8th Grade Social Studies
Last Updated: 8/2026

Nine Weeks	Units/Chapters	Standards
1st Nine Weeks	Modules/Chapters 1, 2, 3, and 4	History- 8.H.1, 8.H.2, 8.H.3, 8.H.4, 8.H.26 Geography- 8.G.1, 8.G.2, 8.G.3, 8.G.4, 8.G.5, 8.G.6, 8.G.7 Economics- 8.E.1 Literacy- 6-8.LH.2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3
2nd Nine Weeks	Modules/Chapters 5 and 6 Election Unit- Not in Textbook	History- 8.H.5, 8.H.6, 8.H.26, 8.H.10, 8.H.12 Geography- 8.G.1, 8.G.2, 8.G.3, 8.G.4, 8.G.5, 8.G.6, 8.G.7, 8.E.1 Economics- 8.E.2, 8.E.4 Government- 8.C.1, 8.C.2, 8.C.3, 8.C.4, 8.C.5, 8.C.6, 8.C.7
3rd Nine Weeks	Modules/Chapters 7, 8, 9/10, 11, 12	History- 8.H.7, 8.H.8, 8.H.9, 8.H.12, 8.H.13, 8.H.14, 8.H.15, 8.H.16, 8.H.17, 8.H.18, Geography- 8.G.1, 8.G.2, 8.G.3, 8.G.4, 8.G.5, 8.G.6, 8.G.7 Economics- 8.E.2, 8.E.4, 8.E.4, 8.E.6 Government- 8.C.1, 8.C.2, 8.C.3, 8.C.4, 8.C.5, 8.C.6, 8.C.7
4th Nine Weeks	Modules/Chapter 13/14, 15, 16, 17, 18, 19	History- 8.H.11, 8.H.19, 8.H.20, 8.H.20, 8.H.21, 8.H.22, 8.H.23, 8.H.24, 8.H.25, 8.H.26 Geography- 8.G.1, 8.G.2, 8.G.3, 8.G.4, 8.G.5, 8.G.6, 8.G.7 Economics- 8.E.3, 8.E.4 Government

Unit/Topic: Module 1- America, Africa, and Europe before 1500					
Essential Question(s): Why might a U.S. Historian study the Americas, Africa, and Europe before 1500?					
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative)**	**Assessment (summative)**	**Resources**
1: The Earliest Americans	SWBAT understand how climate change allows Paleo-Indians	*Bearing land bridge *Paleo-Indians *Migration *Hunter-Gatherers	Map work		

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	to migrate to the Americas. SWBAT understand how major civilizations develop in Mesoamerica and South America. 6-8.LH.3.1 Understand the meaning of words and phrases as they are used in a text, including vocab specific to domains related to history/social studies	*Environments *Culture			
2: Native American Cultures	SWBAT understand that several early societies developed in the Americas long before Europeans explored the continent. SWBAT understand how geographic areas influenced Native American cultures. SWBAT understand how language united	*Pueblos *Teepees *Matrilineal *Iroquois League	Pictures of Monument Valley		

Unit/Topic: Module 1- America, Africa, and Europe before 1500					
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	Native American groups and contributed to cultural diversity. SWBAT understand that despite their differences, Native American cultures shared similar beliefs and practices. 8.H.1 8.H.3 8.H.2				
3: SKIP					
4: Europe Before 1500	SWBAT understand that the Greeks and Romans established new forms of government. SWBAT understand that during the Middle Ages, society eventually changed from a Feudal System to a system with a middle class of artisans and merchants.	*Black Death *Socrates *Plato *Aristotle *Democracy *Crusades *Joint Stock Companies	Study Guide/Reading Check		

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Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative)**	**Assessment (summative)**	**Resources**
	SWBAT understand that the Renaissance was a time of rebirth in the arts and in learning.				
				Module Assessment (can be combined with Module 2)	Exam View from Previous Adoption (JH)

Unit/Topic: Module 2- New Empires in the Americas					
Essential Question(s): How did Europeans change life in the Americas?					
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative)**	**Assessment (summative)**	**Resources**
Lesson 1: Europeans Set Sail	•SWBAT understand Vikings were skilled sailors, and they were the first Europeans to reach North America. • Prince Henry the Navigator established a school for sailors and provided financial support that enabled the Portuguese to start exploring the oceans. • Portuguese sailors sailed around Africa	*Leif Eriksson *Henry the Navigator *Astrolabe *Caravels	European exploration map		

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	and found a sea route to Asia.				
Lesson 2: Europeans Reach the Americas	• Christopher Columbus sailed across the Atlantic Ocean and reached a continent that was previously unknown to him. • After Columbus's voyages, other explorers sailed to the Americas.	*Christopher Columbus *Line of *Demarcation *Treaty of Tordesillas *Ferdinand Magellan *Circumnavigate *Columbian Exchange	Explain Columbian Exchange in writing (with discussion) Columbus's letter to Queen Isabella/Henry Hudson's Biography Newsela writing activity		
Lesson 3: Spain Builds an Empire	• Spanish conquistadors conquered the Aztec and Inca empires. • Spanish explorers traveled through the borderlands of New Spain, claiming more land. • Spanish settlers treated Native Americans harshly, forcing them to work on plantations and in mines.	*Conquistadors *Hernan Cortez *Moctezuma II *Francisco Pizarro *Encomienda System *Plantations *Bartolome de Las Casas	National Geographic Article "Motivations for Colonization"		
Lesson 4: The Race for Empires	• Events in Europe affected settlement of North America. • Several explorers searched for a Northwest Passage to	*Protestant Reformation *Protestant *Spanish Armada *Northwest Passage *Jacques Cartier	Discussion: Which term in this section does not exist?		

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	the Pacific Ocean. • European nations raced to establish empires in North America.	Charter			
				Module Assessment Can combine with Module 1 Assessment	

Unit/Topic: Module 3- The English Colonies					
Essential Question(s): How did the colonial experience shape America's political and social ideals?					
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative)**	**Assessment (summative)**	**Resources**
Beginning of Unit			Take information from the three maps (resources) onto a single map		Maps that break down colonial regions, colonies, settlements
Lesson 1: The Southern Colonies	• Jamestown was the first permanent English settlement in America. • Daily life in Virginia was challenging to the colonists. • Religious freedom and economic opportunities were motives for founding other southern colonies, including Maryland, the	*Jamestown *John Smith *Pocahontas *Indentured Servants *Bacon's Rebellion *Toleration Act 1649 *Olaudah Equiano *Slave Codes	Project (lessons 1-3)- students focused on one region and dug deep into it Discussion- Toleration Act Colonial Map		

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Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative)**	**Assessment (summative)**	**Resources**
	Carolinas, and Georgia. • Farming and slavery were important to the economies of the southern colonies.				
Lesson 2: The New England Colonies	• The Pilgrims and Puritans came to America to avoid religious persecution. • Religion and government were closely linked in the New England colonies. • The New England economy was based on trade and farming. • Education was important in the New England colonies	*Puritans *Pilgrims *Immigrants *Mayflower Compact *Squanto *John Winthrop *Ann Hutchinson	Project (continued) Colonial Map		
Lesson 3: The Middle Colonies	•The English created New York and New Jersey from former Dutch territory •William Penn established the colony of Pennsylvania •The economy of the middle colonies was supported by trade and staple crops	*Peter Stuyvesant *Quakers *William Penn *Staple crops	*Colony Map		

Unit/Topic: Module 3- The English Colonies					
Essential Question(s): How did the colonial experience shape America's political and social ideals?					
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative)**	**Assessment (summative)**	**Resources**
Lesson 4: Life in the English Colonies	•Colonial governments were influenced by political changes in England •English trade laws limited free trade in the colonies •The Great Awakening and the Enlightenment led to ideas of political equality among many colonists •The French and Indian War gave England control of more land in North America	*Town meeting *English Bill of Rights *Triangular trade *Great Awakening *Jonathan Edwards *Enlightenment *John Jocke *Pontiac *Salutary neglect			
				Module Assessment	

Unit/Topic: Module 4- The American Revolution					
Essential Question(s): Why were the American willing to risk their lives for independence?					
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative)**	**Assessment (summative)**	**Resources**
Lesson 1: Conflict in the Colonies	*British efforts to raise taxes on colonists sparked protest. *The Boston Massacre caused colonial	*Samuel Adams *Committees of Correspondence *Stamp Act of 1765 *Mercy Otis Warren *Boston Massacre *Tea Act	*American Revolution Propaganda Poster		

Unit/Topic: Module 4- The American Revolution					
Essential Question(s): Why were the American willing to risk their lives for independence?					
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative)**	**Assessment (summative)**	**Resources**
	resentment toward Great Britain *Colonists protested the British tax on tea with the Boston Tea Party *Great Britain responded to colonial actions by passing the Intolerable Acts.	*Boston Tea Party *Intolerable Acts *Quartering Act			
Lesson 2: The Revolution Begins	*The First Continental Congress demanded certain rights from Great Britain. *Armed conflict between British soldiers and colonists broke out with the "shot heard around the world" * The Second Continental Congress created the Continental army to fight the British *In two early battles, the army lost control of Boston but then regained it.	*First Continental Congress *Patriots *Minutemen *Redcoats *Second Continental Congress *Continental Army *George Washington *Battle of Bunker Hill	*American Revolution Propaganda Poster		
Lesson 3: Declaring Independence	* Thomas Paine's Common Sense led many colonists to support independence	*Common Sense *Thomas Paine *Declaration of Independence	*Break-up letter *American Revolution Propaganda Poster		

Unit/Topic: Module 4- The American Revolution					
Essential Question(s): Why were the American willing to risk their lives for independence?					
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative)**	**Assessment (summative)**	**Resources**
	*Colonists had to choose sides when independence was declared *The Declaration of Independence did not address the rights of all colonists.	*Thomas Jefferson *Loyalists			
Lesson 4: Struggle for Liberty	* Many Americans supported the war effort *The Patriots both won and lost battles during the years 1775-1777. *France and Spain helped the Patriots fight the British. *The winter at Valley Forge tested the strength of Patriot troops *The war continued at sea and in the West.	*Haym Salomon *Mercenaries *Battle of Trenton *Battle of Saratoga *Marquis de Lafayette *Baron Friedrich von Steuben *Bernardo de Galvez *John Paul Jones *George Rogers Clark	*American Revolution Propaganda Poster		
Lesson 5: Independence!	*Patriot forces faced many problems in the war in the South *The American Patriots finally defeated the British at the Battle of Yorktown	*Francis Marion *James Armistead *Comte de Rochambeau *Battle of Yorktown *Treaty of Paris 1783	*American Revolution Propaganda Poster		

Unit/Topic: Module 4- The American Revolution					
Essential Question(s): Why were the American willing to risk their lives for independence?					
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative)**	**Assessment (summative)**	**Resources**
	*The British and the Americans officially ended the war by signing the Treaty of Paris 1783				

Unit/Topic: Module 5- Forming a Government					
Essential Question(s): Did compromise make the U.S. Constitution stronger or weaker?					
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative)**	**Assessment (summative)**	**Resources**
Lesson 1 The Articles of Confederation	*The American people examined many ideas about government *The Articles of Confederation laid the base for the first national government of the United States *The Confederation Congress established the Northwest Territory.	*Magna Carta *Constitution *Virginia Statute for Religious Freedom *Suffrage *Articles of Confederation *ratification *Land Ordinance of 1785 *Northwest Ordinance of 1787 *Northwest Territory	*Primary Source Analysis- Articles of Confederation		
Lesson 2 The New Nation Faces Challenges	*The United States had difficulty with other nations * Internal economic problems plagued the new nation	*tariffs *interstate commerce *inflation *depression *Daniel Shay *Shays's Rebellion			

	*Shay's Rebellion pointed out weaknesses of the Articles of Confederation *Many Americans called for changes in the national government				
Lesson 3 Creating the Constitution	*The Constitutional Convention met to improve the government of the United States *The issue of representation led to the Great Compromise *The U.S. Constitution created federalism and a balance of power	*Constitutional Convention *James Madison *Virginia Plan *New Jersey Plan *Great Compromise *Three-Fifths Compromise *popular sovereignty *legislative branch *executive branch *judicial branch *checks and balances *federalism			
Lesson 4: Ratifying the Constitution	*Federalists and Antifederalists engaged in debate over the new constitution *The Federalists Papers played an important role in the fight for ratification of the Constitution. *Ten amendments were added to the Constitution to provide a Bill of	*Antifederalists *George Mason *Federalists *Federalist Papers *amendments *Bill of Rights			

	Rights to protect citizens				

Unit/Topic: Module 6- Citizenship and the Constitution					
Essential Question(s): Which ideas in the Constitution are most important for preserving freedom?					
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative)**	**Assessment (summative)**	**Resources**
Lesson 1: Establishing the Constitution	*Delegates met the Constitutional Convention to improve the government *The Great Compromise and the Three-Fifths Compromise resolved controversial issues *The new government was based on popular sovereignty, balance of power and federalism *Federalists and Antifederalists debate the Constitution *The Constitution was ratified.	*Constitutional Convention *James Madison *Virginia Plan *New Jersey Plan *Great Compromise *Three-Fifths Compromise *popular sovereignty *legislative branch *executive branch *judicial branch *checks and balances *federalism *amendments *Federalists *Federalist Papers *Antifederalists *Bill of Rights	Constitutional structure Analysis		
Lesson 2: Structure of the Government	*The framers of the Constitution devised the federal system. *The legislative branch makes the nation's laws.	*federal system *impeach *veto *executive orders *pardons *Thurgood Marshall	Constitutional structure Analysis		

	The executive branch enforces the nation's laws. The judicial branch determines whether or not laws are constitutional	*Sandra Day O'Connor *Sonia Sotomayor			
Lesson 3: The Bill of Rights	*The First Amendment guarantees basic freedoms to individuals. *Other amendments focus on protecting citizens from certain abuses *The rights of the accused are an important part of the Bill of Rights. *The rights of states and citizens are protected by the Bill of Rights.	*majority rule *petition *search warrant *due process *indict *double jeopardy *eminent domain	Constitutional structure Analysis		
Lesson 4: Rights and Responsibilities of Citizenship	*Citizenship in the United States is determined in several way. *Citizens are expected to fulfil a number of important duties. *Active citizen involvement in government and community is encouraged.	*naturalized citizens *deport *draft *interest groups *political action committees	Constitutional structure Analysis		

Unit/Topic: Module 7- Launching the Nation					
Essential Question(s): How did challenges and disagreements help shape the new nation?					
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative)**	**Assessment (summative)**	**Resources**
Lesson 1: Washington Leads a New Nation	*In 1789 George Washington became the first president of the United States. *Congress and the president organized the executive and judicial branches of the government *Americans had high expectations for their new nation	*George Washington *electoral college *Martha Washington *precedent *Judiciary Act of 1789			
Lesson 2: Hamilton and National Finances	*Hamilton tackled the problem of setting national and state debt. *Thomas Jefferson opposed Hamilton's view on government and the economy *Hamilton created a national bank to strengthen the U.S. economy.	*Alexander Hamilton *national debt *bonds *speculators *Thomas Jefferson *loose construction *strict construction *Bank of the U.S.			
Lesson 3: Challenges for the New Nation	*The United States tried to remain neutral regarding events in Europe. *The United States and Native Americans came into conflict in	*French Revolution *Neutrality Proclamation *privateers *Jay's Treaty *Pinckney's Treaty *Little Turtle			

	the Northwest Territory. *The Whiskey Rebellion tested Washington's administration *In his Farewell Address, Washington advised the nation	*Battle of Fallen Timbers *Treaty Greenville *Whiskey Rebellion			
Lesson 4: John Adams's Presidency	*The rise of political parties created competition in the election of 1796. *The XYZ affair caused problems for President John Adams *Controversy broke out over the Alien and Sedition Acts.	*political parties *Federalist Party *Democratic-Republican Party *XYZ affair *Alien and Sedition Acts *Kentucky and Virginia Resolutions			
Lesson 5: Jefferson Becomes President	*The election of 1800 marked the first peaceful transition in power from one political party to another * President Jefferson beliefs about the federal government were reflected in his policies. *Marbury v. Madison increased the power of the judicial branch of the government	*John Adams *Louisiana Purchase *Meriwether Lewis *William Clark *Sacagawea *John Marshall *Marbury v. Madison *judicial review			

Unit/Topic: Module 8- War and Expansion in the Americas					
Essential Question(s): How should the War of 1812 be remembered?					
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative)**	**Assessment (summative)**	**Resources**
Lesson 1: The Coming of War	*Violations of U.S. neutrality led Congress to enact a ban on trade. *Native Americans, Great Britain, and the United States came into conflict in the War. *The War Hawks led a growing call for war with Great Britain.	*USS Constitution *Impressment *embargo *Embargo Act *Non-Intercourse Act *Tecumseh *Battle of Tippecanoe *War Hawks *James Madison			
Lesson 2: The War of 1812	*American forces held their own against the British in the early battles of the war. *U.S. forces stopped British offensives in the East and South *The effects of the war included prosperity and nation pride.	*Oliver Hazard Perry *Battle of Lake Erie *Andrew Jackson *Treaty of Fort Jackson *Battle of New Orleans *Hartford Convention *Treaty of Ghent			
Lesson 3: Settling International Issues	*The United States and Great Britain settled their disputes over boundaries and control of waterways. *The United States	*James Monroe *Rush-Bagot Agreement *Convention of 1818 *Adams-Onis Treaty			

	gained Florida in an agreement with Spain.				

Unit/Topic: Module 9/10- A New National Identity/Age of Jackson					
Essential Question(s): Why did America's national identity change in the early 1800s? Did Andrew Jackson advance the cause of democracy?					
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative)**	**Assessment (summative)**	**Resources**
Lesson 9-1: American Foreign Policy	*Success in foreign affairs contributed to a growing sense of American nationalism. *The Monroe Doctrine was a major shift in American Foreign Policy.	*nationalism *Era of Good Feelings *Simon Bolivar *Monroe Doctrine			
Lesson 9-2: Nationalism and Sectionalism	*Growing nationalism led to improvements in the nation's transportation system. *The Missouri Compromise settled an important regional conflict. *The outcome of the election of 1824 led to controversary.	*Henry Clay *American System *Cumberland Road *Erie Canal *sectionalism *Missouri Compromise *John Quincy Adams			
Lesson 9-3: American Culture	*American writers created a new style of literature. *A new style of art showcased the beauty	*Washington Irving *James Fennimore Cooper *Hudson River School *Thomas Cole			

	of America and its people. *American ideals influenced other aspects of culture including religion and music. *Architecture and education were affected by cultural ideals.	*George Caleb Bingham			
Lesson 10-1: Jacksonian Democracy	*Democracy expanded in the 1820s as more Americans held the right to vote. *Jackson's victory in the election of 1828 marked a change in American politics,	*nominating conventions *Jacksonian Democracy *Democratic Party *John C. Calhoun *spoils system *Martin Van Buren *Kitchen Cabinet			
Lesson 10-2: Jackson's Administration	*Regional differences grew during Jackson's presidency. *The rights of the states were debated and amid arguments about national tariff. *Jackson's attack on the Bank sparked controversy. *Jackson's policies led to the Panic of 1837.	*Tariff of Abominations *States' rights doctrine *nullification crisis *Daniel Webster *McCulloch v. Maryland *Whig Party *Panic of 1837 *William Henry Harrison			
Lesson 10-3: Indian Removal	*The Indian Removal Act authorized the relocation of Native Americans to the West.	*Indian Removal Act *Indian Territory *Bureau of Indian Affairs *Sequoya			

	*Cherokee resistance to removal led to disagreement between Jackson and the Supreme Court *Other Native Americans resisted removal with force.	*Worcester v. Georgia *Trail of Tears *Black Hawk *Osceola			

Unit/Topic: Modules 11/12- Westward Expansion/Expansion and Conflict					
Essential Question(s): Was the United States truly destined to expand west in the 1800? What was gained and lost as Americans expanded into the Southwest					
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative)**	**Assessment (summative)**	**Resources**
Lesson 11-1 A Growing Nations	*As American settlers moved West, control of the Mississippi River became more important to the United States *Expeditions led by Lewis and Clark, Pike, and Fremont increased Americans' understanding of the West. *During the early 1800s, Americans moved west of the Rocky Mountains to settle and trade. *Families moved into the far west and	*Daniel Boone *Louisiana Purchase *Meriwether Lewis *William Clark *Lewis and Clark *Expedition *Sacagawea *Zebulon Pike *John C. Fremont *John Jacob Astor *mountain men *Oregon Trail *Santa Fe Trail *Mormons *Brigham Young			

	established thriving communities.				
Lesson 11-2 Boom Times in the West	*Valuable deposits of gold and silver in the West created opportunities for wealth and brought more settlers to the region *The cattle industry thrived on the Great Plains, supplying beef to the East. *The transcontinental railroad succeeded in linking the eastern and western United States.	*frontier *Comstock Lode *boomtowns *Cattle Kingdom *cattle drive *Chisholm Trail *Pony Express *transcontinental railroad *standard time			
Lesson 11-3 Wars in the West	*As settlers moved to the Great Plains, they encountered the Plains Indians *Native Americans attempted to keep their lands through treaties with the U.S. government. *Continued pressure from white settlement and government legislation brought the Plains Indians' traditional way of life to an end.	*Treaty of Fort Laramie *reservations Crazy Horse *Treaty of Medicine Lodge *buffalo soldiers *George Amstrong Custer *Sitting Bull *Battle of Little Big Horn *Long Walk *Chief Joseph *Geronimo *Sarah Winnemucca *assimilate *Dawes General Allotment Act			

Lesson 11-4 Farming and Populism	*Many Americans started new lives on the Great Plains *Economic challenges led to the creation of farmers' political groups *By the 1890s the western frontier had come to an end.	*Homestead Act *Morrill Act *Exodusters *sodbusters *dry farming *Annie Bidwell *National Grange *deflation *William Jennings Bryan *Populist Party			
Lesson-12-1 The Texas Revolution	*Many American settlers moved to Texas after Mexico achieved independence from Spain. *Texans revolted against Mexican rule and established an independent nation	*Father Miguel Hidalgo y Costilla *empresarios *Stephen Austin *Antonio Lopez de Santa Anna *Alamo *Battle of San Jacinto			
Lesson 12-2 The Mexican-American War	*Many Americans believed that the nation has a manifest destiny to claim new lands in the West. *As a result of the Mexican-American War, the United States added territory in the Southwest. *American settlement in the Mexican Cession produced conflict and a blending of cultures.	*manifest destiny *James K. Polk *vaqueros *Californios *Bear Flag Revolt *Treaty of Guadalupe Hidalgo *Gadsden Purchase	*Mexican-American War Map		

Lesson 12-3 The California Gold Rush	*The discovery of gold brought settlers to California *The gold rush had a lasting impact on California's population and economy.	*John Sutter *Donner Party *Forty-niners *prospect *placer miners			

Unit/Topic: Modules 13/14/15-The North/The South/Slavery in the United States					
Essential Question(s): How did the Industrial Revolution help shape life in the North? How important was slavery for the economy and society of the South? How did Slavery shape life in the United States					
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative)**	**Assessment (summative)**	**Resources**
Lesson 13-1 The Industrial Revolution in America	*The invention of new machines in Great Britain led to the beginning of the Industrial Revolution *The development of new machines and process brought the Industrial Revolution to the United States *Despite a slow start in manufacturing, the United States made rapid improvements during the War of 1812.	*Industrial Revolution *textiles *Richard Arkwright *Samuel Slater *technology *Eli Whitney *interchangeable parts *mass production			

Lesson 13-2 Changes in Working Life	*The spread of mills in the Northeast changed workers' lives. *The Lowell system revolutionized the textile industry in the Northeast. *Workers organized to reform working conditions.	*Rhode Island System *Francis Cabot Lowell *Lowell System *trade unions *strikes *Sarah G. Bagley			
Lesson 13-3 The Transportation Revolution	*The Transportation Revolution affected trade and daily life *The steamboat was one of first developments of the Transportation Revolution. *Railroads were a vital part of the Transportation Revolution. *The Transportation Revolution brought many changes to American life and industry.	*Transportation Revolution *Rober Fulton *Clermont *Gibbons v. Odgen *Peter Cooper			
Lesson 13-4 More Technological Advances	*The telegraph made swift communication possible from coast to coast. *With the shift to steam power, businesses built new factories closer to	*Samuel F.B. Morse *telegraph *Morse Code *John Deere *Cyrus McCormick *Isaac Singer			

	cities and transportation centers *Improved farm equipment and other labor-saving devices made life easier for many Americans. *New inventions changed lives in American homes.				
Lesson 14-1 Growth of the Cotton Industry	*The invention of the cotton gin revived the economy of the South *The cotton gin created cotton boom in which farmers grew little else. *Some people encouraged southerners to focus on the crops and industries.	*cotton gin *planters *cotton belt *factors *Tredegar Iron Works			
Lesson 14-2 Southern Society	*Southern society and culture consisted of four main groups. Free African Americans in the South faced a great deal of discrimination	*yeomen			
Lesson 14-3 Slavery in the South	*Slaves faced harsh living conditions in the South. *A common African American culture developed in the South, which helped	*overseers *spirituals *oral tradition *folktales Nat Turner			

	slaves to survive the cruelties of slavery. *Slave rebellions drew a harsh response from white southerners.				
Lesson 15-1 Slavery in the United States (This section was in Chapter 2, Section 5 in 2014 edition, word for word	*European diseases wiped out much of the Native American population, causing colonists to look for a new labor force. *Europeans enslaved millions of Africans and sent them to work in their colonies. *Slaves in the Americas created distinct cultures	*immune *Middle Passage *African Diaspora			
Lesson 15-2 The Slave System (This section was in Chapter 13 Section 3 in the 2014 edition. Word for word	*Slaves worked at a variety of jobs on plantations. *Life under slavery was difficult and dehumanizing *Slave culture centered around family, community, and religion *Slave uprising led to stricter slave codes in many states.	*folktales *spirituals *Nat Turner Rebellion *Nat Turner			
Lesson 15-3 The Movement to end Slavery (This section was in Chapter 14 Section 4 in the 2014	*Americans from a variety of backgrounds actively opposed slavery *Abolitionists organized the	*abolition *Elihu Embree *William Lloyd Garrison *American Anti-Slavery Society			

edition. Word for word	Underground Railroad to help enslaved African escape *Despite efforts of abolitionists, many Americans remained opposed to ending slavery	*Angelina and Sarah Grimke *Frederick Douglas *Sojourner Truth *Underground Railroad *Harriet Tubman			
Lesson 15-4 The Politics of Slavery (This section is in Chapter 15 Section 1 in the 2014 edition and nearly word for word	*The gaining of new territory in the West renewed disputes over the issue of slavery. *The Compromise of 1850 tried to solve the disputes over slavery *The Fugitive Slave Act caused controversy and led to the growth of antislavery learnings.	*Wilmot Proviso *sectionalism *Free Soil Party *secede *Compromise of 1850 *Fugitive Slave Act *Anthony Burns *Harriet Beecher Stowe *Uncle Tom's Cabin			

Unit/Topic/Module: 16 Reforms Movements in the United States					
Essential Question(s): How successful were reformers at improving living conditions for Americans in the early 1800s					
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative)**	**Assessment (summative)**	**Resources**
Lesson 16-1 Immigrants and Urban Challenges (This section is exactly like the 2014 edition in Chapter 14-1)	*Millions of immigrants, mostly German and Irish, arrived in the United States despite anti-immigrant movements. *Industrialization led to the growth of cities.	*nativists *Know-Nothing Party *middle class *tenements			

	*American cities experienced urban problems due to rapid growth.				
Lesson 16-2 American Arts (This section is exactly like the 2014 edition in Chapter 14-2)	*Transcendentalists and utopian communities withdrew from American society *American Romantic painters and writers made important contributions to art and literature.	*transcendentalism *Ralph Waldo Emerson *Margaret Fuller *Henry David Thoreau *utopian communities *Nathaniel Hawthorne *Edgar Allen Poe *Emily Dickinson *Henry Wadsworth Longfellow *Walt Whitman			
Lesson 16-3 Reforming Society (This section is exactly like the 2014 edition in Chapter 14-3)	*The Second Great Awakening sparked interest in religion. *Social reformers began to speak out about temperance and prison reform *Improvements in education reform affected many segments of the population. *Northern African American communities became involved reform efforts	*Second Great Awakening *Charles Grandison Finney *Lyman Beecher *temperance movement *Dorothea Dix *common-school movement *Horace Mann *Catharine Beecher *Thomas Gallaudet			
Lesson 16-4 Abolition	*Abolitionists leaders used a variety of	*abolition movement *Lucretia Mott			

(This section is exactly like the 2014 edition in Chapter 14-4 except it is called, The Movement to End Slavery)	methods in their campaign against slavery in the United States *The Underground Railroad was an informal network that helped enslaved Africans escape to freedom *Even as the movement grew many Americans remained opposed to ending slavery	*William Lloyd Garrison *American Anti-Slavery Society *Angelina and Sarah Grimke *Frederick Douglas *Sojourner Truth *Underground Railroad *Harriet Tubman			
Lesson 16-5 Women's Rights (This section is exactly like the 2014 edition in Chapter 14-5.	*Influenced by the abolition movement, many women struggled to gain equal rights for themselves *Calls for women's rights met opposition from men and women *The Seneca Falls Convention launched the first organized women's rights movement in the United States	*Elizabeth Cady Stanton *Seneca Falls Convention *Declaration of Sentiments *Lucy Stone *Susan B. Anthony *Matida Joslyn Gage			

Unit/Topic/Module: 17 A Divided Nation—This is exactly like Chapter 15 in the 2014 edition.					
Essential Question(s): Could the Civil War have been avoided					
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative)**	**Assessment (summative)**	**Resources**

Lesson 17-1 The Debate over Slavery	* The addition of new land in the West renewed disputes over the expansion of slavery *The Compromise of 1850 tried to solve the disputes over slavery *The Fugitive Slave Act caused more controversy *Abolitionists used antislavery literature to promote opposition	*popular sovereignty *Wilmot Proviso *sectionalism *Free-Soil Party *Secede *Compromise of 1850 *Fugitive Slave Act **Anthony Burns *Uncle Tom's Cabin *Harriet Beecher Stowe	*CBS Mini Series the Blue and the Gray Video		
Lesson 17-2 Trouble in Kansas	*The debate over expansion of slavery influenced the election of 1852 *The Kansas-Nebraska Act gave voters the choice to allow or prohibit slavery *Proslavery and antislavery groups clashed violently in what became known as "Bleeding Kansas"	*Franklin Pierce *Stephen Douglas *Kansas-Nebraska Act *Pottawatomie Massacre *Charles Sumner *Preston Brooks	*CBS Mini Series the Blue and the Gray Video *Kansas-Nebraska Act Map		
Lesson 17-3 Political Divisions	*Political parties in the United States underwent change due to the movement to expand slavery. *The Dred Scott decision created further division over the issue of slavery	*Republican Party *James Buchanan *John C. Fremont *Dred Scott *Roger B. Taney *Abraham Lincoln *Lincoln-Douglas debates *Freeport Doctrine	CBS Mini Series the Blue and the Gray Video		

	*The Lincoln-Douglas debates brought much attention to the conflict over slavery				
Lesson 17-4 The Nation Divides	*John Brown's raid on Harper's Ferry intensified the disagreement between free and slave states *The outcome of the election of 1860 divided the United States *The dispute over slavery led the South to secede.	*John Brown raid *John C. Breckinridge *Constitutional Union Party *John Bell *John Crittenden *Confederate States of America *Jefferson Davis	CBS Mini Series the Blue and the Gray Video	*Chapter 17 Test	

Unit/Topic/Module 17 The Civil War					
Essential Question(s): How did the Civil War transform the nation?					
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative)**	**Assessment (summative)**	**Resources**
Lesson 18-1 The War Begins	*Following the outbreak of war at Fort Sumter, Americans chose sides *The Union and the Confederacy	*Fort Sumter *border states *Winfield Scott Cotton diplomacy	*CBS Mini Series the Blue and the Gray Video *America- The Story of Us Video		
Lesson 18-2 The War in the East	*Union and Confederate forces fought for control of the war in Virginia *The Battle of Antietam gave the	*Thomas "Stonewall" Jackson *First Battle of Bull Run *George B. McClellan *Robert E. Lee *Seven Day's Battles	*CBS Mini Series the Blue and the Gray Video		

	North a slight advantage *The Confederate attempted to break the Union naval blockade.	*Second Battle of Bull Run *Battle of Antietam *ironclads			
Lesson 18-3 The War in the West	*Union strategy in the West centered on control of the Mississippi River *Confederate and Union troops struggled for dominance in the Far West	*Ulysses S. Grant *Battle of Shiloh *David Farragut *Siege of Vicksburg	CBS Mini Series the Blue and the Gray Video		
Lesson 18-4 Daily Life during the War	*The Emancipation Proclamation freed slaves in the Confederate states, but not really until the war had been won by the Union *African Americans participated in the war in a variety of ways *President Lincoln faced opposition to the war. *Life was difficult for soldiers and civilians alike.	*emancipation *Emancipation Proclamation *contrabands *54th Massachusetts Infantry *Copperheads *habeas corpus *Clara Barton	CBS Mini Series the Blue and the Gray Video		
Lesson 18-5 The Tide of War Turns	*The Union tried to divide the Confederate army at Fredericksburg, but the attempt failed *The Battle of Gettysburg in 1863	*Battle of Gettysburg *George Pickett *Pickett's Charge *Gettysburg Address *Wilderness Campaign	CBS Mini Series the Blue and the Gray Video	*Chapter 18 Test-Open-Book	

	was the major turning point in the war *During 1864, Union campaigns in the East and South dealt crippling blows to the Confederacy. *Union troops forced the South to surrender in 1865, ending the Civil War.	*William Tecumseh Sherman *total war *Appomattox Courthouse			

Unit/Topic/Module: 19 Reconstruction					
Essential Question(s): To what extent did Reconstruction achieve its goals?					
Lesson & Duration	**Standards & Objectives**	**Key Terms**	**Activities (formative)**	**Assessment (summative)**	**Resources**
Lesson 19-1 Rebuilding the South	*President Lincoln and Congress differed in their views as Reconstruction began. *The end of the Civil War meant freedom for African Americans in the South *President Johnson plan began the process of Reconstruction	*Reconstruction *Ten Percent Plan *Thirteen Amendment *Freeman's Bureau *Andrew Johnson			
Lesson 19-2 The Fight over Reconstruction	*Black Codes led to opposition to President Johnson's plan for Reconstruction *The Fourteenth Amendment ensured	*Black Codes *Radical Republicans *Civil Rights Act of 1866 *Fourteenth Amendment *Reconstruction Acts *impeachment			

	citizenship for African Americans. *Radical Republicans in Congress took charge of Reconstruction. *The Fifteenth Amendment gave African Americans the right to vote.	*Fifteenth Amendment			
Lesson 19-3 Reconstruction in the South	*Reconstruction governments helped reform the South *The Ku Klux Klan was organized as African Americans moved into positions of power. *As Reconstruction ended, the rights of African Americans were restricted *Southern business leaders relied on industry to rebuild the South	*Hiram Revels *Ku Klux Klan *Enforcement Acts *Compromise of 1877 *poll tax *segregation *Jim Crow laws *Plessy v. Ferguson *sharecropping			