



8-Establishing America

Standards

HGSS #1, #2, #3

Resources

Textbook:
Actively Learn, Crash Course Videos, SHEG,
EdPuzzle

Competencies

- Recognize and draw conclusions about the ways societies are shaped through identities, beliefs, and practices of individuals and groups.
- Investigate the rights and responsibilities of individuals, making claims and using evidence to make connections to contemporary issues.
- The student will be able to develop claims and counterclaims while pointing out the strengths and weaknesses of both.

I can

- **I can** identify and explain the purpose of the three branches of government explained in the Constitution
- **I can** explain why the US created the Articles of Confederation.
- **I can** critique the Articles of Confederation and distinguish its weaknesses which led to the creation of the Constitution.
- **I can** describe how the United States demonstrated that it could survive as an independent country.

Vocab

Content: Federalism, Bill of Rights, three branches of government, checks and balances, amendment, founding fathers, Constitutional compromises (Great, Three Fifths, slave trade) Middle Passage, XYZ Affair, Alien and Sedition Acts, National Bank, tariffs, states' rights, primary source, secondary source, sourcing, credibility, context

Academic: Identify, recognize, cause/effect, compare, draw conclusions, analyze, inquiry, cite evidence, claim, perspective, predict



8-Regionalism

Standards

HGSS #3, #4, #5

Resources

Textbook:
Actively Learn, Crash Course Videos, SHEG,
EdPuzzle

Competencies

- Recognize and draw conclusions about historical, economic, and geographical relationships impacting individuals and communities.
- Connect to a contemporary issue (cognitive complexity depends on teacher useage)
- Draw conclusions about the impact of sectionalism on the country.
- Identify multiple sources from multiple points of views (ie. perspective) (Comprehension)
- Identify the aspects of primary and secondary sources (Comprehension)

I can

- **I can** identify the type of economy most prevalent in the Northern States and provide examples of jobs common in the North.
- **I can** identify the type of economy most prevalent in the Southern States and provide examples of jobs common in the South.
- **I can** compare the work and life conditions of a typical worker (mills) in the North to a typical worker (field slave) in the South.
- **I can** describe the purpose and risks of the Underground Railroad.
- **I can** explain why many people in both the North and South defended slavery.
- **I can** explain the causes and effects of the War of 1812 and draw conclusions about its impact on the US.

Vocab

Content: primary source, secondary source, Era of Good Feeling, sectionalism, nationalism, Industrial Revolution, interchangeable parts, Lowell Girls, textile mills, urbanization, capitalist, cotton gin, Eli Whitney, slave code, Nat Turner, Underground Railroad, Daniel Webster, John C. Calhoun, Henry Clay, Francis Cabot Lowell

Academic: Identify, recognize, cause/effect, compare, draw conclusions, analyze, inquiry, cite evidence, claim, perspective, critique, predict



8-Expansion

Standards

HGSS #1, #4, #5

Resources

Textbook:
Actively Learn, Crash Course Videos, SHEG,
EdPuzzle

Competencies

- Recognize and draw conclusions about historical, economic, and geographical relationships impacting individuals and communities.
- Investigate the way societies are shaped and make claims supported with evidence and argument.
- Investigate how the motives of Westward Expansion impacted relationships with other nations and cultures. (Analysis)
- Explain the dynamic relationship between Americans and American Indians during this time period (Comprehension)
- Using evidence, develop and refine a claim in response to compelling and supporting questions. (Analysis)
- Connect to a contemporary issue (cognitive complexity depends on teacher usage)
- Identify multiple sources from multiple points of views (ie. perspective) (Comprehension)
- Identify areas of land in North America that became territories of the United States. (Retrieval - recognize)

I can

- **I can** locate and identify regions of the US and explain how they came to be part of the US.
- **I can** explain the importance of the purchase and exploration of the Louisiana Territory.
- **I can** describe the conflict over land occupied by Native Americans in the Southeast.
- **I can** analyze why people moved west and the challenges they faced. (Oregon)
- **I can** explain how Texas became independent from Mexico, and eventually joined the US as a state.
- **I can** assess the impact of the Monroe Doctrine on the US and on Latin American countries.
- **I can** summarize the events leading up to and resulting from the Mexican American War.

Vocab

Content: Manifest Destiny, westward expansion, immigration, trails, territories, Indian Removal Act, Lewis and Clark, Zebulon Pike, Stephen Austin, James K. Polk, Sam Houston, John C Fremont, Joseph Smith, Brigham Young, Santa Anna, William Becknell, Davy Crockett, '49ers, Donner Party, Lewis and Clark, Zebulon Pike, Stephen Austin, James K. Polk, Sam Houston, John C Fremont, Joseph Smith, Brigham Young, Santa Anna, William Becknell, Davy Crockett, '49ers, Donner Party

Academic: Identify, recognize, cause/effect, compare, draw conclusions, analyze, inquiry, cite evidence, claim, perspective, critique, predict



8-Sectionalism, Civil War, & Reconstruction

Standards

HGSS #s 1-5

Resources

Textbook:
Actively Learn, Crash Course Videos, SHEG,
EdPuzzle

Competencies

- Recognize and draw conclusions about the ways societies are shaped through identities, beliefs, and practices of individuals and groups.
- Critique sources using historical thinking skills and provide the reasoning to their determination.
- Contextualize the stories of different groups of people during the war.
- Investigate the rights and responsibilities of individuals, making claims and using evidence to make connections to contemporary issues.

I can

- **I can** analyze the human meaning of war by investigating the context of the time period and how that context influenced the stories of soldiers, free blacks, enslaved persons, and women involved. (Analysis)
- **I can** analyze how political, social, and economic organizations shaped the era of Reconstruction and challenged the nation. (Analysis)
- **I can** describe how laws passed following the Reconstruction era led to the undermining of progress made by former enslaved persons.
- **I can** determine how the economic impact of the institution of slavery led to secession by the Confederate States of America
- **I can** make connections between the institution of slavery and the abolitionist movement in their historical contexts.
- **I can** identify the economic and social changes brought about by Reconstruction.
- **I can** draw conclusions about how industrialization in the North impacted political, social, economic, and cultural development of a nation
- **I can** use evidence to develop and refine a claim in response to compelling and supporting questions.

Vocab

Content: abolition, sectionalism, Compromise of 1850, Kansas-Nebraska Act, blockade, martial law, secede, border state, unamendable, Emancipation Proclamation, copperhead, draft, habeas corpus, inflation, income tax, 54th Massachusetts, siege, Gettysburg Address, Appomattox Court House, Reconstruction, freedmen, amnesty, 13th, 14th, and 15th Amendments, black codes, Radical Republicans, impeach, scalawag, carpetbagger, Ku Klux Klan, sharecropper, poll tax, literacy test, grandfather clause, segregation, Jim Crow, Plessy v Ferguson, New South, primary source, secondary source, context

Academic: Identify, recognize, cause/effect, compare, draw conclusions, analyze, inquiry, cite evidence, claim, perspective, critique, predict



8-Changes to the American West 1870-1900

Standards

HGSS #3, #4

Resources

Textbook:
Actively Learn, Crash Course Videos, SHEG, EdPuzzle

Competencies

- Recognize and draw conclusions about historical, economic, and geographical relationships impacting individuals and communities.

I can

- **I can** analyze how political and social change transform a historical era. at context influenced the stories of soldiers, free blacks, enslaved persons, and women involved. (Analysis)
- **I can** analyze how migration can cause conflict and change during times of expansion.
- **I can** explain the ways in which new forms of transportation and communication influenced settling and conquering of the West.
- **I can** identify new forms of transportation and communication
- **I can** identify political reform movements.

Vocab

Content: subsidy , Transcontinental Railroad, vigilante, lode, Henry Comstock, territorial government, ghost towns, travois, corral, jerky, tepee, buffalo hunt, Sun Dance, Ghost Dance, reservation, cattle drive, cow town, vaquero, sod house, sodbuster, cooperative, wholesale, inflation, National Grange, homesteading, Populism, primary source, secondary source

Academic: Identify, recognize, cause/effect, compare, draw conclusions, analyze, inquiry, perspective, predict