

Niles Community Schools 8th Grade Social Studies Curriculum Map

| Weeks | Big Idea | GLCE's Common Core Literacy Standards | Essential Questions | Vocabulary | Assessment Formative/summative | Resources |
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| Weeks 1 – 2 | Review of U.S. Geography | 4 – G1.0.1 4 – G1.0.3 4 – G1.0.5 4 – G2.0.1 (Reading Literacy) RH.8.4, RH.8.7 (Writing Literacy) WHST.8.9, WHST.8.10 | Where are the major waterways and landforms of the United States? How did these waterways and landforms effect life, past and present in the United States? How can the United States be divided into different regions, based on physical geography? How is population distributed along these waterways and landforms? | Specific U.S. Landforms (i.e. Mississippi River, Rocky Mountains, etc.) Label the four oceans, the seven continents, the compass rose, latitude, and longitude on a world map. Map all 50 states, capitals, and postal abbreviations within the United States. Map and identify the major U.S. Landforms and the four regions of the United States. Use the geographical information about the United States to better understand the history of its beginnings. | Basic Geography Review Quiz States, Capitals, and Abbreviations Quiz U.S. Landforms Quiz | History Alive Binder Department Generated Assignment Binder |
| Weeks 3 – 4 | Exploring the Americas (beginnings to 1620) | 5 – U1.2.1 5 – U1.2.2 5 – U1.4.1 5 – U1.4.3 5 – U1.4.4 (Reading Literacy) RH.8.1,RH.8.2, RH.8.4, RH.8.5, RH.8.6, RH.8.7, RH.8.8 (Writing Literacy) WHST.8.1b, WHST.8.1d, WHST.8.1e, WHST.8.4, WHST.8.10 | What was the way of life of the Native Americans of North America related to their environment? What events and technological advances paved the way for European exploration? Why did Spain and Portugal want to find a sea route to Asia? How did Spain's conquests affect the economic and social development of the Americas? Why did European nations establish colonies in North America? | pueblo, federation, clan, channel, structure, Mound, Builders, Iroquois, classical, technology, astrolabe, pilgrimage, mosque, Quran, acquire, impose, Crusades, Marco Polo, Mansa Musa, saga, line of demarcation, strait, circumnavigate, devote, alter, Henry the Navigator, Dias, Vasco de Gama, Christopher Columbus, Amerigo Vespucci, Ferdinand Magellan, conquistador, encomienda, plantation, grant, found, Hernan Cortes, Montezuma, Francisco Pizarro, Hernando de Soto, mercantilism, Columbian Exchange, Northwest Passage, globe, chart, John Cabot, Henry Hudson Identify the early Native American groups among the most advanced of early North American civilizations. Understand how technology produced better means of navigation and paved the way for European voyages and exploration. Describe how after Christopher Columbus reached the Americans, Spain and Portugal divided the world's unexplored regions. See how the Spanish conquered many Native American groups, found new lands, and set up a strict social class. | Three Type 1s and Four Type 2s (refer to Collin's Writing Log) Formal Assessments (Periodic Practice Assignments and Quizzes) Unit Post Test | Textbook History Alive Binder Video: -United Streaming - "Maya, Aztec, Inca" Spotlight Video Clips – Chapters 1 & 2 Department Generated Assignment Binder |

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| | | | | Recognize how the different European countries competed to establish colonies in the Americas. | | |
| Weeks 5 – 9 | English Settlement in America (colonies) | <p>5 – U2.1.1 5 – U2.1.2 5 – U2.1.3 5 – U2.1.4 5 – U2.2.1 5 – U2.2.2 5 – U2.2.3 5 – U2.3.1 5 – U2.3.2 5 – U2.3.3 5 – U2.3.4 5 – U2.3.5</p> <p>(Reading Literacy) RH.8.1, RH.8.2, RH.8.4, RH.8.5, RH.8.6, RH.8.7, RH.8.8</p> <p>(Writing Literacy) WHST.8.1b, WHST.8.1d, WHST.8.1e, WHST.8.5, WHST.8.7, WHST.8.10</p> | <p>Why did the English settle in North America?</p> <p>Why did the Separatists and Puritans leave England and settle in North America?</p> <p>Why did the Middle Colonies develop?</p> <p>How and why did the southern colonies grow?</p> <p>How did geography affect the economic development of the three colonial regions?</p> <p>In what ways was an American culture developing during the colonial period?</p> | <p>Charter, headright, joint-stock company, burgesses, expand, Sir Francis Drake, Sir Walter Raleigh, John Smith, Pocahontas, House of Burgesses, dissent, Puritan, Separatist, Pilgrim, Mayflower, Compact, policy, William Bradford, John Winthrop, patron, proprietary, colony, pacifist, ethnic, function, Duke of York, William Penn, Quakers, indentured servant, debtor, estate, Nathaniel Bacon, Lord Baltimore, Jacques Marquette, Louis Joliet, Sieur de la Salle, subsistence farming, triangular trade, Middle Passage, surplus, Tidewater, backcountry, overseer, slave code, rely principal, Equiano, export, import, charter, colony, royal colony, successor, Navigation Acts, Great Awakening, Enlightenment</p> <p>Recognize how the first permanent English settlement in North American was at Jamestown and who was a factor in its development.</p> <p>Understand how many of the New England colonies were established by people looking for religious freedom and how geography effected its way of life.</p> <p>Associate the Middle colonies as the location where the English took control from the Dutch and William Penn took a chunk of land as a payment for a debt and designed the city of Philadelphia.</p> <p>Identify the Southern colonies as the area where agriculture was king and Georgia became a buffer between the colonies and Spanish Florida.</p> <p>Write a diary of what life was like in a particular colonial region within the future United States of American.</p> <p>Create a brochure that would invite others to their given colony.</p> <p>Understand how geography shaped the economies of each of the three colonial regions.</p> <p>Relate the creation of forms of self-government within the different colonies.</p> | <p>Four Type 1s and Two Type 2s (refer to Collin's Writing Log)</p> <p>Type 3: Colonial America Journal</p> <p>Colonial Brochure</p> <p>Formal Assessments (Periodic Practice Assignments and Quizzes)</p> <p>Unit Post-Test</p> | <p>Textbook and Unit Resource</p> <p>History Alive Binder</p> <p>Video: America: The Story of Us Slave Ship Department Generated Assignment Binder</p> |
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| <p>Weeks 10 – 15</p> | <p>The French and Indian War/Causes of the American Revolution</p> | <p>5 – U3.1.1 5 – U3.1.3 5 – U3.1.4 5 – U3.1.6 5 – U3.1.8 (Reading Literacy)</p> <p>RH.8.1, RH.8.2, RH.8.3, RH.8.4, RH.8.5, RH.8.6, RH.8.7, RH.8.8</p> <p>(Writing Literacy)</p> <p>WHST.8.1a, WHST.8.1c, WHST.8.1d, WHST.8.1e, WHST.8.4, WHST.8.5, WHST.8.9, WHST.8.10</p> | <p>How did conflict arise in North America between Britain and France? How did the outcome of the French and Indian War determine who controlled North America? Following the French and Indian War how did the British government anger the American colonists? How did the colonists react to British policies? What brought about the clash between American colonists and British soldiers at Lexington and Concord? Why did the American colonies choose to declare independence?</p> | <p>Iroquois, Confederacy, militia, convert, design, George Washington, Albany, Plan of Union Alliance, speculator, prospect Edward Braddock, Seven Years' War, William Pitt, Treaty of Paris, Pontiac's War, Proclamation of 1763</p> <p>Connect how rivalry between Britain and France led to a war over control of North America, and how the American colonists prepared themselves against the French and their Native American allies.</p> <p>Learn how William Pitt helped turn the tide of the French and Indian War to the colonists' favor.</p> <p>Identify the major individuals and events of the French and Indian War.</p> <p>See how continued conflict between Native Americans and British settlers will lead to the Proclamation of 1763.</p> <p>Understand that the British, after the French and Indian War passed laws to protect British interests in the colonies, and as they passed new tax laws, resistance by the colonists grew.</p> <p>Witness a clash between townspeople and British soldiers in Boston and how it intensified anti-British feeling in the colonies.</p> <p>Recognize and attempt by colonial leaders to meet in Philadelphia to discuss their opposition to British policy and eventually the fight for independence beginning when British troops clashed with minutemen at Lexington and Concord.</p> <p>Prepare for a town meeting prior to the start of the American Revolution, learning both sides of the argument from Loyalists to Britain and Separatists from Britain.</p> <p>Create a newspaper editorial describing the emotions within Boston due to the events between the colonists and the British troops.</p> <p>Understand why the Second Continental Congress decided to create the Declaration of Independence for the birth of a new nation, committing Americans to</p> | <p>Causes of the American Revolution Test Loyalists vs. Patriots Town Meeting Three Type 1s and Three Type 2s (refer to Collin's Writing Log) Type 3: Boston Massacre Editorial Writing Formal Assessments (Periodic Assignments and Quizzes) Unit Post-Test</p> | <p>Textbook History Alive Binder Video The War That Made America America: The Story of Us United Streaming: Investigating the Boston Massacre Department Generated Assignment Binder</p> |
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| | | | | the struggle for it. | | |
| Weeks 16 – 18 | Declaration of Independence/The American Revolution | <p>5 – U3.1.4 5 – U3.1.5 5 – U3.1.6 5 – U3.1.7 5 – U3.2.1 5 – U3.2.2 5 – U3.2.3 5 – U3.2.4</p> | <p>What challenges did the American revolutionaries face at the start of the war? How did the United States gain allies and aid during the Revolutionary War? How did the fighting in the West and South affect the course of the Revolutionary War? How did the Battle of Yorktown lead to American independence?</p> | <p>Mercenary, recruit, transfer, previous, Hessian, Molly Pitcher, Nathan Hale, Benedict Arnold, General Horatio Gates, desert, inflation, aid, issue, Marquis de Lafayette, Freiderich von Stueben, Abigail Adams, blockade, privateer, guerrilla warfare, impact, sustain, John Paul Jones, ratify, ambush, strategy, pursue, Battle of Yorktown, Benjamin Franklin, John Adams, Treaty Paris</p> <p>Know how the British and American forces each had advantages and disadvantages during the war for American independence.</p> <p>See how the Americans rallied after the defeat at the Battle of Long Island, to win at Trenton and Princeton, and how important the Battle of Saratoga was in stopping the British plan to divide the colonies.</p> <p>Recognize how even with aid from other nations, the Patriots struggled financing their war for independence.</p> <p>Identify important battles in the West between British forces and Native American allies and the colonists and the American navy and the British navy.</p> <p>Understand how the British hoped a strong campaign in the South would end the war, but guerrilla warfare was changing the outcome. In addition, Washington's plan led to the ever important victory at Yorktown along with the spirit of the Patriots' to win their freedom.</p> | <p>American Revolution Timeline Two Type 1s and a Variety of Exit Card Type 2 Responses (refer to Collin's Writing Log and Learning Goals) Formal Assessments (Periodic Practice Assignments and Quizzes) Unit Post-Test</p> | <p>Textbook History Alive Binder Video: Reading the Declaration of Independence The Crossing America: The Story of Us Department Generated Assignment Binder</p> |
| Weeks 19 – 22 | Articles of Confederation/U.S. Constitution/Bill of Rights | <p>5 – U3.3.1 5 – U3.3.2 8 – U3.3.3 8 – U3.3.4 8 – U3.3.5 8 – U3.3.6 8 – U3.3.7 (Reading Literacy)</p> <p>RH.8.1, RH.8.3, RH.8.4, RH.8.5, RH.8.6, RH.8.7, RH.8.8, RH.8.9</p> | <p>How effective was government under the Articles of Confederation? Why is the Constitution a document of compromise? What ideas and features are found in the United States Constitution? Why is citizenship essential to the preservation of the U.S. Political system?</p> | <p>Constitution, petition, bicameral, republic, ordinance, depreciate, abandon, clause, Articles of Confederation, John Adams, depression, manumission, proportional, compromise, convention, amend, Shay's Rebellion, James Madison, Alexander Hamilton, Virginia Plan, New Jersey Plan, Great Compromise, Three-Fifths Compromise, federalism, legislative branch, executive branch, Electoral College, judicial branch, amendments, checks and balances, tradition, reside, John Locke, Baron de Montesquieu, Preamble, popular sovereignty,</p> | <p>Articles of Confederation Matrix Coat of Arms Constitution Card Sort Three Branches of Government Metaphor Project (Optional) Bill of Rights Scenarios Competitions Six Type 1s and Five Type 2s (refer to Collin's Writing Log) Type 3: Bill of Rights Amendment Formal</p> | <p>Textbook History Alive Binder Video: A New Nation Department Generated Assignment Binder</p> |

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| | | <p>(Writing Literacy)</p> <p>WHST.8.1a, WHST.8.1c, WHST.8.1d, WHST.8.1e, WHST.8.4, WHST.8.5, WHST.8.10</p> | | <p>republicanism, enumerated powers, reserved powers, involve, concurrent powers, implied powers, diminish</p> <p>Relate the Articles of Confederation with a very weak central government and very strong state governments.</p> <p>Recognize the problems associated with people moving west needing a process to join as a new state to the Union, and how financial problems with Britain and Spain revealed major weaknesses of the Confederation government.</p> <p>Create an acrostic of the features of the Articles of Confederation. Identify the problems of the Articles of Confederation and how the new Constitutional Convention would reshape the government.</p> <p>Understand the concept of compromise and how it was very important in the adoption of a new Constitution.</p> <p>Recognize how the framers of the Constitution borrowed ideas from other political systems and philosophers of the Enlightenment.</p> <p>Know the three branches of government that the Constitution divided and limited power to.</p> <p>Identify the basic principles of the U.S. Constitution.</p> <p>Know the rights and responsibilities of every U.S. Citizen.</p> | <p>Assessments (Periodic Practice Assignments and Quizzes Unit Post-Test</p> | |
| Weeks 22 – 27 | First Five Presidents | <p>8 – U4.1.1 8 – U4.1.2 8 – U4.1.4</p> <p>(Reading Literacy)</p> <p>RH.8.3, RH.8.4, RH.8.5, RH.8.6, RH.8.7, RH.8.8</p> <p>(Writing Literacy)</p> <p>WHST.8.1d, WHST.8.1e, WHST.8.4, WHST.8.10</p> | <p>What were the precedents that Washington established as the first president of the United States?</p> <p>What challenges did the United States face during the Washington administration?</p> <p>How did the Federalist and Republican Parties form, and on what issues did they disagree?</p> <p>In what ways Thomas Jefferson won the Republicans limit the powers of the government?</p> <p>What were the challenges to the nation's stability during the late 1700s and early 1800s?</p> <p>How did the United States benefit from its victory in the War of 1812?</p> | <p>Precedent, cabinet, national debt, bond, unconstitutional, tariff, uniform, accumulate, Thomas Jefferson, Alexander Hamilton, neutrality, impressment, challenge, maintain, Whiskey Rebellion, Battle of Fallen Timbers, Jay's Treaty, partisan, sedition, nullify, caucus, alien, states' rights, resolve, principle, XYZ Affair, Alien and Sedition Acts, Virginia and Kentucky Resolutions, laissez-faire, judicial review, customs duties, similar conflict, Aaron Burr, Judiciary Act of 1801, Marbury v. Madison, tribute, neutral rights, embargo, nationalism, react, restriction, Embargo Act, Nonintercourse Act, Tecumseh, Battle of Tippecanoe, Henry Clay, John Cal-</p> | <p>Five Type 1s and One Type 2 and Variety of Exit Card Type 2 Responses (refer to Collin's Writing Log and Learning Goals) Formal Assessments (Periodic Practice Assignments and Quizzes) Unit Post-Test</p> | <p>Textbook Video: The Real George Washington The Duel The War of 1812 Remembered Department Generated Assignment Binder</p> |

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| | | | <p>How were the nation-building issues resolved in the early 1800s?</p> | <p>houn, frigate, privateer, underestimate, goal, Andrew Jackson, Battle of Horseshoe Bend, Francis Scott Key, Treaty of Ghent, Battle of New Orleans, sectionalism, state sovereignty, American System, intense, internal, Missouri Compromise, McCulloch v. Maryland, Gibbons v. Ogden, Adams-Onis Treaty, Monroe Doctrine</p> <p>Know how President Washington became the first president and how him and the new Congress had to make many new decisions about the structure of the new government.</p> <p>Associate Alexander Hamilton with the creation of the new countries economy. Describe the precedents set by Washington.</p> <p>List the two political parties that emerged after Washington due to opposing sides on issues.</p> <p>Identify the dispute with France and the issue of states' rights that President Adams faced during his administration.</p> <p>Learn how the election of 1800 showed that power could be peacefully transferred despite disagreement, and how Jefferson reduced the power of the federal government.</p> <p>Recognize how pirates in the Mediterranean and a war between Britain and France will threaten the security of the United States, as well as American shipping and trade, which will challenge President Jefferson to maintain the precedents of Washington.</p> <p>Connect the problems Jefferson faced with what President Madison will be forced to inherit which will be the onset of the War of 1812 against the British.</p> <p>Describe the important individuals and events of the War of 1812.</p> <p>Know how the United States defined its role in the Americas with the Monroe Doctrine.</p> | | |
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| <p>Weeks 28 – 30</p> | <p>Jackson and Manifest Destiny Presidents</p> | <p>8 – U4.1.3 8 – U4.2.3 (Reading Literacy)</p> <p>RH.8.3, RH.8.4, RH.8.5, RH.8.6, RH.8.7</p> <p>(Writing Literacy)</p> <p>WHST.8.4, WHST.8.9, WHST.8.10</p> | <p>How did political beliefs and events shape Andrew Jackson's presidency? How did Andrew Jackson's presidency affect Native Americans? How did economic issues affect the president and presidential elections? How did the Louisiana Purchase affect the nation's economy and politics? How did the belief in Manifest Destiny influence western settlement? Why did Texans fight for their independence from Mexico? How did Mexican lands in the West become part of the United States? What factors affected the settlement of California and Utah in the West?</p> | <p>Conestoga wagon, secede, purchase, authority, Napoleon Bonaparte, Meriwether Lewis, William Clark, York, Sacagawea, Zebulon Pike, majority, plurality, spoils system, nominating convention, tariff, select, participate, Andrew Jackson, John Quincy Adams, Nullification Act, relocate, guerrilla tactics, federal, survive, Indian Removal Act, Indian Territory, General Winfield Scott, Trail of Tears, Black Hawk, Osceola, veto, depression, institution, symbol, Daniel Webster, Martin Van Buren, John Tyler, William Henry Harrison, James Polk, joint occupation, mountain men, rendezvous, imigrant, prairie, schooner, Manifest Destiny, plus, access, Oregon Trail, Tejano, empresario, decree, annex, establish, remove, Stephen Austin, Santa Anna, Alamo, Sam Houston, rancho, Californios, cede, resource, commence, John C. Fremont, Treaty of Guadalupe Hidalgo, Mexican Cession, Gadsden Purchase, forty-niner, boomtown, vigilante, incorporate, Mormon, Joseph Smith, Brigham Young</p> <p>Understand the rise of Andrew Jackson and how as President, made the American political system more democratic. Identify the many events that took place during Jacksonian democracy, including the tariff debate, the fight over a national bank, and the Indian Removal Acts. Draw a visual representation of the Trail of Death from Niles to see how it relates to other Indian Removal routes, the most famous being the Trail of Tears. Witness how the Louisiana Purchase doubled the size of the United States, and how Lewis and Clark were able to explore the new region for President Jefferson. Create a reenactment of a particular part of the Lewis and Clark trip to better understand the difficulty. Describe what Manifest Destiny is and how the debate over Oregon Country helped fuel it. Identify the individuals and events from the fight for independence in Texas. Understand the border dispute that will lead to the Mexican-American War, and that the Treaty of Guadalupe Hidalgo along with the Gadsden Purchase, will complete Manifest Destiny.</p> | <p>Four Type 1s and Two Types 2s and Variety of Exit Card Type 2 Responses (refer to Collin's Writing Log and Learning Goals) Lewis and Clark Journal/Skit (Optional) Indian Removal Illustration U.S. History Timeline Quiz Formative Assessments (Periodic Practice Assignments and Quizzes) Unit Post-Test</p> | <p>Textbook History Alive Binder Video: Andrew Jackson: Good, Evil and the Presidency National Geographic Lewis & Clark The Alamo America: The Story of Us Mexican-American War Department Generated Assignment Binder</p> |
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| <p>Weeks 34 – 35</p> | <p>The Civil War</p> | <p>8 – U5.2.1 8 – U5.2.2 8 – U5.2.3 8 – U5.2.4 8 – U5.2.5 (Reading Literacy)</p> <p>RH.8.2, RH.8.4, RH.8.5, RH.8.7, RH.8.10</p> <p>(Writing Literacy)</p> <p>WHST.8.2a-f, WHST.8.5, WHST.8.7, WHST.8.8, WHST.8.9, WHST.8.10</p> | <p>What were the strengths and weaknesses of the North and the South? Why did neither the Union nor the Confederacy gain a strong advantage during the early years of the war? What social, political, and economic changes resulted from the war? How did the events of Gettysburg and Vicksburg change the course of the war? What events led to the end of the war?</p> | <p>border state, blockade, export, Anaconda Plan, tributary, ironclad, casualty, impact, Stonewall Jackson, Ulysses S. Grant, Battle of Shiloh, Robert E. Lee, Battle of Antietam, Emancipation Proclamation, habeas corpus, draft, bounty, inflation, greenback, distribute, substitute, Clara Barton, entrench, siege, nevertheless, encounter, 54th Massachusetts, Pickett's Charge, Gettysburg Address, total war, resistance, series, interpret, David Farragut, March to the Sea, Appomattox Courthouse</p> <p>Understand the many different strengths, strategies, and purposes of the North and South in fighting the Civil War, particularly the Anaconda Plan of the North. Chronicle the many battles and generals of the Civil War, beginning with the Battle of Bull Run and ending with Sherman's March to the Sea in the South and the fall of Richmond. Recognize the importance of the Emancipation Proclamation and other changes in the way of life during the Civil War.</p> | <p>Four Type 1s and Two Type 2s (refer to Collin's Writing Log) Type 3: Civil War Civil War Research Project (Optional) Unit Post-Test</p> | <p>Textbook Computer Lab (Optional) Video: Gettysburg Civil War Research History Channel.com Civil War 150 clips America: The Story of Us Department Generated Assignment Binder</p> |
| <p>Weeks 36</p> | <p>Reconstruction</p> | <p>8 – U5.3.1 8 – U5.3.2 8 – U5.3.4 (Reading Literacy)</p> <p>RH.8.4, RH.8.5</p> <p>(Writing Literacy)</p> <p>RH.8.10</p> | <p>How did plans to unify the nation differ after the Civil War? What were the results of Radical Reconstruction? In what ways did the governments in the southern states change during Reconstruction? How did the South change politically, economically, and socially when Reconstruction ended?</p> | <p>Reconstruction, amnesty, radical, adjust, Ten Percent Plan, Radical Republicans, Freedmen's Bureau, John Wilkes Booth, Andrew Johnson, black codes, impeach, override, convince, suspend, Civil Rights Act of 1866, First and Second Reconstruction Acts, scalawag, carpetbagger, corruption, integrate, sharecropping, credit, academy, cash crop, poll tax, literacy test, grandfather clause, segregation, lynching, outcome, commission, Amnesty Act, Jim Crow Laws, Plessy v. Ferguson</p> <p>Identify the key points in the Reconstruction debate of how southern states could rejoin the Union. Describe the different plans and the creation of the Freedmen's Bureau will lead to the assassination of President Lincoln and the emergence of the next president, Andrew Johnson. Understand what Radical Reconstruction was and the difficulties for many African Americans, including violence from whites, in trying to earn more rights in civic life. Recognize the effects of the South when Reconstruction ended.</p> | <p>None</p> | <p>Textbook Department Generated Assignment Binder</p> |

