

F1 Political and Intellectual Transformations

F1.1 Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence.

F1.3 Describe the consequences of the American Revolution by analyzing the start of an independent republican government.

I can explain the causes and effects of the American Revolution.

- Colonial reaction to government by Great Britain
- Experiences with self-government
- Articles of Confederation and the need for new government

U3.3 Creating New Government(s) and a New Constitution

8 – U3.3.3 Describe the major issues debated at the Constitutional Convention including the distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue.

8 – U4.1.4 Establishing a National Judiciary and Its Power – Explain the development of the power of the Supreme Court through the doctrine of judicial review as manifested in *Marbury v. Madison* (1803) and the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government (e.g., *McCullough v. Maryland*, *Dartmouth College v. Woodward*, *Gibbons v. Ogden*).

I can describe the major issues debated and discussed at the Constitutional Convention.

- Compromises reached at the convention
- 3 branches of government
- Checks and balances
- The role of the Supreme Court in checking federal power

8 – U3.3.5 Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution.

8 – U3.3.6 Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government.

I can explain how the Bill of Rights expedited the ratification of the Constitution.

- Federalists vs. Anti-Federalists
- Rights of individuals
- States' rights

U4.1 Challenges to an Emerging Nation

8 – U4.1.1 Washington’s Farewell – Use Washington’s Farewell Address to analyze the most significant challenges the new nation faced and the extent to which subsequent Presidents heeded Washington’s advice.

8 – U4.1.2 Establishing America’s Place in the World – Explain the changes in America’s relationships with other nations by analyzing treaties with American Indian nations, Jay’s Treaty (1795), French Revolution, Pinckney’s Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine.

I can compare the foreign policies of the early Presidents to Washington’s policy.

- Relationships with the British
- Relationships with the French
- Relationships with Latin American countries

8 – U4.1.3 Challenge of Political Conflict – Explain how political parties emerged out of the competing ideas, experiences, and fears of Thomas Jefferson and Alexander Hamilton (and their followers), despite the worries the Founders had concerning the dangers of political division,

I can compare and contrast the political ideas of Thomas Jefferson and Alexander Hamilton.

- Federalists vs Democratic-Republicans
- Power of federal government
- Foreign relations
- Economic policy

U4.2 Regional and Economic Growth

8 – U4.2.3 Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny.

8 – U4.2.4 Consequences of Expansion – Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians.

I can debate the positive and negative effects of Westward Expansion.

- Louisiana Purchase
- Interaction of Native Americans and settlers
- Mexican-American War
- Manifest Destiny

U4.3 Reform Movements

8 – U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders (e.g., John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass), and the response of southerners and northerners to the abolitionist movement.

8 – U4.2.2 The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.

8 – U4.3.3 Analyze the antebellum women’s rights (and suffrage) movement by discussing the goals of its leaders (e.g., Susan B. Anthony and Elizabeth Cady Stanton) and comparing the Seneca Falls Resolution with the Declaration of Independence.

I can describe the viewpoints of the major reform movements regarding equal rights for all Americans.

- Abolitionists
- Women’s suffrage
- Public Education
- Religious revival and the temperance movement

U5.1 The Coming of the Civil War

8 – U4.2.1 Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development

I can compare and contrast the North and the South.

- Geography and climate
- Economy
- Social structure

8 – U5.1.1 Explain the differences between the lives of free blacks (including those who escaped from slavery) and the lives of free whites and enslaved peoples.

8 – U5.1.5 Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan’s role in the Underground Railroad) and effects of their actions before and during the Civil War.

I can explain how the lives of enslaved African Americans differs from those of free blacks and whites.

- Slave living conditions
- Resistance to slavery, including the Underground Railroad
- Abolitionist movements

8 – U5.1.2 Describe the role of the Northwest Ordinance and its effect on the banning of slavery (e.g., the establishment of Michigan as a free state). (*National Geography Standard 12, p. 167*)

8 – U5.1.3 Describe the competing views of Calhoun, Webster, and Clay on the nature of the union among the states (e.g., sectionalism, nationalism, federalism, state rights). (C3)

8 – U5.1.4 Describe how the following increased sectional tensions

- the Missouri Compromise (1820)
- the Wilmot Proviso (1846)
- the Compromise of 1850 including the Fugitive Slave Act
- the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas
- the Dred Scott v. Sandford decision (1857)
- changes in the party system (e.g., the death of the Whig party, rise of the Republican party and division of the Democratic party)

I can use the legislation to analyze the struggle between the North and the South over slavery.

- Northwest Ordinance
- Missouri Compromise
- Compromise of 1850
- Kansas-Nebraska Act
- Dred Scott Decision

U5.2 Civil War

8 – U5.2.1 Explain the reasons (political, economic, and social) why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South.

I can discuss Southern and Northern viewpoints on secession.

- Political
- Economic
- Social

8 – U5.2.2 Make an argument to explain the reasons why the North won the Civil War by considering the

- critical events and battles in the war
- the political and military leadership of the North and South
- the respective advantages and disadvantages, including geographic, demographic, economic and technological

8 – U5.2.3 Examine Abraham Lincoln’s presidency with respect to

- his military and political leadership
- the evolution of his emancipation policy (including the Emancipation Proclamation)
- and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence

I can use data to assess why the North won the Civil War.

- Strengths and weaknesses of both sides
- Major battles and events
- Abraham Lincoln’s leadership and writings

8 – U5.2.4 Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples.

8 – U5.2.5 Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments.

I can describe the role of various segments of society during the Civil War.

- African Americans
- Women
- Civilians

U5.3 Reconstruction

8 – U5.3.1 Describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, and African Americans.

8 – U5.3.2 Describe the early responses to the end of the Civil War by describing the

- policies of the Freedmen’s Bureau
- restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes

8 – U5.3.3 Describe the new role of African Americans in local, state and federal government in the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux Klan.

8 – U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.

8 – U5.3.5 Explain the decision to remove Union troops in 1877 and describe its impact on Americans.

I can describe the different viewpoints about Reconstruction and the treatment of African Americans.

- Republican viewpoint
- Black Codes, racial segregation, Ku Klux Klan
- African American viewpoints
- Freedmen’s Bureau
- 13th, 14th, 15th Amendments

U6.1 America in the Last Half of the 19th Century

8 – U6.1.1 America at Century’s End – Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in

- territory, including the size of the United States and land use
- population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America
- systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society
- governmental policies promoting economic development (e.g., tariffs, banking, land grants and

mineral rights, the Homestead Act)

- economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers
- the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court's decision in *Plessy v. Ferguson*, and the response of African Americans
- the policies toward American Indians, including removal, reservations, the Dawes Act of 1887, and the response of American Indians

I can compare and contrast the U.S. in 1800 with the U.S. in 1898.

- Communication
- Transportation
- Demographics and Civil Rights of minorities
- Growth of cities, especially industry and trade

U6.2 Investigation Topics and Issue Analysis

8 – U6.2.1 **United States History Investigation Topic and Issue Analysis, Past and Present** –

Use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings (e.g., oral, visual, video, or electronic presentation, persuasive essay, or research paper); include causes and consequences of the historical action and predict possible consequences of the contemporary action.

I can critique current events in light of events from U.S. history.

- Balance of power between state and federal governments
- Individual rights vs. the common good
- Social change and reform
- Movement of people

P4.2 Citizen Involvement

8 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.

8 – P4.2.3 Participate in projects to help or inform others (e.g., service learning projects).

I can develop a plan to solve a local, state, or national problem.