

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: U.S. History I	GRADE(S): 8th
UNIT 1: Forming a New Nation	TIMEFRAME: 4 Weeks

PA ACADEMIC STANDARDS:

History:

8.1 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT

- 8.1.U.B.** Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.U.C.** Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.

8.3 UNITED STATES HISTORY

- 8.3.8.A.** Examine the role groups and individuals played in the social, political, cultural and economic development of the United States.
- 8.3.8.B.** Evaluate the importance of historical documents, artifacts and places critical to United States history.
- 8.3.8.C.** Summarize how continuity and change have impacted U.S. History: Belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations.
- 8.3.8.D.** Examine how the conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.: Ethnicity and race, working conditions, immigration, military conflict, and economic stability.

NCSS STANDARDS:

- Provide for the study of culture and cultural diversity.
- Time, continuity and change to provide for the study of the past and its legacy.
- Provide for the study of people, places and environments.
- Provide for the study of individual development and identity.
- Provide for the study of interactions among individuals, groups, and institutions.
- Provide for the study of how people create, interact with, and change structures of power, authority and governance.
- Provide for the study of how people organize for the production, distribution, and consumption of goods and services.
- Provide for the study of relationships among science, technology and society.
- Provide for the study of global connections and interdependence.
- Provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

UNIT OBJECTIVES:

- Identify the reasons why fighting broke out between France and Britain in North America.
- Describe the early defeat of the British by the French at the beginning of the French and Indian War.
- Explain how the British gained victory, and explain the results of the French and Indian War.
- Explain why Indian nations became involved in the struggle between France and England.
- Describe how the Treaty of Paris affected North America.
- Describe how colonists protested British taxes.
- Explain what the Boston Massacre was.
- Explain why Americans protested the Tea Act.
- Describe how Britain responded to the Boston Tea Party.
- Explain why fighting broke out at Lexington and Concord.
- Identify the issues facing the Second Continental Congress.
- Describe the differences between the Loyalists and Patriots.
- Describe the advantages and disadvantages of both sides as they entered the war.
- Identify the Olive Branch Petition and explain why it failed.
- Understand the meaning and structure of the Declaration of Independence.
- Summarize the main ideas of the Declaration of Independence. Explain how "Common Sense" influenced the colonists.
- Describe how American patriots responded to the Declaration of Independence.

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- Explain weaponry used and military tactics employed during the Revolution.
- Describe defeats and hardships the Americans suffered in the Middle States.
- Explain the significance of Valley Forge.
- Explain why the years 1775-1777 were known as "The Dark Days of the War" for the Americans.
- Explain the significance of Washington's success at Trenton
- Explain why the Battle of Saratoga was a turning point in the war.
- Discuss the impact European nations had in aiding the Patriots during the war.
- Explain how women and African-Americans took part in the war.
- Explain how the Americans and French defeated the British at Yorktown.
- Explain the importance of the French fleet at Yorktown.
- Describe the terms of the Treaty of Paris.
- Explain the effects of the American Revolution.
- Discuss the problems the nation faced under the Articles of Confederation.
- Describe the government under the Articles of Confederation.
- Identify the problems created by a weak central government.
- Explain how the Northwest Ordinance benefited the nation.
- Describe the proceedings of the Constitutional Convention.
- Describe how the Virginia Plan and the New Jersey Plan differed.
- Explain how the Great Compromise satisfied both large and small states.
- Summarize the compromises the Constitutional Convention made on the issue of slavery.
- Explain how the Framers of the Constitution divided power between the national government and the states.
- Describe how the Framers limited the power of the government.
- Describe the arguments Americans raised for and against the Constitution.
- Explain how the Constitution can be amended.
- List the rights protected by the Bill of Rights.
- Explain the main ideas behind the Constitution.
- Explain and discuss the 6 goals of the Preamble.
- Name and describe the 7 basic principles of the Constitution.
- Explain why people adopt a system of representative government.
- Explain the purpose of the Bill of Rights.
- Explain the 5 basic rights guaranteed by the first amendment.
- Examine each individual amendment and discuss the rights guaranteed under each of them.
- Explain the role of the 3 branches of government.
- Explain the powers and responsibilities of the 3 branches of government.
- List citizens' rights and responsibilities.

ACTIVITIES:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

- Chapter Guide at beginning of each chapter in Teacher's Edition. This provides various activities for a variety of different levels and interests.
- Debate issues surrounding the Bill of Rights.
- Discuss current events and relate news topics to the Bill of Rights.
- All-In-One Teaching Resources
- Key Terms and People of each section.
- Handouts
- "Extend" activities in textbook
- "Skills for Life" on page 222.
- "Common Sense" page 171.
- Benedict Arnold page 192.
- Map Review page 196.
- Differentiated Instruction
- Teacher Lecture
- Mock Constitutional Convention
- Graphic Organizers

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- Vocabulary Building
- Color Transparencies
- Biography Flashcards
- Mapping
- Graph
- Charts
- Timelines
- CD ROM
- Internet Web Sites
- Review Games
- Reconstruct the chronology of the critical events leading to the outbreak of armed conflict between the American colonies and England.
- Explain the major ideas expressed in the Declaration of Independence and their origins.
- Analyze the problems of financing the war.
- Analyze the factors of Shay's Rebellion.
- Analyze the factors involved in calling the Constitutional Convention.
- Analyze how the Americans won the war against superior British resources.

ASSESSMENTS:

- Chapter Exams/Quizzes
- Section Reviews
- Sections Quizzes
- Group Activities
- Individual Chapter Projects
- Chapter Essays
- Maps

DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

Remediation:

- Individual Chapter Outline
- Vocabulary
- Re-Test
- Test Corrections
- Writing a Chapter Summary Essay
- Re-teach using the "Interactive Reading and Note Taking Study Guide".

Extension:

- Internet Research
- Prepare a skit about the experiences of early settlers in your community.
- "Valley Forge" article on page 185.
- Internet Research using Textbook Ideas
- Independent Practice assignments

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RESOURCES:

- "Johnny Tremain" video
- "Liberty!" video series
- "American Revolution" video series
- "The Crossing" movie
- Textbook Chapter 5-8
- Junior Scholastic
- Guest Speakers
- Primary Source Excerpts
- Battle re-enactments
- Battlefield planning and strategy using interactive maps or regular maps.
- "The Patriot" movie
- "John Adams" video series
- "Last of the Mohicans" movie
- "National Treasure" movie

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: U.S. History I	GRADE(S): 8th
UNIT 2: The New Republic	TIMEFRAME:

PA ACADEMIC STANDARDS:

History:

8.1 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT

- 8.1.U.B.** Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.U.C.** Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.

8.3 UNITED STATES HISTORY

- 8.3.8.A.** Examine the role groups and individuals played in the social, political, cultural and economic development of the United States.
- 8.3.8.B.** Evaluate the importance of historical documents, artifacts and places critical to United States history.
- 8.3.8.C.** Summarize how continuity and change have impacted U.S. History: Belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations.
- 8.3.8.D.** Examine how the conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.: Ethnicity and race, working conditions, immigration, military conflict, and economic stability.

NCSS STANDARDS:

- Provide for the study of culture and cultural diversity.
- Time, continuity and change to provide for the study of the past and its legacy.
- Provide for the study of people, places and environments.
- Provide for the study of individual development and identity.
- Provide for the study of interactions among individuals, groups, and institutions.
- Provide for the study of how people create, interact with, and change structures of power, authority and governance.
- Provide for the study of how people organize for the production, distribution, and consumption of goods and services.
- Provide for the study of relationships among science, technology and society.
- Provide for the study of global connections and interdependence.
- Provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

UNIT OBJECTIVES:

- Explain how the new government was organized during Washington's presidency.
- Explain the significance of the precedents Washington established.
- Explain why the new nation faced an economic crisis.
- Describe how American's reacted to the French Revolution.
- Describe how Hamilton planned to strengthen the nation's economy.
- Explain why some people opposed Hamilton's economic plan.
- Identify the policy the United States adopted when war broke out in Europe.
- Describe how Washington responded to the Whiskey Rebellion.
- Describe the impact of the Whiskey Rebellion upon the nation.
- Describe how Washington's Farewell Address influenced American foreign policy.
- Explain how political differences led to the rise of two political parties.
- Describe the role newspapers played in politics in the late 1700s.
- Explain how the election of 1796 increased political tensions.
- Explain why many Americans favored war with France.
- Explain why the Federalist Party split in two.
- Discuss why the Alien and Sedition Acts outraged many Americans and their relevance to today's American foreign policy.
- Discuss the Quasi-War with France from 1798-1800.

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- Explain how controversy arose over states' rights.
- Explain why the Virginia and Kentucky Resolutions passed.
- Describe the outcome of the election of 1800.
- Describe Jefferson's ideas about government.
- Discuss the importance of *Marbury v. Madison*.
- List the ways Jefferson reduced the power of government.
- Explain why control of the Mississippi River was important to Western farmers and the crisis over the port of New Orleans.
- Describe how the United States gained Louisiana.
- Identify achievements of the Lewis and Clark Expedition.
- Explain the importance of Sacagawea and the Native Americans to the success of the "Corps of Discovery".
- Describe hardships the Corps of Discovery faced.
- Describe how overseas trade grew in the late 1700s.
- Explain how war in Europe hurt American trade.
- Explain how the United States defeated the Barbary pirates.
- Recognize why the Embargo Act failed.
- Explain why the Prophet and Tecumseh united the Native Americans.
- Explain why the United States declared war on Britain.
- Discuss why the Warhawks wanted war with Britain.
- List the major battles and events of the War of 1812.
- Describe the results of the War of 1812.
- Describe the feeling of national unity that followed the War of 1812.
- Explain how Congress tried to strengthen the national economy.
- Discuss how Supreme Court rulings supported federal power and economic growth.
- Explain why Spain ceded Florida to the United States.
- Explain why the Monroe Doctrine was issued.
- Discuss the conflict between Andrew Jackson and John Quincy Adams over the election of 1824.
- Explain how the United States became more democratic in the 1820s and 1830s.
- Explain why Adams was an unpopular president.
- Describe Andrew Jackson' victory in the election of 1828.
- Explain why Jackson able to explain his use of the "spoils system" as being a way to further democracy.
- Describe the culture of Native Americans in the Southeast.
- Describe the conflict over land occupied by the Native Americans in the Southeast.
- Discuss the forced removal of the Native Americans.
- Discuss what mistakes in planning the government made before removing Native Americans.
- Discuss how Jackson dealt with the National Bank and Nullification Crisis.
- Discuss the differing viewpoints on the balance of federal and state power.
- Explain why South Carolina threatened to secede from the Union.
- Discuss the economic crisis that began in 1837.

ACTIVITIES:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

- Chapter Guide at beginning of each chapter in Teacher's Edition. This provides various activities for a variety of different levels and interests.
- "Distinguish Facts from Opinions" page 302.
- "Key Concepts" page 303.
- "Old Ironsides" page 328.
- "Lewis and Clark" video by Ken Burns.
- "New Leaders..." page 341.
- Teacher lecture
- All-In-One Teaching Resources
- Key Terms and People of each section.
- Handouts
- "Extend" activities in textbook

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- Differentiated Instruction
- Teacher Lecture
- Graphic Organizers
- Vocabulary Building
- Color Transparencies
- Biography Flashcards
- Mapping
- Graphs
- Charts
- Timelines
- CD ROM
- Internet Web Sites
- Review Games
- Analyze Napoleon's reasons for selling Louisiana to the United States.
- Assess how the Louisiana Purchase affected relations with the Native Americans and the lives of various inhabitants of the Louisiana Territory.
- Explain President Madison's reasons for declaring war in 1812 and analyze the sectional divisions over the war.
- Assess why many Native Americans supported the British in the War of 1812 and analyze the sectional divisions of this policy.

ASSESSMENTS:

- Chapter Exams/Quizzes
- Section Reviews
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DIFFERENTIATED INSTRUCTION:

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Remediation:

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- Test Corrections
- Writing a Chapter Summary Essay
- Re-teach using the "Interactive Reading and Note Taking Study Guide".

Extension:

- Prepare a written or oral presentation on the writing of the *Star Spangled Banner*.
- Write journal entries for a one-week experience on the Lewis and Clark Expedition.
- Research Sacajawea's role in the Lewis and Clark Expedition.
- Arts in Early America page 288.
- Internet Research using Textbook Ideas
- Independent Practice assignments
- "Links Across Time" page 317.
- "Biography Quest" page 330.
- History Interactive page 342.
- "Sequoyah and the Cherokee Alphabet" page 360.
- Historian's Apprentice pages 372-375.

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RESOURCES:

- Textbook Chapter 8-10
- Teacher Resource Binder
- Junior Scholastic
- Guest Speakers
- Primary Source Excerpts
- "War of 1812" video series
- "Lewis and Clark" by Ken Burns (Video Series)
- "John Adams" video series
- Various "War of 1812" videos

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COURSE: U.S. History I	GRADE(S): 8
UNIT 3: The Nation Expands and Changes	TIMEFRAME:

PA ACADEMIC STANDARDS:

History:

8.1 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT

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- Provide for the study of global connections and interdependence.
- Provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

UNIT OBJECTIVES:

- Explain the changes that the Industrial Revolution brought to American Life.
- Discuss the importance of Samuel Slater's Cotton Mill.
- Describe the growth of industry in the United States after 1812.
- Identify important developments in factories and the problems that factory life produced.
- Explain how the factory system worked.
- Explain why American cities grew in the 1800s.
- List the new inventions and advances in agriculture and manufacturing.
- Describe the improvements in transportation during the early 1800s.
- Discuss the wave of immigration to the United States in the 1840s and 1850s.
- Describe the problems African Americans faced in the North.
- Explain the significance of the cotton gin to the South.
- Describe what life was like for free and enslaved African Americans in the South.
- Identify the problems Americans faced moving westward.
- Describe the impact of the building of the Erie Canal.
- Discuss how the Erie Canal affected the economy.
- Discuss the debate over slavery and the Missouri Compromise.
- Discuss what led many Americans to try to improve society in the 1800s.
- Identify the social problems reformers tried to solve.

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- Explain how Americans improved public education in the mid-1800s.
- Discuss characteristics of the Second Great Awakening.
- Describe efforts in the North to end slavery.
- Discuss the contributions of William Lloyd Garrison, Frederick Douglass, and other abolitionists.
- Describe the purpose of the Underground Railroad.
- Explain why many people in the North and South defended slavery.
- Describe the rights that women lacked in the early 1800s.
- Identify the goals of the Seneca Falls Convention.
- Explain how opportunities for women improved in the mid-1800s.
- Identify women's leaders in the 1800s.
- Identify themes explored by American Novelists and poets.
- Discuss the flowering of American literature in the mid-1800s.
- Discuss the development of unique American styles in art and music.
- Identify the destinations of settlers heading west in the early 1800s.
- Describe the unique culture of the Southwest.
- Explain the meaning of Manifest Destiny.
- Explain why Americans wanted their nation to expand to the Pacific Ocean.
- Explain how rival claims to the Oregon Country developed.
- Discuss how fur trappers and missionaries helped to open up the Far West.
- Identify the hardships that settlers faced.
- Discuss the issues for women, Native Americans, and new settlers in the West.
- Explain how Texas became independent from Mexico.
- Discuss the issues involved in annexing Texas and Oregon.
- Explain why many Americans settled in Texas.
- Summarize the main events in the Mexican-American War.
- Explain how the United States achieved Manifest Destiny.
- Identify the challenges faced by the new Republic of Texas.
- Describe what California life was like for Native Americans and other groups.
- Describe how cultures blended in the new United States territories.
- Explain how and why the Mormons settled Utah.
- Discuss how the discovery of gold affected life in California.
- Analyze why California had a diverse population.

ACTIVITIES:

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- Chapter Guide at beginning of each chapter in Teacher's Edition. This provides various activities for a variety of different levels and interests.
- "The Steam Engine" page 383.
- "Cotton Production and Slavery" page 397.
- "Going to School" page 420.
- "The Liberator" page 423.
- "The Underground Railroad" page 425.
- "Evaluate Summaries" page 436.
- "Map Masters" page 445.
- "On the Oregon Trail" page 450.
- "Trails to the West" page 452.
- "The Alamo" page 455.
- All-In-One Teaching Resources
- Handouts
- "Extend" activities in textbook
- Key Terms and People of each section.
- Differentiated Instruction
- Teacher Lecture
- Graphic Organizers
- Vocabulary Building

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- Color Transparencies
- Biography Flashcards
- Mapping
- Graphs
- Charts
- Timelines
- CD ROM
- Internet Web Sites
- Review Games
- Discussion:
 - --What were some advantages of interchangeable parts?
 - --What do you think craftspeople thought of mass production?
 - --What problems did factory workers face?
- Explain the lure of the West and the reality of life on the frontier.
- Contrast the causes and character of the rapid settlement of California and Oregon in the late 1840s and 1850s.

ASSESSMENTS:

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- Section Quizzes
- Section Reviews
- Group Activities
- Individual Chapter Projects
- Chapter Essays
- Maps

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Remediation:

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- Vocabulary
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- Re-Test
- Test Corrections
- Writing a Chapter Summary Essay

Extension:

- "Mill Workers" page 388.
- "Plantation Life" page 398. (Video)
- "Biography Quest" page 428.
- Research women's rights movement
- "Walden"
- "Moby Dick" page 432.
- "The Alamo" video page 455.
- Research and see if any local areas had Underground railroad activity

RESOURCES:

- Textbook Chapter
- Teacher Resource Binder
- Junior Scholastic
- Guest Speakers
- Primary Source Excerpts
- Various videos
- Harriet Tubman video

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COURSE: U.S. History I	GRADE(S): 8th
UNIT 4: Civil War and Reunion	TIMEFRAME:

PA ACADEMIC STANDARDS:

History:

8.1 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT

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- Provide for the study of relationships among science, technology and society.
- Provide for the study of global connections and interdependence.
- Provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

UNIT OBJECTIVES:

- Explain why conflict arose over the issue of slavery in the territories after the Mexican-American War.
- Describe the various views on slavery in the West.
- Identify the goals of the Free Soil Party.
- List the results of the Compromise of 1850.
- Detail how "*Uncle Tom's Cabin*" affected attitudes toward slavery.
- Explain how the Kansas-Nebraska Act reopened the issue of slavery in the territories.
- Explain why a civil war broke out in Kansas.
- Describe how the Dred Scott decision divided the nation.
- Explain why the Republican Party came into being in the mid-1850s.
- Outline Abraham Lincoln's views on slavery.
- Identify Abraham Lincoln's and Stephen Douglas's views on slavery.
- Discuss the different reactions of Northerners and Southerners to the raid on Harper's Ferry.
- Explain why Lincoln was able to win the election of 1860.
- Identify the events that led to the outbreak of the Civil War.
- Describe how the South reacted to Lincoln's election victory.
- Compare and contrast human and military resources of the Union and Confederacy at the beginning, during and end of the Civil War.

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- Identify turning points of the war.
- Explain how military and political leadership affected the outcome of the war.
- Analyze Lincoln's Emancipation Proclamation, his reasons for using it, and its significance.
- Analyze Lincoln's Gettysburg Address, its purpose, meaning, and significance.
- Compare and contrast the various roles of blacks and whites in the Union on the home front and battlefield.
- List and discuss roles of black and white women on the home front and battlefield.
- Describe the immediate impact of Lincoln's assassination.
- Identify social, political, and economic results of the Civil War.
- Differentiate between Presidential and Congressional plans for Reconstruction.
- Identify the goals of the Freedmen's Bureau.
- Explain why conflicts developed over plans for reconstruction.
- Describe the changes in the South brought about by Radical Reconstruction.
- Explain the events leading up to Johnson's Impeachment and its effects on our democratic system.
- List and explain the "Civil War" amendments and legislation.
- Explain why support for Reconstruction declined.
- Identify the signs that the South began to develop a stronger economy by the 1880s.
- Analyze how blacks attempted to improve their economic standing during Reconstruction, and how they were assisted and/or thwarted by different political and social groups.

ACTIVITIES:

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- Chapter Guide at beginning of each chapter in Teacher's Edition. This provides various activities for a variety of different levels and interests.
- "Calhoun vs. Webster" page 484.
- "Uncle Tom's Cabin" page 488.
- Map Master page 489.
- "Literature—Uncle Tom's Cabin" page 492.
- "Attack on Fort Sumter" page 502.
- "Determine Relevance" page 504.
- "Key Concepts" page 505.
- "The South after the Civil War" activity page 551.
- Historian Apprentice Workshop pages 568-571
- All-In-One Teaching Resources
- Key Terms for each section.
- Handouts
- "Extend" activities in textbook
- Differentiated Instruction
- Teacher Lecture
- Vocabulary Building
- Color Transparencies
- Biography Flashcards
- Mapping
- Graphs
- Charts
- Timelines
- CD ROM
- Internet Web Sites
- Gettysburg Field Trip

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

ASSESSMENTS:

- Chapter Exams/Quizzes
- Section Quizzes
- Section Reviews
- Group Activities
- Individual Chapter Projects
- Chapter Essays
- Maps

DIFFERENTIATED INSTRUCTION:

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Remediation:

- Individual Chapter Outline
- Vocabulary
- Re-Test
- --Re-teach using the "Interactive Reading and Note Taking Study Guide".
- Test Corrections
- Writing a Chapter Summary Essay

Extension:

- Read Harriet Beecher Stowe's Uncle Tom's Cabin.
- Research and prepare a written or oral report on the Wilmot Proviso.
- Use the source, The Lincoln-Douglass Debates of 1858, edited by R.W. Johannsen. Ask students to select passages from the speeches given by Lincoln and Douglass during the debates. After sufficient time to practice, have them re-create this part of US history by performing dramatic presentations of the passages to the class.
- Biography Quest—Abraham Lincoln page 495.

RESOURCES:

- Textbook, "American Nation"
- Teacher Resource Binder
- *transparencies, maps, various charts, graphs
- Junior Scholastic
- Primary Source excerpts
- Explain the Missouri Compromise and evaluate its political consequences.
- Analyze changing ideas about race and assess the reception of proslavery and antislavery ideologies in the North and South
- Novels:
 - "The Red Badge of Courage"
 - "The Killer Angels"
 - "Freedom Road"
- Teacher Resource Binder for text
- Sounds of an Era Audio CD
- Primary and Secondary Sources-The Gettysburg Address, Emancipation Proclamation,
- Civil War Videos---Department Collection
- Suggestions:
 - *Gods and Generals*
 - *Gettysburg, Glory*
 - *Ken Burns' Civil War*
 - *A&E Civil War and Reconstruction,*
- Computer Lab
- Library

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: U.S. History I	GRADE(S): 8th
UNIT 5: An Age of Industry	TIMEFRAME:

PA ACADEMIC STANDARDS:

History:

8.1 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT

- 8.1.U.B.** Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
- 8.1.U.C.** Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.

8.3 UNITED STATES HISTORY

- 8.3.8.A.** Examine the role groups and individuals played in the social, political, cultural and economic development of the United States.
- 8.3.8.B.** Evaluate the importance of historical documents, artifacts and places critical to United States history.
- 8.3.8.C.** Summarize how continuity and change have impacted U.S. History: Belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations.
- 8.3.8.D.** Examine how the conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.: Ethnicity and race, working conditions, immigration, military conflict, and economic stability.

NCSS STANDARDS:

- Provide for the study of culture and cultural diversity.
- Time, continuity and change to provide for the study of the past and its legacy.
- Provide for the study of people, places and environments.
- Provide for the study of individual development and identity.
- Provide for the study of interactions among individuals, groups, and institutions.
- Provide for the study of how people create, interact with, and change structures of power, authority and governance.
- Provide for the study of how people organize for the production, distribution, and consumption of goods and services.
- Provide for the study of relationships among science, technology and society.
- Provide for the study of global connections and interdependence.
- Provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

UNIT OBJECTIVES:

- Explain how the discovery of gold and silver affected the West.
- Describe life in the western mining town.
- Discuss the impact of the Transcontinental Railroad.
- Determine how railroads spread and helped the West to develop.
- Describe the importance of the buffalo to Native Americans in the Plains.
- Explain how Native American settlers came into conflict.
- Summarize the struggles of Native American groups to maintain their traditional ways of life.
- Explain why Congress passed the Dawes Act of 1887.
- Explain how the cattle industry began.
- Describe the life of a cowhand on the trail.
- Discuss the myth of the Wild West.
- Identify reasons for the end of the cattle boom.
- Identify what attracted farmers to settle on the Great Plains.
- Describe how people adapted to life on the Plains.
- Summarize the result of the Oklahoma Land Rush.
- Explain how economic issues led farmers to organize to seek reform.
- List reasons industry grew rapidly after the civil war.
- Identify inventions and inventors that changed the way Americans lived.

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- Describe the advances that revolutionized transportation.
- Describe how new business methods helped American industry grow.
- Identify the leaders of “big business” and the practices they used.
- Summarize how working conditions changed as industry grew.
- Describe workers' efforts to organize during the late 1800s.
- Explain why cities grew in the late 1800s.
- Describe the problems city dwellers faced and the efforts to improve city life.
- Identify the attractions and leisure activities cities offered.
- Identify the reasons immigration to the United States increased in the late 1800s.
- Describe the difficulties immigrants faced adjusting to their new lives.
- Discuss how immigrants assimilated and contributed to American life.
- Describe efforts to limit immigration.

ACTIVITIES:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

- Teacher lecture
- Chapter Guide at beginning of each chapter in Teacher's Edition. This provides various activities for a variety of different levels and interests.
- All-In-One Teaching Resources
- Handouts
- “Extend” activities in textbook
- Key Terms and People of each section.
- Supplemental Reading:
 - Mark Twain, The Californian's Tale
- Essays
- Graphs
- Charts
- Timelines
- Map U.S. possessions
- Map Activity page 580.
- “Transcontinental Railroad” map activity page 582-583.
- Biography Quest page 586.
- Map Activity page 587.
- Links Across Time page 588.
- Map Activity page 591.
- Art “Cold Morning on the Range, 1904” page 593.
- Info-graphic page 596-597.
- Info-graphic page 610-611.
- Biography Quest page 615.
- Reading Primary Sources page 616.
- Cause and Effect page 623.
- Life at the Time activity page 630-631.
- Historian's Apprentice Activity page 636.

Suggested Activities:

- Invention Essay:
 - Write a five paragraph essay based on the following prompt: “What invention do you believe had the greatest impact on American society during the time period?”
- DuBois v. Washington Essay:
 - Using primary and secondary sources gather information on one of these influential leaders and compare their ideologies in a five paragraph essay.
- Magazine Assessment:
 - Using Microsoft Publisher or Microsoft Word, create a potential magazine cover related to a cultural, social, or political theme of the Gilded Age.

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- Westward Expansion Broadside:
 - In a small cooperative group or individually, create a Westward Broadside to attract settlement to the West Coast.
- Immigrant Activity:
 - Compare and contrast cultural and push/pull factors for European, Asian, and Mexican immigrants settling in the United States from 1860-1920.
- Suggested Videos:
 - The Molly Maguires
 - Dances With Wolves
 - Tombstone
 - Young Guns
 - Norma Rae
 - A&E Andrew Carnegie Video Biography
 - A&E Captains of Industry
 - Far and Away

ASSESSMENTS:

- Tests
- Quizzes
- Essays
- Projects
- Group Activities
- Final Map
- Final Chart

DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

Remediation:

- Individual Chapter Outline
- Vocabulary
- Re-teach using the "Interactive Reading and Note Taking Study Guide".
- Re-Test
- Test Corrections
- Writing a Chapter Summary Essay
- Use of tiered activities

Extension:

- The Progressive Movement: Traditional Reform Internet research project on Populist's Omaha Platform of 1892.

RESOURCES:

- Textbook Chapters
- Primary Sources
- Teacher's Resource Binder
- Computer Lab
- Department Videos
- Library
- United Streaming