



Wolcott Public Schools

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Middle School Curriculum Grade 8 United States History to 1865



Children are our Future...

UNITED STATES HISTORY TO 1865

GRADE 8

Mission Statement:

The mission of the Wolcott Public Schools is to develop in each student the knowledge, skills, and attitudes necessary to become a productive member of the community and a contributing member to society.

Departmental Philosophy:

The aim of Social Studies at Tyrrell Middle School is to help students acquire the knowledge and skills necessary to be productive members of our ever-changing society. During a student's time at Tyrrell Middle School he will have an opportunity to not only be exposed to various time periods, regions, and cultures, but also be able to identify ways in which these topics are interconnected and their impact on the current world landscape. Students will be asked to utilize technology to demonstrate their knowledge of these areas of study. Through reading both primary and secondary nonfiction texts, students will be able to respond to questions posed as related to the content they are studying.

Course Description:

United States History to 1865 is an overview of the development of the United States from colonial time to the Civil War. Students will study the political/governmental, social, and economic trends that were at work to shape our nation. In addition, the industrialization movement and advances in science, art, and literature will also be addressed. Map and graph interpretation will enhance student understanding and reinforce essential social studies skills. Students will also analyze primary documents in their continuing quest to be responsible users and interpreters of information. Students will gain an appreciation of the many people, events, and concepts that have shaped our nation.

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Content Standard 1: Historical Thinking: *Students will develop thinking skills, including chronological thinking and recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical sources; understanding the concept of historical causation; understanding competing narratives and interpretation; and constructing narratives and interpretation.*

Performance Standards	Sample Activities	Assessment Strategies	Resources
<p>1.1 Formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts</p>	<p>Create portfolios using documents as evidence to prove a viewpoint about a historical event, such as who is more responsible for the Revolution—the British or the colonists?</p>	<p>Rubric to assess the portfolios</p>	<p>Text (Chapters 3, 4, 5, 6), Samples of political cartoons from the time period and portions of the actual writings of participants in the Sons of Liberty</p>
<p>1.3 Distinguish between primary and secondary sources</p>	<p>Use the SOAPSTone strategy to help students work with primary sources and have a means of working with the document</p>	<p>Classroom observation/discussion</p>	<p>Excerpts from any primary source from any time period studied (e.g., Franklin’s “Join or Die” cartoon, or the writings of Thomas Jefferson)</p>
<p>1.4 Interpret date in historical maps, photographs, art works and other artifacts</p>	<p>Compare soldier accounts from the diary of an actual soldier (primary source) with descriptions of conditions from the text (secondary source)</p>	<p>Venn Diagram, Write an essay explaining the experience of a Revolutionary War soldier or act out a role play scenario</p>	<p>Excerpts from Joseph Plumb Martin (CT Revolutionary soldier) and Text (Chapter 7, Section 2)</p>
<p>1.5 Examine data to determine the adequacy and sufficiency of evidence, point of view, historical context, bias, distortion and propaganda, and to distinguish fact from opinion</p>	<p>Study maps of territorial claims as time progresses and the U.S. expands, such as with the French and Indian War or with Westward movement—LA Purchase, etc.</p>	<p>Classroom observation, Comparison table for evaluation of maps info. “before” the event and “after” the event</p>	<p>Text (Chapter 5, Section 3 and Chapter 10, Section 2)</p>
<p>1.6 Analyze data in order to see persons and events in their historical context, understand causal factors and appreciate change over time</p>	<p>Engage in a mini-theme study so as to draw parallels between events and see cause and effect relationships</p>	<p>Create a timeline showing events from multiple themes on one paper to see the overlapping areas</p>	<p>Text (Chapters 10, 11, 12, 13, 14, 15)</p>

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HISTORICAL THINKING

(Continued)

1.8 Develop written narratives and short interpretive essays, as well as other appropriate presentations from investigations of source materials.

Use the SLAMS strategy to respond to unit questions and demonstrate learning over time, such as “Explain two reasons why the Articles of Confederation failed.”

SLAMS rubric

Text (Chapter 8, Section 1)

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Content Standard 2: Local, United States and World History: *Students will use historical thinking skills to develop an understanding of the major historical periods, issues and trends in United States history, world history, and Connecticut and local history.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
2.1 Demonstrate an in-depth understanding of major events and trends of United States history (e.g., the American Revolution, the Civil War, industrialization, the Great Depression, the cold war)	Role play the trial of the British soldiers involved with the Boston Massacre or role play the representatives at the Constitutional Convention	Rubric to access the level of participation and accuracy of the portrayal/facts	Text (Chapter 6, Section 2) and primary source excerpts from the trial or Text (Chapter 8, Section 2) and primary
2.2 Demonstrate an in-depth understanding of major events and trends in local history (e.g., the Pequot war, establishment of self-government, disestablishment of the Puritan church, industrialization, waves of in-and-out migration, suburbanization, racial tensions)	Analyze primary source material using the SOAPStone strategy to tie in local history—Pequot War, CT Constitution of 1619, mills in CT in antebellum period	Classroom observation/discussion	Excerpts from any primary source from any the event (i.e.—maps of Pequot land, portions of CT Constitution of 1619, excerpts from Complicity (Hartford Courant NIE supplement)
2.4 Locate the events, peoples and places they have studied in time and place (e.g., on a timeline and map) relative to their own location	Draw maps of troop movements and battle locations (e.g., from the American Revolution) for review and discussion about these locales in relation to our town/state	Classroom observation/discussion Quiz on map locales	Text (Chapter 7)
2.5 Explain the relationships among the events and trends studied in local, state, national and world history	Create a timeline of U.S. history for a given period (e.g., Westward Movement) and use one color to indicate national events and another color to indicate CT events in order to compare and draw correlations	Rubric to assess the accuracy of the timeline Quiz on timeline events and connections between events	Text (Chapter 10), sources from the Connecticut State Library

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Content Standard 3: Historical Themes: *Students will apply their understanding of historical periods, issues and trends to examine such historical themes and ideals, beliefs and institutions; conflict and conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is.*

Performance Standards	Sample Activities	Assessment Strategies	Resources
3.1 Explain the origins of American religious diversity, showing knowledge of some of the beliefs of native Americans and migrants to the new world and give examples of ways those beliefs have changed over time	Utilize a graphic organizer to trace the settlement of North America by the Spanish and English as they est. colonies and interacted with the Native Americans and trace those traditions to today	“Think-Pair-Share” activity to discuss ideas in class	Text (Chapters 3 and 4)
3.2 Explain how roles and status of people have differed and changed throughout history based on gender, age, class, racial and ethnic identity, wealth, and/or social position	Role play life on a plantation in the antebellum South	Rubric to access the level of participation and accuracy of the portrayal/facts	Text (Chapter 11), Primary source excerpts from slaves/owners
3.3 Describe the emergence of select governmental systems, principles and institutions	Role play of thinkers whose ideas are incorporated in the Declaration and Constitution	Rubric to access the level of participation and accuracy of the portrayal/facts	Text (Chapters 6 and 7), <i>History Alive!</i> Materials
3.6 Explain reasons for conflict and the ways conflicts have been addressed	Analyze a political cartoon about the struggle for control in the Ohio River Valley during the French and Indian War and the resulting territorial landscape at War’s end	Write an essay explaining the causes of the French and Indian War and what the results of the war entailed for those involved	Text (Chapter 5)
3.7 Identify and analyze the various causes and effects of movements of groups of people	Examine the Indian Removal Act of 1830 using the SOAPStone strategy and create a map detailing the migration routes of Native American tribes	Classroom observation/discussion	Text (Chapter 12, Section 2)

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<u>HISTORICAL THEMES</u> (Continued)			
3.8 Explain how economic factors influenced historical events in the United States and other regions of the world	Evaluate the Triangular Trade or the link between the “lash and the loom”—the connection between Southern plantations and Northern factories	“Think-Pair-Share” activity to discuss ideas in class Complete a Cause-Effect Graphic Organizer	Text (Chapter 4, Section 1) or Text (Chapter 15, Section 1) and excerpts from Complicity (Hartford Courant NIE supplement)
3.9 Describe, explain and analyze the impact of the exchange of ideas on societies, politics, religion, etc.	Create a mini-book that traces the reform movements in the antebellum period and their roots in political argument	Rubric to access the level of completion and accuracy of the content and political connections	Text (Chapter 14), Primary source excerpts from reformers in the antebellum period (e.g., Frederick Douglass, Elizabeth Cady Stanton, Dorthea Dix)

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Content Standard 4: Applying History: *Students will recognize the continuing importance of historical thinking and historical knowledge in their own lives and in the world in which they live.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
4.3 Be active learners at cultural institutions such as museums and historical exhibits	Take a virtual tour/ “field trip” of Washington, D.C. prior to D.C. trip—research a monument, memorial, or building that will be seen and create a class D.C. reference book	Rubric to assess the level of completion and accuracy of the content	Teacher generated hotlist of websites related to the D.C. area attractions, such as the National Park Service website
4.4 Display empathy for people who have lived in the past	Keep a journal of entries written to a person in the past (e.g., a member of someone traveling along with Lewis and Clark)	Rubric to assess the level of completion and accuracy of the content, teacher observation and class discussion/small group work	Text (Chapter 10, Section 2), Primary source excerpts from the Lewis and Clark expedition
4.5 Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns	Determine the proportion of personal wealth that was paid toward taxes during the colonial time and compare it with the taxes now	Classroom observation/discussion Accuracy of calculations	Text (Chapter 6, Section 1), primary sources related to various Acts passed by Parliament, current listings for local, state and federal taxes

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Content Standard 5: United States Constitution and Government: *Students will apply knowledge of the U.S. Constitution, how the U.S. system of government works and how the rule of law and the values of liberty and equality have an impact on individual, local, state and national decisions.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
5.1 Demonstrate an understanding of the historical background of the Declaration of Independence	View the Declaration of Independence video series from Scholastic where the Declaration is read by several celebrities and create a personal copy of the Declaration showing the sections of the document	Completed Declaration and a teacher-created worksheet to review key ideas	Text (Chapter 6, pages 182-185), Declaration video from Scholastic featuring Morgan Freeman
5.2 Explain how the Constitution divides the power of government among the executive, legislative and judicial branches, and how each branch can check the power of another	Use a graphic organizer/table to list the powers of each branch using separate colors for each branch. Then use the colors to then check off in the other columns the limitations that are able to be placed (e.g., red = legislative, blue = executive, orange = judicial, a red check would go beside the blue statement of “makes treaties” because the legislative branch must approve treaties, so it can limit the executive branch’s actions)	Classroom observation/discussion Quiz on each branch’s responsibilities	Text (Living Constitution section—pages 246 and 261)
5.3 Explain how and why powers are distributed among the national, state and local governments	Complete a Venn diagram showing the jobs of each level of government, role play being citizens with a request and try to determine which level of government he would need to contact	Classroom observation/discussion Rubric to assess the level of participation and accuracy of the facts	Text (Living Constitution section—pages 246 and 262)

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<u>U.S. CONSTITUTION & GOV.</u> (Continued)			
5.4 Identify their representatives in national and state legislatures, and the heads of the executive branch at the national, state and local levels	Do an internet search to visit the websites of the national and state Congresses, the White House, and the Supreme Court. Make a listing of who is who. Supplement for local info.	Quiz on who's who in government at all three levels	Text (Living Constitution section—pages 245, 249-250, 256-261), Websites for Congress, White House, Supreme Court, local government information
5.5 Understand the process of how a bill becomes a law	Create a maze/flow-chart of the process and steps by which a bill becomes a law, view the Schoolhouse Rock video, "I'm Just a Bill"	"Think-Pair-Share Activity," and classroom observation/discussion Quiz on the process	Text (Living Constitution section—pages 252-253, Schoolhouse Rock video
5.6 Explain how an individual's right to life, liberty and property are protected by the Constitution and criminal and civil laws	Conduct a trial in the classroom to role play how the Constitution is alive today—pretend someone's iPod was stolen and set up witnesses, evidence, judge, jury, attorneys, etc.	Rubric to access the level of participation and accuracy of the portrayal/facts	Text (Living Constitution section, Citizens Handbook section), teacher-created materials and evidence for the trial, excerpts from "We the People" by the Center for Civic Education
5.7 Describe how the public agenda is shaped by political leaders and parties, interest groups, the media, public opinion, state and federal courts, and individual citizens.	Write letters to your representatives about a current issue/concern (e.g., recycling, gas prices)	Rubric to access the format of the letter and the accuracy of the content/ strength of the content presented	Format information about how to structure a formal letter, background information about the issue/concern from newspapers or reliable Internet sites

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Content Standard 6: Rights and Responsibilities of Citizens: *Students will demonstrate knowledge of the rights and responsibilities of citizens to participate in and shape public policy, and contribute to the maintenance of our democratic way of life.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
6.2 Explain the meaning of political rights (e.g., right to vote, right to assemble) as distinguished from personal rights (e.g., freedom of speech, freedom of movement)	Complete a T-table graphic organizer where students identify what rights are political rights and what rights are personal rights. Then play a game where students need to identify the correct category without their worksheet	Classroom observation/discussion and game participation Quiz on rights	Text (Citizenship Handbook section—pages 280-283, Living Constitution section—pages 266-277, 247)
6.5 Research an issue of interest and be able to take and defend a position on that issue	Complete a mini-research project on a issue of interest (e.g., animal testing, stem cell research) and then write a persuasive essay detailing the findings and presenting individual analysis	Rubric to access the accuracy of the content, the strength of the argument presented, and the accuracy of the bibliographic information in giving credit to sources used during the research process	Reliable websites on current events, access to databases, access to books on the topics being researched
6.6 Identify and apply criteria useful in selecting political leaders at the local, state and national levels	Create three “help wanted” advertisements for a political leader and differentiate between desirable skills for different levels of government	Classroom observation/discussion Rubric to access the accuracy of the content and level of effort expended in the creation of the advertisements	Text (Citizenship Handbook section—pages 284-285, Living Constitution section—pages 256-259, 261)

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Content Standard 7: Political Systems: *Students will explain that political systems emanate from the need of humans for order, leading to compromise and the establishment of authority.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
7.2 Explain the meaning of civic life, politics and government	Conduct an “interview” with one of the Federalists during the ratification process and investigate the notion of “civic virtue” and the “greater good”	Rubric to access the accuracy of the content/ strength of the content presented in the interview	Text (Chapter 8, Section 3, Citizenship Handbook section—page 280, 286-287), excerpts from “We the People” by the Center for Civic Education, excerpts from “The Federalist” papers
7.4 Describe the role of the U.S. Constitution in the limitation of government powers	Use a game of “rock-paper-scissors” to model the limitations of government powers (3 branches) with a sample issue (e.g., funding for a new school) and then write a paper explaining the limits of government powers as shown through the simulation	Classroom observation/discussion/and participation Rubric to assess the accuracy of the content/ strength of the content presented in the essay	Text (Living Constitution section—pages 245-246, 261-262), background information about the issue/concern from newspapers or reliable Internet sites

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Content Standard 11: Human Systems: *Students will interpret special patterns of human migration, economic activities and political units in Connecticut, the nation and the world.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
11.1 Explain patterns and characteristics of human migrations at various levels	Create a diagram showing the human migration to the Americas over the Beringia land bridge or a map plotting the “Triangular Trade” route used in colonial times and the products/people that were transported during each portion of the voyage	<p>“Think-Pair-Share” activity and classroom observation/discussion</p> <p>Quiz asking to recreate the diagram or map</p>	Text (Chapter 1, Section 1 or Chapter 4, Section 1 and Chapter 1, Section 4)
11.2 Explain how patterns of trade change technology, transportation and communication, and affect economic activities and human migration	Analyze a map showing the canals that existed in 1840 and deduce why cities develop where they do, what benefit canals would bring to business/society, etc., Write a paper detailing the ideas brought forth in the discussion	<p>Classroom observation/discussion</p> <p>Rubric to assess the accuracy of the content/ strength of the content presented in the written response</p>	Text (Chapter 11, Section 3)
11.3 Analyze the formation, characteristics and functions of urban, suburban and rural settlements	Analyze primary source material using the SOAPStone strategy to determine how urban centers, like Lowell, Massachusetts, impacted the rural areas around them	Classroom observation/discussion	Text (Chapter 11, Section 1), Excerpts from primary sources of Lowell Mill employees or the “Lowell Offering”

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Content Standard 12: Human and Environment Interaction: *Students will use geographic tools and technology to explain the interactions of humans and the larger environment, and the evolving consequences of those interactions.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
12.2 Use maps, globes, models, graphs, charts and databases to analyze distributions and patterns	Analyze the growth of the U.S. slave population between 1650 and 1750 and determine why the rise in the slave population in the south was so much more significant than in the north during this time by using prior knowledge together with this population graph or look at the distribution of various ethnic groups in the Middle Colonies and predict what problems the diversity might cause for the settlers	Completion and accuracy of the work on a teacher-created worksheet to accompany the activity	Text (Chapter 4, Section 3—page 120 or Chapter 4, Section 2—page 117)
12.6 Draw a freehand map from memory of increasing and appropriate complexity to display geographic information and answer geographic questions	Create a series of maps about the colonial regions of the U.S. by first identifying the continent, then regions, and then specific English colonies and their terrain	Completion and accuracy of the series of maps Map quiz	Text (Chapter 4)
12.7 Demonstrate and explain ways that humans depend on, adapt to and alter the physical environment	Create a comic strip showing the ways the Pilgrims had to adapt to the landscape at Plymouth by learning new farming methods from the Native Americans in the area	Rubric to assess the accuracy of the content presented in the comic strip	Text (Chapter 3, Section 2), primary source excerpts from Pilgrims

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Content Standard 14: Economic Systems: *Students will demonstrate that various economic systems coexist, and that economic decisions are made by individuals and/or governments, influenced by markets, cultural traditions, individuals and governments in the allocation of goods and services.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
14.5 Identify governmental activities that affect the local, state, national and international economy	Role play the system of mercantilism to show how countries used their colonies to create a favorable balance of trade and then write a description of the system in the student’s own words	Classroom observation/discussion and participation Rubric to assess the accuracy of the content/ strength of the content presented in the written response	Text (Chapter 2, Section 1—page 61-62)
14.6 Describe how, in a market system, government enforces property rights and provides for standardized systems (e.g., weights and measures, and money)	Discuss the problems under the Articles of Confederation when the federal government did not set standardized systems of weights and measures and money, then explain how and why the Constitution tried to prevent these same issues after its ratification in a written response	Classroom observation/discussion Peer editing Rubric to assess the accuracy of the content/ strength of the content presented in the written response	Text (Chapter 8, Sections 1 and 2, Living Constitution section—page 253)

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Content Standard 15: Economic Interdependence: *Students will demonstrate how the exchange of goods and services by individuals, groups and nations creates economic interdependence and how trade results in change.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>15.1 Explain how specialization increases interdependence among producers, consumers and nations and consequently leads to a higher standard of living</p>	<p>Evaluate the trade relationship between southern plantations and the northern factories—create a diagram showing the exchange of ideas and focus the discussion on how southern states traded goods, such as cotton, with both the northern states and other countries to get the products it could not make. In addition, discuss how the northern states and other countries traded their goods for the cotton that the south had, but they needed for their factories. Then write a letter to a friend explaining the relationship in your own words.</p>	<p>Rubric to assess the accuracy of the content/ strength of the content presented in the letter</p>	<p>Text (Chapter 15, Section 1—pages 457-458)</p>

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Pacing Guide

September: Native American societies, the meeting of three cultures in North America, European Conquest and exploration

October: Conquest/exploration (cont.), Colonization/settlement in North America, Roots of representative Government and current elections

November: Roots of representative government and current elections (cont.), Colonial life in various colonies/viewpoints

December: Colonial life (cont.), French & Indian War, Causes of the American Revolution

January: Causes of the Am. Rev. (cont.), Ideals in the Declaration of Independence, The American Revolution—course of the war (major battles) and causes of American victory

February: Government, economic, and social changes after the Revolution, Articles and why they fail, Constitution—structure of the document and of the federal system, the roles and responsibilities of the three branches of government, the amending process, the Bill of Rights

March: Constitution (cont.), Washington's Presidency, Growth of a Nation--Louisiana Purchase, Manifest Destiny, Indian Relations

April: Growth of a Nation--Louisiana Purchase, Manifest Destiny, Indian Relations/ International Relations: War of 1812, Mexican War, Monroe Doctrine, Industrialization, Improvements in Transportation

May: Slavery/Abolitionist Movement/Social Reform, Sectionalism vs. union, Connection between the Lash and the Loom/Causes of The Civil War, The Civil War—course of the war (major battles) and causes of Union victory, D.C. trip preparation

June: Civil War (cont.), Reconstruction (mention if time)

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Essential Questions

1. How do political, economic, and social forces shape U.S. history?
2. What are the rights and responsibilities of citizens?
3. How do cooperation and conflict define the course of U.S. history?
4. How did physical geography and natural resources impact the growth and development of the U.S.?
5. How do you think like a historian?
6. What were the effects of the clash of cultures between the first American inhabitants and the settling Europeans?
7. How were the English colonies settled and how might their development have helped lead to the Revolution?
8. What are causes of the Revolution and how were these “problems” addressed in the Constitution?
9. What is the framework of the United States Constitution and how has it been able to endure the growth and development of America?
10. What were the effects of nationalism on our nation’s growth?
11. How is the Civil War rooted in various reform movements?

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Skills Objectives

The students will be able to:

1. Describe the cultures that met in North America and the resulting conflicts that arose from their interaction.
2. Explain how the English settled their American colonies with regard to its political and economic structure.
3. Analyze the ways in which the development of the English colonies helped lead to the American Revolution.
4. List causes of the American Revolution and elaborate on the ways the Constitution aimed to avoid future conflicts in these areas.
5. Detail the framework of the United States Constitution and how it can adapt to the changing needs of the nation.
6. Assess the effects of nationalism on America's movement westward.
7. Evaluate the role of various reform movements in contributing to the conflict between North and South prior to the Civil War.
8. Construct factually-supported responses to opinion questions about various historical topics using primary and secondary sources.
9. Extrapolate main ideas from reading material.
10. Develop expository responses to course essential questions.

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Assessments

[That are aligned to the curriculum – this will be done through the data teams throughout the year – no need to do them now, I just wanted to let you know where they will go in the curriculum, as we complete them. Thank.]