

Southern York County School District

One Warrior at a time...

Instructional Materials Used: The Americans; ISBN: 0-618-37724-7; Publisher McDougal-Littell; Copyright: 2005, Stolen into Slavery: The True Story of Solomon Northup, Free Black Man by Judith Fradin and Dennis Fradin, ISBN # 978-0-545-43858-2; Call of Freedom; ISBN # 978-0030646799; Publisher: Holt, Rinehart and Winston, copyright 2003

Unit 1: Birth of a Nation

September-Mid-November

United States History

<p><u>Unit 1: Birth of a Nation</u></p>	<p><u>Colonization</u> Review of European Explorers, Plymouth, Jamestown, Diffusion of Ideas, Comparison of 3 Colonial Regions, Triangular Slave Trade</p>	<p><u>French and Indian War</u> Causes of French and Indian War, Conflict of French and Indian War, Effects of French and Indian War, Washington’s Rise, Treaty of Paris</p>	<p><u>American Revolution</u> Causes of Revolutionary War, Conflict of Revolutionary War, Effects of Revolutionary War, Early U.S. Government, Declaration of Independence</p>	<p><u>Constitution</u> A.O.C. Failures, Constitutional Convention, Branches of Govt., Bill of Rights</p>
<p><u>History Standards</u></p>	<p>--8.1.8 A: Compare and contrast events over time and how continuity and change over time influenced those events.</p> <p>--8.1.8 B: Compare and contrast a historical event, using multiple points of view from primary and secondary sources.</p>	<p>--8.1.8.A: Compare and contrast events over time and how continuity and change over time influenced those events.</p> <p>--8.1.8.B: Compare and contrast a historical event, using multiple points of view from primary and secondary sources.</p>	<p>--8.1.8.A: Compare and contrast events over time and how continuity and change over time influenced those events.</p> <p>--8.2.8 A: Compare and contrast the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania.</p> <p>--8.1.8.B: Compare and contrast a historical event, using multiple</p>	<p>--8.1.8 A: Compare and contrast events over time and how continuity and change over time influenced those events.</p> <p>--8.1.8 B: Compare and contrast a historical event, using multiple points of view from primary and secondary sources.</p> <p>--8.1.8 C: Produce an organized product on an assigned historical topic that presents and reflects on a</p>

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<p><u>Reading Standards</u></p>	<p>--CC.8.5.6-8.A: Cite specific textual evidence</p>	<p>--CC.8.5.6-8.A: Cite specific textual evidence to support</p>	<p>--CC.8.5.6-8.A: Cite specific textual evidence to support</p>	<p>--CC.8.5.6-8.A: Site specific analysis of primary and secondary</p>

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<p><u>Writing Standards</u></p>	<p>--CC.8.6.6-8.A: Write arguments focused on discipline-specific content</p> <p>--CC.8.6.6-8.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>--CC.8.6.6-8.D: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>--CC.8.6.6-8 C: Produce clear and coherent writing which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>--CC.8.6.6-8.E: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>--CC.8.6.6-8.H: Draw evidence from informational texts to support analysis reflection, and research.</p> <p>--CC.8.6.6-8.I: Write routinely over extended time frames (for reflection and revision) and shorter time frames (a single sitting or a day or two) for a</p>	<p>--CC.8.6.6-8 C: Produce clear and coherent writing which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>--CC.8.6.6-8.D: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>--CC.8.6.6-8.E: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>--CC.8.6.6-8.H: Draw evidence</p>	<p>--CC.8.6.6-8.A: Write arguments focused on discipline-specific content.</p> <p>--CC.8.6.6-8.D: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>--CC.8.6.6-8.E: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>--CC.8.6.6-8.G: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and</p>

	<p>--CC.8.6.6-8.E: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>--CC.8.6.6-8.F: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>--CC.8.6.6-8.G: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>range of discipline-specific tasks, purposes, and audiences.</p>	<p>from informational texts to support analysis reflection, and research.</p> <p>--CC.8.6.6-8.I: Write routinely over extended time frames (for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>	<p>quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>--CC.8.6.6-8.H: Draw evidence from informational texts to support analysis reflection, and research.</p> <p>--CC.8.6.6-8.I: Write routinely over extended time frames (for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
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	<p>--CC.8.6.6-8.H: Draw evidence from informational texts to support analysis reflection, and research.</p> <p>--CC.8.6.6-8.I: Write routinely over extended time frames (for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>			
<p><u>Essential Questions</u></p>	<p>--Why do people move?</p> <p>--What is the story of America?</p> <p>--How can conflict change a society?</p> <p>--How have social/economic/political advancements change American society?</p> <p>--How do opposing beliefs cause conflict?</p> <p>--What causes cultural change?</p> <p>--To what extent do foreign entanglements</p>	<p>--To what extent do foreign entanglements influence America?</p> <p>--To what extent have oppressed groups of people in America been able to attain equality?</p> <p>--How do opposing beliefs cause conflict?</p> <p>--How do alliances between nations create conflict?</p> <p>--How are economic systems created and sustained?</p>	<p>--How are individuals able to bring about societal change?</p> <p>--How should the validity of primary sources be evaluated?</p> <p>--What causes a revolution?</p> <p>--How do opposing beliefs cause conflict?</p> <p>--What factors led to the growing American sense of independence?</p> <p>--How is independence achieved?</p>	<p>--To what extent should the government be involved in people's' lives?</p> <p>--What is the role of government?</p> <p>--To what extent have the oppressed in America been able to attain an equality of life?</p> <p>--What is the most effective way to bring about social change?</p> <p>--How do opposing beliefs cause conflict?</p>

	impact America?			
<u>Understandings</u>	<p>--Motivated by political, economic, and social factors, Europeans explored and conquered the Americas.</p> <p>--Colonization led to a blending of cultures during colonization and still continues today.</p> <p>--Social and cultural differences led to conflict in the New World.</p>	<p>--Causes and effects of the French and Indian War within North America and Europe</p> <p>--Different cultural groups have different perspectives of the same event or conflict.</p> <p>--Prominent American leaders learned valuable personal lessons throughout the French and Indian War.</p> <p>--The lasting effects of the French and Indian War laid the groundwork for the American Revolution.</p>	<p>--Causes and effects of the American Revolution within North America and Europe</p> <p>--Increased taxation and suppression of American citizens without representation in government led to revolution.</p> <p>--Various forms of protest were introduced and utilized during the American Revolution.</p> <p>--Colonist views of the definition of “freedom” were extremely diverse.</p> <p>--For the first time, print materials were used to disseminate political views.</p> <p>--The Revolutionary War posed American leaders with tremendous challenges and obstacles.</p> <p>--America’s first political leaders emerged found their start as voices in the Revolution.</p>	<p>--Guidelines/Rules are necessary to monitor and maintain an orderly society</p> <p>--The first United States government (Articles of Confederation) worked hard to maintain order by checking the power of the government and making sure that no one person had all the power.</p> <p>--Shays Rebellion showed that the Articles of Confederation would not be a satisfactory government; therefore, the constitution needed to be written.</p> <p>--Cultural differences in the colonies created conflicts and disagreements that hurt the chances of compromise and slowed the process of achieving a better government.</p> <p>--The system of checks and balances attempts to achieve equal power among the branches of the U.S. government and attempts eliminate abuses in power and concentration of power in one branch.</p> <p>--A constitution/government can only be successful if its citizens feel it will protect their rights and liberties.</p>

				<p>--The U.S. Constitution is a model to other countries in regards to democracy and human rights.</p> <p>--American citizens each have a responsibility to their country.</p>
<p><u>Competencies</u></p>	<p>--Explain the factors that influenced colonization in America.</p> <p>--Analyze the impact of European culture on America.</p> <p>--Compare/contrast how Native Americans shaped colonists lives and vice versa.</p> <p>--Evaluate how the colonial regions had an impact on American society.</p> <p>--Analyze the causes and effects of conflict.</p> <p>a. Explain the impact of conflict on the winners and losers.</p>	<p>--Compare/contrast the personal views of the Native Americans, French, and British involved in the French and Indian War.</p> <p>--Analyze the impact of the French and Indian War on growing tensions between the British and colonists.</p> <p>--Analyze the differences between the French and Native Americans relationship and the English and Native Americans relationship.</p> <p>--Compare/contrast the battle techniques of the British and French forces</p> <p>--Evaluate how author's perspective foreshadows future events.</p>	<p>--Describe the impact taxes have on government citizen relationships.</p> <p>--Analyze the Declaration of Independence for meaning and implication.</p> <p>--Analyze and interpret the symbolism within political cartoons published during the American Revolution.</p> <p>--Evaluate the impact that individuals and their actions have on a revolution.</p> <p>--Compare/contrast the perspectives of artists of political cartoons.</p> <p>--Evaluate the importance of specific battles of the war.</p> <p>--Explain how the Treaty of Paris allowed the colonies to become the United States of America.</p>	<p>--Explain the need for guidelines in a society</p> <p>--Identify the structure of the Articles of Confederation.</p> <p>a. Assess the effectiveness of the Articles of Confederation.</p> <p>--Verify the need for a new government</p> <p>--Empathize with those making important decisions.</p> <p>a. Identify the source of conflict between factions at the Constitutional Convention</p> <p>b. Outline the compromises between the factions at the Constitutional Convention</p> <p>c. Point out the necessity of the compromises at the Constitutional Convention</p> <p>--Determine the effectiveness of checks and balances among the branches</p> <p>--Summarize the impact of the Bill of Rights on society</p> <p>--Explain how the Constitution</p>

				<p>provided the proper balance of power</p> <p>a. Evaluate the ability of the US Constitution to protect the voice of its citizens.</p> <p>--Demonstrate the ability to be a good citizen.</p>
<u>Vocabulary</u>	<ul style="list-style-type: none"> --migration --immigration --emigration --Triangular Slave Trade --region --Mayflower Compact --melting pot 	<ul style="list-style-type: none"> --nationalism --imperialism --militia --casualties --Ohio River Valley --Iroquois League --Albany Plan of Union --Treaty of Paris --Proclamation of 1763 	<ul style="list-style-type: none"> --loyalist --boycott --militia --minutemen --patriot --alliance --duties --Quartering Act --Stamp Act --Sugar Act --Townshend Acts 	<ul style="list-style-type: none"> --Articles of Confederation --Constitution --Bill of Rights --Executive Branch --Cabinet --Legislative Branch --Congress --Senate --House of Representatives --Judicial Branch --Supreme Court --Amendments --Constitutional Convention

Unit 2: Growing Pains

Thanksgiving-End of 2nd Quarter

<u>Unit 2: Growing Pains</u>	<u>Founding Fathers</u> Washington Presidency, Adams Presidency, Jefferson Presidency, Lewis and Clark, War of 1812	<u>Movements in America</u> Monroe Doctrine, Era of Good Feelings First Industrial Revolution, Social Movements	
<u>History Standards</u>	--8.1.8 A: Compare and contrast events over time and how continuity and change over time influenced those events.	--8.1.8 A: Compare and contrast events over time and how continuity and change over time influenced those events.	

	<p>--8.1.8 B: Compare and contrast a historical event, using multiple points of view from primary and secondary sources.</p> <p>--8.1.8 C: Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources.</p> <p>--8.2.8.D: Compare and contrast examples of how conflict and cooperation among groups and organizations impacted the history and development of Pennsylvania.</p> <p>--8.3.8 A: Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.</p> <p>--8.3.8 B: Evaluate the importance of historical documents, artifacts and places critical to United States history.</p> <p>--8.3.8 C: Summarize how continuity and change have impacted U.S. history.</p> <p>--8.3.8 D: Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p>	<p>--8.1.8 B: Compare and contrast a historical event, using multiple points of view from primary and secondary sources.</p> <p>--8.1.8 C: Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources.</p> <p>--8.3.8 A: Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.</p> <p>--8.3.8 B: Evaluate the importance of historical documents, artifacts and places critical to United States history.</p> <p>--8.3.8 C: Summarize how continuity and change have impacted U.S. history.</p> <p>--8.3.8 D: Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p>
<p><u>Reading Standards</u></p>	<p>--CC.8.5.6-8.A: Cite specific analysis of primary and secondary sources.</p> <p>--CC.8.5.6-8.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>--CC.8.5.6-8.C: Identify key textual evidence to support steps</p>	<p>--CC.8.5.6-8.A: Cite specific analysis of primary and secondary sources.</p> <p>--CC.8.5.6-8.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>--CC.8.5.6-8.C: Identify key textual evidence to support steps in a</p>

	<p>in a text’s description of a process related to history/social studies.</p> <p>--CC.8.5.6-8.D: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>--CC.8.5.6-8.E: Describe how a text presents information.</p> <p>--CC.8.5.6-8.F: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>--CC.8.5.6-8.G: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>--CC.8.5.6-8.H: Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>--CC.8.5.6-8.I: Analyze the relationship between a primary and secondary source on the same topic.</p> <p>--CC 8.5.6-8.J: By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p>	<p>text’s description of a process related to history/social studies.</p> <p>--CC.8.5.6-8.D: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>--CC.8.5.6-8.E: Describe how a text presents information.</p> <p>--CC.8.5.6-8.F: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>--CC.8.5.6-8.G: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>--CC.8.5.6-8.H: Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>--CC.8.5.6-8.I: Analyze the relationship between a primary and secondary source on the same topic.</p> <p>--CC 8.5.6-8.J: By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p>
<p><u>Writing Standards</u></p>	<p>--CC.8.6.6-8.A: Write arguments focused on discipline-specific content</p> <p>--CC.8.6.6-8.D: With some guidance and support from peers and adults, develop and strengthen writing as needed by</p>	<p>--CC.8.6.6-8.A: Write arguments focused on discipline-specific content</p> <p>--CC.8.6.6-8.D: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning,</p>

	<p>planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>--CC.8.6.6-8.E: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>--CC.8.6.6-8.F: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>--CC.8.6.6-8.E: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>
<p><u>Understandings</u></p>	<p>--What makes an effective leader?</p> <p>--To what extent should government be involved in people's lives?</p> <p>--What is the role of government?</p> <p>--What is the role of political parties in the U.S.?</p> <p>--Why do people move?</p> <p>--To what extent does the growth of a nation impact its people?</p> <p>--What forces led the U.S. to declare war on Britain in 1812?</p>	<p>--To what extent should the U.S. involve itself with foreign entanglements?</p> <p>--How do opposing beliefs cause conflict?</p> <p>--How does technology impact a society?</p> <p>--To what extent does progress cost a society and culture?</p> <p>--To what extent does culture reflect society?</p> <p>--What is the most effective way to bring about social change?</p> <p>--How can an individual spark a large-scale movement?</p>
	<p>--As the first U.S. president, George Washington set a precedent for future presidents to follow.</p> <p>--The first U.S. political parties were founded on different ideas for how the American government and economy should operate, ideas that are still in place today.</p> <p>--In an attempt to protect the country, John Adams reacted to foreign and domestic conflicts by restricting Americans' freedoms.</p>	<p>--The Era of Good Feelings, which followed the War of 1812, brought a time of peace and prosperity to the United States.</p> <p>--The Monroe Doctrine established the U.S. as a foreign power and limited European influence in North America.</p> <p>--The First Industrial Revolution of the early 1800s improved transportation and communication, sparked the growth of cities and the manufacturing industry, and revolutionized common methods of production in both urban and rural areas.</p>

	<p>--Thomas Jefferson's presidency redefined the powers of the federal government.</p> <p>--Lewis and Clark's expedition opened the door for the U.S. to expand west in the 19th century.</p> <p>--The War of 1812 redefined America's identity as a strong and independent nation.</p>	<p>--Social movements such as labor movements, the Second Great Awakening, educational reform, nativist movements, temperance movements, and women's rights movements developed during the mid-1800s.</p>
<p><u>Competencies</u></p>	<p>--Analyze the impact of George Washington's presidency on the U.S. today.</p> <p>--Compare/contrast the first U.S. political parties.</p> <p>--Evaluate the rationale for presidential decisions.</p> <p>--Evaluate the extent to which Thomas Jefferson's actions upheld his beliefs.</p> <p>--Create an organized first-person account of Lewis and Clark's expedition west, based on research of primary accounts.</p> <p>--Identify the forces that led Americans to declare war on Britain in 1812 through analysis of primary documents.</p> <p>--Compare/contrast the perspectives and messages of artists of political cartoons.</p>	<p>--Interpret the underlying meanings of primary sources from the Era of Good Feelings, such as maps and political cartoons, and determine the global impact of events from the era.</p> <p>--Compare/contrast and evaluate the effectiveness of new means of transportation developed in the First Industrial Revolution of the early 1800s.</p> <p>--Analyze the impact of new technologies and inventions on society (steamboat, Erie Canal, Cumberland Road, steam engine, cotton gin, interchangeable parts).</p> <p>--Analyze how new methods of production impacted the growth of America (Lowell system, mass production).</p> <p>--Identify the characteristics of a successful social movement.</p> <p>--Compare/contrast social movements of the mid-1800s to related social movements of today.</p>
<p><u>Vocabulary</u></p>	<p>--cabinet</p> <p>--electoral college</p> <p>--precedent</p> <p>--national debt</p> <p>--tariff</p> <p>--XYZ Affair</p> <p>--Whiskey Rebellion</p> <p>--political party</p> <p>--Alien and Sedition Acts</p> <p>--Federalist</p>	<p>--textiles</p> <p>--interchangeable parts</p> <p>--cotton gin</p> <p>--mass production</p> <p>--Lowell system</p> <p>--canal</p> <p>--turnpike</p> <p>--steam technology</p> <p>--reform</p> <p>--transcendentalism</p>

	--Democratic-Republican --Louisiana Purchase --embargo --impressment --War Hawks --nationalism	--romanticism --nativism --temperance
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Unit 3: Divide of America

January-February



<u>Unit 3: Divide of America</u>	<u>Age of Jackson/Westward Expansion</u> Jackson’s Presidency, Trail of Tears, Manifest Destiny, Mexican War	<u>Fractured America</u> North vs. South, Causes of Civil War	<u>Civil War/Reconstruction</u>
<u>History Standards</u>	--8.1.8.A: Compare and contrast events over time and how continuity and change over time influenced those events. --8.1.8.B: Compare and contrast a historical event, using multiple points of view from primary and secondary sources. 8.3.8 A: Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. 8.3.8 B: Evaluate the importance of historical documents, artifacts and	--8.1.8.A: Compare and contrast events over time and how continuity and change over time influenced those events. --8.1.8.B: Compare and contrast a historical event, using multiple points of view from primary and secondary sources. --8.3.8 A: Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States. --8.3.8 B: Evaluate the importance of historical documents, artifacts and places critical to United States history.	--8.1.8.A: Compare and contrast events over time and how continuity and change over time influenced those events. --8.1.8.B: Compare and contrast a historical event, using multiple points of view from primary and secondary sources. --8.1.8 C: Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources. --8.3.8 A: Examine the role groups and individuals played in the social, political,

	<p>places critical to United States history.</p> <p>8.3.8 C: Summarize how continuity and change have impacted U.S. history.</p> <p>8.3.8 D: Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p>	<p>--8.3.8 C: Summarize how continuity and change have impacted U.S. history.</p> <p>--8.3.8 D: Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p>	<p>cultural, and economic development of the United States.</p> <p>--8.3.8 B: Evaluate the importance of historical documents, artifacts and places critical to United States history.</p> <p>--8.3.8 C: Summarize how continuity and change have impacted U.S. history.</p> <p>--8.3.8 D: Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p>
<p><u>Reading Standards</u></p>	<p>--CC.8.5.6-8.A: Site specific analysis of primary and secondary sources.</p> <p>--CC.8.5.6-8.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>--CC.8.5.6-8.C: Identify key textual evidence to support steps in a text's description of a process related to history/social studies.</p> <p>--CC.8.5.6-8.D: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains</p>	<p>--CC.8.5.6-8.A: Site specific analysis of primary and secondary sources.</p> <p>--CC.8.5.6-8.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>--CC.8.5.6-8.C: Identify key textual evidence to support steps in a text's description of a process related to history/social studies.</p> <p>--CC.8.5.6-8.D: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>--CC.8.5.6-8.E: Describe how a text presents</p>	<p>--CC.8.5.6-8.A: Site specific analysis of primary and secondary sources.</p> <p>--CC.8.5.6-8.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>--CC.8.5.6-8.C: Identify key textual evidence to support steps in a text's description of a process related to history/social studies.</p> <p>--CC.8.5.6-8.D: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>--CC.8.5.6-8.E: Describe how a text presents</p>

	<p>related to history/social studies.</p> <p>--CC.8.5.6-8.E: Describe how a text presents information.</p> <p>--CC.8.5.6-8.F: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>--CC.8.5.6-8.G: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>--CC.8.5.6-8.H: Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>--CC 8.5.6-8.J: By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p>	<p>information.</p> <p>--CC.8.5.6-8.F: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>--CC.8.5.6-8.G: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>--CC.8.5.6-8.H: Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>---CC.8.5.6-8.I: Analyze the relationship between a primary and secondary source on the same topic.</p> <p>--CC 8.5.6-8.J: By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p>	<p>information.</p> <p>--CC.8.5.6-8.F: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>--CC.8.5.6-8.G: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>--CC.8.5.6-8.H: Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>--CC.8.5.6-8.I: Analyze the relationship between a primary and secondary source on the same topic.</p> <p>--CC 8.5.6-8.J: By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p>
<p><u>Writing Standards</u></p>	<p>--CC.8.6.6-8.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>--CC.8.6.6-8 C: Produce clear and</p>	<p>--CC.8.6.6-8.A: Write arguments focused on discipline-specific content</p> <p>--CC.8.6.6-8.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical</p>	<p>--CC.8.6.6-8.A: Write arguments focused on discipline-specific content</p> <p>--CC.8.6.6-8.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical</p>

	<p>coherent writing which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC.8.6.6-8.E: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>--CC.8.6.6-8.G: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>--CC.8.6.6-8.H: Draw evidence from informational texts to support analysis reflection, and research.</p>	<p>processes.</p> <p>-CC.8.6.6-8 C: Produce clear and coherent writing which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC.8.6.6-8.E: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>--CC.8.6.6-8.G: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>--CC.8.6.6-8.H: Draw evidence from informational texts to support analysis reflection, and research.</p>	<p>processes.</p> <p>-CC.8.6.6-8 C: Produce clear and coherent writing which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>--CC.8.6.6-8.D: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CC.8.6.6-8.E: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>--CC.8.6.6-8.G: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>--CC.8.6.6-8.H: Draw evidence from informational texts to support analysis reflection, and research.</p> <p>CC.8.6.6-8.I: Write routinely over extended time frames (for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific</p>
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			tasks, purposes, and audiences.
<u>Essential Questions</u>	<p>--What are the costs and benefits of expansion?</p> <p>--How do decisions by the federal government impact indigenous groups in America?</p> <p>--How should a president's legacy be evaluated?</p> <p>--Why do people move?</p> <p>--What is the impact of migration?</p> <p>--How do opposing beliefs cause conflict?</p> <p>--How is independence achieved?</p> <p>--What challenges do a growing nation face?</p>	<p>--What causes conflict?</p> <p>--How do opposing beliefs cause conflicts?</p> <p>--To what extent can a conflict be "civil"?</p> <p>--What is culture?</p> <p>--What extent does the media shape our lives?</p> <p>--To what extent is it possible to justify a wrong?</p> <p>--To what extent does the court system impact a society?</p> <p>--At what point is "talk" useless?</p> <p>--To what extent do individuals fight for their own rights?</p> <p>--To what extent is power important?</p> <p>--To what extent are the United States united?</p>	<p>--To what extent are the United States united?</p> <p>--How do you rebuild a nation?</p> <p>--Does freedom guarantee equality?</p> <p>--To what extent have the oppressed in America been able to attain an equality of life?</p> <p>--How do opposing beliefs cause conflict?</p> <p>--What is government's role in society?</p>
<u>Understandings</u>	<p>--Andrew Jackson took actions as president to pave the way for westward expansion.</p> <p>--Political cartoons of the 1800s give insight into the public's opinion of major events from the era.</p> <p>--The concept of Manifest Destiny will often cause conflict.</p> <p>--Americans were both pushed and</p>	<p>-The concept of Manifest Destiny will often cause conflict.</p> <p>-The Missouri Compromise, the Compromise of 1850, and the continuing debate over the idea of popular sovereignty were some of the many compromises made to keep the nation together.</p> <p>-There were many reasons behind a fractured America...</p> <p>a. Differences in culture between the North and South led to separation in beliefs and values.</p>	<p>--War can geographically, socially, economically, and politically can divide a nation.</p> <p>--The North's victory in the Civil War, and assimilation of the South reestablished the United States as a whole nation.</p> <p>--The Reconstruction Era allowed the government to dictate the freedoms found in the 13th, 14th, and 15th Amendments.</p>

	<p>pulled to the west by social, political, and economic factors.</p> <p>--Individuals endured extreme hardships and conditions while moving west across the U.S.</p> <p>--Westward expansion occurred in three major areas of the United States; the Oregon Country, California, and the Southwest.</p> <p>--The conflict brought about by westward expansion connects directly with the conflict of the Civil War.</p>	<p>b. The media incited Abolitionist, Proslavery, unionist, and secessionist sides.</p> <p>c. The interpretation of the Declaration of Independence had an effect on the cultures of America.</p> <p>d. The Supreme Court Case of Dred Scott led to the battle of power and property.</p> <p>e. John Brown's attack, conviction, and hanging became a symbol to both the North and South.</p> <p>f. The election of Lincoln in 1860 scared Southerners so much they seceded from the North.</p> <p>g. The desire for power over one's destiny turned Americans against Americans.</p>	<p>--The Reconstruction Era brought a rise in discrimination against African Americans, farmers, and the south.</p> <p>--Reconstruction created negative and positive changes in the American government, and for the American people.</p>
<p><u>Competencies</u></p>	<p>--Assess whether or not Andrew Jackson was truly a man of the common people.</p> <p>--Analyze the effect of Andrew Jackson's presidency on Native Americans.</p> <p>--Identify the causes of westward expansion in America.</p> <p>--Define the idea of manifest destiny.</p> <p>--Analyze political cartoons of the mid-1800s depicting Andrew Jackson, with the goal of understanding the purpose and perspective of the artists.</p> <p>--Describe how westward expansion</p>	<p>--Determine a relationship between conflict and Manifest Destiny.</p> <p>--Identify the various compromises that attempted to keep the United States united.</p> <p>--Analyze how the compromises prompted new, or additional compromises.</p> <p>--Predict the effectiveness of new compromises for old problems.</p> <p>--Explain the key causes of the American Civil War:</p> <ol style="list-style-type: none"> Evaluate how varied cultures mixing can cause conflict. Evaluate the effect the media has on society (Uncle Tom's Cabin) Examine how the Declaration of Independence shaped America and how it was a cause of dissent when 	<p>--Identify the significance of specific battles of the Civil War.</p> <p>-Analyze reasons for successes and failures during the Civil War.</p> <p>--Analyze how speeches can motivate a society (Gettysburg Address) and its impact.</p> <p>--Identify, explain, and evaluate major issues facing the North and South after the Civil War.</p> <p>--Compare the philosophies on how to rebuild a nation.</p> <ol style="list-style-type: none"> Construct a plan to rebuild a destroyed territory and or country. Evaluate the effects the plan would have on society. <p>--Analyze the culture of the South, and the ability for them to assimilate freedmen.</p>

	<p>created conflict in the Oregon Country, California, and the Southwest.</p> <p>--Compare/contrast conflicts during the era of westward expansion to conflicts of today in the same regions of the U.S.</p> <p>--Analyze the impact of America's expansion on Native Americans and Mexicans.</p> <p>--Describe the lasting effects of westward expansion on America today.</p>	<p>it came to slavery.</p> <p>d. Examine how court decisions impacts groups of people (Dred Scott decision)</p> <p>e. Determine how Harper's Ferry will affect the relationship between the North and the South.</p> <p>f. Election of 1860</p> <ol style="list-style-type: none"> i. Determine members ii. Determine the outcome of the election iii. Evaluate the South's reaction 	<p>--Compare discrimination faced by freed slaves to discrimination against groups today.</p> <p>--Evaluate the effectiveness of Reconstruction.</p>
<u>Vocabulary</u>	<p>--spoils system</p> <p>--states' rights</p> <p>--nullification crisis</p> <p>--Indian Removal Act</p> <p>-Trail of Tears</p> <p>--Alamo</p> <p>--annex</p> <p>--Oregon Trail</p> <p>--manifest destiny</p> <p>--Mexican Cession</p> <p>--Mormon</p> <p>--forty-niners</p>	<p>--Missouri Compromise</p> <p>--Compromise of 1850</p> <p>--secession</p> <p>--popular sovereignty</p> <p>--sectionalism</p> <p>--<i>Uncle Tom's Cabin</i></p> <p>--<i>Dred Scott v. Sandford</i></p>	<p>--Emancipation Proclamation</p> <p>--Gettysburg Address</p> <p>--Reconstruction</p> <p>--scalawag</p> <p>--carpetbagger</p> <p>--13th Amendment</p> <p>--14th Amendment</p> <p>--15th Amendment</p> <p>--segregation</p> <p>--Black Codes</p> <p>--Jim Crow Laws</p> <p>--sharecropping</p> <p>--Ku Klux Klan (KKK)</p>
<u>Resources/ Assessments</u>			

Unit 4: A New National Identity

Mid-March-May

<p><u>Unit 4: A New National Identity</u></p>	<p><u>Industrial Revolution/Labor Movement</u> Inventions/Ideas, Big Business, Labor Movement, Working Conditions</p>	<p><u>Immigration</u> Push/Pull Factors of Immigrants, Challenges and Effects of Immigration, Urbanization</p>	<p><u>Progressivism</u> Goals of Immigration, Political/Social/Economic Solutions and Effects of Progressivism, Muckrakers</p>
<p><u>History Standards</u></p>	<p>--8.1.8.A: Compare and contrast events over time and how continuity and change over time influenced those events.</p> <p>--8.1.8.B: Compare and contrast a historical event, using multiple points of view from primary and secondary sources.</p> <p>--8.3.8 A: Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.</p> <p>--8.3.8 B: Evaluate the importance of historical documents, artifacts and places critical to United States history.</p> <p>--8.3.8 C: Summarize how continuity and change have impacted U.S. history.</p> <p>--8.3.8 D: Examine how conflict and cooperation among groups and organizations have impacted the</p>	<p>--8.1.8.A: Compare and contrast events over time and how continuity and change over time influenced those events.</p> <p>--8.1.8.B: Compare and contrast a historical event, using multiple points of view from primary and secondary sources.</p> <p>--8.3.8 A: Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.</p> <p>--8.3.8 B: Evaluate the importance of historical documents, artifacts and places critical to United States history.</p> <p>--8.3.8 C: Summarize how continuity and change have impacted U.S. history.</p> <p>--8.3.8 D: Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p>	<p>--8.1.8.A: Compare and contrast events over time and how continuity and change over time influenced those events.</p> <p>--8.1.8.B: Compare and contrast a historical event, using multiple points of view from primary and secondary sources.</p> <p>--8.3.8 A: Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.</p> <p>--8.3.8 B: Evaluate the importance of historical documents, artifacts and places critical to United States history.</p> <p>--8.3.8 C: Summarize how continuity and change have impacted U.S. history.</p> <p>--8.3.8 D: Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p>

	<p>growth and development of the U.S.</p>		
<p><u>Reading Standards</u></p>	<p>--CC.8.5.6-8.A: Site specific analysis of primary and secondary sources.</p> <p>--CC.8.5.6-8.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>--CC.8.5.6-8.C: Identify key textual evidence to support steps in a text’s description of a process related to history/social studies.</p> <p>--CC.8.5.6-8.D: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>--CC.8.5.6-8.E: Describe how a text presents information.</p> <p>--CC.8.5.6-8.F: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>--CC.8.5.6-8.G: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>	<p>--CC.8.5.6-8.A: Site specific analysis of primary and secondary sources.</p> <p>--CC.8.5.6-8.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>--CC.8.5.6-8.C: Identify key textual evidence to support steps in a text’s description of a process related to history/social studies.</p> <p>--CC.8.5.6-8.D: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>--CC.8.5.6-8.E: Describe how a text presents information.</p> <p>--CC.8.5.6-8.F: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>--CC.8.5.6-8.G: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p>--CC.8.5.6-8.A: Site specific analysis of primary and secondary sources.</p> <p>--CC.8.5.6-8.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>--CC.8.5.6-8.C: Identify key textual evidence to support steps in a text’s description of a process related to history/social studies.</p> <p>--CC.8.5.6-8.D: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>--CC.8.5.6-8.E: Describe how a text presents information.</p> <p>--CC.8.5.6-8.F: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>--CC.8.5.6-8.G: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>

	<p>--CC.8.5.6-8.G: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>--CC.8.5.6-8.H: Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>---CC.8.5.6-8.I: Analyze the relationship between a primary and secondary source on the same topic.</p>	<p>--CC.8.5.6-8.H: Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>---CC.8.5.6-8.I: Analyze the relationship between a primary and secondary source on the same topic.</p>	<p>--CC.8.5.6-8.H: Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>---CC.8.5.6-8.I: Analyze the relationship between a primary and secondary source on the same topic.</p>
<p><u>Writing Standards</u></p>	<p>--CC.8.6.6-8.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>-CC.8.6.6-8 C: Produce clear and coherent writing which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC.8.6.6-8.E: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>--CC.8.6.6-8.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>-CC.8.6.6-8 C: Produce clear and coherent writing which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC.8.6.6-8.E: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>--CC.8.6.6-8.G: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or</p>	<p>--CC.8.6.6-8.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>-CC.8.6.6-8 C: Produce clear and coherent writing which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC.8.6.6-8.E: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>--CC.8.6.6-8.G: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility</p>

	<p>--CC.8.6.6-8.G: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>--CC.8.6.6-8.H: Draw evidence from informational texts to support analysis reflection, and research.</p>	<p>paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>--CC.8.6.6-8.H: Draw evidence from informational texts to support analysis reflection, and research.</p> <p>--CC.8.6.6-8.F: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>--CC.8.6.6-8.H: Draw evidence from informational texts to support analysis reflection, and research.</p> <p>--CC.8.6.6-8.I: Write routinely over extended time frames (for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>
<p><u>Essential Questions</u></p>	<p>--How does technology impact a society?</p> <p>--To what extent does progress cost a society and culture?</p> <p>--To what extent does “Big Business” impact a society?</p> <p>--What is government’s role in society?</p> <p>--How does the government influence your life?</p>	<p>--Why do people move?</p> <p>--What is the American dream?</p> <p>--To what degree should we be proud or ashamed of American government between 1890 and 1920?</p> <p>--What is government’s role in society?</p> <p>--How do opposing beliefs cause conflict?</p>	<p>--Why is “reform” necessary?</p> <p>--How do problems arise in society?</p> <p>--How does government influence your life?</p> <p>--What is government’s role in society?</p> <p>--How does one measure progress?</p> <p>--How does the US need to progress today?</p>
<p><u>Understandings</u></p>	<p>--The actions of entrepreneurs and the development of new technology have a major impact on a nation’s economic growth.</p> <p>--The price of progress was too great in that it leads to local and national corruption in the 19th/20th century.</p>	<p>--People moved to America for freedoms and opportunities, in which were not present in their original country.</p> <p>--America created a new identity for itself in which it became known as a melting pot.</p> <p>--Immigration presented/presents complex challenges including government and</p>	<p>--The goals of Progressivism were to protect social welfare, promote moral improvement, create economic reform, and to foster efficiency in the government and economy.</p> <p>--The actions of the Progressives can impact a nation by reforming the government in all levels of government: local, state, and federal levels.</p>

	<p>--The labor movement was based on the concept that unity builds strength.</p> <p>--Governmental policies impact a nation’s ability to industrialize by creating laws in which allows entrepreneurs to create ideas and start new businesses.</p> <p>--The price of progress led to new reforms including better working conditions, education, pay, and other social progress.</p>	<p>economic issues such as urbanization, jobs, and the rise of nativism.</p>	<p>--The actions of the Progressives can impact a nation by allowing disenfranchised groups to have a say in their freedom.</p> <p>--Change takes time to progress a nation forward because of economical and government pressures.</p> <p>--Change in American culture continues to present new reforms and new challenges for the American people.</p> <p>--Progressive movements impacted disenfranchised members of society.</p>
<p><u>Competencies</u></p>	<p>--Assess the impact of inventions and ideas that changed American life.</p> <p>--Formulate how technology impacts American society today, and will impact the future of American society.</p> <p>--Compare famous industrialists and their beliefs about big business.</p> <p>--Assess the industrial leaders and evaluate their contributions to society (robber barons/captains of industry).</p> <p>--Examine and evaluate how big business tried to control competition during the Industrial Revolution and today.</p> <p>--Identify reasons for growth of</p>	<p>--Identify reasons that led immigrants to the U.S. in the late 1800s and early 1900s.</p> <p>--Describe challenges the immigrants faced.</p> <p>--Identify reactions to the immigrants, and formulate an opinion on those reactions.</p> <p>--Demonstrate how American cities expanded.</p> <p>--Predict how growth of cities contributed to corrupt political practices.</p>	<p>--Define reform and progressivism.</p> <p>--Identify and describe the problems that existed in this era that some believe needed to be “solved.”</p> <p>--Explain the goals of progressivism.</p> <p>--Evaluate the solutions to those problems during the “Progressive Era.”</p> <p>--Compare the goals and methods used by the progressives at different levels of government.</p> <p>--Analyze the goals and actual responses regarding equality under the progressives.</p> <p>--Compare/contrast the views of progressive leaders.</p> <p>--Analyze and evaluate the impact of the Progressive Era.</p>

	<p>labor force.</p> <p>--Describe the toll that industrial growth took on workers.</p> <p>--Compare/contrast the workplace of the past to the workplace of the present.</p> <p>--Examine early labor unions, their leaders, their membership, their methods, and their goals.</p> <p>--Evaluate methods used by management and labor and identify where such methods are used today.</p> <p>--Assess how the government tries to control the competition of big business.</p>		<p>--Identify problems today that may need a “progressive” solution, and create a solution for those problems.</p>
<p><u>Vocabulary</u></p>	<p>--urbanization</p> <p>--industrialization</p> <p>--labor union</p> <p>--collective bargaining</p> <p>--arbitration</p> <p>--tenement</p> <p>--strike</p> <p>--robber baron</p> <p>--captain of industry</p> <p>--monopoly</p> <p>--assembly line</p> <p>--Transcontinental Railroad</p>	<p>--nativism</p> <p>--assimilation</p> <p>--melting pot</p> <p>--urbanization</p> <p>--Ellis Island</p> <p>--Angel Island</p> <p>--Americanization</p> <p>--tenement</p> <p>--mass transit</p> <p>--Americanization Movement</p> <p>--Chinese Exclusion Act</p> <p>--Gentlemen’s Agreement Act</p> <p>--emigration</p> <p>--migration</p> <p>--immigration</p> <p>--push factor</p> <p>--pull factor</p>	<p>--Square Deal</p> <p>--reform</p> <p>--prohibition</p> <p>--efficiency</p> <p>--muckraker</p> <p>--settlement houses</p> <p>--referendum,</p> <p>--initiative</p> <p>--recall</p> <p>--17th Amendment</p> <p>--18th Amendment</p> <p>--19th Amendment</p>