

Social Studies Curriculum

Eighth Grade

“United States History and Geography: Growth, Conflict and Change”

By the end of eighth grade students should have knowledge of and appreciation for the development, growth, mistakes and achievements of the United States. Students will analyze the key issues and critical events which shaped our government, culture and society. They will understand the uniqueness of our government and economic principles and their global impact. In addition students will be prepared with a foundation to further their social studies knowledge and citizenship.

Archdiocese of Santa Fe Standard 1:

History:

Students are able to identify important people and events; understand trends and movements; as well as analyze significant patterns, relationships, themes, ideas, beliefs and turning points in New Mexico, United States and world history. Students will evaluate historic and current events in the context of Catholic Social Principles and recognize the role of the Church in human history.

Critical for Mastery in Grade 8

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICIES
1. Identify and discuss the major events preceding the American Revolution (i.e., British tax laws, Boston Massacre, Boston Tea Party, Continental Congress, Sons of Liberty, colonists moral justification for the war).	<ul style="list-style-type: none"> • Create a political cartoon for a colonial newspaper convincing loyalists to protest British taxes. 	
2. Analyze the outcomes, impacts and battles of the American Revolution.	<ul style="list-style-type: none"> • Create an ABC book of Revolutionary battles and their outcomes. 	
3. Identify the successes and failures of establishing a new government (i.e., Shay’s Rebellion, The Articles of	<ul style="list-style-type: none"> • Create a +/- chart on success and failures of creating a new government. 	

Confederation, Three Fifths Compromise, Great Compromise, and the rivalry between state and federal government).		
4. Identify the challenges and accomplishments of early presidents to set the new nation on a firm foundation (i.e., political philosophies of Alexander Hamilton and Thomas Jefferson, domestic and foreign policies of George Washington, contributions of John Adams in terms of foreign policy).	<ul style="list-style-type: none"> • Write an essay describing the challenges and accomplishments using specific examples of key figures. 	
5. Explain the conflicting policies and contributions of the Jefferson, Madison, Monroe and Jackson Administrations (i.e., Supreme Court cases strengthening federal government - Marbury v. Madison, land acquisitions, impact of Monroe Doctrine, impact of War of 1812, Bank War and Nullification Crisis).	<ul style="list-style-type: none"> • Students will write a legal brief arguing the important points of the case Marbury v. Madison. 	
6. Relate the effect of the Industrial Revolution to compare and contrast the different economies of the North and the South (i.e., factory system, modern inventions, effects of cotton gin on the growth of slavery in the South, advancements in communication and transportation, and social development).	<ul style="list-style-type: none"> • Make a compare/contrast chart on Northern and Southern economies. 	
7. Discuss the impact of Westward expansion on all aspects of American life (i.e., Gold Rush, Santa Fe Trail, Oregon Trail, issues with additional states, Adams-Onis Treaty, Manifest Destiny, migration of different religious groups, contributions of immigrants, effects of Mexican American War).	<ul style="list-style-type: none"> • Create an advertisement convincing Americans to go West. 	
8. Discuss the impact of social reform movements in the 1800s (i.e., Abolitionist	<ul style="list-style-type: none"> • Hold a classroom discussion on the impact of each reform on the country. 	

<p>Movement, Temperance Movement, Women’s Suffrage, prison and mental institutional reform, education reform, transcendentalism, Second Great Awakening, common themes in art and literature).</p>		
<p>9. Analyze the strategies the United States attempted to implement to deal with growing sectionalism (i.e., conflict of slavery in the territories, balance of power in Congress, Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act, Wilmot Proviso, social and political views on states rights, concept of popular sovereignty).</p>	<ul style="list-style-type: none"> • Create a “senate” in the classroom and have the students split up into political parties of the time period. Let them debate the issues according to the parties’ standpoint. 	
<p>10. Analyze the impact of the growing tension between the North and South in the Antebellum Era (i.e., <i>Uncle Tom’s Cabin</i>, Dredd Scott decision, Lincoln-Douglas debate, Fugitive Slave Act, John Brown’s Raid and their effect on the country).</p>	<ul style="list-style-type: none"> • Write a critic’s review of <i>Uncle Tom’s Cabin</i>. One from the view point of a Northern abolitionist and one from the view point of a Southern plantation owner. 	
<p>11. Discuss and analyze the multiple causes, key events and consequences of the American Civil War (i.e., the election of 1860, the secession of the South, the creation of the Confederacy, the crisis of Ft. Sumter, strategies of war for both the North and the South including their strength and weaknesses, key political and military leaders, important battles, technological advances, Emancipation Proclamation, Gettysburg Address, Lee’s Surrender at Appomattox).</p>	<ul style="list-style-type: none"> • Research a specific Civil War battle and create a PowerPoint presentation on its purpose and outcome. Present the report to the class. 	
<p>12. Analyze and evaluate the short and long term effects of the Civil War including the Reconstruction Era (i.e., forgiveness vs. punishment, reconstruction plans,</p>	<ul style="list-style-type: none"> • Write an obituary for Abraham Lincoln. Include the effects his assassination will have on the reconstruction of the country. 	

<p>Lincoln’s assassination, political challenges facing Johnson and his impeachment, social and economic effects of Reconstruction, effects of the sharecropping system, development of the Ku Klux Klan and white supremacy ideas, Jim Crow Laws and segregation, addition of 13th, 14th and 15th amendments).</p>		
<p>13. Discuss and analyze the short and long term effects of industrialization, urbanization and immigration on American culture, religion and politics (i.e., modern inventors and inventions, entrepreneurs and their effect on the economic and social structure of the United States, working conditions in factories, labor reform, growth of cities, evolution of ethnic neighborhoods, challenges and successes of immigrants assimilation into American life, ideas behind the Progressive Movement).</p>	<ul style="list-style-type: none"> • Compile a scrapbook that shows life in the United States during the early 1900’s. 	

Archdiocese of Santa Fe Standard 2:

People in Societies, Cultural Diversity and Catholic Identity:

Students are able to explore, describe, compare and contrast the diverse nature of various cultures as reflected through their literature, language, arts, traditions, beliefs, values and behaviors. Students will describe, compare and contrast similarities and differences in the ways groups, societies, cultures and the Catholic Church address similar human needs and concerns while developing a respect for the dignity of human life.

Critical for Mastery in Grade 8

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICIES
1. Describe the impact of key people on American politics (i.e., Presidents of the United States, Alexander Hamilton, John Jay, Benjamin Franklin, Patrick Henry, Paul Revere, Roger Sherman, John Hancock, Henry Clay, Daniel Webster, John C. Calhoun, Nicholas Biddle, Stephen Douglas, Jefferson Davis).	<ul style="list-style-type: none"> Write an interview for one of the key figures; to include what they might view on issues dealing with the politics of their time period and political issues of today. 	
2. Understand the importance of key Social Reformists (i.e., Fredrick Douglas, Harriet Beacher Stowe, Dorthia Dix, William Lloyd Garrison, Harriet Tubman, Horace Mann, Sarah and Angelina Grimke).	<ul style="list-style-type: none"> Pick one key figure and do a report on his/her impact on their specific reform. 	
3. Identify the contributions of Military leaders (i.e., George Washington, Marques de Lafayette, Fredrick von Stuben, John Paul Jones, Ulysses S. Grant, Robert E. Lee, William T. Sherman, Thomas “Stonewall” Jackson, P.G.T. Beauregard, George McClellan, Thomas Hooker).	<ul style="list-style-type: none"> Make a three column chart. List each military leader, their significant battles and the outcome of each. 	
4. Identify the impact of key rebellions (i.e., Shays’ Rebellion, Whiskey Rebellion, Nat Turner).	<ul style="list-style-type: none"> Create a “you are there” newscast on Nat Turner’s Rebellion. 	
5. Recognize key inventors artists and writers (i.e., Eli Whitney, Robert Fulton, Samuel Morse, Cyrus McCormick, Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).	<ul style="list-style-type: none"> Create a chart listing the inventors, their inventions, and the impact each invention had on the time period. 	
6. Recognize the impact of historical figures (i.e., Nathan Hale, Benedict Arnold, Bernardo de Galvez, Abigail Adams,	<ul style="list-style-type: none"> Write a research report on the life and impact of a key historical figure. 	

Charles Cornwallis, Meriwether Lewis, William Clark, Johns Wilkes Booth, Andrew Carnegie, John D. Rockefeller).		
7. Discuss the role of the Catholic Church in the development of the United States.	<ul style="list-style-type: none"> Write a letter to a newspaper describing the specific ways the Catholic Church helped develop the United States. 	
8. Discuss the impact of the Catholic Church on the formation of government and human rights in the United States.	<ul style="list-style-type: none"> Hold a group discussion on how the Catholic Church impacted decisions in the formation of the United States government. 	
9. Recognize the value of the human experience including the importance of rights, equality and justice.	<ul style="list-style-type: none"> Write an essay describing how the amendments impacted the value of the human experience in the United States. 	

Archdiocese of Santa Fe Standard 3:

Geography:

Students are able to use a variety of geographic tools in order to locate and distinguish among varying landforms and geographic features; and use maps of cities, regions, states, countries and the world to demonstrate understanding of relative location, direction, size and shape. Students will understand how physical, natural and cultural processes influence where people live, the ways in which people live and how societies interact with one another and their environments.

Critical for Mastery in Grade 8

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICIES
1. Identify and locate on a map states, capitals, major cities, major landforms and waterways.	<ul style="list-style-type: none"> Create, label, and color a map on a smart board, web quest, or worksheet. 	
2. Analyze the importance of major landforms and waterways in settlement patterns and economic development.	<ul style="list-style-type: none"> Utilize Google Earth. 	
3. Compare and contrast geographic regions.	<ul style="list-style-type: none"> Create a compare/contrast chart of geographical regions in the United States. 	

4. Recognize geography to interpret the past, present and plan for the future.	<ul style="list-style-type: none"> • Create a map with major landforms and cities and use it to evaluate settlement patterns. 	
5. Understand how culture and experience influence people’s perceptions of places and regions.	<ul style="list-style-type: none"> • Create an advertisement for a colony, state, or region to encourage people to move there. 	
6. Identify how human actions modify the environment.	<ul style="list-style-type: none"> • Research a step by step process in the building of a neighborhood. 	
7. Recognize and identify the geographical impacts of battles in American history (i.e., American Revolution, War of 1812, the French and Indian War, the Civil War and the Mexican American War).	<ul style="list-style-type: none"> • Map the changes each war had on the structure of the United States. 	

Archdiocese of Santa Fe Standard 4:

Economics:

Students are able to understand and explain basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments. They can explain and demonstrate financial literacy about the role of money in everyday life and use economic reasoning and Catholic Social Teaching to compare and contrast different economic systems and how they interact from an historical and current point of view.

Critical for Mastery in Grade 8

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICIES
1. Describe the patterns of trade and exchange in early America and explore the extent of their continuation in today’s world.	<ul style="list-style-type: none"> • Create a Venn-diagram. 	
2. Compare the impact of industrialization with the growth of modern technology.	<ul style="list-style-type: none"> • Make a flow chart showing the impact of industrialization and modern technology. 	

3. Identify the patterns and networks of economic interdependence.	<ul style="list-style-type: none"> • Hold a classroom discussion on different patterns and networks of economic interdependence in the United States in comparison to other world countries. 	
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Archdiocese of Santa Fe Standard 5:

Government, Civics and Citizenship:

Students are able to identify the ideals, rights and responsibilities of citizenship; explain government and its role and responsibilities to society; identify and distinguish various forms of government; examine historical documents and the impact they had on the development of government particularly the United States and New Mexico; and describe how government functions at local, state, tribal and national levels. Students will analyze the causes, consequences, and possible solutions to persistent, contemporary and emerging city, state, national and world problems in light of Catholic Social Teaching.

Critical for Mastery in Grade 8

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICIES
1. Evaluate the formation of different political parties in the United States.	<ul style="list-style-type: none"> • Create TV slogans for each political party and its development including why one would want to be a part of that party. 	
2. Discuss the basic constitutional structure of the United States.	<ul style="list-style-type: none"> • Hold small group discussions on the constitutional structure of the United States and what is unique about it in comparison to other world governments. 	
3. Identify and describe the powers delegated to federal and state governments and the powers shared by both.	<ul style="list-style-type: none"> • Write a graph outlining the system of checks and balances. 	
4. Describe the importance of the three branches of government and the checks and balances between and among each branch.	<ul style="list-style-type: none"> • Create a speech on the value of the United States checks and balances system. 	
5. Explain the fundamental ideas and	<ul style="list-style-type: none"> • Create a table listing the documents and 	

principles of the documents (i.e., Magna Carta, English Bill of Rights, Mayflower Compact, <i>Common Sense</i>) that helped shape the founding documents of the United States.	ideals that came from each to help shape our founding documents.	
6. Evaluate the importance of the founding documents, including the Mayflower Compact, Declaration of Independence, Articles of Confederation, Constitution and Bill of Rights.	<ul style="list-style-type: none"> Describe in an opinion paragraph the importance of the major founding documents on our government. 	
7. Describe the major philosophies that influenced the formation of the government in the United States (i.e., John Locke, Baron de Montesquieu).	<ul style="list-style-type: none"> Write a persuasive essay on the most influential philosophy on the formation of the United States government. 	
8. Evaluate the constitutional protection for the basic rights including major court cases involved in establishing those rights.	<ul style="list-style-type: none"> Hold a classroom discussion on the impact of important court cases in the United States regarding basic human rights. 	

Archdiocese of Santa Fe Standard 6:

Social Studies Skills, Methods and Technology:

Students are able to effectively use critical thinking, research, communication and technology to obtain and use information from oral, visual, print, and electronic sources, both primary and secondary. They can evaluate the reliability and credibility of sources, both fact and opinion; organize and interpret information and communicate orally, visually and in writing; and analyze and synthesize information in order to draw conclusions and to make inferences and predictions. Students will apply the teachings of the Catholic Church as they evaluate the quality and effectiveness of sources of information and effectively share, exchange, explore and question facts and opinions. Knowledge and use of Social Studies skills, methods and technology are integrated throughout the curriculum.

Critical for Mastery in Grade 8

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
1. Read maps, diagrams, charts, timelines, etc.	<ul style="list-style-type: none"> Refer to Assessments/Strategies for Standard 1 #6. 	
2. Utilize research skills.	<ul style="list-style-type: none"> Refer to Assessments/Strategies for Standard 1 #11. 	
3. Distinguish between primary and secondary resources.	<ul style="list-style-type: none"> Prepare a class presentation using both primary and secondary sources. 	
4. Differentiate between reliable and unreliable sources.	<ul style="list-style-type: none"> Using presentation in #3 indicate perceived reliability of sources. 	
5. Relate history to current events and its effects on modern times.	<ul style="list-style-type: none"> Refer to Assessments/Strategies for Standard 2 #1. 	
6. Understand cause and effect.	<ul style="list-style-type: none"> Relate skill to understanding historical events. 	
7. Apply chronological thinking.	<ul style="list-style-type: none"> Students create timelines of major civil war battles. 	
8. Employ fundamental social studies vocabulary.	<ul style="list-style-type: none"> Create a classroom Social Studies vocabulary chart. 	
9. Take notes.	<ul style="list-style-type: none"> Students apply skills daily. 	
10. Outline.	<ul style="list-style-type: none"> Students apply skills daily. 	