

Social Studies: 8th Grade

Unit: Unit 1: American and Wisconsin Native Cultures

Time Line: 2- 4 weeks

Unit Sub-Topics:

- Origin of Native Americans
- Native American Cultures

Wisconsin State Standards:

A.8.1, A.8.4, A.8.7, A.8.8, A.8.9,
A.8.10, B.8.1, B.8.2, B.8.4, B.8.5,
B.8.7, B.8.10, B.8.11, B.8.12, E.8.9,
E.8.10, E.8.11, E.8.13,

Learner Outcomes:

Student will:

1. Explain where the first Americans came from, their reasons for migrating to the Americans, and how Native American cultures have evolved.
2. Identify complex civilizations that existed here and analyze their impact.
3. Summarize how Native American cultural groups adapted to their environment.
4. Analyze the causes for the decline in Native American population.

For more specific objectives and content information see page 10 of 8th Grade Course Guide – Native American Cultures of the U.S.

Instructional Strategies:

Related textbook strategies

Note: Individual teacher strategies/activities

Integration:

Language Arts

Fine Arts

Science

Math

Technology

Environmental Issues

Suggested Activities/Resources:

See Grade Course Guide for additional activities and resources

Related textbook strategies

Note: Individual teacher strategies/activities

PowerPoint of Ice-age Americans (R.Frost)

Suggested Assessments:

Related textbook strategies

Note: Individual teacher strategies/activities

1. Explain where the first Americans came from, and in addition, how and why they migrated to North America.

2. Trace the evolution of Native American cultures through the following stages/time periods
 - a. Paleo – Indians
 - b. Archaic Indians
 - c. Woodland culture
 - d. Mississippian culture
3. Identify and locate each of the following four major Native American culture groups of the U.S., and explain why each culture was different and unique from the others:
 - Eastern Woodlands
 - Plains
 - Southwest
 - Northwest
4. Describe at least 3 characteristics of the environment of the Eastern Woodlands, and *describe 3 different activities carried on by the people of this region for survival.*
5. Describe 3 environmental traits of the region inhabited by the Plains Indians, and name the main means of making a living by the people of the Plains.
6. Show how efficient and resourceful the Plains Indians were by describing how at least 4 different parts of a buffalo were used.
7. Describe 3 characteristics of the Southwest environment. Given this environment, name 3 different activities carried on by the Indians of this region in order to make a living.
8. Describe at least 3 environmental features of the Northwest environment. Given this environment, describe how the Indians of this region made a living.
9. Cite 3 major causes of the near extinction of the Native Americans in the U.S.

Social Studies: 8th Grade

Unit: Unit 2: Age of Exploration, Early Encounters & Discovery

Time Line: 3-4 weeks

Unit Sub-Topics:

- European Discovery of America Before Columbus
- Role of the Crusades and Travels of Marco Polo in European Trade with Asia
- The Search for New Trade Routes to Asia
- The Voyages of Columbus
- The Conquest of the Aztecs and Incas
- The Pursuit of Legends and the Discovery of America
- French Exploration of French Exploration of St. Lawrence River, Great Lakes area and Mississippi River

Wisconsin State Standards:

A.8.7, A.8.8., A.8.9, A.8.10, B.8.1, B.8.2, B.8.3, B.8.4, B.8.7, B.8.8, B.8.10, B.8.11, B.8.12, D.8.2, D.8.4, E.8.6, E.8.7, E.8.10, E.8.11,

Learner Outcomes:

Students will:

1. Analyze why exploration occurred when it did.
2. Interpret European effects on aboriginal peoples.

For more specific objectives and content information see page 22 of 8th Grade Course Guide – Age of Exploration & Discovery of America

Instructional Strategies:

Related textbook strategies

Note: Individual teacher strategies/activities

Integration:

Language Arts

Fine Arts

Science

Math

Technology

Environmental Issues

Suggested Activities/Resources:

See Grade Course Guide for additional activities and resources

Related textbook strategies

Note: Individual teacher strategies/activities

Suggested Assessments:

1. Explain what the Crusades were, and explain how they led to trade between Asia and Europe.
2. Tell what forced Europeans to seek a new trade route to Asia, and in addition, tell how this search led to the discovery of America.
3. Describe 3 factors that allowed the Spanish conquistadors to conquer and destroy the great Aztec civilization in the early 1500's.
4. Describe the following Indian legends, and in addition, explain how each had a major impact upon the true discovery of America.
 - Fountain of Youth
 - Seven Cities of Gold (Cibola)
 - El Dorado
 - Northwest Passage
5. Compare and contrast between the positive and negative view regarding the place of Christopher Columbus in history.
6. Name 2 European explorers who either reached or may have reached the shores of North America well before Columbus. Also, describe the proof or evidence that exists for such voyages.

Related textbook strategies

Note: Individual teacher strategies/activities

Social Studies: 8th Grade

Unit: Unit 3: European Colonization of America, 1587-1763

Time Line: 3-5 weeks

Unit Sub-Topics:

- England vs. Spain (Spanish Armada)
- The “Lost Colony” of Roanoke and Colony of Jamestown
- Four Basic Motives for England Colonization
- Colonies Established to Make Money (eg. Jamestown with the introduction of slavery)
- Colonies Established for Religious Freedom
- Colonies Established Due to European Rivalry
- Native American vs. England – King Philip’s War
- French Colonization

Wisconsin State Standards:

A.8.1, A.8.7, A.8.9, A.8.10, B.8.1, B.8.2, B.8.3, B.8.4, B.8.6, B.8.7, B.8.8, B.8.10, B.8.11, B.8.12, E.8.3, E.8.4, E.8.6, E.8.7, E.8.9, E.8.10, E.8.11, E.8.12, E.8.14

Learner Outcomes:

Students will:

1. Analyze how European events and beliefs influenced colonization of the Americas.
2. Compare/contrast the impact of and motivation for English, French, and Spanish.
3. Understand the causes, results, and effects of encounters between Native Americans and colonists.
4. Describe how geography and culture led colonies to develop distinct regions.
5. Describe the governmental systems and how the systems evolved within the colonies.
6. Describe the changing relationships between the colonies and European counterparts.

For more specific objectives and content information see page 32 of 8th Grade Course Guide – Age of Exploration & Discovery of America

Instructional Strategies:

Related textbook strategies

Note: Individual teacher strategies/activities

Integration:

Language Arts

Fine Arts

Science

Math

Technology

Environmental Issues

Suggested Activities/Resources:

See Grade Course Guide for additional activities and resources

Related textbook strategies

Note: Individual teacher strategies/activities

Suggested Assessments:

1. Name 4 main motives for the settlement of colonies in America by the English, and in addition, name a colony which is an example of each motive.
2. Explain the importance of the defeat of the Spanish Armada upon U.S. history, and further explain how this event of 1588 affects us to this day.
3. Describe at least 3 legacies left to the U.S. today as a result of English settlement in America.
4. Compare/contrast the characteristics and beliefs of each of these religious groups that had a great influence upon the settlement of the thirteen colonies:
 - Separatists (Pilgrims)
 - Puritans
 - Quakers (Society of Friends)
5. Explain the root cause of King Philip's War, its result, and its long term effect upon white-Native American relations in U.S. history.
6. Explain the short term and long term causes, results, and effects between encounters of Native Americans and colonists

Related textbook strategies

Note: Individual teacher strategies/activities

Social Studies: 8th Grade

Unit: Unit 4: American Revolution Part 1 - Causes

Time Line: Parts 1: 2 ½ weeks

Unit Sub-Topics:

- French and Indian War
- Problems Created for England by War
- English Taxation
- Colonial Reaction and Steps Toward War
- Lexington & Concord
- Pontiac's Rebellion
- Declaration of Independence

Wisconsin State Standards:

A.8.7, B.8.1, B.8.2, B.8.3, B.8.4, B.8.5,
B.8.7, B.8.10, B.8.12, C.8.9, E.8.11,
E.8.14

Learner Outcomes:

Students will:

1. Identify and compare causes and effects of French Indian War.
2. Analyze British policy and taxation of the colonies and their response.
3. Summarize the causes leading to the war.
4. Evaluate/analyze the importance of the Declaration of Independence

Instructional Strategies:

Related textbook strategies

Note: Individual teacher strategies/activities

Integration:

Language Arts

Fine Arts

Science

Math

Technology

Environmental Issues

Suggested Activities/Resources:

See Grade Course Guide for additional activities and resources

Related textbook strategies

Note: Individual teacher strategies/activities

Suggested Assessments:

1. Describe the two major problems faced by England after winning the French and Indian War, and explain what England did to solve these problems that put her on the road to war with the thirteen American colonies.

2. Correctly identify/define each of the following British policies or taxes aimed at regulating the thirteen colonies, their effect on creating the American Revolution, and colonial reaction to these. i.e Boston Tea Party, Boston Massacre.
 - Proclamation of 1763
 - Townsend Acts
 - Sugar Act
 - Tea Act
 - Writs of Assistance
 - Intolerable Acts
 - Stamp Act
 - Quartering Act
3. Describe the events leading to Lexington and Concord and the significance of this event in U.S. History.
4. Defend the writing and revision of the Declaration of Independence.

Related textbook strategies

Note: Individual teacher strategies/activities

Social Studies: 8th Grade

Unit: Unit 4: American Revolution Part 2 –
Fighting the War

Time Line: Parts 2: 2 ½ weeks

Unit Sub-Topics:

- Washington and the Continental Army
- English and American Advantages and Disadvantages
- English and American Strategies
- Key Battles and Their Significance
- The War at Sea
- Winning the War Off the Battlefield
- The Role of Foreign Nations in the Revolution
- Women, Blacks, Native Americans in the Revolution
- The Treaty of Paris (1783)

Wisconsin State Standards:

A.8.7, B.8.1, B.8.2, B.8.3, B.8.4, B.8.5,
B.8.7, B.8.10, B.8.12, C.8.9, E.8.14

Learner Outcomes:

Students will:

1. Distinguish differences between English and colonial advantages, disadvantages, and strategies.
2. Interpret the significance of key battles
3. Understand the role foreign nations, women, African American, and Native Americans played in the war.
4. Analyze outcomes of the war.

For more specific objectives and content information, see page 54 of the 8th Grade Course Guide – The American Revolution Part 2: Fighting the War.

Instructional Strategies:

Related textbook strategies

Note: Individual teacher strategies/activities

Integration:

Language Arts

Fine Arts

Science

Math

Technology

Environmental Issues

Suggested Activities/Resources:

See Grade Course Guide for additional activities and resources.

Related textbook strategies

Note: Individual teacher strategies/activities

Suggested Assessments:

1. Cite at least 2 reasons why George Washington was chosen to lead American forces against England in our fight for freedom.
2. Compare and analyze the advantages held by each side in the American Revolution and express an informed opinion of why America won the war.
3. Analyze and compare British and American strategies for winning the Revolution and explain why these nations were willing to do so.
4. Name 3 European nations that aided America against England in the Revolution and explain why these nations were willing to do so.
5. Describe the role played by and contributions of women, Black Americans, and Native Americans in the American Revolution.
6. Describe the key role played by significant individuals in winning American Independence.
7. Be able to answer questions about the following battles of the Revolutionary War in regard to location, important persons involved, and historical importance:
 - Bunker (Breed's) Hill
 - Trenton
 - Saratoga
 - Yorktown

Related textbook strategies

Note: Individual teacher strategies/activities

Social Studies: 8th Grade

Unit: Unit 5: The Constitution & Basic Principles of American Democracy

Time Line: 5-8 weeks

Unit Sub-Topics:

- The Concept of American Democracy
- Articles of Confederation and its Weaknesses
- The Philadelphia Convention
- Three Basic Problems Faced in Writing the Constitution
- The Role of Compromise in Writing the Constitution
- Federalists vs. Anti-Federalists
- Separation of Powers & Checks and Balances
- Shapers of American Democracy
- The U.S. Bill of Rights and Responsibilities of Citizenship

Wisconsin State Standards:

B.8.1, B.8.2, B.8.5, B.8.6, C.8.1, C.8.2, C.8.3, C.8.4, C.8.5, C.8.6, C.8.7, C.8.8, D.8.5, E.8.5, E.8.12

Learner Outcomes:

Students will:

1. Explain the concepts of American Democracy and democratic ideals found in the Declaration of Independence.
2. Analyze the weaknesses of the Articles of Confederation, which led to the writing of the Constitution.
3. Explain the role of compromise in writing the Constitution.
4. Analyze the framework, roles and the underlying principles of the Constitution as a working, living document.
5. Analyze the democratic ideals found in the Declaration of Independence.

For more specific objectives and content information see page 68 & 69 of 8th Grade Course Guide – The Constitution & Basic Principles of American Democracy

Instructional Strategies:

Related textbook strategies

Note: Individual teacher strategies/activities

Integration:

Language Arts

Fine Arts

Science

Math

Technology

Environmental Issues

Suggested Activities/Resources:

See Grade Course Guide for additional activities and resources.

Related textbook strategies

Note: Individual teacher strategies/activities

Suggested Assessments:

1. Describe the 3 basic ideals of American democracy as found in the Declaration of Independence and apply these to today's American life.
2. Describe at least 3 serious weaknesses of the Articles of Confederation that led to the writing of the Constitution.
3. Describe the 3 major questions facing the men who wrote the Constitution and explain how each of these questions were solved.
4. Identify each of the 3 branches of government in the U.S. and describe the power or duty of each according to the Constitution:
 - Legislative Branch
 - Executive Branch
 - Judicial Branch
5. Using examples, both historical and current, explain how the system of checks and balances works.
6. Identify each of the following relating to your constitutional rights and apply these principles to real-life examples and cases:
 - Bill of Rights
 - Miranda Rule
 - Search Warrant
 - Impartial Jury
 - Double Jeopardy
 - Cruel and Unusual Punishment
 - Self Incrimination
7. Explain how the Constitution can be described as a living, working document.

Related textbook strategies

Note: Individual teacher strategies/activities

Social Studies: 8th Grade

Unit: Unit 6: U.S. Expansion

Time Line: 3 weeks

Unit Sub-Topics:

- Boundaries of the Original U.S.
- Four Historical Methods of Gaining Land in U.S. History
- Indian Removal
- The Southwest Territory
- The Northwest Territory
- The Louisiana Purchase/Lewis and Clark
- Florida
- Texas
- Manifest Destiny and Expansion to the Pacific
- Oregon Territory
- Mexican Cession /Mexican War
- Gadsden Purchase
- Trails Westward
- The Alaska Purchase

Wisconsin State Standards:

A.8.10, B.8.1, B.8.2, B.8.3, B.8.4, B.8.7, B.8.8, B.8.10, B.8.11, B.8.12, C.8.3, D.8.4, D.8.7, C.8.9, E.8.3, E.8.5, E.8.6, E.8.7, E.8.11

Learner Outcomes:

Students will:

1. Identify the four methods of gaining land in the history of the U.S.
2. Explain the land acquisitions as the U.S. expanded from the thirteen original states to its present size and its impact on various peoples.
3. Analyze the philosophy of Manifest Destiny.

For more specific objectives and content information see page 84 of 8th Grade Course Guide – The Constitution & Basic Principles of American Democracy

Instructional Strategies:

Related textbook strategies

Note: Individual teacher strategies/activities

Integration:

Language Arts

Fine Arts

Science

Math

Technology

Environmental Issues

Suggested Activities/Resources:

See Grade Course Guide for additional activities and resources.

Related textbook strategies

Note: Individual teacher strategies/activities

Suggested Assessments:

1. Name the four different methods used by the United States in its history in order to gain land.
2. Given a map of U.S. territorial expansion, correctly locate and identify the regions listed below, and, in addition, tell by which of the methods each was gained.
 - 13 Original Colonies/States
 - Southwest Territory
 - Northwest Territory
 - Louisiana Purchase
 - Florida
 - Texas
 - Oregon
 - Mexican Cession
 - Gadsden Purchase
 - Alaska
3. Describe the impact of explorers on westward expansion.
4. Locate the trails used by settlers and describe their impact.
5. Evaluate the impact of westward expansion on Native Americans.

Related textbook strategies

Note: Individual teacher strategies/activities

Social Studies: 8th Grade

Unit: Unit 7: Civil War Part I: The Causes

Time Line: Part 1: 4 weeks

Unit Sub-Topics:

- The Role of Sectionalism
- States' Rights Issue
- Slaver, Culture, and Resistance
- Steps Toward War 1850-1861

Wisconsin State Standards:

A.8.7, A.8.10, B.8.1, B.8.2, B.8.3,
B.8.4, B.8.5, B.8.7, B.8.8, B.8.10,
B.8.12, C.8.9, E.8.3, E.8.7, E.8.11

Learner Outcomes:

Students will:

1. Analyze the role of Sectionalism in causing the Civil War.
2. Analyze how events and laws led to Civil War.
3. Summarize the perspectives of different groups towards slavery prior to the Civil War.

For more specific objectives and content information see page 102 of 8th Grade Course Guide – The Constitution & Basic Principles of American Democracy.

Instructional Strategies:

Related textbook strategies

Note: Individual teacher strategies/activities

Integration:

Language Arts

Fine Arts

Science

Math

Technology

Environmental Issues

Suggested Activities/Resources:

See Course Guide for additional activities and resources.

Related textbook strategies

Note: Individual teacher strategies/activities

Suggested Assessments:

1. Compare and contrast life in the North, South, and West in the years before the Civil War by describing at least three (3) differences between each section.
2. Give at least two (2) reasons why the South was willing to secede from the Union rather than allow slavery to be abolished or limited in the U.S.
3. Compare and contrast the following views and positions in regard to slavery in the U.S. before the Civil War:
 - Southern position
 - Abolitionist position
 - Compromise
 - States' Rights
 - Lincoln's position, i.e. A House Divided Speech

4. Describe how the following events led north and south into civil war:
- Fugitive slave law
 - John Brown's Raid
 - Republican Party
 - Kansas-Nebraska Act
 - "Bleeding Kansas"
 - Uncle Tom's Cabin
 - Lincoln's election
 - Dred Scott Case
 - Nate Turner

Related textbook strategies

Note: Individual teacher strategies/activities

Social Studies: 8th Grade

Unit: Unit 7: Civil War Part II: The War

Time Line: Part 2: 4 weeks

Unit Sub-Topics:

- Tragic Aspects of the Civil War
- Eagerness for War
- The Opposing Sides
- Advantages of North and South
- War Strategies of the North and South
- The First Modern War
- Leaders of the Civil War
- Key Battles and Their Significance
- Gettysburg Address
- The Civil War at Sea
- Wisconsin/La Crosse in the Civil War
- Blacks, Women, Native Americans in the Civil War
- Two Key Results of Civil War
- The Lincoln Assassination
- Overview of Reconstruction

Wisconsin State Standards:

A.8.7, A.8.10, B.8.1, B.8.2, B.8.3,
B.8.4, B.8.5, B.8.7, B.8.8, B.8.10,
B.8.12, C.8.9, E.8.3, E.8.7, 3.8.11

Learner Outcomes:

Students will:

1. Identify the advantages of North and South during the Civil War.
2. Identify the war aims and strategies of the North and South in the Civil War.
3. Analyze the significance of key battles of the Civil War.
4. Summarize the advances in warfare since the Revolutionary War.
5. Analyze the roles and influence of women, African American, and Native American in the Civil War.
6. Analyze the significance of the results and consequences of the Civil War.
7. Explain the elements of reconstruction.

For more specific objectives and content information see page 116 of 8th Grade Course Guide – The Constitution & Basic Principles of American Democracy.

Instructional Strategies:

Related textbook strategies

Note: Individual teacher strategies/activities

Integration:

Language Arts
Fine Arts
Science
Math
Technology
Environmental Issues

Suggested Activities/Resources:

See Course Guide for additional activities and resources.

Related textbook strategies

Note: Individual teacher strategies/activities

- Fred Bessler Presentation
- Encampment

Suggested Assessments:

1. Explain in three different ways why the Civil War is considered the most tragic event in U.S. history.
2. Explain the main reason for fighting the Civil War from Abraham Lincoln's point of view.
3. Give three explanations as to why both North and South were eager to go to war.
4. Describe the two major positive results of our Civil War.
5. Compare and contrast the military advantages of the North and South during the Civil War.
6. Describe and compare the war aims and strategies of both the North and South in the Civil War.
7. Prove the statement that the Civil War is the "first of history's modern wars" by naming 5 weapons or tools of modern warfare that were first used in our Civil War.
8. Correctly identify and describe the importance of the following key battles of our Civil War (Listed in chronological sequence):
 - Fort Sumter
 - Bull Run
 - The Peninsula
 - *Monitor vs. Virginia*
 - Shiloh
 - Antietam
 - Vicksburg
 - Gettysburg
 - The Wilderness
 - "Sherman's March to the Sea"
 - Appomattox

Related textbook strategies

Note: Individual teacher strategies/activities