

8th Grade Social Studies

Pacing Guide and Unpacked Standards



**GROVEPORT
MADISON**
SCHOOLS

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Groveport Madison Social Studies Pacing Guide

Theme: U.S. Studies from 1492 to 1877 Exploration through Reconstruction

8	History	Geography	Government	Economics	Standards for Literacy Reading (Integrate Throughout Each Topic)
1st 9 wks	<u>Historical Thinking and Skills</u> HI.1 Primary and secondary sources from multiple perspectives <u>Colonization to Independence</u> HI.2 Colonization by Europeans HI.3 Competition conflicts of colonizing powers HI.4 Race-based slavery led to migration	<u>Spatial Thinking Skills</u> GE.13 Modern and historical maps <u>Human Systems</u> GE.15 Movement of people, products and ideas GE.16 Cultural biases and consequences	<u>Roles and Systems of</u> GO.18 Participation in social and civic groups GO.19 Media influences Government GO.20 Established government GO.21 Limited power of government		RH.6-8.1 Cite specific textual evidence to support analysis. RH.6-8.2(a,b) Analyze central ideas & summarize. RH.6-8.3 Follow precisely a multistep procedure. RH.6-8.4 Determine the meaning of symbols & key terms. RH.6-8.5 Analyze the structure of text. RH.6-8.6 Analyze the author's purpose. RH.6-8.7 Integrate quantitative or technical information visually. RH.6-8.8 Distinguish among facts & speculations in a text.
2nd 9 wks	<u>Colonization to Independence</u> HI.5 Declaration of Independence and American Revolution/Enlightenment <u>A New Nation</u> HI.6 Outcome of American Revolution	<u>Human Systems</u> GE.18 Active participation in social And civic groups	<u>Roles and Systems of</u> <u>Government</u> GO.20 Established government GO.21 Limited power of government		RH.6-8.9 Compare and contrast gained information on the same topic. RH.6-8.10 Read, comprehend & respond to media from multiple perspectives.
3rd 9 wks	HI.7 <u>Articles of Confederation and</u> Debate of US Constitution <u>A New Nation</u> HI.8 First Administrations and War of 1812 <u>Expansion</u> HI.9 U.S. added territories HI.10 Westward expansion	<u>Human Systems</u> GE.14 Availability of natural resources GE.15 Movement of people, products and ideas GE.16 Cultural biases and consequences GE.17 Unique national identity <u>Civic Participation and Skills</u> GE.19 Media influences		<u>Production and</u> <u>Consumption</u> EC.23 Industrial Revolution <u>Markets</u> EC.24 Government impact	Standards for Literacy Writing (Integrate Throughout Each Topic)
4th 9 wks	<u>Civil War and Reconstruction</u> HI.11 Disputes and issues leading to American Civil War HI.12 Reconstruction period			<u>Economic and Decision</u> <u>Making Skills</u> EC.22 Choices leading to consequences <u>Markets</u> EC.24 Government impacts <u>Financial Literacy</u> EC.25 Management of personal finances	WHST.6-8.1(a,b,c,d,e,f) Write arguments to support claims & thesis. WHST.6-8.2(a,b,c,d,e,f,g) Write informative/ explanatory texts. WHST.6-8.4 Develop, organize & produce clear and coherent writing. WHST.6-8.5 Develop & strengthen writing through revision processes. WHST.6-8.6 Use technology to produce & publish writing. WHST.6-8.7 Conduct short research projects. WHST.6-8.8 Gather relevant information from credible digital & print sources. WHST.6-8.9 Support analysis & draw evidence from informational text. WHST.6-8.10 Write routinely over extended time frames.

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 8

8.HI.1

Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

Essential Understanding

- Analyzing sources for multiple perspectives and defending a position

Extended Understanding

- Evaluating the credibility of sources and validity of arguments

Vocabulary

- Analyze
- Describe
- Present
- Defend
- Perspectives
- Primary Source
- Secondary Source

Essential Skills

- The student can analyze primary and secondary sources to describe the different perspectives on an issue relating to a historical event in U.S. history and to present and defend a position.
- The student can define a primary source.
- The student can define a secondary source.
- The student can define perspectives.
- The student can identify perspectives in primary and secondary sources.
- The student can present a position on a historical event.
- The student can defend a position on a historical event.
- The student can compare multiple perspectives in primary and secondary sources.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Throughout the study of history, historical documents, artifacts and other materials can be examined in terms of the perspective or point of view they represent.
- Primary and secondary sources can be studied to understand how the same event might be portrayed from different perspectives. Primary sources provide first-hand information about historical events. Secondary sources provide interpretations of events by people who were not present at the events they discuss.
- In using documents, historians determine the applicability of information and separate factual information from opinion and fiction. Historians also use evidence provided by the primary and secondary sources to construct arguments that support a stated position.
- Students create a National History Day project by researching multiple perspectives and then develop and defend a thesis based on their research. Information on Ohio History Day can be found at <http://www.ohiohistory.org/historyday>.
- Have students analyze primary and secondary sources to develop and write a historical narrative from multiple perspectives. Students will present and defend their historical narratives.
- Students use primary and secondary sources to investigate an event in American history. For example, students could investigate the Boston Massacre by examining the perspectives of the British soldiers and the colonists. Have them recreate the trial where students assume the roles of judge, attorneys, witnesses and jury members. The class will compare the outcome of their trial with the outcome of the original trial.
- Reading Like a Historian- <http://sheg.stanford.edu/rlh> - Each lesson revolves around a central historical question and features sets of primary documents modified for groups of students with diverse reading skills and abilities.
- Primary Sources at Yale - http://www.yale.edu/collections_collaborative/primarysources/ - The university's website has a primary source database with digital copies of hundreds of historical primary sources.
- The National Archives - <http://www.archives.gov/education/> - This website is a source of free primary source documents.
- Boston Massacre - <http://www.archives.gov/historical-docs/todays-doc/index.html?dod-date=305> - This website provides a picture of an engraving by Paul Revere that depicts the Boston Massacre. It is titled: The bloody massacre perpetrated in King Street, Boston, on Mar. 5, 1770.

Sample Question Stems and Performance Tasks

- Identify and explain the difference between primary and secondary sources?
- Identify how the author of a source defends her position on a topic.
- Create a Venn diagram comparing the two perspectives in a chosen source.
- Identify evidence in a source to support the writer’s position?
- After reading your textbook chapter on _____, compare the textbook narrative with three primary sources that express different perspectives on the same topic. Which sources seem to agree with the textbook narrative? Which sources disagree with the textbook narrative?
- Choose a topic from U.S. History to 1877 to research multiple perspectives through primary and secondary sources. Write an essay and create a multimedia presentation in which you take a position on the topic and defend your position with evidence and reasoning.

7.HI.1 (Prior Grade Standard)

Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today’s norms and values.

9.HI.2 (Future Grade Standard)

The use of primary and secondary sources of information includes an examination of the credibility of each source.

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 8

8.HI.2

North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.

Essential Understanding

- Causes of European exploration and colonization

Extended Understanding

Effects of European exploration and colonization

Vocabulary

- Explain
- Economic
- Religious
- Exploration

Essential Skills

- The student can explain the economic and religious reasons for the exploration and colonization of North America by Europeans.
- The student can identify reasons for European exploration from primary sources.
- The student can identify the original inhabitants of North America.
- The student can explain economic reasons for the European exploration of North America.
- The student can give examples of goods found in North America that had a market in Europe.
- The student can explain religious reasons for European exploration of North America.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- There were many different American Indian cultures inhabiting North America prior to the arrival of Europeans. In grade five, students learned about the unique characteristics of their cultures.
- Economic reasons behind the European exploration of North America include the pursuit for new trade routes to Asia, the quest for new opportunities and the search for resources (e.g., gold, silver). The Europeans found goods that had a market in Europe (e.g., food, timber, fur, tobacco).
- The religious reasons for Europeans coming to North America include escaping religious persecution, creating a religious utopia and converting American Indians to Christianity.
- Have students use a graphic organizer to compare the economic and religious reasons for exploration and colonization among the European countries.
- Have students assume the role of someone from one of these colonial powers: Great Britain, France, Spain or the Netherlands. Have them explain and justify their reasons for exploring and settling in North America. Students could present their justifications through a role play in front of the class and the class could determine if the reasons were economic or religious. Students also could write their justifications as an editorial for a newspaper. Then, with the editorials placed around the room, students read them and place stickers on each editorial classifying the justifications as religious or economic.

Sample Question Stems and Performance Tasks

- Explain an economic reason for European exploration of North America?
- Explain three religious reasons for European exploration of North America.
- Separate economic reasons for European exploration and colonization of North America from religious reasons.

6.HI.10 (Prior Grade Standard)

10. European economic and cultural influence dramatically increased through explorations, conquests and colonization.

(Future Grade Standard)

N/A

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 8

8.HI.3

Competition for control of territory and resources in North America led to conflicts among colonizing powers.

Essential Understanding

- Competition as a reason for conflict among colonizing powers

Extended Understanding

- Effects of European exploration and colonization

Vocabulary

- Explain
- Competition
- Rivalries
- Exploitation
- Territory
- Resources
- Colonizing

Essential Skills

- The student can explain how competition for control of territory and resources in North America led to conflicts among colonizing powers.
- The student can define colonization.
- The student can name the European countries involved in colonizing North America.
- The student can give examples of conflicts among colonizing powers.
- The student can explain how national rivalries in Europe led to land claims in North America.
- The student can explain how national rivalries in Europe led to exploitation of resources in North America.
- The student can analyze the impact of European conflicts on American Indians.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- National rivalries spurred the powerful European countries to make land claims and to exploit the resources of the Western Hemisphere.
- The British, French, Spanish, Swedes and Dutch struggled with each other to control settlement and colonization of North America. One consequence was a series of wars involving colonial powers, colonists and American Indians (e.g., King William’s War, Queen Anne’s War, King George’s War, the French and Indian War).
- Role-play an international meeting of the colonizing powers and American Indians to negotiate control of territory and resources in North America. Students should explain how competition led to conflict.

Sample Question Stems and Performance Tasks

- What is colonization?
- How did national rivalries lead European countries to make land claims in the Western Hemisphere?
- Identify which European countries settled and colonized land in North America.
- What was one consequence of conflicts between European nations over control of North America?
- Give two examples of wars that came about as European nations struggled with each to control settlement and colonization of North America.
- How did European conflicts for control of North America impact American Indians?

<p>6.HI.10 (Prior Grade Standard) European economic and cultural influence dramatically increased through explorations, conquests and colonization.</p>	<p>(Future Grade Standard) N/A</p>
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Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 8

<div style="border: 2px solid black; border-radius: 15px; padding: 10px; display: inline-block;"> <h3 style="margin: 0;">8.HI.4</h3> </div>	<p>The practice of raced-based slavery led to the migration of Africans to the American colonies and contributed to colonial economic development. Their knowledge, skills, and traditions were essential to the development of the colonies.</p>	<p><u>Essential Understanding</u></p> <ul style="list-style-type: none"> – Contributions of enslaved and free Africans to American colonies <p><u>Extended Understanding</u></p> <ul style="list-style-type: none"> Long term impact of slavery in the United States 	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Explain Describe Contributions Forced Migration Cultural Development Economic Development
<p><u>Essential Skills</u></p>	<ul style="list-style-type: none"> – The student can explain how the practice of race-based slavery led to the forced migration of Africans to the American colonies. – The student can describe the contributions of enslaved and free Africans to cultural and economic development in different regions of the American colonies. <p>The student can describe the practice of race-based slavery in the American colonies.</p> <p>The student can explain the perspectives of Europeans that led to race-based slavery.</p> <p>The student can discuss the economic motivations for slavery in the American colonies.</p> <p>The student can define forced migration.</p> <p>The student can describe ways in which enslaved and free Africans contributed to manufacturing and trade in the northern colonies.</p> <ul style="list-style-type: none"> – The student can describe ways in which enslaved and free Africans contributed to the agricultural system in southern colonies. – The student can cite cultural contributions of enslaved and free Africans in the American colonies. 		

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- The perspective of many Europeans that black Africans were inferior and uncivilized led to the forced relocation of hundreds of thousands of Africans to the American colonies. Although Africans aided Europeans in enslaving and in trading slaves, the practice was race-based and economically motivated. Europeans and many of the American colonists felt that the African slaves provided a source of cheap labor.
- Africans were not simply victims, but were intricately involved in the economic development of the colonies and, after the American Revolution, the United States. Slaves and freed Africans helped provide labor for northern manufacturers. They were particularly important in the maritime trade in the northern and southern colonies.
- Slaves also worked as artisans and domestics. Slavery was the foundation of the agricultural system in most of the Southern colonies and was critical in sustaining the cultivation of rice, cotton and tobacco as cash crops. Slaves from West and Central Africa contributed their knowledge of planting rice and sweet potatoes to the colonies. The cultural contributions of American slaves include their folklore and music.

Sample Question Stems and Performance Tasks

- What perspective of Europeans contributed to the practice of slavery in the United States?
- What was one motivation for the European slave trade of Africans?
- How did slavery contribute to economic development in northern colonies?
- How did slavery contribute to economic development in southern colonies?
- Explain two cultural contributions of enslaved and free Africans to the American colonies.

7.HI.9 (Prior Grade Standard)

The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies.

(Future Grade Standard)

N/A

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 8

8.HI.5

The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.

Essential Understanding

- Causes of the American Revolution

Extended Understanding

- Evaluate the colonists' justification for independence

Vocabulary

- Dissatisfaction
- Enlightenment
- Colonial Rule
- Declaration of Independence
- American Revolution

Essential Skills

- The student can connect the ideas of the Enlightenment and dissatisfaction with colonial rule to the writing of the Declaration of Independence and launching of the American Revolution.
- The student can explain key ideas of the Enlightenment.
- The student can discuss the terms of the Proclamation of 1763.
- The student can discuss the terms of the Sugar Act.
- The student can discuss the terms of the Stamp Act.
- The student can discuss the terms of the Townshend Acts.
- The student can discuss the terms of the Tea Act.
- The student can discuss the terms of the Coercive Acts.
- The student can discuss the terms of the Quartering Act.
- The student can discuss the terms of the Quebec Act.
- The student can compare ideas of the Enlightenment with the Declaration of Independence using primary sources.
- The student can analyze how the actions of the British government led to dissatisfaction with colonial rule.
- The student can analyze how the ideas of the Enlightenment are reflected in the Declaration of Independence.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- The American Revolution was made possible in part by the chain of political, economic and social changes that occurred during the Enlightenment. The ideas of Enlightenment (e.g., rights of the citizen, natural law, reason, idea of popular government) thinkers fueled the discontent felt by the American colonists with a series of actions instituted by the British government following the French and Indian War (e.g., Proclamation of 1763, Sugar Act, Stamp Act, Townshend Acts, Tea Act, Coercive Acts, Quartering Act, Quebec Act).
- Enlightenment ideas also influenced the writing of the Declaration of Independence, with an emphasis on natural rights, limitations on the power of the government, social contract and consent of the governed.
- Have students illustrate (e.g., graphic organizer, poster, pamphlet, newspaper article, web page) the colonial discontent influenced by Enlightenment ideas that led to the Declaration of Independence and American Revolution.
- Introduce the Enlightenment ideas on natural rights, limitations on the power of the government, social contract and consent of the governed. Form groups and have each examine the section of the Declaration of Independence that begins with “We hold these truths...” and ends with “...for their future security.” Have them identify the Enlightenment ideas reflected in this section and translate these into their own words with illustrations.
- National Archives - http://www.archives.gov/exhibits/charters/charters_of_freedom_1.html - The Declaration of Independence can be found with the original text at the National Archives webpage.
- Lesson Plan: King George, Give Us A Break! - <http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail.aspx?id=0907f84c80531d3c> - This model lesson from ODE’s Instructional Management System can be adapted to Content Statement 5.
- Creating the Declaration of Independence –<http://www.loc.gov/exhibits/creating-the-united-states/creating-the-declaration-of-independence.html>
Connect particular phrases and ideas set down in the Declaration of Independence with texts that preceded it. References Enlightenment philosophers.

Sample Question Stems and Performance Tasks

- Describe the Enlightenment belief in natural law?
- Describe four ideas of the Enlightenment that helped lead to the Declaration of Independence and American Revolution.
- Why were the American colonists unhappy with the Proclamation of 1763?
- A series of new laws passed by the British government following the French and Indian War contributed to dissatisfaction with colonial rule. The boxes on the left show the new laws. Match each box with the correct description on the right.
- Create a timeline of events from 1763-1776. Explain how each event led to dissatisfaction with British colonial rule.
- Explain two ways in which the Declaration of Independence reflects the ideas of the Enlightenment.
- Identify an Enlightenment idea contained in the Declaration of Independence.
- Imagine you are a colonist living in Boston in 1776. Write a letter or speech explaining why you are upset with the British over the American colonial rule. What specific actions has the British government taken? How will you respond to these actions?
- Write an essay explaining whether or not you believe the American colonists were justified in declaring independence from Britain. Be sure to discuss both sides of the argument, but take one position or the other. Support your claim with evidence and sound reasoning.

4.HI.4 (Prior Grade Standard)

The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation.

9.HI.8 (Future Grade Standard)

Enlightenment ideas on the relationship of the individual and the government influenced the American Revolution, French Revolution and Latin American wars for independence.

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 8

8.HI.?

Key events and significant figures in American history influenced the course and outcome of the American Revolution.

Note: No additional information. Awaiting ODE adoption and revisions.

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 8

8.HI.6

The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.

Essential Understanding

- Political, social, and economic effects of the American Revolution

Extended Understanding

- Evaluating the successes and failures of the Articles of Confederation

Vocabulary

- Analyze
- Political
- Social
- Economic
- Articles of Confederation
- Precedent
- Northwest Ordinance

Essential Skills

- The student can analyze the new political, social and economic relationships for the American people that resulted from the American Revolution.
- The student can describe the organization of the United States under the Articles of Confederation.
- The student can explain how state new governments replaced British colonial rule.
- The student can list the questions that state governments had to address in their new governing documents.
- The student can explain the precedents established by the Northwest Ordinance.
- The student can compare provisions of the Northwest Ordinance and the U.S. Constitution using primary source excerpts.
- The student can explain how the relationship between people and government changed following the American Revolution.
- The student can explain how the transition from mercantilism to thirteen separate colonies impacted the economy following the American Revolution.
- The student can evaluate the impact of the Northwest Ordinance.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- The American Revolution achieved national independence for the United States of America, a new country organized under the Articles of Confederation.
- As citizens of a new nation, the American people found themselves having to adjust to a new series of relationships. Thirteen colonies owing allegiance to Great Britain transitioned into 13 sovereign states loosely united as a confederation. Each state had to create new governing documents and address issues such as who would become citizens and with what rights, would there be established churches, and what would be done with the institution of slavery. The former colonies moved from support of a mother country under a mercantilist system to 13 separate economies facing currency, banking and trade issues.
- One of the successes of the Articles of Confederation was the passage of the Northwest Ordinance in 1787. This ordinance established a precedent for protecting rights and set the stage for national growth.
- Some ideas of the Northwest Ordinance were later found in the U.S. Constitution. Have students examine the following features of the Northwest Ordinance and find how they are reflected in the U.S. Constitution: the process by which a territory could move to statehood (NW Ordinance Sections 3, 9, 12, Article 5; U.S. Constitution, Article IV); the guaranteed civil liberties and rights (NW Ordinance Articles 1, 2; U.S. Constitution, Article I, Section 9, Bill of Rights and other amendments); the issue of slavery (NW Ordinance Article 6; U.S. Constitution, Article I, Section 9, 13th Amendment). Ask the students to show the similarities and differences for each of these in both documents.
- Parts of the Northwest Ordinance influenced the U.S. Constitution and Bill of Rights. Have students compare the rights protected in the Northwest Ordinance with those in the U.S. Constitution and Bill of Rights. Instruct them to cite how the protected rights in the Northwest Ordinance are reflected in the U.S. Constitution and Bill of Rights and have them graphically illustrate the changes for one of the protected rights.
- Have students organize a Veterans' Day recognition program and invite area veterans to a celebration of their role in preserving the independence of the United States from the American Revolution to today.
- Our Documents - <http://www.ourdocuments.gov/doc.php?flash=old&doc=8&page=transcript> - The original text of the Northwest Ordinance can be found here

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 8

8.HI.7

Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.

Essential Understanding

- How the problems of the Articles led to the U.S. Constitution.

Extended Understanding

- Evaluating the governing of the U.S. under the Articles and U.S. Constitution

Vocabulary

- U.S. Constitution
- Domestic Problems
- Constitutional
- Ratification
- Federalists
- Anti-Federalists

Essential Skills

- The student can explain how the problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.
- The student can give examples of domestic problems faced by the United States under the Articles of Confederation.
- The student can explain issues that were debated during the Constitutional convention.
- The student can describe the views of the Federalists on the ratification of the Constitution.
- The student can describe the views of the Anti-Federalists on the ratification of the Constitution.
- The student can compare the perspectives of Federalists and Anti-Federalists in primary sources
- The student can analyze the ways in which the U.S. Constitution addressed weaknesses of the Articles of the Confederation.
- The student can explain how the U.S. Constitution strengthened the power of the federal government.
- Major domestic problems faced by the leaders of the new republic under the Articles of Confederation led to the creation of a new constitution.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Problems under the Articles included:

Maintaining national security; Creating a stable economic system; Paying war debts;

- Collecting revenue; Regulating trade; and Correcting flaws in the central government.
- Challenges in writing and ratifying the U.S. Constitution included:
 - Issues debated during the convention (e.g., powers of the central government vs. the states, representation of the states vs. the people, the extent of democratic participation, the continued institution of slavery)
 - The Federalist/Anti-Federalist debate (i.e., Federalists supported a strong national government with its separation of powers into three independent branches, Anti-Federalists opposed a strong central government believing it threatened the power of the states and lacked a bill of rights).

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Have students examine primary and secondary resources to develop a narrative explaining the problems of the Articles of Confederation that led to the debate over the adoption of the U.S. Constitution.
- Have students examine the U.S. Constitution to find how it resolved the problems under the Articles of Confederation (i.e., maintaining national security, creating a stable economic system, paying war debts, collecting revenue, regulating trade, correcting flaws in the central government).
- Divide students into Federalists and Anti-Federalists. Have them research issues involved with each position for a debate on the adoption of the U.S. Constitution.
- Lesson Plan: The Constitutional Convention: What the Founding Fathers Said - <http://edsitement.neh.gov/lesson-plan/constitutional-convention-what-founding-fathers-said> - This website provides a lesson on the debates of the Constitutional Convention. Students analyze the debates after participating in a reenactment of one of the debates.
- A Great Compromise - http://www.senate.gov/artandhistory/history/minute/A_Great_Compromise.htm - This website provides a resource from the U.S. Senate's official site. This particular resource is a short history of the Constitutional Convention of 1787.

Sample Question Stems and Performance Tasks

- Describe four domestic problems faced by the leaders of the new republic under the Articles of Confederation.
- Create a timeline of events during the Articles of Confederation period. Explain how each event highlighted a problem of the Articles that led to the U.S. Constitution.
- Choose one of the following issues debated at the Constitutional Convention and explain both sides of the issue:
 - powers of the central government vs. the states
 - representation of the states vs. the people
 - the extent of democratic participation
 - the continued institution of slavery
- Describe the Federalists' view versus the Anti-Federalists' view of the U.S. Constitution.
- Did the U.S. Constitution correct the problems of the nation that existed under the Articles of Confederation? Write an essay in response to this question. Make a claim and support it with evidence and sound reasoning.

4.GO.19 (Prior Grade Standard)

The U.S. Constitution establishes a system of limited government and protects citizens' rights; five of these rights are addressed in the First Amendment.

10.HI.7-8 (Future Grade Standard)

Problems facing the national government under the Articles of Confederation led to the drafting of the Constitution of the United States. The framers of the Constitution applied ideas of Enlightenment in conceiving the new government.

The Federalist Papers and the Anti-Federalist Papers structured the national debate over the ratification of the Constitution of the United States.

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 8

8.HI.8

Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.

Essential Understanding

- Successes of early presidential administration

Extended Understanding

- Long-term precedents established by early administrations

Vocabulary

- Transitions
- Repelled
- Foreign Invasions
- Precedent
- Neutrality
- Monroe Doctrine

Essential Skills

- The student can explain how the actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.
- The student can explain the outcome of the War of 1812.
- The student can identify peaceful transitions in the presidency that occurred despite election disputes. The student can create a chronology of events in early presidential administrations.
- The student can analyze the significance of the creation of the national bank.
- The student can analyze the significance of ending the Whiskey Rebellion.
- The student can analyze the significance of the Jay Treaty.
- The student can analyze the significance of maintaining neutrality.
- The student can analyze the significance of the creation of the Navy Department.
- The student can analyze the significance of the Louisiana Purchase.
- The student can analyze the significance of the *McCulloch v. Maryland* decision.
- The student can analyze the significance of the Monroe Doctrine.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Actions of early U.S. presidential administrations established a strong federal government, including:
 - Assumption of state debts, creation of the national bank, ending the Whiskey Rebellion, negotiating the Jay Treaty (Washington Administration);
 - Creation of the Navy Department, maintenance of neutrality (Adams Administration); Expansion of U.S. territory with the Louisiana Purchase (Jefferson Administration); Waging the War of 1812, (Madison Administration);
 - Winning the *McCulloch v. Maryland* decision, negotiating treaties to secure U.S. borders, instituting the Monroe Doctrine (Monroe Administration).
- Peaceful transitions of the presidency began with Washington when he established the tradition of a two-term limit. Peaceful transitions occurred despite disputes in the elections of 1800 and 1824.
- Attempts by Great Britain to invade the United States during the War of 1812 were turned back and the Madison Administration preserved the pre-war status of the United States.
- Assign student groups to one of the early U.S. presidents. Have them create a presentation on the administration's accomplishments, including how the president established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.
- George Washington: The Precedent President - <http://edsitement.neh.gov/lesson-plan/george-washington-precedent-president> - This EDSITEMent! website provides an overview, lessons and resources on George Washington and his impact on the presidency.
- The Monroe Doctrine: Origin and Early American Foreign Policy – <https://edsitement.neh.gov/curriculum-unit/monroe-doctrine-origin-and-early-american-foreign-policy> - This EDSITEMent! website provides an overview, lessons and resources on the Monroe Doctrine that can be aligned to this content statement.

Sample Question Stems and Performance Tasks

- How did the creation of a national bank help establish a strong federal government?
- Describe four actions taken during the Washington administration that helped establish a strong federal government.
- What precedents were established by George Washington?
- What was the significance of the election of 1800?
- Why was the purchase of the Louisiana Territory significant?
- What was the Supreme Court’s decision in *McCulloch v. Maryland*? How did this decision help strengthen the federal government?
- Explain the outcome of the War of 1812?
- What did the Monroe Doctrine state? Why was this important for the United States?
- Create a timeline of events during the Washington, Adams, Jefferson, Madison, and Monroe presidencies and show how each event helped the U.S. establish a strong federal government.
- Create a multimedia presentation covering one of the early presidential administration’s accomplishments, including how the president established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.

4.HI.6 (Prior Grade Standard)

The inability to resolve standing issues with Great Britain and ongoing conflicts with American Indians led the United States into the War of 1812. Victory in the Battle of Lake Erie contributed to American success in the war.

(Future Grade Standard)

N/A

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 8

HI.9

The United States added to its territory through treaties and purchases.

Essential Understanding

- Expansion of the U.S. through treaties

Extended Understanding

- Long term impact of U.S. expansion

Vocabulary

Describe
Expansion
Territory
Treaties
Purchases

Essential Skills

- The student can describe how the United States added to its territory through treaties and purchases.
 - The student can describe the terms of the Adams-Onís Treaty.
 - The student can describe the terms of the Webster-Ashburton Treaty.
 - The student can describe the terms of the Oregon Treaty.
 - The student can describe the terms of the Treaty of Guadalupe Hidalgo.
- The student can identify the territory gained through the Louisiana Purchase
The student can identify the territory gained through the Gadsden Purchase.
The student can identify the territory gained through the Alaska purchase.
The student can use a map to show the growth of the United States through treaties and purchases.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- The United States negotiated treaties with and purchases from other countries in an effort to expand its territory and to solidify its borders.
- Treaties were negotiated with Spain, Great Britain and Mexico (e.g., Adams-Onís Treaty, Webster-Ashburton Treaty, Oregon Treaty, Treaty of Guadalupe Hidalgo).
- U.S. expanded its territory through purchases from France, Mexico and Russia (e.g., Louisiana Purchase, Gadsden Purchase, Alaska purchase).
- Provide students a matrix for students to complete to explain each treaty and purchase that lead to the expansion of the United States. Have students write a summarizing paragraph that describes how the United States added to its territory.
- Teaching With Documents: The Treaty of Guadalupe Hidalgo - <http://www.archives.gov/education/lessons/guadalupe-hidalgo/> - This National Archives website contains documents and teaching activities on the Treaty of Guadalupe Hidalgo.
- New Perspectives on The West - http://www.pbs.org/weta/thewest/lesson_plans/ - This PBS website provides lessons, activities and resources from the series The West that can be adapted to this content statement.
- Comparative Costs: The Early 19th Century and Today - <http://www.pbs.org/teachers/mathline/concepts/president/activity1.shtm> - This PBS website provides a student activity that links mathematics with the Louisiana Purchase.

Sample Question Stems and Performance Tasks

- Why was the _____ Treaty significant?
- What was one benefit of purchasing the Louisiana Territory?
- Describe what territory was gained by each treaty and purchase.
- On a map, label the Adams-Onís Treaty, Webster-Ashburton Treaty, Oregon Treaty, Treaty of Guadalupe Hidalgo, Louisiana Purchase, Gadsden Purchase, and Alaska purchase.
- How did the Treaty of Guadalupe Hidalgo help the U.S. expand its territory?

4.HI.11 (Prior Grade Standard)

The regions of the United States known as the North, South and West developed in the early 1800s largely based on their physical environments and economies.

(Future Grade Standard)

N/A

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 8

8.HI.10

Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.

Essential Understanding

- Impact of westward expansion

Extended Understanding

- Relationship between westward expansion and the Civil War, and later American imperialism

Vocabulary

- Explain
- Displacement
- Westward Expansion
- Economic Development
- Sectional Issues
- Manifest Destiny

Essential Skills

- The student can explain how westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.
- The student can describe the territorial expansion of the United States after the War of 1812.
- The student can identify economic benefits of territorial expansion.
- The student can describe the characteristics of each region.
- The student can explain the different positions of regions on key political issues.
- The student can explain the causes of the Mexican War.
- The student can describe the means used to remove American Indians from their native land.
- The student can use a map to show westward expansion.
- The student can explain how westward expansion led to the debate over the expansion of slavery.
- The student can analyze the impact of westward expansion on American Indians.
- The student can explain how Manifest Destiny was used to justify westward expansion.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- The territorial expansion of the United States continued after the War of 1812. It contributed to economic development by providing land for settlement and development of transportation networks. New resources also were discovered in the acquired territories.
- As the country expanded, it developed into sections with distinct economic and cultural characteristics. The sections took different positions on key political issues of the day. Westward expansion escalated the debate over a key sectional issue – whether or not slavery should be extended into the new territories.
- Growth of the United States encroached upon Mexico. The annexation of Texas, efforts to purchase Mexican territory and disputes over the Texas-Mexico border led to the Mexican War.
- The settlement of the United States led to the displacement of American Indians from their native lands through various means including forced removal through legal and military actions (e.g., Treaty of Greenville, Indian Removal Act). In the 1840s, the idea of Manifest Destiny was used by politicians and leaders to explain and justify continental expansion by the United States.
- New Perspectives on The West - http://www.pbs.org/weta/thewest/lesson_plans/ - This PBS website provides lessons, activities and resources from the series The West that can be adapted to this content statement.
- Values and Beliefs of Manifest Destiny - <http://museumca.org/goldrush/curriculum/8g/81104017.html> - This website provides a lesson that focuses on the topic of Manifest Destiny and its influence on the California Gold Rush. It also covers the economic impact of Manifest Destiny and how it led to the displacement of American Indians.
- Teaching With Documents: The Treaty of Guadalupe Hidalgo - <http://www.archives.gov/education/lessons/guadalupe-hidalgo/> - This National Archives website contains documents and teaching activities on the Treaty of Guadalupe Hidalgo and how it expanded the United States
- America in Progress - <http://www.loc.gov/pictures/item/97507547/> - This Library of Congress print shows an allegorical female figure of America leading pioneers westward, as they travel on foot, in a stagecoach, Conestoga wagon, and by railroads, where they encounter Native Americans and herds of bison.

Sample Question Stems and Performance Tasks

- How did westward expansion contribute to economic development in the United States?
- Identify the position on political issues held by the North, South, and West.
- Explain two causes of the Mexican War.
- Imagine that you are a newspaper editor in 1846. Write an editorial explaining your position on whether the Mexican War was justified. Defend your claim using evidence and sound reasoning.
- On a blank map, label the areas to show the land acquired from Mexico.
- How did the idea of Manifest Destiny contribute to westward expansion?
- Describe westward expansion from the perspective of American Indians?

4.HI.7 (Prior Grade Standard)

Sectional issues divided the United States after the War of 1812. Ohio played a key role in these issues, particularly with the anti-slavery movement and the Underground Railroad.

10.HI.15 (Future Grade Standard)

As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 8

8.HI.11

Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.

Essential Understanding

- How sectional disputes helped lead to the Civil War

Extended Understanding

- Ongoing disputes over federalism since the Civil War

Vocabulary

- Distinguish
- Illustrate
- Disputes
- Sectional Issues
- Federalism
- States' Rights
- Tariffs
- Internal Improvements

Essential Skills

- The student can distinguish among the positions of the sections of the United States on sectional issues of the 1820s through the 1850s.
- The student can illustrate how disputes over the nature of federalism fed into sectional issues and helped lead to the American Civil War
- The student can give examples of sectional issues that involved arguments over states' rights.
- The student can explain the position of Northerners on tariffs, the national bank, internal improvements, cheap sale of public land, and the expansion of slavery into western territories.
- The student can explain the position of Westerners on tariffs, the national bank, internal improvements, cheap sale of public land, and the expansion of slavery into western territories.
- The student can explain the position of Southerners on tariffs, the national bank, internal improvements, cheap sale of public land, and the expansion of slavery into western territories.
- The student can explain how westward expansion contributed to the debate over slavery.
- The student can analyze the role of states' rights and slavery as causes of the Civil War.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- The federal system of government created under the U.S. Constitution raised questions during the first half of the 19th century over the power of the federal government versus the powers reserved to the states. States' rights arguments were first outlined in the Virginia and Kentucky Resolutions of 1798-99.
- The country's expansion helped it develop sections with distinct economic characteristics. The sections took different positions on key political issues of the day (e.g., tariff policy, the national bank, internal improvements, sales of public lands, slavery).
- Northern entrepreneurs favored high tariffs to protect their businesses and avoid competition from foreign products. Many southerners, who imported manufactured products, wanted low tariffs to keep their costs low. They also feared that foreign countries would retaliate against American tariffs by not importing southern cotton and other products.
- Northerners favored the operations of a national bank that could help finance new business ventures and facilitate commerce. Western farmers tended to be poor and distrusted banks. They objected to bank policies that made it difficult for them to obtain loans.
- Westerners favored government programs to enhance internal improvements such as roads and canals. These improvements enabled more people to travel out west and made it easier to ship agricultural products east.
- Southerners tended to object to the expense associated with building internal improvements. They did not see their section of the country benefitting from such programs as most of the construction took place in the North and West.
- Westerners, many of whom were poor, favored the cheap sale of public lands as a way to acquire better farmland and attract more people to the west. Many northerners opposed the cheap sale of public lands. They viewed land sales as way for the federal government to generate income.
- Southerners viewed slavery as vital to their agricultural way of life and favored the extension of slavery into the territories as cotton cultivation moved west. Northerners who did not rely on slaves for a workforce objected to slavery as a moral wrong and opposed its extension into the territories.
- In several key instances, the sectional issues involved arguments over states' rights (e.g., the Tariff of Abominations, the Webster -Hayne Debate of 1830, the Nullification Crisis of 1832 -33). One sectional issue in particular – the extension of slavery – prompted much debate in the 1840s and 1850s (e.g., the Wilmot Proviso, the Compromise of 1850, the Kansas -Nebraska Act). The debate over this issue culminated with the South's exercise of the ultimate states' right – secession.
- The American Civil War was fought to resolve the issues of states' rights versus a federal union, and whether or not the nation would continue to embrace slavery.
- In small groups, have students discuss the precedent of secession by comparing the causes of the American Revolution, as stated in the Declaration of Independence, to the causes of the Civil War.
- Lesson Plan: Factory vs. Plantation in the North and South - <http://edsitement.neh.gov/lesson-plan/factory-vs-plantation-north-and-south> - This website contains interesting sites, including maps, pictures and authentic papers from the 1700s and 1800s.

Sample Question Stems and Performance Tasks

- Describe disputes over Federalism vs. states' rights?

Identify support or opposition by Northerners, Southerners and Westerners on the following four sectional issues in the first half of the 19th century: tariffs, the national bank, internal improvements, and the expansion of slavery.

- Why did Northerners and Southerners disagree over tariffs?
- Why did Northerners and Westerners disagree over the national bank?
- Why did Westerners and Southerners disagree over internal improvements?
- Identify conflicts over states' rights in the 1820s and 1830s?
- Imagine that you are an American living in North, West, or South from the 1830s through the 1850s. Write a speech in support of or against one of the following issues: tariffs, internal improvements, cheap public land, or the expansion of slavery. In your speech, state a claim that shows your position and support it with evidence and sound reasoning.
- Create a timeline of events that shows disputes over states' rights beginning with the Virginia and Kentucky Resolutions (1798-99) to the secession of the South (1860). Explain how each event illustrates the dispute over federalism vs. states' rights.
- Explain how debate over slavery helped lead to the American Civil War.
- What reasons did South Carolina give for seceding from the Union?

4.HI.7 (Prior Grade Standard)

Sectional issues divided the United States after the War of 1812. Ohio played a key role in these issues, particularly with the anti-slavery movement and the Underground Railroad.

11.GO.6 (Future Grade Standard)

The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States.

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 8

8.HI.?

Key events and significant figures in American history influenced the course and outcome of the Civil War.

Note: No additional information. Awaiting ODE adoption and revisions.

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 8

8.HI.12

The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences

Essential Understanding

- Political and social changes that resulted from Reconstruction

Extended Understanding

- Re-emergence of old political and social structures following Reconstruction
- Long-term significance of the 13th, 14th and 15th amendments

Vocabulary

- Describe
- Affirmation
- Reconstruction
- Federal Authority
- 13th Amendment
- 14th Amendment
- 15th Amendment
- Carpetbaggers
- Ku Klux Klan

Essential Skills

- The student can describe how the Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority, and lingering social and political differences.
- The student can identify the political changes that came about in the South from the conclusion of the Civil War.
- The student can explain the rights granted by the 13th Amendment.
- The student can explain the rights granted by the 14th Amendment.
- The student can explain the rights granted by the 15th Amendment.
- The student can describe actions taken by white Southerners who resented Reconstruction.
- The student can summarize the struggle for control of Reconstruction between Congress and the presidency.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- The conclusion of the American Civil War brought victory for the federal union over the secessionist states, emancipated slaves, and began the period of Reconstruction for the South.
- Nationally, Reconstruction took place in part with the passage of the 13th, 14th and 15th Amendments to the U.S. Constitution. These amendments ended slavery and attempted to protect the rights of freedmen.
- Reconstruction had a particular impact on the Southern states, as they were required to implement a series of actions before being readmitted to the Union. Federal authority was affirmed, as most Southern states had to complete these actions under Military Reconstruction.
- Reconstruction resulted in resentments and new issues. White Southerners resented the new status afforded to blacks. They responded by enacting black codes and forming organizations such as the Ku Klux Klan. Southern Democrats resented the Republican carpetbagger governments imposed on the South and restored Democrats to power as Military Reconstruction came to an end. Congress and the presidency engaged in a struggle to control Reconstruction, which threatened the balance of power between the branches.
- Lesson Plans: The Battle over Reconstruction - <http://edsitement.neh.gov/curriculum-unit/battle-over-reconstruction> - This EDSITEMent! website has three lessons on Reconstruction.
- Opposing Views on Reconstruction - http://odur.let.rug.nl/~usa/H/1990/ch5_p11.htm - This website provides differing views on Reconstruction issues.
- SC Black Codes: A Lesson on Reconstruction Legislation and Amendments - <http://www.teachingushistory.org/lessons/reconlegislation.html> - This lesson can be adapted for Content Statement 12.
- Lesson Plan: Louisiana Black Code - <http://college.cengage.com/history/us/resources/students/primary/blackcode.htm> - This lesson uses primary sources to help students understand the historical context of black codes in the South.

Sample Question Stems and Performance Tasks

- Which political change resulted from the end of the Civil War?

Describe the terms of the 13th, 14th, and 15th Amendments.

- What was the significance of the 14th Amendment?
- Why did many white Southerners resent Reconstruction?
- Identify two ways in which white Southerners who resented Reconstruction tried to re-establish the old order.
- How did Reconstruction threaten the balance of power among the branches of government?
- Imagine that you are living in the North during Reconstruction. How would you respond to white Southerners who resented Reconstruction? Write a letter to the editor of a newspaper stating a claim about Reconstruction policies and supporting your claim with evidence and reasoning.
- Imagine that you are an African-American living in the South during Reconstruction. What political rights do you have now that you did not have before the Civil War ended? How have many white Southerners in your state attempted to keep the old order in place? Do you believe the federal government has done enough to protect your rights during Reconstruction?

(Prior Grade Standard)

N/A

10.HI.13 (Future Grade Standard)

Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 8

8.GE.13

Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.

Essential Understanding

- How geography shapes history

Extended Understanding

- How historical events might have had different outcomes if different geographic factors were in place

Vocabulary

- Analyze
- Unification
- Geography
- Historical Maps
- Geographic Tools
- Sectionalism

Essential Skills

- The student can analyze the ways in which historical events are shaped by geography using modern and historical maps and other geographic tools.
- The student can identify types of maps and geographic tools.
- The student can explain how maps and geographic tools show sectionalism, unification, or movement.
- The student can use maps and geographic tools to draw conclusions about how distribution of natural resources has influenced historical events.
- The student can use maps and geographic tools to draw conclusions about how location has influenced historical events.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Modern and historical maps, as well as other geographic tools (e.g., GPS, GIS, Internet-based mapping applications, aerial and other photographs, remote sensing images) can be used to analyze how historical events have been influenced by the distribution of natural resources and geographic location.
- These tools can be used to understand changes over time. They may be used to help illustrate sectionalism, unification or movement.
- Give students a regional map and a list of historical events that took place in the region. Have students brainstorm how geography influenced the events on the list.
- **Career Connection:** Students will explore careers that utilize maps as an important part of their work (e.g., transportation, architecture, engineering). Students will identify various types of maps, addressing questions like: who created it?, what is the purpose?, and who will use it? (representing the various roles involved throughout the process). Students will develop questions about these careers which will guide their research – addressing topics and information they would like to know more about (KWL). Next, students will research careers and identify pathways across career fields that address their questions related to maps.
- Map Collections - <http://memory.loc.gov/ammem/gmdhtml/gmdhome.html> - The American Memory site from the Library of Congress contains maps relating to historical events.
- Geography and Its Impact on Colonial Life - <http://www.loc.gov/teachers/classroommaterials/lessons/tinker/procedure.html> - This Library of Congress website has activities and primary sources, including maps, to help students understand how geography impacts historical events.

Sample Question Stems and Performance Tasks

- Give two examples of geographic tools that can be used to draw conclusions about historical events.
- How did location affect the type of economy in northern, middle, and southern colonies?
- How were the sectional interests of the North, West, and South shaped by the geography of the region?

7.GE.12 (Prior Grade Standard)

Maps and other geographic representations can be used to trace the development of human settlement over time.

12.GE.2 (Future Grade Standard)

Properties and functions of geographic representations (e.g., maps, globes, graphs, diagrams, Internet-based mapping applications, geographic information systems, global positioning systems, remote sensing, geographic visualizations) affect how they can be used to represent, analyze and interpret geographic patterns and processes.

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 8

8.GE.14

The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.

Essential Understanding

- Relationship between natural resources and economic expansion

Extended Understanding

- Unintended environmental consequences of expansion

Vocabulary

- Analyze
- Natural Resources
- Economic Expansion
- Unintended Environmental Consequences

Essential Skills

- The student can analyze how the availability of natural resources contributed to the geographic and economic expansion of the United States.
 - The student can explain how expansion sometimes resulted in unintended environmental consequences.
 - The student can identify natural resources available in the Northeast.
 - The student can describe the conditions in Virginia that made tobacco growth profitable.
 - The student can explain why cotton was an important crop in the South.
 - The student can explain the role of canals in westward expansion.
 - The student can use a map of natural resources to draw conclusions about the relationship between resources and expansion.
- The student can explain why cotton helped force the westward expansion of expansion of plantation agriculture.
- The student can analyze negative effects of westward expansion.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- The expansion of the United States, both geographically and economically, was influenced by the availability of its natural resources. This expansion sometimes resulted in unintended consequences.
- Forest resources and the abundance of fish and fur-bearing animals stimulated the growth of industries in the Northeast. The soil and climate of Virginia was conducive for growing tobacco. Although England originally settled Virginia to discover gold and silver and to trade with Indians for fur, the cultivation of tobacco helped make the colony prosper. Likewise, rice became an important crop in South Carolina, although originally it was thought to be an area for growing sugarcane.
- Cotton became a primary crop in the South. Intensive cotton cultivation, however, drained southern soils of essential nutrients and helped force the westward expansion of plantation agriculture.
- Expansion westward encouraged the building of canals and railroads, which in turn influenced further western migration. The stagnant waters of the canals often caused diseases and sparks from railroad engines sometimes caused prairie fires. The new settlers in the West affected the environment by destroying native vegetation to cultivate land for farming and by carving up the open plains with barbed-wire fences to protect cropland from animals.
- American Experience: Native Americans - http://www.pbs.org/wgbh/amex/tcrr/sfeature/sf_interview.html - The PBS American Experience website explains government policy toward Native Americans during the construction of the Transcontinental Railroad.

Sample Question Stems and Performance Tasks

- Which natural resource helped the growth of industries in the Northeast?
- Which products helped the economic growth of each region? Why did cotton production move westward?
- Explain one unintended consequence of canal transportation and one unintended consequence of railroad transportation.

5.GE.7 (Prior Grade Standard)

Variations among physical environments within the Western Hemisphere influence human activities. Human activities also alter the physical environment

12.GE.3 (Future Grade Standard)

Human modifications of the physical environment in one place often lead to changes in other places (e.g., construction of a dam provides downstream flood control, construction of a city by-pass reduces commercial activity in the city center, implementation of dry farming techniques in a region leads to new transportation links and hubs)

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 8

8.GE.15

The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.

Essential Understanding

- Impact of the movement of people, products and ideas in U.S. History

Extended Understanding

- Long-term impact of westward expansion

Vocabulary

- Describe
- Analyze
- Patterns of Settlement
- Political Development
- Economic Development
- Forcible Removal

Essential Skills

- The student can describe the movement of people, products and ideas that resulted in new patterns of settlement and land use and analyze its impact on the political and economic development of the United States.
- The student can explain how the colonies reflected the origins of its settlers.
- The student can summarize the westward movement of people in the United States.
- The student can identify the transportation developments that came with westward expansion.
- The student can analyze why the North and South developed different political views on slavery.
- The student can analyze the impact of westward expansion on American Indians.
- The student can explain the relationship between the movement of people and political development in the West.
- The student can explain the relationship between the movement of people and economic development in the West.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- The development of the colonies reflected the origins of its settlers (e.g., the English in the New England colonies, the Germans in Pennsylvania) and the displacement of native Indians.
- Slavery in the northern colonies was not as prevalent as in the southern colonies and slaves generally were used in a variety of endeavors. Many more African Americans were enslaved in the South where they were mainly used to raise labor-intensive crops. These differences influenced the ideas and political perspectives regarding the institution of slavery as the colonies gained independence and developed as a country.
- The opening of lands west of the Appalachians for white settlers led the government to move Indians further west either through treaty negotiations or by forcible removal. Sections of North America developed new patterns of settlement and land use due to the movement of people (e.g., immigration, importation of slaves, displacement of American Indians). These new patterns of settlement and land use influenced the political and economic development of the United States (e.g., Northwest Ordinance of 1787, Land Ordinance of 1785).
- The movement of people and products necessitated the construction of better transportation networks (e.g., roads, canals, railroads).
- Lesson Plan: Western Expansion - <http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail.aspx?id=0907f84c80530a6f> - This model lesson from ODE's Instructional Management System can be adapted to Content Statement 15.
- National Atlas - <http://www.nationalatlas.gov/articles.html> - The National Atlas presents three articles on the History of Railroads, including links to historic and interactive maps. Search for History of Railroads and Maps, and select Part 1, Part 2 and Part 3.

Sample Question Stems and Performance Tasks

- How did the forced migration of slaves to the United States result in different views regarding the institution of slavery in the North and South?
- What was one consequence of westward expansion for American Indians?
- What was the purpose of the Northwest Ordinance? How did the document provide for governing expanding territories in the West?
- Identify two transportation improvements that came about as part of westward expansion.

5.GE.9 (Prior Grade Standard)

Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today.

12.GE.8 (Future Grade Standard)

Physical, cultural, economic and political factors contribute to human migrations (e.g., drought, religious conflicts, job opportunities, immigration laws).

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 8

8.GE.16

Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.

Essential Understanding

- Consequences of bias, stereotypes, and prejudices

Extended Understanding

- Ongoing civil rights struggles

Vocabulary

- Explain
- Social
- Political
- Economic
- Consequences
- Cultural Bias
- Stereotypes
- Prejudices
- Minority Groups

Essential Skills

- The student can explain how cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.
- The student can explain how cultural biases, stereotypes and prejudices contributed to American Indian removal, the enslavement of Africans, violence against Mormons, and the view of women as second-class citizens.
- The student can describe responses to prejudice including Indian Wars, slave rebellions, Mormon migrations, and efforts to gain equal rights for women.
- The student can cite ways in which cultural biases, stereotypes, and prejudices impacted groups such as immigrants, Jews, and Catholics.
- The student can identify cultural biases, stereotypes and prejudices in primary sources.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Cultural biases, stereotypes and prejudices contributed to American Indian removal, the enslavement of Africans, violence against Mormons, and the view of women as second-class citizens. Responses to prejudice contributed to Indian wars, slave rebellions, the Mormon migrations and efforts for women to gain equal rights.
- Cultural biases, stereotypes and prejudices also impacted other groups, including immigrants. The prejudices could be based on origin (e.g., Ireland, China) or religion (e.g., Judaism, Catholicism). Many immigrants were restricted from certain jobs and limited as to where they could live.
- Students will examine primary source documents to locate cultural biases, stereotypes and prejudices to explain the social, political and economic consequences for minority groups and the population as a whole.
- Lesson Plan: Injustice - <http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail.aspx?id=0907f84c80531403> - This ODE model lesson can be adapted to Content Statement 16.

Sample Question Stems and Performance Tasks

- Which action shows the impact of prejudice against American Indians?
- What cultural bias was evident in American slavery?
- Identify two ways in which women were treated as second-class citizens in the United States.
- Imagine that you are an Irish immigrant to the United States in the 1840s. Write a diary entry explaining what prejudices and examples of discrimination you have encountered since coming to the United States.

4.GE.13 (Prior Grade Standard)

The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the cultural diversity of the United States.

(Future Grade Standard)

N/A

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 8

8.GE.17

Americans began to develop a unique national identity among diverse regional and cultural populations based on democratic ideals.

Essential Understanding

- How a common national identity formed around democratic ideals

Extended Understanding

- Evaluating the extent to which the U.S. has lived up to its democratic ideals

Vocabulary

- Identify
- Developments
- Common National Identity
- Democratic Ideals
- Assimilating
- Identity

Essential Skills

- The student can identify the developments that helped bring about a common national identity for Americans and describe the democratic ideals around which that identity is based.
- The student can explain the democratic ideals that became the cornerstone for national identity including freedom, equality, rights and justice.
- The student can cite the ways democratic ideals were included in founding documents.
- The student can trace the development of the sense of "being an American" from the Revolution to the Civil War.
- The student can explain the role of public education in helping foster democratic ideals.
- The student can discuss role of democratic ideals and the hope of assimilation in immigration.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- The democratic ideals that became the cornerstone for the development of a common national identity were freedom, equality, rights and justice. Many of these ideals were reflected in the colonial governments, formed the basis for the colonists' disagreements over British policies, and were embedded into the U.S. Constitution and Bill of Rights.
- The sense of “being an American” began to form around the time of the American Revolution and gradually replaced the stronger sectional and state identities that were more prevalent before the Civil War. The creation of the public education system helped foster these ideals.
- Many immigrants came to the United States in pursuit of these democratic ideals with the hope of assimilating as Americans.
- American Identity: Activity Ideas - <http://www.pbs.org/teachers/thismonth/americanid/index1.html> - This PBS Teachers website provides lesson ideas and resources.

Sample Question Stems and Performance Tasks

- Describe the democratic ideals that become the cornerstone for the development of a common national identity?
- Give two examples of how the democratic ideals of freedom and equality were included in the U.S. Constitution and Bill of Rights.
- What role did public education play in forming a common national identity?
- Imagine that you have recently immigrated to the United States in the 1850s. Write a letter to a family member back home explaining your hopes and dreams. What do you hope to accomplish in the United States? Why do you believe you will have an opportunity to achieve these goals in the United States?

4.GE.13 (Prior Grade Standard)

The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the cultural diversity of the United States.

10.HI.12 (Future Grade Standard)

Immigration, internal migration and urbanization transformed American life

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 8

8.GO.18

Active participation in social and civic groups can lead to the attainment of individual and public goals.

Essential Understanding

- Attaining goals through social and civic groups

Extended Understanding

- Long-term impact of social and civic groups from the 18th and 19th centuries

Vocabulary

Explain
Participation
Attainment
Social Groups
Civic Groups
Individual Goals
Public Goals

Essential Skills

- The student can explain how participation in social and civic groups can lead to the attainment of individual and public goals.
- The student can define social group.
- The student can define civic group.
- The student can identify social groups that worked for individual and public goals in early American history
- The student can identify civic groups that worked for individual and public goals in early American history.
- The student can describe the goals of the American Temperance Society.
- The student can describe the goals of the National Trades' Union.
- The student can describe the goals of the Sons of Liberty.
- The student can describe the goals of the American Anti-Slavery Society.
- The student can distinguish between social groups and civic groups.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Throughout early American history, there are examples of how participation in social and civic groups led to the attainment of individual and public goals. Social groups included the American Temperance Society, which strived to reduce the consumption of alcohol, and the National Trades' Union, which sought to improve working conditions. Civic groups included the Sons of Liberty, which worked to protest British colonial policy, and the American Anti-Slavery Society, which worked to emancipate slaves.
- Lesson Plan: Increasing Opportunities for Involvement- <http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail.aspx?id=0907f84c80531850>
This ODE model lesson can be adapted to Content Statement 18.
- **Career Connection:** Students research careers in lobbying, interest groups, and nonprofit advocacy organizations. Students may be able to interview (live or through e-mail) individuals who work in these fields. Students should identify the goals and methods these groups use to influence policy. (CCS)

Sample Question Stems and Performance Tasks

- What was the goal of the American Temperance Society?
- What was the goal of the National Trades' Union?
- What was the goal of the Sons of Liberty?
- What was the goal of the American Anti-Slavery Society?

4.GO.15 (Prior Grade Standard)

Individuals have a variety of opportunities to participate in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States.

10.HI.28 (Future Grade Standard)

Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 8

8.GO.19

Informed citizens understand how media and communication technology influence public opinion.

Essential Understanding

- Influence of the media on public opinion

Extended Understanding

- Evaluating the positive and negative impact of media and communication technology

Vocabulary

- Explain
- Influence
- Communication Technology
- Public opinion
- propaganda

Essential Skills

- The student can explain how media and communication technology influence public opinion.
- The student can give examples of media and communication technology tools throughout history.
- The student can define public opinion.
- The student can explain effects of new media and communication technology tools throughout history.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Media and communication technology influence public opinion through a variety of means. Historically, this includes improvements in printing, mail delivery, distribution of newspapers and the telegraph, which heightened public awareness and provided information. They also exposed people to arguments, emotional appeals and propaganda.
- Public opinion in early American history was influenced by pamphlets, books and newspaper articles (e.g., *Common Sense*, *Uncle Tom's Cabin*, the *Federalist Papers*, *The Liberator*). The invention of the telegraph transformed news and hastened the rise of independent, mass-circulation newspapers in the 19th century.
- As an extension activity, have students compare historic examples of media and communication technologies with modern examples (e.g., telephone, radio, television, Internet, mobile phones).
- Is the Media Part of the Story? http://www.pbs.org/kerawar/educators/media2_part_of_the_story.html - This PBS website provides lessons and resources on whether the press reported or influenced news relating to the U.S.-Mexican War.'

Sample Question Stems and Performance Tasks

- Describe examples of communication technology in the United States in the late 1700s and early 1800s?
- Explain two effects of improvements in printing in the United States.
How did the invention of the telegraph influence public opinion in the 19th century?

(Prior Grade Standard)

N/A

11.GO.3 (Future Grade Standard)

Issues can be analyzed through the critical use of information from public records, surveys, research data and policy positions of advocacy groups.

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 8

8.GO.20

The U.S. Constitution established a federal republic, providing a framework for a national government with elected representatives, separation of powers, and checks and balances.

Essential Understanding

- Examples of federalism, representative democracy, separation of powers, and checks and balances

Extended Understanding

- Analyzing the ongoing debates over federalism and checks and balances

Vocabulary

- Describe
- Federal System
- Representative Democracy
- Separation of Powers
- Checks and Balances

Essential Skills

- The student can describe and give examples of how the U.S. Constitution created a federal system, representative democracy, separation of powers, and checks and balances.
- The student can define federal system.
- The student can give examples of how the U.S. Constitution created a federal system.
- The student can define representative democracy.
- The student can give examples of how the U.S. Constitution created representative democracy.
- The student can identify the three branches of government.
- The student can give examples of how the U.S. Constitution created separation of powers.
- The student can give examples of how the U.S. Constitution created checks and balances.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- The federal government established by the U.S. Constitution divides power among a central government and territorial subdivisions – the national and state governments. This allows both levels of government some degree of independence.
- The United States is a republic or representative democracy in which elected officials representing the people make laws and public policy.
- The U.S. Constitution provides for a separation of powers among the three branches of government (e.g., the legislative branch has the power to impose taxes and declare war, the executive branch has the power to command the military and grant pardons, the judicial branch has power to hear cases involving maritime law and controversies between the states).
- The U.S. Constitution also provides for a system of checks and balances among the three branches of government. These checks and balances include the:
 - Power of the president to veto acts of Congress (e.g., Jackson’s veto of the re-charter of the Bank of the United States in 1832);
 - Power of the Senate to approve presidential appointments (e.g., the approval of Daniel Webster as secretary of state in 1841); and
 - Independence of Supreme Court justices who hold their offices “during good behavior” (e.g., the impeachment trial of Samuel Chase in 1805).
- Assign students to groups with each focusing on one of the following features of the U.S. Constitution: federal system, representative democracy, separation of powers, checks and balances. Using the text of the U.S. Constitution, have each group produce a short presentation with visuals to explain their assigned feature of the U.S. Constitution.
- Have students create their own governments with each of these features.
- The Constitution of the United States of America - <http://edsitement.neh.gov/feature/constitution-united-states-america> - This EDSITement! website provides an overview, lessons and resources on the U.S. Constitution.
- Instruction could be connected with the “Reading Standards for Literacy in History/Social Studies 6-12” in the Common Core State Standards for English Language Arts: RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources

Sample Question Stems and Performance Tasks

- Define federal system?
- Define representative democracy?
- Describe the roles of each branch of government.
- Which branch of government is responsible for _____?
- What is the primary responsibility of the executive branch?
- What is the primary responsibility of the legislative branch?
- What is the primary responsibility of the judicial branch?
- Describe how each branch of government checks the powers of the other two branches.
- What is one way the legislative branch checks the power of the executive branch?
- What is one way the executive branch checks the power of the judicial branch?
- What is one way the judicial branch checks the power of the legislative branch?
- Explain the checks and balances system of the United States?
- Give a historical example of the use of the veto power by the President to check the power of Congress.

4.GO.21 (Prior Grade Standard)

The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.

11.GO.14 (Future Grade Standard)

Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 8

8.GO.21

The U.S. Constitution protects citizens' rights by limiting the powers of government.

Essential Understanding

- Protection of citizens' rights through limited powers in the Constitution

Extended Understanding

- Applying understanding of citizens' rights to contemporary cases

Vocabulary

- Cite
- Evaluate
- Limiting
- Infringing
- Prohibit
- Citizens' Rights
- Bill of Attainder
- Ex Post Facto
- Right of Habeas Corpus
- Due Process of Law

Essential Skills

- The student can cite and evaluate how the U.S. Constitution protects citizens' rights by limiting the powers of government.
- The student can give examples of citizens' rights protected by the U.S. Constitution and Bill of Rights.
- The student can describe limitations placed on the power of the federal government by the U.S. Constitution.
- The student can explain how the 13th Amendment expanded rights.
- The student can explain how the 14th Amendment expanded rights.
- The student can explain how the 15th Amendment expanded rights.
- The student can evaluate whether a specific government action violates citizens' rights.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Throughout the U.S. Constitution (including the Bill of Rights), the rights of citizens are protected by limiting the powers of the government.
- The Constitution prohibits the federal government from passing bills of attainder or ex post facto laws and from suspending writs of habeas corpus. The Bill of Rights provides additional protections (e.g., the federal government is prohibited from infringing on the freedoms of speech, press, religion, assembly and petition). Citizens also are entitled to due process of law, are guaranteed the right to trial by jury and the right to counsel, and are protected from cruel and unusual punishments.
- After the Civil War, Amendments 13, 14 and 15 extended basic rights to the freedmen.
- Have students work together examining the U.S. Constitution and the Bill of Rights to find examples of how the rights of citizens are protected by limiting the powers of the government. Instruct them to select a protected right and provide some examples.
- Have students read the 13th, 14th and 15th Amendments to the Constitution and explain the impact these had on the expansion of human rights for African Americans. Instruct them to investigate obstacles to their implementation.
- Have students create a poster on one of the first 10 amendments illustrating how it limits the powers of the government and protects the rights of citizens.
- The Constitution of the United States of America - <http://edsitement.neh.gov/feature/constitution-united-states-america> - This EDSITEMent! website provides an overview, lessons and resources on the U.S. Constitution.
- 13th Amendment - <http://ourdocuments.gov/doc.php?flash=true&doc=40> - This site has the original text and transcript.
- 14th Amendment - <http://ourdocuments.gov/doc.php?doc=43> - This site has the original text and transcript.
- 15th Amendment - <http://www.ourdocuments.gov/doc.php?flash=true&doc=44> - This site has the original text and transcript.
- Instruction could be connected with the Reading Standards for Literacy in History/Social Studies 6-12 in the Common Core State Standards for English Language Arts: RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- **Career Connection:** Students will research careers in law and the role of the legal system in protecting citizens' rights. Students may be able to interview (live or through e-mail) individuals who work in the legal field. (CCS)

Sample Question Stems and Performance Tasks

- Give examples of actions prohibited by the U.S. Constitution and Bill of Rights?
- Give examples of rights that are protected by the Bill of Rights?
- Given an action taken by the government, decide if that action would be a violation of citizens' rights based on the U.S. Constitution and Bill of Rights.
How did the 13th Amendment expand rights?
- How did the 14th Amendment expand rights?
- How did the 15th Amendment expand rights?
- Create a Bill of Rights current events notebook by collecting recent news articles that discuss some part of the Bill of Rights. For each article, summarize the main idea and supporting details. Identify which rights and amendments are discussed in the article and evaluate whether citizens' rights are being violated in the specific case.
- Conduct a mock trial/moot court for a case involving a potential violation of citizens' rights.

4.GO.19 (Prior Grade Standard)

The U.S. Constitution establishes a system of limited government and protects citizens' rights; five of these rights are addressed in the First Amendment.

10.HI.9 (Future Grade Standard)

The Bill of Rights is derived from English law, ideas of the Enlightenment, the experiences of the American colonists, early experiences of self-government and the national debate over the ratification of the Constitution of the United States.

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 8

8.EC.22

Choices made by individuals, businesses and governments have both present and future consequences.

Essential Understanding

- Consequences of economic choices

Extended Understanding

- Evaluating choices based on potential consequences

Vocabulary

- Analyze
- Choices
- Consequence
- Scarce

Essential Skills

- The student can analyze how choices made by individuals, businesses and governments have both present and future consequences.
- The student can explain why economic choices are made.
- The student can identify the choices and consequences that business must weigh to make decisions.
- The student can identify the choices that consequences governments must weigh to make decisions.
- The student can identify historical decisions made based on economic choices.
- The student can analyze a specific economic choice based on potential consequences.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Economic choices are made because wants are unlimited, but resources are scarce. In any economic decision, whether it is an individual, business or government, there are consequences for the present and the future.
- Businesses must weigh the consequences of hiring more workers, investing in research and development, and lowering or raising prices against potential profits in the short and long term.
- Governments must consider which public goods and services (e.g., highways, courts, military protection, education) they provide with available revenue (from taxes). They also must weigh the immediate and future impact of raising or lowering revenue through tax and tariff policy.
- Historical decisions based in part on economic choices include: Exploring new lands;
 - Importing slaves to the Americas
 - Imposing new taxes on the American colonies
 - Purchasing the Louisiana Territory from France
 - Building textile mills using water power
 - Setting up a ferry business or building a toll bridge; and Imposing tariffs
- Lesson Plan: Understanding the Colonial Economy - http://www.econedlink.org/lessons/docs_lessons/567_colonial1.pdf - This lesson from the Council for Economic Education uses the colonial economy to illustrate economic concepts.
- Lesson Plan: The South's Decision to Secede: A Violation of Self Interest? <http://www.econedlink.org/lessons/index.php?lid=581&type=educator> This lesson from the Council for Economic Education uses the South's decision to secede to discuss the role of self-interest in decision making.
- Comparative Costs: The Early 19th Century and Today - <http://www.pbs.org/teachers/mathline/concepts/president/activity1.shtm> - This PBS website provides a student activity that links mathematics with the Louisiana Purchase.
- **Career Connection:** Students assume the role of business owner or government leader faced with an economic decision. Using a decision tree graphic organizer, students weigh potential consequences of the economic decision they face. (CCS)

Sample Question Stems and Performance Tasks

- Explain the concept of scarcity?
- Why are economic choices necessary?
- Explain two choices that businesses must make and the potential consequences of those decisions.
- Suppose you are a government leader. When deciding an important economic choice, what consequences do you have to consider? How will you arrive at a decision?
- Identify four historical decisions that were based in part on economic choices and consequences.

7.EC.19 (Prior Grade Standard)

Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.

11.GO.23 (Future Grade Standard)

The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits.

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 8

8.EC.23

The Industrial Revolution fundamentally changed the means of production as a result of improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craftwork to factory work.

Essential Understanding

- How the Industrialization changed means of production

Extended Understanding

- Evaluating positive and negative consequences of industrialization

Vocabulary

- Analyze
- Industrial Revolution
- Means of Production

Essential Skills

- The student can analyze how the Industrial Revolution in the late 18th and early 19th centuries changed the means of production.
- The student can identify new technology during the Industrial Revolution.
- The student can identify industries that were impacted by the Industrial Revolution.
- The student can define means of production.
- The student can describe changes in the means of production during the Industrial Revolution.
- The student can connect the use of new power resources to changes in the means of production.
- The student can connect the use of interchangeable parts and mass production to changes in the means of production.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- The first Industrial Revolution in the United States took place in the late 18th and early 19th centuries and greatly improved the country's economic growth. It fundamentally changed the means of production through improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craftwork to factory work.
- Although this revolution began with the textile industry, it quickly moved to the production of other goods. Improvements in technology and use of new power resources (e.g., steam engine, cotton gin, mechanical reaper, sewing machine) changed the means of production.
- The development of interchangeable parts and mass production techniques brought greater efficiency to the production process and helped shift the nature of work from craftwork to factory work.
- Industrial Revolution - <http://history-world.org/Industrial%20Intro.htm> - This article discusses the impact of the Industrial Revolution on the United States.
- **Career Connection:** Student explore how technology has changed careers throughout history as new technology emerges. Students research current careers in technology. Students may be able to interview (live or through e-mail) individuals who work in technology fields.

Sample Question Stems and Performance Tasks

- What were the effects of the Industrial Revolution in the United States in the late 18th and early 19th centuries?
- Describe how new power resources changed the means of production in different industries during the Industrial Revolution.
- How did the development of interchangeable parts contribute to the changes in the means of production?

(Prior Grade Standard)

N/A

10.HI.11 (Future Grade Standard)

The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor.

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 8

8.EC.24

Governments can impact markets by means of spending, regulations, taxes and trade barriers.

Essential Understanding

- How government economic policies impact markets

Extended Understanding

- Evaluating government economic policies

Vocabulary

- Explain
- Impact
- Markets
- Spending
- Regulating
- Taxing
- Tariffs
- Trade Barriers

Essential Skills

- The student can explain the impact government can have on markets by spending, regulating, taxing and creating trade barriers.
- The student can cite ways the government can impact markets.
- The student can give examples of how government impacted markets in early American history.
- The student can explain how government spending impacts markets.
- The student can explain how government regulations impact markets.
- The student can explain how tariffs impact markets.
- The student can explain how trade barriers impact markets.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Examples of how governments can impact markets by means of spending, regulations, taxes and trade barriers can be found in early American history.
- Spending by the U.S. and state governments has impacted markets by financing the building of roads and canals. The United States also purchased land for later development (e.g., the Gadsden Purchase).
- Regulations have been used by governments to control markets by limiting the production or exchange of goods (e.g., British trade policy for the colonies, including the Navigation Acts).
- Tariffs have been used to make American-produced goods more competitive in the domestic market by raising the price of imported goods (e.g., the Tariff of 1828).
- Trade barriers are used by governments to impact markets. They are the means used to prevent certain exchanges of goods (exports or imports) between nations (e.g., the Embargo Act of 1807).
- Lesson Plan: Transportation: They Say We Had a Revolution (Part 1) - <http://www.econedlink.org/lessons/index.php?lid=719&type=educator> This lesson from the Council for Economic Education discusses the government's use of spending on transportation to influence markets.

Sample Question Stems and Performance Tasks

- Which is an example how the U.S. government impacted markets in early American history?
- How did British trade policy in the American colonies, such as the Navigation Acts, impact markets?
- Why did the U.S. government create tariffs in early American history?
- What is the purpose of trade barriers?

7.EC.19 (Prior Grade Standard)

Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.

12.EC.10 (Future Grade Standard)

Government actions, such as tariffs, quotas, subsidies, trade agreements and membership in multinational economic organizations, significantly impact international trade.

Ohio's New Learning Standards - Clear Learning Targets

Social Studies, Grade 8

8.EC.25

The effective management of one's personal finances includes using basic banking services (e.g., savings accounts and checking accounts) and credit.

Essential Understanding

- Effective personal finance through banking and credit

Extended Understanding

- Effective personal finance through investment

Vocabulary

- Demonstrate
- Effective Management
- Banking Services
- Credit

Essential Skills

- The student can demonstrate how effective management of one's personal finances includes using basic banking services (e.g., savings accounts, checking accounts) and credit.
- The student can explain the purpose of savings accounts.
- The student can explain the purpose of checking account
- The student can identify various types of credit
- The student can analyze positive and negative consequences of buying on credit.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- The Founders of the United States were generally divided on the idea of a nationwide central bank. Eventually, the First Bank of the United States was created to serve as the government’s fiscal agent and depository for funds. These historical events serve to segue into the study of banking services as part of financial literacy (as required in the Ohio Revised Code for grades seven or eight).
- For individuals, the use of banking services and credit enable them to manage their finances effectively.
- Savings accounts can be used to save for short- and long-term financial goals. Savings accounts earn interest from banks as payments for the use of the saver’s money.
- Checking accounts can be used to pay for goods and services instead of using currency. Some checking accounts carry service fees (including overdraft fees) and some checking accounts earn interest.
- There are various types of credit. Banks can make loans and offer credit cards to customers. Loans must be paid back to the bank with interest payments for the use of the money. Credit cards can be used to pay for goods and services instead of using currency. Credit cards may carry service fees. Credit cards offer various payment plans but carrying a balance on an account will require interest payments.
- Instruction related to basic banking services can be introduced during lessons addressing the national bank.
- **Career Connection:** Work, Earnings and Economics: Using ‘Lyddie’ by Katherine Paterson <http://www.econedlink.org/lessons/index.php?lid=702&type=educator> - This lesson plan from the Council for Economic Education connects to the Common Core State Standards for English Language Arts, and Economics Content Statements 22 and 24.

Sample Question Stems and Performance Tasks

- Explain why it is important to have a savings account.
- What are the negative consequences of buying on credit?
- Suppose your family is deciding whether to buy a car. Your family decides to take out a loan for a newer car instead of buying an older one. Why might the family take out loan for a newer car? What factors should your family consider in making this decision?

6.EC.16 (Prior Grade Standard)

When selecting items to buy, individuals can compare the price and quality of available goods and services.

11.EC.13 (Future Grade Standard)

Financial decision-making involves considering alternatives by examining costs and benefits.

Common Core Standards for Literacy in Social Studies – Reading Standards 6-8

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure:

CCSS.ELA-LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCSS.ELA-LITERACY.RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-LITERACY.RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Common Core Standards for Literacy in Social Studies – Writing Standards 6-8

CCSS.ELA-LITERACY.WHST.6-8.1

Write arguments focused on *discipline-specific content*.

CCSS.ELA-LITERACY.WHST.6-8.1.A, B, C, D, E

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; support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources; use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence; establish and maintain a formal style; provide a concluding statement or section that follows from and supports the argument presented

CCSS.ELA-LITERACY.WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.6-8.2.A, B, C, D, E, F

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; develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; use precise language and domain-specific vocabulary to inform about or explain the topic; establish and maintain a formal style and objective tone; provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.WHST.6-8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CCSS.ELA-LITERACY.WHST.6-8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CCSS.ELA-LITERACY.WHST.6-8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing:

CCSS.ELA-LITERACY.WHST.6-8.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.