

# SOCIAL STUDIES CURRICULUM GRADE 8 UNIT # 1: A Changing Nation

## North Smithfield School Department

**TITLE OF UNIT:** A Changing Nation

**COURSE:** Grade 8 U.S. History

**DATE PRESENTED:** \_\_\_\_\_ **DATE DUE:** \_\_\_\_\_ **LENGTH OF TIME:** Several weeks, quarter, semester

### OVERVIEW OF UNIT:

In this unit, students will examine the ways in which the nation changed between the years 1800 and 1860. They will investigate and interpret primary and secondary sources in the following areas: National and Regional Growth, The Age of Jackson, Manifest Destiny, and a New Spirit of Change. Additionally, students will compare and contrast primary source arguments on immigration in the 1840s. At the end of this unit, students will analyze primary sources from the War With Mexico in order to complete an essay response to the document-based question.

### ESSENTIAL QUESTIONS

*What forces and events affected national unity and growth?  
What impact did Andrew Jackson's presidency have on the nation?  
How did westward expansion transform the nation?  
How did immigration and social reform change the nation in the mid-1800s?*

### STANDARDS:

Civics and Government	Historical Perspectives/ RI History Strand	Economics	Geography	Reading	Writing
G&C 1: People create and change structures of power, authority, and governance in order to accomplish common goals.	HP 1: History is an account of human activities that is interpretive in nature.	E1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance	G1: The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth's surface provides an understanding of the world in Spatial terms	Key Ideas and Details	Text Types and Purposes
G&C 2: The <i>Constitution</i> of the establishes a government of limited powers that are shared among different levels and branches. G&C 3: In a democratic society, all people have certain rights and responsibilities.	HP 2: History is a chronicle of human activities, diverse people, and the societies they form. HP 3: The study of history helps us understand the present and shape the future.	E2: Producers and consumers locally, nationally, and internally engage in the exchange of goods and services E3: Individuals, institutions and governments have roles in economic systems	G2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions G3: Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.	Craft and Structure Integration of Knowledge	Production and Distribution Research to Build and Present Knowledge
G&C 4: People engage in political processes in a variety of ways.	HP 4: Historical events and human/natural phenomena and are influenced by ideas and beliefs		G4: Environment and Society: Patterns emerge settle, modify, and interact on Earth's surface to limit or promote human activities.	Range of Reading	Range of Writing
G&C 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.	HP 5: Human societies and cultures develop and change in response to human needs and wants.				

### FOCUS GSEs:

#### Civics and Government

- Using a variety of sources to identify and defend a position on a democratic principle. **C&G 2 (7-8) -2b**
- Defining the concepts: "civic" (*adj.*), "civics" (*n*), "civil," and "citizen" **C&G 3 (7-8) -1a**
- Evaluating and defending a position on issues involving *individual rights*. **C&G 3 (7-8) -1b**
- Identifying a citizen's responsibilities in a democratic society (personal, economic, legal, and civic). **C&G 3 (7-8) -1c**
- Identifying/explaining how an action taken by an individual or a group impacts the rights of others. **C&G 3 (7-8) -2b**
- Describing how and why individuals identify themselves politically. **C&G 4(7-8) -1b**
- Recognizing multiple perspectives on historical or current controversial issues. **C&G 4(7-8) -1e**
- Demonstrating the ability to compromise. **C&G 4(7-8) -3b**
- Recognizing the cause(s) and effect(s) of taking a civil action. **C&G 4(7-8) -3c**
- Utilizing a variety of reliable sources to develop an informed opinion. **C&G 4(7-8) -3d**
- Tracing/explaining social, technological, geographical, economical, cultural connections for a society **C&G 5(7-8) -1a**
- Identifying, describing, explaining how people are politically, economically,

- Establishing a chronological order by working backward from some issue, problem, or event to explain its origins and its development over time; and to construct an historical narrative. **HP 2 (7-8) -3a**
- Citing evidence from a society to explain how shared events affect how individuals and societies **HP 4 (7-8) -1b**
- Identifying how movement impacts cultural diversity. **HP 5 (7-8) -1a**
- Applying demographic factors. **HP 5 (7-8) -1b**
- Describing how and why various factors impact an individual or a group's perspective of events. **HP 5 (7-8) -3a**
- Explaining/ analyzing how changing perspectives impact history using primary documents as evidence. **HP 5 (7-8) -3b**

#### Economics

#### Geography

- Categorizing and evaluating a variety of factors. **G 2 (7-8) -4b**
- Analyzing how migration affects a population. **G 3 (7-8) -1a**
- Using evidence to build a logical argument in support or in opposition to expansion of human

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- environmentally, militarily, and (or) diplomatically connected. **C&G 5(7-8)–1b**
- Identifying/ discussing factors that lead breakdown of order among societies resulting consequences. **C&G 5(7-8)–2a**
- Considering competing interests on issues that benefit some people and cause other people to suffer. **C&G 5(7-8)–2b**

### Historical Perspective

- Identifying appropriate sources and using evidence to substantiate specific accounts of human activity. **HP 1 (7-8) –1a**
- Drawing inferences from Rhode Island History about the larger context of history. **HP 1 (7-8) –1b**
- Asking/ answering historical questions, evaluating sources of information, organizing the information **HP 1 (7-8) –1c**
- Developing, expanding, and supporting an historical thesis, based on a series of events **HP 1 (7-8) –2b**
- Determining the cause(s) and effect(s) of specific historical events that impact RI today. **HP 2 (7-8) –1a**
- Analyzing the impact of RI’s ethnic development on local, state, and national history. **HP 2 (7-8) –1b**
- Analyzing/evaluating how national world events have impacted RI and how RI has impacted world events. **HP2 (7-8) –1c**
- Identifying key events and people of a particular historical era or time. **HP 2 (7-8) –2a**
- Correlating key events to understand the historical perspective of the time period in which they occurred. **HP2(7-8) –2b**

settlement. **G 3 ( 7-8) –3a**

### Reading

#### Key Ideas and Details (RH)

- RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2** Determine the central ideas or information of a primary or secondary source.
- RH.6-8.3** Identify key steps in a text’s description of a process related to history/social studies
- Craft and Structure (RH)**
- RH.6-8.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary
- RH.6-8.5** Describe how a text presents information (e.g., sequentially, comparatively, causally).
- RH.6-8.6** Identify aspects of a text that reveal an author’s point of view or purpose .

#### Integration of Knowledge and Ideas (RH)

- RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6-8.8** Distinguish among fact, opinion, and reasoned judgment in a text.
- RH.6-8.9** Analyze the relationship between a primary and secondary source on the same topic.

#### Range of Reading (RH)

- RH.6-8.10** Read and comprehend history/social studies texts in the grades 6–8 text complexity band

### Writing

- Text Types and Purposes: argument and informational (**WHST**)
- Production and Distribution (**WHST**)
- Range of Writing (**WHST**)

### Applied Learning Standards:

problem solving                      communication                      critical thinking                      research                      reflection/ evaluation

### Expectations for Student Learning (High School only):

#### ENDURING UNDERSTANDING:

- New industries and inventions changed the way people lived and worked in the early 1800s.
- The invention of the cotton gin and the demand for cotton caused slavery to spread in the south.
- While patriotic pride increased national unity, tensions grew between the North & South.
- Andrew Jackson’s election to the presidency in 1828 opened a new era of popular democracy.
- During Jackson’s presidency, Native Americans were forced to move west of the Mississippi River.
- After Jackson left office, his policies caused the economy to collapse, and affected the next election.
- Thousands of adventurers and pioneers followed trails to the West to settle the land and make their fortunes.
- Conflicts between American settlers and the government of Mexico led Texas to revolt and win independence from Mexico in 1836.
- Victory in a war with Mexico allowed Americans to expand the nation across the continent.
- The discovery of gold in California in 1848 led to a population increase and statehood.
- In the mid-1800s, millions of Europeans came to the United States hoping to build a better life.
- A 19<sup>th</sup> century religious revival launched movements to reform education and society.
- The social campaigns to gain freedom for enslaved persons and equality for women were closely linked.

#### PRIOR KNOWLEDGE:

- 7<sup>th</sup> Grade US History

#### STUDENT OBJECTIVES and/or NEW KNOWLEDGE:

- Identify the major economic regions in the Americas and explain how labor systems shaped them. ERA 2, 3A, 2
- Identify the origins and provisions of the Monroe Doctrine and how it influenced hemispheric relations. ERA 4, 1A, 7
- Compare the policies toward Native Americans pursued by presidential administrations through the Jacksonian era. ERA 4, 1B, 1
- Analyze the impact of removal and resettlement on the Cherokee, Creek, Chickasaw, Choctaw, and Seminole ERA 4,1B ,3
- Explain and evaluate the various strategies of Native Americans such as accommodation, revitalization, and resistance. ERA 4,1B ,5
- Explain the economic, political, racial, and religious roots of Manifest Destiny and analyze how the concept influenced the westward expansion of the nation. ERA 4, 1C, 1
- Explain the causes of the Texas War for Independence and the Mexican-American War and evaluate the provisions and consequences of the Treaty of Guadalupe Hidalgo. ERA 4,1C,5
- Analyze different perspectives on the Mexican-American War. ERA 4,1C,6
- Evaluate the factory system from the perspectives of owners and workers and assess its impact on the rise of the labor movement in the antebellum period. ERA 4, 2A, 6
- Analyze how rapid urbanization, immigration, and industrialization affected the social fabric of early 19th-century cities. ERA 4,2B,2
- Analyze the push-pull factors which led to increased immigration, for the first time from China but especially from Ireland and Germany. ERA 4, 2C, 1
- Assess the connection between industrialization and immigration. ERA 4, 2C, 2
- Explain how immigration intensified ethnic and cultural conflict and complicated the forging of a national identity. ERA 4, 2C,3

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- Describe the plantation system and the roles of their owners, their families, hired white workers, and enslaved African Americans. ERA 4, 2D, 4
- Explore the lure of the West and the reality of life on the frontier. ERA 4, 2E, 1
- Contrast the causes and character of the rapid settlement of California and Oregon in the late 1840s and 1850s. ERA 4,2E,1
- Examine the origins and political organization of the Mormons, explaining the motives for their trek west and evaluating their contributions to the settlement of the West. ERA 4,2E,3
- Explain the combination of sectional, cultural, economic, and political factors that contributed to the formation of the Democratic, Whig, and "Know-Nothing" parties. ERA 4, 3A, 4
- Explain why the election of Andrew Jackson was considered a victory for the "common man." ERA 4, 3A, 6
- Analyze how Jackson's veto of the U.S. Bank recharter and his actions in the nullification crisis contributed to the rise of the Whig party. ERA 4, 3A, 7
- Explain the Missouri Compromise and evaluate its political consequences. ERA 4, 3B, 1
- Explain how tariff policy and issues of states' rights influenced party development and promoted sectional differences. ERA 4, 3B, 2
- Analyze how the debates over slavery--from agitation over the "gag rule" of the late 1830s through the war with Mexico--strained national cohesiveness and fostered rising sectionalism. ERA 4, 3B, 3
- Analyze changing ideas about race and assess the reception of proslavery and antislavery ideologies in the North and South. ERA 4,4A,1
- Assess how the Second Great Awakening impinged on antebellum issues such as public education, temperance, women's suffrage, abolition, and commercialization. ERA 4, 4B, 2
- Analyze the activities of women of different racial and social groups in the reform movements for education, abolition, temperance, and women's suffrage. ERA 4,4C,2
- Analyze the goals of the 1848 Seneca Falls "Declaration of Sentiments" and evaluate its impact. ERA 4, 4C, 3
- Identify and explain the economic, social, and cultural differences between the North and the South. ERA 5, 1A, 1
- Explain how organized industrial research produced technological breakthroughs, especially the Bessemer steel process, conversion to electrical power, and telephonic communication, and how these innovations transformed the economy, work processes, and domestic life. ERA 6, 1A, 1
- Assess the challenges, opportunities, and contributions of different immigrant groups. ERA 6, 2A, 3
- Assess the ways immigrants adapted to life in the United States and to the hostility sometimes directed at them by the nativist movement and the Know Nothing party. ERA 6, 2C,4
- Trace the acquisition of new territories. ERA 6, 4B, 1

### SUGGESTED WORKS:

#### INFORMATIONAL TEXTS

- |   |  |                       |  |
|---|--|-----------------------|--|
| <p><b>NONFICTION</b></p> <ul style="list-style-type: none"> <li>• <a href="#">American History</a> textbook</li> <li>• Background information: <a href="#">Description of Slater's Mill &amp; Lowell Mills</a></li> </ul> | <p><b>BIOGRAPHIES</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Andrew Jackson</a></li> </ul> | <p><b>MEMOIRS</b></p> | <p><b>SPEECHES, PUBLIC DOCUMENTS</b></p> <ul style="list-style-type: none"> <li>• <a href="#">The Monroe Doctrine (1823)</a></li> <li>• <a href="#">Indian Removal Act (1830)</a></li> <li>• <a href="#">The Alamo (1836)</a></li> <li>• <a href="#">Declaration of Sentiments and Resolutions (1848)</a></li> </ul> |
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### ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS: see curriculum introduction

- |  |  |   |  |
|--|--|---|--|
| <ol style="list-style-type: none"> <li>1. Argument writing</li> <li>2. Class discussion</li> <li>3. Dramatization/role playing</li> <li>4. Grammar and usage</li> <li>5. Graphic organizers</li> </ol> | <ol style="list-style-type: none"> <li>6. Informational text response</li> <li>7. Informative writing</li> <li>8. Journal</li> <li>9. Literature response</li> <li>10. Media appreciation</li> </ol> | <ol style="list-style-type: none"> <li>11. Multi-media/technology</li> <li>12. Narrative writing</li> <li>13. Non- linguistic representations</li> <li>14. Note taking and summarizing</li> </ol> | <ol style="list-style-type: none"> <li>15. Oral presentation</li> <li>16. Research project</li> <li>17. Vocabulary word wall</li> <li>18. Writer's notebook</li> <li>19. Word Study</li> </ol> |
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### Assessments

Develop and convey understanding

- Summarizing topics
  - Ask students to analyze a subject to expose what's essential and then put it in their own words. This requires understanding, deleting, and keeping some of the things and having awareness of the basic structure of the information presented. Provide a set of rules for creating a summary. When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text.

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- Reflection
  - Students should reflect on core questions for each lesson. These core questions should be open-ended and exploratory, rich and complex, framed by the standards, and allow students to make connections with the historical topic. Reflections should be debriefed through class discussion so students may extract what they have learned and thought about the topic.
- Short-Answer Questions
  - Short answer questions are used as a quick formative assessment to measure how well students are mastering the content standards. Students should use what they have learned about a topic to answer the question in a written or verbal format.
- Graphic Organizers
 

○ Venn Diagrams	○ Webs
○ Compare and Contrast	○ Cause and effect
○ Note-taking guides	

### Focus on arguments

- Was the United States Justified in Going to War With Mexico? (DBQ assignment from “Mini-Q’s in American History binder).
  - Students will analyze primary and secondary sources in order to identify point of view. They will assess conflicting perspectives as they weigh evidence. Students will draw inferences from the sources. They will use factual evidence to write evidence-based argument claims to answer the essential question.
- Compare and Contrast arguments on Immigration in the 1840s using primary source documents.
  - Students will examine primary source documents about the topic Immigration in the 1840s. This will allow students to comprehend the complex problem of new immigration by analyzing it. This will be accompanied by discussion and inquiry. This student-directed activity encourages variation and broadens understanding.

### HIGHER ORDER THINKING SKILLS: Web’s Depth of Knowledge 2 – 4 or Bloom’s Taxonomy

#### Web’s Depth of Knowledge

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

#### Bloom’s Taxonomy

- apply
- analyze
- synthesize/create
- evaluate

### ADDITIONAL RESOURCES: see curriculum for specifics

- Slater’s Mill, Rhode Island: [http://www.americaslibrary.gov/es/ri/es\\_ri\\_slater\\_1.html](http://www.americaslibrary.gov/es/ri/es_ri_slater_1.html)
- The Monroe Doctrine (1823): <http://www.ushistory.org/documents/monroe.htm>
- The Indian Removal Act (1830): <http://loc.gov/rr/program/bib/ourdocs/Indian.html>
- Primary Sources about the Alamo (1836): [http://education.texashistory.unt.edu/lessons/psa/Remember\\_Alamo/docs/Alamo\\_PPT.pdf](http://education.texashistory.unt.edu/lessons/psa/Remember_Alamo/docs/Alamo_PPT.pdf)
- Declaration of Sentiments and Resolutions (1848): <http://www.scholastic.com/browse/article.jsp?id=4932>
- Tariff of Abominations (video): <http://www.youtube.com/watch?v=VNgIUUD7i-A>

### VOCABULARY

- |                               |                           |                                 |
|-------------------------------|---------------------------|---------------------------------|
| 1. American System            | 15. Indian Territory      | 30. Oregon Trail                |
| 2. Annex                      | 16. Industrial Revolution | 31. Panic of 1837               |
| 3. Battle of the Alamo        | 17. Inflation             | 32. Protective Tariff           |
| 4. Bear flag Revolt           | 18. Jacksonian Democracy  | 33. Santa Fe Trail              |
| 5. California Gold Rush       | 19. Land Speculators      | 34. Secede                      |
| 6. California                 | 20. Lone Star Republic    | 35. Sectionalism                |
| 7. Compromise                 | 21. Lowell Mills          | 36. Spoil System                |
| 8. Converts                   | 22. Manifest Destiny      | 37. States Rights               |
| 9. Cotton Gin                 | 23. Mexican Cession       | 38. Tariff of Abominations      |
| 10. Depression                | 24. Migration             | 39. Tejanos                     |
| 11. Doctrine of Nullification | 25. Missouri              | 40. Trail of Tears              |
| 12. Factory System            | 26. Monroe Doctrine       | 41. Treaty of Guadalupe Hidalgo |
| 13. Forty Niner               | 27. Mormon                | 42. Whig Party                  |
| 14. Indian Removal Act        | 28. Mountain men          |                                 |
|                               | 29. Nationalism           |                                 |

**SOCIAL STUDIES CURRICULUM GRADE 8 UNIT # 1: A Changing Nation**  
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**LESSON PLAN for UNIT \_\_\_\_\_**

**LESSONS**

- Lesson # 1 Summary:**
  
  - Lesson #2 Summary:**
  
  - Lesson #3 Summary:**
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**OBJECTIVES for LESSON # \_\_\_\_\_**

- Materials/Resources:**
  
- Procedures:**
  - **Lead –in**
  
  - **Step by step**
  
  - **Closure**
  
- Instructional strategies:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)
  
- Assessments:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)
  - **Formative**
  
  
  - **Summative**