

Comal ISD
8th Grade College and Career Readiness U.S. History
Scope and Sequence-2011-2012
49 Days

Fourth Quarter (Unit 10 – A Nation Divided; Unit 11 – Civil War; Unit 12 – Reconstruction; Unit 13 – Beyond Reconstruction) ***READINESS STANDARDS BOLDED/UNDERLINED**

Concept	Foundational Topic	TEKS Statement	Specificity	Reporting Categories	Resources Textbook (TB), Technology (TA), Other (OT)	Time Allotment
<p>The STAAR Test for Social Studies is the first social studies test students will take. Each 8th Grade Teacher is responsible for the scores of their students. The 8th Grade Social Studies STAAR Test covers the TEKS for the entire year from Colonization to the Civil War and Reconstruction. Most teachers find it necessary to leave a week OR two for review. *Since STAAR is new there will be little canned review material. *Using Higher level TAKS questions will still be beneficial. There will be time remaining in the school year after STAAR. This period is best used to explore the Civil War in more depth, to work on project based lessons, prepare for second semester exams, and review for 9th Grade World Geography.</p>					<p>Super 130 History Facts, with quizzes and test.</p> <p>*TAKS Packs—Released TAKS questions broken down by era’s.</p> <p>*TEA TEKS study Guide questions broken down by eras.</p> <p>*TAKS Quizzes broken down by subject matter.</p> <p>*Study Island</p>	10
History	The student understands traditional historical points of reference in U.S. history through 1877.	<p><u>8.1 (A) identify the major eras and events in U.S. history through 1877, including colonization, revolution, drafting of the Declaration of Independence, creation and ratification of the Constitution, religious revivals such as the Second Great Awakening, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects.</u></p>	Identify the Civil War era and explain the reasons for sectionalism, causes and effects of the war and Reconstruction.	1		2

**CISD 8th Grade C.C.R. U.S. History
Scope and Sequence 2011-2012**

Concept	Foundational Topic	TEKS Statement	Specificity	Reporting Categories	Resources Textbook (TB), Technology (TA), Other (OT)	Time Allotment
Geography	The student understands the location and characteristics of places and regions of the United States, past and present.	<u>8.10 (C) analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States.</u>	Will be able to explain how geography dictated an Industrial North and an agricultural South during the Antebellum period.	2		2
History	The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War.	8.7 (B) Compare the effects of political, economic, and social factors on slaves and free blacks 8.7 (C) Analyze the impact of slavery on different sections of the United States	Identify & explain the purpose of the Wilmot Proviso. Define sectionalism. Analyze how divisions over the question of slavery and its expansion divided the Northern and Southern regions of the U.S. Define popular sovereignty.	1	TB: Call To Freedom: Holt – Ch 18, Sec5. pp. 550-553. OT: Adventure Tales of America: Vol. 1, pp. 272-274 and pp. 296.	2
Geography	The student understands the location and characteristics of places and regions of the United States, past and present.	8.10 (A) Locate places and regions of importance in the United States during the 17 th , 18th and 19th centuries.	Locate the political boundaries of the Mexican Cession, the State of California, and the Oregon Country on a map.	2	TB: Call To Freedom: Holt – Ch 10, Sec5. pp. 319-326. OT: Adventure Tales of America: Vol. 1, pp. 272-274 OT: Compromise of 1850 PPT OT: Nystrom map pp. 55, 60-61	4

**CISD 8th Grade C.C.R. U.S. History
Scope and Sequence 2011-2012**

Concept	Foundational Topic	TEKS Statement	Specificity	Reporting Categories	Resources Textbook (TB), Technology (TA), Other (OT)	Time Allotment
History	The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War.	8.7 (D) Identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the roles of John Quincy Adams, John C. Calhoun, Henry Clay, and Daniel Webster.	<p>Compare and contrast the Compromise of 1850 with the Missouri Compromise of 1820.</p> <p>Define Compromise.</p> <p>Analyze the roles of John C. Calhoun, Henry Clay, and Daniel Webster in the Compromise of 1850.</p> <p>Identify the parts of the Compromise of 1850, including: 1) California entering the Union as a free state; 2) the issue of slavery and popular sovereignty; 3) the end of the slave trade in Washington DC; and 4) the impact of a new and stronger Fugitive Slave Act on different sections of the country.</p>	1		
Citizenship	The student understands the importance of the expression of different points of view in a democratic society.	8.22 (A) Identify different points of view of political parties and interest groups on important historical and contemporary issues.	Analyze the reaction of Abolitionist to the Fugitive Slave Act, including the reaction of both the Northern and Southern regions of the U.S.	3	TB: Call To Freedom: Holt – pp.556-558. OT: Adventure Tales of America: Vol. 1, pp. 272-274, 2996-297 OT: Road to Secession PPT (CPS)	2

**CISD 8th Grade C.C.R. U.S. History
Scope and Sequence 2011-2012**

Concept	Foundational Topic	TEKS Statement	Specificity	Reporting Categories	Resources Textbook (TB), Technology (TA), Other (OT)	Time Allotment
Culture	The student understands the relationship between the arts and the times during which they were created.	<p>8.26 (A) Describe developments in art, music, literature, that are unique to American Culture such as the Hudson River School artists, John James Audubon, Battle Hymn of the Republic, transcendentalism, and the other cultural activities in the history of the United.</p> <p>8.26 (B) Identify examples of American art, music, and literature that reflect society in different eras.</p> <p>8.26 (C) Identify examples of American art, music, and literature that transcend American culture and convey universal themes.</p>	<p>Identify Harriet Beecher Stowe as the author of Uncle Tom’ Cabin and regional reactions to the book.</p> <p>Analyze the impact of Uncle Tom’s Cabin on anti-slavery sentiments.</p>	2		
History	The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War.	8.7 (D) Compare the provisions and effects of congressional conflicts and compromises prior to the Civil War, including the roles of John C. Calhoun, Henry Clay, and Daniel Webster.	<p>Compare and contrast maps of the Compromise of 1850 with the Kansas-Nebraska Act.</p> <p>Identify Franklin Pierce as the winner of the Presidential election of 1852</p> <p>Analyze what is meant by “Bleeding Kansas” and identify the roles of Stephen Douglas and John Brown.</p> <p>Explain the “Caning of Sumner.”</p>	1	<p>TB: Call To Freedom: Holt – pp.559-563.</p> <p>OT: Adventure Tales of America: Vol. 1, pp. 297-298</p> <p>OT: Compare and Contrast Maps on Missouri Compromise and the Kansas-Nebraska Act.</p> <p>OT: Nystrom map pp. 60-61</p>	3

**CISD 8th Grade C.C.R. U.S. History
Scope and Sequence 2011-2012**

Concept	Foundational Topic	TEKS Statement	Specificity	Reporting Categories	Resources Textbook (TB), Technology (TA), Other (OT)	Time Allotment
Government	The student understands the impact of landmark Supreme Court cases.	8.18 (C) Evaluate the impact of selected landmark Supreme Court decisions including Dred Scott v. Sandford on life in the United States.	Analyze & explain the importance of Dred Scott v. Sandford, including an analysis of how the decision was received in both the Northern and Southern regions of the U.S. Identify Roger B. Taney	3	TB: Call To Freedom: Holt – Chapter 18 pp.566 & R11. OT: Adventure Tales of America: Vol. 1, pp. 298	2
Citizenship	The student understands the importance of the expression of different points of view in a constitutional republic.	8.21(A) Identify different points of view of political parties and interest groups on important historical and contemporary issues.	Identify the founding of the Republican Party as a party opposed to the spread of slavery. Identify James Buchanan as the winner of the Presidential election of 1856. Analyze the impact of the Lincoln-Douglas debates on the debate over slavery and the effect of the debates on the career of Abraham Lincoln. Explain the Freeport Doctrine in regards to popular sovereignty.	3	TB: Call To Freedom: Holt – Chapter 18 pp.564-568 OT: Adventure Tales of America: Vol. 1, pp. 298-299	1

**CISD 8th Grade C.C.R. U.S. History
Scope and Sequence 2011-2012**

Concept	Foundational Topic	TEKS Statement	Specificity	Reporting Categories	Resources Textbook (TB), Technology (TA), Other (OT)	Time Allotment
History	The student understands traditional historical points of reference in U.S. History through 1877.	<p>8.1 (C) Explain the significance of the following dates: 1607, 1620, 1776, 1787, 1803, and 1861-1865.</p> <p>8.1(B) Apply absolute and relative chronology through the sequencing of significant events and time periods.</p>	Identify the period 1861-1865 as the Civil War.		<p>TB: Call to Freedom: Holt – Chapter 18 & 19 p. 550-607</p> <p>OT: Adventure Tales of America: Section 21</p> <p>OT: Events Leading to Secession PowerPoint (w/notes) (see ETR folder on P: drive)</p>	3
History	The student understands individuals, issues, and events of the Civil War.	8.8 (A) Explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln and heroes such as congressional Medal of Honor recipients William Carney and Philip Bazaar.	<p>Identify Jefferson Davis as the President of the Confederate States of America.</p> <p>Identify Abraham Lincoln as the President of the United States during the Civil War</p> <p>Identify General Ulysses S. Grant as the Commander of the Union Army at the end of the Civil War.</p> <p>Identify Robert E. Lee as the Commander of the Confederate Army at the end of the Civil War.</p>	1		

**CISD 8th Grade C.C.R. U.S. History
Scope and Sequence 2011-2012**

Concept	Foundational Topic	TEKS Statement	Specificity	Reporting Categories	Resources Textbook (TB), Technology (TA), Other (OT)	Time Allotment
History	The student understands individuals, issues, and events of the Civil War.	<u>8.8 (B) Explain the causes of the Civil War including sectionalism, states' rights, and slavery, and the significant events of the Civil War, including the firing on Fort Sumter, the battles of Antietam, Gettysburg and Vicksburg, the announcement of the Emancipation Proclamation, Lee's surrender at Appomattox Court House and the assassination of Lincoln.</u>	<p>Identify Ft. Sumter as the first battle of the Civil War.</p> <p>Identify Antietam as the bloodiest day in the Civil War and examine the battles role in the Emancipation Proclamation.</p> <p>Identify the Emancipation Proclamation as a document that "freed" the slaves in those areas in rebellion to the Union.</p> <p>Analyze the Battles of Gettysburg and Vicksburg and examine why they were a turning point in the war.</p> <p>Identify Appomattox Court House as the location of Lee's surrender to Grant and the effective end of the Civil War.</p> <p>Identify Ford's Theater and John Wilkes Booth and their roles in the Lincoln Assassination.</p>	1	<p>TB: Call to Freedom: Holt – Chapter 18 & 19 p. 550-607</p> <p>OT: Adventure Tales of America: Section 21</p> <p>OT: Civil War PowerPoint (see ETR folder on P: drive)</p>	3

**CISD 8th Grade C.C.R. U.S. History
Scope and Sequence 2011-2012**

Concept	Foundational Topic	TEKS Statement	Specificity	Reporting Categories	Resources Textbook (TB), Technology (TA), Other (OT)	Time Allotment
Citizenship	The student understands the importance of effective leadership in a constitutional republic.	8.22 (B) describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, James Monroe, Stonewall Jackson, Susan B. Anthony and Elizabeth Cady Stanton.	Describe the contributions of Frederick Douglas during the Civil War including his push for African-Americans to fight and for Lincoln to emancipate the slaves.	3	TB: Call to Freedom: Holt – Chapter 18 & 19 p. 596, OT: Adventure Tales of America: Section 21 OT: Events Leading to Secession PowerPoint (see ETR Folder on P: drive) OT: The movie “Glory” and corresponding lessons	1
History	The student understands individuals, issues, and events of the Civil War.	8.8 (C) Analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address and contrast them with the ideas contained in Jefferson Davis's inaugural address.	Evaluate Lincoln's idea that no one state can separate from the Union in his 1 st Inaugural Address. Analyze the Gettysburg Address and Lincoln's ideas on the founding of this nation being based on liberty and equality.	1	TB: Call to Freedom: Holt –pp. 581,607, & 621. OT: Adventure Tales of America: Section 20, pp. 275-294, 301, 313, 315.	2
Citizenship	The student understands the importance of effective leadership in a constitutional republic.	8.22 (A) Analyze the leadership qualities of elected and appointed leaders of the U.S. such as Abraham Lincoln,	Evaluate Lincoln's ideas on binding the nation's wounds and come together for a lasting peace in his 2 nd Inaugural Address.	3		
Government	The student understands the process of changing the U.S. Constitution and the impact of amendments on American society.	<u>8.16 (B) Describe the impact of 19th-century amendments including the 13th, 14th, and 15th amendments on life in the United States</u>	Analyze the significance of the 13 th , 14 th , and 15 th amendments and the effects they had on African Americans. Identify the 13 th Amendment as freeing the slaves.	3	TB: Call to Freedom: Holt – Chapter 20 p. 620-632 OT: Adventure Tales of America: Section 22	2

**CISD 8th Grade C.C.R. U.S. History
Scope and Sequence 2011-2012**

Concept	Foundational Topic	TEKS Statement	Specificity	Reporting Categories	Resources Textbook (TB), Technology (TA), Other (OT)	Time Allotment
			Identify the 14 th Amendment as guaranteeing the rights of citizenship. Identify the 15 th Amendment as guaranteeing the right to vote for African-Americans			
History	The student understands the effects of Reconstruction on the political, economic, and social life of the nation.	8.9 (A) Evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments.	Define Reconstruction as a rebuilding of the Union and bringing the Confederate States back into the Union. Identify the purpose of the Freedmen's Bureau to provide relief for poor people and promote education.	1	TB: Call to Freedom: Holt – Chapter 20 p. 618-645 OT: Adventure Tales of America: Section 22	2
History	The student understands the effects of Reconstruction on the political, economic, and social life of the nation.	8.9 (B) Evaluate the impact of the election of Hiram Rhodes Revels.	Analyze the conflict between Presidential Reconstruction and			

**CISD 8th Grade C.C.R. U.S. History
Scope and Sequence 2011-2012**

Concept	Foundational Topic	TEKS Statement	Specificity	Reporting Categories	Resources Textbook (TB), Technology (TA), Other (OT)	Time Allotment
History	The student understands the effects of Reconstruction on the political, economic, and social life of the nation.	<u>8.9 (C) Explain the economic, political and social problems that faced the South during Reconstruction and evaluate their impact on different groups.</u>	<p>Congressional (Radical) Reconstruction.</p> <p>Identify the Black Codes as laws designed to limit the freedom of African Americans.</p> <p>Identify the Civil Rights Act of 1866 as providing African Americans their rights as citizens</p> <p>Identify Congresses' takeover of Reconstruction through the Reconstruction Act of 1867.</p> <p>Identify Ulysses S. Grant as the winner for President in 1868.</p>	1		2
History	The student understands the effects of Reconstruction on the political, economic, and social life of the nation.	8.9 (D) identify the effects of legislative acts such as the Homestead Act, the Dawes Act, and the Morrill Act.	Explain impact of various Reconstruction Acts	1		2

**CISD 8th Grade C.C.R. U.S. History
Scope and Sequence 2011-2012**

Concept	Foundational Topic	TEKS Statement	Specificity	Reporting Categories	Resources Textbook (TB), Technology (TA), Other (OT)	Time Allotment
Culture	The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries.	8.23 (D) Analyze the contributions of people of various racial, ethnic, and religious groups to our national identity	<p>Evaluate sharecropping effect on poor Whites and African Americans.</p> <p>Identify the purpose for the Klu Klux Klan as opposing civil rights for Africans, often through violent means.</p> <p>Define Jim Crow laws as laws that legalize the separation of the races.</p> <p>Analyze the Supreme Court case of Plessy v. Ferguson of 1896 as upholding segregation of the races as legal if “separate-but-equal” facilities were provided.</p> <p>Identify Supreme Court case of Brown v. Board of Education as overturning Plessy v. Ferguson in 1954.</p>	2	TB: Call to Freedom: Holt – Chapter 20 p. 633-645 OT: Adventure Tales of America: Section 22, p 318-324	3
Social studies skills	The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.	8.29 (I) create thematic maps, graphs, charts, models, and databases representing various aspects of the United States.	Map and locate the continents of the world.	Embedded	OT: Nystrom Atlas of U.S. History map pp. 12-13	1