

SOCIAL STUDIES – GRADE 8**Grade:** 8**Academic Standard:** 8.1**Academic Standard Indicator:** 8.1.1**Core Standard:** No

Standard Description (Academic or Indicator): The American Revolution and Founding of the United States of America: 1754 to 1801. Identify major Native American Indian groups of eastern North America and describe early conflict and cooperation with European settlers and the influence the two cultures had on each other.

Suggestion for Integrating International

Content: Have students identify the various crops, animals, and diseases that were transferred between the western and eastern hemispheres as a result of the Columbian Exchange. *Suggested resources:*

http://www.economics.harvard.edu/faculty/nunn/files/Nunn_Qian_JEP_2010.pdf;

<http://www.ihs.issaquah.wednet.edu/Teachers/petersen/European%20Studies/Textbook/Chapter%2020/Columbian%20Exchange%2020%204.pdf>.

Grade: 8**Academic Standard:** 8.1**Academic Standard Indicator:** 8.1.1**Core Standard:** No

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Suggestion for Integrating International

Content: Have students write a petition to King Ferdinand and Queen Isabella of Spain supporting or opposing Columbus' voyage. Petitions should include critical historical consequences.

Grade: 8**Academic Standard:** 8.1**Academic Standard Indicator:** 8.1.2**Core Standard:** No

Standard Description (Academic or Indicator): The American Revolution and Founding of the United States of America: 1754 to 1801. Explain the struggle of the British, French, Spanish, and Dutch to gain control of North America during settlement and colonization.

Suggestion for Integrating International

Content: Have students complete a map (perhaps using a color code) of the areas in North America colonized by France, Great Britain, the Netherlands, and Spain.

Grade: 8**Academic Standard:** 8.1**Academic Standard Indicator:** 8.1.2**Core Standard:** No

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Suggestion for Integrating International

Content: Have students compare and contrast the way indigenous people were treated in the European colonies of New England, New France, New Netherlands, and New Spain.

Grade: 8**Academic Standard:** 8.1**Academic Standard Indicator:** 8.1.2**Core Standard:** No

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North America during settlement and colonization.

Suggestion for Integrating International

Content: Have each student choose a colony to research. After research has been conducted, each student should create a handbill to attract other settlers to the chosen colony. The handbills should reflect the culture of the selected colony, illustrating how colonies took on the flavors (cultures) of the various immigrants who first settled there. *Example:* Pennsylvania was heavily influenced by German culture.

Grade: 8

Academic Standard: 8.1

Academic Standard Indicator: 8.1.5

Core Standard: Yes

Standard Description (Academic or Indicator): The American Revolution and Founding of the United States of America: 1754 to 1801. Identify and explain key events leading to the creation of a strong union among the 13 original states and in the establishment of the U.S. as a federal republic.

Suggestion for Integrating International

Content: Have students create newspaper articles which report on matters with international elements faced by the new American Republic. *Examples:* XYZ Affair (1797-98); Alien and Sedition Acts (1798); Jay's Treaty (1794); Washington's Farewell Address (1796).

Grade: 8

Academic Standard: 8.1

Academic Standard Indicator: 8.1.7

Core Standard: Yes

Standard Description (Academic or Indicator): The American Revolution and Founding of the United States of America: 1754 to 1801. Describe the origin and development of political parties, the Federalists and the Democratic-Republicans (1793-1801), and examine points of agreement and disagreement between these parties.

Suggestion for Integrating International

Content: As a class, create a Venn Diagram which illustrates points of agreement and

disagreement between Federalists and Democratic-Republicans (1793-1801).

Grade: 8

Academic Standard: 8.1

Academic Standard Indicator: 8.1.8

Core Standard: Yes

Standard Description (Academic or Indicator): The American Revolution and Founding of the United States of America: 1754 to 1801. Evaluate the significance of the presidential and congressional election of 1800 and the transfer of political authority and power to the Democratic-Republican Party led by the new president, Thomas Jefferson (1801).

Suggestion for Integrating International

Content: Have students describe how the founding fathers, Thomas Jefferson included, were influenced by political fundamentals from foreign nations, such as England, France, ancient Greece, and ancient Rome. *Examples:* Concept of unalienable rights (England); power of self-determination (ancient Greece and Rome).

Grade: 8

Academic Standard: 8.1

Academic Standard Indicator: 8.1.11

Core Standard: Yes

Standard Description (Academic or Indicator): National Expansion and Reform: 1801 to 1861. Explain the events leading up to and the significance of the Louisiana Purchase (1803) and the expedition of Lewis and Clark (1803-1806).

Suggestion for Integrating International

Content: Have students analyze the six major territorial acquisitions (Louisiana Purchase; Florida Cession; Texas Annexation; Mexican Cession; Northwestern [Oregon] Boundary Dispute; Gadsden Purchase) that led to the U.S. becoming a continental nation. Specifically, have them learn which nations were involved in each acquisition, the method of acquisition, the territory acquired, and the treaty or resolution which formalized the acquisition.

Grade: 8

Academic Standard: 8.1

Academic Standard Indicator: 8.1.13

Core Standard: Yes

Standard Description (Academic or Indicator): National Expansion and Reform: 1801 to 1861. Explain the causes and consequences of the War of 1812, including the Rush-Bagot Agreement (1818).

Suggestion for Integrating International Content: Have students write an essay about the causes of the War of 1812. Major topics for individual paragraphs of this essay might include impressment, British support of Native American uprisings, and the desire for Canadian territory. Have students assess the outcome, noting that no land was really gained or lost. Then have them analyze what constitutes a “necessary” or “just” war.

Grade: 8

Academic Standard: 8.1

Academic Standard Indicator: 8.1.15

Core Standard: Yes

Standard Description (Academic or Indicator): National Expansion and Reform: 1801 to 1861. Explain the concept of Manifest Destiny and describe its impact on westward expansion of the United States.

Suggestion for Integrating International Content: Have students compare America’s Manifest Destiny and Westward Expansion to European exploration. Ask them to consider how foreign nations reacted to a growing U.S.

Grade: 8

Academic Standard: 8.1

Academic Standard Indicator: 8.1.17

Core Standard: No

Standard Description (Academic or Indicator): National Expansion and Reform: 1801 to 1861. Identify the key ideas of Jacksonian democracy and explain their influence on political participation, political parties, and constitutional government.

Suggestion for Integrating International Content: Have students read excerpts from Alexis de Tocqueville’s *Democracy in America* (Harper Perennial Classics, 2000) for another perspective on American politics and society in the 1830s.

Grade: 8

Academic Standard: 8.1

Academic Standard Indicator: 8.1.20

Core Standard: Yes

Standard Description (Academic or Indicator): The Civil War and Reconstruction Period: 1850 to 1877. Analyze the causes and effects of events leading to the Civil War, including development of sectional conflict over slavery.

Suggestion for Integrating International Content: Have students study modern examples of slavery and human trafficking around the world. Then have them compare similarities and differences with early U.S. slavery.

Grade: 8

Academic Standard: 8.1

Academic Standard Indicator: 8.1.25

Core Standard: No

Standard Description (Academic or Indicator): The Civil War and Reconstruction Period: 1850 to 1877. Give examples of how immigration affected American culture in the decades before and after the Civil War, including growth of industrial sites in the North; religious differences; tensions between middle-class and working-class people, particularly in the Northeast; and intensification of cultural differences between the North and the South.

Suggestion for Integrating International Content: Have students research their family trees to determine the various ways their families might have been impacted by immigration and migration during the nineteenth century.

Grade: 8

Academic Standard: 8.2

Academic Standard Indicator: 8.2.1

Core Standard: Yes

Standard Description (Academic or Indicator): Foundations of Government: Identify and explain essential ideas of constitutional government, which are expressed in the founding documents of the United States, including the Virginia Declaration of Rights, the Declaration of Independence, the Virginia Statute for Religious Freedom, the Massachusetts Constitution of 1780, the Northwest Ordinance, the 1787 U.S. Constitution, the Bill of Rights, the Federalist and Anti-Federalist Papers, Common Sense, Washington's Farewell Address (1796) and Jefferson's First Inaugural Address (1801).

Suggestion for Integrating International Content: Have students compare and contrast American ideas of constitutional government with those of European nations, particularly England and France. They should also read the constitutions of new democratic nations and compare the civil rights and liberties of those nations to our own. *Example:* South Africa.

Grade: 8

Academic Standard: 8.2

Academic Standard Indicator: 8.2.2

Core Standard: No

Standard Description (Academic or Indicator): Foundations of Government: Identify and explain the relationship between rights and responsibilities of citizenship in the United States.

Suggestion for Integrating International Content: Have students discuss the rights and responsibilities of U.S. citizens as compared to those of European countries.

Grade: 8

Academic Standard: 8.2

Academic Standard Indicator: 8.2.2

Core Standard: No

Standard Description (Academic or Indicator): Foundations of Government:

Identify and explain the relationship between rights and responsibilities of citizenship in the United States.

Suggestion for Integrating International Content: Have students explore how our essential ideas of constitutional government compare with European nations, particularly England and France.

Grade: 8

Academic Standard: 8.3

Academic Standard Indicator: --

Core Standard: No

Standard Description (Academic or Indicator): Students will identify the major geographic characteristics of the United States and its regions. They will name and locate the major physical features of the United States, as well as each of the states, capitals and major cities, and will use geographic skills and technology to examine the influence of geographic factors on national development.

Suggestion for Integrating International Content: Have students identify what ethnic groups may have influenced the settlement of major cities and possibly their own community. Have them research and share how early settlers from various parts of the world, and their respective traditions and customs, are still evident in regions and cities across the country. Students can access related information on city websites in Indiana and other states. *Example:* Jasper, IN, has many German street names and Pfaffenweiler, Germany is its sister city. The sharing could be done through a classroom cultural fair and/or by students creating family trees.

Grade: 8

Academic Standard: 8.4

Academic Standard Indicator: 8.4.1

Core Standard: Yes

Standard Description (Academic or Indicator): Identify economic factors contributing to European exploration and colonization in North America, the American Revolution, and the drafting of the Constitution of the United States.

Suggestion for Integrating International

Content: Have students look at how the market economy in the U.S. affords the consumer many choices and then compare it to a closed (or limited) economy in another country.

Grade: 8

Academic Standard: 8.4

Academic Standard Indicator: 8.4.4

Core Standard: Yes

Standard Description (Academic or Indicator):

Explain the basic economic functions of the government in the economy of the United States.

Suggestion for Integrating International

Content: Have students consider how world trade has changed over time and how foreign governments have influenced U.S. economics and foreign policy throughout history.

Grade: 8

Academic Standard: 8.4

Academic Standard Indicator: 8.4.7

Core Standard: Yes

Standard Description (Academic or Indicator):

Trace the development of different kinds of money used in the United States and explain how money helps make saving easier.

Suggestion for Integrating International

Content: Have students make lists of different types of money used around the world.

Suggested resource:

<http://www.banknotes.com/images.htm>.

Grade: 8

Academic Standard: 8.4

Academic Standard Indicator: 8.4.9

Core Standard: No

Standard Description (Academic or Indicator):

Explain and evaluate examples of domestic and international interdependence throughout United States history.

Suggestion for Integrating International

Content: Have students discuss how international trade has changed over time and how policies of foreign governments have influenced U.S. governmental decisions.

Suggested resource:

<http://www.wncumw.org/PDF%20&%20Word%20Files/Globalization%20Timeline.pdf>.

Grade: 8

Academic Standard: 8.4

Academic Standard Indicator: 8.4.9

Core Standard: No

Standard Description (Academic or Indicator):

Explain and evaluate examples of domestic and international interdependence throughout United States history.

Suggestion for Integrating International

Content: Have students define and discuss the terms “mercantilism” and “imperialism.” Ask them to assess how these have impacted domestic and international policy both historically and recently. **Example:** Compare U.S. imperialism in the 1890s, including the Spanish American War, to globalization in developing countries today.

Grade: 8

Academic Standard: 8.4

Academic Standard Indicator: 8.4.9

Core Standard: No

Standard Description (Academic or Indicator):

Explain and evaluate examples of domestic and international interdependence throughout United States history.

Suggestion for Integrating International

Content: Have students identify the routes, the continents, and the “goods” exchanged through the Triangular Trade. Ask them to assess where human rights might be sacrificed for profit in areas of the world today and how the U.S. may or may not play a role in that. **Suggested resource:**

http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u3/index.html.