

Granite School District
U.S. History I: 8th Grade Curriculum Map

	Core Standards/Objectives Enduring Understanding	Relevant Topics	Worth Being Familiar With	Essential Questions
Quarter 1	<u>Enduring Understanding:</u> European exploration brought changes to our world.	-The five themes as they relate to the development of the United States -Economic reasons behind exploration -Political reasons behind exploration -Social reasons behind exploration	-Five Themes of geography: <i>location, movement, interaction, region, place</i> -Major physical features of the U.S.: major rivers, plains, bodies of water, mountains ranges, continents of the world -Political features: countries, regions, states -Map and globe skills -Trade routes -Major discoveries -Empire building -European rivalries -Columbus, Cartier, Cabot, Hudson, DeSoto, Cortez, Pizarro -Triangular Trade Routes -Middle Passage -Spanish Conquistadores -European disease -European Colonization in the Americas	<ol style="list-style-type: none"> <i>Why do people explore?</i> <i>What was life in Europe and America like before the Age of Exploration?</i> <i>How did exploration impact people in America and Africa?</i> <i>How did European Exploration change our world?</i>
	1.1 Determine how geography affected the development of the United States. 1.2 Utilize geographic skills as they relate to the study of the United States. 3.1 Explore life among the various American Indian nations prior to European exploration of the New World. 3.2 Analyze the reasons for exploration. 3.3 Assess the impact of European exploration on African slaves and American Indian nations.	-Key individuals who contributed to exploration - Cultures of Native American Indians -Reasons for the slave trade in Americas -Transportation of African slaves to the Americas -Impact of European Exploration on Native American Indian Cultures -Columbian Exchange		
	Suggested Assessments and Learning Activities			Learning Extensions
	<ul style="list-style-type: none"> Have students think of a time when they explored or discovered something new and have them do a “Think Pair Share” answering questions about what led to the adventure? What were the obstacles? What did they learn from the exploration? Would they do it again? Using an ABC Brainstorm; have students list the many reasons why people explore. Have students explore the textbook chapter on exploration and look for reasons people explore. Have each student choose one of the reasons from the <i>ABC Brainstorm, Think Pair Share, or Chapter search</i> and find someone in history that matches that reason for their journey of discovery. Construct a matrix for students to complete with their information and post it in the room to refer to throughout the unit. Show pictures of various scenes of life in Europe and America before Columbus. Have students complete a two column note with the headings “Life in Europe” and “Life in America”. Have students list details gleaned from the pictures. Use video/movie clips that bring out some of the information. Assign cooperative groups to complete a compare and contrast graphic organizer to bring out differences and similarities from the two places. Answer the essential question(s) using the content from their charts. Have students form groups and assign one Native American Indian culture to each group. Research and complete a Photo Story III to tell the story of that culture and geographic setting. Study a physical and political map of the Americas that was made prior to Columbus and one of present day America. Discuss the changes that took place. Read the picture book “The Encounter” by Jane Yolen or you can read the book “A River Ran Wild” by Lynn Cherry to help students understand the negative consequences of settlement. You can have students make text connections on a three column note paper with the following headings: <i>Excerpt from the Book, Text Connection, and Questions/Comments.</i> Have students meet in pairs to address the impact of exploration, in a two column note chart, have students look at <i>What has been lost and What has been gained</i> through exploration. They will take the information and make a transparency with visual representation in the form of pictures, graphics or symbols. 			<ul style="list-style-type: none"> Have students research the impact of one of the items that was part of the Columbian Exchange. Have them write an essay using voice to show how the world has been impacted by that items movement from one hemisphere to another (you can assign each student a different thinking hat from DeBono’s <i>Six Thinking Hats</i>) to write a perspective from. The essay would be in first person as the item would be personified. Debate the value of exploration. Was the gain greater than the loss? Have students take points of view: English citizen today, American Indian, African American, American Citizen of European descent, and an American Citizen of Mexican descent. Have a <i>Meeting of the Minds</i> with key individuals from the Age of Exploration, both European and American Native Indian.

Granite School District
U.S. History I: 8th Grade Curriculum Map

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Quarter 1	<u>Enduring Understanding:</u> European colonization and settlement changed life in North America.	-Motives for exploration -Geographic regions of European settlement -Contributions and influences of major European powers -Reasons for settlement of New England, Middle, and Southern Colonies -Reasons for conflict between European powers in North America -Causes and outcomes of French and Indian War -Different colonial economies, lifestyles and cultures -Development of self-government ideas in the colonies -Diversity and Tolerance	-Key individuals in settling of English colonies: <i>John Smith, Lord Baltimore, William Bradford, John Winthrop, Roger Williams</i> -Key groups involved in settlement of English colonies: <i>Virginia Company, Pilgrims, Puritans, Quakers</i>	<ol style="list-style-type: none"> 1. <i>What motivated Europeans to settle North America?</i> 2. <i>How were the English colonial settlements unique?</i> 3. <i>How did geography impact economics, politics, and society in the 13 English colonies?</i> 4. <i>How did conflict influence life in the English colonies?</i> 5. <i>In what ways did the 13 English colonies influence today's society?</i>
	1.1 Determine how geography affected the development of the United States. 1.2 Utilize geographic skills as they relate to the study of the United States. 2.2 Analyze how contemporary concerns and events affect and are affected by history. 4.1 Explain where and why European countries colonized North America; e.g., the Netherlands, England, France, Spain. 4.2 Assess the reasons for settlement of the English colonies. 4.3 Examine the economic, political, and social patterns in the development of the 13 English colonies.			
	Suggested Assessments and Learning Strategies			
	<ul style="list-style-type: none"> • Anticipatory set: bring a Bible, jar of dirt, beaver fur or picture of a beaver hat, faux gold coins (chocolate coins work best) to class. Have students do a quick write in which they predict/infer/access schema to explain how these objects motivated European colonization in North America. • Using the objects locate on a map the regions that were settled for religion, expansion, trade and wealth. • Have students construct a flip chart using (see resources on using <i>Foldables</i>) to compare the reasons for settlement/key individuals and key groups in the New England, Middle and Southern Colonies (use colored paper to distinguish the three colonial areas). Have students refer to the completed chart throughout the unit. • To illustrate the impact of geography on settlement visit the actual archeological dig of the Jamestown settlement to gain information on what has been uncovered i.e, tobacco pipes. Reconstruct a <i>Cold Case</i> activity using the skeleton found at the sight. Give students different excerpts that will give clues as to who died and how he died. Construct a timeline (like you see on without a trace) to reconstruct what happened at Jamestown. Students will make inferences as to what happened. • Have students use their flip chart and additional resources to research the following: geography and its influence on its economy, lifestyle and culture of each of the colonial areas. Using the RAFTS strategy have students synthesize the research information using the following: <i>Role</i>-a colonist living in one of the colonial areas; <i>Audience</i>-a friend or family member living in England; <i>Format</i>-personal letter; <i>Topic/Trait</i>-convince your friend or family member to come to your colonial area by explaining what life is like (make sure you use details from your research) using the trait of Ideas and Content and Voice; <i>Strong</i> verb-Persuasive. • Have students look at a 1754 map of North Eastern America showing the land claims and settlement of France and England. At the same time look at a physical map of the same area. Have students determine what might cause conflict between the two countries based on geography. • Have students read about the French and Indian War in their textbook and complete a flow chart or cause and effect chain showing the sequence of events in the colonies from 1754-1763. (This is a great opportunity to teach the text structure of sequence and cause and effect) • Place students in groups and have them use the information to complete a comic strip telling the story of the French and Indian War. • Have them look at the first map again and compare it to a map showing the outcome of the war. • Look at current issues on economics, national land, labor, individual and states' rights, religion and self-rule. Have students make connections between these issues today and colonial times. 			<ul style="list-style-type: none"> • Complete a film analysis of clips on various historical movies that center on the colonial period. Have them research various events that are shown in the film to determine how accurate Hollywood portrays historical events. • Investigate the colonial class system and how it plays a role in colonial conflict. Make predictions on the role each class will play in the pending revolution. • Have students take on the role of a character from one of the colonies to follow through the rest of the year. • Examine the interaction between the colonists and the Native American Indians (negative and positive).

Granite School District
U.S. History I: 8th Grade Curriculum Map

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Quarter 2	<u>Enduring Understanding:</u> The American Revolution contributed to the development of the United States and was a unique model for change.	-French-Indian War debt and Britain's reaction toward the colonies -Colonial response to British imposition (i.e., <i>Boston Massacre, Boston Tea Party, Committee of Correspondence</i>) -Social Contract -Natural Rights -Thomas Jefferson -Thomas Paine -Explain the major ideas in the <i>Declaration of Independence</i> -George Washington -Lexington & Concord -Articles of Confederation	-Various acts imposed by Britain (i.e., <i>Stamp Act, Townsend Act, Quartering Act</i>) -John Adams -Samuel Adams -Ben Franklin -Alexander Hamilton -Sons/Daughter of Liberty -Committee of Correspondence -Major Revolutionary Battles -1 st and 2 nd Continental Congress -Contributions of women, free and enslaved blacks, American Indians, and foreign allies -Significant primary documents, correspondence, literature (e.g. <i>Common Sense</i> , Adams' Letters, Mercy Otis Warren, Phyllis Wheatley)	<ol style="list-style-type: none"> 1. <i>Why do people revolt?</i> 2. <i>What ideas and events led to revolution in the English colonies?</i> 3. <i>How did key people and events contribute to the outcome of the American Revolution?</i> 4. <i>What was the immediate effect of the American Revolution on life in the United States?</i> 5. <i>Where do you see examples of revolution in the world today?</i>
	1.1 Develop an awareness of current events. 1.2 Analyze how contemporary concerns and events affect and are affected by history. 2.1 Develop and awareness of current events. 2.2 Analyze how contemporary concerns and events affect and are affected by history. 5.1 Analyze what ideas and events led to the Revolutionary 5.2 Assess the factors affecting the course of the war and contributing to American victory. 5.3 Evaluate the contributions of key people and groups to the Revolution. 5.4 Examine the effects of the Revolution on the United States.			
	Suggested Assessments and Learning Activities			Extension Activities
	<ul style="list-style-type: none"> • Steps to revolution vocabulary: dissatisfaction, upset, protest, unrest and revolt. Students define the words and then put them in order and have them find modern day examples of each step. • Hand out various pictures from the American Revolution and have students determine what step of revolution the picture illustrates. (ex. picture of the Boston Massacre would be unrest) • Analyze various video clips that illustrate examples of revolution. Have students complete an observation, inference sheet showing in three columns what you see, what you infer is happening and how it answers the question <i>Why do people revolt?</i> • Review the French and Indian War flow chart or cause, effect chain and maps to predict how the effects might cause dissatisfaction, upset, protest, unrest and/or revolt. • Divide students into groups and assign each group one of the British acts of legislation that created conflict within the colonies through research, determine the social and economic impact of each. Jigsaw to learn about the acts that others researched. Form a human timeline showing the chronology and cause and effect relationship of each. • Examine excerpts from relevant primary sources that illustrate the key ideas of self-rule, social contract, natural rights and English traditions. Evaluate the documents for bias, fact vs. opinion, and propaganda. Make comparisons with local opinions/editorial pages in newspapers to see how ideas and values of the time are reflected in public writings. • Hand out a list of key people and events related to the revolution and have students choose one to gain expertise. They will form a persuasive argument to prove that the event/person they have chosen had the most impact. As students listen to each argument, make a "Letterman's Top Ten List" of events/people and why they made that choice. As a class choose four of the top and conduct a Four Corners/Forced choice activity. • In cooperative groups; have students complete and sort by placing results of the American Revolution under one of the following headings: social, economic, political, and geographic. Have one student remain at the table and the rest will travel to other tables in a <i>walk about</i> to see what others did with the sort. The group member who remained at the table will justify their choices and answer questions for those visiting. • Each person will take one of the items from the sort and track the impact of the American Revolution from 1781-the present; making connections with how those results impact life in America. • Students will share their information in the form of a power point. 			<ul style="list-style-type: none"> • Continue the role that was chosen in the colonies to determine how the ancestor's life if different than the one living in early colonial America. • Read a historical fiction novel that focuses on a revolution theme. Give students a choice of five books and have them process their reading through a literature circle format. • Have students pair up with someone who read a different book and have them construct a two voice poem to compare and contrast the two revolutions or the main character.

Granite School District
U.S. History I: 8th Grade Curriculum Map

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| | <ul style="list-style-type: none">• Final assessment for essential question # 3 is to have students answer the question in a five paragraph essay that focuses on <i>Ideas, Content</i> and <i>Organization</i> (see Six Traits writing model).• Have students look in newspapers, national news reports, current periodicals and news magazines to find evidence of any of the steps of revolutions in the world today. Place a world map on a bulletin board or wall in the classroom. Have each student record information about the revolution step (evidence) on a small post-it (color coordinate to match social, political or economic reasons for the revolution issue). | |
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Granite School District
U.S. History I: 8th Grade Curriculum Map

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Quarter 2	Enduring Understanding: The U.S. Constitution establishes the structure and function of the government that impacts our lives.	-Weaknesses of the Articles of Confederation -Major differences between Federalist and Anti-Federalist philosophies -3/5 Compromise -Great Compromise -Bill of Rights -Separation of Powers -Checks and balances -Federalism -Popular Sovereignty -Representative Government -Purpose of government as outline by the Preamble -Role and functions of three branches -Responsibilities of Citizenship: voting, jury duty, obey laws, obey laws -Judicial review	-Magna Charta -English Bill of Rights -John Locke -Montesquieu -Rousseau -William Blackstone -Shay's Rebellion -Virginia Plan -New Jersey Plan -Key Delegates to the Constitutional Convention: Madison, Hamilton, Franklin, Washington, Mason, etc. -Major court cases: <i>Marbury vs. Madison</i> ; <i>Brown vs. Board of Education</i> ; <i>Topeka</i> ; <i>Tinker vs. Des Moines</i>	<ol style="list-style-type: none"> 1. <i>What ideas led to the development of the U.S. Constitution?</i> 2. <i>What role did compromise play in the creation and ratification of the U.S. Constitution?</i> 3. <i>How does government operate under the U.S. Constitution?</i> 4. <i>What are the rights and responsibilities of a citizen of the United States?</i> 5. <i>How is the U.S. Constitution a living document?</i>
	6.1 Assess the foundations and principles that led to the development of the Constitution. 6.2 Analyze the compromises that led to the ratification of the Constitution. 6.3 Examine the basic structure of the Constitution. 6.4 Analyze the rights, liberties, and responsibilities of citizens.			
	Suggested Assessments and Learning Activities			Learning Extensions
	<ul style="list-style-type: none"> • <i>We the People: The Citizen & the Constitution</i>, simulated Senate hearing • Assign each student a delegate to the Constitutional Convention and have them research the delegate's home state, political position, portrait, home state's compelling interests and contributions at the convention. • Assuming the identity of the delegate researched, complete the <i>Convention</i> play, stopping to predict how each delegate would vote. Finish the play and challenge predictions. • Serving of your state's representative; support or oppose the 2nd article of the Constitution by analyzing the article and then make a recommendation stating your position on whether or not to ratify. Write this in a paragraph and then exchange with another person in the class and respond to their argument. (You can assign students a different article so that all are covered). • View the Schoolhouse Rock <i>Preamble to the Constitution</i> episode and have students make note of the important details. • Listen to JFK's inaugural speech and determine his ideas about U.S. citizenship/responsibilities. Using magazines and newspapers create a collage of "Rights and Responsibilities." • Have students review major Supreme Court cases and complete a before and after chart showing what the U.S. was like before the ruling and then what it is like since. Look for patterns in current events to predict future court cases. 		<ul style="list-style-type: none"> • Read excerpts from the <i>Federalist Papers</i> and from Anti-Federalist writings. • Analyze the writing style and form of the <i>Federalist Papers</i> for similarities/differences. Thinking like a historian, use evidence of <i>word choice</i>, <i>style</i>, <i>content</i>, <i>sentence fluency</i>, and <i>convention</i> to determine which essays were written by Hamilton, Madison, and Jay. • Analyze and trace the historical significance of the pen names used in Federalist and Anti-Federalist writings. Ask students to research an appropriate pen name for their own "essay" and write an appeal based Federalist/Anti-Federalist points-of-view. • Compare/contrast the similarities and differences between the Articles of Confederation and the structure of the United Nations. 	

Granite School District
U.S. History I: 8th Grade Curriculum Map

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Quarter 3	<u>Enduring Understanding:</u> The growth of democracy in the 19 th century was fostered by social, economic, political and territorial expansion.	-Manifest Destiny -Louisiana Purchase -Causes and results of War of 1812 -Role of explorers -People who came west -Differences between Federalists and Democratic-Republicans -Development of new political parties: <i>Whigs, Jacksonian Democrats, Republicans</i> -Role of third parties as agent of change -Political parties & electoral process -How Supreme Court strengthened national government -How the political process changed to involve more people -Impact of social reform -Government policies toward and treaties with American Indian nations -The impact of the Mexican War on land and people -Impact of inventions on expansion -Impact of developments in transportation -Development of the factory system & role of factories -Changes in working conditions caused by the Industrial Revolution	-Lewis & Clark -Indian Removal Act -Mountain men -Mormon pioneers -California 49ers -Asian and Irish immigrants -Oklahoma Land Rush -Education reform -Religious reform -Prison reform -Mental health reform -Mexican Cession -Texas-Gadsden Purchase -Inventions in farming, industry, communication -Expansion of roads, trails, steamboats, railroads -States' rights & growing sectionalism -Relationship between national and state governments in expanding democracy -Abolitionist movement - Sojourner Truth -William Lloyd Garrison -Frederick Douglas -The Grimke sisters -How the Industrial Revolution affected the North, South, and West differently-	<ol style="list-style-type: none"> 1. <i>What ideas motivated expansion in the 19th century?</i> 2. <i>What conflicts resulted from U.S. expansion?</i> 3. <i>How did individuals and groups influence expansion?</i> 4. <i>How did 19th century technology stimulate expansion?</i> 5. <i>Where do we observe the effects of expansion today?</i>
	7.1 Describe the ideas and events that motivated the expansion of the United States. 7.2 Examine the conflicts that arose during American expansion. 7.3 Analyze how new inventions and transportation methods stimulated western expansion. 7.4 Assess the impact of the Industrial Revolution on the United States. 8.1 Investigate the development of the American political party system. 8.2 Analyze the evolution of democracy and the extension of democratic principles.			
		Suggested Assessments and Learning Activities		
	<ul style="list-style-type: none"> • Anticipatory set: Show the 1872 painting entitled <i>Manifest Destiny</i> by John Gast, have students analyze by listing their observations (what they see), inference (what they think it means) and author intentions (what is the audience and purpose). • Visit www.nationalgeographic and have students participate in the expansion simulation. • Assign students one of the land acquisitions or event that expanded democracy and have them conduct research on the details of this event or land acquisition. In groups have students present the information in a power point presentation. They must include a map that details this part of expansion. (The War of 1812 would be one event that you will address in this research). • Place a large outline map of the U.S. and as each group presents their information, they will fill in that portion of the map with the date, how it was acquired and the amount paid labeled on that section. • Analyze artifacts (or pictures of artifacts) that illustrate the evolution of technology. Students trace the origins of how modern technology, transportation, and farming equipment have changed over time. 			<ul style="list-style-type: none"> • Hold a mock impeachment trial for Andrew Jackson for disobeying the constitution by removing the Cherokee Indian Nation to Oklahoma.

Granite School District
U.S. History I: 8th Grade Curriculum Map

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| | <ul style="list-style-type: none">• Examine maps to determine how U.S. roadways, railways, and waterways have evolved over time.• Writing prompt: “If there is one thing that needs to be changed in our society, it is...” Have students share their ideas and discuss the notion of societal reform.• Activate students’ background knowledge of the 2007 Crandall Canyon Mine disaster in Utah. Discuss the different ways in which the public, families, government, and mining industry responded to the disaster. Discuss the notion of reform and the conditions that breed reform movements.• <i>What’s Wrong With This Picture?</i> Using pictures, photographs, paintings, political cartoons, etc. of politics, cities, slums, factories, slave plantations, mental asylums, orphanages, prisons, schools, etc., have students determine the conditions that bred reform movements in the late 18th and 19th centuries and discuss the key people involved in the reform. Have students find or draw a picture of how these institutions are today and research the details of who, what, and where. Choose one institution and write a three paragraph compare/contrast essay.• Discuss and review the Supreme Court and Judicial Review. Have students analyze a copy of the primary document <i>Indian Removal Act</i>. Have them determine by looking in the constitution whether this act is constitutional. | |
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Granite School District
U.S. History I: 8th Grade Curriculum Map

	Core Objectives/Standards Enduring Understanding	Relevant Topics	Worth Being Familiar With	Essential Questions
Quarter 4	<u>Enduring Understanding:</u> The Civil War was a result of political and regional differences and impacted people and life in the United States.	-How the Industrial Revolution affected the North, South, and West differently- -Cultural differences between the North and South -Sectional economic differences of the United States: <i>slavery, industry, agriculture, geography</i> -States' Rights conflict -Missouri Compromise -Compromise of 1850 -Kansas-Nebraska Act -Popular sovereignty -Abolitionist Movement -Dred Scott decision -Fugitive Slave Law -Election of 1860 -Advant/Disadvantages of North and South -Fort Sumter -Lincoln's Second Inaugural Address -Emancipation Proclamation -Lincoln's assassination -Radical Republicans -Civil War Amendments -Jim Crow Laws -Plains Indian Wars -Dawes Act, 1887 -Mining -Ranching -Immigrants -Settlement patterns	-Plantation life -Southern aristocracy -Stephen A. Douglas -Lincoln-Douglas Debates -John Brown's raid on Harper's Ferry - <i>Uncle Tom's Cabin</i> -Bull Run/Manassas Creek -War Strategies -Stonewall Jackson -Robert E. Lee -Ulysses S. Grant -George McClellan -William T. Sherman -Gettysburg -Vicksburg -Fredericksburg -Antietam -Wilderness Campaign -Sherman's March to the Sea -Carpetbaggers --Ten Percent Plan -Andrew Johnson's Impeachment -Sitting Bull -Chief Joseph -Red Cloud -Geronimo -Crazy Horse -Battle of Little Big Horn -Indian Massacres & Genocide -Oklahoma Land Rush	<ol style="list-style-type: none"> 1. <i>How did geography influence the Civil War?</i> 2. <i>What were the causes of the Civil War?</i> 3. <i>How did the events of the Civil War impact people?</i> 4. <i>Why did the Civil War and Reconstruction impact life in America?</i>
	9.1 Analyze differences and events that led to the Civil War. 9.2 Determine the factors that affected the course of the war and contributed to Union victory. 9.3 Evaluate the Reconstruction period and how it affected the United States following the Civil War. 10.1 Analyze the factors that brought people west. 10.2 Analyze the settlement of the American West. 10.3 Investigate the conflict among various groups involved in the settlement of the West.			
	Suggested Assessments and Learning Activities			Learning Extensions
	<ul style="list-style-type: none"> • Anticipatory Set: Divide students into six groups, 1860 -1865. In groups, have students use their textbooks to extract 3-5 of the most import events of their year. Have students write their year at the top of a poster board or large piece of butcher paper and create a timeline for that year using pictures and symbols to represent the main events/ideas. Have each group present their year in chronological order and post the timeline in the room. Students can add other important events and information to the timeline as the unit progresses. • Using a historical atlas, complete a T-Chart on the geography, economy, and culture of the North and South. Assign a two-voice poem that compares life in the North to life in the South prior to the Civil War. • Cotton-ginning activity: see Utah Ag in the Classroom website at www.extension.usu.edu/aic to order cotton bolls. • Read the historical read-aloud-play <i>Mary Chestnut and Her Diary</i> (from <i>Read Aloud Plays</i> by Timothy Nolan). • Book in a Day: Assign students chapters/sections of the book <i>To Be a Slave</i> by Julius Lester and ask them to look for evidence of how slavery caused the Civil War. Jigsaw information and share evidence. • Using NARA's Document Analysis sheet available on www.archives.gov, examine The Missouri Compromise, The Compromise of 1850, 			-Century of Dishonor, Bury My Heart at Wounded Knee, Sing Down the Moon, Trail of Tears

Granite School District
U.S. History I: 8th Grade Curriculum Map

	<p>and The Kansas-Nebraska Act. Look for evidence to support the idea of failed compromise as a factor of Civil War.</p> <ul style="list-style-type: none">• Read Chief Joseph's <i>I Will Fight No More Forever</i>. Determine the main points of Chief Joseph's argument against the U.S. Government and Chief Joseph's voice to that of Lakota Chief Sitting Bull.• History Newspaper: Have students use their textbook to "uncover" important events from the Indian Wars and relocation. Assign students to write short, 150 word "articles" that detail the main events, people, and outcomes. Compile and share.	
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