

8th Grade U.S. History Curriculum Bundle #6

Title	Suggested Dates
A New Republic	December 7 – 18, 2009 (10 days)



Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> • Influential individuals’ beliefs and actions greatly influenced how the new government worked in terms of policy and practice. • As the new United States guarded against an unlimited government, a free enterprise system developed in the United States. 	<ul style="list-style-type: none"> • How did individuals’ ideas and actions influence the practice and precedent of the new nation? • How did early interpretations of the U.S. Constitution impact the nation? • How did the free enterprise system develop in the new United States?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (See note above)
<p>8.1 History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:</p> <p>8.1A identify the major eras in U.S. history through 1877 and describe their defining characteristics;</p>	<ul style="list-style-type: none"> • Growth of a New Nation (1789-1824): Early Presidents, Political Parties, Development of Courts 	
<p>8.1 History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:</p> <p>8.1B apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and</p>	<p>Significant Individuals (Examples)</p> <ul style="list-style-type: none"> • George Washington, <p>Time Periods</p> <ul style="list-style-type: none"> • A New Republic 	
<p>8.5 History. The student understands the challenges confronted by the government and its leaders in the early years of the Republic. The student is expected to:</p> <p>8.5A describe major domestic problems faced by the leaders of the new Republic such as maintaining national security, creating a stable economic system, setting up the court system, and defining the authority of the central</p>	<ul style="list-style-type: none"> • Maintaining national security – Whiskey Rebellion • Creating a stable economic system – Creation of a National Banking system • Setting up the court system – Judiciary Acts • Defining the authority of the central government-Alien Sedition Act • Foreign Affairs - XYZ Affair, Neutrality 	<p>Activity Idea: Tell students that they are the first president. They get a copy of the Constitution with the official roles of the president and are told to come up with a plan for running the country. Students need to think of possible problems they might encounter along the way. “To Buy or Not to Buy” (Jan. 2007) from Texas Law-Related Education (Helps teach TEKS 8.5A, 8.31AB, 8.32AB)</p>

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<p>government;</p>		<p>“Help Run the Country” (Dec. 2007) from Texas Law-Related Education (Helps teach TEKS 8.5, 8.22)</p> <p>“Casting Call” (Jan. 2008) from Texas Law-Related Education (Helps teach TEKS 8.5A, 8.23A)</p>
<p>8.5 History. The student understands the challenges confronted by the government and its leaders in the early years of the Republic. The student is expected to:</p> <p>8.5B summarize arguments regarding protective tariffs, taxation, and the banking system;</p>	<ul style="list-style-type: none"> • Protective tariffs – designed to raise the price of imported products making them less attractive to consumers and promote purchase of domestic products. Favored by Northern Industrial States. Opposed by Southern States whose economy was based on agriculture and bought most products from foreign countries • Taxation – Federal government maintained right to tax certain goods for revenue purposes • Banking System – Hamilton argued for the creation of a national bank to issue currency and provide loans to businesses and individuals and strengthen the national government. Others, including Jefferson and Madison, opposed a national bank on the belief that the national government would gain too much power. Both supported their argument through interpretation of the Constitution 	<p>“Who Will Win?” (Feb. 2007) from Texas Law-Related Education (Helps teach TEKS 8.5BFG, 8.7AC, 8.18B, 8.30DE, 8.31D)</p> <p>“Help Run the Country” (Dec. 2007) from Texas Law-Related Education (Helps teach TEKS 8.5, 8.22)</p>
<p>8.15 Economics. The student understands the origins and development of the free enterprise system in the United States. The student is expected to:</p> <p>8.15A explain why a free enterprise system of economics developed in the new nation; and</p>	<ul style="list-style-type: none"> • Alexander Hamilton believed in a strong central government that encouraged business and industry • Free enterprise system was an evolutionary process during 1800s – specifically the role of the government 	<p>The National Council for Economic Education has lessons to help teach Economics concepts. Many of their lessons are online http://www.econedlink.org/standards/</p> <p>There is also a green CD available in each campus library titled “Virtual Economics.” It contains even more lessons from NCEE (1200 economics lessons, K-12). How to search: Choose “Browse Economics Lessons” then “Search by Standard” then “Texas.” Lessons will be displayed by individual TEKS.</p> <p>Some lessons could be taught at multiple grade levels. If you find and use a lesson that you want protected at your grade level in future years, please email Sara Lucas to make that request.</p>
<p>8.15 Economics. The student understands the origins and development of the free enterprise system in the United States. The student is expected to:</p>	<ul style="list-style-type: none"> • Laissez-faire – the belief that the government should not interfere in the economy other than to protect private property rights and to maintain peace 	<p>(See notes under 15A)</p>

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<p>8.15B describe the characteristics and the benefits of the U.S. free enterprise system during the 18th and 19th centuries.</p>	<ul style="list-style-type: none"> • Entrepreneurship – people who risk their capital in organizing and running a business • freedom to own, compete, and to select an occupation 	
<p>8.5 History. The student understands the challenges confronted by the government and its leaders in the early years of the Republic. The student is expected to:</p> <p>8.5C explain the origin and development of American political parties;</p>	<p>Origin – Disagreements over Alexander Hamilton’s financial program</p> <ul style="list-style-type: none"> • Federalists – belief in a strong national government, loose construction (interpretation) of the Constitution, and development of industry, trade and cities. Early leaders included Alexander Hamilton and John Adams • Democratic-Republican – belief in a limited national government, strict construction (interpretation) of the Constitution. Supported strong state governments and agricultural development. Early leaders included Thomas Jefferson and James Madison 	<p>Project Idea: Students create campaign poster for the 1796 election supporting either Jefferson or Adams.</p>
<p>8.5 History. The student understands the challenges confronted by the government and its leaders in the early years of the Republic. The student is expected to:</p> <p>8.5E trace the foreign policies of Presidents Washington through Monroe and explain the impact of Washington’s Farewell Address and the Monroe Doctrine;</p>	<ul style="list-style-type: none"> • Washington’s Farewell Address- Policy of neutrality, Farewell Address: recommended the nation remain neutral in foreign affairs and avoid the development of political parties and don’t form permanent political alliances • John Adams- Maintained peace with European nations, XYZ Affair 	<p>“Help Run the Country” (Dec. 2007) from Texas Law-Related Education (Helps teach TEKS 8.5, 8.22)</p>
<p>8.21 Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:</p> <p>8.21B evaluate the contributions of the Founding Fathers as models of civic virtue; and</p>	<ul style="list-style-type: none"> • “Founding Fathers” applies to those individuals who played a major role in declaring independence, fighting the Revolutionary War, or writing and adopting the U.S. Constitution. • “Civic” relates to involvement in a community. Those with civic virtue go a step beyond their obligations by taking an active role in improving the community and the experiences of other members of the community. <p><i>Founding Fathers</i></p> <ul style="list-style-type: none"> • George Washington – served in the House of Delegates, led the Continental Army, served a 	<p>“Slavery and Virginia’s Enlightened Aristocracy” <i>Debating the Documents</i> series by MindSparks can help to teach this. (This resource is available in your campus library.)</p>

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	<p>president of the Constitutional Convention and served two terms as the first president of the United States</p> <ul style="list-style-type: none"> • Alexander Hamilton – helped developed the national banking systems in the U.S. • John Adams – played a major role in the independence movement; served as the 1st vice president and the second president 	
<p>8.22 Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:</p> <p>8.22A identify different points of view of political parties and interest groups on important historical and contemporary issues;</p>	<ul style="list-style-type: none"> • Federalists (strong central government) v. Democratic Republicans (stronger state governments) • Election of 1796 – 1st election with political parties • Interest Groups: Southern plantation owners (it was costing too much to get their tools and supplies from overseas) v. Northern merchants regarding protective tariffs (tariffs made their products cheaper than foreign goods) 	<p>The Debating the Documents lesson titled “We Hold These Truths” by MindSparks is an excellent resource which is particularly helpful in teaching 4B, 4C, 16A, 20A, and 22A as well as Social Studies Skills 30A-G, 31B, and 31D. (This resource may be found in every campus library.)</p>
<p>8.22 Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:</p> <p>8.22B describe the importance of free speech and press in a democratic society; and</p>	<ul style="list-style-type: none"> • Alien and Sedition Act – government tries to limit freedom of press 	
<p>8.23 Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:</p> <p>8.23A analyze the leadership qualities of elected and appointed leaders of the United States such as Abraham Lincoln, John Marshall, and <u>George Washington</u>; and</p>	<ul style="list-style-type: none"> • <u>John Marshall</u> – Appointed Chief Justice of the Supreme Court by President Adams. Set precedent of Judicial Review in the landmark Supreme Court Case <i>Marbury v. Madison</i> establishing the Supreme Courts authority to declare acts of Congress unconstitutional. • <u>George Washington</u> – led the Continental Army during the American Revolutionary War. Came out of retirement to lead the Constitutional Convention and then again to serve as the first President of the United States for two terms. Set many precedents as President. 	<p>“Casting Call” (Jan. 2008) from Texas Law-Related Education (Helps teach TEKS 8.5A, 8.23A)</p>

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Social Studies Skills TEKS—The TEKS below are processing TEKS: They are designed to be used to help students process the social studies content TEKS above. In reality, teaching and learning involves using the Social Studies Skills TEKS many times throughout the school year, but these TEKS have been written explicitly into the curriculum only a couple of times each to make sure that they are each taught in depth.

<p>8.31 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>8.31A use social studies terminology correctly;</p>	<p>Assurance Words to be taught in-depth during this bundle include:</p> <ul style="list-style-type: none">• Judicial review• Protective tariff <p>Frequency: Students should always use terminology correctly, in writing, speaking, projects, etc.</p> <p>Mastery: When students actively use them in all social studies activities without being prompted.</p> <p>Examples: When students are able to correctly name a source as either primary or secondary.</p>	
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