

| | | 1 st Nine Weeks | | |
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| Time | Cluster | Standards | Learning Targets | Lesson Topics/Resources |
| Unit 1: Colonization (19 days) | Colonization | 8.1 Explain the founding and development of Jamestown as the first permanent English colony, its early struggles, the economic and political structure, and role of the Powhatan people. (C, E, G, H, P) | <p>I can explain Jamestown’s significance as England’s first permanent <u>colony</u>.</p> <p>I can analyze John Smith’s <i>A Historie of Virginia</i>, citing evidence of the struggles of the earliest settlers, including the “Starving Time.”</p> <p>I can read the First Virginia <u>Charter</u>, citing evidence to help explain the colony’s economic and political structure.</p> <p>I can explain the significance of the House of Burgesses.</p> <p>I can examine the interactions between the Powhatan people and the Jamestown settlers.</p> | Chapter 1 Ch. 1 Teacher Toolbox pgs. 3-28 |
| | Colonization | 8.2 Explain the founding and development of the Plymouth Colony, including the significance of: The Mayflower Compact, interactions with Squanto, and the role of religious freedom. (C, G, H, P) | <p>I can describe the religious motivations for the founding of the Plymouth Colony.</p> <p>I can read the Mayflower <u>Compact</u> and determine its purpose and significance.</p> <p>I can describe Squanto’s contributions to the <u>Pilgrims (Separatists)</u>.</p> | Chapter 1 |
| | Colonization | 8.3 Explain the founding and development of the Massachusetts Bay Colony, including the significance of: <ul style="list-style-type: none"> Anne Hutchinson Salem Witch Trials Role of theocracy Town meetings. (C, G, H, P) | <p>I can explain the motivations behind the founding of the Massachusetts Bay Colony, including the <u>Puritans (Non-Separatists)</u> desire to form a <u>theocracy</u>.</p> <p>I can identify important events and people in the Massachusetts Bay Colony, including: <ul style="list-style-type: none"> Anne Hutchinson Salem Witch Trials Role of theocracy Town meetings </p> | Chapter 1 |

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| | Colonization | <p>8.4 Explain the motivation for and the founding of the Rhode Island and Connecticut Colonies, including the roles of Roger Williams and Thomas Hooker. (C, G, H, P)</p> | <p>I can evaluate the effects of the Puritans lack of religious toleration, including:</p> <ul style="list-style-type: none"> ● Anne Hutchinson’s exile ● Roger Williams’ founding of Rhode Island ● Thomas Hooker’s founding of Connecticut | Chapter 1 |
| | Colonization | <p>8.5 Analyze the economic motivation for the Dutch founding New Netherlands, the diverse population of the colony, and the transition to the English colony of New York. (C, E, G, H, P)</p> | <p>I can analyze the Dutch founding of New Netherlands, including:</p> <ul style="list-style-type: none"> ● The economic motivations for colonization/impact of the patroon system ● The resulting diverse population of the colony ● The English takeover of the colony (role of the Duke of York) | Chapter 1 |
| | Colonization | <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 the significance of: (C, E, H, P)</p> <ul style="list-style-type: none"> ● William Penn ● Philadelphia ● Relationship with American Indians ● Role of women | <p>I can explain Penn’s motivations in founding his colony, including his desire to create a haven for Quakers as part of his Holy Experiment.</p> <p>I can explain how each of the following were significant in making Pennsylvania unique:</p> <ul style="list-style-type: none"> ● Philadelphia ● Relationship with American Indians ● Role of women in the colony | Chapter 1 |

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| | Colonization | 8.7 Explain the reasons behind the settlement of the Georgia Colony, including: its designation as a “debtor” colony, its function as a “buffer” colony, and the role of James Oglethorpe in its founding. (C, E, G, H, P) | I can summarize the motivations behind James Oglethorpe’s idea of settling Georgia as a “ <u>debtor</u> ” colony and Britain’s desire for a “ <u>buffer</u> ” colony. | Chapter 1 |
| | Colonization | 8.8 Locate and identify the Thirteen Colonies and describe how their location and geographic features influenced regional economic development. (E, G, H, P) | I can explain how a colony’s location and geography influenced its economic activities. I can locate the thirteen English colonies, French settlements, and Spanish settlements in North America on a map. | Chapter 1 |
| | Colonization | 8.9 Compare and contrast the locations and goals of British, French, and Spanish settlements in North America. (C, E, G, H, P) | I can compare and contrast the government structures and goals of the Spanish, French, and English in forming colonies in North America | Chapter 2 Ch. 2 Teacher Toolbox pgs. 29-41 |
| | Colonization | 8.10 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) | I can identify how enslavement began in the colonies by examining the <u>triangular trade</u> and its negative impact. I can describe the experiences enslaved people, such as Olaudah Equiano, endured during the <u>Middle Passage</u> . | Chapter 2 |

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| | Colonization | 8.11 Describe the significance of the First Great Awakening, including its role in unifying the colonies and the growth of religious tolerance. (C, H) | I can evaluate the importance of the First Great Awakening in unifying the colonies and influencing the spread of religious tolerance. I can describe the roles of Jonathan Edwards and George Whitefield in the First Great Awakening. | Chapter 2 |
| | Colonization | 8.12 Explain the Navigation Acts and the policy of mercantilism. (E, G, H) | I can explain how the Navigation Acts and the policy of mercantilism led to conflict between the British government and the colonists. | Chapter 2 |
| Unit 2: The American Revolution (23 days) | Road to Independence | 8.13a Explain the significance of the Ohio River Valley leading to the French and Indian War (C, E, G, H, P) | I can explain the causes of the French and Indian War, including conflict in the Ohio River Valley. | Chapter 3 Ch. 3 Teacher Toolbox pgs. 5-28 |
| | Road to Independence | 8.13b Explain the significance of...the events and consequences of the conflict, including: the massacre at Fort Loudoun, the Treaty of Paris of 1763, war debt, and the Proclamation Line of 1763. (C, E, G, H, P, T) | I can explain the key events of the French and Indian War, including conflict in the Ohio River Valley, the Massacre at Fort Loudoun (TN), and the Battle of Quebec. I can explain the effects of the French and Indian War, including the Treaty of Paris of 1763 and war debt. I can formulate an argument as to why Britain implemented the Proclamation Line of 1763 and explain why colonists ignored the law. | Chapter 3 |
| | Road to Independence | 8.14 Explain the political contributions of Benjamin Franklin to the U.S., including the "Join or Die" cartoon and Albany Plan of Union. (C, E, H, P) | I can analyze the meaning and significance of Benjamin Franklin's "Join or Die" cartoon. I can outline the details of Benjamin Franklin's Albany Plan of Union and summarize why it was never enacted. | Chapter 3 |

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| | Road to Independence | 8.15 Analyze the social, political, and economic causes of the events and groups of the American Revolution (C, E, G, H, P) | I can explain how each of the following led to conflict between the British government and the colonists, ultimately resulting in the American Revolution: <ul style="list-style-type: none"> ● The Navigation ● Mercantilism ● Smuggling ● John Peter Zenger ● The <u>Quartering Act</u> ● The Stamp Act ● The Declaratory Act ● The Townshend Acts ● The Boston Massacre ● The Boston Tea Party ● <u>Intolerable/Coercive Acts</u> ● Sons and Daughters of Liberty | Chapter 3 |
| | Road to Independence | 8.16 Explain the historical purposes and consequences of Thomas Paine's <i>Common Sense</i> . (C, H, P) | I can explain Paine's purposes in writing <i>Common Sense</i> and describe its significance. | Chapter 3 |
| | American Revolution | 8.17 Locate and explain the significance of the battles of the American Revolution prior to the signing of the Declaration of Independence, including Lexington and Concord and Bunker (Breed's) Hill. (C, E, G, H, P) | I can locate the Battles of Lexington and Concord and Bunker (Breed's) Hill on a map and describe their importance. | Chapter 3 |
| | American Revolution | 8.18 Explain the historical and present-day significance of the Declaration of Independence. (<i>T.C.A. § 49-6-1028</i>) (C, H, P, TCA) | I can read the Declaration of Independence and, using textual evidence, compose a written response to evaluate its historic and present-day significance. | Chapter 4 Ch. 4 Teacher Toolbox pgs. 29-39 |

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| | American Revolution | 8.19 Compare and contrast the points of view of Loyalists and Patriots. (C, G, H, P) | I can compare and contrast the perspectives of <u>Loyalists</u> and <u>Patriots</u> . | Chapter 5 Ch. 5 Teacher Toolbox pgs. 40-50 |
| | American Revolution | 8.20 Locate and explain the significance of the following during the American Revolution: (C, H, P, T) <ul style="list-style-type: none"> ● Struggles of the Continental Army ● Battles of Trenton and Princeton ● Battle of Kings Mountain ● Battle of Saratoga ● Battle of Yorktown ● Guerrilla warfare | I can describe the struggles of the Continental Army, including the winter at Valley Forge. I can describe the impact of Friedrich von Steuben on the Continental Army. I can explain the results of Francis Marion and the colonists' use of guerrilla warfare. I can locate and identify battles from the American Revolution on a map and explain their significance. | Chapter 5 |

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| Time | Cluster | Standards | Learning Targets | Lesson Topics/Resources |
| Unit 3: The New Nation (20 days) | Creating a New Government | 8.21 Analyze the strengths and weaknesses of the Articles of Confederation, and describe the Land Ordinance of 1785, the Northwest Ordinance of 1787, the Northwest Territory, the Lost State of Franklin, and Shays' Rebellion. (E, G, H, P, T) | <p>I can analyze excerpts of the Articles of Confederation, citing powers that were and were not granted to the national government.</p> <p>I can explain the details and effects of the Land Ordinance of 1785 and the Northwest Ordinance of 1787, including the issue of enslavement in the Northwest Territory and the creation of a process for territories to become states.</p> <p>I can explain how Shays' Rebellion demonstrated the weaknesses of the Articles of Confederation.</p> <p>I can describe the Lost State of Franklin and its impact on the U.S. Constitution.</p> | <p>Chapter 6</p> <p>Ch. 6 Teacher Toolbox pgs. 5-15</p> |
| | Creating a New Government | 8.22 Describe the roles of James Madison and George Washington during the Constitutional Convention, and analyze the major issues debated, including the Great Compromise and the Three-Fifths Compromise. (T.C.A. § 49-6-1028) (E, H, P, TCA) | <p>I can explain the contributions of James Madison ("Father of the Constitution") and George Washington (President of the Constitutional Convention) during the Constitutional Convention.</p> <p>I can analyze the impact of <u>compromises</u> at the Constitutional Convention, including the Great Compromise and the Three-Fifths Compromise.</p> | <p>Chapter 7</p> <p>Ch. 7 Teacher Toolbox pgs. 16-26</p> |

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| | <p>Creating a New Government</p> | <p>8.23 Examine the principles and purposes of government articulated in the Preamble and principles stated in the Constitution, including: the separation of powers, federalism, and checks and balances. (T.C.A. § 49-6-1028) (H, P, TCA)</p> | <p>I can read and analyze the purposes of government listed in the Preamble.</p> <p>I can read excerpts of the Constitution and cite textual evidence to evaluate its key principles, including:</p> <ul style="list-style-type: none"> ● Separation of powers ● Federalism ● Checks and balances | <p>Chapter 7</p> |
| | <p>Creating a New Government</p> | <p>8.24 Describe the conflict between Federalists and Anti-Federalists over the ratification of the Constitution, including the protection of individual rights through the Bill of Rights and concern for states' rights. (T.C.A. § 49-6-1028) (H, P, TCA)</p> | <p>I can explain the differing perspectives of the Federalists and Anti-Federalists on issues, including:</p> <ul style="list-style-type: none"> ● The ratification of the U.S. Constitution ● The protection of individual rights through the Bill of Rights ● Concern for states' rights <p>I can read excerpts from the Federalist Papers to examine the arguments presented by Federalists in favor of the U.S. Constitution.</p> | <p>Chapter 7</p> |
| | <p>The New Nation</p> | <p>8.25 Analyze the major events of the administration of President George Washington, including: the precedents he set, Whiskey Rebellion, and ideas presented in his farewell address. (E, G, H, P)</p> | <p>I can analyze the impact of George Washington's Presidency, including:</p> <ul style="list-style-type: none"> ● <u>Precedents</u> he set ● His aggressive response to the Whiskey Rebellion ● The ideas expressed in his farewell address | <p>Chapter 8</p> <p>Ch. 8 Teacher Toolbox pgs. 27-38</p> |

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| | The New Nation | 8.26 Explain how conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties by analyzing their views on foreign policy, economic policy, a national bank, and strict versus loose interpretation of the Constitution. (C, E, G, H, P) | I can explain how disagreements between Thomas Jefferson and Alexander Hamilton resulted in the formation of the nation’s first two political parties by analyzing their views on the following topics: <ul style="list-style-type: none"> ● <u>Foreign policy</u> ● <u>Economic policy</u> ● A national bank ● <u>Strict vs. loose interpretation</u> of the Constitution | Chapter 8 |
| | The New Nation | 8.27 Explain the controversies that plagued the administration of President John Adams, including: the conflicts with Great Britain and France, the XYZ Affair, and the Alien and Sedition Acts. (E, G, H, P) | I can describe the challenges faced by President John Adams, including: <ul style="list-style-type: none"> ● Conflicts with Great Britain and France ● The XYZ Affair ● The Alien and Sedition Acts ● The Kentucky and Virginia <u>Resolutions</u> | Chapter 8 |
| | The New Nation | 8.28 Identify how westward expansion led to the statehood of Tennessee and the importance of the first state constitution (1796). (T.C.A. § 49-6-1028) (G, H, P, T, TCA) | I can describe how westward expansion led to the statehood of Tennessee. I can analyze Thomas Jefferson’s statement about the Tennessee Constitution of 1796 and identify what makes the state’s first constitution unique, including: <ul style="list-style-type: none"> ● All free men (white and African American) 21 years or older had voting rights ● No state supreme court ● Creation of a weak <u>executive</u> position | Chapter 9 Ch. 9 Teacher Toolbox pgs. 39-46 |
| Unit 4: Growth of a Nation (14 days) | Growth of a Young Nation | 8.29 Analyze the significance of the election of 1800 and Chief Justice John Marshall’s opinion in <i>Marbury v. Madison</i> . (H, P) | I can explain the major events of Jefferson’s presidency, including: <ul style="list-style-type: none"> ● “The Revolution of 1800” ● Chief Justice John Marshall’s opinion in <i>Marbury v. Madison</i> and the concept of judicial review | Chapter 10 Ch. 10 Teacher Toolbox pgs. 4-16 |

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| | <p>Growth of a Young Nation</p> | <p>8.30 Explain the major events of Thomas Jefferson’s presidency, including: (E, G, H, P)</p> <ul style="list-style-type: none"> ● Conflict with the Barbary pirates ● Embargo Act ● Louisiana Purchase ● Lewis and Clark Expedition | <p>I can explain the major events of Jefferson’s presidency, including:</p> <ul style="list-style-type: none"> ● Conflict with the Barbary pirates ● Embargo Act ● Louisiana Purchase ● Lewis and Clark Expedition | <p>Chapter 10</p> |
| | <p>Growth of a Young Nation</p> | <p>8.31 Explain the causes, course, and consequences of the War of 1812, including: (C, E, G, H, P, T)</p> <ul style="list-style-type: none"> ● Use of impressment and trade restrictions between the U.S. and Great Britain ● Roles of Andrew Jackson and William Henry Harrison ● Significance of the Treaty of Ghent ● Rise in nationalism in the U.S. | <p>I can explain how Britain’s <u>impressment</u> of American sailors and <u>trade restrictions</u> between the U.S. and Britain led to the War of 1812.</p> <p>I can describe the role of Andrew Jackson during the War of 1812, including the Battle of Horseshoe Bend and the Battle of New Orleans.</p> <p>I can describe the roles of William Henry Harrison and Tecumseh during the War of 1812.</p> <p>I can explain the significance of the Treaty of Ghent and the resulting rise in <u>nationalism</u> in the United States.</p> | <p>Chapter 11</p> <p>Ch. 11 Teacher Toolbox pgs. 17-29</p> |

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| | Growth of a Young Nation | 8.32 Identify and locate the changing boundaries of the United States as a result of the Convention of 1818 and the Adams-Onis Treaty. (G, P) | I can identify and locate the changing boundaries of the U.S. on a map as a result of the Convention of 1818 and the Adams-Onis Treaty. | Chapter 11 |
| | Growth of a Young Nation | 8.33 Analyze the purpose and effects of the Monroe Doctrine. (E, H, P) | I can read and analyze excerpts of the Monroe <u>Doctrine</u> to determine the purposes of the policy and explain how it affected U.S. relations with foreign nations. | Chapter 11 |
| Unit 5: Sectionalism and Reform (16 days) | Growth of Sectionalism: The South | 8.34 Describe the development of the agrarian economy in the South, the locations of the cotton-producing states, the significance of cotton and the cotton gin, and the founding of Memphis as a center for cotton and the slave trade. (C, E, G, H, P, T) | I can describe the development of the <u>agrarian</u> economy of the South, including the concept of “King Cotton” and the significance of Memphis as the Cotton Capital of the South and its role as a center for the slave trade. I can explain the impact of the invention of the cotton gin on enslavement, the economy, and the South. I can locate the cotton producing states on a map. | Chapter 12 Ch. 12 Teacher Toolbox pgs. 4-14 |
| | Growth of Sectionalism: The South | 8.35 Analyze the characteristics of Southern society and its influence on the social and political conditions prior to the Civil War. (C, E, G, H, P, T) | I can describe the features of Southern society, including <u>plantation</u> life for slave owners and enslaved people, and its influence on the social and political conditions during the <u>Antebellum</u> period. | Chapter 12 |

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| | Growth of Sectionalism: The South | 8.36a Identify the conditions of enslavement and explain how slaves adapted to and resisted bondage in their daily lives. (C, G, H) | I can describe the unjust conditions that enslaved people endured during their lives of <u>bondage</u> . | Chapter 12 |
| | Growth of Sectionalism; The South | 8.36b Nat Turner’s revolt (C, G, H) | I can explain how Nat Turner’s revolt (1831) contributed to the <u>disenfranchisement</u> of free African American men in the Tennessee Constitution of 1834. | Chapter 12 |
| | Growth of Sectionalism: The North | 8.37 Explain the development of the American Industrial Revolution, including: (C, E, G, H, P) <ul style="list-style-type: none"> ● Eli Whitney and interchangeable parts ● Origins of trade unions ● Lowell System (“Lowell Girls”) ● Role of the textile industry ● Samuel Slater | I can explain the key features of the American <u>Industrial Revolution</u> , including: <ul style="list-style-type: none"> ● Eli Whitney and interchangeable parts ● Origins of trade unions ● Lowell System (“Lowell Girls”) ● Role of the textile industry ● Samuel Slater | Chapter 13 Ch. 13 Teacher Toolbox pgs. 15-30 |
| | Growth of Sectionalism: The North | 8.38 Describe how technological developments affected the growth of the industrial economy and cities in the North. (C, E, G, H, P) | I can describe how technological developments impacted the growth of the industrial economy and led to <u>urbanization</u> in the North. | Chapter 13 |

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| | Growth of Sectionalism: The North | 8.39 Identify the push-pull factors for Irish and German immigrants and describe the impact of their arrival in the U.S. prior to the Civil War. (C, E, G, H, P) | I can identify the <u>push-pull factors</u> that motivated Irish and German immigrants to move to the United States and describe the impact of their arrival. | Chapter 13 |
| | Growth of Sectionalism: The North | 8.40 Analyze the development of roads, canals, railroads, and steamboats throughout the U.S., including the Erie Canal and the National Road. (C, E, G, H, P) | I can explain how the building of roads (including the National Road), <u>canals</u> (including the Erie Canal), railroads, and <u>steamboats</u> impacted the development of the nation. I can analyze maps showing roads, canals, and railroads in the United States. | Chapter 13 |

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| Time | Cluster | Standards | Learning Targets | Lesson Topics/Resources |
| | Reform Movements of the Early 1800s | 8.41 Describe the significance of the Second Great Awakening and its influence on reform in the 19th century. (C, H) | I can describe the importance of the Second Great Awakening, including its impact on the reform movements of the 1800s. | Chapter 14 Ch. 14 Teacher Toolbox pgs. 31-43 |
| | Reform Movements of the Early 1800s | 8.42 Analyze the development of the women’s suffrage movement, including the Seneca Falls Convention, and the ideals of Susan B. Anthony, Elizabeth Cady Stanton, and Sojourner Truth. (C, H, P) | I can analyze the women’s suffrage movement by explaining the importance of the Seneca Falls Convention and describing the impact of its leaders, including: <ul style="list-style-type: none"> ● Elizabeth Cady Stanton ● Sojourner Truth ● Susan B. Anthony | Chapter 14 |
| | Reform Movements of the Early 1800s | 8.43 Analyze the significance of leading abolitionists, including William Lloyd Garrison, Frederick Douglass, Elihu Embree, and Harriet Tubman, and the methods they used to spread the movement. (C, E, H, P, T) | I can analyze the significance of the <u>abolitionist movement</u> and its leaders by examining the beliefs and methods used by: <ul style="list-style-type: none"> ● William Lloyd Garrison ● Elihu Embree ● Frederick Douglass ● Harriet Tubman | Chapter 14 |
| Unit 6: The Jacksonian Era (8 days) | The Jacksonian Era | 8.44 Analyze the role played by Chief Justice John Marshall in strengthening the judicial branch, including the key decisions of the Supreme Court in <i>Gibbons v. Ogden</i> and <i>McCulloch v. Maryland</i> . (C, E, H, P) | I can analyze how Chief Justice John Marshall helped strengthen the judicial branch through key Supreme Court decisions, including <i>McCulloch v. Maryland</i> (1819) and <i>Gibbons v. Ogden</i> (1824). | Chapter 15 Ch. 15 Teacher Toolbox pgs. 4-16 |

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| | The Jacksonian Era | 8.45 Examine the importance of the elections of 1824 and 1828, including: the corrupt bargain, the spoils system, and Jacksonian Democracy. (C, G, H, P, T) | I can describe the controversy caused by the corrupt bargain. I can explain the importance of the election of Andrew Jackson as President in 1828, including: <ul style="list-style-type: none"> • The idea of Jackson as the “Champion of the <u>Common Man</u>” • The <u>spoils system</u> • The impact of <u>Jacksonian Democracy</u>, including Tennessee’s adoption of its new state constitution in 1834 that expanded voting rights for non-property owners and created a state supreme court | Chapter 15 |
| | The Jacksonian Era | 8.46 Examine President Andrew Jackson’s actions regarding the Bank of the U.S. and the Nullification Crisis and analyze the effects of these events on the nation. (C, E, H, P, T) | I can evaluate the impact of the actions of President Andrew Jackson, including: <ul style="list-style-type: none"> • His attack on the Second Bank of the U.S. • His handling of the <u>Nullification Crisis</u> | Chapter 15 |
| | The Jacksonian Era | 8.47 Describe the impact of the Indian Removal Act and the struggle between the Cherokee Nation and the U.S. government, including the significance of Worcester v. Georgia and the Trail of Tears. (C, G, H, P, T) | I can evaluate the impact of the actions of President Andrew Jackson, including: <ul style="list-style-type: none"> • The Indian Removal Act • The conflict between the Cherokee Nation and the U.S. government, including Worcester v. Georgia and the Trail of Tears | Chapter 15 |
| | The Jacksonian Era | 8.48 Identify that the Tennessee Constitution of 1834 expanded voting rights for non-property owners. (T.C.A. 49-6-1028) (H, P, T, TCA) | I can explain the impact of <u>Jacksonian Democracy</u> , including Tennessee’s adoption of its new state constitution in 1834 that expanded voting rights for non-property owners and created a state supreme court. | Chapter 16 Ch. 16 Teacher Toolbox pgs. 17-23 |

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| <p>Unit 7: Expansion and Division of the Nation (21 days)</p> | <p>Expansion of the Nation</p> | <p>8.49 Analyze the concept of Manifest Destiny and its impact on the development of the nation and describe the economic incentives for westward expansion. (C, E, G, H, P)</p> | <p>I can explain the concept of <u>Manifest Destiny</u> and describe its influence on the development of the nation.</p> <p>I can explain the economic incentives for westward expansion.</p> | <p>Chapter 17</p> <p>Ch. 17 Teacher Toolbox pgs. 9-23</p> |
| | <p>Expansion of the Nation</p> | <p>8.50 Explain the reasons for and the provisions of the Missouri Compromise (i.e., Compromise of 1820) and its impact on expansion. (G, H, P)</p> | <p>I can summarize the details of the Missouri Compromise (i.e., Compromise of 1820) and explain its influence on expansion.</p> | <p>Chapter 17</p> |
| | <p>Expansion of the Nation</p> | <p>8.51 Describe American settlements in Texas after 1821, the causes of the Texas War for Independence, the roles of David Crockett and Sam Houston, and the legacy of the Alamo. (C, G, H, P, T)</p> | <p>I can describe American settlements in Texas after 1821, including the importance of Stephen F. Austin.</p> <p>I can summarize the events and effects of the Texas War for Independence, including:</p> <ul style="list-style-type: none"> ● The causes of the conflict ● The role of Sam Houston ● The role of David Crockett ● The legacy of the Alamo | <p>Chapter 17</p> |

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| | Expansion of the Nation | <p>8.52 Analyze the reasons for and outcomes of groups moving west, including the significance of: (C, E, G, H)</p> <ul style="list-style-type: none"> ● Fur traders ● Mormons ● Oregon Trail ● Santa Fe Trail | <p>I can analyze the motivations and effects of groups moving west, including the impact of:</p> <ul style="list-style-type: none"> ● Fur traders ● Mormons ● Oregon Trail ● Santa Fe Trail | Chapter 17 |
| | Expansion of the Nation | <p>8.53 Identify the major events and impact of James K. Polk’s presidency, including the annexation of Texas and the settlement of the Oregon boundary. (E, G, H, P, T)</p> | <p>I can explain the importance of James K. Polk’s presidency, including:</p> <ul style="list-style-type: none"> ● His election (first “Dark Horse” candidate) ● His support for the annexation of Texas ● The settlement of the Oregon boundary (“54-40 or Fight”) | Chapter 17 |
| | Expansion of the Nation | <p>8.54 Describe the causes and consequences of the Mexican War, including the controversy over the Rio Grande boundary and the Mexican Cession. (C, E, G, H, P)</p> | <p>I can explain the causes and effects of the Mexican War, including the controversy over the Rio Grande boundary and the U.S. acquiring the Mexican Cession.</p> | Chapter 17 |
| | Expansion of the Nation | <p>8.55 Analyze the discovery of gold in California, its social and economic impact on the U.S., and the major migratory movement (including the forty-niners and Asian immigrants). (C, E, G, H)</p> | <p>I can explain the social and economic impact that the discovery of gold in California had on the United States.</p> <p>I can analyze the importance of the migration of forty-niners and Asian immigrants to the West following the discovery of gold.</p> | Chapter 17 |

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| | Division of the Nation | <p>8.56 Explain the reasons for and the impact of the Compromise of 1850 (including Henry Clay’s role as “The Great Compromiser”) and the Fugitive Slave Act (including Harriet Beecher Stowe’s influence with Uncle Tom’s Cabin). (C, E, G, H, P)</p> | <p>I can explain the reasons for, the details of, and the effects of the Compromise of 1850, including:</p> <ul style="list-style-type: none"> ● Henry Clay’s role as “The Great Compromiser” ● The Fugitive Slave Act ● The influence of Harriet Beecher Stowe’s <i>Uncle Tom’s Cabin</i> | <p>Chapter 18</p> <p>Ch. 18 Teacher Toolbox pgs. 8-23</p> |
| | Division of the Nation | <p>8.57 Describe the significance of the Gadsden Purchase of 1853. (E, G, H)</p> | <p>I can explain the significance of the Gadsden Purchase, including the plan to build a transcontinental railroad.</p> | <p>Chapter 18</p> |

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| | Division of the Nation | <p>8.58 Explain the motivations behind the passage of the Kansas-Nebraska Act of 1854, and analyze the effects of the compromise, including: (C, G, H, P)</p> <ul style="list-style-type: none"> ● Rise of the Republican Party ● “Bleeding Kansas” ● Preston Brooks’ attack on Charles Sumner ● John Brown’s raid at Harpers Ferry | <p>I can explain the motivations behind the passage of the Kansas-Nebraska Act of 1854 and analyze its effects, including:</p> <ul style="list-style-type: none"> ● Stephen Douglas and popular sovereignty ● The Rise of the Republican Party ● “Bleeding Kansas” ● Preston Brooks’ attack on Charles Sumner ● John Brown’s Raid at Harpers Ferry | <p>Chapter 18-19</p> <p>**see Ch. 19 Teacher Toolbox pgs. 36-44</p> |
| | Division of the Nation | <p>8.59 Analyze the Dred Scott v. Sandford decision and the resulting split between the North and South. (C, H, P)</p> | <p>I can read and analyze excerpts of the <i>Dred Scott v. Sandford</i> decision to determine why it resulted in further conflict between the North and South.</p> | <p>Chapter 19</p> <p>Ch. 19 Teacher Toolbox pgs. 36-44</p> |
| | Division of the Nation | <p>8.60 Explain the arguments presented by Stephen Douglas and Abraham Lincoln on slavery in the Illinois Senate race debates of 1858. (C, H, P)</p> | <p>I can read and analyze excerpts of the Lincoln-Douglas debates to complete a chart comparing the two candidates positions on enslavement.</p> | <p>Chapter 19</p> |

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| <p>Unit 8: The Civil War (17 days)</p> | <p>The Civil War</p> | <p>8.61 Describe the election of 1860 and its candidates (i.e., John Bell, Stephen Douglas, Abraham Lincoln, and John Breckinridge), and analyze how the campaigns reflected sectional turmoil in the country. (C, G, H, P, T)</p> | <p>I can evaluate the election of 1860 by identifying its candidates (i.e. John Bell, Stephen Douglas, Abraham Lincoln, and John Breckinridge) and explaining their positions on key political issues.</p> <p>I can examine an electoral map of the election of 1860 to determine the impact of sectional turmoil.</p> <p>I can identify slavery as the cause of the Civil War.</p> | <p>Chapter 20</p> <p>Ch. 20 Teacher Toolbox pgs. 6-16</p> |
| | <p>The Civil War</p> | <p>8.62 Describe the outbreak of the Civil War and the resulting sectional differences, including: (C, E, G, H, P, T)</p> <ul style="list-style-type: none"> ● Economic, geographic, and technological advances ● Military strategies ● Roles of President Abraham Lincoln and Jefferson Davis ● Significance of Fort Sumter ● Geographical divisions within states | <p>I can describe the start of the Civil War at Fort Sumter and the resulting sectional differences, including:</p> <ul style="list-style-type: none"> ● Economic, geographic, and technological advances ● Military strategies (Anaconda Plan for the North and Defend and Wait Out with Cotton Diplomacy for the South) ● Roles of President Abraham Lincoln and Jefferson Davis ● Geographical and political divisions within Tennessee ● Identifying the border states on a map | <p>Chapter 20</p> |

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| | The Civil War | 8.63 Explain the significance of the battles, events, and leaders during the Civil War (G, H, P, T) | I can explain the significance of the following battles, events, and leaders during the Civil War, including: <ul style="list-style-type: none"> ● First Battle of Bull Run ● Battle of Shiloh ● Battle of Antietam ● Battle of Gettysburg ● Battle of Vicksburg ● Battles of Franklin and Nashville ● Sherman’s March to the Sea ● Surrender at Appomattox Courthouse ● David Farragut ● Nathan Bedford Forrest ● Ulysses S. Grant ● Robert E. Lee ● Thomas “Stonewall” Jackson | Chapter 21 Ch. 21 Teacher Toolbox pgs. 17-37 |
| | The Civil War | 8.64 Analyze the significance of the Emancipation Proclamation and the Gettysburg Address. (H, P) | I can read and analyze the Emancipation Proclamation to determine the significance of the document. I can explain the significance of Juneteenth. I can read and analyze the Gettysburg Address to determine the significance of the speech. | Chapter 21 |
| | The Civil War | 8.65 Describe African American involvement in the Union army, including the Massachusetts 54th Regiment at Fort Wagner and the 13th U.S. Colored Troops in the Battle of Nashville. (T.C.A. § 49-6-1006) (C, G, H, T, TCA) | I can describe the involvement of African American soldiers in the Union army, including the Massachusetts 54th Regiment at Fort Wagner and the 13th U.S. Colored Troops in the Battle of Nashville. | Chapter 21 |

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| | The Civil War | 8.66 Analyze how the writings of Sam Watkins and Elisha Hunt Rhodes illustrated the daily life of the common soldier. (C, H, T) | I can analyze how the writings of Sam Watkins and Elisha Hunt Rhodes depicted the daily life of the common soldier. | Chapter 21 |
| Unit 9: Reconstruction Brings Change (5 days) | Reconstruction | 8.67 Analyze the immediate political impact of the assassination of President Abraham Lincoln and Andrew Johnson’s ascension to the presidency. (H, P, T) | I can explain the events surrounding President Abraham Lincoln’s <u>assassination</u> and the ensuing manhunt. I can evaluate the immediate political impact of the assassination of Lincoln and the resulting <u>ascension</u> of Johnson to the presidency. | Chapter 22 Ch. 22 Teacher Toolbox pgs. 5-13 |
| | Reconstruction | 8.68 Explain the significance of the 13th, 14th, and 15th Amendments to the U.S. Constitution. (E, H, P, T) | I can compose an essay to explain the importance of the 13th, 14th, and 15th Amendments to the U.S. Constitution. | Chapter 22 |
| | Reconstruction | 8.69 Analyze President Abraham Lincoln’s Ten Percent Plan, President Andrew Johnson’s Plan, and the Radical Republican Plan for Reconstruction. (C, E, G, H, P, T) | I can complete a chart comparing and contrasting President Abraham Lincoln’s Ten Percent Plan, President Andrew Johnson’s Plan, and the Radical Republican Plan for Reconstruction. | Chapter 22 |
| | Reconstruction | 8.70 Identify the significance of the Tennessee Constitution of 1870, including the right of all men to vote and the establishment of a poll tax. (T.C.A. § 49-6-1028) (H, P, T, TCA) | I can explain the importance of the Tennessee Constitution of 1870, including the banning of enslavement, the right of all men to vote, and the establishment of a <u>poll tax</u> as a method to disenfranchise freedmen. I can explain the significance of the election of African Americans, including Sampson Keeble, to the Tennessee General Assembly. | Chapter 22 |

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| | Reconstruction | 8.71 Analyze the conflict between President Andrew Johnson and the Radical Republicans, including Johnson’s veto of the Tenure of Office Act and his impeachment. (H, P, T) | I can analyze the conflict between President Andrew Johnson and the Radical Republicans, including Johnson’s veto of the Tenure of Office Act and his <u>impeachment</u> . | Chapter 23 Ch. 23 Teacher Toolbox pgs. 14-26 |
| | Reconstruction | 8.72 Explain the restrictions placed on the rights and opportunities of freedmen, including: racial segregation, black codes, and the efforts of the Freedmen's Bureau to address the problems confronting newly freed slaves. (C, H, P, T) | I can explain the limitations placed on the rights and opportunities of freedmen, including: <ul style="list-style-type: none"> • Racial segregation • Black codes • The efforts of the Freedmen’s Bureau to address problems facing freedmen | Chapter 22-23 **see Ch. 22 Teacher Toolbox pgs. 5-13 |
| | Reconstruction | 8.73 Trace the rise of the Ku Klux Klan and vigilante justice in the South and in Tennessee, including the role of Governor William Brownlow. (C, H, P, T) | I can describe the rise of the Ku Klux Klan, including its origins in Pulaski, TN and the roles of Governor William Brownlow, Nathan Bedford Forrest. | Chapter 23 |
| | Reconstruction | 8.74 Explain the roles carpetbaggers and scalawags played during Reconstruction. (C, E, G, H, P) | I can explain the roles carpetbaggers and scalawags played during Reconstruction. | Chapter 23 |
| | Reconstruction | 8.75 Explain the Compromise of 1877 and its role in ending Radical Reconstruction. (C, H, P) | I can explain the details of the Compromise of 1877 and its role in ending Radical Reconstruction. | Chapter 23 |

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| 4 th Nine Weeks | | | | |
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| Time | Cluster | Standards | Learning Targets | Lesson Topics/Resources |
| | | Tennessee History Project | | History of Tennessee from before statehood to present day. |