



2020 - 2021 Year-at-a-Glance Snapshot Grade 8th US History

1 Unit 1: The Development of Constitutional Democracy (8-5-2020 to 10-15-2020)

Topic: Chapter 2 Colonial America

Lesson	Title/Subtitle	Standards	Additional Notes	Related Supplemental Work & Enrichment Activities
#1	Roanoke and Jamestown	8.1.2. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights").	Survey the significant developments of the colonial era; the creation of a colonial economy based on agriculture, commerce, and small-scale manufacturing; and the persistence of the regional differences in the British North Atlantic Colonies.	<p style="margin: 0;">Students will participate in Near pod lessons, Guided reading from the textbook, frayer model vocabulary, Edpuzzle, Padlet discussion boards, graphic organizers, Google Forms, Google Slides, Flipgrids, quizzes, and tests throughout the chapter.</p>
#2	The New England Colonies	8.2.1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.	Survey the significant developments of the colonial era; the creation of colonial economy based on agriculture, commerce, and small-scale manufacturing; and the persistence of the regional differences in the British North Atlantic Colonies	
#3	The Middle Colonies	8.2.1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.	Survey the significant developments of the colonial era; the creation of colonial economy based on agriculture, commerce, and small-scale manufacturing; and the persistence of the regional	

			differences in the British North Atlantic Colonies	
#4	The Southern Colonies	8.2.1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.	Survey the significant developments of the colonial era; the creation of colonial economy based on agriculture, commerce, and small-scale manufacturing; and the persistence of the regional differences in the British North Atlantic Colonies	
#5	An American Identity Grows	8.1. 1 Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.	Read excerpts from primary source documents, such as sermons by George Whitefield and Jonathan Edwards in order to demonstrate how the Great Awakening influenced the development of revolutionary fervor and morality.	

Topic: Chapter 3 The Spirit of Independence

Lesson	Title/Subtitle	Standards	Additional Notes	Related Supplemental Work & Enrichment Activities
1	Rivalry in North America	8.1.4. Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.	Consider the impact of the Seven Years' War (French and Indian War) on the colonists feelings toward the British crown.	Students will participate in Near pod lessons, Guided reading from the textbook, frayer model vocabulary, Edpuzzle, Padlet discussion boards, graphic organizers, Google Forms, Google Slides, Flipgrids, quizzes, and tests throughout the
2	No Taxation No Representation	8.1.2. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights").	Investigate why British actions were considered to be unreasonable by the colonists and how the imposition of British law came to be viewed as increasingly oppressive and fueled colonial resentment and helped establish the new American consciousness.	

3	Uniting the Colonist	8.1.4. Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.	Study how Thomas Paine and the Committees of Correspondence communicated the idea of a new American identity.	Chapter.
4	A Call to Arms	8.1.3. Analyze how the American Revolution affected other nations, especially France.	Investigate why British actions were considered to be unreasonable by the colonists and how the imposition of British law came to be viewed as increasingly oppressive and fueled colonial resentment and helped establish the new American consciousness.	
5	Declaring Independence	8.1.2. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights").	Analyze the Declaration of Independence	

Topic:Chapter 4-The American Revolution

Lesson	Title/Subtitle	Standards	Additional Notes	Related Supplemental Work & Enrichment Activities
1	The War For Independence	8.1.3. Analyze how the American Revolution affected other nations, especially France. 8.1.4. Describe the nation's blend of civic republicanism, classical	Briefly survey the major turning points in the war, its key leaders, people that fought in it, and how the war touched the lives of nearly everyone in the colonies.	Students will participate in Near pod lessons, Guided reading from the

		liberal principles, and English parliamentary traditions.		textbook,frayer model vocabulary, Edpuzzle, Padlet discussion boards, graphic organizers, Google Forms, Google Slides, Flipgrids, WeVideo, quizzes, and tests throughout the chapter.
2	The War Continues	8.1.3. Analyze how the American Revolution affected other nations, especially France. 8.1.4. Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.	Trace the roles of key leaders in the war and explore how they went on to lead the new nation: Washington, Jefferson, Franklin, Adams, Madison, Hamilton.	
3	Battlegrounds Shift	8.1.3. Analyze how the American Revolution affected other nations, especially France. 8.1.4. Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.	Discuss how the principles of the American Revolution (e.g., natural rights of freedom, opportunity for democracy) motivated African Americans--both free and unfree-to try and secure those principles for all by their service in the war.	
4	The Final Years	8.1.3. Analyze how the American Revolution affected other nations, especially France. 8.1.4. Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.	Have students consider the perspectives of those that did not serve in either the Continental or British armies	
Lesson	Title/Subtitle	Standards	Additional Notes	Related Supplemental Work & Enrichment Activities
1	The Articles of Confederation	8.3.2. Explain how the ordinances of 1785 and 1787 privatized national	Review and synthesize the context of historical documents that influenced	Students will participate in Near pod lessons, Guided

		resources and transferred federally owned lands into private holdings, townships, and states.	the Framers of the Constitution such as the Magna Carta, the English Bill of Rights of 1689, the Mayflower Compact, the Virginia House of Burgesses, and New England town hall meetings	reading from the textbook,frayer model vocabulary, Edpuzzle, Padlet discussion boards, graphic organizers, Google Forms, Google Slides, Flipgrids, WeVideo, quizzes, and tests throughout the chapter.
2	Forging a New Constitution	8.3.5. Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebellion).	Explain the multiple attempts it took to establish a strong central government and the challenges involved. Discuss strengths and weaknesses of the Articles of Confederation and how they were highlighted in Shays's Rebellion	
3	A New Plan of Government	8.3.6. Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).	Understand the process by which the Constitution was created during the Constitutional Convention and the resulting compromises (3/5 Compromise, Great Compromise, Importation Clause, etc)	

2

Unit #2: Envisioning a New America(10-16-2020 through12-18-2020)

Topic: The Constitution

Lesson	Title/Subtitle	Standards	Additional Notes	Related Supplemental Work & Enrichment Activities
1	Principles of the Constitution	8.2.6. Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.	Recognize the great achievements of the Constitution: -Republican form of government -Checks and Balances -Separation of powers -Three branches of government -Bill of Rights -The amendment process	Students will participate in Near pod lessons, Guided reading from the textbook,frayer model vocabulary, Edpuzzle, Padlet discussion boards, graphic organizers, Google Forms, Google Slides, Flipgrids, WeVideo quizzes, and tests throughout the chapter.
2	Government and the People	8.2.7. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.	Consider civil liberties outlined in Bill of Rights (Past and Current conditions) -Debate between Federalists vs. Antifederalists -Study the impact of liberties, religious and political, and important to citizen groups and how liberties have come to be defined and practiced over time, starting with Marbury vs. Madison's establishment for the judiciary's role in their protection, and in more current decision on a variety of topics that reinforce student understanding of the individual rights, engage them in topics of real interest, and deepen their appreciation for the Bill of	

Rights' relevance in modern day.

Topic: Chapter 7- The Federalist Era

Lesson	Title/Subtitle	Standards	Additional Notes	Related Supplemental Work & Enrichment Activities
1	The First President	8.3.2 Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.	Using shadow outlines of Hamilton and Jefferson's profiles, students can design a "historical head" to distinguish between the two founders' perspective on the role of the government.	Students will participate in Near pod lessons, Guided reading from the textbook, frayer model vocabulary, Edpuzzle, Padlet discussion boards, graphic organizers, Google Forms, Google Slides, Flipgrids, WeVideo, quizzes, and tests throughout the chapter.
2	The Early Challenges	8.4.1 Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.	Examine fundamental challenges to US authority and legitimacy such as the Whiskey Rebellion as well as the nation's viability on the international stage	
3	The First Political Parties	8.3.4 Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).	Compare the different perspectives of the new nation's leaders like Washington, Adams, Jefferson, Madison, and Hamilton who faced enormous challenges in trying to determine the political structure of the country	

Topic: Chapter 8- The Jefferson Era

Lesson	Title/Subtitle	Standards	Additional Notes	Related Supplemental Work & Enrichment Activities
1	A New Party in Power	8.3.4 Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).	An in-depth comparison of both Thomas Jefferson and Alexander Hamilton to give insight into the development of a two-party system.	Students will participate in Near pod lessons, Guided reading from the textbook, frayer model vocabulary, Edpuzzle, Padlet discussion boards, graphic organizers, Google Forms, Google Slides, Flipgrids, WeVideo, quizzes, and tests throughout the chapter.
2	The Louisiana Purchase	8.3.2 Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.	Explore the constitutionality of the Louisiana Purchase relating it back to the debate of strict versus loose construction interpretation of the Constitution.	
3	A Time of Conflict	8.5.3 Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.	Explore the Causes of the War of 1812	
4	The War of 1812	8.5.1 Understand the political and economic causes and consequences of the War of 1812 and know the major battles,	Review and discuss the consequences of the War of 1812	

		leaders, and events that led to a final peace.		
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3 Unit #3: The Divergent Paths of the American People: 1800-1850(1-11-2021 through 3-15-2021)

Topic: Chapter 9- Growth and Expansion

Lesson	Title/Subtitle	Standards	Additional Notes	Related Supplemental Work & Enrichment Activities
1	A Growing Economy	Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).	Compare the regions in terms of commercial development, sources of wealth, natural resources, political agendas, religious and ethnic diversity, infrastructure, population density, and eventually slavery.	Students will participate in Near pod lessons, Guided reading from the textbook, frayer model vocabulary, Edpuzzle, Padlet discussion boards, graphic organizers, Google Forms, Google Slides, Flipgrids, WeVideo, quizzes, and tests throughout the chapter.
2	Moving West	Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).	Describing the interconnectedness of regions was made possible by the market revolution.	
3	Unity and Sectionalism	8.5.2 Know the changing boundaries of the United States and	Examine the extent of the role of the federal	

		describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War	government in creating a national infrastructure	
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Topic: Chapter 10- The Jackson Era

Lesson	Title/Subtitle	Standards	Additional Notes	Related Supplemental Work & Enrichment Activities
1	Jacksonian Democracy	8.4.3 Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).	Analyze Jacksonian Democracy in terms of its supporters and limitations	Students will participate in Near pod lessons, Guided reading from the textbook, frayer model vocabulary, Edpuzzle, Padlet discussion boards, graphic organizers, Google Forms, Google Slides, Flipgrids, WeVideo, quizzes, and tests throughout the chapter.
2	Conflicts Over Land	8.5.3 Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.	Consider Jackson's Spoils System, veto of the National Bank, policy of Indian removal, and opposition to the Supreme Court.	

3	Jackson and the Bank	8.4.3 Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).	Jackson's legacy in order to evaluate his reputation as a hero for common people.	

Topic: Chapter 11-Manifest Destiny

Lesson	Title/Subtitle	Standards	Additional Notes	Related Supplemental Work & Enrichment Activities
1	The Oregon Country	8.8.2. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.	Study how the term the "frontier" affected American settlement and development in the West.	Students will participate in Near pod lessons, Guided reading from the textbook, frayer model vocabulary, Edpuzzle, Padlet discussion boards, graphic organizers, Google Forms, Google Slides, Flipgrids, WeVideo, quizzes, and tests throughout the chapter.
2	Statehood for Florida and Texas	8.8.5 Discuss Mexican settlements and their locations,	Explore the settlement of Americans in northern Mexico and	

		cultural traditions, attitudes toward slavery, land-grant system, and economies..	their actions to establish the Republic of Texas.	
3	War With Mexico	8.8.6 Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on lives of Americans, including Mexican-Americans today	Study the Treaty of Guadalupe Hidalgo and the California Constitution of 1849 and their effects on the lives of Mexicans living within the new United States borders.	
4	California and Utah	8.9.4. Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850	Examine examples of frontier settings where men far outnumbered women because of the gold rush and western military life, and for this and many reasons, people lived less conventional lives.	

Topic: Chapter 12- North and South

Lesson	Title/Subtitle	Standards	Additional Notes	Related Supplemental Work & Enrichment Activities
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1	The Industrial North	8.6.1. Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).	Explain how industrialization touched nearly every component of American life, (changes in manufacturing, transportation, mining, communications, and agriculture)	Students will participate in Near pod lessons, Guided reading from the textbook,frayer model vocabulary, Edpuzzle, Padlet discussion boards, graphic organizers, Google Forms, Google Slides, Flipgrids, WeVideo, quizzes, and tests throughout the chapter.
2	People of the North	8.6.3. List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).	Study how as family economy gave way to industrial production, middle-class women devoted themselves to the home and family while men went out to work	
3	Southern Cotton Kingdom	8.7.1. Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton	Recognize that a plantation economy depended upon a system of slave labor to harvest such cash crops as cotton, rice, sugarcane, and	

		and the cotton gin.	tobacco.	
4	People of the South	8.7.2. Trace the origins and development of slavery; its effects on black Americans and on the region's political, social religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).	Explain the effects of African-American slavery on the South's political, social, and economic and social development.	

Topic: Chapter 13- The Spirit of Reform

Lesson	Title/Subtitle	Standards	Additional Notes	Related Supplemental Work & Enrichment Activities
1	Social Reform	8.6.5. Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in	Explore campaigns to reform hospitals, mental institutions, and prisons by studying the reformers.	Students will participate in Near pod lessons, Guided reading from the textbook, frayer model vocabulary, Edpuzzle, Padlet discussion boards, graphic

		American culture.		organizers, Google Forms, Google Slides, Flipgrids, WeVideo, quizzes, and tests throughout the chapter.
2	The Abolitionist	8.6.4. Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.	Explore the significance of Charles Finney, (the Second Great Awakening) inspiring religious zeal and social reforms, such as equal education for women and African Americans, and the support for the abolitionist movement.	
3	The Women's Movement	8.6.6. Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).	Review the legal and economic status of women and learn about the major impetus given to the women's rights movement by leaders such as Susan B. Anthony and Elizabeth Cady Stanton.	

4

Unit #4: The Causes, Course, and Consequences of the Civil War(3-16-2021 through 5-1-2021)

Topic: Chapter 14- Toward Civil War

Lesson	Title/Subtitle	Standards	Additional Notes	Related Supplemental Work & Enrichment Activities
1	The Search for Compromise	8.9.4 Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.	Review the compromises that forestalled the separation of the Union in the first half of the nineteenth century	Students will participate in Near pod lessons, Guided reading from the textbook, frayer model vocabulary, Edpuzzle, Padlet discussion boards, graphic organizers, Google Forms, Google Slides, Flipgrids, WeVideo, quizzes, and test throughout the chapter.
2	Challenges to Slavery	8.9.5 Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the Dred Scott v. Sandford decision (1857), and the Lincoln-Douglas debates (1858).	Understand the causes and effects of the following important markers in determining how slavery had become the key problem dividing political leaders <ul style="list-style-type: none"> ○ Wilmot Proviso, Compromise of 1850, Kansas-Nebraska Act, Lincoln-Douglas debates, John Brown's raid on Harper's Ferry ○ Dred Scott case 	
3	Secession and War	8.9.5 Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska	Chart these developments in the years leading up to the Civil War <ul style="list-style-type: none"> ○ How the issue of slavery was at the root of each event ○ How political 	

		Act (1854), the Dred Scott v. Sandford decision (1857), and the Lincoln-Douglas debates (1858).	leaders sought to avoid war at all costs	
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Topic: Chapter 15- The Civil War

Lesson	Title/Subtitle	Standards	Additional Notes	Related Supplemental Work & Enrichment Activities
1	The Two Sides	8.10.2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.	Understand at the outset of the war, the North and the South each had different advantages, disadvantages and strategies.	Students will participate in Near pod lessons, Guided reading from the textbook, frayer model vocabulary, Edpuzzle, Padlet discussion boards, graphic organizers, Google Forms, Google Slides, Flipgrids, WeVideo, quizzes, and tests throughout the chapter.
2	Early Years of the War	8.10.4. Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).	Understand how individual battles affected the course of the war. Fort Sumter, Bull Run 1 & 2, Antietam, Vicksburg, and Gettysburg	
3	Life During the Civil War	8.10.7. Explain how the war affected combatants, civilians, the physical environment, and future warfare.	Students use a variety of primary sources to examine the human meaning of the war in the lives of soldiers, free African Americans, slaves, women, and others.	

4	The Strain of War	8.10.5. Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.	Understand how individual battles reflected broader patterns or struggles of the war.	
5	The War's Final Stages	8.10.6. Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.	Understand that the purpose of the war changed as it was being fought.	

Topic: Chapter 16- The Reconstruction Era

Lesson	Title/Subtitle	Standards	Additional Notes	Related Supplemental Work & Enrichment
1	Planning Reconstruction	8.11.3. Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.	Students should understand Reconstruction was temporary and employ cause-and-effect of the 1872 Amnesty Act and the fateful election of the 1876, followed by the prompt withdrawal of federal troops from the South	Students will participate in Near pod lessons, Guided reading from the textbook, frayer model vocabulary, Edpuzzle, Padlet discussion boards, graphic organizers, Google Forms, Google Slides, Flipgrids, WeVideo, quizzes,
2	The Radicals Take Control	8.11.5. Understand the Thirteenth, Fourteenth,	Analyze events during and after Reconstruction	

		and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.	raised and then dashed the hopes of African Americans to achieve full equality and undermined the intent of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.	and tests throughout the chapter.
3	The South During Reconstruction	8.11.1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.	Consider the economic and social changes that came with the end of slavery and how African Americans obtained political freedom and exercised that power with a few years after the war.	
4	The Post-Reconstruction Era	8.11.2. Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).	Understand the connection between the Reconstruction era amendments and the civil rights movement of the 1960s	

5 Unit #5: The Rise of Industrial America: 1877-1914(5-2-2021 through 6-1-2020)

Topic: Chapter 17- Opening the West

Lesson	Title/Subtitle	Standards	Additional Notes	Related Supplemental Work & Enrichment Activities
1	Mining and Railroads in the West	8.12.1. Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.	Industrialization - major changes in: technology, transportation, communication, the economy, political system	Students will participate in Near pod lessons, Guided reading from the textbook,frayer model vocabulary, Edpuzzle, Padlet discussion boards, graphic organizers, Google Forms, Google Slides, Flipgrids, WeVideo, quizzes, and tests throughout the chapter.
2	Ranchers and Farmers	8.12.1. Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map	New technology in farming, manufacturing, engineering, and production of consumer goods = material abundance	
3	Native Americans Struggles	8.12.2. Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.	Many American Indians were relocated to reservations, allotments, Indian boarding schools, etc	
4	Farmers-A New Political Force	8.12.8. Identify the characteristics and impact of Grangerism and Populism.	Students consider how farmers reacted by organizing political programs, Grange Movement, and Populists	

Topic: Chapter 18- The Industrial Age

Lesson	Title/Subtitle	Standards	Additional Notes	Related Supplemental Work & Enrichment Activities
1	Railroads Lead the Way	8.12.3. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.	Industrialization - major changes in: technology, transportation, communication, the economy, political system	Students will participate in Near pod lessons, Guided reading from the textbook, frayer model vocabulary, Edpuzzle, Padlet discussion boards, graphic organizers, Google Forms, Google Slides, Flipgrids, WeVideo, quizzes, and tests throughout the chapter.
2	Inventions Change Society	8.12.9. Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).	Examine impact of inventions on the American economy: refrigerator, telephone, etc.	
3	An Age of Big Business	8.12.4. Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).	Study consequences of rapid growth in the "Gilded Age", political corruption, ruthless business practices, poverty, disease, unemployment, child labor, sweatshops, mills, factories, prejudice and discrimination against African Americans, Hispanics, Catholics, Jews, Asians, etc.	

4	Workers in the Industrial Age	8.12.6. Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.	Learn about abuses to the working class (long hours, poor wages, unhealthy work environments, unregulated child labor) through works such as <i>The Jungle</i> by Upton Sinclair	
5	Becoming a World Power	8.12.1. Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.	Examine the cause-and-effect relationships between climate, natural resources, population growth, and scientific and technological advances to the analysis of a changing landscape in American at the turn of the century	