

**8th Grade U. S. History  
Humble ISD 2012-2013  
Bundle Three (part 1)-At-A-Glance  
Timeframe: 10 weeks (for both part 1 and part 2)**

**Unit Name: Jefferson**

Essential Questions:

- How did Jefferson contribute to the territorial growth of the U.S. and the knowledge of the western part of the continent?
- What did the case of *Marbury v. Madison* do, and why was it important?
- What economic and political factors contributed to conflict with Great Britain?
- What were the major battles of the War of 1812, and why were their outcomes important?
- How did America change as a result of the War of 1812?

**Learning Outcomes:**

The student is expected to:

- Identify major eras and events in U.S. history— early republic—describe its causes and effects
- Describe major domestic problems facing the leaders of the new republic
- Identify the foreign policy of presidents Jefferson and Madison
- Explain the causes, important events, and effects of the War of 1812

**Academic Vocabulary:**

Louisiana Purchase (1803), Lewis and Clark Expedition, Rocky Mountains, *Marbury v. Madison*, judicial review, impressment, embargo, War Hawks, War of 1812, Washington D.C., Fort McHenry, Thomas Jefferson, James Madison, Dolley Madison, Francis Scott Key, John Marshall

**Unit Name: Industrial Revolution**

Essential Questions:

- What effect did the Monroe Doctrine have on U.S. foreign policy?
- How did free enterprise affect the coming of the industrial revolution?
- How did new technologies effect transportation, communication, industrial output, and agriculture?
- What role did the Supreme Court play in the growing power of the federal government?
- How did differences in economic activity increase sectionalism?
- How were slaves affected by the growth of cotton production in the South?

**Learning Outcomes:**

The student is expected to:

- Identify the foreign policy of president Monroe
- Identify major eras and events in U.S. history—sectionalism—describe its causes and effects
- Compare places and regions of the U.S. in terms of physical and human characteristics
- Identify factors that brought about rapid industrialization and urbanization
- Explain the effects of technological and scientific innovations
- Analyze the impact on transportation and communication systems on growth, development, and urbanization

**Academic Vocabulary:**

Factory system, Lowell, protective tariff, Monroe Doctrine, Florida, sectionalism (North, South, West), urbanization, railroads, cotton gin, *McCulloch v. Maryland*, *Gibbons v. Ogden*, steamboat, Erie Canal, interchangeable parts, mechanical reaper, telegraph, Henry Clay, James Monroe, John Marshall, Eli Whitney

**Unit Name: Jackson**

Essential Questions:

- How did changing attitudes and policies increase suffrage in the U.S.?
- How and why were Native Americans negatively affected by the growth of the U.S.?
- How did economic difference between sections lead to conflict? How was the conflict resolved?
- Why was there a conflict over the Bank of the U.S.? What effect did the conflict have?

**Learning Outcomes:**

The student is expected to:

- Identify major eras and events in U.S. history— the age of Jackson—describe its causes and effects
- Explain the origin and development of American political parties
- Explain the causes and effects of Jackson's policies toward Native Americans and the bank
- Explain the constitutional issues arising over the issue of states' rights

**Academic Vocabulary:**

Jacksonian democracy, suffrage, Democrats, Whigs, Tariff of Abominations, Nullification Crisis, states' rights, Compromise Tariff, Bank veto, Indian Removal Act, *Worcester v. Georgia*, Trail of Tears, Andrew Jackson, John C. Calhoun, Henry Clay, John Marshall

**8th Grade U. S. History  
Humble ISD 2012-2013  
Bundle Three (part 2)-At-A-Glance  
Timeframe: 10 weeks (for both part 1 and part 2)**

**Unit Name: Manifest Destiny**

Essential Questions:

- What was manifest destiny and how did it contribute to the movement of Americans west?
- How did the U.S. acquire Oregon, Texas, and California?
- What role did economics, religion, and politics each play in westward expansion?

**Learning Outcomes:**

The student is expected to:

- Identify major eras and events in U.S. history– westward expansion—describe its causes and effects
- Explain the political, economic, and social roots of manifest destiny
- Explain the causes and effects of the U.S. -Mexican War and their impact on the U.S.
- Identify areas that were acquired to form the U.S.

**Academic Vocabulary:**

**Manifest destiny, Oregon, Texas, U.S. -Mexican War, Treaty of Guadalupe Hidalgo, Mexican Cession, California, Gold Rush, immigrants (Chinese), Pacific Ocean, Oregon trail, California trail, Santa Fe trail, Gadsden Purchase, James K. Polk**

**Unit Name: Immigration, Culture, and Reform**

Essential Questions:

- What were the push and pull factors that affect immigration to the U.S.?
- What effects did immigration have on the U.S. in the mid-19th century?
- What reform movements grew out of the 2nd-Great Awakening and what success did each have?
- How did many of the reform movements cause conflict in society?
- Describe American culture and how it was depicted in art and literature?

**Learning Outcomes:**

The student is expected to:

- Identify major eras and events in U.S. history– 2nd Great Awakening and reform movements– describe their cause and effects
- Identify different racial, ethnic, and religious groups that settled the U.S. and their reasons for immigration
- Evaluate the impact of reform movements
- Describe the development in art, music, and literature

**Academic Vocabulary:**

**Immigrants (Irish and German), push and pull factors, 2nd Great Awakening, temperance, abolition, women's rights, Seneca Falls Convention, Declaration of Sentiments, suffrage, Transcendentalism, Hudson River School, John Quincy Adams, Susan B Anthony, John James Audubon, Emily Dickinson, Frederick Douglass, Ralph Waldo Emerson, Nathaniel Hawthorne, Edgar Allan Poe, Elizabeth Cady Stanton, Henry David Thoreau, Sojourner Truth, Walt Whitman**

**Unit Name: Causes of Civil War**

Essential Questions:

- How did territorial growth lead to a conflict over slavery? What attempts were made to resolve the conflicts?
- What role did the Dred Scott case have in the conflict over slavery and its expansion?
- What role did the election of 1860 play in increasing tensions between North and South?
- How would a southerner justify secession? How would a northerner argue against it?
- Explain how Lincoln and Davis each reflect their beliefs in government in their inaugural addresses.

**Learning Outcomes:**

The student is expected to:

- Analyze the impact of slavery on different sections of the U.S.
- Explain the causes of the Civil War
- Analyze the causes and effects of economic differences among different regions of the U.S.
- Explain the constitutional issues arising over the issue of states' rights

**Academic Vocabulary:**

**Compromise of 1850, Fugitive Slave Act, Kansas-Nebraska Act, Republican Party, sectionalism, states' rights, Dred Scott v. Sandford, Lincoln's 1st Inaugural Address, Davis's Inaugural Address, Charleston, Fort Sumter, Confederate States of America, Union, John Quincy Adams, John C. Calhoun, Henry Clay, Jefferson Davis, Abraham Lincoln, Dred Scott, Harriet Beecher Stowe, Daniel Webster**