



**Robertson County Schools**  
**Social Studies Pacing Guide**  
**Grade 8**  
**2019**

## **8 | EIGHTH GRADE SOCIAL STUDIES United States History and Geography: Colonization of North America to Reconstruction**

**Course Description:** Eighth grade students will study the European settlement of North America and the role geographic features played in the early settlement of Thirteen Colonies. Students will examine the development and maturation of the Thirteen Colonies and the political, cultural, and economic influences that led to the American Revolution. Students will analyze the major events and outcomes of the American Revolution as well as the individuals who played influential roles in the development of the new nation. Students will follow the development of the United States and its government, continuing through the early 19th century. Students will analyze the impact of the expansion and sectionalism of the U.S., including implications on domestic and foreign policy. Students will also study policies that affected American Indians and African Americans. Finally, students will examine the major events and issues leading up to the Civil War, individuals and events that were significant during the war, and the resulting era of Reconstruction.

**This course will place Tennessee history, government, and geography in context with U.S. history in order to illustrate the role our state has played in American history.**

This course is the first of a two-year survey of U.S. history and geography and picks up where 7th grade finishes their study of world history. This course is designed to help students think like historians, focusing on historical concepts in order for students to build an understanding of the history of the U.S. Appropriate primary sources have been embedded in the standards in order to enhance students' understanding of the content.

**This course can be used for compliance with T.C.A. § 49-6-1028, in which all districts must ensure that a project-based civics assessment is given at least once in grades 4–8 and once in grades 9–12.**

## Content Strands

Content strands are found alongside the content standards and guide a teacher’s instruction in the classroom. The standards are focused on seven disciplines of social studies and represent a way of categorizing knowledge about the human experience. The content strands help to organize the various themes of social studies instruction from kindergarten through high school, at age-appropriate levels. The content strands can be viewed below in Table 4. For ease of reference, the content strands and corresponding codes are posted at the bottom on each page of the standards document.

<b>Content Strand Code</b>	<b>Content Strand Title</b>	<b>Content Strand Definition</b>
<b>C</b>	<b>Culture</b>	Students will use culture and cultural diversity to understand how human beings create, learn, share, and adapt to culture and appreciate the role of culture in shaping their lives and society, as well the lives and societies of others.
<b>E</b>	<b>Economics</b>	Students will use economic reasoning skills and knowledge of major economic concepts, issues, and systems to make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world.
<b>G</b>	<b>Geography</b>	Students will use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity and to explain the interactions that occur in an increasingly interdependent world. Students will use knowledge of perspectives as well as practices and products of cultural, ethnic, and social groups to analyze the impact of their commonality and diversity within local, national, regional, and global settings.
<b>H</b>	<b>History</b>	Students will use materials drawn from the diversity of the human experience to analyze and interpret significant events, patterns, and themes in the history of Tennessee, the United States, and the world.
<b>P</b>	<b>Politics/ Government</b>	Students will use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability, and promote the general welfare. Students will use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic

		system.
<b>T</b>	<b>Tennessee</b>	Tennessee Students will use materials drawn from various sources to explore history through a Tennessee lens while focusing on the events, patterns, and themes that impacted both the U.S. and Tennessee.
<b>TCA</b>	<b>Tennessee Code Annotated</b>	Students will learn mandatory content, as specified in the Tennessee Code Annotated (i.e., state law).

## Grades 6-8

### Social Studies Practices

**Overview:** Students will apply these skills to create and address questions that will guide inquiry and critical thinking. These practices should be regularly applied throughout the year. Students will progress through the inquiry cycle (SSP.01-SSP.04) by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards and to develop historical and geographic awareness (SSP.05- SSP.06).

<b>Practice Number</b>	<b>Social Studies Practice</b>
<b>SSP.01</b>	Collect data and information from a variety of primary and secondary sources, including: <ul style="list-style-type: none"><li>● Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals)</li><li>● Graphic representations (e.g., maps, timelines, charts, photographs, artwork)</li><li>● Artifacts</li><li>● Media and technology sources</li></ul>
<b>SSP.02</b>	Critically examine a primary or secondary source in order to: <ul style="list-style-type: none"><li>● Extract and paraphrase significant ideas and relevant information</li><li>● Distinguish the difference between fact and opinion</li><li>● Draw inferences and conclusions</li><li>● Recognize author’s purpose, point of view, and bias</li><li>● Assess the strengths and limitations of arguments</li></ul>
<b>SSP.03</b>	Synthesize data from multiple sources in order to: <ul style="list-style-type: none"><li>● Recognize differences among multiple accounts</li><li>● Establish validity by comparing and contrasting multiple sources</li><li>● Frame appropriate questions for further investigation</li></ul>

<b>SSP.04</b>	<p>Construct and communicate arguments citing supporting evidence to:</p> <ul style="list-style-type: none"> <li>● Demonstrate and defend an understanding of ideas</li> <li>● Compare and contrast viewpoints</li> <li>● Illustrate cause and effect</li> <li>● Predict likely outcomes</li> <li>● Devise new outcomes or solutions</li> </ul>
<b>SSP.05</b>	<p>Develop historical awareness by:</p> <ul style="list-style-type: none"> <li>● Recognizing how and why historical accounts change over time</li> <li>● Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness</li> <li>● Evaluating how unique circumstances of time and place create context and contribute to action and reaction</li> <li>● Identifying patterns of continuity and change over time, making connections to the present</li> </ul>
<b>SSP.06</b>	<p>Develop a geographic awareness by:</p> <ul style="list-style-type: none"> <li>● Using the geographic perspective to determine relationships, patterns, and diffusion across space at multiple scales (e.g., local, national, global).</li> <li>● Determining the use of diverse types of maps based on their origin, structure, context, and validity</li> <li>● Analyzing locations, conditions, and connections of places and using maps to investigate spatial relationships</li> <li>● Analyzing interaction between humans and the physical environment</li> <li>● Examining how geographic regions and perceptions of regions are fluid across time and space</li> </ul>

## 8<sup>th</sup> Grade Social Studies First Nine Weeks: Colonization and the American Revolution

<b>Colonization: 1607-1750 (8.01-8.12)</b> <b>Overview: Students will examine the European settlement of North America, geographic features that influenced early colonies, and the social, religious, political, and economic reasons for colonization.</b>	
Enduring Understanding(s)	Essential Question(s)
<p>There are push and pull factors that motivate people to migrate.</p> <p>Human interactions have positive and negative consequences.</p>	<p>How does geography influence the way people live?</p> <p>What motivates people to leave their homes and establish new communities?</p> <p>Why are there positive and negative interactions when new cultures meet?</p>
Academic Vocabulary	
Colony joint-stock company mercantilism Middle Passage Navigation Acts passive resistance pilgrim Puritan self-government theocracy tolerance town meetings	
Standards	Suggested Student Friendly “I Can” Statements
8.01 Explain the founding and development of Jamestown as the first permanent English colony, its early struggles, the economic and political structure, and role of the Powhatan people. (C, E, G, H, P)	<p>I can map out the land claims of the English, Spanish, and French in the New World {review from 7th grade content}.</p> <p>I can explain Jamestown’s significance as England’s first permanent colony.</p> <p>I can analyze John Smith’s A Historie of Virginia, citing evidence of the struggles of the earliest settlers, including the “Starving Time.”</p>

<p>8.02 Explain the founding and development of the Plymouth Colony, including the significance of: The Mayflower Compact, interactions with Squanto, and the role of religious freedom. (C, G, H, P)</p> <p>8.03 Explain the founding and development of the Massachusetts Bay Colony, including the significance of: (C, G, H, P) ● Anne Hutchinson ● Salem Witch Trials ● Role of theocracy ● Town meetings</p> <p>8.04 Explain the motivation for and the founding of the Rhode Island and Connecticut Colonies, including the roles of Roger Williams and Thomas Hooker. (C, G, H, P)</p>	<p>I can read the First Virginia Charter, citing evidence to help explain the colony’s economic and political structure.</p> <p>I can explain the significance of the House of Burgesses.</p> <p>I can examine the interactions between the Powhatan people and the Jamestown settlers.</p> <p>I can describe the religious motivations for the founding of the Plymouth Colony.</p> <p>I can read the Mayflower Compact and determine its purpose and significance.</p> <p>I can describe Squanto’s contributions to the Pilgrims (Separatists).</p> <p>I can explain the motivations behind the founding of the Massachusetts Bay Colony, including the Puritans (Non-Separatists) desire to form a theocracy.</p> <p>I can identify important events and people in the Massachusetts Bay Colony, including: ● John Winthrop ● Town meetings ● Salem Witch Trials</p> <p>I can evaluate the effects of the Puritans lack of religious toleration, including: ● Anne Hutchinson’s exile ● Roger Williams’ founding of Rhode Island ● Thomas Hooker’s founding of Connecticut</p>
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8.05 Analyze the economic motivation for the Dutch founding New Netherlands, the diverse population of the colony, and the transition to the English colony of New York. (C, E, G, H, P)

8.06 Analyze the founding of Pennsylvania as a haven for Quakers and the tolerance that drew many different groups to the colony, including the significance of: (C, E, H, P) ● William Penn ● Philadelphia ● Relationship with American Indians ● Role of women

8.07 Explain the reasons behind the settlement of the Georgia Colony, including: its designation as a “debtor” colony, its function as a “buffer” colony, and the role of James Oglethorpe in its founding. (C, E, G, H, P)

8.10 Identify the origins and development of slavery in the colonies, overt and passive resistance to enslavement, and the Middle Passage. (C, E, G, H, P)

Supporting standard 8.36a Identify the conditions of enslavement and explain how slaves adapted to and resisted bondage in their daily lives. (C, G, H)

I can analyze the Dutch founding of New Netherlands, including:  
● The economic motivations for colonization/impact of the patroon system ● The resulting diverse population of the colony  
● The English takeover of the colony (role of the Duke of York)

I can explain Penn’s motivations in founding his colony, including his desire to create a haven for Quakers as part of his Holy Experiment.

I can explain how each of the following were significant in making Pennsylvania unique: ● Philadelphia ● Relationship with American Indians ● Role of women in the colony

I can summarize the motivations behind James Oglethorpe’s idea of settling Georgia as a “debtor” colony and Britain’s desire for a “buffer” colony.

I can identify how enslavement began in the colonies by examining the triangular trade and its negative impact.

I can describe the experiences enslaved people, such as Olaudah Equiano, endured during the Middle Passage.

I can describe the unjust conditions that enslaved people endured during their lives of bondage.

I can explain how enslaved people overtly and passively resisted their enslavement.

<p>8.08 Locate and identify the Thirteen Colonies and describe how their location and geographic features influenced regional economic development. (E, G, H, P)</p> <p>8.09 Compare and contrast the locations and goals of British, French, and Spanish settlements in North America. (C, E, G, H, P)</p>	<p>I can explain how a colony’s location and geography influenced its economic activities.</p> <p>I can locate the thirteen English colonies, French settlements, and Spanish settlements in North America on a map.</p> <p>I can compare and contrast the government structures and goals of the Spanish, French, and English in forming colonies in North America.</p>
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<p><b>The American Revolution: 1700-1783 (8.13-8.20)</b></p>	
<p><b>Overview:</b> Overview: Students will explore the growing tensions between Great Britain and its colonies as well as the major events and outcomes surrounding the American Revolution.</p>	
<p><b>Enduring Understanding(s)</b></p>	<p><b>Essential Question(s)</b></p>
<p>Conflict can lead to change. Progress often comes at a price – the extent of which allows history to judge its success. Multiple events led to self-government in the colonies.</p>	<p>Why does conflict develop? What motivates people to act? Was the American War for Independence inevitable? How did the Declaration of Independence impact the foundation of American government?</p>
<p style="text-align: center;"><b>Academic Vocabulary</b></p>	
<p>Boycott delegates imports Loyalist militia neutrals Parliament Patriot protest Red Coat repeal representative</p> <p>Sons of Liberty</p>	

Standards	Suggested Student Friendly “I Can” Statements
<p>8.11 Describe the significance of the First Great Awakening, including its role in unifying the colonies and the growth of religious tolerance. (C, H)</p> <p>8.13a Explain the significance of the Ohio River Valley leading to the French and Indian War (C, E, G, H, P)</p> <p>8.14 Explain the political contributions of Benjamin Franklin to the U.S., including the "Join or Die" cartoon and Albany Plan of Union. (C, E, H, P)</p> <p>8.13b Explain the significance of...the events and consequences of the conflict, including: the massacre at Fort Loudoun, the Treaty of Paris of 1763, war debt, and the Proclamation Line of 1763. (C, E, G, H, P, T)</p> <p>8.12 Explain the Navigation Acts and the policy of mercantilism. (E, G, H)</p> <p>8.15 Analyze the social, political, and economic causes of the</p>	<p>I can evaluate the importance of the First Great Awakening in unifying the colonies and influencing the spread of religious tolerance.</p> <p>I can describe the roles of Jonathan Edwards and George Whitefield in the First Great Awakening. I can explain the causes of the French and Indian War, including conflict in the Ohio River Valley.</p> <p>I can analyze the meaning and significance of Benjamin Franklin’s “Join or Die” cartoon.</p> <p>I can outline the details of Benjamin Franklin’s Albany Plan of Union and summarize why it was never enacted.</p> <p>I can explain the key events of the French and Indian War, including conflict in the Ohio River Valley, the Massacre at Fort Loudoun (TN), and the Battle of Quebec.</p> <p>I can explain the effects of the French and Indian War, including the Treaty of Paris of 1763 and war debt.</p> <p>I can formulate an argument as to why Britain implemented the Proclamation Line of 1763 and explain why colonists ignored the law</p> <p>I can explain how each of the following led to conflict between the British government and the colonists, ultimately resulting in the American Revolution: ● The Navigation Acts ● The Declaratory Act ● Mercantilism ● The Townshend Acts ●</p>

<p>events and groups of the American Revolution, including: (C, E, G, H, P) ● The Quartering Act, 1765 ● The Boston Massacre, 1770 ● The Stamp Act, 1765 ● The Boston Tea Party, 1773 ● The Declaratory Act, 1766 ● Intolerable/Coercive Acts, 1774 ● The Townshend Acts, 1767 ● Sons of Liberty</p> <p>8.17 Locate and explain the significance of the battles of the American Revolution prior to the signing of the Declaration of Independence, including Lexington and Concord and Bunker (Breed’s) Hill. (C, E, G, H, P)</p> <p>8.19 Compare and contrast the points of view of Loyalists and Patriots. (C, G, H, P)</p> <p>8.16 Explain the historical purposes and consequences of Thomas Paine's Common Sense. (C, H, P)</p> <p>8.18 Explain the historical and present-day significance of the Declaration of Independence. (T.C.A. § 49-6-1028) (C, H, P, TCA)</p> <p>8.20 Locate and explain the significance of the following during the American Revolution: (C, H, P, T) ● Struggles of the Continental Army ● Battle of Saratoga ● Battle of Yorktown ● Battles of Trenton and Princeton ● Guerrilla warfare ● Battle of Kings Mountain</p>	<p>Smuggling ● The Boston Massacre ● John Peter Zenger Trial ● The Boston Tea Party ● The Quartering Act ● Intolerable/Coercive Acts ● The Stamp Act ● Sons and Daughters of Liberty</p> <p>I can locate the Battles of Lexington and Concord and Bunker (Breed’s) Hill on a map and describe their importance.</p> <p>I can compare and contrast the perspectives of Loyalists and Patriots.</p> <p>I can explain Paine’s purposes in writing Common Sense and describe its significance.</p> <p>I can read the Declaration of Independence and, using textual evidence, compose a written response to evaluate its historic and present-day significance.</p> <p>I can describe the struggles of the Continental Army, including the winter at Valley Forge.</p> <p>I can describe the impact of Friedrich von Steuben on the Continental Army.</p> <p>I can explain the results of Francis Marion and the colonists’ use of guerrilla warfare.</p> <p>I can locate and identify the following battles from the American Revolution on a map and explain their significance: ● Battles of</p>
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	Trenton and Princeton • Battle of Saratoga • Battle of Yorktown • Battle of Kings Mountain
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## 8th Grade Social Studies Second Nine Weeks: The New Nation, Growth of a Young Nation, Sectionalism and Reform

<p><b>The New Nation: 1775-1800 (8.21-8.26)</b>  <b>Overview:</b> Overview: Students will explore the foundation of U.S. government, the principles of the Articles of Confederation and the U.S. Constitution, and the individuals who played influential roles in the development of the new nation. In addition, students will examine the steps taken by Tennessee to achieve statehood and the initial development of government</p>	
Enduring Understanding(s)	Essential Question(s)
<p>People develop systems to manage conflict and create order.</p> <p>Conflict resolution can involve compromise, cooperation, and change.</p>	<p>Why do people form governments?</p> <p>How are governments created, structured, maintained, and changed?</p>
<p><b>Academic Vocabulary</b></p>	
<p>cabinet checks and balances democracy executive branch judicial branch legislative branch loose construction/interpretation neutral political party precedent ratification republic separation of powers strict construction/interpretation</p>	

Standards	Suggested Student Friendly “I Can” Statements
<p>8.21 Analyze the strengths and weaknesses of the Articles of Confederation, and describe the Land Ordinance of 1785, the</p>	<p>I can analyze excerpts of the Articles of Confederation, citing powers that were and were not granted to the national government.</p>

<p>Northwest Ordinance of 1787, the Northwest Territory, the Lost State of Franklin, and Shays’ Rebellion. (E, G, H, P, T)</p> <p>8.22 Describe the roles of James Madison and George Washington during the Constitutional Convention, and analyze the major issues debated, including the Great Compromise and the Three-Fifths Compromise. (T.C.A. § 49-6-1028) (E, H, P, TCA)</p> <p>8.23 Examine the principles and purposes of government articulated in the Preamble and principles stated in the Constitution, including: the separation of powers, federalism, and checks and balances. (T.C.A. § 49-6-1028) (H, P, TCA)</p> <p>8.24 Describe the conflict between Federalists and Anti-Federalists over the ratification of the Constitution, including the protection of individual rights through the Bill of Rights and concern for states’ rights. (T.C.A. § 49-6-1028) (H, P, TCA)</p>	<p>I can explain the details and effects of the Land Ordinance of 1785 and the Northwest Ordinance of 1787, including the issue of enslavement in the Northwest Territory and the creation of a process for territories to become states.</p> <p>I can explain how Shays’ Rebellion demonstrated the weaknesses of the Articles of Confederation.</p> <p>I can describe the Lost State of Franklin and its impact on the U.S. Constitution.</p> <p>I can explain the contributions of James Madison (“Father of the Constitution”) and George Washington (President of the Constitutional Convention) during the Constitutional Convention.</p> <p>I can analyze the impact of compromises at the Constitutional Convention, including the Great Compromise and the Three-Fifths Compromise.</p> <p>I can read and analyze the purposes of government listed in the Preamble.</p> <p>I can read excerpts of the Constitution and cite textual evidence to evaluate its key principles, including: ● Separation of powers ● Checks and balances ● Federalism</p> <p>I can explain the differing perspectives of the Federalists and Anti-Federalists on issues, including: ● The ratification of the U.S. Constitution ● The protection of individual rights through the Bill of Rights ● Concern for states’ rights</p>
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<p>8.25 Analyze the major events of the administration of President George Washington, including: the precedents he set, Whiskey Rebellion, and ideas presented in his farewell address. (E, G, H, P)</p> <p>8.26 Explain how conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties by analyzing their views on foreign policy, economic policy, a national bank, and strict versus loose interpretation of the Constitution. (C, E, G, H, P)</p>	<p>I can read excerpts from the Federalist Papers to examine the arguments presented by Federalists in favor of the U.S. Constitution.</p> <p>I can identify the freedoms guaranteed in the Bill of Rights.</p> <p>I can compose a written analysis about the Bill of Rights' historic and present-day impact (students should support their written work with textual evidence).</p> <p>I can analyze the impact of George Washington's Presidency, including: ● Precedents he set ● His aggressive response to the Whiskey Rebellion ● The ideas expressed in his farewell address</p> <p>I can explain how disagreements between Thomas Jefferson and Alexander Hamilton resulted in the formation of the nation's first two political parties by analyzing their views on the following topics: ● Foreign policy ● A national bank ● Economic policy ● Strict vs. loose interpretation of the Constitution</p>
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<b>Growth of a Young Nation: 1800-1820 (8.27-8.33)</b> <b>Overview: Students will analyze the strengthening of the judicial branch, the major events of Thomas Jefferson’s presidency, the War of 1812, and the role of the U.S. on the world stage</b>	
Enduring Understanding(s)	Essential Question(s)
People respond to and resolve conflicts in a variety of ways.  Geography influences needs, choices and opportunities.	How does social, political, and economic issues impact growth?  What impact did the strengthening of the judicial branch have on the U.S. government?
Academic Vocabulary	
embargo    impressment    intervention judicial review    Monroe Doctrine    nationalism sedition tariff tribute War Hawks	

Standards	Suggested Student Friendly “I Can” Statements
8.28 Identify how westward expansion led to the statehood of Tennessee and the importance of the first state constitution (1796). (T.C.A. § 49-6-1028) (G, H, P, T, TCA)	I can describe how westward expansion led to the statehood of Tennessee.  I can analyze Thomas Jefferson’s statement about the Tennessee Constitution of 1796 and identify what makes the state’s first constitution unique, including: <ul style="list-style-type: none"> <li>● All free men (white and African American) 21 years or older had voting rights</li> <li>● No state supreme court</li> <li>● Creation of a weak executive position</li> </ul>

8.27 Explain the controversies that plagued the administration of President John Adams, including: the conflicts with Great Britain and France, the XYZ Affair, and the Alien and Sedition Acts. (E, G, H, P)

8.29 Analyze the significance of the election of 1800 and Chief Justice John Marshall's opinion in Marbury v. Madison. (H, P)

8.30 Explain the major events of Thomas Jefferson's presidency, including: (E, G, H, P) • Conflict with the Barbary pirates • Embargo Act • Lewis and Clark Expedition • Louisiana Purchase

8.31 Explain the causes, course, and consequences of the War of 1812, including: (C, E, G, H, P, T) • Use of impressment and trade restrictions between the U.S. and Great Britain • Roles of Andrew Jackson and William Henry Harrison • Significance of the Treaty of Ghent • Rise in nationalism in the U.S.

8.32 Identify and locate the changing boundaries of the United States as a result of the Convention of 1818 and the Adams-Onis Treaty. (G, P)

I can describe the challenges faced by President John Adams, including: • Conflicts with Great Britain and France • The XYZ Affair • The Alien and Sedition Acts • The Kentucky and Virginia Resolutions

I can explain the major events of Jefferson's presidency, including: • "The Revolution of 1800" • Chief Justice John Marshall's opinion in Marbury v. Madison and the concept of judicial review • Conflict with the Barbary pirates • Embargo Act • Louisiana Purchase • Lewis and Clark Expedition

I can explain how Britain's impressment of American sailors and trade restrictions between the U.S. and Britain led to the War of 1812.

I can describe the role of Andrew Jackson during the War of 1812, including the Battle of Horseshoe Bend and the Battle of New Orleans.

I can describe the roles of William Henry Harrison and Tecumseh during the War of 1812.

I can explain the significance of the Treaty of Ghent and the resulting rise in nationalism in the United States.

I can identify and locate the changing boundaries of the U.S. on a map as a result of the Convention of 1818 and the Adams-Onis Treaty.

8.33 Analyze the purpose and effects of the Monroe Doctrine. (E, H, P)	I can read and analyze excerpts of the Monroe Doctrine to determine the purposes of the policy and explain how it affected U.S. relations with foreign nations.
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<b>Sectionalism and Reform:1790-s-1850s (8.34-8.43)</b> <b>Overview: Students will analyze the social, political, and economic development of the North and South during the early 19th century, including the growth of sectionalism and reform movements</b>	
Enduring Understanding(s)	Essential Question(s)
<p>Culture is both a unifying and divisive force in human relations.</p> <p>People are affected by environmental, economic, social, cultural and civic concerns.</p> <p>Geography influences needs, culture, opportunities, choices, interests, and skills.</p>	<p>How do the beliefs and values of a diverse culture affect individuals and society?</p> <p>How does geography influence daily life?</p> <p>How do new inventions and ideas change the way people live?</p>
<b>Academic Vocabulary</b>	
<p>Abolition abolitionist antebellum cotton gin Industrial Revolution          Temperance textile trade union Underground Railroad urbanization          interchangeable parts King Cotton Lowell System Quaker          sectionalism slave codes social reform suffrage</p>	

Standards	Suggested Student Friendly “I Can” Statements
<p>8.34 Describe the development of the agrarian economy in the South, the locations of the cotton-producing states, the significance of cotton and the cotton gin, and the founding of Memphis as a center for cotton and the slave trade. (C, E, G, H, P, T)</p> <p>8.35 Analyze the characteristics of Southern society and its influence on the social and political conditions prior to the Civil War. (C, E, G, H, P, T)</p> <p>8.37 Explain the development of the American Industrial Revolution, including: (C, E, G, H, P) ● Eli Whitney and interchangeable parts ● Emergence of trade unions ● Lowell System ● Role of the textile industry ● Samuel Slater</p> <p>8.38 Describe how technological developments affected the growth of the industrial economy and cities in the North. (C, E, G, H, P)</p> <p>8.40 Analyze the development of roads, canals, railroads, and steamboats throughout the U.S., including the Erie Canal and the National Road. (C, E, G, H, P)</p>	<p>I can describe the development of the agrarian economy of the South, including the concept of “King Cotton” and the significance of Memphis as the Cotton Capital of the South and its role as a center for the slave trade.</p> <p>I can explain the impact of the invention of the cotton gin on enslavement, the economy, and the South. I can locate the cotton producing states on a map.</p> <p>I can describe the features of Southern society, including plantation life for slave owners and enslaved people, and its influence on the social and political conditions during the Antebellum period.</p> <p>I can explain the key features of the American Industrial Revolution, including: ● Eli Whitney and interchangeable parts ● Role of the textile industry ● Samuel Slater ● Origins of trade unions ● Lowell System (“Lowell Girls”)</p> <p>I can describe how technological developments impacted the growth of the industrial economy and led to urbanization in the North.</p> <p>I can explain how the building of roads (including the National Road), canals (including the Erie Canal), railroads, and steamboats impacted the development of the nation.</p> <p>I can analyze maps showing roads, canals, and railroads in the United States.</p>

<p>8.39 Identify the push-pull factors for Irish and German immigrants and describe the impact of their arrival in the U.S. prior to the Civil War. (C, E, G, H, P)</p>	<p>I can identify the push-pull factors that motivated Irish and German immigrants to move to the United States and describe the impact of their arrival.</p>
<p>8.41 Describe the significance of the Second Great Awakening and its influence on reform in the 19th century. (C, H)</p>	<p>I can describe the importance of the Second Great Awakening, including its impact on the reform movements of the 1800s.</p>
<p>8.42 Analyze the development of the women’s suffrage movement, including the Seneca Falls Convention, and the ideals of Susan B. Anthony, Elizabeth Cady Stanton, and Sojourner Truth. (C, H, P)</p>	<p>I can analyze the women’s suffrage movement by explaining the importance of the Seneca Falls Convention and describing the impact of its leaders, including: ● Elizabeth Cady Stanton ● Sojourner Truth ● Susan B. Anthony</p>
<p>8.43 Analyze the significance of leading abolitionists, including William Lloyd Garrison, Frederick Douglass, Elihu Embree, and Harriet Tubman, and the methods they used to spread the movement. (C, E, H, P, T)</p>	<p>I can analyze the significance of the abolitionist movement and its leaders by examining the beliefs and methods used by: ● William Lloyd Garrison ● Elihu Embree ● Frederick Douglass ● Harriet Tubman</p>

## 8th Grade Social Studies Third Nine Weeks: The Jacksonian Era, Expansion and Division of the Nation

<b>The Jacksonian Era: 1824-1840 (8.44-8.48)</b>	
<b>Overview: Students will analyze the impact of John Marshall on the strengthening of the judicial branch and the major events of Andrew Jackson’s presidency</b>	
<b>Enduring Understanding(s)</b>	<b>Essential Question(s)</b>
<p>Democratic societies must balance the rights and responsibilities of individuals with the common good.</p> <p>Culture is both a unifying and divisive force in human relations.</p>	<p>What are the characteristics of a leader?</p> <p>What are the consequences when culture interact?</p> <p>How do governments change?</p>
<b>Academic Vocabulary</b>	
<p>bureaucracy   corrupt bargain   Democratic Party  <i>Gibbons v. Ogden</i>   Jacksonian Democracy   <i>McCulloch v. Maryland</i>                      nullify   spoils system   states’ rights                      Trail of Tears   Whig Party   <i>Worcester v. Georgia</i></p>	

<b>Standards</b>	<b>Suggested Student Friendly “I Can” Statements</b>
<p>8.44 Analyze the role played by Chief Justice John Marshall in strengthening the judicial branch, including the key decisions of the Supreme Court in <i>Gibbons v. Ogden</i> and <i>McCulloch v. Maryland</i>. (C, E, H, P)</p> <p>8.45 Examine the importance of the elections of 1824 and 1828, including: the corrupt bargain, the spoils system, and Jacksonian Democracy. (C, G, H, P, T)</p>	<p>I can analyze how Chief Justice John Marshall helped strengthen the judicial branch through key Supreme Court decisions, including <i>McCulloch v. Maryland</i> (1819) and <i>Gibbons v. Ogden</i> (1824).</p> <p>I can describe the controversy caused by the corrupt bargain.</p> <p>I can explain the importance of the election of Andrew Jackson</p>

<p>8.48 Identify that the Tennessee Constitution of 1834 expanded voting rights for non-property owners. (T.C.A. 49-6-1028) (H, P, T, TCA)</p> <p>8.36b Nat Turner’s revolt (C, G, H)</p> <p>8.46 Examine President Andrew Jackson’s actions regarding the Bank of the U.S. and the Nullification Crisis and analyze the effects of these events on the nation. (C, E, H, P, T)</p> <p>8.47 Describe the impact of the Indian Removal Act and the struggle between the Cherokee Nation and the U.S. government, including the significance of Worcester v. Georgia and the Trail of Tears. (C, G, H, P, T)</p>	<p>as President in 1828, including: ● The idea of Jackson as the “Champion of the Common Man” ● The spoils system ● The impact of Jacksonian Democracy, including Tennessee’s adoption of its new state constitution in 1834 that expanded voting rights for non-property owners and created a state supreme court</p> <p>I can explain how Nat Turner’s revolt (1831) contributed to the disenfranchisement of free African American men in the Tennessee Constitution of 1834.</p> <p>I can evaluate the impact of the actions of President Andrew Jackson, including: ● His attack on the Second Bank of the U.S. ● His handling of the Nullification Crisis ● The Indian Removal Act ● The conflict between the Cherokee Nation and the U.S. government, including Worcester v. Georgia and the Trail of Tears</p>
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<p><b>Expansion and Division of a New Nation: 1820s- 1860s (8.49-8.60)</b>  <b>Overview: Students will analyze the social, political, and economic impact of expansion on the U.S., the growing tensions between the North and South, and how compromise sought to hold the country together</b></p>	
Enduring Understanding(s)	Essential Question(s)
<p>People develop systems to manage conflict and create order.</p> <p>Conflict resolution can involve aggression, compromise, cooperation, and change.</p> <p>Decisions concerning the allocation and use of economic resources impact individuals and groups.</p>	<p>How does geography influence the way people live?</p> <p>Why does conflict develop?</p>

**Academic Vocabulary**

Bleeding Kansas *Dred Scott v. Sanford* forty-niner manifest destiny Mormons Uncle Tom’s Cabin Westward Expansion

<b>Standards</b>	<b>Suggested Student Friendly “I Can” Statements</b>
<p>8.49 Analyze the concept of Manifest Destiny and its impact on the development of the nation and describe the economic incentives for westward expansion. (C, E, G, H, P)</p> <p>8.52 Analyze the reasons for and outcomes of groups moving west, including the significance of: (C, E, G, H) ● Fur traders ● Oregon Trail ● Mormons ● Santa Fe Trail</p> <p>8.50 Explain the reasons for and the provisions of the Missouri Compromise (i.e., Compromise of 1820) and its impact on expansion. (G, H, P)</p> <p>8.51 Describe American settlements in Texas after 1821, the causes of the Texas War for Independence, the roles of David Crockett and Sam Houston, and the legacy of the Alamo. (C, G, H, P, T)</p>	<p>I can explain the concept of Manifest Destiny and describe its influence on the development of the nation.</p> <p>I can explain the economic incentives for westward expansion.</p> <p>I can analyze the motivations and effects of groups moving west, including the impact of: ● Fur traders ● Mormons ● Oregon Trail ● Santa Fe Trail</p> <p>I can summarize the details of the Missouri Compromise (i.e., Compromise of 1820) and explain its influence on expansion.</p> <p>I can describe American settlements in Texas after 1821, including the importance of Stephen F. Austin.</p> <p>I can summarize the events and effects of the Texas War for Independence, including: ● The causes of the conflict ● The role of Sam Houston ● The role of David Crockett ● The legacy of the Alamo</p>



<p>8.53 Identify the major events and impact of James K. Polk’s presidency, including the annexation of Texas and the settlement of the Oregon boundary. (E, G, H, P, T)</p> <p>8.54 Describe the causes and consequences of the Mexican War, including the controversy over the Rio Grande boundary and the Mexican Cession. (C, E, G, H, P)</p> <p>8.57 Describe the significance of the Gadsden Purchase of 1853. (E, G, H)</p> <p>8.55 Analyze the discovery of gold in California, its social and economic impact on the U.S., and the major migratory movement (including the forty-niners and Asian immigrants). (C, E, G, H)</p> <p>8.56 Explain the reasons for and the impact of the Compromise of 1850 (including Henry Clay’s role as “The Great Compromiser”) and the Fugitive Slave Act (including Harriet Beecher Stowe’s influence with Uncle Tom’s Cabin). (C, E, G, H, P)</p> <p>8.58 Explain the motivations behind the passage of the Kansas-Nebraska Act of 1854, and analyze the effects of the compromise, including: (C, G, H, P) ● Rise of the Republican Party ● “Bleeding Kansas” ● Preston Brooks’ attack on Charles Sumner ● John Brown’s raid at Harpers Ferry</p> <p>8.59 Analyze the Dred Scott v. Sandford decision and the resulting split between the North and South. (C, H, P)</p>	<p>I can explain the importance of James K. Polk’s presidency, including: ● His election (first “Dark Horse” candidate) ● His support for the annexation of Texas ● The settlement of the Oregon boundary (“54-40 or Fight”) ● The causes and effects of the Mexican War, including the controversy over the Rio Grande boundary and the U.S. acquiring the Mexican Cession</p> <p>I can explain the significance of the Gadsden Purchase, including the plan to build a transcontinental railroad.</p> <p>I can explain the social and economic impact that the discovery of gold in California had on the United States.</p> <p>I can analyze the importance of the migration of forty-niners and Asian immigrants to the West following the discovery of gold.</p> <p>I can explain the reasons for, the details of, and the effects of the Compromise of 1850, including: ● Henry Clay’s role as “The Great Compromiser” ● The Fugitive Slave Act ● The influence of Harriet Beecher Stowe’s Uncle Tom’s Cabin</p> <p>I can explain the motivations behind the passage of the Kansas-Nebraska Act of 1854 and analyze its effects, including: ● Stephen Douglas and popular sovereignty ● The Rise of the Republican Party ● “Bleeding Kansas” ● Preston Brooks’ attack on Charles Sumner ● John Brown’s Raid at Harpers Ferry</p> <p>I can read and analyze excerpts of the Dred Scott v. Sandford decision to determine why it resulted in further conflict between the North and South.</p>
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## 8th Grade Social Studies Fourth Nine Weeks: The Civil War and Reconstruction

<b>The Civil War: 1860-1865 (8.61-8.66)</b> <b>Overview: Overview: Students will examine the political changes that sparked the Civil War, the differences in the North and South, and the key leaders, events, battles, and daily life during the war.</b>	
Enduring Understanding(s)	Essential Question(s)
Failure to find compromise leads to conflict.	Was slavery the primary cause of the civil war?  Was the Civil War inevitable?  Was the Civil War worth its costs?
Academic Vocabulary	
Abolitionist emancipation rebellion secede sectionalism states' rights	

Standards	Suggested Student Friendly "I Can" Statements
8.60 Explain the arguments presented by Stephen Douglas and Abraham Lincoln on slavery in the Illinois Senate race debates of 1858. (C, H, P)  8.61 Describe the election of 1860 and its candidates (i.e., John Bell, Stephen Douglas, Abraham Lincoln, and John Breckinridge), and analyze how the campaigns reflected sectional turmoil in the country. (C, G, H, P, T)	I can read and analyze excerpts of the Lincoln-Douglas debates to complete a chart comparing the two candidates positions on enslavement.  I can evaluate the election of 1860 by identifying its candidates (i.e. John Bell, Stephen Douglas, Abraham Lincoln, and John Breckinridge) and explaining their positions on key political issues.  I can examine an electoral map of the election of 1860 to determine the impact of sectional turmoil.

<p>8.62 Describe the outbreak of the Civil War and the resulting sectional differences, including: (C, E, G, H, P, T) ● Economic, geographic, and technological advances ● Military strategies ● Roles of President Abraham Lincoln and Jefferson Davis ● Significance of Fort Sumter ● Geographical divisions within states</p> <p>8.63 Explain the significance of the following battles, events, and leaders during the Civil War, including: (G, H, P, T) ● First Battle of Bull Run ● Surrender at Appomattox Court House ● Battle of Shiloh ● David Farragut ● Battle of Antietam ● Nathan Bedford Forrest ● Battle of Gettysburg ● Ulysses S. Grant ● Battle of Vicksburg ● Thomas “Stonewall” Jackson ● Sherman’s March to the Sea ● Robert E. Lee</p> <p>8.64 Analyze the significance of the Emancipation Proclamation and the Gettysburg Address. (H, P)</p> <p>8.65 Describe African American involvement in the Union army, including the Massachusetts 54th Regiment at Fort Wagner and the 13th U.S. Colored Troops in the Battle of Nashville. (T.C.A. § 49-6-1006) (C, G, H, T, TCA)</p> <p>8.66 Analyze how the writings of Sam Watkins and Elisha Hunt Rhodes illustrated the daily life of the common soldier. (C, H, T)</p>	<p>I can identify slavery as the cause of the Civil War.</p> <p>I can describe the start of the Civil War at Fort Sumter and the resulting sectional differences, including: ● Economic, geographic, and technological advances ● Military strategies (Anaconda Plan for the North and Defend and Wait Out with Cotton Diplomacy for the South) ● Roles of President Abraham Lincoln and Jefferson Davis ● Geographical and political divisions within Tennessee ● Identifying the border states on a map</p> <p>I can explain the significance of the following battles, events, and leaders during the Civil War, including: ● First Battle of Bull Run ● Surrender at Appomattox Courthouse ● Battle of Shiloh ● David Farragut ● Battle of Antietam ● Nathan Bedford Forrest ● Battle of Gettysburg ● Ulysses S. Grant ● Battle of Vicksburg ● Robert E. Lee ● Battles of Franklin and Nashville ● Thomas “Stonewall” Jackson ● Sherman’s March to the Sea</p> <p>I can read and analyze the Emancipation Proclamation to determine the significance of the document.</p> <p>I can explain the significance of Juneteenth. I can read and analyze the Gettysburg Address to determine the significance of the speech.</p> <p>I can describe the involvement of African American soldiers in the Union army, including the Massachusetts 54th Regiment at Fort Wagner and the 13th U.S. Colored Troops in the Battle of Nashville.</p> <p>I can analyze how the writings of Sam Watkins and Elisha Hunt Rhodes depicted the daily life of the common soldier.</p>
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<b>Reconstruction: 1865-1877 (8.67-8.75)</b>	
<b>Overview:</b> Students will analyze the social, economic, and political changes and conflicts during Reconstruction, the events and lasting consequences of Reconstruction, and Reconstruction’s impact on Tennessee.	
Enduring Understanding(s)	Essential Question(s)
Progress is often achieved with complication.  Democratic societies must balance the rights and responsibilities of individuals with the common good.	How does competing interest impact how power is gained, used, and justified?  How are governments created, structured, maintained, and changed?
Academic Vocabulary	
amnesty   assassination   black codes   carpetbaggers scalawags   segregation   sharecropper   vigilante justice entrepreneurs   freedmen   Freedmen’s Bureau poll tax   Radical Republican   Reconstruction	

Standards	Suggested Student Friendly “I Can” Statements
8.67 Analyze the immediate political impact of the assassination of President Abraham Lincoln and Andrew Johnson’s ascension to the presidency. (H, P, T)	I can explain the events surrounding President Abraham Lincoln’s assassination and the ensuing manhunt.  I can evaluate the immediate political impact of the assassination of Lincoln and the resulting ascension of Johnson to the presidency.
8.69 Analyze President Abraham Lincoln’s Ten Percent Plan, President Andrew Johnson’s Plan, and the Radical Republican Plan for Reconstruction. (C, E, G, H, P, T)	I can complete a chart comparing and contrasting President Abraham Lincoln’s Ten Percent Plan, President Andrew Johnson’s Plan, and the Radical Republican Plan for Reconstruction.

<p>8.68 Explain the significance of the 13th, 14th, and 15th Amendments to the U.S. Constitution. (E, H, P, T)</p> <p>8.71 Analyze the conflict between President Andrew Johnson and the Radical Republicans, including Johnson’s veto of the Tenure of Office Act and his impeachment. (H, P, T)</p> <p>8.72 Explain the restrictions placed on the rights and opportunities of freedmen, including: racial segregation, black codes, and the efforts of the Freedmen's Bureau to address the problems confronting newly freed slaves. (C, H, P, T)</p> <p>8.70 Identify the significance of the Tennessee Constitution of 1870, including the right of all men to vote and the establishment of a poll tax. (T.C.A. § 49-6-1028) (H, P, T, TCA)</p> <p>8.73 Trace the rise of the Ku Klux Klan and vigilante justice in the South and in Tennessee, including the role of Governor William Brownlow. (C, H, P, T)</p> <p>8.74 Explain the roles carpetbaggers and scalawags played during Reconstruction. (C, E, G, H, P)</p> <p>8.75 Explain the Compromise of 1877 and its role in ending Radical Reconstruction. (C, H, P)</p>	<p>I can compose an essay to explain the importance of the 13th, 14th, and 15th Amendments to the U.S. Constitution.</p> <p>I can analyze the conflict between President Andrew Johnson and the Radical Republicans, including Johnson’s veto of the Tenure of Office Act and his impeachment.</p> <p>I can explain the limitations placed on the rights and opportunities of freedmen, including: • Racial segregation • Black codes • The efforts of the Freedmen’s Bureau to address problems facing freedmen</p> <p>I can explain the importance of the Tennessee Constitution of 1870, including the banning of enslavement, the right of all men to vote, and the establishment of a poll tax as a method to disenfranchise freedmen.</p> <p>I can explain the significance of the election of African Americans, including Sampson Keeble, to the Tennessee General Assembly.</p> <p>I can describe the rise of the Ku Klux Klan, including its origins in Pulaski, TN and the roles of Governor William Brownlow, Nathan Bedford Forrest, carpetbaggers, and scalawags.</p> <p>I can explain the details of the Compromise of 1877 and its role in ending Radical Reconstruction.</p>
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**Tennessee Department of Education Social Studies Standards**

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**Williamson County Schools Scope and Sequence for Social Studies** <https://www.wcs.edu/district/departments/tla/scope-sequence/>

**Metro Nashville Public Schools Scope and Sequence for Social Studies** <https://ci.mnps.org/resources/48>