

**8th Grade U. S. History  
Humble ISD 2012-2013  
Bundle One-At-A-Glance  
Timeframe: 9 weeks**

**Unit Name: Colonization**

**Essential Questions:**

- Why did European countries want colonies in the Americas?
- What role did religion, economics and politics play in the founding and settlement of the colonies?
- How did geography shape settlement patterns?
- How did early self government start in the colonies?

**Learning Outcomes:**

**The student is expected to:**

- Identify major eras and events in U.S. history – colonization—describe its causes and effects
- Identify reasons for European exploration and colonization of North America
- Identify selected racial, ethnic, and religious groups that settled in the U.S. and explain their reason for immigration
- Analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities

**Academic Vocabulary:**  
**colony, representative democracy, mercantilism, Jamestown, Pilgrims, Mayflower Compact, Fundamental Orders of Connecticut, Puritans, Quakers, plantation, slavery, Atlantic Ocean, Appalachian Mountains, Anne Hutchinson, Thomas Hooker, William Penn, Pocahontas, Roger Williams**

**Unit Name: Colonies Expand**

**Essential Questions:**

- What factors led to the growth of self government?
- How were the colonists ideas about government shaped by their belief that they were British citizens?
- How did geography shape economic activity and the growth of the colonies?
- What role did economics play in the importation of slaves and the creation of the plantation system?

**Learning Outcomes:**

**The student is expected to:**

- Identify major eras and events in U.S. history – colonization—describe its causes and effects
- Explain reasons for the growth of representative government and institutions during the colonial period
- Explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery
- Analyze the causes and effects of economic differences among different regions of the U.S.

**Academic Vocabulary:**  
**Representative democracy, 1st Great Awakening, New England, Middle, Southern, plantation, slavery, triangular trade, transatlantic slave trade, Magna Carta, English Bill of Rights, Charles Montesquieu, John Locke, William Blackstone**

**Unit Name: Causes of Revolution and American Revolution**

**Essential Questions:**

- How did economics shape British policies towards the colonies?
- How did colonial reaction to British policies reflect their belief in self government?
- How did the Declaration of Independence reflect the beliefs of the patriots?
- What did patriots believe they were fighting for?
- What role did American allies play in the Revolutionary War?
- How did the patriots win the war?
- What effect did the resolution of the war have on the balance of power in North America?

**Learning Outcomes:**

**The student is expected to:**

- Identify major eras and events in U.S. history– revolution and drafting the Declaration of Independence—describe their causes and effects
- Analyze causes of the American Revolution
- Explain issues surrounding important events of the American Revolution
- Define and give examples of unalienable rights

**Academic Vocabulary:**  
**Boston Massacre, taxation without representation, unalienable rights, Proclamation of 1763, Stamp Act, Boston Tea Party, Intolerable Acts, grievance, patriot, loyalist, Declaration of Independence (1776), Lexington and Concord, Saratoga, Valley Forge, Yorktown, Treaty of Paris 1783, New York, Philadelphia, Boston, Abigail Adams, John Adams, Samuel Adams, James Armistead, Crispus Attucks, Wentworth Cheswell, Benjamin Franklin, King George III, Patrick Henry, Thomas Jefferson, John Paul Jones, Marquis de Lafayette, Thomas Paine, Mercy Otis Warren,**