

**Social Studies Grade 8  
United States History to 1877  
First Six-Weeks Horizontal Alignment Planning Guide Overview**

<b>Learning Focus 1.1 The Thirteen Colonies</b>			
This study begins with European exploration and colonization of the Americas focusing on the first two English settlements at Jamestown and Plymouth. The student then continues to explore the geography and economic, social, and political life of the original thirteen English colonies. This focus includes the founding of colonies, regional characteristics, population distribution and settlement patterns, a survey of typical ways of earning a living, early political documents, and the contributions of individuals and groups to life in the three main colonial regions.			
<b>Key Concepts</b>			
exploration colonization	geographic impact on settlement patterns	push/pull factors	representative government
<b>Objectives</b> <b>SS.8.31A</b> Use social studies terminology correctly. <b>SS.8.2A</b> Identify the search for valuable resources, new trade opportunities, the desire to spread religious beliefs, and the desire for empire as reasons for the European exploration and colonization of North America. <b>SS.8.2B</b> Compare and contrast the economic, social, and political reasons for the establishment of [each of] the 13 colonies. <b>SS.8.11C</b> Analyze the effects of physical and human geographic factors on major historical events and contemporary events in the United States. <b>SS.8.30A</b> Using computer software, web-based resources, media and news services, databases, print text, artifacts, and oral sources, locate, differentiate between reliable primary and secondary sources and interpret one or more sources to gather information about key events, people, and issues in early United States history. <b>SS.8.30F</b> Determine criteria to identify bias in written, oral, and visual source material. <b>SS.8.30G</b> Establish possible criteria for determining validity of a source [such as information about the author, time and place of creation, corroboration from other sources, historical context, and use of language (bias)] and utilize these criteria to analyze and evaluate the validity of a primary and/or secondary source. <b>SS.8.10B</b> Analyze and interpret maps, graphs, charts, models, and databases to pose and answer questions about geographic distributions and patterns in the United States. <b>SS.8.11A</b> Locate places and regions of importance in the United States during the 17 <sup>th</sup> , 18th and 19th centuries. <b>SS.8.12A</b> Analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 18th and 19th centuries. <b>SS.8.13B</b> Explain reasons for the development of the plantation system, the growth of the slave trade, and the spread of slavery. <b>SS.8.26B</b> Describe religious influences on immigration in the Colonial period, including examples of religious intolerance and the impact of the first and second Great Awakenings. <b>SS.8.3B</b> Evaluate the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government. <b>SS.8.3C</b> Describe how religion contributed to the growth of representative government in the American colonies. <b>SS.21A</b> Explain how William Penn and others contributed to the development of self-government in colonial America. <b>SS.8.30B</b> Analyze information about early United States history by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. <b>SS.8.31D</b> Create written, oral, and visual presentations of social studies information related to early American history.			
<b>Suggested Lesson Framework</b>		3 lessons on <i>Economic Social, and Political [ESP] Aspects of the 13 Colonies</i>	1 lesson on <i>Comparing Colonial Regions</i>
1 lesson on <i>Geography of the Colonies: Locating the 13 Colonies</i>			

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<b>Learning Focus 1.2 Causes of the American Revolution</b>			
This Learning Focus examines the causes of the American Revolution including those individuals who assumed leadership in that conflict including Samuel Adams, Thomas Jefferson, George Washington, Patrick Henry and Thomas Paine ( <i>Common Sense</i> ). Students will study the Declaration of Independence and identify the important ideas and the role of this document in the foundation of our country.			
<b>Key Concepts</b>			
civil disobedience/protest	revolution	independence	representative government
<b>Objectives</b>			
<b>SS.8.31A</b> Use social studies terminology correctly.			
<b>SS.8.4A</b> Analyze mercantilism, British economic policies after the French and Indian War, and the American colonists' responses to those policies as causes of the American Revolution.			
<b>SS.21C</b> Analyze the reasons for and impact of colonial protests to British policy during the Colonial period or Thoreau's refusal to pay taxes in the 19th century as examples of civil disobedience in American history.			
<b>SS.8.30D</b> Identify differing points of view regarding a given issue or topic in early U.S. history and determine the extent to which the historical context and frame of reference of the participants influenced this viewpoint.			
<b>SS.8.30E</b> Cite evidence to support a point of view related to a particular issue or event			
<b>SS.8.4B</b> Analyze the roles Samuel Adams, Benjamin Franklin, King George III, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington played in the American Revolution.			
<b>SS.8.4C</b> Explain how declaring independence, writing the Articles of Confederation, the battles Lexington, Concord, Saratoga, and Yorktown, and signing the Treaty of Paris are significant events of the American Revolution.			
<b>SS.8.30B</b> Analyze information about early United States history by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.			
<b>SS.8.16A</b> Summarize key ideas in the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Declaration of Independence, and the Federalist Papers, and describe the influence these writings had on the development of government in the United States.			
<b>Suggested Lesson Framework</b>	2 lessons with the topic/theme <i>Causes of the American Revolution: Mercantilism and Causes of the American Revolution: Taxation/Colonial Protests</i>	3 lessons with the topic/theme <i>Shot Heard 'Round the World [Lexington and Concord]; Declaring Independence; and Analyzing the Declaration of Independence</i>	

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**Learning Focus 2.1 The American Revolution – The Final Years**

This unit focuses on the major events and the significant individuals of the American Revolution. Students will review the critical early battles including Lexington/Concord. They will study the significance of Saratoga, and Yorktown as turning points in the Revolution and in history. The learning focus concludes with an examination of the short and long term effects of our country's fight for freedom against Britain and major ideas included in the Articles of Confederation.

**Key Concepts**

- |              |             |                            |                 |
|--------------|-------------|----------------------------|-----------------|
| ▪ revolution | ▪ civil war | ▪ historical turning point | ▪ confederation |
|--------------|-------------|----------------------------|-----------------|

**Objectives**

**SS.8.31A**

Use social studies terminology correctly.

**SS.8.4B**

Analyze the roles Samuel Adams, Benjamin Franklin, King George III, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington played in the American Revolution.

**SS.8.4C**

Explain how declaring independence, writing the Articles of Confederation, the battles Lexington, Concord, Saratoga, and Yorktown, and signing the Treaty of Paris are significant events of the American Revolution.

**SS.8.11C**

Analyze the effects of physical and human geographic factors on major historical events and contemporary events in the United States.

**SS.8.24D**

Analyze the economic, social, and political contributions of people of various racial, ethnic, and religious groups to American society.

**SS.8.24E**

Analyze the economic, social, and political contributions of women to American society.

**SS.8.16B**

Summarize the strengths and weaknesses of the Articles of Confederation, and cite how these factors led to the writing of the U.S. Constitution

**SS.8.31C**

Transfer information from one medium to another including written to visual [pictures, diagrams, webs, models, PowerPoints] and statistical to written and visual [graphs, charts, diagrams] using computer software as appropriate.

**SS.8.30A**

Using computer software, web-based resources, media and news services, databases, print text, artifacts, and oral sources, locate, differentiate between reliable primary and secondary sources and interpret one or more sources to gather information about key events, people, and issues in early United States history.

**SS.8.30B**

Analyze information about early United States history by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

**Suggested Lesson Framework**

3 lessons on *Fighting/Winning the War*

1 lesson on *Contributions to Victory*

1 Lesson on *Now What? – Governing a New Nation*

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<b>Learning Focus 2.2 Constitutional Convention</b>			
The concepts of <i>conflict and compromise</i> form the basis of this learning focus. This unit bridges the gap between the government during the American Revolution and the ratification of the Constitution and the Bill of Rights. Included are major events, significant individuals, and major ideas included in the writing of the Constitution and the Bill of Rights. Also included are the debates between the Federalists and Anti-Federalists.			
<b>Key Concepts</b>			
conflict	compromise	constitution	ratification
<b>Objectives</b>			
<b>SS.8.31A</b> Use social studies terminology correctly.			
<b>SS.8.16B</b> Summarize the strengths and weaknesses of the Articles of Confederation, and cite how these factors led to the writing of the U.S. Constitution.			
<b>SS.8.4D</b> Analyze how compromise helped resolve issues including representation, slavery, foreign trade, presidential elections, and government power versus individual liberty during the Constitutional Convention of 1787 and describe the arguments for and against ratification.			
<b>SS.8.30D</b> Identify differing points of view regarding a given issue or topic in early U.S. history and determine the extent to which the historical context and frame of reference of the participants influenced this viewpoint.			
<b>SS.8.30E</b> Cite evidence to support a point of view related to a particular issue or event.			
<b>SS.8.16A</b> Summarize key ideas in the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Declaration of Independence, and the <b>Federalist Papers</b> , and describe the influence these writings had on the development of government in the United States.			
<b>SS.8.18A</b> Analyze the points of view held by the Federalists and the Anti-Federalists and categorize the positions held by Alexander Hamilton, Patrick Henry, James Madison, and George Mason as representative of these two opposing factions.			
<b>SS.22A</b> Summarize different points of view held by political parties or special interest groups on historical and contemporary economic, social, and political issues.			
<b>SS.8.30A</b> Using computer software, web-based resources, media and news services, databases, print text, artifacts, and oral sources, locate, differentiate between reliable primary and secondary sources and interpret one or more sources to gather information about key events, people, and issues in early United States history.			
<b>Suggested Lesson Framework</b>			
1 lesson on <i>Calling the Constitutional Convention</i>	2 lessons on <i>Issues for Debate and Compromise</i>	2 lessons on <i>Ratifying the Constitution</i> including the Federalist/Anti-Federalist debates	

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<b>Learning Focus 3.1 Constitution and Bill of Rights</b>		
Learning Focus 3.1 allows students to take an in-depth look at the United States Constitution and the Bill of Rights, including the structure and function of each of the branches of the federal government as established by the Constitution.		
<b>Key Concepts</b>		
Principles/ideals	Individual rights	Constitutional government
<b>Objectives</b> <b>SS.8.31A</b> Use social studies terminology correctly. <b>SS.8.16C</b> Identify the colonial grievances listed in the Declaration of Independence, and explain how the grievances were addressed in the U.S. Constitution and Bill of Rights. <b>SS.8.16D</b> Analyze how the Constitution and Bill of Rights reflect the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights. <b>SS.8.17A</b> Summarize why and how the U.S. Constitution is amended. <b>SS.8.20A</b> Define and give examples of unalienable rights <b>SS.8.20B</b> Summarize rights guaranteed in the Bill of Rights <b>SS.8.20F</b> Explain how the rights and responsibilities of U.S. citizens reflect our national identity. <b>SS.22B</b> Describe the importance of free speech and press in a democratic society, and cite reasons for limits on those freedoms. <b>SS.8.26C</b> Analyze the impact of the first amendment guarantees of religious freedom on the American way of life. <b>SS.8.30B</b> Analyze information about early United States history by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. <b>SS.8.31C</b> Transfer information from one medium to another including written to visual [pictures, diagrams, webs, models, PowerPoints] and statistical to written and visual [graphs, charts, diagrams] using computer software as appropriate		
<b>Suggested Lesson Framework</b> <b>Constitution – A Plan of Government: 1 lesson</b> <i>Federalism, Popular Sovereignty, Republicanism</i>	<b>Three Branches of Government: 3 Lessons</b> <i>Checks and balances, separation of powers, limited government</i>	<b>Bill of Rights and You: 2 Lessons</b> <i>Individual rights</i>

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**3.2 Issues Facing the New Republic**

Learning Focus 3.2 examines the formative years of the United States concentrating on the period from 1789 to 1820. Using this era, students will examine examples of the growing power of the federal government, the development of national political parties, and the emergence of the United States as a more powerful force in foreign affairs.

**Key Concepts**

Taxation/tariff	Domestic policy	Foreign policy	neutrality
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**Objectives**

**SS.8.31A**

Use social studies terminology correctly.

**SS.8.5A**

Explain major domestic issues (maintaining national security, creating a stable economic system, setting up a court system, and defining the authority of the federal government) faced by the leaders of the new government in the late 1790's and early 1800's and describe the solutions reached.

**SS.8.5B**

Examine economic issues facing the leaders of the new republic and summarize opposing positions on protective tariffs, taxation, and the banking system.

**SS.8.5C**

Explain the origin and trace the development of American political parties.

**SS.8.5D**

Explain the significance of the War of 1812 in relation to the continuing British threat in America.

**SS.8.5E**

Trace the foreign policies of Presidents Washington through Monroe, and explain the impact of Washington's Farewell Address and the Monroe Doctrine.

**SS.8.5F**

Analyze the importance of Andrew Jackson to the development of American political parties, including the beginning of the modern Democratic Party.

**SS.8.11A**

Locate places and regions of importance in the United States during the 18th and 19th centuries.

**SS.8.14A**

Analyze the War of 1812 as a cause of economic changes in the nation.

**SS.8.30B**

Analyze information about early United States history by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

**Suggested Lesson Framework**

**Young Nation – Domestic Issues: 1 Lesson**

**Development of Political Parties: 1 Lesson**

**Increasing Power in Foreign Affairs: 2 Lessons**