

# Michigan State Standards for History



## MI Social Studies Standards for 5-8th Grades (History Content), Correlated to CTP Books

### Correlation for MI Social Studies (History): Grade Five

<i>U1.1 Indigenous Peoples' Lives in the Americas</i>		FSTTS	AYL	LTN1	LTN2	AV
5 – U1.1.1	Use maps to locate peoples in the Eastern Woodland (the Woodland Peoples east of the Mississippi River), desert Southwest, the Pacific Northwest, and the nomadic nations of the Great Plains.	Ch 2 41 Ch 3 59 Ch 4 73				Ch 1 10, 17 Ch 3 48
5 – U1.1.2	Compare how Indigenous Peoples in the Eastern Woodland and another tribal region adapted to or modified the environment.	Ch 4 69-90				
5 – U1.1.3	Describe Eastern Woodland life with respect to governmental and family structures, trade, and their relationship to the land.	Ch 4 69-90, can serve as springboard				

<b>U1.2 European Exploration</b> <i>Identify the causes and consequences of European exploration and colonization.</i>		<b>FSTTS</b>	<b>AYL</b>	<b>LTN1</b>	<b>LTN2</b>	<b>AV</b>
5 – U1.2.1	Explain the technological and political developments that made sea exploration possible. Examples may include but are not limited to: the invention of the astrolabe, improved maps, the rise of nation-states.	Broadly addressed in chapters 1-5				Ch 1 2
5 – U1.2.2	Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas.  Examples may include but are not limited to: the economic, political, cultural, and religious consequences of colonization, including who was impacted.	Some text examples of possible case studies include:  Ch 1 17-20 Leif Ericcson  Ch 1 23-31 (Columbus)  Ch 2 26-36 (Cortes)  Ch 3 45-49 (Bartolomé de las Casas)				Ch 1 1-21
<b>U1.3 African Life Before the 16th Century</b> <i>Describe the lives of peoples living in West Africa prior to the 16th century.</i>		<b>FSTTS</b>	<b>AYL</b>	<b>LTN1</b>	<b>LTN2</b>	<b>AV</b>
5 – U1.3.1	Use maps to locate the major regions of Africa (North Africa, West Africa, Central Africa, East Africa, Southern Africa).		Ch 13 300, 302, 313			
5 – U1.3.2	Describe the life and cultural development of people living in West Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade.		Ch 13 299-317	Suppl ch 508-603		

**U1.4 Three World Interactions**  
**Describe the environmental, political, and cultural consequences of the interactions among European, African, and Indigenous Peoples in the late 15th century through the 17th century.**

FSTTS

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5 – U1.4.1	Describe the convergence of Europeans, Indigenous Peoples, and Africans in the Americas after 1492 from the perspective of these three groups.		Ch 13 316-321			Teacher may employ content from Ch 1 and 2 for this standard's exercise.
5 – U1.4.2	Use primary and secondary sources to compare Europeans, Africans, and Indigenous Peoples who converged in the Western Hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use. Examples may include but are not limited to: letters, diaries, maps, documents, narratives, pictures, graphic data.	Broad standard. An example of a possible connection for classroom comparison exercise:  Ch 13 270				Wide-ranging exercise. Teacher may employ numerous launchpoints from content for this period in Chs 1-5
5 – U1.4.3	Explain the cultural impact that occurred between the British, French, and Spanish on the lives of Indigenous Peoples.	Broadly covered in chapters 1-5				Wide-ranging exercise. Teacher may employ numerous launchpoints from content for this period in Chs 1-5
5 – U1.4.4	Describe the Columbian Exchange and its impact on Europeans, Indigenous Peoples, and Africans.	Broadly addressed in chapters 1-5	Ch 13 314-318 Ch 15 347-351 Ch 16 385-393			Columbian Exchange not named explicitly, but described in Chs 1-2

**U2.1 European Struggle for Control of North America**  
**Compare the regional settlement patterns and**  
**describe significant developments in Southern, New**  
**England, and the Mid-Atlantic colonies.**

FSTTS

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5 – U2.1.1

Describe significant developments in the Southern colonies, including: • patterns of settlement and control, including the impact of geography (landforms and climate) on settlement. • the establishment of Jamestown. • the development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia). • interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples. • the development of colonial representative assemblies (House of Burgesses). • the development of slavery

Ch 5 91-120  
Ch 7 138

Ch 2 28-37  
Ch 3 45-49

5 – U2.1.2

Describe significant developments in the New England colonies, including: • patterns of settlement and control including the impact of geography (landforms and climate) on settlement. • interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples, growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies. • the development of government, including the establishment of town meetings, development of colonial legislatures, and growth of royal government. • religious tensions in Massachusetts that led to the establishment of other colonies in New England.

Ch 5 91-120

Ch 2 28-37  
Ch 3 45-49

5 – U2.1.3

Describe significant developments in the Middle colonies, including: • patterns of settlement and control, including the impact of geography (landforms and climate) on settlement. • interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples. • the growth of economies in the Middle colonies, the Dutch settlement in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle colonies. • immigration patterns leading to ethnic diversity in the Middle colonies.

Ch 2 28-37  
Ch 3 45-49



5 – U2.3.3	Describe colonial life in America from the perspectives of at least three different groups of people. Examples may include but are not limited to: perspectives of wealthy landowners, farmers, merchants, indentured servants, laborers, the poor, women, enslaved people, free Africans, and Indigenous Peoples.	Content relevant to this standard found in: Ch 3 45-68 Ch 4 69-90 Ch 5 91-120				Teacher may draw from content in Chs 2 and 3 for this descriptive exercise.
5 – U2.3.4	Describe the development of the emerging labor force in the colonies. Examples may include but are not limited to: cash-crop farming, slavery, indentured servants.	Ch 9 205 class activity				Ch 1 14-15 Ch 2 p 30-31
5 – U2.3.5	Make generalizations about the reasons for regional differences in colonial America.	Broadly throughout chapters 4 and 5				Broadly: content in Chs 1 through 3
<b>U3.1 Causes of the American Revolution</b> <b>Identify the major political, economic, and ideological reasons for the American Revolution.</b>		<b>FSTTS</b>	<b>AYL</b>	<b>LTN1</b>	<b>LTN2</b>	<b>AV</b>
5 – U3.1.1	Describe how the French and Indian War affected British policy toward the colonies and subsequent colonial dissatisfaction with the new policy.	Ch 6 121-136				Ch 3 46-49
5 – U3.1.2	Describe the causes and effects of events such as the Stamp Act, the Boston Massacre, the Boston Tea Party, and the Intolerable Acts.	Ch 7 137-152				Ch 3 48-55
5 – U3.1.3	Using an event from the Revolutionary era, explain how British and colonial views on authority and the use of power without authority differed (views on representative government). Examples may include but are not limited to: the Boston Tea Party, quartering of soldiers, writs of assistance, the closing of colonial legislatures.	Open-ended. Teacher may expand on Ch 6 and 7 content				Open-ended exercise. Teacher may opt to expand on content covered in Ch 3, including political and philosophical developments which affected perspectives in the colonies.
5 – U3.1.4	Describe the role of the First and Second Continental Congresses in unifying the colonies. Examples may include but are not limited to: addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation.	Ch 7 145, 150-152 Ch 8 167-169, 184				Ch 3 52-53

5 – U3.1.5	Use the Declaration of Independence to explain why many colonists wanted to separate from Great Britain and why they believed they had the right to do so.	Ch 8 168-169				Ch 3 53-56
5 – U3.1.6	Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.	Broad standard - see chapters 7 through 9				Ch 3 and Ch 4
5 – U3.1.7	Describe how colonial experiences with self-government and ideas about government influenced the decision to declare independence. Examples may include but are not limited to: Mayflower Compact, House of Burgesses and town meetings; the Iroquois Confederacy; protecting individual rights and promoting the common good; natural rights; limited government; representative government.	Ch 5 107-111 Ch 8, 168-169, Ch 9 broadly				Ch 2 40 Ch 3 41-45, 53-54
5 – U3.1.8	Identify a problem that people in the colonies faced, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.	Broad standard - teacher may direct from many launch points available in text (Chapters 5 through 8)				Broad standard. Teacher may employ any of numerous examples from Chs 1 through 3.
<b>U3.2 The American Revolution and its Consequences</b> <b>Explain the multi-faceted nature of the American Revolution and its consequences.</b>		<b>FSTTS</b>	<b>AYL</b>	<b>LTN1</b>	<b>LTN2</b>	<b>AV</b>
5 – U3.2.1	Describe the advantages and disadvantages each side had during the American Revolution with respect to military leadership, geography, types of resources, and motivations.	Ch 8 159-185				Ch 4 59-68
5 – U3.2.2	Describe the importance of Valley Forge, the Battle of Saratoga, and the Battle of Yorktown in the American Revolution.	Ch 8 159-185				Ch 4 59-68
5 – U3.2.3	Investigate the role of women, enslaved and freed Africans, Indigenous Peoples, and France in helping shape the outcome of the war.	Teacher may use content in Chapters 7 through 9 as launchpoints. See especially: sidebars on p 175, 194.				Ch 4 p 61-65, 69
5 – U3.2.4	Describe the significance of the Treaty of Paris (establishment of the United States and its initial boundaries).	Ch 10 214				Ch 4 65

### U3.3 Creating New Government(s) and a New Constitution

Explain some of the challenges faced by the new nation under the Articles of Confederation, and analyze the development of the Constitution as a new plan for governing.

FSTTS

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		FSTTS	AYL	LTN1	LTN2	AV
5 – U3.3.1	Describe the powers of the national government and state governments under the Articles of Confederation.	Ch 9 189-191				Ch 4 p 65-72
5 – U3.3.2	Give examples of problems the country faced under the Articles of Confederation. Examples may include but are not limited to: lack of national army, competing currencies, reliance on state governments for money.	Ch 9 192-196				Ch 4 p 65-72 Ch 5 77-86
5 – U3.3.3	Explain why the Constitutional Convention was convened and why the Constitution was written.	Ch 9 192-196				Ch 5 77-87
5 – U3.3.4	Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution. Examples may include but are not limited to: the Great Compromise, the Three-Fifths Compromise.	Ch 9 196-205				Ch 5 77-87
5 – U3.3.5	Give reasons why the Framers wanted to limit the power of government. Examples may include but are not limited to: fear of a strong executive, representative government, and the importance of individual rights.	Ch 9 196-205				Ch 5 77-87 Ch 6 89-114
5 – U3.3.6	Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution. Examples may include but are not limited to: the Tenth Amendment, enumerated powers, reserved powers.	Ch 9 196-205				Ch 5 77-87 Ch 6 89-114 Ch 7 115-132
5 – U3.3.7	Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification.	Ch 9 196-205				Ch 5 77-87 Ch 7 115-132
5 – U3.3.8	Describe the rights of individuals protected in the Bill of Rights (the first 10 amendments) to the U.S. Constitution.	Ch 9 203				Ch 7 115-132

**N.B.: Michigan Social Studies content focus in 6th Grade is geography.  
No historical content standards are indicated.**

## Correlation for MI Social Studies (History): Grade Seven

<b><i>W1.1 Peopling of Earth Describe the spread of people during Era 1.</i></b>		FSTTS	AYL	LTN1	LTN2	AV
7 – W1.1.1	Explain how and when human communities populated major regions of the world and adapted to a variety of environments.		Ch 2 21-28			
7 – W1.1.2	Explain what archaeologists have learned about Paleolithic and Neolithic societies.		Ch 2 21-28			
<b><i>W1.2 Agricultural Revolution Describe the Agricultural Revolution and explain why it was a turning point in history.</i></b>		FSTTS	AYL	LTN1	LTN2	AV
7 – W1.2.1	Describe the transition of many cultures from hunter-gatherers to sedentary agriculture (domestication of plants and animals).		Ch 2 28-31			
7 – W1.2.2	Explain the importance of the natural environment in the development of agricultural settlements in different locations.		Ch 2 p 28-31			
7 – W1.2.3	Explain the impact of the first Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements, changes to the environment, and changes to hunter-gatherer societies).		Teacher can use content in Ch 2 as launchpoint			

<b>W2.1 Early Civilizations and Major Empires Analyze early civilizations and pastoral societies.</b>		<b>FSTTS</b>	<b>AYL</b>	<b>LTN1</b>	<b>LTN2</b>	<b>AV</b>
7 – W2.1.1	Describe the importance of the development of human communication (oral, visual, and written) and its relationship to the development of culture. Examples may include but are not limited to: standardization of physical (rock, bird) and abstract (love, fear) words. In addition, examples may include forms of non-verbal communication from pictographs to abstract writing (governmental administration, laws, codes, history, and artistic expressions).		Ch 2 31-45			
7 – W2.1.2	Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns).		Teacher may use Ch 2 content as launchpoint			
7 – W2.1.3	Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements and development of early civilizations. Examples may include but are not limited to: the Tigris and Euphrates, Huang He, Nile, Indus, and Mississippi rivers.		Teacher may use Ch 2 content as launchpoint			
7 – W2.1.4	Examine early civilizations to describe their common features, including environment, economies, and social institutions. Examples may include but are not limited to: the Nile, Tigris/Euphrates, and Indus river civilizations in deserts, and Huang He and Mississippi river valley civilizations, and Mesoamerican and Andean civilizations. Topics might include ways of governing, stable food supplies, economic and social structures, use of resources and technology, division of labor, and forms of communication.		Ch 2 30-45 Ch 10 233-234			
7 – W2.1.5	Define the concept of cultural diffusion and explain how ideas and technology spread from one region to another. Examples may include but are not limited to: the spread of iron; agriculture; and cultural changes associated with permanent settlements. Cultural diffusion involves identifying the innovation, how it is being spread, who the adopters are, and the intended or unintended consequences of the innovation.		Teacher may use Ch 2 and 3 content as launchpoints			

<b>W3.1 Classical Traditions Analyze classical civilizations and empires and their lasting impact.</b>		<b>FSTTS</b>	<b>AYL</b>	<b>LTN1</b>	<b>LTN2</b>	<b>AV</b>
7 – W3.1.1	Describe the characteristics that classical civilizations share. Examples may include but are not limited to: institutions, cultural styles, laws, religious beliefs and practices, and systems of thought that influenced neighboring peoples and have endured for several centuries.		Teacher may use content from Ch 2 through 5 to guide comparison exercises			
7 – W3.1.2	Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.					
7 – W3.1.3	Compare and contrast the defining characteristics of a city-state, civilization, and empire.		Broad standard covered through span of textbook. See especially ch 4-5 and 10-13			
7 – W3.1.4	Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.		Greek thought covered directly in Ch 4. Subsequent influences covered throughout textbook.			Ch 4 65-69
7 – W3.1.5	Describe major achievements from Indian, Chinese, Mediterranean, African, Southwest and Central Asian, Mesoamerican, and Andean civilizations.		Broad standard. Teacher may choose from a variety of examples throughout textbook to satisfy standard for all civilizations listed.			
7 – W3.1.6	Use historic and modern maps to locate and describe trade networks linking empires in the classical era. Eg Silk Road		Ch 10 231, 238 Ch 14 327			
7 – W3.1.7	Use a case study to describe how trade integrated cultures and influenced the economy within empires. Examples may include but are not limited to: Assyrian and Persian Empires, Egypt and Nubia/Kush, Phoenician and Greek networks, early Silk Road, Mesoamerican and Andean Empires.		Multiple case studies available in text. E.g. Nubia/Kush/Egypt Ch 13 308-310			

7 – W3.1.8	Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires. Examples may include but are not limited to: the Chin and Han Dynasties, the Mauryan Empire, Egypt, Greek city-states, the Roman Empire, as well as the Aztec, Mayan, and Incan Empires.		Teacher may employ numerous examples from text, e.g. Chin and Han dynasties (Ch 10), the Mauryan empire (Ch 13), Egypt (Chs 2 and 10), ancient Greece (Ch 4), Roman (Ch 5), Latin American empires (Ch 16)		
7 – W3.1.9	Describe the significance of legal codes, belief systems, written languages, and communications in the development of large regional empires. Examples may include but are not limited to: Mesopotamian Empires: cuneiform, Code of Hammurabi; the Ten Commandments, the Tang Code; the Roman Justinian Code; Indian Empires: Sanskrit; Nile River Empires: hieroglyphs; Chinese Empire: character writing, belief system of Confucianism, Daoism, Legalism; American Empires: Incan knot language, Mayan codices.		Teacher may employ numerous examples from text, e.g. Code of Hammurabi (Ch 2 p 32, 60) the Ten Commandments (Ch 3 p 51-52) Justinian Code (Ch 7 p 154), et. al.		
7 – W3.1.10	Create a timeline that illustrates the rise and fall of classical empires during the classical period.		Teacher will find numerous launchpoints for a timeline project in Chs 3-5 (Mediterranean civilizations) and Chs 10-16 (for other world cultures during the same period)		
7 – W3.1.11	Explain the role of economics in shaping the development of classical civilizations and empires. Examples may include but are not limited to: trade routes and their significance, and supply and demand for products.		Broad standard with multiple launchpoints throughout Chs 3-5 (Mediterranean civilizations) and Chs 10-16 ( world cultures during the same period)		

**W3.2 Growth and Development of World Religions**  
**Explain how world religions or belief systems of Hinduism, Judaism, Buddhism, Christianity, Confucianism, Sikhism, and Islam grew and their significance (Sikhism and Islam are included here even though they came after 300 CE). The world's major faiths and ethical systems emerged, establishing institutions, systems of thought, and cultural styles that would influence neighboring peoples and endure for centuries.**

FSTTS

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<p>7 – W3.2.1</p>	<p>Identify and describe the core beliefs of major world religions and belief systems, including Hinduism, Judaism, Buddhism, Christianity, Confucianism, Sikhism and Islam. Examples may include, but are not limited to: comparing major figures, sacred texts, and basic beliefs (ethnic vs. universalizing; monotheistic vs. polytheistic) among religions; case studies of continuity of local indigenous belief systems or animistic religions; comparisons with religious traditions that developed after 1500 CE such as Protestantism.</p>		<p>Broad standard, some example launchpoints may be:</p> <p>Ch 3 47-67</p> <p>Ch 6 115-144</p> <p>Ch 7 153-167</p> <p>Ch 12 283-287</p>	<p>Major theme of text throughout. Some examples of world religions overview and comparison:</p> <p>Ch 1, p 18-42,</p> <p>Ch 4 89-95</p> <p>Ch 7 165-189</p> <p>Supp Ch 563-565</p>		
<p>7 – W3.2.2</p>	<p>Locate the geographical center of major religions and map the spread through 1500 CE.</p>		<p>Multiple full-color maps available for teacher to lead connections in this standard. E.g.</p> <p>Ch 6 133, 141 (Roman Empire and early Christianity),</p> <p>Ch 7 148, 160 (spread of early Islam)</p>	<p>Multiple full-color maps available throughout text. Some examples:</p> <p>Ch 10 250</p> <p>Ch 11 269</p> <p>Ch 12 305, 316</p> <p>Ch 13 343</p>		
<p>7 – W4.1.1</p>	<p>Crisis in the Classical World – analyze the environmental, economic, and political crises in the classical world that led to the collapse of classical empires and the consolidation of Byzantium. Examples may include but are not limited to: the fall of Rome, collapse of the Mayans, demise of the Inca Empire.</p>		<p>Examples listed:</p> <p>Fall of Rome (Ch 5)</p> <p>Byzantium: (Ch 7)</p> <p>Mayan collapse and demise of Inca empire (Ch 16)</p>	<p>Ch 2 (Decline and Fall of Rome)</p> <p>Ch 4-6 events leading to rise of Byzantium</p>		
<p>7 – W4.1.2</p>	<p>Africa to 1500 CE – use a case study to describe how trade integrated cultures and influenced the economy within early African empires. Examples may include but are not limited to: comparing characteristics of Aksum, Ghana, Mali, or Songhai civilizations; interpreting maps of the Trans-Saharan trade in gold and salt.</p>		<p>Teacher may use launchpoints for these cultures available in Ch 13</p>			

7 – W4.1.3	Use a case study to describe how trade integrated cultures and influenced the economy within empires. Examples may include but are not limited to: Assyrian and Persian Empires, Egypt and Nubia/Kush, Phoenician and Greek networks, early Silk Road, Mesoamerican and Andean Empires.		Launchpoints available in Ch 16 for case studies (e.g. Aztec)		Launchpoints available in Chs 1 and 2 for Native American tribes case studies (e.g. Apache, Micmac, Iroquois)
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## Correlation for MI Social Studies (History): Grade Eight

<b>U3.3 Creating New Government(s) and a New Constitution Explain the challenges faced by the new nation and analyze the development of the Constitution as a new plan for governing</b>	FSTTS	AYL	LTN1	LTN2	AV	
	8 – U3.3.1	Explain the reasons for the adoption and subsequent failure of the Articles of Confederation. Examples may include but are not limited to: why its drafters created a weak central government, challenges the nation faced under the Articles, Shay's Rebellion, conflicts over western lands.	Ch 9 187-203			Ch 4 65-72
8 – U3.3.2	Identify economic, political, and cultural issues facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention.	Ch 9 189-206			Ch 4 65-72	
8 – U3.3.3	Describe the major issues debated at the Constitutional Convention, including the distribution of political power among the states and within the federal government, the conduct of foreign affairs, commerce with tribes, rights of individuals, the election of the executive, and the enslavement of Africans as a regional and federal issue.	Ch 9 187-206			Ch 5 77-84	
8 – U3.3.4	Explain how the new Constitution resolved (or compromised) the major issues, including sharing and separation of power and checking of power among federal government institutions; dual sovereignty (state-federal power); rights of individuals; the Electoral College; the Three-Fifths Compromise; the Great Compromise; and relationships and affairs with tribal nations.	Ch 9 192-205			Ch 5 77-86 Ch 6 89-114	
8 – U3.3.5	Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution.	Ch 9 199-201 Ch 10 211 sidebar			Ch 5 77-86	





8 – U4.2.3	Westward Expansion – analyze the annexation of the west through the Louisiana Purchase, the removal of Indigenous Peoples from their ancestral homelands, the Mexican-American War, the growth of a system of commercial agriculture, and the idea of Manifest Destiny. Examples may include but are not limited to: The Indian Removal Act of 1830 (the Trail of Tears, the Trail of Death), the Treaty of Chicago (1833), the Treaty of Fort Wayne (1809).	Ch 13 279-383					Ch 10 177-193
8 – U4.2.4	Consequences of Expansion – develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on Indigenous Peoples, efforts to maintain and sustain the institution of slavery, and the relations between free and slave-holding states.						Ch 10 177-193
<b>U4.3 Reform Movements Analyze the growth of antebellum American reform movements.</b>		<b>FSTTS</b>	<b>AYL</b>	<b>LTN1</b>	<b>LTN2</b>		<b>AV</b>
8 – U4.3.1	Explain the origins of the American education system. Examples may include but are not limited to: the contributions of Benjamin Franklin, Benjamin Rush, Noah Webster, and Horace Mann.						Ch 2 38 Ch 11 204-205
8 – U4.3.2	Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders and the response of southerners and northerners to the abolitionist movement. Examples may include but are not limited to: John Brown and the armed resistance, Harriet Tubman, the Underground Railroad, Sojourner Truth, Maria Stewart, William Lloyd Garrison, and Frederick Douglass.	Ch 15 317-334					Ch 11 217 Ch 12 221-231
8 – U4.3.3	Analyze the antebellum women’s rights (and suffrage) movement by discussing the goals of its leaders and comparing primary source documents from this era to the Declaration of Independence. Examples may include but are not limited to: Susan B. Anthony, Elizabeth Cady Stanton; the Declaration of Sentiments, Elizabeth Cady Stanton’s Address on Women’s Rights (September 1848).						Ch 11 206 Ch 12 222 Ch 19 408
8 – U4.3.4	Analyze the goals and effects of the antebellum temperance movement.						Ch 11 201-203, 206

8 – U4.3.5	Investigate the role of religion in shaping antebellum reform movements. Examples may include but are not limited to: differences in beliefs by different denominations of Christianity.					Ch 11 201-217
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<b>U5.1 The Coming of the Civil War Analyze and evaluate the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence.</b>		<b>FSTTS</b>	<b>AYL</b>	<b>LTN1</b>	<b>LTN2</b>	<b>AV</b>
8 – U5.1.1	Compare the differences in the lives of free black people (including those who escaped from slavery) with the lives of free white people and enslaved people.					Ch 12 221-227, 230-231

8 – U5.1.2	Describe the impact of the Northwest Ordinance on the expansion of slavery. Examples may include but are not limited to: the establishment of free states, including Michigan, as a result of the Northwest Ordinance.	Ch 13 269-273				Ch 4 70-72
8 – U5.1.3	Describe the competing views of John C. Calhoun, Daniel Webster, and Henry Clay on the nature of the union among the states. Examples may include but are not limited to: sectionalism, nationalism, federalism, state rights.	Ch 13 275-276				Ch 9 168-171
8 – U5.1.4	Draw conclusions about why the following increased sectional tensions: • the Missouri Compromise (1820). • the Wilmot Proviso (1846). • the Compromise of 1850, including the Fugitive Slave Act. • the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas. • the Dred Scott v. Sandford decision (1857). • changes in the party system. Examples may include but are not limited to: the death of the Whig party, rise of the Republican party, and division of the Democratic party.	Ch 15 327-333				Ch 12 221-237
8 – U5.1.5	Describe the resistance of enslaved persons and effects of their actions before and during the Civil War. Examples may include but are not limited to: Nat Turner, Harriet Tubman and the Underground Railroad, Michigan’s role in the Underground Railroad.	Ch 15 323-333				Ch 11 215 Ch 12 222-223, 235-6
8 – U5.1.6	Describe how major issues debated at the Constitutional Convention, such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, the election of the executive, and slavery, help explain the Civil War.	Content drawn from all chapters 9-15 would be utilized in fulfilling this broad standard.				Draw from content in Chs 5-6 and compare with content in Chs 11 and 12
<b>U5.2 Civil War Evaluate the multiple causes, key events, and complex consequences of the Civil War.</b>		<b>FSTTS</b>	<b>AYL</b>	<b>LTN1</b>	<b>LTN2</b>	<b>AV</b>
8 – U5.2.1	Discuss the social, political, economic, and cultural reasons for secession.	Ch 15 317-334				Ch 9 169-170 Ch 12 232-235

8 – U5.2.2	Make an argument to explain the reasons why the North won the Civil War by considering the following: • critical events and battles in the war. • the political and military leadership of the North and South. • respective advantages and disadvantages of each side, including geographic, demographic, economic, and technological.	Teacher would use chapter content on the Civil War (Chs 16 and 17) to guide students in this standard.				Teacher would utilize chapter content from Ch 13 to make arguments and draw conclusions.
8 – U5.2.3	Examine Abraham Lincoln's presidency with respect to: • his military and political leadership. • the evolution of his emancipation policy (including the Emancipation Proclamation). • The role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence.	Ch 15 331-333 Contextual coverage of the Lincoln administration throughout Chs 15 and 16				Ch 11 and 12 provide contextual treatment of the Lincoln administration.
8 – U5.2.4	Describe the role of African-Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved people.					Ch 13 254
8 – U5.2.5	Construct generalizations about how the war affected combatants, civilians (including the role of women and Indigenous Peoples), the physical environment, and the future of warfare, including technological developments.					Teacher may choose numerous launchpoints in Ch 13 content to coach students in achieving standard.
<b>U5.3 Reconstruction Using evidence, develop an argument regarding the character and consequences of Reconstruction.</b>		<b>FSTTS</b>	<b>AYL</b>	<b>LTN1</b>	<b>LTN2</b>	<b>AV</b>
8 – U5.3.1	Compare the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, Democrats, and African-Americans.	Ch 18 383-385				Ch 14 267-282
8 – U5.3.2	Describe the early responses to the end of the Civil War by describing: • the policies of the Freedmen's Bureau. • the restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes.					Ch 14 267-282
8 – U5.3.3	Describe the new role of African-Americans in local, state, and federal government in the years after the Civil War and the national and regional resistance to this change, including the Ku Klux Klan.	Ch 18 383-385				Ch 14 267-282

