

Date	Standard/I can	Primary Sources	Activities
<p>Colonialism (1600-1750)</p> <p>Textbook: Ch. 3</p> <p>1st Quarter</p>	<p>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)</p> <p>8.2 Trace and explain the founding of Jamestown, including: (E, G, H)</p> <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 	<p>excerpts from The First Virginia Charter, 1606</p> <p>excerpts from A Historie of Virginia, (“starving time”) John Smith</p> <p>The Mayflower Compact, 1620;</p> <p>excerpts from the Charter of Massachusetts Bay Colony, 1629;</p> <p>excerpts from The Fundamental Orders of Connecticut, 1639;</p> <p>excerpts from The Maryland Toleration Act, 1649;</p> <p>excerpts from The New England Articles of Confederation;</p> <p>excerpts from Of Plymouth Plantation, William Bradford</p>	

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<p>Colonialism (1600-1750)</p> <p>Textbook: Ch. 3</p> <p>1st Quarter</p>	<p>8.3 Explain the founding of the Plymouth Colony, including the Separatists, William Bradford, Mayflower, Mayflower Compact, and Squanto. (C, G, H, P)</p> <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>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>excerpts from The First Virginia Charter, 1606</p> <p>excerpts from A Historie of Virginia, (“starving time”) John Smith</p> <p>The Mayflower Compact, 1620;</p> <p>excerpts from the Charter of Massachusetts Bay Colony, 1629;</p> <p>excerpts from The Fundamental Orders of Connecticut, 1639;</p> <p>excerpts from The Maryland Toleration Act, 1649;</p> <p>excerpts from The New England Articles of Confederation;</p> <p>excerpts from Of Plymouth Plantation, William Bradford</p>	

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<p>Colonialism (1600-1750)</p> <p>Textbook: Ch. 3</p> <p>1st Quarter</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>8.7 Explain the reasons behind the settlement of the Georgia Colony, including the role of John Oglethorpe and Georgia as a “debtor” colony and a “buffer” colony. (C, E, G, H)</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>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>excerpts from The First Virginia Charter, 1606</p> <p>excerpts from A Historie of Virginia, (“starving time”) John Smith</p> <p>The Mayflower Compact, 1620;</p> <p>excerpts from the Charter of Massachusetts Bay Colony, 1629;</p> <p>excerpts from The Fundamental Orders of Connecticut, 1639;</p> <p>excerpts from The Maryland Toleration Act, 1649;</p> <p>excerpts from The New England Articles of Confederation;</p> <p>excerpts from Of Plymouth Plantation, William Bradford</p>	

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<p>Colonialism (1600-1750)</p> <p>Textbook: Ch. 3</p> <p>1st Quarter</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>excerpts from The First Virginia Charter, 1606</p> <p>excerpts from A Historie of Virginia, (“starving time”) John Smith</p> <p>The Mayflower Compact, 1620;</p> <p>excerpts from the Charter of Massachusetts Bay Colony, 1629;</p> <p>excerpts from The Fundamental Orders of Connecticut, 1639;</p> <p>excerpts from The Maryland Toleration Act, 1649;</p> <p>excerpts from The New England Articles of Confederation;</p> <p>excerpts from Of Plymouth Plantation, William Bradford</p>	

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<p>Colonialism (1600-1750)</p> <p>Textbook: Ch. 4</p> <p>1st Quarter</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>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>excerpts from The First Virginia Charter, 1606</p> <p>excerpts from A Historie of Virginia, (“starving time”) John Smith</p> <p>The Mayflower Compact, 1620;</p> <p>excerpts from the Charter of Massachusetts Bay Colony, 1629;</p> <p>excerpts from The Fundamental Orders of Connecticut, 1639;</p> <p>excerpts from The Maryland Toleration Act, 1649;</p> <p>excerpts from The New England Articles of Confederation;</p> <p>excerpts from Of Plymouth Plantation, William Bradford</p>	

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<p>Colonialism (1600-1750)</p> <p>Textbook: Ch. 4</p> <p>1st Quarter</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>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)</p>	<p>excerpts from The First Virginia Charter, 1606</p> <p>excerpts from A Historie of Virginia, (“starving time”) John Smith</p> <p>The Mayflower Compact, 1620;</p> <p>excerpts from the Charter of Massachusetts Bay Colony, 1629;</p> <p>excerpts from The Fundamental Orders of Connecticut, 1639;</p> <p>excerpts from The Maryland Toleration Act, 1649;</p> <p>excerpts from The New England Articles of Confederation;</p> <p>excerpts from Of Plymouth Plantation, William Bradford</p>	

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<p>Development of a New Nation (1720-1787)</p> <p>Textbook: Ch. 4 Pg T 69</p> <p>1st Quarter</p>	<p>8.15 Compare the government structures and economic base and cultural traditions of New France and the English colonies. (C, E, G, H, P)</p> <p>8.16 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)</p> <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>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>excerpts from "Give Me Liberty or Give Me Death" speech, Patrick Henry</p> <p>The Declaration of Independence</p> <p>excerpts from "Common Sense" and "The Crisis," Thomas Paine</p> <p>Autobiography of Benjamin Franklin</p>	

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<p>Development of a New Nation (1720-1787)</p> <p>Textbook: Ch. 5 Pgs. T71-75</p> <p>1st Quarter</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>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>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>excerpts from “Give Me Liberty or Give Me Death” speech, Patrick Henry</p> <p>The Declaration of Independence</p> <p>excerpts from “Common Sense” and “The Crisis,” Thomas Paine</p> <p>Autobiography of Benjamin Franklin</p>	

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<p>Development of a New Nation (1720-1787)</p> <p>Textbook: Ch. 5</p> <p>1st Quarter</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>excerpts from “Give Me Liberty or Give Me Death” speech, Patrick Henry</p> <p>The Declaration of Independence</p> <p>excerpts from “Common Sense” and “The Crisis,” Thomas Paine</p> <p>Autobiography of Benjamin Franklin</p>	

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<p>Development of a New Nation (1720-1787)</p> <p>Textbook: Ch. 6</p> <p>1st Quarter</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>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>excerpts from “Give Me Liberty or Give Me Death” speech, Patrick Henry</p> <p>The Declaration of Independence</p> <p>excerpts from “Common Sense” and “The Crisis,” Thomas Paine</p> <p>Autobiography of Benjamin Franklin</p>	

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<p>Development of a New Nation (1720-1787)</p> <p>Textbook: Ch. 6</p> <p>1st Quarter</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>excerpts from "Give Me Liberty or Give Me Death" speech, Patrick Henry</p> <p>The Declaration of Independence</p> <p>excerpts from "Common Sense" and "The Crisis," Thomas Paine</p> <p>Autobiography of Benjamin Franklin</p>	

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<p>Development of a New Nation (1720-1787)</p> <p>Textbook: Ch. 6</p> <p>1st Quarter</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, TN)</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>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>excerpts from “Give Me Liberty or Give Me Death” speech, Patrick Henry</p> <p>The Declaration of Independence</p> <p>excerpts from “Common Sense” and “The Crisis,” Thomas Paine</p> <p>Autobiography of Benjamin Franklin</p>	

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<p>The Constitution and Foundation of the American Political System (1777-1789)</p> <p>Textbook: Ch. 7</p> <p>2nd Quarter</p>	<p>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)</p> <p>8.29 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)</p> <p>8.30 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)</p>	<p>excerpts from The Articles of Confederation the U.S. Constitution</p> <p>The Federalist Paper # 10 and #51</p> <p>The Bill of Rights</p> <p>Washington's Farewell Address</p>	

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<p>The Constitution and Foundation of the American Political System (1777-1789)</p> <p>Textbook: Ch. 7</p> <p>2nd Quarter</p>	<p>8.31 Identify the various leaders of the Constitutional Convention and analyze the major issues they debated, including: (C, E, H)</p> <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 <p>8.32 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)</p>	<p>excerpts from The Articles of Confederation the U.S. Constitution</p> <p>The Federalist Paper # 10 and #51</p> <p>The Bill of Rights</p> <p>Washington's Farewell Address</p>	

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<p>The Constitution and Foundation of the American Political System (1777-1789)</p> <p>Textbook: Ch. 7</p> <p>2nd Quarter</p>	<p>8.33 Describe the principles embedded in the Constitution, including the purposes of government listed in the Preamble, separation of powers, checks and balances, the amendment process, federalism, and recognition of and protections of individual rights in the Bill of Rights. (P)</p> <p>8.34 Write an opinion piece arguing 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>excerpts from The Articles of Confederation the U.S. Constitution</p> <p>The Federalist Paper # 10 and #51</p> <p>The Bill of Rights</p> <p>Washington's Farewell Address</p>	

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<p>The Constitution and Foundation of the American Political System (1777-1789)</p> <p>Textbook: Ch. 8</p> <p>2nd Quarter</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>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>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>excerpts from The Articles of Confederation the U.S. Constitution</p> <p>The Federalist Paper # 10 and #51</p> <p>The Bill of Rights</p> <p>Washington’s Farewell Address</p>	

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<p>Growth of the Young Nation (1789-1849)</p> <p>Textbook: Ch. 8 Pg T78</p> <p>2nd Quarter</p>	<p>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)</p> <p>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)</p> <ul style="list-style-type: none"> • William Blount • John Sevier • Rocky Mount • Treaty of Holston • Cumberland Gap • River systems • Natchez Trace • Jackson Purchase 	<p>excerpts from the journals of Lewis and Clark</p> <p>excerpts from decision in Marbury vs. Madison, John Marshall</p>	

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<p>Growth of the Young Nation (1789-1849)</p> <p>Textbook: Ch. 9</p> <p>2nd Quarter</p>	<p>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)</p> <p>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)</p> <p>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)</p>	<p>excerpts from the journals of Lewis and Clark</p> <p>excerpts from decision in Marbury vs. Madison, John Marshall</p>	

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<p>The United States' Role on the World Stage (1789-1849)</p> <p>Textbook: Ch. 9</p> <p>2nd Quarter</p>	<p>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)</p> <ul style="list-style-type: none"> • Impressment • War Hawks • Henry Clay • Burning of Washington • Fort McHenry • William Henry Harrison • Tecumseh • Andrew Jackson • Battle of Horseshoe Bend • Battle of New Orleans 		

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<p data-bbox="184 248 527 386">The United States’ Role on the World Stage (1789-1849)</p> <p data-bbox="184 430 468 464">Textbook: Ch. 10</p> <p data-bbox="184 553 375 594">2nd Quarter</p>	<p data-bbox="619 207 1041 386">8.44 Identify on a map the changing boundaries of the United States, including the Convention of 1818 and Adams-Onis Treaty. (G, P)</p> <p data-bbox="619 430 1031 609">8.45 Analyze the relationship the United States had with Europe, including the influence of the Monroe Doctrine (E, G, P)</p>	<p data-bbox="1058 248 1409 313">excerpts from The Monroe Doctrine</p>	

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<p data-bbox="184 245 569 435">The Sectionalism of the American North, South, and West (1800-1850)</p> <p data-bbox="184 488 548 570">Textbook: Chs. 10, 11, 12, & 13</p> <p data-bbox="184 659 386 699">3rd Quarter</p>	<p data-bbox="619 207 1039 459">8.46 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) 10.1</p> <p data-bbox="619 500 1039 862">8.47 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) 11.2</p> <p data-bbox="619 902 1039 1300">8.48 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) 12.1</p>	<p data-bbox="1056 245 1476 350">excerpts from “The Declaration of Sentiments,” Seneca Falls Convention;</p> <p data-bbox="1056 391 1440 496">excerpts from “Nature” and “Self-Reliance, Ralph Waldo Emerson;</p> <p data-bbox="1056 537 1434 643">excerpts from “Walden” and “Civil Disobedience,” Henry David Thoreau;</p> <p data-bbox="1056 683 1461 756">“Ain’t I A Woman,” Sojourner Truth;</p> <p data-bbox="1056 797 1440 862">excerpts from Eliza Bryan of the New Madrid Earthquakes</p>	

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<p data-bbox="184 245 569 435">The Sectionalism of the American North, South, and West (1800-1850)</p> <p data-bbox="184 488 548 570">Textbook: Chs. 10, 11, 12, & 13</p> <p data-bbox="184 659 386 699">3rd Quarter</p>	<p data-bbox="619 207 1039 532">8.49 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) 12.3</p> <p data-bbox="619 573 1039 938">8.50 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) 12.4</p> <p data-bbox="619 979 1039 1304">8.51 Trace the development of the agrarian economy of 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) 11.3</p>	<p data-bbox="1056 245 1476 350">excerpts from “The Declaration of Sentiments,” Seneca Falls Convention;</p> <p data-bbox="1056 391 1440 496">excerpts from “Nature” and “Self-Reliance, Ralph Waldo Emerson;</p> <p data-bbox="1056 537 1440 643">excerpts from “Walden” and “Civil Disobedience,” Henry David Thoreau;</p> <p data-bbox="1056 683 1461 756">“Ain’t I A Woman,” Sojourner Truth;</p> <p data-bbox="1056 797 1440 870">excerpts from Eliza Bryan of the New Madrid Earthquakes</p>	

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<p data-bbox="184 245 569 435">The Sectionalism of the American North, South, and West (1800-1850)</p> <p data-bbox="184 488 548 570">Textbook: Chs. 10, 11, 12, & 13</p> <p data-bbox="184 659 386 699">3rd Quarter</p>	<p data-bbox="619 207 1039 423">8.52 Analyze the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War. (C, E, G) 11.3</p> <p data-bbox="619 464 1039 680">8.53 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). T81</p> <p data-bbox="619 721 1039 904">8.54 Identify the constitutional issues posed by the doctrine of nullification and secession and analyze the earliest origins of that doctrine. (C, P) 10.4</p> <p data-bbox="619 945 1039 1338">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) 10.3-10.5</p>	<p data-bbox="1056 245 1476 350">excerpts from “The Declaration of Sentiments,” Seneca Falls Convention;</p> <p data-bbox="1056 391 1476 496">excerpts from “Nature” and “Self-Reliance, Ralph Waldo Emerson;</p> <p data-bbox="1056 537 1476 643">excerpts from “Walden” and “Civil Disobedience,” Henry David Thoreau;</p> <p data-bbox="1056 683 1476 748">“Ain’t I A Woman,” Sojourner Truth;</p> <p data-bbox="1056 789 1476 862">excerpts from Eliza Bryan of the New Madrid Earthquakes</p>	

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<p>The Sectionalism of the American North, South, and West (1800-1850)</p> <p>Textbook: Chs. 10, 11, 12, & 13</p> <p>3rd Quarter</p>	<p>8.56 Analyze the contributions of Sequoyah to the Cherokee. (C, TN) 10.4</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) 10</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) 13.1</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) 13.3</p>	<p>excerpts from “The Declaration of Sentiments,” Seneca Falls Convention;</p> <p>excerpts from “Nature” and “Self-Reliance, Ralph Waldo Emerson;</p> <p>excerpts from “Walden” and “Civil Disobedience,” Henry David Thoreau;</p> <p>“Ain’t I A Woman,” Sojourner Truth;</p> <p>excerpts from Eliza Bryan of the New Madrid Earthquakes</p>	

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<p>The Sectionalism of the American North, South, and West (1800-1850)</p> <p>Textbook: Chs. 10, 11, 12, & 13</p> <p>3rd Quarter</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) 13.2</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 of California through the Mexican War. (E, G, H, P) 13.2, T90-91</p> <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) 13.2</p>	<p>excerpts from “The Declaration of Sentiments,” Seneca Falls Convention;</p> <p>excerpts from “Nature” and “Self-Reliance, Ralph Waldo Emerson;</p> <p>excerpts from “Walden” and “Civil Disobedience,” Henry David Thoreau;</p> <p>“Ain’t I A Woman,” Sojourner Truth;</p> <p>excerpts from Eliza Bryan of the New Madrid Earthquakes</p>	

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<p>The Sectionalism of the American North, South, and West (1800-1850)</p> <p>Textbook: Chs. 10, 11, 12, & 13</p> <p>3rd Quarter</p>	<p>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) 13.4</p>	<p>excerpts from "The Declaration of Sentiments," Seneca Falls Convention;</p> <p>excerpts from "Nature" and "Self-Reliance, Ralph Waldo Emerson;</p> <p>excerpts from "Walden" and "Civil Disobedience," Henry David Thoreau;</p> <p>"Ain't I A Woman," Sojourner Truth;</p> <p>excerpts from Eliza Bryan of the New Madrid Earthquakes</p>	
<p>Slavery in America (1800-1850)</p> <p>Textbook: Chs. 11 & 14</p> <p>3rd Quarter</p>	<p>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) 11.2</p> <p>8.65 Describe the reasons for and the impact of the Missouri Compromise of 1820. (G, H, P) 11.2</p>		

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<p>Slavery in America (1800-1850)</p> <p>Textbook: Chs. 11 & 14</p> <p>3rd Quarter</p>	<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) 12.2 & 14.2</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) 14.2</p> <p>8.68 Explain the motivations behind passage of the Kansas-Nebraska Act of 1854, the rise of the Republican Party, "Bleeding Kansas," the Sumner Brooks incident, and the John Brown raid on Harper's Ferry. (H, P) 14.2 & 14.3</p>	<p>excerpts from Uncle Tom's Cabin, Harriet Beecher Stowe</p> <p>excerpts from the Lincoln-Douglas Debates</p> <p>excerpts from Roger Taney's decision in the Dred Scott case</p> <p>excerpts from The Autobiography of Frederick Douglass, Frederick Douglass.</p>	

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<p>Slavery in America (1800-1850)</p> <p>Textbook: Chs. 11 & 14</p> <p>3rd Quarter</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) 14.3</p> <p>8.70 Examine the arguments presented by Stephen Douglas and Abraham Lincoln in the Illinois Senate race debate of 1858. (H, P) 14.3</p> <p>8.71 Identify the conditions of enslavement, and explain how slaves adapted and resisted in their daily lives. (C, H) 11.3 & 15.3</p>	<p>excerpts from Uncle Tom’s Cabin, Harriet Beecher Stowe</p> <p>excerpts from the Lincoln-Douglas Debates</p> <p>excerpts from Roger Taney’s decision in the Dred Scott case</p> <p>excerpts from The Autobiography of Frederick Douglass, Frederick Douglass.</p>	

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<p>Civil War (1830-1865)</p> <p>Textbook: Ch. 15</p>	<p>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) 15.1</p> <p>8.73 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) Ch. 18</p> <p>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) 14.4</p>	<p>excerpts from the “House Divided” speech in 1858,</p> <p>Gettysburg Address in 1863</p> <p>Emancipation Proclamation in 1863</p> <p>Inaugural Addresses in 1861 and 1865, Abraham Lincoln;</p> <p>The Respective of Co. Aytch, Sam Watkins</p>	

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<p>Civil War (1830-1865)</p> <p>Textbook: Ch. 15</p>	<p>8.75 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) T92-96</p> <p>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) 15.3</p> <p>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) 15.2, 15.5 & T92-96</p>	<p>excerpts from the “House Divided” speech in 1858,</p> <p>Gettysburg Address in 1863</p> <p>Emancipation Proclamation in 1863</p> <p>Inaugural Addresses in 1861 and 1865, Abraham Lincoln;</p> <p>The Respective of Co. Aytch, Sam Watkins</p>	

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<p>Civil War (1830-1865)</p> <p>Textbook: Ch. 15</p>	<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) T95 & 15.3</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) T93 & 15.1</p>	<p>excerpts from the “House Divided” speech in 1858,</p> <p>Gettysburg Address in 1863</p> <p>Emancipation Proclamation in 1863</p> <p>Inaugural Addresses in 1861 and 1865, Abraham Lincoln;</p> <p>The Respective of Co. Aytch, Sam Watkins</p>	

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<p>Civil War (1830-1865)</p> <p>Textbook: Ch. 15</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 Ch. 15 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 • Nashville • Sherman’s “March to the Sea” • Appomattox Court House <p>8.81 Assess the impact of the assassination of President Abraham Lincoln on both the North and the South. (C, E, H, P) 16.1</p>	<p>excerpts from the “House Divided” speech in 1858,</p> <p>Gettysburg Address in 1863</p> <p>Emancipation Proclamation in 1863</p> <p>Inaugural Addresses in 1861 and 1865, Abraham Lincoln;</p> <p>The Respective of Co. Aytch, Sam Watkins</p>	

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<p>Reconstruction (1865-1877)</p> <p>Textbook: Ch. 16</p>	<p>8.82 Explain the significance of 13th, 14th and 15th Amendments to the U.S. Constitution. (P) 16.2</p> <p>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) 16.2</p> <p>8.84 Compare the 10 Percent Plan to the Radical Republican Plan for Reconstruction. (C, P) 16.1 & 16.2</p> <p>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) 16.1</p> <p>8.86 Trace the rise of the Ku Klux Klan and vigilante justice, including its role in Tennessee. (C, P, TN) 16.2 & T96</p>	<p>excerpts from the 13th, 14th, and 15th Amendments to the Constitution</p>	

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<p>Reconstruction (1865-1877)</p> <p>Textbook: Ch. 16</p>	<p>8.87 Explain the movement of both white and black Northern entrepreneurs (carpetbaggers) from the North to the South. (C, E, P) 16.2</p> <p>8.88 Explain the controversy of the 1876 presidential election and the subsequent removal of federal troops from the South. (H, P) 16.3</p> <p>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) T96-97 & Pg 597</p> <p>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) T96-98</p>	<p>excerpts from the 13th, 14th, and 15th Amendments to the Constitution</p>	

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<p>Westward Expansion after the Civil War (1865-1890)</p> <p>Textbook: Ch. 17</p>	<p>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) 17.1</p> <p>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) 17.2</p> <p>8.93 Explain the significance of various American Indian leaders, including: (H) 17.2</p> <ul style="list-style-type: none"> • Crazy Horse • Geronimo • Sitting Bull • Chief Joseph 	<p><i>A Century of Dishonor</i>, Helen Hunt Jackson.</p>	

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<p>Westward Expansion after the Civil War (1865-1890)</p> <p>Textbook: Ch. 17</p>	<p>8.94 Explain the impact of the Homestead Act. (E, H, P) 17.4</p> <p>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) 17.4</p> <p>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) 17.1</p> <p>8.97 Examine the development and life of the iconic American cowboy, including his skills, clothes and daily life and work. (C, H) 17.3</p> <p>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) 17.3</p>	<p><i>A Century of Dishonor</i>, Helen Hunt Jackson.</p>	

