

**SANTA ROSA CITY SCHOOLS  
CONTENT AND PERFORMANCE STANDARDS  
EIGHTH GRADE UNITED STATES HISTORY**

***AMERICAN REVOLUTION:***

**CONCEPTS ADDRESSED:** Revolution, independence, colony, conflict, liberty:

Enduring Understanding	EXAMPLES/ILLUSTRATIONS
<p><b>8.1 The student will examine the causes of the American Revolution, how the ideas and interests of multiple groups forge the revolutionary movement, and the reasons for the American victory.</b></p> <p>8.1.1 The student analyzes the historical context of the events that led to the American Revolution.</p>	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"> <li>▪ Creating a timeline of events leading up to the American Revolution.</li> <li>▪ Writing a journal or newsletter account from the point of view of a Loyalist or Patriot journalist during the American Revolutionary period.</li> <li>▪ Designing a cause and effect graphic organizer that explains the reasons for the American victory.</li> </ul>
<b>Important to Know and Do</b>	
<b>Worth Being Familiar With</b>	

***Foundations of the Modern American Political System:***

**CONCEPTS ADDRESSED:** Government, compromise, checks and balances, confederation, federalism, constitution, republic, separation of powers, representation, executive, judicial, legislative, amend, ratify

Enduring Understanding	EXAMPLES/ILLUSTRATIONS
<p><b>8.2 The student will analyze the institutions and practices of government created fueling the Revolution and how they were revised between 1787 and 1815 to create the foundations of the modern American political system.</b></p> <p>8.2.2 The student identifies the structure, purposes, uses, and history of the United States' Constitution.</p>	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"> <li>▪ Designing a graphic organizer that explains the problems of the Articles of Confederation and why each article was included.</li> <li>▪ Creating charts that compare the strengths and weaknesses of the</li> </ul>

<b>Important to Know and Do</b>	<p>Articles of Confederation with the U.S. Constitution</p> <ul style="list-style-type: none"> <li>▪ Writing journal accounts describing Shays’ Rebellion and the Whiskey Rebellion and the effects these events had on the individual’s opinions of the government.</li> <li>▪ Assuming the role of a prominent thinker (Jefferson, Locke, Abigail Adams) and responding to interview questions from classmates, explore the philosophy of government held by the thinker.</li> <li>▪ Creating visual metaphors that depict the three branches of government.</li> <li>▪ Analyzing features of the Bill of Rights and creating an illustrated booklet of ways it affects students’ lives.</li> </ul>
8.2.1 The student compares colonial forms of government, such as the Articles of Confederation, with the U.S. Constitution.	
<b>Worth Being Familiar With</b>	

***Domestic, Foreign, and Economic Challenges:***

**CONCEPTS ADDRESSED: Loose construction, strict construction, republic, expansion, domestic, foreign:**

<b>Enduring Understanding</b>	<b>EXAMPLES/ILLUSTRATIONS</b>
<b>8.3 The student will explain the domestic, foreign, and economic challenges that faced the new nation and its leaders in the first quarter-century of the Republic under the Constitution.</b>	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"> <li>▪ Writing a letter to the editor about the Embargo Act and its possible economic impact.</li> <li>▪ Creating a timeline depicting the policies that were enacted by the first five presidents.</li> <li>▪ Researching and presenting a written report about the challenges faced by one of the first five presidents.</li> <li>▪ Creating a visual or essay comparing Jefferson’s ideal agrarian society to Hamilton’s ideal industrial society.</li> <li>▪ Assuming the role of either historical figure, and debating, with a partner, the pros and cons of his ideas and value</li> </ul>
<b>Important to Know and Do</b>	
8.3.1 The student examines and evaluates U.S. foreign and domestic policy in the Washington, Adams, Jefferson, Madison, and Monroe administrations.	
<b>Worth Being Familiar With</b>	
8.3.2 The student compares and contrasts the differing ideas, values, traditions, and personalities of Thomas Jefferson and Alexander Hamilton that resulted in the emergence of two political parties.	

***Nineteenth Century Changes:***

**CONCEPTS ADDRESSED: Abolition, slavery, agrarian economy, cash crops, factory system, frontier, industrial revolution, manifest destiny, sectionalism, immigration**

Enduring Understanding	EXAMPLES/ILLUSTRATIONS
<p><b>8.4 The student will describe how immigration, the industrial revolution, the rapid expansion of slavery, Manifest Destiny and the settlement of the West in the first half of the nineteenth century changes the lives of Americans and led toward regional tensions.</b></p> <p>8.4.1 The student analyzes and explains the concept of Manifest Destiny and is able to use it in explaining the acquisition, exploration, and settlement of the trans-Mississippi West, from the Louisiana Purchase to the admission of California as a free state.</p>	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"> <li>▪ After reading <i>Streams to the River; River to the Sea</i>, mapping the route taken by Lewis and Clark.</li> <li>▪ Designing a visual representation for the Mexican-American War and the territorial acquisitions resulting from the Treaty of Guadeloupe Hidalgo.</li> <li>▪ Adopting the perspective of a Cherokee and writing a journal about his/her experiences and feeling on the Trail of Tears.</li> <li>▪ Analyzing a series of early 19<sup>th</sup> century political cartoons to discover attitudes about immigrants and immigration.</li> <li>▪ Researching information and then presenting a report on an invention that greatly affected life from 1800 – 1850.</li> <li>▪ Writing a diary entry as an immigrant from Northern Europe, explaining the expectations and realities of coming to the United States.</li> <li>▪ Creating a spoke diagram that illustrates the differences in culture, population, geography, and economy among the regions.</li> <li>▪ Writing a compare/contrast essay explaining the changing character of American political life during the terms of Jefferson and Jackson.</li> <li>▪ Assuming the role of either a Northerner or Southerner and debating the issues of the Missouri Compromise.</li> </ul>
<p style="text-align: center;"><b>Important to Know and Do</b></p>	
<p>8.4.2 The student identifies the influences of immigration and industrialization on the people in the regions of the Northeast, South and West.</p>	
<p style="text-align: center;"><b>Worth Being Familiar With</b></p>	
<p>8.4.3 The student identifies the extension, restrictions, and reorganization of political democracy after 1800 and compares and/or contrasts the political and economic interests of the Northeast, South, and West.</p>	

**Antebellum Period:**

**CONCEPTS ADDRESSED: Antebellum, reform, abolitionist, suffrage, states' rights, nullification, sectionalism, secession**

<b>Enduring Understanding</b>	<b>EXAMPLES/ILLUSTRATIONS</b>
<p><b>8.5 The student will analyze the political and social differences, sources and character of reform movements in the antebellum period.</b></p> <p>8.5.1 The student examines and develops an historical perspective on slavery and the abolitionists' movement.</p> <p>8.5.2 The student analyzes and explains the effects of slavery on the political, social, economic and cultural development of the South.</p>	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"><li>▪ Writing a diary entry from the perspective of a slave living on a plantation.</li><li>▪ Creating a timeline that charts major events dealing with slavery, slave rebellions, and abolitionist movements.</li><li>▪ Conducting a panel discussion among students role-playing various abolitionist leaders.</li><li>▪ Writing a letter to the editor from Dred Scott about the Supreme Court's decision in his case.</li><li>▪ Designing a map labeling how each state voted in the election of 1860 and explaining each state's relationship to secession and slavery.</li><li>▪ Researching and presenting a written report about a leader of the suffragette movement.</li><li>▪ Creating a storyboard demonstrating the reform efforts of the people of the women's rights or temperance movements and charting the movement's major events.</li></ul>
<p><b>Important to Know and Do</b></p>	
<p>8.5.3 The student examines the reform efforts of the women's rights and temperance movements.</p>	
<p><b>Worth Being Familiar With</b></p>	

**Civil War**

**CONCEPTS ADDRESSED: Civil War, technology, emancipation, union, confederacy**

<b>Enduring Understanding</b>	<b>EXAMPLES/ILLUSTRATIONS</b>
<p><b>8.6 The student will identify the course, character and consequences of the Civil War</b></p>	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"><li>▪ Graphing and charting information about the Civil War industrial production, troop size, war casualties,</li></ul>

<b>Important to Know and Do</b>	<p>and other crucial data and drawing conclusions about the information.</p> <ul style="list-style-type: none"> <li>▪ Writing an essay identifying the reasons why the North was able to win the Civil War.</li> <li>▪ Writing a letter to President Lincoln in 1861 recommending what needs to be done about the grave state of the Union.</li> <li>▪ Designing a Venn diagram comparing and contrasting the Emancipation Proclamation and the Declaration of Independence.</li> <li>▪ Designing a chronological storyboard that identifies the major battles of the war.</li> <li>▪ Analyzing slides or other graphic materials that illustrate life during the Civil War.</li> </ul>
8.6.1 The student explains how the resources of the Union and the Confederacy affected the course of the war and its outcome.	
<b>Worth Being Familiar With</b>	
8.6.2 The student analyzes Abraham Lincoln’s presidency, including his writings and speeches.  8.6.3 The student evaluates the military strategy, technological advances, major campaigns, and human costs of the Civil War.	

***Reconstruction***

**CONCEPTS ADDRESSED: Reconstruction, segregation, racism, Jim Crow, Ku Klux Klan**

<b>Enduring Understanding</b>	<p><b>EXAMPLES/ILLUSTRATIONS</b></p> <p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"> <li>▪ Designing a visual showing the features of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments and how they affect the citizens of today.</li> <li>▪ Comparing and contrasting various plans for Reconstruction and explaining the positive and negative aspects for each plan.</li> </ul>
<b>Important to Know and Do</b>	
<b>8.7 The student will describe how various Reconstruction plans succeeded or failed.</b>	
8.7.1 The student analyzes the aims of Reconstruction and identifies the positive and negative consequences.	
<b>Worth Being Familiar With</b>	

***Industrialization***

**CONCEPTS ADDRESSED: Industrial Revolution, Industrialization, Urbanization, Social mobility, Unionism, Capitalism, Mass Production:**

Enduring Understanding	EXAMPLES/ILLUSTRATIONS
<p><b>8.8 The student will explain how the rise of industry, the American Labor Movement, and the mechanized farming changed the political, social and economic lives of the American People.</b></p>	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"> <li>▪ Analyzing slides or other graphic materials that illustrate life during the Industrial Revolution.</li> <li>▪ Drawing conclusions from graph and chart information about industrial production, number of patents issues, rural and urban comparisons, and other crucial data.</li> <li>▪ With a partner, assuming the roles of labor and management and arguing for or against a minimum wage law.</li> <li>▪ Writing a letter to Andrew Carnegie about the need for a worker’s union in his steel mines.</li> </ul>
Important to Know and Do	
<p>8.8.2 The student identifies the rise of national labor unions and the role of the state and federal governments in labor conflicts.</p>	
Worth Being Familiar With	
<p>8.8.1 The student explains the impact of rapid industrialization on urban politics, living standards, and social mobility at different levels of society.</p>	

***Immigration***

**CONCEPTS ADDRESSED: Immigration, urbanization, assimilation, reforms**

Enduring Understanding	EXAMPLES/ILLUSTRATIONS
<p><b>8.9 The student will explain the social patterns, conflicts, and ideas of national unity that developed following the massive immigration after 1870.</b></p>	<p>Students may demonstrate these performance standards by:</p> <ul style="list-style-type: none"> <li>▪ Writing journal entries from the perspective of a recent immigrant that describes life after immigrating to the United States.</li> </ul>
Important to Know and Do	
<p>8.9.1 The student identifies and describes the countries of origin and experiences of immigrants coming to the United States after 1870.</p>	
Worth Being Familiar With	
<p>7.9.2</p>	

### United States History Skill Emphasis: Historical Comprehension

<b>Enduring Understanding</b>	<b>Teacher Notes</b>
⇒ Identifying the major historical turning points, explaining their significance by comparing conditions before/after the turning points.	
<b>Important to Know and Do</b>	
⇒ Ordering key events and creating an interpreting timelines to identify patterns of continuity and change over time. ⇒ Identifying the central question(s) and historical narrative addresses. ⇒ Developing historical perspectives to describe the past through the eyes and experiences of those who were there. ⇒ Utilizing historical maps and the visual and mathematical data presented in charts, tables, and graphs.	
<b>Worth Being Familiar With</b>	
⇒ Analyzing the physical, visual, literary, and musical sources of different cultures and understanding the importance of a multicultural perspective that respects the dignity and worth of all people.	

### United States History Skill Emphasis: Geographical and Economic Literacy

<b>Enduring Understanding</b>	<b>Teacher Notes:</b>
⇒ Identifying and locating key places and regions of the world.	
<b>Important to Know and Do</b>	
⇒ Using physical and mental maps, globes, and other geographical tools to derive information about the relationship among people, places and environments over time. ⇒ Recognizing how the forces of cooperation and conflict among people influence political and economic functions. ⇒ Discussing and evaluating economic systems and how they work (e.g., traditional, barter, macro economic systems).	

<b>Worth Being Familiar With</b>	
⇒ Explaining the spatial organization of people, places, and environments on the Earth’s surface.	
⇒ Discussing geographic systems (e.g., physical and political systems) and how they function.	
⇒ Identifying the problem of scarcity as basic to all economic decision making.	

**United States History Skill Emphasis: Historical Research, Analyses, and Interpretation**

<b>Enduring Understanding</b>	<b>Teacher Notes:</b>
⇒ Differentiating between historical facts and historical interpretations by examining historical data—documents, narratives, artifacts, etc—assessing their credibility and identifying bias.	
⇒ Analyzing the different perspectives and points of view of different individuals or groups.	
<b>Important to Know and Do</b>	
<b>Worth Being Familiar With</b>	
⇒ Comparing and contrasting differing sets of ideas, values, traditions, personalities, behavior and institutions.	

**United States History Skill Emphasis: Historical Issues: Analysis and Decision-Making**

<b>Enduring Understanding</b>	<b>Teacher Notes:</b>
⇒ Identifying major issues and problems of the past.	

<b>Important to Know and Do</b>	
⇒ Formulating a position or course of action on an issue	
⇒ Evaluating the implementation of a decision.	
⇒ Applying knowledge of the past to analyze major issues and events from multiple perspectives.	
<b>Worth Being Familiar With</b>	

**United States History Skill Emphasis: Civics and Government**

<b>Enduring Understanding</b>	<b>Teacher Notes:</b>
⇒ Identifying the basic values and principles of democracy.	
⇒ Identifying the purposes, uses, and history of the United States Constitution.	
⇒ Describing the rights and responsibilities of U.S. citizens.	
<b>Important to Know and Do</b>	
⇒ Identifying and evaluating government and its purpose.	
<b>Worth Being Familiar With</b>	
⇒ Identifying and explaining the purposes, uses, and history of symbols.	

**United States History Concept Emphasis:**

<b>Enduring Understanding</b>	<b>Teacher Notes:</b>
<ul style="list-style-type: none"><li>⇒ Adaptation</li><li>⇒ Compromise</li><li>⇒ Conflict</li><li>⇒ Constitution</li><li>⇒ Democracy</li><li>⇒ Diversity</li><li>⇒ Justice</li><li>⇒ Migration</li><li>⇒ Rights</li></ul>	
<b>Important to Know and Do</b>	
<ul style="list-style-type: none"><li>⇒ Nationalism</li><li>⇒ Pluralism</li><li>⇒ Region</li><li>⇒ Republic</li><li>⇒ Technology</li></ul>	
<b>Worth Being Familiar With</b>	