

## **Social Studies - Eighth Grade**

### **Culture**

#### **Content Standard: 1.0**

Culture encompasses similarities and differences among people including their beliefs, knowledge, changes, values, and traditions. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.

#### **Learning Expectations:**

- 1.01 Understand the nature and complexity of culture.
- 1.02 Discuss the development of major religions.
- 1.03 Identify the role those diverse cultures had on the development of the Americas.
- 1.04 Describe the influence of science and technology on the development of culture through time.

#### **Accomplishments**

8.1.01 Understand the nature and complexity of culture.

- a. Explain how people living in the same region maintain different ways of life.
- b. Analyze how human migration and cultural activities influence the character of a place.

8.1.02 Discuss the development of major religions.

- a. Define religion.
- b. Describe the beliefs of America's major religions and religious organizations.
- c. Describe how religion contributed to the growth of representative government in the American colonies.

8.1.03 Identify the role those diverse cultures had on the development of the Americas.

- a. List the various cultures that contributed to the development of the United States.
- b. Identify and examine perspectives of various cultural groups within early American history.

8.1.04 Describe the influence of science and technology on the development of culture through time.

- a. Identify specific technological innovations and their uses.
- b. Construct a time line of technological innovations and rate their relative importance on culture.

**Performance Indicators State:**

As documented through state assessment -

***at Level 1, the student is able to***

- 8.1.spi.1. recognize the definition of religion.
- 8.1.spi.2. identify cultures that contributed to the development of the United States (i.e., Native American, African, British, Scottish, Irish, German).
- 8.1.spi.3. recognize the influence of science and technology on the development of early American colonial cultures (i.e., compass, shipbuilding, food storage, printing press, financial markets, weaponry, transportation).

***at Level 2, the student is able to***

- 8.1.spi.4. compare and contrast the tenets of America's early major religions (i.e., Olmec beliefs, Native American Earth/Mother spirit, African Traditional Religion, Puritanism, Quakerism).
- 8.1.spi.5. identify how religion contributed to early American society (i.e. impact on government, education, social norms, slavery, tolerance).
- 8.1.spi.6. interpret a timeline of technological innovations.

***at Level 3, the student is able to***

- 8.1.spi.7. recognize how immigration and cultural diffusion have influenced the character of a place (i.e., religion within certain colonies, African songs in the American south, British v. French influences).

**Performance Indicators Teacher:**

As documented through teacher observation -

***at Level 1, the student is able to***

- 8.1.tpi.1. describe how immigrants retained their essential components of culture by creating a collage of different societies (e.g., the influence of the Inuit on the Native Americans, the Aztecs on the Peoples of the Southwest, the British on the early American colonials, the French on early Canadians).
- 8.1.tpi.2. use a cluster diagram to show how Native Americans from each region adapted to their environment and created cultural items.
- 8.1.tpi.3. read a primary document and a textbook passage on a cultural exchange between Native Americans and early American colonials. Compare and contrast the perspective of the two accounts.
- 8.1.tpi.4. explore the change in family roles by writing an essay on the roles and responsibilities of a wife, husband, and children in post Revolutionary America.

*at Level 2, the student is able to*

- 8.1.tpi.5. compare and contrast different cultures of people in the same region in a T chart.
- 8.1.tpi.6. distinguish between tenets of various early American religions by creating a Venn diagram.
- 8.1.tpi.7. trace the role of diverse cultures on the development of the United States through the development of music and art.
- 8.1.tpi.8. research how specific technological innovations have impacted society.
- 8.1.tpi.9. make a timeline of technological innovations.
- 8.1.tpi.10. describe how warfare influences cultural trends (e.g. French and Indian War, American Revolution, War of 1812, and Civil War).

*at Level 3, the student is able to*

- 8.1.tpi.11. Chart the perspectives of various cultural groups in American History regarding social, economic, and political ideas.
- 8.1.tpi.12. explore the cultural infusion of slave and religious songs by reading or singing an example of each.
- 8.1.tpi.13. assess by discussion, debate or writing the impact of immigration and cultural diffusion on the character of a place.
- 8.1.tpi.14. evaluate the perspectives of various cultural groups in American History (e.g. social, economic, political).

## **Economics**

### **Content Standard: 2.0**

Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand both personally and globally production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy making versus decision making.

### **Learning Expectations:**

- 2.1 Understand fundamental economic concepts and their application to a variety of economic systems.
- 2.2 Understand global economic connections, conflicts, and interdependence.
- 2.3 Understand the potential costs and benefits of individual economic choices in the market economy.
- 2.4 Understand the interactions of individuals, businesses, and the government in a market economy.

### **Accomplishments**

8.2.01 Understand fundamental economic concepts and their application to a variety of economic systems.

- a. Describe the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.
- b. Describe the differences within economic theories such as mercantilism and capitalism.
- c. List the major industrial and agricultural products of Tennessee and the United States.
- d. Describe a range of examples of the various institutions that make up economic systems such as households, business firms, banks, government agencies, labor unions, and corporations.
- e. Analyze the impact of economic phenomena within the free enterprise system such as supply and demand, profit, government regulation, and world competition on the economy of Tennessee and early America.

8.2.02 Understand global economic connections, conflicts, and interdependence.

- a. Define various types of economies and their methods of production and consumption.
- b. Apply economic concepts to evaluate historic and contemporary developments.
- c. Explain the economic impact of improved communication and transportation on the world economy.
- d. Analyze the impact of national and international markets and events on the production of goods and services in Tennessee and early America.

8.2.03 Understand the potential costs and benefits of individual economic choices in the market economy.

- a. Define microeconomic terms such as credit, debt, goods, services, domestic products, imports, and exports.
- b. Analyze how supply and demand, and change in technologies impact the cost for goods and services.
- c. Evaluate the relationship between creditors and debtors.
- d. Explain and illustrate how values and beliefs influence different economic decisions related to needs and wants.

8.2.04 Understand the interactions of individuals, businesses, and the government in a market economy.

- a. Define macroeconomic terms such as economic alignments, credit, market economy, tariffs, closed economies, and emerging markets.
- b. Generalize and evaluate the process of governmental taxation on individuals and businesses.
- c. Evaluate the domestic and international impact of various economic agreements.

- d. Compare basic economic systems according to who determines what is produced, distributed, and consumed.
- e. Explain economic factors that led to the urbanization of Tennessee and early America.
- f. Trace the development of major industries that contributed to the urbanization of Tennessee and early America.
- g. Explain the changes in types of jobs and occupations that resulted from the urbanization of Tennessee and early America.

**Performance Indicators State:**

As documented through state assessment -

*at Level 1, the student is able to*

- 8.2.spi.1. recognize America's natural resources (i.e., land, timber, fish, animal pelts, peppers, sweet potatoes, squash, pumpkins, turkeys, peanuts, potatoes, tomatoes, tobacco, cacao, beans, and vanilla).
- 8.2.spi.2. interpret a diagram showing the steps of changing a resource into a product.
- 8.2.spi.3. differentiate between credit and debt.

*at Level 2, the student is able to*

- 8.2.spi.4. recognize the economic activities of early America (i.e., agriculture, industry, and service).
- 8.2.spi.5. identify various forms of taxation (i.e., tariffs, sales tax, excise tax).
- 8.2.spi.6. interpret a variety of economic graphs and charts with topics (i.e. the Columbian exchange, numbers of slaves, population of colonies, population diversity).
- 8.2.spi.7. differentiate between a commercial and subsistence economy.
- 8.2.spi.8. recognize the factors that led to urbanization and industrialization in early America (i.e., religious freedom, land ownership, thriving market).

*at Level 3, the student is able to*

- 8.2.spi.9. analyze in economic terms, (i.e., climate, triangle trade, infrastructure, topography), why slavery flourished in the South as opposed to the North.
- 8.2.spi.10. distinguish among various economic markets found in early America (i.e., traditional, monopoly, oligopoly, free competition).

**Performance Indicators Teacher:**

As documented through teacher observation -

*at Level 1, the student is able to*

- 8.2.tpi.1. cut out or draw pictures of agricultural products grown in regions and place them on a map outline of Tennessee and the United States. Add to the map by titling items "imports" and "exports."
- 8.2.tpi.2. give examples of major imports and exports to and from pre-colonial Americas.
- 8.2.tpi.3. create a diagram showing the steps in production from the basic resource to a finished product.
- 8.2.tpi.4. after defining credit and debt, cite examples of each of these from the local community.

***at Level 2, the student is able to***

- 8.2.tpi.5. discuss problems businesses in early America had because each bank issued its own currency.
- 8.2.tpi.6. compare the effects of mercantilism on the American colonies and England.
- 8.2.tpi.7. know the major cultural and agricultural products of early Tennessee.
- 8.2.tpi.8. explain why giving the federal government the monopoly to coin money helped commerce in America.
- 8.2.tpi.9. describe how patents and copyrights serve as an incentive for invention and innovation.
- 8.2.tpi.10. illustrate how early Americans dealt with economic challenges. (e.g. production, marketing, transportation, and distribution).
- 8.2.tpi.11. write a short essay answering the question - How did both Native Americans and the early colonists benefit from trade with each other? Cite examples of traded goods and why one side had an advantage in producing it.
- 8.2.tpi.12. on a chart titled "cause and effect," list the provisions of mercantilism under cause, and fill out the effects on the mother country and the American colonies.
- 8.2.tpi.13. brainstorm ideas for inventions or innovations that might have been well received in early America.
- 8.2.tpi.14. interpret a graph of cotton production in the United States from 1780-1840.
- 8.2.tpi.15. compare Native Americans subsistence economy with that of a commercial colonial economy (e.g., specialization, resources used, variety of goods and services, technology, meeting a family's needs).
- 8.2.tpi.16. chart the economic assets of the North and South prior to the Civil War.

***at Level 3, the student is able to***

- 8.2.tpi.17. using research of information about the North and South make a list explaining how each of these factors influenced or discouraged slavery (e.g., climate and topography, types of economic activities prevalent, religious belief about slavery, historical agricultural practices).

- 8.2.tpi.18. evaluate the relative worth and problems associated with various forms of currency (e.g. gold, silver, furs, tobacco, cotton, paper currency).
- 8.2.tpi.19. choose a colonial product and make up a hypothetical situation regarding a change in demand or supply and explain how price would be affected.
- 8.2.tpi.20. list factors and conditions that make a city exist and grow and promote manufacturing.
- 8.2.tpi.21. interpret hypothetical situations that illustrate supply and demand on prices of products.

## **Geography**

### **Content Standard: 3.0**

Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography.

### **Learning Expectations:**

- 3.01 Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
- 3.02 Know the location of places and geographic features, both physical and human, in Tennessee and in the United States.
- 3.03 Recognize the interaction between human and physical systems.
- 3.04 Understand the geographic factors that determined the locations of and patterns of settlements in the United States and Tennessee.
- 3.05 Understand the impact of immigration and migration on a society.

### **Accomplishments**

8.3.01 Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

- a. Locate major countries and regions of the world on a map or globe focusing on those countries and regions that relate to the development of North America.
- b. Identify the routes of contact between the Americas and Europe, Asia, and Africa.
- c. Illustrate the geographic exchange of ideas, materials, and goods between the Americas and the rest of the world prior to the Civil War.

8.3.02 Know the location of places and geographic features, both physical and human, in Tennessee and the United States.

- a. Identify major landforms, bodies of water, cities, and states.

- b. Identify the physical, economic, and cultural regions of the United States.
- c. Explain the factors that contribute to the placement of cities and boundaries.

8.3.03 Recognize the interaction between human and physical systems.

- a. Explain how physical features such as Major River and mountain systems affected the development of early Native American and early European settlements.
- b. Explain how environmental factors influenced the way of life of the various peoples of the Americas.
- c. Describe how geographic features affected the development of transportation and communication networks.
- d. Explain the influences of geographic features both physical and human on historical events.
- e. Explain how physical processes shape the United States' features and patterns.
- f. Understand the differences in population characteristics of the United States such as density, distribution, and growth rates.

8.3.04 Understand the geographic factors that determined the locations and patterns of settlements in the United States and Tennessee.

- a. Explain how processes of migration affected development of settlements in the United States.
- b. Explain how environmental issues such as water supply and resource availability influenced settlement patterns.

8.3.05 Understand the impact of immigration and migration on a society.

- a. List the causes of migration and immigration.
- b. Discuss the economic and social impact of immigration and migration on a region or country.
- c. Categorize causes of migration and immigration into "push and pull" factors.

**Performance Indicators State:**

As documented through state assessment -

*at Level 1, the student is able to*

- 8.3.spi.1. recognize the causes and examples of migration and immigration in early America (i.e., land, religion, money, pioneer spirit, indentured servitude, displacement, and slavery).
- 8.3.spi.2. identify and use the key geographic elements on maps (i.e., island, flood plain, swamp, delta, marsh, harbor, cape, sea level, bay, prairie, desert, oasis, mesa, mountain, valley, glacier, canyon, cliff, plateau).

*at Level 2, the student is able to*

- 8.3.spi.3. interpret examples which illustrate how cultures adapt to or change the environment (i.e., deforestation, subsistence farming, cash crop, dam and road building).
- 8.3.spi.4. use various geographic data from maps and globes to determine longitude, latitude, distance, direction.
- 8.3.spi.5. interpret a geographic map of the early United States.
- 8.3.spi.6. recognize how topographical features such as mountain and river systems influenced the settlement and expansion of the United States (i.e., Cumberland Gap, Wilderness Road, Ohio and Tennessee river systems).

*at Level 3, the student is able to*

- 8.3.spi.7. interpret a chart or map of population characteristics of the early United States (i.e., density, distribution, regional growth).

**Performance Indicators Teacher:**

As documented through teacher observation -

*at Level 1, the student is able to*

- 8.3.tpi.1. draw an early colonial map, and trace an individual or groups movement.
- 8.3.tpi.2. list examples of human/environmental interaction on a T chart.
- 8.3.tpi.3. use the key elements of maps, charts, graphs, and other representations to read and understand the early Colonial American information presented.
- 8.3.tpi.4. draw on a map the major topographic and political features of the United States relevant to early American history.
- 8.3.tpi.5. research and describe specific instances where humans have shaped or been shaped by the environment.

*at Level 2, the student is able to*

- 8.3.tpi.6. illustrate examples of communities who changed or adapted their physical environment to meet their societal needs.
- 8.3.tpi.7. examine economic and social impacts of migration and immigration on the United States.
- 8.3.tpi.8. explain how environmental issues such as water supply and resource availability influenced historical events and developments.
- 8.3.tpi.9. calculate information gathered from geographic maps, charts, and graphs.
- 8.3.tpi.10. illustrate through simulation or experimentation how topographical features may have influenced settlement and expansion in the United States.

- 8.3.tpi.11. map, chart, or graph population characteristics of the early United States when given population data with the most appropriate method or presentation.
- 8.3.tpi.12. demonstrate the effects of water supply or resource distribution on the settlement patterns through simulation or mapping.

*at Level 3, the student is able to*

- 8.3.tpi.13. research the effects of migration or immigration of various groups on the United States and report the findings in a written or oral manner.
- 8.3.tpi.14. draw or construct maps that represent researched historical data.
- 8.3.tpi.15. construct an accurate scale map of Tennessee illustrating some key concepts from Tennessee's role in the development of the United States.
- 8.3.tpi.16. analyze the impact of migration and immigration on a society.
- 8.3.tpi.17. create maps to represent historical events, developments, data, and trends.
- 8.3.tpi.18. create a map of Tennessee featuring the three geographic regions and major landforms.

## **Governance and Civics**

### **Content Standard: 4.0**

Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

### **Learning Expectations:**

- 4.01 Appreciate the development of people's need to organize themselves into a system of governance.
- 4.02 Recognize the purposes and structure of governments.
- 4.03 Understand the relationship between a place's physical, political, and cultural characteristics and the type of government that emerges from that relationship.
- 4.04 Discuss how cooperation and conflict among people influence the division and control resources, rights, and privileges.
- 4.05 Understand the rights, responsibilities, and privileges of citizens living in a democratic society.
- 4.06 Understand the role the Constitution of the United States plays in the lives of Americans.
- 4.07 Understand the role that Tennessee's government plays in Tennesseans' lives.

### **Accomplishments**

8.4.01 Appreciate the development of people's need to organize themselves into a system of governance.

- a. Analyze the necessity of establishing and enforcing the rule of law.
- b. Analyze and explain ideas and governmental mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security.
- c. Explain and apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems.

8.4.02 Recognize the purposes and structure of governments.

- a. Describe the purpose of government and how its powers are acquired, used, and justified.
- b. Distinguish basic differences between democracy and other forms of government in other regions of the world.
- c. Identify and explain the roles of formal and informal political actors in influencing and shaping public policy and decision-making.
- d. Analyze the influence of diverse forms of public opinion on the development of public policy and decision-making.

8.4.03 Understand the relationship between a place's physical, political, and cultural characteristics and the type of government that emerges from that relationship.

- a. Relate a people's location, population, production and consumption to the function of their government.
- b. Identify models of lower to higher forms of political order.
- c. Describe the ways nations and organizations respond to forces of unity and diversity affecting order and security.

8.4.04 Discuss how cooperation and conflict among people influence the division and control of resources, rights, and privileges.

- a. Differentiate between rights and privileges of the individual.
- b. Consider how cooperation and conflict affect the dissemination of resources, rights, and privileges.
- c. Explain conditions, actions, and motivations that contribute to conflict and cooperation within and among states, regions and nations.
- d. Describe and analyze the role advancements in technology have played in conflict resolution.

8.4.05 Understand the rights, responsibilities, and privileges of citizens living in a democratic society.

- a. Define the differences between the individual and the state.

- b. Identify and interpret sources and examples of the rights and responsibilities of citizens.
- c. Describe the importance of individual rights, such as free speech and press, in a democratic society.
- d. Evaluate the role of government in balancing the rights of individuals versus the common good.
- e. Identify and describe the basic features of the political system in the early United States, and identify representative leaders from various levels and branches of government.
- f. Analyze the effectiveness of selected public policies and citizen behaviors in realizing the stated ideals of a democratic republican form of government.

8.4.06 Understand the role the Constitution of the United States plays in the lives of Americans.

- a. Recognize how the Constitution defines citizen rights.
- b. Explain how the Constitution is applied in every day life.
- c. Apply the Constitution to individual court cases.
- d. Analyze the United States Constitution in principle and practice.
- e. Compare and contrast the ways the Constitution balances the "individual" versus the "state."

8.4.07 Understand the role that Tennessee's government plays in Tennesseans' lives.

- a. Identify how the Tennessee Constitution reflects the principles represented in the Constitution.
- b. Identify the influences of ideas from the United States Constitution on the Tennessee Constitution.
- c. Identify civic responsibilities of Tennessee and United States citizens.
- d. describe the structure and functions of government at municipal, county, and state levels.
- e. Identify how the different points of view of political parties and interest groups have affected important Tennessee and national issues.
- f. Identify the leadership qualities of elected and appointed leaders of Tennessee, past and present.
- g. Analyze the contributions of Tennessee political leaders within the national scene.

**Performance Indicators State:**

As documented through state assessment -

*at Level 1, the student is able to*

- 8.4.spi.1. identify the rights, responsibilities, and privileges of a member of the United States of America (i.e., Declaration of Independence, Articles of Confederation, Constitution, Bill of Rights).

*at Level 2, the student is able to*

- 8.4.spi.2. identify the purposes and structures of various systems of governance (i.e., Federalism, Confederation, Republic, Democracy, Executive, Legislative, Judicial);
- 8.4.spi.3. recognize the purpose of government and how its powers are acquired, used, and justified
- 8.4.spi.4. recognize the rights and responsibilities of individuals throughout the development of the United States.
- 8.4.spi.5. identify how conditions, actions, and motivations contributed to conflict and cooperation between states, regions and nations.
- 8.4.spi.6. recognize the rights guaranteed in the Bill of Rights.
- 8.4.spi.7. recognize the impact of major court decisions have had on American life, (i.e., Marbury v Madison, McCulloch v. Maryland, Dred Scott v. Sandford).

*at Level 3, the student is able to*

- 8.4.spi.8. recognize how a right must be interpreted to balance individual rights with the need for order (i.e., freedom of speech, freedom of religion, trial by jury);
- 8.4.spi.9. analyze the contributions of Tennessee political leaders on the national scene (e.g. Andrew Jackson, Andrew Johnson, James K Polk, Sequoyah, Sam Houston).

**Performance Indicators Teacher:**

As documented through teacher observation -

*at Level 1, the student is able to*

- 8.4.tpi.1. describe the components of various system of governance.
- 8.4.tpi.2. orally give reasons for the need for a system of governance.
- 8.4.tpi.3. use primary and secondary sources to list the rights, responsibilities, and privileges of a citizen living in a democratic society.
- 8.4.tpi.4. list reasons for the need for a system of governance.
- 8.4.tpi.5. compare and contrast the basic features of the political system in early Americas.
- 8.4.tpi.6. recognize the basic features of the political system in the early Americas.
- 8.4.tpi.7. explain the role of government in early America.

*at Level 2, the student is able to*

- 8.4.tpi.8. give examples of rights and privileges of individuals in the early Americas.
- 8.4.tpi.9. write observations on the purpose of government and how it's powers are acquired, used and justified.

- 8.4.tpi.10. compare and contrast state governments with federal governments using Tennessee as a model (e.g., federal powers, state powers, structures).
- 8.4.tpi.11. distinguish between rights and privileges of the individual.
- 8.4.tpi.12. evaluate the role of government in balancing the rights of individuals versus the common good.
- 8.4.tpi.13. diagram the major structures of the United States government as outlined in the US Constitution.
- 8.4.tpi.14. construct models of the role of government in the early Americas.
- 8.4.tpi.15. Examine the role of government in balancing the rights of individuals versus the common good
- 8.4.tpi.16. organize sources and examples of the rights and responsibilities of individuals.
- 8.4.tpi.17. research conditions, actions, and motivations that contributed to conflict and cooperation between states, regions, and nations.
- 8.4.tpi.18. use the outline of the United States Constitution to describe its major structures.
- 8.4.tpi.19. diagram the rights guaranteed in the Bill of Rights.
- 8.4.tpi.20. show how rights can come in conflict.
- 8.4.tpi.21. analyze how major court decisions have affected American life.
- 8.4.tpi.22. create a chart to list the differences between state and federal governments.

*at Level 3, the student is able to*

- 8.4.tpi.23. develop a policy statement that shows the relationship between citizen behaviors and the stated American ideals of a democratic form of government.
- 8.4.tpi.24. research the role of physical, political, and cultural characteristics of America on the governance of America.
- 8.4.tpi.25. differentiate the contributions and political views of Tennessee's national leaders.
- 8.4.tpi.26. demonstrate orally how an individual's rights must be tempered with the need for order.
- 8.4.tpi.27. analyze the effectiveness of public policies and citizen behaviors for realizing the stated American ideals of a democratic republican form of government.
- 8.4.tpi.28. analyze the role of physical, political, and cultural characteristics of America on the governance of America.

## **History**

### **Content Standard: 5.0**

History involves people, events, and issues. Students will evaluate evidence to develop comparative and casual analyses, and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

## **Learning Expectations:**

### **Era 1 - Three Worlds Meet (Beginnings to 1620)**

- 5.01 Identify ancient civilizations of the Americas.
- 5.02 Understand the place of historical events in the context of past, present and future.
- 5.03 Use historical information acquired from a variety of sources to develop critical sensitivities such as skepticism regarding attitudes, values, and behaviors of people in different historical contexts.
- 5.04 Recognize Tennessee's role within the early development of the Americas.

### **Era 2 - Colonization and Settlement (1585-1763)**

- 5.05 Identify the role desire for freedom played in the settlement of the New World.
- 5.06 Understand the place of historical events in the context of past, present and future.
- 5.07 Use historical information acquired from a variety of sources to develop critical sensitivities such as skepticism regarding attitudes, values, and behaviors of people in different historical contexts.
- 5.08 Understand the social, cultural and political events that shaped African slavery in colonial America.
- 5.09 Recognize Tennessee's role within Colonial America.

### **Era 3 - Revolution and the New Nation (1754-1820)**

- 5.10 Understand the causes and results of the American Revolution.
- 5.11 Understand the place of historical events in the context of past, present and future.
- 5.12 Demonstrate how to use historical information acquired from a variety of sources to develop critical sensitivities such as skepticism regarding attitudes, values, and behaviors of people in different historical contexts.
- 5.13 Identify Tennessee's role within early development of the nation.

### **Era 4 - Expansion and Reform (1801-1861)**

- 5.14 Identify American territorial expansion efforts and its effects on relations with European powers and Native Americans.
- 5.15 Discuss sectional differences brought on by the Western movement, expansion of slavery, and emerging industrialization.
- 5.16 Recognize successes and failures of reform movements of the early 1800's to develop critical sensitivities such as skepticism regarding attitudes, values, and behaviors of people in different historical contexts.
- 5.17 Identify Tennessee's role within expansion of the nation.

## **Era 5 - Civil War and Reconstruction (1850-1877)**

- 5.18 Recognize the causes, course, and consequences of the Civil War.
- 5.19 Identify the contributions of African Americans from slavery to Reconstruction.
- 5.20 Identify Tennessee's role within the Civil War.

## **Accomplishments**

### **Era 1 - Three Worlds Meet (Beginnings to 1620)**

8.5.01 Identify ancient civilizations of the Americas.

- a. Identify the ancient civilizations in the Americas.
- b. Explain the cultures of the Western Hemisphere's native peoples prior to European contact.
- c. Evaluate the expanding intercontinental exchange and the conflicts brought on by exploration and colonization.

8.5.02 Understand the place of historical events in the context of past, present and future.

- a. Describe the role religion played in Western Europe, during the age of exploration, with respect to subsequent crusading tradition and overseas exploration.
- b. Explain the ways geographic, technological, and scientific factors contributed to the European age of exploration and settlement in the Americas.
- c. Describe the immediate and long -term impact early European exploration had on Native populations and on colonization in the Americas.
- d. List the characteristics of the Spanish and Portuguese exploration and conquest of the Americas.

8.5.03 Acquire historical information from a variety of sources to develop critical sensitivities such as skepticism regarding attitudes, values, and behaviors of people in different historical contexts.

- a. Recognize that the English, Spanish, Portuguese, and French differed from one another in their views regarding economics, property, and religion and this influenced the way the different cultures colonized.
- b. Identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.

8.5.04 Recognize Tennessee's role within the early development of the Americas.

- a. Explain the geological factors that led to the geographic features of Tennessee.
- b. Describe pre-Columbian Native American peoples and their societies.

- c. List the early European explorers and their nations of origin.

## **Era 2 - Colonization and Settlement (1585-1763)**

8.5.05 Identify the role that desire for freedom played in the settlement of the New World.

- a. Discuss the search for religious, economic and individual freedom in the settlement of the colonies.
- b. Classify various limits on individual freedom in Colonial America.
- c. Describe the lives of free and indentured immigrants from Europe who came to North America and the Caribbean.
- d. Recognize the contributions of European philosophers which influenced the religious and political aspects of colonial America as to how individuals contributed to participatory government, challenged inherited ideas of hierarchy, and affected the ideal of community.
- e. Explain how the evolution of English political practice impacted the colonists' sense of freedom.

8.5.06 Understand the place of historical events in the context of past, present and future.

- a. Detail the growth and change in the European colonies during the two centuries following their founding with an emphasis on New England and Virginia.
- b. Explain the differences and similarities among the English, French and Spanish settlements.
- c. Recognize the cultural and environmental impacts of European settlement in North America.
- d. Evaluate the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government.
- e. Recognize the shift from utilizing indentured servitude to slavery within the colonies due to economic reasons and popular uprisings.

8.5.07 Use historical information acquired from a variety of sources to develop critical sensitivities such as skepticism regarding attitudes, values, and behaviors of people in different historical contexts.

- a. Read and analyze a primary source document such as diaries, letters and contracts.
- b. Recognize how family and gender roles of different regions of colonial America changed across time.

8.5.08 Understand the social, cultural and political events that shaped African slavery in colonial America.

- a. Recognize that the economic systems employed in the northern colonies differed from those of the southern colonies.
- b. Explain how the Declaration of Independence conflicts with the institution of chattel slavery.
- c. Describe the contributions of free and enslaved blacks in United States history.

8.5.09 Recognize Tennessee's role within Colonial America.

- a. Identify Tennessee's natural resources.
- b. Discuss how the Proclamation Line did not deter western expansion of colonials.
- c. Explain the significance of the Cumberland Gap in Tennessee history.

### **Era 3 - Revolution and the New Nation (1754-1820)**

8.5.10 Understand the causes and results of the American Revolution.

- a. Explain the events that contributed to the outbreak of the American Revolution such as leaders who resisted imperial policy, the English tax on colonists from the Seven Years War, divergent economic interests, and regional motivations.
- b. Know the Declaration of Independence, its major ideas, and its sources.
- c. Describe the armed conflict of the Revolutionary War.
- d. Explain the roles played by significant individuals during the American Revolution.

8.5.11 Understand the place of historical events in the context of past, present and future.

- a. Explain the major political issues of the thirteen colonies after their independence, which led to the creation of the Articles of Confederation.
- b. Explain the economic issues addressed by the Continental Congress and its subsequent successes and failures.
- c. Recognize the debate over the necessity of the Bill of Rights.
- d. Explain the factors and results of Shay's Rebellion.
- e. Describe the birth of America's political parties.

8.5.12 Demonstrate how to use historical information acquired from a variety of sources to develop critical sensitivities such as skepticism regarding attitudes, values, and behaviors of people in different historical contexts.

- a. Analyze documents such as the Declaration of Independence, the Federalist Papers, the United States Constitution and the Bill of Rights.
- b. Explain the differing perspectives and roles played in the American Revolution by various groups of people.

8.5.13 Identify Tennessee's role within early development of the nation.

- a. Describe the events that led to the creation and the failure of the state of Franklin.

- b. Examine the expansion of settlers into Tennessee.
- c. Discuss the entry of Tennessee into the Union.

#### **Era 4 - Expansion and Reform (1801-1861)**

8.5.14 Identify American territorial expansion efforts and its effects on relations with European powers and Native Americans.

- a. Give examples of maps, time lines, and charts that show western expansion.
- b. Identify the factors that led to territorial expansion and its effects.
- c. Explain the short and long term political and cultural impacts of the Louisiana Purchase.
- d. Recognize the significance of the Lewis and Clark expedition.
- e. Describe the Monroe Doctrine and its foreign policy goals.
- f. Describe the causes, sectional divisions, Native American support for the British and results of the War of 1812.

8.5.15 Discuss sectional differences brought on by the Western movement, expansion of slavery, and emerging industrialization.

- a. Illustrate the demographics brought on by the Western movement, expansion of slavery, emerging industrialization and consequences for Native American groups.
- b. consider the social and political impact of the theory of Manifest Destiny.
- c. Analyze governmental policy in response to sectional differences.
- d. Explain the events that led to the Mexican-American War and the consequences of the Treaty of Guadeloupe-Hidalgo.
- e. Describe the political impact of adding new states to the Union.

8.5.16 Recognize successes and failures of reform movements of the early 1800's to develop critical sensitivities such as skepticism regarding attitudes, values, and behaviors of people in different historical contexts.

- a. Define the concept of reform.
- b. Identify reform movements of early 1800's.
- c. describe the lives of immigrants in American society during the antebellum period and how this led to a rationale for reform movement.

8.5.17 Identify Tennessee's role within expansion of the nation.

- a. Discuss the growth of Tennessee's cities and regions.
- b. Evaluate the differences among Tennessee's three grand divisions.
- c. Study the impact on Tennessee's history made by individuals.
- d. Examine the events that led to the systematic removal of Native Americans within Tennessee and the subsequent Trail of Tears.
- e. Recognize Tennessee's influence in country's westward expansion.

## **Era 5 - Civil War and Reconstruction (1850-1877)**

8.5.18 Recognize the causes, course, and consequences of the Civil War.

- a. Identify sectional differences that led to the Civil War.
- b. Chart the course of major events throughout the Civil War.
- c. Explain the technological, social and strategic aspects of the Civil War.
- d. Weigh political, social, and economic impact of the Civil War on the different regions of the United States.
- e. Understand that different scholars may describe the same event or situation in different ways.

8.5.19 Identify the contributions of African Americans from slavery to Reconstruction.

- a. Recognize the economic impact of African American labor on the United States economy.
- b. Analyze the social and cultural impact of African Americans on American society.

8.5.20 Identify Tennessee's role within the Civil War.

- a. Identify important Civil War sites within Tennessee's borders.
- b. Explain conflicts within the regions of Tennessee over Civil War issues.
- c. Discuss the contributions of significant Tennesseans during the Civil War.

### **Performance Indicators State:**

As documented through state assessment -

*at Level 1, the student is able to*

- 8.5.spi.1. contrast the characteristics of major native civilizations of the Americas;
- 8.5.spi.2. Read a timeline and order events of the past.
- 8.5.spi.3. differentiate between a primary and secondary source.
- 8.5.spi.4. recognize causes and consequences of conflict, (i.e., French and Indian, revolutionary War, War of 1812).

*at Level 2, the student is able to*

- 8.5.spi.5. recognize consequences of the westward expansion of the United States.
- 8.5.spi.6. classify the characteristics of major historic events into causes and effects (i.e., exploration, colonization, revolution, expansion, and Civil War).
- 8.5.spi.7. recognize the historical impacts of European settlement in North America.
- 8.5.spi.8. determine the social, political, and economic factors that contribute to the institution of slavery in America.

- 8.5.spi.9. interpret a timeline, detailing the development of political parties in the United States to the Civil War.
- 8.5.spi.10. interpret maps, time lines and charts that illustrate key elements of history (i.e., expansion, economics, politics, society).

*at Level 3, the student is able to*

- 8.5.spi.11. identify conclusions about historical events using primary and secondary sources.
- 8.5.spi.12. differentiate between primary and secondary source documents.
- 8.5.spi.13. examine the demographic changes brought about by westward movement (i.e., slavery, industrialization, and Native American relocation).
- 8.5.spi.14. recognize the course of conflicts including major battles, alliances, strategy, leadership, resources, or technology using a diagram for the Revolutionary War.

**Performance Indicators Teacher:**

As documented through teacher observation -

*at Level 1, the student is able to*

- 8.5.tpi.1. describe the characteristics of the major native civilizations of the Americas.
- 8.5.tpi.2. sequence events of the past on a timeline.
- 8.5.tpi.3. identify the characteristics that define regions (e.g. economic, geographic, social, and political).
- 8.5.tpi.4. distinguish between primary and secondary source passage.
- 8.5.tpi.5. categorize the causes of conflict (e.g. long-term, short-term, economic, social, political).
- 8.5.tpi.6. give examples of Tennessee's political, social, economic, and geographic role in the divisions of the United States.
- 8.5.tpi.7. diagram causes and consequences of major American conflicts such as the Revolutionary War and Civil War.
- 8.5.tpi.8. create a chart of the causes and consequences of westward expansion.
- 8.5.tpi.9. categorize characteristics of a region by economic, geographic, social and political features.
- 8.5.tpi.10. give examples of contributions various ethnic, racial, immigrant, or cultural groups have made to the history of the United States.
- 8.5.tpi.11. report (written or oral) about a problem that led to a reform movement in United States history.

*at Level 2, the student is able to*

- 8.5.tpi.12. construct a web of cause and effect, from a list of events from a period in early United States history;

- 8.5.tpi.13. compare and contrast regions of the United States.
- 8.5.tpi.14. examine Tennessee's role as a frontier in the expansion of the United States and the relocation of Native Americans.
- 8.5.tpi.15. recognize Tennessee's political, social, economic, and geographic role in the development of the Americas.
- 8.5.tpi.16. given a list of various groups that came to America in its early history research the reasons groups left their homeland. (e.g. Irish, Blacks, Native Americans, English commoners).
- 8.5.tpi.17. interpret a historical event from multiple perspectives.
- 8.5.tpi.18. examine various reform movements in United States history prior to Reconstruction;
- 8.5.tpi.19. compare the basic tenets of major American documents with conditions of life at various points in the nation's history (e.g. Mayflower Compact, Common Sense, Declaration of Independence, Articles of Confederation, Constitution, Bill of Rights, Emancipation Proclamation, Gettysburg Address).
- 8.5.tpi.20. compare and contrast the various Native American civilizations with the various European civilizations at the time of exploration.
- 8.5.tpi.22. create a timeline using primary and secondary sources on historical events in the early Americas.
- 8.5.tpi.23. illustrate through the use of maps, the cultural and environmental impacts of European settlement in North America.
- 8.5.tpi.24. construct a model showing the causes of conflict.
- 8.5.tpi.25. write a short essay describing the effects of political parties on early government in the United States;
- 8.5.tpi.26. diagram through the use of a chart the demographic changes brought about by westward movement, slavery, industrialization, and Native American relocation.

*at Level 3, the student is able to*

- 8.5.tpi.27. research the political, social, and economic impacts of the Civil War on the West, the South, and the North and submit reports to the class.
- 8.5.tpi.28. read John Ross letter to the Supreme Court and Andrew Jackson's letter in response to the Trail of Tears. Have students identify the major arguments and values each perspective brings.
- 8.5.tpi.29. make a timeline regarding slavery including its establishment, development, and end. Cite major events, ideas, laws, etc. in correct chronological order on the timeline.
- 8.5.tpi.30. weigh political, social, and economic impacts of conflicts on the different regions of the United States.
- 8.5.tpi.31. trace an issue's development throughout time by evaluating factors that encourage continuity or change.
- 8.5.tpi.32. appraise the relative importance of Tennessee to the development of the United States.

### **Individuals, Groups, and Interactions**

## **Content Standard: 6.0**

Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals, and groups work independently and cooperatively.

### **Learning Expectations:**

- 6.01 Understand the impact of individual and group decisions on citizens and communities.
- 6.02 Understand how groups can impact change at local, regional, and global levels.
- 6.03 Understand how a geographic view is a significant tool in interpreting the present and planning for the future.

### **Accomplishments**

8.6.01 Recognize the impact of individual and group decisions on citizens and communities.

- a. Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
- b. Identify and interpret examples of stereotyping, conformity, and altruism.

8.6.02 Understand how groups can impact change at the local, state national and world levels.

- a. Identify and analyze examples of tension between expression of individuality and group or institutional efforts to promote social conformity.
- b. Describe the role of institutions in furthering both continuity and change.
- c. Apply knowledge of how groups and institutions work to meet individual needs and promote the common good.
- d. Describe the various forms institutions take and the interactions of people with institutions.

### **Performance Indicators State:**

As documented through state assessment -

*at Level 1, the student is able to*

- 8.6.spi.1. identify the impact of individual and group decisions on historical events.
- 8.6.spi.2. recognize the impact groups have on change at the local, state, national, and world levels.

*at Level 2, the student is able to*

- 8.6.spi.3. recognize examples of stereotyping, prejudice, conformity, and altruism in early American history.
- 8.6.spi.4. identify the role of institutions in furthering both continuity and change (i.e., governments, churches, families, schools, communities).
- 8.6.spi.5. recognize how groups and institutions work together to meet common needs.

**Performance Indicators Teacher:**

As documented through teacher observation -

*at Level 1, the student is able to*

- 8.6.tpi.1. create a chart for individual decisions and a chart for group decisions that impact historical events.
- 8.6.tpi.2. find examples from newspapers of the effects groups have at local, state, national, and world levels.

*at Level 2, the student is able to*

- 8.6.tpi.3. classify examples of stereotypes, prejudices, conformity, and altruism.
- 8.6.tpi.4. diagram role of institutions in furthering change.
- 8.6.tpi.5. write a report of how groups and institutions worked together to meet a common need.

*at Level 3, the student is able to*

- 8.6.tpi.6. debate the effectiveness of a public policy or citizen behavior in realizing the ideals of a democracy.