

EVIDENCE OF UNDERSTANDING

# 8TH GRADE US HISTORY



The Oklahoma Library of Digital Resources is an innovative initiative to provide Oklahoma educators with high-quality, interactive teaching resources.

We appreciate our sponsors:



**Thank you to the following educators for their work in curating digital resources:**

Anne Beck, OSSBA

Allison Biederstadt, Maryetta Public Schools

Erin Farnan, Norman Public Schools

Joy Filer, Putnam City Public Schools

Tonya Gaunt, Clinton Public Schools

Heather Goodenough, Broken Arrow Public Schools

Todd Gragg, Mid-Del Public Schools

Michelle Hilterbran, Clinton Public Schools

Samantha Hughes, Putnam City Public Schools

Becky Lockler, El Reno Public Schools

Michelle Mooney, Merritt Public Schools

Tasha Jefferson, Clinton Public Schools

Jamie Johnson, Norman Public Schools

Tracey Roberson, Lawton Public Schools

Abby Tanner, Broken Arrow Public Schools

Danielle Taylor, Mid-Del Public Schools

Kara Walk, Putnam City Public Schools

Rachelle Watson, Shawnee Public Schools

Paul Williams, Lawton Public Schools

<b>Getting to Know OKLDR</b>	<b>5</b>	Era of Good Feelings	42
Who Is OSSBA?	6	Jacksonian era	44
Why OKLDR?	7	Westward Expansion	46
How to Use this Book	8	<b>Civil War</b>	<b>48</b>
Moving Forward	9	Industrial Revolution	49
<b>Colonization</b>	<b>10</b>	Transformations of the early 19th Century	51
French And Indian War	11	Precursor to the Civil War	54
British Control	13	President Lincoln	57
		Course and Consequence of the Civil War	59
<b>Birth of a Nation</b>	<b>16</b>	<b>Reconstruction Era</b>	<b>61</b>
Birth of a Nation	17		
Revolution	20	Legislation and Policies after the Civil War	62
Articles of Confederation	23	American Society Post Civil War	65
<b>United States Constitution</b>	<b>26</b>	<b>Resources</b>	<b>67</b>
Constitutional convention	27	Teacher Resources	68
Separation of Powers	30	Student Resources	69
Civic Responsibility	33		
U.S. Indian Policy	35		
<b>Early American History</b>	<b>37</b>		
Early Federal Era	38		
Jeffersonian Era	40		

# GETTING TO KNOW OKLDR

---

# WHO IS OSSBA?

---

The Oklahoma State School Boards Association (OSSBA) works to promote quality public education for the children of Oklahoma through training and information services to school board members. The Association is a leader among leaders in Oklahoma education and a visible presence in the local school districts and throughout the state.

The OSSBA was created in 1944 to provide support for local school board members with a variety of information, assistance, and representation services. OSSBA reaches every school board member through training opportunities. It creates and encouraged effective leaders to promote public education and cultivates productive alliances with governing bodies. OSSBA trains school board members to participate in an effective and supportive manner to provide direction for educational innovation and improves public perception of education in Oklahoma by sharing strategies and tools with our member school districts to focus on the success of Oklahoma public education.

OSSBA works with school boards to demonstrate the impact they have on student achievement. We work to provide meaningful two-way communication of advocacy, services, and training activities to local boards of education and their stakeholders. Other services we provide that have a direct impact on student achievement include strategic planning and superintendent searches. Our legal team provides free legal information to the school districts.

# WHY OKLDR?

---

In the summer of 2016, OSSBA set out on a journey assist teachers in the integration of technology into their classrooms. The Oklahoma Library of Digital Resources (OKLDR) became a collection of digital content resources selected by Oklahoma educators to support the Oklahoma Academic Standards. The resources were curated by teachers from school districts across Oklahoma. Each collection contained a variety of learning resources, such as videos, apps, pdf documents, and websites, and are designed so that teachers can then build their lesson plans. The resources helped bridge the digital equity gap among students while helping schools make the most of limited resources.

After collaborating with educators, school and district leaders for a couple of years, OKLDR has been enhanced in the following ways:

- Resources are now an Open Education Resource (OER) “book” format, making it easier to use and accessible on multiple devices.
- Resources map to ESSA expectations for evidence of student understanding and students’ mastery of the academic standards.
- Tools are now agnostic and can be used on multiple devices.
- Lessons are now focused on student engagement through the use of technology. The first OKLDR version focused on teacher resources. This is a major change.
- To prioritize student learning, teacher resources are now located at the back of each book.

# HOW TO USE THIS BOOK

---



**The Oklahoma Academic Standards** for this lesson are grouped together by key topics. Sometimes you will see only one standard, but other times you will see a grouping of standards.



**Evidence of Understanding** is the key. This is the concept you want your students to master that reinforces the standards. Mastery means deeper understanding, not just “skim the surface” learning.



**Digital Tools** are the recommended applications and/or tools for the lesson. Think of this element as the “supplies box.”



**In Practice** is a suggested activity to engage the students to demonstrate mastery of the standard. You will notice that this is just one suggested lesson, and sometimes there might be a second lesson. The suggested lesson, developed by Oklahoma teachers, is meant to give you a starting point. You might decide to use the lesson or it might give you an idea of something else you could do to teach the concept.

# MOVING FORWARD

---

As you can see the OKLDR book has been designed to inspire educators to have students demonstrate their understanding of the Oklahoma Academic Standards through the use of technology as a productivity tool. While educators have limited time in the day to plan and research high quality content, this book is a jumping off point, with suggested peer-reviewed activities and resources.

While you might encounter extra white space in the book, it is intentional for growth. As you integrate the activities into your lessons, you are encouraged to send us student work samples that might be included in the book, as well as additional activities and resources that could be included in future revisions.

## Next Steps:

- We would love to add samples of student work to the activities, so please send the work to: [okldr@ossba.org](mailto:okldr@ossba.org).
- If you would like to be involved in future course creation, or know teachers who would like to be involved, please contact us at: [okldr@ossba.org](mailto:okldr@ossba.org).
- See anything that needs to be changed or enhanced? Contact us at: [okldr@ossba.org](mailto:okldr@ossba.org).

# COLONIZATION

---

# FRENCH AND INDIAN WAR

---



8.1.1 Describe the political climate in the British colonies prior to the French and Indian War including the policy of salutary neglect, mercantilism through the Navigation Acts and colonial reaction through the Albany Plan of Union; compare the Iroquois Confederacy to early attempts to unite the colonies.

8.1.2 Summarize the political and economic consequences of the French and Indian War including imperial policies of taxation, the Proclamation of 1763, and the migration of colonists into American Indian sovereign territories.



## Evidence of Understanding

Students will be able to describe the political climate in Britain prior to the French and Indian War.



## Digital Tools

- Sketch Application: [Google Drawings](#), [Canva](#), [Notes](#), and [Notability](#)
- Word processor: [Pages](#), [Google Docs](#), and [Word](#)
- Presentation: [Google Slides](#), [Keynote](#), [Microsoft Powerpoint](#), and [Prezi](#)
- Video Links: [New Coke](#), [French and Indian War Overview](#)
- Digital Documents: [Join or Die](#)



## In Practice

- Students will be introduced to the concept of propaganda using [New Coke](#) video. Then, students will discuss the progression of Coca Cola company's marketing through the years. This introduces the idea of change over time to the students.
- Help introduce students to the historical events, student will be introduced to the French and Indian War with a teacher rap [French and Indian War Overview](#).
- Argument creation activity with Benjamin Franklin [Join or Die](#) cartoon propaganda source document.
- Students will sketch the political climate and create a presentation showing their understanding of the changing purposes of this cartoon.

# BRITISH CONTROL

---



8.1.3 Summarize British attempts to regulate the colonies and colonial responses including:

- A. SugarAct
- B. Stamp Act Congress Resolves
- C. Committees of Correspondence
- D. legal principle of taxation and political representation
- E. Townshend Act and boycotts of British goods
- F. Quartering Act
- G. Boston Massacre
- H. Tea Act and Boston Tea Party
- I. Coercive Acts (Intolerable Acts)
- J. First Continental Congress
- K. British raids on Lexington and Concord

8.1.5 Analyze the ideological and propaganda war between Great Britain and the colonies including:

- A. points of views of the Patriots and the Loyalists
- B. writings of Mercy Otis Warren and Phillis Wheatley
- C. use of Paul Revere's engraving of the Boston Massacre
- D. rejection of the Olive Branch Petition
- E. Give Me Liberty or Give Me Death, speech attributed to Patrick Henry
- F. Common Sense pamphlet by Thomas Paine



## Evidence of Understanding

Students will be able to summarize the various ways Great Britain attempted to regulate the colonies and the responses from the colonies. Students will also analyze the ideological and propaganda war between Great Britain and the colonies.



## Digital Resources

- *Search Engine:* [Safe Search Kids](#), [KidzSearch](#), [Kiddle](#), and [KidRex](#)
- *Video Recording/Editing:* [Flipgrid](#), [iMovie](#), [WeVideo](#), [Adobe Spark](#), [Voice Memos](#)
- *Digital Portfolio -* [Seesaw](#), [Book Creator](#)
- *Presentation -* [Google Slides](#), [Keynote](#), [Microsoft Powerpoint](#), and [Prezi](#)
- *Mind Mapping Applications -* [Padlet](#), [Popplet](#), [Venn Diagram](#), [Post-It](#) and [Simple Mind+ Mind Mapping](#)



## In Practice

- Students will research their own event within the time period of British control and use a mind-mapping application to organize their notes.
- Students will then use a video recorder/editor to shoot a video to explain their event to the class.
- Students will then take the videos they created and place them into Flipgrid to make a timeline. Students will use their explanation to help create a question for their event. These questions should be compiled by the teacher in a word processor for future use.
- Students will research Loyalist propaganda examples in a search engine and make notes in a sketch app or word processor. These notes help them create a Venn diagram contrasting Patriot texts for this time period with Loyalist texts.
- Students will use those Venn diagrams to help write the dialogue for a rap battle that record using video or voice recording and then videos will be shared with the class.

# BIRTH OF A NATION

---

# BIRTH OF A NATION

---



8.1.4 Analyze the significance of the Second Continental Congress including:

- A. formation of the Continental Army
- B. establishment of currency
- C. Olive Branch Petition
- D. French alliance negotiated by Benjamin Franklin
- E. committee to draft a declaration of independence

8.1.6 Examine the central ideas expressed in the Declaration of Independence, drafted by Thomas Jefferson and adopted July 4, 1776, and their intellectual origins including:

- A. John Locke's theory on natural and unalienable rights, including life, liberty and the pursuit of happiness
- B. the ideals of equality for all individuals, including the impact of the First Great Awakening.
- C. the purpose of government as a social contract requiring the consent of the governed
- D. economic and political grievances against British policies.



## Evidence of Understanding

Students will be able to create a social media campaign that demonstrates their knowledge of the beginning of democracy in the US.



## Digital Resources

- *Word Processor:* [Pages](#), [Google Docs](#), and [Microsoft Word](#)
- *Fake Social Media Platform:* [Fake Social Media Creating Smore Page](#) [Tweet Tweak](#),
- *Classroom Management System:* [Google Classroom](#), [Edmodo](#), [Apple Classroom](#)
- *Digital Portfolio -* [Seesaw](#), [Book Creator](#)



## In Practice

- Students will create social media campaign demonstrating understanding of the Declaration of Independence in regards to student government ie. School Government.
- Students will choose grievances from the Declaration of Independence and create fake posts describing them via social media platform, paper, or digital management.
- Students will make new #hashtags utilizing the main points/ideas of the Declaration of Independence.

# REVOLUTION

---



8.2.2 Evaluate the motivations and points of view of various populations to remain loyal to Britain, join the patriot cause, or choose neutrality, including:

- A. Patriots and Loyalists and their political, economic, and family interests
- B. American Indians and the preservation of their homelands, cultures, and trade
- C. Women and their political status
- D. Free and enslaved blacks and their petitions to colonial governments for a ban on slavery.

8.2.3 Identify and evaluate the contributions of individuals and significant groups toward winning independence from British rule.

8.2.4 Compare the advantages and disadvantages of the British and the American colonists including political and military leadership, military strength, population and resources, motivation, foreign alliances, financial and military support, and the British recruitment of enslaved black men in exchange for freedom.

8.2.5 Summarize the impact of key military and diplomatic events of the Revolutionary War including:

- military leadership of General George Washington
- victories at Boston, Trenton, and Saratoga
- publication of Thomas Paine's The Crisis
- Valley Forge encampment
- French alliance, negotiated by Benjamin Franklin
- victory at Yorktown
- Treaty of Paris, 1783



## Evidence of Understanding

Students will understand multiple aspects of the Revolutionary War including the different view points and motivations, contributions from individuals and groups, advantages and disadvantages of the Great Britain and colonies.



## Digital Resources

- Word processor: [Pages](#), [Google Docs](#), and [Word](#)
- Sketch Application: [Google Drawings](#), [Canva](#), [Notes](#), and [Notability](#)
- Presentation: [Google Slides](#), [Keynote](#), [Microsoft Powerpoint](#), and [Prezi](#)
- Video Game Platform: [Minecraft](#), [Fortnight](#), [Bloxels Builders](#)
- Search Engine: [Safe Search Kids](#), [KidzSearch](#), [Kiddle](#), and [KidRex](#)
- Mind Mapping Applications: [Padlet](#), [Popplet](#), [Venn Diagram](#), [Post-It](#), and [Simple Mind+ Mind Mapping](#)



## In Practice

- Students will use a search engine to research their assigned group or person in the Revolutionary War era. They will use a word processor or sketch application to create notes on their person/group.
- Students will design a t-shirt that represents the specific group or person in the Revolutionary War era using a sketch or presentation to create the design.
- Students will use a search engine to research their Revolutionary battle or event. They will use a mind-mapping application to organize the chronology of the battle/event.
- They will recreate their battle using their mind-map to organize the video game they create using a video game platform.

# ARTICLES OF CONFEDERATION

---



8.2.1 Explain the purpose of the Articles of Confederation which established the first American national system of government to support and conduct a war against Britain.

8.3.1 Examine the strengths and weaknesses of the Articles of Confederation that led to the Constitutional Convention in Philadelphia in 1787, including:

- A. resolution of disputes over the western territories as resolved by the Northwest Ordinance
- B. organization and leadership necessary to win the war
- C. lack of a common national currency
- D. lack of a common defense
- E. lack of a national judiciary
- F. mismanagement of war debts due to an inability to tax
- G. unanimous vote required to amend the Articles of Confederation
- H. civil unrest as typified in Shays' Rebellion.



## Evidence of Understanding

Students will explain the purpose of the Articles of Confederation, while analyzing its weaknesses and strengths.



## Digital Resources

- *Digital Document:* [Articles of Confederation Document](#) (Source: [UNC SOE Website](#))
- *Video Recording/Editing:* [Flipgrid](#), [iMovie](#), [WeVideo](#), and [Adobe Spark](#)
- *Presentation:* [Google Slides](#), [Keynote](#), [Microsoft Powerpoint](#), and [Prezi](#)
- *Mind-mapping Applications:* [Popplet](#), [Padlet](#), [Simple Mind+ Mind Mapping](#), and [Post-It](#)



## In Practice

- Students will collaborate to determine why each Article is weak and what can be done to fix the weaknesses using the Post-It app.
- Teachers can recreate the document as a Gallery Walk in their classroom.
- Students will use post-its to answer the questions.
- The Teacher and/or students can use the Post-It app to take pictures to create boards and share with the class.
- Students will use the ideas from the Post-It to then create a presentation to share and introduce the Article's weakness to the class.
- Students will create a video to answer essential questions after the presentations.

# UNITED STATES CONSTITUTION

---

# CONSTITUTIONAL CONVENTION

---



- 8.3.2 Analyze the significance of the Constitutional Convention, contributions of the Framers, major debates and compromises including the Virginia and New Jersey Plans, Great Compromise, the leadership of James Madison, Father of the Constitution, and George Washington, President of the Convention.
- 8.3.5 Examine the concept of self-government, the purpose, and the responsibilities of government as expressed in the Preamble to the Constitution of the United States.
- 8.3.8 Explain how the Constitution of the United States was amended to include the Bill of Rights; identify and analyze the guarantees of individual rights and liberties as expressed in each of the ten amendments.



## Evidence of Understanding

Students will explain the significance of the Constitutional Convention and different parts of the United States Constitution.



## Digital Resources

- *Video Links:* [A More Perfect Union Intro](#)
- *Voice Recording:* [Voice Memos](#), [Anchor](#), and [Vocaroo](#)
- *Sketch Application:* [Google Drawings](#), [Canva](#), [Notes](#), and [Notability](#)
- *Presentation:* [Google Slides](#), [Keynote](#), [Microsoft Powerpoint](#), and [Prezi](#)
- *Digital Portfolio -* [Seesaw](#), [Book Creator](#)
- *Classroom Management System:* [Google Classroom](#), [Edmodo](#), [Apple Classroom](#)



## In Practice

- Students will work together in small groups to research provided Constitutional Convention topic, ex: Virginia Plan, New Jersey Plan, Great Compromise, James Madison, etc. Students will then write a script to create a podcast to show their understanding.
- Students will depict a provided section of the Preamble, (use commas to separate the preamble), in order to create a class mural using a sketch tool.
- Students will create a collage using a presentation tool. Each group will be given an amendment and will create a visual representation of the amendment in the presentation tool.

# SEPARATION OF POWERS

---



8.3.6 Analyze the key principles of government established by the Constitution of the United States including:

- A. federalism (reserved and concurrent powers)
- B. separation of powers among three branches of government (legislative, executive, judicial) C. a system of checks and balances among the three branches
- D. popular sovereignty and consent of the governed
- E. judicial review
- F. rule of law

8.3.9 Identify the structure and responsibilities of the elected and appointed officials of the three branches of government in relationship to the legislative process, including the role of Congress and the President, as well as the Supreme Court's power of judicial review.



## Evidence of Understanding

Students will understand the principles of government established by the United States Constitution.



## Digital Resources

- *Search Engine:* [Safe Search Kids](#), [KidzSearch](#), [Kiddle](#), and [KidRex](#)
- *Video Recording/Editing:* [Flipgrid](#), [iMovie](#), [WeVideo](#), and [Adobe Spark](#)
- *Word processor:* [Pages](#), [Google Docs](#), and [Word](#)
- *Sketch Tools:* [Google Drawings](#), [Canva](#), and [PiktoChart](#)
- *Video Links:* [School of Rock How A Bill Becomes a Law](#)
- *Webpage:* [iCivics](#)



## In Practice

- Students will use search engines to research bills and the process as they move through the three separate branches of the government. Students can use a word and take notes with a .
- Then students will write their own law. They will create a Piktochart or flowchart to trace its' potential path through the three branches.
- Students will use this chart as a storyboard and they will create a video explaining how a law progresses through the three branches.

# CIVIC RESPONSIBILITY

---



8.3.10 Describe the responsibilities of United States citizens such as:

- A. registering and voting in public elections
- B. engaging in informed civil discourse
- C. serving on a jury
- D. paying taxes
- E. obeying laws
- F. registering for military service



## Evidence of Understanding

Students will be able to describe the responsibilities of United States citizens.

Students will demonstrate their understanding by creating a commercial or a blog post.



## Digital Resources

- *Search Engine:* [Safe Search Kids](#), [KidzSearch](#), [Kiddle](#), and [KidRex](#)
- *Video Recording/Editing:* [Flipgrid](#), [iMovie](#), [Do-Ink](#), [WeVideo](#), and [Adobe Spark](#)
- *Word processor:* [Pages](#), [Google Docs](#), and [Word](#)



## In Practice

- Students will choose a responsibility from a list given by the teacher. ex: voting, serving on a jury, etc. Students will research their responsibility using a search engine.
- Students will create a commercial or a blog post to demonstrate their understanding of their responsibility. Students will explain what the responsibility is and why it is a necessary component of democracy.
- Students will vote on the "best" project, thus participating in democracy themselves.

# U.S. INDIAN POLICY

---



- 8.3.4 Explain the significance of the Commerce Clause in establishing a constitutional relationship between Indian tribes and the United States government.
- 8.4.2 Describe President Washington's attempt to develop a cohesive Indian policy, which included respectful interactions with American Indian leaders, treaties to delineate tribal lands, and precedent-setting practices of assimilation.



## Evidence of Understanding

Students will be able to explain U.S. Indian Policy using a Word Processing tool.



## Digital Resources

- *Image Links:* [Point of View Statue](#)
- *Digital Article Links:* [Native American Policy](#)
- *Story-telling application:* [Puppet Pals](#), [Explain Everything](#)
- *Digital Portfolio:* [Book Creator](#)
- *Word processor:* [Pages](#), [Google Docs](#), and [Word](#)



## In Practice

- Students will learn about Washington's policies regarding Native Americans from the online article on [Native American Policy](#).
- Students will look at the sculpture and create a dialogue between the two historical figures of [Point of View Statue](#). Students will create the dialogue using a Word Processing tool.
- Students can then use Puppet Pals, BookCreator or Explain Everything to illustrate and create their digital dialogue into story format.

# EARLY AMERICAN HISTORY

---

# EARLY FEDERAL ERA

---



- 8.4.1 Analyze the impact of the Whiskey Rebellion and enforcement of the government's right to tax.
- 8.4.2 Describe President Washington's attempt to develop a cohesive Indian policy, which included respectful interactions with American Indian leaders, treaties to delineate tribal lands, and precedent-setting practices of assimilation.
- 8.4.3 Describe the advice in President Washington's Farewell Address and its impact.
- 8.4.4 Evaluate the impact of the Alien and Sedition Acts on individual rights during the Adams Administration, including the responses of the Democratic-Republicans in the *Virginia and Kentucky Resolutions*.



## Evidence of Understanding

Students will analyze and understand the Whiskey Rebellion by participating in an online simulation. Students will evaluate Washington's Farewell Address and demonstrate their understanding by creating their own farewell address to future students.



## Digital Resources

- *Video Recording/Editing:* [Flipgrid](#), [iMovie](#), [Do-Ink](#), [WeVideo](#), and [Adobe Spark](#)
- *Presentation:* [Google Slides](#), [Keynote](#), [Microsoft Powerpoint](#), and [Prezi](#)
- *Word processor:* [Pages](#), [Google Docs](#), and [Word](#)
- *Online Simulation:* [Be Washington](#)
- *Video Links:* [One More Time Remix](#), [Washington's Farewell address](#)



## In Practice

- Students will be introduced to this lesson with [One More Time Remix](#) video as an attention getter.
- Students will use an online simulation [Be Washington](#). Students will make time sensitive decisions in regards to the Whiskey Rebellion. Students will record a reflection over their experience using a video recording tool.
- Students will analyze George Washington's [Farewell address](#). They will then create their own farewell to future students using a video recording application, presentation, or word processor. Presentations, videos and/or letters can be shared at the end of school award assembly or graduation.

# JEFFERSONIAN ERA

---



- 8.5.1 Explain the impact of the peaceful transfer of power from one political party to another, as exhibited by the presidential election of 1800.
- 8.5.2 Analyze the impact of the Supreme Court under the leadership of Chief John Marshall and the Marbury v. Madison decision which confirmed the principle of judicial review.
- 8.5.3 Analyze the acquisition of the Louisiana territory, the contributions of the Lewis and Clark Corps of Discovery Expedition, and the eventual establishment of the Indian Territory.



## Evidence of Understanding

Students will explore and understand the route of the Lewis and Clark Expedition using interactive maps. Students will create a presentation demonstrating their understanding of the various location on the route.



## Digital Resources

- *Interactive Map:* [Lewis & Clark Expedition Google Map](#), [Lewis & Clark NHT Map](#)
- *Presentation:* [Google Slides](#), [Keynote](#), [Microsoft Powerpoint](#), and [Prezi](#)
- *Word processor:* [Pages](#), [Google Docs](#), and [Word](#)
- *Digital Portfolio:* [Seesaw](#), [Book Creator](#)
- *Classroom Management System:* [Google Classroom](#), [Edmodo](#), [Apple Classroom](#)



## In Practice

- Students will explore the route by using PBS's [Lewis & Clark Expedition Google Map](#). This map shows route/locations on present day Google Earth Map. Students will be able to observe identify the different terrain traveled by the explorers.
- Student will use [Lewis & Clark NHT Map](#) to identify different locations to research. Students will then research specific locations on the route. Students will create a presentation for their location to share with the class.

# ERA OF GOOD FEELINGS

---



- 8.6.1 Explain how the War of 1812 confirmed American independence and fueled a spirit of nationalism, reflected in the lyrics of our national anthem, the Star-Spangled Banner, by Francis Scott Key.
- 8.6.2 Examine the Monroe Doctrine as a policy of isolationism which was designed to protect American interests in the Western Hemisphere.
- 8.6.3 Analyze the impact of McCulloch v. Maryland which established federal supremacy concerning taxation.
- 8.6.4 Examine the increased tension between Southern sectionalist and Northern nationalist perspectives.
- 8.6.5 Summarize the impact of the Missouri Compromise on the expansion of slavery into new western territories.



## Evidence of Understanding

Students will understand why Native Americans joined the British in the War of 1812, what events may have led to the War of 1812, and where the battles of the War of 1812 occur.



## Digital Resources

- Digital Planning Document: [War of 1812](#)
- *Video Recording/Editing:* [Flipgrid](#)
- *Digital Portfolio:* [Seesaw](#), [Book Creator](#)



## In Practice

- Students will explore an interactive map by following the directions in the Digital Planning Document for the [War of 1812](#). The map will show territory and border changes in 1811, frontier changes and Tecumseh's War.
- Students will use Flipgrid to record a reflection of their experience. ex:(3-2-1, KWL)

# JACKSONIAN ERA

---



- 8.7.1 Describe the factors that led to the election of Andrew Jackson including the "Corrupt Bargain" election of 1824, the expansion of voting rights, and Jackson's political success by identifying with the "common man".
- 8.7.2 Analyze the impact of the Nullification Crisis on the development of the states' rights debate.
- 8.7.3 Analyze the impact of Jackson's policies and decisions concerning American Indian nations and their tribal sovereignty as a nation's inherent right to self-govern, including:
  - A. non-adherence to federal treaties
  - B. disregard for the Worcester v. Georgia decision
  - C. forced removals of American Indians



## Evidence of Understanding

Students will be able to describe what factors led to the election of Andrew Jackson and the impact of his policies on American Indian nations.



## Digital Resources

- *Webpage Links:* [Andrew Jackson Webquest](#)
- *Mind-mapping tool:* [Popplet](#), [Padlet](#), [Post-It](#)
- *Classroom Management System:* [Google Classroom](#), [Edmodo](#), [Apple Classroom](#)
- *Word processor:* [Pages](#), [Google Docs](#), and [Word](#)



## In Practice

- Students will follow through the Andrew Jackson webquest and answer the questions that correspond with each website.
- Students will formulate a response to the question, Does Andrew Jackson deserve to be on the \$20 bill?
- Students answer this question using a Padlet board. There will be a column for Yes and No. Students will choose which side of the debate they are on, and share their evidence to support their side in the correct column.

# WESTWARD EXPANSION

---



- 8.8.1 Examine the concept and opposing perspectives toward Manifest Destiny as a motivation and justification for westward expansion.
- 8.8.2 Explain the territorial growth of the United States including the annexation of Texas, Mexican Cession, and the Gadsden Purchase; describe the need to maintain a balance of "free" and "slave" states.
- 8.8.3 Identify push and pull factors of mass migration and the settlement of western territories including the California Gold Rush, settlement of Oregon, and the Mormon migration.
- 8.8.4 Analyze the consequences of westward expansion, including the impact on the culture of American Indians and their homelands, and the growing sectional tensions regarding the expansion of slavery.



## Evidence of Understanding

Students will understand Westward Expansion by playing a game, they will demonstrate their understanding of Westward Expansion by using Bloxels to create their own game.



## Digital Resources

- *Video Links:* [Jimmy Fallon Gadsden Purchase](#)
- *Webpage Game Links:* [Oregon Trail](#)
- *Video Game Platform:* [Bloxels Builder](#), [MineCraft](#)
- *Search Engine:* [Safe Search Kids](#), [KidzSearch](#), [Kiddle](#), and [KidRex](#)



## In Practice

- As an introductory hook, students will view Jimmy Fallon Gadsden Purchase.
- Students will get to make experiential decisions while playing Oregon Trail independently or collaboratively.
- After playing the game, students will participate in a discussion about the experience and their decision making.
- They will then be assigned another Westward Expansion topic, i.e: Manifest Destiny, annexation of Texas, Mexican Cession, etc.
- Students research the provided topic. They will then use Bloxels to create a game, similar to Oregon Trail, over their topic.

# CIVIL WAR

---

# INDUSTRIAL REVOLUTION

---



- 8.9.1 Explain the impact of the Industrial Revolution in the North including the concentration of population, manufacturing, and transportation.
- 8.9.2 Describe the plantation system and its reliance on a slave labor system in the South, including how Eli Whitney's invention of the cotton gin increased the profitability of the crop and led to the expansion of slavery.



## Evidence of Understanding

Students will describe the impact of the Industrial Revolution on the North and South by using six degrees of separation.



## Digital Resources

- Sketch Application: [Google Drawings](#), [Canva](#), [Notes](#), [Absolute Board](#), and [Notability](#)
- Word processor: [Pages](#), [Google Docs](#), and [Word](#)
- Search Engine: [Safe Search Kids](#), [KidzSearch](#), [Kiddle](#), and [KidRex](#)



## In Practice

- Students will evaluate the impact of inventions of the time frame and how it led to future controversy.
- Students will create a mind map beginning with an invention and how it connects to later political, social, and economic events.
- Students must connect 6 different topics or events that relate back to the original invention. (i.e. Cotton gin to the Civil War)

# TRANSFORMATIONS OF THE EARLY 19TH CENTURY

---



8.9.2 Describe the plantation system and its reliance on a slave labor system in the South, including how Eli Whitney's invention of the cotton gin increased the profitability of the crop and led to the expansion of slavery.

8.9.3 Compare perspectives and experiences of both free and enslaved blacks including the

A. everyday life of free African Americans

B. everyday acts of resistance to slavery

C. efforts of Harriet Tubman and the Underground Railroad

D. Nat Turner's Rebellion

E. legal restrictions and Slave Codes

8.9.4 Summarize the impact of the Abolitionist Movement including the writings and work of Frederick Douglass and William Lloyd Garrison.

8.9.5 Identify the ideals, significance, and key leaders of the Second Great Awakening and the Women's Suffrage Movement, including the Declaration of Sentiments and the leadership of Susan B. Anthony, Elizabeth Cady Stanton, and Sojourner Truth.



## Evidence of Understanding

Students will analyze and describe reformers' contributions of the 19th Century by creating a Funko Pop profile for a round of meet and greet.



## Digital Resources

- *Search Engine:* [Safe Search Kids](#), [KidzSearch](#), [Kiddle](#), and [KidRex](#)
- *Digital Document:* [Funko Pop Template](#)
- *Video Recording:* [Chatterpix](#), [Flipgrid](#)



## In Practice

- Students will utilize valid online sources to research their assigned person or group, i.e free African Americans, Harriet Tubman, Frederick Douglass, Susan B. Anthony, etc.
- Students will create a Funko Pop profile using the template given.
- On the Funko Pop profile, students must have a series name, name, biography, and draw/color the character.
- The students will share their profile during a timed meet and greet. While meeting the other characters, students will complete the Collect Them All section. In the section titled "Collect Them All," identify two other people who would also fit with your "Series" label. Draw them and write their names underneath or have them write their names and why they are part of the "Series".
- Students will record the biography of their character and their "Series partners" in Chatterpix or Flipgrid.

# PRECURSOR TO THE CIVIL WAR

---



- 8.10.1 Summarize the importance of slavery as the principle cause of increased sectional polarization leading to the Civil War.
- 8.10.2 Evaluate the goals of the Compromise of 1850 regarding the issue of slavery.
- 8.10.3 Evaluate the impact of the publication *Uncle Tom's Cabin*, by Harriet Beecher Stowe, on anti-slavery sentiments.
- 8.10.4 Analyze the impact of the Kansas-Nebraska Act on the issue of popular sovereignty in new territories regarding the institution of slavery, repeal of the Missouri Compromise, and factional feuds in Bleeding Kansas.
- 8.10.5 Summarize the *Dred Scott v. Sandford* case which declared slaves as property and motivated John Brown's Raid on the federal arsenal at Harper's Ferry.



## Evidence of Understanding

Students will analyze the court cases and events that were precursors to the Civil War by creating a digital artifact.



## Digital Resources

---

- Word processor: [Pages](#), [Google Docs](#), and [Word](#)
- Blogging Websites: [Blogger](#), [Word Press](#)
- Interactive Whiteboard/Sketching Applications: [Canva](#), [Explain Everything](#),  
[Sketches School](#), [Notes](#), [ibis](#), [Absolute Board](#), [Google Draw](#)
- Presentation: [Google Slides](#), [Keynote](#), [Microsoft Powerpoint](#), and [Prezi](#)
- Voice Recording: [Voice Memo](#), [Anchor](#)
- Video Recording/Editing: [Flipgrid](#), [iMovie](#), [Do-Ink](#), [WeVideo](#), and [Adobe Spark](#)
- QR Code Generator - [QR Code Generator](#), [QR Stuff](#)



## In Practice

- Students will research and analyze their assigned topic/event, (Compromise of 1850, Uncle Tom's Cabin, Kansas-Nebraska Act, etc).
- Students must answer the 5 W's and the significance of the event. They will select a tool previously used (timeline, commercial, blog, etc.), to create a digital artifact.
- Students will link their representation to a QR code to share in a Gallery Walk. The students will participate in the gallery walk with their devices. As they participate, they will fill out a graphic organizer.

# PRESIDENT LINCOLN

---



- 8.11.1 Analyze the immediate impact of the presidential election of 1860 including
  - A. secession of southern states who declared slavery as the central factor for seceding
  - B. Lincoln's goal to preserve the Union
  - C. formation of the Confederate States of America
  - D. Confederate attack on Fort Sumter
  - E. tensions over strategic border states.
- 8.11.6 Analyze the Emancipation Proclamation, including its role in expanding the goals of the war and its impact on slavery; identify the significance of Juneteenth in relationship to emancipation.
- 8.11.7 Explain how the Gettysburg Address clarified the Union's motivation for winning the war.
- 8.11.8 Evaluate the impact of Lincoln's assassination, loss of his leadership, and plans for reconciliation as expressed in his Second Inaugural Address.



## Evidence of Understanding

Students will understand how the presidential election of 1860 led to events culminating in a Civil War by creating a text chain.



## Digital Resources

- *Webpage links:* [K-20 RAFT Lesson](#)
- *Video Links:* [Lincoln's Victory Clip](#)
- *Word processor:* [Pages](#), [Google Docs](#), and [Word](#)



## In Practice

- Students will watch a brief film clip outlining why Abraham Lincoln's victory in the presidential election of 1860 drove the country into a Civil War.
- Students will read, Why Lighting, to review two letters from opposing sides of the Civil War; one from a Union supporter and one from a Confederate supporter.
- Students will create a RAFT (Role Audience Format Topic), where they take on the role of each individual from the letters and create their own text chain of the two talking to each other about why they believe in their cause.

# COURSE AND CONSEQUENCE OF THE CIVIL WAR

---



- 8.11.2 Compare the advantages and disadvantages of the Union and the Confederacy including natural resources, population, industrialization, and the military leadership of Ulysses S Grant and Robert E. Lee.
- 8.11.3 Evaluate the impact and contributions of specific groups in the Civil War including free and enslaved African Americans, American Indians, women, and immigrants.
- 8.11.4 Discuss the key strategies utilized during the war, such as the Anaconda Plan, Total War, and the southern defense strategy.
- 8.11.5 Summarize the significance of the key battles of the war, including Antietam, Gettysburg, Vicksburg, and Lee's surrender at Appomattox.



## Evidence of Understanding

Students will describe Civil War events and battles and their significance by creating an interactive image.



## Digital Resources

- *Interactive Image Applications* - [Thinglink](#), [Story Map Tour](#), and [Explain Everything](#)
- *Search Engine*: [Safe Search Kids](#), [KidzSearch](#), [Kiddle](#), and [KidRex](#)
- *Images*: [Pics 4 Learning](#), [Photos for Class](#)



## In Practice

- Students will research key battles and/or events of the war, including Antietam, Gettysburg, Vicksburg, and Lee's surrender at Appomattox.
- Students will use Interactive Image tools to create an interactive map of key battles and events.
- Students must have facts, pictures, and work-cited page for each event.
- Students will use Pics for Learning or Photos for class to find non-copyrighted images.

# RECONSTRUCTION ERA

---

# LEGISLATION AND POLICIES AFTER THE CIVIL WAR

---



- 8.12.1 Compare the major plans and policies proposed for Reconstruction.
- 8.12.2 Analyze the impact of state and federal legislation following the Civil War including
  - A. 13th, 14th, and 15th Amendments
  - B. Black Codes and Jim Crow laws
  - C. establishment of the Freedmen's Bureau
- 8.12.4 Assess the impact of the presidential election of 1876 as an end to reconstruction in the South, including decline of black leadership, loss of enforcement of the 14th and 15th amendments, and the development of segregated societies.
- 8.12.5 Evaluate the impact of federal policies including:
  - A. Homestead Act of 1862 and the resulting movement westward to free land
  - B. impact of continued displacement of American Indians
  - C. President Grant's Peace Policy on Indian affairs
  - D. the development of the Trans-continental Railroad.



## Evidence of Understanding

Students will be able to explain post Civil War legislation and policies by creating a digital pamphlet.



## Digital Resources

- Word processor: [Pages](#), [Google Docs](#), and [Word](#)
- Presentation: [Google Slides](#), [Keynote](#), [Microsoft Powerpoint](#), and [Prezi](#)
- Webpage Links: [Reconstruction timeline](#)
- Images: [Pics 4 Learning](#), [Photos for Class](#)



## In Practice

- Students will research the 13th (freedom), 14th (citizenship), and 15th (vote) amendments.
- Students will define and depict the Reconstruction amendments in order to create a digital pamphlet.
- Each panel should display the amendment, a one to two word definition, and a sketched or downloaded depiction of what the amendment means to them visually.

# AMERICAN SOCIETY POST CIVIL WAR

---



- 8.12.3 Compare the emerging social structure of the South including the
- A. influx of carpetbaggers and scalawags
  - B. rise of the Ku Klux Klan and its acts of intimidation and violence
  - C. election of blacks to government positions
  - D. expansion of the tenant and sharecropper systems
  - E. migration of former slaves.



## Evidence of Understanding

Students will employ digital research skills to examine the changing perspective and acceptance of race as identity in the post Civil War south through the eyes of William Ellis, a former slave who became a Mexican millionaire.



## Digital Resources

- *Digital Book Creator:* [Book Creator](#)
- *Character Animation Web 2.0:* [Voki](#), [Graffiter](#)
- *Sketch Application:* [Google Drawings](#), [Canva](#), [Notes](#), [Absolute Board](#), and [Notability](#)
- *Mind-mapping tool:* [Popplet](#), [Padlet](#), [Post-It](#)
- *Images:* [Pics 4 Learning](#), [Photos for Class](#)



## In Practice

- Students will use a search engine to research the story of William Ellis, a former slave who became a Mexican millionaire.
- Students will use a mind mapping tool to brainstorm their biography before writing.
- Students will use BookCreator or another creation tool to create a biography based on his life.

# RESOURCES

---

# TEACHER RESOURCES

---

- [Tribal Sovereignty](#) (Oklahoma Council for the Social Studies resource)
- [Primary Source Repository](#)
- [History Scenes Investigations](#)
- [Historical Thinking Matters](#)

# STUDENT RESOURCES

---

•