

Teachings	Participation, Rights and Responsibilities, The Dignity of Work and the Rights of Workers, Solidarity
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8th Grade Social Studies Curriculum

U.S. History Post- Revolutionary War to Reconstruction

Grade Level Goal

In the light of Catholic Social Teaching students will become better aware of how U.S. history has influenced our contemporary American systems and culture.

September

Unit Title	Challenges to an Emerging Nation
Big Ideas	The U.S. was challenged to put the national outline given by the Constitution into concrete practice by setting up political parties, the judiciary branch, a monetary policy, and establishing a functional relationship with Europe.
Essential Questions	<ul style="list-style-type: none"> • What are the foundational documents of the U.S.? • What were the first political parties? • What were the organizing principals of the first parties? • How did the judicial branch establish its place in the federal system? • How did the relationship between the U.S. and Europe grow and change? • How/Why was a national banking system created and run?
Skills/ Concepts	<ul style="list-style-type: none"> ✓ Understand the purpose and impact of the foundational documents. ✓ Name the first political parties. ✓ Analyze the organizing principals of the first political parties. ✓ Compare the power of the judicial branch before and after Marbury vs. Madison. ✓ Compare the U.S. relationship with Europe under Adams. ✓ Identify the circumstances that led to the creation of a national banking system.
GLCE	U4.1.3 U4.1.4
Catholic Social Teachings	Call to Family, Community, and Participation Solidarity

October

Unit Title	Regional and Economic Growth
Big Ideas	The regions of the U.S. grew physically and economically during the Jeffersonian Era and questions about the institution of slavery became more prominent.
Essential Questions	<ul style="list-style-type: none"> • How was the election of 1800 resolved? • How did Jefferson’s vision of the Constitution transform the U.S. government? • How and why did Jefferson purchase Louisiana? What was its impact on the U.S.? • What was the role slavery played in the regions of the U.S.?
Skills/ Concepts	<ul style="list-style-type: none"> ✓ Map the election of 1800. ✓ Identify and explain Jefferson’s interpretation of the Constitution. ✓ Identify the Louisiana Territory on a map. ✓ Describe the effects of exploring the Louisiana Territory. ✓ Compare and analyze the economic implications of slavery on the north and south.
GLCE	U4.2.2 U4. 2.3 U4.2.4
Catholic Social Teachings	Call to Family, Community, and Participation, The Dignity of Work and the Rights of Worker, Solidarity, Life and Dignity of the Human Person

November

Unit Title	Foreign and Domestic Conflict
Big Ideas	Foreign and domestic conflicts resulted in the Monroe Doctrine, The War of 1812, policies concerning Native Americans, and increased the power of the executive branch of the federal government under Jackson.
Essential Questions	<ul style="list-style-type: none"> • What were the causes and outcomes of the War of 1812? • What were the major battles of the War of 1812? • What role did Native Americans play in the War of 1812? • What were the U.S. policies concerning Native Americans? • What was the Monroe Doctrine? • How did Jackson expand the scope of the executive branch?
Skills/ Concepts	<ul style="list-style-type: none"> ✓ Explain how the war of 1812 was caused and resolved. ✓ Identify and map the major battles of the War of 1812. ✓ Map major Native American relocations such as the Trail of Tears. ✓ Compare/contrast the Monroe Doctrine to modern foreign policy. ✓ Debate issues of state versus federal rights.
GLCE	U4.1.2 U4.1.3 U4.1.4
Catholic Social Teachings	Life and Dignity of the Human Person, Solidarity

December

Unit Title	Westward Movement
Big Ideas	European Americans began moving west under the ideology of manifest destiny ultimately resulting in the Mexican American War.
Essential Questions	<ul style="list-style-type: none"> • Why and how did settlers move west? • Where did people settle? • What groups moved west? • What routes were used to go west? • How did European American settlement of the west impact Native Americans? • How did European American settlement of the west impact the slavery debate within the U.S.? • What events led up to the war with Mexico? • What were the major battles of the Mexican American War? • How did the Mexican American War change the borders of the U.S.? • What is manifest destiny?
Skills/ Concepts	<ul style="list-style-type: none"> ✓ Identify push and pull factors of the westward movement. ✓ Map the major routes west and areas of settlement. ✓ Evaluate the impact the westward movement had on Native American culture in the west. ✓ Analyze how the settlement of the west impacted the slavery debate in the U.S.. ✓ Create a political map of the growth of the U.S. from 1783 – 1853. ✓ Identify the events that led up to the Mexican American War. ✓ Identify the major battles of the Mexican American War. ✓ Compare/contrast U.S. borders before and after the Mexican American War. ✓ Debate the ramifications of manifest destiny.
GLCE	U4.2.2 U4.2.3 U4.2.4
Catholic Social Teachings	Solidarity, Option for the Poor and Vulnerable, Life and Dignity of the Human Person

January

Unit Title	Reform Movement
Big Ideas	Reform movements in the areas of education, suffrage, abolition, temperance, social justice, and transcendentalism dominated American life.
Essential Questions	<ul style="list-style-type: none"> • Who founded the modern system of education in the U.S.? • What changes were made to the U.S. education movement? • What is suffrage? • What is abolition? • What is temperance? • What other population were impacted by the reform movement? • What was the transcendental moment and who was involved?
Skills/ Concepts	<ul style="list-style-type: none"> ✓ Compare Mann's efforts to reform education to that of other reformers. ✓ Identify the underlying causes/ issues related to suffrage. ✓ Analyze the impact the suffrage movement has on other reform movements. ✓ Examine the methods used to fight for abolition. (i.e. Underground Railroad, American Colonization Society, legal arguments) ✓ Compare/ contrast the different responses of the north and the south to the abolition movement. ✓ Analyze the goals and effects of the temperance movement. ✓ List or chart problems in society that reformers were seeking to change, what reformers were catalysts for the change, what religious group they represent. ✓ Identify major transcendentalists and their written works.
GLCE	U4.3.1 U4.3.2 U4.3.3 U4.3.4 U4.3.5
Catholic Social Teachings	Option for the Poor and Vulnerable, Solidarity, Life and Dignity of the Human Person, Care for God's Creation

February

Unit Title	Pre-Civil War
Big Ideas	Before the Civil War sectional tensions increased as Americans argued about slavery, states rights, and the differing economic needs of North and South.
Essential Questions	<ul style="list-style-type: none"> • What laws/ court cases increased sectional tensions? • What tensions existed between state and federal forms of government? • What economic, physical, and social differences existed between the North and South? • In what ways did Americans resist slavery?
Skills/ Concepts	<ul style="list-style-type: none"> ✓ Develop an annotated timeline of laws that increased sectional tensions. (i.e. Northwest Ordinance, Missouri Compromise, Wilmot-Proviso, Compromise of 1850, Kansas-Nebraska Act, Scott vs. Sanford) ✓ Identify individuals involved in the debate over state vs. federal rights. ✓ Identify the competing federal vs. state views being debated. ✓ Create a compare/contrast chart highlighting economic, physical, and social difference between North and South. ✓ Compare the difference between the lives of free and enslaved people. ✓ Evaluate the ways Americans resisted slavery.
GLCE	U4.2.1 U5.1.1 U5.1.2 U5.1.3 U5.1.4 U5.1.5 U5.1.6
Catholic Social Teachings	Call to Family, Community, and Participation, Option for the Poor and Vulnerable Solidarity, The Dignity of Work and the Rights of Workers, Rights and Responsibilities

March/April

Unit Title	The Civil War
Big Ideas	During the period of Civil War the succession of the South resulted in physical fighting that forever changed the political, physical, social, and cultural landscape of the U.S..
Essential Questions	<ul style="list-style-type: none"> • What were the ramifications of the election of 1860? • What states succeeded from the union and why? • How did the confederacy organize itself? • Who were the main political and military leaders during the Civil War? • What were the major battles of the Civil War? • What are the social/cultural implications of the Civil War? • What were major forms of legislation during the Civil War? • What advantages and disadvantages did the North and South have during the Civil War?
Skills/ Concepts	<ul style="list-style-type: none"> ✓ Create an electoral map of the election of 1860. ✓ Chart the major political parties, candidates, and platforms relating to the election of 1860. ✓ Distinguish what states succeeded from the union. ✓ List reasons southern states felt succession was in their best interest. ✓ Compare/contrast the roles major leaders played in the Civil War. ✓ Create a time line including major Civil War battles. ✓ Create an argument regarding why the North won the war. ✓ Compare how the war impacted slaves, free people, civilians, soldiers, and women. ✓ Identify the major laws passed directly concerning the Civil War. ✓ Chart the advantages and disadvantages the North and South had during the Civil War.
GLCE	U5.2.1 U5.2.2 U5.2.3 U5.2.4 U5.2.5
Catholic Social Teachings	Call to Family, Community, and Participation Solidarity

May

Unit Title	Reconstruction
Big Ideas	Military, political, congressional, and presidential reconstruction sought to reunite the North and South.
Essential Questions	<ul style="list-style-type: none"> • What were the goals of the Freedman’s Bureau? • What were Black Codes? • How did Black Codes limit freedoms gained by African Americans? • How did the South respond to reconstruction? • What was military reconstruction? • How/Why did military reconstruction end? • What was political reconstruction? • What was congressional reconstruction? • What was presidential reconstruction? • What are the reconstruction amendments? • Why was Andrew Johnson impeached?
Skills/ Concepts	<ul style="list-style-type: none"> ✓ Explain the goals of the Freedman’s Bureau. ✓ Identify Black Codes. ✓ Chart some Black Codes and how they limited freedom. ✓ Examine how the South responded to reconstruction. ✓ Compare/contrast military, political, congressional, and presidential reconstruction. ✓ Analyze why military reconstruction ended. ✓ Describe the new role of African American in local, state, and federal governments under political reconstruction. ✓ Explain the political forces behind congressional reconstruction. ✓ Explain the basic premises of presidential reconstruction and why it failed. ✓ Analyze the intent and effects of the Reconstruction Amendments. ✓ Compare/contrast Johnson’s impeachment to other impeachment proceedings.
GLCE	U5.3.1 U5.3.2 U5.3.3 U5.3.4 U5.3.5
Catholic Social Teachings	Call to Family, Community, and Participation, The Dignity of Work and the Rights of Workers, Solidarity, Life and Dignity of the Human Person, Option for the Poor and Vulnerable

Textbook Adoption/Instructional Materials Recommendation

Reviewers: Adam, Megan, Beth, Jaymie, Bonnie, John

Grade Level/ Course: 7th & 8th Social Studies – American History

First Choice: American History, Beginnings to 1914

published by McDougal/Littell Copyright 2008

Textbook Strengths:

- Visually appealing
- Maps, charts, graphs included
- Vocabulary highlighted
- Historically appropriate artwork incorporated
- Has a Michigan specific version, MEAP addressed
- Section assessments included in student copy
- Citizenship handbook
- Constitution handbook included
- Court system included
- Connections to Literature
- Useful glossary, vocabulary highlighted
- Primary sources
- Higher level thinking skills incorporated
- Content offered goes beyond curriculum

Supplemental Materials:

- ◆ Online activities available at classzone.com includes:
 - Animated history
 - Interactive review
 - Test practice
- ◆ Test Generator
- ◆ Presentation toolkit
- ◆ Overheads for test taking skills
- ◆ Interactive student text
- ◆ Best Practices Toolkit – appears to involve differentiated learning
- ◆ E-edition – includes electronic and audio version of text.
- ◆ Music resources included

Weaknesses: none

Second Choice: **America, History of Our Nation, Beginnings Through 1877**
published by Prentice Hall copyright 2009

Textbook Strengths:

- Visually appealing
- Maps, charts, graphs included
- Vocabulary highlighted
- Historically appropriate artwork incorporated
- Section assessments included in student copy
- Citizenship handbook
- Constitution handbook included
- Connections to Literature
- Useful glossary, vocabulary highlighted
- Content offered may not cover curriculum.

Prentice Hall did not present the whole set of materials available for us to evaluate.