



**OHIO**  
**Social Studies Grade-Level Indicators**  
**Grade Eight**  
***The American Republic To 1877* © 2005**

STANDARDS	PAGE REFERENCES
<b>History Standard</b> Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.	
<i>Chronology</i>	
1. Select events and construct a multiple-tier time line to show relationships among events.	SE: <i>Time Notebook</i> 20-21 <i>Why It Matters</i> 24-25, 316-317, 474-475 <i>Social Studies Skillbuilder</i> 63 TWE: RT 181, 376, 450 CLA 363, 486 (note: includes additional references than those specific to “multiple-tier” time lines)
<i>The First Global Age</i>	
2. Describe the political, religious and economic aspects of North American colonization including <ol style="list-style-type: none"> <li>a. reasons for colonization, including religion, desire for land and economic opportunity</li> <li>b. key differences among the Spanish, French and British colonies</li> <li>c. interactions between American Indians and European settlers, including the agricultural and cultural exchanges, alliances and conflicts</li> <li>d. indentured servitude and the introduction and institutionalization of slavery</li> <li>e. early representative governments and democratic practices that emerged, including town meetings and colonial assemblies</li> <li>f. conflicts among colonial powers for control of North America</li> </ol>	SE: 70-73, 76-80, 82-85, 86-93, 100-106, 108-113, 116-119, 121-125 <i>Geography &amp; History</i> 74-75 <i>Two ViewPoints</i> 118

STANDARDS	PAGE REFERENCES
<i>Revolution</i>	
<p>3. Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British concerning</p> <ul style="list-style-type: none"> <li>a. the Proclamation of 1763, the Stamp Act, the Townshend Acts, the Tea Act and the Intolerable Acts</li> <li>b. the Boston Tea Party, the boycotts, the Sons of Liberty and petitions and appeals to Parliament</li> </ul>	<p>SE: 132-135, 136-139, 141-145  <i>More About</i> 138  <i>Graphic Organizer Skills</i> 142</p> <p>TWE: RT 133  DI 134  CLA 142  ICA 144  CTA 166</p>
<p>4. Explain the results of important developments of the American Revolution including</p> <ul style="list-style-type: none"> <li>a. a declaration of American independence</li> <li>b. character and significance of the military struggle in the North in the early years of the war and the shift of the battle to the South after 1779</li> <li>c. creation of state constitutions</li> <li>d. impacts on women, African-Americans, and American Indians</li> </ul>	<p>SE: 147-151, 162-168, 172-176, 177-182, 183-187, 192-193  <i>Linking Past &amp; Present</i> 164</p> <p>TWE: WWWWW 166  ICA 180  RT 186</p>
<i>A New Nation</i>	
<p>5. Explain major domestic problems faced by the leaders of the new republic under the Articles of Confederation including</p> <ul style="list-style-type: none"> <li>a. maintaining national security</li> <li>b. creating a stable economic system</li> <li>c. dealing with war debts</li> <li>d. collecting revenue</li> <li>e. defining the authority of the central government</li> </ul>	<p>SE: 192-198, 199-201  <i>Why It Matters</i> 194-195  <i>More About</i> 196</p> <p>TWE: RT 193  ICA 195  CTA 196  EC 197  C 198  CLA 200</p>
<p>6. Explain the challenges in writing and ratifying the United States Constitution including</p> <ul style="list-style-type: none"> <li>a. issues debated during the convention resulting in compromises, (i.e., the Great Compromise, the Three-Fifths Compromise and the compromise over the slave trade)</li> <li>b. the Federalist/Anti-Federalist debate</li> <li>c. the debate over a Bill of Rights</li> </ul>	<p>SE: 201-205, 207-213</p> <p>TWE: RT 203, 220  CLA 208, 235  CTA 211  WWWWW 221  BMA 238  EC 244</p>

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<p>7. Describe the actions taken to build one country from 13 states including</p> <ul style="list-style-type: none"> <li>a. the precedents established by George Washington, including the cabinet and a two-term presidency</li> <li>b. Alexander Hamilton's actions to create a financially strong country, including the creation of a national bank</li> <li>c. the establishment of an independent federal court system</li> </ul>	<p>SE: 258-262, 263-266, 267-272, 278-281  <i>Graphic Organizer Skills 268</i>  <i>More About 271</i></p> <p>TWE: CC 241  RS 259  C 266  DI 280</p>
<i>Civil War and Reconstruction</i>	
<p>8. Describe and analyze the territorial expansion of the United States including</p> <ul style="list-style-type: none"> <li>a. Northwest Ordinance</li> <li>b. the Louisiana Purchase and the Lewis and Clark expedition</li> <li>c. westward movement including Manifest Destiny</li> <li>d. the Texas War for Independence and the Mexican-American War</li> </ul>	<p>SE: 282-285, 314-319, 356-360, 362-368, 369-374, 375-378  <i>Geography Skills 284, 372</i>  <i>Geography &amp; History 286-287</i>  <i>Graphic Organizer Skills 377</i></p>
<p>9. Explain causes of the Civil War with emphasis on</p> <ul style="list-style-type: none"> <li>a. slavery</li> <li>b. states' rights</li> <li>c. the different economies of the North and South</li> <li>d. the extension of slavery into the territories, including the Dred Scott Decision and the Kansas-Nebraska Act</li> <li>e. the abolitionist movement and the roles of Frederick Douglass and John Brown</li> <li>f. the addition of new states to the Union and their impact on the balance of power in the Senate, including the Missouri Compromise and the Compromise of 1850</li> <li>g. the emergence of Abraham Lincoln as a national figure in the Lincoln-Douglas debates, the presidential election of 1860 and the South's secession</li> </ul>	<p>SE: 386-390, 397-400, 401-407, 418-424, 436-439, 441-444, 445-448, 449-453  <i>Geography Skills 452</i></p> <p>TWE: DI 447</p>
<p>10. Explain the course and consequences of the Civil War with emphasis on</p> <ul style="list-style-type: none"> <li>a. contributions of key individuals, including Abraham Lincoln, Robert E. Lee and Ulysses S. Grant</li> <li>b. the Emancipation Proclamation</li> <li>c. the Battle of Gettysburg</li> </ul>	<p>SE: 460-464, 466-472, 473-477, 478-483, 485-491  <i>Why It Matters 474-475</i>  <i>Geography Skills 487</i></p> <p>TWE: CLA 467  DYK 488  EC 490</p>

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<p>11. Analyze the consequences of Reconstruction with emphasis on</p> <ul style="list-style-type: none"> <li>a. President Lincoln's assassination and the ensuing struggle for control of Reconstruction, including the impeachment of President Andrew Johnson</li> <li>b. attempts to protect the rights of and enhance opportunities for the freedmen, including the basic provisions of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments to the United States Constitution</li> <li>c. the Ku Klux Klan and the enactment of black codes</li> </ul>	<p>SE: 500-503, 504-508, 509-512, 513-520  TWE: RT 501, 515  ICA 507  CLA 514  EC 519  C 520</p>
<p><b>People in Societies Standard</b>  Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.</p>	
<p><i>Interaction</i></p>	
<p>1. Trace the development of religious diversity in the colonies, and analyze how the concept of religious freedom has evolved in the United States.</p>	<p>SE: 76-80, 84-85, 87-88, 92-93, 108-113  <i>Chart Skills</i> 91  <i>Why It Matters</i> 110-111  TWE: DI 84  EC 92  RT 112</p>
<p>2. Describe and explain the social, economic and political effects of</p> <ul style="list-style-type: none"> <li>a. stereotyping and prejudice</li> <li>b. racism and discrimination</li> <li>c. institutionalized racism and institutionalized discrimination</li> </ul>	<p>SE: 341-345, 394-395, 441-444, 510-511, 561  <i>Geography &amp; History</i> 346-347  <i>More About</i> 404  TWE: ICA 344  DYK 404  RT 405</p>
<p>3. Analyze how contact between white settlers and American Indians resulted in treaties, land acquisition and Indian removal.</p>	<p>SE: 77-78, 80, 117-118, 292, 341-345  <i>Geography Skills</i> 342  <i>Geography &amp; History</i> 346-347  TWE: EC 293, 346  ICA 344</p>
<p>4. Analyze the economic, geographic, religious and political factors that contributed to</p> <ul style="list-style-type: none"> <li>a. the enslavement of Africans in North America</li> <li>b. resistance to slavery</li> </ul>	<p>SE: 102, 104-106, 200-201, 401-406, 418-424, 436-439, 445-448  <i>Geography Skills</i> 103, 423  TWE: RT 104</p>
<p>5. Describe the historical limitations on participation of women in United States society and their efforts to gain equal rights.</p>	<p>SE: 393, 425-428, 542  <i>People In History</i> 79, 88  <i>Linking Past &amp; Present</i> 164  <i>Why It Matters</i> 426-427  TWE: EC 91  DYK 393  WWW 543</p>

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<i>Diffusion</i>	
6. Explain how the diverse peoples of the United States developed a common national identity.	SE: 100-106, 108-113, 300, 321-322, 415 <i>Why It Matters</i> 110-111 <i>Graphic Organizer Skills</i> 142 TWE: CLA 101 RT 112 DI 143
<b>Geography Standard</b> Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity and to explain the interactions that occur in an increasingly interdependent world.	
<i>Places and Regions</i>	
1. Compare places and regions in the United States as they existed prior to 1877 with the same places and regions today to analyze changes in land use and population, political, social and economic characteristics.	SE: <i>Geography Handbook</i> 1-9 <i>Geography Skills</i> 77, 83, 87, 103, 284, 310, 443, 452 <i>Geography &amp; History</i> 286-287
<i>Human Environmental Interaction</i>	
2. Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the United States during the 18 <sup>th</sup> and 19 <sup>th</sup> centuries.	SE: 100-106, 282-285, 307-308, 314-319, 375-377 <i>Geography Handbook</i> 6-7 TWE: EC 6 WWW 7 RT 318 ICA 365
<i>Movement</i>	
3. Explain how colonization, westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States.	SE: 76-80, 82-85, 86-93, 282-285, 306-311, 314-319, 341-345, 356-360, 386-390 TWE: DI 438
<b>Economics Standard</b> Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.	
<i>Scarcity and Resource Allocation</i>	
1. Explain how the uneven distribution of productive resources influenced historic events such as the Civil War.	SE: 386-390, 391-395, 397-400, 401-407, 436-439, 441-444 TWE: ICA 394 EC 406 CLA 442, 450
<i>Markets</i>	
2. Discuss how mercantilism and the establishment of colonies led to increased global trading during the 17 <sup>th</sup> and 18 <sup>th</sup> centuries.	SE: 38-42, 43-49, 51-55, 58-62, 100-106 <i>Graphic Organizer Skills</i> 44 <i>More About</i> 60 <i>Geography Skills</i> 103 TWE: CC 60

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3. Explain the purpose and effects of trade barriers such as tariffs enacted before the Civil War.	SE: 280, 290-291, 324-325, 338 TWE: YDS 290 WWW 291 RT 325
<i>Government and the Economy</i>	
4. Explain how lack of power to regulate the economy contributed to the demise of the Articles of Confederation and the creation of United States Constitution.	SE: 192-198, 199-205 <i>More About</i> 196 TWE: RT 193, 203 ICA 195 CTA 196 CLA 200
5. Explain how governmental protection of property rights and regulation of economic activity impacted the development of the United States economy.	SE: 279-280, 290, 310-311, 324-325, 338, 350-351 <i>Chart Skills</i> 289 TWE: DI 280 RT 325
<b>Government Standard</b> Students use knowledge of the purposes, structures and processes of political systems at the local, state, national, and international levels in order to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.	
<i>Role of Government</i>	
1. Analyze the principles of self-government and natural rights expressed in the Declaration of Independence and their relationship to Enlightenment ideas.	SE: 113, 150-151, 208 <i>The Declaration of Independence</i> 154-157 TWE: WWW 154 CC 155 AI 155 CLA 156
2. Explain how political parties developed as a result of attempts to resolve issues in the early years of the United States including a. payment of debt b. establishment of a national bank c. strict or loose interpretation of the Constitution d. support for England or France	SE: 260-262, 267-272, 278-281, 282-285 <i>Graphic Organizer Skills</i> 268 <i>Chart Skills</i> 269 TWE: ICA 270 WWW 270 RT 271
<i>Rules and Laws</i>	
3. Explain how events and issues demonstrated the need for a stronger form of governance in the early years of the United States a. Shays's Rebellion b. economic instability c. government under the Articles of Confederation	SE: 192-198, 199-205 <i>More About</i> 196 TWE: RT 193, 203 ICA 195 CTA 196, 211 CLA 200

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4. Explain the political concepts expressed in the United States Constitution <ol style="list-style-type: none"> <li>representative democracy</li> <li>federalism</li> <li>bicameralism</li> <li>separation of powers</li> <li>checks and balances</li> </ol>	SE: 208-211 <i>Skillbuilder</i> 206 <i>Civics in Action</i> 217-222 <i>Chart Skills</i> 218 TWE: CLA 208, 218 YDS 219 RT 220 C 222
5. Explain how the United States Constitution protects the rights of citizens, regulates the use of territory, manages conflict and establishes order and security.	SE: 208-212, 260, 281 <i>Civics in Action</i> 217-230 TWE: CTA 221 CLA 235 BMA 240, 242
6. Explain how specific provisions of the United States Constitution, including the Bill of Rights, limit the powers of government in order to protect the rights of individuals with emphasis on <ol style="list-style-type: none"> <li>freedom of religion, speech, press, assembly and petition</li> <li>right to trial by jury and the right to counsel</li> <li>due process and equal protection of the laws</li> </ol>	SE: 212, 260 <i>Civics in Action</i> 220-222, 228-230 TWE: CTA 221, 245 BMA 228 CLA 229 EC 244 CC 245
7. Explain how the Northwest Ordinance established principles and procedures for the orderly expansion of the United States.	SE: 196, 446 <i>Why It Matters</i> 194-195
8. Describe the process by which a bill becomes a law.	SE: <i>Civics in Action</i> 223-227 <i>Graphic Organizer Skills</i> 225 <i>Interdisciplinary Activity</i> 227 TWE: SLP 67 C 227
<b>Citizenship Rights and Responsibilities Standard</b> Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.	
<i>Participation</i>	
1. Show the relationship between participating in civic and political life and the attainment of individual and public goals including <ol style="list-style-type: none"> <li>the Sons of Liberty and Committees of Correspondence/American independence</li> <li>the Underground Railroad and the abolitionist movement/abolition of slavery</li> </ol>	SE: 134, 137, 418-424 <i>More About</i> 422 TWE: SLP 13, 67, 129, 255, 331 DI 134
2. Explain how the opportunities for civic participation expanded during the first half of the 19 <sup>th</sup> century including <ol style="list-style-type: none"> <li>nominating conventions</li> <li>expansion of the franchise</li> <li>active campaigning</li> </ol>	SE: 321-325, 336-337 TWE: CLA 335 DI 336 ICA 337 C 339

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<b><i>Rights and Responsibilities</i></b>	
3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including <ol style="list-style-type: none"> <li>Jefferson and the contradiction between the ideals of the Declaration of Independence and his role as a slave owner</li> <li>state constitutional conventions and the disenfranchisement of free blacks</li> <li>Jackson and his role in Indian removal</li> <li>Frederick Douglass and the abolitionist movement</li> <li>Elizabeth Cady Stanton and women 's rights</li> </ol>	SE: 280, 298, 341-345, 418-424, 425-428 <i>Why It Matters</i> 426-427 <i>People In History</i> 511 TWE: CC 230 EC 246, 248
4. Show connections between the rights and responsibilities of citizenship including <ol style="list-style-type: none"> <li>voting and staying informed on issues</li> <li>being tried by a jury and serving on juries</li> <li>having rights and respecting the rights of others</li> </ol>	SE: <i>Civics in Action</i> 220-222, 228-230 TWE: CTA 221 DYK 223 RT 224 BMA 228, 240 CLA 229 EC 244
<b>Social Studies Skills and Methods Standard</b> Students collect, organize, evaluate and synthesize information from multiple sources in order to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.	
<b><i>Obtaining Information</i></b>	
1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.	SE: <i>Two ViewPoints</i> 118, 163, 450 <i>Critical Thinking Skillbuilder</i> 146 <i>Study &amp; Writing Skillbuilder</i> 340 TWE: ICA 359, 421 DI 443 RT 470, 489
<b><i>Communicating Information</i></b>	
2. Construct a historical narrative using primary and secondary sources.	TWE: CLA 109, 171, 184, 402, 419 DI 364, 399 RT 392, 501 ICA 421
3. Write a position paper or give an oral presentation that includes citation of sources.	TWE: ICA 421, 531 RT 426, 437, 476, 482 DI 427, 447, 462, 487
<b><i>Problem Solving</i></b>	
4. Organize and lead a discussion.	TWE: RT 133, 193, 325, 426 DI 138 CLA 142, 268 CTA 211, 373

STANDARDS	PAGE REFERENCES
5. Identify ways to manage conflict within a group.	TWE: BMA 217 RT 325, 446, 505 PFR 434 CLA 442 ICA 582

### Codes Used for TWE Pages

AI	Analyzing Information
BMA	Bellringer Motivational Activity
C	Close
CC	Curriculum Connection
CLA	Cooperative Learning Activity
CTA	Critical Thinking Activity
DI	Differentiated Instruction
DYK	Did You Know
EC	Extending the Content
ICA	Interdisciplinary Connections Activity
PFR	Purpose For Reading
RS	Reading Strategy
RT	Reading the Text
SLP	Service-Learning Project
WWWW	Who?What?Where?When?
YDS	You don't say...