

GRADE 8
UNITED STATES HISTORY AND GEOGRAPHY
HISTORY/SOCIAL SCIENCE STANDARDS

Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded in the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the nation, with an emphasis on the causes, course and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

Student Performance Expectations: All students who have completed one year of grade eight United States History and Geography shall be expected to:

Standard 1: Students understand the major events proceeding the founding of the nation and relate their significance to the development of American constitutional democracy.

1. Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.
2. Analyze the philosophy of government expressed in the Declaration of Independence with an emphasis on government as a means of securing individual rights
3. Understand the significance of the American Revolution as it affected other nations, especially France.
4. Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.

Standard 2: Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the Federal government.

1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.
2. Analyze the articles of Confederation and the Constitution, and the success of each in implementing the ideals of the Declaration of Independence.
3. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions on areas such as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states, and the status of American Indian nations under the commerce clause.

4. Describe the political philosophy underpinning the U.S. Constitution as specified in *The Federalist* and the role of such leaders as James Madison, George Washington, Roger Sherman, Governor Morris and James Wilson in the writing and ratification of the Constitution.
5. Understand the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment, and the origins, purpose and differing views of the founding fathers on the issue of separation of church and state.
6. Enumerate the powers of the government in the Constitution and the fundamental liberties ensured by the Bill of Rights.
7. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and how the American idea of constitutionalism preserves individual rights.

Standard 3: Students understand the foundation of the American political system and the ways in which citizens participate.

1. Analyze the principles and concepts codified in the state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.
2. Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships and states.
3. Enumerate the advantages of a "common market" among the states as foreseen and protected by the Constitution's clause on interstate commerce, common coinage, and "full-faith and credit".
4. Understand the conflicts between Thomas Jefferson and Alexander Hamilton that resulted in the emergence of two political parties.
5. Know the significance of domestic resistance movements and ways in which the central government responded to such movements.
6. Describe the basic law-making process and how the design of the U.S. Constitution provides numerous opportunities for citizens to participate in the political process and monitor and influence government.
7. Understand the functions and responsibilities of a free press.

Standard 4: Students analyze the aspirations and ideals of the people of the new nation.

1. Describe the country's physical landscapes and political divisions and the territorial expansion of the U.S. during the terms of the first four presidents.
2. Explain the policy significance of famous speeches.
3. Analyze the rise of capitalism and the economic problems and conflicts that arose.
4. Discuss daily life, including the traditions in art, music, and literature of early national America.

Standard 5: Students analyze U.S. foreign policy in the early Republic.

1. Understand the political and economic causes and consequences of the War of 1812 and the major battles, leaders, and events leading to a final peace.
2. Know the changing boundaries and the principal relationships between the United States, its neighbors and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican American War.
3. Outline the major treaties with Indian nations during the administrations of the first four presidents and their varying outcomes.

Standard 6: Students analyze the divergent paths of the American people from 1800 to the mid-1800's and the challenges they faced, with emphasis on the Northeast.

1. Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions.
2. Outline the physical obstacles to and the economic and political factors in building a network of roads, canals, and railroads.
3. List the reasons for the wave of immigration from Northern Europe to the U.S. and growth in the number, size, and spatial arrangement of cities.
4. Study the lives of Black Americans who gained freedom in the North and founded schools and churches to advance black rights and communities.
5. Trace the development of the American education system from its earliest roots, including the role of religious and private schools, Horace Mann's campaign for free public education, and its assimilating role in American culture.
6. Examine the women's suffrage movement.
7. Identify common themes in American art as well Transcendentalism and Individualism.

Standard 7: Students analyze the divergent paths of the American people from 1800 to the mid-1800's and the challenges they faced, with emphasis on the South.

1. Describe the development of the agrarian economy in the South, identify the locations of the cotton producing states and the role of cotton and the cotton gin.
2. Trace the origins and development of the institution of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and the various attempted strategies to both overturn and preserve it.
3. Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.
4. Compare lives and opportunities of free-blacks in the North with free-blacks in the South.

Standard 8: Students analyze the divergent paths of the American people from 1800 to the

mid-1800's and the challenges they faced, with emphasis on the West.

1. Discuss the election of Andrew Jackson in 1828, the importance of Jacksonian democracy and his actions as president.
2. Discuss the purpose, challenges, and economic incentives associated with westward expansion including the concepts of Manifest Destiny and the territorial acquisitions that spanned numerous decades.
3. Describe the role of pioneer women and the new status that western women achieved.
4. Examine the importance of the great rivers and the struggle over water rights.
5. Discuss Mexican settlements and their locations, traditions, attitudes, toward slavery, land-grant system, and economies.
6. Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.

Standard 9: Students analyze the early and steady attempts to abolish slavery and realize the ideals of the Declaration of Independence.

1. Describe the leaders of the movement.
2. Discuss the abolition of slavery in early state constitutions.
3. Describe the significance of the role of the Northwest Ordinance in education and in banning slavery in new states north of the Ohio River.
4. Discuss the importance of the slavery issue as raised by the annexation of Texas and the effect of California coming into the union as a free state as part of the Compromise of 1850.
5. Analyze the significance of the States' Rights Doctrine, Missouri Compromise, Wilmot Proviso, the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act, the *Dred Scott v Sandford* decision, and the Lincoln-Douglas debates.
6. Describe the lives of free blacks and the laws that curbed their freedom and economic opportunity.

Standard 10: Students analyze the multiple causes, key events and complex consequences of the Civil War.

1. Compare conflicting interpretations of the state and federal authority as emphasized in the speeches and writings of statesman such as Daniel Webster and John C. Calhoun.
2. Trace the boundaries constituting "the North" and "the South", the geographical differences between the two regions, and the differences between agrarians and industrialists.
3. Identify constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.
4. Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech,

the Gettysburg Address, the Emancipation Proclamation, and his inaugural address.

5. Study the views and lives of leaders and soldiers on both sides of the war, including those of black soldiers and regiments.
6. Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.
7. Explain how the war affected combatants, civilians, the physical environment, and future warfare.

Standard 11: Students analyze the character and lasting consequence of Reconstruction.

1. List the original aims of Reconstruction and the effects on the political and social structure of different regions.
2. Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West, and their differing experiences in those regions.
3. Effects of the Freedman's Bureau and the restrictions on the rights and opportunities of Freedman, including racial segregation and "Jim Crow" laws.
4. Trace the rise and effects of the Ku Klux Klan.
5. Understand the thirteenth, fourteenth, and fifteenth amendments to the Constitution, and their connection to Reconstruction.

Standard 12: Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

1. Trace patterns of agricultural and industrial development as they relate to climate, natural resource use, markets, and trade, including their location on a map.
2. Identify the reasons for the development of federal Indian policy and the Plains wars with American Indians and their relationship to agricultural development and industrialization.
3. Explain how states and federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.
4. Discuss entrepreneurs, industrialists, and bankers in politics, commerce and industry.
5. Examine the location and effects of urbanization, renewed immigration, and industrialization.
6. Discuss child labor, working conditions, laissez-faire policies toward big business and the leaders of and the rise of the labor movement, including collective bargaining, strikes, and protests over labor conditions.
7. Identify new sources of large-scale immigration and the contribution of immigrants to the building of cities and the economy; the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and the new wave of nativism.

8. Identify the characteristics and impact of Grangerism and Populism.
9. Name the significant inventors and their inventions and the incentives that improved the quality of life.