



**MARYLAND**  
**Voluntary State Curriculum**  
**Social Studies Grade 8**  
***The American Republic To 1877* © 2003**

OBJECTIVES	PAGE REFERENCES
<b>1.0 HISTORY – Students will examine significant ideas, beliefs, and themes; Organize patterns and events; and analyze how individuals and societies have changed over time in Maryland, the United States and around the world.</b>	
A. History	
1. Analyze how religious, social, and political institutions changed	SE: 76-80, 82-85, 86-91, 100-106, 108-113 <i>Chart Skills</i> 91 <i>Why It Matters</i> 110-111
a. Describe the religious, ethnic and cultural perspectives of the New England, Middle and Southern colonies	TWE: CLA 101, 109 CTA 112
b. Evaluate the political and social issues and events that led to the American Revolution, such as the effects of British Colonial policy	SE: 132-135, 136-139, 141-145, 147-151 <i>More About</i> 138 <i>Graphic Organizer Skills</i> 142 <i>Geography &amp; History</i> 152-153 TWE: TLL 130 CLA 142 CC 149
c. Analyze the political effects of the American Revolution on American society and culture	SE: 187, 192-198 <i>Two View Points</i> 163 TWE: MSN 143 ICA 150, 165, 186 CLA 156, 173 CTA 166
2. Analyze reasons for exploration and the acquisition of territories	SE: 282-285, 345 <i>Civics in Action</i> 221 <i>Geography Skills</i> 284, 291 <i>Geography &amp; History</i> 286-287
a. Explain the political and economic impact of the Louisiana Purchase on the United States	
b. Analyze Manifest Destiny and its impact on territorial expansion of the nation	SE: 356-360, 362-368, 369-374, 375-378 <i>More About</i> 359 <i>Geography Skills</i> 372 <i>Graphic Organizer Skills</i> 377 TWE: TLL 354 CLA 357, 363
3. Explain the emerging foreign policy of the United States in world affairs	SE: 264-266, 288-294, 296-297 TWE: CLA 289
a. Explain why the United States adopted a policy of neutrality prior to the War of 1812	MSN 290 CTA 292
b. Explain how the continuing conflict between Great Britain and France influenced the domestic and foreign policy of the United States	SE: 264-266, 270-272, 282-283, 290-291 TWE: CTA 292

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c. Describe the origins and provisions of the Monroe Doctrine and explain how it influenced foreign affairs	SE: 327, 616
4. Evaluate westward movement in the United States a. Describe the political, economic, and social factors that motivated people to move west	SE: 319, 356-360, 362-368, 369-374, 375-378 <i>Graphic Organizer Skills 377</i> TWE: CTA 31 CC 365
b. Describe the government strategies used to acquire territory	SE: 283, 341-345, 369-374 <i>Graphic Organizer Skills 377</i> TWE: EC 326 CC 372 CTA 373
c. Analyze the impact of westward movement on relations with Native Americans, such as treaty relations, land acquisition, and the policy of Indian Removal	SE: 341-345 <i>Geography Skills 294, 342</i> <i>Geography &amp; History 346-347</i> <i>Graphic Organizer Skills 377</i> TWE: ICA 344 EC 346
5. Evaluate the influence of industrialization and technological developments on United States society a. Describe changes in land and water transportation, including the expanding network of roads, canals, and railroads, and their impact on the economy and settlement patterns	SE: 314-319 <i>People In History 315</i> <i>Why It Matters 316-317</i> <i>Geography Skills 318</i> TWE: MSN 316 ICA 317 DYK 317
b. Explain how the cotton gin and the opening of new lands in the South and West impacted the institution of slavery	SE: 308, 310, 322-324, 397-400, 401-407 <i>Geography Skills 323, 398</i> <i>Technology &amp; History 399</i> TWE: CTA 310, 366
c. Analyze the advantages and disadvantages of early industrialization on the economy and society	SE: 306-311, 386-390 <i>What Life Was Like 308-309</i> TWE: CLA 307, 387 MSN 308 CTA 310
6. Analyze patterns of immigration to the United States a. Identify the push and pull factors responsible for immigration to the United States, such as the forced migration of Africans, Western European immigration	SE: 102-103, 393-395 <i>Geography Skills 103</i> <i>More About 394</i> <i>Graph Skills 394</i> TWE: CLA 376 MSN 438
b. Analyze the causes and describe the characteristics of rapid settlement of California and Oregon in the late 1840s and 1850s	SE: 356-360, 370-371, 375-377 <i>More About 359</i> <i>Graphic Organizer Skills 377</i> TWE: CLA 357 WWW 358

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7. Describe the importance of Jacksonian Democracy and how it represented a change in the social, political, and economic life of the United States a. Explain how the philosophies and policies of the Jacksonian Era represented a move towards greater democratization	SE: 334-339, 348-349 TWE: MSN 336 ICA 337 CTA 338
b. Explain how tariff policy and issues of states' rights influenced political party development and prompted sectional differences	SE: 321-325, 338-339, 438, 445-446, 449-453 TWE: CTA 325 WWW 451
8. Analyze the institution of slavery and its influence on United States and Maryland societies a. Describe pro-slavery and anti-slavery positions and explain how debates over slavery influenced politics and sectionalism	SE: 418-424, 436-439, 441-444, 445-448 <i>Two View Points</i> 420, 450 <i>Geography Skills</i> 443 TWE: CTA 405 CLA 442 MSN 447
b. Analyze the experiences of African American slaves, free blacks, and the influence of abolitionists	SE: 392-393, 403-407, 418-424 <i>More About</i> 404 <i>People In History</i> 406 TWE: WWW 403, 421 CLA 419 CTA 422 EC 423
9. Analyze how tensions escalated between the North and the South before Civil War a. Analyze how the governmental policies led to the escalation of tensions between the North and the South, such as the Missouri Compromise, the Compromise of 1850, the Kansas-Nebraska Act, and the Dred Scott decision	SE: 322-324, 436-439, 441-444, 445-448 <i>Geography Skills</i> 323, 443 TWE: TLL 434 MSN 447 CLA 450
b. Explain how the 1860 election led to the secession of the southern states	SE: 445-448, 449-453, 460-462 <i>Two View Points</i> 450 TWE: MSN 447 CLA 450
10. Identify key events and turning points of the Civil War using historical inquiry a. Identify the goals, resources, and strategies of the North and the South	SE: 460-464 <i>Graph Skills</i> 462 TWE: CLA 461 ICA 463
b. Identify the geographic, technological, and military factors that contributed to the outcome of the Civil War	SE: 460-464, 466-472, 485-491 <i>Geography Skills</i> 470, 487 <i>National Geographic</i> 488-489 TWE: MSN 468 CC 470 DYK 488 WWW 488

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c. Describe the views and lives of leaders and soldiers on both sides of the war	SE: 478-482 TWE: SLP 433 ICA 469 EC 471, 490 DYK 481 WWW 489
11. Analyze political, economic and social goals of Reconstruction from 1865 to 1877 a. Explain the goals and policies of the various Reconstruction plans	SE: 500-503, 504-508, 509-512, 513-520 <i>Geography Skills</i> 507 TWE: TLL 498 CLA 501, 505, 510, 514
b. Explain how the 13 <sup>th</sup> , 14 <sup>th</sup> , and 15 <sup>th</sup> Amendments addressed the issue of civil rights through abolition, the granting of citizenship and the right to vote	SE: 503, 504-508, 519-520 TWE: EC 246, 248 CC 247
c. Describe the origin of the Ku Klux Klan and its impact on post- Civil War society	SE: 510-511, 514-515
d. Evaluate the effects of the Freedman’s Bureau	SE: 502, 505, 511-512
<b>2.0 GEOGRAPHY – Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.</b>	
A. Geography	
1. Analyze geographic issues and problems using geographic tools a. Locate places and describe the human and physical characteristics using thematic maps, such as settlement patterns, migration, population density, transportation and communication networks	SE: <i>Geography Skills</i> 18, 30-31, 48, 103, 310 <i>Time Notebook</i> 20-21 <i>Social Studies Skillbuilder</i> 27, 169, 361 <i>Why It Matters</i> 316-317
b. Explain interrelationships among physical and human characteristics that shape the nation	SE: 314-318 <i>Geography Handbook</i> 2-3, 6-7 <i>Why It Matters</i> 316-317 <i>Geography Skills</i> 318 <i>Fact Fiction Folklore</i> 393 TWE: WWW 7, 317 CLA 315 MSN 316
2. Explain how geographic characteristics influenced the location and development of regions a. Describe how geographic characteristics influenced the location and development of economic activities such as farming, lumbering, fur trading, and whaling in the early national period	SE: 100-105, 307-310, 319, 357-358, 375-377 <i>Geography Skills</i> 77, 83, 87 TWE: CLA 315 ICA 365

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b. Describe how changes in transportation systems, such as roads, canals, and railroads, affected the expansion of trade and settlement	SE: 314-319, 386-390 <i>People In History</i> 315 <i>Why It Matters</i> 316-317 <i>Geography Skills</i> 318, 388 TWE: ICA 317 DYK 317 WWWW 317 CLA 387
c. Analyze how geographic characteristics, such as waterways, mineral resources, and agriculture contributed to the rise of the industry	SE: 308, 314-319, 390, 397-400 <i>People In History</i> 315 <i>Why It Matters</i> 316-317 <i>Geography Skills</i> 318 TWE: ICA 317 DYK 317 WWWW 317
3. Analyze the geographic characteristics that have influenced migration and settlement patterns a. Explain why Americans migrated west, such as fertile soil, abundant resources, and economic opportunity, and the impact on that region.	SE: 356-360, 362-368, 369-374, 375-378 <i>Graphic Organizer Skills</i> 377 TWE: CTA 318 WWWW 358 ICA 365
b. Describe the effect of the influx of immigrants on the United States	SE: 102-103, 393-395, 537-539 <i>Geography Skills</i> 103 <i>More About</i> 394 <i>Graph Skills</i> 394 TWE: CLA 376 MSN 438 CTA 538
4. Analyze how and why people modify their natural environment and the impact of those modifications a. Analyze factors of economic opportunity and the various ways humans modify their environments	SE: 314-319, 386-390 <i>Why It Matters</i> 316-317 <i>Geography Skills</i> 318 TWE: WWW 6, 317 CLA 315 MSN 316
b. Explain the consequences of modifying the natural environment, such as canals, waterways, clearing land, and mining	SE: 314-319, 386-390, 528-530, 578 TWE: DYK 6 CLA 315
<b>3.0 ECONOMICS – Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.</b>	
A. Economics	
1. Analyze how scarcity affected the choices in the production of goods and services between 1850 and 1865 a. Describe the relationship between available resources, production, and consumption in different regions of the United States	SE: 386-390, 391-392, 397-400, 401-403 <i>Geography Skills</i> 388, 398 TWE: CLA 387, 398 EC 406

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b. Analyze the growth and economic costs of the institution of slavery	SE: 90, 102, 104-106, 403-407 TWE: CTA 310 MSN 399
c. Analyze the effects of technological change, such as factories, machinery, transportation, communication, and new technology, and resource use on economic growth	SE: 314-319, 386-390 <i>People In History</i> 315 <i>Why It Matters</i> 316-317 <i>Geography Skills</i> 318, 388 TWE: ICA 317 DYK 317 WWW 317 CLA 387
2. Analyze how the development of the United States' economic system included the provision for public goods and services a. Analyze the regional specialization and its relations to the English mercantile system	SE: 100-102, 103-105, 112-113, 306-311 TWE: CLA 101
b. Describe the difficulties related to currency, debt, and trade, caused by the Articles of Confederation	SE: 192-198, 199-200 <i>More About</i> 196 <i>Picturing History</i> 197 TWE: CLA 193 ICA 195 CTA 196
c. Explain how the underlying principles of the Constitution provided for the regulation of trade, imposition of taxes, and creation of a monetary system	SE: 209 <i>Civics in Action</i> 219, 223 TWE: CLA 235
4. Analyze the economic decisions of the North and the South before the Civil War a. Describe how differences between the economic systems of the agrarian South and industrial North heightened tensions	SE: 322-324, 386-390, 397-400, 436-439
b. Analyze the economic costs, benefits and consequences of engaging in the Civil War	SE: 460-464, 482-483, 490 <i>Graph Skills</i> 462 TWE: ICA 463 CTA 482
5. Analyze how the technology of the industrial North influenced the outcome of the Civil War a. Describe how available resources, scarcity, and the forces of supply and demand influenced the development of economic activity	SE: 460-464, 482-483 <i>Graph Skills</i> 462 TWE: CLA 461 ICA 463 CC 470
6. Describe the factors responsible for specialization and economic growth during the Reconstruction era a. Explain how regional economic activity changed after the Civil War	SE: 511-512, 517-518 TWE: CLA 510 ICA 516 EC 518, 519
b. Describe the economic opportunities and obstacles faced by different individuals and groups of people during this era	SE: 511-512, 517-518 TWE: CLA 510 ICA 516 EC 518, 519

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<b>4.0 POLITICAL SCIENCE – Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens.</b>	
A. Political Science	
1. Describe the evolution of the U.S. political system as expressed in the United States Constitution, and the Bill of Rights. a. Compare the confederate form of government under the Articles of Confederation with the federal form under the Constitution	SE: 192-198, 199-205, 207-213 <i>More About</i> 196 <i>Critical Thinking Skillbuilder</i> 206 TWE: CLA 193, 208 CTA 196, 203, 211
b. Describe how the three branches of government interact to protect people's sovereignty	SE: 210-211 <i>Chart Skills</i> 218 <i>Civics in Action</i> 219-220, 225-227 <i>The American System of Checks and Balances</i> 224 TWE: CLA 218, 235
c. Explain how the supremacy of the national government was defined by events and early decisions of the Supreme Court, such as the Whiskey Rebellion, <i>Marbury v. Madison</i> , and <i>McCulloch v. Maryland</i>	SE: 263-264, 281, 324-325, 625-626 <i>Civics in Action</i> 222 <i>What It Means: Elastic Clause</i> 237
d. Explain the impact of precedence in the Office of the President such as the establishment of a cabinet and foreign policy	SE: 258-259, 283, 337 TWE: DYK 336 ICA 337 CTA 338
2. Analyze the impact of historic documents and practices that became the foundation of the American political system during the early national period a. Describe the significance of principles of the Declaration of Independence and the Articles of Confederation	SE: 151, 192-195 <i>More About</i> 196 TWE: CC 155 CLA 156 DYK 157
b. Describe the major debates that occurred during the Constitutional Convention and their effects on the ratification process	SE: 201-205, 211-213 <i>People In History</i> 203 TWE: MSN 201 CTA 203 EC 244
c. Describe the development of political parties and their effects on elections and political life	SE: 267-270 <i>Graphic Organizer Skills</i> 268 <i>Chart Skills</i> 269 TWE: CLA 268 WWW 270 ICA 270
3. Analyze the influence of individuals and groups on shaping public policy a. Analyze the influence of the media on political life, such as bias in reporting	SE: 444 <i>Critical Thinking Skillbuilder</i> 440 TWE: CC 245

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b. Explain how public opinion affected elected officials and government policies prior to the Civil War, such as Presidential actions and abolitionist newspapers	SE: 419-420, 444, 445-448, 451-452 TWE: MSN 447
4. Analyze the significance of governmental actions on civil rights a. Describe how the Emancipation Proclamation affected the passage of the 13 <sup>th</sup> Amendment	SE: 473-476, 503, 617 <i>Why It Matters</i> 474-475
b. Evaluate the use of Presidential power in Lincoln's suspension of the writ of habeas corpus	SE: 481 <i>What It Means: Habeas Corpus</i> 237
c. Describe legal methods that were used to deny civil rights to African Americans and Native Americans	SE: 264, 341-345, 504-506, 519-520 <i>Geography Skills</i> 342 <i>Geography &amp; History</i> 346-347 TWE: EC 246, 248, 346 MSN 265
<b>5.0 PEOPLES OF THE NATIONS AND WORLD – Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States and the World through both a multicultural and historic perspective.</b>	
<b>A. Peoples of the Nations and World</b>	
1. Analyze how America developed into a diverse society from 1763-1790 a. Describe the influence of religions in the colonies, such as religious tolerance and intolerance	SE: 76-80, 84-85, 87, 88, 112-113 <i>People In History</i> 79 <i>Chart Skills</i> 91 <i>Why It Matters</i> 110-111 TWE: MSN 84
b. Describe how the colonies developed into a diverse society reflecting various cultures and religions	SE: 70-73, 76-80, 82-85, 86-93, 100-106, 108-113 <i>Why It Matters</i> 110-111 TWE: CTA 104, 112
c. Explain the interaction of cultures between the European settlers and the Native Americans	SE: 72-73, 77-78, 80, 117-118, 125 <i>Geography &amp; History</i> 74-75 <i>More About</i> 78 TWE: EC 74 CLA 117
2. Analyze how America continued to evolve into a society consisting of diverse cultures, customs, and traditions between 1790 and 1830 a. Describe the effects of cultural exchange and interactions among Europeans, Africans and Native Americans on the development of the United States	SE: 264-266, 270-272, 292-293, 298, 341-345, 392-393, 403-406 TWE: EC 286, 293, 312
b. Describe how the War of 1812 created a spirit of nationalism among the people of the United States	SE: 293-294, 296-300 TWE: CLA 297 MSN 298 ICA 299

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3. Describe the increasing diversity of American culture resulting from immigration, settlement, and economic development from 1830-1850 a. Explain how the interaction of different ethnic, religious, and gender groups resulted in cooperation and conflict in the settlement of the West	SE: 341-345, 356-360, 362-368, 369-374, 375-378 <i>Geography Skills</i> 342 TWE: MSN 308, 438 EC 346 CLA 376
4. Explain situations that demonstrate conflicts between conscience and respect for authority a. Explain differing points of view about slavery and states' rights	SE: 322-324, 403-406, 424, 436-439, 441-444 <i>Two View Points</i> 420 TWE: MSN 399 CTA 405 CLA 437
b. Describe various reform movements, such as the abolitionist, women's rights, and the education reform movement	SE: 405-407, 412-415, 418-424, 425-428 <i>People In History</i> 406 <i>More About</i> 422 <i>Why It Matters</i> 426-427 TWE: CLA 413 MSN 414 CTA 422
c. Describe the effects of early industrialization on individuals and families	SE: 308-309, 391-393 <i>What Life Was Like</i> 308-309 TWE: MSN 308 ICA 309 CLA 392

### Codes Used for TWE Pages

CC	Curriculum Connection
CLA	Cooperative Learning Activity
CTA	Critical Thinking Activity
DYK	Did You Know
EC	Extending the Content
ICA	Interdisciplinary Connections Activity
MSN	Meeting Special Needs
SLP	Service-Learning Project
TLL	Two-Minute Lesson Launcher
WWWW	Where?When?Who?What?