

Grade Eight Unit Outline Example
Grade Eight Focus: Integrated United States History

September	
Unit Title	Foundations – Revolution and the New Nation
Big Ideas	<ul style="list-style-type: none"> • Limitations on the power of government and the protection of the political rights of individuals are important ideals of Americans. • The ideals of a nation are reflected in their important documents.
Focus and Essential Questions	<ul style="list-style-type: none"> • What ideas, experiences, and interactions influenced some colonists to support independence? • What was the source of the ideas that influenced some colonists to support independence? • What grievances did the colonists have against Great Britain? • What were the consequences of the American Revolution on views of governing, power, and freedom and equality? • How did the views of the colonists regarding governing and power challenge the new nation? • How did the new constitution reflect founding ideal and solve some of the problems of the Articles of Confederation?
History Skills from K-7	<ul style="list-style-type: none"> • Creating timelines • Using chronological thinking • Creating historical narratives • Using records and artifacts • Describing events from a variety of viewpoints • Identifying and asking historical questions • Using primary and secondary sources • Using informational text and data • Using case studies
GLCE	<ul style="list-style-type: none"> • F1.1 Describe the ideas, experiences, and interactions that influenced the colonists’ decisions to declare independence by analyzing <ul style="list-style-type: none"> - <i>colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights)</i> - <i>experiences with self-government (e.g., House of Burgesses and town meetings)</i> - <i>changing interactions with the royal government of Great Britain after the French and Indian War</i> • F1.2 Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing <ul style="list-style-type: none"> - <i>colonists’ views of government</i> - <i>their reasons for separating from Great Britain</i> • F1.3 Describe the consequences of the American Revolution by analyzing the <ul style="list-style-type: none"> - <i>birth of an independent republican government</i> - <i>creation of Articles of Confederation</i> - <i>changing views on freedom and equality</i> - <i>and concerns over distribution of power within governments, between government and the governed, and among people</i> • 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, and disputes over western lands). • 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.
General Knowledge Process, and Skills (Taught in K-7)	<p><i>analyze, annotate, apply, compare, compose, create and use maps, describe, describe a relationship, describe changes over time, develop, distinguish, draw conclusions, evaluate, explain, express a position, generalize, give examples, identify, implement an action plan, investigate, locate, make generalizations, participate, recognize, retell, sequence, suggest ways</i></p>

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Grade Eight Focus: Integrated United States History

October	
Unit Title	Revolution and the New Nation
Big Ideas	<ul style="list-style-type: none"> • Colonial and early documents of the Nation reflect the ideals of Americans during those eras.
Focus and Essential Questions	<ul style="list-style-type: none"> • How did the views of the colonists regarding governing and power challenge the new nation? • How did the new constitution reflect founding ideals and solve some of the problems of the Articles of Confederation?
History Skills from K-7	<ul style="list-style-type: none"> • Creating timelines • Using chronological thinking • Creating historical narratives • Using records and artifacts • Describing events from a variety of viewpoints • Identifying and asking historical questions • Using primary and secondary sources • Using informational text and data • Using case studies
GLCE	<ul style="list-style-type: none"> • 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, and disputes over western lands). • 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. • 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 • 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. • 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.
General Knowledge Process, and Skills (Taught in K-7)	<p><i>analyze, annotate, apply, compare, compose, create and use maps, describe, describe a relationship, describe changes over time, develop, distinguish, draw conclusions, evaluate, explain, express a position, generalize, give examples, identify, implement an action plan, investigate, locate, make generalizations, participate, recognize, retell, sequence, suggest ways</i></p>

Grade Eight Unit Outline Example
Grade Eight Focus: Integrated United States History

November/December/January	
Unit Title	Challenges, Economic Growth and Reform
Big Ideas	<ul style="list-style-type: none"> • In the early years of our Nation a lack of precedent and distrust of government caused conflict. • As a new nation the United States needed to gain the respect of other nations • Geographic differences amongst the states led to regional differences.
Focus and Essential Questions	<ul style="list-style-type: none"> • •
History Skills from K-7	<ul style="list-style-type: none"> • Creating timelines • Using chronological thinking • Creating historical narratives • Using records and artifacts • Describing events from a variety of viewpoints • Identifying and asking historical questions • Using primary and secondary sources • Using informational text and data • Using case studies
GLCE	<ul style="list-style-type: none"> • 8 – U4.1.1 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. • 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. • 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; <ul style="list-style-type: none"> - <i>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)</i> - <i>foreign relations (e.g., French Revolution, relations with Great Britain)</i> - <i>economic policy (e.g., the creation of a national bank, assumption of revolutionary debt)</i> • 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 <i>Marbury v. Madison</i> (1803) and the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government (e.g., <i>McCullough v. Maryland</i>, <i>Dartmouth College v. Woodward</i>, <i>Gibbons v. Ogden</i>).

Grade Eight Unit Outline Example

Grade Eight Focus: Integrated United States History

<p>GLCE</p> <p>Nov./Dec./ Jan. Continued</p> <p>Challenges, Economic Growth, and Reform</p>	<ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> - <i>agriculture, including changes in productivity, technology, supply and demand, and price</i> - <i>industry, including entrepreneurial development of new industries, such as textiles</i> - <i>the labor force including labor incentives and changes in labor forces</i> - <i>transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices</i> - <i>immigration and the growth of nativism)</i> - <i>race relations</i> - <i>class relations</i> ● 8 – U4.2.2 The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences. ● 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. ● 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 slave-holding states. ● 8 – U4.3.1 Explain the origins of the American education system and Horace Mann’s campaign for free compulsory public education. ● 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. ● 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. ● 8 – U4.3.4 Analyze the goals and effects of the antebellum temperance movement. ● 8 – U4.3.5 Evaluate the role of religion in shaping antebellum reform movements.
<p>General Knowledge Process, and Skills (Taught in K-7)</p>	<p><i>analyze, annotate, apply, compare, compose, create and use maps, describe, describe a relationship, describe changes over time, develop, distinguish, draw conclusions, evaluate, explain, express a position, generalize, give examples, identify, implement an action plan, investigate, locate, make generalizations, participate, recognize, retell, sequence, suggest ways</i></p>

Grade Eight Unit Outline Example
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February/March/April	
Unit Title	Civil War and Reconstruction
Big Ideas	<ul style="list-style-type: none"> • The Civil War had economic, social, geographic, and political causes • Reconstruction Era efforts to reform and fix political and social problems of the former Confederacy took nearly a hundred years to implement.
Focus and Essential Questions	<ul style="list-style-type: none"> • • •
History Skills from K-7	<ul style="list-style-type: none"> • Creating timelines • Using chronological thinking • Creating historical narratives • Using records and artifacts • Describing events from a variety of viewpoints • Identifying and asking historical questions • Using primary and secondary sources • Using informational text and data • Using case studies
GLCE	<ul style="list-style-type: none"> • 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. • 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). • 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). • 8 – U5.1.4 Describe how the following increased sectional tensions <ul style="list-style-type: none"> - <i>the Missouri Compromise (1820)</i> - <i>the Wilmot Proviso (1846)</i> - <i>the Compromise of 1850 including the Fugitive Slave Act</i> - <i>the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas</i> - <i>the Dred Scott v. Sandford decision (1857)</i> - <i>changes in the party system (e.g., the death of the Whig party, rise of the Republican party and division of the Democratic party)</i>

Grade Eight Unit Outline Example

Grade Eight Focus: Integrated United States History

<p>GLCE</p> <p>Feb./Mar./ April Civil War and Reconstruc- tion (Continued)</p>	<ul style="list-style-type: none"> • 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. • 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) • 8 – U5.2.2 Make an argument to explain the reasons why the North won the Civil War by considering the <ul style="list-style-type: none"> - <i>critical events and battles in the war</i> - <i>the political and military leadership of the North and South</i> - <i>the respective advantages and disadvantages, including geographic, demographic, economic and technological</i> • 8 – U5.2.3 Examine Abraham Lincoln’s presidency with respect to <ul style="list-style-type: none"> - <i>his military and political leadership</i> - <i>the evolution of his emancipation policy (including the Emancipation Proclamation)</i> - <i>and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence</i> • 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. • 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 <ul style="list-style-type: none"> - <i>policies of the Freedmen’s Bureau</i> - <i>restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes</i> • 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. • 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.
<p>General Knowledge Process, and Skills (Taught in K-7)</p>	<p><i>analyze, annotate, apply, compare, compose, create and use maps, describe, describe a relationship, describe changes over time, develop, distinguish, draw conclusions, evaluate, explain, express a position, generalize, give examples, identify, implement an action plan, investigate, locate, make generalizations, participate, recognize, retell, sequence, suggest ways</i></p>

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April/May	
Unit Title	Reconstruction – Development of An Industrial, Urban, and Global United States
Big Ideas	<ul style="list-style-type: none"> • Reconstruction Era efforts to reform and fix political and social problems of the former Confederacy took nearly a hundred years to implement. • Following the Era of Reconstruction the United States experienced great industrial and urban growth, while attempting to deal with challenges of the economy, race, class, and rapid urbanization.
Focus and Essential Questions	<ul style="list-style-type: none"> • • •
History Skills from K-7	<ul style="list-style-type: none"> • Creating timelines • Using chronological thinking • Creating historical narratives • Using records and artifacts • Describing events from a variety of viewpoints • Identifying and asking historical questions • Using primary and secondary sources • Using informational text and data • Using case studies

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Grade Eight Focus: Integrated United States History

GLCE	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> - <i>policies of the Freedmen’s Bureau</i> - <i>restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes</i> • 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. • 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. • 8 - U6.1.1 Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in <ul style="list-style-type: none"> • <i>territory, including the size of the United States and land use</i> • <i>population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America</i> • <i>systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society</i> • <i>governmental policies promoting economic development (e.g., tariffs, banking, land grants and mineral rights, the Homestead Act)</i> • <i>economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers</i> • <i>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</i> • <i>the policies toward American Indians, including removal, reservations, the Dawes Act of 1887, and the response of American Indians</i>
General Knowledge Process, and Skills (Taught in K-7)	<p><i>analyze, annotate, apply, compare, compose, create and use maps, describe, describe a relationship, describe changes over time, develop, distinguish, draw conclusions, evaluate, explain, express a position, generalize, give examples, identify, implement an action plan, investigate, locate, make generalizations, participate, recognize, retell, sequence, suggest ways</i></p>

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May	
Unit Title	Development of An Industrial, Urban, and Global United States – Issue Analysis
Big Ideas	<ul style="list-style-type: none"> • Following the Era of Reconstruction the United States experienced great industrial and urban growth, while attempting to deal with challenges of the economy, race, class, and rapid urbanization. • Historic perspectives can give us important insight to the challenges of today.
Focus and Essential Questions	<ul style="list-style-type: none"> • • •
History Skills from K-7	<ul style="list-style-type: none"> • Creating timelines • Using chronological thinking • Creating historical narratives • Using records and artifacts • Describing events from a variety of viewpoints • Identifying and asking historical questions • Using primary and secondary sources • Using informational text and data • Using case studies

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GLCE	<ul style="list-style-type: none"> • 8 - U6.1.1 Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in <ul style="list-style-type: none"> - <i>territory, including the size of the United States and land use</i> - <i>population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America</i> - <i>systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society</i> - <i>governmental policies promoting economic development (e.g., tariffs, banking, land grants and mineral rights, the Homestead Act)</i> - <i>economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers</i> - <i>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</i> - <i>the policies toward American Indians, including removal, reservations, the Dawes Act of 1887, and the response of American Indians</i> • 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. Governmental power? (e.g., Articles of Confederation, U.S. Constitution, states’ rights issues, secession, others) <ul style="list-style-type: none"> - <i>Balance of Power</i> – How has the nation addressed tensions between state and federal governmental power? (e.g., Articles of Confederation, U.S. Constitution, states’ rights issues, secession, others) - <i>Liberty vs. Security</i> – How has the nation balanced liberty interests with security interests? (e.g., Alien and Sedition Acts, suspension of habeas corpus during the Civil War) - <i>The Government and Social Change</i> – How have governmental policies, the actions of reformers, and economic and demographic changes affected social change? (e.g., abolitionist movement, women’s movement, Reconstruction policies) - <i>Movement of People</i> – How has the nation addressed the movement of people into and within the United States? (e.g., American Indians, immigrants)
General Knowledge Process, and Skills (Taught in K-7)	<p><i>analyze, annotate, apply, compare, compose, create and use maps, describe, describe a relationship, describe changes over time, develop, distinguish, draw conclusions, evaluate, explain, express a position, generalize, give examples, identify, implement an action plan, investigate, locate, make generalizations, participate, recognize, retell, sequence, suggest ways</i></p>