

**8th Grade U. S. History
Humble ISD 2012-2013
Bundle Four At-A-Glance
Timeframe: 11 weeks**

Unit Name: Civil War

Essential Questions:

- What battle strategies did each side employ during the Civil War?
- What effect did the battles of Antietam, Gettysburg, and Vicksburg have on the war?
- How did the War change from a war to preserve the Union to a war to end slavery?
- How did Lincoln's 2nd Inaugural Address set out his vision for a post war America?
- Why did the North win and the South lose the Civil War?

Learning Outcomes:

The student is expected to:

- Identify major eras and events in U.S. history– Civil War—describe its causes and effects
- Explain the constitutional issues arising over the issue of states' rights
- Explain the causes of the Civil War and significant events of the war

Academic Vocabulary:

Confederate States of America, Union, Washington D.C., Richmond, Antietam, Emancipation Proclamation, Gettysburg, Gettysburg Address, Vicksburg, "The Battle Hymn of the Republic", Lincoln's 2nd Inaugural Address, Appomattox Courthouse, assassination, Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, William Carney, Philip Bazaar, Thomas "Stonewall" Jackson, Clara Barton

Unit Name: Reconstruction

Essential Questions:

- Compare and Contrast President Johnson's plan for Reconstruction with Congress's plan.
- How did the South try to control the newly freed African American?
- How did the nation grow economically, politically and territorially after the Civil War?
- What are the Homestead Act, Morrill Act, Dawes Act, and what effect did each have?
- How and why did Reconstruction come to an end?

Learning Outcomes:

The student is expected to:

- Identify major eras and events in U.S. history– Reconstruction—describe its causes and effects
- Explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups
- Describe the impact of the 13th, 14th, and 15th amendments on life in the U.S.

Academic Vocabulary:

Radical Reconstruction, Freedman's Bureau, black codes, Civil Rights Act of 1866, Reconstruction Act of 1867, sharecropping, carpetbaggers, scalawags, 13th Amendment, 14th Amendment, 15th Amendment, Jim Crow Laws, Ku Klux Klan, Alaska Purchase (Seward's Folly), Transcontinental Railroad, Compromise of 1877, Homestead Act, Morrill Act, Dawes Act, Andrew Johnson, Hiram Rhodes Revels

Unit Name: Geography Basics

Essential Questions:

- How do geographic tools answer geographic questions, infer relationships, and analyze change?
- How are physical and human factors spatially defined?

Learning Outcomes:

The student is expected to:

- Design and draw appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic information.
- Use geographic terminology correctly
- Locate places of contemporary geopolitical significance on a map.
- Differentiate between a formal, functional, and perceptual region.

Academic Vocabulary:

Maps, Legend, Compass Rose, Scale, Thematic Map, Latitude, Longitude, Equator, Prime Meridian, Continents, Regions, Formal region, Functional region, Perceptual region, Political Unit, Cities, State, Countries, River System, Land use, Man-Made border, Natural border