

Jackson Area Catholic Schools
Social Studies Academic Standards
for
Eighth Grade

United States History

U3 USHG ERA 3 – Revolution and the New Nation (1754-1800)

U3.3 Creating New Government(s) and a New Constitution: Explain the challenges faced by the new nation and analyze the development of the Constitution as a new plan for governing.

- 8-U3.3.1 The student will explain the reasons for the adoption and subsequent failure of the Articles of Confederation (e.g., why its drafters created a weak central government, challenges the nation faced under the Articles, Shays’ Rebellion, disputes over western lands).
- 8-U3.3.2 The student will identify economic and political questions facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention.
- 8-U3.3.3 The student will describe the major issues debated at the Constitutional Convention including the distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue.
- 8-U3.3.4 The student will explain how the new constitution resolved (or compromised) the major issues including sharing, separating, and checking of power among federal government institutions, dual sovereignty (state-federal power), rights of individuals, the Electoral College, the Three-Fifths Compromise, and the Great Compromise.
- 8-U3.3.5 The student will analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution.
- 8-U3.3.6 The student will explain how the Bill of Rights reflected the concepts of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government.
- 8-U3.3.7 The student, by using important documents (e.g., Mayflower Compact, Iroquois Confederacy, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers), will describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, separation of powers, bicameralism, republicanism, and popular participation in government.

U4 USHG ERA 4 – Expansion and Reform (1792-1861)

U4.1 Challenges to an Emerging Nation: Analyze the challenges the new government faced and the role of political and social leaders in meeting these challenges.

- 8-U4.1.1 ***Washington’s Farwell*** – The student will use Washington’s Farwell Address to analyze the most significant challenges the new nation faced and the extent to which subsequent Presidents heeded Washington’s advice.
- 8-U4.1.2 ***Establishing America’s Place in the World*** – The student will explain the changes in America’s relationships with other nations by analyzing: treaties with Native American nations, Jay’s Treaty (1795), French Revolution, Pinckney’s Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine.
- 8-U4.1.3 ***Change of Political Conflict*** – The student will explain how political parties emerged out of the competing ideas, experiences, and fears of Thomas Jefferson and Alexander Hamilton (and their followers), despite the worries the Founders had concerning the dangers of political division, by analyzing disagreements over:
- relative power of the national government (e.g., Whiskey Rebellion, Alien and Sedition Acts) and of the executive branch (e.g., during the Jacksonian era)
 - foreign relations (e.g., French Revolution, relations with Great Britain)
 - economic policy (e.g., the creation of a national bank, assumption of revolutionary debt)
- 8-U4.1.4 ***Establishing a National Judiciary and its Power***- The student will explain the development of the power of the Supreme Court through the doctrine of judicial review as manifested in Marbury v. Madison (1803) and the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government (e.g., McCulloch v. Maryland, Dartmouth College v. Woodward, Gibbons v. Ogden).

U4.2 Regional and Economic Growth: Describe and analyze the nature and impact of the territorial, demographic, and economic growth in the first three decades of the new nation using maps, charts, and other evidence.

- 8-U4.2.1 ***Development of Michigan, the Northeast and the South*** – The student will analyze the social economic systems of Michigan, the northeast and the South with respect to geography and climate and the development of:
- agriculture, including changes in productivity, technology, supply and demand, and price
 - industry, including entrepreneurial development of new industries, such as textiles
 - labor force, including labor incentives and changes in labor forces
 - transportation, including changes in transportation (steamboats and canal barges) and impact on economic markets and prices
 - immigration and the growth of nativism
 - race relations
 - class relations
- 8-U4.2.2 ***The Institution of Slavery*** – The student will explain the ideology of the institution of slavery, its policies, and consequences.
- 8-U4.2.3 ***Westward Expansion*** – The student will explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of Native Americans from their native lands (Trail of Tears), the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny.
- 8-U4.2.4 ***Consequences of Expansion*** – The student will develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on Native Americans, the institution of slavery, and the relations between free and slaveholding states.

U4.3 Reform Movements: Analyze the growth of antebellum American reform movements.

- 8-U4.3.1 The student will explain the origins of the American education system and Horace Mann’s campaign for free compulsory public education.
- 8-U4.3.2 The student will describe the formation and development of the abolitionist movement by considering the role of key abolitionist leaders (e.g., John Brown, Harriet Tubman, Sojourner Truth, William Lloyd Garrison, and Frederick Douglas), and the response of the southerners and northerners to the abolitionist movement.
- 8-U4.3.3 The student will analyze the antebellum women’s rights (and suffrage) movement by discussing the goals of its leaders (e.g., Susan B. Anthony and Elizabeth Cady Stanton) and comparing the Seneca Falls Resolution with the Declaration of Independence.

U4.3 Reform Movements (Cont.)

- 8-U4.3.4 The student will analyze the goals and effects of the antebellum temperance movement.
- 8-U4.3.5 The student will evaluate the role of religion in shaping antebellum reform movements.

U5 USHG ERA 5 – Civil War and Reconstruction (1850-1877)**U5.1 The Coming of the Civil War:** Analyze and evaluate the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence.

- 8-U5.1.1 The student will explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples.
- 8-U5.1.2 The student will describe the role of the Northwest Ordinance and its effect on the banning of slavery (e.g., the establishment of Michigan as a free state).
- 8-U5.1.3 The student will describe the competing views of Calhoun, Webster, and Clay on the nature of the union among the states (e.g., sectionalism, nationalism, federalism, state rights).
- 8-U5.1.4 The student will describe how the following increased sectional tensions:
- the Missouri Compromise (1820)
 - the Wilmot Proviso (1846)
 - the Compromise of 1850 including the Fugitive Slave Act
 - the Kansas-Nebraska Act and subsequent conflict in Kansas (1854)
 - the Dred Scott v. Sanford decision (1857)
 - changes in the political party system (e.g., the death of the Whig party, rise of the Republican party and division of the Democratic party)
 - The election of 1860.
- 8-U5.1.5 The student will describe the resistance of enslaved people (e.g., Nate Turner, Harriet Tubman, John Brown, Michigan's role in the Underground Railroad) and effects of their actions before and during the Civil War.
- 8-U5.1.6 The student will describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of the states, election of the executive, and slavery help explain the Civil War.

- U5.2 Civil War:** Evaluate the multiple causes, key events, and complex consequences of the Civil War.
- 8-U5.2.1 The student will explain the reasons (political, economic, and social) why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South.
- 8-U5.2.2 The student will make an argument to explain the reasons why the North won the Civil War by considering the:
- critical events and battles in the war
 - the political and military leadership of the North and South
 - the respective advantages and disadvantages, including geographic, demographic, economic and technological
- 8U-5.2.3 The student will examine Abraham Lincoln’s presidency with respect to:
- his military and political leadership
 - the evolution of his emancipation policy (including the Emancipation Proclamation)
 - the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence
- 8-U5.2.4 The student will describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples.
- 8-U5.2.5 The student will describe the role of women during the Civil War.
- 8-U5.2.6 The student will construct generalizations about how the war affected combatants, civilians, the physical environment, and the future of warfare, including technological developments.

U5.3 Reconstruction: Using evidence, develop an argument regarding the character and consequences of Reconstruction.

- 8-U5.3.1 The student will describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, and African Americans.
- 8-U5.3.2 The student will describe the early responses to the end of the Civil War by describing the:
- policies of the Freedmen’s Bureau
 - restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes
- 8-U5.3.3 The student will describe the new role of Africa Americans in local, state and federal government in the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux Klan.
- 8-U5.3.4 The student will analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.
- 8-U5.3.5 The student will explain the decision to remove Union troops in 1887 and describe its impact on Americans.

U6 USHG ERA 6 - The Development of an Industrial, Urban, and Global United States (1870-1930)

U6.1 America in the Last Half of the 19th Century: Analyze the major changes in communication, transportation, demography, and urban centers, including the location and growth of cities linked by industry and trade, in last half of the 19th century.

- 8-U6.1.1 *America at Century's End* - The student will compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in:
- territory, including the size of the United States and land use
 - population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America
 - system of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society
 - governmental policies promoting economic development (e.g., tariffs, banking, land grants and mineral rights, the Homestead Act)
 - economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers
 - the treatment of African Americans, including the rise of segregation as endorsed by the Supreme Court's decision in *Plessy v. Ferguson*, and the response of African Americans.
 - the policies toward Native Americans, including removal, reservations, the Dawes Act of 1887, and the response of Native Americans

U6.2 Investigation Topics and Issue Analysis: Use the historical perspective to investigate a significant historical topic from United State History Era 3-6 that also has significance as an issue of topic in the United States.

- 8-U6.2.1 *United States History Investigation Topic and Issue Analysis, Past and Present* – The student will use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings (e.g., oral, visual, video, electronic presentation, persuasive essay, or research paper); include causes and consequences of the historical action and predict possible consequences of the contemporary action.

U6.2 Investigation Topics and Issue Analysis (cont.)**Examples of Investigation topics and Questions:**

Balance of Power – How has the nation addressed tension between state and federal governmental power? (e.g., Articles of Confederation, U.S. Constitution, states’ rights issues, secession, others)

Liberty vs. Security – How has the nation balanced liberty interest with security interests? (e.g., Alien and Sedition Acts, suspension of habeas corpus during the Civil War)

The Government and Social Change – How have governmental policies, the actions of reformers, and economic and demographic changes affected social change?

Movement of People – How has the nation addressed the movement of people into and within the United States? (e.g., Native Americans, African Americans, and immigrants)

Public Discourse, Decision Making, and Citizen Involvement**P3.1 Identify and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement**

- 8-P3.1.1 The student will identify, research, discuss, and defend a position on a national public policy issue.
- Identify a national public policy issue.
 - Clearly state the issue as a question of public policy orally or in written form.
 - Use inquiry methods to trace the origins of the issue and to acquire data about the issue.
 - Generate and evaluate alternative resolution to the public issue and analyze various perspectives (causes, consequences, positive and negative impacts) on the issue.
 - Identify and apply core democratic values or constitutional principles.
 - Share and discuss findings of research and issue analysis in group discussions and debates.
 - Compose a persuasive essay justifying the position with a reasoned argument.
 - Develop an action plan to address or inform others about the issue.

P4.2 Citizen Involvement: Act constructively to further the public good.

- 8-P4.2.1 The student will demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.
- 8-P4.2.2 The student will engage in activities intended to contribute to solving a national or international problem studied.
- 8-P4.2.3 The student will participate in projects to help or inform others.