

Introduction to the Curricular Map

The curricular maps were created to assist teachers with instructional planning as well as to develop a unified yet flexible instructional approach to History/Social Science within the Los Angeles Unified School District.

The maps are divided into two instructional components consisting of the standard sets to be taught, each component comprising roughly 1/2 of the time in a year-long course. Periodic assessments are calendared at the end of each instructional component. In order for students to be prepared for the assessment, the standard sets in each component must be completed. Students should be prepared to write to the Common Core Writing Standard indicated on the curricular map.

All instructional materials utilized in the classroom must specifically address the discipline-specific language and literacy demands required in a Secondary History/Social Science classroom as outlined in Common Core State Standards. [Click here](#) for additional information and support.

Common Core State Standards

The Common Core State Standards for Literacy in History/Social Science address the language demands specific to the content.

The curricular maps have an indicated writing emphasis of expository in the first instructional component and argument in the second. [Click here](#) for the reading emphasis per semester. Please note that those standards called out for emphasis denote the expectation that teachers will provide explicit instruction in these areas while incorporating all other Common Core Standards into their instructional program.

Reading Like a Historian

The Los Angeles Unified School District, in partnership with the Stanford History Education Group will bring the Reading Like a Historian (RLH) program to every Secondary History classroom within the District. The Reading Like a Historian (RLH) curriculum embodies the instructional shifts required by the Common Core State Standards. RLH makes disciplinary, historical inquiry accessible to diverse groups of learners. A disciplinary approach to history instruction engages students in the creation of historical knowledge. With this approach, students read closely, evaluate, and interpret historical sources in order to use text based evidence to reach a conclusion.

Setting up for Success

In order for students and teachers to effectively demonstrate mastery of the language and literacy demands of a History/Social Science classroom, structures and routines must be put in place to enhance instruction and support student learning. The key to student success with the Common Core State Standards is student to student dialogue, allowing them to acquire and demonstrate mastery of the discipline-specific language of the content.

In order for teachers to provide students the opportunities to engage in these dialogues, it is critical teachers use the first two weeks of school to focus on:

- Community
- Collaboration
- Communication

[Click here](#) for detailed information on the implementation of Setting up for Success in History/Social Science

GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

Instructional Component 1

| 8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy. | | | |
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| <p>1. Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.</p> <p>2. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights").</p> <p>3. Analyze how the American Revolution affected other nations, especially France.</p> <p>4. Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.</p> | <p>Concepts</p> <ul style="list-style-type: none"> • Colonialism • Enlightenment • Independence • Natural rights • Natural law • Republic • Revolution • Social contract • Sovereignty • Democracy | <p>Reading Like a Historian Lessons</p> <p>Great Awakening</p> <p>Declaration of Independence</p> | <p>CCSS Writing Emphasis</p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> |
| <p>Sample Essential Questions</p> <p><i>Big Idea: The Changing Meanings of Freedom</i></p> <p>How can a change in a system of government affect personal freedom?</p> <p>Who has the power to determine equality?</p> <p>When does philosophy become revolutionary?</p> <p>How can government make men free?</p> <p><i>Big Idea: Change through Growth and Conflict</i></p> <p>What are the roles and responsibilities of government?</p> <p>When are differing beliefs beneficial?</p> | | <p>Who in society has the ability to force change?</p> <p>What is the relationship between the need for change and the need for stability?</p> <p>How do growth and conflict influence a nation's political development?</p> <p><i>Big Idea: Freedom Expands and Contracts</i></p> <p>When are differing beliefs beneficial?</p> <p>Who determines how much freedom another has?</p> <p>How is the meaning of freedom determined?</p> | |

GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

| 8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government. | | | |
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| <p>1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.</p> | <p>Concepts</p> <ul style="list-style-type: none"> • Constitution • Compromise • Checks and Balances • Confederation • Executive power • Federalism • Judicial power • Limited government • Legislative power • Representation • republic • Self-government • Separation of powers • States' rights • Popular sovereignty • Separation of church and state • Rule of law | <p>Reading Like a Historian Lessons</p> <p>Federalists and Anti-Federalists</p> <p>Slavery in the Constitution</p> | <p>CCSS Writing Emphasis</p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> |
| <p>2. Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.</p> | | | |
| <p>3. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian Nations under the commerce clause.</p> | | | |
| <p>4. Describe the political philosophy underpinning the Constitution as specified in the Federalist Papers (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.</p> | | | |
| <p>5. Understand the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.</p> | | | |
| <p>6. Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.</p> | | | |
| <p>7. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.</p> | | | |

GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

Sample Essential Questions

Big Idea: The Changing Meanings of Freedom

When can compromise limit freedom?

Should the powers of government be limited?

What is a government's responsibility to its people?

How can you make the distribution of power fair?

How important are the rights of the individual versus the rights of the majority?

Should freedom have limitations?

How do the powers of government reflect the meanings of freedom and equality?

Big Idea: Change through Growth and Conflict

What is the relationship between the need for change and the need for stability?

How does purpose drive change?

Where does the power to rule come from?

Big Idea: Freedom Expands and Contracts

How does compromise affect the growth of freedom?

Why must individual rights be ensured, yet political authority restricted?

GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

| 8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it. | | | |
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| <p>1. Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.</p> <p>2. Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.</p> <p>3. Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution's clauses on interstate commerce, common coinage, and full-faith and credit.</p> <p>4. Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).</p> <p>5. Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebellion).</p> <p>6. Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).</p> <p>7. Understand the functions and responsibilities of a free press.</p> | <p>Concepts</p> <ul style="list-style-type: none"> • Loose construction • Strict construction • Tariff • Federalism • Judicial Review • Political party | <p>Reading Like a Historian Lessons</p> <p>Hamilton v. Jefferson</p> <p>Shay's Rebellion OUT</p> | <p style="text-align: center;">CCSS Writing Emphasis</p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> |
| <p>Sample Essential Questions</p> <p><i>Big Idea: The Changing Meanings of Freedom</i></p> <p>How does joining a group affect a person's freedom? What are the roles and responsibilities of citizens in a democracy? How important is individual participation to change? How important is cooperation to progress? What is economic freedom?</p> <p><i>Big Idea: Change through Growth and Conflict</i></p> <p>How do differing perspectives or purpose affect equality? How can cooperation unite and divide?</p> | | <p>How important is individual participation to change? How do differing views lead to growth and change? (in government/in a political system/in a society) How can citizen participation in government affect growth? <i>Big Idea: Freedom Expands and Contracts</i> How does joining a group limit or increase freedom? Does joining a group expand or contract freedom?</p> | |

GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

| 8.4 Students analyze the aspirations and ideals of the people of the new nation. | | | |
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| <p>1. Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.</p> | <p>Concepts</p> <ul style="list-style-type: none"> • Capitalism • Neutrality • Expansion | <p>Reading Like a Historian Lessons</p> <p style="color: blue;">Louisiana Purchase</p> | <p style="text-align: center;">CCSS Writing Emphasis</p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> |
| <p>2. Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Address).</p> | | | |
| <p>3. Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).</p> | | | |
| <p>4. Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).</p> | | | |
| <p>Sample Essential Questions</p> <p><i>Big Idea: The Changing Meanings of Freedom</i></p> <p>How do citizens (both individually and collectively) influence government policy?</p> <p>In what ways do art and literature reflect changes in society?</p> <p>How important is culture to identity?</p> <p>How are our ideals of freedom reflected in our daily lives?</p> <p>How do traditions in art, music, and literature reflect the changing meaning of freedom in America?</p> | | <p><i>Big Idea: Change through Growth and Conflict</i></p> <p>What makes a culture?</p> <p>How does the growth and change of a society reflect art and literature?</p> <p>How can a society's traditions in art, literature, and music affect its growth as a nation?</p> <p><i>Big Idea: Freedom Expands and Contracts</i></p> <p>Can the arts change society's views of freedom?</p> <p>When do increases in personal freedom change society?</p> | |

GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

| 8.5 Students analyze U.S. foreign policy in the early Republic. | | | |
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| <p>1. Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.</p> <p>2. Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.</p> <p>3. Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.</p> | <p>Concepts</p> <ul style="list-style-type: none"> • Manifest Destiny • Imperialism • Foreign policy • Nationalism | <p>Reading Like a Historian Lessons</p> | <p>CCSS Writing Emphasis</p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> |
| <p>Sample Essential Questions</p> <p><i>Big Idea: The Changing Meanings of Freedom</i></p> <p>Why do people fight? Is conflict inevitable? Is conflict desirable? What is the price of progress? How do changing boundaries affect foreign policy? Do views of freedom and equality change when economics is involved?</p> <p><i>Big Idea: Change through Growth and Conflict</i></p> <p>How does policy reflect intention? How is freedom protected when threatened? How can conflict and change lead to progress?</p> | | <p>In what ways is commerce responsible for the development of society? How can expansion lead to conflict?</p> <p><i>Big Idea: Freedom Expands and Contracts</i></p> <p>How do obligations affect freedom? What types of actions prompt involvement? When does the freedom of one group of people trump the freedom of another? Why do countries get involved with conflict? How does isolationism affect freedom?</p> | |

GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

| 8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced. | | | |
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| <p>1. Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).</p> <p>2. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.</p> <p>3. Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869)..</p> <p>4. Examine the importance of the great rivers and the struggle over water rights.</p> <p>5. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.</p> <p>6. Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.</p> | <p>Concepts</p> <ul style="list-style-type: none"> • Frontier • Manifest Destiny • Natural resources • Sectionalism • Social mobility • Expansion • Democracy • Region • Spoils system | <p>Reading Like a Historian Lessons</p> <p style="color: blue;">Indian Removal</p> <p style="color: blue;">Lewis and Clark SAC</p> <p style="color: blue;">Manifest Destiny</p> <p style="color: blue;">Texas Independence</p> | <p>CCSS Writing Emphasis</p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> |
| <p>Sample Essential Questions</p> <p><i>Big Idea: The Changing Meanings of Freedom</i></p> <p>How does gender affect personal freedom?</p> <p>How can the vision of a possible future justify injustice?</p> <p>How does conflict expand the definition of freedom?</p> <p>When does the freedom of one group trump the rights of another?</p> <p><i>Big Idea: Change through Growth and Conflict</i></p> <p>How are growth and destruction related?</p> <p>What story do maps and globes tell?</p> <p>How can the vision of a possible future justify injustice?</p> <p>When is war justified to effectuate change?</p> <p>How does the need for resources affect growth and conflict?</p> | | <p><i>Big Idea: Freedom Expands and Contracts</i></p> <p>When can freedom be destructive?</p> <p>How can the vision of a possible future justify injustice?</p> <p>How does conflict expand the definition of freedom?</p> <p>When freedom is expanded for one is it contracted for another?</p> <p>When does the freedom of one group of people trump the freedom of another?</p> | |

GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

Instructional Component 2

| 8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast. | | | |
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| 1. Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction). | Concepts <ul style="list-style-type: none"> • Factory system • Industrial Revolution • Natural resources • Reform • Sectionalism • Social mobility • Assimilation • Immigration • Suffrage • Transcendentalism • Individualism | Reading Like a Historian Lessons Irish Immigration | CCSS Writing Emphasis 1. Write arguments focused on <i>discipline-specific content</i> . a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. |
| 2. Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System). | | | |
| 3. List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine). | | | |
| 4. Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities. | | | |
| 5. Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture. | | | |
| 6. Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony). | | | |
| 7. Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow). | | | |
| Sample Essential Questions <i>Big Idea: The Changing Meanings of Freedom</i> Why do people fight? Is conflict inevitable? Is conflict desirable? What is the price of progress? Do views of freedom and equality change when economics is involved? | | How can the expansion of infrastructure create growth and conflict? What kind of growth and conflict do people encounter when trying to obtain new rights? | |

GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

Big Idea: Change through Growth and Conflict

How does geography affect freedom?

How can economics inspire change?

How do economics effect the growth of society?

Big Idea: Freedom Expands and Contracts

When can personal sacrifice lead to the growth of personal freedom?

How does the inclusion of sectors of a population change its ideology of freedom?

How does economics benefit from freedom expanding?

Does the distribution of power weaken or expand freedom?

GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.

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| <p>1. Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.</p> <p>2. Trace the origins and development of slavery; its effect on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).</p> <p>3. Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.</p> <p>4. Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.</p> | <p>Concepts</p> <ul style="list-style-type: none"> • Agrarian economy • Cash crops • Natural resources • Sectionalism • Slavery | <p>Reading Like a Historian Lessons</p> <p style="color: blue;">Nat Turner</p> <p style="color: blue;">Middle Passage</p> | <p>CCSS Writing Emphasis</p> <p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> |
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Sample Essential Questions

Big Idea: The Changing Meanings of Freedom

- What is the difference between physical freedom and spiritual freedom?
- What causes people to revolt?
- In what ways can where we live affect how we live?
- Is freedom in the eye of the beholder?
- How does the term freedom differ with different perspectives?

Big Idea: Change through Growth and Conflict

- How does resistance to change affect growth?
- Is violence justified to effect change?
- How do economics effect the growth of society?

Big Idea: Freedom Expands and Contracts

- How do people adjust to a lack of personal freedom?
- When can economic freedom affect other freedoms?
- How does economy influence freedom?

GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

| 8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence. | | | |
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| <p>1. Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).</p> <p>2. Discuss the abolition of slavery in early state constitutions.</p> <p>3. Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.</p> <p>4. Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.</p> <p>5. Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the Dred Scott v. Sandford decision (1857), and the Lincoln-Douglas debates (1858).</p> <p>6. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.</p> | <p>Concepts</p> <ul style="list-style-type: none"> • Abolition • Justice • Freedom • Compromise • Equality • Annexation • Popular sovereignty | <p>Reading Like a Historian Lessons</p> <p>John Brown</p> <p>Abraham Lincoln SAC</p> | <p>CCSS Writing Emphasis</p> <p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> |
| <p>Sample Essential Questions</p> <p><u><i>Big Idea: The Changing Meanings of Freedom</i></u></p> <p>Is equality a right or a privilege?</p> <p>Should freedom and equality have limitations?</p> <p>Does freedom belong to everyone?</p> <p>Is change more effectively accomplished with peace or violence?</p> <p>How do economics play a role in society's view of freedom and equality?</p> <p>How do beliefs influence action?</p> <p>What is the relationship between violence and freedom?</p> <p>What is worth fighting for?</p> | | <p><u><i>Big Idea: Change through Growth and Conflict</i></u></p> <p>Does the end justify the means?</p> <p>Is change more effectively accomplished with peace or conflict?</p> <p>How is change made?</p> <p>What makes change happen?</p> <p>When does challenging beliefs lead to growth?</p> <p><u><i>Big Idea: Freedom Expands and Contracts</i></u></p> <p>Who should control freedom?</p> <p>Should freedom be controlled?</p> <p>What inspires some to fight for the freedom of others?</p> <p>What is worth fighting for?</p> | |

GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

| 8.10 Students analyze the multiple causes, key events and complex consequences of the Civil War. | | | |
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| 1. Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun. | <p>Concepts</p> <ul style="list-style-type: none"> • Emancipation • Civil War • Nullification • Secession • Authority | <p>Reading Like a Historian Lessons</p> <p>Emancipation Proclamation</p> | <p>CCSS Writing Emphasis</p> <p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> |
| 2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists. | | | |
| 3. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine. | | | |
| 4. Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865). | | | |
| 5. Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments. | | | |
| 6. Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox. | | | |
| 7. Explain how the war affected combatants, civilians, the physical environment, and future warfare. | | | |
| <p>Sample Essential Questions</p> <p><i>Big Idea: The Changing Meanings of Freedom</i></p> <p>What is the price of freedom? What is the meaning of freedom? Why is it important to remember what you stand for in times of crisis?</p> <p><i>Big Idea: Change through Growth and Conflict</i></p> <p>How are violence and growth interrelated? How can technological growth change conflict? What is the price of change?</p> | | <p>What benefits emerge from war? What kinds of change occur as a result of war?</p> <p><i>Big Idea: Freedom Expands and Contracts</i></p> <p>When can violence and destruction increase freedom? Does some freedom have to be given up so freedom can be enjoyed? When is war justified? Who should control freedom?/ Should freedom be controlled? What is worth fighting for?</p> | |

GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

| 8.11 Students analyze the character and lasting consequences of Reconstruction. | | | |
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| <p>1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.</p> | <p>Concepts</p> <ul style="list-style-type: none"> • Reconstruction • Impeachment • Segregation • Discrimination • Civil Rights • Reconciliation • Freedom | <p>Reading Like a Historian Lessons</p> <p>Radical Reconstruction</p> <p>Thomas Nast's Political Cartoons</p> <p>Sharecropping</p> <p>Reconstruction SAC</p> | <p>CCSS Writing Emphasis</p> <p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> |
| <p>2. Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).</p> | | | |
| <p>3. Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.</p> | | | |
| <p>4. Trace the rise of the Ku Klux Klan and describe the Klan's effects.</p> | | | |
| <p>5. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.</p> | | | |
| <p>Sample Essential Questions</p> <p><i>Big Idea: The Changing Meanings of Freedom</i></p> <p>Are freedom and equality the same thing?</p> <p>What is the price of progress?</p> <p>What is the price of freedom?</p> <p>Is physical freedom enjoyable without economic freedom?</p> <p>How is freedom constantly evolving?</p> <p>Does equality feel less attainable when one is a minority?</p> <p>What happens when the meaning of freedom changes?</p> <p>How has the meaning of citizenship evolved?</p> <p>How does wealth affect freedom?</p> <p><i>Big Idea: Change through Growth and Conflict</i></p> <p>How can laws lead to conflict?</p> <p>What is the price of change?</p> <p>In what ways can change be unwelcome or resisted?</p> | | <p><i>Big Idea: Freedom Expands and Contracts</i></p> <p>How do changes in laws become changes in behavior?</p> <p>How is freedom limited by economics?</p> <p>Who should control freedom?</p> <p>Should freedom be controlled?</p> | |

GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

| 8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution. | | | |
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| | <u>Concepts</u> | <u>Reading Like a Historian Lessons</u> | <u>CCSS Writing Emphasis</u> |
| 1. Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map. | <ul style="list-style-type: none"> • Labor movement • Mass production • “Melting Pot” • Progressive • “Unionism • Urbanization • Economic growth • Capitalism • Immigration | <p>The Battle of Little Bighorn</p> <p>Jacob Riis and Immigrants</p> <p>Pullman Strike</p> <p>Albert Parsons SAC</p> <p>Homestead Strike</p> <p>Chinese Immigration & Exclusion</p> <p>Populism & Election of 1896</p> <p>1898 North Carolina Election</p> | <p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> |
| 2. Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization. | | | |
| 3. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies. | | | |
| 4. Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford). | | | |
| 5. Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement). | | | |
| 6. Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions. | | | |
| 7. Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism. | | | |
| 8. Identify the characteristics and impact of Grangerism and Populism. | | | |
| 9. Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright). | | | |

GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

Sample Essential Questions

Big Idea: The Changing Meanings of Freedom

How does economic status impact rights and freedoms?
Can economic freedom lead to a lack of equal opportunity?
When are restrictions on freedom part of the greater good for society?
How does the rise of industry change the meanings of freedom and equality?

Big Idea: Change through Growth and Conflict

How much impact can one individual have on the growth of a country?
Should the rights of the many be protected over the economic freedom of the few?
How can economics inspire change?
Should any section of society be immune to change?
Can restrictions on freedom be part of the greater good for society?

Big Idea: Freedom Expands and Contracts

Is there such a thing as too much freedom?
Does economic success of the few limit the freedom of the many?
How does the economy influence freedom?