



Social Studies 8

THEME: U.S. Studies from 1492 to 1877: Exploration through Reconstruction		
STRANDS	HISTORY (8.H) GEOGRAPHY (8.GEO) GOVERNMENT (8.GOV) ECONOMIC (8.E)	Report Card Language
TOPIC: Historical Thinking and Skills		
POWER OBJECTIVE #1	Utilize primary and secondary sources to examine events from multiple perspectives and to present and defend a position. (8.H.1)	Utilize primary and secondary sources to examine events from multiple perspectives and to defend a position.
SUPPORTING INDICATORS	<i>8.H.1.a Separate factual information from opinion and fiction.</i>	
	<i>8.H.1.b Analyze primary and secondary sources to develop, write, present and defend a historical narrative from multiple perspectives (points of view).</i>	
	<i>8.H Identify the values, beliefs, and ideas held by people in the past using letters, diaries, speeches, music, literature, and art.</i>	
	<i>8.H Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.</i>	
TOPICS:		
• H-Colonization to Independence • GEO-Spatial Thinking and Skills • GOV-Civil Participation and Skills • E-Economic Decision Making and Skills, Markets		
POWER OBJECTIVE #2	Explain the economic and religious reasons for the exploration and colonization of North America by Europeans and how competition for control of	Explain the reasons for exploration and colonization of North America.



PERRY LOCAL SCHOOLS GUARANTEED AND VIABLE CURRICULUM

	territory and resources led to conflicts. (8.H.2-3) (8.E.22) (8.GEO.13)	
SUPPORTING INDICATORS	8.H.2.a Explain how European explorers pursued new trade routes to Asia and searched for resources (e.g., gold, silver).	
	8.H.2.b Show how the Europeans came to North America to escape religious persecution, create a religious utopia, and convert American Indians to Christianity.	
	8.H.3 Discuss how the struggle to control settlement and colonization of North America led to wars involving colonial powers, colonists, and American Indians (e.g., King William's War, Queen Anne's War, King George's War, the French and Indian War).	
	8.E.24 Analyze how choices made by individuals, businesses, and governments have both present and future consequences.	
	8.GEO.13.a Demonstrate how modern and historical maps, as well as other geographic tools (e.g., GPS, GIS, Internet-based mapping applications, aerial and other photographs, remote sensing images) can be used to analyze how geography and natural resources influence historical events.	
	8.GEO.13.b Explain how these geographical tools can help us understand changes over time (e.g., tools can be used to illustrate sectionalism, unification, or movement).	
POWER OBJECTIVE #3	Explain how the practice of race-based slavery led to the forced migration of Africans to the American colonies and contributed to colonial economic development and explain how their knowledge, skills and traditions were essential to the development of the colonies. (8.H.4) (8.E.24)	Explain the practice of race-based slavery and describe the contributions of enslaved and free Africans.
SUPPORTING INDICATORS	8.H.4.a Describe the contributions of enslaved and free Africans to cultural and economic development in different regions of the American colonies.	
	8.E.24 Analyze how choices made by individuals, businesses and governments have both present and future consequences.	
POWER OBJECTIVE #4	Connect the ideas of the Enlightenment and dissatisfaction with colonial rule to the writing of the Declaration of Independence and launching of	Connect Enlightenment ideas and dissatisfaction with colonial rule to the writing of the Declaration of Independence and launching of the American Revolution.



PERRY LOCAL SCHOOLS GUARANTEED AND VIABLE CURRICULUM

	the American Revolution. (8.H.5) (8.GOV.18-19) (8.E.26)	
SUPPORTING INDICATORS	8.H.5.a Explain how the Enlightenment ideas influenced the writing of the Declaration of Independence, with an emphasis on natural rights, limitations on the power of the government, social contract, and consent of the governed.	
	8.H.5.b Identify sources of conflict which led to American Revolution with emphasis on the perspectives of the patriots, loyalists, and the British (i.e., Sugar Act, Stamp Act, Townshend Acts, Coercive Acts, Quartering Act, Quebec Act, Proclamation of 1763, and trade barriers).	
	8.H.6 Describe how key battles and individual contributions helped lead to the American victory in the American Revolution.	
	8.H Describe sources of colonial dissatisfaction (i.e., boycotts, petitions, Sons of Liberty, Boston Tea Party).	
	8.GOV.18.a Demonstrate how groups such as the American Temperance Society, the National Trades' Union, the Sons of Liberty and the American Anti-Slavery Society led to the attainment of specific individual and public goals. #18: "Active participation in social and civic groups can lead to the attainment of individual and public goals."	
	8.GOV.19.a Illustrate how the improvements in printing, mail delivery, the distribution of newspapers and the invention of the telegraph heightened public awareness and transformed the way people read and received the news. #19: "Informed citizens understand how media and communication technology influence public opinion."	
	8.GOV.19.b Discuss how public opinion in early American history was influenced by pamphlets, books and newspaper articles (e.g., <u>Common Sense</u> , <u>Uncle Tom's Cabin</u> , the <u>Federalist Papers</u> , <u>The Liberator</u>).	
	8.E.26 Explain how regulations have been used by governments to control markets by limiting the production or exchange of goods (e.g., British trade policy for the colonies, including the Navigation Acts).	
TOPICS: ● H-A New Nation ● GEO-Spatial Thinking and Skills and Human Systems ● GOV-Civic Participation and Skills ● E-Production and Consumption and Markets		
POWER OBJECTIVE #5	Analyze the new political, social and economic relationships for the American people that resulted from the American Revolution; analyze the problems arising under the Articles of Confederation that led	Analyze the changes after the American Revolution as well as the problems with the Articles of Confederation.



PERRY LOCAL SCHOOLS GUARANTEED AND VIABLE CURRICULUM

	to debate over the adoption of the U.S. Constitution. (8.H.6-7) (8.GEO.13, 15, 17) (8.GOV.19)	
SUPPORTING INDICATORS	8.H.6.a <i>Explain how each of the 13 sovereign states had to create new governing documents and address issues such as citizenry, religion, the institution of slavery, currency, banking and trade.</i>	
	8.H <i>Explain how events and issues demonstrated the need for a stronger form of governance in the early years of the United States (i.e., Shays' Rebellion, economic instability, and government under the Articles of Confederation).</i>	
	8.H.7.a <i>Identify major domestic problems faced by leaders of the new republic under the Articles of Confederation (i.e., maintaining national security, creating a stable economic system, dealing with war debts, collecting revenue, regulating trade, and correcting flaws in the central government).</i>	
	8.H.7.b <i>Identify issues debated during the Constitutional Convention (e.g., powers of the central government v. the states, representation of the states v. the people, the extent of democratic participation, the continued institution of slavery).</i>	
	8.H.7.c <i>Explain the Federalist/Anti-Federalist debate and the debate over a Bill of Rights.</i>	
	8.GEO.13.a <i>Demonstrate how modern and historical maps, as well as other geographic tools (e.g., GPS, GIS, Internet-based mapping applications, aerial and other photographs, remote sensing images) can be used to analyze how geography and natural resources influence historical events.</i>	
	8.GEO.13.b <i>Explain how these geographical tools can help us understand changes over time (e.g., tools can be used to illustrate sectionalism, unification, or movement).</i>	
	8.GEO.15 <i>Explain how the movement of people, products and ideas resulted in new patterns of settlement and land use that influenced political and U.S. economic development (e.g. Northwest Ordinance of 1787, Land Ordinance of 1785, transportation networks).</i>	
	8.GEO.17 <i>Identify and trace how Americans began to develop a unique national identity among diverse regional and cultural populations based on democratic ideals (freedom, equality, rights and justice) (i.e., Am. Revolution, the creation of the public education system).</i>	
	8.GOV.19.b <i>Discuss how public opinion in early American history was influenced by pamphlets, books and newspaper articles (e.g., <u>Common Sense</u>, <u>Uncle Tom's Cabin</u>, the <u>Federalist Papers</u>, <u>The Liberator</u>). #19: "Informed citizens understand how media and communication technology influence public opinion."</i>	
POWER OBJECTIVE #6	Explain how the actions of early presidential administrations established a strong federal government, provided peaceful transitions of power	Explain the actions of early presidential administrations.



PERRY LOCAL SCHOOLS GUARANTEED AND VIABLE CURRICULUM

	and repelled a foreign invasion. (8.H.8) (8.GEO.13) (8.GOV.19) (8.E.23-24)	
SUPPORTING INDICATORS	8.H.8.a Explain how peaceful transitions began with Washington when he established the tradition of a two-term limit.	
	8.H.8.b Describe domestic actions of early U.S. presidential administrators (i.e., Washington Administration—assumption of state debts, creation of the national bank, ending the Whiskey Rebellion, negotiating the Jay Treaty; Adam’s Administration—creation of the Navy Department, maintenance of neutrality; Jefferson Administration—expansion of U.S. territory with the Louisiana Purchase, Madison Administration—waging the War of 1812, the McCulloch v. Maryland decision, negotiating treaties to secure U.S. borders and acquire Florida; Monroe Administration—instituting the Monroe Doctrine).	
	8.GEO.13.a Demonstrate how modern and historical maps, as well as other geographic tools (e.g., GPS, GIS, Internet-based mapping applications, aerial and other photographs, remote sensing images) can be used to analyze how geography and natural resources influence historical events.	
	8.GEO.13.b Explain how these geographical tools can help us understand changes over time (e.g., tools can be used to illustrate sectionalism, unification, or movement).	
	8.GOV.19.a Illustrate how the improvements in printing, mail delivery, the distribution of newspapers and the invention of the telegraph heightened public awareness and transformed the way people read and received the news.	
	8.E.25 Demonstrate how the development of interchangeable parts and mass production techniques brought greater efficiency to the production process and helped shift the nature of work from craftwork to factory work. State language: “Demonstrate how the Industrial Revolution fundamentally changed means of production as a result of improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craftwork to factory work.”	
	8.E.26 Explain the purpose and effects of trade barriers and tariffs to impact markets.	
TOPICS: ● H-Expansion ● GEO-Spatial Thinking and Skills and Human Systems ● GOV-Civic Participation and Skills ● E-Economic Decision Making and Skills and Markets		



PERRY LOCAL SCHOOLS GUARANTEED AND VIABLE CURRICULUM

POWER OBJECTIVE #7	Describe how the United States added to its territory and secured borders through treaties and purchases. (8.H.9) (8.E.22) (8.GEO.13)	Describe how the United States grew and secured borders through treaties and purchases.
SUPPORTING INDICATORS	8.H.9.a Explain the treaties negotiated with Spain, Britain and Mexico (e.g., Adams-Onís Treaty, Webster-Ashburton Treaty, Oregon Treaty, Treaty of Guadalupe Hidalgo).	
	8.H.9.b Explain how the United States expanded its territory through purchases from France, Mexico and Russia (e.g., Louisiana Purchase, Gadsden Purchase, Alaska Purchase).	
	8.E.22 Analyze how choices made by individuals, businesses and governments have both present and future consequences.	
	8.GEO.13.a Demonstrate how modern and historical maps, as well as other geographic tools (e.g., GPS, GIS, Internet-based mapping applications, aerial and other photographs, remote sensing images) can be used to analyze how geography and natural resources influence historical events.	
	8.GEO.13.b Explain how these geographical tools can help us understand changes over time (e.g., tools can be used to illustrate sectionalism, unification, or movement).	
POWER OBJECTIVE #8	Explain how westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians. (8.H.10) (8.E.22, 24) (8.GEO.13-14, 16) (8.GOV.19)	Explain westward expansion.
SUPPORTING INDICATORS	8.H.10.a Illustrate how the territorial expansion of the United States contributed to economic development by providing land for settlement, developing transportation networks and discovering new resources.	
	8.H.10.b Explain how the Westward expansion escalated the debate over a key sectional issue of whether or not slavery should be extended into the new territories.	
	8.H.10.c Explain how the annexation of Texas, efforts to purchase Mexican territory and disputes over the Texas-Mexico border led to the Mexican War.	
	8.H.10.d Determine how the settlement of the United States led to the displacement of American Indians from their native lands throughout various means including forced removal through legal and military actions (e.g., Treaty of Greenville, Indian Removal Act).	
	8.H.10.e Describe how politicians and leaders used the idea of Manifest Destiny to explain and justify continental expansion by the United States.	



PERRY LOCAL SCHOOLS GUARANTEED AND VIABLE CURRICULUM

	8.E.22 <i>Analyze how choices made by individuals, businesses, and governments have both present and future consequences.</i>	
	8.GEO.13.a <i>Demonstrate how modern and historical maps, as well as other geographic tools (e.g., GPS, GIS, Internet-based mapping applications, aerial and other photographs, remote sensing images) can be used to analyze how geography and natural resources influence historical events.</i>	
	8.GEO.13.b <i>Explain how these geographical tools can help us understand changes over time (e.g., tools can be used to illustrate sectionalism, unification, or movement).</i>	
	8.GEO.14 <i>Explain how the availability of natural resources contributed to the geographic and economic expansion of the United States, but sometimes resulted in unintended environmental consequences (intensive cotton cultivation forced westward, stagnant canal waters causing disease, railroad engine sparks causing forest fires, settlers destroying native vegetation).</i>	
	8.GEO.16 <i>Explain how cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole (e.g., American Indian removal, the enslavement of Africans, violence against Mormons, the view of women as second-class citizens, prejudices on immigrants).</i>	
	8.GOV.19.a <i>Illustrate how the improvements in printing, mail delivery, the distribution of newspapers and the invention of the telegraph heightened public awareness and transformed the way people read and received the news.</i>	
	8.E.24.a <i>Explain how spending by the United States and the state governments has impacted markets by financing the building of roads and canals.</i>	
	8.E.24.b <i>Explain the purpose and effects of trade barriers and tariffs to impact markets.</i>	
TOPICS: ● H-Civil War and Reconstruction ● GEO-Spatial Thinking and Skills ● GOV-Civic Participation and Skills ● E-Markets		
POWER OBJECTIVE #9	Evaluate how disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War. (8.H.11) (8.GOV.18-19) (8.E.24)	Evaluate the reasons leading to the American Civil War.



PERRY LOCAL SCHOOLS GUARANTEED AND VIABLE CURRICULUM

SUPPORTING INDICATORS	8.H.11.a Distinguish between the positions of the different sections of the country on key political issues (i.e., tariff policy, the national bank, internal improvements, sales of public lands, slavery).	
	8.H.11.b Illustrate how the power of the federal government versus the powers reserved to the states led to sectional arguments (e.g., Virginia and Kentucky Resolutions of 1798-99) which led to the American Civil War.	
	8.H.11.c Analyze the precedent of secession by comparing the causes of the American Revolution (as stated in the Declaration of Independence) to the causes of the Civil War.	
	8.GOV.18.a Demonstrate how groups such as the American Temperance Society, the National Trades' Union, the Sons of Liberty and the American Anti-Slavery Society led to the attainment of specific individual and public goals. #18: "Active participation in social and civic groups can lead to the attainment of individual and public goals."	
	8.GOV.19.b Discuss how public opinion in early American history was influenced by pamphlets, books and newspaper articles (e.g., <u>Common Sense</u> , <u>Uncle Tom's Cabin</u> , the <u>Federalist Papers</u> , <u>The Liberator</u>).	
	8.E.24.b Explain the purpose and effects of trade barriers and tariffs to impact markets.	
POWER OBJECTIVE #10	Analyze how key events and significant figures in American History have influenced the course and outcome of the Civil War. (8.H) (8.GEO.13)	Analyze how key events and significant figures in American History have influenced the course and outcome of the Civil War.
SUPPORTING INDICATORS	8.H Identify contributions of key individuals (i.e., Abraham Lincoln, Jefferson Davis, Robert E. Lee, U.S. Grant, and William T. Sherman).	
	8.H Analyze the advantages of each side as the war began.	
	8.H Identify the provisions of the Emancipation Proclamation.	
	8.H Explain why the Battle of Gettysburg was important.	
	8.H Analyze themes of Gettysburg Address.	
	8.H Analyze the consequences of the Civil War.	
	8.GEO.13.a Demonstrate how modern and historical maps, as well as other geographic tools (e.g., GPS, GIS, Internet-based mapping applications, aerial and other photographs, remote sensing images) can be used to analyze how geography and natural resources influence historical events.	
	8.GEO.13.b Explain how these geographical tools can help us understand changes over time (e.g., tools can be used to illustrate sectionalism, unification, or movement).	
POWER OBJECTIVE #11	Describe how the Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of	Describe the changes that occurred during the Reconstruction period.



PERRY LOCAL SCHOOLS GUARANTEED AND VIABLE CURRICULUM

	federal authority, and lingering social and political differences. (8.H.12) (8.GEO.13)	
SUPPORTING INDICATORS	8.H.12.a <i>Describe the attempts to protect the rights of and enhance opportunities of freedmen, including the basic provisions of the 13th, 14th, and 15th Amendments to the Constitution.</i>	
	8.H.12.b <i>Evaluate the impact of Reconstruction as the South was required to implement actions before being readmitted to the Union under Military Reconstruction.</i>	
	8.H.12.c <i>Evaluate the resentment and new issues that arose in response to Military Reconstruction in the South (i.e., Freedman's Bureau, black codes, Ku Klux Klan, struggles between Congress and the presidency).</i>	
	8.GEO.13.a <i>Demonstrate how modern and historical maps, as well as other geographic tools (e.g., GPS, GIS, Internet-based mapping applications, aerial and other photographs, remote sensing images) can be used to analyze how geography and natural resources influence historical events.</i>	
	8.GEO.13.b <i>Explain how these geographical tools can help us understand changes over time (e.g., tools can be used to illustrate sectionalism, unification, or movement).</i>	
STRAND	Government 8.GOV	Report Card Language
TOPIC: Roles and Systems of Government		
POWER OBJECTIVE #12	Describe and give examples of how the U.S. Constitution created a federal republic, providing a framework for a national government with elected representatives, separation of powers, and checks and balances. (8.GOV.20)	Describe the U.S. Constitution.
SUPPORTING INDICATORS	8.GOV.20.a <i>Discuss how the U.S. Constitution provides for a separation of powers among the three branches of government (e.g., the legislative branch has the power to impose taxes and declare war; the executive branch has the power to command the military and grant pardon; the judicial branch has power to hear cases involving maritime law and controversies between the states).</i>	
	8.GOV.20.b <i>Discuss how the U.S. Constitution provides for a system of checks and balances among the three branches of government (e.g., power of the president to veto acts of Congress, power of the Senate to approve presidential appointments, and independence of Supreme Court justices who hold their offices "during good behavior").</i>	



PERRY LOCAL SCHOOLS GUARANTEED AND VIABLE CURRICULUM

POWER OBJECTIVE #13	Describe and evaluate how the U.S. Constitution protects citizens' rights by limiting the powers of government. (8.GOV.21)	Describe and evaluate how the U.S. Constitution protects citizens' rights.
SUPPORTING INDICATORS	8.GOV.21.a Explain how the U.S. Constitution prohibits the federal government from passing bills of attainder or ex post facto laws and from suspending writs of habeas corpus.	
	8.GOV.21.b Analyze the significance of the Bill of Rights (e.g., federal government prohibited from infringing on the freedoms of speech, press, religion, assembly and petition, citizens entitled to due process of law, guaranteed the right to trial by jury and the right to counsel, and protected from cruel and unusual punishments).	