

8th Grade U.S. History Curriculum Bundle #8

Title	Suggested Dates
Jacksonian Democracy and Westward Expansion	February 1 – 19, 2010 (13 days)



Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> • Manifest Destiny expanded opportunities for the United States and some groups of people but negatively impacted other people. • Andrew Jackson’s presidency changed the course of American democracy. • Geographic, social, cultural, political and economic differences among regions of the United States led increasingly to more conflict. 	<ul style="list-style-type: none"> • How did Manifest Destiny affect the United States as well as different groups of people within and around the United States? • How did Andrew Jackson and his presidency change the course of American democracy? • How did geographic, social, cultural, political, and economic differences among regions of the United States lead to increased conflict?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (See note above)
Jacksonian Democracy		
<p>8.1 History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:</p> <p>8.1A identify the major eras in U.S. history through 1877 and describe their defining characteristics;</p>	<ul style="list-style-type: none"> • Age of Jackson (1824-1836): emphasis on common man becoming important, Native American Removal, Tariffs, Sectionalism • Westward Expansion (1803-186)1: Manifest Destiny, Gaining new territories 	<p>“The Age of Jackson” from TEA’s Social Studies Center Toolkit Exemplary Curriculum Units.Helps teach TEKS 8.1ABC, 5ABCFG, 11ABC, 22ABC, 31ABCD</p>
<p>8.1 History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:</p> <p>8.1B apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and</p>	<p>Significant Individuals Examples</p> <ul style="list-style-type: none"> • Andrew Jackson <p>Time Periods</p> <ul style="list-style-type: none"> • Westward Expansion 	<p>“The Age of Jackson” from TEA’s Social Studies Center Toolkit Exemplary Curriculum Units. Helps teach TEKS 8.1ABC, 5ABCFG, 11ABC, 22ABC, 31ABCD</p>
<p>8.5 History. The student understands the challenges</p>	<p>Beginning of the modern Democratic Party</p>	<p>Analyze political cartoons about Jackson.</p>

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<p>confronted by the government and its leaders in the early years of the Republic. The student is expected to:</p> <p>8.5F explain the impact of the election of Andrew Jackson, including the beginning of the modern Democratic Party; and</p>	<ul style="list-style-type: none"> • Jackson is first president elected after expansion of voting rights allowed people to vote who didn't own property • Introduced spoils system • Vetoed the National Bank • Jacksonian Democracy – majority rules; rise of the common people; increased power of the president • Modern Democratic Party – Jackson was the leader of the Democratic Party 	<p>Compare and Contrast: Was Jackson a good president or a bad president.</p> <p>“Who Will Win?” Feb. 2007 from Texas Law-Related Education. Helps teach TEKS 8.5BFG, 8.7AC, 8.18B, 8.30DE, 8.31D</p> <p>“Help Run the Country” Dec. 2007 from Texas Law-Related Education Helps teach TEKS 8.5, 8.22</p> <p>“The Age of Jackson” from TEA’s Social Studies Center Toolkit Exemplary Curriculum Units. Helps teach TEKS 8.1ABC, 5ABCFG, 11ABC, 22ABC, 31ABCD p.357</p>
<p>8.5 History. The student understands the challenges confronted by the government and its leaders in the early years of the Republic. The student is expected to:</p> <p>8.5G analyze federal and state Indian policies and the removal and resettlement of Cherokee Indians during the Jacksonian era.</p>	<ul style="list-style-type: none"> • Jackson supported removal policy of Indians from land desired by American citizens • Jackson defied Marshall Supreme Court’s decision to stop Georgia’s removal of the Cherokee Indians from land in Georgia • Trail of Tears – forced removal of Cherokee Indians from native lands to Indian Territory west of the Mississippi 	<p>Analyze letter from Jackson to the Seminole Indians regarding Indian Removal Act.</p> <p>“Who Will Win?” Feb. 2007 from Texas Law-Related Education. Helps teach TEKS 8.5BFG, 8.7AC, 8.18B, 8.30DE, 8.31D</p> <p>“Help Run the Country” Dec. 2007 from Texas Law-Related Education. Helps teach TEKS 8.5, 8.22</p> <p>“The Age of Jackson” from TEA’s Social Studies Center Toolkit Exemplary Curriculum Units. Helps teach TEKS 8.1ABC, 5ABCFG, 11ABC, 22ABC, 31ABCD</p> <p>“Native American Land Loss” lesson plan from Maps 101 could help teach TEKS 8.5G, 10B. Password is on the Intranet > Technology > Passwords.</p>
<p>8.17 Government. The student understands the process of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to:</p> <p>8.17C identify the origin of judicial review and analyze examples of congressional and <u>presidential responses</u>.</p>	<ul style="list-style-type: none"> • President Jackson’s Indian Removal Policy defied a Supreme Court decision; 	<p>“Basic Principles of the U.S. Constitution” PreAP lesson from TEA’s Lighthouse Initiative Helps teach TEKS 8.16ABCD, 17ABC, 18AB, 19AB Several lessons are included in the PDF. Scroll to the appropriate lesson. p. 360</p>
<p>8.24 Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups,</p>	<ul style="list-style-type: none"> • United States government and Native Americans 	

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<p>during the 17th, 18th, and 19th centuries. The student is expected to:</p> <p>8.24C identify ways conflicts between people from various racial, ethnic, and religious groups were resolved;</p>		
<p>8.22 Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:</p> <p>8.22A identify different points of view of political parties and interest groups on important historical and contemporary issues;</p>	<ul style="list-style-type: none"> • Jeffersonian /Jacksonian Democracies p. 357 • Interest Groups: Southern plantation owners it was costing too much to get their tools and supplies from overseas v. Northern merchants regarding protective tariffs tariffs made their products cheaper than foreign goods 	<p>“We Hold These Truths: The Meaning of the Declaration,” <i>Debating the Documents</i> series by MindSparks can help to teach this. This resource is available in your campus library.</p> <p>“The War with Mexico,” <i>Debating the Documents</i> series by MindSparks can help to teach this. This resource is available in your campus library.</p> <p>“Help Run the Country” Dec. 2007 from Texas Law-Related Education Helps teach TEKS 8.5, 8.22</p> <p>“The Age of Jackson” from TEA’s Social Studies Center Toolkit Exemplary Curriculum Units Helps teach TEKS 8.1ABC, 5ABCFG, 11ABC, 22ABC, 31ABCD p. 357</p>
<p>8.7 History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to:</p> <p>8.7A analyze the impact of tariff policies on sections of the United States before the Civil War;</p>	<ul style="list-style-type: none"> • <u>Northern states</u> – Economy was based on industry, generally supported high tariffs to protect their products • <u>Southern states</u> – Agriculturally based economy, generally opposed tariffs because of the rise in cost of imported goods they were forced to purchase using revenue from foreign cotton sales 	<p>“Who Will Win?” Feb. 2007 from Texas Law-Related Education Helps teach TEKS 8.5BFG, 8.7AC, 8.18B, 8.30DE, 8.31D</p>
<p>8.18 Government. The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to:</p> <p>8.18B describe historical conflicts arising over the issue of states' rights, including the Nullification Crisis and the Civil War.</p>	<ul style="list-style-type: none"> • <u>Nullification Crisis: In 1828 Tariff of Abominations. Congress passed a lower but still protective tariff. Angered South Carolinians, led by Senator John C. Calhoun, declared the federal tariff null and void within its borders. Delegates to a special convention urged the state legislature to take military action and to secede from the union if the federal government demanded the customs duties. Government lowers tariff and backs down.</u> 	<p>“The Missouri Compromise,” <i>Debating the Documents</i> series by MindSparks can help to teach this. This resource is available in your campus library.</p> <p>“Who Will Win?” Feb. 2007 from Texas Law-Related Education Helps teach TEKS 8.5BFG, 8.7AC, 8.18B, 8.30DE, 8.31D</p> <p>“Civil War Recruitment” April 2006 from Texas Law-Related Education Helps teach TEKS 8.1C, 8.8AB,</p>

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		<p>8.18B, 8.30E</p> <p>“May I Quote You on This?” April 2004 from Texas Law-Related Education Helps teach TEKS 8.8ABC, 8.18B, 8.31ABD</p> <p>“Basic Principles of the U.S. Constitution” PreAP lesson from TEA’s Lighthouse Initiative Helps teach TEKS 8.16ABCD, 17ABC, 18AB, 19AB Several lessons are included in the PDF. Scroll to the appropriate lesson.</p>
Westward Expansion		
<p>8.6 History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:</p> <p>8.6B explain the political, economic, and social roots of Manifest Destiny</p>	<p><i>Manifest Destiny</i> – Belief that United States was destined to expand borders from Atlantic Ocean to Pacific Ocean</p> <p><u><i>Political Roots</i></u></p> <ul style="list-style-type: none"> • New Borders in the Treaty of Paris 1783 • Louisiana Purchase 1803 • Adams-Onis Treaty 1819 • Annexation of Texas in 1845 • Treaty of Guadalupe-Hidalgo/Mexican Cession • Acquisition of Oregon Territory • Gadsden Purchase <p><u><i>Economic Roots</i></u></p> <ul style="list-style-type: none"> • Cheap Land in frontier provinces of Mexico and Great Britain <p><u><i>Social Roots</i></u></p> <ul style="list-style-type: none"> • Americans moving into frontier provinces of Mexico • Oregon Trail • Conflict with Native Americans over land ownership 	<p>The Debating the Documents lesson titled “The War with Mexico” by MindSparks is an excellent resource which is particularly helpful in teaching 6B-D, and 22A as well as Social Studies Skills 30A-G, 31B, and 31D. This resource may be found in every campus library.</p> <p>“The War with Mexico,” <i>Debating the Documents</i> series by MindSparks can help to teach this. This resource is available in your campus library. p. 397, 400</p> <p>“Assumptions behind Manifest Destiny” PreAP lesson from TEA’s Lighthouse Initiative Helps teach TEKS 8.6BC Several lessons are included in the PDF. Scroll to the appropriate lesson.</p>
<p>8.6 History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:</p> <p>8.6C analyze the relationship between the concept of</p>	<ul style="list-style-type: none"> • Belief that the United States was destined to stretch from Atlantic to Pacific Ocean was used to justify acquisition of western lands by any means possible. 	<p>The Debating the Documents lesson titled “The War with Mexico” by MindSparks is an excellent resource which is particularly helpful in teaching 6B-D, and 22A as well as Social Studies Skills 30A-G, 31B, and 31D. This resource may be found in every campus library.</p> <p>“The War with Mexico,” <i>Debating the Documents</i> series</p>

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<p>Manifest Destiny and the westward growth of the nation;</p>		<p>by MindSparks can help to teach this. This resource is available in your campus library.</p> <p>“Assumptions behind Manifest Destiny” PreAP lesson from TEA’s Lighthouse Initiative Helps teach TEKS 8.6BC Several lessons are included in the PDF. Scroll to the appropriate lesson.</p>
<p>8.6 History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:</p> <p>8.6D explain the major issues and events of the Mexican War and their impact on the United States; and</p>	<p>Major Issues and Events of the Mexican War</p> <ul style="list-style-type: none"> • Desire of United States to annex Texas • Expansion of slavery • Border disputes between United States and Mexico • Treaty of Guadalupe-Hidalgo <p>Impact on the United States</p> <ul style="list-style-type: none"> • Defeat of Mexico by the United States forced Mexico to grant the United States the Mexican Cession, therefore expanding the U.S. to the Pacific. 	<p>The Debating the Documents lesson titled “The War with Mexico” by MindSparks is an excellent resource which is particularly helpful in teaching 6B-D, and 22A as well as Social Studies Skills 30A-G, 31B, and 31D. This resource may be found in every campus library.</p> <p>“The War with Mexico,” <i>Debating the Documents</i> series by MindSparks can help to teach this. This resource is available in your campus library. p. 394</p>
<p>8.6 History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:</p> <p>8.6E identify areas that were acquired to form the United States.</p>	<ul style="list-style-type: none"> • Original 13 Colonies from Great Britain • Treaty of Paris – US border would be to the Mississippi River • Louisiana Territory • Florida • Texas • Oregon Country • Mexican Cession - Southwest • Gadsden Purchase 	<p>Activity Idea: Manifest Destiny Territory Puzzle</p> <p>“Alaska” lesson plan from Maps 101 could help teach TEKS 8.6E, 10B, 11B. Passwords are located on the Intranet > Technology > Passwords.</p>
<p>8.10 Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</p> <p>8.10A create thematic maps, graphs, charts, models, and databases representing various aspects of the United States; and</p>	<ul style="list-style-type: none"> • Physical Geography - landforms, bodies of water, resources • Human Geography – population, human activity, railroads, crops, cities 	<p>“Biomes of the United States” lesson plan from Maps 101 could help teach TEKS 8.10AB. Passwords are located on the Intranet > Technology > Passwords.</p> <p>“How Well Do You Know the US Map?” lesson plan from Maps 101 could help teach TEKS 8.10A, 11B. Passwords are located on the Intranet > Technology > Passwords.</p> <p>“Telling the Story of the Civil War” lesson plan from Maps 101 helps teach TEKS 8.8B, 10AB. Password is</p>

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		on the Intranet > Technology > Passwords.
<p>8.11 Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:</p> <p>8.11A locate places and regions of importance in the United States during the 18th and 19th centuries; also 11b</p>	<ul style="list-style-type: none"> • Regions: Southwest, Northwest, Rocky Mountains, Northeast, South, West to the Mississippi River, Ohio River Valley, Appalachian Mountains, Northwest Territory, Indian Territory, 13 Colonies, Great Plains, Coastal Plains • Bodies of Water: Mississippi River, St. Lawrence River, Great Lakes, Ohio River, Missouri River, Atlantic Ocean, Pacific Ocean, Gulf of Mexico • Cities: New Orleans, San Francisco, Salt Lake City, St. Louis • Acquisitions: Louisiana Purchase, Texas, Oregon Country, Mexican Cession, California, Gadsden Purchase, 13 Colonies, Land won from the American Revolution • Trails heading west – Oregon, Santa Fe, Mormon, Old Spanish, California 	<p>“The Age of Jackson” from TEA’s Social Studies Center Toolkit Exemplary Curriculum Units Helps teach TEKS 8.1ABC, 5ABCFG, 11ABC, 22ABC, 31ABCD</p>
<p>8.12 Geography. The student understands the physical characteristics of the United States during the 18th and 19th centuries and how humans adapted to and modified the environment. The student is expected to:</p> <p>8.12A analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 18th and 19th centuries;</p>	<p>Describe how natural resources, the availability of water, river access, soil and climate influence the following regions:</p> <ul style="list-style-type: none"> • West of Appalachians • California – Gold Rush • Population movements e.g., Oregon Trail. 	<p>Acti vity Idea: Students write journal entries from their experiences on a Trail moving west.</p> <p>“Business in the Old West” lesson plan from Maps 101 could help teach TEKS 8.10B, 11C, 12A, 13A. Password is on the Intranet > Technology > Passwords.</p>
<p>Social Studies Skills TEKS—The TEKS below are processing TEKS: They are designed to be used to help students process the social studies content TEKS above. In reality, teaching and learning involves using the Social Studies Skills TEKS many times throughout the school year, but these TEKS have been written explicitly into the curriculum only a couple of times each to make sure that they are each taught in depth.</p>		
<p>8.31 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>8.31A use social studies terminology correctly;</p>	<p>Assurance Words to be taught in-depth during this bundle include:</p> <ul style="list-style-type: none"> • Nullification • Manifest Destiny 	

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	<ul style="list-style-type: none"> • Secession <p>Frequency: Students should always use terminology correctly, in writing, speaking, projects, etc.</p> <p>Mastery: When students actively use them in all social studies activities without being prompted.</p> <p>Examples: When students are able to correctly name a source as either primary or secondary.</p>	
<p>8.30 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>8.30F identify bias in written, oral, and visual material;</p> <p>8.30 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>8.30G evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and</p>		