



US/TN History & Geography Syllabus Grade 8 2019-2020



Powell Middle

Course Justification: US/TN History and Geography is the focus for 8th grade Social Studies. Historical awareness and analysis leads to better choices for a better quality of life. Geography is for life by learning tools for spatial awareness and interaction! We integrate both physical and cultural features attempting to understand relationships between people, places, and their environments. The intent is to understand the-who, what, why, where, when, how-of people and places from the past and present to better understand how to plan.

Course Goals:

1. **Gather knowledge** through data collection; examination from multiple primary and secondary sources about people, places, and the environment from the past and present to from perspectives to better anticipate the future
2. **Develop skills** necessary to process and utilize information (thinking, organizing, reading, examining, communicating through speaking and writing, etc.)
3. **Formulate personal perspectives/attitudes** about historical and geographic awareness in determining your involvement as an active, social participant
4. **Unlock inner creativity** and find your path to success
5. **Follow Goals and Objectives** of Knox County <http://www.knoxschools.org/Page/5714> and Tennessee <https://www.tn.gov/education/instruction/academic-standards/social-studies-standards.html>

Course Description: The major focus of the social studies curriculum is the study of United States History from Colonialism to Westward Expansion after the Civil War. In addition to exploring the impact of Historical and Social events; Geography skills, maps, charts, and debates will be areas of focus.

Instruction: Topics, Competencies, and Skills Covered with General Pacing

Competencies: Students will ... Expand their knowledge about the respect for their rights and the rights of others, Understand the knowledge, skills, and attitudes that will foster responsible, global citizenship, develop the skills necessary to adapt to an ever-changing society, Be able to demonstrate how society establishes governing institutions and distributes power and authority, Study, analyze, & interpret data in order to develop a historical perspective to assist in making informed choices & decisions for the present, Examine global and multicultural perspectives.

Process Standards/Skills: Acquiring Information, Analysis of Data and Problem Solving, Communication, Historical Awareness See **outline pages 4-14 of Bookkeeping section in notebook for course detail and pacing.** Using PBL (problem/project based learning) students will be able to apply basic and advanced skills in situations relating to everyday life

Topics & General Pacing: The times listed below are flexible and may be adjusted as needed. M=State Module

| | |
|---------------|---|
| Aug 8-Sept 28 | I Colonialization (1600+) M 1 |
| Oct 5-Nov 16 | II From Colonies to Country (1600-1783): Colonialism to French & Indian War, Am. Revolution M 2 |
| Nov 19-Dec 1 | III The New Republic (1775-1791) Foundation of the New Government, Country & Constitution M 3 |
| Dec 3-Dec 21 | IV Nationalism: Growth & Challenges of a Nation 1789-1825 (1791-1820) M 4-5 |
| Jan 8- Mar 1 | V The Sectionalism of America 1820s-1860 M 6-7 Age of Jackson, Growth, Social Reforms & Slavery |
| Mar 4-Mar 15 | VI A Divided Nation & Civil War 1861-1865 M 8 |
| Mar 25-Apr 12 | VII Reconstruction (1865-1877) & Westward Expansion after Civil War (1865-1890) M 9-10 |

Testing Dates: There will be tests or quizzes at the conclusion of each Module. The following are the KCS System-Wide or State-Wide test this school year. Benchmark 2 between Dec 19th-20th (10% of First Semester Grade), TCAP between April 15-May 3 (15% of Second Semester Grade-subject to change)

Materials Needed: 1.5-2 inch 3-ringed binder notebook, Tab dividers (5-10 pack), Regular, lined, paper, pencils, pens; **Use in all classes:** colored pencils- 8 or 12 pack, ear buds, jump drive, Post-It Notes,. **School Fees** for the 2018-2019 school year are **\$35.00**. The fees help teachers maintain supplies that assist in advancing your child's learning. **Thank you so much for your help.**

Resources (All resources will be used in Compliance with Instructional Materials Policy & Procedure I-211)

Textbooks Resources:

- McGraw-Hill, Discovering Our Past: A History of the United States Early Years (2014)- classroom set
- Holt, United States History: Beginning to 1877 (2008)- to check out to students

- Clairmont Press, Tennessee: The History of an American State (2002) Weeks & Womack- *classroom set*

Audiovisual Resources: The following Audiovisuals are tied to and may be used to enhance our Curriculum Standards:

- **Online:** *Discovery Education, National Geographic, Brain Pop, UCScout.org, Study.com, TNHistoryforKids.org, History Channel (Online Videos), Planet Earth, Crash Course US History, World Population, PBS and BBC, Heartland Series, National Parks videos, Scholastic, www.npr.org, How the States got Their Shape, HippoCampus.org, Teacher Tube/YouTube, historical video clips. Specific topics: Puritans, witch trials, Quakers, Mormon, Great Awakenings, Manifest Destiny).*
- *America: The Story of Us* rated PG; History Channel Documentary
- *America Before Columbus* not rated; National Geographic Documentary
- *The Presidents* not rated; History Channel Documentary
- *Last of the Mohicans* rated PG-13
- *Glory* rated PG-13 (edited for education)
- *Gettysburg* rated PG 13
- *The Civil War: Box Series* Not Rated; History Channel Documentary
- *The Alamo* rated PG-13
- *The Men who built America & Frontier* rated PG; History Channel Documentary
- *Liberty's Kids* rated G: Mill Creek Entertainment

Compliance with Instructional Materials Policy & Procedure IFAB (KCS Board Policy): -If you do not approve of a specific resource listed in this syllabus, please make your request to me in writing and an alternative assignment and/or materials will be provided. The request should include your name, the child's name, the specific activity/materials in which you do not want your child to participate or to which you do not want them exposed, and the nature of your objection.

Assessment: (See Bookkeeping section in notebook for more information)

Academic Expectations/Skills/Competencies

The student's grade will consist of a total point system that combines grades from daily assignments (20-50 pts), projects (100-200 pts), quizzes (5-60 pts), Interactive Notebook/Portfolio tests (100 pts), DBQ's (document based questions, & Module tests (100 pts). Students are expected to turn in their assignments by the due date. They will be told in advance when the assignment is due. Benchmark tests cover content sections after each study.

Grading Policy: KCS Grading Scale: 100-93 A 92-85 B 84-75 C 74-70 D 69-0 F

Grading Rubrics- See Bookkeeping section of notebook & for each assignment

Late Work Policy:

- 1) **All work will be submitted by due date and completed to the best of your ability.**
- 2) **You must complete your work in a timely manner.** Late assignments create a stressful environment for all.
- 3) If late, **complete a Missing Assignment Document (MAD)** I send the yellow copy to parents for notification and signature. Please return within two days. "1" point in the grade book; and 2 when signed

Make-up Policy: If absent, see me the morning of your return or in advance if you know you will be absent.

- 1) It is **your responsibility** to ask for and complete any work missed due to tardiness or absences.
- 2) **Check Aspen:** see lesson plans, announcements, file updates, and, suggested websites
- 3) **Work assigned before absence is due the day of your return.**

Expectations: "Learning is not a spectator sport" (Romack, 2010). Learning is an activity, which requires hard work including the 4 P's: **Prepare, Practice, Perform, and Persevere:** Class rules incorporate these concepts as Be.... The rules are as follows:

1. **Be Ready & Prepared To Work.**
 - a. **Be here on time, Be Awake** (mentally and physically). **Be** in proper dress code.
 - b. **Bring all needed materials to class** (with necessary tools for learning—Every class, every day)
 - c. **Be On Task.** (Actively participating and completing all assignments)
2. **Be Responsible**
 - a. Work when you are supposed to
 - b. Develop a system of organization and effective study habits
 - c. Complete all assignments on time complete ALL your work to the best of your ability.
3. **Be Respectful**
 - a. Develop Effective Communication Skills: Be Listening, not just hearing. Use appropriate language.
 - b. Always follow teacher's first request.
 - c. Consider the rights/properties of others & be considerate of everyone's right to learn (i.e. Wait to be called on; Phones off)

I will be prepared and give you my best every day and I expect the same from you.

Communications

1. **ASPEN**- my webpage includes lesson plans, assignments, activities, and presentations. I update grades weekly.
2. Email: donna.jett@knoxschools.org
3. School phone # is 865-938-9008 and my Conference time is 8:45-9:45.

Intervention Strategy: We are a triad (student, parent, teacher) for success with the student as the main participant. Parents and I will assist by monitoring assignments and skill development. Several strategies are in place to assist students, just ask. Other options include after school tutoring, ISS Lunch Work time, or intervention time with me during Panther Pause on Monday morning 7:30-8:00. If needed, I will also utilize Contract Folders.

Plagiarism- According to Harbrace Handbook, 15th edition: “Plagiarism is defined as presenting someone else’s ideas, research, or opinion as your own without proper documentation, even if it has been rephrased. It includes, but is not limited to the following:

1. Copying verbatim all or part of another’s written work;
2. Using phrases, figures, or illustrations without citing the source;
3. Paraphrasing ideas, conclusions, or research without citing the source;
4. Using all or part of a literary plot, poem, or film without attributing the work to its creator.”

Consequences of Plagiarism: Plagiarism is a form of stealing and academic fraud. Students who are found guilty of plagiarism will have the option of either redoing the assignment within a specified time period and accepting a grade letter drop or taking a 0 on the assignment. Parents should be involved in making the decision.

Board Policy I-431 Issued: 7/95 Revised 6/08

The Board affirms that it is essential that the teaching about religion—and not of a religion be conducted in a factual, objective, and respectful manner in accordance with the following:

- Music, art, literature, or drama with a religious theme or basis are permitted as part of the curriculum for school-sponsored activities and programs, provided it is essential to the learning experience in the various fields of study and is presented objectively; KCS C & I Department PK-12 Syllabus/Parent Communication Guidelines Page 3 of 3
- The emphasis on religious themes in the arts, literature, and history shall be only as extensive as necessary for a balanced and comprehensive study of these areas. Such studies shall never foster any particular religious tenets or demean any religious beliefs; and
- Student-initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated. For example, students are free to express religious belief or nonbelief in compositions, art forms, music, speech, and debate.

In the 8th grade United States History class, students will investigate the role of religious movements in the historical development of the United States, from colonization to Manifest Destiny. Students will consider how religion influenced economic, political, and cultural policies adopted by society in the various geographic regions and time frames. For specific details see TN State Standards for US History, eighth grade at https://www.tn.gov/assets/entities/education/attachments/std_ss_gr_8.pdf.

Works Cited: Romack, J. L. (2010). Enhancing Students’ Readiness to Learn. (M. Weimer, Ed.) *Faculty Focus* (Special Report), 17

Social Studies Skill Expectations for the Information “Overload” Age



Information and Data: Finding, Sorting, Managing and Validating

1. **Acquiring Information** involves locating, gathering, observing, comprehending, organizing, and processing information from a variety of primary and secondary sources. These sources include printed materials, maps, graphic representations, and artifacts, physical and human environmental elements, media and technology sources.
2. **Analyzing & Synthesizing Information Problem Solving** involves the comprehension, analysis, and interpretations of data leading to the development of a solution or conclusion. Students will develop problem-solving skills through comprehension, analysis, interpretations, synthesis, summary, and evaluation.

Context for Data Analysis and Perspective

1. **Historical Awareness** includes an understanding of chronological placement, historical trends, and historical decision-making. Students will be able to comprehend the significance of historical data using a variety of analytical skills. Such understanding enables students to prioritize events, identify bias, recognize perspectives, interpret trends, and predict outcomes.
2. **Geographical Awareness** determines relationships, patterns and diffusion across space at multiple scales (local, national, global) and uses mapping tools

Context for Data Usage

Communication is the conveyance of ideas, value judgments, beliefs, and emotions through individual expression, group dialogue, cultural communities, and global networks by oral, written, symbolic, visual, and technological means.



US/TN History & Geography Pacing Guide ~ Grade 8



- **Main Source:** Appleby, J., Brinkley, A., Broussard, A., McPherson, J. M., & Ritchie, D. A. (2014). *Discovering Our Past: A History of the United States*. Columbus, OH: McGraw-Hill Education. **classroom set & online**
- **TN Book:** Clairmont Press, *Tennessee: The History of an American State* (2002) Weeks & Womack- **classroom set**
- **Assigned textbook:** Deverell, W., & White, D. G. (2008). *United States History Beginnings to 1877*. Austin, TX: Holt, Rinehart, & Winston. **To keep at home**

Note: I use many sources from my class lectures and activities, but I have not yet compiled a complete listing for students. Therefore, I ask that source information be written in daily notes at the appropriate times.

Scope of Study... Students will:

- Study the European exploration of North America, along with the geographic features that influenced early settlements and colonies.
- Emphasize the development and maturation of the British colonies, and the political, cultural, and economic influences that led to the American Revolution.
- Analyze major events and outcomes of the American Revolution, along with the individuals that played influential roles in the development of the new nation.
- Follow the development of the United States and its government, continuing through the early 19th century.
- Analyze the impact of the expansion of the United States including implications on domestic and foreign policy.
- Examine the events leading up to the Civil War along with the individuals and events that were significant during the war.
- Emphasize the history, people, government, and geography of Tennessee in order to illustrate the role our state has played in American history.
- Analyze the construction and the development of the American West.
- Appropriate primary sources and informational texts will be included in order to enhance understanding of the content

Introduction to the Social Sciences: **Learning How to Learn**

i. **Content:** Information. Disciplines. Content will be presented from a social science approach specifically geography. The focus of study will be on the cultural and physical regions today's world emphasizing the Western Hemisphere.

ii. **Skill:** The method of how we learn content and find evidence is called skill development.

- Communicating:** Speaking & Listening for Comprehension-make connections
- Creative & Critical Thinking, Processing, & Rehearsing** (i.e., questioning: Who, What, Where When, Why, How, Importance)
- Analyzing, Organizing pp R6-7, & Evaluating:** The search for evidence: researching, surveying, reviewing, reading by using a variety sources (primary & secondary); note taking & recording evidence
- Succeeding, Collaborating & Communicating** (Listening and Speaking)

iii. **Perspective:** Determining author's Point of View (POV) & Forming POV based on evidence.

We will practice these concepts throughout our studies. The percent refers to how much time is devoted to topics of study.

Sequence of Study by Standards (see Syllabus pages 5-9)

Code Annotated: C-Culture, E-Economics, G-Geography, H-History, P-Politics/Government, T-Tennessee TCA—Tennessee

I. Colonialism Colonial Period (1600-1750)

Overview: Students will examine the European settlement of North America, geographic features that influenced early colonies, and the social, religious, political, and economic reasons for colonization.

- 8.01 Explain the founding and development of Jamestown as the first permanent English colony, its early struggles, the economic and political structure, and role of the Powhatan people. C, E, G, H, P
- 8.02 Explain the founding and development of the Plymouth Colony, including the significance of: the Mayflower Compact, interactions with Squanto, and the role of religious freedom. C, G, H, P
- 8.03 Explain the founding and development of the Massachusetts Bay Colony, including the significance of: Anne Hutchinson, Role of theocracy. Salem Witch Trials, Town meetings. C, G, H, P
- 8.04 Explain the motivation for and the founding of the Rhode Island and Connecticut Colonies, including the roles of Roger Williams and Thomas Hooker. C, G, H, P
- 8.05 Analyze the economic motivation for the Dutch founding New Netherlands, the diverse population of the colony, and the transition to the English colony of New York. C, E, G, H, P
- 8.06 Analyze the founding of Pennsylvania as a haven for Quakers and the tolerance that drew many different groups to the colony, including the significance of: William Penn, Philadelphia, Relationship with American Indians, Role of women. C, E, H, P
- 8.07 Explain the reasons behind the settlement of the Georgia Colony, including: its designation as a “debtor” colony, its function as a “buffer” colony, and the role of James Oglethorpe in its founding. C, E, G, H, P
- 8.08 Locate and identify the Thirteen Colonies, and describe how their location and geographic features influenced regional economic development. E, G, H, P
- 8.09 Compare and contrast the locations and goals of British, French, and Spanish settlements in North America. C, E, G, H, P
- 8.10 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
- 8.11 Describe the significance of the First Great Awakening, including its role in unifying the colonies and the growth of religious tolerance. C, H
- 8.12 Explain the Navigation Acts and the policy of mercantilism. E, G, H

II. The American Revolution (1700-1783)

Overview: Students will explore the growing tensions between Great Britain and its colonies as well as the major events and outcomes surrounding the American Revolution. 8.13 Discuss war debt and Proclamation Line.

- 8.13 Explain the significance of the Ohio River Valley leading to the French and Indian War and the events and consequences of the conflict, including: the massacre at Fort Loudoun, the Treaty of Paris of 1763, war debt, and the Proclamation Line of 1763. C, E, G, H, P, T
- 8.14 Explain the political contributions of Benjamin Franklin to the U.S., including the "Join or Die" cartoon and Albany Plan of Union. C, E, H, P
- 8.15 Analyze the social, political, and economic causes of the events and groups of the American Revolution, including: •The Quartering Act, 1765; The Stamp Act, 1765; The Declaratory Act, 1766; The Townshend Acts, 1767; The Boston Massacre, 1770; The Boston Tea Party, 1773; Intolerable/Coercive Acts, 1774; Sons of Liberty. C, E, G, H, P
- 8.16 Explain the historical purposes and consequences of Thomas Paine's Common Sense. C, H, P
- 8.17 Locate and explain the significance of the battles of the American Revolution prior to the signing of the Declaration of Independence, including Lexington and Concord and Bunker (Breed's) Hill. C, E, G, H, P
- 8.18 Explain the historical and present-day significance of the Declaration of Independence. (T.C.A. § 49-6-1028) C, H, P, TCA
- 8.19 Compare and contrast the points of view of Loyalists and Patriots. C, G, H, P
- 8.20 Locate and explain the significance of the following during the American Revolution: Struggles of the Continental Army; Battles of Trenton and Princeton; Battle of Kings Mountain; Battle of Saratoga; Battle of Yorktown; Guerrilla warfare. C, H, P, T

III. The New Nation (1775-1800) Foundation of the New Government & Constitution

Overview: Students will explore the foundation of U.S. government, the principles of the Articles of Confederation and the U.S. Constitution, and the individuals who played influential roles in the development of the new nation. In addition, students will examine the steps taken by Tennessee to achieve statehood and the initial development of government.

- 8.21 Analyze the strengths and weaknesses of the Articles of Confederation, and describe the Land Ordinance of 1785, the Northwest Ordinance of 1787, the Northwest Territory, the Lost State of Franklin, and Shays' Rebellion. E, G, H, P, T
- 8.22 Describe the roles of James Madison and George Washington during the Constitutional Convention, and analyze the major issues debated, including the Great Compromise and the Three-Fifths Compromise. (T.C.A. § 49-6-1028) E, H, P, TCA
- 8.23 Examine the principles and purposes of government articulated in the Preamble and principles stated in the Constitution, including: the separation of powers, federalism, and checks and balances. (T.C.A. § 49-6-1028) H, P, TCA

- 8.24 Describe the conflict between Federalists and Anti-Federalists over the ratification of the Constitution, including the protection of individual rights through the Bill of Rights and concern for states' rights. (T.C.A. § 49-6-1028) H, P, TCA
- 8.25 Analyze the major events of the administration of President George Washington, including: the precedents he set, Whiskey Rebellion, and ideas presented in his farewell address. E, G, H, P
- 8.26 Explain how conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties by analyzing their views on foreign policy, economic policy, a national bank, and strict versus loose interpretation of the Constitution. C, E, G, H, P
- 8.27 Explain the controversies that plagued the administration of President John Adams, including: the conflicts with Great Britain and France, the XYZ Affair, and the Alien and Sedition Acts. E, G, H, P
- 8.28 Identify how westward expansion led to the statehood of Tennessee and the importance of the first state constitution (1796). (T.C.A. § 49-6-1028) G, H, P, T, TCA

IV. Growth of a Young Nation (1800-1820)

Overview: Students will analyze the strengthening of the judicial branch, the major events of Thomas Jefferson's presidency, the War of 1812, and the role of the U.S. on the world stage.

- 8.29 Analyze the significance of the election of 1800 and Chief Justice John Marshall's opinion in Marbury v. Madison. H, P
- 8.30 Explain the major events of Thomas Jefferson's presidency, including: Conflict with the Barbary pirates; Embargo Act; Lewis and Clark Expedition; Louisiana Purchase. E, G, H, P
- 8.31 Explain the causes, course, and consequences of the War of 1812, including: Use of impressment and trade restrictions between the U.S. and Great Britain; Roles of Andrew Jackson and William Henry Harrison; Significance of the Treaty of Ghent; Rise in nationalism in the U.S. C, E, G, H, P, T
- 8.32 Identify and locate the changing boundaries of the U.S. as a result of the Convention of 1818 & the Adams-Onis Treaty. G, P
- 8.33 Analyze the purpose and effects of the Monroe Doctrine. E, H, P

V. Sectionalism and Reform (1790s-1850)

Overview: Students will analyze the social, political, and economic development of the North and South during the early 19th century, including the growth of sectionalism and reform movements.

- 8.34 Describe the development of the agrarian economy in the South, the locations of the cotton-producing states, the significance of cotton and the cotton gin, and the founding of Memphis as a center for cotton and the slave trade. C, E, G, H, P, T
- 8.35 Analyze the characteristics of Southern society and its influence on the social and political conditions prior to the Civil War. C, E, G, H, P, T
- 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. C, G, H
- 8.37 Explain the development of the American Industrial Revolution, including: Eli Whitney and interchangeable parts; Emergence of trade unions; Lowell System; Role of the textile industry; Samuel Slater. C, E, G, H, P
- 8.38 Describe how technological developments affected the growth of the industrial economy and cities in the North. C, E, G, H, P
- 8.39 Identify the push-pull factors for Irish and German immigrants, and describe the impact of their arrival in the U.S. prior to the Civil War. C, E, G, H, P
- 8.40 Analyze the development of roads, canals, railroads, and steamboats throughout the U.S., including the Erie Canal and the National Road. C, E, G, H, P
- 8.41 Describe the significance of the Second Great Awakening and its influence on reform in the 19th century. C, H
- 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. C, H, P
- 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. C, E, H, P, T

VI. The Jacksonian Era (1824-1840)

Overview: Students will analyze the impact of John Marshall on the strengthening of the judicial branch and the major events of Andrew Jackson's presidency.

- 8.44 Analyze the role played by Chief Justice John Marshall in strengthening the judicial branch, including the key decisions of the Supreme Court in Gibbons v. Ogden and McCulloch v. Maryland. C, E, H, P
- 8.45 Examine the importance of the elections of 1824 and 1828, including: the corrupt bargain, the spoils system, and Jacksonian Democracy. C, G, H, P, T

8.46 Examine President Andrew Jackson’s actions regarding the Bank of the U.S. and the Nullification Crisis, and analyze the effects of these events on the nation. C, E, H, P, T

8.47 Describe the impact of the Indian Removal Act and the struggle between the Cherokee Nation and the U.S. government, including the significance of Worcester v. Georgia and the Trail of Tears. C, G, H, P, T

8.48 Identify that the Tennessee Constitution of 1834 expanded voting rights for non-property owners. (T.C.A. 49-6-1028) H, P, T, TCA

VII. Expansion and Division of the Nation (1820s-1860s)

Overview: Students will analyze the social, political, and economic impact of expansion on the U.S., the growing tensions between the North and South, and how compromise sought to hold the country together.

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. C, E, G, H, P

8.50 Explain the reasons for and the provisions of the Missouri Compromise (i.e., Compromise of 1820) and its impact on expansion. G, H, P

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. C, G, H, P, T

8.52 Analyze the reasons for and outcomes of groups moving west, including the significance of: Fur traders; Mormons; Oregon Trail; Santa Fe Trail. C, E, G, H

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. E, G, H, P, T

8.54 Describe the causes and consequences of the Mexican War, including the controversy over the Rio Grande boundary and the Mexican Cession. C, E, G, H, 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). C, E, G, H

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). C, E, G, H, P

8.57 Describe the significance of the Gadsden Purchase of 1853. E, G, H

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. C, G, H, P

8.59 Analyze the Dred Scott v. Sandford decision and the resulting split between the North and South. C, H, P

8.60 Explain the arguments presented by Stephen Douglas and Abraham Lincoln on slavery in the Illinois Senate race debates of 1858. C, H, P

VIII. The Civil War (1860-1865)

Overview: 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.

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. C, G, H, P, T

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. C, E, G, H, P, T

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. G, H, P, T

8.64 Analyze the significance of the Emancipation Proclamation and the Gettysburg Address. H, P

8.65 Describe African American involvement in the Union army, including the Massachusetts 54th Regiment at Fort Wagner and the 13th U.S. Colored Troops in the Battle of Nashville. (T.C.A. § 49-6-1006) C, G, H, T, TCA

8.66 Analyze how the writings of Sam Watkins and Elisha Hunt Rhodes illustrated the daily life of the common soldier. C, H, T

IX. Reconstruction (1865-1877)

Overview: 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.

- 8.67 Analyze the immediate political impact of the assassination of President Abraham Lincoln and Andrew Johnson's ascension to the presidency. H, P, T
- 8.68 Explain the significance of the 13th, 14th, and 15th Amendments to the U.S. Constitution. E, H, P, T
- 8.69 Analyze President Abraham Lincoln's Ten Percent Plan, President Andrew Johnson's Plan, and the Radical Republican Plan for Reconstruction. C, E, G, H, P, T
- 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) H, P, T, TCA
- 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. H, P, T
- 8.72 Explain the restrictions placed on the rights and opportunities of freedmen, including: racial segregation, black codes, and the efforts of the Freedmen's Bureau to address the problems confronting newly freed slaves. C, H, P, T
- 8.73 Trace the rise of the Ku Klux Klan and vigilante justice in the South and in Tennessee, including the role of Governor William Brownlow. C, H, P, T
- 8.74 Explain the roles carpetbaggers and scalawags played during Reconstruction. C, E, G, H, P
- 8.75 Explain the Compromise of 1877 and its role in ending Radical Reconstruction. C, H, P