

Lakewood City Schools Social Studies Standards-Based Course of Study 2003

Eighth Grade – United States Studies from 1607 to 1877: Colonization Through Reconstruction

Welcome to Eighth Grade Social Studies. The historical sequence continues in the eighth grade with an in-depth study of the early years of our country. This study incorporates each of the seven standards into the chronology. While students are studying a particular historic event in the United States they also look at its geographic settings, economic implications, developments in government and the roles of citizens. Below is an outline of six major components of the program.

I. Lakewood City Schools Standards-Based Course of Study

- Arranged by mandated Academic Content Standards
- Each standard is coordinated with 6-8 Benchmarks and Grade 8 Level Indicators
- Lakewood City Schools Social Studies Standards-Based Course of Study is aligned with the Ohio Department of Education’s Academic Social Studies Content Standards
- Provides a variety of possible strategies and resources to be used with each Benchmark

II. Pacing Chart (pp. 17-18)

- Eighth Grade Standards-Based Course of Study is divided into seven Units
- Suggested time frame included for pacing units

III. Vocabulary List (pp. 19-21)

- Bold type indicates student vocabulary which needs to be mastered as this grade level
- * Indicates vocabulary which has been mastered at a previous grade level and needs to be maintained at eighth grade level
- Suggested vocabulary may be used but not necessarily mastered

IV. Thinking Processes and Skills Page (p. 22)

- Strategies, techniques, and vocabulary to be reinforced throughout all units
- Includes specific strategies to be used for proficiency and/or achievement tests

V. Outline of Benchmarks and Indicators (pp.23-29)

- Provides a cross reference of Eighth Grade Level Indicators taught or reinforced in each unit

VI. Textbook: Prentice Hall – The American Nation

- Provides basic reference material for each unit
- Provides lessons and practice for a variety of geography skills
- Provides ideas for teaching, remediation, and enrichment
- Provides ideas for assessment

Lakewood City Schools Social Studies Standards-Based Course of Study – Eighth Grade

Scope and Sequence – United States Studies from 1607 to 1877: Colonization Through Reconstruction
 The historical sequence continues in the eighth grade with an in-depth study of the early years of our country. This study incorporates each of the seven standards into the chronology. While students are studying a particular historic event in the United States they also look at its geographic settings, economic implications, developments in government and the roles of citizens.

History Standard

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Ohio Benchmarks Grade 8 - ONLY	Grade Level Indicators	Vocabulary/Strategies
A) Interpret relationships between events shown on multiple-tier time lines.	<p><u>Chronology</u></p> <ol style="list-style-type: none"> Select events and construct a multiple-tier time line to show relationships among events. (<i>Units 2, 3, 5, 7</i>) <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><u>Suggested Units & Pacing Guide</u> (The <i>italicized numbers</i> at the end of each indicator aligns to the corresponding suggested units.)</p> </div> <p>Note: 8th Grade Standards begin with 1607 because:</p> <p>6th Grade Standards require the early North American river civilizations.</p> <p>7th Grade Standards require the Age of Exploration to North America.</p> <p>8th Grade Achievement Test: It is imperative that 8th graders be to Civil War (The Nation Fractures) by March 1.</p>	<p><u>Strategies</u></p> <ol style="list-style-type: none"> The multiple-tier time line can be added to every unit as time permits, however, a minimum of four units were designated. The entire 1607-1877 could be developed on a class time line with tiers for: significant individuals, significant historical events, major documents in U.S. history, inventions that impacted the eras, developments to the Constitution, etc.

History Standard (continued)

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Ohio Benchmarks Grade 8 - ONLY	Grade Level Indicators	Vocabulary/Strategies
<p>E) Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives.</p>	<p><u>The First Global Age</u></p> <p>2. Describe the political, religious and economic aspects of North American colonization <u>including</u>: (Unit 1)</p> <p>a. reasons for colonization, including religion, desire for land and economic opportunity</p> <p>b. key differences among the Spanish, French and British colonies</p> <p>c. interactions between American Indians and European settlers, including the agricultural and cultural exchanges, alliances and conflicts</p> <p>d. indentured servitude and the introduction and institutionalization of slavery</p> <p>e. early representative governments and democratic practices that emerged, including town meetings and colonial assemblies</p> <p>f. conflicts among colonial powers for control of North America.</p>	<p><u>Vocabulary</u></p> <p>2. Vocabulary: causal factors, charter, middle passage, triangular trade</p> <p>2b. charter, proprietary colonies, royal colonies Stress Indians relations, colonial aspirations (gold, land, slaves) geographical area of each nation's settlements.</p> <p><u>Strategies</u></p> <p>2. See People in Societies Indicators: 1, 2, 3, 4 Geography Indicators: 2, 3 Economics Indicator: 2 Citizenship Indicator: 4 Study Skills Indicator: 1</p> <p>2d. On a wall map draw lines from Africa, Europe, America to visualize triangular trade. Show excerpts of Hollywood movies "Amistad" or middle passage portion of "Roots".</p> <p>2e. Role play different interest groups and/or town meetings: British, French, Spanish, Native Americans.</p> <p>2e. House of Burgesses should be stressed. Read copy of the Fundamental orders (online) to classes, discuss – Read & discuss Mayflower Compact.</p> <p>2f. Assess the French and Indian War: show excerpts from <u>Last of the Mohicans</u>.</p> <p><u>Resources</u></p> <p>2. Colonial Williamsburg Web site click on "Explore & Learn" http://www.history.org/</p> <p>2d. Interact <u>American History Activators</u> program section: Middle Passage Use <u>Scholastic Magazine</u> issued to supplement topics Use Williamsburg Field Trip Kits (Channels 25 & 49) History Alive – America's Past – Lesson , Colonial Life</p>

History Standard (continued)

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Ohio Benchmarks Grade 8 - ONLY	Grade Level Indicators	Vocabulary/Strategies
<p>E) Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives.</p>	<p><u>Revolution</u></p> <p>3. Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British concerning: (<i>Unit 2</i>)</p> <p>a. the Proclamation of 1763, the Stamp Act, the Townshend Acts, the Tea Act and the Intolerable Acts</p> <p>b. the Boston Tea Party, the boycotts, the Sons of Liberty and petitions and appeals to Parliament.</p> <p>4. Explain the results of important developments of the American Revolution <u>including</u>: (<i>Unit 2</i>)</p> <p>a. a declaration of American independence</p> <p>b. character and significance of the military struggle in the North in the early years of the war and the shift of the battle to the South after 1779</p> <p>c. creation of state constitutions</p> <p>d. impacts on women, African-Americans and American Indians.</p>	<p><u>Vocabulary</u></p> <p>3. protest, rebel, rebellion, Tories, Redcoats, Yankees, taxation without representation</p> <p><u>Strategies</u></p> <p>3. Debate issues of the war between Patriots & Loyalists. Show excerpts from Hollywood movie <u>The Patriot</u>.</p> <p>3b. Stress various types of protest. Compare revolutionary times to Kent State shootings (government=king, students=colonists, national guard=British soldiers).</p> <p><u>Resources</u></p> <p>Select excerpts from the song “Ohio” by Crosby, Stills, Nash and Young</p> <p>Use <u>Eyewitness</u> books as visual references</p> <p>Use any picture book to show visual examples of each time period: clothing, foods, medicines, homes, inventions, etc.</p> <p>Decisions, Decisions – <i>Revolution</i> a CD-Rom, Tom Snyder Software</p> <p>History Alive – America’s Past – American Revolution</p> <p><u>Strategies</u></p> <p>3-4. See People in Societies Indicators: 2, 3, 6 Economic Indicators: 1, 2, 3 Government Indicator: 1 Citizenship Indicators: 1a, 3a Study Skills Indicator: 1</p> <p>4. Create newspapers per various Revolutionary war time periods (battles, geography, etc.).</p> <p>4. Create biography interview forums to develop reports about a Revolutionary War participant.</p> <p>4. Read and show the video “The Declaration of Independence, a Living Blueprint for Democracy” published by Scholastic and distributed by Home Depot. Well-know actors read the document.</p> <p>4. Use “I Know” Bingo games.</p> <p>4b. Locate Philadelphia, PA on a map. Show excerpts from the video “April Morning”</p> <p><u>Resource</u></p> <p>“The Crossing” about Battle of Trenton (A&E)</p>

History Standard (continued)

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Ohio Benchmarks Grade 8 - ONLY	Grade Level Indicators	Vocabulary/Strategies
<p>F) Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the United States Constitution.</p>	<p><u>A New Nation</u></p> <p>5. Explain major <u>domestic</u> problems faced by the leaders of the new <u>republic</u> under the Articles of Confederation <u>including:</u> (<i>Unit 3</i>)</p> <ul style="list-style-type: none"> a. maintaining national security b. creating a stable economic system c. dealing with war debts d. collecting revenue e. defining the authority of the central government. <p style="text-align: center;">See Indicator 7.</p>	<p><u>Strategies</u></p> <p>5. Show examples from the Articles of Confederation found at “100 Milestone Documents in American History” (1776-1948) http://www.ourdocuments.gov to download a copy and explanation of the document The Articles stressed a central government, and the people were beginning to consider, “But what about me? us?”</p> <p>5. See People in Societies Indicator: 6 Economic Indicators: 1, 4, 5 Government Indicators: 2, 3, 4 Study Skills Indicators: 1, 3</p> <p>5. Show other primary sources that influenced the Articles of Confederation such as the Magna Carta.</p> <p>5e. See Government Indicator: 4</p>

History Standard (continued)

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Ohio Benchmarks Grade 8 - ONLY	Grade Level Indicators	Vocabulary/Strategies
<p>F) Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the United States Constitution.</p>	<p><u>A New Nation</u> (continued)</p> <p>6. Explain the challenges in writing and ratifying the United States Constitution <u>including</u>: (<i>Unit 4</i>)</p> <p>a. issues debated during the convention resulting in compromises (<u>must include</u> the Great Compromise, the Three-Fifths Compromise and the compromise over the slave trade)</p> <p>b. the Federalist/Anti-Federalist debate</p> <p>c. the debate over a Bill of Rights.</p> <p>7. Describe the actions taken to build one country from 13 states <u>including</u>: <i>Unit 3</i></p> <p>a. the precedents established by George Washington, including the cabinet and a two-term presidency</p> <p>b. Alexander Hamilton’s actions to create a financially strong country, including the creation of a national bank</p> <p>c. the establishment of an independent federal court system.</p> <p style="text-align: center;">See Indicator 5.</p>	<p><u>Strategies</u></p> <p>6. Compare and Contrast the New Jersey Plan and the Virginia Plan.</p> <p>6. See Economic Indicator: 4 Articles of Confederation Government Indicators: 3, 4, 5, 6, 8 Citizenship Indicator: 4 Study Skills Indicators: 1, 3</p> <p>6b. Federalist Papers</p> <p>6b. Role play or debate Federalist/Anti-Federalist</p> <p>6c. Bill of Rights – Political Cartoons (beginning of editorial format)</p> <p>6c. Create own Bill of Rights (simulation) (school rules)</p> <p><u>Vocabulary</u></p> <p>7. bond, inauguration, nullification, speculate</p> <p><u>Strategies</u></p> <p>7. See Economic Indicator: 3 Government Indicator: 2 Study Skills Indicators: 1, 3</p> <p>7b. Contrast Organizer for Jefferson and Hamilton on the national bank.</p> <p>Topic such as: Judiciary Act; Whiskey Rebellion; Alien & Sedition Acts; Washington’s Farewell Address</p> <p>Foreign Policy issues: Neutrality Proclamation; Jay’s Treaty; XYZ Affair</p> <p><u>Resources</u></p> <p>History Alive – America’s Past – Understanding the Constitution</p>

History Standard (continued)

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Ohio Benchmarks Grade 8 - ONLY	Grade Level Indicators	Vocabulary/Strategies
<p>G) Analyze the causes and consequences of the American Civil War.</p>	<p><u>(Pre)Civil War and Reconstruction</u></p> <p>8. Describe and analyze the territorial expansion of the United States <u>including</u>: <i>(Unit 5)</i></p> <p>a. Northwest Ordinance</p> <p>b. the Louisiana Purchase and the Lewis and Clark expedition</p> <p>c. westward movement including Manifest Destiny</p> <p>d. the Texas War for Independence and the Mexican-American War.</p> <p>9. Explain causes of the Civil War with emphasis on: <i>(Unit 6)</i></p> <p>a. slavery</p> <p>b. states' rights</p> <p>c. the different economies of the North and South</p> <p>d. the extension of slavery into the territories, including the Dred Scott Decision and the Kansas-Nebraska Act</p> <p>e. the abolitionist movement and the roles of Frederick Douglass and John Brown</p> <p>f. the addition of new states to the Union and their impact on the balance of power in the Senate, <u>including</u> the Missouri Compromise and the Compromise of 1850</p> <p>g. the emergence of Abraham Lincoln as a national figure in the Lincoln-Douglas debates, the presidential election of 1860 and the South's secession.</p>	<p><u>Strategies</u></p> <p>8. See People in Societies Indicators: 3, 6 Geography Indicators: 1, 2, 3 Economics Indicator: 5 Government Indicators: 5, 7 Citizenship Indicators: 3b-c Study Skills Indicators: 1, 2</p> <p><u>Vocabulary</u></p> <p>9b. popular sovereignty, sectionalism</p> <p><u>Strategies</u></p> <p>9. See People in Societies Indicators: 2, 4, Geography Indicators: 1, 2 Economics Indicators: 1, 3, 5 Government Indicators: 4, 5, 6 Citizenship Indicators: 1b, 3d, 4 Study Skills Indicators: 1, 3</p> <p>9a. Connect the Fugitive Slave Act along with the 13th Amendment and its attitude of abolition is brewing.</p> <p>9c. King Cotton concept of the agricultural south and the industrial north.</p> <p>9e. Read excerpts from <u>Uncle Tom's Cabin</u>.</p> <p>9f. Graph population, casualties, number of troops, etc. based on the North and South. Create map of Pre-Civil War – North & South states.</p> <p>9g. Confederate States of America: define, label states of Confederation vs. Union. Read excerpts from the Confederation Constitution at: http://www.yale.edu/lawweb/avalon/csa/csa/htm Explain the emergence of West Virginia to state-WHY?</p> <p><u>Resources</u></p> <p>History Alive – America's Past – Westward Expansion/Civil War</p>

History Standard (continued)

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Ohio Benchmarks Grade 8 - ONLY	Grade Level Indicators	Vocabulary/Strategies
<p>G) Analyze the causes and consequences of the American Civil War.</p>	<p><u>Civil War and Reconstruction</u></p> <p>10. Explain the course and consequences of the Civil War with emphasis on: <i>(Unit 7)</i></p> <ul style="list-style-type: none"> a. contributions of key individuals, including Abraham Lincoln, Robert E. Lee and Ulysses S. Grant b. the Emancipation Proclamation c. the Battle of Gettysburg. <p>11. Analyze the consequences of Reconstruction with emphasis on: <i>(Unit 7)</i></p> <ul style="list-style-type: none"> a. President Lincoln’s assassination and the ensuing struggle for control of Reconstruction, <u>including the impeachment</u> of President Andrew Johnson b. attempts to protect the rights of and enhance opportunities for the freedmen, including the basic provisions of the 13th, 14th and 15th Amendments to the United States Constitution c. the Ku Klux Klan and the enactment of black codes. 	<p><u>Strategies</u></p> <p>10-11. See People in Societies Indicators: 2, 6 Geography Indicators: 1, 2, 3 Economic Indicators: 1, 5 Government Indicator: 5 Citizenship Indicators: 1b, 3d-e, 4 Study Skills: 1, 2, 3</p> <p><u>Resources</u></p> <p>Excerpts from movies “Gettysburg” and “Glory”</p>

Lakewood City Schools Social Studies Standards-Based Course of Study – Eighth Grade

People in Societies Standard

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Ohio Benchmarks Grades 6-8	Grade Level Indicators	Vocabulary/Strategies
<p>B) Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.</p>	<p><u>Interaction</u></p> <ol style="list-style-type: none"> 1. Trace the development of religious diversity in the colonies, and analyze how the concept of religious freedom has evolved in the United States. <i>(Unit 1)</i> 2. Describe and explain the social, economic and political effects of: <i>(Units 1, 2, 6, 7)</i> <ol style="list-style-type: none"> a. stereotyping and prejudice b. racism and discrimination c. institutionalized racism and institutionalized discrimination. 3. Analyze how contact between white settlers and American Indians resulted in treaties, land acquisitions and Indian removal. <i>(Units 1, 2, 5)</i> 4. Analyze the economic, geographic, religious and political factors that contributed to: <i>(Units 1,6)</i> <ol style="list-style-type: none"> a. the enslavement of Africans in North America b. resistance to slavery. 5. Describe the historical limitations on participation of women in United States society and their efforts to gain equal rights. 	<p><u>Strategies</u></p> <ol style="list-style-type: none"> 1. See History Indicator: 2 2. See History Indicators: 2, 3, 8-11 3. See History Indicators: 2-4 4. See History Indicator: 2 4a-b. See History Indicator: 9 <p><u>Vocabulary</u></p> <ol style="list-style-type: none"> 5. suffrage <p><u>Vocabulary</u></p> <ol style="list-style-type: none"> 6. diffusion of people, places, products, events interaction <p><u>Strategies</u></p> <ol style="list-style-type: none"> 6. See History Indicators: 3-5, 8, 10, 11
<p>C) Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.</p>	<p><u>Diffusion</u></p> <ol style="list-style-type: none"> 6. Explain how the diverse peoples of the United States developed a common national identity. <i>(Units 2, 3, 5, 7)</i> 	

Lakewood City Schools Social Studies Standards-Based Course of Study – Eighth Grade

Geography Standard

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

Ohio Benchmarks Grades 6-8	Grade Level Indicators	Vocabulary/Strategies
<p>B) Define and identify regions using human and physical characteristics.</p>	<p><u>Places and Regions</u></p> <p>1. Compare places and regions in the United States as they existed prior to 1877 with the same places and regions today to analyze changes in land use and population, political, social and economic characteristics. <i>(Units 5, 6, 7)</i></p>	<p><u>Vocabulary</u></p> <p>1. assimilate, global implications, social development/mobility</p> <p><u>Strategy</u></p> <p>1. See History Indicators: 8, 9, 10, 11</p>
<p>C) Explain how the environment influences the way people live in different places and the consequences of modifying the environment.</p>	<p><u>Human Environmental Interaction</u></p> <p>2. Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the United States during the 18th and 19th centuries. <i>(Units 1, 5, 6, 7)</i></p>	<p><u>Vocabulary</u></p> <p>2. displacement, patterns of migration</p> <p><u>Strategy</u></p> <p>2. See History Indicators: 2, 8, 9, 10, 11</p>
<p>D) Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns.</p>	<p><u>Movement</u></p> <p>3. Explain how colonization, westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States. <i>(Units 1, 5, 7)</i></p>	<p><u>Vocabulary</u></p> <p>3. Continental Divide, expedition, immigrant, emigrate</p> <p><u>Strategy</u></p> <p>3. See History Indicators: 2, 8, 10, 11</p>

Lakewood City Schools Social Studies Standards-Based Course of Study – Eighth Grade

Economics Standard

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

Ohio Benchmarks Grades 6-8	Grade Level Indicators	Vocabulary/Strategies
A) Explain how the endowment and development of productive resources affect economic decisions and global interactions.	<u>Scarcity and Resource Allocation</u> 1. Explain how the uneven distribution of productive resources influenced historic events such as the Civil War. <i>(Units 2, 3, 6, 7)</i>	<u>Vocabulary</u> 1. blockage, embargo, market economy <u>Strategy</u> 1. See History Indicators: 3, 4, 5, 7, 9, 10, 11
B) Explain why trade occurs and how historical patterns of trade have contributed to global interdependence .	<u>Markets</u> 2. Discuss how mercantilism and the establishment of colonies led to increased global trading during the 17 th and 18 th centuries. <i>(Units 1, 2)</i> 3. Explain the purpose and effects of trade barriers such as tariffs enacted before the Civil War. <i>(Units 2, 6)</i>	<u>Vocabulary</u> 2-3. act, global implications, import/export, mercantile policies, taxation without representation, triangular trade <u>Strategy</u> 2-3. See History Indicators: 2, 3, 9
C) Identify connections between government policies and the economy.	<u>Government and the Economy</u> 4. Explain how lack of power to regulate the economy contributed to the demise of the Articles of Confederation and the creation of the United States Constitution. <i>(Unit 3)</i> 5. Explain how governmental protection of property rights and regulation of economic activity impacted the development of the United States economy. <i>(Units 3, 5, 6, 7)</i>	<u>Vocabulary</u> 4. taxes <u>Strategy</u> 4. See History Indicators: 5, 7 <u>Vocabulary</u> 5. Industrial Revolution, regulation <u>Strategy</u> 5. See History Indicators: 5, 7, 8, 9, 10, 11

Lakewood City Schools Social Studies Standards-Based Course of Study – Eighth Grade

Government Standard

Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels in order to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

Ohio Benchmarks Grades 6-8	Grade Level Indicators	Vocabulary/Strategies
<p>A) Explain why people institute governments, how they influence governments and how governments interact with each other.</p> <p>B) Explain how the Declaration of Independence, the United States Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy.</p>	<p><u>Role of Government</u></p> <ol style="list-style-type: none"> 1. Analyze the principles of self-government and natural rights expressed in the Declaration of Independence and their relationship to Enlightenment ideas. 2. Explain how political parties developed as a result of attempts to resolve issues in the early years of the United States <u>including</u>: (<i>Unit 3</i>) <ol style="list-style-type: none"> a. payment of debt b. establishment of a national bank c. strict or loose interpretation of the Constitution d. support for England or France. <p><u>Rules and Laws</u></p> <ol style="list-style-type: none"> 3. Explain how events and issues demonstrated the need for a stronger form of governance in the early years of the United States: (<i>Units 3, 4</i>) <ol style="list-style-type: none"> a. Shay’s Rebellion b. economic instability c. government under the Articles of Confederation. 4. Explain the political concepts expressed in the United States Constitution: (<i>Units 4, 6</i>) <ol style="list-style-type: none"> a. representative democracy b. federalism c. bicameralism d. separation of powers e. checks and balances. (<i>Unit 3</i>) 	<p><u>Vocabulary</u></p> <ol style="list-style-type: none"> 1. taxation without representation <p><u>Vocabulary</u></p> <ol style="list-style-type: none"> 2. political ideas 2c. Democrat, Republican <p><u>Strategy</u></p> <ol style="list-style-type: none"> 2. See History Indicators: 5, 7 <p><u>Strategy</u></p> <ol style="list-style-type: none"> 3. See History Indicators: 5, 6, 7 <p><u>Vocabulary</u></p> <ol style="list-style-type: none"> 4. judicial review, Preamble 4a. democratic 4b. delegated powers 4c. Federalism 4d. Bicameralism <p><u>Strategy</u></p> <ol style="list-style-type: none"> 4. See History Indicators: 5, 6, 7, 9

Government Standard (continued)

Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels in order to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

Ohio Benchmarks Grades 6-8	Grade Level Indicators	Vocabulary/Strategies
<p>B) Explain how the Declaration of Independence, the United States Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy.</p>	<p><u>Rules and Laws</u> (continued)</p> <p>5. Explain how the United States Constitution protects the rights of citizens, regulates the use of territory, manages conflict and establishes order and security. <i>(Units 4, 5, 6, 7)</i></p> <p>6. Explain how specific provisions of the United States Constitution, including the Bill of Rights, limit the powers of government in order to protect the rights of individuals with emphasis on: <i>(Unit 4)</i></p> <p>a. freedom of religion, speech, press, assembly and petition</p> <p>b. right to trial by jury and the right to counsel</p> <p>c. due process and equal protection of the laws. <i>(Unit 6)</i></p> <p>7. Explain how the Northwest Ordinance established principles and procedures for the orderly expansion of the United States. <i>(Unit 5)</i></p> <p>8. Describe the process by which a bill becomes a law. <i>(Unit 4)</i></p>	<p><u>Vocabulary</u></p> <p>5. amend, amendments</p> <p><u>Strategy</u></p> <p>5. See History Indicators: 6, 8, 9, 10, 11</p> <p><u>Vocabulary</u></p> <p>6. discrimination, legal dissent</p> <p><u>Strategy</u></p> <p>6. See History Indicators: 6, 9</p> <p><u>Strategy</u></p> <p>7. See History Indicator: 8</p> <p><u>Vocabulary</u></p> <p>8. override, pocket veto, repeal, veto</p> <p><u>Strategy</u></p> <p>8. See History Indicator: 6</p> <p><u>Resource</u></p> <p><u>School House Rock</u> “I’m Just A Bill”</p>

Lakewood City Schools Social Studies Standards-Based Course of Study – Eighth Grade

Citizenship Rights and Responsibilities Standard

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Ohio Benchmarks Grades 6-8	Grade Level Indicators	Vocabulary/Strategies
<p>A) Show the relationship between civic participation and attainment of civic and public goals.</p> <p>B) Identify historical origins that influenced the rights United States citizens have today.</p>	<p><u>Participation</u></p> <ol style="list-style-type: none"> 1. Show the relationship between participating in civic and political life and the attainment of individual and public goals <u>including</u>: <ol style="list-style-type: none"> a. the Sons of Liberty and Committees of Correspondence/American independence (<i>Unit 2</i>) b. the Underground Railroad and the abolitionist movement/abolition of slavery. (<i>Units 6, 7</i>) 2. Explain how the opportunities for civic participation expanded during the first half of the 19th century <u>including</u>: <ol style="list-style-type: none"> a. nominating conventions b. expansion of the franchise c. active campaigning. <p><u>Rights and Responsibilities</u></p> <ol style="list-style-type: none"> 3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals <u>including</u>: <ol style="list-style-type: none"> a. Jefferson and the contradiction between the ideals of the Declaration of Independence and his role as a slave owner (<i>Unit 2</i>) b. state constitutional conventions and the disenfranchisement of free blacks (<i>Unit 5</i>) c. Jackson and his role in Indian removal (<i>Unit 5</i>) d. Frederick Douglass and the abolitionist movement (<i>Units 6, 7</i>) e. Elizabeth Cady Stanton and women’s rights. (<i>Unit 7</i>) 	<p><u>Vocabulary</u></p> <ol style="list-style-type: none"> 1. participatory, patriotism, point of view <p><u>Strategies</u></p> <ol style="list-style-type: none"> 1. Students will need to compare and contrast their personal life – civil life – and political life. <ol style="list-style-type: none"> 1a. See History Indicators: 3, 4 1b. See History Indicators: 9, 10, 11 <p><u>Resource</u></p> <ol style="list-style-type: none"> 1b. <u>Quest for Freedom – Harriet Tubman Story</u> <p><u>Strategies</u></p> <ol style="list-style-type: none"> 3a. See History Indicators: 3, 4 3b-c. See History Indicator: 8 3d. See History Indicators: 9, 10, 11

Citizenship Rights and Responsibilities Standard (continued)

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Ohio Benchmarks Grades 6-8	Grade Level Indicators	Vocabulary/Strategies
<p>B) Identify historical origins that influenced the rights United States citizens have today. (Continued)</p>	<p><u>Rights and Responsibilities</u> (continued)</p> <p>4. Show connections between the rights and responsibilities of citizenship <u>including</u>: (Units 1, 6, 7)</p> <p>a. voting and staying informed on issues</p> <p>b. being tried by a jury and serving on juries</p> <p>c. having rights and respecting the rights of others.</p>	<p><u>Vocabulary</u></p> <p>4. popular sovereignty</p> <p><u>Strategy</u></p> <p>4. See History Indicators: 2, 9, 10, 11</p>

Lakewood City Schools Social Studies Standards-Based Course of Study – Eighth Grade

Social Studies Skills and Methods Standard

Students collect, organize, evaluate and synthesize information from multiple sources in order to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Ohio Benchmarks Grades 6-8	Grade Level Indicators	Vocabulary/Strategies
<p>A) Analyze different perspectives on a topic obtained from a variety of sources.</p> <p>B) Organize historical information in text or graphic format and analyze the information in order to draw conclusions.</p> <p>C) Present a position and support it with evidence and citation of sources.</p> <p>D) Work effectively in a group.</p>	<p>Universal: Applies to All Indicators <i>Grade-level indicators leading to the attainment of the Social Studies Skills and Methods Standard are listed at the grade level where they should be emphasized. Although indicators are not listed more than once, it is understood that students will continue to develop skills at successive grade levels with increasingly more difficult content. For example, kindergartners may compare a cellular telephone and an old-fashioned telephone while twelfth graders may compare the views of two candidates on a particular issue.</i></p> <p><u>Obtaining Information</u></p> <p>1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event. <i>(Units 1, 2, 3, 4, 5, 6, 7)</i></p> <p><u>Communicating Information</u></p> <p>2. Construct a historical narrative using primary and secondary sources. <i>(Unit 5)</i></p> <p>3. Write a position paper or give an oral presentation that includes citation of sources. <i>(Units 3, 4, 6)</i></p> <p><u>Problem Solving</u></p> <p>4. Organize and lead a discussion.</p> <p>5. Identify ways to manage conflict within a group.</p>	<p><u>Vocabulary</u></p> <p>1. advantage/disadvantage, evaluate</p> <p><u>Strategy</u></p> <p>2. Students are to create <u>original</u> historical narratives rather than just read and interpret primary and secondary sources.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Problem Solving Model for <u>Grades 5-12</u></p> <p>Use a problem-solving/decision-making process which <u>includes</u>:</p> <ol style="list-style-type: none"> a. identifying a problem b. gathering information c. listing and considering options d. considering advantages and disadvantages of options e. choosing and implementing a solution f. developing criteria for judging its effectiveness g. evaluating the effectiveness of the solution. </div>

Lakewood City Schools Social Studies Standards-Based Course of Study 2003

Eighth Grade: United States Studies 1607 to 1877

Lakewood City Schools – Suggested Pacing Guide

The historical sequence continues in the eighth grade with an in-depth study of the early years of our country. This study incorporates each of the seven standards into the chronology. While students are studying a particular historic event in the United States they also look at its geographic settings, economic implications, developments in government and the role of citizens.

Unit 1: The First Global Age (English Colonies & French & Indian War) 20 Days

(The American Nation: Chapter 3, Lessons 3-5; Chapter 4; Chapter 5, Lessons 1-2)

This unit will focus on the political, religious and economic aspects of North American colonization including: colonization, difference among exploring nations, interactions between American Indians and European settlers, indentured servitude and the introduction of slavery, early representative governments and the conflict among colonial powers for control of North America.

Unit 2: Revolution 25 Days

(The American Nation: Chapter 5, Lessons 3-4; Chapter 6)

This unit will identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British concerning: English taxes, challenges by colonists, the American Revolution including significant military struggles, the creation of state constitutions and the impact to women, African-Americans, and American Indians.

Unit 3: A New Nation (America Struggles to Survive) 5 Days

(The American Nation: Chapter 7, Lessons 1-2)

This unit will explain major domestic problems faced by the leaders of the new republic under the Articles of Confederation and the actions taken to build one country from 13 colonies.

Unit 4: The Constitution 35 Days

(The American Nation: Chapter 7, Lessons 3-4; Chapter 8)

This unit will explain the challenges in writing and ratifying the United States Constitution including: the Great Compromise, the Three-Fifths Compromise and the compromise over the slave trade, the Federalist/Anti-Federalist debate, and the debate over the Bill of Rights.

Unit 5: Pre-Civil War (American Westward Expansion) 20 Days

(The American Nation: Chapter 7, Lesson 1; Chapter 10, Section 2; Chapter 13)

This unit will focus on analyzing the territorial expansion of the U.S. including the Northwest Ordinance, the Louisiana Purchase and the Lewis and Clark expedition, westward movement including Manifest Destiny, and the Texas War for Independence and the Mexican-American War.

Eighth Grade: United States Studies 1607 to 1877
(continued)

Lakewood City Schools – Suggested Pacing Guide

Unit 6: Pre-Civil War (The Nation Fractures)

20 Days

(The American Nation: Chapter 14; Chapter 15, Section 2; Chapter 16)

This unit will focus on explanations of causes for the Civil War with an emphasis on slavery, states' rights, extension of slavery, the abolitionist movement, the addition of new states, and the emergence of Lincoln as a national figure.

Unit 7: Civil War and Reconstruction

45 Days

(The American Nation: Chapters 17, 18)

This unit will focus on explaining the cause relationships of the Civil War including significant individuals and the Emancipation Proclamation and the effects on Reconstruction including amendments to the Constitution and the enforcement of black codes.

<p>Note: 8th Grade Standards begin with 1607 because: 6th Grade Standards require the early North American river civilizations and 7th Grade Standards require the Age of Exploration to North America. Every student <u>beginning Sept. 2003</u> will need alignment with the Standards, Benchmarks and Indicators for the OGT..</p>

Eighth Grade: U.S. History 1607 to 1877

Lakewood City Schools 2003

History	People in Societies	Geography	Economics	Government	Citizenship Rights – Responsibilities	Study Skills and Methods
appeals to parliament agricultural exchanges alliances Articles of Confederation assassination abolitionists balance of power Bill of Rights boycotts cabinet colonial assemblies colonization compromises conflict constitutions cultural exchanges Declaration of Independence debate domestic problems economic opportunity Emancipation Proclamation enactment of black codes expedition	discrimination *diversity enslavement institutionalized racism land acquisitions prejudice racism resistance stereotyping treaties *MEPCV <u>Suggested Vocabulary</u> 5. suffrage 6. diffusion of people/ places/ products/ events interactions	immigration population distributions *MEPCV <u>Suggested Vocabulary</u> 1. assimilate global implications social development/ mobility 2. displacement patterns of migration 3. Continental Divide expedition immigrant emigrate	distribution of productive resources *endowment global trading/ interdependence *mercantilism regulation of economic activity *tariffs *trade barriers *MEPCV	Articles of Confederation assembly bicameralism Bill of Rights – bill checks and balance United States Constitution: strict/ loose interpretation counsel due process economic instability Enlightenment ideas equal protection federalism	abolitionist civic life disenfranchisement franchise historical figures Indian removal jury political bodies voting *MEPCV <u>Suggested Vocabulary</u> participatory patriotism point of view 4. popular sovereignty	era historical narrative position paper *primary source *secondary source *MEPCV <u>Suggested Vocabulary</u> advantage/ disadvantage *relevant inferences See the extensive number of Thinking Processes and Skills on the next page.
<div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p>Every student <u>beginning Sept. 2003</u> will need alignment with the Standards, Benchmarks and Indicators for the OGT.</p> <p>The first new 8th Grade Achievement Test will be given in March 2008. Pending Ohio General Assembly</p> </div>						

New Vocabulary to be Assessed: *The New Content Vocabulary* will be assessed to show understanding and comprehension at grade appropriate Indicators.
 *(MEPCV) **Maintain and Enhance Previous Content Vocabulary**

Eighth Grade: U.S. History 1607 to 1877

Lakewood City Schools 2003

History (continued)	People in Societies (continued)	Geography (continued)	Economics (continued)	Government (continued)	Citizenship Rights – Responsibilities	Study Skills and Methods (continued)
<p>Federalist/Anti-Federalist federal court system freedmen impeachment Intolerable Acts/act Ku Klux Klan Manifest Destiny national bank = Bank of the United States national security neutral colonists Northwest Ordinance perspectives petitions precedents ratifying Reconstruction republic revenue succession states' rights slavery territorial expansion town meetings war debts *MEPCV</p>			<p><u>Suggested Vocabulary</u> 1. blockade embargo market economy 2. act, import/export, global implications, mercantile policies, taxation without representation, Triangular Trade 3. taxes 4. Industrial Revolution regulation</p>	<p>limit the power of government national bank natural rights petition political parties press provisions regulates *representative democracy self-government separation of powers *MEPCV <u>Suggested Vocabulary</u> 1. taxation without representation 2. political ideas Democrat Republican</p>		

New Vocabulary to be Assessed: *The New Content Vocabulary* will be assessed to show understanding and comprehension at grade appropriate Indicators.

*(MEPCV) Maintain and Enhance Previous Content Vocabulary

Eighth Grade: U.S. History 1607 to 1877

Lakewood City Schools 2003

History (continued)	People in Societies (continued)	Geography (continued)	Economics (continued)	Government (continued)	Citizenship Rights – Responsibilities	Study Skills and Methods (continued)
<p><u>Suggested Voc. Can Apply to Other Standards</u></p> <p>2. casual factors middle passage charter colonies proprietary colonies royal colonies triangular trade</p> <p>3. protest Redcoats rebels rebellion Tories Yankees taxation without representation</p> <p>7. bond inauguration nullification speculate</p> <p>9. popular sovereignty sectionalism</p>				<p>4. democratic delegated powers judicial review Preamble</p> <p>5. amend/amendment</p> <p>6. discrimination legal dissent</p> <p>8. override Repeal pocket veto veto</p>		

New Vocabulary to be Assessed: *The New Content Vocabulary* will be assessed to show understanding and comprehension at grade appropriate Indicators.

*(MEPCV) **Maintain and Enhance Previous Content Vocabulary**

Eighth Grade: U.S. History 1607 to 1877

Lakewood City Schools 2003

Stated Thinking Processes and Skills from the Indicators	“Explain” Impacts a Student’s Success	Universal Process for Historical or Daily Problem Solving Situations								
<p>compare: to determine how two things are alike and/or different; the common/critical attributes must be identified.</p> <p>Compare is involved in ALL of the following:</p> <p>analyze: to investigate by breaking it down so as to more clearly understand the impact to the situation</p> <p>examine: to study closely for details – to distinguish the common/critical attribute</p> <p>describe: to analyze into its parts but less detailed than explain</p> <p>evaluate: to weigh heavily on objective evidence; very factually based; must establish a set of criteria of the situation</p> <p>trace: to sequence a situation; to follow the development of a situation</p> <p>cause and effect: the relationship between the Cause = a reason or motive the WHY Effect = the results or outcomes the WHAT HAPPENED Cause and Effect require the analysis and evaluation of both the intended and unintended consequences of a problem and its solutions.</p> <p>Other Stated Verbs:</p> <table border="0"> <tr> <td>construct</td> <td>select</td> </tr> <tr> <td>discuss</td> <td>show</td> </tr> <tr> <td>identify</td> <td>write</td> </tr> <tr> <td>organize</td> <td></td> </tr> </table>	construct	select	discuss	show	identify	write	organize		<p>Explain is the most frequently stated verb in short and extended response questions.</p> <p>Explain means to:</p> <ul style="list-style-type: none"> ▪ make plain or clear; understandable ▪ give reasons for <p>Explain requires the application of prior knowledge.</p> <ul style="list-style-type: none"> ▪ Students will need to communicate their responses with concise but complete information. ▪ In order to do that, students must provide details and go beyond just a “telegram style response” that leaves the reader making too many inferences. ▪ The written response must include sufficient quality information and proof. <p>Explain requires more details than describe. Explain is at the analysis level or above for problem solving.</p> <p>Technique Suggestion: Each time “explain” is in a prompt, student must cross out the word and replace it with – Give Details. This raises the first awareness of what is required.</p> <p>Note: The 8th Grade World History Standards include “explain” in 20 of the 42 Indicators.</p>	<p>Awareness Plan: Identify the problem What do I know? What do I need to know? How will I find out? What will help or hinder me?</p> <p>Action Plan: Plan Check Evaluate Revise Reevaluate</p> <p>This universal model is the basis for all problem solving and decision making. It is the foundations for learning each of the <i>Thinking Processes and Content Skills</i> to be applied in all the disciplines.</p> <p>PROP A Universal for Evaluating Evidence</p> <p>P = Is it a primary or secondary source? R = If the source is a person, does he or she have a reason to lie? O = Are there other witnesses, statements, recordings, or evidence which report the same data, information or knowledge? P = Is it a public or private statement?</p> <p><i>O’Reilly, Kevin. <u>Evaluating Viewpoints in United States History</u>, Critical Thinking Books and Software, 1990.</i></p>
construct	select									
discuss	show									
identify	write									
organize										

History	People in Societies	Geography	Economics	Gov't.	Citizenship R & R	Study Skills and Methods
<p><u>The First Global Age</u></p> <p>2. Describe the political, religious and economic aspects of North America <u>including</u>:</p> <p>a. reasons for colonization, including religion, desire for and economic opportunity</p> <p>b. key differences among the Spanish, French and British colonies</p> <p>c. interactions between American Indians and European settlers including the agricultural and cultural exchanges, alliances and conflict</p> <p>d. indentured servitude and the introduction and institutionalization of slavery</p> <p>e. early representative governments and democratic practices that emerged, including town meetings and colonial assemblies</p> <p>f. conflicts among colonial powers for control of North America.</p>	<p><u>Interaction</u></p> <p>1. Trace the development of religious diversity in the colonies, and analyze how the concept of religious freedom has evolved in the U.S.</p> <p>2. Describe and explain the social, economic and political effects of:</p> <p>a. stereotyping and prejudice</p> <p>b. racism and discrimination</p> <p>c. institutionalized racism and institutionalized discrimination.</p> <p>3. Analyze how contact between white settlers and American Indians resulted in treaties, land acquisitions and Indian removal.</p> <p>4. Analyze the economic, geographic, religious and political factors that contributed to:</p> <p>a. the enslavement of Africans in North America</p> <p>b. resistance to slavery.</p>	<p><u>Human Environmental Interaction</u></p> <p>2. Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the United States during the 18th and 19th centuries.</p> <p><u>Movement</u></p> <p>3. Explain how colonization, westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States.</p>	<p><u>Markets</u></p> <p>2. Discuss how mercantilism and the establishment of colonies led to increased global trading during the 17th and 18th centuries.</p>		<p><u>Rights and Responsibilities</u></p> <p>4. Show connections between the rights and responsibilities of citizenship <u>including</u>:</p> <p>a. voting and staying informed on issues</p> <p>b. being tried by a jury and serving on juries</p> <p>c. having rights and respecting the rights of others.</p>	<p><u>Thinking and Organizing</u></p> <p>1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event..</p>

History	People in Societies	Geo.	Economics	Gov't.	Citizenship R & R	Study Skills and Methods
<p><u>Chronology</u></p> <p>1. Select events and construct a multiple-tier time line to show relationships among events.</p> <p><u>Revolution</u></p> <p>3. Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British concerning:</p> <p>a. the Proclamation of 1763, the Stamp Act, the Townshend Act, the Tea Act and the Intolerable Act.</p> <p>b. the Boston Tea Party, the boycotts, the Sons of Liberty and petitions and appeals to Parliament.</p> <p>4. Explain the results of important developments of the American Revolution including:</p> <p>a. a declaration of American independence.</p> <p>b. character and significance of the military struggle in the North in the early years of the war and the shift of the battle to the South after 1779</p> <p>c. creation of state constitutions</p> <p>d. impact on women, African-Americans and American Indians.</p>	<p><u>Interaction</u></p> <p>2. Describe and explain the social, economic and political effects of:</p> <p>a. stereotyping and prejudice</p> <p>b. racism and discrimination</p> <p>c. institutionalized racism and institutionalized discrimination.</p> <p>3. Analyze how contact between white settlers and American Indians resulted in treaties, land acquisitions and Indian removal.</p> <p><u>Diffusion</u></p> <p>6. Explain how the diverse people of the United States developed a common national identity.</p>		<p><u>Scarcity and Resource Allocation</u></p> <p>1. Explain how the uneven distribution of productive resources influenced historic events such as the Civil War.</p> <p><u>Markets</u></p> <p>2. Discuss how mercantilism and the establishment of colonies led to increased global trading during the 17th and 28th centuries.</p> <p>3. Explain the purpose and effects of trade barriers such as tariffs enacted before the Civil War.</p>		<p><u>Participation</u></p> <p>1. Show the relationship between participating in civic and political life and the attainment of individual and public goals <u>including</u>:</p> <p>a. the Sons of Liberty and Committees of Correspondence/ American independence.</p> <p><u>Rights and Responsibilities</u></p> <p>3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals <u>including</u>:</p> <p>a. Jefferson and the contradiction between the ideas of the Declaration of Independence and his role as a slave owner.</p>	<p><u>Obtaining Information</u></p> <p>1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.</p>

History	People in Societies	Geo.	Economics	Gov't.	Citiz. R & R	Study Skills and Methods
<p><u>Chronology</u></p> <p>1. Select events and construct a multiple-tier time line to show relationships among events.</p> <p><u>A New Nation</u></p> <p>5. Explain major domestic problems faced by the leaders of the new republic under the Articles of Confederation <u>including</u>:</p> <p>a. maintaining national security</p> <p>b. creating a stable economic system</p> <p>c. dealing with war debts</p> <p>d. collecting revenue</p> <p>e. defining the authority of the central government.</p> <p>7. Describe the actions taken to build one country from 13 states <u>including</u>:</p> <p>a. the precedents established by George Washington, including the cabinet and a two-term presidency</p> <p>b. Alexander Hamilton's actions to create a financially strong country, including the creation of a national bank</p> <p>c. the establishment of an independent federal court system.</p>	<p><u>Diffusion</u></p> <p>6. Explain how the diverse people of the United States developed a common national identity.</p>		<p><u>Scarcity and Resource Allocation</u></p> <p>1. Explain how the uneven distribution of productive resources influenced historic events such as the Civil War.</p> <p><u>Government and the Economy</u></p> <p>4. Explain how lack of power to regulate the economy contributed to the demise of the Articles of Confederation and the creation of the U.S. Constitution.</p> <p>5. Explain how governmental protection of property rights and regulation of economic activity impacted the development of the U.S. economy.</p>	<p><u>Role of Government</u></p> <p>2. Explain how political parties developed as a result of attempts to resolve issues in the early years of the United States <u>including</u>:</p> <p>a. payment of debt</p> <p>b. establishment of a national bank</p> <p>c. strict or loose interpretation of the Constitution.</p> <p>d. support for England or France.</p> <p><u>Rules and Laws</u></p> <p>3. Explain how events and issues demonstrated the need for a stronger form of governance in the early years of the United States:</p> <p>a. Shay's Rebellion</p> <p>b. government under the Articles of Confederation.</p> <p>4. Explain the political concepts expressed in the U.S. Constitution:</p> <p>e. checks and balances.</p>		<p><u>Obtaining Information</u></p> <p>1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.</p> <p>3. Write a position paper or give an oral presentation that includes citation of sources.</p>

History	People in Societies	Geo.	Economics	Government	Citiz. R & R	Study Skills and Methods
<p><u>A New Nation</u></p> <p>6. Explain the challenges in writing and ratifying the United States Constitution <u>including</u>:</p> <p>a. issues debated during the convention resulting in compromises (<u>must include</u> the Great Compromise, the Three-Fifths Compromise and the compromise over the slave trade)</p> <p>b. the Federalists/Anti-Federalist debate</p> <p>c. the debate over the Bill of Rights.</p>				<p><u>Rules and Laws</u></p> <p>3. Explain how events and issues demonstrated the need for a stronger form of governance in the early years of the United States:</p> <p>a. Shay’s Rebellion</p> <p>b. economic instability</p> <p>c. government under the Articles of Confederation.</p> <p>4. Explain the political concepts express in the United States Constitution:</p> <p>a. representative democracy</p> <p>b. federalism</p> <p>c. bicameralism</p> <p>d. separation of powers</p> <p>e. checks and balances.</p> <p>5. Explain how the United States Constitution protects the rights of citizens, regulates the use of territory, manages conflict and established order and security.</p> <p>6. Explain how specific provisions of the United States Constitution, including the Bill of Rights, limit the powers of government in order to protect the rights of individuals with emphasis on:</p> <p>a. freedom of religion, speech, press, assembly and petition</p> <p>b. right to trial by jury and the right to counsel</p> <p>c. due process and equal protection of the laws.</p> <p>8. Describe the process by which a bill becomes a law.</p>		<p><u>Obtaining Information</u></p> <p>1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.</p> <p>3. Write a position paper or give an oral presentation that includes citation of sources.</p>

History	People in Societies	Geography	Economics	Citizenship R & R	Study Skills and Methods
<p><u>Civil War and Reconstruction</u></p> <p>8. Describe and analyze the territorial expansion of the United States <u>including</u>:</p> <p>a. Northwest Ordinance</p> <p>b. the Louisiana Purchase and the Lewis and Clark expedition</p> <p>c. westward movement including Manifest Destiny</p> <p>d. the Texas War for Independence and the Mexican-American War.</p>	<p><u>Interaction</u></p> <p>3. Analyze how contact between white settlers and American Indians resulted in treaties, land acquisitions and Indian removal.</p> <p><u>Diffusion</u></p> <p>6. Explain how the diverse people of the U.S. developed a common national identity.</p>	<p><u>Places and Regions</u></p> <p>1. Compare places and regions in the United States as they existed prior to 1877 with the same places and regions today to analyze changes in land use and population, political, social and economic characteristics.</p> <p><u>Human Environmental Interaction</u></p> <p>2. Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the United States during the 18th and 19th centuries.</p> <p><u>Movement</u></p> <p>3. Explain how westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States.</p>	<p><u>Government and the Economy</u></p> <p>5. Explain how governmental protection of property rights and regulation of economic activity impacted the development of the United States economy.</p> <div style="border: 1px solid black; text-align: center; padding: 5px; width: fit-content; margin: 10px auto;"> <p>Government</p> </div> <p><u>Rules and Laws</u></p> <p>5. Explain how the U.S. Constitution protects the rights of citizens, regulates the use of territory, manages conflict & established order and security.</p> <p><u>Rules and Laws</u></p> <p>7. Explain how the Northwest Ordinance established principles and procedures for the orderly expansion of the United States.</p>	<p><u>Rights and Responsibilities</u></p> <p>3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals <u>including</u>:</p> <p>b. state constitutional conventions and the disenfranchisement of free blacks.</p> <p>c. Jackson and his role in Indian removal.</p>	<p><u>Obtaining Information</u></p> <p>1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.</p> <p><u>Communicating Information</u></p> <p>2. Construct a historical narrative using primary and secondary sources.</p>

8th Grade: U.S. Studies (Pre) *Civil War and Reconstruction (The Nation Fractures)*

Unit 6

History	People in Societies	Geography	Economics	Government	Citizenship R & R	Study Skills and Methods
<p><u>Civil War and Reconstruction</u></p> <p>9. Explain causes of the Civil War with emphasis on:</p> <p>a. slavery</p> <p>b. states' rights</p> <p>c. the different economies of the North and South</p> <p>d. the extension of slavery into the territories, including the Dred Scott Decision and the Kansas-Nebraska Act</p> <p>e. the abolitionist movement and the role of Frederick Douglass and John Brown</p> <p>f. the addition of new states to the Union and their impact on the balance of power in the Senate, including the Missouri Compromise and the Compromise of 1850</p> <p>g. the emergence of Abraham Lincoln as a national figure in the Lincoln-Douglas debates, the presidential election of 1860 and the South's secession.</p>	<p><u>Interaction</u></p> <p>2. Describe and explain the social, economic and political effects of:</p> <p>a. stereotyping and prejudice</p> <p>b. racism and discrimination</p> <p>c. institutionalized racism and institutionalized discrimination.</p> <p>4. Analyze the economic, geographic, religious and political factors that contributed to:</p> <p>a. the enslavement of Africans in North America</p> <p>b. resistance to slavery</p>	<p><u>Places and Regions</u></p> <p>1. Compare places and regions in the U.S. as they existed prior to 1877 with the same places and regions today to analyze changes in land use and population, political, social and economic characteristics.</p> <p><u>Human Environmental Interaction</u></p> <p>2. Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the United States during the 18th and 19th centuries.</p>	<p><u>Scarcity and Resource Allocation</u></p> <p>1. Explain how the uneven distribution of productive resources influenced historic events such as the Civil War.</p> <p><u>Government and the Economy</u></p> <p>3. Explain the purpose and effects of trade barriers such as tariffs enacted before the Civil War.</p> <p>5. Explain how governmental protection of property rights and regulation of economic activity impacted the development of the United States economy.</p>	<p><u>Rules and Laws</u></p> <p>4. Explain the political concepts expressed in the United States Constitution:</p> <p>a. representative democracy</p> <p>b. federalism</p> <p>c. bicameralism</p> <p>d. separation of powers</p> <p>e. checks and balances.</p> <p>5. Explain how the U.S. Constitution protects the rights of citizens, regulates the use of territory, manages conflict and established order and security.</p> <p>6. Explain how specific provisions of the U.S. Constitution, including the Bill of Rights, limit the powers of gov't. in order to protect the rights of individuals with emphasis on:</p> <p>c. due process and the equal protection of the laws.</p>	<p><u>Participation</u></p> <p>1. Show the relationship between participating in civic and political life and the attainment of individual and public goals <u>including</u>:</p> <p>b. the Underground Railroad and the abolitionist movement/abolition of slavery.</p> <p><u>Rights and Responsibilities</u></p> <p>3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals <u>including</u>:</p> <p>d. Frederick Douglass and the abolitionist movement.</p> <p>4. Show connections between the rights and responsibilities of citizenship <u>including</u>:</p> <p>a. voting and staying informed on issues</p> <p>b. being tried by a jury and serving on juries</p> <p>c. having rights and respecting the rights of others.</p>	<p><u>Obtaining Information</u></p> <p>1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.</p> <p>3. Write a position paper or give an oral presentation that includes citation of sources.</p>

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<p><u>Chronology</u> 1. Select events and construct a multiple-tier time line to show relationships among events.</p> <p><u>Civil War and Reconstruction</u> 10. Explain the course and consequences of the Civil War with emphasis on: a. contributions of key individuals, including Abraham Lincoln, Robert E. Lee, and Ulysses S. Grant. b. the Emancipation Proclamation c. the Battle of Gettysburg.</p> <p>11. Analyze the consequences of Reconstruction with emphasis on: a. President Lincoln’s assassination and the ensuing struggle for control of Reconstruction, including the impeachment of President Andrew Johnson b. attempts to protect the rights of and enhance opportunities for the freedmen, including the basic provisions of the 13th, 14th and 15th Amendments to the Constitution c. the Ku Klux Klan and the enactment of black codes.</p>	<p><u>Interaction</u> 2. Describe and explain the social, economic and political effects of: a. stereotyping and prejudice b. racism and discrimination c. institutionalized racism and institutionalized discrimination.</p> <p><u>Diffusion</u> 6. Explain how the diverse people of the U.S. developed a common national identity.</p>	<p><u>Places and Regions</u> 1. Compare places and regions in the U.S. as they existed prior to 1877 with the same places and regions today to analyze changes in land use and population, political, social and economic characteristics.</p> <p><u>Human Environmental Interaction</u> 2. Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the United States during the 18th and 19th centuries.</p> <p><u>Movement</u> 3. Explain how colonization, westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States.</p>	<p><u>Scarcity and Resource Allocation</u> 1. Explain how the uneven distribution of productive resources influenced historic events such as the Civil War.</p> <p>5. Explain how governmental protection of property rights and regulation of economic activity impacted the development of the U.S. economy.</p>	<p><u>Rules and Laws</u> 5. Explain how the U.S. Constitution protects the rights of citizens, regulates the use of territory, manages conflict and established order and security.</p> <p><u>Participation</u> 1. Show the relationship between participating in civic and political life and the attainment of individual and public goals including: b. the Underground Railroad and the abolitionist movement / abolition of slavery.</p> <p><u>Rights and Responsibilities</u> 3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including: d. Frederick Douglass and the abolitionist movement e. Elizabeth Cady Stanton and women’s rights.</p> <p>4. Show connections between the rights and responsibilities of citizenship <u>including</u>: a. voting and staying informed on issues b. being tried by a jury and serving on juries c. having rights and respecting the rights of others.</p>	<p><u>Obtaining Information</u> 1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.</p> <p><u>Communicating Information</u> 2. Construct a historical narrative using primary and secondary sources.</p> <p>3. Write a position paper or give an oral presentation that includes citation of sources.</p>