

# History / Social Science Standards

## *Level 8*

### **UNITED STATES HISTORY AND GEOGRAPHY: GROWTH AND CONFLICT**

Students in grade eight study the ideas, issues and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded in the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

# HISTORY /SOCIAL SCIENCE

## UNIFYING STANDARDS

### LEVELS PRE K – 12

- 1.0 Historical Literacy:** Students understand history as an interpretive study of continuity and change within a chronological framework. They know the major events, eras, concepts, people, topics and issues that define and influence United States and world history. They analyze cause and effect relationships, consequences and patterns, make interpretations, judgments and draw conclusions from data using a variety of historical documents that reflect multiple perspectives.
- 2.0 Cultural Literacy:** Students understand the rich, complex nature of a given culture. They recognize that our nation is composed of people from around the world who represent diverse backgrounds, ways of life and various perspectives, which are valued and respected. They understand that a culture captures and expresses ideas, beliefs and values over time.
- 3.0 Geographic Literacy:** Students recognize the relationships among place, location, human and environmental interaction, movement, and region. They know that human and environmental processes shape the characteristics of places and regions, and influence historical events and issues. They use, analyze, design, interpret and evaluate geographic information.
- 4.0 Economic Literacy:** Students analyze and understand economic systems and concepts. They explain the basic processes of supply and demand, market economies and distribution of scarce resources. They interpret trends and basic indicators of economic performance in order to analyze economic and political issues.
- 5.0 Sociopolitical Literacy:** Students understand political and social systems, the origins of our national identity, the relationship between a society and its laws, and the differences between democratic and non-democratic systems. They realize that a democracy depends on the participation of responsible, informed, and ethical citizens.
- 6.0 Historical Thinking:** Students develop and apply historical understanding as they read, research, analyze and interpret information from a variety of sources and points of view. They communicate their thinking through writing, reading, speaking and multimedia presentations.

## Focus Goals Grade 8

### 1.0 Historical Literacy

- 1.1 Understand that historical events have multiple causes and effects and that interpretation of these relationships is open to change.
- 1.2 Understand the significance of major events preceding the founding of the nation and their impact on the development of American constitutional democracy.
- 1.3 Analyze and understand the principles that underlie the U.S. Constitution.
- 1.4 Analyze the divergent paths of the American people from 1800 to the mid-1800's and the challenges they faced.
- 1.5 Analyze the events and actions of people that led to the Civil War.
- 1.6 Examine the multiple causes, key events and complex consequences of the Civil War.
- 1.7 Analyze the consequences of Reconstruction.

### 2.0 Cultural Literacy

- 2.1 Understand that our nation's cultural life represents multicultural perspectives that are valued and respected.
- 2.2 Understand how historical documents and policies captured cultural values, ideas and beliefs that emerged in the development of the nation.
- 2.3 Analyze and understand the aspirations and ideals of the people of the new nation.

### 3.0 Geographic Literacy

- 3.1 Identify evidence of the five themes of geography: relationships among place, location, human and environmental interaction, movement and region.
- 3.2 Understand the role of geography in the Civil War.

### 4.0 Economic Literacy

- 4.1 Explain the basic economic goals, performance, and problems of the emerging American society.
- 4.2 Explain economic issues during the Civil War and Reconstruction era.

### 5.0 Sociopolitical Literacy

- 5.1 Analyze the foundation of the American political system and the ways in which citizens participate in it.
- 5.2 Understand the political conflict between the free and slave States.

### 6.0 Historical Thinking

- 6.1 Make historical connections by applying Language Arts literacy skills.

**UNITED STATES HISTORY AND GEOGRAPHY:  
GROWTH AND CONFLICT  
Level 8**

***FOUNDING A NATION***

**1.0 Historical Literacy**

**1.1 Understand that historical events have multiple causes and effects and that interpretation of these relationships is open to change. (p)**

- Explain the events leading up to and causing the American Revolution. (p)
- Explain the significance of the American Revolution as it affected other nations, especially France. (c8.1.3)

1.2 N/A

1.3 N/A

1.4 N/A

1.5 N/A

1.6 N/A

1.7 N/A

**2.0 Cultural Literacy**

**2.1 Understand that our nation’s cultural life represents multicultural perspectives that are valued and respected. (p)**

- Describe the pluralistic aspects of the colonial era. (p)

2.2 N/A

2.3 N/A

**3.0 Geographic Literacy**

**3.1 Identify evidence of the five themes of geography: relationships among place, location, human and environmental interaction, movement and region.**

- Compare and contrast the geography of the Northern, Middle, and Southern Colonies. (p)

3.2 N/A

**4.0 Economic Literacy**

**4.1 Understand the basic economic goals, performance, and problems of the emerging American society.**

- Examine the trade relationship between the Colonies and England. (p)

4.2 N/A

<b>5.0 Sociopolitical Literacy</b>
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**5.1 Analyze the foundation of the American political system and the ways in which citizens participate in it.**

- Explain the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor. (c8.1.1)
- Understand the philosophy of government expressed in the Declaration of Independence with an emphasis on government as a means of securing individual rights (e.g., key phrases such as “. . . all Men are created equal, that they are endowed by their Creator with certain unalienable Rights.”). (c8.1.2) sa
- Identify examples that support civic values, and demonstrate them at school. (p)

5.2 N/A

<b>6.0 Historical Thinking</b>
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**6.1 Make historical connections by applying Language Arts literacy skills. (p)**

- Learn and use historical vocabulary from reading informational text of the time period. (r1.0)
- Read historical text to answer questions and complete projects. (r2.0)
- Write narratives, evaluative essays, expository compositions, and research reports on a historical topic of the time period utilizing technology. (w2.0, r3.0)

**UNITED STATES HISTORY AND GEOGRAPHY:  
GROWTH AND CONFLICT  
Level 8**

***THE CONSTITUTION***

**1.0 Historical Literacy**

**1.1 N/A**

**1.2 Understand the significance of major events preceding the founding of the nation and their impact on the development of American constitutional democracy. (c8.1) sa**

- Explain the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor. (c8.1.1)
- Explain the philosophy of government expressed in the Declaration of Independence with an emphasis on government as a means of securing individual rights (e.g., key phrases such as ...”all Men are created equal.” (c8.1.2) sa
- Explain the significance of the American Revolution as it affected other nations, especially France. (c8.1.3)
- Identify examples of the blending of civic republicanism, classical liberal principles, and English parliamentary traditions. (c8.1.4)

**1.3 Analyze and understand the principles that underlie the U.S. Constitution. (c8.2) sa**

- Explain the significance of the Magna Carta, The Bill of Rights and the Mayflower Compact. (c8.2.1)
- Explain the concepts embedded in the Articles of Confederation. (c8.2.2).
- Understand major debates that occurred during the development of the Constitution, and their impact (shared power, divided power, slavery, rights of individuals and States). (c8.2.3)
- Examine the political philosophy underpinning the U.S. Constitution as specified in *The Federalist* (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as James Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution. (c8.2.4)

**1.4 N/A**

**1.5 N/A**

**1.6 N/A**

**1.7 N/A**

**2.0 Cultural Literacy**

**2.1 N/A**

**2.2 Understand how historical documents and policies captured cultural values, ideas and beliefs that emerged in the development of the nation. (p)**

- Identify the values that are expressed in Jefferson’s Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state. (c8.2.5)

sa = State Augmented Tests

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(n/a) not a focus to address in this unit

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- Explain the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and how the American idea of constitutionalism preserves individual rights. (c8.2.7)

2.3 N/A

### 3.0 Geographic Literacy

3.1 N/A

3.2 N/A

### 4.0 Economic Literacy

#### 4.1 Understand the basic economic goals, performance, and problems of the emerging American society.

- Analyze the advantages of a “common market” among the states as foreseen and protected by the Constitution’s clauses on interstate commerce, common coinage, and full-faith and credit. (c8.3.3) sa
- Explain the effects of the ordinances of 1785 and 1787 privatized natural resources and transferred federally owned lands into private holdings, townships and states. (c8.3.2) sa

4.2 N/A

### 5.0 Sociopolitical Literacy

#### 5.1 Analyze the foundation of the American political system and the ways in which citizens participate in it. (c8.3)

- Distinguish between, and understand the powers of government enumerated in the Constitution and the fundamental liberties ensured by the Bill of Rights. (c8.2.6) sa
- Demonstrate understanding of the principle of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rules, and how the American idea of constitutionalism preserves individual rights. (c8.2.7)
- Understand the principles and concepts expressed in the state constitutions between 1777 and 1781 that create the context out of which American political institutions and ideas developed. (c8.3.1).
- Explain how laws are made and how the design of the U.S. Constitution provides opportunities for citizens to participate in the political process and to monitor the influence of government. (e.g., function of elections, political parties, interest groups) (c8.3.6)
- Understand and provide examples of the function and responsibilities of a free press. (c8.3.7)
- Explain how early state constitutions abolished slavery. (c8.9.2)

5.2 N/A

**6.0 Historical Thinking**

**6.1 Make historical connections by applying Language Arts literacy skills. (p)**

- Learn and use historical vocabulary from reading informational text of the time period. (r1.0)
- Read historical text to answer questions and complete projects. (r2.0)
- Write narratives, evaluative essays, expository compositions, and research reports on a historical topic of the time period utilizing technology. (w2.0, r3.0)

**UNITED STATES HISTORY AND GEOGRAPHY:  
GROWTH AND CONFLICT  
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*EMERGING AMERICAN NATION*

**1.0 Historical Literacy**

**1.1 Understand that historical events have multiple causes and effects and that historical interpretation of these relationships is open to change. (p)**

- Explain the policy significance of famous speeches (e.g., George Washington’s Farewell Address, Jefferson’s Inaugural, John Q. Adams Fourth of July 1821 Address). (c8.4.2)
- Describe the causes and consequences of the War of 1812 and the major battles, leaders, and events leading to a final peace. (c8.5.1)

1.2 N/A

1.3 N/A

1.4 N/A

1.5 N/A

1.6 N/A

1.7 N/A

**2.0 Cultural Literacy**

2.1 N/A

2.2 N/A

**2.3 Analyze and understand the aspirations and ideals of the people of the new nation. (c8.4)**

- Describe the daily lives of people of early national America and how they expressed themselves and their traditions in art, music, and literature (e.g., writings by Washington Irving, James Fenimore Cooper). (c8.4.4)

**3.0 Geographic Literacy**

**3.1 Identify evidence of the five themes of geography during early expansion of the US. (p)**

- Describe the physical landscapes, political divisions and the territorial expansion of the U.S. during the terms of the first four presidents. (c8.4.1)
- Locate the changing boundaries of the U.S. and describe the relationships between the country and its neighbors (current Mexico and Canada) and Europe; explain the influence of the Monroe Doctrine, and how the relationships influenced westward expansion and the Mexican American War. (c8.5.2) sa
- Examine the major treaties with Indian nations during the administration of the first four presidents and their varying outcomes. (c8.5.3)
- Describe Mexican settlements (i.e., their locations, cultural traditions, attitudes toward slavery, land-grant system, the economies they established). (c8.8.5)

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- Identify the different characteristics of Southern society the different characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War. (c8.7.3)

3.2 N/A

#### **4.0 Economic Literacy**

##### **4.1 Explain the basic economic goals, performance, and problems of the emerging American society.**

- Explain the rise of capitalism and the economic problems and conflicts that resulted (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law). (c8.4.3)

4.2 N/A

#### **5.0 Sociopolitical Literacy**

##### **5.1 Analyze the foundation of the American political system and the ways in which citizens participate in it.**

- Analyze the conflicts between Thomas Jefferson and Alexander Hamilton that resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition acts, economic policy, National Bank, funding and assumption of the revolutionary debt). (c8.3.4) sa

5.2 N/A

#### **6.0 Historical Thinking**

##### **6.1 Make historical connections by applying Language Arts literacy skills. (p)**

- Learn and use historical vocabulary from reading informational text of the time period. (r1.0)
- Read historical text to answer questions and complete projects. (r2.0)
- Write narratives, evaluative essays, expository compositions, and research reports on a historical topic of the time period utilizing technology. (w2.0, r3.0)

**UNITED STATES HISTORY AND GEOGRAPHY:  
GROWTH AND CONFLICT  
Level 8**

***CIVIL WAR***

**1.0 Historical Literacy**

1.1 N/A

1.2 N/A

1.3 N/A

1.4 N/A

**1.5 Analyze the events and actions of people that led to the Civil War.**

- Trace the origins and development of the institution of slavery; its effects on Black Americans and on the region's political, social, religious, economic, and cultural development; and various strategies to both overturn and preserve it (e.g., biographies of Nat Turner, Denmark Vesey). (c8.7.2) sa
- Identify the leaders of the movement (e.g., biographies and other literature on John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the underground railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass). (c8.9.1)
- Examine the role of the Northwest Ordinance in education and in banning slavery in new states north of the Ohio River. (c8.9.3)
- Explain the significance of the States' Rights Doctrine, Missouri Compromise (1820), Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), Dred Scott v. Sandford (1857), and the Lincoln-Douglas debates (1858). (c8.9.5 )
- Describe the lives of free blacks and the laws that curbed their freedom and economic opportunity. (c8.9.6)

**1.6 Examine the multiple causes, key events and complex consequences of the Civil War. (c8.10)**

- Compare and contrast the views and lives of leaders and soldiers on both sides of the war, including black soldiers and regiments (e.g. biographies of Ulysses S. Grant, Jefferson Davis, Robert E. Lee). (c8.10.5) sa
- Evaluate how the war affected combatants, with the largest death toll of any war in American history, and the physical devastation, the effect on civilians, and the effect on future warfare. (c8.10.7)

**1.7 Analyze the consequences of Reconstruction.**

- Trace the rise and effects of the Ku Klux Klan. (c8.11.4 )

**2.0 Cultural Literacy**

2.1 N/A

2.2 N/A

2.3 N/A

### 3.0 Geographic Literacy

3.1 N/A

3.2 **Understand the role of geography in the Civil War.**

- Explore the slavery issue as raised by the annexation of Texas and the effect of California coming into the Union as a free state as part of the Compromise of 1850. (c8.9.4)
- Examine boundaries constituting “the North” and “the South”, the geographical differences between the two regions, and the differences between agrarians and industrialists. (c8.10.2) sa
- Identify critical developments in the War, including the major battles, geographical advantages and obstacles, technological advances, and Lee’s surrender at Appomattox. (c8.10.6)

### 4.0 Economic Literacy

4.1 N/A

4.2 **Explain economic issues during the Civil War and Reconstruction era. (c8.11)**

- Describe the lives of free blacks and the laws that curbed their freedom and economic opportunity. (c8.9.6)
- Analyze the push-pull factors in the movement of former slaves to the cities in the North and to the West, and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers). (c8.11.2)

### 5.0 Sociopolitical Literacy

5.1 N/A

5.2 **Understand the political conflict between the free and slave states.**

- Evaluate how early state constitutions abolished slavery. (c8.9.2)
- Debate the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesman such as Daniel Webster and John C. Calhoun. (c8.10.1)
- Examine the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine. (c8.10.3)
- Analyze Abraham Lincoln’s presidency, his significant writings and speeches and their relationship to the Declaration of Independence such as his “House Divided” speech (1858), the Gettysburg Address (1863), the Emancipation Proclamation (1863), his inaugural addresses (1861 and 1865). (c8.10.4) sa
- Describe the original aims of Reconstruction and the effects on the political and social structure of different regions. (c8.11.1)
- Examine the effects of the Freedman’s Bureau and the restrictions on the rights and opportunities of freedman, including racial segregation and “Jim Crow” laws. (c8.11.3)
- Explain the thirteenth, fourteenth, and fifteenth amendments to the Constitution, and their connection to Reconstruction. (c8.11.5)

### 6.0 Historical Thinking

**6.1 Make historical connections by applying Language Arts literacy skills. (p)**

- Learn and use historical vocabulary from reading informational text of the time period. (r1.0)
- Read historical text to answer questions and complete projects. (r2.0)
- Write narratives, evaluative essays, expository compositions, and research reports on a historical topic of the time period utilizing technology. (w2.0, r3.0)

**UNITED STATES HISTORY AND GEOGRAPHY:  
GROWTH AND CONFLICT  
Level 8**

***WESTWARD MOVEMENT***

**1.0 Historical Literacy**

1.1 N/A

1.2 N/A

1.3 N/A

**1.4 Analyze the divergent paths of the American people from 1800 to the mid-1800's and the challenges they faced. (c8.7) sa**

- Explain the policy significance of famous speeches (e.g., George Washington's Farewell Address, Jefferson's Inaugural, and John Q. Adams Fourth of July 1821 Address). (c8.4.2)
- Discuss the Texas War for Independence and the Mexican-American War (i.e., territorial settlements, the aftermath of the wars and the effect on the lives of Americans, including Mexican-Americans today). (c8.8.6)
- Evaluate the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebellion). (c8.3.5)

1.5 N/A

1.6 N/A

1.7 N/A

**2.0 Cultural Literacy**

**2.1 Understand that our nation's cultural life represents multicultural perspectives that are valued and respected.**

- Describe the lives of black Americans who gained freedom in the North and founded schools and churches to advance black rights and communities. (c8.6.4)
- Trace the development of the American education system from its earliest roots, including the role of religious and private schools, Horace Mann's campaign for free public education, and its assimilating role in American culture. (c8.6.5)
- Explore the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony). (c8.6.6)
- Explore common themes in American art as well as Transcendentalism and individualism (e.g., writings about and by Emerson, Thoreau, Melville, Alcott, Hawthorne, Longfellow). (c8.6.7)
- Describe the lives and opportunities of free-blacks in the North as compared with free-blacks in the South. (c8.7.4)
- Evaluate the role of pioneer women and the new status that western women achieved (e.g., biographies, journals, diaries and other original documents on Laura Ingalls Wilder, Annie Bidwell, slave women gaining freedom in the West, Wyoming granting suffrage to women in 1869). (c8.8.3)

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- Describe Mexican settlements (i.e., their locations, cultural traditions, attitudes toward slavery, land-grant system, the economies they established). (c8.8.5)
- Identify the different characteristics of Southern society the different characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War. (c8.7.3)

2.2 N/A

2.3 N/A

### **3.0 Geographic Literacy**

#### **3.1 Identify evidence of the five themes of geography: relationships among place, location, human and environmental interaction, movement and region.**

- Map the physical landscapes and political divisions and the territorial expansion of the U.S. during the terms of the first four presidents. (c8.4.1)
- Describe the changing boundaries and the principal relationships between the United States, its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican American War. (c8.5.2)
- Explore the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction) (c8.6.1)
- Identify the physical obstacles to, and the economic and political factors in (e.g., Henry Clay's American System), building a network of roads, canals and railroads. (c8.6.2)
- Explain the reasons for the wave of immigration from Northern Europe to the U.S. and growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine). (c8.6.3)
- Examine the development of the agrarian economy in the South, the location of the cotton producing states and the role of cotton and the cotton gin. (c8.7.1) sa
- Evaluate the role of the great rivers and the struggle over water rights. (c8.8.4)
- Understand how the physical environment influenced events and conditions prior to the Civil War, the different characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War. (c8.7.3)

3.2 N/A

### **4.0 Economic Literacy**

#### **4.1 Explain the basic economic goals, performance, and problems of the emerging American society.**

- Discuss the election of Andrew Jackson in 1828, the importance of Jacksonian democracy and his actions as president (e.g., spoils system, veto of National bank, policy of Indian removal, opposition to Supreme court). (c8.8.1)
- Identify the purpose, challenges and economic incentives associated with westward expansion including the concept of Manifest Destiny (e.g., Lewis and Clark expedition, accounts of the removal of Indians and the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades. (c8.8.2) sa

- Describe child labor, working conditions, laissez-faire policies toward big business and the leaders of (e.g., Samuel Gompers) and the rise of the labor movement, including collective bargaining, strikes, and protests over labor conditions. (c8.12.6)

4.2 N/A

## 5.0 Sociopolitical Literacy

5.1 N/A

5.2 N/A

## 6.0 Historical Thinking

### 6.1 Make historical connections by applying Language Arts literacy skills. (p)

- Learn and use historical vocabulary from reading informational text of the time period. (r1.0)
- Read historical text to answer questions and complete projects. (r2.0)
- Write narratives, evaluative essays, expository compositions, and research reports on a historical topic of the time period utilizing technology. (w2.0, r3.0)

**UNITED STATES HISTORY AND GEOGRAPHY:  
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***INDUSTRIAL NATION***

**1.0 Historical Literacy**

**1.1 Understand that historical events have multiple causes and effects and that historical interpretation of these relationships is open to change.**

- Trace the development of federal Indian policy and the Plains wars with American Indians and their relationship to agricultural development and industrialization. (c8.12.2)

1.2 N/A

1.3 N/A

1.4 N/A

1.5 N/A

1.6 N/A

1.7 N/A

**2.0 Cultural Literacy**

**2.1 Understand that our nation's cultural life represents multicultural perspectives that are valued and respected.**

- Examine the new sources of large-scale immigration and the contribution of immigrants to the building of cities and the economy; the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and the new wave of nativism. (c8.12.7)
- Identify the significant inventors and their inventions (e.g., biographies of Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright) and the incentives that prompted the quality of life (e.g., inventions in transportation, communication, agriculture, industry, education, medicine). (c8.12.9)

2.2 N/A

2.3 N/A

**3.0 Geographic Literacy**

**3.1 Identify evidence of the five themes of geography: relationships among place, location, human and environmental interaction, movement and region.**

- Identify the location and effects of urbanization, renewed immigration, and industrialization (e.g., effects on social fabric of cities, wealth and economic opportunity, and the conservation movement). (c8.12.5)
- Trace patterns of agricultural and industrial development as they relate to climate, natural resource use, markets, and trade, including their location on a map. (c8.12.1)

3.3 N/A

#### 4.0 Economic Literacy

##### 4.1 Explain the basic economic goals, performance, and problems of the emerging American society.

- Examine how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies. (c8.12.3)
- Understand the impact of Entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford). (c8.12.4) sa
- Analyze child labor, working conditions, laissez-faire policies toward big business and the leaders of (e.g., Samuel Gompers) and the rise of the labor movement, including collective bargaining, strikes, and protests over labor conditions. (c8.12.6)
- Explain the effects urbanization, renewed immigration, and industrialization. (c8.12.5) sa

##### 4.2 N/A

#### 5.0 Sociopolitical Literacy

##### 5.1 Analyze the foundation of the American Political System and the ways in which citizens participate in it.

- Evaluate the impact of Grangerism and Populism. (c8.12.8)

##### 5.2 N/A

#### 6.0 Historical Thinking

##### 6.1 Make historical connections by applying Language Arts literacy skills. (p)

- Learn and use historical vocabulary from reading informational text of the time period. (r1.0)
- Read historical text to answer questions and complete projects. (r2.0)
- Write narratives, evaluative essays, expository compositions, and research reports on a historical topic of the time period utilizing technology. (w2.0, r3.0)