

First Nine Weeks

August 3rd – October 7th

Colonialism, Development of a New Nation, The Constitution and Foundation of the American Political System

Colonialism (1600-1750)	Textbook Chapter	Major Assignments
8.1 Explain the primary motivations for English colonization of the New World, including the rise of the middle class (joint stock companies), the need to move surplus population, and the search for religious freedom. (E, G, H)	Chapter 3 Lesson 1,2,4	
8.2 Trace and explain the founding of Jamestown, including: (E, G, H) <ul style="list-style-type: none">• Virginia Company• James River• John Smith• Pocahontas• Powhatan• John Rolfe• “starving time”• Tobacco• Bacon’s Rebellion• Indentured servants and slaves• The arrival of women• House of Burgesses	Chapter 3 Lesson 1,4	Students will complete a chapter test for each chapter covered in the book. Quizzes will also be given for individual lessons in the text. Due to the standards crossing paths and the scattering of standards throughout this course out line, I will not be listing chapter test in each box.
8.3 Explain the founding of the Plymouth Colony, including the Separatists, William Bradford, Mayflower, Mayflower Compact, and Squanto. (C, G, H, P)	Chapter 3 Lesson 2	

<p>8.4 Analyze the reasons for the settlement of the Massachusetts Bay Colony and the events and the key figures of the colonies, including: (C, E, G, H, P)</p> <ul style="list-style-type: none"> • Non-Separatists/Puritans • John Winthrop • theocracy • Town meetings • Anne Hutchinson and Roger Williams-Rhode Island • Thomas Hooker-Connecticut • Salem Witchcraft Trials 	<p>Chapter 3 Lesson 2</p>	
<p>8.5 Describe the settlement of New Netherlands and the subsequent possession of the colony by the English, including: (C, E, G, H)</p> <ul style="list-style-type: none"> • Dutch influences • Peter Stuyvesant • Patroon System • Renaming to New York • Diverse population 	<p>Chapter 3 Lesson 3</p>	
<p>8.6 Analyze the founding of Pennsylvania as a haven for Quakers and the tolerance that drew many different groups to the colony, including: (C, E, H, P)</p> <ul style="list-style-type: none"> • William Penn • Philadelphia • Role of women • Relationship with Indians 	<p>Chapter 3 Lesson 3,4</p>	
<p>8.7 Explain the reasons behind the settlement of the Georgia Colony, including the role of James Oglethorpe and Georgia as a “debtor” colony and a “buffer” colony. (C, E, G, H)</p>	<p>Chapter 3 Lesson 4</p>	

<p>8.8 Describe the location and reasons for French exploration and settlements in North America, including the Huguenots. (E, G, H, P)</p>	<p>Chapter 2 Chapter 4 Lesson 1</p>	
<p>8.9 Cite textual evidence analyzing examples of both cooperation and conflict between American Indians and colonists, including agriculture, trade, cultural exchanges, and military alliances and conflicts. (C, E, G, H, P)</p>	<p>Chapter 3 Lesson 1,2</p>	
<p>8.10 Locate and identify the first 13 colonies, and describe how their location and geographic features influenced their development. (E, G, H, P)</p>	<p>Chapter 3 Lesson 1,2,3,4</p>	
<p>8.11 Describe the significance of and the leaders of the First Great Awakening, and the growth in religious toleration and free exercise of religion. (C, H, P)</p>	<p>Chapter 4 Lesson 3,4</p>	
<p>8.12 Compare and contrast the day-to-day colonial life for men, women, and children in different regions and of different ethnicities, including the system of indentured servitude, as well as their connection to the land. (C, E, G, H, P)</p>	<p>Chapter 3 Lesson 1,2,4 Chapter 4 Lesson 1,2,3</p>	
<p>8.13 Analyze the ideas that significantly impacted the development of colonial self-government by citing textual evidence and examining multiple perspectives using excerpts from the following documents: (C, H, P)</p> <ul style="list-style-type: none"> • The First Virginia Charter, 1606 • The Mayflower Compact, 1620 • Charter of the Massachusetts Bay Colony, 1629 • The Fundamental Orders of Connecticut, 1639 • The New England Articles of Confederation, 1643 • The Maryland Toleration Act, 1649 	<p>Chapter 3 Lesson 4 Chapter 4 Lesson 2</p>	

8.14 Identify the origins and development of slavery in the colonies, overt and passive resistance to enslavement, and the Middle Passage. (C, E, G, H, P)	Chapter 3 Lesson 4 Chapter 4 Lesson 1	
Primary Documents and Supporting Texts to Read: excerpts from The First Virginia Charter, 1606; The Mayflower Compact, 1620; excerpts from the Charter of Massachusetts Bay Colony, 1629; excerpts from the Charter of Fundamental Orders of Connecticut, 1639; excerpts from The Maryland Toleration Act, 1649; excerpts from The New England Articles of Confederation; excerpts from A Historie of Virginia, (“starving time”) John Smith; excerpts from Of Plymouth Plantation, William Bradford		

Development of a New Nation (1720-1787)	Textbook Chapter	Major Assignments
8.16 Compare the government structures and economic base and cultural traditions of New France and the English colonies. (C, E, G, H, P)	Chapter 4 Lesson 2	
8.15 Explain how the practice of salutary neglect, experience with self-government, and wide spread ownership of land fostered individualism and contributed to the American Revolution. (C, E, H, P)	Chapter 4 Lesson 2 Chapter 5 Lesson 1	

<p>8.17 Evaluate the contributions of Benjamin Franklin to American society in the areas of science, writing and literature, and politics, including analysis of excerpts from Poor Richard's Almanack, The Autobiography of Benjamin Franklin, the Albany Plan of Union and the Join or Die cartoon. (C, H, P)</p>	<p>Chapter 4 Lesson 3,4 Chapter 5 Lesson 4 Chapter 6 Lesson 2,4 Chapter 7 Lesson 2</p>	
<p>8.18 Describe the impact of the John Peter Zenger trial on the development of the principle of a free press. (C, P)</p>	<p>Chapter 4 Lesson 3</p>	
<p>8.19 Describe the causes, course, and outcome of the French and Indian War, including the massacre at Fort Loudoun. (C, G, H, P, TN)</p>	<p>Chapter 4 Lesson 4</p>	
<p>8.20 Explain the impact of individuals who created interest in the land west of the Appalachian Mountains, including: (C, G, H, TN)</p> <ul style="list-style-type: none"> • long hunters • Wilderness Road • Daniel Boone • William Bean • Thomas Sharpe Spencer • Dr. Thomas Walker 	<p>Chapter 11 Lesson 2</p>	<p>Field Trip to Sycamore Shoals State Historic Site. Oct. 7</p>

<p>8.21 Summarize the major events of the Watauga Settlement, including: (E, P, TN)</p> <ul style="list-style-type: none"> • Battle of Alamance and Regulators • Watauga Purchase and Compact • James Robertson • Little Carpenter • Dragging Canoe 	<p>Chapter 5 Lesson 2,3</p>	<p>Field Trip to Sycamore Shoals State Historic Site. Oct. 7</p>
<p>8.22 Analyze the social, political and economic causes of the American Revolution and the major battles, leaders and events, including: (C, E, H, P)</p> <ul style="list-style-type: none"> • Mercantilism • Pontiac’s Rebellion • The Proclamation of 1763 • The Sugar Act, 1764 • The Quartering Act, 1765 • The Stamp Act, 1765 • The Declaratory Act, 1766 • The Townshend Act, 1767 • The Boston Massacre, 1770 • The Boston Tea Party, 1773 • The Intolerable Acts, 1774 • Patrick Henry • Benjamin Franklin • John Adams • Sam Adams • John Hancock • Thomas Jefferson • Sons of Liberty 	<p>Chapter 5 Lesson 1,2,4</p>	<p>Field Trip to Sycamore Shoals State Historic Site. Oct. 7</p> <p>Students will complete a 1-2 page summary paper of their experience on the field trip, this will be assigned prior to the trip and due the week we come back from fall break.</p> <p>Additionally, students will complete a summative assessment on the American Revolution in addition to the individual chapter assessments.</p>

<p>8.23 Determine the central ideas expressed in the Declaration of Independence and write an expository piece in which the legacy of these ideas in today's world is described and validated with supporting evidence from the text. (H, P)</p>	<p>Chapter 5 Lesson 4</p>	
<p>8.24 Using Thomas Paine's Common Sense and The Crisis identify aspects of the texts that reveal the author's point of view and purpose including loaded language. (H, P)</p>	<p>Chapter 5 Lesson 3,4</p>	
<p>8.25 Identify and explain the significance of the major battles, leaders, and events of the American Revolution, including: (C, E, H, P, TN)</p> <ul style="list-style-type: none"> • Battles of Lexington and Concord • Capture of Fort Ticonderoga • Battle of Bunker Hill (Breed's Hill) • Battle of Trenton and Princeton • Battle of Saratoga • Valley Forge • Battle of King's Mountain • Battle of Yorktown • George Washington • Benedict Arnold • Hessians • Marquis de La Fayette • Friedrich von Steuben • George Rogers Clark • Francis Marion 	<p>Chapter 5 Lesson 3 Chapter 6 Lesson 1,2,3,4</p>	<p>Field Trip to Sycamore Shoals State Historic Site. Oct. 7</p>

<p>8.26 Summarize the effect of the Revolution on the Wataugans and the reasons, plans, and struggles in creating the Cumberland Settlement, including: (G, P,</p> <ul style="list-style-type: none"> • formation of Washington District • Cherokee War • Nancy Ward • Watauga Petitions • Transylvania Purchase • Richard Henderson • James Robertson • John Donelson • severe winter and river travel • Cumberland Compact • Indian attacks • Battle of the Bluffs 	<p>Chapter 6 Lesson 1</p>	<p>Field Trip to Sycamore Shoals State Historic Site. Oct. 7</p>
<p>8.27 Compare the points of views of the Loyalists and Patriots by integrating visual information through charts, graphs, or images with print texts. (C, E, G, H, P)</p>		
<p>Primary Documents and Supporting Texts to Read: excerpts from “Give Me Liberty or Give Me Death” speech, Patrick Henry; The Declaration of Independence; excerpts from “Common Sense” and “The Crisis,” Thomas Paine; excerpts from Autobiography of Benjamin Franklin</p>		
<p>Primary Documents and Supporting Texts to Consider: excerpts from Andrew Hamilton’s closing argument in the trial of John Peter Zenger; excerpts from John Donelson’s journal</p>		

The Constitution and Foundation of the American Political System (1777-1789)	Textbook Chapter	Major Assignments
8.28 Describe the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact in relation to the development of government in America. (C, H, P)	Chapter 4 Lesson 2 Chapter 7 Lesson 3	
8.34 Analyze the Land Ordinance of 1785 and the Northwest Ordinance of 1787 and their impact on the future development of western settlement and the spread of public education and slavery. (E, G, P)	Chapter 7 Lesson 1	
8.29 Analyze the weaknesses of the Articles of Confederation, including no power to tax, no common currency, no control of interstate commerce, and no executive branch, failure of the Lost State of Franklin and the impact of Shays' Rebellion. (C, E, H, P, TN)	Chapter 7 Lesson 1,2	
8.30 Identify the various leaders of the Constitutional Convention and analyze the major issues they debated, including: (C, E, H) <ul style="list-style-type: none"> • distribution of power between the states and federal government • Great Compromise • Slavery and the 3/5 Compromise • George Washington and James Madison 	Chapter 7 Lesson 2	
8.31 Explain the ratification process and describe the conflict between Federalists and Anti- Federalists over ratification, including the need for a Bill of Rights and concern for state's rights, citing evidence from the Federalist Papers No. 10 and 51 and other primary source texts. (H, P)	Chapter 7 Lesson 2,3 Chapter 8	

<p>8.32 Describe the principles embedded in the Constitution, including the purposes of government listed in the Preamble, separation of powers, check and balances, the amendment process, federalism, and recognition of and protections of individual rights in the Bill of Rights. (P)</p>	<p>Chapter 8 Lesson 1,2</p>	
<p>8.33 Write an opinion piece arguing for the importance of a particular right as it impacts individuals and/or groups, using evidence from the Bill of Rights and contemporary informational text. (P)</p>	<p>Chapter 8</p>	
<p>8.35 Analyze the major events of George Washington’s presidency, including Pinckney’s Treaty, Jay’s Treaty, Whiskey Rebellion, and precedents set in the Farewell Address. (G, P)</p>	<p>Chapter 9 Lesson 2</p>	
<p>8.36 Explain the strict versus loose interpretation of the Constitution and how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties by analyzing their views of foreign policy, economic policy (including the National Bank), funding, and assumption of the revolutionary debt. (C, E, G, H, P)</p>	<p>Chapter 9 Lesson 1,3</p>	
<p>8.37 Explain the controversies that plagued the administration of John Adams, including the conflicts with England and France and the Alien and Sedition Acts. (H, P)</p>	<p>Chapter 9 Lesson 3</p>	
<p>Primary Documents and Supporting Texts to Read: excerpts from The Articles of Confederation; the U.S. Constitution; The Federalist Paper # 10 and #51; The Bill of Rights; Washington’s Farewell Address</p>		<p>Additionally, students will complete a summative assessment on the American Government in addition to the individual chapter assessments.</p>
<p>Primary Documents and Supporting Texts to Consider: excerpts from The Kentucky and Virginia Resolutions, Thomas</p>		

Jefferson and James Madison; Patrick Henry's arguments against ratification		
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Second Nine Weeks October 17th - December 16th

Growth of the Young Nation, The United States' Role on the World Stage, The Sectionalism of the American North, South, and West

Growth of the Young Nation (1789-1849)	Textbook Chapter	Major Assignments
8.38 Describe daily life — including traditions in art, music, and literature — of early national America by examining excerpts from the stories of Washington Irving and James Fenimore Cooper. (C, H, P)	Chapter 11 Lesson 3 Chapter 12 Lesson 2 Chapter 15 Lesson 1	
8.39 Identify the leaders and events and analyze the impact of western expansion to the development of Tennessee statehood, including: (G, H, P, TN) <ul style="list-style-type: none">• William Blount• John Sevier• Rocky Mount• Treaty of Holston• Cumberland Gap• River systems• Natchez Trace• Jackson Purchase	Chapter 11 Lesson 2	

8.40 Analyze the role played by John Marshall in strengthening the central government, including the key decisions of the Supreme Court - Marbury v. Madison, Gibbons v. Ogden, and McCulloch v. Maryland. (H, P)	Chapter 10 Lesson 1,2	
8.41 Explain the major events of Thomas Jefferson's presidency, including his election in 1800, Louisiana Purchase, the defeat of the Barbary pirates, and the Embargo Act. (E, G, H)	Chapter 10 Lesson 1,2,3	
8.42 Analyze the impact of the Lewis and Clark Expedition by identifying the routes on a map, citing evidence from their journals. (C, E, G, H)		
Primary Documents and Supporting Texts to Read: excerpts from John Marshall's decisions in Gibbons v. Ogden and McCulloch v. Maryland; excerpts from "Rip Van Winkle" and "The Legend of Sleepy Hollow", Washington Irving; excerpts from The Deerslayer series, James Fenimore Cooper		

The United States' Role on the World Stage (1789-1849)	Textbook Chapter	Major Assignments
8.43 Explain the causes, course, and consequences of the War of 1812, including the major battles, leaders, events and role of Tennessee: (E, H, P, TN) <ul style="list-style-type: none"> • Impressment • War Hawks • Henry Clay • Burning of Washington 	Chapter 10 Lesson 3,4	

<ul style="list-style-type: none"> • Fort McHenry • William Henry Harrison • Tecumseh • Andrew Jackson • Battle of Horseshoe Bend • Battle of New Orleans 		
8.44 Identify on a map the changing boundaries of the United States, including the Convention of 1818 and Adams-Onis Treaty. (G, P)	Chapter 11 Lesson 3 Chapter 12 Lesson 1,2,3 Chapter 13 Lesson 1,2	
8.45 Analyze the relationship the United States had with Europe, including the influence of the Monroe Doctrine (E, G, P)	Chapter 11 Lesson 3	
Primary Documents and Supporting Texts to Consider: excerpts from The Monroe Doctrine		

The Sectionalism of the American North, South, and West (1800-1850)	Textbook Chapter	Major Assignments
8.47 Analyze the physical obstacles to and the economic and political factors involved in building a network of roads, canals and railroads, including Henry Clay's American System,. (E, G, H, P)	Chapter 11 Lesson 2	
8.48 Explain the causes and effects of the wave of immigration from Northern Europe to the United States, and describe the growth in the number, size, and spatial arrangements of cities as a result of events such as the Great Potato Famine. (C, E, G, P)	Chapter 14 Lesson 2	

<p>8.49 Analyze the 19th century reforms influenced by the 2nd Great Awakening such as the Temperance Movement, Prison Reform, Mental Health Reform, and education, including tent meetings, establishment of new churches, Horace Mann, Dorothea Dix, and temperance societies. (C, P)</p>	<p>Chapter 15 Lesson 1,3</p>	
<p>8.50 Analyze the women’s suffrage movement and its major proponents, including Elizabeth Cady Stanton, Lucretia Mott, and Susan B. Anthony and examine excerpts from the writings of Stanton, Anthony and Sojourner Truth. (C, P)</p>	<p>Chapter 15 Lesson 2,3</p>	
<p>8.51 Identify common themes in American art and literature, including transcendentalism and individualism by analyzing essays and stories by Ralph Waldo Emerson, Henry David Thoreau, Louisa May Alcott, Nathaniel Hawthorne and Henry Wadsworth Longfellow. (C)</p>	<p>Chapter 15 Lesson 1</p>	
<p>8.52 Trace the development of the agrarian economy in the South, the locations of the cotton- producing states, and the significance of cotton, the cotton gin and the role of Memphis as the Cotton Capital of the South. (C, E, G, P, TN)</p>	<p>Chapter 14 Lesson 3,4</p>	
<p>8.53 Analyze the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War. (C, E, G)</p>	<p>Chapter 14 Lesson 4</p>	
<p>8.54 Write a narrative with supporting text describing the effects of the New Madrid Earthquakes of 1811-12 on the land and people of Tennessee. (G, H, TN).</p>	<p>Chapter 10 Lesson 4</p>	
<p>8.73 Identify the constitutional issues posed by the doctrine of nullification and secession and analyze the earliest origins of that doctrine. (C, P)</p>	<p>Chapter 9 Lesson 3 Chapter 12 Lesson 1</p>	

<p>8.55 Explain the events and impact of the presidency of Andrew Jackson, including the “corrupt bargain,” the advent of Jacksonian Democracy, his use of the spoils system and the veto, his battle with the Bank of the United States, the Nullification Crisis and the Indian removal. (C, E, G, H, P, TN)</p>	<p>Chapter 12 Lesson 1,2,3</p>	
<p>8.56 Analyze the contributions of Sequoyah to the Cherokee. (C, TN)</p>	<p>Chapter 12 Lesson 2</p>	
<p>8.57 Write a narrative piece that describes the impact of the Indian Removal Act of 1830 and the struggle between the Cherokee Nation and the United States government and cites evidence from primary source accounts of the Trail of Tears. (C, G, H, TN)</p>	<p>Chapter 12 Lesson 2</p>	
<p>8.58 Describe the concept of Manifest Destiny and its impact on the developing character of the American nation, including the purpose, challenges and economic incentives for westward expansion. (C, E, G, H, P)</p>	<p>Chapter 13 Lesson 1,2,4</p>	
<p>8.59 Describe American settlements in Texas after 1821 and the causes for the Texas War of Independence, including the roles of David Crockett and Sam Houston in the war and the legacy of the Alamo. (G, H, P, TN)</p>	<p>Chapter 13 Lesson 2</p>	
<p>8.60 Analyze the reasons, outcome and legacy of groups moving west including the mountain men/trail blazers, Mormons, missionaries, settlers, and the impact of the Oregon Trail and John C. Frémont. (C, G, H)</p>	<p>Chapter 13 Lesson 1,3</p>	
<p>8.61 Describe the major events and impact of the presidency of James K. Polk, including his “Dark Horse” nomination, the settlements of the Oregon boundary, the annexation of Texas, and the acquisition (E,G, H, P)</p>	<p>Chapter 13 Lesson 1,2,3,4</p>	

8.62 Describe the causes, course, and consequences of the Mexican War, including the controversy over the Rio Grande boundary, the roles played by Zachary Taylor and Winfield Scott, the Mexican Cession and the Wilmot Proviso. (C, E, G, H, P)	Chapter 13 Lesson 3	
8.63 Trace the major figures and events in the discovery of gold in California and its impact on the economy of the United States, including John Sutter, and 49'ers. (C, E, G, H)	Chapter 11 Lesson 3,4 Chapter 15 Lesson 1,2,3	
Primary Documents and Supporting Texts to Consider: excerpts from "The Declaration of Sentiments," Seneca Falls Convention; excerpts from "Nature" and "Self-Reliance, Ralph Waldo Emerson; excerpts from "Walden" and "Civil Disobedience," Henry David Thoreau; excerpts from "Ain't I A Woman," Sojourner Truth translated by Frances Dana Barker Gage; excerpts from Eliza Bryan of the New Madrid Earthquakes		
Primary Documents and Supporting Texts to Consider; excerpts from Roughing It, Mark Twain; excerpts from A Narrative in the Life of David Crockett of the state of Tennessee, David Crockett		

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Third Nine Weeks

January 3rd – March 10th

Constitution, Slavery in America, Civil War, Reconstruction

Slavery in America (1800-1850)	Textbook Chapter	Major Assignments
8.64 Describe the significance of the Northwest Ordinance and the banning of slavery in new states north of the Ohio River. (C, E, P)	Chapter 7 Lesson 1	Students will complete a 3-4 page research paper about a topic of their choosing that is from our text and curriculum this year. Paper will come in two parts. A rough draft and a final finished product. Students will be given an outline for the paper and a simple rubric to follow.
8.65 Describe the reasons for and the impact of the Missouri Compromise of 1820. (G, H, P)	Chapter 11 Lesson 3	

<p>8.66 Analyze the impact of the various leaders of the abolitionist movement, including John Brown and armed resistance; Harriet Tubman and the Underground Railroad; William Lloyd Garrison and The Liberator; Frederick Douglass and the Slave Narratives; and Harriet Beecher Stowe’s Uncle Tom’s Cabin, Virginia Hill and Free Hill, Tennessee; Francis Wright and Nashoba Commune; and Elihu Embree’s The Emancipator. (C, E, H, P, TN)</p>	<p>Chapter 15 Lesson 2,3 Chapter 16 Lesson 2</p>	
<p>8.67 Explain the reasons for and the impact of the Compromise of 1850, including the roles played Daniel Webster and John C. Calhoun and the Fugitive Slave Law. (C, E, G, H, P)</p>	<p>Chapter 16 Lesson 1</p>	
<p>8.68 Explain the motivations behind passage of the Kansas-Nebraska Act of 1854, including the rise of the Republican Party, “Bleeding Kansas,” the Sumner Brooks incident, and the John Brown raid on Harper’s Ferry. (H, P)</p>	<p>Chapter 16 Lesson 1,2</p>	
<p>8.69 Analyze the reasons for and applied by the Supreme Court in the Dred Scott v. Sandford case and the resulting divisiveness between the North and South. (C, H, P)</p>	<p>Chapter 16 Lesson 2</p>	
<p>8.70 Examine the arguments presented by Stephen Douglas and Abraham Lincoln in the Illinois Senate race debate of 1858. (H, P)</p>	<p>Chapter 16 Lesson 2</p>	
<p>8.71 Identify the conditions of enslavement, and explain how slaves adapted and resisted in their daily lives. (C, H)</p>	<p>Chapter 14 Lesson 4</p>	
<p>Vocabulary: excerpts from Uncle Tom’s Cabin, Harriet Beecher Stowe; excerpts from the Lincoln-Douglas Debates; excerpts from Roger Taney’s decision in the Dred Scott case; excerpts from The Autobiography of Frederick Douglass, Frederick Douglass.</p>		

The Civil War (1830-1865)	Textbook Chapter	Major Assignments
8.72 Identify on a map the boundaries constituting the North and the South and delineate and evaluate the geographical differences between the two regions, including the differences between agrarians and industrialists. (E, G, P)	Chapter 14 Lesson 1,2,3,4 Chapter 16 Lesson 3	
8.46 Describe the influence of industrialization and technological developments of the regions, including human modification of the landscape and how physical geography shaped human actions-growth of cities, deforestation, farming and mineral extraction. (E, G, H, P)	Chapter 14 Lesson 1	
8.74 Evaluate each candidate and the election of 1860 and analyze how that campaign reflected the sectional turmoil in the country. (G, P, TN)	Chapter 16 Lesson 3	
8.74 Explain the geographical division of Tennessee over the issue of slavery and secession, including Governor Harris, the secession convention vote of 1861, anti-secession efforts, and Scott County. (P, TN)	Chapter 16 Lesson 3	
8.76 Describe Abraham Lincoln's presidency and his significant writings and speeches, including his House Divided speech in 1858, Gettysburg Address in 1863, Emancipation Proclamation in 1863 and inaugural addresses in 1861 and 1865. (C, H, P)	Chapter 16 Lesson 3 Chapter 17 Lesson 4	
8.77 Explain the roles of leaders during the Civil War, including Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Stonewall Jackson and soldiers on both sides of the war, including Tennesseans David Farragut, Nathan Bedford Forrest and William Brownlow. (C, E, H, P, TN)	Chapter 16 Lesson 3 Chapter 17 Lesson 2,4,5	

<p>8.78 Describe African-American involvement in the Union army, including the Massachusetts 54th Regiment and the 13th U.S. Colored Troops in the Battle of Nashville. (C, H, TN)</p>	<p>Chapter 17 Lesson 1,4,5</p>	
<p>8.79 Cite textual evidence analyzing the life of the common soldier in the Civil War, including Sam Watkins and Sam Davis. (C, H, TN)</p>	<p>Chapter 17 Lesson 1,3</p>	
<p>8.80 Trace the critical developments and events in the war, including geographical advantages and economic advantages of both sides, technological advances and the location and significance of the following battles:</p> <ul style="list-style-type: none"> • Anaconda Plan • First Battle of Bull Run • Fort Henry and Fort Donelson • Shiloh • Antietam • Stones River • Fredericksburg • Chancellorsville • Gettysburg • Vicksburg • Chickamauga • Lookout Mountain • Franklin 	<p>Chapter 17 Lesson 1,2,4,5</p>	

<ul style="list-style-type: none"> • Nashville • Sherman’s “March to the Sea” • Appomattox Court House 		
8.81 Assess the impact of the assassination of President Abraham Lincoln on both the North and the South. (C, E, H, P)	Chapter 17 Lesson 2,4 Chapter 18 Lesson 1	
Primary Documents and Supporting Texts to Read: excerpts from the “House Divided” speech in 1858, Gettysburg Address in 1863, Emancipation Proclamation in 1863, and Inaugural Addresses in 1861 and 1865, Abraham Lincoln; excerpts from The Respective of Co. Aytch, Sam Watkins		

Reconstruction (1865- 1877)	Textbook Chapter	Major Assignments
8.82 Explain the significance of 13th, 14th and 15 th Amendments to the U.S. Constitution. (P)	Chapter 17 Lesson 5 Chapter 18 Lesson 1,2	
8.83 Analyze the choice of Andrew Johnson as Vice-President, his succession to the Presidency, his plan for Reconstruction and his conflict with the Radical Republicans. (H, P, TN)	Chapter 18 Lesson 1,2	
8.84 Compare the 10 Percent Plan to the Radical Republican Plan for Reconstruction. (C, P)	Chapter 18 Lesson 1,2	
8.85 Explain the effects of the Freedmen’s Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and Jim Crow laws. (C, H, P)	Chapter 18 Lesson 1,2,4	
8.86 Trace the rise of the Ku Klux Klan and vigilante justice,	Chapter 18	

including its role in Tennessee. (C, P, TN)	Lesson 3	
8.87 Explain the movement of both white and black Northern entrepreneurs (carpetbaggers) from the North to the South. (C, E, P)	Chapter 18 Lesson 3	
8.88 Explain the controversy of the 1876 presidential election and the subsequent removal of federal troops from the South. (H, P)	Chapter 18 Lesson 4	
8.89 Describe the push-pull effect in the movement of former slaves to the North and West, including the Exodusters and Pap Singleton. (C, E, G, H, TN)	Chapter 18 Lesson 2,4	
8.90 Describe the major developments in Tennessee during the Reconstruction Era, including the Constitutional Convention of 1870, the yellow fever epidemic of 1878 and the election of African-Americans to the General Assembly. (G, P, TN)	Chapter 18 Lesson 2,4	
Primary Documents and Supporting Texts to Read: excerpts from the 13th, 14th, and 15th Amendments to the Constitution		
Primary Documents and Supporting Texts to Consider: excerpts from Black Codes and Jim Crow Laws		

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Fourth Nine Weeks

March 13th – May 24th

Westward Expansion After the Civil War

Westward Expansion After the Civil War (1865-1890)	Textbook Chapter	Major Assignments
8.91 Explain patterns of agricultural and industrial development after the Civil War as they relate to climate, use of natural resources, markets and trade and the location of such development on a map. (E, G)	Chapter 19 Lesson 1,2,4	
8.92 Trace the evolution of federal policies toward American Indians, including movement to reservations; assimilation, boarding schools, wars with Indians (Little Big Horn and Wounded Knee), and the impact of the railroad and settlement patterns of pioneers, Buffalo Soldiers (George Jordan), and the Dawes Act. (C, E, G, H, P, TN)	Chapter 18 Lesson 4 Chapter 19 Lesson 3	
8.93 Explain the significance of various American Indian leaders, including: (H) • Crazy Horse	Chapter 19 Lesson 3	

<ul style="list-style-type: none"> • Geronimo • Sitting Bull • Chief Joseph 		
8.94 Explain the impact of the Homestead Act. (E, H,P)	Chapter 19 Lesson 2	
8.95 Analyze how significant inventors and their inventions, including barbed wire, the six shooter, windmills, sod housing, and the steel plow changed life in the West. (C, E, H, P)	Chapter 19 Lesson 2,3	
8.96 Trace the expansion and development of the Transcontinental Railroad, including the Golden Spike event (1869), and the role that Chinese immigrant laborers (Central Pacific track) and Irish immigrant laborers (Union Pacific track) played in its construction. (C, E, G, P)	Chapter 19 Lesson 1,2	
8.97 Examine the development and life of the iconic American cowboy, including his skills, clothes and daily life and work. (C, H)	Chapter 19 Lesson 2	
8.98 Explain the concepts of the Open Range, Long Drive and cow towns in the development of the American ranching industry. (E, G, H)	Chapter 19 Lesson 2	
Primary Documents and Supporting Texts to Read: excerpts from A Century of Dishonor, Helen Hunt Jackson.		

*The inclusion of religion is strictly for educational purposes only; such studies are not used to proselytize or establish any religion or religious belief.

** You may view instructional materials by making arrangements with the teacher.

Key: C= Culture, E=Economic G=Geography, H=History, P=Politics, Government, and Civics