

Milford Public Schools Curriculum



Department: Social Studies

Course Name: American History Grade 8

Course Description

In eighth grade, students engage in the study of events, documents, movements, and people emphasizing 17,18th and 19th century America with a focus on inquiry into the development of the United States as a nation.

UNIT 1

Unit Title: Exploration and Early Colonization of the Americas

LEARNING GOALS

Enduring Understanding(s):

Social scientists examine cause and effect to see relationships between people, places, ideas, and events.(DEU)

Social scientists find the connections between events of the past and present to help understand our world.(DEU)

People, places, and ideas have changed over time. (CEU)

Resources are linked to the economic prosperity of a society or region. (CEU)

There are significant differences among Native American groups. (UEU)

There were significant impacts of European exploration on both Native American and European cultures.(UEU)

The geographic, political, social, religious, and economic factors related to the settlement of the thirteen colonies.(UEU)

Essential Question(s):

To what extent can understanding cause and effect help solve problems and make decisions? (DEQ)

How can studying the past help us understand the present world and the future? (DEQ)

Why should we understand how people, places, and ideas have changed over time? (CEQ)

What causes change over time? (CEQ)

What impact does scarcity have on the production, distribution, and consumption of goods and services? (CEQ)

Were Native American civilizations advanced prior to European exploration? (UEQ)

What changes did colonial settlement bring to the New World? (UEQ)

In what ways did colonial life evolve? (UEQ)

Content and Skills:

The geography of the Caribbean and the Americas

The global impact of Columbus' voyage

The differences among the indigenous people of the western hemisphere. American tribes

How did European's interact with the indigenous people

Summarize the development of early cultures in North America

Analyze how climate and resources affected North American cultures

Assess how explorations set off a global exchange of goods and services

How New Spain, New France, and New Netherland became rivals in the pursuit of a Northwest passage to Asia

Standards Addressed:

Standard 1: Content Knowledge

Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.

Standard 2: History/Social Studies Literacy Skills

Competence in literacy, inquiry, and research skills is necessary to analyze, evaluate, and present history and social studies information.

Standard 3: Application

Civic competence in addressing historical issues and current problems requires the use of information, skills, and empathic awareness.

UNIT 2

Unit Title: Colonial America

LEARNING GOALS

Enduring Understanding(s):

Social scientists examine cause and effect to see relationships between people, places, ideas, and events. (DEU)

Social scientists study and compare people, places, ideas, and events to make sense of our world. (DEU)

Social scientists recognize and analyze multiple points of view to explain the ideas and actions of individuals and groups. (DEU)

The study of political, social, and economic patterns reveal continuity and change over time. (CEU)

Decisions concerning the allocation and use of economic resources impact individuals and groups. (CEU)

The geography of a region affects its economic, political, and social development. (CEU)

Colonization is a method of conquest and expansion that has been used throughout history.(UEU)

Settlement in the Americas had tremendous impacts on the indigenous peoples and in the worldwide political and economic climate. (UEU)

Slavery and servitude have been implemented

Essential Question(s):

To what extent can studying cause and effect help us solve problems and make decisions? (DEQ)

How can looking at multiple points of view help us explain the ideas and actions of individuals and groups? (DEQ)

Why should we understand how people, places, and ideas have changed over time? (CEQ)

How are resources linked to the economic prosperity of a society or region? (CEQ)

What is the relationship between freedom and opportunity? (UEQ)

How and why did geography have an impact on settlement patterns? (UEQ)

throughout history. (UEU)

Content and Skills:

How and why the English colonies were established

How a representative government works and why it was necessary

How the religious ideals of the Puritans influenced New England colonial government and society

The geography of Northern, Middle, and Southern colonies

The different political, social and economic structures among Northern, Middle and Southern colonies

The concepts of mercantilism and England's control of the triangular trade routes

The economic and social impact of slavery on the colonists, the Africans and the Native Americans.

Compare and contrast the economic, political, social, and physical characteristics of the Northern, Middle and Southern colonies.

Trace the arrival of Africans in the European colonies in the 17th century and the rapid increase of slave importation in the 18th century.

Standards Addressed:

Standard 1: Content Knowledge

Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.

Standard 2: History/Social Studies Literacy Skills

Competence in literacy, inquiry, and research skills is necessary to analyze, evaluate, and present history and social studies information.

Standard 3: Application

Civic competence in addressing historical issues and current problems requires the use of information, skills, and empathic awareness.

UNIT 3

Unit Title: Causes of the Revolution

LEARNING GOALS

Enduring Understanding(s):

Social scientists examine cause and effect to see relationships between people, places, ideas, and events. (DEU)

Social scientists recognize and analyze multiple points of view to explain the ideas and actions of individuals and groups. (DEU)

Various forms of written work demonstrate an understanding of history and social studies issues. (CEU)

People respond to and resolve conflicts in a variety of

Essential Question(s):

To what extent can understanding cause and effect help solve problems and make decisions? (DEQ)

Why should we recognize and analyze multiple points of view? (DEQ)

How does the written word help us to better understand the events of the past and the present day? (CEQ)

What's worth fighting for? (CEQ)

Were English colonists justified in their bid for

ways. (CEU)	independence from Great Britain? (UEQ)
The English colonists rebelled for many reasons.(UEU)	Do all actions have consequences?(UEQ)
Rights and responsibilities of citizens define their national identity.(UEU)	Is freedom ever free? (UEQ)
Freedom and democracy depend on each other. (UEU)	

Content and Skills:

Students will know:

The geography of the land area involved in the French and Indian War

The causes and course of the French and Indian War

How and why the Proclamation of 1763 was put into effect

The causes and impacts of the taxes imposed on the American colonists after the French and Indian War (Stamp Act, Townshend Act, Tea Act, Intolerable Acts)

How the concept of “No Taxation without Representation” became the catalyst for rebellion

The significance of the Sons/Daughters of Liberty and forms of protest such as the Boston Tea Party

The principles and grievances articulated in the Declaration of Independence

Students will be able to:

Determine cause and effect relationship between: French and Indian war and taxes, taxes and protest, and protest and rebellion.

Analyze, interpret and evaluate primary and secondary sources in order to express and justify different positions for or against breaking with England (Patriot/Loyalist)

Standards Addressed:

Standard 1: Content Knowledge

Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.

Standard 2: History/Social Studies Literacy

Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.

Standard 3: Application

Compare and contrast two or more interpretations of historical event.

UNIT 4

Unit Title: Course and Impact of the American Revolution

LEARNING GOALS

Enduring Understanding(s):

Social scientists examine cause and effect to see relationships between people, places, ideas, and events.(DEU)

Knowledge of the past helps one understand the

Essential Question(s):

To what extent can understanding cause and effect help solve problems and make decisions? (DEQ)

How did the American Revolution impact world history and our future? (CEU)

<p>present and make decisions about the future. (CEU) Student will understand the factors affecting the course of the war and contributing to the American victory. (UEU)</p> <p>Students will comprehend the impact of the American Revolution on politics, economy, and society. (UEU) Students will understand the Revolution's effects on different social groups. (UEU)</p>	<p>How does revolution change lives? (UEQ)</p> <p>What are the economic and political consequences of warfare/conflict? (UEQ)</p> <p>Will powerful nations always defeat a weaker nation in war?(UEQ)</p>
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Content and Skills:

Students will know:

The major battles affecting the course of the war contributing to the American victory
The emergence of George Washington as a strong leader.
How European influences impacted both British and American forces.
The value of women and African American citizens' contributions to the war effort.
The hardships faced by the troops in Valley Forge.
The significance of The Treaty of Paris 1763.
Identify the most important people in the war on both sides and explain their significant and historic contributions to the war effort

Students will be able to:

Compare and contrast the Continental Army and the British Army
Evaluate the impact that the American Revolution had on different groups in society.

Standards Addressed:

Standard 1. Content Knowledge

Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.

Standard 2: Competence in Literacy

Inquiry and research skills are necessary to analyze, evaluate and present history and social studies information.

UNIT 5

Unit Title: Creating A Republic: Articles of Confederation & Constitution

LEARNING GOALS

Enduring Understanding(s):

Social scientists analyze and recognize how people, places, and ideas change over time.

Students will be able to describe the interactions between citizens and their governments in the making and implementation of laws.

Students will be able to understand the rights and

Essential Question(s):

How can the study of history helps us connect continuity and change?

How do governments interact with their citizens?

Why is it important for citizens to know their rights and responsibilities?

<p>responsibilities of citizens.</p> <p>The Articles of Confederation was a failed attempt at a national constitution.</p> <p>Ratifying the Constitution required much compromise to settle significant conflict and resolve inadequacies of government.</p> <p>A Constitution set forth the terms and limits of a government's power.</p> <p>The success of the U.S. Constitution can be attributed to its design, which enables it to meet the ever changing needs of people.</p>	<p>Why should we compare and contrast people, places, ideas, and events?</p> <p>What makes a government successful?</p> <p>Why do we need a Constitution?</p> <p>Why is the Constitution called a “living” document?</p>
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Content and Skills:

The student understands the importance of government and the structure within society.
The students will understand the strengths and weaknesses of the Articles of Confederation.
Students will understand the key arguments and the compromises resulting from them during the Constitutional Convention.
Students will understand the debate that arose between the Federalists and Anti-Federalists.
Students will understand the powers granted to the national and state governments by the US Constitution.
Students will understand the individual rights granted by the Bill of Rights
Analyze, interpret and evaluate primary sources (the Constitution and the Bill of Rights).
Compare and contrast Article of Confederation and Constitution

Standards Addressed:

2008 Proposed CT SS Framework:

Standard 1(Content Knowledge): Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.

Standard 2(History/Social Studies Literacy): Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.

UNIT 6

Unit Title: National Growth and Expansion

LEARNING GOALS

Enduring Understanding(s):

Social scientists find the connections between events of the past and present to help understand our world.(DEU)

Social scientists recognize and analyze multiple points of view to explain the ideas and actions of individuals

Essential Question(s):

How can studying the past help us understand the present world and the future? (DEQ)

Why should we recognize and analyze multiple points of view?

How have significant events of the past impacted the

<p>and groups.</p> <p>Demonstrate an understanding of significant events and themes in United States history.</p> <p>Describe patterns of human movement across time and place.</p> <p>Between 1803 and 1853, exploration and settlement was encouraged as America underwent vast territorial expansion and settlement.</p> <p>Congress and the first presidents made decisions establishing a strong government that helped the nation grow in size and power.</p> <p>As the economy grew, partly as a result of industrialization, the United States began to urbanize.</p>	<p>present world?</p> <p>What factors influenced westward migration?</p> <p>What were the major national issues and events faced by the first presidents?</p> <p>How did industry affect the lives of Americans?</p>
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Content and Skills:

Describe the challenges that Washington, Adams and Jefferson faced during their Presidencies
 Describe the causes and effects of the War of 1812
 Explain the Indian Removal Act of 1830/ The Trail of Tears
 Identify United States territorial expansion including: Louisiana Purchase / Lewis and Clark Expedition, Oregon Trail, Texan Independence, Mexican War and The Gold Rush
 Describe the inspirations behind and results of the territorial expansion and westward migration of the United States
 Explain the development of the Factory System, technological advancements and transportation improvements that facilitated the development of the Industrial Revolution.
 Analyze and evaluate the effectiveness of the decisions that the early Presidents made
 Analyze the effect of Jacksonian Democracy on American politics
 Analyze and evaluate the impact of industrialization
 Evaluate the impact of westward expansion and Manifest Destiny on different groups in society

Standards Addressed:

2008 Proposed CT SS Framework:

Standard 1: Content Knowledge

Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.

UNIT 7

Unit Title: Causes of the Civil War

LEARNING GOALS

Enduring Understanding(s):

Social Scientists recognize and analyze multiple points of view to explain the ideas and actions of individuals

Essential Question(s):

Why should we recognize and analyze multiple points of view? (DEQ)

<p>and groups. (DEU)</p> <p>Social scientists examine cause and effect to see relationships between people, places ideas and events. (DEU)</p> <p>Demonstrate an understanding of significant events and themes in world history. (CEU)</p> <p>Understand the interdependence of local, national, and global economies. (CEU)</p> <p>Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view. (CEU)</p> <p>Key political, social, and economic issues and events between different regions led the United States to the Civil War. (UEU)</p> <p>The actions of individuals, groups and institutions created conflict that led the United States to the Civil War. (UEU)</p>	<p>To what extent can understanding cause and effect help us solve problems and make decisions? (DEQ)</p> <p>Why does regional conflict bring about conflict amongst people? (UEQ)</p> <p>How do the actions of individuals, groups, and/or institutions affect a nation through intended and unintended consequences?(UEQ)</p>
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Content and Skills:

The differences between the Northern and Southern economies leading up to the Civil War.
 The importance of the abolitionist movement, its key players, and events
 The terms and relevance of the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act on the expansion of slavery in the west.
 The importance of the Fugitive Slave Act and the Dred Scott case.
 The impact of Abraham Lincoln and the Republican Party on the political climate leading up to the Civil War.
 The causes and reasons the southern states felt justified in the secession from the union and the creation of the confederate states.
 Compare and Contrast the economic, social, and political differences between the North and South.
 Chronologically list the events that led to the secession of the Southern States and the creation of the Confederacy
 Compare and contrast the ideas and points of view of abolitionist leaders and their supporters.
 Analyze and describe the evolution of the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act.
 Describe the reasons for war from both a Northern and Southern perspective.

Standards Addressed:

Standard 1: Content Knowledge

Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.

Standard 2: History/Social Studies Literacy Skills

Competence in literacy, inquiry, and research skills is necessary to analyze, evaluate, and present history and social studies information.

Standard 3: Application

Civic competence in addressing historical issues and current problems requires the use of information, skills,

and empathic awareness

UNIT 8

Unit Title: Course and Impact of the Civil War

LEARNING GOALS

Enduring Understanding(s):

Describe the interactions between citizens and their government in the making and implementation of laws.

Understand the interdependence of local, national, and global economies.

Interpret information from a variety of primary and secondary sources (maps, charts, graphs, images and print materials).

People and events are organized chronologically to increase understanding of historical relationships.

Technological developments have impacted individuals and societies throughout history.

Societies are diverse and change over time.

People and events are organized chronologically to increase understanding of historical relationships.

Resources impact interactions between humans and their environment.

Technological developments have impacted individuals and societies throughout history.

Societies are diverse and change over time.

Essential Question(s):

Why should we understand how people, places, and ideas have changed over time?

Does the Civil War live on today?

Why did Americans choose to go to war? What issues impacted the decision?

Why were major battles fought in certain places at certain times? What cause/effect relationships are apparent?

How did places and environments influence the battles of the war?

What are the social/cultural implications of the Civil War?

Content and Skills:

Students will know:

How the Civil War Began

Fort Sumter

Lincoln's decision

The Significance of Major Land & Sea Battles:

Battle of Bull Run

The naval battle between the Monitor and the Merrimack

The tragic loss of life at Antietam

The Union's worst defeat at Fredericksburg
The role of the Battle of Gettysburg in ending the Confederate drive into the north
Key Players & their Roles during the Civil War
President Jefferson Davis of the Confederacy
President Abraham Lincoln
The Emancipation Proclamation
The Civil War's military leaders
African American's & Women
End of the Civil War
General Lee surrenders at Appomattox Court House
Toll of the war
The end of slavery in the United States
Students will be able to:
Identify the most important people in the war on both sides
Summarize the major battles of the Civil War
Articulate the lasting impact of the Civil War on our nation and our people

Standards Addressed:

2008 Proposed CT SS Framework:

Standard 1: Content Knowledge

Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.

Standard 2: History/Social Studies Literacy Skills

Competence in literacy, inquiry, and research skills is necessary to analyze, evaluate, and present history and social studies information.