

# HISTORY/SOCIAL SCIENCE

**Curriculum Standard One: The students will understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.</p>	<p>A. Can the students describe the influence the Great Awakening had on the American Revolution?</p>	<ul style="list-style-type: none"> <li>• The students will write a summary paragraph describing the effects the Great Awakening had on the American Revolution.</li> </ul>
<p>*2. The students will analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases, such as “all men are created equal, that they are endowed by their Creator with certain unalienable Rights”).</p>	<p>A. Can the students identify key phrases in the Declaration of Independence which express the philosophy of natural rights and the concept of “consent of the governed?”</p>	<ul style="list-style-type: none"> <li>• The students will paraphrase the Declaration of Independence, highlighting the phrases which refer to the concepts of natural rights and consent of the governed.</li> </ul>
<p>3. The students will analyze how the American Revolution affected other nations, especially France.</p>	<p>A. Can the students describe the events which led to the American Revolution?</p> <p>B. Can the students explain the significance of the American Revolution to America, as well as world history?</p>	<ul style="list-style-type: none"> <li>• The students will create an annotated timeline of events leading to the Revolutionary War.</li> <li>• The students will write a letter home from the perspective of a new American explaining the significance of the Revolutionary War upon America and the world.</li> </ul>

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>4. The students will describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.</p>	<p>A. Can the students describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions?</p>	<ul style="list-style-type: none"><li>• The students will write an essay explaining civic republicanism, classical liberal principles, and English parliamentary traditions concluding with an explanation of how they blended to create an American constitutional democracy.</li></ul>

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**Curriculum Standard Two: The students will analyze the political principles underlying the U. S. Constitution and compare the enumerated and implied powers of the federal government.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
*1. The students will discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.	A. Can the students identify the Magna Carta, the English Bill of Rights, and the Mayflower Compact as roots of American government?	<ul style="list-style-type: none"> <li>The students will complete a graphic organizer detailing the Magna Carta, the English Bill of Rights, and the Mayflower compact and describe the influence of each upon American democracy.</li> </ul>
*2. The students will analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.	A. Can the students explain the successes and failures of the Articles of Confederation and how its demise led to the development of the Constitution?	<ul style="list-style-type: none"> <li>The students will write an essay explaining the features of the Articles of Confederation, the failures of the document, and how those failures led to the development of the Constitution.</li> </ul>
*3. The students will evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.	A. Can the students describe the major debates and compromises made at the Philadelphia Convention and explain how they resolved key issues of representation and slavery?	<ul style="list-style-type: none"> <li>The students will create a problem/solution chart listing the major debates of the Philadelphia Convention and the compromises made to resolve key issues.</li> </ul>

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*4. The students will describe the political philosophy underpinning the Constitution as specified in the <i>Federalist Papers</i> (authored by James Madison, Alexander Hamilton, and John Jay) and the roles of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.</p>	<p>A. Can the students describe the political philosophy outlined in the Federalist Papers and explain how that philosophy provides the underpinning of the U. S. Constitution?</p> <p>B. Can the students describe the roles of James Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the constitution?</p>	<ul style="list-style-type: none"> <li>• The students will analyze selections of the Federalist Papers identifying and paraphrasing the key arguments made and matching them to components of the Constitution.</li> <li>• The students will simulate a press conference with Madison, Washington, Sherman, Morris, and Wilson commenting on their contributions to the writing and ratification of the constitution.</li> </ul>
<p>5. The students will understand the significance of Jefferson’s Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.</p>	<p>A. Can the students explain Jefferson’s statute for religious freedom and its relationship to the first amendment?</p> <p>B. Can the students describe the differing views of the founding fathers on the issue of separation of church and state?</p>	<ul style="list-style-type: none"> <li>• The students will create a Venn diagram comparing Jefferson’s statute for religious freedom and the first amendment.</li> <li>• The students will write an editorial from the point of view of a founding father on the issue of separation of church and state.</li> </ul>

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*6. The students will enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.</p>	<p>A. Can the students identify and explain the powers of government enumerated in the Constitution and the fundamental liberties ensured by the Bill of Rights?</p>	<ul style="list-style-type: none"> <li>• The students will complete matrix detailing the powers of government under the Constitution from which they will create a poster illustrating an extended metaphor for the government of the U.S. (e.g., "The Three Branches of the Government under the Constitution are like a...").</li> <li>• The students will develop a Bill of Rights Journal in which the fundamental liberties ensured by the Bill of Rights are identified, explained, and related examples from the present.</li> </ul>
<p>*7. The students will describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.</p>	<p>A. Can the students describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights?</p>	<ul style="list-style-type: none"> <li>• The students will create a graphic organizer that details the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and shows how American constitutionalism preserves individual rights.</li> </ul>

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**Curriculum Standard Three:** The students will understand the foundation of the American political system and the ways in which citizens participate in it.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The students will analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.</p> <p>2. The students will explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.</p> <p>3. The students will enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution’s clauses on interstate commerce, common coinage, and full-faith and credit.</p>	<p>A. Can the students relate principles and concepts codified in state constitutions between 1777 and 1781 and how American political institutions and ideas developed?</p> <p>A. Can the students explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states?</p> <p>A. Can the students enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution’s clauses on interstate commerce, common coinage, and full-faith and credit?</p>	<ul style="list-style-type: none"> <li>• The students will create a flowchart demonstrating how the principles and concepts codified in state constitutions between 1777 and 1781 relate to the development of American political institutions and ideas.</li> <li>• The students will write an explanation of how and why the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.</li> <li>• The students will create a poster that illustrates the advantages of a common market among the states, with quotations from the Constitution and interpretive graphics or symbols.</li> </ul>

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*4. The students will understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).</p>	<p>A. Can the students understand how the conflicts between Jefferson and Hamilton resulted in the emergence of two political parties?</p>	<ul style="list-style-type: none"> <li>• The students will organize Jefferson’s and Hamilton’s ideas about foreign policy, alien and sedition acts, economical policy, national bank funding, and assumption of the revolutionary debt in a chart. The students will then use the chart to label and illustrate “inside the mind of a democratic republican and a federalist.”</li> </ul>
<p>5. The students will know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shay’s Rebellion, the Whiskey Rebellion).</p>	<p>A. Can the students explain the significance of domestic resistance movements and ways in which the central government responded to such movements?</p>	<ul style="list-style-type: none"> <li>• The students will create a Venn diagram comparing the reaction of the central government to Shay’s Rebellion and the Whiskey Rebellion.</li> </ul>
<p>*6. The students will describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).</p>	<p>A. Can the students describe the basic law-making process and how the constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government?</p>	<ul style="list-style-type: none"> <li>• The students will create a flow chart showing the basic law-making process.</li> <li>• The students will participate in a mock election.</li> <li>• The students will explain the perspective of various political parties (or candidates) on current issues.</li> </ul>
<p>*7. The students will understand the functions and responsibilities of a free press.</p>	<p>A. Can the students demonstrate an understanding of the functions and responsibilities of a free press?</p>	<ul style="list-style-type: none"> <li>• The students will read newspaper articles and political cartoons about current political issues and analyze them for content and bias.</li> </ul>

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**Curriculum Standard Four: The students will analyze the aspirations and ideals of the people of the new nation.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The students will describe the country’s physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.</p>	<p>A. Can the students describe the country’s physical landscapes, political divisions, and territorial division during the terms of the first presidents?</p>	<ul style="list-style-type: none"> <li>• The students will create a map showing the country’s physical landscape and territorial acquisition during the terms of the first four presidents.</li> <li>• The students will create a map showing political divisions during the terms of the first four presidents accompanied by a timeline.</li> </ul>
<p>*2. The students will explain the policy significance of famous speeches (e.g., Washington’s Farewell Address, Jefferson’s 1801 Inaugural Address, John Q. Adam’s Fourth of July 1821 Address).</p>	<p>A. Can the students explain the policy significance of Washington’s Farewell Address, Jefferson’s 1801 Inaugural Address, and John Q. Adam’s Fourth of July (1821) Address?</p>	<ul style="list-style-type: none"> <li>• After reading excerpts from Washington’s Farewell Address, Jefferson’s 1801 Inaugural Address, and John Q. Adam’s Fourth of July (1821) Address, the students will write a comparison of the perspectives on foreign policy.</li> </ul>
<p>*3. The students will analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson’s opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).</p>	<p>A. Can the students analyze the rise of capitalism and the economic problems and conflicts that accompanied it?</p>	<ul style="list-style-type: none"> <li>• On a graphic organizer, the students will trace the rise of capitalism, listing the economic problems and conflicts that accompanied it.</li> </ul>



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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>4. The students will discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).</p>	<p>A. Can the students discuss daily life of early national America?</p>	<ul style="list-style-type: none"><li>• The students will work together to create an “ABCs” book, using images inspired by art, music, and literature of early national America.</li></ul>

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**Curriculum Standard Five: The students will analyze U.S. foreign policy in the early Republic.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The students will understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.</p>	<p>A. Can the students describe the causes and consequences of the War of 1812?</p>	<ul style="list-style-type: none"> <li>• The students will create a flow chart illustrating the causes and consequences of the War of 1812.</li> </ul>
<p>2. The students will know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.</p>	<p>A. Can the students describe the changing boundaries of the United States in the early republic?</p> <p>B. Can the students describe the relationships the country had with its neighbors and the influence on the Monroe Doctrine in the early republic?</p> <p>C. Can the students describe how its foreign policy influenced westward expansion and the Mexican-American war?</p>	<ul style="list-style-type: none"> <li>• On a map, the students will locate the changing boundaries of the United States in the early republic.</li> <li>• The students will write an argument in favor of or against the Monroe doctrine, predicting its effects on neighbors of the United States and westward expansion.</li> </ul>
<p>3. The students will outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.</p>	<p>A. Can the students outline the major treaties and the outcomes of these treaties with Indian nations during the administration of the first four presidents?</p>	<ul style="list-style-type: none"> <li>• The students will create a timeline showing major treaties with American Indian nations during the first four presidents.</li> </ul>

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**Curriculum Standard Six: The students will analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The students will discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).</p> <p>2. The students will outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay’s American System).</p> <p>*3. The students will list the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).</p>	<p>A. Can the students describe the influence of industrialization and technological developments on the region?</p> <p>B. Can the students explain the impact of human modification of the landscape and how geography shaped human actions?</p> <p>A. Can the students outline the physical obstacles to building a network of roads, canals, and railroads?</p> <p>B. Can the students describe the political factors involved in building a network of roads, canals, and railroads?</p> <p>A. Can the students list reasons for the wave of immigration from Northern Europe to the United States?</p> <p>B. Can the students describe the growth in the number, size, and spatial arrangements of cities?</p>	<ul style="list-style-type: none"> <li>• The students will construct an explanation of how technological developments influenced industrialization in the Northeast.</li> <li>• The students will organize information about the growth of cities, deforestation, farming, and mineral extraction in the Northeast on a matrix.</li> <li>• The students will create a physical map of the Northeast with a map overlay showing the network of canals and railroads in the Northeast.</li> <li>• The students will write a comparison of Northern and Southern reactions to and support of Henry Clay’s American System.</li> <li>• The students will create a series of charts and graphs that demonstrate the origins, motivations, obstacles, and contributions of immigrants.</li> <li>• The students will create both political and population density and distribution maps to demonstrate knowledge of the growth in the number and size and cities in the Northeast.</li> </ul>

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>4. The students will study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.</p>	<p>A. Can the students describe the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities?</p>	<ul style="list-style-type: none"> <li>• Playing the role of a newly freed black American in the Northeast between 1800-1850, the students will write a letter to a family member describing their circumstances in the North with an emphasis on how the school and church is helping to advance their rights.</li> </ul>
<p>*5. The students will trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann’s campaign for free public education and its assimilating role in American culture.</p>	<p>A. Can the students trace the development of the American education system, including the roles of religious and private schools and Horace Mann’s campaign for free public education and its assimilating role in American culture?</p>	<ul style="list-style-type: none"> <li>• The students will construct a timeline of the development of the American education system.</li> <li>• The students will conduct an advertising campaign for a public or private school which may include posters or pamphlets that describe its attributes and benefits.</li> </ul>
<p>*6. The students will examine the women’s suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).</p>	<p>A. Can the students explain struggles and goals of the women’s suffrage movement?</p>	<ul style="list-style-type: none"> <li>• The students will create an illustrated timeline of the women’s suffrage movement.</li> <li>• The students will write a dialogue between Susan B. Anthony, Elizabeth Cady Stanton, Margaret Fuller, or Lucretia Mott and a member of the opposition which demonstrates understanding of the major issues involved in the movement.</li> </ul>

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>7. The students will identify common themes in American art, as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).</p>	<p>A. Can the students identify common themes in American art, transcendentalism and individualism?</p>	<ul style="list-style-type: none"><li>• The students will write an explanation of how samples of American art and quotes from transcendentalists and individualists contain common characteristics.</li></ul>

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**Curriculum Standard Seven: The students will analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The students will describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.</p>	<p>A. Can the students describe the agrarian economy of the South?</p> <p>B. Can the students locate the cotton producing states?</p> <p>C. Can the students describe the significance of cotton and the cotton gin?</p>	<ul style="list-style-type: none"> <li>• The students will complete a series of map exercises reflecting the agrarian economy of the South, including tobacco and cotton.</li> <li>• The students will construct an explanation of the agrarian economy, including different products with an emphasis on the significance of cotton, the cotton producing states, and the impact of the cotton gin.</li> <li>• The students will complete a graph exercise showing the impact of the cotton gin on cotton production.</li> </ul>
<p>*2. The students will trace the origins and development of slavery; its effects on black Americans and on the region’s political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).</p>	<p>A. Can the students describe the origins and development of slavery, its effects on black Americans, and the region’s political, social, religious, economic, and cultural development?</p> <p>B. Can the students identify the strategies that were tried to overturn and preserve slavery?</p>	<ul style="list-style-type: none"> <li>• The students will analyze slave resistance by reading documents about runaways and rebellions and the slaveholder’s and state government’s reaction to it and write an essay that describes the strategies to overturn and preserve it.</li> </ul>

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>3. The students will examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.</p>	<p>A. Can the students explain the characteristics of white Southern society?</p> <p>B. Can the students relate how the physical environment influenced events and conditions prior to the Civil War?</p>	<ul style="list-style-type: none"> <li>• The students will create a graphic organizer which shows elements and relationships of white Southern society.</li> <li>• The students will write an explanation of how the physical environment influenced events and conditions in the South prior to the Civil War.</li> </ul>
<p>4. The students will compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.</p>	<p>A. Can the students compare the lives and opportunities for free blacks in the South?</p>	<ul style="list-style-type: none"> <li>• The students will create a Venn diagram that compares the lives and opportunities of free blacks in the North with free blacks in the South.</li> </ul>

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**Curriculum Standard Eight: The students will analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).</p> <p>*2. The students will describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.</p>	<p>A. Can the students describe the significance of Jacksonian democracy and Jackson's actions as president?</p> <p>A. Can the students describe the purpose, challenges, and economic incentives associated with westward expansion?</p> <p>B. Can the students describe the purpose and accomplishment of the Lewis and Clark expedition?</p> <p>C. Can the students identify the United States territorial acquisitions 1800-1850?</p>	<ul style="list-style-type: none"> <li>• The students will research Jackson's presidency: the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court and create a complex acrostic poem about Jackson that includes those elements.</li> <li>• The students will write an essay that argues in favor of manifest destiny supported by ideas from primary source documents written by supporters of expansion 1800-1850.</li> <li>• The students will examine a series of illustrations of Lewis and Clark's journey and read brief descriptions of incidents. The students will then create a journal entry from the point of view of William Clark about an accomplishment of expedition.</li> <li>• The students will create a map that shows territorial acquisitions of the United States 1800-1850.</li> </ul>



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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>3. The students will describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).</p>	<p>D. Can the students describe the reasons for and results of the removal of the Cherokee?</p> <p>A. Can the students describe the role of pioneer women and the new status that women in the West achieved?</p>	<ul style="list-style-type: none"> <li>• The students will examine the case of Worcester versus Georgia and Jackson’s reaction to it, including the Indian Removal Act of 1830 and write a petition protesting from the perspective of a Cherokee forced to march West.</li> <li>• The students will read excerpts from diaries of women who went West and will create journal entries that include descriptions of women’s roles and changing status.</li> </ul>
<p>4. The students will examine the importance of the great rivers and the struggle over water rights.</p>	<p>A. Can the students explain the importance of the great rivers and the struggle over water rights?</p>	<ul style="list-style-type: none"> <li>• The students will write an analysis of the importance of rivers and water rights in the development of the West.</li> </ul>
<p>5. The students will discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.</p>	<p>A. Can the students describe Mexican settlements and their locations, cultural traditions, attitudes towards slavery, land-grant system, and economies?</p>	<ul style="list-style-type: none"> <li>• The students will write an essay discussing Mexican settlements and their locations, cultural traditions, attitudes towards slavery, land-grant systems, and economies.</li> </ul>

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>6. The students will describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.</p>	<p>A. Can the students describe the causes and effects of the Texas War for Independence?</p> <p>B. Can the students describe the causes and effects of the Mexican-American War?</p>	<ul style="list-style-type: none"> <li>• The students will write a letter from the point of view of a Texan trapped in the Alamo, explaining how circumstances led to his/her situation.</li> <li>• The students will prepare for and participate in a simulation of a congressional debate on whether the United States should go to war with Mexico.</li> </ul>

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**Curriculum Standard Nine: The students will analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The students will describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).</p>	<p>A. Can the students identify leaders of the abolitionist movement?</p>	<ul style="list-style-type: none"> <li>• After reading documents written by leading abolitionists, the students will simulate a town hall meeting on what type of resistance is most effective in the battle against slavery.</li> </ul>
<p>2. The students will discuss the abolition of slavery in early state constitutions.</p>	<p>A. Can the students describe the abolition of slavery in early state constitutions?</p>	<ul style="list-style-type: none"> <li>• The students will create a map and a timeline showing the abolition of slavery in early state constitutions.</li> </ul>
<p>*3. The students will describe the significance of the Northwestern Ordinance in education and in the banning of slavery in new states north of the Ohio River.</p>	<p>A. Can the students explain the significance of the Northwestern Ordinance in education and in the banning of slavery in new states north of the Ohio River?</p>	<ul style="list-style-type: none"> <li>• The students will write a paragraph speculating what might happen if the Northwestern Ordinance had never been passed.</li> </ul>

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>4. The students will discuss the importance of the slavery issue as raised by the annexation of Texas and California’s admission to the union as a free state under the Compromise of 1850.</p>	<p>A. Can the students describe the importance of the slavery issue as raised by the annexation of Texas and California’s admission to the union as a free state under the Compromise of 1850?</p>	<ul style="list-style-type: none"> <li>• In groups, the students will discuss the role of slavery when considering the annexation of Texas and California’s admission to the union as a free state. The students will then write an editorial from a pro-slavery or anti-slavery point of view or against the Compromise of 1850.</li> </ul>
<p>*5. The students will analyze the significance of the States’ Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay’s role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the <i>Dred Scott v. Sanford</i> decision (1857), and the Lincoln-Douglas debates (1858).</p>	<p>A. Can the students explain the significance of:</p> <ul style="list-style-type: none"> <li>• the States’ Rights Doctrine?</li> <li>• the Missouri Compromise (1820)?</li> <li>• the Wilmot Proviso (1846)?</li> <li>• the Compromise of 1850?</li> <li>• the Kansas-Nebraska Act (1854)?</li> <li>• the <i>Dred Scott v. Sanford</i> decision (1857)?</li> <li>• the Lincoln-Douglas debates (1858)?</li> </ul> <p>B. Can the students describe the role of Henry Clay in the Missouri Compromise and the Compromise of 1850?</p>	<ul style="list-style-type: none"> <li>• The students will complete a chart describing and illustrating significant events leading to the Civil War, such as the Compromise of 1850, the Kansas-Nebraska Act, the Dred Scott case, and the Lincoln-Douglas debates, and the ways in which these events fueled political and sectional conflicts.</li> <li>• The students will write a letter to Congress from Henry Clay, explaining why compromise is important.</li> </ul>
<p>6. The students will describe the lives of free blacks and the laws that limited their freedom and economic opportunities.</p>	<p>A. Can the students describe the lives of free blacks and the laws that limited their freedoms and economic opportunities?</p>	<ul style="list-style-type: none"> <li>• The students will write a petition protesting limits on free blacks’ freedoms and opportunities.</li> </ul>

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**Curriculum Standard Ten: The students will analyze the multiple causes, key events, and complex consequences of the Civil War.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen, such as Daniel Webster and John C. Calhoun.</p>	<p>A. Can the students describe the economic and philosophical differences between the North and the south, as exemplified by statesmen such as Daniel Webster and John C. Calhoun?</p>	<ul style="list-style-type: none"> <li>• The students will write a compare and contrast essay describing the differences between the North and the South which led to the Civil War.</li> </ul>
<p>2. The students will trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.</p>	<p>A. Can the students identify the boundaries of the North and South, and geographical differences between the two regions?</p> <p>B. Can the students explain the difference between the agrarians and industrialists?</p>	<ul style="list-style-type: none"> <li>• The students will create a map showing boundaries of the North and South, and their geographical differences.</li> <li>• The students will write a letter from a northern industrialist or a southern agrarian to their European family members describing what it is like to live in America.</li> </ul>
<p>*3. The students will identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.</p>	<p>A. Can the students identify constitutional issues posed by the doctrine of nullification and secession?</p>	<ul style="list-style-type: none"> <li>• The students will complete a matrix identifying arguments, both pro and con, on the issues of nullification and secession, and defending or opposing those arguments with concepts expressed in the Constitution.</li> </ul>

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*4. The students will discuss Abraham Lincoln’s presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his “House Divided” speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).</p>	<p>A. Can the students describe Abraham Lincoln’s presidency, including his Gettysburg Address, the Emancipation Proclamation, and his inaugural addresses and their relationship to the Declaration of Independence?</p>	<ul style="list-style-type: none"> <li>• The students will paraphrase the Gettysburg Address.</li> <li>• The students will analyze the Emancipation Proclamation matching key phrases to concepts expressed within the Declaration of Independence.</li> <li>• The students will write an acrostic poem about Abraham Lincoln which reflects his presidency and the contributions he made to American history.</li> </ul>
<p>5. The students will study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.</p>	<p>A. Can the students describe the views and lives of leaders and soldiers on both sides of the war?</p>	<ul style="list-style-type: none"> <li>• The students will choose two leaders or soldiers and create a “talking head” for each perspective.</li> </ul>

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>6. The students will describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee’s surrender at Appomattox.</p>	<p>A. Can the students describe the critical developments and events in the war, including major battles, geographical advantages and obstacles, technological advances, and General Lee’s surrender?</p>	<ul style="list-style-type: none"> <li>• The students will generate a list of the military advantages and disadvantages of both the North and the South, including issues of leadership, technology, economics, geography, and population.</li> <li>• The students will create an annotated, illustrated timeline of the major battles of the war, leadership and strategies involved, and the outcome.</li> <li>• The students will write a news report announcing and detailing the surrender of Lee at Appomattox.</li> </ul>
<p>7. The students will explain how the war affected combatants, civilians, the physical environment, and future warfare.</p>	<p>A. Can the students explain how the war affected combatants, civilians, the physical environment, and future warfare?</p>	<ul style="list-style-type: none"> <li>• The students will create a Civil War journal, writing entries from multiple perspectives (combatants and civilians). The entries should include descriptions of how war affected the physical environment and the changing nature of warfare.</li> </ul>

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**Curriculum Standard Eleven: The students will analyze the character and lasting consequences of Reconstruction.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
1. The students will list the original aims of Reconstruction and describe its effects on the political and social structures of different regions.	A. Can the students identify the original aims of Reconstruction and the Reconstruction’s effects on political and social structures of different regions?	<ul style="list-style-type: none"> <li>• The students will write an essay explaining the original aims of Reconstruction and Reconstruction’s effects on the political and social structures of different regions.</li> </ul>
2. The students will identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).	A. Can the students identify the push-pull factors in the movement of former slaves to the cities in the North and West and their differing experiences in those regions?	<ul style="list-style-type: none"> <li>• After researching reasons for movement of former slaves to the cities in the North and to the West, the students will write a letter home explaining reasons for moving and the different experiences in the region.</li> </ul>
3. The students will understand the effects of the Freedmen’s Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and “Jim Crow” laws.	A. Can the students explain the effects of the Freedmen’s Bureau and the restrictions placed on the rights and opportunities of freedom, including racial segregation and “Jim Crow” laws?	<ul style="list-style-type: none"> <li>• The students will create a concept map that shows the relationships between the Freeman’s Bureau and rights and opportunities, and restrictions of rights and opportunities of the freedmen.</li> </ul>
4. The students will trace the rise of the Ku Klux Klan and describe the Klan’s effects.	A. Can the students trace the rise of the Ku Klux Klan and describe the Klan’s effects?	<ul style="list-style-type: none"> <li>• The students will create a timeline tracing the rise of secret societies (including the Ku Klux Klan) in the South.</li> </ul>



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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*5. The students will understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.</p>	<p>A. Can the students explain the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction?</p>	<ul style="list-style-type: none"><li>• The students will create a poster for the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution explaining each and explaining their role in Reconstruction.</li></ul>

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**Curriculum Standard Twelve:** The students will analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The students will trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.</p>	<p>A. Can the students trace patterns of agriculture and industrial development as they relate to climate, use of natural resources, markets, and trade?</p> <p>B. Can the students trace this development on a map?</p>	<ul style="list-style-type: none"> <li>The students will create a map showing agricultural and industrial development.</li> </ul>
<p>2. The students will identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.</p>	<p>A. Can the students identify the reasons for the development of federal Indian policy and the wars with American Indians?</p> <p>B. Can the students explain the relationship between agricultural development and industrialization and wars with American Indians?</p>	<ul style="list-style-type: none"> <li>The students will write a congressional speech from 1887 explaining the reasons for the Dawes Act and the expected outcome as it relates to America’s agricultural and industrial development.</li> </ul>
<p>3. The students will explain how states and federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.</p>	<p>A. Can the students explain how states and federal government encouraged business expansion through tariffs, banking, land grants, and subsidies?</p>	<ul style="list-style-type: none"> <li>The students will write a letter from the perspective of the United States government to the owner of a new business explaining all the ways in which the government planned to offer assistance, including tariffs, banking, land grants, franchising, and subsidies.</li> </ul>

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>4. The students will discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).</p>	<p>A. Can the students identify entrepreneurs, industrialists, and bankers and explain their effect on politics, commerce, and industry?</p>	<ul style="list-style-type: none"> <li>• The students will simulate a press conference where entrepreneurs, industrialists, and bankers answer questions about politics, commerce, and industry.</li> </ul>
<p>*5. The students will examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).</p>	<p>A. Can the students locate immigration, industrialization, an urban centers?</p> <p>B. Can the students describe the effects of urbanization, immigration, and industrialization?</p>	<ul style="list-style-type: none"> <li>• The students will create a map activity locating industrial and urban centers.</li> <li>• The students will write a five paragraph essay describing the causes and effects of industrialization, urbanization, and immigration.</li> </ul>
<p>*6. The students will discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.</p>	<p>A. Can the students describe child labor and working conditions?</p> <p>B. Can the students explain laissez-faire policies toward big business?</p> <p>C. Can the students discuss goals and methods of the labor movement?</p>	<ul style="list-style-type: none"> <li>• After reading primary source excerpts, the students will write a readers theatre where the characters (a child worker, a capitalist, and a union worker) discuss working conditions and the government’s responsibility to capitalists and laborers.</li> </ul>

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*7. The students will identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.</p>	<p>A. Can the students identify the sources of large-scale immigration?</p> <p>B. Can the students explain how immigrants contributed to the building of cities and the economy?</p> <p>C. Can the students explain how new social and economic patterns encouraged assimilation?</p> <p>D. Can the students explain the reasons for post Civil War nativism?</p>	<ul style="list-style-type: none"> <li>• On a map, the students will locate countries that were the source of immigration from 1865-1915.</li> <li>• In groups, the students will create a handbook for new immigrants which include types of jobs, living conditions, and reasons for and ways to assimilate.</li> <li>• The students will write a cause/effect essay explaining nativism as a reaction to immigration.</li> </ul>
<p>8. The students will identify the characteristics and impact of Grangerism and Populism.</p>	<p>A. Can the students identify the characteristics and impact of Grangerism and Populism?</p>	<ul style="list-style-type: none"> <li>• The students will draw a political cartoon that illustrates one of the problems that farmers were trying to address through Grangerism and Populism.</li> </ul>
<p>9. The students will name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright)</p>	<p>A. Can the students identify the significant inventors and their inventions and how they improved the quality of life?</p>	<ul style="list-style-type: none"> <li>• The students will complete a chart naming inventors and inventions of the late eighteenth century, illustrating the invention and its use, and giving a brief synopsis of how the invention changed life in America.</li> </ul>

