

California

Grade(s): 8

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

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 the Creator with certain unalienable Rights”).*

2686 The American Revolution

Unit 2 Open Rebellion

5 Understanding Phrases from the Declaration of Independence

3 *Analyze how the American Revolution affected other nations, especially France.*

2686 The American Revolution

Unit 1 Causes of the American Revolution

1 Local Taxation

3 Simulation One: Creating Skits Dramatizing British Acts Imposed on the Colonies

Unit 2 Open Rebellion

5 Understanding Phrases from the Declaration of Independence

Unit 4 Formation of a New Government

3 Will the Government Survive?

4 *Describe the nation’s blend of civic republicanism, classical liberal principles, and English parliamentary traditions.*

2686 The American Revolution

Unit 2 Open Rebellion

2 Promoting Common Sense

3 Simulation Two: Independence or Not? (A Play in Five Acts)

5 Understanding Phrases from the Declaration of Independence

Unit 4 Formation of a New Government

3 Will the Government Survive?

8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

1 *Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.*

2684 Colonial America

Unit 2 The Mayflower Compact

- 2 The History Behind the Mayflower Compact
- 5 Colonial Occupations

2688 The Constitution and a New Government

Unit 1 Writing the New Constitution

- 9 The Bill of Rights

2 *Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.*

2688 The Constitution and a New Government

Unit 1 Writing the New Constitution

- 12 Constitutional Scavenger Hunt
- 3 Drawing on Life Experience
- 5 Simulation One: Writing Solutions to the Problems of the Articles of Confederation
- 6 Simulation Two: The Constitutional Convention Play
- 7 Reflections on the Constitutional Convention Play

Unit 2 The New Federal Government

- 7 Transcripts of Letters

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.*

2688 The Constitution and a New Government

Unit 1 Writing the New Constitution

- 12 Constitutional Scavenger Hunt
- 5 Simulation One: Writing Solutions to the Problems of the Articles of Confederation
- 6 Simulation Two: The Constitutional Convention Play
- 9 The Bill of Rights

Unit 2 The New Federal Government

- 11 Charting Checks and Balances
- 3 Simulation Three: Elect a President
- 6 Simulation Four: How a Bill Becomes a Law
- 9 Simulation Five: Marbury v. Madison

Unit 4 Foreign Treaties

- 4 The Negotiations
- 5 Reflections and Current Events

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.*

2688 The Constitution and a New Government

Unit 1 Writing the New Constitution

12 Constitutional Scavenger Hunt

5 Simulation One: Writing Solutions to the Problems of the Articles of Confederation

6 Simulation Two: The Constitutional Convention Play

9 The Bill of Rights

6 *Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.*

2688 The Constitution and a New Government

Unit 1 Writing the New Constitution

4 The New Government Background Information

6 Simulation Two: The Constitutional Convention Play

Unit 2 The New Federal Government

11 Charting Checks and Balances

2 The Responsibilities of the President

9 Simulation Five: Marbury v. Madison

7 *Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of the majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.*

2688 The Constitution and a New Government

Unit 1 Writing the New Constitution

4 The New Government Background Information

6 Simulation Two: The Constitutional Convention Play

Unit 2 The New Federal Government

11 Charting Checks and Balances

2 The Responsibilities of the President

6 Simulation Four: How a Bill Becomes a Law

9 Simulation Five: Marbury v. Madison

8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.

- 2 *Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holding, townships, and states.*

2686 The American Revolution

Unit 5 Achievements of the Articles of Confederation Government

- 2 The Land Ordinance of 1785

- 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).*

2688 The Constitution and a New Government

Unit 2 The New Federal Government

- 6 Simulation Four: How a Bill Becomes a Law

- 7 *Understand the functions and responsibilities of a free press.*

2688 The Constitution and a New Government

Unit 1 Writing the New Constitution

- 11 Examining Freedom of the Press

8.4 Students analyze the aspirations and ideals of the people of the new nation.

- 1 *Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.*

2659 Westward Expansion

Unit 1 The Oregon Trail

- 12 Whole-Group Discussion Questions

- 13 Emigrant Cards

- 4 Designing and Creating the Wagon

Unit 2 Life in the West

- 2 Writing Young-Adult Historical Fiction

Unit 3 Lakota Lobbyist Hearing

- 1 Background Information

2684 Colonial America

Unit 1 The Peopling of America

- 1 Personal Exploration: Immigration

- 3 The Peopling of America Time Line

- 5 Simulation One: Packing Up

Unit 3 Native American Museum Project

- 3 Simulation Three: Native American Museum Exhibit

Unit 4 Colonization

1 Designing a Colonial Settlement

4 *Discuss daily life, including traditions in art, music, and literature, of early national American (e.g., through writings by Washington Irving, James Fenimore Cooper).*

2684 Colonial America**Unit 1 The Peopling of America**

1 Personal Exploration: Immigration

3 The Peopling of America Time Line

Unit 2 The Mayflower Compact

5 Colonial Occupations

Unit 3 Native American Museum Project

3 Simulation Three: Native American Museum Exhibit

Unit 4 Colonization

1 Designing a Colonial Settlement

Unit 5 Colonial Life

4 Laws and Moral Reasoning--Judging Cases

8.5 Students analyze U.S. foreign policy in the early Republic.

3 *Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.*

2688 The Constitution and a New Government**Unit 4 Foreign Treaties**

4 The Negotiations

5 Reflections and Current Events

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.

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).*

2689 The Industrial Revolution**Unit 1 The Rise of Industrialization**

1 What Sparked the Industrial Revolution

2 Handmade Versus Machine-Made Objects

Unit 2 Inventions

1 Inventions of the 19th Century

- 2 Inventors of the 19th Century
- 4 Sears Consumer Goods from the Turn of the Century
- 5 Lifestyle Changes as Seen from the Sears Catalog
- 6 Using the Consumer Price Index to Compare Values

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).*

2660 Ellis Island Immigration

Unit 1 Pre-Simulation Activities

- 10 Immigration Statistics
- 4 Statue of Liberty
- 5 The Poem: "The New Colossus"
- 7 Laws and Quotas
- 9 Who Are the Immigrants?

Unit 3 Post-Simulation Activities

- 2 Special Committee Investigating the Status of Immigrants

6 *Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).*

2691 The Roaring Twenties & The Great Depression

Unit 2 The Flapper and Women's Rights

- 2 Pre-Activity: Comparing the Flapper to the Gibson Girl
- 3 Simulation Two: The Real Deal-"It"

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.**

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.*

2659 Westward Expansion

Unit 1 The Oregon Trail

- 13 Emigrant Cards

Unit 2 Life in the West

- 1 Designing an Advertisement for People to Move Out West
- 2 Writing Young-Adult Historical Fiction

Unit 3 Lakota Lobbyist Hearing

1 Background Information

8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.

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.

2658 The Civil War

Unit 2 Documentary TV

2 Sample Rubric for Peer Assessment

2 Trace the boundaries constituting the North and South, the geographical differences between the two regions, and the differences between agrarians and industrialists.

2658 The Civil War

Unit 2 Documentary TV

2 Sample Rubric for Peer Assessment

Unit 4 The Battle of Kaymat

7 Simulation Four: Battle of Kaymat Simulation Game

8 Whole-Group Discussion Questions

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.

2658 The Civil War

Unit 2 Documentary TV

2 Sample Rubric for Peer Assessment

Unit 3 Vote for a General

4 Simulation Three: Vote for a Qualified Leader

6 Describe the critical developments and events in the war, including the major battles, geographic advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.

2658 The Civil War

Unit 2 Documentary TV

2 Sample Rubric for Peer Assessment

Unit 3 Vote for a General

4 Simulation Three: Vote for a Qualified Leader

Unit 4 The Battle of Kaymat

- 7 Simulation Four: Battle of Kaymat Simulation Game
- 8 Whole-Group Discussion Questions

Unit 5 The Trial of Andrew Johnson

- 1 Simulation Five: The Trial of Andrew Johnson Play

7 *Explain how the war affected combatants, civilians, the physical environment, and future warfare.*

2658 The Civil War

Unit 2 Documentary TV

- 2 Sample Rubric for Peer Assessment

Unit 5 The Trial of Andrew Johnson

- 1 Simulation Five: The Trial of Andrew Johnson Play

8.11 Students analyze the character and lasting consequences of Reconstruction.

5 *Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.*

2688 The Constitution and a New Government

Unit 1 Writing the New Constitution

- 3 Drawing on Life Experience
- 6 Simulation Two: The Constitutional Convention Play
- 7 Reflections on the Constitutional Convention Play

Unit 2 The New Federal Government

- 7 Transcripts of Letters

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.

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.*

2689 The Industrial Revolution

Unit 1 The Rise of Industrialization

- 1 What Sparked the Industrial Revolution
- 2 Handmade Versus Machine-Made Objects

Unit 2 Inventions

- 1 Inventions of the 19th Century
- 2 Inventors of the 19th Century
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- 5 Lifestyle Changes as Seen from the Sears Catalog
- 6 Using the Consumer Price Index to Compare Values

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).*

2660 Ellis Island Immigration

Unit 1 Pre-Simulation Activities

- 10 Immigration Statistics
- 4 Statue of Liberty
- 5 The Poem: "The New Colossus"
- 7 Laws and Quotas

Unit 3 Post-Simulation Activities

- 2 Special Committee Investigating the Status of Immigrants

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.*

2689 The Industrial Revolution

Unit 6 Poor Factory Conditions

- 1 The Strike Simulation
- 5 Pre-Activity II: New York Times Excerpt on the Triangle Shirtwaist Factory Fire

Unit 7 The Creation of Labor Unions

- 2 The Inner-Outer Circle Discussion

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).*

2689 The Industrial Revolution

Unit 1 The Rise of Industrialization

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