

# CURRICULUM COURSE OUTLINE

Course Name(s): **U.S. History 1800-1900**

Grade(s): **8**

Department: **Social Studies**

Course Length: **1 year**

Pre-requisite: **None**

## **Textbook/Key Resource:**

### Textbook:

\*The American Journey to World War I

### Other Resources:

\*Which Way to the Wild West by Steve Sheinkin

\*Various primary source readers

\*Internet

\*Video Clips

\*Atlas

\*Various simulations

\*Junior Scholastic magazine

**Course Description:** Comprehension of the foundations of American history provides us with an understanding as to why we react internally and globally the way we do. Firmly established patterns throughout our years of development provide citizens with a guide to explain our current decisions. For one to participate in a meaningful way, we must be able to identify these patterns, make value judgments as to how best to work with these patterns, and how to use American history to develop pride and a willingness to protect our heritage.

This class will deal with the rise of democracy under Jefferson and Jackson, sectionalism, abolitionists, the causes and effects of the Civil War, Reconstruction, Industrial Age, the Gilded Age, and Imperialism.

Standards: dpi website [http://standards.dpi.wi.gov/stn\\_sintro](http://standards.dpi.wi.gov/stn_sintro)

**Shawano School District**

**Unit 1:** Government and Constitution

**Unit Length:** 8 weeks

**Students will know:**

- The problems and successes of the early American government
- People, places, events, and terminology relating to government
- The weaknesses of the Articles of Confederation and the need for a new government
- The development of the United States constitution and government
- The rights and freedoms desired by the people of the new nation
- The outcomes of the Constitutional Convention
- The reasons for the growth of political parties

**Students will be able to:**

- Identify key people, places, events, and terminology relating to government
- Interpret the documents that contributed to the creation of the U.S.
- List the rights and freedoms desired by the people of a new nation
- Summarize the events, outcomes, and ideals of the Constitutional Convention
- Explain the Constitution and Bill of Rights
- Analyze the United States' role in foreign affairs
- Interpret the reasons for the growth of political parties
- Explain the development of democracy including Jeffersonian and Jacksonian
- Outline the impeachment process

**Standard(s):** B.8.1, B.8.2, B.8.5, B.8.6, B.8.7, C.8.1, C.8.2, C.8.3, C.8.4, C.8.5, C.8.6, C.8.7, C.8.8, C.8.9, D.8.5, E.8.1, E.8.8

**Unit 2:** Westward Expansion/Native Americans

**Unit Length:** 8 weeks

**Students will know:**

- The impact of Westward Expansion on the development of sectionalism
- The reasons for westward exploration
- People, places, events, and terminology related to westward expansion
- Motives of Americans moving west into Indian lands
- Reasons rivalries developed between sections
- United States' role in foreign affairs

**Students will be able to:**

- List reasons for westward exploration
- Identify key people, places, events, and terminology related to westward expansion
- List motives for Manifest Destiny and its results
- Discuss the motives of Americans moving west into Indian lands
- Explain why rivalries developed between sections
- Discuss the United States' role in foreign affairs including Barbary Pirates, War of 1812, Monroe Doctrine, Texas Independence, Mexican War, Oregon Territory, and Japan
- Identify westward trails
- Explain the impact of westward expansion
- Explain the impact on Native Americans
- Identify the various frontiers in U.S. history
- Identify the treaty process and Indian sovereignty
- Indicate how and where the pioneers traveled west
- Explain the changes in American foreign policy
- Compare and contrast sectional differences and their impact

**Standard(s):** A.8.1, A.8.2, A.8.3, A.8.7, B.8.1, B.8.2, B.8.7, B.8.10, B.8.11, C.8.3, E.8.6, E.8.7

<b>Unit 3:</b> Slavery/Civil War	<b>Unit Length:</b> 8 weeks
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<p><b><u>Students will know:</u></b></p> <ul style="list-style-type: none"> <li>• The causes of and the steps leading to the Civil War</li> <li>• People, places, events, and terminology relating to slavery and the Civil War</li> <li>• The social, political, and economic differences between the North, South, and West</li> <li>• The effect slavery had on the United States</li> <li>• Pros and cons of slavery</li> <li>• Values, actions, and solutions of the abolitionists</li> <li>• Differences between the Union and Confederacy</li> <li>• Effects of the Emancipation Proclamation</li> <li>• The outcome of the Civil War</li> </ul>	<p><b><u>Students will be able to:</u></b></p> <ul style="list-style-type: none"> <li>• Outline the steps leading to the Civil War</li> <li>• Identify key people, places, events, and terminology relating to slavery and the Civil War</li> <li>• List the social, political, and economic differences between the North, South, and West</li> <li>• Describe the institution of slavery and its effect on the United States</li> <li>• Explain the pros and cons of slavery</li> <li>• Explain the values, actions, and solutions of the abolitionists</li> <li>• Cite the causes of the Civil War</li> <li>• Compare and contrast the social, political, and economical differences between the Union and Confederacy</li> <li>• Interpret the effects of the Emancipation Proclamation</li> <li>• Cite the changes in the course of events of the American Civil War</li> <li>• Outline the major events of the Civil War: battles, leaders, and issues</li> <li>• Identify key turning points of the American Civil War</li> <li>• Relate the Civil War to present day</li> </ul>
<p><b><u>Standard(s):</u></b> A.8.1, A.8.5, A.8.7, A.8.8, A.8.10, B.8.1, B.8.2, B.8.3, B.8.4, B.8.7, B.8.8, B.8.10, C.8.1, C.8.2, C.8.3, C.8.4, C.8.7, D.8.1, D.8.4, D.8.6, E.8.6, E.8.7, E.8.11, E.8.14</p>	

<b>Unit 4:</b> Reconstruction	<b>Unit Length:</b> 3 weeks
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<p><b><u>Students will know:</u></b></p> <ul style="list-style-type: none"> <li>• The impact of Reconstruction on U.S. History</li> <li>• People, places, events, laws, policies, and terminology related to Reconstruction</li> <li>• Problems the U.S. faced after the Civil War</li> <li>• Ways life changed for blacks and whites after the Civil War</li> </ul>	<p><b><u>Students will be able to:</u></b></p> <ul style="list-style-type: none"> <li>• Identify key people, places, events, and terminology related to reconstruction including: scalawags, carpet baggers, sharecroppers, and tenant farmers.</li> <li>• Identify problems facing the U.S. after the Civil War</li> <li>• Explain the Radical Reconstruction Plan</li> <li>• Identify Jim Crow Laws and Black Codes</li> <li>• Identify ways life changed for blacks and whites</li> <li>• Outline the impeachment process of Andrew Johnson</li> <li>• Explain the Compromise of 1877</li> <li>• Explain the 3 Reconstruction Plans</li> <li>• Explain the KKK</li> <li>• Identify the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments</li> <li>• Outline the effects of Reconstruction</li> <li>• Explains the Compromise of 1877</li> </ul>
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<p><b><u>Standard(s):</u></b> B.8.1, B.8.2, B.8.4, B.8.10, C.8.1, D.8.2, D.8.6, E.14</p>
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**Unit 5:** Reshaping the Nation/Industrial Revolution

**Unit Length:** 3 weeks

**Students will know:**

- Reasons and results of the early industrial growth
- People, places, events, and terminology
- Problems of cities relating to the Industrial Revolution
- Conditions that led to unions
- The Captains of Industry
- Motives and impact of immigrants

**Students will be able to:**

- Identify the reasons and the results of the early industrial growth/revolution
- Summarize the change in American economy
- Identify key people, places, events, and terminology
- Describe problems (social and political) of the cities relating to the Industrial Revolution
- Relate capitalism and the Industrial Revolution
- Describe conditions that led to unions
- Identify Captains of Industry
- Explain the growth and impact of capitalism
- Explain how immigration in the 1800s tied us together and tore us apart
- Identify motives and origin of immigrants in the 1800s
  
- Acknowledge the impacts of various immigrant cultures on American art, music, and literature.
- Explain the impact of the Civil Service System
- Explain the reasons for corruption in politics
- Explain the economic issues such as issues dealing with farmers, tariffs, and currency
- Explain the Populist Movement

Standard(s): A.8.1, A.8.7, A.8.10, A.8.11, B.8.2, B.8.8, B.8.9, D.8.1, D.8.4, D.8.6, D.8.8, D.8.9, D.8.10