**Standards for History, Government and Social Studies**

***CHECKLIST*:** ***Eighth Grade – United States History***

*Constitutional Age to International Expansion*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard** | **Dates Taught** | | | | **Notes** |
| **Establishing America: 1787-1830s (1)** | | | | | |
| **8-EA-1:** Consider the enormous tasks that faced the new nation as well as stugying its leaders during this difficult period. |  |  |  |  |  |
| **8-EA-2:** Consider that the United States had to demonstrate that it could survive as an independent country. |  |  |  |  |  |
| **8-EA-3:** Recognize and evaluate the changes that occurred with the growth of industry and technology. |  |  |  |  |  |
| **8-EA-4:** Recognize that Americans began moving west during this period affecting the relationship between the United States and other nations and American Indians. |  |  |  |  |  |
| **8-EA-5:** Investigate and analyze the impact of these changes on American society. |  |  |  |  |  |
| **Ideas:**  Federalism |  |  |  |  |  |
| Bill of Rights |  |  |  |  |  |
| Jacksonian democracy |  |  |  |  |  |
| Industrial revolution |  |  |  |  |  |
| Market Revolution |  |  |  |  |  |
| growth of executive power |  |  |  |  |  |
| growth of judicial power |  |  |  |  |  |
| Monroe Doctrine |  |  |  |  |  |
| individual freedom |  |  |  |  |  |
| Marshall Court |  |  |  |  |  |
| **People/Roles:** Founding Fathers |  |  |  |  |  |
| Tecumseh |  |  |  |  |  |
| James Monroe |  |  |  |  |  |
| Andrew Jackson |  |  |  |  |  |
| Phyllis Wheatley |  |  |  |  |  |
| Abigail Adams |  |  |  |  |  |
| Sacagawea |  |  |  |  |  |
| Whigs |  |  |  |  |  |
| Democrats |  |  |  |  |  |

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| **Standard** | **Dates Taught** | | | | **Notes** |
| **Establishing America: 1787-1830s (2)** | | | | | |
| **Places/Institutions:** |  |  |  |  |  |
| Louisiana Territory |  |  |  |  |  |
| New Orleans |  |  |  |  |  |
| Washington D.C. |  |  |  |  |  |
| Philadelphia |  |  |  |  |  |
| Mississippi River |  |  |  |  |  |
| Ohio Valley |  |  |  |  |  |
| Northwest Territories |  |  |  |  |  |
| canals |  |  |  |  |  |
| railroads |  |  |  |  |  |
| **Events:** |  |  |  |  |  |
| three-fifths Compromise |  |  |  |  |  |
| Great Compromise |  |  |  |  |  |
| Louisiana Purchase |  |  |  |  |  |
| exploration |  |  |  |  |  |
| Alien and Sedition Act |  |  |  |  |  |
| War of 1812 |  |  |  |  |  |
| Second Great Awakening |  |  |  |  |  |
| Missouri Compromise |  |  |  |  |  |

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| **Standard** | **Dates Taught** | | | | **Notes** |
| **Regionalism and Expansion: 1800s-1850s (#1)** | | | | | |
| **8-RE-1:** Analyze the influence of the West on the politics, economy, and culture of the nation. |  |  |  |  |  |
| **8-RE-2:** The Industrial Revolution in the Northeast during this period had repercussions throughout the nation. |  |  |  |  |  |
| **8-RE-3:** Inventions between the turn of the century and 1850 transformed manufacturing, transportation, mining, communications, and agriculture and changed the lives of people. |  |  |  |  |  |
| **8-RE-4:** Investigate and draw conclusions about these transformations. |  |  |  |  |  |
| **8-RE-5:** During this period the South veered away from the democratic and reform movements taking place in other parts of the United States. |  |  |  |  |  |
| **8-RE-6:** Recognize and evaluate the peculiar institution of slavery and its dramatic effects on the South’s political, social, economic, and cultural development and its relationship with other areas of the United States. |  |  |  |  |  |
| **Ideas:** Manifest Destiny |  |  |  |  |  |
| western expansion |  |  |  |  |  |
| Second Industrial Revolution |  |  |  |  |  |
| sectionalism and racism |  |  |  |  |  |
| slavery |  |  |  |  |  |
| abolitionism |  |  |  |  |  |
| enslaved person resistance |  |  |  |  |  |
| American Indian resistance |  |  |  |  |  |
| women’s rights |  |  |  |  |  |
| immigration |  |  |  |  |  |
| trails |  |  |  |  |  |
| expansion of railroads |  |  |  |  |  |
| Second Great Awakening |  |  |  |  |  |

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| **Standard** | **Dates Taught** | | | | **Notes** |
| **Regionalism and Expansion: 1800s-1850s (#2)** | | | | | |
| **People/Roles:** Nat Turner |  |  |  |  |  |
| Henry Clay |  |  |  |  |  |
| Brer Rabbit |  |  |  |  |  |
| George Fitzhugh |  |  |  |  |  |
| James Polk |  |  |  |  |  |
| Elizabeth Cady Stanton |  |  |  |  |  |
| Frederick Douglass |  |  |  |  |  |
| Washington Irving |  |  |  |  |  |
| Henry David Thoreau |  |  |  |  |  |
| Edgar Allan Poe |  |  |  |  |  |
| Harriet Jacobs |  |  |  |  |  |
| Maria Ruiz de Burton |  |  |  |  |  |
| **Places/Institutions:** |  |  |  |  |  |
| Texas Republic |  |  |  |  |  |
| Chicago |  |  |  |  |  |
| southern states |  |  |  |  |  |
| northern states |  |  |  |  |  |
| western territories and states |  |  |  |  |  |
| Mexican Cession lands |  |  |  |  |  |
| Liberia |  |  |  |  |  |
| **Events:** Indian Removal Acts |  |  |  |  |  |
| Nullification Crisis |  |  |  |  |  |
| Mexican-American War |  |  |  |  |  |
| California Gold Rush |  |  |  |  |  |
| Oregon Fever |  |  |  |  |  |
| Underground Railroad |  |  |  |  |  |
| Seneca Falls Convention |  |  |  |  |  |
| growth of technology |  |  |  |  |  |
| spread of agriculture |  |  |  |  |  |
| rise of cities |  |  |  |  |  |

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| **Standard** | **Dates Taught** | | | | **Notes** |
| **March to War: 1850s-1861 (#1)** | | | | | |
| **8-MW-1:** Explore the different points of view that developed during the continued rise of sectionalsim and analyze how the failure of compromise led to the Civil War. |  |  |  |  |  |
| **8-MW-2:** Evaluate the historical contexts of the institution of slavery and the abolitionist movement. |  |  |  |  |  |
| **8-MW-3:** Slavery, and its economic impact, became too divisive and led to secession by the Confederate States of America. |  |  |  |  |  |
| **8-MW-4:** Investigate the challenge to the Constitution and the Union caused by the secession of the confederate states and their doctrine of nullification. |  |  |  |  |  |
| **Ideas:** expansion of slavery |  |  |  |  |  |
| abolitionism |  |  |  |  |  |
| enslaved person resistance |  |  |  |  |  |
| secessionism |  |  |  |  |  |
| economic policies |  |  |  |  |  |
| popular sovereignty |  |  |  |  |  |
| **People/Roles:** Stephen Douglas |  |  |  |  |  |
| Harriet Tubman |  |  |  |  |  |
| Harriet Beecher Stowe |  |  |  |  |  |
| Abraham Lincoln |  |  |  |  |  |
| James Buchanan |  |  |  |  |  |
| John Brown |  |  |  |  |  |
| Charles Sumner |  |  |  |  |  |
| Know Nothings |  |  |  |  |  |
| political parties |  |  |  |  |  |

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*Constitutional Age to International Expansion*

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| **Standard** | **Dates Taught** | | | | **Notes** |
| **March to War: 1850s-1861 (#2)** | | | | | |
| **Places/Institutions:** Lawrence,KS |  |  |  |  |  |
| Lecompton, KS |  |  |  |  |  |
| Harper’s Ferry |  |  |  |  |  |
| Washington, D.C. |  |  |  |  |  |
| South Carolina |  |  |  |  |  |
| **Events:** Wilmot Proviso |  |  |  |  |  |
| election of 1848 |  |  |  |  |  |
| Kansas-Nebraska Act |  |  |  |  |  |
| Dred Scott v. Sanford |  |  |  |  |  |
| Lincoln-Douglas Debates |  |  |  |  |  |
| Gadsden Purchase |  |  |  |  |  |
| Fugitive Slave Act |  |  |  |  |  |
| Bleeding Kansas |  |  |  |  |  |
| Civil War |  |  |  |  |  |
| rise of Republican party |  |  |  |  |  |
| establishment of Confederate States of America |  |  |  |  |  |

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| **Standard** | **Dates Taught** | | | | **Notes** |
| **Toward a More Perfect Union: 1861-1877** | | | | | |
| **8-PU-1:** Recognize and evaluate broad Union and Confederate strategy by investigating significnt wartime events and battles such as Gettysburg, Antietam, and Sherman’s March to the Sea. |  |  |  |  |  |
| **8-PU-2:** Analyze the human meaning of the war by investigating the context of the home front as well as the stories of soldiers, free blacks, enslaved persons, and women involved. |  |  |  |  |  |
| **8-PU-3:** The withdrawal of troops from the former Confederate states following the election of 1876 led to the undermining of progress made by former enslaved persons. |  |  |  |  |  |
| **8-PU-4:** The economic and social changes brought about Reconstruction are important for students to understand. |  |  |  |  |  |
| **Ideas:** Unionism |  |  |  |  |  |
| Reconstruction |  |  |  |  |  |
| equality |  |  |  |  |  |
| Jim Crow |  |  |  |  |  |
| total war |  |  |  |  |  |
| **People/Roles:** Abraham Lincoln |  |  |  |  |  |
| Robert E. Lee |  |  |  |  |  |
| U.S. Grant |  |  |  |  |  |
| Jefferson Davis |  |  |  |  |  |
| Mary Chestnut |  |  |  |  |  |
| Andrew Johnson |  |  |  |  |  |
| Exodusters |  |  |  |  |  |
| Radical Republicans |  |  |  |  |  |
| African American soldiers |  |  |  |  |  |
| Ku Klux Klan |  |  |  |  |  |
| Matthew Brady |  |  |  |  |  |

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| **Standard** | **Dates Taught** | | | | **Notes** |
| **March to War: 1850s-1861 (#2)** | | | | | |
| **Places/Institutions:** Fort Sumter |  |  |  |  |  |
| Gettysburg |  |  |  |  |  |
| Antietam |  |  |  |  |  |
| Richmond |  |  |  |  |  |
| Washington DC |  |  |  |  |  |
| Vicksburg |  |  |  |  |  |
| Appomattox |  |  |  |  |  |
| New York City |  |  |  |  |  |
| **Events:** Civil War |  |  |  |  |  |
| Anaconda Plan |  |  |  |  |  |
| Emancipation Proclamation |  |  |  |  |  |
| draft riots |  |  |  |  |  |
| Gettysburg Address |  |  |  |  |  |
| Lincoln’s Second Inaugural Address |  |  |  |  |  |
| 13th/14th/15th  Amendments |  |  |  |  |  |
| black codes |  |  |  |  |  |
| Election of 1876 |  |  |  |  |  |

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| **Standard** | **Dates Taught** | | | | **Notes** |
| **The Rise of America: 1870s-1900 (#1)** | | | | | |
| **8-RA-1:** Investigate and analyze the settling and conquering of the West, the expansion of industry, the establishment of large transportation networks, immigration from Europe, urban growth, accumulation of great wealth in the hands of a few, the rise of organized labor, and increased American involvement in foreign affairs. |  |  |  |  |  |
| **8-RA-2:** Recognize and evaluate the political programs and activities of Populists, Progressives, and other reformers. |  |  |  |  |  |
| **Ideas:** Imperialism |  |  |  |  |  |
| populism |  |  |  |  |  |
| progressivism |  |  |  |  |  |
| westward expansion |  |  |  |  |  |
| growth of cities |  |  |  |  |  |
| immigration |  |  |  |  |  |
| rise of big business |  |  |  |  |  |
| organized labor |  |  |  |  |  |
| agribusiness |  |  |  |  |  |
| spoils system |  |  |  |  |  |
| Social Darwinism |  |  |  |  |  |
| Federal American Indian policy |  |  |  |  |  |
| **People/Roles:** |  |  |  |  |  |
| William Jennings Bryan |  |  |  |  |  |
| Eugene Debs |  |  |  |  |  |
| Susan B. Anthony |  |  |  |  |  |
| robber barons/captains of industry |  |  |  |  |  |
| Thomas Nast |  |  |  |  |  |
| Boss Tweed |  |  |  |  |  |
| Buffalo Bill Cody |  |  |  |  |  |
| Red Cloud |  |  |  |  |  |
| George Custer |  |  |  |  |  |
| Samuel Gompers |  |  |  |  |  |

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| **Standard** | **Dates Taught** | | | | **Notes** |
| **The Rise of America: 1870s-1900 (#2)** | | | | | |
| **Places/Institutions:** Cuba |  |  |  |  |  |
| Philippines |  |  |  |  |  |
| Wounded Knee |  |  |  |  |  |
| Ellis Island |  |  |  |  |  |
| Angel Island |  |  |  |  |  |
| Chicago |  |  |  |  |  |
| settlement houses |  |  |  |  |  |
| **Events:** |  |  |  |  |  |
| Spanish-American War |  |  |  |  |  |
| Indian Wars |  |  |  |  |  |
| Haymarket Tragedy |  |  |  |  |  |
| Sherman Anti-Trust Act |  |  |  |  |  |
| Chinese Exclusion Act |  |  |  |  |  |
| Dawes Act |  |  |  |  |  |
| Ghost Dance |  |  |  |  |  |
| Oklahoma Land Rush |  |  |  |  |  |
| *Plessy v. Ferguson* |  |  |  |  |  |