

BILLINGS PUBLIC SCHOOLS
SOCIAL STUDIES
8TH GRADE AMERICAN HISTORY
June 15, 2005

MISSION STATEMENT

Today's students more than ever before need a comprehensive understanding of the world, and of many cultures that have developed ideas, institutions, and ways of life. Students can gain appreciation both of the world's many cultures and their shared humanity and common problems.

PHILOSOPHY

Social Studies represents critical academic disciplines relevant to all citizens. Social Studies teaching and learning are powerful when they are meaningful, integrative, challenging, and active. The program should consider and address controversial issues while providing reflective development of concern for the common good and the application of democratic social values. The social studies program should relate to the age, maturity, and concerns of the students and help students connect social studies content to their lives.

LEARNING DOMAINS

- I. The learner will develop an understanding of historical perspective and define issues based on analysis and decision-making.**
- II. The learner will develop an understanding of individual interests and how these relate to common good and social order.**
- III. The learner will demonstrate an understanding of relevant and reliable sources of information and how to analyze, evaluate, and apply information for a specific purpose.**
- IV. The learner will develop an ability to connect historical themes and events to current issues, events, and policies.**
- V. The learner will articulate their views based on sound evidence, while recognizing personal biases; advocate their positions as compared to those held by others; and understand that there are many acceptable answers to meaningful social studies questions.**
- VI. The learner will develop an understanding of world, national, regional, and local cultures, including Montana's American Indians.**

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Learning Objectives

I. The learner will develop an understanding of historical perspective and define issues based on analysis and decision making.

1. Compare and contrast colonial life in the Northern colonies versus the Southern colonies.
2. Evaluate the impact of the American Revolution on world affairs in the 1700's.
3. Examine the roots of the Constitution, and analyze where we got the idea of self-government. (Be sure to discuss the contributions of American Indians)
4. Identify how literature, art, religion, and science encouraged people in America to call for social reforms in the mid-1800's.
5. Compare and contrast the North to the South economically, geographically, culturally, politically, and socially. (pre-Civil War)
6. Discuss what is revolution and why the colonies felt it was necessary to declare their independence from Britain, and why Britain felt it was necessary to hold onto the colonies.
7. Compare historical and modern maps.
8. **Explain how and why events (for example the Battle of the Little Big Horn) may be interpreted differently, according to the points of view of participants, witnesses, reporters, and historians (Indians; points-of-views, roles of women and function in tribal society and structure. SSS3 IEFA Benchmark 8.6**

II. The learner will develop an understanding of individual interests and how these relate to the common good and social order.

9. Determine the many reasons why people immigrated to the colonies and evaluating how those reasons affected settlement of the colonies.
10. Analyze the role women, African-Americans, and American Indians played in the American Revolution.
11. Examine the type of people who created our Constitution and identifying who was excluded from this process.
12. Understand your duties and responsibilities as a U.S. citizen.
13. Evaluate the impact of the Jeffersonian Revolution on American government and society.
14. Examine Andrew Jackson's Presidency and evaluate how he changed U.S. government in the early 1800's.
15. Interpret how the Industrial Revolution changed America's culture, society, economy, geography, and politics.
16. Discuss the role that women, African-Americans, and American Indians played in the Civil War.

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SOCIAL STUDIES
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17. Demonstrate an understanding of cultural diversity, as well as cohesion, within and across cultural groups.
18. Recognize major products and economic development and how they have changed throughout American History.
- 19. Identify significant events and people and important democratic values (e.g. freedom, equality, privacy) in the major eras/civilizations (Colonization Period, treaty Period, Allotment Period, Boarding School Period, Tribal reorganization Period, Termination, Self-Determination of Montana/American Indians).**
SSS4 IEFA Benchmark 8.4

III. The learner will demonstrate an understanding of relevant and reliable sources of information and how to analyze, evaluate, and apply information for a specific purpose.

20. Examine the Declaration of Independence to determine why it is considered one of the most important documents in U.S. History.
21. Examine the Constitution to determine why it is considered one of the most important documents in U.S. History.
22. Examine the Emancipation Proclamation to determine why it is considered one of the most important documents in U.S. History.
23. Analyze primary and secondary sources to judge the reliability of both.
24. Determine valid information from various sources including the internet.
- 25. Interpret the past using sources (e.g., biographies, documents, diaries, eye witnesses, interviews, primary source materials).****SSS4 IEFA Benchmark 8.1.**

IV. The learner will develop an ability to connect historical themes and events to current issues, events, and policies.

26. Discuss the significance of the Bill of Rights for early Americans, and determining its significance today.
27. Identify why our Constitution has lasted for over 200 years and analyzing why it is a living document.
28. Analyze the long-term impacts of the Lewis and Clark Expedition – economically, politically, culturally, geographically, and socially. (Be sure to discuss impact on American Indians)
29. Describe Jackson’s Indian policy; how it influenced the settling of the West, American Indians’ rights as people in the United States, and how his policies set up the reservation system. (Indian Removal Act)

BILLINGS PUBLIC SCHOOLS
SOCIAL STUDIES
8TH GRADE AMERICAN HISTORY
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30. Analyze the United States' view of Manifest Destiny today.31. identifying some examples of social reforms in the mid-1800's, and determining the impact these reforms had on society then and now.
31. Compare and contrast America's early foreign policy with our current foreign policy.
32. Evaluate the precedents set by George Washington and how these precedents have evolved over time.
33. Follow current events and seeing relationships between the past and the present.

V. The learner will articulate their views based on sound evidence, while recognizing personal biases: advocate their positions as compared to those held by others; and understand that there are many acceptable answers to meaningful social studies questions.

34. Examine colonial relations with Great Britain and determining how those relations led to conflict.
35. Evaluate the importance of compromise during the creation of our government.
36. Describe a representative democracy (3 branches of government, checks & balances), and determining how this system is a foundation of our democracy.
37. Analyze characteristics of important leaders, and determining what kind of qualities these early American leaders had. (presidents, tribal leaders, etc...)
38. Determine what events in early America led to the formation of political parties and debating the philosophies of these parties.
39. Demonstrate an understanding of the major causes of the Civil War. (not just slavery)
40. Identify the policies that were created to bring the North and South back together after the Civil War.
41. Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
42. Examine disparities within society and their implications.

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VI. The learner will develop an understanding of the world, national, regional, and local cultures, including Montana’s American Indian by:

43. Identify the role of slavery in American history.
44. Describe the role American Indians played in colonial society, and vice versa.
45. Determine the role women, African-Americans, and American Indians played in early American history.
46. Describe how American Indians were affected by Manifest Destiny.
47. Examine the abolitionist movement and describing how African-Americans contributed to it.
48. Explain how language, art, music, belief systems, and other cultural elements have affected American history and how these above elements have led to cultural understanding and/or misunderstanding.
49. Examine the interactions of ethnic, national, or cultural influences in special situations or events (i.e. the Chinese during the California Gold Rush).
- 50. Identify major contributions and discoveries of Indian peoples and tribes, and describe their effects on society. SSS4 IEFA Benchmark 8.5**

VII. The learner will develop an ability to make informed decisions based on geographic understanding (e.g. location, place, human/environment interactions, movement and regions).

51. Identify the key physical features of North America and describing how these features lead to the development of different American Indian cultures.
52. Determine how the physical geography of North America affected exploration, colonial settlement, and westward movement.
53. Analyze Jackson’s presidency and how it lead to an increase of sectional differences.
54. Describe Manifest Destiny (how we got the territory that became the lower forty-eight states).
55. Construct mental maps of locales, regions, etc. important to American History that demonstrates an understanding of relative locations, directions, size, and shape.
56. Estimate distance, calculating scale, and distinguishing other geographic relationships such as population density and spatial distribution patterns.
- 57. Explain how movement patterns due to disease introduction, buffalo migration and loss, and the loss of land leads to interdependence and/or conflict. SSS3 IEFA Benchmark 8.4**