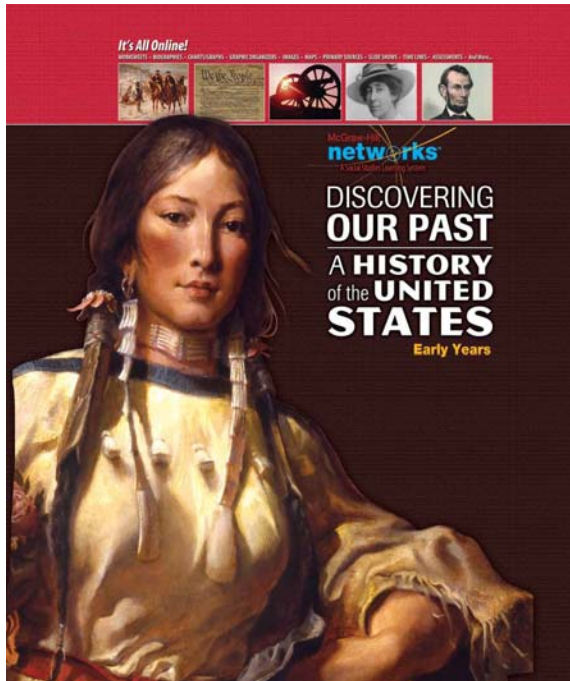




Glencoe

Model Curriculum
Social Studies
Grade Eight



DISCOVERING
OUR PAST
A HISTORY
of the UNITED
STATES
Early Years

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STANDARDS

PAGE REFERENCES

U.S. Studies from 1492 to 1877: Exploration through Reconstruction

History

Historical Thinking and Skills

Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.

1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

Student Edition:

America's Literature 90-91, 420-421

Document-Based Questions 202, 264, 292

Persuasive Writing 63

Thinking Like a Historian 43, 61, 163, 257, 497

What Do You Think? 84-85,, 192-193, 358-359, 444-445

STANDARDS	PAGE REFERENCES
<p>Colonization to Independence European countries established colonies in North America as a means of increasing wealth and power. As the English colonies developed their own governments and economies, they resisted domination by the monarchy, rebelled and fought for independence.</p>	
<p>2. North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.</p>	<p>Student Edition: 28-33, 34-41, 42-48, 49-53, 60-63, 64-68, 69-72, 73-77 <i>Expository Writing</i> 41, 48 <i>Personal Writing</i> 43 <i>Persuasive Writing</i> 77 Teacher Wraparound Edition: CLA 27; NINN 23; SRF 45</p>
<p>3. Competition for control of territory and resources in North America led to conflicts among colonizing powers.</p>	<p>Student Edition: 49-50, 77, 101-104 Teacher Wraparound Edition: FIW 71; GS 61; RR 33</p>
<p>4. The practice of race-based slavery led to the forced migration of Africans to the American colonies. Their knowledge and traditions contributed to the development of those colonies and the United States.</p>	<p>Student Edition: 87-89 <i>America's Literature</i> 90-91 <i>Answering the Guiding Questions</i> 89 #4 <i>Infographic</i> 87 Teacher Wraparound Edition: CR 63; GS 61</p>
<p>5. The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.</p>	<p>Student Edition: 92-95, 99-100, 105, 112-115, 116-119, 120-125, 128-133 <i>Expository Writing</i> 133 <i>Narrative Writing</i> 115 <i>Persuasive Writing</i> 95 <i>What Do You Think?</i> 84-85 Teacher Wraparound Edition: EEP 65; NBP 73; NTC 79</p>
<p>A New Nation The United States shifted in governing philosophy from a loosely organized system characterized by strong states' rights to a federal system.</p>	
<p>6. The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.</p>	<p>Student Edition: 176-183 <i>Persuasive Writing</i> 183 Teacher Wraparound Edition: PHA 121</p>

STANDARDS	PAGE REFERENCES
7. Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.	<p>Student Edition: 178-179, 184-191, 194-199 <i>Chart Skill</i> 179, 189 <i>Expository Writing</i> 191 <i>Graph Skill</i> 187 <i>Persuasive Writing</i> 199 <i>Thinking Like a Historian</i> 200 <i>What Do You Think?</i> 192-193</p> <p>Teacher Wraparound Edition: AC 125; DA 129; NC 123</p>
8. Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.	<p>Student Edition: 246-251, 252-255, 256-261, 268-271, 278-284, 285-289 <i>Chart Skill</i> 260 <i>Expository Writing</i> 271 <i>Personal Writing</i> 289</p> <p>Teacher Wraparound Edition: JP 169; TNN 157; WHA 175; WTO 155</p>
<p>Expansion The addition of new territories and economic and industrial development contributed to the growth of sectionalism in the United States.</p>	
9. The United States added to its territory through treaties and purchases.	<p>Student Edition: 180-181, 272-277, 302-307 <i>Expository Writing</i> 207</p> <p>Teacher Wraparound Edition: EN 171; MWC 191; WH 171</p>
10. Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.	<p>Student Edition: 302-307, 330-335, 348-352, 353-357, 360-364 <i>Expository Writing</i> 307 <i>Geography Connection</i> 356, 363 <i>Personal Writing</i> 335</p> <p>Teacher Wraparound Edition: CB 229; EN 191; MWC 191; RNA 207</p>

STANDARDS	PAGE REFERENCES
<p>Civil War and Reconstruction Sectional differences divided the North and South prior to the American Civil War. Both the American Civil War and resulting period of Reconstruction had significant consequences for the nation.</p>	
<p>11. Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.</p>	<p>Student Edition: 408-414, 428-432, 433-438, 439-443 <i>Geography Connection</i> 429, 431, 441 <i>Personal Writing</i> 414, 438 <i>What Do You Think?</i> 444-445 Teacher Wraparound Edition: FFS 285; RS 265</p>
<p>12. The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.</p>	<p>Student Edition: 494-497, 498-503, 504-507, 508-513 <i>Expository Writing</i> 513 <i>Geography Connection</i> 501 Teacher Wraparound Edition: JRP 321; RC 325; RD 321; RE 327; RRC 323</p>
<p>Geography</p>	
<p>Spatial Thinking Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.</p>	
<p>13. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.</p>	<p>Student Edition: REF10-REF13 <i>Geography Connection</i> 45, 47, 76, 104, 161, 287, 363, 388, 429 <i>Step Into the Place</i> 142-143, 174-175, 266-267, 374-375, 402-403 Teacher Wraparound Edition: SP 97, 117, 167, 239, 259</p>

STANDARDS	PAGE REFERENCES
<p>Human Systems Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in culture and the changes that result from human processes, migrations and the diffusion of new cultural traits.</p>	
<p>14. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.</p>	<p>Student Edition: 296-297, 299, 304-305, 349, 365-367, 387-388, 349 <i>Answer the Guiding Questions</i> 307 #4, 369 #4 Teacher Wraparound Edition: AG 187; CGR 231; MWC 191</p>
<p>15. The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.</p>	<p>Student Edition: 296-299, 306-307, 350-352, 353-354, 368-369 <i>Personal Writing</i> 301 <i>Persuasive Writing</i> 352 <i>Step Into the Place</i> 24-245, 346-347 Teacher Wraparound Edition: IG 187; SP 153, 219</p>
<p>16. Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.</p>	<p>Student Edition: 186, 383-386, 393-396, 434-435 <i>Answer the Guiding Questions</i> 386 #5 <i>Personal Writing</i> 397 <i>Short Response</i> 400 Teacher Wraparound Edition: FN 245; LEP 251</p>
<p>17. Americans began to develop a common national identity among its diverse regional and cultural populations based on democratic ideals.</p>	<p>Student Edition: 308-312 <i>Answer the Guiding Questions</i> 315 #3 Teacher Wraparound Edition: NU 193</p>

STANDARDS	PAGE REFERENCES
Government	
<p><i>Civic Participation and Skills</i></p> <p>Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.</p>	
<p>18. Participation in social and civic groups can lead to the attainment of individual and public goals.</p>	<p>Student Edition: 404-407, 408-412 <i>Answer the Guiding Questions</i> 407 #2 <i>Personal Writing</i> 414 <i>Persuasive Writing</i> 407</p> <p>Teacher Wraparound Edition: MBS 263; RR 261; SAM 263</p>
<p>19. Informed citizens understand how media and communication technology influence public opinion.</p>	<p>Student Edition: 99-100, 378-380, 384, 410-411, 432, 436, 480 <i>Expository Writing</i> 381 <i>Review Vocabulary</i> 381</p> <p>Teacher Wraparound Edition: CR 241; TI 241</p>
<p><i>Roles and Systems of Government</i></p> <p>The purpose of government in the United States is to establish order, protect the rights of individuals and promote the common good. Governments may be organized in different ways and have limited or unlimited powers.</p>	
<p>20. The U.S. Constitution established a federal system of government, a representative democracy and a framework with separation of powers and checks and balances.</p>	<p>Student Edition: 196-197, 206-211, 212-215 <i>Diagram Skill</i> 210\ <i>Infographic</i> 210 <i>Persuasive Writing</i> 211 <i>Thinking Like a Historian</i> 216</p> <p>Teacher Wraparound Edition: CC 137; CR 139, 141; FG 139</p>
<p>21. The U.S. Constitution protects citizens' rights by limiting the powers of government.</p>	<p>Student Edition: 206-211, 212-215 <i>Exploring the Essential Questions</i> 216 <i>Persuasive Writing</i> 211</p> <p>Teacher Wraparound Edition: CR 139</p>

STANDARDS	PAGE REFERENCES
Economics	
<p><i>Economic Decision Making and Skills</i> Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence, and proposing alternatives to economic problems.</p>	
<p>22. Choices made by individuals, businesses and governments have both present and future consequences.</p>	<p>Student Edition: 61-77, 84-89, 328-329, 376-381, 387-390, 513 <i>Expository Writing</i> 381 <i>Persuasive Writing</i> 77, 390 Teacher Wraparound Edition: GS 61; SI 249; TI 241</p>
<p><i>Production and Consumption</i> Production is the act of combining natural resources, human resources, capital goods and entrepreneurship to make goods and services. Consumption is the use of goods and services.</p>	
<p>23. The Industrial Revolution fundamentally changed the means of production as a result of improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craftwork to factory work.</p>	<p>Student Edition: 296-298, 300-301, 376-381 <i>Answer the Guiding Questions</i> 301 #5 <i>Thinking Like a Historian</i> 318 Teacher Wraparound Edition: FI 243; IG 187; TI 241</p>
<p><i>Markets</i> Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce resources, goods and services.</p>	
<p>24. Governments can impact markets by means of spending, regulations, taxes and trade barriers.</p>	<p>Student Edition: 249-251, 278, 280-281, 310, 329-329 <i>Answer the Guiding Questions</i> 251 #4, 329 #5 <i>Economics Skill</i> 250, 281 Teacher Wraparound Edition: NE 155, 157; NU 193</p>

STANDARDS	PAGE REFERENCES
<p><i>Financial Literacy</i> Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.</p>	
<p>25. The effective management of one’s personal finances includes using basic banking services (e.g., savings accounts and checking accounts) and credit.</p>	<p>This objective can be covered during classroom discussion of personal finances.</p>

