

# Learning Objectives 8<sup>th</sup> Grade U.S. History

## **A. Learning Goal: Students will interpret the role of geography in shaping United States History.**

1. I can determine how geography affected the development of the United States of America
  - a. I can identify the five themes of geography; location, place, human-environment interaction, movement and region
  - b. I can apply the five themes of geography as they relate to the development of the United States.
2. I can utilize geographic skills as they relate to the study of the United States.
  - a. I can locate the major physical features, including the plains, major rivers, bodies of water, mountain ranges and continents.
  - b. I can locate the major political features, including countries, regions and states.
  - c. I can apply map and globe skills to the study of United States history; e.g., direction, legend, scale, grid coordinates.

## **B. Learning Goal: Students investigate the relationship between events of different time periods.**

3. I can develop an awareness of current events.
  - a. I can use print and broad case media to acquire an awareness of current events.
  - b. I can recognize the difference between fact and opinion and discern bias in the media.
4. I can analyze how contemporary concerns and events affect and are affected by history.
  - a. I can apply knowledge of historical events to recent major events.
  - b. I can utilize contemporary news to discuss past events.

## **C. Learning Goal: Students will understand the changes caused by European exploration in the Americas.**

5. I can explore life among the various American Indian nations prior to European exploration of the new world.
  - a. I can identify the major regional American Indian nations of North America
  - b. I can examine the cultures of American Indian nations; languages, beliefs, traditions and lifestyles
6. I can analyze the main causes and reasons for European exploration.
  - a. I can explain the economic reasons behind exploration; trade routes, discoveries of fine goods in the East, search for raw materials.
  - b. I can examine the political reasons behind exploration; empire building, European rivalries.
  - c. I can investigate the social reasons behind exploration; spreading ideas and beliefs, seeking religious freedoms.
  - d. I can identify key individuals who contributed to European exploration; Columbus, Cartier, Cabo, Hudson
7. I can assess the impact of European exploration on African slaves and American Indian nations.

- a. I can examine the reasons for slavery in the New World; cotton, sugar, tobacco.
  - b. I can trace the beginnings of the slave trade in the Americas.
  - c. I can investigate the transportation of African slaves to the Americas; triangular trade routes, the Middle Passage.
8. I can explain where and why European countries colonized North America; the Netherlands, England, France Spain.
- a. I can identify motives for exploration; religion, expansion, trade, wealth.
  - b. I can locate the geographical regions of European settlement.
  - c. I can investigate the contributions and influences of the major European powers.

**D. Learning Goal: Students will analyze European colonization and settlement of North America.**

9. I can assess the reasons for settlement of the English colonies.
- a. I can compare the reasons for settlement in the New England, Middle and Southern Colonies.
  - b. I can explain the contributions of key individuals in the settling of the English colonies; John Smith, Lord Baltimore, William Bradford.
  - c. I can identify key groups involved in the settlement of the English Colonies; Virginia Company, Pilgrims, Puritans, Quakers.
  - d. I can determine the reasons for conflict between the European powers in North America.
  - e. I can examine the causes and outcomes of the French and Indian War.
10. I can examine the economic, political and social patterns in the development of the 13 English colonies.
- a. I can contrast the economies of the three major colonial regions: New England, Middle and Southern.
  - b. I can assess the impact of geography on the economies of the three major regions.
  - c. I can explain the development of self-government in the colonies.
  - d. I can investigate the lifestyles and cultures of the New England, Middle and Southern colonies; education, slavery, religion.
11. I can analyze what ideas and events led to the Revolutionary movement.
- a. I can explore the events leading to the outbreak of armed conflict between the American colonies and Great Britain.
  - b. I can analyze the origin of the ideas behind the Revolutionary movement and the movement toward independence; social contract, natural rights, English traditions.
  - c. Explain the major ideas expressed in the Declaration of Independence.

**E. Learning Goal: Students will understand the significance of the American Revolution in the development of the United States of America.**

12. I can assess the factors affecting the course of the war and contributing to American victory.
- a. I can examine how the revolutionary war affected the colonists.
  - b. I can explain the events that brought European aid to the American cause.

- c. I can examine the advantages and disadvantages of the Continental Army against British resources.
- 13. I can evaluate the contributions of key people and groups to the Revolution.
  - a. I can identify the contributions of colonial leaders; George Washington, Thomas Paine, Alexander Hamilton, Sam Adams and John Adams.
  - b. I can analyze the role various political groups played in the Revolutionary movement; Sons and Daughters of Liberty, Committees of Correspondence, 1<sup>st</sup> and 2<sup>nd</sup> Continental Congress.
  - c. I can examine the contributions of various social groups to the Revolutionary movement; women, free and enslaved blacks, American Indians.
- 14. I can examine the effects of the Revolution on the United States of America.
  - a. I can analyze the terms of the Treaty of Paris of 1783.
  - b. I can determine the weaknesses of the Articles of Confederation.
  - c. I can investigate the problems that faced the emerging nations; debt lack of unified central government, international relations.
  - d. I can explain the effect the Revolution had on people; Native American Indians, enslaved people, European immigrants.
- F. Learning Goal: Students will understand the structure and function of the United States government established by the constitution.**
- 15. I can assess the foundations and principles that led to the development of the Constitution, and to the United States form of government, a compound constitutional republic.
  - a. I can analyze the factors involved in convening the Constitutional Convention.
  - b. I can investigate the ideas and documents that became the foundation for United States Constitution; Magna Carta, Iroquois Confederation, European Philosophers.
- 16. I can analyze the compromises that led to the ratification of the Constitution.
  - a. I can compare the federalist and Anti-Federalist ratification debates.
  - b. I can examine the constitution ratification compromises; 3/5 Compromise, Great Compromise, Bill of Rights
- 17. I can examine the basic structure of the Constitution.
  - a. I can identify the major elements of the U.S. Constitution.
  - b. I can explain the purpose of the constitution as outlined in the preamble.
  - c. I can explore the role and functions of the three branches of government.
  - d. I can examine the constitutional principles of separation of powers and checks and balances.
  - e. I can determine the role of the constitution as a living document.
- 18. I can analyze the rights, liberties and responsibilities of citizens.
  - a. I can identify the responsibilities of citizenship to secure liberties; vote, perform jury duty, obey laws.
  - b. I can examine the Bill of Rights and its specific guarantees.
- G. Learning Goal: Students will explore the territorial growth of the United States before the Civil War.**
- 19. I can describe the ideas and events that motivated the expansion the United States.

- a. I can explain Manifest Destiny and its role in American expansion; land acquisition, economy and immigration.
  - b. I can examine the background and consequences of the Louisiana Purchase.
  - c. I can investigate the role of explorers in the expansion of the United States; Lewis and Clarke, Pike and Fremont.
  - d. I can examine the groups of people who came west; mountain men, California 49ers, Asian and Irish immigrants.
20. I can examine the conflicts that arose during the American expansion.
- a. I can identify the causes and results of the War of 1812.
  - b. I can analyze government policies toward and treaties with American Indian nations; relocation, removal, assimilation and sovereignty.
  - c. I can investigate the impact of the Mexican War on the land and people of the American Southwest; Mexican Cession, Texas, Gadsden Purchase.
21. I can analyze how new inventions and transportation methods stimulated western expansion.
- a. I can research the impact of inventions on expansion; farming, industry and communication.
  - b. I can examine developments in transportation; expansion of roads and trails, steamboats, railroads.
22. I can assess the impact of the Industrial Revolution on the United States.
- a. I can examine the development of the factory system.
  - b. I can examine how the industrial revolution affected the North, South and west differently.
  - c. I can investigate the changes in working conditions caused by the Industrial Revolution.
- H. Students will examine the expansion of the political system and social rights before the Civil War.**
23. I can investigate the development of the American political party system.
- a. I can examine the differences between the Federalists and the Democratic-Republicans
  - b. I can trace the development of new political parties throughout the 18<sup>th</sup> and 19<sup>th</sup> centuries; Whigs, Jacksonian Democrats and Republicans.
  - c. I can determine the role of third parties as an agent of reform.
  - d. I can investigate the role of political parties in the electoral process.
24. I can analyze the evolution of democracy and the extension of democratic principles.
- a. I can examine how the Supreme Court strengthened the national government.
  - b. I can analyze how states' rights issues led to growing sectionalism.
  - c. I can investigate the relationship between national and state governments in expanding democracy.
  - d. I can appraise how the political process changed to involve more people.
25. I can analyze the impact of social reforms on Americans during the 19<sup>th</sup> century.
- a. I can examine the abolitionist movement; e.g., Sojourner Truth, William Lloyd Garrison, Frederick Douglas, the Grimke sisters, etc.

- b. I can investigate the impact of freeform in education, religion, prisons, and the treatment of the mentally ill during this period.
- c. I can examine the extension of women's political and legal rights.

**I. Students will understand the significance of the Civil War Era to the United States.**

26. I can analyze differences and events that led to the Civil War.
- a. I can describe the cultural differences between the North and the South.
  - b. I can examine the sectional economic differences of the United States; e.g., slavery, industry, agriculture, geography.
  - c. I can analyze how states' rights led to conflict between the North and the South.
  - d. I can trace the failure of compromise to ease sectional differences; e.g., Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act
  - e. I can investigate how the abolitionist movement increased sectional tensions between the Northern and Southern states; e.g., John Brown's raid, Dred Scott decision, Uncle Tom's Cabin, the Fugitive Slave Law.
  - f. I can assess how the election of 1860 led to secession.
27. I can determine the factors that affected the course of the war and contributed to Union victory.
- a. I can compare the advantages and disadvantages of the Union and the Confederacy.
  - b. I can analyze the impact of the Emancipation Proclamation on the United States and the Confederacy.
  - c. I can identify the contributions of key individuals in the Civil War; e.g., Lincoln, Davis, Lee, Grant
  - d. I can investigate how the Civil War affected all people in the United States land area.
28. I can evaluate the Reconstruction period and how it affected the United States following the Civil War.
- a. I can explain the purpose of Reconstruction
  - b. I can analyze the social impact of reconstruction; e.g., abolition of slavery, integration of races, fall of Southern society, education.
  - c. I can determine the economic changes in the country caused by Reconstruction.
  - d. I can explain the political changes brought about by the Reconstruction era; e.g., 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments, voting regulation, military districts.

**J. Students will understand the development of the American West following the Civil war.**

29. I can analyze the factors that brought people west.
- a. I can examine why people came to the West; e.g., farmers, ranchers, miners, Native American nations, immigrants, adventurers.
  - b. I can investigate the impact of mining and ranching on the land and the people.
  - c. I can assess the impact of the railroad on western development.
30. I can analyze the settlement of the American West.
- a. I can examine the changes of the landscape due to settlement patterns.

- b. I can investigate the development of cities in the west.
  - c. I can assess the impact western settlement patterns had on the Native American Indians.
31. I can investigate the conflict among various groups involved in the settlement of the West.
- a. I can determine the reasons and groups involved in conflict during the settlement of the West; e.g., ranchers, miners, farmers, Native American nations, immigrants.
  - b. Examine the consequences of conflict in the settlement of the West.