

BHS 8th Grade

Early American History and Civics

Curriculum Map (Differentiation between Honors and CP needed. Different editions of *We the People* will be used.)

| Content | Knowledge | Skills | Assessments/Resources | Time |
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| Unit 1: The Original Americans WH1.13. Identify the three major pre-Columbian civilizations that existed in Central and South America and their locations. Describe their political structures, religious practices, economies, art and architecture, and use of slaves. RH1-3 Key Ideas and Details RH7-8 Integration of knowledge and ideas WHST1, 2 Text Types and Purposes WHST4, 6 Production and Distribution of Writing WHST7, 8, 9 Research to Build and Present Knowledge SL 4-6 Presentation of Knowledge and Ideas | *The three major theories of human settlement of the Americas. <i>*Patterns of immigration have always shaped and continue to shape American history.</i> *The varied landscapes of North America contributed to the diversity of Native American culture. <i>*Early peoples developed patterns of organization and governance to manage their society.</i> *Many modern Native American groups maintain ancient customs and traditions. *Traditions of various tribes (Wampanoag, Pequot, Narragansett, Algonquin, Iroquois) *Gaming is one form of reparations to Native Americans today. <i>*Native Americans and citizenship</i> | *Compare & contrast different Native American culture groups. *Mapping locations of various tribes. *Conducting research on tribes. *Take a position on a controversial issue (Indian Gaming) <i>*Summarize history of Native American citizenship; creation of timeline</i> | *pre-assessment *Quizzes (including map quizzes) *Summarizers *Teacher observations *CEPA: Presentations on Tribes *Debate on Gaming <i>*Opinion on citizenship</i> <i>*Timeline</i> | 6 Weeks Sept. 2 –Oct. 9 |

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| <p>Unit 2: Exploration</p> <p>WH1.12. Explain why European nations sent explorers westward and how overseas expansion led to the growth of commerce and the development of the trans-Atlantic slave trade.</p> <p>5.1. Explain why trade routes had been closed in the 15th century and trace the voyages of at least four of the explorers.</p> <p>5.4. Explain why the Native civilizations declined in the 16th century.</p> <p>WHST1, 2 Text Types and Purposes WHST4, 6 Production and Distribution of Writing WHST7, 8, 9 Research to Build and Present Knowledge</p> | <p>*Social, economic, and scientific improvements helped European nations launch an Age of Exploration.</p> <p>*Europeans traveled to the Americas in search of new trade routes, including a northwest passage, and resources. They hoped to gain wealth, power, and glory.</p> <p>*The transatlantic trade of goods, movement of people, and spread of ideas and diseases resulted in cultural diffusion. (Columbian Exchange)</p> | <p>*Mapping routes of explorers and areas of conquest</p> <p>*Mapping Columbian Exchange</p> <p>*Mapping Triangular Trade</p> <p>*Analyze historical documents; using text to support thesis</p> | <p>*pre-assessment</p> <p>*DBQ on Exploration</p> <p>*Mapping</p> <p>*Quizzes</p> <p>*Observations</p> | <p>3 Weeks</p> <p>Oct. 14-Nov. 7</p> |
| <p>Unit 3: Colonies</p> <p>5.5. Describe the goals and extent of the Dutch settlement in New York, the French settlements in Canada, and the Spanish settlements in Florida, the southwest, and California.</p> <p>5.6 Explain the early relationship of the English settlers with Native Americans, including the differing views on ownership or use of land and the conflicts between them (e.g.,</p> | <p>*Jamestown was the first permanent English settlement.</p> <p>*English Puritans came to North America, beginning in 1620.</p> <p>*The United States continues to use an expanded form of representative government begun by the Puritans.</p> <p>*The Dutch settle New Netherland;</p> | <p>*Mapping European claims in North America</p> <p>*compare and contrast economic, religious and political reasons for the establishment of colonies</p> <p>*Explain the economic relationship between England and its American</p> | <p>*pre-assessment</p> <p>*quizzes/tests</p> <p>*DBQ: Jamestown-Why did so many colonists die?</p> <p>*DBQ: What caused the Salem Witch Trial Hysteria of 1692?</p> | <p>6 Weeks</p> <p>Nov. 7-Dec. 23</p> |

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| <p>Pequot and King Philip's War).</p> <p>5.7. Identify some of the major leaders and groups responsible for the founding of the original colonies in North America (Lord Baltimore in Maryland, William Penn in Pennsylvania, John Smith in Virginia, Roger Williams in Rhode Island, John Winthrop in Massachusetts).</p> <p>5.10 On a map of North America, identify the first 13 colonies and describe how regional differences in climate, types of farming, populations and sources of labor shaped their economies and societies through the 18th century.</p> <p>5.12. Explain the causes of the establishment of slavery in North America. Describe the harsh conditions of the Middle Passage and slave life, and the responses of slaves to their condition. Describe the life of free African Americans in the colonies.</p> <p>5.14. Explain the development of colonial governments and describe how these developments contributed to the Revolution (legislative bodies, town meetings, charters on individual freedoms and rights).</p> <p>RH1-3 Key Ideas and Details RH7-8 Integration of knowledge and ideas WHST1, 2 Text Types and Purposes WHST4, 6 Production and Distribution of Writing WHST7, 8, 9 Research to Build and Present Knowledge</p> | <p>English Quakers led by William Penn settle Pennsylvania.</p> <p>*The principles of tolerance and equality promoted in the Quaker settlement remain fundamental values in America.</p> <p>*By the mid-1700s, there are 13 English colonies in North America.</p> <p>*Differences in climate, physical features, access to water, and sources of labor contributed to the development of different economies in the New England, Middle, and Southern Colonies.</p> <p>*England and its largely self-governing colonies prospered under a mutually beneficial trade relationship (Navigation Acts, Salutary Neglect)</p> <p>*Native American resistance led to two major wars: Pequot War and King Philip's War; later Pontiac's War</p> <p>*In the 1700s changes in thought took hold in the North: The Enlightenment and The Great Awakening, causing people to question traditional authority and placed emphasis on the individual</p> | <p>colonies</p> <p>*Mapping of 13 English colonies</p> <p>*Summarize how salutary neglect after 1688 planted the seeds of self-government</p> <p>*close reading of Mayflower Compact</p> <p>*Explain the consequences of the Pequot and King Philip's Wars</p> <p>*Describe the slave trade and the role of slavery in the plantation economy</p> <p>*Explain the diverse society of the North and the tensions that led to witchcraft trials in Salem.</p> <p>*Explain the difference between indentured servitude and slavery and how that difference impacted the development of the colonies</p> | <p>*CEPA: Brochure on Colony</p> | |
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| <p>Unit 4: Road to Revolution</p> <p>5.15. Explain the reasons for the French and Indian War, how it led to an overhaul of British imperial policy, and the colonial response to these policies. (Sugar Act, Stamp Act, Townsend Duties, Tea Act, Intolerable Acts, “no taxation without representation”, Stamp Act Congress, Sons of Liberty, Boston Tea Party)</p> <p>USI.5 Explain the role of Massachusetts in the Revolution, including important events that took place in Massachusetts and important leaders from Massachusetts: (a) the Boston Massacre, (b) the Boston Tea Party. (c) the Battles of Lexington and Concord and Bunker Hill, (d) Sam Adams, John Adams, John Hancock.</p> <p>US1.1. Explain the political and economic factors that contributed to the American Revolution. (the impact on the colonies of the French and Indian War, including how the war led to the overhaul of British imperial policy from 1763 to 1775; and how freedom from European feudalism and aristocracy and the widespread ownership of property fostered individualism and contributed to the Revolution.</p> <p>USI.2. Explain the historical and intellectual influences on the American Revolution and the formation and framework of the American Government (the legacy of ancient Greece and Rome; the political</p> | <p>*British victory over the French in North America enlarged the British empire but led to new conflicts with the colonists</p> <p>*The basic ideas of government contained in the Declaration of Independence</p> <p>*Cause and effect relationship between political and economic developments and the Revolution</p> <p>*Tensions increased throughout the colonies until the Continental Congress declared Independence on July 4, 1776</p> <p>*Colonial society was divided between the Loyalists and Patriots</p> | <p>*Analyze the growing conflict as a result of the Proclamation of 1763, the Stamp Act, the Sugar Act, the Townshend Acts, the Boston Massacre, and the Intolerable Acts</p> <p>*Analyze the argument of Thomas Paine’s <i>Common Sense</i></p> <p>*Explain the colonists’ responses: Stamp Act Congress, Sons of Liberty, Committees of Correspondence, Continental Congresses, Declaration of Independence</p> <p>*Summarize the philosophical and political ideas of the Declaration of Independence</p> <p>*Contrast the attitudes of the Loyalists and Patriots; identify the general demographics of each group</p> | <p>Pre-assessment</p> <p>Summarizers</p> <p>Rewrite the first two paragraphs of the Declaration of Independence in contemporary language.</p> <p><i>We the People:</i> Chapter 7 “What experiences led to the American Revolution?”</p> <p><i>We the People:</i> Chapter 8 “What basic ideas about government are in the Declaration of Independence?”</p> <p>Thomas Paine: <i>Common Sense</i></p> <p>Thomas Jefferson: <i>The Declaration of Independence</i></p> <p>Unit assessment</p> | <p>3 Weeks Jan. 2-Jan. 30 (midyear exams)</p> |
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| theories of such European philosophers as Locke and Montesquieu) | | | | |
| USI.4 Analyze how Americans resisted British policies before 1775. | | | | |
| Unit 5: Revolution USI.4 Analyze the reasons for the American victory and the British defeat during the Revolutionary War. RH1-3 Key Ideas and Details RH7-8 Integration of knowledge and ideas WHST1, 2 Text Types and Purposes WHST4, 6 Production and Distribution of Writing | *Saratoga was a turning point in the war; the assistance of France was decisive. *Strategic victories in the South and at Yorktown enabled the Americans to defeat the British *The Treaty of Paris ended the war. *Women contributed to the Revolution's outcome. | *Compare and contrast advantages and disadvantages of each side going into the war. *Trace progress of war through the turning point at Saratoga to the winter at Valley Forge *Analyze the terms of the Treaty of Paris | Pre-assessment Summarizers * <i>We the People</i> : Chapter 9, "What happened during the American Revolution? How did the government function?" *DBQ: Valley Forge: Would you have quit? Unit assessment | 2 Weeks |
| Unit 6A: The Constitution: Creation of Government USI.6 Explain the reasons for the adoption of the Articles of Confederation in 1781, including why its drafters created a weak central government; analyze the shortcomings of the national | *Leaders set up a convention to settle issues but ended up creating a new governmental structure. *Americans adopted the Articles of Confederation but found the new government too weak to solve the nation's problems. | *Analyze the weaknesses of the Articles of Confederation *Summarize the key conflicts at the Constitutional Convention and explain | * <i>We the People</i> : Chapter 10, How did the states govern themselves after the Revolution? * <i>We the People</i> : Chapter 11, "How did the Articles of Confederation organize | 8 Weeks March 9- |

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| <p>government under the Articles; and describe the crucial events (e.g., Shays' Rebellion) leading to the Constitutional Convention.</p> <p>USI.7 Explain the roles of various founders at the Constitutional Convention. Describe the major debates that occurred at the Convention and the "Great Compromise" that was reached: Major Debates, (a) the distribution of political power, (b) the rights of individuals, (c) the rights of states, (d) slavery; Founders, (a) Benjamin Franklin, (b) Alexander Hamilton, (c) James Madison, (d) George Washington.</p> <p>USI.8 Describe the debate over the ratification of the Constitution between Federalists and Anti-Federalists and explain the key ideas contained in the Federalist Papers on federalism, factions, checks and balances, and the importance of an independent judiciary</p> <p>USI.9 Explain the reasons for the passage of the Bill of Rights: (a) the influence of the British concept of limited</p> | <p>*At the Philadelphia Convention in 1787, delegates created a new constitution through a series of compromises (The Great Compromise, The 3/5ths Compromise, conflicts about tariffs and slavery)</p> <p>*During the debate on the Constitution the Federalists promised to add a bill of rights in order to get the Constitution ratified</p> <p>*The Constitution established a system of government characterized by representative institutions, federalism, separation of powers, shared powers, checks and balances, and individual rights.</p> | <p>how they were resolved.</p> <p>*Describe the form of government established by the Constitution</p> <p>*Contrast Federalist and Antifederalist arguments over ratification of the Constitution.</p> <p>*Explain how and why the Bill of Rights was added to the Constitution</p> <p>*Explain the purpose for establishing the Constitution</p> <p>*Identify the powers of the legislature; explain the powers and duties of the president; describe how the states are interdependent and subject to the federal government; identify basic freedoms guaranteed by the first ten amendments</p> <p>*Explain ways in which the executive and judicial branches can check the powers of Congress</p> <p>*Explain how the system of checks and balances limits the powers of the</p> | <p>the first national government?"</p> <p><i>*The Northwest Ordinance, 1787</i></p> <p><i>We the People, Unit 3: What happened at the Philadelphia Convention?</i></p> <p><i>We the People, Unit 4: How was the Constitution used to establish our government?</i></p> <p>*DBQ: How did the Constitution guard against tyranny?</p> <p>Unit assessment</p> | |
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| | | <p>president.</p> <p>*Explain the federal system of government within the Constitution</p> <p>*Explain the purpose of the Bill of Rights and why it was included as the first 10 Amendments</p> <p>*Explain the concept of judicial review; Read and analyze <i>Marbury v. Madison</i></p> | | |
| <p>Unit 6B: The Constitution: Application</p> <p>USI.19 Explain the rights and responsibilities of citizenship and describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups.</p> <p>USI.20 Describe how decisions are made in a democracy, including the role of legislatures, courts, executives</p> | <p>*Individual liberty often conflicts with the general welfare.</p> <p>*The Fourth Amendment protects the right to privacy and specifically deals with rights around unreasonable searches and seizures.</p> <p>*The Amendments to the Constitution are the foundation for student rights.</p> | <p>*Connect the history of the Constitution with present day applications</p> <p>*Analyze the tension between individual liberties and securing the general welfare.</p> <p>*Analyze the Patriot Act and explain the positives and negatives of 10 sections</p> | <p>*<i>We the People</i>, Unit 5: How does the Constitution protect our basic rights?</p> <p>*<i>We the People</i>, Chapter 29, “What are the rights and responsibilities of citizenship?”</p> <p>*<i>We the People</i>, Chapter 30, “How might citizens participate in civic affairs?”</p> | <p>7 Weeks</p> |

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| and the public. | | <p>*Develop well-reasoned argument: Do you think it is worth sacrificing your civil liberties in order to prevent terrorism? How much personal freedom are you willing to give up?</p> <p>*Analyze the Fourth Amendment; understand how the wording can be interpreted differently by different people</p> | <p>DESE Model Unit: Constitutional Rights</p> <p>CEPA: Present your opinion on the Patriot Act to a Senate Committee Meeting</p> <p>DESE Model Unit: <i>The Words We Live By:</i> The Fourth Amendment</p> <p>CEPA: Present an oral argument to the Supreme Court regarding an issue related to the 4th Amendment.</p> | |
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