

LINCOLN PUBLIC SCHOOLS  
Social Studies Learning Expectations: Grade 8 U.S. History

**Strand:**

U.S History I:  
The Revolution  
Through  
Reconstruction,  
1763-1877

**Massachusetts  
Standard:**

Students will understand the political and intellectual origins of the American nation: the Revolution and the Constitution, 1763-1789.

**Big Ideas**

- ❑ Organized resistance and establishment of new rules for government can be used effectively when people (American colonists) are dissatisfied with their current government (Britain).

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**Key Outcomes**

- ❑ Students will demonstrate an understanding of **the reasons for going to war** by analyzing primary source documents and studying the events preceding the Revolutionary War.
- ❑ Students will demonstrate an understanding of **the successes and failures of establishing a new Constitution** by comparing and contrasting current and previous governments.
- ❑ Students will an understanding of **British and Colonial perspectives** by taking part in a Boston Massacre mock trial and reflecting on their roles.
- ❑ Students will demonstrate an understanding of **the Constitutional Convention** by comparing and contrasting specific issues through oral debate.
- ❑ Students will demonstrate an understanding of **the formation of a new government** by analyzing specific government documents and highlighting key points.
- ❑ Students will demonstrate an understanding of **personal stories and perspective** by reading narrative accounts and developing relevant questions.

## Essential Knowledge and Skills

*Students will be able to:*

- Explain the historical and intellectual influences on the American Revolution and the formation and framework of the American government. (H, C).

A. the legacy of ancient Greece and Rome

*Seminal Primary Documents to Read:* Mayflower Compact (1620)

- Explain the influence and ideas of the Declaration of Independence and the political philosophy of Thomas Jefferson. (H, C)

*Seminal Primary Documents to Read:* the Declaration of Independence (1776).

*Seminal Primary Documents to Consider:* the Suffolk Resolves (1774) and the Virginia Statute for Religious Freedom (1786)

- Analyze how Americans resisted British policies before 1775 and analyze the reasons for the American victory and the British defeat during the Revolutionary war. (H).

- Explain the role of Massachusetts in the revolution, including important events that took place in Massachusetts and important leaders from Massachusetts. (H).

A. The Boston Massacre

B. The Boston Tea Party

C. The Battles of Lexington and Concord and Bunker Hill

D. Sam Adams, John Adams, and John Hancock

- Explain the reasons for the adoption of the Articles of Confederation in 1781, including why its drafters created a weak central government; analyze the shortcomings of the national government under the Articles; and describe the crucial events (e.g., Shays's rebellion) leading to the Constitutional Convention. (H, C).

*Seminal Primary Documents to Read:* the Northwest Ordinance (1787).

- Explain the roles of various founders at the Constitutional Convention. Describe the major debates that occurred at the Convention and the "Great Compromise" that was reached. (H, C)

- Participate in major debates:
  - A. The distribution of political power
  - B. The rights of individuals
  - C. The rights of states
  - D. Slavery

Founders

- A. Benjamin Franklin
- B. Alexander Hamilton
- C. James Madison
- D. George Washington

*Seminal Primary Documents to Read:* the U.S. Constitution.

- USI.8 Describe the debate over the ratification of the Constitution between Federalists and Anti-Federalists and explain the key ideas contained in the Federalist Papers on federalism, factions, checks and balances, and the importance of an independent judiciary. (H, C).

*Seminal Primary Documents to Read:* Federalist Paper number 10.

*Seminal Primary Documents to Consider:* Federalist Papers numbers 1, 9, 39, 51, and 78.

- USI.9 Explain the reasons for the passage of the Bill of Rights. (H, C).
  - A. The influence of the British concept of limited government
  - B. The particular ways in which the Bill of Rights protects basic freedoms, restricts government power, and ensures rights to persons accused of crimes

*Seminal Primary Documents to Read:* the Bill of Rights (1791)

*Seminal Primary Documents to Consider:* Magna Carta (1215) and the English Bill of Rights (1689).

- USI.10 On a map of North America, identify the first 13 states to ratify the Constitution. (H, G)

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**Massachusetts  
Standard:**

Students will understand the formation and framework of American democracy.

**Big Ideas**

- ❑ American democracy is a form of government guided by the Constitution with representation from federal, state, local, and individual perspectives.

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**Key Outcomes**

- ❑ Students will demonstrate an understanding of **the power of a citizen's vote** by studying and explaining the party system, the function of elections and the role of legislators.
- ❑ Students will demonstrate an understanding of **federal and state governments** by identifying powers and limitations through the use of graphic organizers.
- ❑ Students will demonstrate an understanding of **the importance of staying current with local and national events and their effects on US citizens, especially in an election year** by viewing, analyzing, and reporting on events.

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**Essential Knowledge and Skills**

*Students will be able to:*

- ❑ Describe the purpose and functions of government. (H, C).
- ❑ Explain and provide examples of different forms of government, including democracy, monarchy, oligarchy, theocracy, and autocracy. (H, C).
- ❑ Explain why the United States government is classified as a democratic government. (H, C).

	<ul style="list-style-type: none"><li>❑ Explain the characteristics of American democracy, including the concepts of popular sovereignty and constitutional government, which includes representative institutions, federalism, separation of powers, shared powers, checks and balances, and individual rights. (H, C).</li><li>❑ Explain the varying roles and responsibilities of federal, state, and local governments in the United States. (H, C).</li><li>❑ Explain the rights and the responsibilities of citizenship and describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups. (H, C).</li><li>❑ Explain the evolution and function of political parties, including their role in federal, state, and local elections. (H, C).</li><li>❑ Describe how decisions are made in a democracy, including the role of legislatures, courts, executives, and the public. (H, C)</li></ul>
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Standard:**

Students will understand the political democratization, westward expansion, and diplomatic developments, 1790-1860.

**Big Ideas**

- ❑ As the United States expanded there were benefits to some but there was also a cost to the families who moved westward, to the Native Americans who were already living there, and to the relationships with foreign nations.

**Key Outcomes**

- ❑ Students will demonstrate an understanding of **the conflicts arising from the changing US border** by analyzing territory purchases, conflicts/wars, economic desires and accompanying transportation needs.
- ❑ Students will demonstrate an understanding of **specific subgroups and their reasons for moving westward** by reviewing and critiquing primary source documents and personal narratives. Students will demonstrate an understanding of **the Native American perspective and creation/addition of states** by analyzing US maps across time.
- ❑ Students will demonstrate an understanding of **individual experiences** by studying and analyzing personal letters, books and documents that were written at the time.
- ❑ Students will demonstrate an understanding of **the impact of the belief in manifest destiny** by examining and describing art, architecture, transportations systems and other impacts on the environment.

## Essential Knowledge and Skills

*Students will be able to:*

- Summarize the major policies and political developments that took place during the presidencies of George Washington (1789-1797), John Adams (1797-1801), and Thomas Jefferson (1801-1809). (H, C).
  - A. The origins of the Federalist and Democratic-Republican parties in the 1790s
  - B. The conflicting ideas of Thomas Jefferson and Alexander Hamilton
  - C. The Alien and Sedition Acts
  - D. The Louisiana Purchase
- Describe the importance of Jacksonian democracy, and Jackson's actions as President. (H).
  - A. Jackson's policy of Indian Removal
- Trace the influence and ideas of Supreme Court Chief Justice John Marshall (1803). (H, C).
- Describe the causes, course, and consequences of America's westward expansion and its growing diplomatic assertiveness. Use a map of North America to trace America's expansion to the Civil War, including the location of the Santa Fe and Oregon trails. (H, E, G).
  - A. The War of 1812
  - B. The purchase of Florida in 1819
  - C. The Cherokees' Trail of Tears
  - D. The annexation of Texas in 1845
  - E. The concept of Manifest Destiny and its relationship to westward expansion
  - F. The acquisition of the Oregon Territory in 1846
  - G. The territorial acquisitions resulting from the Mexican War
  - H. The search for gold in California
  - I. The Gadsden Purchase of 1854

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**Massachusetts  
Standard:**

Students will understand the economic growth in the North and South from 1800 to 1860.

**Big Ideas**

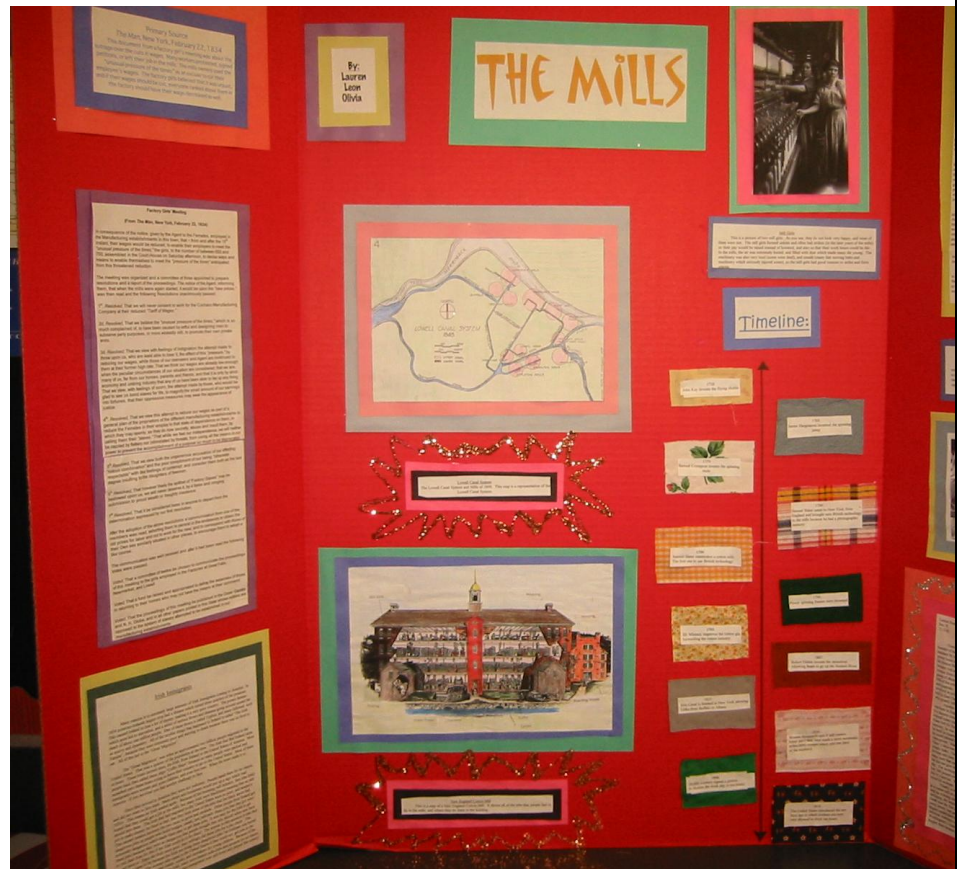
- ❑ Industries in the North and South were both interconnected and interdependent.
- ❑ The economic, social, cultural, and environmental impact of these industries changed the course of our nation.

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**Key Outcomes**

- ❑ Students will demonstrate an understanding of **how technological improvements and inventions contributed to the rise of industrialization and the continuation of the slave trade** by describing key inventions in transportation, the whaling industry, Triangular Trade, and the mill industry and documenting their impact in the economic growth of the North and South.
- ❑ Students will demonstrate an understanding of **the positive and negative impact that the Industrial Revolution had on many facets of life in America and around the world** by analyzing economic, social, cultural and environmental changes.
- ❑ Students will demonstrate an understanding of **the institution of slavery** by describing and empathizing with the ways that Africans were taken from their native land, transported through the Middle Passage, sold to plantation owners and used as forced labor throughout the major industries of the North and South.
- ❑ Students will demonstrate an understanding of how technological improvements and inventions contributed to the rise of industrialization and the continuation of the slave trade by describing key inventions in the Mill Industry.





Visual display to support verbal presentation by grade 8 student

## Essential Knowledge and Skills

*Students will be able to:*

- Explain the importance of the Transportation Revolution of the 19<sup>th</sup> (the building of canals, roads, bridges, turnpikes, steamboats, and railroads), including the stimulus it provided to the growth of a market economy. (*H & E*).
- Explain the emergence and impact of the textile industry in New England and industrial growth generally throughout antebellum America. (*H & E*).
  - A. The technological improvements and inventions that contributed to industrial growth
  - B. The causes and impact of the wave of immigration from Northern Europe to America in the 1840's and 1850's
  - C. The rise of a business class of merchants and manufacturers
  - D. the roles of women in New England textile factories
- Describe the rapid growth of slavery in the South after 1800 and analyze slave life and resistance on plantations and farms across the South, as well as the impact of the cotton gin on the economics of slavery and Southern agriculture. (*(H)*)

*Massachusetts Department of Education Coding System*

*H- History*

*G- Geography*

*C- Civics and Government*

*E-Economics*

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The Revolution  
Through  
Reconstruction  
1763-1877

**Massachusetts  
Standard:**

Students will understand the social, political, and religious change from 1800-1860.

**Big Ideas**

- ❑ Social, political and religious change in the early 19<sup>th</sup> century influenced the growth of the American education system, promoted the formation of the abolitionist movement, shaped the development of the Second Great Awakening, and inspired women's suffrage movement.
- ❑ During a time of radical reform, the meaning of and the participation in civic responsibilities by an individual contributes to the preservation and improvement of a society and the role of a democracy.

**Key Outcomes**

- ❑ Students will demonstrate an understanding **of the development of the American education system** by explaining the common school movement and evaluating obstacles faced by women and African Americans in the 1800's.
- ❑ Students will demonstrate an understanding of **the abolitionist movement** by recognizing and documenting the role that was played by the following: Frederick Douglass, William Lloyd Garrison, Sojourner Truth, Harriet Tubman, and Theodore Weld.
- ❑ Students will demonstrate an understanding of **the influence that important religious trends played on the shaping of antebellum America** by outlining the effect of the Second Great Awakening on the American people.
- ❑ Students will demonstrate an understanding **of the women's suffrage movement** by describing the outcomes of the Seneca Falls convention (1848) and analyzing the role that was played by the following influential women: Susan B Anthony, Margaret Fuller, Lucretia Mott, and Elizabeth Cady Stanton.

## Essential Knowledge and Skills

*Students will be able to:*

- ❑ Summarize the growth of the American Education system and Horace Mann's campaign for free compulsory public education. *(H)*.
- ❑ Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism. *(H)*.
  - A. Frederick Douglass
  - B. William Lloyd Garrison
  - C. Sojourner Truth
  - D. Harriet Tubman
  - E. Theodore Weld
- ❑ Describe important religious trends that shaped antebellum America. *(H)*.
  - A. The increase in the number of Protestant denominations
  - B. The Second Great Awakening
  - C. The influence of these trends on the reaction of Protestants to the growth of Catholic immigration.
- ❑ Analyze the goals and effect of the antebellum women's suffrage movement. *(H)*.
  - A. The 1848 Seneca Falls convention
  - B. Susan B. Anthony
  - C. Margaret Fuller
  - D. Lucretia Mott
  - E. Elizabeth Cady Stanton
- ❑ Analyze the emergence of the Transcendentalist movement through the writings of Ralph Waldo Emerson and American literature, including the contributions of Henry David Thoreau and Ralph Waldo Emerson. *(H)*.

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US History I  
The Revolution  
Through  
Reconstruction,  
1763-1877

**Massachusetts  
Standard:**

Students will  
understand the  
Civil War and  
Reconstruction  
1860-1877.

**Big Ideas**

- ❑ Despite many attempts to resolve differences between the North and the South on the issues of race in America during the 1800's, the Civil War was fought to preserve the Union.
- ❑ Wars are "won" because of a combination of such things as individual leadership, strategies and resources.

**Key Outcomes**

- ❑ Students will demonstrate an understanding of **several perspectives on the causes of the Civil War** by comparing and contrasting issues of race, rights of states, and the desire to preserve the Union.
- ❑ Students will demonstrate an understanding of **the success or failure of American leaders** by evaluating the pivotal role played by the following: Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, and Robert E. Lee.
- ❑ Students will demonstrate an understanding of **the messages of Abraham Lincoln as stated in both the Emancipation Proclamation and the Gettysburg Address** by recognizing the motives and goals of Lincoln's plan to preserve the Union and reflecting upon the reasons for their success.

**Essential Knowledge and Skills**

*Students will be able to:*

- ❑ Describe how the different economies and cultures of the North and South contributed to the growing importance of sectional politics in the early 19<sup>th</sup> century. (*H*).
- ❑ Summarize the critical developments leading to the Civil War. (*H*).
  - A. The Missouri Compromise (1820)
  - B. The South Carolina Nullification Crisis (1832–1833)
  - C. The Wilmot Proviso (1846)
  - D. The Compromise of 1850
  - E. The publication of Harriet Beecher Stowe's *Uncle Tom's Cabin*

- F. The Kansas-Nebraska Act (1854)
- G. The Dred Scott Supreme Court case (1857)
- H. The Lincoln-Douglas debates (1858)
- I. John Brown's raid on Harper's Ferry (1859)
- J. The election of Abraham Lincoln (1860)

- Identify on a map of North America, the Union and Confederate States at the outbreak of the war. (*H & G*).
- Analyze Abraham Lincoln's presidency, the Emancipation Proclamation (1863), his views on slavery, and the political obstacles he encountered. (*H & C*).
- Analyze the roles and policies of various Civil War leaders and describe the important Civil War battles and events. (*H*).

Leaders

- A. Jefferson Davis
- B. Ulysses S. Grant
- C. Robert E. Lee

Battles

- A. The Massachusetts 54th Regiment and the Battle at Fort Wagner
- B. Antietam
- C. Vicksburg
- D. Gettysburg
- Provide examples of the various effects of the Civil War. (*H & E*).
- A. Physical and economic destruction
- B. The increased role of the federal government
- C. The greatest loss of life on a per capita basis of any U.S. war before or since.
- Explain the policies and consequences of Reconstruction (*H & C*)
- A. Presidential and Congressional Reconstruction
- B. The impeachment of President Johnson
- C. The 13th, 14th, and 15th Amendments
- D. The opposition of Southern whites to Reconstruction
- E. The accomplishments and failures of Radical Reconstruction
- F. The presidential election of 1876 and the end of Reconstruction
- G. The rise of Jim Crow laws
- H. The Supreme Court case, *Plessy v. Ferguson* (1896)

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