

SOCIAL STUDIES INSTRUCTIONAL GUIDE

GRADE 8: United States History

GRADE 8 SOCIAL STUDIES: United States History

Table of Contents

Purpose of this Instructional Guide.....2

Overview of Eighth Grade Social Studies..... 2

Guiding Social Studies Education Philosophies..... 2

Eighth Grade Social Studies Grade Level Expectations and Priority Standards Overview..... 3

United States History Unit Outlines: Overview.....8

Eighth Grade Social Studies Skills Grade Level Expectations.....9

United States History Unit Outline: Fighting for Independence.....11

United States History Unit Outline: Framing the Constitution 14

United States History Unit Outline: Slavery, Expansion, Removal and Reform19

United States History Unit Outline: Civil War and Reconstruction 26

Web-Based United States History Resources.....30

Web-Based Government and Civics Resources..... 31

Social Studies Instructional Triangle..... 32

Best Practices in Social Studies..... 33

Reading Grade Level Expectations and Social Studies..... 34

Glossary.....35

NOTE ON THE CREATION OF THIS DOCUMENT: *A cross-district team consisting of social studies teachers Helen Popravak, Tim Simpson and Kim Zwirlein worked with the district Social Studies Manager to revise the earlier work of social studies teachers Stacey Bellas-Bentley, Danny Hidden, Jed Mickelson, Karen Morgan, Tim Trevarthen, and Sherry Westenbroek to produce this document.*

GRADE 8 SOCIAL STUDIES: United States History

Purpose of this Instructional Guide

The purpose of this guide is to give teachers a broad vision of the overall social studies content for eighth grade while also making specific suggestions of methods to both teach and assess particular social studies standards aligned to the content of the course.

Overview of Eighth Grade Social Studies

In eighth grade, students develop a new, more abstract level of understanding of social studies concepts. The context for developing this understanding is U.S. history from 1776 to 1900. Students explore the ideas, issues, and events from the American Revolution and the framing of the Constitution through Reconstruction and industrialization. After reviewing the founding of the United States, particularly the Constitution, students explore the development of politics, society, culture, and economy in the United States to deepen conceptual understandings in civics, geography, and economics. In particular, studying the causes and consequences of the Civil War helps them to comprehend more profoundly the rights and responsibilities of citizens in a culturally diverse democracy.

Guiding Social Studies Education Philosophies

NATIONAL *from the National Council for the Social Studies (NCSS):*

The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

STATE *from the Office of Superintendent of Public Instruction (OSPI):*

Social studies education contributes to developing responsible citizens in a culturally diverse, democratic society within an interdependent world. Social studies equips students to understand their own power and their own responsibility as citizens of the world's most powerful democracy. It equips them to make sound judgments and to actively contribute to sustaining a democratic society, to good stewardship of the natural environment, and to the health and prosperity of their own communities.

DISTRICT

Teachers of social studies in the Evergreen Public Schools should consider themselves teachers of broad social studies concepts and skills reflected in the state grade level expectations (GLEs) who use a particular content to teach these broader concepts and skills. An understanding of the factors that cause conflict within and between nations is more important than memorizing the details of every major war. This does *not* mean that content is unimportant but it does mean that some content must be covered in a cursory manner to ensure that a depth of study can take place that enables students to develop an understanding of broad social studies concepts as well as develop social studies skills such as critical reasoning, analysis of information and deliberation of positions.

GRADE 8 SOCIAL STUDIES: United States History

8th Grade Social Studies GLEs & Priority Standards

NOTE: Highlighted Grade Level Expectations are Priority Standards for this grade level.

EALR 1: CIVICS

The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

1.1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents.

- 1.1.1: Key ideals and principles
 - Understands key ideals and principles outlined in the Declaration of Independence including life, liberty, and the pursuit of happiness; the U.S. Constitution including the rule of law, separation of powers, representative government, and popular sovereignty; and the Bill of Rights including due process and freedom of expression.
Example: Explains how the Declaration of Independence establishes life, liberty and the pursuit of happiness as goals for our nation.
- 1.1.2: Application of ideals and principles
 - Evaluates efforts to reduce discrepancies between key ideals and reality in the United States including:
 - How amendments to the Constitution have sought to extend rights to new groups.
 - How key ideals and constitutional principles set forth in fundamental documents relate to public issues.*Example: Judges how well the 14th and 15th Amendments have expanded freedoms for African Americans and other groups in the past and present.*

1.2: Understands the purposes, organization, and function of governments, laws and political systems.

- 1.2.1: Structure of government
 - Understands and analyzes the structure and powers of government at the national level.
Example: Examines Article I of the U.S. Constitution and identifies the powers and responsibilities of the House of Representatives and Senate.
- 1.2.2: Function of government
 - Evaluates the effectiveness of the system of checks and balances in the United States based on an event.
Example: Critiques the effectiveness of checks and balances when President Jackson ignored the Supreme Court's ruling in Cherokee Nation v. Georgia.
- 1.2.3: Forms of government
 - Understands that the U.S. government includes concepts of both a democracy and a republic.
Example: Explains how the U.S. can be considered a "constitutional republic" because its leaders and officials are elected as representatives of the people.

1.3: Understands the purposes, organization of international relationships and United States foreign policy.

- 1.3.1: International relationships
 - Analyzes the how the U.S. has interacted with other countries in the past or present.
Example: Examines how the United States recruited workers from Europe to provide industrial labor.

1.4: Understands civic involvement.

- 1.4.1: Civic involvement
 - Analyzes how a position on an issue attempts to balance individual rights and promote the common good.
Example: Takes a position on government surveillance that attempts to preserve individual privacy while maintaining national security.

GRADE 8 SOCIAL STUDIES: United States History

8th Grade Social Studies GLEs & Priority Standards

NOTE: Highlighted Grade Level Expectations are Priority Standards for this grade level.

EALR 2: ECONOMICS

The student understands economic concepts and systems to comprehend the interactions between economy and individuals, households, businesses, governments, and societies.

2.1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.

- 2.1.1: Economic choices
 - Analyzes examples of how groups and individuals have considered profit and personal values in making economic choices in the past or present.
Example: Examines how the profit motive inspired entrepreneurship during the Gold Rush.

2.2: Understands how economic systems function.

- 2.2.1: Economic systems
 - Analyzes how the forces of supply and demand have affected the production distribution, and consumption of goods, services, and resources in the United States in the past or present.
Example: Examines the use of immigrant labor in the building of the transcontinental railroads as a result of the forces of supply and demand.
- 2.2.2: Trade
 - Understands and analyzes how the forces of supply and demand have affected international trade in the United States in the past or present.
Example: Examines how England's demand for cotton and indigo resulted in increased exports for the United States.

2.3: Understands the government's role in the economy.

- 2.3.1: Government and the economy
 - Understands and analyzes the influence of the U.S. government's taxation, creation of currency, and tariffs in the past or present.
Example: Examines how President Andrew Jackson used the protective tariff to secure emerging industries in the 19th century.

2.4: Understands the economic issues and problems that all societies face.

- 2.4.1: Economic issues
 - Understands and analyzes the distribution of wealth and sustainability of resources in the U.S. in the past or present.
Example: Examines Analyzes how the growth of slavery throughout the South created an economic system dominated by large plantation owners.

GRADE 8 SOCIAL STUDIES: United States History

8th Grade Social Studies GLEs & Priority Standards

NOTE: Highlighted Grade Level Expectations are Priority Standards for this grade level.

EALR 3: GEOGRAPHY

The student applies the concepts of location, region, and movement and demonstrates knowledge of how geographic features and human cultures impact environments to make reasoned decisions.

3.1: Understands the physical characteristics, cultural characteristics, and location of places and regions.

- 3.1.2: Characteristics and spatial organization of places and regions
 - Understands and analyzes physical and cultural characteristics of places and regions in the U.S. from the past or in the present.
Example: Examines how the railroad led to the development of Chicago as a leader in the meatpacking industry.

3.2: Understands the interactions between humans and environments.

- 3.2.1: Human-environment interaction
 - Analyzes how the environment has affected people and how people have affected the environment in the U.S. in the past or present.
Example: Examines the differing economies that developed in the northern state and the southern states due to different geographical environments.
- 3.2.2: Culture
 - Understands cultural diffusion in the U.S. from the past or in the present.
Example: Explains the diffusion of Chinese culture in the West during the Gold Rush.
- 3.2.3: Human migration
 - Understands and analyzes migration as a catalyst on the growth of the U.S. in the past or present.
Example: Examines the impact of the forced migration of slaves on the growth of the United States.

3.3: Understands the geographic context of global issues and events.

- 3.3.1: Geographic context of global issues
 - Understands that learning about the geography of the U.S. helps us understand the global issue of diversity.
Example: Explains how the United States acquired land with the Mexican Cession to better understand perspectives on immigration from Mexico.

GRADE 8 SOCIAL STUDIES: United States History

8th Grade Social Studies GLEs & Priority Standards

NOTE: Highlighted Grade Level Expectations are Priority Standards for this grade level.

EALR 4: HISTORY

The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

4.1: Understands historical chronology.

- 4.1.2: Chronological eras
 - Understands how the following themes and developments help to define eras in U.S. history from 1776 to 1900.
 - Fighting for independence and framing the Constitution (1776-1815)
 - Slavery, expansion, removal, and reform (1801-1850)
 - Civil War and reconstruction (1850-1877)
 - Development and struggles in the West, industrialization, immigration, and urbanization (1870-1900)
- Example: Explains how the Revolutionary War and the War of 1812 help to define early U.S. history as a time of struggle for independence.*

4.2: Understands and analyzes the causal factors that have shaped major events in history.

- 4.2.1: Individuals and movements
 - Understands and analyzes how individuals and movements have shaped U.S. history (1776-1900).
Example: Examines the impact of Harriet Beecher Stowe's novel Uncle Tom's Cabin on the abolitionist movement in the United States.
- 4.2.2: Cultures and cultural groups
 - Understands and analyzes how cultures and cultural groups have contributed to U.S. history (1776-1900).
Example: Explains how missionaries affected the religious and social practices of indigenous people in the United States.
- 4.2.3: Ideas and technology
 - Understand and analyzes how technology and ideas have impacted U.S. history (1776-present).
Example: Examines the effect of the cotton gin on propagating the expansion of slavery in the Southern United States.

4.3: Understands that there are multiple perspectives and interpretations of historical events.

- 4.3.1: Historical interpretation
 - Analyzes and interprets historical materials from a variety of perspectives in U.S. history (1776-1900).
Example: Distinguishes between conflicting views of the reasons for Southern secession.
- 4.3.2: Multiple causation
 - Analyzes multiple causal factors to create positions on major events in U.S. history (1776-1900).
Example: Presents a position on the causes of the Civil War demonstrating understanding of varying points of view of the conflict.

4.4: Uses history to understand the present and plan for the future.

- 4.4.1: Historical antecedents
 - Analyzes how a historical event in U.S. history helps us to understand a current issue.
Example: Examines how the history of slavery in the United States helps us to understand race relations today.

GRADE 8 SOCIAL STUDIES: United States History

8th Grade Social Studies GLEs & Priority Standards

NOTE: Highlighted Grade Level Expectations are Priority Standards for this grade level.

EALR 5: SOCIAL STUDIES SKILLS

The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.

5.1: Uses critical reasoning skills to analyze and evaluate positions.

- 5.1.1: Understands reasoning
 - Understands reasons based on evidence for a position on an issue or event.
Example: Explains the reasons for one's own position about the effectiveness of the system of checks and balances when President Andrew Jackson ignored the Supreme Court ruling in Cherokee v. Georgia.
- 5.1.2: Evaluates reasoning
 - Evaluates the logic of reasons for a position on an issue or event.
Example: Critiques the order and coherence of reasons when evaluating the effectiveness of the federal system of checks and balances during Andrew Jackson's presidency.

5.2: Uses inquiry-based research.

- 5.2.1: Forms questions
 - Creates and uses research questions that are tied to an essential question to focus inquiry on an issue.
Example: Develops research questions that are tied to an essential question to focus inquiry on how amendments to the Constitution have sought to extend rights to disenfranchised individuals.
- 5.2.2: Analysis of resources
 - Evaluates the logic of positions in primary and secondary sources to interpret an issue or event.
Example: Critiques the coherence of positions taken by slaves, slaveholders and abolitionists.

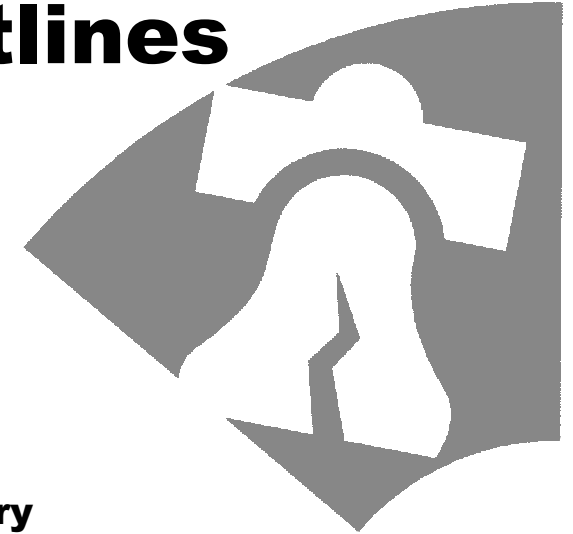
5.3: Deliberates public issues.

- 5.3.1: Deliberation
 - Applies key ideals outlined in fundamental documents to clarify and address public issues in the context of a discussion.
Example: Applies key ideals outlined in the Constitution to clarify and address positions on federal immigration policy that attempt to balance human rights with national security.

5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

- 5.4.1: Creates position and product
 - Uses sources within the body of the work to support positions in a paper or presentation.
Example: Uses sources within the body of the work to support one's position on the Indian Removal Act.
- 5.4.2: Citing sources
 - Uses appropriate format to cite sources within an essay or presentation.
Example: Demonstrates proper citation by citing other's ideas within an essay or paper (e.g. MLA).

United States History Unit Outlines



- **Fighting for Independence**
1776-1783
- **Framing the Constitution**
1781-1815
- **Slavery, Expansion, Removal and Reform**
1801-1850
- **Civil War and Reconstruction**
1850—1877

Classroom-Based Assessment in Eighth Grade United States History

Teachers are required to implement OSPI's *Constitutional Issues* Classroom-Based Assessment (CBA) at some point during this course. An implementation plan has been developed by a team of teachers around the content of Indian removal during Andrew Jackson's presidency but teachers may build their own plan around other content as deemed appropriate by the teacher. The district's implementation plan can be received by contacting the Department of Curriculum and Instruction (ext. 4086).

Unit Outlines

While the content of each semester is required as expressed above, the unit outlines (pgs. 11-29) are not meant to be used as a step by step, sequential guide. They align grade level expectations (GLEs) with content that could be used to address the GLE as deemed appropriate by the teacher.

Resources provided by the district referenced in the unit outlines:

- ***America: History of Our Nation*** (Adopted student text)
 - ***America: History of Our Nation: All-in-One Teaching Resources*** (Teacher resource)
 - ***America: History of Our Nation: Interactive Notetaking Study Guide*** (Teacher resource)
 - ***A History of US: Volumes 1 through 7*** (Teacher reference)
 - ***A History of US: Sourcebook*** (Teacher reference)
- The above resources are available from the school textbook room.*

KEY:

Priority GLE: A grade level expectation (GLE) selected by the district as one to highlight and focus on during the scope of the course.

GRADE 8 SOCIAL STUDIES: United States History

Eighth Grade Social Studies Skills Grade Level Expectations

While the Grade Level Expectations for the four social studies content strands (civics, economics, geography and history) are imbedded within the unit outlines on the following pages, the social studies skills are not as they could be addressed in any unit. Below are the social studies skills GLEs as well as suggestions of methods of addressing them within the course. **Each of the social studies skills grade level expectations should be addressed during the scope of the course but how each is addressed is up to the individual teacher.**

Grade Level Expectation	Context Idea	Resource Suggestions		Assessment Suggestion
<p>PRIORITY GLE Social Studies Skill 5.1.1: Understands Reasoning Understands reasons based on evidence for a position on an issue or event</p>	<p>The Abolition Movement</p>	<p><i>Abolitionism</i> http://www.iath.virginia.edu/utc/abolitn/abhp.html</p> <p><i>I Will Be Heard: Abolitionism in America</i> http://rmc.library.cornell.edu/abolitionism/</p>	<p><i>The African-American Mosaic: Abolition</i> http://www.loc.gov/exhibits/african/afam005.html</p>	<p>Explain the reasons for one’s own position about the effectiveness of abolitionists regarding the issue of ending slavery.</p>
<p>Social Studies Skill 5.1.2: Evaluates Reasoning Evaluates the logic of reasons for a position on an issue or event.</p>	<p>Mexican-American War</p>	<p><i>The Mexican War</i> http://www.sonofthesouth.net/mexican-war/war.htm</p> <p><i>The Mexican War</i> http://www.lone-star.net/mall/texasinfo/mexicow.htm</p>	<p><i>U.S.-Mexican War</i> http://www.pbs.org/kera/usmexicanwar/index_flash.html</p> <p><i>The Mexican-American War and the Media</i> http://www.history.vt.edu/MxAmWar/INDEX.HTM</p>	<p>Evaluate reasons for a position on the legality of the Mexican-American War.</p>
<p>Social Studies Skill 5.2.1: Forms Questions Creates and uses research questions that are tied to an essential question to focus inquiry on an issue.</p>	<p>Research Paper</p>	<p><i>Developing a Research Question</i> http://www.esc.edu/esconline/across_esc/writerscomplex.nsf/0/f87fd7182f0ff21c852569c2005a47b7</p>	<p><i>Developing a Research Question</i> http://www.dacc.edu/library/OnlineModules/RschQuest.htm</p>	<p>Explain how research questions were developed and used as part of the research process.</p>
<p>Priority GLE Social Studies Skill 5.2.2: Analysis of Resources Evaluates the logic of positions in primary and secondary sources to interpret an issue or event.</p>	<p>Indian Removal</p>	<p><i>Indian Removal Act</i> http://www.loc.gov/rr/program/bib/ourdocs/Indian.html</p> <p><i>Jacksonian Democracy: Indian Removal</i> http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=638</p>	<p><i>Cherokee Nation v. Georgia: Opinion of the Court</i> http://www.mtholyoke.edu/acad/intrel/cherokee.htm</p> <p><i>The Effects of Removal on American Indian Tribes</i> http://nationalhumanitiescenter.org/tserve/nattrans/ntecoindian/essays/indianremoval.htm</p>	<p>Evaluate reasons for positions taken by different stakeholders regarding the removal of Indians from their lands. This assessment is aligned with the Constitutional Issues CBA.</p>

GRADE 8 SOCIAL STUDIES: United States History

Eighth Grade Social Studies Skills Grade Level Expectations (cont.)

While the Grade Level Expectations for the four social studies content strands (civics, economics, geography and history) are imbedded within the unit outlines on the following pages, the social studies skills are not as they could be addressed in any unit. Below are the social studies skills GLEs as well as suggestions of methods of addressing them within the course. **Each of the social studies skills grade level expectations should be addressed during the scope of the course but how each is addressed is up to the individual teacher.**

Grade Level Expectation	Context Idea	Resource Suggestions		Assessment Suggestion
<p>Social Studies Skill 5.3.1: Understands Reasoning Applies key ideals outlined in fundamental documents to clarify and address public issues in the context of a discussion.</p>	<p>Class Debate</p>	<p><i>Debatepedia</i> http://wiki.idebate.org/index.php/Welcome_to_Debatepedia%21</p> <p><i>Deliberating in Democracy</i> www.deliberating.org/index.php/lessons/lessons-and-translation</p> <p><i>ProCon.org</i> procon.org/</p>	<p><i>Opposing Views</i> http://www.lib.washington.edu/mcnews/opposing_views/</p> <p><i>Points of View</i> Available from the district student portal.</p>	<p>Applies key ideals outlined in the Constitution and/or Declaration of Independence to clarify and address positions on a public issue.</p>
<p>PRIORITY GLE Social Studies Skill 5.4.1: Creates Position and Product Uses sources within the body of the work to support positions in a paper or presentation.</p>	<p>Indian Removal Act</p>	<p><i>Indian Removal Act</i> http://www.loc.gov/rr/program/bib/ourdocs/Indian.html</p> <p><i>Andrew Jackson's Address to Congress in support of removal</i> http://www.synaptic.bc.ca/ejournal/jackson.htm</p> <p><i>Cherokee Removal: The National Debate</i> http://www.intimeandplace.org/cherokee/reading/removal.html</p>	<p><i>Indian Removal</i> http://www.pbs.org/wgbh/aia/part4/4p2959.html</p> <p><i>Indian Removal in the 1830s: A Document-Base Question lesson</i> http://www.binghamton.edu/ctah/student/mohr/mohrprint.html</p> <p><i>Constitutional Issues Classroom-Based Assessment: Indian Removal</i> Available from the Evergreen Public Schools Curriculum Department (ext. 4086)</p>	<p>Uses sources within the body of the work to support a position on the Indian Removal Act. This assessment is aligned with the Constitutional Issues CBA.</p>

GRADE 8 SOCIAL STUDIES: United States History

Fighting for Independence

Guiding Questions:

- What moved American colonists to revolt against England?
- What are the origins and continuing influence of the key ideals of the Declaration of Independence?
- How did the United States become a nation?

Content	Grade Level Expectation	Vocabulary	Instructional Suggestions	Resources	Assessment Suggestions
Migration to the American Colonies	Geography 3.2.3: Human Migration Understands and analyzes migration as a catalyst on the growth of the United States.	Colony Economy Epidemic Immunity Natural resources Persecution Population Religious freedom Slave Small pox Trade	Essential question: What impact (both positive and negative) did European migration have on the population of North America? Discussion/writing prompt: Why do people migrate? Graphic organizer: Cause and effect chain related to migration.	<i>America: History of Our Nation</i> Ch. 3 <i>All-in-One Teaching Resources: Unit 6</i> Pgs. 56 <i>The Era of Colonization</i> Safari Montage video	Create a table illustrating the changes in populations of different groups such as Europeans, Africans, and Native Americans in North America during the colonial period. Explain how migration patterns impacted the growth of the United States.
Geography of the Colonial Period	Priority GLE Geography 3.2.1: Human-Environmental Interaction Understands and analyzes how the environment has affected people and how people have affected the environment in U.S. history.	Climate Colony Fauna Flora Natural resources Weather	Essential question: How did the environment of the Americas create the need for the colonists to adapt and how did colonists benefit from the environment? Discussion/writing prompt: If you were going to start a colony, what would you look for in a location? Persuasive letter: As a colonist write a letter to convince a colonist in another region to move to your region based on geography and the way of life.	<i>America: History of Our Nation</i> Pgs. 67, 74, 80, 86 <i>A History of US: 2</i> Pgs. 25-41 <i>Land of the Eagle: The Great Encounter</i> Safari Montage video	List natural resources available where colonists settled and explain how those resources were used. Explain the advantages the geography and climate gave to people of the colonies.

GRADE 8 SOCIAL STUDIES: United States History

Fighting for Independence

Content	Grade Level Expectation	Vocabulary	Instructional Suggestions	Resources	Assessment Suggestions
Enlightenment Ideas	Priority GLE History 4.2.1: Individuals and Movements Understands and analyzes how individuals and movements have shaped U.S. history (1776-1900).	Divine right Enlightenment Ideals Natural rights Reformation Separation of powers Rule of law	Essential question: How did thinkers of the Enlightenment era help bring about the American Revolution? Discussion/writing prompt: How can students' ideas for change be put into action? What would you need to do to get the school to make a change? Graphic organizer: Cause and effect web illustrating the impact of the Enlightenment on the thinking of the leaders of the Revolution.	<i>America: History of Our Nation</i> Pgs. 122-123 <i>Impact of the Enlightenment</i> http://www.ushistory.org/us/7a.asp The History of the U.S. Government (chapter 3) Safari Montage video	Explain the connection between the Enlightenment and the American Revolution. Explain how the thinking of an individual helped create a broader movement that shaped U.S. history.
Causes of the American Revolution	Priority GLE History 4.2.1: Individuals and Movements Understands and analyzes how individuals and movements impact U.S. history (1776-1900).	Boston Tea Party Boston Massacre Boycott Colony Continental Congress Intolerable Acts Loyalist Parliament Patriot Petition Repeal Representation Sons of Liberty Stamp Act Sugar Act Taxation Tea Act Tory Whig	Essential question: What caused American colonists to revolt? Discussion/writing prompt: What would cause you to revolt against authority? How would you act against it? Graphic organizer: Cause and effect chain or web. Class debate: Loyalists versus Patriots.	<i>America: History of Our Nation</i> Ch. 4, sect. 4 & Ch.5 <i>All-in-One Teaching Resources: Unit 2</i> Pgs. 47-49 <i>A History of US Vol. 3</i> Pgs. 46-68 <i>Sourcebook</i> Pgs. 26, 28, 30, 31 <i>Boston Massacre Trials</i> http://www.law.umkc.edu/faculty/projects/FTRIALS/bostonmassacre/bostonmassacre.html <i>Causes of the Revolution</i> Safari Montage video <i>The American Revolution</i> Safari Montage video	Explain major causes of the American Revolution. Write a letter to King George explaining the reasons for separating. Create an editorial cartoon depicting a grievance of the colonists of the 1770s.

GRADE 8 SOCIAL STUDIES: United States History

Fighting for Independence

Content	Grade Level Expectation	Vocabulary	Instructional Suggestions	Resources	Assessment Suggestions
Declaration of Independence	<p>Priority GLE</p> <p>Civics 1.1.1: Key Ideals and Principles Understands key ideals and principles outlined in the Declaration of Independence, including life, liberty, and the pursuit of happiness.</p>	Common good Declaration Freedom Grievance Ideal Individual rights Liberty Natural rights Petition Preamble Principle Pursuit of happiness Unalienable right	<p>Essential question: What are the key ideals and principles expressed in the Declaration of Independence and how was it used to unite the colonists?</p> <p>Discussion/writing prompt: How is the Declaration of Independence like a letter ending a relationship?</p> <p>List: In the students' own words create a list of the grievances outlined in the Declaration of Independence.</p> <p>Group brainstorm: What are some rights related to life, liberty and the pursuit of happiness?</p>	<p><i>America: History of Our Nation</i> Ch. 6, sect. 1</p> <p><i>A History of US</i> Vol. 3 Pgs. 98-105 <i>Sourcebook</i> Pgs. 37-41</p> <p><i>The Declaration of Independence</i> Safari Montage video</p>	<p>Explain how the Declaration of Independence establishes life, liberty and the pursuit of happiness as goals for our nation.</p> <p>Explain ideas that led to the American colonists declaring independence.</p> <p>List and define ideals and principles expressed in the Declaration of Independence. This assessment is aligned with the Constitutional Issues CBA.</p>
Unit Content Review	<p>History 4.1.2 Understands Historical Chronology Understands how the themes and developments of the time helped to define the Revolutionary Era (1776-1783).</p>	Common good Declaration of Independence Era Founders Ideals Individual rights Natural rights Principles Representation Revolution	<p>Essential question: What are the themes, events, and people that help define the Revolutionary Era?</p> <p>Discussion/writing prompt: What is the most important event of the Revolutionary Era? Explain. Who is the most important person of the Revolutionary Era? Explain.</p>	<p><i>America: History of Our Nation</i> Ch. 5 & 6</p> <p><i>The Declaration of Independence in America: History of Our Nation</i> Pgs. 174-178</p>	<p>List and explain the importance of people, ideas, and events of the Revolutionary Era.</p> <p>Create a timeline illustrating the most important events of Revolutionary Era.</p> <p>Create a magazine about the Revolutionary Era that includes articles and pictures about the people, ideas, and events that helped define the era.</p>

GRADE 8 SOCIAL STUDIES: United States History

Framing the Constitution

Guiding Questions:

- What are the origins and continuing influence of the key ideals of the Constitution?
- What issues did the young nation of the United States face?
- How did the United States become a democratic republic?
- How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?

Content	Grade Level Expectation	Vocabulary	Instructional Suggestions	Resources	Assessment Suggestions
Problems with the Articles of Confederation	Economics 2.3.1: Government and the Economy Understands and analyzes the influence of government taxation, creation of currency, and tariffs in early United States history.	Articles of Confederation Constitution Currency Limited government Shay’s Rebellion Tariffs Tax Trade	Essential question: What is the federal government’s role in the economy? Discussion/writing prompts: What might happen if the federal government decided to stop all taxation? What would happen if there was no such thing as money?	<i>America: History of Our Nation</i> Ch. 7 Pgs. 206-208 <i>All-in-One Teaching Resources: Unit 2</i> Pg. 75, 77 <i>A History of US Vol. 3</i> Pgs. 147-150 <i>Sourcebook</i> Pgs. 42-50 <i>Creating a New Nation</i> Safari Montage video	Examine how the limitations of the federal government under the Articles of Confederation were problematic. Explain three services that government provides through tax support.
Ideas Behind the Constitution	Civics 1.2.3: Forms of Government Understands that the U.S. government includes concepts of both a democracy and a republic.	Democracy Government Representative Republic	Essential question: How is the United States both a form of democracy and a republic? Discussion/writing prompts: What problems might there be in having a direct democracy? Does having a republic solve any of these problems? Explain. Graphic Organizer: Create a Venn diagram comparing the American democratic republic with a pure democracy.	<i>America: History of Our Nation</i> Pgs. 24-25, 252-253 <i>Interactive Reading & Notetaking Guide</i> Pgs. 95-120 <i>A History of US Vol. 3</i> Pgs. 167-182	Define democracy and republic and explain how facets of each are found within the form of government of the United States.

GRADE 8 SOCIAL STUDIES: United States History

Framing the Constitution

Content	Grade Level Expectation	Vocabulary	Instructional Suggestions	Resources	Assessment Suggestions
<p>Ideals of the Constitution</p>	<p>Priority GLE Civics 1.1.1: Key Ideals and Principles Understands key ideals and principles outlined in the <i>U.S. Constitution, including the rule of law, separation of powers, representative government, and popular sovereignty.</i></p>	<p>Anti-Federalist Bill of Rights Checks and balances Constitution Democracy Federalism Federalist Ideal Limited government Popular sovereignty Preamble Principle Representative government Republic Rule of law Separation of powers</p>	<p>Essential question: What are the key ideals and principles outlined in the United States Constitution?</p> <p>Discussion/writing prompt: Why do you think the founders of our nation created a system that limits the power of government?</p> <p>Group activity: If you were to improve upon the structure of the federal government (or create a government from scratch) how would it be structured?</p> <p>Graphic organizer: Create a diagram of the federal government as described in the Constitution.</p> <p>Class debate: Federalists versus Anti-Federalists.</p>	<p><i>America: History of Our Nation</i> Ch. 7 <i>The Constitution</i> Pgs. 226-250 <i>Citizenship Handbook</i> Pgs. 251-271 <i>All-in-One Teaching Resources: Unit 2</i> Pg. 97 <i>Interactive Reading & Notetaking Guide</i> Pgs. 95-120</p> <p><i>A History of US Sourcebook</i> Pgs. 58-80</p> <p><i>The U.S. Constitution and the Bill of Rights</i> Safari Montage video</p>	<p>Identify ideals and principles found in the Constitution and explain where they are evident within the Constitution.</p> <p>Explain how separation of powers works.</p> <p>Explain how popular sovereignty is important to a free democracy.</p> <p>Explain how the U.S. government has elements of both a democracy and a republic.</p>

GRADE 8 SOCIAL STUDIES: United States History

Framing the Constitution

Content	Grade Level Expectation	Vocabulary	Instructional Suggestions	Resources	Assessment Suggestions
<p>Form and Functions of the Federal Government</p>	<p>Priority GLE Civics 1.2.1: Structure of Government Understands and analyzes the structure and powers of government at the national level.</p>	<p>Administrative agency Appoint Branch Cabinet Checks and balances Citizen Congress Constitutional Enumerated powers Executive branch Federal Federal court House of Representatives Impeachment Judicial branch Judicial review Legislative branch President Senate Separation of powers Supreme Court Unconstitutional Veto</p>	<p>Essential question: How does the system of checks and balances work?</p> <p>Discussion/writing prompts: What problems could arise if there was only one branch of government? Why is a system of checks and balances necessary?</p> <p>Graphic organizer: Complete a graphic organizer that illustrates the checks and balances of the three branches</p>	<p><i>Civics in Practice</i> Ch. 3, sect. 2 Ch. 5-7</p> <p><i>America: History of Our Nation</i> <i>The Constitution</i> Pgs. 226-250 <i>Citizenship Handbook</i> Pgs. 251-271</p> <p><i>A History of US</i> Vol. 4 Pgs. 24-27 <i>Sourcebook</i> Pgs. 58-80</p> <p><i>The Constitution of the United States</i> http://ratify.constitutioncenter.org/constitution/</p> <p><i>Congressional Committees and the Legislative Process</i> http://www.edsiteмент.neh.gov/view_lesson_plan.asp?id=284</p> <p><i>Checks and Balances</i> Classroom-Based Assessment http://www.k12.wa.us/</p> <p><i>The U.S. Federal System</i> Safari Montage video</p>	<p>Explain how the branches exercised their power during an historic or current event (Andrew Jackson’s struggle with the Supreme Court over Indian Removal, Congressional oversight of surveillance, etc.).</p> <p>Create a diagram of the system of checks and balances in action based on a current or historical event (for example the Clinton impeachment, 2000 Presidential election, domestic surveillance, 2008 bailout, judicial nomination etc.).</p> <p>Examine Article I, II and III of the Constitution and identify the responsibilities and powers of the branches of government.</p>

GRADE 8 SOCIAL STUDIES: United States History

Framing the Constitution

Content	Grade Level Expectation	Vocabulary	Instructional Suggestions	Resources	Assessment Suggestions
The Legislative Process	Priority GLE Civics 1.2.1: Structure of Government Understands and analyzes the structure and powers of government at the national level.	Act Amendment Bill Committee Law Legislate Veto	Essential question: How are federal laws made? Discussion/writing prompt: If you could make a law, what would it be? Explain your choice. Simulation: Have students write and debate bills in a mock congress.	<i>America: History of Our Nation</i> Pgs. 258-259 <i>All-in-One Teaching Resources: Unit 2</i> Pg. 98 <i>A History of US Sourcebook</i> Pgs. 58-80 <i>The Legislative Branch</i> Safari Montage video	Create a diagram illustrating the legislative process. Write a narrative that traces the life of a bill from its inception through the legislative process and culminating with a challenge in the Supreme Court.
Ideals of the Bill of Rights	Priority GLE Civics 1.1.1: Key Ideals and Principles Understands key ideals and principles outlined in the <i>Bill of Rights, including due process and freedom of expression.</i>	Amendment Bill of Rights Civil rights Cruel and unusual punishment Double jeopardy Due process of law Freedom of assembly Freedom of expression Human rights Just compensation Militia Petition Quartered Search and seizure Separation of church and state State's rights Warrant	Essential question: What are the rights guaranteed in the <i>Bill of Rights</i> ? Discussion/writing prompt: If you had the ability to amend the <i>Bill of Rights</i> , what would you add or remove? Explain. Group Activity: Rewrite selected Amendments in plain English that the average eighth grader could understand (perhaps as a poem, rap, text message, etc.). Inquiry: Research the historical context and current application of one of the first ten Amendments.	<i>America: History of Our Nation</i> Pgs. 220-221, 240-242, 266-267 <i>All-in-One Teaching Resources: Unit 2</i> Pg. 78 <i>A History of US Sourcebook</i> Pgs. 58-80 <i>The U.S. Constitution and the Bill of Rights</i> Safari Montage video	Support a position on the three most important amendments in the Bill of Rights. Explain how the Bill of Rights protects an individual's rights. Explain a right guaranteed by the first ten amendments and describe a scenario in which that right is exercised.

GRADE 8 SOCIAL STUDIES: United States History

Framing the Constitution

Content	Grade Level Expectation	Vocabulary	Instructional Suggestions	Resources	Assessment Suggestions
<p>Unit Content Review</p>	<p>History 4.1.2: Chronological Eras Understands how the themes and developments of the time helped to define the era of the foundation of the United States (1776-1800)</p>	<p>Compromise Congress Constitution Constitutional principle Democratic ideal Era Executive Founders House of Representatives Judicial Legislative President Representative democracy Senate Supreme Court</p>	<p>Essential question: What are the themes, events, and people that help define the era of the foundation of the United States?</p> <p>Discussion/writing prompt: What do you think is the most important event of the era of the foundation of the United States? Explain. Who is the most important person of the era of the foundation of the United States? Explain.</p>	<p><i>America: History of Our Nation</i> Ch. 7 <i>The Constitution in America</i> Pgs. 228-242</p>	<p>List and explain the importance of people, ideas, and events era of the foundation of the United States.</p> <p>Create a timeline illustrating the most important events of the era of the foundation of the United States.</p> <p>Create a magazine about the era of the foundation of the United States that includes articles and pictures about the people, ideas, and events that helped define the era.</p>

GRADE 8 SOCIAL STUDIES: United States History

Slavery, Expansion, Removal and Reform

Guiding Questions:

- What has been the legacy of slavery for people living in the United States?
- How did the United States expand and what was the social, political, and cultural impact of this expansion?
- What progress was made toward social, political, and economic reforms?

Content	Grade Level Expectation	Vocabulary	Instructional Suggestions	Resources	Assessment Suggestions
Territorial Expansion and International Relations	Civics 1.3.1 International Relationships Analyzes how the United States has interacted with other countries in the past or present.	Annexation Cession Foreign policy Frontier Louisiana Purchase Nationalism Manifest Destiny Monroe Doctrine Pioneer Settler Treaty War 1812	Essential question: What methods were used by the United States to gain territory from other nations? Discussion/writing prompts: Should the U.S. government do everything it can to become wealthier and more powerful? Explain how modern citizens might view the westward expansion of the U.S.?	<i>America: History of Our Nation</i> Ch. 10 Sect. 4 Pgs. A-12-13 <i>All-in-One Teaching Resources:</i> <i>Unit 3:</i> Pg. 59 <i>Unit 4:</i> Pg. 81 <i>Interactive Reading & Notetaking Guide</i> Pg. 141, 153 <i>A History of US: 4</i> Pgs. 76-82 <i>Sourcebook</i> Pgs. 58-80, 105-108, 127-131, 163 <i>Freedom: A History of US: Liberty for All?</i> Safari Montage video	Explain how the United States' policy of expansionism led to different kinds of interactions with different countries and Native Americans. Explain the different ways the United States interacted with other countries to gain territory.

GRADE 8 SOCIAL STUDIES: United States History

Slavery, Expansion, Removal and Reform

Content	Grade Level Expectation	Vocabulary	Instructional Suggestions	Resources	Assessment Suggestions
Indian Removal	Civics 1.2.2: Function of Government Evaluates the effectiveness of the system of checks and balances in the United States based on a historical event.	Indian removal Reservation Supreme Court Trail of Tears	Essential question: Does the system of checks and balances always work? Discussion/writing prompt: Should the government of the United States fully honor treaties made with Native Americans?	<i>America: History of Our Nation</i> Ch. 10, sect. 4 <i>All-in-One Teaching Resources: Unit 3</i> Pg. 87-88, 89 <i>Interactive Reading & Notetaking Guide</i> Pgs. 159-161 <i>A History of US: 4</i> Pgs. 129-137 <i>Sourcebook</i> Pgs. 113-114 <i>The Cherokee</i> Safari Montage video	Critique the effectiveness of checks and balances when President Andrew Jackson ignored the Supreme Court’s ruling in <i>Cherokee Nation v. Georgia</i> .
Industrial Revolution In The United States	History 4.2.3 Ideas and Technology Understands and analyzes how technology and ideas have impacted U.S. history (1776 – 1877).	Canal Capitalist Cotton gin Factory system Mass production Railroad Steam engine	Essential question: How did new technology and ideas of the Industrial Revolution have an impact on U.S. history? Discussion/writing prompt: How has the invention of cellular phones impacted the United States?	<i>America: History of Our Nation</i> Ch. 11, sects. 1-3 <i>All-in-One Teaching Resources:</i> <i>Unit 4:</i> Pgs. 20-22, 24 <i>Unit 6:</i> Pgs. 53-54 <i>A History of US: 4</i> Pgs. 110-121 <i>Freedom: a History of US: Wake Up America</i> Safari Montage video <i>Eli Whitney</i> Safari Montage video	Examine the effect of the cotton gin on propagating the expansion of slavery in the southern United States. Examine the impact of canals and railroads on trade and migration.

GRADE 8 SOCIAL STUDIES: United States History

Slavery, Expansion, Removal and Reform

Content	Grade Level Expectation	Vocabulary	Instructional Suggestions	Resources	Assessment Suggestions
Growth of Northern Industry	Economics 2.2.1 Analyzes how the forces of supply and demand have affected the production, distribution, and consumption of goods, services, and resources.	Capitalist Consumption Factory system Goods Distribution Interchangeable parts Mass production Production Resource Services Supply and demand Urbanization	Essential question: How did the forces of supply and demand help big businesses develop in the late 1800s? Discussion/writing prompt: sometimes when a new video gaming system is released people are able to sell their units on E-Bay for more than they paid for them. How can this happen? How is this related to supply and demand?	<i>America: History of Our Nation</i> Ch. 11, sects. 1 & 2 <i>All-in-One Teaching Resources: Unit 3</i> Pg. 92 <i>Interactive Reading & Notetaking Guide</i> Pgs. 169-183 <i>A History of US: 4</i> Pgs. 103-109	Examine how the forces of supply and demand affected production in northern factories.
Economic Reasons for Slavery in the South	Economics 2.2.2: Trade Understands and analyzes how the forces of supply and demand affect international trade in the United States.	Agriculture Cotton gin Indentured servant Demand Slave Supply Trade	Essential question: How do the forces of supply and demand affect trade? Discussion/writing prompt: If the cotton gin had never been invented, do you think the Civil War could have been prevented? Explain. Graph: Compare the rise in demand for cotton to the rise in demand of slave labor.	<i>America: History of Our Nation</i> Pgs. 396-398 <i>Interactive Reading & Notetaking Guide</i> Pgs. 169-183 <i>A History of Slavery in America</i> Safari Montage video	Explain how the invention of the cotton gin created an economic situation resulting in the southern states entrenched reliance on slave labor. Explain how changes in slave trade laws affected the economic value of slaves.
The Plantation South	Economics 2.4.1: Economic Issues Understands and analyzes the distribution of wealth and sustainability of resources in the United States.	Distribution of wealth Plantation Slavery	Essential question: How did the plantation system result in an unequal distribution of wealth between plantation owners and those doing the work? Discussion/writing prompts: If you were a business owner, what would be the benefits of paying your workers low wages? What would be the benefits of paying high wages?	<i>America: History of Our Nation</i> Ch. 11 sect. 3	Analyze how the growth of slavery throughout the South created an economic system dominated by large plantation owners.

GRADE 8 SOCIAL STUDIES: United States History

Slavery, Expansion, Removal and Reform

Content	Grade Level Expectation	Vocabulary	Instructional Suggestions	Resources	Assessment Suggestions
Abolitionism	<p>Priority GLE</p> <p>History 4.2.1: Individuals and Movements Understands and analyzes how individuals and movements have shaped U.S. history.</p>	<p>Abolitionist Dred Scott Decision Fugitive Slave Act Kansas-Nebraska Act Reform Underground Railroad</p>	<p>Essential question: How did abolitionists have an impact on U.S. history?</p> <p>Discussion/writing prompt: Think of a law or policy that you feel is not right. What are you willing to do to get that law or policy changed? Donate money? Volunteer time? Risk injury or death?</p>	<p><i>America: History of Our Nation</i> Pg. 488 & Ch. 12, sect. 2 <i>All-in-One Teaching Resources:</i> <i>Unit 4: Pgs. 52-53, 54</i> <i>Interactive Reading & Notetaking Guide</i> Pgs. 187-189</p> <p><i>A History of US:</i> Vol. 4 Pgs. 153-159 Vol. 5: Pgs. 186-87, 191-195 Vol. 6: Pgs. 27-33 <i>Sourcebook</i> Pgs. 114-116, 146-149, 149-154, 161-162</p> <p><i>Abolitionism</i> http://www.iath.virginia.edu/utc/abolim/abhq.html</p> <p><i>I Will Be Heard: Abolitionism in America</i> http://rnc.library.cornell.edu/abolitionism/</p> <p><i>Frederick Douglas</i> Safari Montage video</p> <p><i>John Brown's Holy War</i> Safari Montage video</p>	<p>Examine the impact of Harriet Beecher Stowe's <i>Uncle Tom's Cabin</i> on the abolitionist movement.</p> <p>Examine the impact of pro and anti-slavery pioneers moving to Kansas after the Kansas-Nebraska Act was passed.</p>

GRADE 8 SOCIAL STUDIES: United States History

Slavery, Expansion, Removal and Reform

Content	Grade Level Expectation	Vocabulary	Instructional Suggestions	Resources	Assessment Suggestions
Women’s Rights	<p>Priority GLE Civics 1.4.1: Civic Involvement Analyzes how a position on an issue attempts to balance individual rights and the common good.</p>	<p>Common good Declaration of Sentiments Equal rights Individual right Seneca Falls Convention Suffrage</p>	<p>Essential question: How did people’s positions on granting women more rights balance individual rights with the common good?</p> <p>Discussion/writing prompt: Are women and men treated equally in modern America? Explain your position.</p> <p>Graphic organizer: T-chart with Women’s rights movement figures on one side and their effect on the other.</p>	<p><i>America: History of Our Nation</i> Ch. 12, sect. 3 <i>All-in-One Teaching Resources:</i> Unit4: Pg. 55 Unit 6: Pg. 80 <i>Interactive Reading & Notetaking Guide</i> Pgs. 190-192</p> <p><i>A History of US</i> Vol. 5 Pgs. 125-137 <i>Sourcebook</i> Pgs. 133-137, 144-146</p> <p><i>Democracy and Reform</i> Safari Montage video</p> <p><i>Not for Ourselves Alone: Part 1</i> Safari Montage video</p> <p><i>The Women's Rights Movement</i> Part 1 Safari Montage video</p>	<p>Take a position on an issue and explain how the position balances individual rights with the common good. This assessment is aligned with the Constitutional Issues CBA.</p>
Chinese Immigrants During the Gold Rush	<p>Geography 3.2.2: Culture Understands cultural diffusion in the United States from the past or in the present.</p>	<p>Culture Cultural diffusion Gold rush Prejudice Racism</p>	<p>Essential question: How do ideas and ideals of different cultures spread to others?</p> <p>Discussion/writing prompt: What is American culture?</p>	<p><i>America: History of Our Nation</i> Pgs. 466</p> <p><i>A History of US:</i> Vol. 5: Pgs. 69-77 Vol.7: Pgs. 123-125</p> <p><i>Immigration: Triumph of Hope</i> Safari Montage video</p> <p><i>The West: Speck of the Future</i> Safari Montage video</p>	<p>Explain how it is that American culture reflects many different world cultures.</p> <p>Explain an example of cultural diffusion from history.</p>

GRADE 8 SOCIAL STUDIES: United States History

Slavery, Expansion, Removal and Reform

Content	Grade Level Expectation	Vocabulary	Instructional Suggestions	Resources	Assessment Suggestions
Westward Migration	Geography 3.3.1 Understands that learning about the geography of the United States helps us understand the global issue of diversity.	Community Diversity Migration	Essential question: How does the geography of the United States help us understand the issue of diversity? Discussion/writing prompt: Do you consider the community you live in to be diverse? Explain.	<i>America: History of Our Nation</i> Ch. 13, sect. 4 <i>Interactive Reading & Notetaking Guide</i> Pgs. 199-213 <i>Expansionism</i> Safari Montage video <i>Immigration: Triumph of Hope</i> Safari Montage video	Explain how migration and immigration caused by the California Gold Rush led to the establishment of today’s multicultural communities in the West.
Cultural Interaction in the West	History 4.2.2: Cultures and Cultural Groups Understands and analyzes how cultures and cultural groups have contributed to U.S. history.	Culture Indian boarding schools Missionaries	Essential question: How did American Indian culture change and get changed by the European-American culture of the expanding nation of the United States? Discussion/writing prompt: What are some aspects of other cultures that you like or admire?	<i>America: History of Our Nation</i> Ch. 9 Sect. 2 Ch. 10 Sect. 4 <i>A History of US</i> Vol. 7 Pgs. 80-94 <i>Native American Contributions</i> ftp://ftp-fc.sc.gov.usda.gov/MI/AI/ContributionsByAmericanIndians.pdf	Write in genre of choice from the perspective of a Native American during westward expansion. Compare the perspectives of Native Americans and pioneers (invasion vs. expansion).
The Mexican-American War	Priority GLE History 4.3.2: Multiple Causation Analyzes multiple causal factors to create positions on major events in U.S. history.	Annexation	Essential question: What were the major causes of the Mexican-American War? Discussion/writing prompt: What do you think about the way the United States obtained the Southwest and California? Support your position. Graphic organizer: Cause and effect chain or web.	<i>America: History of Our Nation</i> Ch. 13, sect. 3 <i>All-in-One Teaching Resources:</i> <i>Unit 3:</i> Pg. 24 <i>Unit 4:</i> Pgs. 83-85 <i>Interactive Reading & Notetaking Guide</i> Pgs. 215-228, 238-240 <i>A History of US: 5</i> Pgs. 48-53, 58-68 <i>Sourcebook</i> Pgs. 138-142 <i>U.S.-Mexican War: Neighbors and Strangers</i> Safari Montage video	Explain the multiple causes of the Mexican-American War. Take a position on which country was most responsible for starting the Mexican-American War by analyzing multiple factors.

GRADE 8 SOCIAL STUDIES: United States History

Slavery, Expansion, Removal and Reform

Content	Grade Level Expectation	Vocabulary	Instructional Suggestions	Resources	Assessment Suggestions
Outcome of the Mexican-American War	History 4.4.1 Analyzes how a historical event in United States history helps us to understand a current issue.	Alien Border Cede Cession Immigration Pass card Passport	Essential question: How can an understanding of the issues related to the outcome of the Mexican-American War can help us understand current border relations? Discussion/writing prompt: Explain a time when your past experience helped you make a decision or solve a problem. Graphic organizer: Create a T-chart aligning historical events with related modern issues.	<i>America: History of Our Nation</i> Ch. 13, sect. 3 <i>U.S.-Mexican War: Neighbors and Strangers</i> Safari Montage video <i>A History of US:</i> Vol. 4: Pg s. 45-47 Vol. 7: Pgs. 111-122	Explain how studying the Mexican-American War and its outcome can help us understand border relations today.
Unit Content Review	History 4.1.2: Chronological Eras Understands how the themes and developments of the time helped to define the era of slavery, expansion, removal and reform (1801-1850)	Culture Diversity Era Expansion Indian Removal Act Reform Slavery	Essential question: What are the themes, events, and people that help define the era of slavery, expansion, removal and reform? Discussion/writing prompts: What do you think is the most important event of the era of slavery, expansion, removal and reform? Explain. Who is the most important person of the era of slavery, expansion, removal and reform? Explain.	<i>America: History of Our Nation</i> Ch. 9, 10, 11, 12, 13	List and explain the importance of people, ideas, and events era of slavery, expansion, removal and reform. Create a timeline illustrating the most important events of the era of slavery, expansion, removal and reform. Create a magazine about the era of slavery, expansion, removal and reform that includes articles and pictures about the people, ideas, and events that helped define the era.

GRADE 8 SOCIAL STUDIES: United States History

Civil War and Reconstruction

Guiding Questions:

- How has the United States dealt with conflict within its own borders and what are the legacies of these conflicts?
- What were the causes and consequences of the Civil War?

Content	Grade Level Expectation	Vocabulary	Instructional Suggestions	Resources	Assessment Suggestions
The Geography of the Civil War Era United States	Geography 3.1.2 Understands physical and cultural characteristics of places and regions in the United States.	Agrarian Climate Industrial Mason-Dixon Line Rural Urban	Essential question: What are the geographical characteristics of the North and the South that caused them to develop differently? Discussion/writing prompt: In your travels around the region, what geographical differences have you observed? Graphic organizer: Venn diagram comparing the geography of the North and the South.	<i>America: History of Our Nation</i> Ch. 11, sects. 2, 3	Explain how the differing geography of the North and the South led them to develop in different ways.
Causes of the Civil War	Priority GLE History 4.3.2: Multiple Causation Analyzes multiple causal factors to create positions on major events in U.S. history.	Cause and effect Civil War Compromise of 1850 Confederate Fugitive Kansas-Nebraska Act Missouri Compromise Rebel Secede States' rights Union Yankee	Essential question: What factors caused the rift between the North and the South which led to civil war? Discussion/writing prompt: What would cause you to want to break away from the federal government? Genre writing: Write an exchange of letters between a Northerner and a Southerner explaining their perspectives on slavery and the Civil War. Graphic organizer: Cause and effect.	<i>America: History of Our Nation</i> Ch. 14 <i>All-in-One Teaching Resources: Unit 5</i> Pgs. 20-21 <i>A History of US: 5</i> Pgs. 180-185 <i>Sourcebook</i> Pgs. 142-144, 155-158, 158-161 <i>Causes of the Civil War</i> Safari Montage video	Explain multiple factors that helped cause the Civil War to determine a major cause. Create an annotated timeline tracing the causes of the Civil War including the impact of individuals, events, and technology. Fill in a cause and effect graphic organizer on the causes of the Civil War. Create a series of comics that illustrate the economic, political, geographic, and cultural differences between the North and the South.

GRADE 8 SOCIAL STUDIES: United States History

Civil War and Reconstruction

Content	Grade Level Expectation	Vocabulary	Instructional Suggestions	Resources	Assessment Suggestions
Secession of the South	<p>Priority GLE History 4.3.1 Historical Interpretation Analyzes and interprets historical materials from a variety of perspectives in U.S. history (1776 – 1877).</p>	<p>Civil war Perspective Secede</p>	<p>Essential question: Why is it important to get information from multiple perspectives before determining a position on a historical issue?</p> <p>Discussion/writing prompt: Recount a time when your version of something that happened differed from someone else’s version. To what do you attribute the differences?</p> <p>Graphic organizer: Create a three-column chart with information learned from a first source in the first column and new information learned from a second and third source.</p> <p>Reenactment: Have students take the roles of Lincoln and Douglas in a debate (excerpted) while other students keep notes to support a position on which debater has the strongest argument.</p>	<p><i>America: History of Our Nation</i> Ch. 14, sect. 4 <i>All-in-One Teaching Resources: Unit 5</i> Pg. 26</p> <p><i>Why Did the South Secede?</i> http://www.digitalhistory.uh.edu/learning_history/south_secede/south_secede_menu.cfm</p>	<p>Determine a position on the main reason for southern secession based on an analysis of historical materials from different perspectives.</p>
Leaders of the Civil War Era	<p>Priority GLE History 4.2.1 Individuals and Movements Understands and analyzes how individuals and movements have shaped U.S. history.</p>	<p>Emancipation Proclamation Gettysburg Address</p>	<p>Essential question: How did individuals have an impact during the Civil War era?</p> <p>Discussion/writing prompt: Can one person make a difference in the world? If not, why not? If so, give an example.</p> <p>Graphic organizer: T-chart with individuals on one side and their impact on the other.</p>	<p><i>America: History of Our Nation</i> Ch. 14 <i>All-in-One Teaching Resources: Unit 5</i> Pg. 53, 58 <i>Interactive Reading & Notetaking Guide</i> Pgs. 235-237</p> <p><i>A History of US: 6</i> 41-47, 54-58, 64-72, 98-102, 119-123 <i>Sourcebook</i> Pgs. 163-164, 165-167, 169-170, 170-171</p>	<p>Explain how an individual had an impact during the Civil War era.</p>

GRADE 8 SOCIAL STUDIES: United States History

Civil War and Reconstruction

Content	Grade Level Expectation	Vocabulary	Instructional Suggestions	Resources	Assessment Suggestions
Conflicting Reconstruction Era Ideas	History 4.2.3 Understands and analyzes how technology and ideas have impacted U.S. history (1776 – 1877).	Black codes Freedmen’s Bureau Grandfather clause Jim Crow Ku Klux Klan Poll tax Reconstruction Segregation Ten Percent Plan Wade-Davis Bill	Essential question: How did competing ideas during the Reconstruction Era impact U.S. history? Discussion/writing prompt: What evidences of racism and racist views are evident in the world of today? Graphic organizer: Create a T-chart comparing anti-African American ideas and pro African-American ideas during the Reconstruction Era.	<i>America: History of Our Nation</i> Ch. 16 <i>A History of US: 7</i> Pgs. 160-164 <i>Reconstruction and Segregation</i> Safari Montage video <i>Reconstruction: the Second Civil War</i> Safari Montage video	Compare conflicting ideas of people during the Reconstruction and develop a position based on evidence regarding which ideas had the larger impact on U.S. history.
Reconstruction Economy	Economics 2.1.1: Economic Choices Analyzes examples of how groups and individuals consider profit and personal values in making economic choices in United States history.	Carpetbagger Economic Profit Reconstruction Sharecropping Value	Essential question: Economically, who gained and who lost because of the Civil War? Discussion/writing prompt: If you and your family lost everything you owned, what would be the first things you would replace?	<i>America: History of Our Nation</i> Pgs. 555, 561 <i>All-in-One Teaching Resources: Unit 5</i> Pgs. 83-86 <i>Interactive Reading & Notetaking Guide</i> Pgs. 246-256 <i>A History of US: 7</i> Pgs. 24-25	Explain the economic reasons northerners were interested in migrating to the South after the Civil War. How did freed slaves impact the labor force of the South?

GRADE 8 SOCIAL STUDIES: United States History

Civil War and Reconstruction

Content	Grade Level Expectation	Vocabulary	Instructional Suggestions	Resources	Assessment Suggestions
The Civil War Amendments	<p>Civics 1.1.2 Evaluates efforts to reduce discrepancies between key ideals and reality in the United States including:</p> <ul style="list-style-type: none"> • How amendments to the Constitution have sought to extend rights to new groups; and • How key ideals and constitutional principles set forth in fundamental documents relate to public issues. 	<p>13th Amendment 14th Amendment 15th Amendment Citizen Civil Rights Act of 1856 Due process Right</p>	<p>Essential question: How well did the Civil War Amendments address the discrepancy between ideals and reality in the United States?</p> <p>Discussion/writing prompt: How would you amend the constitution to bring the United States closer to realizing the ideals set forth in the Declaration of Independence?</p> <p>Graphic organization: Three-column chart with the ideal, the reality, and the Amendment designed to lessen the gap between the two.</p>	<p><i>America: History of Our Nation</i> Chs. 16, sect. 2</p> <p><i>A History of US: 7</i> Pgs. 170-180</p>	<p>Judge how well the 13th 14th and/or 15th Amendments have expanded freedoms for African Americans and other groups.</p>
Unit Content Review	<p>History 4.1.2: Chronological Eras Understands how the themes and developments of the time helped to define the era of Civil War and Reconstruction (1850-1877).</p>	<p>Black laws Civil war Compromise of 1850 Confederacy Dred Scott decision Emancipation Proclamation Fugitive Jim Crow Kansas-Nebraska Act Missouri Compromise Secede Slavery</p>	<p>Essential question: What are the themes, events, and people that help define the era of Civil War and Reconstruction (1850-1877)?</p> <p>Discussion/writing prompts: What do you think is the most important event of the era of Civil War and Reconstruction (1850-1877)? Explain. Who is the most important person of the era of Civil War and Reconstruction (1850-1877)? Explain.</p>	<p><i>America: History of Our Nation</i> Chs. 14, 15, 16</p>	<p>List and explain the importance of people, ideas, and events era of Civil War and Reconstruction.</p> <p>Create a timeline illustrating the most important events of the era of Civil War and Reconstruction.</p> <p>Create a magazine about the era of Civil War and Reconstruction that includes articles and pictures about the people, ideas, and events that helped define the era.</p>

Web-Based United State History Resources

The American Experience

The entire American Experience series viewable online with over 200 films and downloadable teacher's guides.

<http://www.pbs.org/wgbh/amex/>

The Authentic History Center

Primary sources from popular American Culture and written letters and diaries that reflect the history and societal values of the time period in which they were produced.

<http://www.authentichistory.com/>

Best of History Web Sites

Access to over 1200 history-related web sites that have been reviewed for quality, accuracy, and usefulness. Included are links to K-12 history lesson plans, teacher guides, activities, games, quizzes, and more.

<http://www.besthistorysites.net/index.shtml>

BlackPast

An online reference center with a wealth of materials on African American history including an online encyclopedia of over 1,500 entries, the complete transcript of over 125 speeches given between 1789 and 2008, over 100 full text primary documents, and timelines.

<http://blackpast.org/>

Digital History

Archive of historical maps and images plus annotated documents: primary sources on slavery, Mexican American and Native American history, and U.S. political, social, and legal history.

<http://www.digitalhistory.uh.edu/>

PBS

Companion sites to American history television shows.

http://www.pbs.org/history/history_united.html

Web-Based Government and Civics Resources

The Bill of Rights Institute

Nonprofit organization that works to strengthen civic knowledge and foster civic values among the next generation of citizens.

<http://billofrightsinstitute.org/>

The Center for Civic Education

A nonprofit group which specializes in civic, citizenship, and law-related education

<http://www.civiced.org/index.php>

The Center for Congress

Videos, articles, and interactive simulations related to Congress.

<http://congress.indiana.edu/>

Civics Online

Primary sources, professional development tools, and interactive activities to help in the teaching of civics.

<http://www.civics-online.org/linkofday.php>

The Constitutional Rights Foundation

A non-profit, non-partisan, community-based organization dedicated to educating America's young people about the importance of civic participation in a democratic society.

<http://www.crf-usa.org/>

Interactive Constitution

A digital copy of the Constitution searchable by keyword, topic, and relevant Supreme Court cases. Includes explanations of each article.

<http://72.32.50.200/constitution/>

Landmark Supreme Court Cases

A resources section featuring background summaries and excerpts of opinions and an activities section containing short activities and in-depth lessons that can be completed with students.

<http://www.landmarkcases.org/>

Oyez

A comprehensive database on major constitutional cases heard by the United States Supreme Court, with multimedia resources including digital audio of oral arguments and delivery of the Court's opinion

<http://www.oyez.org/>

The Supreme Court Historical Society

A private non-profit organization dedicated to the collection and preservation of the history of the Supreme Court of the United States to increase the public's awareness of the Court's contributions to our nation's rich constitutional heritage.

<http://www.supremecourthistory.org/>

Taking IT Global

An online community that connects youth to find inspiration, access information, get involved, and take action in their local and global communities.

<http://takingitglobal.org/>

Teaching With Documents:

U.S. Constitution Workshop

A lesson teaching about the content, impact, and perpetual relevance of the U. S. Constitution to the daily lives of American citizens.

<http://www.archives.gov/education/lessons/constitution-workshop/index.html>

The White House

The official website of the executive branch which includes information and policy positions on contemporary issues such as the economy, energy, the environment, health care, immigration and many more.

<http://www.whitehouse.gov/>

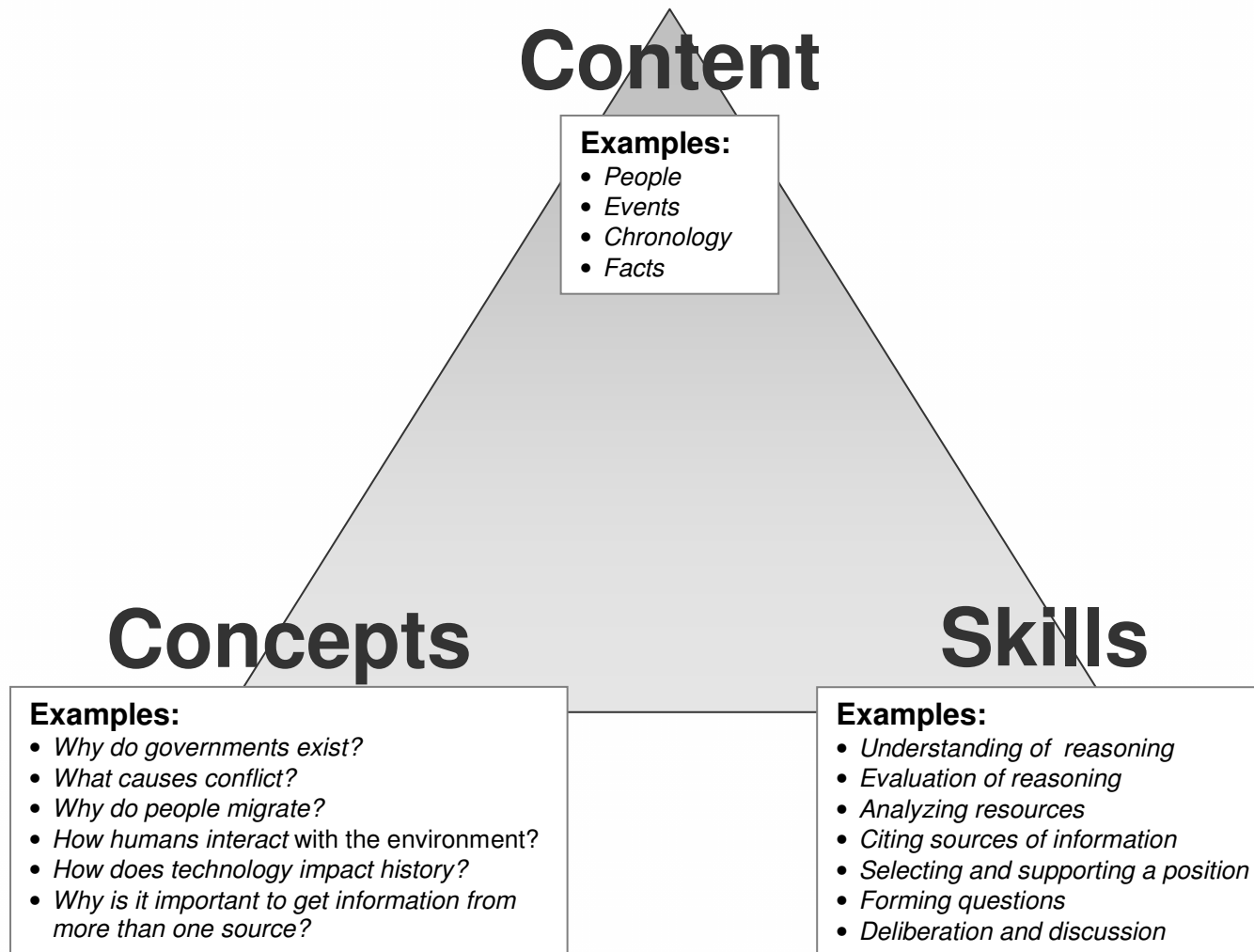
Youth Leadership Initiative

Civic education classroom resources for teachers (free registration required).

<http://youthleadership.net/index.jsp>

The Social Studies Instructional Triangle

Social studies instruction generally includes three basic components: Content, concepts and skills. Teachers must find a way to balance their instruction so that no one element dominates. If content is the sole focus at the expense of students not developing enduring understandings of broad social studies concepts or if skills are focused on to the exclusion of addressing grade-level content, then the triangle is unbalanced. Focusing instruction on the social studies Grade Level Expectations is one way of ensuring a degree of balance.



Best Practices in Social Studies

Philosophy of Social Studies Instruction

Social Studies teachers should consider themselves teachers of broad social studies concepts and skills that use a particular content to teach these broader concepts and skills, not only a “Washington State History teacher” or “World History teacher” or “US History teacher”.

In Depth Study Versus cursory Coverage

Learning the broad concepts is more important than memorizing details. For instance, understanding the factors that cause conflict between two parties is more important than knowing the details of the Battle of Bunker Hill or even that there was a battle with that name.

Making Connections

Social Studies teachers should help their students see the connections between history, the contemporary world, and the students’ lives.

Inquiry

Students should have opportunities for inquiry and problem solving about significant historic and modern issues. In addition, students should have some measure of choice in some inquiry activities.

Group Process Skills

Students should have opportunities to practice participation and presentation skills. Social studies should involve students in observing, discussing, and debating to ensure their active participation in learning.

Literacy Integration

Social studies students should have ample opportunities to read for information and use that information to take a position in writing.

Global Awareness

Students should increase knowledge and awareness of global issues, ethnic groups, and religious groups to help them understand the environment that surrounds them locally, nationally and internationally and the multiple perspectives therein.

Critical Thinking

Social studies teaching should involve exploration of open questions that challenge students’ thinking. They should be given questions to struggle with, not just answers.

Evaluation

Social studies evaluation should reflect the importance of students’ thinking rather than just rewarding the memorization of facts. For example, can the student create an alternative perspective on an issue? Can she recognize bias? Can he tell the difference between fact, opinion, and reasoned argument? Can she understand and use information in a map, graph, or table?

Lectures

While lecturing has its place in the social studies classroom, it should not be the dominant method of instruction used.

Use of Texts

Social studies teachers should not start at chapter one of the adopted text and get through as many chapters as possible by the end of the year. The text should be used as a resource. The teacher needs to determine the parts of the text to use to teach a particular lesson or unit. In addition, at times other resources should be available to students that challenge or expand on the material in the text so they will understand that it is important to go beyond a single source to understand events.

GRADE 8 SOCIAL STUDIES: United States History

8th GRADE Reading GLEs and Social Studies

Teaching both English Language Arts and Social Studies in one block of time creates the need to integrate the two content areas when possible. To that end, the following is a list of reading standards that could align well with social studies instruction. Boldface has been added to clarify and/or highlight possible cross-curricular connections.

Reading 1.3: Build vocabulary through wide reading

1.3.2: Understand and apply **content/academic vocabulary** critical to the meaning of text, including vocabularies relevant to different contexts, cultures, and communities.

Reading 2.1: Demonstrate evidence of reading comprehension

2.1.3: Apply comprehension monitoring strategies during and after reading: determine importance using theme, **main ideas, and supporting details in informational/expository text** and/or literary/narrative text.

2.1.6: Apply comprehension monitoring strategies for **informational** and technical materials, complex narratives, and expositions: monitor for meaning, create mental images, and generate and answer questions.

2.1.7: Apply comprehension monitoring strategies for **informational** and technical materials, complex narratives, and expositions: **determine importance** and summarize text.

Reading 2.2: Understand and apply knowledge of text components to comprehend text.

2.2.1: Analyze an author's use of **time, order and/or sequence** to extend comprehension of text.

2.2.2 Apply understanding of complex **organizational features of printed text and electronic sources.**

2.2.4 Apply understanding of **text organizational structures.**

Reading 2.3: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.

2.3.1 Analyze **informational/expository text** and literary/narrative text for **similarities and differences and cause and effect relationships.**

2.3.2 **Analyze and evaluate informational materials for relevance** in meeting a specific purpose.

2.3.4 Synthesize information from a **variety of sources.**

Reading 2.4: Think critically and analyze author's use of language, style, purpose, and perspective in informational and literary text.

2.4.1 Analyze **informational/expository text** and literary/narrative text to **draw conclusions** and **develop insights.**

2.4.3 **Analyze and evaluate text** for **validity** and **accuracy.**

2.4.4 **Analyze and evaluate** the effectiveness of the author's use of **persuasive devices** to influence an audience.

2.4.5 Analyze text to **generalize, express insight, or respond** by connecting to other texts or situations.

2.4.6 Analyze treatment of concepts within, among, and beyond **multiple texts.**

2.4.7 Analyze and **evaluate the reasoning and ideas** underlying an author's beliefs and assumptions within multiple texts.

Reading 3.1: Read to learn new information.

3.1.1 **Analyze** web-based and other **resource materials** (including **primary sources and secondary sources**) for relevance in answering **research** questions.

Glossary

A-D

The following terms and definitions are not meant to be a comprehensive list of essential concepts and ideas in social studies, but rather they are words stated in the GLEs that require further explanation.

Accuracy - The quality of being free from errors, mistakes, or distortion; consistent with fact or truth.

Agriculture - The practice or work of farming.

Analyze - To break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose.

Assumptions - A statement accepted or supposed as true without proof or demonstration; an unstated premise or belief.

Apply - The skill of selecting and using information in other situations or problems.

B.C.E. - A chronological designation meaning "before the common era." This document uses the chronological designations B.C.E. (before the common era) and C.E. (common era). These labels correspond to B.C. (Before Christ) and A.D. (Anno Domini), which are used in some social studies instructional materials.

Benefits - Monetary or non monetary gain received because of an action taken or a decision made.

Bill of Rights - The first ten amendments to the Constitution. Ratified in 1791, these amendments limit governmental power and protect basic rights and liberties of individuals.

Breadth - The quality of addressing a range of perspectives.

Checks and balances - Constitutional mechanisms that authorize each branch of government to share powers with the other branches and thereby check their activities.

Citizenship - A concern for the rights, responsibilities, and tasks associated with governing; the status of being a citizen as well as membership in a community and the quality of an individual's response to membership in a community.

Clarity - The quality of making something easier to understand; freeing from confusion or ambiguity, to remove obscurities.

C.E. - A chronological designation meaning "common era." This document uses the chronological designations B.C.E. (before the common era) and C.E. (common era). These labels correspond to B.C. (Before Christ) and A.D. (Anno Domini), which are used in some social studies instructional materials.

Colonies - Countries or areas controlled politically by a more powerful country. The GLE document refers on several occasions to the 13 British colonies in North America.

Common good - Benefit or interest of a politically organized society as a whole.

Compare - Show how things are similar or different.

Computer-based mapping system - Technological tools used to analyze geographic data in a variety of ways. Geographic Information Systems (G.I.S.) is one example.

Concept - An idea generalized from particular instances.

Consequences - The events that happen as a result of a particular action or event.

Consumer - Someone who buys and uses a good or service.

Copyrighting - Obtaining the exclusive legal right to reproduce, publish, sell, or distribute the matter and form of something (as a literary, musical, or artistic work).

Costs - An amount that must be paid or spent to buy or obtain something; the effort, loss, or sacrifice necessary to achieve or obtain something.

Credibility - The ability to be believed or trusted.

Cultural diffusion - The spreading of ideas, customs, and values from one culture to another.

Cultural group - People who share a common history, set of values and beliefs, or ways of living.

Cultural universal - An aspect of social life that is common to all human cultures.

Culture - The knowledge, values, and perceptions that are learned and are shared by members of a community or society, which includes their belief systems and languages, their social relationships, their institutions and organizations, and their material goods (food, clothing, buildings, tools, and machines).

Currency - The money in circulation in any country.

Customs - Ways of behaving or beliefs that have been established for a long time among a group of people.

Democracy - Form of government in which political control is exercised by all the people, either directly or through their elected representatives.

Depth - The quality or state of being complete or thorough in addressing the complexities of a topic, issue, or event.

Describe - To provide characteristics and features.

Detailed - Marked by thoroughness in addressing small aspects of topics, issues, or events; including specific examples.

Diversity - The presence of a wide range of qualities, attributes, cultures, opinions, or groups in one population.

Due process - The right of every citizen to be protected against arbitrary action by government.

Glossary

E-K

The following terms and definitions are not meant to be a comprehensive list of essential concepts and ideas in social studies, but rather they are words stated in the GLEs that require further explanation.

Economic choices - Decisions made or course of action taken when faced with a set of alternatives to meet needs and/or wants.

Economic system - The institutional framework of formal and informal rules that a society uses to determine what to produce, how to produce, and how to distribute goods and services.

Essential questions - Questions that seek to connect a specific topic, issue, event, or era with a larger theme or purpose.

Ethics - A set of moral issues or aspects.

Ethnocentrism - A tendency to see one's own group as central and often characterized by an inability to see perspectives other than that of one's own group.

Evaluate - To make a judgment based on criteria; to determine the value of.

Evidence - Items or information, which supports a conclusion or argument.

Examine - To inquire into the parts that make up the whole and to determine how the parts are related to one another.

Explain - To make the reasons for something plain and comprehensible, including supporting details.

Fairness - Marked by impartiality and honesty; free from self-interest, prejudice, or favoritism; conforming with established rules.

Federalism - Form of political organization in which governmental power is divided between a central government and territorial subdivisions; e.g., in the United States, among the national, state, and local governments.

Foreign policy - Policies of the federal government directed to matters beyond U.S. borders, especially relations with other countries.

Freedom of expression - Refers to the freedoms of speech, press, assembly, and petition that are protected by the First Amendment.

Fundamental documents - These are documents that have helped to define the core beliefs, ideals, and goals of a particular nation or society. For students in Washington, these documents would include but are not limited to the Declaration of Independence, the U.S. Constitution, The Federalist Papers, landmark decisions of the U.S. Supreme Court, the Washington State

Constitution, Martin Luther King, Jr.'s "A Letter from a Birmingham Jail," the Declaration of Sentiments and Resolutions in Seneca Falls, key treaties with Washington State's tribes, and other significant writings and speeches.

Fundamental rights - Powers or privileges to which everyone is justly entitled and that cannot be taken away without due process. For example, the Fifth and Fourteenth Amendments to the U.S. Constitution protect the fundamental rights to life, liberty, and property.

Global issues - Matters that have far-reaching impacts on large numbers of people across nations and borders.

Government - Institutions and procedures through which a territory and its people are ruled.

Human rights - Basic rights that all humans have regardless of who they are or where they come from. They are so much a part of human nature that they cannot be taken away or given up, as opposed to rights conferred by law.

Ideals - The fundamental values of society, a nation, or humanity. The fundamental values of American democracy are considered to include, but are not limited to individual rights to life, liberty, property, and the pursuit of happiness; the public or common good; justice; equality of opportunity; diversity; truth; and patriotism.

Implication - A possible significance.

Incentives - Promises of rewards or punishments that encourage people to act.

Industrialization - A period when economic activity shifts away from small scale agriculture and manufacturing toward large-scale commerce, manufacturing, technological innovation, and investment in industry.

Inquiry - A systematic investigation and analysis of information to address a question, often of a matter of public interest.

Interpretation - Giving one's own conception of; to place in the context of one's own experience, perspective, point of view, or philosophy.

Justice - Fair distribution of benefits and burdens, fair correction of wrongs and injuries, or use of fair procedures in gathering information and making decisions.

Glossary

L-R

The following terms and definitions are not meant to be a comprehensive list of essential concepts and ideas in social studies, but rather they are words stated in the GLEs that require further explanation.

Labor - The quantity and quality of human effort available to produce goods and services.

Laws - A rule, usually made by a government, that is used to order the way in which a society behaves or the whole system of such rules.

Local diversity - The presence of a wide range of qualities, attributes, cultures, opinions, and ethnic groups within a particular region or place.

Location - Where something is. It can be either absolute or relative. Absolute location is the specific location of a point on Earth that is determined by an imaginary grid of lines denoting latitude and longitude. Relative location is how a place is related to other places. Location is considered to be one of the five themes of geography.

Logic - The order and coherence of reasons supporting a position, thesis or argument; the reasoning that establishes the truth or justification of any belief or set of beliefs.

Movement - The travel of people, goods, or ideas from one location to another. It is considered to be one of the five themes of geography.

Movements - People working together towards a common purpose.

Natural resources - Materials supplied by nature that can be used to produce goods and services; for example, oceans, air, mineral deposits, virgin forests, and actual fields of land.

Patriotism - Love for or devotion to one's country.

Place - A description of the characteristics that make a certain location distinct. It is considered to be one of the five themes of geography.

Plagiarism - The act of using the ideas or words of another without crediting the source.

Plausibility - The quality of being worthy of belief.

Point of view - A particular position from which something is considered or evaluated; a way looking at things.

Popular sovereignty - The doctrine that the people have the power and authority and a government is subject to the will of the people. The policy of allowing voters in a region to decide an issue.

Position - A thesis, conclusion, or interpretation developed and supported by reasons and evidence.

Precision - The quality of being accurate, definite, and exact.

Producer - People and firms that use resources to make goods and services.

Proximate causal factor - A reason for why something happens that takes place soon before the resulting event or phenomenon.

Principles - The guiding rules a community, society, or nation follows to achieve its larger goals and ideals. The fundamental principles of American democracy include, but are not limited to, the following: the people are sovereign; the power of government is limited by law; people exercise their authority directly by voting; people exercise their authority indirectly through representatives; and decisions are based on majority rule, but minority rights are protected.

Profit - Income received for entrepreneurial skills and risk taking, calculated by subtracting all of a firm's explicit and implicit costs from its total revenues.

Pursuit of happiness - One of the "unalienable rights" stated in the Declaration of Independence. It is considered a right defined individually by citizens and not the government.

Reasons - Statements that support a conclusion or position.

Reform - An attempt to improve a situation, condition, or system.

Region - Any group of places that share at least one similar characteristic.

Relevance - The quality of having a close logical relationship with and importance to the matter under consideration.

Reliability - The quality of being trusted or believed.

Representative government - A government in which citizens take part through elected officials who act on their behalf.

Republic - System of government in which power is held by the voters and is exercised by elected representatives responsible for promoting the common welfare. The United States government is considered to be a Constitution based federal republic.

Research question - A question that helps guide inquiry on a particular topic and directs efforts to collect, critically read, and evaluate sources.

Revolution - A sudden, complete, or marked change in something; a complete or drastic change of government and the rules by which government is conducted.

Rights - Something to which a person has a lawful claim: civil rights are freedoms guaranteed to citizens; human rights are basic rights to which all people are entitled; individual rights are those belonging to each person; property rights are legal claims to land or other possessions; states' rights are the powers the U.S. Constitution grants to the states.

Rule of law - The principle that every member of society, even a ruler, must follow the law.

Glossary

S-Z

The following terms and definitions are not meant to be a comprehensive list of essential concepts and ideas in social studies, but rather they are words stated in the GLEs that require further explanation.

Separation of powers - The division of government authority among the executive, legislative, and judicial branches.

Significance - The quality of being important.

Specialization - A situation in which people produce a narrower range of goods and services than they consume. Specialization usually increases productivity; it also requires trade and increases interdependence.

Specific - Something that is mentioned, described, or defined in detail.

Supply and demand - Supply refers to the availability of a specific good or service; demand refers to the level of desired consumption for a specific good or service. The relationship of supply and demand influences the prices and quantity of goods and services sold in competitive markets.

Sustainability - The ability of the current generation to meet its needs without jeopardizing the ability of future generations to meet their needs. In the field of

ecology, it refers to the capacity of an ecosystem to sustain interdependent forms of life by balancing the rate of resource removal with the rate of resource regeneration.

Tariff - A tax on an imported good or service.

Taxes - Compulsory payments to governments by households and businesses.

Trade - The exchange of goods and services for money or other goods and services.

Tribe - A group and government with rights and responsibilities toward its citizens. In the GLE document, unless otherwise noted, the word "tribe" or "tribal" refers to sovereign tribal entities recognized by the U.S. federal government.

Tribal Sovereignty - The authority that tribes in the United States have to self-govern as nations within a nation. This authority predates treaties with the United States government.

Validity - The quality of being well-grounded or justifiable.

For additional definitions of social studies terms:

- **Center for Civic Education:**

http://www.civiced.org/index.php?page=stds_glossary

- **National Council for Economic Education:**

<http://ushistory.ncee.net/glossary.php>

- **National Council for Geographic Education:**

<http://www.ncge.org/publications/tutorial/standards>