding of Pennsylvania - Compare the Quakers to the Puritans 	<p>Anti-slavery movement and the Quakers</p> <ul style="list-style-type: none"> · William Penn Penn Video Penn Biography William Penn: The Mover the Quaker William Penn's Peaceable Kingdom Lesson Plan with resources and activity · Philadelphia · Role of women · Relationship with Indians Crash Course Quakers and Women
<p>8.7 Explain the reasons behind the settlement of the Georgia Colony, including the role of John Oglethorpe and Georgia as a “debtor” colony and a “buffer” colony. (C, E, G, H)</p>	<p>Explain the reasons behind the settlement of the Georgia Colony, including the role of John Oglethorpe and Georgia as a “debtor” colony and a “buffer” colony</p> <p>Sub Objective:</p> <ul style="list-style-type: none"> - Determine the reasons for the founding of the Georgia Colony. 	<p>Library of Congress: Georgia Colony Founding Documents</p> <p>Online Reading Comprehension with Quiz activity</p> <p>Southern Colonies Podcast</p>
<p>8.8 Describe the location and reasons for French exploration and settlements in North America, including the Huguenots. (E, G, H, P)</p>	<p>Describe the location and reasons for French exploration and settlements in North America, including the Huguenots</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Describe the geographic 	<p>National Humanities Center: French Exploration</p> <p>French Colonies Interactive Map</p> <p>French Wars of Religion: Video and Quiz</p>

	connections to French exploration and settlements in the New World	Interactive Tours of French colonial areas
**8.9 Cite textual evidence analyzing examples of both cooperation and conflict between American Indians and colonists, including agriculture, trade, cultural exchanges, and military alliances and conflicts. (C, E, G, H, P)	<p>Cite textual evidence analyzing examples of both cooperation and conflict between American Indians and colonists, including agriculture, trade, cultural exchanges, and military alliances and conflicts</p> <p>Sub Objective:</p> <ul style="list-style-type: none"> - Examine the relationships between colonists and Native Americans using primary sources and citing textual evidence 	<p>A Key Into the Language of America – Roger Williams and his relationship with Natives</p> <p>Colonial Native American writings revisited</p> <p>The Fur Trade Contact and Commerce between Indians and Settlers</p> <p>Reciprocity and Obligation between the Dutch and the Natives</p>
8.10 Locate and identify the first 13 colonies, and describe how their location and geographic features influenced their development. (E, G, H, P)	<p>Locate and identify the first 13 colonies, and describe how their location and geographic features influenced their development.</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Locate and identify the first 13 colonies - Examine how the geography of a region influences the region's development 	<p>13 Colonies Question Activity</p> <p>Maps of 13 Colonies</p> <p>Interactive Map of the countries that colonized America - includes an online game</p> <p>Online Interactive Map with Content</p> <p>Make Your Own 13 colonies Map</p>

<p>8.11 Describe the significance of and the leaders of the First Great Awakening, and the growth in religious toleration and free exercise of religion. (C, H, P)</p>	<p>Describe the significance of and the leaders of the First Great Awakening, and the growth in religious toleration and free exercise of religion</p> <p>Sub Objective:</p> <ul style="list-style-type: none"> - Examine the impact of the First Great Awakening on religious culture in the colonies 	<p>Edsitement Great Awakening Lesson Plan</p> <p>Reading Like a Historian Lesson Plan</p> <p>Study.com Awakening Video and Quiz</p> <p>The First Great Awakening online reading comprehension and quiz</p>
<p>8.12 Compare and contrast the day-to-day colonial life for men, women, and children in different regions and of different ethnicities, including the system of indentured servitude, as well as their connection to the land. (C, E, G, H, P)</p>	<p>Compare and contrast the day-to-day colonial life for men, women, and children in different regions and of different ethnicities, including the system of indentured servitude, as well as their connection to the land</p> <p>Sub Objective:</p> <ul style="list-style-type: none"> - Compare and contrast the daily life of colonists ... (gender roles, regional differences, ethnic differences) - Examine the connection between indentured servants and the land - Examine the differences in life of different ethnicities in the colonies 	<p>Colonial Family Life</p> <p>Colonial Class System</p> <p>Overview of the Colonies short answer worksheet</p> <p>Daily life in a colonial village interactive</p> <p>Help Our Colonists get dressed online interactive game</p> <p>Women and Men: Colonial Voices Heard</p> <p>Indentured Servitude: Colonial Voices Heard</p> <p>How Would You Have Fared? online game/quiz (survival in the colonies)</p> <p>Online interactive scavenger hunt</p>

		<u>Social Classes in the Colonies</u>
<p>**8.13 Analyze the ideas that significantly impacted the development of colonial self-government by citing textual evidence and examining multiple perspectives using excerpts from the following documents: (C, H, P)</p> <ul style="list-style-type: none"> - The First Virginia Charter, 1606 - The Mayflower Compact, 1620 - Charter - The Fundamental Orders of Connecticut, 1639 - The New England Articles of Confederation, 1643 - The Maryland Toleration Act, 1649 	<p>Analyze the ideas that significantly impacted the development of colonial self-government by citing textual evidence and examining multiple perspectives using excerpts from the following documents</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Determine the origins of self-government in the colonies - Compare the ideas of government between the colonies - 	<p>Colonial and English Government Comparison Lesson</p> <p>Colonial Government DBQ</p> <ul style="list-style-type: none"> · The First Virginia Charter, 1606 Virginia Company and Royal Charter Lesson Plan · The Mayflower Compact, 1620 Mayflower Compact Article Activity <p>Mayflower Compact Group Activity/Class Compact</p> <p>Mayflower Compact with Reads 1/2 Questions</p> <p>Compact Lesson with Questions</p> <p>Gilder Lehrman MC Unit Lesson</p> <p>Rewriting the Mayflower Compact</p> <p>Mayflower Compact Audio</p> <ul style="list-style-type: none"> · Charter of the Massachusetts Bay Colony, 1629 Edsitement: Colonizing the Bay <p>Settling of Massachusetts Bay Lesson</p>

		<ul style="list-style-type: none"> • The Fundamental Orders of Connecticut, 1639 Study.com Lesson and Quiz SOAP Activity • The Maryland Toleration Act, 1649 Primary document analysis with visuals lesson plan
8.14 Identify the origins and development of slavery in the colonies, overt and passive resistance to enslavement, and the Middle Passage. (C,E,G,H,P)	Identify the origins and development of slavery in the colonies, overt and passive resistance to enslavement, and the Middle Passage Sub Objectives: <ul style="list-style-type: none"> - Identify the origins of slavery and the colony. - Examine the conditions of the Middle Passage - Identify acts of resistance to enslavement - Examine the role of slavery in the 13 colonies 	Colonial Labor: Voices Heard Slavery Online Scavenger Hunt The Process of Slavery in the Colonies: A Narrative - PBS Triangular Trade worksheet Colonial Slavery Webquest - with enrichment activities Slavery Webquest Create Your Own Maryland plantation online simulation
<i>Primary Documents and Supporting Texts to Read:</i> excerpts from The First Virginia Charter, 1606; The Mayflower Compact, 1620; excerpts from the Charter of Massachusetts Bay Colony, 1629; excerpts from The Fundamental Orders of Connecticut, 1639; excerpts		

<p>from The Maryland Toleration Act, 1649; excerpts from The New England Articles of Confederation; excerpts from <i>A Historie of Virginia</i>, (“starving time”) John Smith; excerpts from <i>Of Plymouth Plantation</i>, William Bradford</p>		
<p><u>Development of a New Nation (1720-1787)</u></p> <p><i>Students will understand the major events preceding the founding of the nation and relate their significance to the development of American Republic.</i></p>		<p>Recommended Pacing: 22 to 24 days</p> <p>25 % of assessment in conjunction with The Constitution era</p>
<p>8.15 Compare the government structures and economic base and cultural traditions of New France and the English colonies. (C, E, G, H, P)</p>	<p>Compare the government structures and economic base and cultural traditions of New France and the English colonies</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Compare the economic, political and social structure of the French and British colonies 	<p>New Netherland and New France Summaries</p>
<p>8.16 Explain how the practice of salutary neglect, experience with self-government, and wide spread ownership of land fostered</p>	<p>Explain how the practice of salutary neglect, experience with self-government, and wide spread ownership of land fostered individualism and contributed to</p>	<p>Salutary neglect in the colonies</p> <p>Empire and Identity in the American Colonies</p>

<p>individualism and contributed to the American Revolution. (C, E, H, P)</p>	<p>the American Revolution</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Trace the path to being a colony to declaring independence 	
<p>**8.17 Evaluate the contributions of Benjamin Franklin to American society in the areas of science, writing and literature, and politics, including analysis of excerpts from Poor Richard’s Almanack, <i>The Autobiography of Benjamin Franklin</i>, the Albany Plan of Union and the Join or Die cartoon. (C, H, P)</p>	<p>Evaluate the contributions of Benjamin Franklin to American society in the areas of science, writing and literature, and politics, including analysis of excerpts from Poor Richard’s Almanack, <i>The Autobiography of Benjamin Franklin</i>, the Albany Plan of Union and the Join or Die cartoon.</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Evaluate the contributions of Benjamin Franklin on American society 	<p>Benjamin Franklin Many Hats Activities</p> <p>Benjamin Franklin Simulation</p> <p>Benjamin Franklin Virtual Interview</p> <p>Set of 8 Lesson Plans featuring Benjamin Franklin - PBS</p> <p>Benjamin Franklin’s Autobiography reading comprehension</p> <p>ANalysis of several of Franklin’s writings</p> <p>Benjamin Franklin: Politician and Diplomat</p>
<p>8.18 Describe the impact of the John Peter Zenger trial on the development of the principle of a free press. (C, P)</p>	<p>Describe the impact of the John Peter Zenger trial on the development of the principle of a free press</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Examine the impact of the Zenger trial on the principle of free press 	<p>Zenger Video</p> <p>Zenger Lesson Plan Including Simulation</p> <p>Case of Zenger Document w/ Questions</p> <p>Free Press Lesson Plan</p> <p>What is the History of free press and why does it matter? - mock debate lp</p>

<p>8.19 Describe the causes, course, and outcome of the French and Indian War, including the massacre at Fort Loudoun. (C, G, H, P, TN)</p>	<p>Describe the causes, course, and outcome of the French and Indian War, including the massacre at Fort Loudoun.</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Determine the causes and consequences of the French and Indian War - Examine the key events of the French and Indian War 	<p>Scavenger Hunt and Flashcards</p> <p>iCivics: French and Indian War</p> <p>FIW Click Interactive</p> <p>Brainpop FIW Video and Questions</p> <p>FIW Cause and Effect Video</p> <p>Crash Course Seven Years War Video</p> <p>French and Indian War Changes the Fate of America Video</p> <p>British Postwar Problems</p> <p>How did the French and Indian War lead to the American Revolution LP</p> <p>French and Indian War online interactive program</p> <p>Causes and Effects of the FIW activities</p> <p>FIW timeline activity</p> <p>FIW map activity</p> <p>Overall FIW worksheet,</p> <p>The War that Made America Map WKST</p>
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<p>8.20 Explain the impact of individuals who created interest in the land west of the Appalachian Mountains, including: (C, G, H, TN)</p> <ul style="list-style-type: none"> · long hunters · Wilderness Road · Daniel Boone · William Bean · Thomas Sharpe Spencer · Dr. Thomas Walker 	<p>Explain the impact of individuals who created interest in the land west of the Appalachian Mountains</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Determine incentives to move west - Examine the role of Daniel Boone in westward movement - Determine the role of the Wilderness Road in westward movement 	<p>Tennessee 4 Me History with Images, Maps, Lesson Plans and Activities</p> <ul style="list-style-type: none"> · long hunters Tennessee 4 Me: Longhunter Interactive · Wilderness Road Tennessee 4 Me: Settlement of Tennessee Geographic Barriers Lesson and Activity · Daniel Boone Daniel Boone Lesson Plan (Scroll down to get to the Daniel Boone lesson plan, the second lesson of the series. The first lesson is on the geography of the Appalachians to the Mississippi.) Multiple Activities on Daniel Boone Daniel Boone's Wilderness Road video · William Bean William Bean Revolutionary War History of the Bean family · Thomas Sharpe Spencer Bio on Spencer
<p>8.21 Summarize the major events of the Watauga Settlement, including: (E, P, TN)</p> <ul style="list-style-type: none"> · Battle of Alamance and Regulators 	<p>Summarize the major events of the Watauga Settlement</p>	<p>Tennessee 4 Me History with Images, Maps, Lesson Plans and Activities</p>

<ul style="list-style-type: none"> · Watauga Purchase and Compact · James Robertson · Little Carpenter, Dragging Canoe 		
<p>8.22 Analyze the social, political and economic causes of the American Revolution and the major battles, leaders and events, including: (C, E, H, P)</p> <ul style="list-style-type: none"> · Mercantilism · Pontiac’s Rebellion · The Proclamation of 1763 · The Sugar Act, 1764 · The Quartering Act, 1765 · The Stamp Act, 1765 · The Declaratory Act, 1766 · The Townshend Act, 1767 · The Boston Massacre, 1770 · The Boston Tea Party, 1773 · The Intolerable Acts, 1774 · Patrick Henry · Benjamin Franklin · John Adams · Sam Adams · John Hancock · Thomas Jefferson · Sons of Liberty 	<p>Analyze the social, political and economic causes of the American Revolution and the major battles, leaders and events, including</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Identify the cause of the Revolutionary War <p>Determine the impact of major leaders leading to the Revolutionary War</p>	<p>Historians on the Causes of Revolution</p> <p>Road to Revolution Game/Simulation</p> <p>Brainpop Revolution Video with Digital History Revolution Lesson Plans -</p> <p>Revolutionary War Causes Webquest</p> <ul style="list-style-type: none"> · Mercantilism Colonial Mercantilism reading and questions · British Mercantilism and the Cost of the Empire · Pontiac’s Rebellion Summary, Maps, Quick Facts, Timeline, Video · Pontiac’s Rebellion lower ability activity · The Stamp Act, 1765 Stamp Act and Virtual Representation · Stamp Act and Methods of Protest · Stamp Act Political Cartoon Activity · The Boston Massacre, 1770

		<p>Boston Massacre Simulation</p> <p>Massacre Reading with DBQs</p> <p>iCivics Boston Massacre Perspectives</p> <ul style="list-style-type: none"> • The Boston Tea Party, 1773 Boston Tea Party, Intolerable Acts, First Continental Congress Video and Quiz • Boston Tea Party with Questions • The Intolerable Acts, 1774 Boston Tea Party, Intolerable Acts, First Continental Congress Video and Quiz • Patrick Henry Patrick Henry biography • Benjamin Franklin <ul style="list-style-type: none"> • John Adams • Sam Adams • John Hancock • Thomas Jefferson • Sons of Liberty
<p>**8.23 Determine the central ideas expressed in the Declaration of Independence and write an expository piece in which the legacy of these ideas in today's world is described and validated with supporting evidence from the text. (H, P)</p>	<p>Determine the central ideas expressed in the Declaration of Independence and write an expository piece in which the legacy of these ideas in today's world is described and validated with supporting evidence from the text.</p> <p>Sub Objectives:</p>	<p>Declaring Independence with Questions</p> <p>Too Late to Apologize Declaration of Independence Music Video</p> <p>Video Clip from John Adams Series</p> <p>DoI Vocabulary Flash Cards</p>

	<ul style="list-style-type: none"> - Determine the central ideas expressed in the Declaration of Independence - Write an expository piece that describes the document's legacy 	<p>DoI Fill-in-the-Blank Activity</p> <p>Declaration of Independence read by professional athletes</p>
<p>8.24 Using Thomas Paine's <i>Common Sense</i> and <i>The Crisis</i> identify aspects of the texts that reveal the author's point of view and purpose including loaded language. (H, P)</p>	<p>Using Thomas Paine's <i>Common Sense</i> and <i>The Crisis</i> identify aspects of the texts that reveal the author's point of view and purpose including loaded language.</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Examine the writing of Thomas Paine to determine the author's point of view and purpose 	<p>Common Sense Lesson Plan</p>
<p>8.25 Identify and explain the significance of the major battles, leaders, and events of the American Revolution, including: (C, E, H, P, TN)</p> <ul style="list-style-type: none"> · Battles of Lexington and Concord · Capture of Fort Ticonderoga · Battle of Bunker Hill (Breed's Hill) · Battle of Trenton and Princeton · Battle of Saratoga · Valley Forge · Battle of King's Mountain · Battle of Yorktown 	<p>Identify and explain the significance of the major battles, leaders, and events of the American Revolution,</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Determine the significance of major events in the American Revolution 	<p>Library of Congress American Revolution - Great for Creating WebQuests</p> <p>Revolutionary War Path Webquest</p> <p>Revolutionary War TicTacToe Project</p> <p>People of the Revolutionary War: Project</p> <p>Revolutionary War Flash Cards</p> <p>Quizlet Revolutionary War Quiz Game</p> <p>Advantages and disadvantages online</p>

<ul style="list-style-type: none"> · George Washington · Benedict Arnold · Hessians · Marquis de La Fayette · Friedrich von Steuben · George Rogers Clark · Francis Marion 		<p>game</p> <p>Battles of the War info site</p> <p>Battles of Lexington/Concord with Questions</p> <p>Bunker Hill Summary</p>
<p>8.26 Summarize the effect of the Revolution on the Wataugans and the reasons, plans, and struggles in creating the Cumberland Settlement, including: (G, P, TN)</p> <ul style="list-style-type: none"> · formation of Washington District · Cherokee War · Nancy Ward · Watauga Petitions · Transylvania Purchase · Richard Henderson · James Robertson · John Donelson · severe winter and river travel · Cumberland Compact · Indian attacks · Battle of the Bluffs 	<p>Summarize the effect of the Revolution on the Wataugans and the reasons, plans, and struggles in creating the Cumberland Settlement,</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Examine the state of Tennessee after the American Revolutionary War 	<p>Tennessee 4 Me History with Images, Maps, Lesson Plans and Activities</p> <p>Tennessee Founding Documents</p>
<p>8.27 Compare the points of views of the Loyalists and Patriots by integrating visual information through charts, graphs,</p>	<p>Compare the points of views of the Loyalists and Patriots by integrating visual information through charts, graphs, or</p>	

<p>or images with print texts. (C, E, G, H, P)</p>	<p>images with print texts</p> <p>Sub Objectives</p> <ul style="list-style-type: none"> - Compare the points of views of the Loyalists and Patriots 	
<p><i>Primary Documents and Supporting Texts to Read:</i> excerpts from “Give Me Liberty or Give Me Death” speech, Patrick Henry; The Declaration of Independence; excerpts from “Common Sense” and “The Crisis,” Thomas Paine; Autobiography of Benjamin Franklin</p> <p><i>Primary Documents and Supporting Texts to Consider:</i> excerpts from Andrew Hamilton’s closing argument in the trial of John Peter Zenger; excerpts from John Donelson’s journal</p>		
<p><u>The Constitution and Foundation of the American Political System (1777-1789)</u></p> <p><i>Students analyze the political principles underlying the Constitution, compare the enumerated and implied powers of the federal government, and understand the foundation of the American political</i></p>	<p>Suggested Pacing: 16-18 days</p> <p>25% of assessment in conjunction with Development of a New Nation Era</p>	<p>Digital History Constitution Unit Lesson Plans</p>

<p><i>system and the ways in which citizens participate</i></p>		
<p>8.28 Describe the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact in relation to the development of government in America. (C, H, P)</p>	<p>Describe the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact in relation to the development of government in America.</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Determine the connection between British government and the development of colonial government 	<p>Magna Carta WebQuest</p> <p>Why Government Activity</p> <p>Virginia Statute for Religious Freedom</p> <p>Magna Carta - Cornerstone to the Constitution - Edsitement lesson plan</p>
<p>8.29 Analyze the Land Ordinance of 1785 and the Northwest Ordinance of 1787 and their impact on the future development of western settlement and the spread of public education and slavery. (E, G, P)</p>	<p>Analyze the Land Ordinance of 1785 and the Northwest Ordinance of 1787 and their impact on the future development of western settlement and the spread of public education and slavery</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Analyze the impact of the ordinances of 1785 and 1787 on the development of western settlement. - Determine the impact of slavery in western settlement 	<p>Northwest Ordinance Graphic, Text, and Questions</p>

<p>8.30 Analyze the weaknesses of the Articles of Confederation, including no power to tax, no common currency, no control of interstate commerce, and no executive branch, failure of the Lost State of Franklin and the impact of Shays' Rebellion. (C, E, H, P, TN)</p>	<p>Analyze the weaknesses of the Articles of Confederation, including no power to tax, no common currency, no control of interstate commerce, and no executive branch, failure of the Lost State of Franklin and the impact of Shays' Rebellion</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Analyze the weaknesses of the Articles of Confederation - Compare the powers of the state and national government under the Articles - Determine the impact of Shay's Rebellion 	<p>Articles of Confederation Strength/Weaknesses Moodle</p> <p>Articles of Confederation Study Guide</p> <p>Edsitement Constitution Activity</p> <p>Articles of Confederation Strengths/Weaknesses PowerPoint</p> <p>Articles of Confederation Document Analysis</p> <p>Breaking Down the Articles Activity</p> <p>SparkNotes Articles Summary</p> <p>Online Articles of Confederation activity for students</p> <p>Blog for Articles of Confederation simulation involving building forts and trade between states</p>
<p>8.31 Identify the various leaders of the Constitutional Convention and analyze the major issues they debated, including: (C, E, H)</p> <ul style="list-style-type: none"> · distribution of power between the states and federal government 	<p>Identify the various leaders of the Constitutional Convention and analyze the major issues they debated</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Determine the distribution of the power between the state and national governments 	<p>Constitutional Convention Simulation</p> <p>Compromises of the Constitutional Convention</p> <p>Quizlet Government Review Scatter Game</p> <p>Constitutional Convention Compromise</p>

<ul style="list-style-type: none"> · Great Compromise · Slavery and the 3/5 Compromise · George Washington and James Madison 	<ul style="list-style-type: none"> - Analyze the issues debated at the Constitutional Convention - Examine the compromise outcomes of the Constitutional Convention 	<p>PowerPoint</p> <p>New Jersey/Virginia Plans Lesson and Notes</p>
<p>**8.32 Explain the ratification process and describe the conflict between Federalists and Anti- Federalists over ratification, including the need for a Bill of Rights and concern for state’s rights, citing evidence from the Federalist Papers No. 10 and 51 and other primary source texts. (H, P)</p>	<p>Explain the ratification process and describe the conflict between Federalists and Anti- Federalists over ratification, including the need for a Bill of Rights and concern for state’s rights, citing evidence from the Federalist Papers No. 10 and 51 and other primary source texts</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Summarize the ratification process of the Constitution - Compare and contrast the political views of the Federalists and the Anti-Federalists - Examine the need for a Bill of Rights 	<p>Ratification Notes</p> <p>Federalists vs AntiFederalists Lesson Plan</p> <p>Lesson Activity for Federalist Paper 51 (scroll down to the actual activity)</p> <p>Excerpts from Federalist Papers no, 10 and 51</p> <p>Federalist Papers Activity</p> <p>Federalist/Anti Federalist Notes</p> <p>Federalist/Anti Federalist Debate Video</p> <p>Ratification Debate Task Sheet</p>
<p>8.33 Describe the principles embedded in the Constitution, including the purposes of government listed in the Preamble, separation of powers, check and balances, the amendment process, federalism, and recognition of and protections of individual rights in the</p>	<p>Describe the principles embedded in the Constitution, including the purposes of government listed in the Preamble, separation of powers, check and balances, the amendment process, federalism, and recognition of and protections of individual rights in the Bill of Rights</p>	<p>Crash Course: Articles, Ratification, Constitution</p> <p>Preamble: Preamble Vocabulary Presentation</p> <p>Congress For Kids Activities</p>

<p>Bill of Rights. (P)</p>	<p>Sub Objectives: Describe the principals of government in the Constitution</p> <p>Determine the purpose of government listed in the Constitution</p> <p>Identify the powers given out in the separation of powers and the checks and balances</p> <p>Examine the amendment process</p> <p>Examine the individual rights provided in the Bill of Rights</p>	<p>Federalism: Federalism Breakdown Lesson Plans with Activities</p> <p>Three Branches of Government: Branches of Government Game</p> <p>Government Checks and Balances with Activities</p> <p>Check Yourself Lesson Plan</p> <p>Constitution Study Guide</p> <p>iCivics Constitution Quiz</p> <p>iCivics: Using and Interpreting the Constitution</p> <p>Legislative Branch: iCivics: Congress in a Flash</p> <p>iCivics: House and Senate Activities</p> <p>iCivics: How a Bill Becomes a Law</p> <p>Executive Branch: iCivics: Responsibilities of the President</p> <p>iCivics: Executive Branch Breakdown with Activities</p> <p>Judicial Branch: iCivics: Judicial Branch Breakdown with Activities</p>
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		<p>iCivics: Supreme Court Decisions</p> <p>Bill of Rights: Bill of Rights Review Game</p> <p>Bill of Rights Rap Video</p> <p>Freedom Project: First Five Amendments Breakdown with Questions</p> <p>Freedom Project: Amendments Six through Ten Breakdown with Questions</p> <p>Individual Amendment Breakdown</p> <p>Comparing the Articles of Confederation and the Constitution: Articles and Constitution Venn Diagram with Key</p>
<p>**8.34 Write an opinion piece arguing for the importance of a particular right as it impacts individuals and/or groups, using evidence from the Bill of Rights and contemporary informational text. (P)</p>	<p>Write an opinion piece arguing for the importance of a particular right as it impacts individuals and/or groups, using evidence from the Bill of Rights and contemporary informational text.</p>	<p>Prewriting Activities</p>
<p>8.35 Analyze the major events of George Washington’s presidency, including Pinckney’s Treaty, Jay’s Treaty, Whiskey Rebellion, and precedents set in the Farewell Address. (G, P)</p>	<p>Analyze the major events of George Washington’s presidency, including Pinckney’s Treaty, Jay’s Treaty, Whiskey Rebellion, and precedents set in the Farewell Address</p>	<p>Washington's Farewell Address with Questions</p> <p>Whiskey Rebellion Discussion Questions</p> <p>Whiskey Rebellion and Farewell Address</p>

	<p>Sub Objectives:</p> <ul style="list-style-type: none"> - Identify the precedents set by Washington during his presidency. - Examine the major events of George Washington’s presidency 	<p>Activity Whiskey Rebellion and Battle of Fallen Timbers Lesson</p> <p>Jay's Treaty Explanation Video</p> <p>Jay's Treaty and the French Revolution</p> <p>Pinckney's Treaty Explanation Video</p> <p>Prezi: Pinckney’s Treaty, Jay’s Treaty, the Whiskey Rebellion and the Farewell Address</p> <p>Farewell Address Lesson Plan</p> <p>Farewell Address Activity</p> <p>More Farewell Address Activities with Teacher Key</p> <p>Truman Library: Farewell Address Lesson Plan</p> <p>SparkNotes: Washington's Presidency Summarized</p>
<p>8.36 Explain the strict versus loose interpretation of the Constitution and how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties by analyzing their views of foreign policy, economic policy (including the National</p>	<p>Explain the strict versus loose interpretation of the Constitution and how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties by analyzing their views of foreign policy,</p>	<p>Federalist/Anti-Federalist DBQ</p> <p>Federalist/Anti-Federalist DBQ 2</p> <p>Jefferson/Hamilton Discussion Video Clip from "John Adams"</p>

<p>Bank), funding, and assumption of the revolutionary debt. (C, E, G, H, P)</p>	<p>economic policy (including the National Bank), funding, and assumption of the revolutionary debt</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Compare and contrast the political view points of Jefferson and Hamilton. 	<p>Prezi: Strict and Loose Construction</p> <p>Hamilton vs Jefferson Lesson Plan</p> <p>Flocabulary: Hamilton and Jefferson Rap</p> <p>Which Political Party Are You?: Primary Document Activity</p> <p>Battle over the Bank Lesson Plan</p>
<p>8.37 Explain the controversies that plagued the administration of John Adams, including the conflicts with England and France and the Alien and Sedition Acts. (H, P)</p>	<p>Explain the controversies that plagued the administration of John Adams, including the conflicts with England and France and the Alien and Sedition Acts.</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Examine the presidency of John Adams. - Determine Adam’s impact on foreign diplomacy during his presidency 	<p>Video: John Adams/XYZ Affair/Alien and Sedition Acts with Questions</p> <p>Skits and Short Plays</p> <p>Video: Political Parties at Time of Alien and Sedition Acts</p> <p>Two Tales of the XYZ Affair Lesson Plan (Scroll past the women’s rights movement and Enlightenment)</p>

<p><i>Primary Documents and Supporting Texts to Read:</i> excerpts from The Articles of Confederation; the U.S. Constitution; The Federalist Paper # 10 and #51; The Bill of Rights; Washington’s Farewell Address</p> <p><i>Primary Documents and Supporting Texts to Consider:</i> excerpts from The Kentucky and Virginia Resolutions, Thomas Jefferson and James Madison; Patrick Henry’s arguments against ratification</p>		
<p><u>Growth of the Young Nation (1789-1849)</u></p> <p><i>Students analyze the aspirations and ideals of the people of the new nation</i></p>		<p>Recommended Pacing: 7-10 days</p> <p>34% of the assessment in conjunction with the United States on the World State and Sectionalism Eras</p>
<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>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</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Describe the daily life and every 	

	day culture of early National America - Examine the writings of Irving and Cooper	
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) <ul style="list-style-type: none"> · William Blount · John Sevier · Rocky Mount · Treaty of Holston · Cumberland Gap · River systems · Natchez Trace · Jackson Purchase 	Identify the leaders and events and analyze the impact of western expansion to the development of Tennessee statehood Sub Objectives: <ul style="list-style-type: none"> - Identify the leaders of the settlement of Tennessee - Analyze the impact of westward expansion on Tennessee 	Tennessee 4 Me History with Images, Maps, Lesson Plans and Activities
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)	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. Sub Objectives: Analyze the impact of Supreme Court decisions <ul style="list-style-type: none"> - Marbury Vs. Madison - Gibbons Vs. Ogden 	Marbury vs Madison Video Hip Hop Hughes Explained Marbury v Madison Lesson Plan Shoomo Video of Marbury v Madison McCulloch v Maryland Jackson's Veto Notice for the Bank

	- McCulloch Vs. Maryland	
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>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</p> <p>Sub Objective:</p> <ul style="list-style-type: none"> - Examine the major events of the presidency of Thomas Jefferson 	<p>Thomas Jefferson Lesson Plans</p> <p>Embargo Act with Math Problems</p> <p>Embargo Act Information with Quiz</p> <p>Embargo Act Lesson Plan with Primary Sources</p> <p>Jefferson Timeline</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>Analyze the impact of the Lewis and Clark Expedition by identifying the routes on a map, citing evidence from their journals</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Analyze the impact of the Lewis and Clark Expedition 	<p>Louisiana Purchase Resource</p> <p>Louisiana Purchase/Lewis and Clark Lesson, Video, Quiz</p> <p>Lewis and Clark Journals Lesson Plan and Resources</p> <p>Lewis and Clark Interactive Game</p> <p>Lewis and Clark Interactive journey</p> <p>Lewis and Clark DBQ</p> <p>Lewis and Clark Journals</p> <p>Lewis and Clark/Boone Comparison (Scroll down to the Lewis and Clark expedition, 3rd lesson plan, creates comparison between Lewis and Clark with</p>

		Daniel Boone) Map/Photos/Film of Lewis and Clark Expedition
<i>Primary Documents and Supporting Texts to Read:</i> excerpts from the journals of Lewis and Clark; excerpts from decision in Marbury vs. Madison, John Marshall <i>Primary Documents and Supporting Texts to Consider:</i> excerpts from John Marshall’s decisions in Gibbons v. Ogden and McCulloch v. Maryland; “Rip Van Winkle” and “The Legend of Sleepy Hollow”, Washington Irving; excerpts from <i>The Deerslayer</i> series, James Fenimore Cooper		
<u>The United States’ Role on the World Stage (1789-1849)</u> <i>Students analyze United States foreign policy in the early Republic.</i>		Recommended Pacing: 3-5 days 34% of the assessment in conjunction with the Growth of a Young Nation and Sectionalism Eras
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) · Impressment	Explain the causes, course, and consequences of the War of 1812, including the major battles, leaders, events and role of Tennessee: Sub Objectives:	War of 1812 Classroom Resources War of 1812 Interactive Map War of 1812 Interactive Battlefields War of 1812 Interactive Timeline

<ul style="list-style-type: none"> · War Hawks · Henry Clay · Burning of Washington · Fort McHenry · William Henry Harrison · Tecumseh · Andrew Jackson · Battle of Horseshoe Bend · Battle of New Orleans 	<ul style="list-style-type: none"> - Determine the causes of the War of 1812 - Examine the key leaders and battles that impacted the course of the War of 1812 - Determine the effects of the War of 1812 - Determine how Tennessee was impacted during the War of 1812 	<p>War of 1812 History Channel Documentary</p> <p>Crash Course - War of 1812 Video</p> <p>The War of 1812 Explained - Video</p> <p>PBS - Treaty of Ghent Simulation</p> <p>War of 1812 Online Game/Simulation</p> <p>Facts and Summary of the War of 1812 - History Channel</p>
<p>8.44 Identify on a map the changing boundaries of the United States, including the Convention of 1818 and Adams-Onis Treaty. (G, P)</p>	<p>Identify on a map the changing boundaries of the United States, including the Convention of 1818 and Adams-Onis Treaty</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Identify changing political boundaries in the United States on a map. 	<p>Adams-Onis Treaty Map</p> <p>Adams Onis Treaty Document</p> <p>Rush-Bagot Agreement and the Convention of 1818</p> <p>Boundaries Interactive Map</p> <p>The Adams-Onis Treaty – Video</p>
<p>**8.45 Analyze the relationship the United States had with Europe, including the influence of the Monroe Doctrine (E, G, P)</p>	<p>Analyze the relationship the United States had with Europe and the impact of the Monroe Doctrine</p>	<p>Monroe Doctrine Political Cartoons</p> <p>Monroe Doctrine documents</p>

	<p>Sub Objectives:</p> <ul style="list-style-type: none"> - Determine the influence of the Monroe Doctrine - Examine the relationships America had with other European powers 	
<p><i>Primary Documents and Supporting Texts to Read: excerpts from The Monroe Doctrine</i></p>		
<p><u>The Sectionalism of the American North, South, and West (1800-1850)</u></p> <p><i>Students analyze the paths of the American people in the three regions of the United States from 1800 to the mid-1800s and the challenges they faced as they became increasingly sectionalized.</i></p>		<p>Suggested Pacing: 19-21 days</p> <p>34% of the assessment in conjunction with the Growth of a Young Nation and The US's Role on the World Stage Eras</p>
<p>8.46 Analyze the physical obstacles to and the economic and political factors involved in building a network of roads, canals and railroads , including Henry Clay's American System., (E, G, H, P)</p>	<p>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.</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Identify the American System 	<p>Henry Clay - Facts and Summary - The History Channel</p> <p>Henry Clay Biography Fact page</p> <p>Henry Clay: The Man with a Plan</p> <p>The Role of the American System on America</p>

	<ul style="list-style-type: none"> - Examine the benefits more transportation would have on America. <p>Determine geographic features that would create obstacles for transportation.</p>	<p>Henry Clay's The American System</p> <p>Henry Clay - Video</p>
<p>8.47 Explain the causes and effects of the wave of immigration from Northern Europe to the United States, and describe the growth in the number, size, and spatial arrangements of cities as a result of events such as the Great Potato Famine. (C, E, G, P)</p>	<p>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</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Determine the causes and effects of European immigration. - Examine the effects to urbanization due to immigration - Identify the effects of the Great Potato Famine 	<p>Hunger on Trial: An Activity on the Potato Famine</p> <p>Summary of the Potato Famine</p> <p>The Great Potato Famine - Video</p> <p>The Potato Famine in Chapters - Bullets</p> <p>Forced to Flee: Famine and Plague - Lesson Plan - Discovery Education</p> <p>The Great Potato Famine webquest</p> <p>The Irish Famine: A Comparison of Irish and English Perspectives thru Primary Sc.</p>
<p>8.48 Analyze the 19th century reforms influenced by the 2nd Great Awakening such as the Temperance Movement, Prison Reform, Mental Health Reform, and education, including tent meetings, establishment of new churches, Horace Mann, Dorothea Dix, and temperance societies. (C, P)</p>	<p>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.</p>	<p>Teaching US History - Temperance Movement</p> <p>Reform Movements - Crash Course</p> <p>The Second Great Awakening - Video</p> <p>Common School Movement - Video</p>

	<p>Sub Objectives:</p> <ul style="list-style-type: none"> - Examine the influence of reform movements of the 19th century. 	<p>Dorthea Dix and Prison Reform - Video</p> <p>Dorthea Dix and the Asylum Movement - Video</p> <p>Reform Movements Webquests</p> <p>Research Website on the Reform Movements</p>
<p>8.49 Analyze the women’s suffrage movement and its major proponents, including Elizabeth Cady Stanton, Lucretia Mott, and Susan B. Anthony and examine excerpts from the writings of Stanton, Anthony and Sojourner Truth. (C, P)</p>	<p>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</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Determine the influence of key leaders of the women’s suffrage movement - Cite evidence supporting the thoughts of key leaders of the women’s rights movement. - Examine the goals and actions of the women’s rights movement 	<p>Declaration of Sentiments with Questions</p> <p>EdSitement Lesson Plan - Women’s Lives before the Civil War</p> <p>Women's Rights Video (Lady Gaga Spoof)</p> <p>Biography of Elizabeth Cady Stanton</p> <p>Crash Course - 19th Century Women</p> <p>Not For Ourselves Alone - Elizabeth Cady Stanton Video and Lesson Guide PBS</p>

<p>8.50 Identify common themes in American art and literature, including transcendentalism and individualism by analyzing essays and stories by Ralph Waldo Emerson, Henry David Thoreau, Louisa May Alcott, Nathaniel Hawthorne and Henry Wadsworth Longfellow. (C)</p>	<p>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</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Examine the writings of transcendentalist writers. - Determine the underlying themes of the transcendentalist writers. 	<p>ReadWriteThink Transcendental Lesson</p>
<p>8.51 Trace the development of the agrarian economy in the South, the locations of the cotton- producing states, and the significance of cotton, the cotton gin and the role of Memphis as the Cotton Capital of the South. (C, E, G, P, TN)</p>	<p>Trace the development of the agrarian economy in the South, the locations of the cotton- producing states, and the significance of cotton, the cotton gin and the role of Memphis as the Cotton Capital of the South</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Examine the development of cotton as the South’s cash crop - Determine the importance of the cotton gin - Identify Memphis’ role in the cotton industry 	<p>Memphis Cotton Exchange Virtual Tour</p> <p>Online Activity on the influence of the Cotton Gin</p> <p>Cotton Gin Lesson Plan</p> <p>Cotton and Industrial Revolution Online Game - This game is geared more toward the British Industrial Revolution, however you can tell them the cross over.</p> <p>Who Created the Cotton Gin? lesson plan with debate questions</p> <p>Short Video on the Cotton Gin</p> <p>Online cause and effect activity on the</p>

		effects of cotton in the North and South
8.52 Analyze the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War. (C, E, G)	<p>Analyze the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War</p> <ul style="list-style-type: none"> - Analyze the characteristics of white southern society. - Determine the geographic influence on southern society prior to the Civil War 	
**8.53 Write a narrative with supporting text describing the effects of the New Madrid Earthquakes of 1811-12 on the land and people of Tennessee. (G, H, TN).	<p>Write a narrative with supporting text describing the effects of the New Madrid Earthquakes of 1811-12 on the land and people of Tennessee.</p> <ul style="list-style-type: none"> - Write a narrative of the effects of the New Madrid Earthquakes. - Research and cite evidence on the effects of the New Madrid Earthquakes 	Summary, Photos, First-hand Accounts
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>Identify the constitutional issues posed by the doctrine of nullification and secession and analyze the earliest origins of that doctrine</p>	

	<p>Sub Objectives:</p> <ul style="list-style-type: none"> - Determine the constitutional issues of nullification and secession. - Debate the constitutionality of nullification and secession. 	
<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>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.</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Examine the presidency of Andrew Jackson - Determine the influence of Jackson on American history and politics. 	<p>Jackson Political Cartoon PowerPoint</p> <p>Jackson's Veto Notice for the Bank</p> <p>Cherokee Removal Role Play Activity</p> <p>To Impeach or Not to Impeach Jackson Webquest</p> <p>Andrew Jackson and the Growth of Democracy - Lesson Plan</p> <p>Andrew Jackson Webquest</p> <p>Jackson and Democracy webquest</p> <p>Crash Course - Andrew Jackson</p> <p>Andrew Jackson - PBS Documentary</p> <p>Corrupt Bargain of 1824 - Video</p> <p>An Early Threat to Secession: The Nullification Crisis - EDSITEment LP</p> <p>Gilder Lehrman LP - The Nullification</p>

		<p>Crisis</p> <p>Spark Notes: Jackson and the bank</p> <p>Gilder Lehrman - Jackson and the Bank LP</p> <p>The War Against the Bank - Summary</p>
<p>8.56 Analyze the contributions of Sequoyah to the Cherokee. (C, TN)</p>	<p>Analyze the contributions of Sequoyah to the Cherokee</p>	<p>Biography</p> <p>Virtual Tour of Sequoyah's life</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>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.</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Write a narrative piece that describe the relationship between the US government and the Native people, including the Trail of Tears - Describe the conditions of the Trail of Tears - Cite evidence primary sources about the impact of the Indian Removal Act 	<p>Native Tribes of Tennessee</p> <p>Cherokee Indians</p> <p>Andrew Jackson Indian Removal Transcript</p> <p>Brain Pop lesson plans on the Trail of Tears</p> <p>Trail of Tears video</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>	<p>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</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Describe how Manifest Destiny impacted the character of America 	<p>Westward Expansion DBQ</p> <p>Westward Expansion Interactive Map</p> <p>Moving West Simulation</p> <p>Quizlet: Westward Expansion Review 1</p> <p>Quizlet: Westward Expansion Review 2</p> <p>What Is Manifest Destiny</p>
<p>**8.59 Describe American settlements in Texas after 1821 and the causes for the Texas War of Independence, including the roles of David Crockett and Sam Houston in the war and the legacy of the Alamo. (G, H, P, TN)</p>	<p>Describe American settlements in Texas after 1821 and the causes for the Texas War of Independence, including the roles of David Crockett and Sam Houston in the war and the legacy of the Alamo.</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Examine the role of famous Tennesseans in the Texas Revolution - Determine the causes of the Texas War of Independence 	<p>Santa Anna Alamo Letter</p> <p>Alamo and Texas Revolution Simulation</p> <p>The Texas Revolution in 3 minutes video</p> <p>The Founding of Texas video</p>
<p>8.60 Analyze the reasons, outcome and legacy of groups moving west including the mountain men/trail blazers, Mormons, missionaries, settlers, and the impact of the Oregon Trail and John C. Frémont. (C, G, H)</p>	<p>Analyze the reasons, outcome and legacy of groups moving west including the mountain men/trail blazers, Mormons, missionaries, settlers, and the impact of the Oregon Trail and John C. Frémont</p>	<p>Trails West Questions</p> <p>Trails West Webquest</p> <p>Oregon Trail Simulation Game</p> <p>Oregon Trail Simulation with Accounts</p>

	<p>Sub Objectives:</p> <ul style="list-style-type: none"> - Determine the reasons for people to move westward - Examine the effects of westward movement on American history - Analyze the legacy of these people who pioneered the western frontier. 	<p>Oregon Trail Online Program of activities</p>
<p>8.61 Describe the major events and impact of the presidency of James K. Polk, including his “Dark Horse” nomination, the settlements of the Oregon boundary, the annexation of Texas, and the acquisition of California through the Mexican War. (E, G, H, P)</p>	<p>Describe the major events and impact of the presidency of James K. Polk, including his “Dark Horse” nomination, the settlements of the Oregon boundary, the annexation of Texas, and the acquisition of California through the Mexican War.</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Describe the major events of James K. Polk’s presidency. - Examine Polk’s role in America’s continued movement westward. 	<p>James K Polk online quiz and quotes</p> <p>James K Polk Video and Song</p> <p>President James k Polk Museum and Home</p> <p>James K Polk Webquest</p>
<p>8.62 Describe the causes, course, and consequences of the Mexican War, including the controversy over the Rio Grande boundary, the roles played by Zachary Taylor and Winfield Scott, the Mexican Cession and the Wilmot Proviso. (C, E, G, H, P)</p>	<p>Describe the causes, course, and consequences of the Mexican War, including the controversy over the Rio Grande boundary, the roles played by Zachary Taylor and Winfield Scott, the Mexican Cession and the Wilmot Proviso</p>	<p>Mexican War Primary Resources</p> <p>Arguments for and against Going to War Lesson Plan</p> <p>Mexican-American War - Power of Perspectives</p>

	<p>Sub Objectives:</p> <ul style="list-style-type: none"> - Describe the process of the Mexican War - Determine the causes of the Mexican War. - Examine key leaders and events during the course of the Mexican War. - Determine the effects of the Mexican War. - Connect the outcome of the Mexican War with Manifest Destiny 	<p>PBS Interactive site on Mexican American War</p> <p>Interactive Timeline of the Mexican-American War</p>
<p>8.63 Trace the major figures and events in the discovery of gold in California and its impact on the economy of the United States, including John Sutter, and 49'ers. (C, E, G, H)</p>	<p>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.</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Determine the major effects of the California Gold Rush - Determine how the California Gold Rush impacted the population and economy of America 	<p>Letters from the Gold Rush (Primary Documents)</p> <p>Start of the California Gold Rush</p> <p>America: The Story of Us Gold Rush clip</p> <p>The Land of Golden Dreams - California Gold Rush</p> <p>Online Interactive Tour of the Gold Rush</p> <p>PBS - The American Experience - The Gold Rush</p> <p>Strike it Rich!! Online Game</p> <p>Online Simulation of the California Gold Rush</p>

		California Gold Rush online progress to California thru primary sources
<p><i>Primary Documents and Supporting Texts to Read:</i> excerpts from “The Declaration of Sentiments,” Seneca Falls Convention; excerpts from “Nature” and “Self-Reliance, Ralph Waldo Emerson; excerpts from “Walden” and “Civil Disobedience,” Henry David Thoreau; “<i>Ain’t I A Woman,</i>” Sojourner Truth; excerpts from Eliza Bryan of the New Madrid Earthquakes</p> <p><i>Primary Document and Supporting Texts to Consider:</i> excerpts from <i>Roughing It</i>, Mark Twain; <i>A Narrative in the Life of David Crockett of the state of Tennessee</i>, David Crocket</p>		
<p><u>Slavery in America (1800-1850)</u></p> <p><i>Students analyze the growth of slavery and the resulting controversies.</i></p>		Suggested Pacing: 9-11 Days
8.64 Describe the significance of the Northwest Ordinance and the banning of slavery in new states north of the	Describe the significance of the Northwest Ordinance and the banning of slavery in new states north of the Ohio River	

Ohio River. (C, E, P)	<p>Sub Objective:</p> <ul style="list-style-type: none"> - Describe the significance of the Northwest Ordinance on slavery in the North 	
<p>8.65 Describe the reasons for and the impact of the Missouri Compromise of 1820. (G, H, P)</p>	<p>Describe the reasons for and the impact of the Missouri Compromise of 1820.</p> <p>Sub Objective:</p> <ul style="list-style-type: none"> - Determine why a compromise was needed in 1820 - Examine the impact of the Missouri Compromise 	<p>Missouri Compromise Lesson Plan</p> <p>Boundless.com Lesson Plan with Reading, PPT, Quiz</p>
<p>8.66 Analyze the impact of the various leaders of the abolitionist movement, including John Brown and armed resistance; Harriet Tubman and the Underground Railroad; William Lloyd Garrison and <i>The Liberator</i>; Frederick Douglass and the <i>Slave Narratives</i>; and Harriet Beecher Stowe’s <i>Uncle Tom’s Cabin</i>, Virginia Hill and Free Hill, Tennessee; Francis Wright and Nashoba Commune; and Elihu Embree’s <i>The Emancipator</i>. (C, E, H, P, TN)</p>	<p>Analyze the impact of the various leaders of the abolitionist movement, including John Brown and armed resistance; Harriet Tubman and the Underground Railroad; William Lloyd Garrison and <i>The Liberator</i>; Frederick Douglass and the <i>Slave Narratives</i>; and Harriet Beecher Stowe’s <i>Uncle Tom’s Cabin</i>, Virginia Hill and Free Hill, Tennessee; Francis Wright and Nashoba Commune; and Elihu Embree’s <i>The Emancipator</i>.</p> <p>Sub Objective:</p> <ul style="list-style-type: none"> - Research the impact of abolitionist leaders 	<p>iCivics: American Abolitionist Lesson Plans</p> <p>Online: Uncle Tom’s Cabin</p> <p>Uncle Tom’s Cabin illustrations</p> <p>Uncle Tom’s Cabin online tutorial</p> <p>“I Will Be Heard!”: Abolitionism in America</p>

	<ul style="list-style-type: none"> - Cite evidence using the writings of abolitionist leaders 	
8.67 Explain the reasons for and the impact of the Compromise of 1850, including the roles played Daniel Webster and John C. Calhoun and the Fugitive Slave Law. (C, E, G, H, P)	Explain the reasons for and the impact of the Compromise of 1850, including the roles played Daniel Webster and John C. Calhoun and the Fugitive Slave Law Sub Objective: <ul style="list-style-type: none"> - Examine the Compromise of 1850 - Determine the reasons for and the impact of the Compromise of 1850 	Africans in America PBS Series - Compromise of 1850 and the Fugitive Slave Act
8.68 Explain the motivations behind passage of the Kansas-Nebraska Act of 1854, including the rise of the Republican Party, “Bleeding Kansas,” the Sumner Brooks incident, and the John Brown raid on Harper’s Ferry. (H, P)	Explain the motivations behind passage of the Kansas-Nebraska Act of 1854, including the rise of the Republican Party, “Bleeding Kansas,” the Sumner Brooks incident, and the John Brown raid on Harper’s Ferry. Sub Objective: <ul style="list-style-type: none"> - Determine the factors which lead to the Kansas-Nebraska Act - Identify the Kansas-Nebraska Act - Analyze the impact of John Brown in Kansas and in Harper’s Ferry 	Edsitement: Kansas-Nebraska Act Lesson Plan John Brown lesson plan Tons of John Brown lesson plans and activities John Brown book online

<p>8.69 Analyze the reasons for and applied by the Supreme Court in the Dred Scott v. Sandford case and the resulting divisiveness between the North and South. (C, H, P)</p>	<p>Analyze the reasons for and applied by the Supreme Court in the Dred Scott v. Sandford case and the resulting divisiveness between the North and South</p> <p>Sub Objective:</p> <ul style="list-style-type: none"> - Determine the outcome of the Dred Scot Supreme Court ruling - Determine the impact of the Dred Scott case on the North and South. 	<p>Dred Scott Lesson Plans</p> <p>African American Voices Lesson Plan: Dred Scott with Justice Taney Decision</p> <p>Road To Disunion Lesson Plan with Primary Documents</p>
<p>8.70 Examine the arguments presented by Stephen Douglas and Abraham Lincoln in the Illinois Senate race debate of 1858. (H, P)</p>	<p>Examine the arguments presented by Stephen Douglas and Abraham Lincoln in the Illinois Senate race debate of 1858.</p> <p>Sub Objective:</p> <ul style="list-style-type: none"> - Examine the arguments of Douglas and Lincoln in their series of debates - Compare the arguments of Douglas and Lincoln in their series of debates 	<p>Debates activity</p>
<p>8.71 Identify the conditions of enslavement, and explain how slaves adapted and resisted in their daily</p>	<p>Identify the conditions of enslavement, and explain how slaves adapted and resisted in their daily lives</p>	<p>Nat TUrner’s Rebellion</p> <p>The Slave Experience: Living Conditions</p>

lives. (C, H)	<ul style="list-style-type: none"> - Determine how slaves demonstrated resistance in their daily lives. 	Slave Memories: Interactive Slavery timeline Life on a Southern Plantation, 1854 Build your own plantation simulation
<i>Primary Documents and Supporting Texts to Read:</i> excerpts from <i>Uncle Tom's Cabin</i> , Harriet Beecher Stowe; excerpts from the Lincoln-Douglas	Debates; excerpts from Roger Taney's decision in the Dred Scott case; excerpts from <i>The Autobiography of Frederick Douglass</i> , Frederick Douglass.	
Civil War (1830-1865) <i>Students analyze the multiple causes, key events, and complex consequences of the Civil War.</i>	Suggested Pacing: 15-17 Days 27% of Assessment with Reconstruction	Civil War Shifting Tides (Full Lesson Plan and Resources) Civil War Glossary of Terms
8.72 Identify on a map the boundaries constituting the North and the South and delineate and evaluate the geographical differences between the two regions, including the differences between agrarians and industrialists. (E, G, P)	Identify on a map the boundaries constituting the North and the South and delineate and evaluate the geographical differences between the two regions, including the differences between agrarians and industrialists. Sub Objectives: <ul style="list-style-type: none"> - Identify geographic and political boundaries of the North and South on a map 	Civil War Maps Northern and Southern differences in 1856 EdSitement lesson plan - Factory Vs. Plantation pre-Civil War Edsitement Lesson Plan - Life in the North and South before Brother fought Brother

	<ul style="list-style-type: none"> - Compare the geographic features of the North and South - Determine the political boundaries of the North and South on a map. 	
<p>8.73 Describe the influence of industrialization and technological developments of the regions, including human modification of the landscape and how physical geography shaped human actions-growth of cities, deforestation, farming and mineral extraction. (E, G, H, P)</p>	<p>Describe the influence of industrialization and technological developments of the regions, including human modification of the landscape and how physical geography shaped human actions-growth of cities, deforestation, farming and mineral extraction.</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Examine the impact of industrialization on the geography and the environment of a region. 	
<p>8.74 Evaluate each candidate and the election of 1860 and analyze how that campaign reflected the sectional turmoil in the country. (G, P, TN)</p>	<p>Evaluate each candidate and the election of 1860 and analyze how that campaign reflected the sectional turmoil in the country.</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Compare the candidates of the election of 1860 - Identify the major issues of the election of 1860 - Determine the outcome of the 	<p>Election of 1860 - American Presidency Project</p> <p>Election of 1860 examination</p> <p>Political cartoon and election of 1860</p>

	election of 1860 based upon the candidates	
8.75 Explain the geographical division of Tennessee over the issue of slavery and secession, including Governor Harris, the secession convention vote of 1861, anti-secession efforts, and Scott County. (P, TN)	<p>Explain the geographical division of Tennessee over the issue of slavery and secession, including Governor Harris, the secession convention vote of 1861, anti-secession efforts, and Scott County.</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Examine the issue of secession in the state of TN - Locate the secessionist ideas on a map of TN 	Tennessee Encyclopedia including Civil War Entries
8.76 Describe Abraham Lincoln’s presidency and his significant writings and speeches, including his House Divided speech in 1858, Gettysburg Address in 1863, Emancipation Proclamation in 1863 and inaugural addresses in 1861 and 1865. (C, H, P)	<p>Describe Abraham Lincoln’s presidency and his significant writings and speeches, including his House Divided speech in 1858, Gettysburg Address in 1863, Emancipation Proclamation in 1863 and inaugural addresses in 1861 and 1865</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Examine major events in Lincoln’s presidency - Analyze the writings of Lincoln - Compare the writings of key Lincoln speeches and documents 	Gettysburg Address Close Read Lesson Plan Gettysburg Address Primary Sources Activity The Emancipation Proclamation through Different Eyes Lesson and Activity Was Lincoln Racist? lesson plan and investigation Abraham Lincoln: OF Two Minds - documents

<p>8.77 Explain the roles of leaders during the Civil War, including Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Stonewall Jackson and soldiers on both sides of the war, including Tennesseans David Farragut, Nathan Bedford Forrest and William Brownlow. (C, E, H, P, TN)</p>	<p>Explain the roles of leaders during the Civil War, including Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Stonewall Jackson and soldiers on both sides of the war, including Tennesseans David Farragut, Nathan Bedford Forrest and William Brownlow</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Examine the roles and impact of key leaders of the Civil War - Determine the role of key people from Tennessee during the Civil War on both sides. - Compare the leaders of the North and the South 	<p>Generals/Leaders Link</p> <p>Robert E. Lee biography</p> <p>David Farragut biography</p>
<p>8.78 Describe African-American involvement in the Union army, including the Massachusetts 54th Regiment and the 13th U.S. Colored Troops in the Battle of Nashville. (C, H, TN)</p>	<p>Describe African-American involvement in the Union army, including the Massachusetts 54th Regiment and the 13th U.S. Colored Troops in the Battle of Nashville.</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Describe African-American involvement in the Union army - Examine the impact of the African-American troops in the Civil War 	<p>African Americans in Civil War w/ Lesson Resources</p>

<p>8.79 Cite textual evidence analyzing the life of the common soldier in the Civil War, including Sam Watkins and Sam Davis. (C, H, TN)</p>	<p>Cite textual evidence analyzing the life of the common soldier in the Civil War, including Sam Watkins and Sam Davis.</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Cite textual evidence analyzing the life of a common soldier 	<p>Civil War Trust "Soldier" Lesson Plan</p> <p>Civil War Trust "Life at War" Full Lesson Plan w/ PPT</p>
<p>8.80 Trace the critical developments and events in the war, including geographical advantages and economic advantages of both sides, technological advances and the location and significance of the following battles:</p> <ul style="list-style-type: none"> - Ft. Sumter - Ft. Sumter - Anaconda Plan - First Battle of Bull Run - Fort Henry and Fort Donelson - Shiloh - Antietam - Stones River - Fredericksburg - Chancellorsville - Gettysburg - Vicksburg - Chickamauga - Lookout Mountain 	<p>Trace the critical developments and events in the war, including geographical advantages and economic advantages of both sides, technological advances and the location and significance of the following battles</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Examine key events and developments of the Civil War including major battles - Determine the impact of key battles of the Civil War - Compare the advantages and disadvantages of the North and South - Locate key battles on a map 	<p>Ft. Sumter Fort Sumter Article, Videos, and Speeches</p> <ul style="list-style-type: none"> • Anaconda Plan Anaconda Plan Image and Quest • Fort Henry and Fort Donelson CivilWar.org: Fort Donelson History.com: Battle of Fort Henry Video, Article, Speeches • Shiloh Virtual Tour • Antietam Antietam 360 Educators Guide • Gettysburg Gettysburg Foundation Resources • Vicksburg Siege of Vicksburg Website with

<ul style="list-style-type: none"> - Franklin - Nashville - Sherman’s “March to the Sea” - Appomattox Court House 		<p>Resources</p> <ul style="list-style-type: none"> • Sherman’s “March to the Sea” Sherman's March Article, Video, Speeches • Appomattox Court House
<p>8.81 Assess the impact of the assassination of President Abraham Lincoln on both the North and the South. (C, E, H, P)</p>	<p>Assess the impact of the assassination of President Abraham Lincoln on both the North and the South.</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Determine the impact of the assassination of President Lincoln 	<p>Lincoln's Pockets Assassination Activity</p> <p>National Geographic's Killing Lincoln Interactive (Great Resource!)</p> <p>Death of Lincoln DBQ</p>
<p><i>Primary Documents and Supporting Texts to Read:</i> excerpts from the “House Divided” speech in 1858, Gettysburg Address in 1863, Emancipation Proclamation in 1863, and Inaugural Addresses in 1861 and 1865, Abraham Lincoln; The Respective of <i>Co. Aytch</i>, Sam Watkins</p>		
<p><u>Reconstruction (1865-1877)</u></p> <p><i>Students analyze the character and lasting consequences of Reconstruction.</i></p>		<p>Suggested Pacing: 9-11 Days</p> <p>27% of Assessment with The Civil War Era</p>

<p>8.82 Explain the significance of 13th, 14th and 15th Amendments to the U.S. Constitution. (P)</p>	<p>Explain the significance of 13th, 14th and 15th Amendments to the U.S. Constitution</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Determine the rights provided in the 13th, 14th, and 15th amendments. - Determine the impact of the 13th, 14th, and 15th 	<p>Boundless Civil War Amendments Reading, Quiz, PPT</p>
<p>8.83 Analyze the choice of Andrew Johnson as Vice-President, his succession to the Presidency, his plan for Reconstruction and his conflict with the Radical Republicans. (H, P, TN)</p>	<p>Analyze the choice of Andrew Johnson as Vice-President, his succession to the Presidency, his plan for Reconstruction and his conflict with the Radical Republicans</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Examine the choice of Andrew Johnson as vice president - Compare Johnson’s ideas with those of the Radical Republicans - Draw conclusions about Johnson’s presidency. 	<p>Andrew Johnson Virtual Field Trip</p> <p>Johnson Simulated Impeachment</p>
<p>8.84 Compare the 10 Percent Plan to the Radical Republican Plan for Reconstruction. (C, P)</p>	<p>Compare the 10 Percent Plan to the Radical Republican Plan for Reconstruction</p>	<p>Reconstruction Plans Chart</p> <p>Reconstruction Plan Comparison: Readings and Questions</p>

<p>8.85 Explain the effects of the Freedmen’s Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and Jim Crow laws. (C, H, P)</p>	<p>Explain the effects of the Freedmen’s Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and Jim Crow laws.</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Identify the opportunities and services provided by the Freedman’s Bureau - Determine the impact of the Freedman’s Bureau on post-Civil War South. - Examine the use of restrictions on the newly freed people - Examine the black codes and the Jim Crow laws - Create a running definition of separate but equal 	<p>PBS Learning: Rise and Fall of Jim Crow Video, Questions, Essay</p> <p>Jim Crow and Segregation</p>
<p>8.86 Trace the rise of the Ku Klux Klan and vigilante justice, including its role in Tennessee. (C, P, TN)</p>	<p>Trace the rise of the Ku Klux Klan and vigilante justice, including its role in Tennessee</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Trace the rise of the KKK - Examine the tactics used by the KKK. 	<p>Teaching American History: Investigating the KKK</p> <p>History.com: Rise of the KKK Video, Article, Speeches</p>

8.87 Explain the movement of both white and black Northern entrepreneurs (carpetbaggers) from the North to the South. (C, E, P)	Explain the movement of both white and black Northern entrepreneurs (carpetbaggers) from the North to the South Sub Objectives: - Identify the role of the carpetbagger in the South	History.com: Carpetbaggers and Scalawags Video, Article, and Speeches
8.88 Explain the controversy of the 1876 presidential election and the subsequent removal of federal troops from the South. (H, P)	Explain the controversy of the 1876 presidential election and the subsequent removal of federal troops from the South Sub Objectives: - Determine what was the end of the Reconstruction era.	Crash Course: Election of 1876 History.org Lesson Plan Study.com Video and Quiz Compromise of 1877 Lesson Plan History.com: Election of 1877 Video and Article
8.89 Describe the push-pull effect in the movement of former slaves to the North and West, including the Exodusters and Pap Singleton. (C, E, G, H, TN)	Describe the push-pull effect in the movement of former slaves to the North and West, including the Exodusters and Pap Singleton Sub Objectives: - Determine the reasons why former slaves moved from the South. - Examine the impact of Pap Singleton	

<p>8.90 Describe the major developments in Tennessee during the Reconstruction Era, including the Constitutional Convention of 1870, the yellow fever epidemic of 1878 and the election of African-Americans to the General Assembly. (G, P, TN)</p>	<p>Describe the major developments in Tennessee during the Reconstruction Era, including the Constitutional Convention of 1870, the yellow fever epidemic of 1878 and the election of African-Americans to the General Assembly.</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Describe major developments in TN during Reconstruction. - Examine the impact of yellow fever on Memphis 	<p>Yellow Fever Memphis</p> <p>Yellow Fever with Accounts</p> <p>PBS: The Great Fever</p> <p>African American Legislators in 19th Century Tennessee (Educator Section)</p>
<p><i>Primary Documents and Supporting Texts to Read:</i> excerpts from the 13th, 14th, and 15th Amendments to the Constitution</p>		<p><i>Primary Documents and Supporting Texts to Consider:</i> excerpts from Black Codes and Jim Crow Laws</p>
<p><u>Westward Expansion after the Civil War (1865-1890)</u></p> <p><i>Students analyze the social, political, and economic transformation of America as a result of westward expansion.</i></p>	<p>Suggested Pacing: 9-11 days</p> <p>27% of Assessment with the Civil War and Reconstruction Eras</p>	<p>FastTrackTeaching Westward Expansion Unit</p> <p>PBS: The West Lesson Plan</p>
<p>8.91 Explain patterns of agricultural and industrial development after the Civil War as they relate to climate,</p>	<p>Explain patterns of agricultural and industrial development after the Civil War as they relate to climate, use of natural</p>	<p>Indian Policies 1492-Present</p>

<p>use of natural resources, markets and trade and the location of such development on a map. (E, G) (C, E, G, H, P, TN)</p>	<p>resources, markets and trade and the location of such development on a map</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Examine the agricultural and industrial development after the Civil War in the North and South 	
<p>8.92 Trace the evolution of federal policies toward American Indians, including movement to reservations; assimilation, boarding schools, wars with Indians (little Big Horn and Wounded Knee), and the impact of the railroad and settlement patterns of pioneers, Buffalo Soldiers (George Jordan), and the Dawes Act. (C, E, G, H, P, TN)</p>	<p>Trace the evolution of federal policies toward American Indians, including movement to reservations; assimilation, boarding schools, wars with Indians (little Big Horn and Wounded Knee), and the impact of the railroad and settlement patterns of pioneers, Buffalo Soldiers (George Jordan), and the Dawes Act.</p> <p>Sub Objectives:</p> <ul style="list-style-type: none"> - Trace the evolution of federal policies towards Natives - Examine the reservation program - Determine the impact of wars with Natives - Examine the impact of the railroad and westward expansion 	
<p>8.93 Explain the significance of various American Indian leaders, including: (H)</p> <ul style="list-style-type: none"> · Crazy Horse · Geronimo 	<p>Explain the significance of various American Indian leaders</p>	<p>Reservations and Conflicts: Images/Maps/Biographies</p>

<ul style="list-style-type: none"> · Sitting Bull · Chief Joseph 		
<p>8.94 Explain the impact of the Homestead Act. (E, H, P)</p>	<p>Explain the impact of the Homestead</p>	<p>National Archive Homestead Act Lesson Plan</p> <p>PBS Frontier House</p> <p>Homestead Act - Video Education Portal</p> <p>National Archives: Teaching with Documents - The Homestead Act LP</p>
<p>8.95 Analyze how significant inventors and their inventions, including barbed wire, the six shooter, windmills, sod housing, and the steel plow changed life in the West. (C, E, H, P)</p>	<p>Analyze how significant inventors and their inventions, including barbed wire, the six shooter, windmills, sod housing, and the steel plow changed life in the West.</p> <ul style="list-style-type: none"> - Examine the impact of certain inventions on life in the West 	<p>FastTrackTeaching: Settling the Great Plains Summaries, Maps, Images</p> <p>Barbed Wire Patent Activity</p>
<p>8.96 Trace the expansion and development of the Transcontinental Railroad, including the Golden Spike event (1869), and the role that Chinese immigrant laborers (Central Pacific track) and Irish immigrant laborers (Union Pacific track) played in its construction. (C, E, G, P)</p>	<p>Trace the expansion and development of the Transcontinental Railroad, including the Golden Spike event (1869), and the role that Chinese immigrant laborers (Central Pacific track) and Irish immigrant laborers (Union Pacific track) played in its construction</p> <ul style="list-style-type: none"> - Trace the expansion and 	<p>Transcontinental Railroad Lesson Plan</p> <p>Transcontinental Railroad resources</p> <p>Transcontinental Railroad documentary</p> <p>PBS: The American Experience - The Transcontinental Railroad</p>

	development of the Transcontinental Railroad - Examine the role of immigrant workers on the Transcontinental Railroad	Transcontinental Railroad - Online Game/Simulation TR Summary Study.com Transcontinental Railroad EDSITEment LP - I Hear the Locomotive - LP
8.97 Examine the development and life of the iconic American cowboy, including his skills, clothes and daily life and work. (C, H)	Examine the development and life of the iconic American cowboy, including his skills, clothes and daily life and work - Examine the daily life of the American cowboy	Discovery Education Cowboy Lesson PBS: Texas Ranch House Interactive Cowboys on the Open Range
8.98 Explain the concepts of the Open Range, Long Drive and cow towns in the development of the American ranching industry. (E, G, H)	Explain the concepts of the Open Range, Long Drive and cow towns in the development of the American ranching industry. - Examine the growth of the American ranching industry	Don't Fence Me In Lesson Plan Cowboys on the Open Range
<i>Primary Documents and Supporting Texts to Read: A Century of Dishonor, Helen Hunt Jackson.</i>		