United States History 8

Chapter 3
Pacing
Regular Schedule: with lab(s): N/A without lab(s): 5 days

**MI Content Expectations**

5 - U2.1.1: Describe significant developments in the Southern colonies, including • patterns of settlement and control including the impact of geography (landforms and climate) on settlement • establishment of Jamestown • development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia) • relationships with American Indians • development of colonial representative assemblies (House of Burgesses) • development of slavery.

5 - U2.1.2: Describe significant developments in the New England colonies, including • patterns of settlement and control including the impact of geography (landforms and climate) on settlement • relations with American Indians • growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies • the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government • religious tensions in Massachusetts that led to the establishment of other colonies in New England

**Objectives**

1. How did the arrival of Europeans affect Indians in North America?
2. How did tobacco help save the Jamestown colony?
3. How did self-government begin in Virginia?
4. Why did the pilgrims start a colony in North America?
5. How did the Native Americans help the Plymouth Colonists?

**Vocabulary**

✓ Colony
✓ Plantation
✓ Northwest passage
✓ Coureur de bois
✓ Charter
✓ Burgess
✓ Representative government

**Identification—People, places, and events**

✓ Sir Walter Raleigh
✓ John White
✓ Virginia Company
✓ John Smith
✓ House of Burgesses
✓ Magna Carta
✓ Pilgrims
✓ Mayflower Compact
✓ Squanto

Chapter 4

Pacing

Regular Schedule: with lab(s): N/A without lab(s): 14 days

MI Content Expectations

5 - U2.1.1: Describe significant developments in the Southern colonies, including • patterns of settlement and control including the impact of geography (landforms and climate) on settlement • establishment of Jamestown • development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia) • relationships with American Indians • development of colonial representative assemblies (House of Burgesses) • development of slavery.

5 - U2.1.2: Describe significant developments in the New England colonies, including • patterns of settlement and control including the impact of geography (landforms and climate) on settlement • relations with American Indians • growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies • the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government • religious tensions in Massachusetts that led to the establishment of other colonies in New England

5 - U2.1.3: Describe significant developments in the Middle Colonies, including patterns of settlement and control including the impact of geography (landforms and climate) on settlement (National Geography Standard 12, p. 167) the growth of Middle Colonies economies (e.g., breadbasket) (National Geography Standard 7, p. 156) The Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle Colonies immigration patterns leading to ethnic diversity in the Middle Colonies (National Geography Standard 10, p. 162, C, E)

5 - U2.1.4: Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies. (National Geography Standard 12, p. 167)

5 - U2.2.1: Describe Triangular Trade including • the trade routes, • the people and goods that were traded • the Middle Passage • its impact on life in Africa (National Geography Standards 9, and 11; pp. 160 and 164 E)

5 - U2.2.2: Describe the life of enslaved Africans and free Africans in the American colonies. (National Geography Standard 5, p. 152)

5 - U2.2.3: Describe how Africans living in North America drew upon their African past (e.g., sense of family, role of oral tradition) and adapted elements of new cultures to develop a distinct African-American culture. (National Geography Standard 10, p. 162)

5 - U2.3.1: Locate the New England, Middle, and Southern colonies on a map. (National Geography Standard 3 p. 148)

5 - U2.3.2: Describe the daily life of people living in the New England, Middle, and Southern colonies. (National Geography Standards 14 and 15; pp. 171 and 173)

5 - U2.3.3: Describe colonial life in America from the perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians). (National
Geography Standard 6, p. 154)

**5 - U2.3.4**: Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants). (E)

**5 - U2.3.5**: Make generalizations about the reasons for regional differences in colonial America. (National Geography Standard 6, p. 154)

**Objectives**
1. Explain why the Puritans set up the Massachusetts Bay Colony.
2. Identify the founders of Connecticut and Rhode Island.
3. Describe how people in New England made a living.
5. Explain why the Middle colonies were known as the breadbasket colonies.
6. Describe what life was like in the backcountry.
7. Explain why each of the Southern colonies were founded.
8. Identify Bacon’s rebellion.
10. Identify the Middle Passage.
11. Explain why the colonists resented the Navigation Acts.
12. Identify items that the colonists traded.
13. Identify the rights that the colonists gained as a result of the glorious revolution.
14. Describe how self-rule was strengthened in the colonies.
15. Explain how the Great Awakening increased religious tolerance.
16. Describe what life was like for women in the backcountry and in cities.
17. Describe how colonists educated their children.
18. Identify the Enlightenment.

**Vocabulary**
- Toleration
- Patron
- Proprietary colony
- Cash crop
- Backcountry
- Slave code
- Racism
- Mercantilism
- Import
- Export
- Triangular trade
- Legislature
- Gentry
- Indentured servant
- Public school
- Apprentice

**People**
- Benjamin Franklin
Chapter 5
Pacing
Regular Schedule: with lab(s): N/A without lab(s): 12 days

MI Content Expectations
5 - U3.1.1: Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy. (National Geography Standard 13 p. 169 C, E)
5 - U3.1.2: Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.
5 - U3.1.3 : Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government).
5 - U3.1.4: Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation). (C)
5 - U3.1.3 : Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government).
5 - U3.1.4: Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation). (C)
5 - U3.1.5 : Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so. (C)
5 - U3.1.6 : Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.
5 - U3.1.7 : Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence. (C)
5 - U3.1.8: Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.

Objectives
1. Identify the nations that were rivals for North America.
2. Describe how the French prevented expansion of the English colonies.
3. Explain why Native Americans became involved in the struggle between Britain and France.
4. Identify the causes of the French and Indian War.
5. Describe the advantages that each side had in the war.
7. Explain why Britain issued the Proclamation of 1763.
8. Describe how colonists protested British taxes.
9. Explain why the Boston Massacre occurred.
10. Explain why Britain passed the Tea Act.
11. Describe how colonists responded to the Intolerable Acts
12. Identify the shot heard round the world.

Identification
Albany plan of Union
Treaty of Paris 1763
Pontiac’s War
Proclamation of 1763
Stamp Act
Townsend Acts
Son of Liberty
Samuel Adams
Mercy Otis Warren
Quartering Act
Tea Act
Boston tea party
Intolerable acts
1st Continental Congress
Paul Revere

Vocabulary
Militia
Minuteman
Boycott
Repeal
Writ of assistance
Nonimportation agreements
Committee of correspondence

Chapter 6
Pacing
Regular Schedule: with lab(s): N/A without lab(s): 14 days

MI Content Expectations

5 - U3.1.3 : Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial
views on authority and the use of power without authority differed (views on representative government).

5 - U3.1.4: Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation). (C)

5 - U3.1.5: Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so. (C)

5 - U3.1.6: Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.

5 - U3.1.7: Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence. (C)

5 - U3.1.8: Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.

5 - U3.2.1: Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives. (National Geography Standard 4, p. 150, E)

5 - U3.2.2: Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.

5 - U3.2.3: Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war.

5 - U3.2.4: Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries). (National Geography Standard 13, p. 169, C)

F1.1: colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights) (C2); experiences with self-government (e.g., House of Burgesses and town meetings) (C2); changing interactions with the royal government of Great Britain after the French and Indian War (C2)

F1.2: Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing colonists’ views of government and their reasons for separating from Great Britain. (C2)

F1.3: Describe the consequences of the American Revolution by analyzing the: birth of an independent republican government (C2); creation of Articles of Confederation (C2); changing views on freedom and equality (C2); and concerns over distribution of power within governments, between government and the governed, and among people (C2)

Objectives
1. Identify the actions that the 2nd Continental Congress took in 1776.
2. Identify the strengths and weaknesses of each side in the Revolution.
3. Explain how colonists forced the British to leave Boston.
4. Describe how Common Sense influenced the colonists.
5. Identify the main ideas of the Declaration of Independence.
6. Describe how Americans responded to the Declaration of Independence.
7. Identify the battles that were fought in the Middle States.
8. Explain why the Battle of Saratoga was important.
9. Describe how volunteers from other lands helped the Americans.
10. Identify the role that Native Americans played in the Revolution.
11. Identify the battles that Americans won in the West and at Sea.
12. Describe how African Americans and women contributed to the war.
13. Explain why fighting shifted to the South in 1778.
14. Describe how Washington forced the British to surrender at Yorktown.
15. Identify the terms of the treaty of Paris.

**Identification**
- Ethan Allen and the Green Mountain Boys
- Olive Branch Petition
- Benedict Arnold
- Thomas Paine
- Richard Henry Lee
- Nathan Hale
- Marquis de Lafayette
- Thaddeus Kosciusko
- Fredriech von Steuben
- George Rogers Clark
- Mary Ludwig Hayes
- Deborah Sampson
- John Paul Jones
- Daniel Morgan
- Admiral de Grasse
- Comte de Rochambeau
- Treaty of Paris
- George Washington

**Battles**
- Bunker Hill
- Trenton
- Saratoga
- Yorktown

**Vocabulary**
- Blockade
- Traitor
- Patriot
- Loyalist
- Cavalry
- Ratify
Chapter 7

Pacing
Regular Schedule: with lab(s): N/A without lab(s): 16 days

MI Content Expectations

5 - U3.3.1: Describe the powers of the national government and state governments under the Articles of Confederation. (C)
5 - U3.3.2: Give examples of problems the country faced under the Articles of Confederation (e.g., lack of national army, competing currencies, reliance on state governments for money). (National Geography Standard 13, p. 169, C)
5 - U3.3.3: Explain why the Constitutional Convention was convened and why the Constitution was written. (C)
5 - U3.3.4: Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three-Fifths Compromise). (National Geography Standard 9, p. 160, C)
5 - U3.3.5: Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights). (C)
5 - U3.3.6: Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers). (C)
5 - U3.3.7: Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification. (C)
5 - U3.3.8: Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.
8 - U3.3.1: Explain the reasons for the adoption and subsequent failure of the Articles of Confederation (e.g., why its drafters created a weak central government, challenges the nation faced under the Articles, Shays’ Rebellion, disputes over western lands). (C2)
8 - U3.3.2: Identify economic and political questions facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention. (E1.4)
8 - U3.3.3: Describe the major issues debated at the Constitutional Convention including the distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue.
8 - U3.3.4: Explain how the new constitution resolved (or compromised) the major issues including sharing, separating, and checking of power among federal government institutions, dual sovereignty (state-federal power), rights of individuals, the Electoral College, the Three-Fifths Compromise, and the Great Compromise.
8 - U3.3.5: Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution. (C2) (National Geography Standard 3, p. 148)
8 - U3.3.6: Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government. (C3)
8 - U3.3.7: Using important documents (e.g., Mayflower Compact, Iroquois Confederacy, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers), describe
the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government. (C2)

8 - U4.I.1: Washington’s Farewell – Use Washington’s Farewell Address to analyze the most significant challenges the new nation faced and the extent to which subsequent Presidents heeded Washington’s advice. (C4)

Objectives
1. Identify the kinds of governments states set up.
2. Identify the problems the nation faced in the early years.
3. Describe how the NW ordinance provided for growth in the early years of the nation.
4. Identify the causes of Shays Rebellion.
5. Explain why the Constitutional Convention was met in secret.
6. Describe how the delegates settled the questions of representation.
7. Identify the other issues the convention resolved.
8. Explain how Enlightenment ideas influenced the Constitution.
9. Describe how the power was divided between the federal government and the states.
10. Explain how the framers of the Constitution limited the powers of the government.
11. Explain the views of the Federalists and the Anti-Federalists and how they differed.
12. Describe how the Constitution can be amended.
13. Identify the rights that the Bill of Rights protects.
14. Identify the goals of the Constitution
15. Identify the Principles of the Constitution.

Identification
Articles of Confederation
Land Ordinance of 1785
Northwest Ordinance
Shays Rebellion
James Madison
Virginia Plan
New Jersey Plan
Great Compromise
3/5 Compromise
John Locke
Baron de Montesquieu
Federalists
Bill of Rights
Anti-Federalists
Preamble

Vocabulary
Constitution
Execute
Economic depression
Legislative branch
Executive branch
Judicial branch
Compromise
Republic
Separation of powers
Federalism
Electoral college
Checks and balances
Bill
Veto
Override
Impeach
Amend
Due process
Justice
Domestic tranquility
General welfare
Liberty
Representative government
Ratify
Tyranny
Federal
Taxes

Chapter 8
Pacing
Regular Schedule: with lab(s): N/A without lab(s): 12 days

MI Content Expectations

8 - U4.1.3: Challenge of Political Conflict – Explain how political parties emerged out of the competing ideas, experiences, and fears of Thomas Jefferson and Alexander Hamilton (and their followers), despite the worries the Founders had concerning the dangers of political division, by analyzing disagreements over: relative power of the national government (e.g., Whiskey Rebellion, Alien and Sedition Acts) and of the executive branch (e.g., during the Jacksonian era) (C3) (National Geography Standard 13, p. 169); foreign relations (e.g., French Revolution, relations with Great Britain) (C3) (National Geography Standard 13, p. 169); economic policy (e.g., the creation of a national bank, assumption of revolutionary debt) (C3, E2.2)

8 - U4.1.4: Establishing a National Judiciary and Its Power – Explain the development of the power of the Supreme Court through the doctrine of judicial review as manifested in Marbury v. Madison (1803) and the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government (e.g., McCullouch v. Maryland, Dartmouth College v. Woodward, Gibbons v. Ogden). (C3, E1.4, 2.2)
Objectives
1. Explain why Washington’s actions as President were important to the future of the country.
2. Describe how Alexander Hamilton proposed to pay government debt and strengthen the economy.
3. Explain why some groups opposed Hamilton’s plans.
4. Describe how Americans responded to the American Revolution.
5. Identify the purpose of the Neutrality Proclamation.
6. Explain why fighting broke out in the Northwest Territory.
7. Identify the main ideas in Washington’s Farewell Address.
8. Explain why political parties formed in the United States.
9. Describe how Hamilton and Jefferson differed on major issues.
10. Describe how newspapers influenced the growth of political parties.
11. Explain why the election of 1796 increased political tensions.
12. Explain why many Americans wanted to declare war on France.
13. Explain why Adams lost support of the Federalists.

Identification
Judiciary Act
Bank of the United States
Whiskey Rebellion
French Revolution
Neutrality Proclamation
Jay’s Treaty
Treaty of Greenville
Farewell Address
Democratic Republicans
Federalists
XYZ Affair
Alien Act
Sedition Act
Kentucky and Virginia Resolutions

Vocabulary
Alien
Sedition
Nullify
Unconstitutional
Precedent
Cabinet
Bond
National debt
Chapter 9
Pacing
Regular Schedule: with lab(s): N/A without lab(s): 10 days

MI Content Expectations
8 - U4.1.2: Establishing America’s Place in the World – Explain the changes in America’s relationships with other nations by analyzing treaties with American Indian nations, Jay’s Treaty (1795), French Revolution, Pinckney’s Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine. (C4) (National Geography Standard 13, p. 169)

Objectives
1. Identify the steps that Jefferson took to limit government power.
2. Explain why the Federalists controlled the federal courts.
3. Explain the importance of Marbury v. Madison.
4. Explain why the Mississippi river was important to Western farmers.
5. Describe how the US gained Louisiana
6. Identify the purposes of the Lewis and Cark expedition.
7. Describe how overseas trade grew in the early 1800s.
8. Explain why British warships seized American sailors.
9. Explain why was the Embargo Act unpopular.
10. Explain why the South and the West wanted war with Britain.
11. Describe how the prophet and Tecumseh tried to stop white settlement.
12. Explain why President Madison agreed to war with Britain.
13. Describe how Americans prepared for the War of 1812.
14. Describe the role of Native Americans in the fighting.
15. Explain the outcome of the war.

Identification
John Marshall
Pinckney treaty
Toussaint L’Overture
Lewis and Clark
Louisiana Purchase
Sacagawea
Barbary States
Embargo Act
Nonintercourse Act
War Hawks
Henry Clay
Tecumseh
Battle of Tippecanoe
Battle of Thames
Dolley Madison
Battle of New Orleans
Andy Jackson

**Vocabulary**
Democratic
Laissez faire
Judicial review
Continental divide
Impressment
Embargo
Nationalism

**Chapter 10**

**Pacing**

Regular Schedule: with lab(s): N/A  without lab(s): 12 days

**MI Content Expectations**

**8 - U4.2.1:** Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of: agriculture, including changes in productivity, technology, supply and demand, and price (E1.3,1.4) (National Geography Standard 14, p. 171); industry, including entrepreneurial development of new industries, such as textiles (E1.1); the labor force including labor incentives and changes in labor forces (E1.2); transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices (E1.2,1.3) (National Geography Standard 3, p. 148); immigration and the growth of nativism (National Geography Standard 9, p. 160); race relations, class relations.

**8 - U4.2.4:** Consequences of Expansion – Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slaveholding states. (C2) (National Geography Standard 13, p. 169)

**Objectives**

1. Describe how the early industrial Revolution changed people’s lives.
2. Identify the inventions that led to the Industrial Revolution.
3. Describe how the War of 1812 helped American manufactures.
4. Describe how Lowell was a model community.
5. Describe what working conditions were like in early factories.
6. Identify the advantages and disadvantages of city life in the 1800s.
7. Describe how settlers traveled west.
8. Identify the steps that Americans took to improve the roads.
9. Describe how steamboats and canals changed transportation.
10. Identify the Era of Good Feelings.
11. Describe how Congress tried to strengthen the National economy.
12. Identify Henry Clay’s American system.
15. Explain why the United States issued the Monroe Doctrine.

**Identification**
Industrial Revolution
Samuel Slater
Moses Brown
Francis Cabot Lowell
Boston Associates
Eli Whitney
Lancaster Turnpike
Robert Fulton
Clermont
De Witt Clinton
John C. Calhoun
Daniel Webster
Henry Clay
American System
Dominion of Canada
Miguel Hidalgo
Grito de Delores
Simon Bolivar
Monroe Doctrine
Adams-Onis Treaty

**Vocabulary**
Spinning jenny
Cotton gin
Capitalist
Factory system
Interchangeable Parts
Turnpike
Corduroy road
Canal
Dumping

**Chapter 11**

**Pacing**
Regular Schedule:  with lab(s): N/A  without lab(s): 10 days
MI Content Expectations

8 - U4.2.1: Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of: agriculture, including changes in productivity, technology, supply and demand, and price (E1.3.1.4) (National Geography Standard 14, p. 171); industry, including entrepreneurial development of new industries, such as textiles (E1.1); the labor force including labor incentives and changes in labor forces (E1.2); transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices (E1.2.1.3) (National Geography Standard 3, p. 148); immigration and the growth of nativism (National Geography Standard 9, p. 160); race relations, class relations.

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

Objectives
1. Explain why the election of 1824 was disputed.
2. Identify the policies that John Quincy Adams supported.
3. Describe how the country became more Democratic in the 1820’s
4. Identify the qualities that helped Andrew Jackson succeed.
5. Explain why Jackson replaced many office holders.
7. Describe how tariffs led to the Nullification Crisis.
8. Explain why South Carolina threatened to withdraw from the Union.
9. Explain why the Native Americans were forced off their lands.
10. Identify the problems that Martin Van Buren faced.
11. Describe how William Henry Harrison campaigned for President.
12. Explain why John Tyler had little success as President.

Identification
John Quincy Adams
Henry Clay
Whigs
Democrats
Old Hickory
Kitchen cabinet
Nicholas Biddle
Roger Taney
Tariff of Abominations
Nullification Crisis
Sequoyah
The Indian Removal Act
Trail of Tears
Seminole War
Panic of 1837
Vocabulary
Suffrage
Caucus
Nominating convention
Spoils system
Pet bank
Secede
States’ Rights
Nullification

Chapter 12
Pacing
Regular Schedule: with lab(s): N/A  without lab(s): 12 days

MI Content Expectations
8 - U4.2.3: Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny. (E2.1) (National Geography Standard 6, p. 154)

8 - U4.2.4: Consequences of Expansion – Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slaveholding states. (C2) (National Geography Standard 13, p. 169)

Objectives
1. Explain why the United States and Britain agreed to share the Oregon country.
2. Explain why Mountain Men went to the Far West.
3. Identify the hardships that travelers faced on their trips to the Oregon Trail.
4. Explain why the Mexico wanted Americans to settle in Texas.
5. Describe how the Republic of Texas was set up.
6. Explain why the United States refused to annex Texas.
7. Identify the first white settlers in New Mexico and California.
8. Describe what mission life was like for Native Americans.
9. Identify what Americans meant by Manifest Destiny.
10. Describe how the United States gained Oregon.
11. Identify the events that led to war with Mexico.
12. Identify the lands that the United States gained from the Mexican War.
13. Describe how Spanish and Indian traditions blended in the new lands.
14. Describe how the Mormons set up a successful community in Utah.
15. Describe how the discovery of gold affected life in California.
16. Identify the mix of peoples who helped California grow and prosper.

Identification
- Mountain men
- Jedidiah Smith
- Marcus and Narcissa Whitman
- Stephen Austin
- Santa Anna
- Tejano
- Sam Houston
- Alamo
- Lone Star Republic
- William Becknell
- Junipero Serra
- Manifest Destiny
- James K. Polk
- Zachary Taylor
- Mexican War
- John Fremont
- Bear Flag Republic
- Mormons
- Joseph Smith
- Brigham Young
- Sutter’s Mill
- Levi Strauss

Vocabulary

- Rendezvous
- Annex
- Cede
- 49er
- vigilante

Chapter 13

Pacing

Regular Schedule: with lab(s): N/A without lab(s): 8 days

MI Content Expectations
8 - U4.3.1: Explain the origins of the American education system and Horace Mann’s campaign for free compulsory public education. (C2)
8 - U4.3.2: Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders (e.g., John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass), and the response of southerners and northerners to the abolitionist movement. (C2) (National Geography Standard 6, p. 154)
8 - U4.3.3: Analyze the antebellum women’s rights (and suffrage) movement by discussing the
goals of its leaders (e.g., Susan B. Anthony and Elizabeth Cady Stanton) and comparing the Seneca Falls Resolution with the Declaration of Independence. (C2)
8 - U4.3.4: Analyze the goals and effects of the antebellum temperance movement. (C2)
8 - U4.3.5: Evaluate the role of religion in shaping antebellum reform movements. (C2)

Objectives
16. Identify the new inventions that changed farming in the North.
17. Describe how the telegraph helped business.
18. Describe how steam power and railroads helped industry to grow.
19. Describe how working conditions changed in factories and shops.
20. Explain why skilled formed unions.
21. Identify the newcomers who arrived in the United States in the mid-1800s.
22. Describe what life was like for the African American in the North.
23. Describe how the cotton gin affected the growth of slavery.
24. Explain why cotton planters moved westward.
25. Explain why the South had less industry than the North.
26. Identify the three groups that made up white society in the South.
27. Describe how southerners treated free African Americans.
28. Describe what life was like for enslaved Americans on plantations.

Identification
Elias Howe
John Deere
Cyrus McCormick
Samuel Morse
John Griffiths
Know-Nothing Party
James Forten
Eli Whitney
Cotton Kingdom
William Gregg
Denmark Vesey
Nat Turner

Vocabulary
- Telegraph
- Clipper ship
- Skilled worker
- Trade union
- Strike
- Unskilled worker
- Immigrant
- Famine
- Nativist
Chapter 14

Pacing

Regular Schedule: with lab(s): N/A without lab(s): 8 days

MI Content Expectations
8 - U4.3.2: Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders (e.g., John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass), and the response of southerners and northerners to the abolitionist movement. (C2) (National Geography Standard 6, p. 154)
8 - U5.1.1: Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples. (C2)
8 - U5.1.2: Describe the role of the Northwest Ordinance and its effect on the banning of slavery (e.g., the establishment of Michigan as a free state). (National Geography Standard 12, p. 167)

Objectives
- Identify the roots of the antislavery movement.
- Describe what reformers did to fight against slavery.
- Describe how Americans reacted to the antislavery movement.
- Describe how the antislavery crusade helped sour the women’s rights movement.
- Identify the demands of the Seneca Falls Convention.
- Describe how opportunities for women improved in the mid 1800s.
- Identify the reforms that Dorothea Dix Sought.
- Describe how Americans improved public education.
- Explain why some Americans wanted to ban the sale of alcohol.
- Identify some of the writers and artists of the 1800s.
- Describe how American writers expressed the unique spirit of the nation.
- Identify the styles that American painters developed.

Identification
Second Great Awakening
American Colonization Society
Frederick Douglas
William Lloyd Garrison
New England Anti Slavery Society
The Grimke Sisters
Harriet Tubman
The Underground RR
Lucretia Mott
Elizabeth Cady Stanton
Sojourner Truth
Susan B. Anthony
Seneca Falls Convention
Dorothea Dix
Horace Mann
Thomas Gallaudet

**Vocabulary**
- Abolitionist
- Underground RR
- Temperance Movement

**Chapter 15**

**Pacing**

Regular Schedule: with lab(s): N/A without lab(s): 12 days

**MI Content Expectations**

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

8 - U5.1.4: Describe how the following increased sectional tensions: the Missouri Compromise (1820); the Wilmot Proviso (1846); the Compromise of 1850 including the Fugitive Slave Act; the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas; the Dred Scott v. Sandford decision (1857); changes in the party system (e.g., the death of the Whig party, rise of the Republican party and division of the Democratic party) (C2; C3) (National Geography Standard 13, p. 169).

8 - U5.1.5: Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan’s role in the Underground Railroad) and effects of their actions before and during the Civil War. (C2)

8 - U5.1.6: Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help explain the Civil War. (C2) (National Geography Standard 13, p. 169)

8 - U5.2.1: Explain the reasons (political, economic, and social) why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South. (C3, E1.2) (National Geography Standard 6, p. 154)

**Objectives**

- What was the purpose of the Missouri Compromise?
- Why did Conflict arise over the issue of slavery in the western territories?
- Why was the Free Soil Party founded?
• Why did the slavery debate erupt again in 1850?
• What was the impact of the Compromise of 1850?
• How did Uncle Tom’s Cabin affect attitudes toward slavery?
• What was the goal of the Kansas Nebraska Act?
• Why did violence erupt the Kansas and in the Senate?
• What impact did the Dred Scott case have in the nation?
• Why did the Republican Party come into being in the mid 1850’s?
• What events lay behind the rapid emergence of Abraham Lincoln as a Republican leader?
• How did Americans react to John Brown’s raid on the Harpers Ferry?
• How did the election of 1860 reflect sectional divisions?
• How did the South react to the 1860 election results?
• How did the Civil War begin in 1861?

Identification

1. Missouri Compromise
2. Wilmot Proviso
3. Free Soil Party
4. Zachary Taylor
5. Compromise of 1850
6. Fugitive Slave Act
7. Uncle Tom’s cabin
8. Harriet Beecher Stowe
9. Stephen Douglas
10. Kansas Nebraska Act
11. Border Ruffians
12. Dred Scott v. Sandford
13. Charles Sumner
14. Preston Butler Brooks
15. Republican Party
16. John C Fremont
17. John Bell
18. John Breckenridge

Vocabulary

1. Popular Sovereignty
2. Secede
3. Fugitive
4. Civil War
5. Arsenal
6. Treason
7. Martyr

Chapter 16
Pacing

Regular Schedule:  
with lab(s): N/A  
without lab(s): 15 days

MI Content Expectations

8 - U5.2.2: Make an argument to explain the reasons why the North won the Civil War by considering the critical events and battles in the war, the political and military leadership of the North and South and the respective advantages and disadvantages, including geographic, demographic, economic and technological (E1.4) (National Geography Standard 15, p. 173)

8 - U5.2.3: Examine Abraham Lincoln’s presidency with respect to: his military and political leadership; the evolution of his emancipation policy (including the Emancipation Proclamation) and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence (C2)

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

8 - U5.2.5: Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments. (National Geography Standard 14, p. 171)

Objectives

- How did the Civil War begin in 1861?
- What issues divided the nation when the war began?
- What were the primary strengths and weaknesses of the North and the South at the beginning of the war?
- Who were the leaders of each side in the war?
- What strategies did each side adopt to win the war?
- How did early encounters dispel hopes for a quick end to the war?
- What victories did Confederates achieve early in the war?
- What victories did the Union achieve early in the war (in the west)?
- What was Lincoln’s primary goal in the war?
- What were the effects of the Emancipation Proclamation?
- How did African American contribute to the war effort?
- What was life like for the Confederate and Union Soldiers?
- What problems did each side face at home?
- How did the war affect the economy of the North and South?
- What role did women play in the Civil War?
- Why were the Union victories at Vicksburg and Gettysburg important?
- Describe as completely as possible the battle at Gettysburg.

Identification

1. Abraham Lincoln
2. Jefferson Davis
3. Robert E Lee
4. Battle of Bull Run
5. Ironclads (the Monitor vs. the Merrimack)
6. Battle of Antietam
7. Battle of Fredericksburg
8. Battle of Chancellorsville
9. Battle of Shiloh
10. Stonewall Jackson
11. George B. McClellan
12. Ulysses S Grant
13. Emancipation Proclamation
14. 54th Massachusetts
15. Copperheads
16. Clara Barton
17. Pickett’s Charge
18. battle of Gettysburg
19. William T Sherman
20. Phillip Sheridan
21. Gettysburg Address
22. Battle of Vicksburg

**Vocabulary**
1. border state
2. martial law
3. emancipate
4. draft
5. habeas corpus
6. income tax
7. inflation
8. siege
9. total war

**Chapter 17**

**Pacing**

Regular Schedule: with lab(s): N/A without lab(s): 12 days

**MI Content Expectations**

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

8 - U5.3.2: Describe the early responses to the end of the Civil War by describing the: policies of the Freedmen’s Bureau (E2.2) and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes (C2, C5)

8 - U5.3.3: Describe the new role of African Americans in local, state and federal government in
the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux Klan. (C2, C5) (National Geography Standard 10, p. 162)

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

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

Chapter 18

Pacing

Regular Schedule: with lab(s): N/A without lab(s): 12 days

MI Content Expectations

8 - U6.1.1: America at Century’s End – Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in: territory, including the size of the United States and land use (National Geography Standards 1 and 16, pp. 144 and 196); population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America (E3.2) (National Geography Standards 9 and 12, pp. 160 and 167); systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society (E1.4, 3.2) (National Geography Standard 11, p. 164); governmental policies promoting economic development (e.g., tariffs, banking, land grants and mineral rights, the Homestead Act) (E.2.2) (National Geography Standard 16, p. 176); economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers (E1.4, 2.1, 3.2) (National Geography Standard 11, p. 164); the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court’s decision in Plessy v. Ferguson, and the response of African Americans; the policies toward American Indians, including removal, reservations, the Dawes Act of 1887; and the response of American Indians (National Geography Standard 13, p. 169)

8 - U6.2.1: United States History Investigation Topic and Issue Analysis, Past and Present – Use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings (e.g., oral, visual, video, or electronic presentation, persuasive essay, or research paper); include causes and consequences of the historical action and predict possible consequences of the contemporary action. (National Geography Standards 9 and 10, pp. 160 and 162)