

SHEPHERD 8TH GRADE AMERICAN HISTORY STANDARDS
ALIGNED WITH CURRENT TEXT

Historical and Social Sciences Analysis Skills

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades eight. They are to be assessed *only in conjunction with* the content standards in grades eight.

In addition to the standards for grade eight, students demonstrate the following intellectual reasoning, reflection, and research skills:

Chronological and Spatial Thinking

1. Students explain how major events are related to one another in time.
2. Students construct various time lines of key events, people, and periods of the historical era they are studying. (Intellectual skill)
3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

Research, Evidence, and Point of View

1. Students frame questions that can be answered by historical study and research.
2. Students distinguish fact from opinion in historical narratives and stories.
3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

Historical Interpretation

1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.
3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
4. Students recognize the role of chance, oversight, and error in history.
5. Students recognize that interpretations of history are subject to change as new information is uncovered.
6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

***SS8.1.0 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.**

***SS8.1.1** Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.

***SS8.1.2** Describe their varied customs and folklore traditions.

***SS8.1.3** Explain their varied economies and systems of government.

***SS8.2.0 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.**

***SS8.2.1** Describe the competition among the English, French, Spanish, Dutch, and Indian Nations for control of North America.

SS8.2.2 Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).

***SS8.2.3** **Discuss** the conflicts before the Revolutionary War(ie., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).

SS8.2.4 Discuss the role of broken treaties and massacres and the factors that led to the Indians' defeat, including the resistance of Indian nations to encroachments and assimilation (i.e., the story of the Trail of Tears).

SS8.2.5 **Compare/Contrast** the influence and achievements of significant leaders of the time (i.e.,). (**opposing forces**) i.e. King /Puritans

SS8.3.0 Students trace the routes of early explorers and describe the early explorations of the Americas.

SS8.3.1 Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.

SS8.3.2 Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vásquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (i.e., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).

SS8.3.3 Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world . (i.e. Columbus and Cortez)

SS8.3.4 Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.

SS8.3.5 Locate on maps of North and South America land claimed.

SS8.3.6 Explain how and where each empire arose and how the Aztec and Incan Empires were defeated by the Spanish.

***SS8.4.0 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).**

SS8.4.1 Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.

SS8.4.2 Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.

***SS8.4.3** Examine the origins of modern capitalism; the influence of mercantilism ; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.

***SS8.4.4** Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution

***SS8.4.5** Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).

SS8.4.6 Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.

***SS8.5.0 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.**

***SS8.5.1 Compare** the influences of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.

S8.5.2 Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (**ie.**, John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).

***SS8.5.3** Describe the religious aspects of the earliest colonies (**ie.**, Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).

SS8.5.4 Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion.

***SS8.5.5 Evaluate** how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.

***SS8.5.6** Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.

SS8.5.7 Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.

***SS8.6.0 Students explain the causes of the American Revolution.**

***SS8.6.1** Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts)

***SS8.6.2** Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.

***SS8.6.3 Identify** the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.

SS8.6.4 Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams)

***SS8.7.0 Students understand the course and consequences of the American Revolution.**

***SS8.7.1** Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.

SS8.7.2 Describe the contributions of France and other nations and of individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Ko' sciuszko, Baron Friedrich Wilhelm von Steuben).

***SS8.7.3** Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).

***SS8.7.4 Explain** the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.

***SS8.7.5** Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.

***SS8.7.6** **Identify** the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.

***SS8.7.7** **Explain** how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.

***SS8.8.0 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.**

SS8.8.1 **List** the shortcomings of the Articles of Confederation as set forth by their critics.

***SS8.8.2** Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.

***SS8.8.3** **Identify** the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.

***SS8.8.4** **Explain** how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.

SS8.9.0 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

SS8.9.1 Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).

SS8.9.2 Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).

SS8.9.3 Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).

SS9.9.4 Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).

SS8.9.5 Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.

***SS8.10.0 Students analyze the multiple causes, key events, and complex consequences of the Civil War.**

***SS8.10.1** Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.

SS8.10.2 Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.

***SS8.10.3** 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).

***SS8.10.4** Compare and contrast 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 **the assessment would be a paper based on a person or group from each side of the conflict)**

*** THESE ARE POWER STANDARDS ALONG WITH HIGHLIGHTED**