

## 2022 - 2023, Eighth Grade, Social Studies, Quarter 1

Students begin a study of the seminal years of American history and geography with **Colonization, Causes of the American Revolution, and The American Revolution**. Appropriate historical documents are embedded in the course in compliance with [T.C.A. § 49-6-1011](#). Compliance with [Federal Mandate 36 U.S. Code § 106](#) and [Freedom Week TCA § 49-6-1014](#) are part of quarter one instruction. The course complies with [T.C.A. § 49-6-1028](#) on teaching civics as a project-based assessment and [T.C.A. § 49-6-1006](#) on inclusion of Black history and culture.

### Tennessee State Standards and Learning Expectations

#### Colonization Period - 1607 - 1750

**8.01** Explain the founding and development of Jamestown as the first permanent English colony, its early struggles, the economic and political structure, and role of the Powhatan people. (C, E, G, H, P)

- Explain Jamestown’s significance as England’s first permanent colony.
- Analyze John Smith’s account of the “Starving Time” in *A Historie of Virginia* and cite evidence of the struggles of the earliest settlers.
- Read the First Virginia Charter, citing evidence to explain the colony’s economic and political structure.
- Explain the significance of the House of Burgesses.
- Examine the interactions between the Powhatan people and the Jamestown settlers.

**8.02** Explain the founding and development of the Plymouth Colony, including the significance of: The Mayflower Compact, interactions with Squanto, and the role of religious freedom. (C, G, H, P)

- Describe the religious motivations for the founding of the Plymouth Colony.
- Read the Mayflower Compact and determine its purpose and significance.
- Describe Squanto’s contributions to the Pilgrims (Separatists).

**8.03** Explain the founding and development of the Massachusetts Bay Colony, including the significance of: Anne Hutchinson, Salem Witch Trials, role of theocracy, and town meetings. (C, G, H, P)

- Explain the motivations behind the founding of the Massachusetts Bay Colony, including the Puritans (Non-Separatists) desire to form a theocracy.
- Explain the importance of John Winthrop, the role of town meetings, and the course and consequences of the Salem Witch Trials.

**8.04** Explain the motivation for and the founding of the Rhode Island and Connecticut Colonies, including the roles of Roger Williams and Thomas Hooker. (C, G, H, P)

- Evaluate the effects of the Puritans’ lack of religious toleration, and how it led to Anne Hutchinson’s exile, Roger Williams’ founding of Rhode Island, and Thomas Hooker’s founding of Connecticut.

**8.05** Analyze the economic motivation for the Dutch founding New Netherlands, the diverse population of the colony, and the transition to the English colony of New York. (C, E, G, H, P)

- Analyze the Dutch founding of New Netherlands and the importance of Peter Stuyvesant, including the:
  - economic motivations for colonization, patroon system
  - resulting diverse population of the colony
  - English takeover of the colony (role of the Duke of York).

**8.06** Analyze the founding of Pennsylvania as a haven for Quakers and the tolerance that drew many different groups to the colony, including the significance of William Penn, Philadelphia, relationship with American Indians, and the role of women. (C, E, H, P)

- Explain Penn’s motivations in founding his colony, including his desire to create a haven for Quakers as part of his Holy Experiment.
- Explain how Philadelphia, the relationship with American Indians, and the role of women in the colony were significant in making Pennsylvania unique.

**8.07** Explain the reasons behind the settlement of the Georgia Colony, including: its designation as a “debtor” colony, its function as a “buffer” colony, and the role of James Oglethorpe in its founding. (C, E, G, H, P)

- Summarize the motivations behind James Oglethorpe’s idea of settling Georgia as a “debtor” colony, banning of enslavement, and Britain’s desire for a “buffer” colony.

**8.10a** Identify the origins and development of slavery in the colonies, overt and passive resistance to enslavement, and the Middle Passage. (C, E, G, H, P)

- Show how enslavement began in the colonies by examining the triangular trade and its negative impact.
- Describe the experiences enslaved people, such as Olaudah Equiano, endured during the Middle Passage.

**8.10b, 8.36a** Identify the conditions of enslavement and explain how slaves adapted to and resisted bondage in their daily lives. (C, G, H)

- Describe the unjust conditions that enslaved people endured during their lives of bondage and their efforts to resist enslavement overtly and passively.

**8.08** Locate and identify the Thirteen Colonies and describe how their location and geographic features influenced regional economic development. (E, G, H, P)

- Identify the three colonial regions (New England, Middle Colonies, and Southern Colonies) on a map and how a colony’s location and geography influenced its economic activities.
- Identify the individual thirteen English colonies in North America on a map.

**8.09** Compare and contrast the locations and goals of British, French, and Spanish settlements in North America. (C, E, G, H, P)

- Compare the government structures and goals of the Spanish, French, and English in forming colonies in North America.
- Identify the French and Spanish settlements in North America on a map.

### **Causes of the American Revolution - 1730s - 1775**

**8.11** Describe the significance of the First Great Awakening, including its role in unifying the colonies and the growth of religious tolerance. (C, H)

- Evaluate the importance of the First Great Awakening in unifying the colonies and influencing the spread of religious tolerance and the roles of Jonathan Edwards and George Whitefield.

**8.13a** Explain the significance of the Ohio River Valley leading to the French and Indian War. (C, E, G, H, P)

- Explain the causes of the French and Indian War, including conflict in the Ohio River Valley and the role of George Washington.

**8.13b** Explain the significance of...the events and consequences of the conflict, including: the massacre at Fort Loudoun, the Treaty of Paris of 1763, war debt, and the Proclamation Line of 1763. (C, E, G, H, P, T)

- Explain the key events of the French and Indian War, including the Ohio River Valley, the Massacre at Fort Loudoun (TN), and the Battle of Quebec.
- Explain the effects of the French and Indian War, including the Treaty of Paris of 1763 and war debt.
- Create a T-chart of British reasons for implementing the Proclamation Line of 1763 as well as colonists' reasons for ignoring the law.

**8.14** Explain the political contributions of Benjamin Franklin to the U.S., including the "Join or Die" cartoon and Albany Plan of Union. (C, E, H, P)

- Analyze the meaning and significance of Benjamin Franklin's "Join or Die" cartoon.
- Outline the details of the Albany Plan of Union and summarize why Benjamin Franklin's plan was never enacted.

**8.12** Explain the Navigation Acts and the policy of mercantilism. (E, G, H)

- Explain how the Navigation Acts and mercantilism led to conflict between the British government and the colonists, resulting in the American Revolution.

**8.15** Analyze the social, political, and economic causes of the events and groups of the American Revolution, including: (C, E, G, H, P)

- The Quartering Act
- The Boston Massacre
- The Stamp Act
- The Boston Tea Party
- The Declaratory Act
- Intolerable/Coercive Acts
- The Townshend Acts
- Sons of Liberty.

### **The American Revolution - 1775 - 1783**

**8.17** Locate and explain the significance of the battles of the American Revolution prior to the signing of the Declaration of Independence, including Lexington and Concord and Bunker (Breed's) Hill. (C, E, G, H, P)

- Locate the Battles of Lexington and Concord and Bunker (Breed's) Hill on a map and describe their importance and how geography played a role.

**8.19** Compare and contrast the points of view of Loyalists and Patriots. (C, G, H, P)

<ul style="list-style-type: none"> <li>• Compare the perspectives Loyalists and Patriots held about the Proclamation Line, the various Acts, Boston Tea Party, representation, British citizenship, and the right to declare independence.</li> <li>• Identify where most Loyalists and Patriots resided in the colonies.</li> </ul>
<p><b>8.16</b> Explain the historical purposes and consequences of Thomas Paine's <i>Common Sense</i>. (C, H, P)</p> <ul style="list-style-type: none"> <li>• Explain Paine's purposes in writing <i>Common Sense</i> and describe its significance to the Patriots' cause.</li> </ul>
<p><b>8.18</b> Explain the historical and present-day significance of the Declaration of Independence. (<i>T.C.A. § 49-6-1028</i>) (C, H, P, TCA)</p> <ul style="list-style-type: none"> <li>• Read the Declaration of Independence and, using textual evidence, compose a written response to evaluate its historic and present-day significance.</li> </ul>
<p><b>8.20</b> Locate and explain the significance of the following during the American Revolution: (C, H, P, T)</p> <ul style="list-style-type: none"> <li>• struggles of the Continental Army</li> <li>• Battles of Trenton and Princeton</li> <li>• Battle of Saratoga</li> <li>• Battle of Yorktown</li> <li>• guerrilla warfare.</li> <li>• Describe the struggles of the Continental Army, including the winter at Valley Forge.</li> <li>• Describe the impact of Friedrich von Steuben on the Continental Army.</li> <li>• Explain the results of Francis Marion and the colonists' use of guerrilla warfare.</li> <li>• Locate on a map and explain their significance of the major battles of the Revolution including how geography played a role.</li> </ul>

C – culture, E – economics, G – geography, H – history, P – politics/government, T – Tennessee, TCA – TN Code Annotated (required)

## 2022 - 2023, Eighth Grade, Social Studies, Quarter 2

<p>Students continue a study of American history and geography with a focus on <b><u>Building a Nation</u></b>, <b><u>Early Presidential Administrations</u></b>, <b><u>Foreign Affairs</u></b>, and <b><u>Sectionalism Divides the Nation</u></b> units. Appropriate historical documents are embedded in the course in compliance with <a href="#">T.C.A. § 49-6-1011</a>. The course complies with <a href="#">T.C.A. § 49-6-1028</a> on teaching civics as a project-based assessment and <a href="#">T.C.A. § 49-6-1006</a> on inclusion of Black history and culture.</p>
<p><b>Tennessee State Standards and Learning Expectations</b></p>
<p><b><u>Building a Nation</u> - 1775 - 1789</b></p>
<p><b>8.21</b> Analyze the strengths and weaknesses of the Articles of Confederation, and describe the Land Ordinance of 1785, the Northwest Ordinance of 1787, the Northwest Territory, the Lost State of Franklin, and Shays' Rebellion. (E, G, H, P, T)</p> <ul style="list-style-type: none"> <li>• Analyze excerpts of the Articles of Confederation, citing which powers were and were not granted to the national government.</li> <li>• Explain the details and effects of the Land Ordinance of 1785 and the Northwest Ordinance of 1787, including the issue of enslavement in the Northwest Territory and the creation of a process for territories to become states.</li> <li>• Explain how Shays' Rebellion proved the weaknesses of the Articles of Confederation.</li> </ul>

- Describe the Lost State of Franklin and its impact on the U.S. Constitution with how new states may and may not be added.

**8.22** Describe the roles of James Madison and George Washington during the Constitutional Convention, and analyze the major issues debated, including the Great Compromise and the Three-Fifths Compromise. (*T.C.A. § 49-6-1028*) (E, H, P, TCA)

- Describe the contributions of James Madison (“Father of the Constitution”) and George Washington (President of the Constitutional Convention) during the Constitutional Convention and why they were important in their roles.
- Analyze why and how compromises at the Constitutional Convention led to the Great Compromise and the Three-Fifths Compromise.

**8.23** Examine the principles and purposes of government listed in the Preamble and principles stated in the Constitution, including: the separation of powers, federalism, and checks and balances. (*T.C.A. § 49-6-1028*) (H, P, TCA)

- Read and analyze the six purposes of government listed in the Preamble.
- Read excerpts of the U.S. Constitution and cite textual evidence to evaluate its key principles, including separation of powers, checks and balances, and federalism.

**8.24** Describe the conflict between Federalists and Anti-Federalists over the ratification of the Constitution, including the protection of individual rights through the Bill of Rights and concern for states’ rights. (*T.C.A. § 49-6-1028*) (H, P, TCA)

- Explain the concept of “natural rights” as the Founding Fathers understood it and not “rights given by a government.”
- Explain the differing perspectives of the Federalists and Anti-Federalists on issues, including:
  - the ratification of the U.S. Constitution
  - the protection of individual rights through the Bill of Rights
  - concern for states’ rights.

### **Early Presidential Administrations - 1789 - 1809**

**8.25** Analyze the major events of President George Washington’s administration, including: the precedents he set, Whiskey Rebellion, and ideas presented in his farewell address. (E, G, H, P)

- Analyze the impact of George Washington’s Presidency, including:
  - the impact and reasoning of the precedents President Washington established
  - his aggressive response to the Whiskey Rebellion
  - the ideas expressed in his Farewell Address.

**8.26** Explain how conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties by analyzing their views on foreign policy, economic policy, a national bank, and strict versus loose interpretation of the Constitution. (C, E, G, H, P)

- Explain how the different political views of how best to govern between Thomas Jefferson and Alexander Hamilton resulted in the formation of the nation’s first two political parties by analyzing their views on the following topics:

- Foreign policy favoring the French vs the British
- Economic policy, a national bank, and favoring an agrarian-based economy vs favoring a manufacturing-based economy.
- Small government vs bigger government, strict vs loose interpreting of the U.S. Constitution.

**8.28** Identify how westward expansion led to the statehood of Tennessee and the importance of its first state constitution (1796).

(T.C.A. § 49-6-1028) (G, H, P, T, TCA)

- Describe how westward expansion led to the statehood of Tennessee.
- Analyze Thomas Jefferson’s statement about the Tennessee Constitution of 1796 being “least imperfect and most republican of the state constitutions” and name what makes the state’s first constitution unique, including:
  - all free men (white and African American) 21 years or older had voting rights
  - no state supreme court
  - creation of a weak executive position.

**8.27** Explain the controversies that plagued the administration of President John Adams, including: the conflicts with Great Britain and France, the XYZ Affair, and the Alien and Sedition Acts. (E, G, H, P)

- Describe the challenges faced by President John Adams, including:
  - conflicts with Great Britain and France economically and politically
  - the XYZ Affair
  - the Alien and Sedition Acts and their constitutionality as viewed by Federalists and Anti-federalists
  - the Kentucky and Virginia Resolutions and why Jefferson and Madison wrote them.

**8.29** Analyze the significance of the election of 1800 and Chief Justice John Marshall’s opinion in *Marbury v. Madison*. (H, P)

**8.30** Explain the major events of Thomas Jefferson’s presidency, including conflicts with the Barbary pirates, Embargo Act, the Louisiana Purchase, and the Lewis and Clark Expedition. (E, G, H, P)

- Explain the major events of Jefferson’s presidency, including:
  - meaning of the term “The Revolution of 1800”
  - *Marbury v. Madison* and the concept of judicial review
  - how conflict with the Barbary pirates was a change in foreign policy
  - the failure of the Embargo Act
  - Louisiana Purchase and Jefferson’s limited government contradiction
  - the purpose, trials, and amazing journey by the Lewis and Clark Expedition.

### **Foreign Affairs - 1806 - 1823**

**8.31** Explain the causes, course, and consequences of the War of 1812, including: (C, E, G, H, P, T)

- use of impressment and trade restrictions between the U.S. and Great Britain
- roles of Andrew Jackson and William Henry Harrison
- significance of the Treaty of Ghent
- rise in nationalism in the U.S.
- Explain how Britain’s impressment of American sailors and trade restrictions between the U.S. and Britain led to war.
- Explain why the country was divided on going to war primarily based on regional economic concerns.
- Describe Andrew Jackson role during the war and the significance of the Battle of Horseshoe Bend.
- Analyze the outcome of the Battle of New Orleans including securing the Mississippi River and boosting national pride.
- Describe the roles of William Henry Harrison and Tecumseh during the war.
- Explain the significance of the Treaty of Ghent and the resulting rise in nationalism in the United States.

**8.32** Identify and locate the changing boundaries of the United States as a result of the Convention of 1818 and the Adams-Onís Treaty. (G, P)

- On a map, identify and find the changing boundaries of the U.S. because of the Convention of 1818 and the Adams- Onís Treaty.

**8.33** Analyze the purpose and effects of the Monroe Doctrine. (E, H, P)

- Read and analyze excerpts of the Monroe Doctrine to determine the purposes of the policy and explain how it affected U.S. relations with foreign nations.

### **Sectionalism Divides the Nation - 1790 - 1850**

**8.34** Describe the development of the agrarian economy in the South, the locations of the cotton-producing states, the significance of cotton and the cotton gin, and the founding of Memphis as a center for cotton and the slave trade. (C, E, G, H, P, T)

- Describe the political and geographic features that led to and sustained an agrarian economy of the South, including the concept of “King Cotton” and the significance of Memphis as the Cotton Capital of the South, and its role as a center for the slave trade.
- Explain the impact of the invention of the cotton gin on enslavement, the economy, and the South.
- Find and label the cotton-producing states on a map.

**8.35** Analyze the characteristics of Southern society and its influence on the social and political conditions prior to the Civil War.

(C, E, G, H, P, T)

- Describe the features of Southern society, including plantation life for slave owners and enslaved people, and its influence on the social and political conditions during the Antebellum period, as well as non-slave owning Southerners.

**8.37** Explain the development of the American Industrial Revolution, including: (C, E, G, H, P)

- Eli Whitney and interchangeable parts
- emergence of trade unions
- Lowell System

- role of textile industry
- Samuel Slater.

**8.38** Describe how technological developments affected the growth of the industrial economy and cities in the North. (C, E, G, H, P)

**8.40** Analyze the development of roads, canals, railroads, and steamboats throughout the U.S., including the Erie Canal and the National Road. (C, E, G, H, P)

- Describe how technological developments affected the growth of the industrial economy and led to urbanization in the North.
- Explain how the building of roads (e.g., The National Road), canals (e.g., Erie Canal), railroads, and steamboats changed the development of the nation primarily in the North but not the South and why.

**8.39** Identify the push-pull factors for Irish and German immigrants and describe the impact of their arrival in the U.S. prior to the Civil War. (C, E, G, H, P)

- Name the push-pull factors that motivated Irish and German immigrants to move to the United States and describe the impact of their arrival including where they mostly settled, customs that became part of American culture (e.g., popularity of Christmas), the bigotry the Irish endured, and growth of Catholicism in the U.S.

C – culture, E – economics, G – geography, H – history, P – politics, T – Tennessee, TCA - TN Code Annotated (required)

### 2021 - 2022, Eighth Grade, Social Studies, Quarter 3

Students continue a study of the seminal years of American history and geography by examining **The Age of Jackson**, **Reform Movements**, and **Expansion and Division of the Nation** units. Appropriate historical documents are embedded in the course in compliance with [T.C.A. § 49-6-1011](#). The course complies with [T.C.A. § 49-6-1028](#) on teaching civics as a project-based assessment and [T.C.A. § 49-6-1006](#) on inclusion of Black history and culture.

#### Tennessee State Standards and Learning Expectations

#### The Age of Jackson - 1824 - 1840

**8.41** Describe the significance of the Second Great Awakening and its influence on reform in the 19th century. (C, H)

- Describe the Second Great Awakening including revivals, emotional preaching, circuit riders, and a growing reliance on a personal relationship with God.
- Explain how it influenced the Abolitionist and Temperance groups, efforts to reform prisons and to care for the handicapped and mentally ill and motivated the enslaved to demand their freedom.



**8.44** Analyze the role played by Chief Justice John Marshall in strengthening the judicial branch, including the key decisions of the Supreme Court in *Gibbons v. Ogden* and *McCulloch v. Maryland*. (C, E, H, P)

- Explain the role of the Chief Justice and the importance of John Marshall.
- Analyze the *Gibbons v. Ogden* and *McCulloch v. Maryland* key points to demonstrate how they strengthened the judicial branch.

**8.45** Examine the importance of the elections of 1824 and 1828, including: the corrupt bargain, the spoils system, and Jacksonian Democracy. (C, G, H, P, T)

**8.48** Identify that the Tennessee Constitution of 1834 expanded voting rights for non-property owners. (*T.C.A. 49-6-1028*) (H, P, T, TCA)

- Examine why the “corrupt bargain” was considered a controversy at that time and the role of the Electoral College.
- Explain the importance of the election of Andrew Jackson as President in 1828, including:
  - the idea of Jackson as the “Champion of the Common Man”
  - how the spoils system ended permanent government positions and is now standard with the election of a new president
  - the impact of Jacksonian Democracy increasing voting of most white men over the age of 21
  - Jacksonian Democracy’s impact on Tennessee’s new state constitution in 1834 (i.e., non-property owner's suffrage and the creation of a state supreme court).

**8.36b** Nat Turner’s revolt (C, G, H)

- Explain how Nat Turner’s revolt (1831) contributed to the disenfranchisement of free African American men in the Tennessee Constitution of 1834.

**8.46** Examine President Andrew Jackson’s actions regarding the Bank of the U.S. and the Nullification Crisis and analyze the effects of these events on the nation. (C, E, H, P, T)

**8.47** Describe the impact of the Indian Removal Act and the struggle between the Cherokee Nation and the U.S. government, including the significance of *Worcester v. Georgia* and the Trail of Tears. (C, G, H, P, T)

- Evaluate the impact of the actions of President Andrew Jackson, including:
  - why he opposed the renewing of the charter of the Second Bank of the U.S.
  - his handling of the Nullification Crisis and why he is regarded as a Unionist, but his Vice-President opposed him.
  - his statements regarding why the Indian Removal Act is necessary but how it was carried out.
  - the conflict between the Cherokee Nation and the U.S. government, including *Worcester v. Georgia* and the Trail of Tears.

### **Reform Movements - 1790s - 1850**

**8.42** Analyze the development of the women’s suffrage movement, including the Seneca Falls Convention, and the ideals of Susan B. Anthony, Elizabeth Cady Stanton, and Sojourner Truth. (C, H, P)

- Analyze the development of the women’s suffrage movement as part of the Reform Movement era by explaining the importance of the Seneca Falls Convention, the Declaration of Sentiment, and describing the ideals of such leaders as Elizabeth Cady Stanton, Susan B. Anthony, and Sojourner Truth.

**8.43** Analyze the significance of leading abolitionists, including William Lloyd Garrison, Frederick Douglass, Elihu Embree, and Harriet Tubman, and the methods they used to spread the movement. (C, E, H, P, T)

- Analyze the significance of the Abolitionist Movement and its leaders by examining the beliefs and methods used by them including William Lloyd Garrison and *The Liberator*, Elihu Embree and *The Emancipator*, and speeches by Frederick Douglass and Harriet Tubman.

### **Expansion and Division of the Nation - 1820 - 1861**

**8.49** Analyze the concept of Manifest Destiny and its impact on the development of the nation and describe the economic incentives for westward expansion. (C, E, G, H, P)

- Define Manifest Destiny and analyze the concept to show how of it influenced the development of the nation and the economic incentives for westward expansion.

**8.52** Analyze the reasons for and outcomes of groups moving west, including the significance of: (C, E, G, H)

- fur traders
- Oregon Trail
- Mormons
- Santa Fe Trail.
- Analyze the motivations and effects of groups moving west, including the impact of fur traders, Mormons, Joseph Smith and Brigham Young, and the significance of the Oregon and Santa Fe Trails.
- Identify the Oregon and Santa Fe Trails on a map.

**8.50** Explain the reasons for and the provisions of the Missouri Compromise (i.e., Compromise of 1820) and its impact on expansion. (G, H, P)

- Identify a map showing the Missouri Compromise.
- Identify the role of Henry Clay in devising the Missouri Compromise, the reasons for it and its provisions.
- Explain the impact of the Compromise on expansion west in connection with enslavement.

**8.51** Describe American settlements in Texas after 1821, the causes of the Texas War for Independence, the roles of David Crockett and Sam Houston, and the legacy of the Alamo. (C, G, H, P, T)

- Describe American settlements in Texas after 1821, including the importance of the Tejanos and Stephen F. Austin.

- Summarize the causes and consequences of the Texas War for Independence, including the legacy of the Alamo and the roles of David Crockett and Sam Houston.

**8.53** Identify the major events and impact of James K. Polk’s presidency, including the annexation of Texas and the settlement of the Oregon boundary. (E, G, H, P, T)

**8.54** Describe the causes and consequences of the Mexican War, including the controversy over the Rio Grande boundary and the Mexican Cession. (C, E, G, H, P)

- Explain the importance of James K. Polk’s presidency, including:
  - his election (first “Dark Horse” candidate), consider to be “Young Hickory”
  - his support for the annexation of Texas
  - the settlement of the Oregon boundary and the slogan “54-40 or Fight”.
- Describe the causes and effects of the Mexican War, including the controversy over the Rio Grande boundary and the U.S. receiving the Mexican Cession.

**8.57** Describe the significance of the Gadsden Purchase of 1853. (E, G, H)

- Describe the significance of the Gadsden Purchase, including the plan to build a transcontinental railroad and study a map showing the location of the transcontinental railroad.

**8.55** Analyze the discovery of gold in California, its social and economic impact on the U.S., and the major migratory movement (including the forty-niners and Asian immigrants). (C, E, G, H)

- Locate California on a map.
- Analyze the social and economic impact that the discovery of gold in California had on the United States including the migration of forty-niners and Asian immigrants to the West.

**8.56** Explain the reasons for and the impact of the Compromise of 1850 (including Henry Clay’s role as “The Great Compromiser”) and the Fugitive Slave Act (including Harriet Beecher Stowe’s influence with *Uncle Tom’s Cabin*). (C, E, G, H, P)

- Explain the reasons for, the details of, and the effects of the Compromise of 1850, including:
  - Henry Clay’s role as “The Great Compromiser” and how he earned that title
  - the Fugitive Slave Act and the anger it caused by many in the north
  - the influence of Harriet Beecher Stowe’s *Uncle Tom’s Cabin* on the growth of the Abolition Movement.

**8.58** Explain the motivations behind the passage of the Kansas-Nebraska Act of 1854, and analyze the effects of the compromise, including the rise of the Republican Party, “Bleeding Kansas”, Preston Brooks’ attack on Charles Sumner, and John Brown’s raid at Harpers Ferry. (C, G, H, P)

- Explain the motivations behind the passage of the Kansas-Nebraska Act of 1854 and analyze its effects, including:

- Stephen Douglas and popular sovereignty
- the rise of the Republican Party and Abraham Lincoln
- “Bleeding Kansas” and the atrocities committed by both sides
- Preston Brooks’ attack on Charles Sumner and John Brown’s Raid at Harpers Ferry.

**8.59** Analyze the *Dred Scott v. Sandford* decision and the resulting split between the North and South. (C, H, P)

- Explain Dred Scott’s reasoned argument for his freedom.
- Analyze excerpts of the *Dred Scott v. Sandford* decision to determine why it resulted in further sectional divide.

**8.60** Explain the arguments presented by Stephen Douglas and Abraham Lincoln on slavery in the Illinois Senate race debates of 1858. (C, H, P)

- Read and analyze excerpts of the Lincoln-Douglas debates to complete a chart comparing the two candidates' positions on enslavement.

C – culture, E – economics, G – geography, H – history, P – politics, T – Tennessee, TCA – TN Code Annotated (required)

## 2022 - 2023, Eighth Grade, Social Studies, Quarter 4

Students finish the year by studying **The Civil War** and **Reconstruction** periods of American history and geography. Appropriate historical documents are embedded in the course in compliance with [T.C.A. § 49-6-1011](#). The course complies with [T.C.A. § 49-6-1028](#) on teaching civics as a project-based assessment and [T.C.A. § 49-6-1006](#) on inclusion of Black history and culture.

### Tennessee State Standards and Learning Expectations

#### The Civil War - 1860 - 1865

**8.61** Describe the election of 1860 and its candidates (i.e., John Bell, Stephen Douglas, Abraham Lincoln, and John Breckinridge), and analyze how the campaigns reflected sectional turmoil in the country. (C, G, H, P, T)

- Evaluate the election of 1860 by naming its candidates (i.e., John Bell, Stephen Douglas, Abraham Lincoln, and John Breckinridge) and explaining their positions on key political issues.
- Examine an electoral map of the election of 1860 to determine the impact of sectional turmoil.
- Identify slavery as the cause of the Civil War.

**8.62** Describe the outbreak of the Civil War and the resulting sectional differences, including: (C, E, G, H, P, T)

- economic, geographic, and technological advances
- military strategies (*include the Anaconda Plan-Union and Cotton Diplomacy-Confederacy*)
- roles of President Abraham Lincoln and Jefferson Davis
- significance of Fort Sumter

- geographical divisions within states (*include the border states on a map*).

**8.63** Explain the significance of the following battles, events, and leaders during the Civil War, including: (G, H, P, T)

- First Battle of Bull Run
- David Farragut
- Battle of Shiloh
- Nathan Bedford Forrest
- Battle of Antietam
- Ulysses S. Grant
- Battle of Gettysburg
- Robert E. Lee
- Battle of Vicksburg
- “Stonewall” Jackson
- Battles of Franklin and Nashville
- Surrender at Appomattox Courthouse
- Sherman’s March to the Sea.

**8.64** Analyze the significance of the Emancipation Proclamation and the Gettysburg Address. (H, P)

- Read and analyze the Emancipation Proclamation to determine its significance as a document of freedom.
- Explain the limits of the Emancipation Proclamation as demonstrated by the coming of the Juneteenth as a day to celebrate freedom.
- Read and analyze the Gettysburg Address to determine the significance of the speech and it is so meaningful to Americans today.

**8.65** Describe African American involvement in the Union army, including the Massachusetts 54th Regiment at Fort Wagner and the 13th U.S. Colored Troops in the Battle of Nashville. (*T.C.A. § 49-6-1006*) (C, G, H, T, TCA)

- Describe the involvement of African American soldiers in the Union army, including the Massachusetts 54th Regiment at Fort Wagner and the 13th U.S. Colored Troops in the Battle of Nashville and identify some of their exploits.

**8.66** Analyze how the writings of Sam Watkins and Elisha Hunt Rhodes illustrated the daily life of the common soldier. (C, H, T)

- Analyze the Retrospective introduction to Sam Watkins’s *Co. Aytch*.
- Read excerpts of Sam Watkins and Elisha Hunt Rhodes’ writings to see how the daily life of the common soldier was depicted.

### **Reconstruction - 1865 - 1877**

**8.67** Analyze the immediate political impact of the assassination of President Abraham Lincoln and Andrew Johnson’s ascension to the presidency. (H, P, T)

- Explain the events surrounding President Abraham Lincoln’s assassination and the ensuing fugitive hunt.
- Evaluate the immediate political impact of Lincoln death and the resulting ascension of Johnson to the presidency.

**8.69** Analyze President Abraham Lincoln’s Ten Percent Plan, President Andrew Johnson’s Plan, and the Radical Republican Plan for Reconstruction. (C, E, G, H, P, T)

- Complete a chart comparing President Abraham Lincoln’s Ten Percent Plan, President Andrew Johnson’s Plan, and the Radical Republican Plan for Reconstruction.

**8.68** Explain the significance of the 13th, 14th, and 15th Amendments to the U.S. Constitution. (E, H, P, T)

- Explain how the 13th, 14th, and 15th Amendments helped make the United States “a more perfect union.”
- Identify how these Amendments expanded suffrage to all males 21 years of age and protected rights for more citizens.

**8.71** Analyze the conflict between President Andrew Johnson and the Radical Republicans, including Johnson’s veto of the Tenure of Office Act and his impeachment. (H, P, T)

- Analyze the various political differences between President Andrew Johnson and the Radical Republicans’ agenda.
- Evaluate the constitutionality of the Tenure of Office Act and explain how Johnson’s veto of it led to his impeachment.
- Explain how the impeachment process works and close the Senate vote was in President Johnson’s trial.

**8.72** Explain the restrictions placed on the rights and opportunities of Freedmen, including: racial segregation, black codes, and the efforts of the Freedmen’s Bureau to address the problems confronting newly freed slaves. (C, H, P, T)

- Describe the laws passed to limit the rights and opportunities of freedmen, including racial segregation and Black Codes.
- Explain the problems faced by the new freed slaves and how the Freedmen’s Bureau attempted to address them.

**8.70** Identify the significance of the Tennessee Constitution of 1870, including the right of all men to vote and the establishment of a poll tax. (*T.C.A. § 49-6-1028*) (H, P, T, TCA)

- Explain the changes to the Tennessee Constitution of 1870, including the banning of enslavement, the right of all men to vote, and the establishment of a poll tax as a method to disenfranchise Freedmen.
- Explain the significance of the election of African Americans, including Sampson Keeble, to the Tennessee General Assembly.

**8.73** Trace the rise of the Ku Klux Klan and vigilante actions in the South and in Tennessee, including the role of Governor William Brownlow. (C, H, P, T)

- Describe the rise of the Ku Klux Klan, including its origins in Pulaski, TN and some of their terroristic actions.
- Explain the roles of Governor William Brownlow, Nathan Bedford Forrest during this era.

**8.74** Explain the roles carpetbaggers and scalawags played during Reconstruction. (C, E, G, H, P)

- Explain origins of the demeaning terms of carpetbaggers and scalawags and their roles in during Reconstruction.

**8.75** Explain the Compromise of 1877 and its role in ending Radical Reconstruction. (C, H, P)

- Explain the details of the unwritten deal that was the Compromise of 1877 with the goal to end Radical Reconstruction, including the presidential election of 1876, federal troop withdrawals, and the subsequent disenfranchisement of African Americans.

**Embedded 8th Grade TN Computer Science Standards:**

CC.1 Interact with peers, experts, and others using a variety of digital tools and devices.

CC.2 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

CC.3 Contribute, individually or as part of a team, to work to identify and solve authentic problems or produce original works using a variety of digital tools and devices.

DC.1 Advocate, demonstrate, and routinely practice safe, legal, and responsible use of information and technology.

DC.2 Exhibit a positive mindset toward using technology that supports collaboration, learning, and productivity.

DC.3 Exhibit leadership for digital citizenship.

ISA.1 Enter, organize, and synthesize information in a variety of platforms.

ISA.2 Identify and use a variety of storage media and demonstrate an understanding of the rationale for using certain mediums for a specific purpose.

ISA.4 Locate information from a variety of sources.

ISA.5 Perform basic searches on databases to locate information.

ISA.6 Select appropriate information sources and digital tools.

ISA.7 Use age-appropriate technologies to locate, collect, organize content from media collections(s) for specific purposes, such as citing sources.

AIT.5 Evaluate the accuracy, relevance, appropriateness, and bias of electronic information sources.

**C** – culture, **E** – economics, **G** – geography, **H** – history, **P** – politics, **T** – Tennessee, **TCA** – TN Code Annotated (required)