

Committee on American Civic
Monday, December 8, 2025
the Elementary Conference Room
7:00 PM

President Johnson called the Committee on American Civic to order at on Monday, December 8, 2025 in the Elementary Conference Room. The meeting was advertised in accordance to Policy 2008. An open meetings poster, agendas and procedures to address the Board of Education were available to visitors.

1. Call to committee meeting to order and roll call

Mrs Kay Johnson: Present, Mrs Emmy Power: Present, Mr Levi Rogers: Absent, Mrs Lisa Stewart: Present, Mr Dana Tompkin: Absent, Chuck Wiese: Absent. Present: 3, Absent: 3.
All committee members were present

There were no visitors present. Administrators Engel, Kenton and Hostetler were present. All board members on the committee were present.

2. Request to address the committee on topic of civics taught in the district

There were no requests to address the board of education.

3. Reports

3.a. American Civics Report

3.a.1. District Patriotic Exercises

4. Adjournment

Motion made by Mrs Kay Johnson seconded by Mrs Lisa Stewart to adjourn at 7:18 PM.

Vote: Passed

Mr Levi Rogers: Absent, Mr Dana Tompkin: Absent, Chuck Wiese: Absent, Mrs Kay Johnson: Yea, Mrs Emmy Power: Yea, Mrs Lisa Stewart: Yea

Yea: 3, Nay: 0, Absent: 3

Respectfully Submitted,
Levi Rogers, Secretary

Shelton Public Schools – Committee on American Civics

State Statute 79-724

1) The school board of each school district, at the beginning of each calendar year, appoint from its member a committee of three, to be known as the Committee on American Civics, which shall:			
	Declaration	Action	Resources
a)	Hold no fewer than two public meetings annually, at least one when public testimony is accepted	1st Meeting 12/8/25	Posted committee meeting notice at Post Office & District Website
b)	Keep minutes of each meeting showing the time and place of the meeting, which members were present or absent, and the substance and details of all matters discussed	On Sparq	https://meeting.sparqdata.com/Public/Organization/shelton
c)	Examine and ensure that the social studies curriculum used in the district is aligned with the social studies standards adopted teaches the foundational knowledge in civics, history, economics financial literacy, and geography	Curriculum Aligned 2019	American Civics American Government Civics 7 Modern Problems
d)	Review and approve the social studies curriculum to ensure that it stressed the service of the men and women who played a crucial role in the achievement of national independence, establishment of our constitutional government, and preservation of the union and includes the incorporation of multicultural education as set forth in order to instill pride and respect for the nation's institution and not be merely a recital of events and dates	Curriculum Aligned 2019	American Civics American Government Civics 7 Modern Problems
e)	Ensure that any curriculum recommended or approved by the committee on American civics is made readily accessible to the public and contains a reference to this section	Samples provided at the meeting	
f)	Ensure that the district develops and utilizes formative, interim and summative assessments to measure student mastery of the social studies standards adopted	See curriculum guides, unit/pacing guides	
g)	Ensure that the social studies curriculum in the district incorporates one or more of the following for each student:		

	i: administration of a written test that is identical to the entire civics portion of the naturalization test used by the United States Citizenship and Immigration Services prior to the completion of 8th grade and again prior to the completion of 12th grade with the individual score from each test for each student made available for parents or		128 Civics Questions and Answers for the Naturalization Test (2020 version)
	ii: Attendance or participation between the commencement of eighth grade and completion of twelfth grade in a meeting of a public body as defined by section 84-1409 followed by the completion of a project or paper in which each student demonstrates or discusses the personal learning experience of such student related to such attendance or participation; or		
	iii: Completion of a project or paper and class presentation between the commencement of 8th grade and the completion of 12th grade on a person or persons or event commemorated by a Holiday listed in subdivision (6) on a topic to such person or persons or event and		
h)	Take all such other steps as will assure the carrying out of the provision of this section and provide a report of the school board regarding the committees' findings and recommendations.	Twice a year Civics Committee Meeting	
2) All social studies courses approved for grade levels as provided by this section shall include and adequately stress contributions of all ethnic groups to a) the development and growth of American into a great nation b) art, music, education, medicine, literature, science, politics, and government and c) the military in all this nation's wars			
	Declaration		
a)	the development and growth of America into a great nation		
b)	art, music, education, medicine, literature, science, politics, and government	Embedded throughout the texts	
c)	the military in all this nation's wars	Embedded in curriculum throughout	

3) All grades of all public, private and denominational, and parochial schools, below the sixth grade, shall devote at least one hour per week to exercises or teaching periods for the following purposes:			
	Declaration	Action	Resources, if applicable
a)	The discussion of noteworthy events pertaining to American history or the exceptional acts of individuals and group of Americans		
b)	The historical background, memorization and singing of patriotic songs such as the Star-Spangled banner	K-12 Music	Star Spangled Banner & America the Beautiful
c)	The development of respect for the American flag as a symbol of freedom and the sacrifices of those who secured the freedom and	Morning Routine includes Pledge of Allegiance for all students	
d)	Instruction as to proper conduct in the presentation of the American flag	Morning Routine includes Pledge of Allegiance for all students (1.1.2b and 2.1.2b)	
4) In at least two of the three grades from the fifth grade to the 8th grade in all public, private and denomination and parochial schools, time shall be set aside for the teaching of American history for the social studies curriculum, which shall be taught in such a manner that all student are given the opportunity a) become competent responsible, patriotic and civil citizens who possess a deep understanding of and respect for the the constitution of the United States and the Constitution of Nebraska and b) prepare to preserve, protect and define the freedom and democracy in our nation and our world.			
	Declaration	Action	Resources, if applicable
a)	become competent responsible, patriotic and civil citizens who posses a deep understanding of and respect for the the constitution of the United States and the Constitution of Nebraska		
b)	prepare to preserve, protect and defend the freedom and democracy in our nation and our world		
5) In at least two courses in every high school, time shall be devoted to the teaching of civics and American history as outlined in the social studies standards adopted which specific attention shall be given to the following matters:			

	Declaration	Action	Resources, if applicable
a)	The Declaration of Independence, the United States Constitution, the Constitution of Nebraska and the structure and function of local governments of this state		
b)	The benefits and advantages of representative government, the right and responsibilities of citizenship in our government, as the dangers and fallacies of forms of government that restrict individual freedoms or possess anti democratic ideals such as , but no limited to Nazism and communism		
c)	The duties of citizenship, which include active participation in the improvement of a citizen's community, state, country and world and the value and practice of civil discourse between opposing interest and		
d)	The application of knowledge in civics, history economic , financial literacy and geography to address social issues		
6) Appropriate patriotic exercises suitable to the occasion shall be held under the direction of the superintendent in every public, private, denomination and parochial school on:			
	Declaration	Action	Resources, if applicable
	i: George Washington's birthday		Days Observed
	ii: Abraham Lincoln's birthday		Days Observed
	iii: Dr. Martin Luther King, Jr.'s birthday		Days Observed
	iiii: Native American Heritage Day		Days Observed
	iv: Constitution Day	Observed 9/17/25	Days Observed
	v: Memorial Day	Out of school	
	vi: Veterans Day	Veterans Day Program	November 11, 2025
	vii: Thanksgiving Day	Holiday Celebrations	Days Observed
7) Every school board, the State Board of Education, and the superintendent of each school district			

in the state shall be held directly responsible in the order names for carrying out this section,
Neglect thereof by any employee may be considered a cause for dismissal.

8th Grade U.S. History Curriculum Guide

Alignment to NE History Standards (2019)

Pacing/Unit Guide

<u>Unit 1:</u> REVIEW OF COLONIAL FOUNDATIONS	<u>Unit 2:</u> PRE-CONSTITUTION	<u>Unit 3:</u> THE CONSTITUTION
<u>Unit 4:</u> TERRITORIAL EXPANSION AND CONFLICT	<u>Unit 5:</u> SETTLEMENT AND IMMIGRATION	<u>Unit 6:</u> SLAVERY AND SECTIONALISM
<u>Unit 7:</u> THE CIVIL WAR	<u>Unit 8:</u> RECONSTRUCTION	<u>Unit 9:</u> THE GILDED AGE
<u>Unit 10:</u> PERSONAL FINANCE	<u>Videos:</u> LINKS TO VIDEO PAGES	<u>Extra Resources:</u>

Link to Alignment:

<https://docs.google.com/document/d/1Pw06j1b0xztvuo9uAmympFZsrKtbH7RyeWub7iAVjo/edit?usp=sharing>

Unit 1: REVIEW OF COLONIAL FOUNDATIONS

Pacing: 1 Week

Overview

(Essential Questions, Engaging Scenario, Anchor Phenomena)

How did the different colonial foundations shape the future of America?

Supporting Questions:

- What motivated different groups to establish colonies in North America?
- How did geography and environment influence the economies and lifestyles of the colonies?
- In what ways did religion and government differ between the New England, Middle, and Southern colonies?
- How did early interactions between colonists and Indigenous peoples affect each region's development?
- Which colonial ideas or practices can still be seen in American society today?

NE Standard

SS 5.1.1 Synthesize and justify the structure and function of the United States government.

Student Learning Outcomes/Learning Targets

Describe key historical influences on the U.S. constitutional system

- Investigate and summarize how documents and events – such as the Declaration of Independence, the Articles of Confederation, the English Bill of Rights, and colonial charters – contributed to the foundation of the U.S. government.
- Explain how those influences shaped the idea of limited government, separation of powers, and individual rights.

SUPPLEMENTARY

Identify and explain the structure of the federal government

- Name the three branches of the U.S. government (legislative, executive, judicial).
- Explain the primary function(s) of each branch (e.g., making laws, executing laws, interpreting laws).
- Describe how checks and balances and separation of powers help prevent any one branch from becoming too powerful.

<p>SS 5.1.1.a Students will review the historical foundation and formation of the United States constitutional government.</p>	<p>Analyze the effects of laws and government decisions on different groups</p> <ul style="list-style-type: none"> ● Examine how laws made at the federal level have impacted citizens, states, and marginalized or minority groups (for example: Native American tribes, enslaved persons, immigrants, and women). ● Explore examples in early U.S. history of how majority rule and minority rights sometimes conflicted, and how the constitutional system attempted to address (or failed to address) those conflicts.
<p>SS 5.4.1.a Examine the chronology of key events in the United States and communicate their impact on various groups in the past, present, and future.</p>	<p>Evaluate interactions among local, state, and federal governments</p> <ul style="list-style-type: none"> ● Analyze how decisions or laws at the national level can affect state and local governments (e.g., through mandates, funding, treaties). ● Provide examples of how state or local governments carry out, resist, or respond to federal policies.
	<p>Justify key constitutional principles underlying the American republic</p> <ul style="list-style-type: none"> ● Articulate and defend the principles of the American system (e.g., popular sovereignty, rule of law, representative democracy, individual rights). ● Use evidence and reasoning to support claims about why those principles are important for how the U.S. government is structured and functions.
	<p>Compare U.S. forms of government with other forms.</p> <ul style="list-style-type: none"> ● Analyze and contrast how government works in different systems (e.g., monarchy, tribal government, colonial governments). ● Cite specific features (e.g., how leaders are selected, the role of law, distribution of power) to show similarities and differences.

Instructional Resources & Activities

Ben's Guide to the U.S. Government

A kid-friendly government resource (with explanations, diagrams, activities) across grade bands.

→ <https://bensguide.gpo.gov/> [Ben's Guide](#)

iCivics: Foundations of Government

Lesson plans and interactive modules on government types, the U.S. Constitution, and more.

→ <https://ed.icivics.org/curriculum/foundations-government> [iCivics](#)

Play "Branches of Power – Checks and Balances" (iCivics game)

A game to help students understand how the branches of government interact.

→ <https://ed.icivics.org/games/branches-power> [iCivics](#)

Structure of the U.S. Government — FDLP Resource Guide

A guide with charts showing how legislative, executive, and judicial branches relate.

→ <https://libguides.fdlp.gov/structure-of-the-us-government> [FDLP LibGuides](#)

Truman Library: Interactive Teaching Unit on the Three Branches

Uses original documents and internet research tasks; includes "How a Bill Becomes a Law" game.

→ <https://www.trumanlibrary.gov/education/three-branches/interactive-teaching-unit-using-documents-internet-resources>
[Truman Library](#)

Khan Academy — U.S. Government & Civics

Explanations, videos, and practice exercises on the foundations and branches of government.

→ <https://www.khanacademy.org/humanities/us-government-and-civics> [Khan Academy](#)

Share My Lesson — U.S. Government Lesson Plans & Resources

A searchable repository of free lesson plans and supports across grade levels.

→ <https://sharemylesson.com/subject/us-government> [Share My Lesson](#)

Academic Vocabulary

Exploration & Colonization

- **Colony** – A settlement ruled by a distant country.
- **Colonization** – The process of establishing control over new lands and peoples.
- **Charter** – An official document granting permission to start a colony.
- **Settlement** – A small community of people living in a new place.

- **Exploration** - Traveling to discover new lands and resources.
 - **Mercantilism** - An economic system where colonies exist to benefit the mother country by providing raw materials and markets.
 - **Indentured Servant** - A person who agreed to work for a period of time in exchange for passage to the colonies.
 - **Triangular Trade** - A Trade route connecting Europe, Africa, and the Americas, involving goods and enslaved people.
 - **Middle Passage** - The brutal sea journey enslaved Africans were forced to take to the Americas.
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Motives & Beliefs

- **Religious Freedom** - The right to believe and worship as one chooses.
 - **Persecution** - Mistreatment of people because of their beliefs.
 - **Pilgrims** - English settlers who sought religious freedom and founded Plymouth Colony in 1620.
 - **Puritans** - A religious group that wanted to “purify” the Church of England and founded the Massachusetts Bay Colony.
 - **Quakers** - A religious group promoting peace and equality; many settled in Pennsylvania.
 - **Tolerance** - Acceptance of different beliefs and practices.
 - **Missionary** - A person sent to spread religious beliefs, often to Indigenous peoples.
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Geography & Regional Development

- **New England Colonies** - Northern colonies known for shipbuilding, fishing, and trade.
 - **Middle Colonies** - “Breadbasket” colonies with fertile soil and diverse populations.
 - **Southern Colonies** - Colonies with plantations and reliance on enslaved labor.
 - **Plantation** - A large farm that grows cash crops like tobacco or rice.
 - **Cash Crop** - A crop grown for sale rather than for personal use (e.g., tobacco, cotton).
 - **Backcountry** - The frontier region near the Appalachian Mountains.
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Government & Society

- **Mayflower Compact** - The first self-governing agreement in the colonies (1620).
- **House of Burgesses** - The first representative assembly in the American colonies (Virginia).
- **Town Meeting** - A form of direct democracy practiced in New England colonies.

	<ul style="list-style-type: none"> ● Representative Government - A system where citizens elect people to make decisions for them. ● Self-Government - The right of people to rule themselves independently. ● Magna Carta - A 1215 document limiting the power of English rulers; it influenced colonial government. ● Parliament - England's law-making body that served as a model for colonial assemblies. ● Rights - Basic freedoms or privileges that people are entitled to. ● Rule of Law - The idea that all people, including leaders, must follow the law. <hr/> <p> Interactions & Impacts</p> <ul style="list-style-type: none"> ● Indigenous Peoples - The first inhabitants of North America, who had complex societies before European contact. ● Cultural Exchange - Sharing of ideas, technologies, and traditions between groups. ● Conflict - Disagreements or fighting between groups, often over land or resources. ● Trade - The buying and selling, or exchanging of goods. ● Slavery - The forced labor system where people were treated as property. ● Middle Colonies Diversity - The mix of cultures, languages, and religions that developed there. <hr/> <p> Colonial Legacy / Big Ideas</p> <ul style="list-style-type: none"> ● Colonial Region - A group of colonies with similar geography and economy (New England, Middle, Southern). ● Freedom - The power or right to act, speak, or think without restraint. ● Independence - Freedom from control by another government or country. ● Economic System - The way a society organizes production and trade. ● Foundation - The base or beginning of something; in this case, the early structures of American society and government.
<p>Materials</p>	<ul style="list-style-type: none"> ● Computers ● Schoology ● Notebook ● Writing Utencil (Pencil, Pen, Highlighter)
<p>Connection to School Improvement Goal</p>	<p>Students will use academic vocabulary and historical evidence to produce clear, organized written responses that explain the causes, characteristics, and consequences of colonial foundations in North America.</p>

Formative Assessment	Summative Assessment
<ul style="list-style-type: none">● Bell Ringers● Exit Tickets● Actively Learns● Schoology Discussion Board Posts● Schoology Assignments	<ul style="list-style-type: none">● Unit Exam● Seven Major Causes of the Revolutionary War

Notes (what worked, didn't work, want to change, etc.):

Unit 2: PRE-CONSTITUTION

Pacing: 3 Weeks

Overview

(Essential Questions, Engaging Scenario, Anchor Phenomena)


How did the weaknesses and challenges of America's first government lead to the creation of the U.S. Constitution?

Supporting Questions:

- What problems did the United States face after winning independence from Britain?
- How did states differ in their priorities, governments, and economies?
- What fears did Americans have about creating a national government?
- What was the structure of government under the Articles of Confederation?
- Why did the Founders choose such a weak central government at first?
- In what ways did the Articles succeed in holding the new nation together?
- What were the major weaknesses of the Articles of Confederation (e.g., taxation, trade, military, leadership)?
- How did events like Shays' Rebellion reveal the need for change?
- How did differing state interests and regional rivalries make governing difficult?
- How did the failures of the Articles influence the Constitutional Convention?
- What compromises were made (Great Compromise, 3/5 Compromise, etc.) to balance state and national power?
- How did the idea of federalism grow out of this period?
- What lessons did the Founders learn from the Articles that shaped the Constitution?
- How can we see evidence of the Articles' influence in today's U.S. government?
- Why is failure sometimes necessary to achieve lasting success in government or leadership?

NE Standard	Student Learning Outcomes/Learning Targets
<p>SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government</p> <p>SS 8.2.4 Justify and debate economic decisions made by North American Societies.</p> <p>SS 8.2.5 Illustrate how international trade impacts individuals, organizations, and nations.</p> <p>SS 8.4.1 Analyze Patterns of continuity and change over time in the United States history.</p> <p>SS 8.4.4 Evaluate and interpret sources for perspective and historical context.</p> <p>SS 8.4.5 Apply the inquiry process to construct and answer historical questions.</p>	<p>Foundations of Government</p> <p>Students explain how key historical documents—such as the Declaration of Independence, Articles of Confederation, and the U.S. Constitution—established the foundational principles of the United States government.</p>
<p>SUPPLEMENTARY</p>	<p>Structure of Government</p> <p>Students describe the organization and powers of the legislative, executive, and</p>

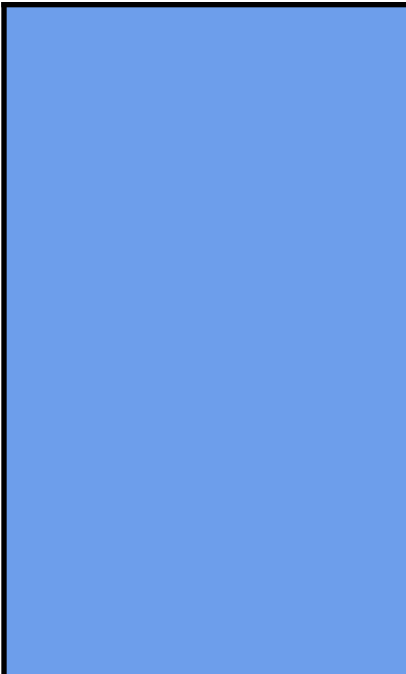
	judicial branches and analyze how the system of checks and balances limits government authority.
SS 8.1.1.a Students will identify and describe the different systems of government. SS 8.1.1.c Examine the development of foundational laws and other documents in the United States Government.	Functions and Federalism Students analyze how power and responsibilities are divided and shared among federal, state, and local governments within the framework of federalism.
SS 8.1.1.e Describe how important government principles are shown in American Government. SS 8.1.1.f Analyze the development and significance of political parties in the United States.	Civic Ideals and Rights Students examine how the Constitution and Bill of Rights define and protect individual rights and outline the civic duties and responsibilities of citizens.
SS 8.2.4.c Describe the progression of money and its role in the early U.S. SS 8.2.5.a Explain that currency must be converted to make purchases in other countries. SS 8.2.5.b Recognize how trade barriers impact the prices and quantity of goods.	Continuity and Relevance Students evaluate how the structure and principles of the United States government continue to shape and influence contemporary political and social issues.
SS 8.4.1.a Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the U.S. SS 8.4.1.b Evaluate the impact of historical events in the US using symbols, maps, documents, and artifacts. SS 8.4.4.a Compare and contrast primary and secondary sources of history. SS 8.4.4.b Evaluate the relationships among historical events in the US and relevant contemporary issues. SS 8.4.5.a Identify areas of inquiry by using student-generated questions about multiple historical resources SS 8.4.5.b Locate, analyze, and cite appropriate sources for research about US history, including primary and secondary resources.	

Instructional Resources & Activities	 Primary Source & Reference Documents <ol style="list-style-type: none"> National Archives — Articles of Confederation (1777) The official text and context of America’s first national framework. → https://www.archives.gov/milestone-documents/articles-of-confederation National Archives
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2. **Gilder Lehrman Institute — “The Articles of Confederation, 1777”**
Primary source with historical commentary and teaching notes.
→ <https://www.gilderlehrman.org/history-resources/spotlight-primary-source/articles-confederation-1777> Gilder Lehrman Institute
 3. **TeachingAmericanHistory.org — Articles of Confederation**
Document with historical context, analysis, and classroom application.
→ <https://teachingamericanhistory.org/document/articles-of-confederation/> Teaching American History
 4. **Library of Congress Guide — Related Online Resources: Articles of Confederation**
Links to printed editions, maps, timelines, and further documents.
→ <https://guides.loc.gov/articles-of-confederation/related-online-resources> Research Guides
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Lessons, Activities & Curriculum Modules

5. **National Constitution Center — Classroom Resources on the Constitutional Convention**
Modules, videos, briefs, and worksheets on how and why the Convention was held.
→ <https://constitutioncenter.org/education/classroom-resources-by-topic/constitutional-convention> Constitution Center
6. **Bill of Rights Institute — Articles of Confederation Lesson & One-Pager**
Includes graphic organizers and comparisons between the Articles and the Constitution.
→ <https://billofrightsinstitute.org/lessons/articles-of-confederation> Bill of Rights Institute
→ One-Pager summary: <https://billofrightsinstitute.org/activities/handout-f-articles-of-confederation-one-pager> Bill of Rights Institute
7. **EDSITEment — “Road to the Constitutional Convention” (Lesson Plan)**
Focuses on events and problems under the Articles that led to calling the 1787 convention.
→ <https://edsitement.neh.gov/lesson-plans/lesson-1-road-constitutional-convention> NEH-Edsitement
8. **CSAC / University of Wisconsin — “A Closer Look at the Articles of Confederation”**
Worksheet, discussion prompts, primary document analysis, and ties to the Convention.
→ https://archive.csac.history.wisc.edu/ls_bazan.pdf American Constitution Center



9. **Mount Vernon — “A Classroom Constitutional Convention”**

A simulation activity where students design a government for their classroom to mirror the difficulties of creating a national constitution.

→ <https://www.mountvernon.org/education/for-teachers/lessonplans/lesson/a-classroom-constitutional-convention-george-washingtons-mount-vernon>

10. **iCivics — “Constitutional Compromise” Game / Activity**

Helps students understand the compromises made at the 1787 Convention (e.g., Great Compromise, 3/5 Compromise).

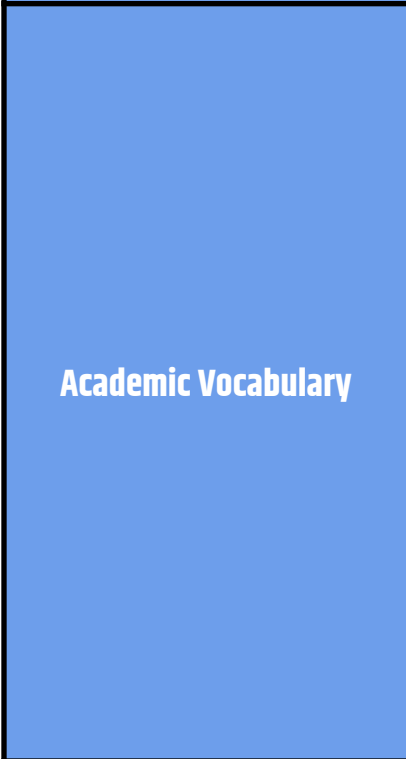
→ <https://ed.icivics.org/games/constitutional-compromise> [iCivics](https://ed.icivics.org/games/constitutional-compromise)

11. **American Battlefield Trust — Constitutional Convention Teaching Guide**

Provides slides, primary source choices, background, and discussion questions on the 1787 Convention.

→

<https://www.battlefields.org/sites/default/files/2025-01/Constitutional%20Convention%20Lesson%20Plan%20Teaching%20Guide.pdf> [battlefields.org](https://www.battlefields.org)



 **Pre-Constitution Vocabulary List**

 **Forming a New Nation**

- **Independence** - Freedom from the control of another country.
- **Confederation** - A loose alliance of states or nations that cooperate for common purposes but retain most of their independence.
- **Sovereignty** - The right of a state or nation to govern itself.
- **Ratify** - To officially approve or confirm a law, treaty, or agreement.
- **Delegate** - A person chosen to represent others, especially at a meeting or convention.
- **Convention** - A formal meeting or assembly for discussion and decision-making, often about government.
- **Republic** - A system of government where citizens elect representatives to make decisions for them.

 **Articles of Confederation**

- **Articles of Confederation** - The first written plan of government for the United States (1777), which created a weak central

Academic Vocabulary

government.



- **Congress** - The legislative body created by the Articles; it had limited powers such as declaring war and making treaties.
 - **Ordinance** - A law or regulation, especially one dealing with land or local matters.
Northwest Ordinance (1787) - Law that set rules for governing new territories and how they could become states.
 - **Land Ordinance of 1785** - Set up a standardized system for surveying and dividing western lands.
 - **Weaknesses of the Articles** - No power to tax, no executive branch, no national court system, and difficulty passing laws or amendments.
 - **Trade Disputes** - Economic conflicts between states due to lack of a unified national policy.
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Problems Under the Articles

- **Inflation** - A rise in prices and a decrease in the value of money.
 - **Debt** - Money owed, especially by the government after the Revolution.
 - **Rebellion** - An uprising or organized resistance against authority.
 - **Shays' Rebellion** - A 1786 revolt by Massachusetts farmers protesting high taxes and debt, showing the weakness of the Articles of Confederation.
 - **Tariff** - A tax on imported goods.
 - **Interstate Commerce** - Trade between different states; difficult to regulate under the Articles.
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Toward the Constitution

- **Constitutional Convention** - The 1787 meeting in Philadelphia where delegates wrote a new Constitution to replace the Articles of Confederation.
- **Compromise** - An agreement in which both sides give up something to reach a solution.
- **Great Compromise** - Agreement creating a two-house legislature: the Senate (equal representation) and the House of Representatives (based on population).
- **Three-Fifths Compromise** - Decision that counted three-fifths of enslaved people toward a state's population for representation and taxation.
- **Federalism** - A system of government where power is shared between national and state governments.
- **Republicanism** - The principle that government should be based on the consent of the governed through elected representatives.
- **Checks and Balances** - System ensuring no branch of government becomes too powerful.

	<ul style="list-style-type: none"> ● Separation of Powers - The division of government into three branches: legislative, executive, and judicial. <hr/> <p> Political & Philosophical Foundations</p> <ul style="list-style-type: none"> ● Enlightenment - An intellectual movement emphasizing reason, individual rights, and government by consent. ● Natural Rights - Basic rights that all humans are born with, such as life, liberty, and property (John Locke's idea). ● Social Contract - The belief that governments exist through an agreement between rulers and the governed to protect rights. ● Limited Government - The idea that government powers are restricted by law. ● Rule of Law - The principle that everyone, including leaders, must follow the law. <hr/> <p> Key People</p> <ul style="list-style-type: none"> ● James Madison - "Father of the Constitution"; took detailed notes at the Constitutional Convention. ● George Washington - Presided over the Constitutional Convention. ● Alexander Hamilton - Advocated for a strong central government. ● Roger Sherman - Proposed the Great Compromise. ● Daniel Shays - Led a rebellion that exposed the weaknesses of the Articles of Confederation.
<p>Materials</p>	<ul style="list-style-type: none"> ● Computers ● Schoology ● Notebook ● Writing Utencil (Pencil, Pen, Highlighter)
<p>Connection to School Improvement Goal</p>	<p>Students will use academic vocabulary and historical evidence to produce clear, organized written responses that explain the causes, characteristics, and consequences of colonial foundations in North America.</p>

<p>Formative Assessment</p>	<p>Summative Assessment</p>
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- Bell Ringers
- Exit Tickets
- Actively Learns
- Schoology Discussion Board Posts
- Schoology Assignments

- Pre-Constitution Exam
- Classroom Succession Act

Notes (what worked, didn't work, want to change, etc.):

Unit 3: THE CONSTITUTION

Pacing: 4 Weeks

Overview

(Essential Questions, Engaging Scenario, Anchor Phenomena)

How did the Constitution create a stronger government while protecting the rights of the people?

Supplementary Questions:

- What problems under the Articles of Confederation convinced the framers that a new Constitution was necessary?
- How does the Constitution organize government power through the three branches and the system of checks and balances?
- How did debates between Federalists and Anti-Federalists shape the addition of the Bill of Rights?
- “Did the Constitution successfully balance liberty and order?” -Students gather evidence from primary sources (Preamble, Articles I-III, Federalist/Anti-Federalist excerpts, Bill of Rights) and use claim-evidence-reasoning to argue their conclusion.

NE Standard

SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the US government.
SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens.
SS 8.2.4 Justify and debate economic decisions made by North American societies.
SS 8.4.1 Analyze Patterns of continuity and change over time in the United States history.
SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.
SS 8.4.4 Evaluate and interpret sources for perspective and historical context.
SS 8.4.5 Apply the inquiry process to construct and answer historical questions.

Student Learning Outcomes/Learning Targets

Purpose and Context

Students explain how the weaknesses of the Articles of Confederation led to the creation of the U.S. Constitution and identify the goals outlined in the Preamble.

Supplementary

Structure and Function

Students describe the organization and powers of the legislative, executive, and judicial branches, and analyze how the Constitution’s system of checks and balances prevents abuse of power.

<p>SS 8.1.1.a Students will identify and describe the different systems of government</p> <p>SS 8.1.1.b Analyze the structure and roles of the US government in meeting the needs of citizens governed, managing conflict, and establishing order and security..</p> <p>SS 8.1.1.c Examine the development of foundational laws and other documents in the United States Government.</p>	<p>Federalism and Division of Power</p> <p>Students examine how the Constitution divides authority between the national and state governments and evaluate how this system balances unity with regional independence.</p>
<p>SS 8.1.1.e Describe how important government principles are shown in American Government.</p> <p>SS 8.1.2.b Analyze the significance of patriotic symbols, songs, and activities in terms of historical, social, and cultural contexts.</p> <p>SS 8.1.2.c Demonstrate civic engagement.</p>	<p>Rights and Liberties</p> <p>Students analyze how the Bill of Rights protects individual freedoms and limits government power, connecting these protections to foundational democratic principles.</p>
<p>SS 8.2.4.a Research the origins and development of the economic system, banks, and financial institutions in the US.</p> <p>SS 8.2.4.b Explain how tax revenue is collected and distributed.</p>	<p>Interpretation and Impact</p> <p>Students evaluate how the Constitution has adapted through amendments, interpretation, and practice to remain relevant in addressing contemporary issues.</p>
<p>SS 8.4.1.a Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the U.S.</p> <p>SS 8.4.1.b Evaluate the impact of historical events in the US using symbols, maps, documents, and artifacts.</p> <p>SS 8.4.2.b Evaluate the relevance, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event</p> <p>SS 8.4.4.a Compare and contrast primary and secondary sources of history.</p> <p>SS 8.4.4.b Evaluate the relationships among historical events in the US and relevant contemporary issues.</p> <p>SS 8.4.5.a Identify areas of inquiry by using student-generated questions about multiple historical resources</p> <p>SS 8.4.5.b Locate, analyze, and cite appropriate sources for research about US history, including primary and secondary resources.</p> <p>SS 8.4.5.c Gather, analyze, and communicate historical information about US history from multiple sources.</p>	

Instructional Resources & Activities

Key Primary & Reference Documents

- **The U.S. Constitution — National Archives (transcription & background)**
Contains a faithful transcription of the Constitution as inscribed, along with interpretive notes and context.
→ <https://www.archives.gov/founding-docs/constitution-transcript> National Archives
- **National Archives: Constitution (Milestone Documents)**
Includes the document itself, teaching resources, interactive transcription, and related primary sources via DocsTeach.
→ <https://www.archives.gov/milestone-documents/constitution> National Archives
- **Constitution Annotated (Library of Congress / Congress.gov)**
Offers a detailed, continually updated legal analysis and interpretation of the Constitution (plain-English friendly).
→ <https://constitution.congress.gov/> Congress.gov
- **Founders Online**
A searchable digital archive of letters, drafts, and writings from key Founding Fathers—great for seeing debates and context.
→ <https://founders.archives.gov/> Wikipedia

Lesson Plans, Activities & Teaching Resources

- **National Archives — “Teaching Six Big Ideas in the Constitution”**
A lesson designed around the six core principles (limited government, republicanism, checks & balances, etc.) with primary sources and student analyses.
→ <https://www.archives.gov/legislative/resources/education/constitution> National Archives
- **National Archives — Constitution Workshop**
Students analyze primary sources and connect them to constitutional principles or clauses. Available as an online or printable activity.
→ <https://www.archives.gov/education/lessons/constitution-workshop> National Archives
- **“Studying the Constitution with Primary Sources” (Archives lesson)**
Includes mapping the Constitution, studying the Preamble, and linking clauses with supporting primary documents.

→ <https://www.archives.gov/legislative/resources/education/studying-the-constitution> National Archives

- **iCivics — The Constitution**

A curriculum module exploring the creation, structure, and key characteristics of the Constitution and its amendments.

→ <https://ed.icivics.org/curriculum/constitution> iCivics

- **Annenberg Classroom – Constitution Resources**

Offers videos, lesson plans, a Constitution Guide, and Supreme Court case studies aligned to constitutional principles.

→ <https://www.annenbergclassroom.org/> Annenberg Classroom

- **National Archives — Lessons & Resources for Congress / Constitution**

A repository of lesson plans related to Congress, the Constitution, and primary source teaching.

→ <https://www.archives.gov/legislative/resources/education> National Archives+1

- **National Constitution Center — Classroom Resource Library**

Interactive tools, annotated documents, and nonpartisan commentary to support student engagement with the Constitution.

→ <https://constitutioncenter.org/education/classroom-resource-library> Constitution Center

- **National Constitution Center — Constitution 101 Course**

A scaffolded online course that walks learners through the text, history, structure, and landmark cases.

→ <https://constitutioncenter.org/the-constitution/constitution-101-course> Constitution Center

Academic Vocabulary

The Constitution Unit Vocabulary

Foundations & Principles

- **Constitution** – The written plan that establishes the structure, powers, and limits of government.
- **Preamble** – The introduction to the Constitution, stating the goals and purposes of government.
- **Popular Sovereignty** – The idea that a government’s authority comes from the consent of the governed.
- **Limited Government** – The principle that government is not all-powerful and must obey the law.
- **Rule of Law** – The concept that everyone, including government officials, must follow the law.
- **Republicanism** – A system in which citizens elect representatives to make decisions on their behalf.
- **Federalism** – A system that divides power between national and state governments.
- **Separation of Powers** – The division of government authority among three branches: legislative, executive, and judicial.

- **Checks and Balances** - A system that allows each branch of government to limit the powers of the other branches.
-

Structure of Government



- **Legislative Branch** - The branch of government that makes laws; represented by Congress.
 - **Executive Branch** - The branch that enforces laws; headed by the President.
 - **Judicial Branch** - The branch that interprets laws; made up of the court system, including the Supreme Court.
 - **Congress** - The legislative body of the U.S., composed of the Senate and the House of Representatives.
 - **Senate** - The upper house of Congress, with equal representation (two senators per state).
 - **House of Representatives** - The lower house of Congress, based on population.
 - **President** - The head of the executive branch; enforces laws and commands the military.
 - **Cabinet** - A group of advisers to the President, consisting of the heads of executive departments.
 - **Supreme Court** - The highest court in the United States, which interprets the Constitution and federal law.
-

Key Clauses & Powers

- **Enumerated Powers** - Powers specifically granted to the federal government by the Constitution.
 - **Reserved Powers** - Powers kept by the states under the Tenth Amendment.
 - **Concurrent Powers** - Powers shared by both the federal and state governments.
 - **Elastic Clause** - Article I, Section 8, Clause 18; allows Congress to make laws necessary to carry out its powers.
 - **Commerce Clause** - Gives Congress power to regulate trade between states and foreign nations.
 - **Supremacy Clause** - Declares the Constitution the "supreme law of the land."
-

Ratification & Rights

- **Federalists** - Supporters of the Constitution who favored a strong national government.
- **Anti-Federalists** - Opponents of the Constitution who wanted stronger state governments and a Bill of Rights.
- **Ratify** - To officially approve a document or amendment.
- **Bill of Rights** - The first ten amendments to the Constitution, protecting individual freedoms.
- **Amendment** - A change or addition to the Constitution.
- **Due Process** - Fair treatment under the law; the government must follow legal procedures.

	<ul style="list-style-type: none"> ● Individual Rights - Basic freedoms protected by the Constitution, such as speech, religion, and trial by jury. ● Freedom of Speech - The right to express ideas without government interference. <hr/> <p> Interpretation & Legacy</p> <ul style="list-style-type: none"> ● Judicial Review - The power of courts to decide whether laws or government actions are constitutional. ● Precedent - A past judicial decision used as a guide for future cases. ● Veto - The power of the President to reject a bill passed by Congress. ● Impeach - To accuse a public official of misconduct in office. ● Electoral College - The system used to elect the President of the United States. ● Consent of the Governed - The belief that a government's legitimacy comes from the people's approval. ● Civic Responsibility - The duties of citizens to participate in democracy and uphold its principles. <hr/> <p> Extension / Enrichment Terms</p> <ul style="list-style-type: none"> ● Great Compromise - Agreement creating a two-house legislature combining proportional and equal representation. ● Three-Fifths Compromise - Decision counting enslaved persons as three-fifths of a person for representation and taxation. ● Elastic Government - A term describing how government powers can adapt to new challenges under the "necessary and proper" clause. ● Ratification Debate - The national discussion over whether to adopt the new Constitution.
<p>Materials</p>	<ul style="list-style-type: none"> ● Computers ● Schoology ● Notebook ● Writing Utencil (Pencil, Pen, Highlighter)
<p>Connection to School Improvement Goal</p>	<p>Students will use academic vocabulary and historical evidence to produce clear, organized written responses that explain the causes, characteristics, and consequences of colonial foundations in North America.</p>

Formative Assessment	Summative Assessment
<ul style="list-style-type: none">● Bell Ringers● Exit Tickets● Actively Learns● Schoology Discussion Board Posts● Schoology Assignments	<ul style="list-style-type: none">● Constitution Exam● Bill of Rights Political Cartoon● My Constitution (Classroom or Home) Project<ul style="list-style-type: none">○ Must Include<ul style="list-style-type: none">■ Preamble■ @ least three articles■ A Bill of Rights (10 Amendments)■ Signatures

Notes (what worked, didn't work, want to change, etc.):

Unit 4: TERRITORIAL EXPANSION AND CONFLICT

Pacing: 4 Weeks

Overview

(Essential Questions, Engaging Scenario, Anchor Phenomena)

How did America's drive to expand its borders create both opportunity and conflict?

Supplemental Questions:

- What ideas and beliefs motivated Americans to expand westward in the 1800s?
(Focus on Manifest Destiny, nationalism, economic opportunity, and land hunger.)
- How did the United States acquire new territories, and what challenges or conflicts accompanied that growth?
(Louisiana Purchase, annexations, treaties, wars, exploration, diplomacy.)
- How did territorial expansion affect Native Americans, enslaved people, immigrants, and settlers?
(Encourage multiple perspectives – Indigenous displacement, slavery expansion, frontier life.)
- How did new territories intensify tensions over slavery, regional identity, and national unity?
(Missouri Compromise, Mexican-American War, Compromise of 1850, sectional divides.)
- Did the benefits of expansion outweigh the human and political costs?

NE Standard

SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government
SS 8.1.2. Evaluate the roles, responsibilities, and rights of local, state, national, and international citizens.
SS 8.3.2 Examine how regions form and change over time.
SS 8.4.1 Analyze Patterns of continuity and change over time in the United States history.
SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.
SS 8.4.4 Evaluate and interpret sources for perspective and historical context.
SS 8.4.5 Apply the inquiry process to construct and answer historical questions.

Student Learning Outcomes/Learning Targets

Motives for Expansion

Students explain the political, economic, and cultural motivations behind American territorial expansion, including the belief in Manifest Destiny and its influence on national identity.

<p style="text-align: center;">Supplemental</p>	<p>Territorial Growth and Methods Students describe how the United States acquired new territories through purchases, treaties, diplomacy, and conflict, and assess how these acquisitions transformed the nation’s geography and power.</p>
<p>SS 8.1.1.d Evaluate how various US government decisions impact people, place, and history.</p>	<p>Impact on People and Regions Students analyze how westward expansion affected diverse groups—including Native Americans, enslaved people, immigrants, and settlers—and evaluate the social and environmental consequences of expansion.</p>
<p>SS 8.1.2.b Analyze the significance of patriotic symbols, songs, and activities in terms of historical, social, and cultural contexts.</p>	<p>Conflict and Sectionalism Students examine how expansion intensified debates over slavery, statehood, and regional interests, leading to increased sectional tension and political compromise.</p>
<p>SS 8.3.2.a Evaluate physical and human characteristics of places and regions. SS 8.3.2.b Determine the impact of land and water features on human decisions. SS 8.3.2.c Identify and justify how humans develop major world regions and their impact on human societies.</p>	<p>Evaluation and Legacy Students evaluate whether the benefits of territorial expansion outweigh its human and political costs and defend their conclusions using historical evidence and reasoning.</p>
<p>SS 8.4.1.a Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the U.S. SS 8.4.1.b Evaluate the impact of historical events in the US using symbols, maps, documents, and artifacts. SS 8.4.2.b Evaluate the relevance, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event SS 8.4.4.a Compare and contrast primary and secondary sources of history. SS 8.4.4.b Evaluate the relationships among historical events in the US and relevant contemporary issues. SS 8.4.5.a Identify areas of inquiry by using student-generated questions about multiple historical resources SS 8.4.5.b Locate, analyze, and cite appropriate sources for research about US history, including primary and secondary resources. SS 8.4.5.c Gather, analyze, and communicate historical information about US history from multiple sources.</p>	

Instructional Resources & Activities



Primary Source Collections & Archival Sets

- 1. Library of Congress — Westward Expansion: Encounters at a Cultural Crossroads**
This set offers primary documents showing interactions among settlers, Indigenous peoples, immigrants, and others in the West.
→ <https://www.loc.gov/classroom-materials/westward-expansion-encounters-at-a-cultural-crossroads/> [The Library of Congress](#)
- 2. House of Representatives — Westward Expansion Primary Source Set**
Includes maps, art, petitions, and documents illustrating themes like expansion, Native American relations, and slavery.
→ <https://history.house.gov/Education/Primary-Sources/Primary-Source-Sets/Westward-Expansion/Primary-Sources-from-the-House/> [History, Art & Archives](#)
- 3. DocsTeach (National Archives) — Westward Expansion Documents**
Thousands of primary documents (letters, maps, legal documents) that can be filtered by era, type, or theme.
→ https://www.docsteach.org/documents?filter_searchterm=westward+expansion [DocsTeach](#)
- 4. Teach US History — Westward Expansion Primary Sources**
A curated list of firsthand accounts, treaties, speeches, and literature from the westward expansion era.
→ <https://www.teachushistory.org/Westward/ps-contents.htm> [teachushistory.org](#)
- 5. MTSU Library — United States History to 1877: Westward Expansion**
A large collection of explorer journals, pioneer narratives, and territorial documents.
→ <https://library.mtsu.edu/c.php?g=1066159&p=7772412> [library.mtsu.edu](#)



Articles, Lessons & Historical Analysis

- 6. History.com — “Manifest Destiny”**
A readable overview of the concept, its motivations, and consequences.
→ <https://www.history.com/articles/manifest-destiny> [HISTORY](#)
- 7. Gilder Lehrman — Guided Readings: Manifest Destiny**

Excerpts of primary texts (e.g., O'Sullivan) with guiding questions.

→ <https://www.gilderlehrman.org/history-resources/guided-readings/guided-readings-manifest-destiny> Gilder Lehrman Institute

8. **History Teaching Institute — Manifest Destiny & Westward Expansion**

Lesson ideas linking ideology, policies, and people's motivations in the expansion era.

→ <https://hti.osu.edu/history-lesson-plans/united-states-history/manifest-destiny-westward-expansion> hti.osu.edu

9. **Teaching American History — “Manifest Destiny” (primary statement)**

Presents a historic speech or text articulating the idea of Manifest Destiny.

→ <https://teachingamericanhistory.org/document/manifest-destiny/> Teaching American History

10. **Education Blog (National Archives) — Resources for Teaching Westward Expansion**

Suggestions of activities, primary sources, and classroom tools tied to westward expansion.

→ <https://education.blogs.archives.gov/2020/09/25/westward-expansion/> education.blogs.archives.gov

Academic Vocabulary



Expansion Ideals and Beliefs

- **Manifest Destiny** - The 19th-century belief that the United States was destined to expand westward across the continent.
- **Nationalism** - Strong pride, loyalty, and devotion to one's country.
- **Sectionalism** - Loyalty to one's region or section of the country rather than to the nation as a whole.
- **Frontier** - The edge of settled territory where civilization met the wilderness.
- **Migration** - The movement of people from one place to another for settlement.
- **Pioneer** - A person who is among the first to explore or settle a new area.
- **Expansionism** - The policy of territorial or economic growth by a nation.
- **Homestead** - Land given by the government to settlers to encourage westward migration.



Territorial Growth and Acquisitions

- **Territory** - A region of land under the control of a government but not yet a state.
- **Annexation** - The act of adding or joining a territory to an existing country.
- **Cession** - The formal giving up of territory by one country to another.

- **Louisiana Purchase (1803)** – Land deal between the U.S. and France that doubled the size of the nation.
- **Lewis and Clark Expedition** – Exploration of the Louisiana Territory that mapped routes and established relations with Indigenous peoples.
- **Florida Cession (Adams-Onís Treaty)** – Spain’s agreement to give Florida to the United States in 1819.
- **Texas Annexation** – The addition of Texas to the U.S. in 1845 after its independence from Mexico.
- **Oregon Trail** – Route used by pioneers traveling from Missouri to the Oregon Territory.
- **Oregon Treaty (1846)** – Agreement between the U.S. and Britain dividing the Oregon Territory at the 49th parallel.
- **Mexican Cession (1848)** – Land gained from Mexico after the Mexican-American War (including California, Utah, Arizona, and New Mexico).
- **Gadsden Purchase (1853)** – Purchase from Mexico that finalized the continental U.S. border.

Conflict and Consequences

- **Indian Removal Act (1830)** – Law that forced Native American tribes to move west of the Mississippi River.
- **Trail of Tears** – The forced relocation of the Cherokee and other tribes, resulting in thousands of deaths.
- **Assimilation** – The process of adopting the culture and ways of another group.
- **Reservation** – Land set aside by the government for Native American tribes.
- **Mexican-American War (1846–1848)** – Conflict between the U.S. and Mexico over Texas and western territories.
- **Treaty of Guadalupe Hidalgo (1848)** – Treaty ending the Mexican-American War and granting vast new lands to the U.S.
- **Alamo** – Site of a key battle in Texas’ fight for independence from Mexico.
- **Rebellion** – Armed resistance against authority (e.g., Texas Revolution).
- **Conflict** – A struggle, fight, or disagreement between groups or nations.

Groups and Perspectives

- **Indigenous Peoples** – The original inhabitants of North America affected by U.S. expansion.
- **Settler** – A person who migrates to live in a new or recently colonized area.
- **Immigrant** – A person who moves to a new country to live permanently.
- **Missionary** – Someone sent to spread religion, often to Indigenous populations.
- **Slave State** – A U.S. state where slavery was legal before the Civil War.
- **Free State** – A U.S. state where slavery was prohibited.

- **Abolitionist** - A person who wanted to end slavery in the United States.
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Politics, Law, and Compromise

- **Missouri Compromise (1820)** - Agreement balancing slave and free states and establishing a boundary line for slavery.
 - **Compromise of 1850** - Series of laws addressing slavery and territorial expansion after the Mexican Cession.
 - **Fugitive Slave Act** - Law requiring escaped enslaved persons to be returned to their owners.
 - **Popular Sovereignty** - The principle that settlers in a territory should decide the issue of slavery themselves.
 - **Republic** - A government where citizens elect representatives to make laws.
 - **Diplomacy** - Managing relationships and negotiations between nations.
-

Geographic and Economic Terms

- **Canal** - Man-made waterway used for transportation or irrigation (e.g., Erie Canal).
 - **Infrastructure** - Roads, bridges, and systems needed for travel, trade, and growth.
 - **Boomtown** - A rapidly growing community due to economic opportunity (e.g., Gold Rush towns).
 - **Industrialization** - The growth of factories and machines that changed economic life.
 - **Agriculture** - Farming and raising livestock a major sources of livelihood.
-

High-Rigor / Analytical Terms (for Writing)

- **Motivation** - The reason or driving force behind actions or policies.
- **Consequence** - The result or effect of an event, decision, or policy.
- **Justification** - The reasoning used to defend an action or belief.
- **Perspective** - A point of view or interpretation of events.
- **Legacy** - The lasting impact or influence of an event or decision.

Materials

- Computers
- Schoology

	<ul style="list-style-type: none"> ● Notebook ● Writing Utencil (Pencil, Pen, Highlighter)
Connection to School Improvement Goal	Students will use academic vocabulary and historical evidence to produce clear, organized written responses that explain the causes, characteristics, and consequences of colonial foundations in North America.

Formative Assessment	Summative Assessment
<ul style="list-style-type: none"> ● Bell Ringers ● Exit Tickets ● Actively Learns ● Schoology Discussion Board Posts ● Schoology Assignments 	<ul style="list-style-type: none"> ● Patriot's Pen ● Territorial Conflict and Expansion Exam

Notes (what worked, didn't work, want to change, etc.):

Unit 5: SETTLEMENT AND IMMIGRATION

Pacing: 4 Weeks

Overview

(Essential Questions, Engaging Scenario, Anchor Phenomena)

How did westward expansion and immigration shape the growth and growing tensions of the United States?

Supplemental Questions:

- What economic, social, and political factors encouraged people to move west and immigrants to come to America in the 1800s?
(Focus: land opportunities, industrial jobs, famine, political unrest, Gold Rush, Homestead Act, religious freedom.)
- What challenges did settlers, immigrants, and Indigenous peoples face as the United States expanded westward?
(Focus: geography, climate, cultural clashes, discrimination, assimilation, transportation.)
- How did westward migration and settlement affect Native American nations and their cultures?
(Focus: Indian Removal, reservations, assimilation, broken treaties, Dawes Act, displacement.)
- How did new technologies and transportation systems (like railroads, canals, and telegraphs) transform the economy, settlement patterns, and communication in the U.S.?
(Focus: Transcontinental Railroad, Erie Canal, industrialization, regional connections.)
- Did westward expansion and immigration unite or divide the United States?
(Focus: sectionalism, slavery debate, cultural diversity, social tensions, long-term impacts.)

NE Standard

- SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government**
- SS 8.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to**
- SS 8.4.1 Analyze patterns of continuity and change over time in the United States history.**
- SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.**
- 8.4.4 Evaluate and interpret sources for perspective and historical context.**
- SS 8.4.5 Apply the inquiry process to construct and answer historical**

Student Learning Outcomes/Learning Targets

Causes and Motivations

Students explain the political, economic, and social factors that motivated Americans to move west and encouraged immigrants to come to the United States during the 19th century.

<p>questions.</p>	
<p style="text-align: center;">Supplemental</p>	<p>Migration and Settlement Patterns Students analyze how geography, natural resources, and technological innovations—such as the railroad and telegraph—influenced patterns of settlement, economic growth, and regional development.</p>
<p>SS 8.1.1.a Students will identify and describe the different systems of government SS 8.1.1.b Analyze the structure and roles of the US government in meeting the needs of citizens governed, managing conflict, and establishing order and security.. SS 8.1.1.d Evaluate how various US government decisions impact people, place, and history.</p>	<p>Cultural Interaction and Conflict Students examine how westward migration and immigration affected Indigenous peoples and other groups, leading to cooperation, displacement, assimilation, and conflict.</p>
<p>SS 8.3.3.a Interpret the impact of natural processes on human forces and how humans adapt to their surroundings. SS 8.3.3.b Analyze how humans have utilized and adapted to their physical environment.</p>	<p>Immigration Experiences and Adaptation Students evaluate the challenges and contributions of immigrant groups to American society, including labor, culture, and community development during westward expansion and industrial growth.</p>
<p>SS 8.4.1.a Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the U.S. SS 8.4.1.b Evaluate the impact of historical events in the US using symbols, maps, documents, and artifacts.</p>	<p>Impact and Legacy Students assess the lasting political, cultural, and environmental consequences of westward expansion and immigration, determining how these movements shaped American identity and diversity.</p>
<p>SS 8.4.3.a Identify how differing experiences can lead to the development of perspectives. SS 8.4.3.b Interpret how and why marginalize and underrepresented groups and/or individuals might understand historical events similarly or differently. SS 8.4.4.a Compare and contrast primary and secondary sources of history. SS 8.4.4.b Evaluate the relationships among historical events in the US and relevant contemporary issues. SS 8.4.5.a Identify areas of inquiry by using student-generated questions about multiple historical resources SS 8.4.5.b Locate, analyze, and cite appropriate sources for research about US history, including primary and secondary resources. SS 8.4.5.c Gather, analyze, and communicate historical information about US history from multiple sources.</p>	

Instructional Resources & Activities



Westward Expansion / Settlement Sources

- **“Westward Expansion: Encounters at a Cultural Crossroads” (Library of Congress)**
A primary source set exploring expansion and cultural interactions across the West. [The Library of Congress](#)
- **Teach US History — Westward Expansion: Primary Sources**
Hundreds of firsthand documents (letters, maps, travel accounts) sorted by themes (migration, mining, removal). [teachushistory.org](#)
- **National Archives — Exploration & Expansion**
Archival materials, photographs, and land records connected to U.S. territorial growth. [National Archives](#)
- **“Resources for Teaching Westward Expansion” (National Archives blog)**
A post linking to DocsTeach activities and primary sources around expansion topics. [Education Updates](#)
- **Primary Sources from the U.S. House — Westward Expansion**
A classroom packet of images, petitions, maps, and documents with analysis guides. [History, Art & Archives](#)
- **DocsTeach — “Reasons for Westward Expansion” Activity**
A teacher-guided activity where students analyze primary sources to uncover motivations for expansion. [DocsTeach](#)
- **United States History to 1877 — Westward Expansion Collection**
Explorer journals, pioneer narratives, and overland travel accounts. [library.mtsu.edu](#)
- **Westward Expansion (Teaching American History)**
A collection of documents and images portraying settler, Indigenous, and immigrant experiences in the American West. [Teaching American History](#)



Immigration / Migration Sources

- **“Immigration to the United States, 1851–1900” (Library of Congress)**

A primary source timeline with narratives on European and Asian immigration and relevant policies. [The Library of Congress](#)

- **Gilder Lehrman — Teaching Resources: Immigration**
Lesson plans and primary-source spotlights (e.g., “Verses on Norwegian Emigration,” “San Francisco’s Chinatown”) for mid-late 19th / early 20th century. [Gilder Lehrman Institute](#)
- **“8 Resources for Teaching Immigration” (Facing History & Ourselves)**
A curated set of articles, lesson ideas, and classroom tools for exploring immigration history. [Facing History](#)
- **Model Lessons on Immigrant History (Emerging America)**
Inquiry-based lessons combining immigration stories with primary sources. [Emerging America](#)
- **Migration and Immigration Education Resources (National Park Service)**
Lesson materials featuring historic sites tied to migration and immigrant stories. [National Park Service](#)
- **“Late 19th and Early 20th Century Immigration and Migration” (Gilder Lehrman)**
Paired visual and textual source lessons on European and Asian immigration and subsequent migration patterns. [Gilder Lehrman Institute](#)
- **Smithsonian Second Opinion — Immigration Education Resources**
A variety of tools, videos, exhibits, and lessons to help teach immigration in the U.S. context. [smithsoniansecondopinion.org](#)

Academic Vocabulary

Expansion & Settlement Vocabulary

- **Westward Expansion** – The movement of settlers and the U.S. government toward lands west of the Mississippi River during the 1800s.
- **Frontier** – The edge of settled territory; a region between civilization and wilderness.
- **Homestead Act (1862)** – Law offering free land to settlers willing to farm and improve it for five years.
- **Manifest Destiny** – The belief that the United States had a divine right or duty to expand its territory across North America.
- **Pioneer** – One of the first people to explore or settle a new area.
- **Territory** – Land controlled by a government that has not yet achieved statehood.
- **Annexation** – The act of adding or incorporating new land into a country.

- **Reservation** - Land set aside by the federal government for Native American tribes.
 - **Assimilation** - The process by which a group adopts the culture and practices of another, often dominant, group.
 - **Cession** - The formal giving up of territory, typically through a treaty.
 - **Land Grant** - Land given by the government to encourage settlement, farming, or railroad construction.
 - **Boomtown** - A rapidly growing town that developed near mining or railroad sites.
-

Conflict & Indigenous Relations

- **Indian Removal Act (1830)** - Law that authorized the forced relocation of Native American tribes to lands west of the Mississippi.
 - **Trail of Tears** - The forced journey of the Cherokee and other tribes, resulting in thousands of deaths.
 - **Dawes Act (1887)** - Law intended to assimilate Native Americans by dividing reservation lands into individual family plots.
 - **Buffalo Soldiers** - African American soldiers who served on the western frontier following the Civil War.
 - **Treaty** - A formal agreement between nations, often used to define land ownership or peace terms.
 - **Resistance** - Organized efforts to oppose or fight against control or oppression.
-

Innovation & Transportation

- **Transcontinental Railroad** - The railroad that connected the Atlantic and Pacific coasts of the U.S., completed in 1869.
 - **Canal** - A man-made waterway that allowed easier transportation of goods and people.
 - **Telegraph** - An invention that allowed people to send messages quickly over long distances using electrical signals.
 - **Infrastructure** - The physical systems (roads, railroads, bridges) that support economic activity and communication.
 - **Industrialization** - The shift from an agricultural to a manufacturing-based economy.
-

Immigration & Urban Growth

- **Immigrant** - A person who moves to a new country to settle permanently.
- **Push Factors** - Conditions that drive people to leave their homeland (e.g., famine, war, lack of jobs).

- **Pull Factors** - Conditions that attract people to a new place (e.g., land, freedom, opportunity).
- **Nativism** - The belief that native-born citizens are superior to immigrants; opposition to immigration.
- **Tenement** - A crowded, often unsafe apartment building where many immigrants lived in cities.
- **Ellis Island** - Immigration processing center in New York Harbor for European immigrants.
- **Angel Island** - Immigration station in San Francisco Bay that processed primarily Asian immigrants.
- **Ethnic Enclave** - A neighborhood where people of the same nationality or culture live together.
- **Labor Union** - An organization of workers formed to protect their rights and improve working conditions.
- **Discrimination** - Unfair treatment of people based on race, ethnicity, gender, or religion.



Government, Policy, and Reform

- **Chinese Exclusion Act (1882)** - The first major U.S. law to restrict immigration based on nationality.
- **Quota System** - A Law limiting the number of immigrants allowed into the country from each region or country.
- **Naturalization** - The legal process by which an immigrant becomes a citizen.
- **Urbanization** - The growth of cities as people move from rural to urban areas for work.
- **Populism** - A political movement that sought to help farmers and common workers gain greater political power.
- **Reform** - Efforts to improve or change laws, policies, or social conditions.



Analytical / Writing Terms

- **Opportunity** - The possibility of progress or success.
- **Consequence** - The result or effect of an action or decision.
- **Perspective** - A point of view shaped by experience or background.
- **Innovation** - A new idea, method, or invention that brings change.
- **Legacy** - The lasting impact of historical events or decisions.
- **Cultural Diffusion** - The spread of ideas and traditions between groups.

Materials

- Computers
- Schoology
- Notebook
- Writing Utencil (Pencil, Pen, Highlighter)

Connection to School Improvement Goal

Students will use academic vocabulary and historical evidence to produce clear, organized written responses that explain the causes, characteristics, and consequences of colonial foundations in North America.

Formative Assessment

- Bell Ringers
- Exit Tickets
- Actively Learns
- Schoology Discussion Board Posts
- Schoology Assignments

Summative Assessment

- W. Expansion/Immigration Exam
- Oregon Trail Survival Brochure

Notes (what worked, didn't work, want to change, etc.):

Unit 6: SLAVERY AND SECTIONALISM

Pacing: 4 Weeks

Overview

(Essential Questions, Engaging Scenario, Anchor Phenomena)

How did westward expansion intensify the conflict over slavery and divide the nation?

Supplemental Questions:

- How did westward expansion create new economic opportunities and challenges for different groups of Americans?
(Focus: settlers, farmers, enslaved people, free Blacks, Native Americans, immigrants.)
- How did new territories acquired through expansion spark debates about the spread of slavery?
(Focus: Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act, popular sovereignty.)
- How did differing regional economies and interests lead to growing sectionalism between the North and South?
(Focus: agriculture vs. industry, tariffs, states' rights, balance of power in Congress.)
- How did enslaved people and abolitionists challenge the expansion and existence of slavery in the United States?
(Focus: Underground Railroad, Frederick Douglass, Harriet Tubman, Harriet Beecher Stowe, John Brown.)
- Which events or compromises failed to keep the nation united and made war seem inevitable?
(Focus: Fugitive Slave Act, Dred Scott decision, Bleeding Kansas, election of 1860.)

NE Standard

SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government.

SS 8.1.2. Evaluate the roles, responsibilities, and rights of local, state, national, and international citizens.

Student Learning Outcomes/Learning Targets

Expansion and Opportunity

Students explain how territorial expansion in the 19th century created new opportunities and challenges for different groups in the United States, including settlers, enslaved people, and Indigenous populations.

<p>SS 8.4.1 Analyze patterns of continuity and change over time in the United States history.</p> <p>SS 8.4.4 Evaluate and interpret sources for perspective and historical context.</p> <p>SS 8.4.5 Apply the inquiry process to construct and answer historical questions.</p>	
<p>Supplemental</p>	<p>The Spread of Slavery Students analyze how westward expansion intensified debates over slavery by examining major legislative compromises, political conflicts, and the principle of popular sovereignty.</p>
<p>SS 8.1.1.b Analyze the structure and roles of the US government in meeting the needs of citizens governed, managing conflict, and establishing order and security.</p>	<p>Regional Division and Sectionalism Students describe how economic systems, political interests, and cultural identities contributed to the development of sectional differences between the North, South, and West.</p>
<p>SS 8.1.2.b Analyze the significance of patriotic symbols, songs and activities in terms of historical, social, and cultural contexts.</p>	<p>Resistance and Abolition Students evaluate how abolitionist movements, slave resistance, and reform efforts challenged the institution of slavery and influenced national debate.</p>
<p>SS 8.4.1.a Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the U.S.</p>	<p>Crisis and Consequence Students assess how political compromises and landmark events—such as the Fugitive Slave Act, Dred Scott decision, and Kansas-Nebraska Act—failed to resolve sectional tensions and moved the nation toward civil war.</p>
<p>SS 8.4.4.a Compare and contrast primary and secondary sources of history.</p> <p>SS 8.4.4.b Evaluate the relationships among historical events in the US and relevant contemporary issues.</p> <p>SS 8.4.5.a Identify areas of inquiry by using student-generated questions about multiple historical resources</p> <p>SS 8.4.5.b Locate, analyze, and cite appropriate sources for research about US history, including primary and secondary resources.</p> <p>SS 8.4.5.c Gather, analyze, and communicate historical information about US history from multiple sources.</p>	

Instructional Resources & Activities

Primary Sources & Document Collections

1. **Westward Expansion: Encounters at a Cultural Crossroads (Library of Congress)**
An extensive primary source set exploring diverse perspectives, conflicts, and interactions during Western expansion.
→ <https://www.loc.gov/classroom-materials/westward-expansion-encounters-at-a-cultural-crossroads/> [The Library of Congress](#)
2. **Slavery in the United States: Primary Sources and the Historical Record (Library of Congress)**
Documents (letters, legal records, images) from 1790–1865 centered on the institution of slavery.
→ <https://www.loc.gov/classroom-materials/slavery-in-the-united-states-primary-sources-and-the-historical-record/> [The Library of Congress](#)
3. **Digital Collections — Slavery in America: A Resource Guide (Library of Congress)**
Access to first-person accounts, photographs, and other sources on slavery.
→ <https://guides.loc.gov/slavery-in-america/digital-collections> [Research Guides](#)
4. **Indian Removal Act: Primary Documents (Library of Congress guide)**
Documents and context relating to the 1830 Indian Removal Act and its consequences.
→ <https://guides.loc.gov/indian-removal-act> [Research Guides](#)
5. **Digital Resources — Compromise of 1850: Primary Documents (Library of Congress guides)**
Speeches, correspondence, and documents relating to the Compromise of 1850 and the Fugitive Slave Law.
→ <https://guides.loc.gov/compromise-1850/digital-resources> [Research Guides](#)
6. **Dred Scott v. Sandford: Digital Collections (Library of Congress guides)**
Primary sources associated with the Dred Scott decision and related documents.
→ <https://guides.loc.gov/dred-scott/digital-collections> [Research Guides](#)
7. **Traveling on the Overland Trails, 1843–1860 (Library of Congress classroom materials)**
Document set focused on migration, trails, and experiences of western journeys.
→ <https://www.loc.gov/classroom-materials/united-states-history-primary-source-timeline/national-expansion-and-reform-1815-1880/traveling-on-the-overland-trails-1843-1860/> [The Library of Congress](#)
8. **Louisiana Purchase and the Lewis & Clark Expedition (Library of Congress classroom materials)**

Documents and context surrounding this major territorial acquisition and exploration.

→ <https://www.loc.gov/classroom-materials/louisiana-purchase-and-lewis-and-clark-expedition/> [The Library of Congress](#)

Articles & Analytical Overviews

9. **How U.S. Westward Expansion Breathed New Life Into Slavery (History.com)**
An article analyzing how expansion helped extend the practice of slavery into new territories.
→ <https://www.history.com/articles/westward-expansion-slavery> [HISTORY](#)
10. **Missouri Compromise: Date, Definition & 1820 (History.com)**
Overview of the Missouri Compromise and its role in sectional conflict.
→ <https://www.history.com/articles/missouri-compromise> [HISTORY](#)
11. **Dred Scott Case – Decision, Definition & Impact (History.com)**
Analysis and implications of the Dred Scott Supreme Court decision.
→ <https://www.history.com/articles/dred-scott-case> [HISTORY](#)
12. **Sectionalism in the Early Republic (FSCJ Pressbooks / U.S. History I)**
A textbook-style overview examining the early development of sectional divisions over slavery.
→ <https://fscj.pressbooks.pub/ushistory/chapter/introduction-6/> [FSCJ Pressbooks](#)
13. **Slavery: Definition and Abolition (History.com)**
Background article on the institution of slavery, its origins, and its abolition movement.
→ <https://www.history.com/topics/slavery> [HISTORY](#)
14. **Slavery, Sectionalism, and the Constitution of 1787 (Commonplace Online)**
A scholarly article linking territorial expansion, constitutional structure, and early policy on slavery.
→ <https://commonplace.online/article/slavery-sectionalism-1787/> [Commonplace](#)
15. **9 Events That Led to the Civil War (History.com)**
A timeline article linking key events (Bleeding Kansas, Dred Scott, etc.) to the path toward Civil War.
→ <https://www.history.com/articles/civil-war-causes-issues> [HISTORY](#)

16. **How Slavery Became the Economic Engine of the South (History.com)**

Analysis of how the Southern economy was shaped by slavery and how that foundation conflicted with expansionist logic.

→ <https://www.history.com/articles/slavery-profitable-southern-economy> HISTORY

 **Expansion and Opportunity**

- **Westward Expansion** – The 19th-century movement of settlers and the U.S. government toward western territories.
- **Territory** – Land controlled by a government that is not yet a state.
- **Annexation** – The act of adding or incorporating a territory into an existing country.
- **Cession** – The formal giving up of land or territory by one country to another.
- **Homestead Act (1862)** – Law granting free land to settlers willing to farm and improve it.
- **Manifest Destiny** – The belief that the United States had a God-given right to expand across the continent.
- **Frontier** – The edge of settled territory where expansion and exploration occurred.
- **Popular Sovereignty** – The idea that people living in a territory should decide for themselves whether to allow slavery.
- **Infrastructure** – Roads, railroads, canals, and other systems that support settlement and economic growth.
- **Transcontinental Railroad** – The railway, completed in 1869 that connected the Atlantic and Pacific coasts, promoting western settlement.

 **Slavery and Regional Conflict**

- **Slavery** – The system in which people are owned as property and forced to work without pay or freedom.
- **Abolition** – The movement to end slavery in the United States.
- **Abolitionist** – A person who worked to end slavery (e.g., Frederick Douglass, Harriet Tubman, William Lloyd Garrison).
- **Underground Railroad** – A secret network of routes and safe houses used to help enslaved people escape to freedom.
- **Free State** – A U.S. state where slavery was prohibited.
- **Slave State** – A U.S. state where slavery was legal before the Civil War.
- **Fugitive Slave Act (1850)** – Law requiring citizens to help return escaped enslaved people to their owners.
- **Dred Scott v. Sandford (1857)** – Supreme Court case declaring that African Americans were not citizens and Congress could not ban slavery in territories.
- **Emancipation** – The act of freeing enslaved people from bondage.

- **Plantation System** - Large farms in the South that relied on enslaved labor to produce crops like cotton and tobacco.
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Compromise and Sectionalism

- **Sectionalism** - Loyalty to one's own region (North, South, or West) rather than to the nation as a whole.
 - **Missouri Compromise (1820)** - Agreement allowing Missouri to enter as a slave state and Maine as a free state while banning slavery north of latitude 36°30'.
 - **Compromise of 1850** - Series of laws admitting California as a free state and strengthening the Fugitive Slave Law.
 - **Kansas-Nebraska Act (1854)** - Law allowing settlers in those territories to decide on slavery by popular sovereignty, leading to "Bleeding Kansas."
 - **Bleeding Kansas** - Violent conflict between pro-slavery and anti-slavery settlers in the Kansas Territory.
 - **Nullification** - The idea that a state could reject or invalidate federal laws it disagreed with.
 - **Tariff** - A tax on imported goods; tariffs often divided the North (which favored them) and the South (which opposed them).
 - **States' Rights** - The belief that states have certain powers and rights that the federal government cannot interfere with.
 - **Secession** - The act of formally withdrawing from a nation or union (as Southern states did before the Civil War).
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Key People & Movements

- **Frederick Douglass** - Former enslaved man who became a leading abolitionist and author.
 - **Harriet Tubman** - A Former enslaved woman who led many to freedom via the Underground Railroad.
 - **Harriet Beecher Stowe** - Author of *Uncle Tom's Cabin*, a novel that intensified opposition to slavery.
 - **John Brown** - an Abolitionist who led violent actions against slavery, including the raid on Harpers Ferry.
 - **Henry Clay** - Senator known as "The Great Compromiser" for helping negotiate key compromises over slavery.
 - **Stephen Douglas** - an Illinois senator who supported popular sovereignty and debated Abraham Lincoln on the issue of slavery's expansion.
 - **Abraham Lincoln** - 16th President of the United States, whose election in 1860 led Southern states to secede.
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Analytical and Writing Terms

	<ul style="list-style-type: none"> ● Cause and Effect - Relationship between events where one leads to another. ● Perspective - A particular attitude or viewpoint toward an event or issue. ● Compromise - An agreement in which both sides make concessions. ● Conflict - A serious disagreement or struggle between groups, regions, or nations. ● Consequence - The result or outcome of an action or event. ● Ideology - A system of ideas or beliefs guiding political or social action. ● Legacy - The lasting impact or influence of an event, person, or idea.
Materials	<ul style="list-style-type: none"> ● Computers ● Schoology ● Notebook ● Writing Utencil (Pencil, Pen, Highlighter)
Connection to School Improvement Goal	Students will use academic vocabulary and historical evidence to produce clear, organized written responses that explain the causes, characteristics, and consequences of colonial foundations in North America.

Formative Assessment	Summative Assessment
<ul style="list-style-type: none"> ● Bell Ringers ● Exit Tickets ● Actively Learns ● Schoology Discussion Board Posts ● Schoology Assignments 	<ul style="list-style-type: none"> ● Slavery and Sectionalism Exam ● Lincoln Analysis ● Uncle Tom's Cabin Analysis

Notes (what worked, didn't work, want to change, etc.):

Unit 7: THE CIVIL WAR

Pacing: 5 Weeks

Overview

(Essential Questions, Engaging Scenario, Anchor Phenomena)

How did westward expansion and sectional conflict lead the United States into the Civil War?

Supplemental Questions:

- How did westward expansion create new political and moral conflicts between the North and South?
(Focus: balance of power, slavery in the territories, economic competition, Manifest Destiny.)
- Why did political compromises over slavery and expansion—such as the Missouri Compromise, Compromise of 1850, and Kansas-Nebraska Act—fail to keep the nation united?
(Focus: limits of compromise, popular sovereignty, Bleeding Kansas, Dred Scott decision.)
- What specific events and decisions made conflict between the North and South unavoidable?
(Focus: Fugitive Slave Act, John Brown's raid, Lincoln's election, secession, Fort Sumter.)
- How did different groups—Unionists, Confederates, enslaved people, abolitionists, and women—view the causes and purpose of the Civil War?
(Focus: multiple perspectives, moral and economic motivations, letters and speeches.)
- How did the outcomes of the Civil War change the meaning of freedom and redefine the United States?
(Focus: emancipation, Reconstruction beginnings, national identity, long-term effects.)

NE Standard

SS 8.4.1 Analyze patterns of continuity and change over time in the United States history.
SS 8.4.2 Use multiple indicators perspectives to evaluate the historical, social, and cultural context of past and current events.
SS 8.4.4 Evaluate and interpret sources for perspective and historical context.
SS 8.4.5 Apply the inquiry process to construct and answer historical questions.

Student Learning Outcomes/Learning Targets

Causes and Expansion


Students explain how westward expansion and the spread of slavery created political, economic, and moral divisions that contributed to the outbreak of the Civil War.

Supplemental

Compromise and Conflict

Students analyze how legislative compromises and judicial decisions—such as the

	Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act, and Dred Scott case—failed to resolve sectional tensions between the North and South.
SS 8.4.1.a Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the U.S.	Regional Perspectives Students compare the economic systems, political goals, and cultural beliefs of the North and South to understand how sectionalism developed and shaped the path to war.
SS 8.4.2.a Compare and interpret evidence from the multiple perspectives and sources to better understand the complexities of US history.	Experiences of the War Students examine how different groups—including Union and Confederate soldiers, enslaved people, women, and abolitionists—experienced and influenced the Civil War.
SS 8.4.4.a Compare and contrast primary and secondary sources of history. SS 8.4.4.b Evaluate the relationships among historical events in the US and relevant contemporary issues.	Consequences and Legacy Students evaluate the outcomes of the Civil War, including the abolition of slavery, the preservation of the Union, and the long-term effects on American identity, citizenship, and federal power.
SS 8.4.5.a Identify areas of inquiry by using student-generated questions about multiple historical resources SS 8.4.5.b Locate, analyze, and cite appropriate sources for research about US history, including primary and secondary resources. SS 8.4.5.c Gather, analyze, and communicate historical information about US history from multiple sources.	

Instructional Resources & Activities	 Primary Source Collections & Document Archives <ol style="list-style-type: none"> 1. Library of Congress — U.S. Civil War: Selected Resources A wide variety of primary source materials (manuscripts, maps, broadsides, images) related to the U.S. Civil War. → https://guides.loc.gov/us-civil-war-selected-resources/digital-collections Research Guides 2. Library of Congress — Slavery in the United States: Primary Sources Primary sources from 1790–1865 on slavery, with teacher and student analysis tools. → https://www.loc.gov/classroom-materials/slavery-in-the-united-states-primary-sources-and-the-historical-record/ The Library of Congress
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3. **Library of Congress — Civil War & Reconstruction Timeline**

Offers thematic primary sources tied to key events from 1861–1877, with contextual overviews.

→

<https://www.loc.gov/classroom-materials/united-states-history-primary-source-timeline/civil-war-and-reconstruction-1861-1877/> [The Library of Congress](#)

4. **Library of Congress — Civil War Soldiers’ Stories**

Firsthand accounts by soldiers about enlistment, battle experiences, and prison life.

→

<https://www.loc.gov/classroom-materials/united-states-history-primary-source-timeline/civil-war-and-reconstruction-1861-1877/civil-war-soldiers-stories/> [The Library of Congress](#)

5. **Library of Congress — The South During the Civil War**

Maps and sources showing how warfare impacted Southern states and civilian life.

→

<https://www.loc.gov/classroom-materials/united-states-history-primary-source-timeline/civil-war-and-reconstruction-1861-1877/south-during-the-civil-war/> [The Library of Congress](#)

6. **“The Civil War: The Nation Moves Towards War, 1850–61” (LOC Primary Source Set)**

Documents and context around sectional tensions, key legislation, and events leading to the war.

→ <https://www.loc.gov/classroom-materials/civil-war-the-nation-moves-towards-war-1850-to-1861/> [The Library of Congress](#)

7. **LibGuides — The American Civil War: Primary Sources (UT Dallas)**

A curated list of newspapers, diaries, maps, photographs, and other primary materials.

→ <https://libguides.utdallas.edu/primary-sources/primary-sources-on-the-web/the-american-civil-war> [UT Dallas LibGuides](#)

8. **HIST 2600: American Civil War – Research Guide (UNC Charlotte)**

Reports, letters, battle orders, and maps from the War of the Rebellion (official records).

→ <https://guides.library.charlotte.edu/c.php?g=173021&p=1142625> [Charlotte Library Guides](#)

9. **USHistoryScene — “Westward Expansion and the American Civil War”**

A narrative article showing how Western growth and slavery expansion connected to the Civil War.

→ <https://ushistoryscene.com/article/civil-war-west-expansion/> [US History Scene](#)

Analytical / Contextual Articles & Overviews

10. **“How U.S. Westward Expansion Breathed New Life into Slavery” (History.com)**
Discusses how territorial expansion intensified the national debate over slavery.
→ <https://www.history.com/articles/westward-expansion-slavery> HISTORY
11. **“The American Civil War: Causes, Dates & Battles” (History.com)**
A solid overview of the causes and major turning points of the war.
→ <https://www.history.com/articles/american-civil-war-history> HISTORY
12. **“Westward Expansion” (History.com)**
Background on Western growth, ideology, and its link to national politics.
→ <https://www.history.com/articles/westward-expansion> HISTORY
13. **Overview: Civil War & Reconstruction (LOC)**
Contextual summary of the divisions over slavery, regional differences, and the path to war.
→ <https://www.loc.gov/classroom-materials/united-states-history-primary-source-timeline/civil-war-and-reconstruction-1861-1877/overview/> The Library of Congress
14. **Reconstruction: A Timeline of the Post-Civil War Era (History.com)**
Covers the immediate aftermath of the war and how the nation tried to rebuild.
→ <https://www.history.com/articles/reconstruction-timeline-steps> HISTORY

Academic Vocabulary

Expansion and Division

- **Westward Expansion** – The 19th-century movement of settlers into western territories, encouraged by the belief in Manifest Destiny.
- **Manifest Destiny** – The belief that the United States was destined by God to expand across North America.
- **Territory** – Land owned or controlled by a government that has not yet become a state.
- **Annexation** – The act of adding or incorporating new land into an existing country.

- **Popular Sovereignty** – The principle allowing settlers in a territory to vote on whether to allow slavery.
 - **Sectionalism** – Loyalty to a particular region or section of the country rather than to the nation as a whole.
 - **States' Rights** – The idea that states have powers and rights independent of the federal government, especially regarding slavery.
 - **Compromise** – An agreement in which both sides give up something to settle a dispute.
 - **Secession** – The act of formally withdrawing from a political union or nation.
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Slavery and Social Conflict

- **Slavery** – The system of owning people as property and forcing them to work without pay.
 - **Abolition** – The movement to end slavery in the United States.
 - **Abolitionist** – A person who sought to end slavery through speeches, writing, or activism.
 - **Emancipation** – The act of freeing enslaved people from bondage.
 - **Underground Railroad** – A secret network that helped enslaved people escape to freedom in the North or Canada.
 - **Fugitive Slave Act (1850)** – A law requiring citizens to return escaped enslaved people to their owners.
 - **Dred Scott v. Sandford (1857)** – A Supreme Court case ruling that enslaved people were property and not citizens, and Congress could not ban slavery in the territories.
 - **Free State** – A U.S. state where slavery was prohibited.
 - **Slave State** – A U.S. state where slavery was legal before the Civil War.
 - **Plantation System** – The Southern agricultural system relying on enslaved labor to produce cash crops like cotton and tobacco.
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The Civil War

- **Civil War (1861–1865)** – The conflict between the Northern Union and the Southern Confederate states over slavery, states' rights, and national unity.
- **Union** – The term used for the United States and the Northern states that remained loyal during the Civil War.
- **Confederacy** – The group of Southern states that seceded from the Union and formed their own government.
- **Abraham Lincoln** – The 16th President of the United States, who led the country during the Civil War and issued the Emancipation Proclamation.
- **Jefferson Davis** – The President of the Confederate States of America.
- **Ulysses S. Grant** – Union general who led Northern forces to victory and later became President.


- **Robert E. Lee** - Commander of the Confederate Army during the Civil War.
 - **Battle of Gettysburg (1863)** - A major turning point in the Civil War, ending the Confederate invasion of the North.
 - **Gettysburg Address** - Speech by President Lincoln reaffirming the purpose of the war and the principles of democracy.
 - **Anaconda Plan** - The Union's strategy to blockade and divide the Confederacy.
 - **Total War** - Military strategy that targets both enemy forces and the resources that support them.
 - **Appomattox Court House** - Site of Confederate General Robert E. Lee's surrender to Union General Ulysses S. Grant in 1865, ending the war.
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Freedom and Reconstruction

- **Emancipation Proclamation (1863)** - Executive order by Lincoln freeing enslaved people in Confederate-held territory.
 - **13th Amendment (1865)** - Abolished slavery in the United States.
 - **14th Amendment (1868)** - Granted citizenship and equal protection under the law to formerly enslaved people.
 - **15th Amendment (1870)** - Guaranteed voting rights to African American men.
 - **Reconstruction** - The period after the Civil War during which the South was reorganized and re-admitted to the Union.
 - **Freedmen's Bureau** - A federal agency established to help formerly enslaved people adjust to freedom by providing food, education, and legal assistance.
 - **Black Codes** - Laws passed in the South after the Civil War to restrict the rights of newly freed African Americans.
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Key Events and Legislation (Expansion to War)

- **Missouri Compromise (1820)** - Agreement balancing slave and free states and establishing the 36°30' line for future territories.
 - **Compromise of 1850** - Series of laws admitting California as a free state and strengthening the Fugitive Slave Law.
 - **Kansas-Nebraska Act (1854)** - Allowed settlers to decide the issue of slavery, leading to "Bleeding Kansas."
 - **Bleeding Kansas** - Violent conflict between pro-slavery and anti-slavery settlers in the Kansas Territory.
 - **John Brown's Raid (1859)** - An attempted slave revolt at Harpers Ferry, Virginia, led by abolitionist John Brown.
 - **Election of 1860** - The Presidential election of Abraham Lincoln that prompted Southern states to secede.
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	 Analytical / Writing Vocabulary <ul style="list-style-type: none"> ● Cause and Effect - The relationship between actions or events where one leads to another. ● Perspective - A particular attitude, viewpoint, or interpretation of events. ● Conflict - A serious disagreement or struggle between opposing groups or ideas. ● Compromise - A settlement of differences by mutual concessions. ● Ideology - A system of ideas or beliefs guiding political or social action. ● Consequence - The outcome or result of an action or event. ● Legacy - The lasting impact or influence of an event, movement, or person.
Materials	<ul style="list-style-type: none"> ● Computers ● Schoology ● Notebook ● Writing Utencil (Pencil, Pen, Highlighter)
Connection to School Improvement Goal	<p>Students will use academic vocabulary and historical evidence to produce clear, organized written responses that explain the causes, characteristics, and consequences of colonial foundations in North America.</p>

Formative Assessment	Summative Assessment
<ul style="list-style-type: none"> ● Bell Ringers ● Exit Tickets ● Actively Learns ● Schoology Discussion Board Posts ● Schoology Assignments 	<ul style="list-style-type: none"> ● The Civil War Paper ● The Civil War Exam ● Civil War Folder

Notes (what worked, didn't work, want to change, etc.):

Unit 8: RECONSTRUCTION

Pacing: 3 Weeks

Overview

(Essential Questions, Engaging Scenario, Anchor Phenomena)

How did Reconstruction and westward expansion reshape the United States after the Civil War?

Supplemental Questions:

- What challenges did the United States face in reuniting the North and South after the Civil War?
(Focus: physical destruction, political reintegration, social divisions, Lincoln vs. Johnson plans.)
- How did Reconstruction laws and amendments attempt to expand freedom and equality for formerly enslaved people?
(Focus: 13th, 14th, 15th Amendments; Freedmen's Bureau; Black Codes; sharecropping.)
- In what ways did Southern resistance and political change undermine the goals of Reconstruction?
(Focus: rise of the Ku Klux Klan, Compromise of 1877, Jim Crow laws.)
- How did westward migration and new policies (Homestead Act, transcontinental railroad) offer opportunities for some Americans while displacing others?
(Focus: freedmen, immigrants, women, Native Americans, economic growth vs. conflict.)
- Did Reconstruction create lasting progress toward equality, or did it leave unresolved issues that continued to divide the nation?
(Focus: long-term effects, segregation, civil rights foundations, historical memory.)

NE Standard

- SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government.**
- SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens.**
- SS 8.4.1 Analyze patterns of continuity and change over time in the United States history.**
- SS 8.4.4 Evaluate and interpret sources for perspective and historical context.**
- SS 8.4.5 Apply the inquiry process to construct and answer historical questions.**

Student Learning Outcomes/Learning Targets

Rebuilding the Nation

Students explain the major goals, challenges, and outcomes of Reconstruction, including the reintegration of Southern states and the rebuilding of the national economy after the Civil War.

<p style="text-align: center;">Supplemental</p>	<p>Freedom and Citizenship Students analyze how the 13th, 14th, and 15th Amendments redefined freedom, citizenship, and civil rights in the United States.</p>
<p>SS 8.1.1.b Analyze the structure and roles of the US government in meeting the needs of citizens governed, managing conflict, and establishing order and security. SS 8.1.1.d Evaluate how various US government decisions impact people, place, and history.</p>	<p>Resistance and Setbacks Students evaluate how political opposition, violence, and discriminatory laws in the South limited the progress of Reconstruction and hindered African American advancement.</p>
<p>SS 8.1.2.a Demonstrate ways individuals participate in the political process. SS 8.4.1.a Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the US.</p>	<p>Expansion and Opportunity Students describe how westward migration, federal policies (such as the Homestead Act and transcontinental railroad), and new settlement patterns created opportunities for some groups while displacing or harming others, including Native Americans.</p>
<p>SS 8.4.4.a Compare and contrast primary and secondary sources of history. SS 8.4.4.b Evaluate the relationships among historical events in the US and relevant contemporary issues.</p>	<p>Legacy and Change Students assess the lasting effects of Reconstruction and westward expansion on American democracy, regional identity, race relations, and national development.</p>
<p>SS 8.4.5.a Identify areas of inquiry by using student-generated questions about multiple historical resources SS 8.4.5.b Locate, analyze, and cite appropriate sources for research about US history, including primary and secondary resources. SS 8.4.5.c Gather, analyze, and communicate historical information about US history from multiple sources.</p>	

<p style="text-align: center;">Instructional Resources & Activities</p>	<p style="text-align: center;"> Reconstruction / Post–Civil War Sources</p> <ol style="list-style-type: none"> 1. Library of Congress — Digital Collections: Reconstruction: A Resource Guide A large collection of primary source materials (newspapers, manuscripts, prints, speeches) from the Reconstruction era. → https://guides.loc.gov/reconstruction/digital-collections Research Guides 2. Facing History & Ourselves — The Reconstruction Era Primary Sources Thematically organized primary sources relating to Reconstruction, including “Defining Freedom,” “Backlash,” and more.
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→ <https://www.facinghistory.org/resource-library/reconstruction-era-primary-sources> Facing History

3. **Historic Documents Library: Civil War and Reconstruction (National Constitution Center)**

Key documents spanning the Civil War and Reconstruction period, including secession declarations, emancipation legislation, Reconstruction amendments, etc.

→ <https://constitutioncenter.org/the-constitution/historic-document-library/time-period/civil-war-and-reconstruction> Constitution Center

4. **National Archives — Civil War and Reconstruction Lesson / Primary Source Resources**

Primary-source-based activities and resources covering from the 1860s through Reconstruction.

→ <https://www.archives.gov/education/lessons/civil-war-reconstruction.html> National Archives

5. **Library of Congress — “The Travails of Reconstruction” (Primary Source Timeline)**

A curated set of documents from the Reconstruction era with context and analysis.

→

<https://www.loc.gov/classroom-materials/united-states-history-primary-source-timeline/civil-war-and-reconstruction-1861-1877/travails-of-reconstruction/> The Library of Congress



Westward Expansion / Postwar Expansion Sources

6. **Library of Congress — “The American West, 1865–1900”**

Documents and narrative covering railroad expansion, settlement, conflict with Native Americans, and economic change in the West after the Civil War.

→

<https://www.loc.gov/classroom-materials/united-states-history-primary-source-timeline/rise-of-industrial-america-1876-1900/american-west-1865-1900/> The Library of Congress

7. **National Park Service — “The War and Westward Expansion”**

How the Civil War impacted military deployment, federal presence, and the patterns of expansion in the West.

→ <https://www.nps.gov/articles/the-war-and-westward-expansion.htm> National Park Service

8. **DocTeach — “Reasons for Westward Expansion” Activity**

A document-analysis set of primary sources that show motives for moving west (Homestead Act, railroads, mining, etc.).

→ <https://docsteach.org/lesson/reasons-for-westward-expansion/> [DocsTeach](#)

Additional / Supplemental Sources

9. **American Civil War & Reconstruction: Online Primary Documents (UF Libraries Guide)**
Digital collections of texts, images, and records from the antebellum period through Reconstruction.
→ <https://guides.uflib.ufl.edu/amh/primary> [UF Libraries Guides](#)
10. **Reconstruction Era Black History — Primary Sources (National Park Service)**
Focused on African American history and primary sources during Reconstruction.
→ <https://www.nps.gov/inde/learn/education/primary-sources-reconstruction-era.htm> [National Park Service](#)
11. **Teaching Reconstruction with Zinn Education Project**
A lesson set organized around themes like labor, land, suffrage, safety, and coalition, with primary sources.
→ <https://www.zinnedproject.org/news/new-reconstruction-lesson/> [Zinned Project](#)
12. **Reconstruction-Era Government Sources (Illinois State University guide)**
Legislative materials and government documents from the Reconstruction era.
→ <https://guides.library.illinoisstate.edu/c.php?g=30430&p=9268697> [guides.library.illinoisstate.edu](#)
13. **Primary Sources — Civil War / Reconstruction (Lone Star College / KWL Guides)**
A centralized guide linking to speeches, diaries, maps, official acts, and more.
→ <https://kwlibguides.lonestar.edu/PrimarySources-History/civilwar/> [kwlibguides.lonestar.edu](#)

Academic Vocabulary

Reconstruction Era Vocabulary

- **Reconstruction** – The period (1865–1877) when the U.S. government worked to rebuild the South and restore Southern states to the Union after the Civil War.
- **Reunification** – The process of bringing the Confederate states back into the United States after secession.
- **Freedmen** – Formerly enslaved people who were freed after the Civil War.
- **Freedmen’s Bureau** – A federal agency created to assist freedmen and poor whites with food, education, and legal aid

during Reconstruction.

- **Amendment** – A formal change or addition to the U.S. Constitution.
- **13th Amendment** – Abolished slavery in the United States.
- **14th Amendment** – Granted citizenship and equal protection under the law to anyone born or naturalized in the U.S.
- **15th Amendment** – Granted African American men the right to vote.
- **Black Codes** – Southern laws that limited the rights of freed African Americans after the Civil War.
- **Sharecropping** – A farming system where freedmen worked land owned by someone else in return for a share of the crops; it often kept them in debt.
- **Carpetbaggers** – Northerners who moved South during Reconstruction, sometimes viewed as seeking political or financial gain.
- **Scalawags** – Southern whites who supported Reconstruction and Republican policies.
- **Ku Klux Klan (KKK)** – A white supremacist organization that used violence and terror to oppose Reconstruction and African American rights.
- **Jim Crow Laws** – State and local laws enforcing racial segregation after Reconstruction.
- **Compromise of 1877** – Agreement that ended Reconstruction by withdrawing federal troops from the South, allowing “home rule.”
- **Segregation** – The enforced separation of racial groups in public spaces, schools, and housing.



Westward Expansion (Post–Civil War) Vocabulary

- **Westward Expansion** – The movement of settlers into western territories, encouraged by new laws, railroads, and economic opportunity.
- **Homestead Act (1862)** – Federal law granting 160 acres of free land to settlers who improved and farmed it for five years.
- **Transcontinental Railroad** – Railroad completed in 1869, connecting the East and West coasts, transforming travel and commerce.
- **Great Plains** – The vast grassland region between the Mississippi River and the Rocky Mountains was settled during expansion.
- **Exodusters** – African Americans who migrated west to Kansas and other territories seeking land and freedom after Reconstruction.
- **Reservations** – Areas of land set aside by the federal government for Native American tribes.
- **Assimilation** – The process of adopting the culture and lifestyle of another group, often forced upon Native Americans.
- **Dawes Act (1887)** – Law dividing tribal lands into individual family plots to promote assimilation of Native Americans.
- **Indian Wars** – A series of conflicts between U.S. forces and Native American tribes during westward expansion.
- **Buffalo Soldiers** – African American soldiers who served in the U.S. Army in the West after the Civil War.

- **Mining Boomtowns** - Towns that grew rapidly near mining sites and often declined just as quickly.
- **Cattle Drive** - The herding of cattle from Texas to railroad towns for shipment to markets in the East.
- **Barbed Wire** - An invention that revolutionized fencing and farming, marking the end of the open range.

Politics, Economy, and Society

- **Industrialization** - The shift from an agricultural economy to one based on manufacturing and industry.
- **Infrastructure** - Roads, bridges, railroads, and communication systems needed to support population and economic growth.
- **Labor Union** - An organized group of workers formed to protect rights and improve working conditions.
- **Corruption** - Dishonest or unethical behavior by government officials, often involving bribery or fraud.
- **Economic Opportunity** - The chance to improve one's financial status through work, land ownership, or entrepreneurship.
- **Urbanization** - The growth of cities as people moved from rural areas seeking jobs.
- **Social Mobility** - The ability of individuals or groups to move upward in social or economic class.

Analytical & Writing Vocabulary

- **Freedom** - The condition of being free from oppression or restriction.
- **Citizenship** - The rights and duties of a person recognized as a member of a nation.
- **Equality** - The state of being treated the same under the law regardless of race or background.
- **Justice** - Fairness and moral rightness in the protection of rights and punishment of wrongs.
- **Opportunity** - The possibility of progress, success, or advancement.
- **Legacy** - The lasting impact or influence of a historical event or decision.
- **Perspective** - A particular viewpoint or way of interpreting events.
- **Reform** - Effort to improve or change laws, policies, or society.
- **Continuity and Change** - What has remained the same and what has evolved.

Materials

- Computers
- Schoology
- Notebook
- Writing Utencil (Pencil, Pen, Highlighter)

Connection to School Improvement Goal

Students will use academic vocabulary and historical evidence to produce clear, organized written responses that explain the causes, characteristics, and consequences of colonial foundations in North America.

Formative Assessment

- Bell Ringers
- Exit Tickets
- Actively Learns
- Schoology Discussion Board Posts
- Schoology Assignments

Summative Assessment

- Reconstruction Exam

Notes (what worked, didn't work, want to change, etc.):

Unit 9: THE GILDED AGE

Pacing: 3 Weeks

<p style="text-align: center;">Overview (Essential Questions, Engaging Scenario, Anchor Phenomena)</p>	<p>Did the Gilded Age represent progress or problems for the United States?</p> <p>Supplemental Questions:</p> <ul style="list-style-type: none"> • What new opportunities were created by westward expansion, industrialization, and urbanization in the late 1800s? <i>(Focus: immigration, Homestead Act, railroads, new inventions, urban jobs.)</i> • How did rapid industrial and economic growth create both great wealth and deep poverty during the Gilded Age? <i>(Focus: monopolies, Carnegie, Rockefeller, labor vs. management, child labor, poor working conditions.)</i> • How did new immigrants shape American cities and culture during the Gilded Age? <i>(Focus: Ellis Island, tenement housing, ethnic neighborhoods, nativism, cultural diversity.)</i> • How did political corruption and reform movements reflect the challenges of governing a rapidly growing nation? <i>(Focus: political machines, Boss Tweed, civil service reform, rise of populism.)</i> • Did the expansion and innovation of the Gilded Age ultimately strengthen or weaken American democracy? <i>(Focus: balance between progress and exploitation, rise of labor unions, economic reform movements.)</i>
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NE Standard	Student Learning Outcomes/Learning Targets
<p>SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens.</p> <p>SS 8.3.2 Examine how regions form and change over time.</p> <p>SS 8.4.1 Analyze patterns of continuity and change over time in the United States history.</p> <p>SS 8.4.4 Evaluate and interpret sources for perspective and historical context.</p> <p>SS 8.4.5 Apply the inquiry process to construct and answer historical questions.</p>	<p>Industrial Growth and Expansion</p> <p>Students explain how westward expansion, natural resources, and technological innovations fueled industrial growth and transformed the U.S. economy during the Gilded Age.</p>
<p style="text-align: center;">Supplemental</p>	<p>Economic Opportunity and Inequality</p> <p>Students analyze how rapid industrialization created new opportunities for entrepreneurs and workers while also leading to economic inequality, poor labor conditions, and the rise of monopolies.</p>

<p>SS 8.1.2.e Compare and contrast the roles and influences of individuals, groups, and the media on American government.</p>	<p>Immigration and Urbanization Students describe how immigration, urban growth, and cultural diversity reshaped American society and examine the challenges faced by immigrants and working-class families in growing cities.</p>
<p>SS 8.2.3.c Identify and justify how humans develop major world regions and the impact on human societies SS 8.4.1.a Evaluate the impact of people, events, and ideas, including cultures and ethnic groups, on the US.</p>	<p>Political Corruption and Reform Students evaluate how political machines, corruption, and reform movements reflected both the strengths and weaknesses of democracy in the late 19th century.</p>
<p>SS 8.4.4.a Compare and contrast primary and secondary sources of history. SS 8.4.4.b Evaluate the relationships among historical events in the US and relevant contemporary issues.</p>	<p>Legacy of the Gilded Age Students assess the long-term impact of the Gilded Age on American identity, economic policy, and social reform, determining whether this era represented true progress or growing inequality.</p>
<p>SS 8.4.5.a Identify areas of inquiry by using student-generated questions about multiple historical resources SS 8.4.5.b Locate, analyze, and cite appropriate sources for research about US history, including primary and secondary resources. SS 8.4.5.c Gather, analyze, and communicate historical information about US history from multiple sources.</p>	

Instructional Resources & Activities



Primary Source & Digital Collections

- Rise of Industrial America, 1876-1900 (Library of Congress Primary Source Timeline)**
Contains primary documents and classroom resources about industrialization, railroads, and economic change in that era.
→ <https://www.loc.gov/classroom-materials/united-states-history-primary-source-timeline/rise-of-industrial-america-1876-1900/> [The Library of Congress](#)
- Gilded Age / Progressive Era – Primary Sources (Lonestar Library Guide)**
A curated bibliography of digitized primary source collections (letters, government docs, cartoons, etc.) for the Gilded Age / Progressive Era.
→ <https://kwlibguides.lonestar.edu/PrimarySources-History/gildedage> [Lone Star College Library Guides](#)

3. **Historic Documents Library: Gilded Age Through New Deal (National Constitution Center)**
Collections of foundational documents from the Gilded Age through the New Deal covering issues like corporate power, regulation, immigration, and reform.
→ <https://constitutioncenter.org/the-constitution/historic-document-library/time-period/gilded-age-new-deal>
[Constitution Center](#)
4. **Gilded Age & Progressive Era Collections: Primary Sources (Washington University Library Guide)**
Includes access to songs, letters, photographs, cartoons, government documents, and commentary on the Gilded Age / Progressive Era.
→ <https://libguides.wustl.edu/gilded-progressive> [WashU Libraries](#)
5. **The Gilded Age: Technology & Invention (Library of Congress Blog)**
A blog post highlighting inventions, industrial growth, and innovation during the Gilded Age.
→ <https://blogs.loc.gov/headlinesandheroes/2024/01/the-gilded-age-technology-invention/> [The Library of Congress](#)
6. **African American Identity in the Gilded Age: Two Unreconciled Strivings (Library of Congress Classroom Materials)**
A thematic source set exploring African American life, work, education, and challenges in the Gilded Age era.
→ <https://www.loc.gov/classroom-materials/african-american-identity-in-the-gilded-age-two-unreconciled-strivings/>
[The Library of Congress](#)
7. **Mark Twain, Excerpts from *The Gilded Age* (1873)**
Selections from Twain's satirical novel, a literary primary source capturing critiques of wealth, corruption, and social practices.
→ https://bcc-cuny.digication.com/ushistoryreader/Mark_Twain_Excerpt_from_The_Gilded_Age_Digication
8. **Gilded Age: Primary Sources on the Web (SLU Research Guides)**
A listing of first-hand sources (diaries, speeches, letters, government documents) relevant to the Gilded Age.
→ <https://libguides.slu.edu/c.php?g=185797&p=1226866> [SLU Library Guides](#)

Academic Vocabulary



Industrialization & Economic Growth

- **Industrialization** – The process by which an economy changes from primarily agricultural to one based on manufacturing and industry.

- **Mechanization** - The use of machines to replace human or animal labor in production.
- **Mass Production** - The manufacturing of large quantities of goods quickly and cheaply, often using assembly lines.
- **Corporation** - A business owned by shareholders that has legal rights separate from those of its owners.
- **Monopoly** - A company that controls all or nearly all of the business in a particular industry.
- **Trust** - A combination of companies formed to reduce competition and control prices.
- **Robber Baron** - A term used to describe powerful industrialists who were accused of exploiting workers and corrupting the economy.
- **Captain of Industry** - A positive term for business leaders whose innovations and philanthropy helped expand the economy.
- **Laissez-faire** - An economic philosophy advocating limited government interference in business.
- **Entrepreneur** - A person who organizes, manages, and assumes the risk of a business.

Wealth, Labor, and Inequality

- **Gilded Age** - The late 1800s period marked by rapid economic growth, political corruption, and stark inequality between the rich and poor.
- **Labor Union** - An organization of workers formed to protect their rights and improve working conditions.
- **Strike** - A work stoppage organized by employees to demand better pay or conditions.
- **Collective Bargaining** - Negotiations between employers and labor unions to determine wages and working conditions.
- **Tenement** - A crowded, poorly maintained apartment building, especially common in immigrant neighborhoods.
- **Sweatshop** - A factory with long hours, low wages, and unsafe working conditions.
- **Child Labor** - The employment of children, often in unsafe or exploitative conditions, was common during industrialization.
- **Social Darwinism** - The belief that only the strongest or most capable individuals and businesses survive in society.
- **Philanthropy** - The act of donating money or resources to charitable causes, often by wealthy industrialists.
- **Gospel of Wealth** - The idea (from Andrew Carnegie) that the rich have a duty to use their wealth for the greater good.

Immigration & Urbanization

- **Immigration** - The movement of people into a new country to live permanently.
- **Ellis Island** - The main U.S. immigration station in New York Harbor, processing millions of European immigrants (opened

1892).

- **Angel Island** – Immigration station in San Francisco Bay that processed primarily Asian immigrants (opened 1910).
 - **Push Factors** – Conditions that force people to leave their homeland (famine, war, lack of jobs).
 - **Pull Factors** – Attractions that draw immigrants to a new country (economic opportunity, freedom, land).
 - **Nativism** – Hostility toward immigrants and the belief that native-born Americans are superior.
 - **Assimilation** – The process of adopting the culture and customs of a new country.
 - **Ethnic Enclave** – A neighborhood where people from the same country or culture live together.
 - **Urbanization** – The rapid growth of cities due to industrialization and immigration.
 - **Infrastructure** – The physical systems (roads, railroads, bridges, sewers) that support urban and economic life.
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Politics, Corruption, and Reform

- **Political Machine** – A political organization that controls votes and government decisions, often through bribery and favors.
 - **Boss Tweed** – Leader of New York City's Tammany Hall political machine, infamous for corruption.
 - **Patronage** – Giving government jobs or favors to supporters rather than hiring based on merit.
 - **Civil Service Reform** – Efforts to end corruption and make government jobs awarded based on qualifications, not politics.
 - **Pendleton Civil Service Act (1883)** – Law requiring government jobs to be filled through competitive exams.
 - **Populism** – A political movement representing the interests of farmers and workers against the elite.
 - **Grange Movement** – An Organization of farmers that pushed for economic and political reforms.
 - **Interstate Commerce Act (1887)** – Law regulating railroad rates and practices to ensure fair pricing.
 - **Sherman Antitrust Act (1890)** – Law banning monopolies and trusts that restricted competition.
 - **Corruption** – Dishonest or unethical behavior by government officials or business leaders, often involving bribery.
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Westward Expansion & Economic Change

- **Homestead Act (1862)** – Law granting 160 acres of free land to settlers willing to farm and improve it.
- **Transcontinental Railroad** – Railroad completed in 1869 that connected the Atlantic and Pacific coasts.
- **Great Plains** – The vast flatlands of central North America that became key to agriculture and ranching.
- **Exodusters** – African Americans who migrated west after Reconstruction, seeking new opportunities.
- **Cattle Drive** – The herding of cattle from ranches to railroads for shipment to markets.
- **Barbed Wire** – An invention that revolutionized farming and ended the open range.

	<ul style="list-style-type: none"> ● Reservation - Land set aside by the federal government for Native American tribes. ● Dawes Act (1887) - Law dividing tribal land into individual family plots to encourage Native assimilation. ● Assimilation Policy - Government policy promoting Native Americans' adoption of white culture and loss of tribal identity. ● Indian Wars - Conflicts between U.S. forces and Native American tribes during westward expansion. <hr/> <p> Analytical & Writing Vocabulary</p> <ul style="list-style-type: none"> ● Innovation - A new idea, method, or invention that creates change. ● Opportunity - A chance for progress or improvement. ● Inequality - Unequal access to rights, resources, or opportunities. ● Perspective - A point of view or interpretation of events. ● Progress - Forward movement or improvement in society, technology, or rights. ● Reform - Efforts to change laws, systems, or policies to improve society. ● Consequence - The result or effect of an action or event. ● Legacy - The lasting impact or influence of a historical period, person, or idea.
<p>Materials</p>	<ul style="list-style-type: none"> ● Computers ● Schoology ● Notebook ● Writing Utencil (Pencil, Pen, Highlighter)
<p>Connection to School Improvement Goal</p>	<p>Students will use academic vocabulary and historical evidence to produce clear, organized written responses that explain the causes, characteristics, and consequences of colonial foundations in North America.</p>

Formative Assessment	Summative Assessment
<ul style="list-style-type: none"> ● Bell Ringers ● Exit Tickets ● Actively Learns ● Schoology Discussion Board Posts ● Schoology Assignments 	<ul style="list-style-type: none"> ● The Gilded Age Exam ● Women in America Paper

Notes (what worked, didn't work, want to change, etc.):

Unit 10: PERSONAL FINANCE

Pacing: 2 Weeks

<p>Overview (Essential Questions, Engaging Scenario, Anchor Phenomena)</p>	<p>How do financial decisions shape individual lives and the nation's future?</p> <p>Supplemental Questions:</p> <ul style="list-style-type: none"> ● What factors influence how people earn income and choose careers? <i>(Focus: education, skills, job demand, opportunity cost, wages.)</i> ● Why is saving and managing money essential for financial security and independence? <i>(Focus: budgeting, goal-setting, delayed gratification, emergency funds.)</i> ● How do spending habits, borrowing, and the use of credit affect long-term financial health? <i>(Focus: interest rates, debt, responsible borrowing, needs vs. wants.)</i> ● How do individual investments, taxes, and financial planning connect to the nation's economic growth? <i>(Focus: stocks, banks, government programs, taxes, compound interest.)</i> ● What can historical financial events – like the Great Depression, industrial growth, or postwar prosperity – teach us about money management and economic decision-making? <i>(Focus: lessons from U.S. financial history, risk and reward, economic stability.)</i>
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NE Standard	Student Learning Outcomes/Learning Targets
SS 8.2.2 Understand personal and business financial management.	<p>Financial Decision-Making Students explain how individuals use economic reasoning to make informed financial decisions by weighing costs, benefits, and opportunity costs.</p>
Supplemental	<p>Income and Budgeting Students analyze how factors such as education, skills, and career choices affect income, and demonstrate how to create and maintain a personal budget that reflects financial goals and responsibilities.</p>
SS 8.2.2.a Identify skills for future financial successes.	<p>Saving, Credit, and Investment Students describe the purposes and risks of saving, borrowing, and investing, and evaluate how these financial tools influence long-term financial stability and independence.</p>

SS 8.2.2.b Understand tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.

Historical and Civic Connections

Students evaluate how major financial events in U.S. history (such as the Great Depression, postwar prosperity, or recessions) illustrate the importance of responsible money management and sound economic decision-making.

Instructional Resources & Activities

Teaching & Curriculum Resources

- **Practical Money Skills — Lessons for Grades 9–12**
Free lessons on budgeting, personal finance, managing salary, avoiding debt, and more. practicalmoneyskills.com
- **Financial Literacy for High School Students (InCharge.org)**
A set of 14 free lesson plans, worksheets, and teacher guides focused on real-life financial decision making. [InCharge Debt Solutions](https://incharge.org/debt-solutions)
- **Everfi — Financial Literacy for High School**
An interactive, free course covering budgeting, saving, income, credit, taxes, and purchasing decisions. [EverFi+1](https://everfi.com)
- **NGPF (Next Gen Personal Finance)**
A robust, free curriculum for grades 6–12 covering budgeting, saving, investing, and economics. [Next Gen Personal Finance](https://nextgenpersonalfinance.org)
- **FDIC “Money Smart for Young People”**
Free age-appropriate curriculum for K–12, including modules on budgeting, saving, and financial planning. [FDIC](https://fdic.gov/money-smart)
- **Budget Challenge**
A simulation-based program where students manage finances in real time, linking to Jump\$tart standards included. budgetchallenge.com

Articles & Advice for High Schoolers

- **“A High Schooler’s Guide to Budgeting” (U.S. Career Institute)**
Practical advice for teens on tracking expenses, building a budget, and using spreadsheets/appliances to monitor

spending. [U.S. Career Institute](#)

- **“6 steps to help a middle or high schooler budget” (Better Money Habits, Bank of America)**
Steps include calculating income, required expenses, discretionary spending, and balancing the budget. [Better Money Habits](#)
- **“Budgeting Tips for Teens in 6 Easy Steps” (Better Money Habits)**
Similar guidance for younger students to begin budgeting wisely. [Better Money Habits](#)
- **“10 Smart Financial Planning Tips Every High School Student Should Follow” (FinExCU)**
Advice on budgeting, saving, setting goals, banking basics, and planning. [finexcu.org](#)
- **Citizens Bank — Money Management for Teens**
A guide for teens (and parents) about budgeting, building savings, distinguishing needs vs. wants, and using checking & savings accounts. [Citizens Bank](#)
- **“7 Financial lessons every teen needs to know” (LendingClub)**
Covers basics like preparing a budget, tracking spending, and understanding long-term financial behaviors. [LendingClub](#)



Theoretical / Economic Context

- **“Economics and Personal Finance: Complements, Not Substitutes” (Federal Reserve Bank of St. Louis)**
Argues that personal finance is essentially the application of economic reasoning to household decisions. [Federal Reserve Bank of St. Louis](#)
- **“The Economic Way of Thinking: The Key to Financial Literacy” (Foundation for Teaching Economics)**
Emphasizes that economics provides the framework for making smart personal finance decisions. [Foundation For Teaching Economics](#)
- **“A History of Personal Finance and Investing in America’s First Bank” (Historical Society of Pennsylvania)**
Provides a historical perspective on how ideas of savings, investment, and scarcity have developed in U.S. history. [Hspvener](#)



Earning, Income, and Opportunity

- **Income** – Money earned from work, investments, or other sources.
 - **Wages** – Money paid to workers, usually calculated by the hour or job.
 - **Salary** – A fixed amount of money paid to an employee regularly, often monthly or yearly.
 - **Career** – A long-term profession or occupation that often requires training or education.
 - **Entrepreneur** – A person who starts and operates a business, taking on financial risks.
 - **Gross Pay** – Total income earned before taxes and deductions.
 - **Net Pay** – Income remaining after taxes and other deductions; also called *take-home pay*.
 - **Taxes** – Required payments to the government used to fund public goods and services.
 - **Payroll Deductions** – Amounts withheld from gross pay (such as taxes, insurance, and retirement).
 - **Opportunity Cost** – The value of the next best alternative that must be given up when a choice is made.
-



Budgeting and Money Management

- **Budget** – A plan for managing income, expenses, and savings over a set period of time.
 - **Fixed Expenses** – Costs that stay the same each month (rent, car payment, insurance).
 - **Variable Expenses** – Costs that change from month to month (food, gas, entertainment).
 - **Needs** – Basic items necessary for survival, such as food, shelter, and clothing.
 - **Wants** – Goods or services that make life more enjoyable but are not essential.
 - **Savings** – Money set aside for future use rather than spent immediately.
 - **Emergency Fund** – Money saved for unexpected expenses or financial emergencies.
 - **Financial Goal** – A specific target for saving or spending money, often over time.
 - **Short-Term Goal** – A financial goal that can be achieved within a year (e.g., saving for new clothes).
 - **Long-Term Goal** – A financial goal that takes more than a year to achieve (e.g., buying a car or attending college).
-



Credit, Borrowing, and Debt

- **Credit** – The ability to borrow money with the promise to repay it later, often with interest.
- **Loan** – Money borrowed that must be paid back with interest.

- **Interest** - The cost of borrowing money or the return earned on savings and investments.
 - **Principal** - The original amount of money borrowed or invested.
 - **Credit Score** - A number that represents how likely a person is to repay borrowed money based on past credit behavior.
 - **Debt** - Money owed to another person or institution.
 - **Bankruptcy** - A legal process for people or businesses unable to repay debts.
 - **Collateral** - Property pledged by a borrower to secure a loan.
 - **Predatory Lending** - Unfair, deceptive, or abusive loan practices that take advantage of borrowers.
-




Saving and Investing

- **Savings Account** - A bank account that earns interest on money deposited.
 - **Compound Interest** - Interest earned on both the original amount and previously earned interest.
 - **Investment** - Using money to purchase assets (stocks, bonds, property) to earn profit.
 - **Stock** - A share of ownership in a company.
 - **Bond** - A loan from an investor to a business or government that pays interest over time.
 - **Diversification** - Spreading investments across different assets to reduce risk.
 - **Risk vs. Reward** - The idea that higher potential returns come with higher potential risks.
 - **Inflation** - The general increase in prices over time, reducing the purchasing power of money.
 - **Asset** - Anything of value that is owned, such as property or investments.
 - **Wealth** - The total value of a person's assets minus liabilities (debts).
-



Banking and Financial Institutions

- **Bank** - A financial institution that accepts deposits, lends money, and offers other financial services.
- **Credit Union** - A nonprofit financial institution owned by its members, often offering lower fees and better rates.
- **Checking Account** - A bank account used for daily transactions such as deposits, withdrawals, and payments.
- **ATM (Automated Teller Machine)** - A machine that allows customers to perform banking transactions electronically.
- **Online Banking** - Managing money and transactions through the internet or mobile apps.
- **Overdraft** - Spending more money than is available in an account.
- **Transaction** - Any financial exchange, such as deposits, withdrawals, or payments.
- **Deposit** - Money placed into a bank account.

	<ul style="list-style-type: none"> ● Withdrawal – Money taken out of a bank account. <hr/> <p> Economic Reasoning and Personal Finance Skills</p> <ul style="list-style-type: none"> ● Scarcity – The limited nature of resources that forces people to make choices. ● Trade-off – The act of giving up one benefit to gain another. ● Cost-Benefit Analysis – A process of comparing the expected costs and benefits of a decision. ● Financial Literacy – The ability to understand and effectively manage personal financial matters. ● Economic Decision-Making – The process of choosing how to allocate limited resources to meet needs and wants. ● Consumer – A person who buys and uses goods and services. ● Producer – A person or business that makes or sells goods and services. ● Market Economy – An economic system where supply, demand, and prices guide production and consumption. ● Entrepreneurship – The act of starting and managing a business to earn a profit. ● Budget Deficit / Surplus – When spending exceeds income (deficit) or when income exceeds spending (surplus).
<p>Materials</p>	<ul style="list-style-type: none"> ● Computers ● Schoology ● Notebook ● Writing Utencil (Pencil, Pen, Highlighter)
<p>Connection to School Improvement Goal</p>	<p>Students will use academic vocabulary and historical evidence to produce clear, organized written responses that explain the causes, characteristics, and consequences of colonial foundations in North America.</p>

Formative Assessment	Summative Assessment
<ul style="list-style-type: none"> ● Bell Ringers ● Exit Tickets ● Actively Learns ● Schoology Discussion Board Posts ● Schoology Assignments 	<ul style="list-style-type: none"> ● Household Budget

Notes (what worked, didn't work, want to change, etc.):

VIDEO HUB

Overview

- This section is to provide a video hub where multimedia can be found to help supplement the above curriculum.

Video Description

Channels / Playlists to Explore

- **CrashCourse – US History Playlist**
A full series of high-quality, animated videos hosted by John Green covering U.S. History from early colonization through modern times.
[CrashCourse](#)
- **History Channel – Overall History**
History covered from all walks of life.
[HISTORY](#)
- **US History 1865-1929 Playlist**
A curated playlist focusing on Reconstruction, industrialization, immigration, and the Gilded Age era.
[YouTube](#)

Constitution / Pre-Constitution / Foundations Unit

1. **The Constitution, the Articles, and Federalism (Crash Course US History #8)**
[Explains the transition from the Articles of Confederation to the Constitution and how federalism works. YouTube+1](#)
2. **The US Constitution, 3/5, and the Slave Trade Clause (Crash Course Black American History #9)**
[Focuses on how compromises embedded slavery into the Constitution \(3/5 clause and slave trade clause\). YouTube+1](#)

3. **Walkthrough of the Constitution | Constitution 101**
[A guided tour of the Constitution's articles and how federal powers are defined. YouTube](#)
 4. **Where US Politics Came From: Crash Course US History #9**
[Helps explain political origins which tie into the foundational period. YouTube](#)
 5. **Thomas Jefferson & His Democracy: Crash Course US History #10**
[Though more about Jefferson's era, it includes relevant ideas about government and constitutional development. YouTube](#)
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Westward Expansion / Expansion & Conflict Unit

1. **War & Expansion: Crash Course US History #17**
[Covers the Mexican-American War, Oregon, and how the U.S. pushed its territory westward. YouTube](#)
 2. **Westward Expansion: Crash Course US History #24**
[Overview of Manifest Destiny, settlement, and the costs of expansion. YouTube+1](#)
 3. **Reconstruction and Expansion – US History Review 3**
[Connects Reconstruction with continued expansion, industrialization, and reform. YouTube](#)
 4. **Westward Expansion US History American Manifest Destiny Video**
[Alternative perspective / supportive visuals of Manifest Destiny and expansion. YouTube](#)
 5. **Westward Expansion: (Short Documentary) – “Westward Expansion and the American Civil War”**
[Ties expansion to later conflict, giving a bridge to Civil War discussion. YouTube](#)
-

Civil War / Reconstruction Unit

1. **The Civil War, Part I: Crash Course US History #20**
[Explains causes of the war, key tensions, and early strategies. YouTube+1](#)

2. **The Civil War Part 2: Crash Course US History #21**
[Covers the war's progress, turning points, and outcome. YouTube](#)
 3. **Reconstruction and 1876: Crash Course US History #22**
[Details Reconstruction plans, conflicts, successes, and ultimate failure. YouTube+1](#)
 4. **Reconstruction: Crash Course Black American History #19**
[Focuses on Reconstruction's effects on freed people, amendments, and the backlash. YouTube](#)
 5. **Reconstruction and Expansion – US History Review 3**
[Gives a review that links postwar reconstruction to westward expansion and transformation. YouTube](#)
 6. (Optional) **“The U.S. Constitution, 3/5, and the Slave Trade Clause”**
[Use as historical context—that constitutional clauses influenced slavery debates leading to war. YouTube+1](#)
-

Gilded Age / Industrialization / Reform Unit

1. **Gilded Age Politics: Crash Course US History #26**
[Examines political corruption, patronage, and reform in the late 19th century. YouTube](#)
2. **The Progressive Era: Crash Course US History #27**
[While technically after the Gilded Age, it shows the reform responses to issues from the Gilded Age \(labor, corruption\). YouTube](#)
3. **Rise of Industrial America, 1876-1900 (Library of Congress / Crash Course themes)**
[Use the LOC timeline + Crash Course's relevant segments to cover industrial growth. PBS LearningMedia](#)
4. **African American Identity in the Gilded Age: Two Unreconciled Strivings**
[Explores African American life, contributions, and challenges during the Gilded Age. YouTube+1](#)
5. **Mark Twain, Excerpts from *The Gilded Age***
[Use as a literary primary source to critique rise of inequality and corruption. YouTube](#)

Financial Literacy & Budgeting – 8th Grade

1. Crash Course Economics: “Personal Finance Basics” (#1)

A great animated introduction to financial literacy – covers budgeting, saving, and why managing money matters.

 [Crash Course Economics - Personal Finance Basics](#)

(Approx. 10 min – high engagement, good visuals, connects personal finance to economic reasoning.)

2. Practical Money Skills: “Budgeting Basics for Teens”

Simple explanation of how to build a teen budget, track expenses, and balance wants vs. needs.

 [Budgeting Basics for Teens - Practical Money Skills](#)

(Approx. 5 min – clear, real-world examples, easy to follow.)

3. Better Money Habits (Bank of America): “How to Make a Budget and Stick to It”

Short, relatable video showing steps to create a monthly budget – uses teen-friendly scenarios.

 [How to Make a Budget and Stick to It - Better Money Habits](#)

(Approx. 4 min – connects to real-life decision making, goal setting, and saving.)

Extra Resources

Overview

- This section is to provide a few other resources that could be used throughout each unit.

Extra Resources

1. Interactive Simulations & Games (Hands-On Learning)

Personal Finance / Economics

- **Next Gen Personal Finance (NGPF) Simulations** - <https://www.ngpf.org>
→ Free, interactive activities like Budgeting, Payback (college debt), Spending, Checking Accounts, and Investing simulations.
Why it's great: Real-world decision-making; integrates perfectly with SS 8.2.2 and writing goals.
- **Council for Economic Education – EconEdLink Games** - <https://www.econedlink.org/resources-type/interactives/>
→ Features simulations on saving, budgeting, and opportunity cost.
Why it's great: Short, visual, and inquiry-based – perfect for warmups or extensions.
- **Budget Challenge (paid option)** - <https://www.budgetchallenge.com>
→ 10-week live budgeting simulation that mirrors real financial life (bills, paychecks, saving, credit).
Why it's great: Immersive and student-driven; teaches responsibility and consequences.

2. Primary Source Tools for U.S. History Units

- **DocsTeach (National Archives)** - <https://docsteach.org>
→ Thousands of primary source documents from all your U.S. History units – Colonial through Gilded Age – with built-in analysis tools.

Why it's great: You can assign activities directly to students (drag & drop timeline tools, image analysis).

- **Library of Congress Classroom Materials** - <https://www.loc.gov/classroom-materials/>
→ Curated sets for every major era (Revolution, Civil War, Reconstruction, Industrialization).
Why it's great: Inquiry-driven sources with teacher background and student analysis questions.
 - **Smithsonian Learning Lab** - <https://learninglab.si.edu/>
→ Digital museum collections you can turn into story-based lessons.
Why it's great: Visual and artifact-based inquiry – pairs beautifully with your inquiry question structure.
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3. Writing & Literacy Integration Tools

- **Newsela Social Studies Collection** - <https://newsela.com>
→ Articles about history, economics, and current events – leveled for reading differentiation.
Why it's great: Helps meet literacy goals; integrates writing tasks (“CER” and argumentative prompts).
 - **CommonLit** - <https://www.commonlit.org/en/library?search=history>
→ Readings that pair literature with historical moments – short, rigorous, and discussion-ready.
 - **Actively Learn** - <https://www.activelylearn.com/>
→ Digital reading platform with embedded comprehension and writing prompts – many texts for U.S. History and economics.
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4. Visual & Digital Creation Tools (Student Projects)

- **Canva for Education** - <https://www.canva.com/education/>
→ Perfect for infographic projects (budgets, timelines, reforms, inventions, etc.).
Why it's great: Kids love design – turns reflection or data into creative displays.
- **Google Sheets / Excel**
→ Have students track mock budgets, spending goals, or savings simulations.
Why it's great: Applies math skills and financial concepts to real scenarios.

- **Flip (formerly Flipgrid)** - <https://info.flip.com/>
→ Students record short reflections or arguments based on your inquiry questions.
Why it's great: Combines speaking, writing, and historical reasoning.
-

5. Student Resources for Financial Literacy

- **FDIC "Money Smart for Young People"** - <https://www.fdic.gov/consumers/education/teachers.html>
→ Printable guides and student activities for grades 6-12.
 - **Practical Money Skills Student Games** - <https://www.practicalmoneyskills.com/play>
→ Includes Financial Football and Money Metropolis.
Why it's great: Gamifies learning for younger students.
 - **JumpStart Coalition Teacher Resources** - <https://www.jumpstart.org>
→ National clearinghouse for K-12 personal finance standards and materials.
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6. Real-World Connections & Enrichment

- **Khan Academy – Personal Finance Series**
<https://www.youtube.com/playlist?list=PL8dPuuaLjXtNIUrzyH5r6jN9ullgZBpdo>
→ 5-10 minute animated lessons on budgeting, saving, credit, taxes, and investing.
 - **Federal Reserve Education Resources** - <https://www.federalreserveeducation.org>
→ Interactive resources explaining how the economy, inflation, and money work.
 - **PBS "Two Cents" Series (YouTube)** - <https://www.youtube.com/@TwoCentsPBS>
→ Teen-friendly, current, and practical financial literacy channel.
Why it's great: Highly engaging and modern – explains complex concepts simply (credit, budgeting, financial scams).
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Optional Add-Ons for Assessment & Engagement

- **Kahoot / Blooket / Quizizz**
→ Create quick vocab or concept review games for Colonial → Civil War → Finance.
- **Padlet or Jamboard**
→ Use for collaborative responses to inquiry questions or document analysis.
- **EdPuzzle**
→ Add comprehension questions directly into Crash Course or finance videos.

American Government] Curriculum

Created on [May 21st, 2019]

Created by [Will Reutzel]

[Unit 1 Foundations of American Government - Ch 1-4]	
Approximate Length (in class days)	48
Buffer Days	2
NE State Standards Addressed:	<ul style="list-style-type: none"> • SS 12.1.1 • SS 12.1.2 • SS 12.1.3
Learning Target(s):	<ul style="list-style-type: none"> • Explain the origin of American government • Explain the purposes of a constitution • Describe the main characteristics of democracy • Describe the democratic government(s) of early colonies • Reasons why the colonists and British were unable to compromise and settle their differences • Describe weaknesses of the Articles of Confederation • Discuss the debate leading to the Connecticut Compromise at the Constitutional Convention • What were the key arguments presented by the Federalists and Anti-federalists • Explain ways that one branch of government is prevented from gaining too much power • How did the Constitution describe the powers of each branch of government • Describe the amendment process • Explain what due process is and how it applies to American citizens/residents • Differentiate expressed, implied and inherent powers • What are purposes and examples of interstate compacts • What advantages does federalism provide a nation
Resources Utilized:	Schoology, American Government book, Supreme Court cases/readings, Actively Learn
Assessments:	Chapter 1, 2, 3, 4 Tests

[Unit 2 Legislative Branch]	
Approximate Length (in class days)	20
Buffer Days	2
NE State Standards Addressed:	<ul style="list-style-type: none"> ● SS 12.1.1 ● SS 12.1.2 ● SS 12.1.3
Learning Target(s):	<ul style="list-style-type: none"> ● List common characteristics of members of Congress ● How does apportionment of membership in House of Representatives work ● Why are committees in Congress important ● Discuss leadership positions and membership requirements for the U.S. Senate ● Discuss leadership positions and membership requirements for the House of Representatives ● How has the commerce clause enabled Congress to apply a loose interpretation to the Constitution ● How has the American political system led to competition and conflict between the President and Congress ● Explain the steps of a bill becoming a law ● How closely should the votes of members of Congress reflect the opinions of their constituents
Resources Utilized:	Schoology, American Government book, Supreme Court cases/readings, Actively Learn
Assessments:	Legislative Branch Test (Chapters 5, 6, 7)

[Unit 6 Participating in Government - Ch 16,17, 18, 19]	
Approximate Length (in class days)	18
Buffer Days	2
NE State Standards Addressed:	<ul style="list-style-type: none"> ● SS 12.1.1 ● SS 12.1.2 ● SS 12.1.3

Learning Target(s):	<ul style="list-style-type: none"> ● What is multiparty system and how does it affect governing ● Why have third parties played minor role in American politics ● How are candidates nominated for public office ● What is the purpose and process of the National Convention(s) ● What are the basic elements of a presidential campaign ● What factors influence voter decisions ● Describe purpose of interest groups in politics ● What impact does media have on politics and elections ●
Resources Utilized:	Schoology, American Government book, Supreme Court cases/readings, Actively Learn
Assessments:	Unit 6 Test (Ch 16, 17, 18, 19)

[Unit 4 Title]	
Approximate Length (in class days)	
Buffer Days	
NE State Standards Addressed:	
Learning Target(s):	
Resources Utilized:	
Assessments:	

SEMESTER 1 TEST

SEMESTER 1 FORMAL WRITING ASSIGNMENT

TOPIC & DESCRIPTION: [Voice of Democracy & Essay for entry in Kearney VFW competition]

[Unit 3 Executive Branch - Ch 8, 9, 10]	
Approximate Length (in class days)	15
Buffer Days	2
NE State Standards Addressed:	<ul style="list-style-type: none"> ● SS 12.1.1 ● SS 12.1.2 ● SS 12.1.3
Learning Target(s):	<ul style="list-style-type: none"> ● Qualifications to be U.S. President ● Provisions for presidential succession ● Describe the Electoral College system ● Role of Cabinet secretaries and departments ● What are the sources and limits to the powers of the president ● What is president's role in growth and stability of the American economy ● Describe the organizational structure of the cabinet departments ● How did the civil service system attempt to reform the spoils system ● Why do people get frustrated with government bureaucracy ●
Resources Utilized:	Schoology, American Government book, Supreme Court cases/readings, Actively Learn
Assessments:	Executive Branch Test

[Unit 4 Judicial Branch]

Approximate Length (in class days)	12
Buffer Days	3
NE State Standards Addressed:	<ul style="list-style-type: none"> ● SS 12.1.1 ● SS 12.1.2 ● SS 12.1.3
Learning Target(s):	<ul style="list-style-type: none"> ● How do Supreme Court decisions reflect changing social conditions ● Differentiate levels of court jurisdiction ● Describe the process to choose federal court judges/justices ● What is the route cases from courts take to reach Supreme Court ● How is the Supreme Court limited in its power
Resources Utilized:	Schoology, American Government book, Supreme Court cases/readings, Actively Learn
Assessments:	Judicial Branch Test

[Unit 5 Liberty and Justice for All - Ch 13, 14, 15]	
Approximate Length (in class days)	20
Buffer Days	2
NE State Standards Addressed:	<ul style="list-style-type: none"> ● SS 12.1.1 ● SS 12.1.2 ● SS 12.1.3
Learning Target(s):	<ul style="list-style-type: none"> ● How did Supreme Court extend rights of Bill of Rights to Constitution ● Differentiate the establishment clause and the free exercise clause of the 1st Amendment ● What speech is protected by the 1st Amendment ● Discuss the Supreme Courts view(s) on Freedom of the Press ● What are limits on public assembly ● How has the immigration policy in the U.S. changed

	<ul style="list-style-type: none"> • What are requirements for citizenship in the U.S. • What constitutes unreasonable searches and seizures by the police • What is the constitutional meaning of “equal protection” • What are the issues involved dealing with affirmative action cases • Describe differences between criminal and civil law
Resources Utilized:	Schoology, American Government book, Supreme Court cases/readings, Actively Learn
Assessments:	

[Unit 8 State and Local Government - Ch 23, 24]	
Approximate Length (in class days)	10
Buffer Days	
NE State Standards Addressed:	<ul style="list-style-type: none"> • SS 12.1.1 • SS 12.1.2 • SS 12.1.3
Learning Target(s):	<ul style="list-style-type: none"> • What are purpose and functions of state constitutions • Explain how state legislatures and governors work together to pass laws • Explain how Nebraska’s unicameral is different than other states and our U.S. government • What are sources of state tax revenue • What are major issues surrounding services local governments provide
Resources Utilized:	Schoology, American Government book, Supreme Court cases/readings, Actively Learn
Assessments:	Unit 8 Test

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SEMESTER 2 TEST

SEMESTER 2 FORMAL WRITING ASSIGNMENT

TOPIC & DESCRIPTION: [English/Am Gov Cross curricular essay & Students may pick topic that relates to government to research a formal paper]

[American History] Curriculum

Created on [May 21, 2019]

Created by [Will Reutzel]

[Unit 1 Foundations of Liberty - Ch 1, 2, 3, 4, 5]	
Approximate Length (in class days)	20
Buffer Days	
NE State Standards Addressed:	<ul style="list-style-type: none">● SS 12.4.1● SS 12.4.2● SS 12.4.3● SS 12.4.4● SS 12.4.5
Learning Target(s):	<ul style="list-style-type: none">● The convergence of the world's cultures in the 1400s and 1500s launched an era of change that still affects our lives today● Several developments of the early colonial period still affect the nation today● The American Revolution and country's early experiences had lasting results● Policies and attitudes that developed at this time have helped shape the nation● Many developments of this period shape our lives today
Resources Utilized:	Schoology, American History book, Actively Learn
Assessments:	Unit 1 Test

[Unit 2 The Crisis of Union - Ch 6, 7]	
Approximate Length (in class days)	16
Buffer Days	
NE State Standards Addressed:	<ul style="list-style-type: none">● SS 12.4.1● SS 12.4.2

	<ul style="list-style-type: none"> ● SS 12.4.3 ● SS 12.4.4 ● SS 12.4.5
Learning Target(s):	<ul style="list-style-type: none"> ● The political and social debates of this period continue to have influence on the U.S. ● The Civil War and Reconstruction permanently changed the nation
Resources Utilized:	Schoology, American History book, Actively Learn
Assessments:	Civil War Test

[Unit 3 Birth of Modern America - Ch 8, 9, 10, 11]	
Approximate Length (in class days)	22
Buffer Days	
NE State Standards Addressed:	<ul style="list-style-type: none"> ● SS 12.4.1 ● SS 12.4.2 ● SS 12.4.3 ● SS 12.4.4 ● SS 12.4.5
Learning Target(s):	<ul style="list-style-type: none"> ● Developments of this period are evident today ● Trends which began in this era can still be seen today ● Industrialization and urbanization permanently influenced American life ● Political events of this period remain significant today
Resources Utilized:	Schoology, American History book, Actively Learn
Assessments:	Unit 3 Test

[Unit 4 Imperialism and Progressivism - Ch 12, 13, 14]	
Approximate Length (in class days)	21
Buffer Days	
NE State Standards Addressed:	<ul style="list-style-type: none"> ● SS 12.4.1 ● SS 12.4.2 ● SS 12.4.3 ● SS 12.4.4 ● SS 12.4.5
Learning Target(s):	<ul style="list-style-type: none"> ● U.S. continued to use its Navy to protect overseas interests ● Progressive era changes are still alive in the U.S. ● Experience of World War I had a long term effect on American history
Resources Utilized:	Schoology, American History book, Actively Learn
Assessments:	Unit 4 Test

SEMESTER 1 TEST

SEMESTER 1 FORMAL WRITING ASSIGNMENT

TOPIC & DESCRIPTION: *Voice of Democracy & Essay contest for Kearney VFW*

[Unit 5 Boom and Bust - Ch 15, 16, 17, 18]	
Approximate Length (in class days)	20
Buffer Days	

NE State Standards Addressed:	<ul style="list-style-type: none"> ● SS 12.4.1 ● SS 12.4.2 ● SS 12.4.3 ● SS 12.4.4 ● SS 12.4.5
Learning Target(s):	<ul style="list-style-type: none"> ● 1920s left legacies to American culture ● Important elements of American life were first seen at this time ● Events and learnings of the Great Depression remain important today ● New Deal legislation carries great importance in American social policy
Resources Utilized:	Schoology, American History book, Actively Learn
Assessments:	Unit 5 Test

[Unit 6 Global Struggles - Ch 19, 20, 21, 22]	
Approximate Length (in class days)	20
Buffer Days	
NE State Standards Addressed:	<ul style="list-style-type: none"> ● SS 12.4.1 ● SS 12.4.2 ● SS 12.4.3 ● SS 12.4.4 ● SS 12.4.5
Learning Target(s):	<ul style="list-style-type: none"> ● European events serve as lessons for American leaders ● Many changes that began in World War II are still shaping our lives today ● The effects of the Cold War are still evident today
Resources Utilized:	Schoology, American History book, Actively Learn
Assessments:	Unit 6 Test

[Unit 7 A time of Upheaval - Ch 23, 24, 25, 26]	
Approximate Length (in class days)	15
Buffer Days	
NE State Standards Addressed:	<ul style="list-style-type: none"> ● SS 12.4.1 ● SS 12.4.2 ● SS 12.4.3 ● SS 12.4.4 ● SS 12.4.5
Learning Target(s):	<ul style="list-style-type: none"> ● Initiatives introduced in this era remain a part of American society ● Changes brought about by the civil rights movement are still with us ● Changes brought about by the Vietnam War are still evident today ● Changes of the 1960s still affect our lives
Resources Utilized:	Schoology, American History book, Actively Learn
Assessments:	Unit 7 Test

[Unit 8 A Changing Society - Ch 27, 28, 29]	
Approximate Length (in class days)	15
Buffer Days	
NE State Standards Addressed:	<ul style="list-style-type: none"> ● SS 12.4.1 ● SS 12.4.2 ● SS 12.4.3 ● SS 12.4.4 ● SS 12.4.5
Learning Target(s):	<ul style="list-style-type: none"> ● Experiences of the 1970s impact today

	<ul style="list-style-type: none"> • Developments of the Reagan era are visible today • New century developments influence modern society
Resources Utilized:	Schoology, American History book, Actively Learn
Assessments:	Unit 8 Test

SEMESTER 2 TEST

SEMESTER 2 FORMAL WRITING ASSIGNMENT

TOPIC & DESCRIPTION: [Cold War Era Topic & Student pick topic from Cold War Era theme]

Civics 7 Curriculum
 Created on 5/21/19
 Created by Matthew Walter

Becoming a U.S. Citizen (What is Civics?)	
Approximate Length (in class days)	10 Days
Buffer Days	1-2 Days
NE State Standards Addressed:	SS 8.1.1-.2
Learning Target(s):	<ul style="list-style-type: none"> ● Students will take the citizenship exam as a pre-test to see what they currently know. ● Students will learn about the steps taken to become a US citizen. ● Students will discuss the five ways individuals are already/automatically US citizens. ● Students will create a project that depicts the naturalization process.
Resources Utilized:	Schoology, Actively Learn, Kahoot, Quizlet
Assessments:	<ul style="list-style-type: none"> ● AL: Benefits of Becoming a U.S. Citizen ● U.S. Citizenship Exam ● Naturalization Poster ● Chapter 1 Test

Roots of American Democracy	
Approximate Length (in class days)	14 Days
Buffer Days	1-2 Days
NE State Standards Addressed:	SS 8.1.1-.2, 8.4.1-.5
Learning Target(s):	<ul style="list-style-type: none"> ● Students will determine the events that led to the establishment of the 13 colonies. ● Students will discuss the crucial moments which led to the writing of the Declaration of Independence.

	<ul style="list-style-type: none"> • Students will discuss the Articles of Confederation and why it should be considered a “crappy rough draft” and led to a better plan for government. • Students will read through the Declaration of Independence and translate to verbiage used today.
Resources Utilized:	Schoology, Actively Learn, Kahoot, Quizlet, Liberty Kids, John Adams
Assessments:	<ul style="list-style-type: none"> • Liberty Kids: The Boston Tea Party Reaction • John Adams: Independence Reaction/Interpretation • Translation of Preamble • AL: The Declaration of Independence • AL: The Declaration and Its Legacy • Chapter 2 Test

The Constitution	
Approximate Length (in class days)	18 Days
Buffer Days	1-3 Days
NE State Standards Addressed:	SS 8.1.1-.2, 8.4.1-.5
Learning Target(s):	<ul style="list-style-type: none"> • Students will analyze the events leading up to the Constitution and the driving force behind its creation. • Students will discuss the opposing plans presented to the Constitutional convention and breakdown the pros/cons of both. • Students will discuss the Great Compromise and other “small” compromises that helped the Constitution come to fruition. • Students will breakdown the structure of the Constitution overall. • Students will discuss the important of popular sovereignty, checks and balances, and separation of powers.
Resources Utilized:	Schoology, Actively Learn, Kahoot, Quizlet, Liberty Kids, John Adams

Assessments:	<ul style="list-style-type: none"> • Constitution USA: We The People Reaction • Chapter 3 Vocabulary • Pros/Cons of the Virginia/New Jersey Plan (Venn Diagram) • 3/5s Compromise Reaction Paragraph • Translation of Preamble • Chapter 3 Test

The Bill of Rights	
Approximate Length (in class days)	18-21 Days
Buffer Days	1-2 Days
NE State Standards Addressed:	SS 8.1.1-.2, 8.4.1-.5
Learning Target(s):	<ul style="list-style-type: none"> • Students will breakdown the first ten amendments of the bill of rights and discuss their meanings. • Students will discuss and breakdown in detail the first amendment and your five basic freedoms. • Students will determine what they deem to be the most important amendments in the Constitution.
Resources Utilized:	Schoology, Actively Learn, Kahoot, Quizlet, Liberty Kids
Assessments:	<ul style="list-style-type: none"> • AL: The United States Bill of Rights • AL: What Does the Bill of Rights Guarantee? • AL: Preamble and the First Amendment • Bill of Rights Political Cartoon • Amendment Choice: Which is the most important amendment in the Bill of Rights and Why Response • My Constitution Creation (Classroom or Household) • Chapter 4 Test

Civil Rights: Remember the Titans	
Approximate Length (in class	5-7 Days

days)	
Buffer Days	1-2 Days
NE State Standards Addressed:	SS 8.1.1-.2, 8.4.1-.5
Learning Target(s):	<ul style="list-style-type: none"> • Students will watch the movie Remember the Titans and annotate civil rights themed items discussed in class in the previous unit. • Students will write a reaction paper to the movie Remember the Titans.
Resources Utilized:	Remember the Titans, Schoology
Assessments:	<ul style="list-style-type: none"> • Remember the Titans Notes • Remember the Titans Paper

The Citizen and the Community	
Approximate Length (in class days)	15-17 Days
Buffer Days	1-2 Days
NE State Standards Addressed:	SS 8.1.1-.2, 8.4.1-.5
Learning Target(s):	<ul style="list-style-type: none"> • Students will breakdown a citizens duties, responsibilities and obligation to volunteer. • Students will determine the five legal duties citizens must perform. • Students will determine the five responsibilities citizens should feel obligated to perform. • Students will discuss the importance of volunteering as a citizen.
Resources Utilized:	Schoology, Actively Learn, Kahoot, Quizlet
Assessments:	<ul style="list-style-type: none"> • AL: The Importance of Performing Your Civic Duties and Responsibilities. • Duties, Responsibilities & Volunteering Skits/Songs • Chapter 5 Review

SEMESTER 1 TEST

SEMESTER 1 FORMAL WRITING ASSIGNMENT

TOPIC & DESCRIPTION: Remember the Titans/Civil Rights Reaction Paper

Congress	
Approximate Length (in class days)	21 Days
Buffer Days	2 Days
NE State Standards Addressed:	SS 8.1.1-.2, 8.2.10-11, 8.4.1-.5
Learning Target(s):	<ul style="list-style-type: none">• Students will discuss and breakdown how Congress is organized.• Students will discuss the differences b/w the Senate and House of Representatives.• Students will research the powers afforded to Congress.• Students will write a letter to their senator or house of representative member discussing something they believe they should be doing with casework.• Students will create a bill after learning how they become a law.
Resources Utilized:	Schoology, Actively Learn, Kahoot, Quizlet, Schoolhouse Rock
Assessments:	<ul style="list-style-type: none">• Chapter 6 Vocabulary• How Congress is Organized Internet Search• AL: Government Shutdowns• AL: What duties to congressmen have?• Making Comparisons• AL: Duties of Congress• AL: How a Bill Becomes a Law• My Bill• Chapter 6 Test

The President and the Executive Branch	
Approximate Length (in class days)	21 Days
Buffer Days	2-3 Days
NE State Standards Addressed:	SS 8.1.1-.2, 8.2.10-11, 8.4.1-.5
Learning Target(s):	<ul style="list-style-type: none"> • Students will determine the qualifications and expectations of becoming the President. • Students will lay out and define the Presidential Succession Act. • Students will create a succession act for the classroom and write a response paragraph to why individuals are in the position they are. • Students will discuss and research the different jobs the U.S. President has and which is most important. • Students will discuss foreign policy and its importance to our nation's safety. • Students will write a letter to their senator advising them to run/not run for the presidency. • Students will discuss some of the major Presidential pardons to be granted over the years.
Resources Utilized:	Schoology, Actively Learn, Kahoot, Quizlet, History Channel Special: It's Good to Be President
Assessments:	<ul style="list-style-type: none"> • AL: Seven Major Roles of the President • Succession Act for the Classroom Creation + Written Reasoning • Presidential Pardons research, presentation and reaction. • It's Good to be President Notes + Reaction • Letter to Senator: Convincing to Run/Not Run

The Judicial Branch	
Approximate Length (in class days)	17-20 Days
Buffer Days	1-3 Days
NE State Standards Addressed:	SS 8.1.1-.2, 8.2.10-11, 8.4.1-.5

Learning Target(s):	<ul style="list-style-type: none"> • Students will breakdown the federal court system from local to national levels. • Students will discuss some of the major cases which have had major impacts on the development of our court system/government as we know it today. • Students will discuss and determine the differences b/w district, appeals and supreme courts. • Students will create a court system project depicting the level of importance and the intricacies of each. • Students will discuss the importance of the Miranda Warning and where it is failing our youth.
Resources Utilized:	Schoology, Actively Learn, Kahoot, Quizlet
Assessments:	<ul style="list-style-type: none"> • AL: Miranda Warning • AL: Miranda Warning: Simpler Language • AL: The Supreme Court • US Court Systems Project • Breakdown of Major Cases (Research and Response) • Chapter 8 Test

State Government	
Approximate Length (in class days)	7-10 Days
Buffer Days	1-2 Days
NE State Standards Addressed:	SS 8.1.1-.2, 8.2.10-11, 8.4.1-.5
Learning Target(s):	<ul style="list-style-type: none"> • Students will discuss the intricacies of state governments and how they are setup. • Students will determine the similarities and differences b/w Unicameral and Bicameral. • Students will research and discuss the benefits of the NE Unicam vs all other state Bicam.
Resources Utilized:	Schoology, Actively Learn, Kahoot, Quizlet

Assessments:	<ul style="list-style-type: none"> • AL: Unicam vs Bicam • AL: NE Unicam • Chapter 12 Vocabulary • Chapter 12 Test

Civil and Criminal Law	
Approximate Length (in class days)	7-10 Days
Buffer Days	1-2 Days
NE State Standards Addressed:	SS 8.1.1-.2, 8.2.10-11, 8.4.1-.5
Learning Target(s):	<ul style="list-style-type: none"> • Students will discuss civil cases and the breakdown of how they work. • Students will determine the differences b/w misdemeanors and felonies. (Specific focus on NE laws) • Students will watch the documentary Prison Kids and discuss how we can improve the system to help our youth.
Resources Utilized:	Schoology, Actively Learn, YouTube: Prison Kids
Assessments:	<ul style="list-style-type: none"> • AL: Felonies, Misdemeanors and Infractions • AL: Do Misdemeanors Show Up on Background Checks • Prison Kids: Solutions to our problem (Short Multi-Paragraph Paper)

Money and Banking	
Approximate Length (in class days)	7-10 Days
Buffer Days	1-2 Days
NE State Standards Addressed:	SS 8.1.1-.2, 8.2.10-11, 8.2.3-.5, 8.4.1-.5
Learning Target(s):	<ul style="list-style-type: none"> • Students will discuss what money is and the functions it serves in our society. • Students will determine what the phrases, numbers and symbols mean on their paper and coin currency. • Students will discuss the banking system and the inner

	<p>workings of the federal reserve system.</p> <ul style="list-style-type: none"> • Students will create their own currency and develop a story of how it came to be.
Resources Utilized:	Schoology, Actively Learn, Federal Reserve
Assessments:	<ul style="list-style-type: none"> • AL: The Dollar Bill • Dollar Bill Design • Dollar Bill Story

SEMESTER 2 TEST






SEMESTER 2 FORMAL WRITING ASSIGNMENT

TOPIC & DESCRIPTION: Letter to Senator: Run/Don't Run for President






Holiday and Date to be observed for the 25-26 School Year. - Please document what you do in your classrooms.

● Constitution Day: 9/17/25—


Constitution Day Announcement

-  **Date Mentioned:**
Today is **Constitution Day**, observed each year on **September 17**.
-  **What It Is:**
Constitution Day honors the signing of the **U.S. Constitution** in **1787** — the document that created the foundation for our government and legal system.
-  **Brief History:**
The Constitution was signed in **Philadelphia** by **39 delegates** who gathered at the Constitutional Convention. It established three branches of government: the **Executive (President)**, **Legislative (Congress)**, and **Judicial (Supreme Court)**.
-  **Why It Matters:**
The Constitution protects the **rights and freedoms** of all Americans. It begins with the famous words: *"We the People,"* reminding us that we all play a role in our democracy.
-  **Student Takeaway:**
Constitution Day is a time to reflect on the importance of **laws, citizenship, and our responsibilities** as members of a free society.
- Mr. Walter - We discuss the constitution, its parts, importance and how it works today.

● Veteran's Day: 11/11/25 -

- **Veterans Day Announcement**
-  **Date Mentioned:**
Veterans Day is observed each year on **November 11**.
-  **What It Is:**
Veterans Day is a national holiday that honors **all military veterans** — men and women who have served in the **United States Armed Forces**.
-  **Brief History:**
Originally called **Armistice Day**, it began to mark the end of **World War I** on November 11, 1918. In 1954, the name was changed to **Veterans Day** to honor veterans of **all wars and military service**.
-  **Why It Matters:**
Veterans Day reminds us to show **respect and gratitude** to those who have served our country to protect our **freedom, peace, and safety**.
-  **Student Takeaway:**
Take a moment today to **thank a veteran** — in your family, school, or community — and remember the **sacrifices** they've made for our country.
- Mr. Walter - We discuss how the holiday started, the importance of honoring our veterans, my personal story, their personal stories, and the like.

● Thanksgiving Day: 11/27/25

- **Thanksgiving Day Announcement**
-  **Date Mentioned:**
Thanksgiving is celebrated on the **fourth Thursday of November** each year. In 2025, that's **November 27**.

- 🍁 **What It Is:**
Thanksgiving is a national holiday centered around **gratitude, family, and community**. It's a time when many people gather to **share a meal** and give thanks for the good things in their lives.
- 📖 **Brief History:**
The first Thanksgiving was celebrated in **1621** by the **Pilgrims and Wampanoag Native Americans** in Plymouth, Massachusetts, after a successful harvest. It became a national holiday in **1863**, when **President Abraham Lincoln** declared it a time for all Americans to give thanks.
- 🎯 **Why It Matters:**
Thanksgiving is a reminder to practice **gratitude**, recognize the importance of **kindness and togetherness**, and reflect on the things we are thankful for — big or small.
- 🧠 **Student Takeaway:**
- As we head into Thanksgiving break, take time to **appreciate your family, friends, and teachers**, and maybe even start a tradition of sharing what you're thankful for.



● **Native American Day: 11/26/25**

- **Native American Day Announcement**
- 📅 **Date Mentioned:**
Native American Day is observed on the **second Monday in October** in some states, or the **fourth Friday in September** in others — including **South Dakota**, where it's an official state holiday. (Be sure to use the date your state recognizes.)
- 🌍 **What It Is:**
Native American Day honors the **history, culture, and contributions of Indigenous peoples** — the first inhabitants of North America.
- 📖 **Brief History:**
This day was created as an alternative to Columbus Day to recognize the rich traditions, resilience, and lasting impact of **Native American communities**. South Dakota was the first state to replace Columbus Day with Native American Day in **1990**.
- 🎯 **Why It Matters:**
It's a time to **celebrate Native cultures, learn from their stories**, and acknowledge the challenges they've faced — while honoring their strength and ongoing contributions to society.
- 🧠 **Student Takeaway:**
Take time today to **learn something new** about a Native American tribe, language, or tradition — and remember the importance of **respecting and honoring all cultures**.
- Mr. Walter - We discuss this day during our conversations about Andrew Jackson and his native policies and where we eventually progressed to this day being practice.






● **Dr. Martin Luther King Jr.'s birthday: 1/19/26**

- **Martin Luther King Jr. Day Announcement**
- 📅 **Date Mentioned:**
Martin Luther King Jr. Day is observed on the **third Monday of January** each year. In 2026, it falls on **January 19**.
- 🙌 **What It Is:**
This national holiday honors **Dr. Martin Luther King Jr.**, a civil rights leader who fought for **equality, justice, and nonviolence** during the 1950s and 1960s.
- 📖 **Brief History:**
Dr. King is best known for his role in ending segregation and promoting civil rights through





peaceful protests. His famous “**I Have a Dream**” speech called for a world where people are judged by their character, not the color of their skin. The holiday was signed into law in **1983** and first observed in **1986**.


-  **Why It Matters:**
Martin Luther King Jr. Day reminds us of the importance of **kindness, courage, and standing up for what’s right** — values that continue to shape our world today.
-  **Student Takeaway:**
Honor Dr. King's legacy by practicing **respect, inclusion, and service** — not just today, but every day.
 - i. Video Provided and Showed by Teachers:
<https://www.youtube.com/watch?v=Q9spMeeBPPY&authuser=0>

● **Abraham Lincoln’s birthday: 2/12/26**






- **Abraham Lincoln’s Birthday Announcement**
-  **Date Mentioned:**
Abraham Lincoln’s birthday is celebrated on **February 12** each year.
-  **What It Is:**
This day honors **Abraham Lincoln**, the **16th President of the United States**, who led the country during the **Civil War** and worked to end **slavery**.
-  **Brief History:**
Born in **1809**, Lincoln is remembered for his leadership, honesty, and dedication to freedom and equality. He delivered the famous **Gettysburg Address** and signed the **Emancipation Proclamation**, which helped abolish slavery in the U.S. Many states used to celebrate his birthday as a holiday, and today it is often recognized as part of **Presidents’ Day**.
-  **Why It Matters:**
Lincoln’s life reminds us that **leadership, integrity, and courage** can make a lasting difference — even during the most difficult times in history.
-  **Student Takeaway:**
Take time today to reflect on how **standing up for what is right** — like Lincoln did — can help create a better and more united future.
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● **George Washington’s Birthday: 2/16/2026**






- **George Washington’s Birthday Announcement**
-  **Date Mentioned:**
George Washington’s birthday is celebrated on **February 22**, but it is often observed as part of **Presidents’ Day** on the **third Monday in February**.
-  **What It Is:**
This day honors **George Washington**, the **1st President of the United States**, known as the “**Father of Our Country**” for his leadership in the founding of the nation.
-  **Brief History:**
Born in **1732**, Washington was the commander of the **Continental Army** during the American Revolution and later became the nation’s first president in **1789**. He helped shape the new government and set many traditions we still follow today. Washington chose not to run for a third term, setting an example of peaceful leadership.
-  **Why It Matters:**
Washington's legacy teaches us the value of **leadership, responsibility, and service to others**, and how one person’s actions can help guide a nation.

-  **Student Takeaway:**
As you go through your day, think about how **strong character and good choices**, like Washington showed, can help you lead and inspire others.
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● **Malcolm X Day: 5/19/26**

- **Malcolm X Day Announcement**
-  **Date Mentioned:**
Malcolm X Day is observed in some parts of the U.S. on **May 19**, the birthday of **Malcolm X**. While not a federal holiday, it is officially recognized in places like **Berkeley, California**, and proposed in others.
-  **What It Is:**
Malcolm X Day honors the life and legacy of **Malcolm X**, a powerful voice for **Black empowerment, civil rights, and justice** during the 1950s and 1960s.
-  **Brief History:**
Born in **1925** as Malcolm Little, he became a national figure as a leader in the **Nation of Islam**, and later as an independent activist. He encouraged Black Americans to take pride in their identity and to demand equal rights "by any means necessary." His ideas challenged the nation to face issues of **racism, inequality, and oppression** head-on.
-  **Why It Matters:**
Malcolm X's legacy pushes us to think critically about **justice, equality, identity**, and the different ways leaders can create change in their communities.
-  **Student Takeaway:**
Today is a chance to **learn more**, ask questions, and reflect on how you can help build a world where everyone is treated **fairly and with respect**.

● **Memorial Day: 5/25/26**

- **Memorial Day Announcement**
-  **Date Mentioned:**
Memorial Day is observed on the **last Monday in May** each year. In 2026, it will be observed on **May 25**.
-  **What It Is:**
Memorial Day is a national holiday that honors the **men and women of the U.S. military who died in service** to their country.
-  **Brief History:**
Originally called **Decoration Day**, it began after the **Civil War** as a way to honor fallen soldiers by decorating their graves with flowers and flags. It officially became **Memorial Day** in **1971**, a time for Americans to **remember and reflect** on the sacrifices made for our freedoms.
-  **Why It Matters:**
Memorial Day reminds us of the **bravery and sacrifice** of those who gave their lives to protect the United States. It's not just a day off — it's a day to honor and remember our fallen heroes.
-  **Student Takeaway:**
Take a moment today — or during the long weekend — to **pause, reflect, and show gratitude** for those who gave everything so that we can live in freedom.