

**GRADE 8**  
**UNITED STATES HISTORY AND GEOGRAPHY:**  
**CONSTITUTION TO RECONSTRUCTION**

The eighth-grade course of study begins with an intensive review of the major ideas, issues, and events preceding the founding of the nation. Students will concentrate on the critical events of the period--from the framing of the Constitution to Reconstruction

**CONNECTING WITH PAST LEARNING: OUR INDIGENOUS AND COLONIAL HERITAGES**

This year's study of American history begins the development of cultures of the first people in North America based on their environments. The development of civilizations within The United States by the first people will be emphasized. The course will then review significant developments of the colonial era with emphasis on the reasons for settlement of each colony: religious, economic and political. The course will investigate the development of an economy based on agriculture, commerce, and handicraft manufacturing; and the emergence of major regional differences in the colonies.

**CONNECTING WITH PAST LEARNING: A NEW NATION**

This unit begins with an in-depth examination of the major events and ideas leading to the American War for Independence. Readings from the Declaration of Independence should be used to discuss these questions: What are "natural rights" and "natural law"? What did Jefferson mean when he wrote that "all men are created equal" and "endowed by their Creator with certain unalienable rights"? What were the "Laws of Nature" and "Nature's God" to which Jefferson appealed?

Students should become familiar with the major turning points in the War for Independence, and the contributions of George Washington, Thomas Jefferson, Benjamin Franklin, and other leaders of the new nation. Students should understand the significance that the American Revolution had for other nations, the Tribal Nations, and especially France.

**THE CONSTITUTION OF THE UNITED STATES**

In this unit, students concentrate on the shaping of the Constitution and the nature of the government that it created. Students should review the major ideas of the Enlightenment and the origins of self-government in the Magna Carta, the English Bill of Rights of 1689, the Mayflower Compact, and the New England town meeting. This background will help students appreciate the framers' efforts to create a government that was neither too strong (because it might turn into despotism) nor too weak (as the Articles of Confederation proved to be).

Excerpts from the document written at the Constitutional Convention in Philadelphia should be read, discussed, and analyzed. Students should consider the issues that divided the Founding Fathers and examine the compromises they adopted. Although the Constitution never explicitly mentions slavery, several compromises preserved the institution; namely, the Three-fifths Compromise, the slave importation clause, and the fugitive slave clause. Why were these provisions so important to southern delegates? Why were these contradictions with the nation's ideals adopted? What were their long-term costs to black men and women and to the nation? To analyze these issues, students must recognize that the American Revolution had transformed slavery from a national to a sectional institution and that most slaves lived in the southern states

Students should discuss the status of women and Tribal Nations as reflected in the Constitution of 1787. They should recognize as well, the great achievements of the Constitution: (1) it created a democratic form of government based on the consent of the governed, (2) it established a government that has survived more than 200

years by a delicate balancing of power and interests and by providing a process of amendment to adapt the Constitution to the needs of a changing society. The study of the Constitution should also include the conflicts it created by the Necessary and Proper Clause.

### **FOUNDATIONS OF EARLY GOVERNMENT**

In this unit, students consider the enormous tasks that faced the new nation and its leaders through this difficult period; for example, Washington, Jefferson, Madison, Hamilton, and the Adams. Emphasis should be placed on the development of political parties.

Students should examine the daily life of ordinary people in the new nation, including farmers, merchants, and traders; women; blacks, both slave and free; and Tribal Nations.

### **THE GROWTH OF SECTIONALISM: 1800-1850**

This unit follows the nation's regional development in the West, Northeast, and South.

***The West*** - The West should be studied for its deep influence on the politics, economy, and culture of the nation, as well as their effect on its indigenous peoples.

The election of Andrew Jackson in 1828 began the removal of Tribal Nations from their ancestral homelands through The Indian Removal Act in 1830, reflected the steady expansion of male suffrage, symbolized the shift of political power to the West, and opened a new era of political democracy in the United States.

In studying Jackson's presidency, students should learn about his spoils system, veto of the National Bank, policy of Indian removal, and opposition to the Supreme Court. Students will become familiar with the role "Manifest Destiny" had on the expansion of the borders of the United States. The Texas Annexation and Mexican Cession, trails west, and impact of all of these events on the Tribal Nations, will be explored.

***The Northeast*** - Students will study how The Industrial Revolution in the Northeast had important repercussions throughout the nation. Students will be able to explain how inventions between 1790 and 1850 transformed manufacturing, transportation, mining, communications, and agriculture and profoundly affected how and where people lived and worked.

***The South*** - During these years, the South evolved dramatically different from the Northeast and the West. Students will explore how its aristocratic tradition and plantation economy depended on a system of slave labor to harvest such cash crops as cotton, rice, sugarcane, and tobacco. Students will understand how the effects of slavery influenced the development of the economy, political and social conditions of the South.

The dramatic story of the abolitionist movement will be studied. Frederick Douglass, Sojourner Truth, Harriet Tubman, Theodore Weld, William Lloyd Garrison will be studied in depth. Attention will be given to how slaves worked to end slavery.

### **TOWARD A MORE PERFECT UNION: 1850-1879**

In this unit, students concentrate on the causes and consequences of the Civil War. They will evaluate how the issues of states' rights and slavery became divisive, starting with the adoption of the Constitution. They will study the Wilmot Proviso, the Compromise of 1850, the Kansas-Nebraska Act, the Dred Scott case, and the Lincoln-Douglas debates and evaluate their importance in leading the nation to the Civil War. Students will study closely, both the critical battlefield campaigns and the impact of the war on the lives of soldiers, free blacks, slaves, women, and Tribal Nations. Special attention to the economic, social and political changes of each region

will be explored. The importance of Abraham Lincoln's presidency, including his Gettysburg Address, the Emancipation Proclamation, and his inaugural addresses will be evaluated on effects they had on the war.

The Civil War should be treated as a watershed in American history. It resolved a challenge to the very existence of the nation, demolished the antebellum way of life in the South, and created the prototype of modern warfare.

To understand the ordeal of Reconstruction, students will consider the economic and social changes that came with the end of slavery and how blacks attained political freedom and exercised power within a few years after the war. They will explore how the postwar struggle for control of the South and of the impeachment of President Andrew Johnson effected the reconstruction of the South. A federal civil rights bill granting full equality to black Americans was followed by adoption of the thirteenth, fourteenth, and fifteenth amendments. Black citizens, newly organized as Republicans, influenced the direction of southern politics. Students should examine the Reconstruction governments in the South; observe the reaction of Southerners toward northern "carpetbaggers" and determine how the Freedman's Bureau increased the resentment of southerners toward the North. Students will compare the different proposals for reconstruction of the South by Abraham Lincoln, Radical Republicans, and Andrew Johnson.

Students will analyze how events during and after Reconstruction raised and then dashed the hopes of black Americans for full equality. They should understand how the thirteenth, fourteenth, and fifteenth amendments to the Constitution were undermined by the courts and political interests. They should learn how "full" slavery was replaced by keeping black men and women in a state of "semi" slavery by passing laws restricting employment and voting rights. Segregation, Jim Crow laws, and other legal restrictions on the rights of blacks were capped by the Supreme Court's *Plessy v. Ferguson* decision in 1896 ("separate but equal"). Racism prevailed, enforced by lynch mobs, the Ku Klux Klan, and popular sentiment.

**GRADE COURSE: GRADE 8**

**NCSS THEMES**

- Culture
- Time, Continuity, and Change
- People, Places and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, Society
- Global Connections
- Civic Ideals and Practices

**OPI MONTANA STANDARDS**

1. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.
2. Students analyze how people create and change structures of power, authority, and governance to understand the operations of government and to demonstrate civic responsibility.
3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).
4. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.
5. Students make informed decisions based on an understanding of the economic principles of productions, distribution, exchange, and consumption.
6. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

**COMMON CORE LITERACY STANDARDS FOR SOCIAL STUDIES**

**READING** (Informational)

- RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources.
- 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.
- 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).
- 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.
- RH.6-8.5** Describe how a text presents information (e.g., sequentially, comparatively, causally).

**WRITING**

- WHST.6-8.1** Write arguments focused on discipline-specific content.
- WHST.6-8.1a** 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.
- WHST.6-8.1b** Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- WHST.6-8.1c** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- WHST.6-8.1d** Establish and maintain a formal style.
- WHST.6-8.1e** Provide a concluding statement or section that follows from and supports the argument presented.
- WHST.6-8.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

**RH.6-8.6** Identify aspects of a text, including those by and about Tribal Nations, that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

**RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**RH.6-8.8** Distinguish among fact, opinion, and reasoned judgment in a text including texts by and about Tribal Nations.

**RH.6-8.9** Analyze the relationship between a primary and secondary source on the same topic, including sources by and about Tribal Nations.

**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.

**WHST.6-8.2a** 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.

**WHST.6-8.2b** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**WHST.6-8.2c** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

**WHST.6-8.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**WHST.6-8.2e** Establish and maintain a formal style and objective tone.

**WHST.6-8.3** (See note; not applicable as a separate requirement)

**WHST.6-8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**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.

**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.

**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.

**WHST.6-8.8** Gather relevant information from multiple oral, 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.

	<b>WHST.6-8.9</b> Draw evidence from informational texts to support analysis, reflection, and research. Include texts by and about Tribal Nations.
<b>IEFA: ESSENTIAL UNDERSTANDINGS</b>	<b>GRADES 6-8: FOCUS AREAS (NATIONAL)</b>
<b>ESSENTIAL UNDERSTANDING 1:</b> There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.	<ul style="list-style-type: none"> <li>• How the histories and forms of governments of Montana tribes are different from one another</li> <li>• How each tribal nation’s unique cultural heritage contributes to modern Montana</li> <li>• How tribal <u>nations</u> connect to the world’s civilizations</li> </ul>
<b>ESSENTIAL UNDERSTANDING 2:</b> There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.	<ul style="list-style-type: none"> <li>• Identity of American Indians <ul style="list-style-type: none"> <li>○ As defined by oneself</li> <li>○ As defined by individual tribes</li> <li>○ As defined by governments</li> </ul> </li> <li>• Various degrees of assimilation <ul style="list-style-type: none"> <li>○ Forced assimilation (boarding school)</li> <li>○ Personal choice</li> <li>○ Economic factors</li> <li>○ Cultural maintenance (immersion school)</li> </ul> </li> </ul>
<b>ESSENTIAL UNDERSTANDING 3:</b> The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.	<ul style="list-style-type: none"> <li>• Different forms of tribal governments as shaped by cultures</li> <li>• Ideologies of Native traditional beliefs and spirituality persist into modern day life in how tribes govern and manage their affairs.</li> <li>• Perspectives presented in oral histories in contrast to written histories.</li> </ul>
<b>ESSENTIAL UNDERSTANDING 4:</b> Reservations are lands that have been reserved by the tribes for their own use through treaties, statutes, and executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions: I. Both parties to treaties were sovereign powers. II. Indian tribes had some form of transferable title to the land. III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists.	<ul style="list-style-type: none"> <li>• Legal and political implications of “reservations” <ul style="list-style-type: none"> <li>○ The concept of “treaty”</li> <li>○ Treaties between U.S. government and Montana tribal governments</li> </ul> </li> <li>• Socio-cultural impacts of the establishment of reservations on <ul style="list-style-type: none"> <li>○ Montana tribes</li> <li>○ American tribes</li> </ul> </li> </ul>

<p><b>ESSENTIAL UNDERSTANDING 5:</b> There were many federal policies put into place throughout American history that have affected Indian people and still shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods:</p> <ul style="list-style-type: none"> <li>Colonization/Colonial Period 1492 – 1800s</li> <li>Treaty Period 1789 - 1871</li> <li>Assimilation Period - Allotment and Boarding School 1879 - 1934</li> <li>Tribal Reorganization Period 1934 - 1958</li> <li>Termination and Relocation Period 1953 - 1971</li> <li>Self-determination Period 1968 – Present</li> </ul>	<ul style="list-style-type: none"> <li>• Critical analysis of primary documents about the following federal policy periods: <ul style="list-style-type: none"> <li>○ Colonization/Colonial Period</li> <li>○ Treaty Period</li> <li>○ Assimilation Period / Allotment and Boarding School</li> <li>○ Termination and Relocation Period</li> <li>○ Tribal Reorganization Period</li> <li>○ Self-determination Period</li> </ul> </li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 6:</b> History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.</p>	<ul style="list-style-type: none"> <li>• History told from tribal perspectives in contrast to history told by mainstream historians <ul style="list-style-type: none"> <li>○ Montana tribal history</li> <li>○ Other American tribal histories</li> </ul> </li> </ul>
<p><b>ESSENTIAL UNDERSTANDING 7:</b> Under the American legal system, Indian tribes have sovereign powers, separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.</p>	<ul style="list-style-type: none"> <li>• Sovereignty <ul style="list-style-type: none"> <li>○ As defined by each Montana tribe</li> <li>○ As defined by the U.S. government</li> </ul> </li> </ul>

**ESSENTIAL QUESTIONS – GRADE 8**

- How did geography and climate influence the economic, political, and social structure of the different regions of the United States?
- How did slavery impact the economic, political, and social structure of the different regions of the United States?
- How did the development and expansion of the United States impact Tribal Nations?
- How did the Constitution influence the growth of the economic, political, and social structure of the United States?

**TOPICS AND KEY CONCEPTS – GRADE 8**

<b>TOPICS</b>	<b>KEY CONCEPTS</b>
<ul style="list-style-type: none"> <li>• First Peoples of the Americas</li> </ul>	<ul style="list-style-type: none"> <li>• First American cultures and civilizations</li> </ul>
<ul style="list-style-type: none"> <li>• Colonial Development</li> </ul>	<ul style="list-style-type: none"> <li>• Reasons: Economic, Political, Religious</li> </ul>
<ul style="list-style-type: none"> <li>• Events leading to the American Revolution</li> <li>• Declaration of Independence</li> </ul>	<ul style="list-style-type: none"> <li>• Rights denied colonists by king and Parliament;</li> <li>• Disconnect between colonists and England, and taxes levied on the colonists</li> <li>• Democratic Ideals: individual rights, purpose of government</li> </ul>
<ul style="list-style-type: none"> <li>• The Constitution</li> </ul>	<ul style="list-style-type: none"> <li>• Purpose</li> <li>• Debates during convention</li> <li>• Powers of three Branches</li> <li>• Systems specified within Constitution incorporating ideals of Declaration of Independence</li> </ul>
<ul style="list-style-type: none"> <li>• Implementation of American Government System</li> </ul>	<ul style="list-style-type: none"> <li>• Political perspectives</li> <li>• Economic reasons/impact</li> <li>• Social Organizations</li> </ul>
<ul style="list-style-type: none"> <li>• Presidency of Thomas Jefferson</li> </ul>	<ul style="list-style-type: none"> <li>• Louisiana Purchase</li> <li>• Events leading to War of 1812</li> <li>• Foreign policy</li> </ul>
<ul style="list-style-type: none"> <li>• Age of Jackson</li> </ul>	<ul style="list-style-type: none"> <li>• Indian Removal Act</li> </ul>
<ul style="list-style-type: none"> <li>• Growth of the United States</li> </ul>	<ul style="list-style-type: none"> <li>• Monroe Doctrine</li> <li>• Manifest Destiny</li> <li>• Westward Movement</li> <li>• Industrial Revolution</li> <li>• Immigration</li> </ul>



<ul style="list-style-type: none"> <li>• Slavery</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning with Tribal Nations</li> <li>• Slave trade from Africa</li> <li>• Cultural Development</li> <li>• Abolitionists</li> </ul>
<ul style="list-style-type: none"> <li>• Events leading to Civil War – 1846-1860</li> </ul>	<ul style="list-style-type: none"> <li>• Wilmot Proviso</li> <li>• Adding of California and Texas into the Union</li> <li>• Compromise of 1850</li> <li>• Kansas-Nebraska Act –(Popular Sovereignty)</li> <li>• Dred Scott v. Sanford decision</li> <li>• Southern Secession</li> </ul>
<ul style="list-style-type: none"> <li>• Civil War (Part I)</li> </ul>	<ul style="list-style-type: none"> <li>• Geographic and economic differences between North and South before war</li> <li>• Strengths and weaknesses of both sides</li> <li>• Strategies of both sides</li> <li>• Lives and views of Grant and Lee</li> </ul>
<ul style="list-style-type: none"> <li>• Civil War (Part II)</li> </ul>	<ul style="list-style-type: none"> <li>• Lives of African Americans (free and slave), women and children on both sides</li> <li>• Daily life of soldiers on both sides</li> <li>• Changes in economies on both sides during the war</li> <li>• Tribal Nations involvement</li> </ul>
<ul style="list-style-type: none"> <li>• Lincoln</li> </ul>	<ul style="list-style-type: none"> <li>• Lincoln’s “House Divided” speech</li> <li>• Lincoln-Douglas Debates</li> <li>• Election of Abraham Lincoln</li> <li>• Inaugural Address, 1861</li> <li>• Gettysburg Address</li> <li>• Emancipation Proclamation</li> <li>• 13<sup>th</sup> Amendment</li> <li>• Social</li> <li>• Political</li> </ul>
<ul style="list-style-type: none"> <li>• Consequences of the War</li> </ul>	<ul style="list-style-type: none"> <li>• Economic reasons/impact</li> <li>• Political perspectives</li> <li>• Social organization</li> </ul>