

## Course/Grade Level: Eighth Grade Social Studies Curriculum

**Focus:** Students will distinguish between the sequential events of the United States History 1800-1900 and their effect on history. The students will differentiate between the essential ideas and amendments of United States American constitutional government.

*Reading indicators should be used with each outcome of Social Studies: context clues, word structure, text features, inferences/draw conclusions, compare and contrast, cause and effect, retell/paraphrase, topic/main idea/supporting idea, author's purpose, author's position, fact and opinion.*

### SS.8.1 ▲ Students will analyze the Declaration of Independence and the United States Constitution to identify essential ideas of American constitutional government. (C8B3I4)

Students will...

SS.8.1.1 ▲ explain how the United States Constitution can be changed through amendments. (C8B3I3)

Instructional Examples:

- discuss successful/unsuccessful amendments. Have students explain why some were successful.
- create graphic organizer for Article V of the U.S. Constitution.

SS.8.1.2 use the Bill of Rights to pick a current social issue that could lead to an effort to amend the Constitution and write the necessary steps to add this amendment.

SS.8.1.3 compare United States Constitution to other countries – discussing rights given to people (e.g., How does the U.S. Constitution compare to other democracies: India, South Korea, and South Africa?)

SS.8.1.4 ▲ explain the impact of constitutional interpretation during the era (e.g., Alien and Sedition Act, Louisiana Purchase, Marshall Court – *Marbury vs. Madison*, *McCullough vs. Maryland* (1819)). (H8B1I4)

Instructional Examples:

- use trial transcripts – bias, interpretation, point of view
- use story map to identify main characters involved in each item for the indicator and explain their relationship with each other.

SS.8.1.5 diagram and summarize the functions of three branches of government.

#### **Embedded Concepts:**

state legislatures

Magna Carta

Article V

Federalist/Anti-Federalist papers

Mayflower Compact

authority of the people/consent of the people

state and citizen rights

Thomas Jefferson

Chief Justice Marshall

John Adams

## SS.8.2

**▲ Students will analyze the effect of *scarcity* on the *price*, *production*, *consumption* and *distribution of goods and services* (e.g., price goes up and production goes down, consumption goes down and distribution is limited). (E8B111)**  
Students will...

SS.8.2.1 recognize and describe differences the effects of scarcity have on goods and services.

SS.8.2.2 ▲ demonstrate how relative *price*, people's economic decisions, and innovations influence the *market* system (e.g., cotton gin led to increased *productivity*, more cotton produced, higher *profits*, and lower prices, steamboat led to increased *distribution of goods*, which brought down prices of goods and allowed goods to be more affordable to people across the United States; development of railroad led to transportation of cattle to eastern markets, price was decreased and profit was increased, timely access to beef). (E8B211)

Instructional Examples:

- create a cause/effect graphic organizer for item on indicator's e.g. list
- create a timeline based on events that occur related to items on the indicator's e.g. list.

SS.8.2.3 identify relevant items to show differences in things you can easily get or those very difficult (iPod, Tickle Me Elmo, etc.) to discuss the relationship to price and supply and the relationship to price and demand.

**Embedded Concepts:**

monopoly  
Industrial Revolution  
entrepreneurs  
technological innovation

### SS.8.3

**▲ Students will evaluate demographic data to analyze population characteristics in the United States over time (e.g., birth/death rates, population growth rates, *migration* patterns: rural, urban). (G8B411)**

Students will...

SS.8.3.1 ▲ analyze *push-pull* factors including economic, political, and social factors that contribute to human migration and settlement in the United States (e.g., economic: availability of *natural resources*, job opportunities created by *technology*; political: Jim Crow laws, free-staters; social factors: religious, ethnic discrimination). (G8B412)

Instructional Examples:

- Prepare a bar or circle graph showing reasons for immigrating and a map showing immigrant's place of origin.
- Interview *immigrants* in the *community* to find out where they or their ancestors came from.

SS.8.3.2 create cause and effect organizers to study push-pull factors.

SS.8.3.3 use map skills/reading primary/secondary sources to analyze data (e.g., census records, etc.)

**Embedded Concepts:**

immigration  
Eminent Domain  
illegal immigrants  
Exodusters/Nicodemus/Pap Singleton  
homestead  
technological innovations  
cattle

### SS.8.4

**▲ Students will analyze how territorial expansion of the United States affected relations with external powers and American Indians (e.g., Louisiana Purchase, concept of Manifest Destiny, previous land policies-Northwest Ordinance, Mexican-American War, Gold Rush). (H8B1I5)**

Students will...

SS.8.4.1 locate and examine primary/secondary sources from the time period and make inferences.

SS.8.4.2 examine propaganda of era (Tippecanoe, 54',40, etc.)

SS.8.4.3 locate relevant areas on a map (area of the Louisiana Purchase, Northwest Ordinance)

**Embedded Concepts:**

constructionism  
loose or strict interpretation of the Constitution  
Thomas Jefferson  
James Polk  
Articles of Confederation

## SS.8.5

**▲Students will explain how the Industrial Revolution and technological developments impacted different parts of American society (e.g., interchangeable parts, cotton gin, railroads, steamboats, canals). (H8B1I6)**

Students will...

- SS.8.5.1 create a timeline of events, inventions during the Industrial Revolution and use graphic organizers to explain cause and effect of these events and inventions.
- SS.8.5.2 ▲describe the positive and negative *incentives* to which employees respond (e.g., wage levels, *benefits*, work hours, working conditions). (E8B2I4)
- SS.8.5.3 compare labor practices to today's sweatshops (e.g., child labor, woman, immigrant) – reference United Nations website for lesson plans on current child labor issues.

**Embedded Concepts:**

standards of living  
inventors (i.e., Whitney, Fulton)  
canals (i.e., Erie)  
textile mills  
Shirtwaist Triangle Fire  
Robber barons  
unions/strikes  
Lowell Mills

## SS.8.6

**▲Students will retrace events that led to sectionalism and secession prior to the Civil War (e.g., Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act, Popular Sovereignty, *Uncle Tom's Cabin*). (H8B2I3)**

Students will...

- SS.8.6.1 create a timeline of events leading up to the Civil War and explain how one event led to another.
- SS.8.6.2 create a flowchart of each major act (Missouri Compromise, Compromise of 1850, Kansas Nebraska Act) and what that act enforced.

**Embedded Concepts:**

slavery  
Dred Scott  
Bleeding Kansas/Border Wars (jayhawkers, bushwhackers, etc.)  
Stephan Douglas  
Abraham Lincoln  
John Brown  
Henry Clay  
Fort Sumter  
states' rights  
Wilmot Provision

**SS.8.7      ▲Students will describe the turning points of the Civil War (e.g., Antietam, Gettysburg, Emancipation Proclamation, and Sherman’s March to the Sea). (H8B2I5)**

Students will...

- SS.8.7.1      read Emancipation Proclamation to understand and state the purpose and will of government.
- SS.8.7.2      compare and contrast the differences in North and South using a graphic organizer.
- SS.8.7.3      produce a chart that outlines the economic resources of the North and South
- SS.8.7.4      ▲compare contrasting descriptions of the same event in United States history to understand how people differ in their interpretations of historical events. (H8B4I4)  
Instructional Examples:
  - Photographs
  - Primary sources (journals, speeches, news articles, diaries)

**Embedded concepts:**

Abraham Lincoln  
Robert E. Lee  
black soldiers in Union  
Pickett’s Charge

**SS.8.8      Students will analyze Post Civil War era.**

Students will...

- SS.8.8.1      compare and contrast different plans for Reconstruction.
- SS.8.8.2      ▲analyze the impact of the end of slavery on African Americans (e.g., Black Codes; sharecropping; Jim Crow; Amendments 13,14, and 15; Frederick Douglass; Ku Klux Klan; Exodusters). (H8B2I9)  
Instructional Example: listen to song “Strange Fruits” by Billy Holiday (refers to Black lynchings) have students make a word recognition chart with lyrics.
- SS.8.8.3      simulate discrimination or segregation of students by color of hair, type of shoes, etc.
- SS.8.8.4      use Amendments 13, 14, 15 to discuss the effect these Amendments had on African Americans and other citizens.

**Embedded Concepts:**

John Brown’s land  
lynching  
Plessy v. Ferguson  
carpetbaggers

**SS.8.9**

**▲Students will explain the impact of the railroad on the settlement and development of the West (e.g., transcontinental railroad, cattle towns, Fred Harvey, town speculation, railroad land, *immigrant agents*). (H8B3I2)**  
Students will...

SS.8.9.1 place railroad lines on a map. Discuss how the railroads impacted the creation of time zones, development of cities and businesses.

SS.8.9.2 use primary/secondary sources to investigate stories of boom towns.

**Embedded Concepts:**

segregation  
county seat wars  
European immigration  
Emigrants