



*The*  
***American  
Journey***  
*Early Years*  
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**CORRELATION TO MICHIGAN CITIZENSHIP  
COLLABORATIVE CURRICULUM (MC3)**

## STANDARDS

## PAGE REFERENCES

Unit 1: Foundations of a New Nation<sup>1</sup>**Unit Abstract:**

This unit builds the constitutional foundation for the study of nineteenth century American history. Throughout the unit students analyze the evolution of political thought that resulted in the adoption of the Constitution. Students begin their studies by exploring what life would be like without government. Using ideas from the Age of Enlightenment, they apply the natural rights philosophy and the social contract theory to examine the purposes of government and the meaning of a constitutional form of government. Next, students build upon what they learned in elementary school and develop more sophisticated understandings of colonial ideas about government and how the relationship between Great Britain and her colonies changed after the French and Indian War.<sup>2</sup> As students examine the mounting tensions between Great Britain and its colonies, they reconsider concepts such as limited government, liberty under the rule of law (republicanism), and representative government. Using the Declaration of Independence as a touchstone, they examine how ideas from the Age of Enlightenment, the colonists' experiences with self-government, and the changing interactions with Great Britain resulted in the colonists' decision to declare independence. After exploring the colonists' arguments in the Declaration, students learn how to write their own historical argument using evidence to support their assertions. Students then analyze the reasons for the adoption and subsequent failure of the Articles of Confederation. They use primary and secondary sources to examine the issues debated at the Constitutional Convention and analyze how and why the Framers resolved or compromised major concerns. In doing so, students examine the structure and functioning of the United States government under the Constitution through the principles of checks and balances, separation of powers, federalism, limited government, and popular sovereignty. By investigating the branches of government with particular focus on the powers, limits, structure, and function of each, students learn how the Constitution dramatically increased the powers of the central government in comparison to the Articles of Confederation. Students then examine the reasons for the inclusion of the Bill of Rights by exploring the arguments of the Federalists and Anti-Federalists over ratification of the Constitution. This unit sets the foundation for the course as students continue to explore the question: How have critical issues debated at the Constitutional Convention influenced government and policy throughout United States history?

**Content Expectations**

8 – U3.3.7: Using important documents (e.g., Mayflower Compact, Common Sense, Declaration of Independence, Northwest Ordinance, Federalists Papers), describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact<sup>3</sup>, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.

**Student Edition:**

66, 139-142, 188-191, 209

*Documents of American History* 609

*National Geographic* 190-191

*Primary Source* 139, 188-189, 209

*Reading Check* 191

*The Declaration of Independence* 146-149

*You Decide* 140

<sup>1</sup> Note: The events of the American Revolution, including battles fought, are the subject of the 5<sup>th</sup> grade content expectations and are not part of the 8<sup>th</sup> grade curriculum. This unit is intended to emphasize the political and intellectual basis of the U.S. Constitution.

<sup>2</sup> The French and Indian War is more commonly referenced in the academic world as the Seven Years' War.

<sup>3</sup> This expectation uses the phrase "social compact." This unit uses the term "social contract" as interchangeable with "social compact" since many sources refer to it as a "contract" rather than "compact."

STANDARDS	PAGE REFERENCES
<p><b>Continued from cell above.</b></p> <p>8 – U3.3.7: Using important documents (e.g., Mayflower Compact, Common Sense, Declaration of Independence, Northwest Ordinance, Federalists Papers), describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact<sup>4</sup>, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.</p>	<p><b>Continued from cell above.</b></p> <p><b>Teacher Wraparound Edition:</b> ATC 148; C 142; CT 146, 147; FF 149; HCP 139; RS 147; TC 140; WS 141, 142</p> <p><b>Teacher Resource Guide:</b> <i>Creating A Nation</i> 13-14, 21-22, 92-93, 95-97</p>
<p>8 - F1.1: Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing</p> <ul style="list-style-type: none"> <li>• colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights)</li> <li>• experiences with self-government (e.g., House of Burgesses and town meetings)</li> <li>• changing interactions with the royal government of Great Britain after the French and Indian War.</li> </ul>	<p><b>Student Edition:</b> 60-61, 66-68, 99-101, 123-125, 127-129, 139-142</p> <p><i>If You Were There</i> 133</p> <p><i>National Geographic</i> 124</p> <p><i>Primary Source</i> 127, 128</p> <p><i>Reading Check</i> 125</p> <p><i>You Decide</i> 140</p> <p><b>Teacher Wraparound Edition:</b> C 129; DI 133; RS 123; SP 123; WS 127</p> <p><b>Teacher Resource Guide:</b> <i>Creating A Nation</i> 17-26, 31, 34-37, 39</p>
<p>8 - F1.2: Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing</p> <ul style="list-style-type: none"> <li>• colonists' views of government</li> <li>• their reasons for separating from Great Britain.</li> </ul>	<p><b>Student Edition:</b> 139-142</p> <p><i>The Declaration of Independence</i> 146-149</p> <p><i>What It Means</i> 146</p> <p><b>Teacher Wraparound Edition:</b> AC 149; CT 146; RS 147; WS 142</p> <p><b>Teacher Resource Guide:</b> <i>Creating A Nation</i> 42</p>

<sup>4</sup> This expectation uses the phrase “social compact.” This unit uses the term “social contract” as interchangeable with “social compact” since many sources refer to it as a “contract” rather than “compact.”

STANDARDS	PAGE REFERENCES
<p><b>8 - F1.3:</b> Describe the consequences of the American Revolution by analyzing the</p> <ul style="list-style-type: none"> <li>• birth of an independent republican government</li> <li>• creation of Articles of Confederation</li> <li>• changing views on freedom and equality</li> <li>• and concerns over distribution of power within [and between] governments, between government and the governed, and among people.<sup>5</sup></li> </ul>	<p><b>Student Edition:</b> 187-193, 195-201, 205-210</p> <p><i>People in History</i> 197</p> <p><i>Primary Source</i> 188-189, 198-199</p> <p><i>Reading Check</i> 199, 201</p> <p><i>Virginia and New Jersey Plans</i> 200</p> <p><i>You Decide</i> 202-203</p> <p><b>Teacher Wraparound Edition:</b> C 193, 201, 210; CT 201, 210; HCP 189; RS 187, 198, 206; WS 206, 210</p> <p><b>Teacher Resource Guide:</b> <i>Creating A Nation</i> 79-80, 91, 95-97</p>
<p><b>8 – U3.3.1:</b> 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, disputes over western land).</p>	<p><b>Student Edition:</b> 187-193, 195-201, 261-263</p> <p><i>National Geographic</i> 190-191</p> <p><i>Primary Source</i> 188-189, 196</p> <p><i>Reading Check</i> 191, 199</p> <p><b>Teacher Wraparound Edition:</b> C 193, 201; CT 188-191; DI 195; FF 191; RS 187, 190, 192; SP 191; WS 196</p> <p><b>Teacher Resource Guide:</b> <i>Creating A Nation</i> 79, 80, 90, 92, 95-97</p>
<p><b>8 – U3.3.2:</b> Identify [the major] economic and political questions facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention.</p>	<p><b>Student Edition:</b> 187-193, 197-201</p> <p><i>Economics &amp; History</i> 192</p> <p><i>Reading Check</i> 189, 199</p> <p><b>Teacher Wraparound Edition:</b> ACL 192; ACPP 198; C 193, 201; CT 192; RS 192, 198; WS 197, 200</p> <p><b>Teacher Resource Guide:</b> <i>Creating A Nation</i> 90, 92, 95-97</p>

<sup>5</sup> Since much of the early history of the republic centers around the distribution of power between central and state governments, this document includes that idea in the expectation.

STANDARDS	PAGE REFERENCES
<p>8 – U3.3.3: Describe the major issues debated at the Constitutional Convention including distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery.<sup>6</sup></p>	<p><b>Student Edition:</b> 197-201 <i>Primary Source</i> 198-199 <i>Reading Check</i> 199, 201 <i>You Decide</i> 202-203</p> <p><b>Teacher Wraparound Edition:</b> ACPP 198; C 201; CT 200, 201; RS 198; WS 200</p> <p><b>Teacher Resource Guide:</b> <i>Creating A Nation</i> 91-93</p>
<p>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)<sup>7</sup>, rights of individuals, the Electoral College<sup>8</sup>, the Three-Fifths Compromise, and the Great Compromise.</p>	<p><b>Student Edition:</b> 197-201, 206-208 <i>Constitution Handbook</i> 215-221 <i>Virginia and New Jersey Plans</i> 200</p> <p><b>Teacher Wraparound Edition:</b> C 201; CT 200, 201; SP 208; WS 200</p> <p><b>Teacher Resource Guide:</b> <i>Creating A Nation</i> 92-93, 96-97</p>
<p>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.</p>	<p><b>Student Edition:</b> 209-210 <i>Primary Source</i> 209 <i>You Decide</i> 202-203</p> <p><b>Teacher Wraparound Edition:</b> AC 203; CT 202; DI 209; FF 202; RS 202</p> <p><b>Teacher Resource Guide:</b> <i>Creating A Nation</i> 13-14, 91</p>

<sup>6</sup> The phrase “as a regional and federal issue” has been removed from the expectation for the purposes of historical accuracy and clarity.

<sup>7</sup> Although it is often described as dual sovereignty, it is really popular sovereignty with powers distributed to different governments and branches of government.

<sup>8</sup> In this instance, the reference to the Electoral College represents the concept of limits on democracy.

STANDARDS	PAGE REFERENCES
<p>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.</p>	<p><b>Student Edition:</b>            201, 210, 255  <i>Constitution Handbook</i> 217  <i>Primary Source</i> 218, 254  <i>The Constitution of the United States</i> 236-237</p> <p><b>Teacher Wraparound Edition:</b>            ACL 237; AMC 217; C 257; DI 217; FF 236;            SP 236; WS 217, 237</p> <p><b>Teacher Resource Guide:</b>  <i>Launching the Republic</i> 3, 21-22, 39</p>
<p><b>Unit 2: Challenges to an Emerging Nation</b></p>	
<p><b>Unit Abstract</b></p> <p>This unit addresses the role of political and social leaders in meeting the challenges of the new government. Students explore the development of foreign policy, economic policy, politics, and early expansion that transformed the United States as a nation from the time of George Washington’s inauguration to the Monroe Doctrine. Beginning with the economic problems faced by the new government, students examine and evaluate the economic policies proposed by Jefferson and Hamilton and explore how these disagreements and others led to the rise of political parties. Using primary sources, they assess the impact of the Marshall Court on the power of federal and state governments. Students also evaluate America’s changing relationship with other nations, and use evidence of treaties, wars, and policy decisions to support their positions. Throughout the unit, students explore the tensions caused by the separating and balancing of power within and among central and state governments and the people, as well as those derived from the competing interests of liberty and security in both historical and contemporary times.</p>	
<p>8 – U4.1.1: <u>Washington’s Farewell</u> – 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.</p>	<p><b>Student Edition:</b>            263  <i>Documents of American History</i> 610  <i>You Decide</i> 266</p> <p><b>Teacher Wraparound Edition:</b>            DI 263; SP 263</p> <p><b>Teacher Resource Guide:</b>  <i>Launching the Republic</i> 36</p>

STANDARDS	PAGE REFERENCES
<p>8 – U4.1.2: <u>Establishing America's Place in the World</u> – Explain the changes in America's relationships with other nations by analyzing treaties with American Indian nations, the French Revolution, Jay's Treaty (1795), Pinckney's Treaty (1795), Louisiana Purchase (1803), War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine (1823).<sup>9</sup></p>	<p><b>Student Edition:</b> 178, 261-263, 269-270, 281-285, 291-293, 295-298, 326</p> <p><i>Documents of American History</i> 611</p> <p><i>National Geographic</i> 262, 283, 296</p> <p><i>Reading Check</i> 262, 263, 20, 298, 326</p> <p><b>Teacher Wraparound Edition:</b> C 263, 298; DI 263; HCP 282; RS 295, 296, 326; SP 295; WS 262, 283</p> <p><b>Teacher Resource Guide:</b> <i>Launching the Republic</i> 24, 27-32, 34, 82-83, 93</p>
<p>8 – U4.1.3: <u>Challenge of Political Conflict</u> – 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</p> <ul style="list-style-type: none"> <li>• relative power of the national government (e.g., Whiskey Rebellion, Alien and Sedition Acts)</li> <li>• foreign relations (e.g., French Revolution, relations with Great Britain)</li> <li>• economic policy (e.g., the creation of a national bank, assumption of revolutionary debt).</li> </ul>	<p><b>Student Edition:</b> 261-263, 265-270, 322</p> <p><i>People in History</i> 267</p> <p><i>Political Cartoons</i> 268</p> <p><i>Primary Source</i> 261, 265</p> <p><i>Reading Check</i> 268</p> <p><i>The Alien and Sedition Acts</i> 269</p> <p><b>Teacher Wraparound Edition:</b> ACPP 268; C 270; CT 261, 265, 266; DI 322; HCP 265; SP 269</p> <p><b>Teacher Resource Guide:</b> <i>Launching the Republic</i> 23, 25-26, 29, 34, 82-83</p>
<p>8 – U4.1.4: <u>Establishing a National Judiciary and Its Power</u> – 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>).</p>	<p><b>Student Edition:</b> 278-279, 324, 344</p> <p><i>Reading Check</i> 279, 324</p> <p><i>Section 1 Review</i> 279 #4</p> <p><i>Supreme Court Case Summaries</i> 603-605</p> <p><b>Teacher Wraparound Edition:</b> AIC 324; C 279; CT 324; RS 279; SP 324</p> <p><b>Teacher Resource Guide:</b> <i>Launching the Republic</i> 91</p>

<sup>9</sup> This expectation has been modified by placing the events in chronological order and adding dates for clarification.

## Unit 3: Regional and Economic Growth

**Unit Abstract**

In this unit students explore the differences in the development of the Northeast, South, and West during the antebellum period. They examine how industrialization, westward movement, and the rapid expansion of slavery affected Americans prior to the Civil War. The unit commences with an examination of how historians analyze primary sources as students explore the early industrial revolution with a specific emphasis on the factory system in Lowell, Massachusetts. In considering the technological changes of the era, students compare the economic development of the North and South. In doing so, they explore how changes in agriculture, communication, transportation and immigration affected different regions of the nation. Through a variety of literacy strategies, students explore the extension of democracy and Native American removal during the Age of Jackson. They also explore how Jackson used the power of the presidency to attack the Bank of the United States and its favoritism toward the wealthy elite. Students then focus on westward expansion, examining art and other primary sources to assess the treatment of Native Americans. They evaluate how the Age of Jackson moved American society both toward and away from its core ideals. Through an exploration of Manifest Destiny, students assess its influence on westward expansion, including the annexation of Texas and the resulting Mexican War. By the end of the unit, students are able to 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 slaveholding states.

8 – U4.2.1: Comparing the 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

- agriculture, including changes in productivity, technology, supply and demand, and price
- industry, including entrepreneurial development of new industries, such as textiles
- the labor force including labor incentives and changes in labor forces
- transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices
- immigration and the growth of nativism
- race relations
- class relations.

**Student Edition:**

305-309, 313-317, 389-393, 395-399, 401-403, 407-412

*America's Literature* 310-311

*By The Numbers* 313, 395, 401

*Economics & History* 402

*Linking Past to Present* 314-315

*National Geographic* 308, 316

*Primary Source* 306-307, 389, 390-391, 396

*Reading Check* 308, 309, 316, 317, 392, 393, 399, 402, 412

*Time Notebook* 318-319

**Teacher Wraparound Edition:**

AC 311, 319; AEC 314; C 309, 317, 393, 399, 403; CT 305, 306, 318, 390, 397; DI 307, 308, 399; FF 318; HCP 390, 402; RS 308, 313; SP 402; WS 318

**Teacher Resource Guide:**

*Launching the Republic* 81, 90-93, 95-97

*Nationalism and Sectionalism* 11-14, 74, 77-93, 95-98

STANDARDS	PAGE REFERENCES
<p>8 – U4.2.2: <u>Institution of Slavery</u> – Explain the ideology of the institution of slavery, its policies<sup>10</sup>, and consequences.</p>	<p><b>Student Edition:</b>            92-95, 401-403, 407-412, 425-431  <i>By The Numbers</i> 407  <i>Geography &amp; History</i> 432-433  <i>Primary Source</i> 92-93, 410, 428-429, 430  <i>Reading Check</i> 95, 426  <i>Time Line</i> 425</p> <p><b>Teacher Wraparound Edition:</b>            C 412, 431; CT 401, 409; DI 428; RS 411, 425, 427, 430; SP 408; WS 94, 409</p> <p><b>Teacher Resource Guide:</b>  <i>Nationalism and Sectionalism</i> 85-86, 93, 97-98</p>
<p>8 – U4.2.3: <u>Westward Expansion</u> – Explain the [physical] expansion [of the United States] and the 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, and the idea of Manifest Destiny.<sup>11</sup></p>	<p><b>Student Edition:</b>            281-285, 343-347, 359-363, 367-371, 373-377, 379-382  <i>By The Numbers</i> 343  <i>National Geographic</i> 283, 344-345, 362  <i>People in History</i> 346  <i>Reading Check</i> 346, 363  <i>You Decide</i> 364-365</p> <p><b>Teacher Wraparound Edition:</b>            AC 365; C 285, 347, 377; CT 343, 362; HCP 282, 345; RS 346, 363</p> <p><b>Teacher Resource Guide:</b>  <i>Nationalism and Sectionalism</i> 3-4, 9-10, 21-22, 27, 40, 45-46, 53-54, 57-70</p>

<sup>10</sup> The reference to “its policies” is more clearly described as the slavery policies of southern governments and slaveowners.

<sup>11</sup> Although not referenced in the expectations, the idea of Manifest Destiny is inextricably link with the acquisition of Oregon country and the Mexican War.

STANDARDS	PAGE REFERENCES
<p>8 – U4.2.4: <u>Consequences of Expansion</u> – 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 slaveholding states.</p>	<p><b>Student Edition:</b>  343-347, 408-412  <i>National Geographic</i> 344-345  <i>Reading Check</i> 346  <i>You Decide</i> 364-365</p> <p><b>Teacher Wraparound Edition:</b>  C 347; CT 347; HCP 345, 408; RS 346; WS 409</p> <p><b>Teacher Resource Guide:</b>  <i>Civil War and Reconstruction</i> 25, 29-32, 34-37, 39-40  <i>Nationalism and Sectionalism</i> 21-22, 27</p>
<p>8 – U4.1.2: <u>Establishing America's Place in the World</u> – 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), the Monroe Doctrine, [acquisition of Oregon country and the Mexican War].<sup>12</sup></p>	<p><b>Student Edition:</b>  178, 261-263, 269-270, 281-285, 291-293, 295-298, 326  <i>Documents of American History</i> 611  <i>National Geographic</i> 262, 283, 296  <i>Reading Check</i> 262, 263, 20, 298, 326</p> <p><b>Teacher Wraparound Edition:</b>  C 263, 298; DI 263; HCP 282; RS 295, 296, 326; SP 295; WS 262, 283</p> <p><b>Teacher Resource Guide:</b>  <i>Launching the Republic</i> 24, 27-32, 34, 82-83, 93</p>

<sup>12</sup> The acquisition of Oregon country and the Mexican War have been added to this expectation to better prepare students for the US history foundational expectations that appear in high school.

STANDARDS	PAGE REFERENCES
<p><i>HS - F1.1:</i> Analyze the ways that American society moved toward and/or away from its core ideals found in foundational documents (e.g., Declaration of Independence, U.S. Constitution, Bill of Rights).</p>	<p><b>Student Edition:</b>            261-263, 270, 278-279, 298  <i>Constitution Handbook</i> 214-223  <i>National Geographic</i> 262  <i>People in History</i> 267  <i>The Constitution of the United States</i> 224-245  <i>The Declaration of Independence</i> 146-149  <i>You Decide</i> 266</p> <p><b>Teacher Wraparound Edition:</b>            C 270; CT 266; RS 270</p> <p><b>Teacher Resource Guide:</b>  <i>Creating A Nation</i> 17, 18, 73, 80, 82-83, 85, 90, 97</p>
<p><b>Unit 4: Antebellum Reform Movements</b></p>	
<p><b>Unit Abstract:</b></p> <p>In this unit students explore the growth of reform movements and their consequences during the antebellum period. Students examine the origin and character of a variety of reform movements including education, abolition, women’s rights, and temperance. In doing so, students assess the role of religion and democratic ideals in each reform movement. Particular emphasis is placed on the abolition and women’s rights movements. Students then reflect on the era by analyzing the contradictions between the movement for universal white male suffrage and the disenfranchisement of free African American men and all women. The unit culminates with students investigating a contemporary national public policy issue and its relationship to religion and/or democratic ideals.</p>	
<p><i>8 – U4.3.1:</i> Explain the origins of the American education system and Horace Mann’s campaign for free compulsory public education.</p>	<p><b>Student Edition:</b>            420  <i>Section 1 Review</i> 421 #2</p> <p><b>Teacher Wraparound Edition:</b>            C 421</p> <p><b>Teacher Resource Guide:</b>  <i>Nationalism and Sectionalism</i> 117</p>

STANDARDS	PAGE REFERENCES
<p>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 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.</p>	<p><b>Student Edition:</b>  425-431  <i>Geography &amp; History</i> 432-433  <i>People in History</i> 427  <i>Primary Source</i> 428-429  <i>Reading Check</i> 430  <i>Time Line</i> 425</p> <p><b>Teacher Wraparound Edition:</b>  C 431; CT 429; DI 428, 430; HCP 428; RS 425, 427, 428, 430; WS 428</p> <p><b>Teacher Resource Guide:</b>  <i>Civil War and Reconstruction</i> 24  <i>Nationalism and Sectionalism</i> 11-14, 101-102, 118-119, 123-124</p>
<p>8 – U4.3.3: Analyze the antebellum women’s rights (including 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.</p>	<p><b>Student Edition:</b>  435-438  <i>People in History</i> 437  <i>Primary Source</i> 436  <i>Reading Check</i> 437, 438  <i>Time Line</i> 435</p> <p><b>Teacher Wraparound Edition:</b>  C 438; CT 435; DI 435; HCP 435; WS 435</p> <p><b>Teacher Resource Guide:</b>  <i>Nationalism and Sectionalism</i> 103-105, 113-114, 118-121, 125</p>
<p>8 – U4.3.4: Analyze the goals and effects of the antebellum temperance movement.</p>	<p><b>Student Edition:</b>  419-421  <i>Political Cartoons</i> 419  <i>Primary Source</i> 420</p> <p><b>Teacher Wraparound Edition:</b>  C 421; CT 419; HCP 419; RS 419</p> <p><b>Teacher Resource Guide:</b>  <i>Nationalism and Sectionalism</i> 103, 121, 123</p>

STANDARDS	PAGE REFERENCES
<p>8 – U4.3.5: Evaluate the role of religion in shaping antebellum reform movements.</p>	<p><b>Student Edition:</b> 419-421 <i>Primary Source</i> 419 <i>Section 1 Review</i> 421 #7</p> <p><b>Teacher Wraparound Edition:</b> C 421; CT 419; HCP 419</p> <p><b>Teacher Resource Guide:</b> <i>Nationalism and Sectionalism</i> 101-103</p>
<p>8 – P3.1.1: Identify, research, analyze, discuss, and defend a position on a national public policy issue.</p> <ul style="list-style-type: none"> <li>• Identify a national public policy issue.</li> <li>• Clearly state the issue as a question of public policy orally or in written form.</li> <li>• Use inquiry methods to trace the origins of the issue and to acquire data about the issue.</li> <li>• Generate and evaluate alternative resolutions to the public issue and analyze various perspectives (causes, consequences, positive and negative impact) on the issue.</li> <li>• Identify and apply core democratic values or constitutional principles.</li> <li>• Share and discuss findings of research and issue analysis in group discussions and debates.</li> <li>• Compose a persuasive essay justifying the position with a reasoned argument.</li> <li>• Develop an action plan to address or inform others about the issue.</li> </ul>	<p><b>Student Edition:</b> <i>You Decide</i> 68, 140, 202-203, 364-365, 468-469</p> <p><b>Teacher Wraparound Edition:</b> AC 365, 469; RS 202, 468; SP 364; TC 140; WS 68, 203, 468</p> <p><b>Teacher Resource Guide:</b> <i>Civil War and Reconstruction</i> 3-4 <i>Creating A Nation</i> 3-4 <i>Launching the Republic</i> 3-4 <i>Nationalism and Sectionalism</i> 3-4 <i>The Americas: Worlds Meet</i> 3-4</p>
<p>8 – P4.2.1: Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.</p>	<p>This objective can be met through classroom activities, discussions and role playing.</p>

STANDARDS	PAGE REFERENCES
<p>8 – P4.2.2: Engage in activities intended to contribute to solving a national or international problem studied.</p>	<p><b>Teacher Resource Guide:</b>  <i>Civil War and Reconstruction</i> 3-4  <i>Creating A Nation</i> 3-4  <i>Launching the Republic</i> 3-4  <i>Nationalism and Sectionalism</i> 3-4  <i>The Americas: Worlds Meet</i> 3-4</p>
<p>8 – P4.2.3: Participate in projects to help or inform others (e.g., service learning projects).</p>	<p>This objective can be met though extracurricular volunteer projects and activities throughout the school year.</p>
<p><b>Unit 5: The Coming of the Civil War</b></p>	
<p><b>Unit Abstract:</b></p> <p>In this unit students explore the rising sectional tensions and how they affected the nation and its people. The unit begins with a comparison of economic, social, and cultural aspects of life in the North and South during the antebellum period. Students then focus on the divisive issue of slavery. They first review early attempts to abolish or contain slavery, such as the Northwest Ordinance and the Missouri Compromise. Students then explore the annexation of Texas, the Wilmot Proviso, changes in political parties, the Compromise of 1850, Bleeding Kansas, and the Dred Scott decision, analyzing how these events affected the Union. They also consider how abolitionism and slavery reflected issues of majority rule and individual liberty. In learning about life during the antebellum period, students explore the role of race in America, and how it affected both free and enslaved blacks. Specific attention is paid to resistance movements such as the Underground Railroad, Nat Turner’s revolt, and John Brown’s raid on Harper’s Ferry. Using primary sources, students identify the reasons for secession (political, social, and economic) and investigate how historical interpretations vary by analyzing how historians have disagreed about the causes of the Civil War. Throughout the unit, students continue to examine how American society moved toward or away from its core ideal of freedom found in the Declaration of Independence and the Constitution.</p>	
<p>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.</p>	<p><b>Student Edition:</b>  407-412, 428-431  <i>By The Numbers</i> 407  <i>Primary Source</i> 410  <i>Reading Check</i> 408</p> <p><b>Teacher Wraparound Edition:</b>  CT 409; DI 428; HCP 408; RS 410, 412; WS 410</p> <p><b>Teacher Resource Guide:</b>  <i>Nationalism and Sectionalism</i> 77-78, 85-86</p>

STANDARDS	PAGE REFERENCES
<p>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).<sup>13</sup></p>	<p><b>Student Edition:</b> 191, 451, 458-459 <i>Reading Check</i> 191</p> <p><b>Teacher Wraparound Edition:</b> C 451</p> <p><b>Teacher Resource Guide:</b> <i>Creating A Nation</i> 87-88</p>
<p>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, states' rights).</p>	<p><b>Student Edition:</b> 293, 322-323, 449-451 <i>People in History</i> 322-323</p> <p><b>Teacher Wraparound Edition:</b> DI 322; HCP 449; RS 449, 450; WS 322</p> <p><b>Teacher Resource Guide:</b> <i>Nationalism and Sectionalism</i> 41</p>
<p>8 – U5.1.4: Describe how the following increased sectional tensions</p> <ul style="list-style-type: none"> <li>• the Missouri Compromise (1820)</li> <li>• the Wilmot Proviso (1846)</li> <li>• the Compromise of 1850 including the Fugitive Slave Act</li> <li>• the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas</li> <li>• the Dred Scott v. Sandford decision (1857)</li> <li>• changes in the party system (e.g., the death of the Whig party, rise of the Republican party and division of the Democratic party).</li> </ul>	<p><b>Student Edition:</b> 323, 449-451, 453-455, 457-461 <i>By The Numbers</i> 449 <i>National Geographic</i> 450, 454 <i>Primary Source</i> 459 <i>Reading Check</i> 455, 459</p> <p><b>Teacher Wraparound Edition:</b> C 451, 455, 461; CT 450, 457; HCP 458; RS 458; SP 454; WS 453, 459</p> <p><b>Teacher Resource Guide:</b> <i>Civil War and Reconstruction</i> 25, 31-32, 34-37, 39-41</p>

<sup>13</sup> Although the Northwest Ordinance banned slavery in the Northwest Territories, it did not affect the institution of slavery elsewhere.

STANDARDS	PAGE REFERENCES
<p>8 – U5.1.5: Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown,<sup>14</sup> Michigan's role in the Underground Railroad) and effects of their actions before and during the Civil War.</p>	<p><b>Student Edition:</b>  410-411, 430, 493, 461  <i>Geography &amp; History</i> 432-433  <i>Primary Source</i> 410, 457  <i>Reading Check</i> 461  <i>The Nat Turner Rebellion</i> 411</p> <p><b>Teacher Wraparound Edition:</b>  DI 430; RS 410, 411; WS 410, 411</p> <p><b>Teacher Resource Guide:</b>  <i>Civil War and Reconstruction</i> 49-50  <i>Nationalism and Sectionalism</i> 11-12, 118, 124</p>
<p>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.</p>	<p><b>Student Edition:</b>  196-197, 200-201, 209-210  <i>Reading Check</i> 197, 201  <i>Virginia and New Jersey Plans</i> 200  <i>You Decide</i> 202-203</p> <p><b>Teacher Wraparound Edition:</b>  CT 196; DI 209</p> <p><b>Teacher Resource Guide:</b>  <i>Civil War and Reconstruction</i> 86, 90-93  <i>Creating A Nation</i> 31-32, 34-36</p>
<p>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.</p>	<p><b>Student Edition:</b>  463-466  <i>National Geographic</i> 465  <i>Political Cartoons</i> 464  <i>Primary Source</i> 463</p> <p><b>Teacher Wraparound Edition:</b>  C 466; CT 466; RS 463, 464; SP 464, 465</p> <p><b>Teacher Resource Guide:</b>  <i>Civil War and Reconstruction</i> 17-18, 20-22, 34-37, 40-42</p>

<sup>14</sup> Although John Brown himself was not a slave, his raid on Harper's Ferry was intended to spark a slave rebellion.

## STANDARDS

## PAGE REFERENCES

## Unit 6: The Civil War

**Unit Abstract**

In this unit students examine the course and character of the Civil War. Using charts and graphs, students begin by analyzing the respective advantages and disadvantages of the Union and the Confederacy on the eve of the Civil War. In analyzing how and why the North won the war, students analyze Lincoln's presidency with respect to his military and political leadership. They also examine turning points in the war and evaluate how political, military, and diplomatic leadership affected the outcome of the conflict. Particular attention is paid to the evolution of Lincoln's emancipation policy and the relationship of his significant writings and speeches to the Declaration of Independence. Using recorded oral histories of enslaved blacks and documents written by Americans on both sides of the war, students investigate the character of the Civil War and its affect on American society. They explore the role of blacks during the war, including black soldiers and regiments and the increased resistance of enslaved peoples. They compare the motives for fighting and the daily life experiences of people from both sides during the war. Using a variety of primary and secondary sources, students construct generalizations about how the war affected combatants, civilians (including women), the physical environment, American society, and the future of warfare including technological developments. Throughout the unit students employ critical literacy strategies to explore the construction of historical interpretations and to evaluate how the Civil War has been portrayed.

- 8 – U5.2.2: Make an argument to explain the reasons why the North won the Civil War by considering the
- critical events and battles in the war
  - the political and military leadership of the North and South
  - the respective advantages and disadvantages, including geographic, demographic, economic and technological

**Student Edition:**

475-479, 481-487, 497, 499-505, 507-512

*By The Numbers* 475, 485, 507

*Economics & History* 477

*National Geographic* 482-483, 484, 503, 510-511

*Primary Source* 478, 481, 504

*Reading Check* 477, 479, 500, 505

*Resource in the North and South* 476

*You Decide* 502

**Teacher Wraparound Edition:**

C 479, 512; CT 497; HCP 478, 482, 500; SP 477; WS 475, 512

**Teacher Resource Guide:**

*Civil War and Reconstruction* 63-65, 67-71

STANDARDS	PAGE REFERENCES
<p>8 – U5.2.3: Examine Abraham Lincoln’s presidency with respect to</p> <ul style="list-style-type: none"> <li>• his military and political leadership</li> <li>• the evolution of his emancipation policy (including the Emancipation Proclamation)</li> <li>• and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence.</li> </ul>	<p><b>Student Edition:</b>  460-461, 463-466, 475, 46-487, 505  <i>People in History</i> 508-509  <i>Primary Source</i> 486, 504  <i>Reading Check</i> 487  <i>You Decide</i> 468-469</p> <p><b>Teacher Wraparound Edition:</b>  ACL 460, 476; DI 465; HCP 465; PLD 477; RS 476; WS 460, 468, 487</p> <p><b>Teacher Resource Guide:</b>  <i>Civil War and Reconstruction</i> 13-14, 62</p>
<p>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.</p>	<p><b>Student Edition:</b>  501  <i>If You Were There</i> 491  <i>Primary Source</i> 500  <i>Reading Check</i> 501</p> <p><b>Teacher Wraparound Edition:</b>  ACL 486, 501; RS 476; WS 501</p> <p><b>Teacher Resource Guide:</b>  <i>Civil War and Reconstruction</i> 49-50</p>
<p>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.</p>	<p><b>Student Edition:</b>  491-497, 482-483  <i>Linking Past to Present</i> 494-495  <i>Primary Source</i> 492-493, 481  <i>Reading Check</i> 491, 493, 497</p> <p><b>Teacher Wraparound Edition:</b>  ATC 494; C 497; CT 492, 497; HCP 492; RS 491, 492</p> <p><b>Teacher Resource Guide:</b>  <i>Civil War and Reconstruction</i> 64, 69</p>

## STANDARDS

## PAGE REFERENCES

## Unit 7: Reconstruction

**Unit Abstract:**

In this unit students examine the rebuilding of the United States after the Civil War from political, social, and economic perspectives. They identify problems facing the country after the war and analyze the Reconstruction plans advocated by President Lincoln, President Johnson, and Congressional leaders. Through primary and secondary sources, students examine early responses to the end of the war, including the role of the Freedmen’s Bureau and the emergence of Black Codes. After exploring the principles embodied in the Reconstruction Amendments (13th, 14th, and 15th Amendments), students assess their intended and actual results, including the new but short-lived role of African Americans in local, state, and federal governments. In examining the post-war years, students also investigate the role of white resistance and its impact on African Americans. Students explore the different views of Reconstruction and appraise the Compromise of 1877 from the perspective of African Americans, southern political leaders, and northern Republicans. The unit culminates as students evaluate how the Reconstruction era reflected America’s movement toward and/or away from its core ideals found in the Declaration of Independence and Constitution. In doing so, students use historical evidence to support their own conclusions about the changing nature of freedom and equality in the United States.

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.

**Student Edition:**

519-521, 523-527, 529-531

*Chance & Error in History* 526

*National Geographic* 525

*People in History* 530

*Reading Check* 520, 525, 527

**Teacher Wraparound Edition:**

C 521, 527, 531; CT 519, 524; HCP 520, 524, 530; RS 519; SP 520, 529; WS 521, 527, 529

**Teacher Resource Guide:**

*Civil War and Reconstruction* 83-85, 87-88, 94-95, 97-100

8 – U5.3.2: Describe the early responses to the end of the Civil War by describing the

- policies of the Freedmen’s Bureau
- restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes.

**Student Edition:**

520-521, 523-527, 529-531

*People in History* 530

*Primary Source* 520, 523, 524, 529

*Reading Check* 525

**Teacher Wraparound Edition:**

ACL 523; CT 523; DI 527; WS 520, 526

**Teacher Resource Guide:**

*Civil War and Reconstruction* 92, 94-95

STANDARDS	PAGE REFERENCES
<p>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.</p>	<p><b>Student Edition:</b>            529-531, 535-540  <i>People in History</i> 530  <i>Primary Source</i> 529, 538-539  <i>Reading Check</i> 540</p> <p><b>Teacher Wraparound Edition:</b>            C 531; CT 531, 538; HCP 530, 539; RS 530;            SP 529; WS 529</p> <p><b>Teacher Resource Guide:</b>  <i>Civil War and Reconstruction</i> 92, 94-95</p>
<p>8 – U5.3.4: Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.</p>	<p><b>Student Edition:</b>            509, 521, 524-525, 527, 539  <i>Primary Source</i> 524  <i>Reading Check</i> 521  <i>Struggle of Reconstruction</i> 536-537  <i>Supreme Court Case Summaries</i> 602, 603, 606  <i>The Constitution of the United States</i> 238-240</p> <p><b>Teacher Wraparound Edition:</b>            DI 527; RS 524; SP 524</p> <p><b>Teacher Resource Guide:</b>  <i>Civil War and Reconstruction</i> 92, 94-95, 98</p>
<p>8 – U5.3.5: Explain the decision to remove Union troops in 1877 and describe its impact on Americans.</p>	<p><b>Student Edition:</b>            536-540</p> <p><b>Teacher Wraparound Edition:</b>            C 540; HCP 539; SP 537; WS 540</p>

STANDARDS	PAGE REFERENCES
<p><i>HS - F1.2:</i> Develop an argument/narrative about the changing character of American political society by discussing:</p> <ul style="list-style-type: none"> <li>the birth of republican government, including the rule of law, inalienable rights, equality, and limited government</li> <li>the development of governmental roles in American life</li> <li>competing views of the responsibilities of governments (federal, state, and local)</li> <li>changes in suffrage qualifications (portions omitted).</li> </ul>	<p><b>Student Edition:</b>  100-101, 141-142, 165, 187-189, 197-201, 205-210, 267, 270, 322-323, 339-340, 435, 437</p> <p><i>By The Numbers</i> 205  <i>Constitution Handbook</i> 215-223  <i>Epilogue</i> 552  <i>Political Cartoons</i> 208  <i>Geography &amp; History</i> 258-259  <i>People in History</i> 322-323  <i>Primary Source</i> 141, 209, 436  <i>The Woman Suffrage Movement</i> 552-553  <i>You Decide</i> 202-203</p> <p><b>Teacher Wraparound Edition:</b>  ACL 220; ATC 188, 552; C 210, 223; CT 188, 215; HCP 206; RS 187, 270; WS 141, 142, 340, 435, 552, 553</p> <p><b>Teacher Resource Guide:</b>  <i>Creating A Nation</i> 95-97  <i>Launching the Republic</i> 21-26, 36-37  <i>Nationalism and Sectionalism</i> 39, 105-108</p>

## STANDARDS

## PAGE REFERENCES

Unit 8: America in the Last Half of the 19<sup>th</sup> Century**Unit Abstract:**

In this unit students explore America in the last half of the 19<sup>th</sup> Century. They begin with an examination of the post-Reconstruction treatment of African Americans. Students analyze the rise of segregation, its endorsement by the Supreme Court decision in *Plessy v. Ferguson*, and the reaction of African Americans to segregation. Students also examine the treatment of American Indians with specific attention to the change in policy from removal and reservations to attempts at assimilation through the Dawes Act. They then analyze how the post-Reconstruction treatment of these groups and others reflected injustices within American society and challenged notions of freedom and equality. Next, students explore the role of government in promoting economic development by examining tariffs, banking, land grants, mineral rights, and the influence of the Homestead Act on the development of the west. They also assess the influence of technological innovations on economic growth in the United States and the increasing role of global competition. Students explore the impact of these economic changes on the demographics of American society, including increased immigration and urbanization. Finally, students evaluate significant geographic, economic, political, and social/cultural transformations that occurred during the 19<sup>th</sup> Century by exploring continuity and change in America from 1800 to 1898.

- 8 – U6.1.1: America at Century's End – Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in
- territory, including the size of the United States and land use
  - population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America
  - systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society
  - governmental policies promoting economic development (e.g., tariffs, banking, land grants and mineral rights, the Homestead Act)
  - economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers
  - 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
  - the policies toward American Indians, including removal, reservations, the Dawes Act of 1887, and the response of American Indians.

**Student Edition:**

389-393, 395-399, 539-540

*Epilogue* 547-549

*Linking Past to Present* 314-315

*National Geographic* 291, 316, 525

*Primary Source* 389, 390-391, 397, 548

*Reading Check* 393, 399

**Teacher Wraparound Edition:**

AEC 314; C 393; CT 316, 392, 547, 549; DI 315, 548; HCP 315, 390, 398, 539

**Teacher Resource Guide:**

*Nationalism and Sectionalism* 57-65, 101, 118, 121