

HUDSONVILLE MIDDLE SCHOOL COURSE FRAMEWORK



COURSE/SUBJECT

US History: Revolution and the New Nation

<p>KEY COURSE OBJECTIVES/ ENDURING UNDERSTANDINGS Important ideas and core processes</p>	<p>UNIT PACING Names of units and approximate pacing</p>	<p>UNIT LEARNING TARGETS By the end of the unit, students will be able to . . .</p>	<p>STANDARD Which standards (i.e. common core, MMC, etc.) does this address?</p>
<p>Vocabulary in Context Implementation of ELA standards through Mini Q's, primary/secondary sources. PBL learning model</p>	<p>Government/Civics</p> <p>September - November (8 weeks)</p>	<p>I Can...</p> <p>explain why there was a need for the Articles of Confederation</p> <p>explain why the Articles of Confederation failed.</p> <p>identify economic issues that exposed the weakness of the Articles of Confederation</p> <p>identify political issues that exposed the weakness of the Articles of Confederation</p> <p>identify economic and political questions that the framers of the constitution attempted to address at the constitutional convention.</p> <p>describe the debate and resolution at the constitutional convention about political power.</p> <p>describe the debate and resolution at the constitutional convention about conduct of foreign affairs.</p> <p>describe the debate and resolution at the constitutional convention about rights of individuals.</p> <p>describe the debate and resolution at the constitutional convention about rights of states.</p> <p>describe the debate and resolution at the constitutional convention about election of the executive.</p> <p>describe the debate and resolution at the constitutional convention about slavery as a regional and federal issue.</p>	<p>U3 USHG ERA 3 – REVOLUTION AND THE NEW NATION</p> <p>Explain the challenges faced by the new nation and analyze the development of the Constitution as a new plan for governing. [Foundations for Civics HSCE Standard 2.2.]</p> <p>8 – U3.3.1 Explain the reasons for the adoption and subsequent failure of the Articles of Confederation (e.g., why its drafters created a weak central government, challenges the nation faced under the Articles, Shays' Rebellion, disputes over western lands). (C2)</p> <p>8 – U3.3.2 Identify economic and political questions facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention. (E1.4)</p> <p>8 – U3.3.3 Describe the major issues debated at the Constitutional Convention including the distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue.</p> <p>8 – U3.3.4 Explain how the new constitution resolved (or compromised) the major issues including sharing, separating, and checking of power among federal government institutions, dual sovereignty (state-federal power), rights of individuals, the Electoral College, the Three-Fifths Compromise, and the Great Compromise.</p>
<p>OVERARCHING/ESSENTIAL SKILLS OR QUESTIONS Ideas/skills that transcend discipline-specific learning</p>			
<p>Do the ends justify the means?</p> <p>How do values determine actions?</p> <p>What does Liberty mean?</p>			

<p style="text-align: center;">UNIT PACING</p> <p style="text-align: center;">Names of units and approximate pacing</p>	<p style="text-align: center;">UNIT LEARNING TARGETS</p> <p style="text-align: center;">By the end of the unit, students will be able to. . .</p>	<p style="text-align: center;">STANDARD</p> <p style="text-align: center;">Which standards (i.e. common core, MMC, etc.) does this address?</p>
<p>Government/Civics</p> <p>September - November (8 weeks)</p>	<p>I Can...</p> <p>provide a sound argument for siding with the federalist or Antifederalist.</p> <p>describe how the framers of the constitution convinced the people to vote for the constitution.</p> <p>show how the Bill of Rights balances individual liberties and the authority of government.</p> <p>explain where the ideas of the constitution came from</p> <p>reference important historical documents and philosophical origins of the constitution.</p>	<p>U3 USHG ERA 3 – REVOLUTION AND THE NEW NATION</p> <p>8 – U3.3.5 Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution. (C2) (National Geography Standard 3, p. 148)</p> <p>8 – U3.3.6 Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government. (C3)</p> <p>8 – U3.3.7 Using important documents (e.g., Mayflower Compact, Iroquois Confederacy, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers), describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government. (C2)</p> <p>Common Core (Historical Literacy)</p> <p>I Can...</p> <p>Analyze primary and secondary source documents to draw a conclusion, by citing specific examples from the text(s).</p> <p>Summarize the main ideas or information of a primary and secondary source with respect to the context or topic of the document.</p> <p>Read and understand on my own, texts that are written for or are appropriate for my grade level.</p>

UNIT PACING Names of units and approximate pacing	UNIT LEARNING TARGETS By the end of the unit, students will be able to. . .	STANDARD Which standards (i.e. common core, MMC, etc.) does this address?
<p>Government/Civics</p> <p>September - November (8 weeks)</p>	<p>I Can...</p> <p>provide a sound argument for siding with the federalist or Antifederalist.</p> <p>describe how the framers of the constitution convinced the people to vote for the constitution.</p> <p>show how the Bill of Rights balances individual liberties and the authority of government.</p> <p>explain where the ideas of the constitution came from</p> <p>reference important historical documents and philosophical origins of the constitution.</p>	<p>PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT</p> <p>8 – P3.1.1 Identify, research, analyze, discuss, and defend a position on a national public policy issue.</p> <ul style="list-style-type: none"> • Identify a national public policy issue. • Clearly state the issue as a question of public policy orally or in written form. • Use inquiry methods to trace the origins of the issue and to acquire data about the issue. • Generate and evaluate alternative resolutions to the public issue and analyze various perspectives (causes, consequences, positive and negative impact) on the issue. • Identify and apply core democratic values or constitutional principles. • Share and discuss findings of research and issue analysis in group discussions and debates. • Compose a persuasive essay justifying the position with a reasoned argument. • Develop an action plan to address or inform others about the issue <p>8 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.</p> <p>8 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.</p> <p>8 – P4.2.3 Participate in projects to help or inform others (e.g., service learning projects).</p>

HUDSONVILLE MIDDLE SCHOOL COURSE FRAMEWORK



COURSE/SUBJECT

US History: Expansion and Reform Movements

KEY COURSE OBJECTIVES/ ENDURING UNDERSTANDINGS Important ideas and core processes	UNIT PACING Names of units and approximate pacing	UNIT LEARNING TARGETS By the end of the unit, students will be able to . . .	STANDARD Which standards (i.e. common core, MMC, etc.) does this address?
Vocabulary in Context Implementation of ELA standards through Mini Q's, primary/secondary sources. PBL learning model	<p>Westward Expansion and Manifest Destiny</p> <p>November - February (14 weeks)</p>	<p>I Can...</p> <p>explain how the Louisiana Purchase led to the expansion and settlement of the West.</p> <p>explain why American Indians were removed from the West during Westward Expansion.</p> <p>explain the settlement of the West through the growth of a system of commercial agriculture.</p> <p>explain how the idea of Manifest Destiny and the actions of Westward Expansion led to the Mexican-American War.</p> <p>explain the origins of the idea of Manifest Destiny and how it led to the settlement and development of the West.</p> <p>use evidence to show how territorial and economic expansion of the West impacted American Indians living in the West.</p> <p>use evidence to show the positive and negative consequences of the institution of slavery.</p> <p>use evidence to show how Westward Expansion impacted the relations between free and slave-holding states.</p>	<p>U4.2 Regional and Economic Growth</p> <p>8 – U4.2.3 Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny. (E2.1) (National Geography Standard 6, p. 154)</p> <p>8 – U4.2.4 Consequences of Expansion – Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slaveholding states. (C2) (National Geography Standard 13, p. 169)</p> <p>Common Core (Historical Literacy)</p> <p>I Can...</p> <p>Analyze primary and secondary source documents to draw a conclusion, by citing specific examples from the text(s).</p> <p>Summarize the main ideas or information of a primary and secondary source with respect to the context or topic of the document.</p> <p>Tell the difference between a fact, an opinion, and an argument that contains evidence.</p> <p>Read and understand on my own, texts that are written for or are appropriate for my grade level.</p> <p>Combine visual information with information in print to gain a deeper understanding of an issue.</p>
<p>OVERARCHING/ESSENTIAL SKILLS OR QUESTIONS</p> <p>Ideas/skills that transcend discipline-specific learning</p>			
<p>How does prejudice manifest itself?</p> <p>Is greed good?</p> <p>What do Americans Value?</p>			

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<p>Westward Expansion and Manifest Destiny</p> <p>November - February (14 weeks)</p>	<p>I Can...</p> <p>explain how the Louisiana Purchase led to the expansion and settlement of the West.</p> <p>explain why American Indians were removed from the West during Westward Expansion.</p> <p>explain the settlement of the West through the growth of a system of commercial agriculture.</p> <p>explain how the idea of Manifest Destiny and the actions of Westward Expansion led to the Mexican-American War.</p> <p>explain the origins of the idea of Manifest Destiny and how it led to the settlement and development of the West.</p> <p>use evidence to show how territorial and economic expansion of the West impacted American Indians living in the West.</p> <p>use evidence to show the positive and negative consequences of the institution of slavery.</p> <p>use evidence to show how Westward Expansion impacted the relations between free and slave-holding states.</p>	<p>ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES</p> <p>8 – U6.1.1 America at Century’s End – Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in</p> <ul style="list-style-type: none"> • territory, including the size of the United States and land use (National Geography Standards 1 and 16, pp. 144 and 196) • population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America (E3.2) (National Geography Standards 9 and 12, pp. 160 and 167) • systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society (E1.4, 3.2) (National Geography Standard 11, p. 164) • governmental policies promoting economic development (e.g., tariffs, banking, land grants and mineral rights, the Homestead Act) (E.2.2) (National Geography Standard 16, p. 176) • economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers (E1.4, 2.1, 3.2) (National Geography Standard 11, p. 164)

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<p>Reform Movements</p> <p>February (2 weeks)</p>	<p>I Can...</p> <p>explain the origins of the American educational system and Horace Mann’s campaign for free and compulsory public education.</p> <p>Discuss the goals of Susan B. Anthony and Elizabeth Cady Stanton as they lead the women’s right movement (suffrage) during the antebellum era.</p> <p>compare the Seneca Falls convention to the Declaration of Independence.</p> <p>analyze the goals and effects of the antebellum temperance movement.</p> <p>evaluate how religion shaped the antebellum reform movements.</p>	<p>U4.2 Regional and Economic Growth</p> <p>8 – U4.3.1 Explain the origins of the American education system and Horace Mann’s campaign for free compulsory public education. (C2)</p> <p>8 – U4.3.3 Analyze the antebellum women’s rights (and suffrage) movement by discussing the goals of its leaders (e.g., Susan B. Anthony and Elizabeth Cady Stanton) and comparing the Seneca Falls Resolution with the Declaration of Independence. (C2)</p> <p>8 – U4.3.4 Analyze the goals and effects of the antebellum temperance movement. (C2)</p> <p>8 – U4.3.5 Evaluate the role of religion in shaping antebellum reform movements. (C2)</p> <p>Common Core (Historical Literacy)</p> <p>I Can...</p> <p>Determine the meaning of specific history/social studies words and phrases in a text.</p> <p>Identify the manner in which information is presented in a text.</p> <p>Read and understand on my own, texts that are written for or are appropriate for my grade level.</p>

HUDSONVILLE MIDDLE SCHOOL COURSE FRAMEWORK



COURSE/SUBJECT

US History: Civil War

<p>KEY COURSE OBJECTIVES/ ENDURING UNDERSTANDINGS Important ideas and core processes</p>	<p>UNIT PACING Names of units and approximate pacing</p>	<p>UNIT LEARNING TARGETS By the end of the unit, students will be able to. . .</p>	<p>STANDARD Which standards (i.e. common core, MMC, etc.) does this address?</p>
<p>Vocabulary in Context Implementation of ELA standards through Mini Q's, primary/secondary sources. PBL learning model</p>	<p>Civil War (12 weeks)</p>	<p>I Can...</p> <p>compare and contrast the economic systems of the NE and South with regard to agriculture, industry, labor, and transportation</p> <p>compare and contrast the the political systems of the NE and South with regard to immigration and the growth of nativism (discriminating against immigrants and slaves).</p> <p>compare and contrast race and class relations in the NE and South and the economic and social views that lead to such stark differences.</p> <p>explain the economic reasons and moral beliefs for the institution of slavery in the South and resulting consequences of the institution.</p> <p>explain how John Brown and the armed resistance was a part of the abolitionist movement.</p> <p>discuss Harriet Tubman and the Underground Railroad was a key role in the abolitionist movement.</p> <p>explain Sojourner Truth, William Lloyd Garrison and Frederick Douglas actively participated in the abolitionist movement.</p> <p>describe the response of southerners and northerners to the abolitionist movement.</p> <p>compare free blacks, including escaped slaves, with free whites and enslaved people.</p> <p>describe why the Northwest Ordinance banned slavery.</p>	<p>U4.2 Regional and Economic Growth</p> <p>8 – U4.2.1 Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of</p> <ul style="list-style-type: none"> • agriculture, including changes in productivity, technology, supply and demand, and price • industry, including entrepreneurial development of new industries, such as textiles (E1.1) • the labor force including labor incentives and changes in labor forces (E1.2) • transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices (E1.2,1.3) • immigration and the growth of nativism • race relations • class relations <p>8 – U4.2.2 The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.</p> <p>U6 USHG ERA 6</p> <p>8 – U6.1.1 America at Century's End – Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in</p> <ul style="list-style-type: none"> • the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court's decision in Plessy v. Ferguson, and the response of African Americans • the policies toward American Indians, including removal, reservations, the Dawes Act of 1887, and the response of American Indians
<p>OVERARCHING/ESSENTIAL SKILLS OR QUESTIONS Ideas/skills that transcend discipline-specific learning</p>			
<p>What caused the Civil War?</p> <p>How did the Civil War affect the nation?</p> <p>Economically what was the impact of slavery?</p>			

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<p>Civil War</p>	<p>I Can...</p> <p>explain why Michigan did not have slavery.</p> <p>explain John Calhoun views on sectionalism, nationalism, federalism, and state rights as the union formed.</p> <p>explain Daniel Webster views on sectionalism, nationalism, federalism, and state rights as the union formed.</p> <p>explain Henry Clay views on sectionalism, nationalism, federalism, and state rights as the union formed.</p> <p>explain the Missouri Compromise (1820) and how it increased sectional tensions.</p> <p>explain the Wilmot Proviso (1846) and how it increased sectional tensions.</p> <p>explain the Compromise of 1850 including the Fugitive Slave Act and how it increased sectional tensions.</p> <p>explain the Kansas-Nebraska Act (1854) and how the continuing conflict in Kansas increased sectional tensions.</p> <p>explain the Dred Scott v. Sandford decision (1857) and how it increased sectional tensions.</p> <p>explain the end of the Whig party, the rise of the Republican party and how it increased sectional tensions.</p> <p>explain how the Democratic party divided and how it increased sectional tensions.</p>	<p>U5 USHG ERA 5 – CIVIL WAR</p> <p>8 – U5.1.1 Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples. (C2)</p> <p>8 – U5.1.2 Describe the role of the Northwest Ordinance and its effect on the banning of slavery (e.g., the establishment of Michigan as a free state).</p> <p>8 – U5.1.3 Describe the competing views of Calhoun, Webster, and Clay on the nature of the union among the states (e.g., sectionalism, nationalism, federalism, state rights). (C3)</p> <p>8 – U5.1.4 Describe how the following increased sectional tensions</p> <ul style="list-style-type: none"> • the Missouri Compromise (1820) • the Wilmot Proviso (1846) • the Compromise of 1850 including the Fugitive Slave Act • the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas • the Dred Scott v. Sandford decision (1857) • changes in the party system (e.g., the death of the Whig party, rise of the Republican party and division of the Democratic party) (C2; C3) (National Geography Standard 13, p. 169) <p>8 – U5.1.5 Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan’s role in the Underground Railroad) and effects of their actions before and during the Civil War. (C2)</p> <p>8 – U5.1.6 Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help explain the Civil War.</p>

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<p>Civil War</p>	<p>I Can...</p> <p>describe the geographic, demographic, economic and technological disadvantages the South had that lead to them losing the Civil War.</p> <p>show how Abraham Lincoln’s military and political leadership aided in his presidency.</p> <p>explain how and why the Emancipation Proclamation came about.</p> <p>explain the impact of the Emancipation Proclamation on the union.</p> <p>analyze how the Declaration of Independence influenced the writing of the Gettysburg Address.</p> <p>describe the role of African Americans in the Civil War.</p> <p>describe the increased resistance of the enslaved people during the Civil War.</p> <p>summarize the affects of the Civil War on soldiers and civilians.</p> <p>describe the role of women in the Civil War.</p> <p>describe how the Civil War changed the physical environment of the union and advanced technology uses in the military.</p>	<p>Common Core (Historical Literacy)</p> <p>I Can...</p> <p>Analyze primary and secondary source documents to draw a conclusion, by citing specific examples from the text(s).</p> <p>Summarize the main ideas or information of a primary and secondary source with respect to the context or topic of the document.</p> <p>Identify key steps in a history or social studies process as described in a text.</p> <p>Determine the meaning of specific history/social studies words and phrases in a text.</p> <p>Identify the manner in which information is presented in a text.</p> <p>Identify the parts of a text that reveal an author’s point of view or purpose.</p> <p>Tell the difference between a fact, an opinion and an argument that contains evidence.</p> <p>Read and understand on my own, texts that are written for or are appropriate for my grade level.</p> <p>Combine visual information with information in print to gain a deeper understanding of an issue.</p> <p>Use the tools of historical thinking to support or contradict how a primary source document and secondary are related to one another.</p>

UNIT PACING Names of units and approximate pacing	UNIT LEARNING TARGETS By the end of the unit, students will be able to . . .	STANDARD Which standards (i.e. common core, MMC, etc.) does this address?
Civil War	<p>I Can...</p> <p>compare and contrast the economic systems of the NE and South with regard to agriculture, industry, labor, and transportation</p> <p>compare and contrast the the political systems of the NE and South with regard to immigration and the growth of nativism (discriminating against immigrants and slaves).</p> <p>compare and contrast race and class relations in the NE and South and the economic and social views that lead to such stark differences.</p> <p>explain the economic reasons and moral beliefs for the institution of slavery in the South and resulting consequences of the institution.</p> <p>explain how John Brown and the armed resistance was a part of the abolitionist movement.</p> <p>discuss Harriet Tubman and the Underground Railroad was a key role in the abolitionist movement.</p> <p>explain Sojourner Truth, William Lloyd Garrison and Frederick Douglas actively participated in the abolitionist movement.</p> <p>describe the response of southerners and northerners to the abolitionist movement.</p> <p>compare free blacks, including escaped slaves, with free whites and enslaved people.</p> <p>describe why the Northwest Ordinance banned slavery.</p>	<p>U4.2 Regional and Economic Growth</p> <p>8 – U4.2.1 Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of</p> <ul style="list-style-type: none"> • agriculture, including changes in productivity, technology, supply and demand, and price • industry, including entrepreneurial development of new industries, such as textiles (E1.1) • the labor force including labor incentives and changes in labor forces (E1.2) • transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices (E1.2,1.3) • immigration and the growth of nativism • race relations • class relations <p>8 – U4.2.2 The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.</p> <p>U6 USHG ERA 6</p> <p>8 – U6.1.1 America at Century’s End – Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in</p> <ul style="list-style-type: none"> • the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court’s decision in Plessy v. Ferguson, and the response of African Americans • the policies toward American Indians, including removal, reservations, the Dawes Act of 1887, and the response of American Indians

HUDSONVILLE MIDDLE SCHOOL COURSE FRAMEWORK



COURSE/SUBJECT

US History: Reconstruction

<p>KEY COURSE OBJECTIVES/ ENDURING UNDERSTANDINGS Important ideas and core processes</p>	<p>UNIT PACING Names of units and approximate pacing</p>	<p>UNIT LEARNING TARGETS By the end of the unit, students will be able to . . .</p>	<p>STANDARD Which standards (i.e. common core, MMC, etc.) does this address?</p>
<p>Vocabulary in Context Implementation of ELA standards through Mini Q's, primary/secondary sources. PBL learning model</p>	<p>Reconstruction (2 weeks)</p>	<p>I Can...</p> <p>describe the affects of reconstruction on Southern society and the nation.</p> <p>discuss the impact of President Abraham Lincoln's and President Andrew Jackson's actions during their presidencies lead to how reconstruction was handled in the South.</p> <p>describe the impact on Republicans and African Americans during reconstruction.</p> <p>describe the policies of the Freedman's Bureau.</p> <p>describe racial segregation and the Black Codes as they restricted rights and opportunities of freedman.</p> <p>describe the new role of African Americans in local, state, and federal government.</p> <p>describe the resistance of the Southern whites and the rise of the Ku Klux Klan.</p> <p>analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments of the Constitution.</p> <p>explain the decision to remove Union troops in 1877 and how it impacted America.</p>	<p>U5.3 Reconstruction</p> <p>8 – U5.3.1 Describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, and African Americans.</p> <p>8 – U5.3.2 Describe the early responses to the end of the Civil War by describing the</p> <ul style="list-style-type: none"> • policies of the Freedmen's Bureau (E2.2) • restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes (C2, C5) <p>8 – U5.3.3 Describe the new role of African Americans in local, state and federal government in the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux Klan. (C2, C5) (National Geography Standard 10, p. 162)</p> <p>8 – U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.</p> <p>8 – U5.3.5 Explain the decision to remove Union troops in 1877 and describe its impact on Americans.</p> <p>Common Core (Historical Literacy)</p> <p>I Can...</p> <p>Summarize the main ideas or information of a primary and secondary source with respect to the context or topic of the document.</p> <p>Identify key steps in a history or social studies process as described in a text.</p> <p>Tell the difference between a fact, an opinion and an argument that contains evidence.</p>
<p>OVERARCHING/ESSENTIAL SKILLS OR QUESTIONS Ideas/skills that transcend discipline-specific learning</p>			
<p>North or South: Who killed Reconstruction?</p> <p>How did immigration impact post-Civil War America?</p>			

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<p>Reconstruction (2 weeks)</p>	<p>I Can...</p> <p>describe the affects of reconstruction on Southern society and the nation.</p> <p>discuss the impact of President Abraham Lincoln’s and President Andrew Jackson’s actions during their presidencies lead to how reconstruction was handled in the South.</p> <p>describe the impact on Republicans and African Americans during reconstruction.</p> <p>describe the policies of the Freedman’s Bureau.</p> <p>describe racial segregation and the Black Codes as they restricted rights and opportunities of freedman.</p> <p>describe the new role of African Americans in local, state, and federal government.</p> <p>describe the resistance of the Southern whites and the rise of the Ku Klux Klan.</p> <p>analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments of the Constitution.</p> <p>explain the decision to remove Union troops in 1877 and how it impacted America.</p>	<p>U6 USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870-1930)</p> <p>8 – U6.2.1 United States History Investigation Topic and Issue Analysis, Past and Present – Use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings (e.g., oral, visual, video, or electronic presentation, persuasive essay, or research paper); include causes and consequences of the historical action and predict possible consequences of the contemporary action. (National Geography Standards 9 and 10, pp. 160 and 162)</p>