Oklahoma Social Studies

Grade 8

Practice Standards

1 **The student will apply critical thinking skills to address authentic civic issues.** 8.P.1

1 Demonstrate an understanding of the virtue of civil discourse to analyze and address real- world problems. 8.P.1.1

A Analyze why the acknowledgement of different perspectives can contribute to civil discourse and solutions to civic issues. 8.P.1.1.A

B Apply a range of deliberative and democratic procedures to discuss, make decisions, and propose action about real-world problems in and out of school. 8.P.1.1.B

C Use information to analyze how a specific problem can manifest itself in regional and global issues, describing options for solutions. 8.P.1.1.C

2 Develop practices which demonstrate an understanding that social studies involves the evaluation of evidence. 8.P.1.2

A Investigate and propose answers to essential questions representing complex enduring issues across the social studies disciplines. 8.P.1.2.A

B Answer supporting questions related to social studies content knowledge and make connections to different interpretations. 8.P.1.2.B

C Develop deeper critical thinking skills by questioning assumptions and identifying inconsistencies or errors in reasoning. 8.P.1.2.C

D Demonstrate understanding of social studies content through the development of self-driven inquiries and the completion of authentic tasks and assessments. 8.P.1.2.D

2 **The student will use interdisciplinary tools to acquire, apply, and evaluate content understanding of the four strands of social studies.** 8.P.2

1 Demonstrate an understanding of the principles of government, the benefits of democratic systems, and their responsibilities as citizens. 8.P.2.1

A Compare and analyze civic virtues and democratic principles in historic and global settings, explaining how they influence political institutions. 8.P.2.1.A

B Compare the powers and responsibilities of the United States government to other forms of government, including the roles and rights of citizens. 8.P.2.1.B

C Examine the impact of constitutions, laws, treaties, and international agreements on the limits of government, including the concepts of sovereignty and the rule of law. 8.P.2.1.C

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2 Develop skills which demonstrate an understanding of historical events and the people who shaped our history. 8.P.2.2

A Gather and draw conclusions from sources of evidence, identifying plausible author, occasion, audience, purpose, and possible bias. 8.P.2.2.A

B Describe multiple factors and explain how they can influence the perspectives of individuals and groups on events from history and the modern era. 8.P.2.2.B

C Distinguish multiple causation, including immediate versus long-term cause-effect relationships; construct timelines of related events. 8.P.2.2.C

3 Demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present. 8.P.2.3

A Answer geographic questions and conduct investigations by acquiring, organizing, and interpreting information about the modern world and historical events. 8.P.2.3.A

B Use multiple mapping techniques, data visuals, satellite images, and geographic technology to analyze spatial patterns of physical and human characteristics, making connections between regions. 8.P.2.3.B

C Explain how the environment affects cultural patterns and historical events, providing opportunities and challenges for human development. 8.P.2.3.C

4 Identify the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings. 8.P.2.4

A Analyze, interpret, and compare economic data from multiple charts and graphs. 8.P.2.4.A

B Identify different types of economic systems, comparing advantages and disadvantages for citizens and the growth of a nation's economy. 8.P.2.4.B

C Explain how technology and trade impact standard of living and economic interdependence, using historical or contemporary examples. 8.P.2.4.C

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3 The student will engage in critical, active reading of primary and secondary sources related to social studies concepts. 8.P.3

1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies. 8.P.3.1

A Paraphrase the main idea and cite evidence from primary and secondary sources; provide an accurate summary of a source distinct from prior knowledge or opinion. 8.P.3.1.A

B Integrate the use of visual information (e.g., maps, charts, photographs, videos, political cartoons, artwork) with textual information from primary and secondary sources to draw conclusions. 8.P.3.1.B

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2 Apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. 8.P.3.2

A Analyze works written on the same topic and compare methods the authors use to achieve similar or different purposes. 8.P.3.2.A

B Evaluate textual evidence to determine whether a claim is substantiated. 8.P.3.2.B

C Engage in collaborative discussions about information presented in social studies texts, expressing ideas clearly while building on the ideas of others. 8.P.3.2.C

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4 The student will develop a variety of evidence-based written products designed for multiple purposes. 8.P.4

1 Summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content. 8.P.4.1

A Compose informative essays and other written products using and citing evidence (e.g. facts, examples, details) from multiple sources and maintaining an organized structure. 8.P.4.1.A

B Compose argumentative written products by introducing a claim, recognizing an opposing viewpoint, and organizing evidence and reasoning from credible sources. 8.P.4.1.B

2 Engage in authentic research to acquire, refine, and share knowledge through written presentations and products. 8.P.4.2

A Refine and formulate viable research questions related to social studies investigations, using well- developed theses or claims. 8.P.4.2.A

B Quote, paraphrase, and summarize findings, avoiding plagiarism. 8.P.4.2.B

C Organize and create presentations or products using research from a variety of formats and encompassing different points of view. 8.P.4.2.C

Content Standards

1 The student will analyze the foundations of the United States by examining the causes, events, and ideologies which led to the American Revolution. 8.C.1

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1 Analyze the political and economic climate in the British colonies on the eve of the French and Indian War. 8.C.1.1

- A Describe the changing culture, society, and economy of colonial America. 8.C.1.1.A
- B Examine how the unofficial British policy of salutary neglect created an environment suited to self- government and representative democracy in the American colonies. 8.C.1.1.B
- C Explain how the British policy of mercantilism sought to increase England's prosperity through restrictive trade practices, such as the Navigation Acts. 8.C.1.1.C
- D Examine how British colonial ideas and practices of self-government (e.g., town meetings and colonial legislatures) influenced American political thought. 8.C.1.1.D
- E Describe the influence of the First Great Awakening on concepts related to individual equality and self- rule, including its role in promoting an emerging shared American identity. 8.C.1.1.E
- F Examine the goals of the Albany Plan of Union and how it reflected colonial reactions to changing imperial economic policies. 8.C.1.1.F
- G Compare the Haudenosaunee (Iroquois) Confederacy with early attempts to unite the colonies. 8.C.1.1.G

2 Summarize the political and economic consequences of the French and Indian War. 8.C.1.2

- A Explain Parliament's rationale for levying new forms of taxation. 8.C.1.2.A
- B Describe how the Proclamation of 1763 and its restriction on migration into American Indian sovereign territories fed discontent among the colonies. 8.C.1.2.B

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3 Examine growing tensions between the American colonies and Britain. 8.C.1.3

A Analyze the primary cause of the American Revolution as it relates to violations of rights as Englishmen, exemplified in the lack of colonial representation in Parliament. 8.C.1.3.A

B Describe the effect on colonial economics and local self-government created by the series of trade restrictions and imposed taxes, such as the Sugar Act, Stamp Act, Townshend Acts, and Quartering Act. 8.C.1.3.B

C Explain the strategies utilized by colonists to oppose imperial policies, including the issuance of the Stamp Act Resolves and the use of propaganda, exemplified by the work of the Committees of Correspondence, the Sons of Liberty, and the boycott of British goods. 8.C.1.3.C

D Describe escalating tensions, exemplified by the Boston Massacre and the Boston Tea Party. 8.C.1.3.D

E Explain continued attempts by Parliament to exert its authority through the Coercive Acts (Intolerable Acts), prompting the formation of the First Continental Congress and its Declaration of Resolves, stating that colonists possess the same rights as Englishmen. 8.C.1.3.E

F Explain why the Battles of Lexington and Concord were perceived as major military victories, known as the “shot heard ‘round the world.” 8.C.1.3.F

4 Analyze how the Second Continental Congress functioned as the de facto national government, uniting colonial response. 8.C.1.4

A Describe how the congress successfully formed the Continental Army, directed military strategy, established a national currency, and negotiated a foreign alliance with France. 8.C.1.4.A

B Explain the purpose and outcome of the Olive Branch Petition as the colonists’ final attempt to avoid war by affirming loyalty yet seeking the king’s intervention. 8.C.1.4.B

C Summarize the decision to appoint a committee to draft a declaration of independence. 8.C.1.4.C

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5 Analyze the significance of the Declaration of Independence as a founding statement of American thought on democracy and the purpose of government. 8.C.1.5

A Examine the Declaration of Independence, as drafted by Thomas Jefferson, influenced by the Committee of Five, and adopted July 4, 1776. 8.C.1.5.A

B Describe the intellectual origins of American political thought as proposed by such Enlightenment philosophers as John Locke and his theory on natural rights. 8.C.1.5.B

C Evaluate the role of Judeo-Christian ideals in supporting colonial demands for independence, as exemplified by the Bible being a frequently cited authority by America's Founders. 8.C.1.5.C

D Identify the purpose of government as the protection of unalienable individual rights and liberties. 8.C.1.5.D

E Explain how a social contract exists between citizens and their government, requiring the consent of the governed, as well as the right of citizens to alter their governments when abusive. 8.C.1.5.E

F Identify specific economic and political grievances against British policies used by the colonists to justify independence. 8.C.1.5.F

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2 The student will examine key military and diplomatic events of the Revolutionary War that resulted in an independent nation. 8.C.2

1 Summarize the effectiveness of the Articles of Confederation as the first national system of government for the purpose of conducting the war against Britain. 8.C.2.1

2 Evaluate the motivations and points of view of various populations to remain loyal to Britain, join the patriot cause, or choose neutrality. 8.C.2.2

A Explain major arguments supporting the Patriot cause by analyzing the speech, Give Me Liberty or Give Me Death, attributed to Patrick Henry, and Common Sense by Thomas Paine. 8.C.2.2.A

B Compare political, economic, and family interests which influenced Loyalists views. 8.C.2.2.B

C Explain how the preservation of homelands, cultures, and trade affected the stance taken by many American Indians. 8.C.2.2.C

D Describe how the promise of political equality impacted the views of women, by examining the writings of Mercy Otis Warren and Phillis Wheatley. 8.C.2.2.D

E Examine the views of free and enslaved Blacks toward the revolution, including petitions to colonial governments for a ban on slavery and the British recruitment of enslaved Black men in exchange for freedom. 8.C.2.2.E

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3 Evaluate the challenges and reasons for the American victory over the British Empire. 8.C.2.3

A Compare military strength and available resources, including financial support from private individuals and allied nations, as well as French support negotiated by Benjamin Franklin. 8.C.2.3.A

B Describe how the Continental Army was comprised of individuals from European, American Indian, and African descent. 8.C.2.3.B

C Summarize the impact of key military turning points of the Revolutionary War, including the victories at Boston, Trenton, Saratoga, and Yorktown. 8.C.2.3.C

D Explain how an effective military force was shaped by the leadership of General George Washington, Thomas Paine's The Crisis, and conditions at the Valley Forge encampment. 8.C.2.3.D

E Describe the significance of the Treaty of Paris (1783) as it relates to the recognition of the United States as an independent nation and the extension of American authority over western territory ceded by Britain. 8.C.2.3.E

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3 The student will examine the formation of the American system of government following the Revolutionary War and the creation of the Constitution of the United States. 8.C.3

1 Examine conditions in the new nation that led to the Constitutional Convention in Philadelphia in 1787 8.C.3.1

A Identify strengths of the American government operating under the Articles of Confederation, including a solution to territorial disputes, as resolved by the Northwest Ordinance and the organization necessary to win the war. 8.C.3.1.A

B Identify the weaknesses of the Articles of Confederation, including the lack of a common national currency, means for common defense, national judiciary to settle disputes among the states, inability to tax as a means to address the war debt, and the required unanimous vote by states to amend the document. 8.C.3.1.B

C Describe how severe economic conditions and civil unrest, typified by Shays' Rebellion, contributed to a call for revision of the Articles of Confederation. 8.C.3.1.C

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2 Analyze the significance of the Constitutional Convention on the formation of a new organization for national government. 8.C.3.2

A Identify the relationship between the principles established in the Declaration of Independence and the government created by the Constitution of the United States. 8.C.3.2.A

B Describe the role of leaders at the Constitutional Convention, including its President George Washington, the influence of James Madison, and the contributions of Roger Sherman. 8.C.3.2.B

C Explain how the key debate regarding state representation in Congress, presented by opposing Virginia and New Jersey Plans, was resolved by the Great Compromise, creating a bicameral legislature. 8.C.3.2.C

D Explain how the Three-Fifths Compromise and the Fugitive Slave Clause addressed the issue of slavery and congressional representation by permitting each state to maintain, restrict, or abolish slavery and delaying a ban on the slave trade. 8.C.3.2.D

E Examine the rationale for the creation and functioning of the Electoral College. 8.C.3.2.E

3 Examine the ratification process. 8.C.3.3

A Identify major reasons advocating for the adoption of the Constitution as expressed by leading Federalists James Madison, Alexander Hamilton, and John Jay. 8.C.3.3.A

B Explain criticism posed by Anti Federalists, such as George Mason, regarding concerns over the potential abuse of power by a strong central government and the omission of a national bill of rights. 8.C.3.3.B

C Compare arguments regarding ratification of the Constitution as published in Federalist Papers #1, #10, #51, and #84 to Anti Federalist publications under the pen names of Cato and Brutus. 8.C.3.3.C

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4 Examine the key principles and structure of American government as established by the Constitution of the United States. 8.C.4

1 Analyze the American concept of political legitimacy, tracing the foundation of self-government established in the Mayflower Compact. 8.C.4.1

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2 Examine the structure and principles of American government established in the Constitution of the United States, focusing on the Framers' intent to limit and disperse the powers of government in order to prevent abuse. 8.C.4.2

- A Examine the purpose of government, including its responsibilities to citizens, as expressed in the Preamble to the Constitution of the United States. 8.C.4.2.A
- B Explain why the Framers of the Constitution separated governmental powers among three branches (separation of powers), comparing the qualifications, terms of office, and process for removal of members of Congress, the President, and federal judges. 8.C.4.2.B
- C Identify the constitutional powers granted to Congress, the President, and the Supreme Court, using historical and contemporary examples. 8.C.4.2.C
- D Analyze the system of checks and balances, explaining the Framers' rationale for establishing such a system and describing how each branch of government can limit the power of other branches. 8.C.4.2.D
- E Describe the concept of federalism (shared power) and identify specific types of powers (e.g., express, concurrent, reserved) exercised by the state versus national government, providing contemporary examples. 8.C.4.2.E
- F Explain how the Supremacy Clause establishes the Constitution as the "supreme Law of the Land" including the relationship between federal and state levels of authority. 8.C.4.2.F

3 Evaluate the significance of the Commerce Clause in establishing a constitutional relationship between American Indian Nations and the United States government. 8.C.4.3

- A Explain that Tribal sovereignty is a Tribal Nation's inherent right to self-determination. 8.C.4.3.A
- B Describe the nation-to-nation relationship between the United States and Tribal governments by explaining that Tribal governments exercise powers to make and enforce their own laws, determine citizenship, and manage their land's natural resources. 8.C.4.3.B

4 Examine the steps of the legislative process. 8.C.4.4

- A Describe the constitutional role of Congress and the President to produce necessary legislation in order to meet public needs. 8.C.4.4.A
- B Trace the basic steps of the legislative process using contemporary examples. 8.C.4.4.B

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5 Analyze the rights and liberties guaranteed to all citizens in the Bill of Rights. 8.C.4.5

A Explain how the Constitution of the United States can be amended, exemplified by the first ten amendments, known as the Bill of Rights. 8.C.4.5.A

B Describe the influence of James Madison and the Virginia Declaration of Rights on the development of the Bill of Rights, including the significance of the Virginia Statute for Religious Freedom as a forerunner of the First Amendment. 8.C.4.5.B

C Examine individual rights, liberties, and protections of due process guaranteed by the Bill of Rights. 8.C.4.5.C

D Explain how the Bill of Rights protects individuals from abuse by the national government and has been applied to the states through the 14th Amendment. 8.C.4.5.D

E Describe how the Bill of Rights and the American judicial system places an importance on the rule of law, aimed at guaranteeing fair and equal application of the law, as well as the accountability of all citizens. 8.C.4.5.E

F Explain the importance of an independent judiciary to the interpretation and defense of citizens' rights and liberties. 8.C.4.5.F

6 Define civic virtue and explain the individual's duties and responsibilities. 8.C.4.6

A Describe the right to vote and service in public offices as the cornerstones of a representative democracy. 8.C.4.6.A

B Examine other political rights and responsibilities of citizens, such as engaging in informed civil discourse, serving on juries, and participating in political campaigns. 8.C.4.6.B

C Identify responsibilities of both citizens and residents of the United States, including obedience to the law, respect for the rule of law, registering for military service, and paying taxes. 8.C.4.6.C

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5 The student will examine the political and economic changes that occurred during the Early Federal Period. 8.C.5

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1 Assess the legacy of President Washington on the nature of the presidency and the executive branch. 8.C.5.1

A Describe the purpose of the Cabinet as established by Washington and its role in today's executive branch. 8.C.5.1.A

B Analyze the impact of the Whiskey Rebellion and the presidential authority to enforce federal law. 8.C.5.1.B

C Examine Washington's attempt to develop a cohesive American Indian policy through treaties, assimilation, and the delineation of Tribal lands. 8.C.5.1.C

D Explain the impact of Washington's decision not to seek a third term in office. 8.C.5.1.D

E Describe Washington's advice regarding political factions, foreign entanglements, and the necessity of religion and morality for American self-government to succeed, as expressed in his Farewell Address. 8.C.5.1.E

2 Evaluate the impact of the Alien and Sedition Acts on individual rights during the Adams Administration, including the responses of the Democratic-Republicans, as expressed in the Virginia and Kentucky Resolutions. 8.C.5.2

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6 The student will analyze the political, constitutional, and geographic changes that occurred during the Jeffersonian Era. 8.C.6

1 Explain issues surrounding the electoral process of the presidential election of 1800, its resolution by the 12th Amendment, and the significance of the peaceful transfer of power from one political party to another. 8.C.6.1

2 Analyze the exercise of the Supreme Court's authority under the leadership of Chief John Marshall by explaining how the Marbury v. Madison decision confirmed the principle of judicial review. 8.C.6.2

3 Examine the significant policies of President Thomas Jefferson. 8.C.6.3

A Describe western expansionist policy through the acquisition of the Louisiana Territory and authorization of the Lewis and Clark Corps of Discovery Expedition. 8.C.6.3.A

B Summarize the process of Tribal removals begun with the establishment of Indian Territory. 8.C.6.3.B

C Explain the intent and consequences of the Embargo Act to defend the nation's industries from British threats. 8.C.6.3.C

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7 The student will examine the political, economic and social transformations during the "Era of Good Feelings." 8.C.7

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1. Analyze how the War of 1812 confirmed American independence. 8.C.7.1
   - A. Summarize the causes of the war, including British trade restrictions and impressment. 8.C.7.1.A
   - B. Explain how the war fueled a spirit of nationalism, reflected in the lyrics of the national anthem. 8.C.7.1.B
   - C. Describe how the Era of Good Feelings was marked by a sense of nationalism and patriotism. 8.C.7.1.C
2. Examine the Monroe Doctrine as foundational to American foreign policy. 8.C.7.2
   - A. Describe how the nation adopted a policy of isolationism from Europe, designed to protect American interests in the Western Hemisphere. 8.C.7.2.A
   - B. Explain how President Monroe's policy solidified the nation's identity as a world power that would not tolerate European involvement in its region. 8.C.7.2.B
3. Examine the increased tension between Southern sectionalist and Northern nationalist perspectives toward the expansion of slavery into western territories. 8.C.7.3
4. Analyze congress's attempt to balance sectional interests and political power, by describing the impact of the Missouri Compromise on the expansion of slavery, both delaying the Civil War and sowing its seeds. 8.C.7.4

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8. **The student will examine the political, economic and social transformations of the Jacksonian Era.** 8.C.8
   1. Describe the factors that led to the election of President Andrew Jackson, including state laws expanding white male suffrage and Jackson's political success by identifying with the "common man." 8.C.8.1
   2. Analyze the impact of the Nullification Crisis on the development of the states' rights debate. 8.C.8.2
      - A. Explain how provisions of the Constitution (Supremacy Clause; Article III) addressed the theory in which states claimed the right to reject federal laws. 8.C.8.2.A
      - B. Describe President Jackson's reaction to the crisis, based on his fear of secession and destruction of the Union. 8.C.8.2.B
      - C. Examine how the Nullification Crisis illustrated the growing tensions between sections of the nation and the public. 8.C.8.2.C

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3 Analyze the impact of Jackson's policies concerning American Indian Nations and their sovereignty by explaining the 8.C.8.3

A federal government's non-adherence to treaties 8.C.8.3.A

B advocacy of the Indian Removal Act of 1830 8.C.8.3.B

C disregard for the Supreme Court's Worcester v. Georgia decision 8.C.8.3.C

D resistance by Tribes against Indian policy and encroachment onto Tribal lands 8.C.8.3.D

E series of multiple forced removals of Tribal citizens from their traditional homelands to Indian Territory. 8.C.8.3.E

F perspectives on removal policies, as expressed by Native leadership such as John Ross, as well as opposition voiced by politicians, such as Congressman Davy Crockett, and Christian missionaries. 8.C.8.3.F

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9 The student will examine the political, economic, social, and geographic changes that occurred during the period of westward movement. 8.C.9

1 Examine how the concept of Manifest Destiny was used as a motivation and justification for westward movement. 8.C.9.1

A Explain how the fur trade provided economic incentive for early exploration of the West and the crucial role played by traders and frontiersmen (e.g., Jedediah Smith, John C. Fremont, Kit Carson) in transcontinental migration (e.g., mapping of vast territory, establishing trade routes and relations with Native peoples). 8.C.9.1.A

B Define the concept of Manifest Destiny including its belief in the inevitable spread of American institutions (e.g., religion, government, culture) and analyze claims made in such writings as The Great Nation of Futurity by John O'Sullivan. 8.C.9.1.B

C Explain how the idea of Manifest Destiny influenced migration by identifying push and pull factors impacting the settlement of western territories. 8.C.9.1.C

D Analyze the impact of the waves of immigration from Northern Europe on settlement patterns. 8.C.9.1.D

E Examine multiple perspectives regarding the justification for westward migration and territorial expansion. 8.C.9.1.E

F Analyze Alexis de Tocqueville's claim regarding the concept of American exceptionalism and identify ways in which America has been an "exception to the rule" (e.g., stability, realizations of liberty and civil equality, prosperity, innovation). 8.C.9.1.F

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2 Analyze the territorial growth of the United States. 8.C.9.2

A Summarize the series of events and the processes used to annex Texas, as well as acquire the Mexican Cession and the Gadsden Purchase. 8.C.9.2.A

B Describe the continued political pressure to maintain a balance of free and slave states. 8.C.9.2.B

C Compare the motivations and experiences of individuals and groups who seized opportunities of the West, including those engaged in the California Gold Rush, the settlement of Oregon, and the Mormon migration. 8.C.9.2.C

D Describe the consequences of westward expansion, including the impact on American Indian culture, homelands, Tribal sovereignty, and the growing sectional tensions regarding the expansion of slavery in new territories. 8.C.9.2.D

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10 The student will analyze the social and economic transformations of the early nineteenth century. 8.C.10

1 Explain the impact of the Industrial Revolution. 8.C.10.1

A Describe major technological improvements and inventions that contributed to industrial growth in the North, resulting in heavily populated manufacturing and transportation centers. 8.C.10.1.A

B Explain how the invention of the cotton gin impacted Southern plantation economies by increasing the profitability of the crop and leading to the expansion of slavery. 8.C.10.1.B

C Analyze the connection between cotton production in the South to the economic success of Northern textile industries. 8.C.10.1.C

D Examine the role of women as the primary workforce in New England textile factories and leaders in the reform of working conditions. 8.C.10.1.D

E Examine the rise of Nativist reaction to growing immigration, including concerns about assimilation and the effect on jobs and wages. 8.C.10.1.E

2 Analyze experiences of enslaved persons, including common conditions of life under slavery, acts of resistance to slavery, such as Nat Turner's Rebellion, and legal restrictions, such as Slave Codes. 8.C.10.2

3 Summarize the impact of the Abolitionist Movement on the institution of slavery. 8.C.10.3

A Assess the impact of the work of notable abolitionists, such as Frederick Douglass, William Lloyd Garrison, and Sojourner Truth. 8.C.10.3.A

B Describe the rise of the Underground Railroad, including the efforts of Harriet Tubman and the impact of Harriet Beecher Stowe's Uncle Tom's Cabin on the abolitionist movement. 8.C.10.3.B

C Examine the contributions of Quakers and other religious groups in the movement to abolish slavery. 8.C.10.3.C

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4 Evaluate the goals and efforts of the Women's Suffrage Movement toward political equality. 8.C.10.4

A Trace the emergence of the women's rights movement from the abolitionist movement. 8.C.10.4.A

B Describe the role of the movement's primary leaders (e.g., Susan B. Anthony, Elizabeth Cady Stanton, Lucretia Mott, Grimké sisters). 8.C.10.4.B

C Identify the ideals, democratic principles, and demands expressed in the Declaration of Sentiments. 8.C.10.4.C

5 Evaluate the significance and key leaders of the Second Great Awakening. 8.C.10.5

A Describe the use of religious revivals to attract converts to new Protestant denominations. 8.C.10.5.A

B Explain how the Second Great Awakening sparked a number of reform movements, such as temperance and abolitionism, which addressed society's problems. 8.C.10.5.B

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11 The student will analyze slavery as the principal cause of increased sectional polarization leading to the Civil War. 8.C.11

1 Evaluate the goals of the Compromise of 1850 regarding the issue of slavery. 8.C.11.1

A Describe the series of measures proposed by Senator Henry Clay to avert the threat of dissolution of the Union, including a strengthened Fugitive Slave Act, the use of popular sovereignty regarding the institution of slavery in new states. 8.C.11.1.A

B Explain why the Compromise of 1850 may have succeeded as a temporary solution but proved that compromise could not offer a permanent solution to the issue of slavery. 8.C.11.1.B

2 Analyze the impact of the Kansas-Nebraska Act, the growing tension, and inevitability of a civil war. 8.C.11.2

A Explain how popular sovereignty in new territories regarding the institution of slavery led to factional feuds in "Bleeding Kansas." 8.C.11.2.A

B Examine why the North was outraged at the possibility that northern territories such as Kansas and Nebraska might adopt slavery, which had been prevented by the Missouri Compromise. 8.C.11.2.B

C Evaluate the impact of the Dred Scott v. Sandford decision, which denied citizenship to African Americans and ruled enslaved persons as property. 8.C.11.2.C

D Examine the motives for John Brown's Raid on the federal arsenal at Harpers Ferry. 8.C.11.2.D

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12 The student will analyze the course and consequences of the Civil War. 8.C.12

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1 Analyze the immediate impact of the presidential election of 1860. 8.C.12.1

- A Describe the emergence of the third-party system. 8.C.12.1.A
- B Identify President Lincoln's stance on slavery and intention of preserving the Union, as stated in his Cooper Union Address. 8.C.12.1.B
- C Explain slavery as the central factor for the secession of southern states by examining passages from state secession declarations. 8.C.12.1.C
- D Describe tensions over the strategic and internally divided border states. 8.C.12.1.D
- E Trace the formation of the Confederate States of America under the leadership of Jefferson Davis. 8.C.12.1.E
- F Describe how the Confederate attack on Fort Sumter ignited armed civil conflict. 8.C.12.1.F

2 Evaluate the advantages and disadvantages of the Union and the Confederacy. 8.C.12.2

- A Compare natural resources, population, and industrialization. 8.C.12.2.A
- B Describe the significance of military leadership and experience (e.g., Robert E. Lee, Ulysses S. Grant). 8.C.12.2.B
- C Examine the contributions of free and enslaved persons, such as the 54th Massachusetts Regiment. 8.C.12.2.C
- D Describe the value of immigrant troops used to fill Union ranks. 8.C.12.2.D

3 Identify the key strategies used during the war and evaluate their effectiveness in determining the war's outcome. 8.C.12.3

- A Compare the goal of the Union's Anaconda Plan to blockade and surround Confederate forces to the intent of Sherman's total war strategy. 8.C.12.3.A
- B Describe how the Southern military strategy focused on holding Confederate territory in hopes the North would eventually abandon the war effort. 8.C.12.3.B
- C Examine the lasting impact of the Civil War, focusing on its devastation of property and the national economy, unrestricted use of weaponry, and the involvement of civilians. 8.C.12.3.C

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4 Summarize the significance of key battles and turning points of the Civil War. 8.C.12.4

A Explain how the Battle of Antietam proved that the Union could withstand the Confederate Army, providing Lincoln the confidence to issue the Emancipation Proclamation. 8.C.12.4.A

B Analyze the Emancipation Proclamation's role in expanding the goals of the war and its impact on slavery, including the significance of Juneteenth in relation to emancipation. 8.C.12.4.B

C Describe how the Battle of Gettysburg ended the Confederate attempt to invade the North and analyze Lincoln's Gettysburg Address which clarified the Union's motivation for winning the war. 8.C.12.4.C

D Explain how the Confederate loss of Vicksburg opened the way for the North to seize control of the Mississippi River, dividing the Confederate forces. 8.C.12.4.D

E Describe Lee's surrender at Appomattox Courthouse and the conditions of Grant's surrender terms. 8.C.12.4.E

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13 The student will analyze the political, social, and economic transformations during the Reconstruction Era. 8.C.13

1 Examine the challenges of rebuilding the nation following the end of the Civil War. 8.C.13.1

A Evaluate Lincoln's plans for reconciliation, as expressed in his Second Inaugural Address, and the impact of his assassination on Reconstruction. 8.C.13.1.A

B Compare the plans and policies proposed for Reconstruction (e.g., President Andrew Johnson, the Congressional Republicans) assessing their intended goals and possible outcomes. 8.C.13.1.B

2 Analyze the impact of state and federal legislation following the Civil War. 8.C.13.2

A Explain the impact of the 13th, 14th, and 15th Amendments on the status of formerly enslaved persons, as well as the relationship of the federal government to the states. 8.C.13.2.A

B Assess the impact of the Civil War Amendments in securing political rights for African Americans, resulting in their election to state and national government positions. 8.C.13.2.B

C Evaluate the efforts of the Freedmen's Bureau to assist freed persons with economic, educational, and political opportunities. 8.C.13.2.C

D Describe how the adoption of Black Codes by many southern state legislatures restricted employment and property rights of Freedmen. 8.C.13.2.D

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3 Analyze the emerging social structure of the post-war South. 8.C.13.3

- A Identify the various motives of carpetbaggers including economic gain, exploitative aims, and genuine concern for the civil and political rights of freed Blacks. 8.C.13.3.A
- B Describe the expansion of the tenant and sharecropper systems which enabled landowners to reestablish a labor force severely restricting economic mobility. 8.C.13.3.B
- C Examine the political and social goals of the Ku Klux Klan, including its intimidation of African American voters. 8.C.13.3.C
- D Describe the migration of African Americans (Exodusters) from the oppressive conditions of the South to opportunities in the north and west. 8.C.13.3.D

4 Assess the factors leading to the end of Reconstruction. 8.C.13.4

- A Describe the impact of the lack of enforcement of the 14th and 15th amendments. 8.C.13.4.A
- B Examine the development of segregated societies in the South. 8.C.13.4.B
- C Explain the effects of the presidential election of 1876 and the Compromise of 1877 on Reconstruction. 8.C.13.4.C

5 Evaluate the impact of federal policies related to the on-going migration and settlement of the West. 8.C.13.5

- A Describe how the Homestead Act of 1862 enabled more individuals to obtain land and partake in economic opportunities following the war. 8.C.13.5.A
- B Analyze the impact of the development of the Transcontinental Railroad on connecting agricultural goods and products to population centers and markets. 8.C.13.5.B
- C Summarize the intent of President Grant's Peace Policy on the displacement of American Indians from their homelands. 8.C.13.5.C
- D Describe the impact of Grant's policy of government-run boarding schools and missions directed to assimilate Tribal members. 8.C.13.5.D
- E Describe escalating conflict between American Indians, military forces, and civilians (e.g., Whitman Mission and Sand Creek Massacres). 8.C.13.5.E