



**Inquiry Standards and KY Interdisciplinary Literacy Practices (KILP)**

Questioning:

8.I.Q.1 Develop compelling questions related to the development of the United States between 1600-1877.

8.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions in U.S. history between 1600-1877.

8.I.Q.3 Evaluate the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.

Investigating:

*Investigating occurs the exploration of the discipline strand standards.*

Using Evidence:

8.I.U.E.1 Use multiple sources to develop claims in response to compelling and supporting questions.

8.I.U.E.2 Create claims and counterclaims, using appropriate evidence, to construct an argument to answer compelling and supporting questions.

8.I.U.E.3 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection to answer compelling and supporting questions.

Communicating Conclusions:

8.I.C.C.1 Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations related to the development of the United States.

8.I.C.C.2 Construct arguments by drawing on multiple disciplinary lenses to analyze how multiple perspectives, diversity and conflict and compromise impacted the development of the United States.

8.I.C.C.3 Evaluate how individuals and groups address local, regional, and global problems concerning the development of the United States.

8.I.C.C.4 Apply a range of deliberative and democratic procedures to make decisions about ways to take action on current local, regional, and global issues.

8.I.C.C.5 Evaluate a specific problem concerning the development of the United States using each of the social studies disciplines.

Note: Success Criteria listed in this document are suggested and not an exhaustive list



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**Kentucky Senate Bill 1 (2022)**

The following documents should be included and are bolded and highlighted in the sources column of each unit

- The Mayflower Compact
- The Declaration of Independence
- The Constitution of the United States
- The Federalist No. 1 (Alexander Hamilton)
- The Federalist Nos. 10 and 51 (James Madison)
- The June 8, 1789, speech on amendments to the Constitution of the United States by James Madison
- The first ten (10) amendments to the Constitution of the United States, also known as the Bill of Rights
- The 1796 Farewell Address by George Washington
- The United States Supreme Court opinion in Marbury v. Madison, 5 U.S. 137 (1803)
- The Monroe Doctrine by James Monroe
- What to the Slave is the Fourth of July? speech by Frederick Douglass
- The United States Supreme Court opinion in Dred Scott v. Sandford, 60 U.S. 393 (1857)
- Final Emancipation Proclamation by Abraham Lincoln
- The Gettysburg Address by Abraham Lincoln
- Declaration of Rights of the Women of the United States by Susan B. Anthony, Matilda Joslyn Gage, and Elizabeth Cady Stanton

**Unit 0:**

**Estimated Time Frame: <7 school days**



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	(Highly suggested, but not required)
<b><u><a href="#">Inquiry Standards and Interdisciplinary Literacy Practices</a></u></b>	
<b>Big Idea</b>	
<p>In this initial unit for the year, students will focus on the foundational skills of social studies. Through analysis of the relationship between humans and the environment and a focus on geospatial thinking and awareness, learners will engage with multiple sources to deepen their understanding of American History. Students will begin to develop the essential critical thinking skills needed to use inquiry and develop claims backed with historical evidence.</p>	
<b>Prerequisite skills and knowledge (Determine based on the needs of your students)</b>	
<ul style="list-style-type: none"> <li>- Mapping</li> <li>- Sourcing</li> <li>- Writing</li> <li>- Finding Evidence</li> <li>- Push and Pull Factors</li> </ul>	
<b>Compelling Question</b>	
<b>Why is Social Studies Important?</b>	
<b>Standards (Recommended, but not limited to)</b>	
<ul style="list-style-type: none"> <li>● 8.I.Q.1 Develop compelling questions related to the development of the United States between 1600-1877.</li> <li>● 8.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions in U.S. history between 1600-1877. (Students should be able to Question Formulation Technique (QFT) supporting questions with teacher support and direction)</li> <li>● 8.I.U.E.2 Create claims and counterclaims, using appropriate evidence, to construct an argument to answer compelling and supporting questions.</li> <li>● 8.I.U.E.1 Use multiple sources to develop claims in response to compelling and supporting questions.</li> <li>● 8.I.CC.1 Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations related to the development of the United States.</li> </ul>	



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- 8.I.U.E.3 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection to answer compelling and supporting questions.
- 8.I.C.C.2 Construct arguments by drawing on multiple disciplinary lenses to analyze how multiple perspectives, diversity and conflict and compromise impacted the development of the United States.

**Suggested Activities**

- Analyzing primary sources
- Analyze evidence from multiple perspectives and sources to support claims and refute opposing claims, noting evidentiary limitations to answer compelling and supporting questions
- Review of social studies domains - economics, government & civics, historical perspective, and geography
- Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the growth and expansion of civilizations.
- Use multiple sources to develop claims in response to compelling and supporting questions.
- Construct arguments by drawing on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional and global levels over time, identifying its characteristics and causes and the challenges and opportunities faced by those trying to address the problem.
- Practice QFT

- **Suggested Unit 0 to review Historical Thinking Skills**

- Analyzing primary sources
- Analyze evidence from multiple perspectives and sources to support claims and refute opposing claims, noting evidentiary limitations to answer compelling and supporting questions
- Review of social studies domains - economics, government & civics, historical perspective, and geography
- Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the growth and expansion of civilizations.
- Use multiple sources to develop claims in response to compelling and supporting questions.
- Construct arguments by drawing on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional and global levels over time, identifying its characteristics and causes and the challenges and opportunities faced by those trying to address the problem.
- European exploration, geography (continents, nations, etc.), Enlightenment, Magna Carta
- Gather relevant information from multiple sources while using the origin, authority, structure and context of the sources to guide the selection to answer compelling and supporting questions.
- Evaluate how individuals and groups addressed local, regional and global problems throughout the growth and expansion of



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civilizations.

- Use a range of deliberative and democratic procedures to discuss current local, regional and global issues.
- Analyze a specific problem from the growth and expansion of civilizations using each of the social studies disciplines

**Unit 1: Colonization and Revolution**

**Estimated Time Frame: 40 Days**

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**Big Idea**

The focus of grade 8 is the investigation of how conflict and compromise impacted the founding and development of the United States. In this colonization unit, students will see how the development of an American identity began in the Colonial Era. American settlers were comprised of diverse groups who migrated here voluntarily and forcibly. Students will gather evidence from primary and secondary sources to create claims in order to explain how diverse groups experienced colonization. Students will also learn that conflicts between colonists and the British government resulted in overthrowing a government's rule and establishing a government that would eventually become the government we have today. Students will learn to identify credible sources as they investigate causes and responses to colonial conflicts like the Proclamation of 1763, Stamp Act, Sugar Act and Intolerable Acts. As students read excerpts from the Declaration of Independence, they will learn to locate and use evidence from primary sources to make claims about equality before the law, inalienable rights, consent of the governed and the right to alter or abolish the government as they grapple with issues like 1) people of color and women not being included and 2) government not infringing on individual rights.

**Compelling Question: Was America really the land of opportunity?**

[Unit 1 Resources Link](#)

Supporting Questions	KAS Standards	Learning Intentions/	Success Criteria	Essential Vocabulary
How did social and economic factors lead to early English migration to the	8.E.IC.1 Evaluate economic decisions based on scarcity, opportunity costs and incentives.  <b>8.G.MM.1 Interpret how political, environmental, social and economic</b>	I can evaluate the economic reasons that motivated early English emigrants in the seventeenth century  I can interpret	<ul style="list-style-type: none"> <li>• Evaluate <b>push</b> and <b>pull</b> factors for 17th century English migration               <ul style="list-style-type: none"> <li>- 3 G's</li> <li>- Economics incentives</li> <li>- Religious persecution</li> <li>- Geography/ Resources in the US.</li> </ul> </li> </ul>	Joint Stock Companies - <ul style="list-style-type: none"> <li>- Virginia Company</li> </ul> Types of Settlers - <ul style="list-style-type: none"> <li>- Indentured Servants</li> <li>- Enslaved Africans</li> <li>- Puritans</li> <li>- Quakers</li> </ul>



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Americas?	<b>factors led to both forced and voluntary migration in the United States from the Colonial Era to Reconstruction from 1600-1877.</b>	social and economic factors that led to voluntary English migration in the seventeenth century		<ul style="list-style-type: none"> <li>- Women</li> <li>- Pilgrims/Separatists</li> </ul>
How did each region develop its own unique identity? (New England, Middle, and Southern Colonies)	<p>8.E.MA.2 Assess how regions of the United States specialized based on supply and demand due to their geographic locations.</p> <p>8.G.GR.1 Use maps and other geographic representations, geospatial technologies, and spatial thinking to analyze settlement patterns in the United States from the Colonial Era to Reconstruction from 1600-1877.</p>	<p>I can assess how each colonial region specialized based on supply and demand due to their geographic location.</p> <p>I can use maps to analyze settlement patterns in each of the three colonial regions.</p>	<ul style="list-style-type: none"> <li>• Describe the geographic and economic characteristics of the three colonial regions</li> <li>• Explain the economic specializations for each colonial region</li> <li>• Identify settlement patterns for the three colonial regions on a map</li> </ul>	<p>New England -</p> <ul style="list-style-type: none"> <li>- Massachusetts Bay</li> <li>- Puritanism</li> <li>- John Winthrop</li> </ul> <p>Middle Colonies -</p> <ul style="list-style-type: none"> <li>- William Penn</li> <li>- Quakers</li> <li>- Dutch Colonies</li> </ul> <p>Southern Colonies -</p> <ul style="list-style-type: none"> <li>- Headright System</li> <li>- Cash Crops</li> <li>- Plantations</li> </ul>
What governments did colonists establish?	<p>8.C.CP.1 Analyze the origin and purposes of rule of law, popular sovereignty, federalism, separation of powers, and checks and balances</p> <p>8.H.CH.6 Analyze the impact of fundamental documents and speeches on the development of the United</p>	I can analyze the origin of popular sovereignty in colonial America and the purposes of the rule of law established in the colonies.	<ul style="list-style-type: none"> <li>• Define popular sovereignty</li> <li>• Describe how the idea of popular sovereignty connects to the enlightenment</li> <li>• Analyze founding documents for different colonial governments</li> <li>• Identify similarities and differences between selected colonial</li> </ul>	<p>Plymouth -</p> <ul style="list-style-type: none"> <li>- <b>Mayflower Compact (KY SB1)</b></li> </ul> <p>Massachusetts -</p> <ul style="list-style-type: none"> <li>- The Massachusetts Body of Liberties (1641)</li> </ul> <p>Virginia -</p> <ul style="list-style-type: none"> <li>- House of Burgesses</li> </ul> <p>Pennsylvania -</p>



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	States from 1600 to 1877 that shall include but are not limited to the following		governments	- Frame of Government (1782) Fundamental Orders of Connecticut Bacon’s Rebellion Freemen
How independent were the colonies?	8.G.HI.1 Explain how global interconnections impacted culture, land use and trade in the United States during the Colonial Era through Reconstruction from 1600-1877.  8.E.IC.1 Evaluate economic decisions based on scarcity, opportunity costs and incentives.	I can explain how the connection between the colonies and Europe impacted culture, land use, and trade in the colonies.  I can evaluate economic decisions made by the colonists based on opportunity costs and incentives.	<ul style="list-style-type: none"> <li>Define global interconnection</li> <li>Describe how Britain and the colonies depended on each other</li> <li>Describe how the Consumer Revolution led to economic opportunities in the colonies that allowed for improvement in social status</li> <li>List political and economic freedoms and restrictions and assess how independent the colonies were</li> </ul>	Salutary Neglect Mercantilism Navigation Acts Zenger Trial Consumer Revolution Edmund Andros The Dominion of New England
What factors affected the development of slavery in Colonial America and	8.H.CH.1 Explain the role changing political, social, and economic perspectives had on the lives of diverse groups of people in the Colonial Era	I can interpret how political, environmental, social, and economic factors led to the	<ul style="list-style-type: none"> <li>Define Transatlantic slave trade</li> <li>Explain the political, environmental, social, and economic factors that caused the development of</li> </ul>	Triangular Trade Mercantilism Middle Passage



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<p>how did enslaved Africans experience life there?</p>		<p>development of the Transatlantic slave trade and explain how political, social, and economic perspectives influenced how Africans experienced life in colonial America</p>	<p>the Transatlantic slave trade</p> <ul style="list-style-type: none"> <li>• Identify the political influences on African Americans</li> <li>• Identify the social influences on African Americans</li> <li>• Identify the economic influences on African Americans</li> <li>• Explain how Africans experienced life in colonial America</li> </ul>	<p>Transatlantic Slave Trade</p>
<p>How did women and Native Americans experience life in colonial America?</p>	<p><b>8.H.CH.1 Explain the role changing political, social, and economic perspectives had on the lives of diverse groups of people in the Colonial Era</b></p>	<p>I can explain how political, social, and economic perspectives influenced how women and Native Americans experienced life in colonial America</p>	<ul style="list-style-type: none"> <li>• Identify the political influences on women and Native Americans</li> <li>• Identify the social influences on women and Native Americans</li> <li>• Identify the economic influences on women and Native Americans</li> <li>• Explain how women and Native Americans experienced life in colonial America</li> </ul>	<p>Anne Hutchinson Salem Witch Trials Fur trading Pueblo Revolt Missions First Thanksgiving Wampanoag Powhatan King Philip's War</p>
<p>How did the ideas of the Great Awakening and the Enlightenment lead to the</p>	<p>8.H.CH.2 Analyze how social and ideological philosophies impacted various movements in the United States from the Colonial Era to Reconstruction from</p>	<p>I can analyze how the Great Awakening and Enlightenment contributed to the colonial movement towards political</p>	<ul style="list-style-type: none"> <li>• Identify the Great Awakening and the Enlightenment</li> <li>• Define political equality</li> <li>• Describe how the Great Awakening and the Enlightenment contributed to the idea of political equality</li> </ul>	<p>Great Awakening  Enlightenment  Peter Zenger</p>





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ideas of political equality among many colonists?	1600-1877.	equality	in the colonies	
How did the desire for land lead settlers into Kentucky?	8.E.KE.2 Explain how the availability of resources in Kentucky led people to make economic choices from the Colonial Era to Reconstruction from 1600-1877.  8.G.KGE.1 Analyze Kentucky's role in the early nation through Reconstruction based on its physical geography and location.	I can explain how Daniel Boone's desire for land and hunting grounds led him to explore Kentucky  I can analyze how the desire for land led colonists to settle the region that is now Kentucky based on its physical geography and location	<ul style="list-style-type: none"> <li>Identify Daniel Boone</li> <li>Describe the available resources in colonial Kentucky</li> <li>Explain why Daniel Boone explored Kentucky</li> <li>Describe why colonial settlers expanded into Kentucky</li> </ul>	Daniel Boone
<b>Compelling Question - Revolution</b>				
<b>When should one question authority?</b>				
<b>Supporting Questions</b>	<b>KAS Standards</b>	<b>Learning Intentions/</b>	<b>Success Criteria</b>	<b>Essential Vocabulary</b>
How did the desire for land create conflict in colonial America?	8.E.IC.1 Evaluate economic decisions based on scarcity, opportunity costs and incentives.  <b>8.H.CH.1 Explain the role</b>	I can evaluate economic decisions made by early American settlers with regard to land scarcity and	<ul style="list-style-type: none"> <li>Describe scarcity of land</li> <li>Explain why scarcity of land led to conflict between colonial settlers and Native Americans</li> </ul>	Indigenous Peoples  French & Indian War (Seven Years War)  Proclamation of 1763



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	<b>changing political, social, and economic perspectives had on the lives of diverse groups of people in the Colonial Era</b>	<p>conflict with Native Americans</p> <p>I can explain how the political, social, and economic desire for land impacted Native Americans in Colonial America</p>	<ul style="list-style-type: none"> <li>List the political, social, and economic reasons behind desire for land</li> <li>Explain how the desire for land impacted Native Americans in colonial America</li> <li>Explain how the French and Indian War led to passage of the Proclamation of 1763</li> <li>Describe the Proclamation of 1763 and its effect upon the Thirteen Colonies</li> </ul>	
What actions did the British take to control the colonists?	<p><b>8.E.MA.3 Analyze the purpose of taxation and its impact on government spending.</b></p> <p>8.E.MA.4 Analyze how property rights are defined, protected, enforced and limited by government</p>	<p>I can analyze Britain’s purpose in enacting specific taxes on goods to recoup losses from the French and Indian War</p> <p>I can analyze how the British government ignored property rights and limited colonial freedoms</p>	<ul style="list-style-type: none"> <li>Describe the purpose of Britain’s taxes imposed on the Thirteen Colonies with reference to the Stamp Act, the Townshend Acts, and the Tea Act</li> <li>Explain how the British government ignored property rights through use of Writs of Assistance</li> <li>Describe how the British government ignored colonial freedoms through passage of the Coercive Acts following the Boston Tea Party</li> </ul>	<p>Parliamentary Acts -</p> <ul style="list-style-type: none"> <li>Stamp Act</li> <li>Currency Act</li> <li>Sugar Act</li> <li>Quartering Act</li> <li>Townshend Acts</li> <li>Tea Act</li> <li>Intolerable (Coercive) Acts</li> </ul> <p>Writs of Assistance</p> <p>“No taxation without representation”</p>
How did colonial	<b>8.H.CO.1 Explain how colonial resistance to</b>	I can explain the variety of actions	<ul style="list-style-type: none"> <li>Describe how colonists resisted British control</li> </ul>	<p>Colonial Resistance</p> <ul style="list-style-type: none"> <li>Stamp Act Congress</li> </ul>



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<p>responses inflame tensions?</p>	<p><b>British control led to the Revolutionary War.</b></p> <p><b>8.C.CV.1 Analyze the impact of the democratic principles of equality before the law, inalienable rights, consent of the governed and the right to alter or abolish the government in the United States from the Colonial Era to Reconstruction from 1600- 1877.</b></p>	<p>the colonists took in response to British control</p> <p>I can analyze how the colonial responses demonstrated the democratic principle of consent of the governed and the right to alter or abolish government</p>	<p>through formal organizations such as the Committees of Correspondence and the Continental Congress</p> <ul style="list-style-type: none"> <li>Describe how colonists resisted British control through informal organizations such as the Sons of Liberty</li> <li>Explain how colonists resisted British attempts to control them by tarring and feathering government officials, destroying East India Company tea, the sinking of HMS Gaspee, and the Midnight Ride</li> </ul>	<ul style="list-style-type: none"> <li>Tarring &amp; Feathering</li> <li>Boston Tea Party</li> <li>Sons of Liberty</li> <li>Committee of Correspondence</li> <li>First &amp; Second Continental Congress</li> <li>Lexington and Concord</li> </ul>
<p>What efforts were made to avoid war?</p>	<p><b>8.C.CV.1 Analyze the impact of the democratic principles of equality before the law, inalienable rights, consent of the governed and the right to alter or abolish the government in the United States from the Colonial Era to Reconstruction from 1600- 1877.</b></p> <p><b>8.H.CO.1 Explain how colonial resistance to British control led to the Revolutionary War.</b></p>	<p>I can analyze the democratic principle of consent of the governed and explain the variety of actions that were taken to avoid the Revolutionary War</p>	<ul style="list-style-type: none"> <li>Define consent of the governed</li> <li>List actions taken to avoid war</li> <li>Explain how the Continental Congress relied on the concept of consent of the governed</li> <li>Describe the decisions we would make had we been at the Continental Congress</li> <li>Explain how those actions would avoid war</li> </ul>	<p>Continental Congress</p> <p>Olive Branch Petition</p> <p>Repeal of the Stamp Act</p>



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<p>How did the Declaration of Independence reflect colonists' dissatisfaction with their government?</p>	<p>8.C.CP.2 Explain the origins, functions and structure of government, with reference to the Declaration of Independence, Articles of Confederation, U.S. Constitution, Bill of Rights and other founding documents, and their impacts on citizens.</p> <p><b>8.C.CV.1 Analyze the impact of the democratic principles of equality before the law, inalienable rights, consent of the governed and the right to alter or abolish the government in the United States from the Colonial Era to Reconstruction from 1600- 1877.</b></p> <p>8.H.CH.2 Analyze how social and ideological philosophies impacted various movements in the United States from the Colonial Era to Reconstruction from 1600-1877</p> <p>8.H.CH.6 Analyze the impact of fundamental documents and speeches on the</p>	<p>I can explain the origins of and functions of the Declaration of Independence</p> <p>I can analyze the impact of democratic principle of inalienable rights, consent of the governed, and right to alter or abolish the government on the development of the Declaration of Independence</p> <p>I can analyze how Enlightenment philosophies influenced the writing of the Declaration of Independence</p>	<ul style="list-style-type: none"> <li>• Define inalienable rights</li> <li>• Describe consent of the governed</li> <li>• Describe reasons why people might alter or abolish their government</li> <li>• Explain how colonists used the ideas of inalienable rights and consent of the governed to abolish their government</li> </ul>	<p>Richard Henry Lee Common Sense,</p> <p>John Locke, natural rights,</p> <p>Jean Jacques Rousseau, social contract,</p>
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	development of the United States from 1600 to 1877 that shall include but are not limited to the following			
Why did some colonists choose to remain loyal to Great Britain?	8.H.CE.1 Analyze how the political, geographic, social and economic choices of the Colonial Era impacted the Revolutionary Period and Early Republic Period.	I can analyze how the political, social, and economic choices made by colonists impacted the Revolutionary Period.	<ul style="list-style-type: none"> <li>Define patriot and loyalist</li> <li>Examine the political, social, and economic decisions made by colonists</li> <li>Explain if you would be a patriot or loyalist based on the political, economic and social choices made by colonists</li> </ul>	Patriot  Loyalist
What role did Women, Native Americans, and African Americans play in the American Revolution?	8.H.CH.1 Explain the role changing political, social, and economic perspectives had on the lives of diverse groups of people in the Colonial Era.	I can explain how the roles of Woman, Native Americans, and African Americans changed during the American Revolution as a result of political, social, and economic factors	<ul style="list-style-type: none"> <li>Describe the role of Women, Native Americans, and African Americans prior to the American Revolution</li> <li>Identify political, social and economic factors that impacted Women, Native Americans, and African Americans during the American Revolution</li> <li>Explain how the roles of Woman, Native Americans, and African Americans changed during the American Revolution</li> </ul>	Daughters of Liberty Boycott Abigail Adams Molly Pitcher Deborah Sampson Phyllis Wheatley Molly Brant Salem Poor Titus Cornelius Peter Salem James Armistead Crispus Attucks Marquis de Lafayette
What challenges and obstacles did	8.G.HI.1 Explain how global interconnections impacted culture, land use, and trade in the United States during	I can explain how European alliances helped inspire the colonists and aided	<ul style="list-style-type: none"> <li>Describe the alliances formed by the United States with France and Spain to aid the colonial fight against</li> </ul>	The French, Spanish, and Prussia  Saratoga



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<p>the United States overcome to win the War of Independence?</p>	<p>Colonial Era through Reconstruction</p>	<p>in their fight against the British</p>	<p>Great Britain in the War of Independence</p> <ul style="list-style-type: none"> <li>Describe how European military officers, including von Steuben, the Marquis de Lafayette, and Bernardo de Galvez, helped inspire the colonists and aided their fight against the British</li> </ul>	<p>Trenton Valley Forge Yorktown Von Steuben Marquis de Lafayette</p>
<p>How did the people of the Kentucky region unite with other colonists during the American Revolution based on geography?</p>	<p>8.H.KH.1 Articulate Kentucky’s role in early American history from the earliest colonial settlement to 1877.</p>	<p>I can articulate how Kentuckians united with other Americans during the War</p>	<ul style="list-style-type: none"> <li>Identify and describe how key Kentuckians contributed to the American Revolution effort</li> </ul>	<p>Battle of Blue Licks Daniel Boone George Rogers Clark</p>
<p>What was the impact of the American Revolution on America?</p>	<p>8.H.CE.1 Analyze how the political, geographic, social and economic choices of the Colonial Era impacted the Revolutionary Period and Early Republic Period.</p>	<p>I can analyze the political, geographic, social, and economic factors which altered American life after the War</p>	<ul style="list-style-type: none"> <li>Describe the impact of the Treaty of Paris upon the United States</li> <li>Explain how the American Revolution affected the lives of women, Native Americans, African Americans, Loyalists, and social classes after the War</li> </ul>	<p>Treaty of Paris</p>
<p><b>Summative Assessment</b></p>				



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Anchor Question Bank link (items tied to power standards) ( <a href="#">Link to Common Unit Assessment</a> )	
Anchor Materials	Resources
<p> Copy of Savvas MS - 8th <a href="#">DBQ Project: Early Jamestown: Why Did So Many Colonists Die?</a> DBQ Project: The Transatlantic Slave Trade: Who Was Most Responsible?</p> <p> Copy of Savvas MS - 8th DBQ Project: Valley Forge: Would You Have Quit? DBQ Project: Was the Stamp Act Justified? DBQ Project: How Revolutionary Was the American Revolution?</p>	<p><b>See above in framework</b></p>

<b>Unit 2: Foundations of Government</b>	<b>Estimated Time Frame: 44 Days</b>
<a href="#">Inquiry Standards</a>	
<b>Big Idea</b>	
<p>The focus of grade 8 is the investigation of how conflict and compromise impacted the founding and development of the United States. Unit 3 begins with a study of the Articles of Confederation and the shortcomings that led to the Constitution. When looking at the Constitution, students will learn about the compromises made during the development, separation of powers between states and the federal government, and the Bill of Rights. Students will learn to cite evidence from relevant sources, develop arguments, and take action on a current issue or event in society.</p>	
<b>Prerequisite skills</b>	
<ul style="list-style-type: none"> <li>● Democratic Ideas in Colonial Governments - Separation of Powers, Popular Sovereignty, Rule of Law</li> <li>● Enlightenment Ideology - Natural Rights Philosophy (Locke), Social Compact Theory (Rousseau), Separation of Church and State (Voltaire), Separation of Powers (Montesquieu)</li> <li>● Goals and ideals of the Declaration of Independence - Statement of Beliefs (Inalienable Rights)</li> </ul>	



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- American Independence - Thirteen Colonies separate from Great Britain

**Compelling Questions**

**Does the Constitution effectively solve the problems created by the Articles of Confederation?**

[Unit 2 Resource Link](#)

Supporting Questions	KAS Standards	Learning Intentions/	Success Criteria	Essential Vocabulary
<p>What was the first government system of the United States?</p> <p>What were the strengths and weaknesses of the Articles of Confederation?</p>	<p><b>8.C.CP.2 Explain the origins, functions and structure of government, with reference to the Declaration of Independence, Articles of Confederation, U.S. Constitution, Bill of Rights and other founding documents, and their impacts on citizens.</b></p> <p>8.H.CH.6 Analyze the impact of fundamental documents and speeches on the development of the United States from 1600 to 1877.</p>	<p>I can explain the origin of, function, and structure of the Articles of Confederation.</p>	<ul style="list-style-type: none"> <li>Explain the origin of the Articles of Confederation</li> <li>Explain the function of the Articles of the Confederation</li> <li>Explain the structure of government created by the Articles of the Confederation</li> <li>Explain the impact of the Articles over time in relation to the supporting question: how were the Articles of Confederation both a success and a failure?</li> </ul>	<p>Articles of Confederation</p> <p>Shays’s Rebellion</p> <p>Limited Powers</p> <p>Land Ordinance</p> <p>Northwestern Ordinance</p>





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<p>What compromises helped create the Constitution?</p>	<p>8.H.CO.2 Describe the conflicts and compromises that shaped the development of the U.S. government between 1783-1877.</p>	<p>I can describe the conflicts and compromises that shaped the development of the Constitution</p>	<ul style="list-style-type: none"> <li>● Explain how the Great Compromise resolved the issue of representation between small states and large states</li> <li>● Describe the conflict between the north and south about representation when it came to African Americans</li> <li>● Explain how the three-fifths compromise resolved the issue of how enslaved people will be counted in representation and taxation</li> <li>● Relate the relevance of the Southern economy to the development of the Constitution</li> <li>● Explain how the slave trade compromise resolved differences between Northern and Southern states' stances on slavery</li> </ul>	<p>New Jersey Plan</p> <p>Virginia Plan</p> <p>The Great Compromise</p> <p>Three-Fifths Compromise</p> <p>Commerce Compromise (Slave trade Compromise)</p>
<p>What compromise did the Federalists and Anti</p>	<p>8.H.CO.2 Describe the conflicts and compromises that shaped the</p>	<p>I can describe the conflicts and compromises made between the</p>	<ul style="list-style-type: none"> <li>● Define federalists</li> <li>● Define anti-federalists</li> <li>● Describe the conflict</li> </ul>	<p>Federalists</p> <p>Anti-federalists</p> <p>Bill of Rights</p>



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Federalists make to ratify the Constitution?	development of the U.S. government between 1783-1877.  <b>8.C.CP.1 Analyze the origin and purposes of rule of law, popular sovereignty, federalism, separation of powers and checks and balances.</b>	Federalists and AntiFederalists to ratify the Constitution  I can analyze the origin and purpose of a Bill of Rights within the federal system to protect individual rights	between the federalists and antifederalists when it came to ratification of the constitution  <ul style="list-style-type: none"> <li>Describe the compromise reached resulting in the creation of the bill of rights in relation to the supporting question: what compromise did the federalists and anti-federalists make to ratify the constitution?</li> </ul>	
<b>Compelling Question Pt. 2</b>				
<b>How does the Constitution distribute power in the United States government? (Constitution Component)</b>				
<b>Supporting Questions</b>	<b>KAS Standards</b>	<b>Learning Intentions/</b>	<b>Success Criteria</b>	<b>Essential Vocabulary</b>
What were the goals of the Constitution?	<b>8.C.CP.1 - Analyze the origin and purposes of rule of law, popular sovereignty, federalism, separation of powers and checks and balances.</b>	I can analyze the origins of the principles of the Constitution	<ul style="list-style-type: none"> <li>Analyze the origin of the constitution</li> <li>Analyze the principles of the constitution (refer to vocabulary)</li> <li>Analyze the goals of the constitution in relation to the supporting question: what were the goals of the constitution?</li> </ul>	Preamble  Principles of the Constitution - <ul style="list-style-type: none"> <li>- Separation of Powers</li> <li>- Checks and Balances</li> <li>- Popular Sovereignty</li> <li>- Federalism</li> <li>- Limited Government</li> <li>- Judicial Review</li> </ul>
How did the	<b>8.C.CP.2 Explain</b>	I can analyze the	<ul style="list-style-type: none"> <li>Identify the function of the</li> </ul>	Three Branches -



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<p>Constitution structure the government?</p>	<p><b>the origins, functions and structure of government, with reference to the Declaration of Independence, Articles of Confederation, U.S. Constitution, Bill of Rights and other founding documents, and their impacts on citizens.</b></p>	<p>function and structure of the US Government under the US Constitution</p> <p>I can identify the roles and responsibilities of each government.</p>	<p>constitution</p> <ul style="list-style-type: none"> <li>• Describe the structure of the constitution in relation to the supporting question</li> <li>• Describe the structure of the US government</li> <li>• Compare the structure of the articles of the confederation to the structure of the constitution</li> </ul>	<ul style="list-style-type: none"> <li>- Legislative Branch</li> <li>- Executive Branch</li> <li>- Judicial Branch</li> </ul>
<p>How does the Constitution prevent the concentration of power in the US government?</p>	<p><b>8.C.CP.3 Explain how a system of checks and balances is intended to prevent a concentration of power in one branch.</b></p> <p><b>8.C.CP.1 - Analyze the origin and purposes of rule of law, popular sovereignty, federalism, separation of</b></p>	<p>I can explain how checks and balances, federalism, and separation of powers prevents abuse of power within the three branches of government</p>	<ul style="list-style-type: none"> <li>• Define checks and balances, federalism, and separation of powers</li> <li>• Apply understanding of checks and balances, federalism, and separation of powers to answer the supporting question</li> </ul>	<p>Limits on the Constitution -</p> <ul style="list-style-type: none"> <li>- Federalism (delegated, concurrent, and reserved powers)</li> <li>- Checks and Balances</li> <li>- Separation of powers</li> </ul>



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	<b>powers and checks and balances.</b>			
How do you amend the Constitution?	<b>8.C.PR.2 Explain how the U.S. Constitution was interpreted and amended through the amendment process, legislative processes, judicial review, executive actions and Supreme Court Cases between 1789 - 1877.</b>	I can explain the amendment process	<ul style="list-style-type: none"> <li>• Define amendment</li> <li>• Explain the amendment process defined in the constitution of the United States</li> <li>• Explain the amendment process in relation to the supporting question: How do you amend the Constitution? Using a case study on one example of a change.</li> </ul>	Bill of Rights (covered previously) Article 5 of the Constitution
Does the Constitution protect everyone's rights?	<b>8.C.RR.2 Analyze expansion of and restriction on citizenship and voting rights on diverse groups in the United States from the Colonial Era to Reconstruction from 1600-1877.</b>	I can analyze the restriction on citizenship and rights on diverse groups at the founding of the Constitution	<ul style="list-style-type: none"> <li>• Define citizenship</li> <li>• Analyze who qualified as a citizen at the founding of the constitution.</li> <li>• Analyze if the constitution protected everyone's (white land-owning men, women, Native Americans, African Americans) rights</li> <li>• Analyze the compelling question using inquiry: did the constitution establish a</li> </ul>	Citizenship  Immigrants



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			just government?	
<b>Summative Assessment</b>				
Anchor Question Bank link (items tied to power standards) ( <a href="#">Link to Common Unit Assessment</a> )				
<b>Anchor Materials</b>		<b>Resources</b>		
<ul style="list-style-type: none"> <li>Copy of Savvas MS - 8th DBQ Project: How Did the Constitution Guard Against Tyranny?</li> </ul>		<p><b>See Above in Framework</b></p>		

<b>Unit 3: Growth &amp; Expansion</b>	<b>Estimated Time Frame: 40 Days</b>
<a href="#"><u>Inquiry Standards</u></a>	
<b>Big Idea</b>	
<p>The focus of grade 8 is the investigation of how conflict and compromise impacted the founding and development of the United States. In Unit 4, students will study the conflicts that erupted during the first five presidencies under the new Constitution. Students will look at how Washington and Marshall established precedents for their branches, the emergence of the two-party system, and the U.S. foray into international relations. By the end of the unit, students will have learned how to form arguments with claims and counterclaims using multiple sources. Students will also determine if moving west was worth it after studying the factors that caused people to move west and the conflicts that developed as settlers moved into Mexican and Indian territories. By the end of the unit, students will assert their opinion of the worth of moving west in an essay with introduction, conclusion, claim, evidence, and counterclaim.</p>	
<b>Prerequisite skills</b>	
<ul style="list-style-type: none"> <li>Goals and ideals of the Declaration of Independence - Statement of Beliefs (Inalienable Rights)</li> <li>Political, social, and economic impact of the American Revolution - Treaty of Paris (1783), Articles of Confederation</li> <li>Principles of the Constitution - Popular Sovereignty, Limited Government, Consent of the Governed, Separation of Powers, Checks and Balances, Individual Rights, Federalism</li> </ul>	



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- Role and responsibilities of the federal government - Legislative branch, Executive branch, and Judicial branch
- Slavery in the U.S. - Three-Fifths Compromise, Fugitive Slave Clause
- Geography of the U.S. - states, natural features
- The U.S. Constitution - role and responsibilities of the Legislative, Executive, and Judicial branches, Article 1 Section 4 (elections), ratification of treaties (Article 2 Section 2)
- Hamilton v Jefferson - strict interpretation v loose interpretation of the Constitution
- U.S. Foreign Policy - War of 1812, Monroe Doctrine
- Economic impact of the War of 1812 - Panic of 1819, the American System, the Era of Good Feelings
- Native American relations after 1783- the Northwest Ordinance, Battle of Fallen Timbers, Battle of Tippecanoe, Battle of Horseshoe Bend, Treaty of Greenville, Tecumseh

**Compelling Question Part 1**

**Can conflict be constructive?**

Supporting Questions	KAS Standards	Learning Intentions/	Success Criteria	Resources	Essential Vocabulary
What precedents did Washington set?	<b>8.C.PR.2 Explain how the U.S. Constitution was interpreted and amended through the amendment process, legislative processes, judicial review, executive actions and Supreme Court Cases</b>	I can explain how Washington interpreted the Constitution and made use of executive action  I can describe the conflicts and compromises during Washington's administration that shaped the role of the presidency	<ul style="list-style-type: none"> <li>• Define and list precedents set by Washington during his presidency</li> <li>• Define and describe Washington's executive actions</li> <li>• Explain how the Constitution was interpreted through Washington's executive actions</li> <li>• Give examples of conflict that resulted from</li> </ul>		Judiciary Act of 1789 Cabinet Neutrality Proclamation Precedent



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	<p><b>between 1789 - 1877.</b></p> <p><b>8.H.CO.2</b> <b>Describe the conflicts and compromises that shaped the development of the U.S. government between 1783-1877.</b></p>		<p>Washington's interpretation of executive action</p>		
<p>Hamilton v Jefferson - Are political parties good for the country?</p> <p>SQ1 - Why did political parties develop?</p> <p>SQ2 - How did political parties differ in their vision for the Early Republic?</p> <p>SQ3 - What</p>	<p>8.E.MA.3 Analyze the purpose of taxation and its impact on government spending.</p> <p><b>8.H.CO.2</b> <b>Describe the conflicts and compromises that shaped the development of the U.S. government between 1783-1877.</b></p>	<p>I can analyze the purpose of taxation according to Federalists and Democratic Republicans</p> <p>I can describe how conflicting ideas on the role of government led to the development of political parties</p> <p>I can analyze how each political party differed in their perspectives on the role of government in the economy</p> <p>I can analyze the pros and cons of political</p>	<ul style="list-style-type: none"> <li>Identify and describe conflict and compromises that occurred between the Federalists and Democratic Republicans during the Early Republic</li> <li>Explain how these compromises shaped the development of the U.S. government during the Early Republic</li> </ul>	<p><a href="#">IDM - SQ1 - Why Did Political Parties Develop?</a></p> <p><a href="#">IDM - SQ1 - Why Did Political Parties Develop? - KEY</a></p> <p><a href="#">IDM - SQ2 - How did political parties differ in their vision for the Early Republic?</a></p> <p><a href="#">IDM - SQ3 - What are the pros and cons of having political parties?</a></p>	<p>Political Parties Bank War Moving the Capital Federalists Democratic-Republicans</p>



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<p>are the pros and cons of having political parties?</p>	<p>8.E.MA.1 Analyze differing perspectives regarding the role of government in the economy, including the role of money and banking.</p> <p>8.H.CE.1 Analyze how the political, geographic, social and economic choices of the Colonial Era impacted the Revolutionary Period and Early Republic Period</p>	<p>parties and how the beliefs of each political party impacted the Early Republic Period</p>			
<p>Why did the western farmers object to a tax on whiskey?</p>	<p>8.E.MA.3 Analyze the purpose of taxation and its impact on government spending.</p> <p>8.C.PR.1 Explain</p>	<p>I can analyze the purpose of the whiskey tax and why farmers objected to it</p> <p>I can explain how Washington’s response to the Whiskey Rebellion exemplified</p>	<ul style="list-style-type: none"> <li>Identify the purpose of the Whiskey tax</li> <li>Analyze how the whiskey tax impacted government spending</li> <li>Compare and</li> </ul>	<p><a href="#">Be Washington (Role Playing Game)</a></p> <p><a href="#">"Famous whiskey insurrection in Pennsylvania", an illustration by R. M. Devens.</a></p>	<p>Whiskey Rebellion</p>





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	the relationship between federalism and local, state and national governments.	federalism	contrast the powers that the state and federal government have	<a href="#">Springfield, Massachusetts, 1882</a> <a href="#">Washington's Proclamation on the Whiskey Rebellion, August 7, 1794 (Primary Source - Whiskey Rebellion)</a>  <a href="#">Washington Reviewing the Western Army at Fort Cumberland, Maryland produced 1795 (Illustration)</a>	
How did Washington try to prevent conflict with his Farewell Address?	<p>8.H.CE.1 Analyze how the political, geographic, social and economic choices of the Colonial Era impacted the Revolutionary Period and Early Republic Period.</p> <p><b>8.H.CO.2 Describe the</b></p>	<p>I can analyze the political, geographic, and social implications of Washington's Farewell Address</p> <p>I can describe how Washington tried to prevent conflict with his Farewell Address</p>	<ul style="list-style-type: none"> <li>Identify and describe conflict that occurred near the end of Washington's term</li> <li>Explain how Washington attempted to prevent this conflict in his Farewell Address</li> </ul>	<p><a href="#">Washington's Farewell Address in Modern English</a></p> <p><a href="#">George Washington's Farewell Address co-authored by Alexander Hamilton 1796</a></p>	Washington's Farewell Address



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	<b>conflicts and compromises that shaped the development of the U.S. government between 1783-1877.</b>				
How did Adams create conflict within his presidency?	<p>8.C.RR.2 Analyze expansion of and restriction on citizenship and voting rights on diverse groups in the United States from the Colonial Era to Reconstruction from 1600-1877.</p> <p><b>8.H.CO.2</b> <b>Describe the conflicts and compromises that shaped the development of the U.S. government between 1783-1877.</b></p>	<p>I can analyze the restriction on citizenship during Adams’s presidency</p> <p>I can describe the domestic and foreign conflicts that shaped Adams presidency</p> <p>I can articulate the role Kentucky played in opposition to the Adams Administration</p>	<ul style="list-style-type: none"> <li>• Identify and describe domestic conflicts that occurred during the Adams presidency</li> <li>• Identify and describe foreign conflict that occurred during the Adams presidency</li> <li>• Explain how Kentucky responded to the Alien &amp; Sedition Acts with the KY &amp; VA Resolutions</li> </ul>	<p><a href="#">First Amendment, United States Constitution</a></p> <p><a href="#">Vice President Thomas Jefferson to John Taylor, June 4, 1798 (Primary Source - Alien and Sedition Acts)</a></p> <p><a href="#">Aliens Act, passed into law, June 25, 1798 (Primary Source)</a></p> <p><a href="#">Sedition Act, passed into law July 14, 1798 (Primary Source)</a></p> <p><a href="#">Virginia Resolutions, approved</a></p>	<p>XYZ Affair Alien and Sedition Acts VA and KY Resolutions</p>



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	8.H.KH.1 Articulate Kentucky’s role in early American history from the earliest colonial settlement to 1877.			<a href="#">December 24, 1798 (Primary Source)</a>  <a href="#">Kentucky Resolutions, approved December 3, 1799 (Primary Source)</a>  <a href="#">The Alien and Sedition Acts (Lesson Plan)</a>	
How did the election of 1800 change the Constitution?	<b>8.C.PR.2 Explain how the U.S. Constitution was interpreted and amended through the amendment process, legislative processes, judicial review, executive actions and Supreme Court Cases between 1789 - 1877.</b>	I can explain how the process of electing the president changed after the election of 1800 and ratification of the 12th amendment	<ul style="list-style-type: none"> <li>Compare and contrast how the President and Vice President were chosen prior to and after the 12th amendment</li> </ul>	<a href="#">Understanding the Election of 1800 and the Twelfth Amendment (Lesson Plan)</a>  <a href="#">Election of President and Vice President (Secondary Source)</a>  <a href="#">Twelfth Amendment (Primary Source)</a>	Election of 1800 12th Amendment



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<p>What were Jefferson’s foreign and domestic policies?</p>	<p>8.G.HI.1 Explain how global interconnections impacted culture, land use and trade in the United States during the Colonial Era through Reconstruction from 1600-1877.</p> <p><b>8.C.PR.2 Explain how the U.S. Constitution was interpreted and amended through the amendment process, legislative processes, judicial review, executive actions and Supreme Court Cases between 1789 - 1877.</b></p>	<p>I can explain how global interconnections impacted Jefferson’s presidency</p> <p>I can explain how Jefferson’s use of executive action expanded presidential authority</p>	<ul style="list-style-type: none"> <li>• Explain how the Embargo Act impacted Jefferson’s presidency.</li> <li>• Describe how conflict with Barbary Pirates impacted Jefferson’s presidency.</li> <li>• Explain how the Louisiana Purchase expanded presidential authority.</li> </ul>	<p><a href="#">Thomas Jefferson and the Louisiana Purchase (Lesson Plan)</a></p> <p><a href="#">Thomas Jefferson: The Louisiana Purchase and the Constitution -- US History Review (Video)</a></p> <p><a href="#">Barbary Pirates Interactive Map</a></p>	<p>Louisiana Purchase Embargo Act Barbary Pirates</p>
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<p>How did the powers of the judiciary expand under John Marshall?</p>	<p><b>8.C.PR.2 Explain how the U.S. Constitution was interpreted and amended through the amendment process, legislative processes, judicial review, executive actions and Supreme Court Cases between 1789 - 1877.</b></p>	<p>I can explain how the Constitution was interpreted through judicial review during the Marshall Court</p> <p>I can explain how the Supreme Court cases decided by the Marshall court expanded the powers of the judiciary</p>	<ul style="list-style-type: none"> <li>Describe judicial review and how it empowered the judicial branch</li> <li>Describe how Supreme Court cases expanded the power of the judicial branch</li> </ul>	<p><a href="#">Chief Justice Marshall's Court and Cases (Lesson Plans and Videos)</a></p> <p><a href="#">John Marshall, Marbury v. Madison, and Judicial Review (Lesson Plan)</a></p> <p><a href="#">John Marshall and Marbury v Madison (Resources)</a></p> <p><a href="#">Letter from A. Beatty to Valentine Peers, 7 December 1818 - Manuscripts - Kentucky Historical Society Digital Collections</a></p>	<p>Marbury v. Madison McCollough v. Maryland</p>
<p>What were the political and economic impacts of the War of 1812?</p>	<p>8.G.HI.1 Explain how global interconnections impacted culture, land use and trade in the United States during Colonial Era through</p>	<p>I can explain how global interconnections impacted Madison's presidency</p> <p>I can evaluate the economic impacts of the War of 1812</p>	<ul style="list-style-type: none"> <li>Explain how the War of 1812 impacted Madison's presidency.</li> <li>I can describe how the War of 1812 led to economic decline in 1816.</li> </ul>	<p><a href="#">War of 1812 (History.com)</a></p> <p><a href="#">Causes and Consequences of the War of 1812 (Lesson Plan)</a></p>	<p>War of 1812</p>



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	<p>Reconstruction from 1600-1877.</p> <p>8.E.IC.1 Evaluate economic decisions based on scarcity, opportunity costs and incentives.</p>				
<p>What was the impact of the Industrial Revolution on different regions during the 1820s?</p>	<p>8.G.HE.1 Analyze how cultural and technological changes influenced how people interacted with their environments in the United States from the Colonial Era to Reconstruction from 1600-1877.</p> <p>8.C.KGO.1 Examine the role of Kentucky and Kentuckians within national</p>	<p>I can analyze how the cultural and technological changes led to the Era of Good Feelings</p> <p>I can examine the role of Henry Clay within national politics through his American System and explain how Kentuckians were impacted.</p>	<ul style="list-style-type: none"> <li>Analyze how that cultural/technological changes influenced how people interacted with their environment</li> <li>Describe Henry Clay's American System and how Kentucky benefited economically</li> </ul>	<p><a href="#">Canal vs. National Road (Lesson Plan)</a></p> <p><a href="#">Letter from A. Beatty to Valentine Peers, 7 December 1818 (Primary Source - cost of shipping of various goods from Kentucky via several proposed routes)</a></p> <p><a href="#">Letter from A. Beatty to Valentine Peers, 14 December 1818 (Primary Source - benefits and costs of shipping via a proposed toll road)</a></p>	<p>Erie Canal American System Era of Good Feelings Henry Clay Missouri Compromise Sectionalism Industrial Revolution Cotton gin</p>



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	<p>politics between 1792-1877.</p> <p>8.E.KE.2 Explain how the availability of resources in Kentucky led people to make economic choices from the Colonial Era to Reconstruction from 1600-1877.</p>			<p><a href="#">from Louisville to Lexington and Maysville as well as those benefits derived from cutting a canal from Cincinnati to Perrysburgh</a></p> <p><a href="#">Canals: Getting Goods to Market (Lesson Plan)</a></p> <p><a href="#">The Missouri Compromise and Slavery in the Western U.S.</a></p>	
<p>What is the Monroe Doctrine?</p>	<p><b>8.C.PR.2</b> <b>Explain how the U.S. Constitution was interpreted and amended through the amendment process, legislative processes, judicial review, executive actions and</b></p>	<p>I can explain how the Constitution was interpreted through executive action during the Monroe presidency</p>	<ul style="list-style-type: none"> <li>Explain how Monroe's use of executive action led to the Monroe Doctrine.</li> </ul>	<p><b><a href="#">Monroe Doctrine (1823)</a></b></p> <p><a href="#">The Monroe Doctrine: A Close Reading (Lesson Plan)</a></p>	<p>Monroe Doctrine</p>



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	<b>Supreme Court Cases between 1789 - 1877.</b>				
How did Andrew Jackson change the role of the president?	<p>8.C.RR.1 Analyze the role of citizens in the U.S. political system, with attention to the definition of who is a citizen, expansion of that definition over time and changes in participation over time</p> <p>8.C.RR.2 Analyze expansion of and restriction on citizenship and voting rights on diverse groups in the United States from the Colonial Era to Reconstruction from 1600-1877.</p>	<p>I can analyze the expansion of citizenship and voting rights during Jackson's presidency</p> <p>I can explain how the role of the president was interpreted by Andrew Jackson</p> <p>I can analyze how Jackson and Biddle's perspectives regarding the role of government led to the Bank War</p>	<ul style="list-style-type: none"> <li>• Compare the changing definitions of citizenship from colonial era to the Jackson presidency</li> <li>• Give examples of how Jackson exercised executive authority.</li> </ul>	<p><a href="#">Andrew Jackson: Good, Evil, and the Presidency</a> (Video)</p> <p><a href="#">King Andrew</a></p> <p><a href="#">General Jackson slaying the many headed monster</a> (image - primary source)</p> <p><a href="#">Andrew Jackson Document Activity</a></p>	<p>Bank War Veto Kitchen Cabinet Panic of 1837 Second Bank of the U.S.</p>





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	<p><b>8.C.PR.2</b> Explain how the U.S. Constitution was interpreted and amended through the amendment process, legislative processes, judicial review, executive actions and Supreme Court Cases between 1789 - 1877.</p> <p>8.E.MA.1 Analyze differing perspectives regarding the role of government in the economy, including the role of money and banking.</p>				
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<p>How did Native Americans experience Indian Removal?</p>	<p><b>8.G.MM.1 Interpret how political, environmental, social and economic factors led to both forced and voluntary migration in the United States from the Colonial Era to Reconstruction from 1600-1877.</b></p> <p><b>8.H.CE.2 Analyze the cause and effect of Westward Expansion, the Civil War and Reconstruction on the diverse populations of the United States</b></p>	<p>I can interpret how political, environmental, social, and economic factors led to forced Indian Removal in the 1830s</p> <p>I can analyze how westward expansion impacted Native Americans</p>	<ul style="list-style-type: none"> <li>• Explain how political, environmental, social, and economic factors led to Indian Removal.</li> <li>• Describe the impact of westward expansion on Native Americans.</li> </ul>	<p><a href="#">Indian Removal (Lesson Plan)</a></p>	<p>Indian Removal Trail of Tears Worcester v. Georgia Reservations/Indian Territory</p>
<p>How did the Louisiana</p>	<p>8.G.HE.1 Analyze how</p>	<p>I can analyze how the Louisiana Purchase</p>	<ul style="list-style-type: none"> <li>• Analyze how cultural/technolo</li> </ul>	<p><a href="#">Lewis and Clark's Council with the</a></p>	<p>Louisiana Purchase Lewis and Clark</p>



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<p>Purchase influence westward expansion?</p>	<p>cultural and technological changes influenced how people interacted with their environments in the United States from the Colonial Era to Reconstruction from 1600-1877.</p> <p>8.G.GR.1 Use maps and other geographic representations , geospatial technologies, and spatial thinking to analyze settlement patterns in the United States from the Colonial Era to Reconstruction from 1600-1877.</p>	<p>changed the US geographically, economically, and culturally</p> <p>I can use maps to analyze settlement patterns as Americans moved west</p>	<p>gical changes influenced how people interacted with their environment</p> <ul style="list-style-type: none"> <li>Analyze maps to determine settlement patterns during Westward Expansion</li> </ul>	<p><a href="#">Indians (Lesson Plan)</a></p> <p><a href="#">Jefferson Peace Medals (Lesson Plan)</a></p> <p><a href="#">Lewis and Clark Etching (Lesson Plan)</a></p>	<p>Sacajawea</p>
<b>Compelling Question Part 2 - Westward Expansion</b>					
<b>Was going west worth it?</b>					



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<p>How did the Market Revolution affect the varying regions of the country?</p>	<p>8.E.MI.1 Describe the impact of supply and demand on equilibrium prices and quantities produced in the United States from the Colonial Era to Reconstruction from 1600-1877.</p> <p><b>8.E.MA.2 Assess how regions of the United States specialized based on supply and demand due to their geographic locations</b></p>	<p>I can describe how the demand for cotton from northern factories influenced the need for southern plantations to supply cotton</p> <p>I can assess how the Market Revolution allowed for regional specialization due to their location and resources available</p>	<p>Explain why northern factories needed southern cotton</p> <p>Describe how different regions specialized in their economies</p> <p>Connect regional specialization to the Market Revolution</p>		<p>North v. South industrialized v. agriculture King Cotton cotton gin</p>
<p>How did beliefs about capitalism lead to technological innovations?</p>	<p><b>8.H.CH.4 Evaluate the impact technological innovations made on agriculture,</b></p>	<p>I can evaluate how capitalism impacted technological innovations</p> <p>I can assess the ways the Market Revolution</p>	<p>Define capitalism</p> <p>Identify technological innovations and evaluate ways they influenced</p>	<p><a href="#">Industrialization and Market Revolution</a></p>	<p>Market Revolution Capitalism Industrial Revolution Factory System Factors of Production - land, labor, and capital Lowell Mills</p>



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	<b>trade and commerce in the years leading up to the Civil War between 1840-1860.</b>	resulted in economic growth and increased standards of living	capitalism  Describe the Market Revolution		Interchangeable Parts
What were the similarities and differences between the Oregon, Mormon and Santa Fe Trails?	8.E.IC.1 Evaluate economic decisions based on scarcity, opportunity costs and incentives.  <b>8.G.MM.1 Interpret how political, environmental, social and economic factors led to both forced and voluntary migration in the United States from the Colonial Era to Reconstruction from</b>	I can evaluate economic decisions made by settlers on the Oregon, Mormon, and Santa Fe Trails  I can interpret the political, environmental, social, and economic factors that led settlers to take westward trails  I can use maps to analyze how the westward trails influenced settlement patterns	<ul style="list-style-type: none"> <li>• Compare the economic decisions made by settlers heading West.</li> <li>• Describe the political, environmental, social, and economic factors which influenced settlers moving West.</li> <li>• Use a map to describe settlement patterns in the American West.</li> </ul>	<a href="#">The Oregon Trail Westward Expansion Six Trails West</a> (Could be adapted for older students)  <a href="#">The Oregon Trail DBO</a>	Oregon Trail Mormon Trail Santa Fe Trail Push & Pull Factors



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	<p><b>1600-1877.</b></p> <p>8.G.GR.1 Use maps and other geographic representations , geospatial technologies, and spatial thinking to analyze settlement patterns in the United States from the Colonial Era to Reconstruction from 1600-1877.</p>				
<p>What economic opportunities drew diverse groups to California?</p>	<p>8.E.IC.1 Evaluate economic decisions based on scarcity, opportunity costs and incentives.</p> <p><b>8.G.MM.1 Interpret how political, environmental , social and economic</b></p>	<p>I can interpret the political, environmental, social, and economic factors that led to westward migration to California in the 1840s-1850s.</p> <p>I can analyze the effects of migration to California on diverse groups.</p>	<ul style="list-style-type: none"> <li>List economic reasons why people migrated to California</li> <li>Analyze the cause and effect of migration to California on those diverse populations</li> </ul>	<p><a href="#">California</a></p> <p><a href="#">The Gold Rush in California   The American West (article)</a> ‘</p>	<p>Gold Rush 49ers Transcontinental Railroad</p>




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	<p><b>factors led to both forced and voluntary migration in the United States from the Colonial Era to Reconstruction from 1600-1877.</b></p> <p><b>8.H.CE.2 Analyze the cause and effect of Westward Expansion, the Civil War and Reconstruction on the diverse populations of the United States.</b></p>				
<p>Why was Texas' annexation controversial?</p>	<p>8.G.HI.1 Explain how global interconnections impacted culture, land use and trade in the United States during Colonial Era</p>	<p>I can analyze the effect of the annexation of Texas.</p>	<p>Describe the causes leading to the Texas War of Independence.</p> <p>Describe the impact of Texas annexation on diverse groups in the U.S.</p>	<p><a href="#">Texas Revolution DIG</a></p> <p><a href="#">Annexing Texas</a> (Khan Academy)</p> <p><a href="#">Texas coming in</a> (political cartoon)</p>	<p>The Alamo War of Texas Independence Annexation of Texas Tejanos</p>



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	<p>through Reconstruction from 1600-1877.</p> <p>8.E.IC.2 Assess the impact of growth and expansion on the allocation of resources and economic incentives.</p> <p><b>8.H.CE.2 Analyze the cause and effect of Westward Expansion, the Civil War and Reconstruction on the diverse populations of the United States.</b></p>		<p>Explain how the culture of Texas led some to oppose annexation.</p> <p>Describe the impact of the admission of Texas to the Union on the expansion of slavery.</p>		
<b>Summative Assessment</b>					
Anchor Question Bank link (items tied to power standards) ( <a href="#">Link to Common Unit Assessment</a> )					
<b>Anchor Materials</b>		<b>Resources</b>			
<p> Copy of Savvas MS - 8th DBQ Project: Was the United States Justified in</p>		<b>See above in Framework</b>			





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<p>Going to War With Mexico?          DBQ Project: Remembering the Alamo: A Personal Journal          DBQ Project: Would You Have Supported The Louisiana Purchase?          DBQ Project: How Democratic Was Andrew Jackson?          DBQ Project: The Trail of Tears: Why Were the Cherokee Removed?</p>	
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\*Disclaimer: Success Criteria is the evidence students must produce to demonstrate learning. This example is not comprehensive.

<b>Unit 4: Civil War &amp; Reconstruction</b>	<b>Estimated Time Frame: 35 Days</b>
<a href="#"><u>Inquiry Standards</u></a>	
<b>Big Idea</b>	
<p>The focus of grade 8 is the investigation of how conflict and compromise impacted the founding and development of the United States. Unit 6 begins with a look at how beliefs influence action, which serves to set the context for conflicts and compromises leading up to the Civil War. Students will consider topics like slavery, women’s rights, immigration and capitalism to set the stage for understanding sectionalism, legislative actions, supreme court decisions, and the 1860 presidential election. By the end of the unit students should be able to demonstrate the skills included in all inquiry standards. Students will study the reasons the South seceded, major battles of the Civil War, and Kentucky’s role as a border state. Students will learn the intent of the Emancipation Proclamation and the 13th, 14th, and 15th Amendments to the Constitution and look at how those intentions played out in both the North and South. Students will consider how the South was reintegrated into the Union and how Reconstruction came to an end. By the end of this unit, students should be able to demonstrate mastery of all inquiry standards identified for 8th grade.</p>	
<b>Prerequisite skills</b>	
<ul style="list-style-type: none"> <li>● Louisiana Purchase</li> <li>● Shift in citizenship resulting from Jacksonian Democracy</li> <li>● Westward Expansion - lands acquired, technologies that permitted expansion, conflicts from expansion, westward trails, gold rush, Texas annexation</li> </ul>	



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- Indian Removal
- Reform movements - abolition, women’s rights, school reform, prison reform
- Market Revolution
- Specialization and geographic locations
- Henry Clay’s American System
- Sectionalism’s role in slavery
- Secession

**Compelling Question Part 1 - Civil War**

**Was the Civil War inevitable?**

Supporting Questions	KAS Standards	Learning Intentions/	Success Criteria	Resources	Essential Vocabulary
What issues did the major reform movements address?	<b>8.H.CO.3</b> <b>Analyze how economic, social, ideological and political changes led to sectional and national tensions, inspiring reform movements between 1840-1860.</b>	<p>I can examine how immigrants interacted with those already living Kentucky</p> <p>I can analyze how beliefs about equality impacted the women’s movement in the early nineteenth century</p> <p>I can analyze how the concept of inalienable rights influenced the abolitionist movement</p> <p>I can explain how various perspectives on enslavement led to sectionalism</p>	<p>Describe interactions between immigrants and those already living in Kentucky</p> <p>Describe laws which denied rights to women and African Americans</p> <p>Describe the expansion of slavery into western territories</p>	<p><a href="#">What were the differences between the North and South during the Civil? [Video -2:45 min.]</a></p> <p><a href="#">Population density over time 1790-1860 (Map)</a></p> <p><a href="#">NY Historical Society’s Women and the American Story</a></p> <p><a href="#">Women’s Suffrage - HNY</a></p> <p><b><a href="#">Declaration of Rights of the Women of the United States - July 4, 1876</a></b></p>	<p>Know Nothing Party</p> <p>Irish Potato Famine</p> <p>Seneca Falls Convention</p> <p>Suffrage</p> <p>Declaration of Sentiments</p> <p>Lucretia Mott</p> <p>Sojourner Truth</p> <p>Susan B Anthony</p> <p>Elizabeth Cady Stanton</p> <p>Abolitionists</p> <p>William Lloyd Garrison</p> <p>The Liberator</p> <p>Grimke Sisters</p> <p>Harriet Tubman</p> <p>Underground Railroad</p> <p>Uncle Tom’s Cabin</p>



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				<p><a href="#">Women's Equality: Changing Attitudes and Beliefs   NEH-Edsitement</a></p> <p><a href="#">Abolition, Anti-Slavery Movements, and the Rise of the Sectional Controversy - The African American Odyssey: A Quest for Full Citizenship   Exhibitions</a></p> <p><a href="#">Battlefield Trust (Primary Source - John Brown)</a></p> <p><a href="#">The Age of Reform (Lesson Plan)</a></p> <p><a href="#">Can Words lead to war? (C-3 Lesson Plan on Uncle Tom's Cabin)</a></p> <p><b><a href="#">"What to the Slave is 4th of July?": James Earl Jones Reads Frederick Douglass's Historic Speech</a></b></p>	
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<p>How did the different regions depend on the others?</p>	<p>8.E.ST.1 Analyze why economic interdependence existed between the regions of the United States between 1783-1877.</p>	<p>I can analyze why the various regions were economically dependent on each other</p>	<p>Describe the main economies of each region</p> <p>Explain how each region was economically dependent on each other region</p>	<p><a href="#">William L. Sheppard, The First cotton-gin, Illus. in: Harper's weekly, 1869 Dec. 18, p. 813. (Illustration)</a></p> <p><a href="#">Patrick Rael, "The northeastern United States in 1850: Cities, manufacturing, and immigrants" (Map)</a></p> <p><a href="#">Population engaged in manufacturing and trade (Map)</a></p> <p><a href="#">The Leventhal Collection - Civil War Unit (Specific lesson on North v South)</a></p>	<p>Sectionalism</p>
<p>What was Kentucky's role in the national division?</p>	<p>8.E.KE.1 Explain how regional trends and policies impacted Kentucky's economy prior to the Civil War</p> <p>8.G.KGE.1 Analyze Kentucky's role in the early</p>	<p>I can explain how regional trends and policies impacted Kentucky's economy prior to the Civil War</p> <p>I can analyze Kentucky's role in the 1800s based on its physical geography and location.</p>	<p>Explain the impact of slavery on Kentucky's economy</p> <p>I can describe Kentucky's role in the slave trade and the Underground Railroad as a border state</p>	<p><a href="#">Lexington African-American Walking Tour</a></p> <p><a href="#">John Rankin and the Underground Railroad (Lesson Plan)</a></p> <p><a href="#">The Underground Railroad and the Fugitive Slave Act (Lesson Plan)</a></p>	<p>Lexington/Cheapside Underground Railroad Lexington</p>



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	nation through Reconstruction based on its physical geography and location.			<a href="#">How Did Slavery Shape My State? (C-3 Lesson Plan)</a>	
In what ways did the Congress/ Legislative Branch attempt to compromise on the issue of slavery?	<p>8.H.CO.2 Describe the conflicts and compromises that shaped the development of the U.S. government between 1783-1877.</p> <p><b>8.H.CO.4 Explain how sectionalism and slavery within the United States led to conflicts between 1820-1877.</b></p>	<p>I can describe the conflicts and compromises that shaped the development of the U.S. government in the 1800s</p> <p>I can explain how sectionalism and slavery within the United States led to conflicts between 1820-1877.</p>	<p>I can describe how Congress attempted to compromise on the issue of slavery</p> <p>I can explain how the attempt to compromise led to more conflict</p>	<p><a href="#">Enslaved population over time 1790-1860 (Map)</a></p> <p><a href="#">TedEd Kansas-Nebraska Act</a></p>	<p>Compromise of 1850 Kansas Nebraska Act popular sovereignty Bleeding Kansas Harper's Ferry</p>
In what ways did the Supreme Court/ Judicial Branch attempt to	8.C.RR.3 Analyze how groups in the United States have challenged Constitutional provisions, laws	I can analyze how groups in the United States have challenged Constitutional provisions, laws and court rulings denying	Analyze how the Dred Scott decision challenged laws denying rights of enslaved people.	<p><a href="#">Dred Scott v Sanford (Primary Source - Court Decision)</a></p> <p><a href="#">Dred Scott Case (Second Source - History.com)</a></p>	Dred Scott decision Fugitive Slave Law



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<p>compromise on the issue of slavery?</p>	<p>and court rulings denying them the rights of citizens.</p> <p>8.E.MA.4 Analyze how property rights are defined, protected, enforced and limited by government</p>	<p>them the rights of citizens.</p> <p>I can analyze how property rights are defined, protected, enforced and limited by the government.</p>			
<p>Why did Southern states say they seceded?</p>	<p><b>8.H.CO.4 Explain how sectionalism and slavery within the United States led to conflicts between 1820-1877.</b></p> <p>8.C.PR.1 Explain the relationship between federalism and local, state and national governments.</p>	<p>I can explain how sectionalism and slavery within the United States led to conflicts between 1820-1877</p>	<p>Explain how sectionalism lead to conflict during the Election of 1860</p> <p>Explain how southern states used federalism as justification for secession.</p>	<p><a href="#">South Carolina Declaration of Secession (Primary Source)</a></p> <p><a href="#">Mississippi Declaration of Secession (Primary Source)</a></p> <p><a href="#">U.S. Constitution with The Slave Trade Clause National Constitution Center (Secondary Source)</a></p> <p><a href="#">Alexander Stephens, Cornerstone Speech, March 1861 (Primary Source)</a></p>	<p>Secession Lincoln-Douglas Debates Election of 1860 South Carolina secession</p>



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				<a href="#">Currier &amp; Ives, The "secession movement," Library of Congress 1861 (Illustration)</a>  <a href="#">Elections   1860 Medium Cartoons</a>  <a href="#">Lincoln Political Cartoons</a>	
How did Kentucky’s status as a border state contribute to the presidencies of Lincoln and Davis?	<p>8.C.KGO.1 Examine the role of Kentucky and Kentuckians within national politics between 1792-1877.</p> <p>8.G.KGE.1 Analyze Kentucky’s role in the early nation through Reconstruction based on its physical geography and location.</p>	<p>I can examine the role of Kentucky and Kentuckians within national politics in the 1800s.</p> <p>I can analyze Kentucky’s role in the early nation through Reconstruction based on its physical geography and location.</p>	<p>Examine the role of Jefferson Davis and Abraham Lincoln in the Civil War</p> <p>Analyze the role Kentucky played as a border state during the Civil War</p>	<p><a href="#">Kentucky in the Civil War, American Battlefield Trust [Video - 2:51 min.]</a></p> <p><a href="#">A.C. Quisenberry, Kentucky’s “Neutrality” in 1861, Register of Kentucky State Historical Society Vol. 15, No. 43 (January, 1917), pp. 7, 9-21 (Secondary Source)</a></p>	Abraham Lincoln Jefferson Davis
What major conflicts	8.H.CO.2 Describe the	I can describe the conflicts and	Describe the major battles of the Civil War	The Battle of Gettysburg: Why Was	Fort Sumter Gettysburg



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<p>(battles) shaped the course of the Civil War?</p>	<p>conflicts and compromises that shaped the development of the U.S. government between 1783-1877.</p>	<p>compromises that shaped the development of the U.S. government in the 1800s</p>	<p>and how they helped preserve the federal government</p>	<p>It a Turning Point? (DBQ Project)  <a href="#">The Gettysburg Address by Abraham Lincoln</a></p>	<p>Antietam Siege of Vicksburg Anaconda Plan Sherman’s March Total war Appomattox Courthouse</p>
<p>What motivated Lincoln to issue the Emancipation Proclamation ?</p>	<p>8.C.PR.2 Explain how the U.S. Constitution was interpreted and amended through the amendment process, legislative processes, judicial review, executive actions and Supreme Court Cases between 1789 - 1877.</p>	<p>I can explain how the U.S. Constitution was interpreted and amended through executive actions in the 1860s.</p>	<p>Explain how Lincoln used executive action to issue the Emancipation Proclamation</p>	<p><a href="#">Transcript of the Proclamation</a>  <a href="#">History in Five: Abraham Lincoln and the Emancipation Proclamation [Video - 6:29 min.]</a>  <a href="#">Proclamation of General Fremont, New York Times, September 1, 1861 (Primary Source)</a>  <a href="#">Frederick Douglass on Fremont’s Proclamation, 1861 (Primary Source)</a>  <a href="#">The Second Confiscation Act, July 17, 1862 (Primary Source)</a></p>	<p>Emancipation Proclamation</p>





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				<a href="#">Does It Matter Who Freed the Slaves? (C-3 Lesson Plan)</a>	
<b>Compelling Question Part 2 - Reconstruction</b>					
<b>Did the Civil War really change anything?</b>					
What efforts did the government make to reintegrate the South into the Union?	<p>8.H.CH.5 Explain examples of political, geographic, social and economic changes and consistencies in the different regions of the United States between 1860-1877.</p> <p>8.H.CO.2 Describe the conflicts and compromises that shaped the development of the U.S. government between 1783-1877.</p>	<p>I can explain examples of political, geographic, social and economic changes and consistencies in the different regions of the United States between 1860-1877.</p> <p>I can describe the conflicts and compromises that shaped the development of the U.S. government following the Civil War.</p>	<p>Explain the various compromises to reintegrate the South into the Union</p> <p>Describe the plans created to reintegrate the Southern states</p>	<a href="#">Digital Inquiry Group: Radical Reconstruction</a>	Reconstruction Plans: Lincoln Johnson Radical Republicans
What efforts were made to limit the	<b>8.C.RR.2 Analyze expansion of</b>	I can analyze the efforts made to limit the citizenship rights	Analyze the attempts to restrict voting rights on among formerly	<a href="#">Digital Inquiry Group: The KKK in the 1870's</a>	Carpetbaggers Scalawags Ku Klux Klan



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<p>newfound freedoms of the freedmen?</p>	<p><b>and restriction on citizenship and voting rights on diverse groups in the United States from the Colonial Era to Reconstruction from 1600-1877.</b></p>	<p>of newly freed African-Americans.</p>	<p>enslaved people  Give examples of how lives of newly freed African-Americans were impacted through economic means.</p>		<p>Voter suppression Literacy tests Grandfather clauses Sharecropping Poll taxes</p>
<p>How did the Compromise of 1877 end Reconstruction?</p>	<p>8.H.CO.2 Describe the conflicts and compromises that shaped the development of the U.S. government between 1783-1877.</p>	<p>I can describe how the Compromise of 1877 ended Reconstruction.</p>	<p>Explain how the military occupation of the South ended.  Describe the political impacts of compromises made connected to the election of 1876. .</p>		<p>Election of 1876 Rutherford B. Hayes Compromise of 1877</p>
<p><b>Summative Assessment</b></p>					
<p>Anchor Question Bank link (items tied to power standards) (<a href="#">Link to Common Unit Assessment</a>)</p>					
<p><b>Anchor Materials</b></p>			<p><b>Resources</b></p>		
<p> Copy of Savvas MS - 8th DBQ Project: How Free Were Free Blacks in the North? DBQ Project: Why Did Women Go to Work in New England Textile Mills? DBQ Project: What Was Harriet Tubman's Greatest Achievement? DBQ Project: The Battle of Gettysburg: Why Was It a</p>			<p>See above</p>		



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<p>Turning Point? DBQ Project: Was Sherman's March to the Sea Justified? DBQ Project: North or South: Who Killed Reconstruction?</p>	
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