

## 8<sup>th</sup> Grade U.S. History Curriculum Bundle #7

Title	Suggested Dates
Jefferson to Monroe	January 5 – 29, 2010 (18 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> <li>• Thomas Jefferson significantly shaped the character and development of United States.</li> <li>• The War of 1812 contributed to the United States’ unique development.</li> <li>• The Louisiana Purchase impacted the growth and shaped the course of United States history.</li> <li>• Interpretations of the U.S. Constitution shaped a uniquely U.S. government.</li> <li>• Industrialization affected every aspect of American life in positive and negative ways.</li> </ul>	<ul style="list-style-type: none"> <li>• What is the legacy of Jefferson and Jeffersonian Democracy in American history?</li> <li>• How did the War of 1812 define the United States of America?</li> <li>• What were the economic, social, political, geographic, and cultural effects of the Louisiana Purchase?</li> <li>• How did early interpretations of the U.S. Constitution impact the new nation? (Continuation from Bundle #6)</li> <li>• What are causes and effects of industrialization?</li> </ul>

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><b>Jefferson</b></p> <p><b>8.27 Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</b></p> <p>8.27A describe developments in art, music, literature, drama, and other cultural activities in the history of the United States;</p>	<ul style="list-style-type: none"> <li>• American art, music, literature, drama, and other cultural activities began to take on a distinctive American theme</li> <li>• Noah Webster – dictionaries and spellers</li> <li>• Thomas Jefferson – architect</li> </ul> <p><b>TEACHER NOTE:</b> Please remember that the TEKS concerns the “relationship between the arts and the times during which they were created.” Questions to have the student investigate might include “How does Jefferson’s background as an architect reflect his political contributions?” or “What was Jefferson’s architectural style and how did that inform his thinking?” or “How did American art, music, literature, drama, etc. develop/show uniquely American characteristics in the Early</p>	<p>p. 299</p>

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<p><b>8.17 Government. The student understands the process of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to:</b></p> <p>8.17C identify the origin of judicial review and analyze examples of congressional and presidential responses.</p>	<p>Republic?"</p> <ul style="list-style-type: none"> <li>• Judiciary Act passed by Congress in the Washington administration set the number of Supreme Court justices at 6 (this changed to 9 in 1869)</li> <li>• In <i>Marbury vs. Madison</i>, Chief Justice John Marshall increased the power of the Supreme Court by allowing them the power to declare acts of Congress unconstitutional, thus establishing Judicial Review</li> </ul>	<p>“<a href="#">Basic Principles</a> of the U.S. Constitution” PreAP lesson from TEA’s Lighthouse Initiative (Helps teach TEKS 8.16ABCD, 17ABC, 18AB, 19AB) Several lessons are included in the PDF. Scroll to the appropriate lesson.</p>
<p><b>8.19 Government. The student understands the impact of landmark Supreme Court cases. The student is expected to:</b></p> <p>8.19A summarize the issues, decisions, and significance of landmark Supreme Court cases including <u>Marbury v. Madison</u>, <u>McCulloch v. Maryland</u>, and <u>Gibbons v. Ogden</u>; and</p>	<ul style="list-style-type: none"> <li>• <i>Marbury v. Madison</i> – Chief Justice John Marshall strengthened the power of the federal judicial branch by extending the Supreme Court’s power of judicial review, the ability of the court to declare a law unconstitutional, over the Federal Congress.</li> </ul>	
<p><b>8.1 History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:</b></p> <p>8.1C explain the significance of the following dates: 1607, 1776, 1787, 1803, and 1861-1865.</p>	<ul style="list-style-type: none"> <li>• 1803—Louisiana Purchase, Lewis and Clark Expedition – Expansion of United States, Exploration of new territories</li> </ul>	<p>Study excerpts from Lewis and Clark journals.</p> <p><a href="#">Lewis and Clark online adventure</a> p. 304</p>
<p><b>8.6 History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:</b></p> <p>8.6E identify areas that were acquired to form the United States.</p>	<ul style="list-style-type: none"> <li>• Louisiana Territory</li> </ul>	
<p><b>8.11 Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:</b></p> <p>8.11C analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States.</p>	<ul style="list-style-type: none"> <li>• Purchase of Louisiana Territory – control of Mississippi River; doubled size of US</li> </ul>	<p>Label Map of the Louisiana Purchase</p>
<p><b>War of 1812</b></p>		
<p><b>8.5 History. The student understands the challenges</b></p>	<ul style="list-style-type: none"> <li>• Causes</li> </ul>	<p>“<a href="#">Help Run the Country</a>” (Dec. 2007) from Texas Law-</p>

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<p><b>confronted by the government and its leaders in the early years of the Republic. The student is expected to:</b></p> <p>8.5D explain the causes of and issues surrounding important events of the War of 1812;</p>	<ul style="list-style-type: none"> <li>○ British warship attacked an American ship killing three Americans and took prisoners U.S. sailors</li> <li>○ British strict trade restrictions</li> <li>○ US refusal to buy British goods</li> <li>○ British support of Native American opposition to frontier</li> <li>○ Settlement</li> <li>○ War Hawks desire to acquire Canada</li> <li>○ Impressment of U.S. sailors</li> <li>● Writing of Star Spangled Banner</li> <li>● Attack/Burning of Washington D.C.</li> <li>● Battle of New Orleans</li> <li>● Treaty of Ghent</li> <li>● Effects             <ul style="list-style-type: none"> <li>○ Nationalism Increased</li> <li>○ Native American Resistance Weakened</li> <li>○ Manufacturing Grew</li> </ul> </li> </ul>	<p>Related Education (Helps teach TEKS 8.5, 8.22)</p> <p>“Analysis of Documents Related to the Growth of <a href="#">Nationalism in America</a>” PreAP lesson from TEA’s Lighthouse Initiative (Helps teach TEKS 8.5D, 14A, 30D) Several lessons are included in the PDF. Scroll to the appropriate lesson. p. 313, 317</p>
<p><b>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:</b></p> <p>8.5E trace the foreign policies of Presidents Washington through Monroe and explain the impact of Washington’s Farewell Address and the <u>Monroe Doctrine</u>;</p>	<ul style="list-style-type: none"> <li>● <u>James Madison</u> - War of 1812 with Britain</li> <li>● <u>James Monroe</u> - Monroe Doctrine - Agreed to stay out of European affairs while closing the western hemisphere to further European Colonization</li> </ul>	<p>Lesson idea: Study responses to the Monroe Doctrine from Americans and Europeans.</p> <p>“<a href="#">Help Run the Country</a>” (Dec. 2007) from Texas Law-Related Education (Helps teach TEKS 8.5, 8.22) p. 345</p>
<p><b>8.14 Economics. The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student is expected to:</b></p> <p>8.14A analyze the War of 1812 as a cause of economic changes in the nation; and</p>	<ul style="list-style-type: none"> <li>● Protective Tariff (Tariff of 1816) – Protect manufacturers from foreign competition by taxing imports</li> <li>● Road and canal transportation to move troops and supplies in case of war and trade in peace time.</li> <li>● Post war increase in Industrial Production</li> </ul> <p>Other examples:</p> <ul style="list-style-type: none"> <li>● Creation of a national bank – <i>McCulloch v. Maryland</i></li> </ul>	<p>The National Council for Economic Education has lessons to help teach Economics concepts. Many of their lessons are online <a href="http://www.econedlink.org/standards/">http://www.econedlink.org/standards/</a></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>“Analysis of Documents Related to the Growth of <a href="#">Nationalism in America</a>” PreAP lesson from TEA’s</p>

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	<ul style="list-style-type: none"> <li>The federal government would control interstate commerce – <i>Gibbons v. Ogden</i></li> </ul>	Lighthouse Initiative (Helps teach TEKS 8.5D, 14A, 30D) Several lessons are included in the PDF. Scroll to the appropriate lesson.
<p><b>8.27 Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</b></p> <p>8.27C identify examples of American art, music, and literature that transcend American culture and convey universal themes.</p>	<ul style="list-style-type: none"> <li>Music: “Star-Spangled Banner” – Francis Scott Key</li> </ul>	
<b>Era of Good Feelings</b>		
<p><b>8.19 Government. The student understands the impact of landmark Supreme Court cases. The student is expected to:</b></p> <p>8.19A summarize the issues, decisions, and significance of landmark Supreme Court cases including Marbury v. Madison, <u>McCulloch v. Maryland</u>, and <u>Gibbons v. Ogden</u>; and</p>	<ul style="list-style-type: none"> <li><i>McCulloch v. Maryland</i> – Upheld constitutionality of the Bank of the United States. The doctrine of “implied powers” provided Congress more flexibility to enact legislation.</li> <li><i>Gibbons v. Ogden</i> – Revoked an existing state monopoly and gave Congress the right to regulate interstate commerce</li> </ul>	“ <a href="#">Basic Principles</a> of the U.S. Constitution” PreAP lesson from TEA’s Lighthouse Initiative (Helps teach TEKS 8.16ABCD, 17ABC, 18AB, 19AB) Several lessons are included in the PDF. Scroll to the appropriate lesson.
<p><b>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:</b></p> <p>8.22C summarize a historical event in which compromise resulted in a peaceful resolution.</p>	<ul style="list-style-type: none"> <li><u>Missouri Compromise</u> – Compromise in Congress temporarily deciding the issue of the expansion of slavery in new territories. Admitted Missouri as slave state and Maine as a free state, maintaining the balance of power in the Senate. It also banned slavery in Louisiana Territory north of the 36° 30’ parallel.</li> </ul>	<p>“<a href="#">Help Run the Country</a>” (Dec. 2007) from Texas Law-Related Education (Helps teach TEKS 8.5, 8.22)</p> <p>“<a href="#">The Age of Jackson</a>” from TEA’s Social Studies Center Toolkit Exemplary Curriculum Units (Helps teach TEKS 8.1ABC, 5ABCFG, 11ABC, 22ABC, 31ABCD) p. 342</p>
<p><b>8.23 Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:</b></p> <p>8.23B describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, <u>James Monroe</u>, and Elizabeth Cady Stanton.</p>	<ul style="list-style-type: none"> <li><u>James Monroe</u> – Fifth American President. During his presidency Monroe issued the Monroe Doctrine (1823), establishing the concept of American domination of the Western Hemisphere and declaring the hemisphere was closed to further European colonization.</li> </ul>	<p>“<a href="#">Guess Who’s Coming to Dinner?</a>” (April 2007) from Texas Law-Related Education (Helps teach TEKS 8.19B, 8.7D, 8.8A, 8.23B, 8.30D)</p> <p>“<a href="#">Declaring their Sentiments</a>” (March 2006) from Texas Law-Related Education (Helps teach TEKS 8.23B, 8.25B)</p>

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<p><b>8.12 Geography. The student understands the physical characteristics of the United States during the 18th and 19th centuries and how humans adapted to and modified the environment. The student is expected to:</b></p> <p>8.12B describe the consequences of human modification of the physical environment of the United States; and</p>	<p style="color: red;">Canals, roads, railroads</p> <ul style="list-style-type: none"> <li>• Erie Canal (1825) – A man made water way that connected the Erie Canal with the Hudson River. It connected businesses and people between Lake Erie and New York City. (farm to market)</li> <li>• National Road – The first east-west federally funded highway. It allowed farmers to take their crop to Eastern markets</li> </ul>	<p>p. 330</p>
<b>Industrialization</b>		
<p><b>8.7 History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to:</b></p> <p>8.7B compare the effects of political, economic, and social factors on slaves and free blacks;</p>	<p style="color: red;">Enslaved Blacks</p> <ul style="list-style-type: none"> <li>• Majority of blacks in the South were enslaved (Social)</li> <li>• Southern agriculturally based economy required a large workforce (Economic)</li> </ul>	
<p><b>8.13 Economics. The student understands why various sections of the United States developed different patterns of economic activity. The student is expected to:</b></p> <p>8.13B explain reasons for the development of the plantation system, the growth of the slave trade, and the spread of slavery; and</p>	<p style="color: red;">Development of the plantation system</p> <ul style="list-style-type: none"> <li>• Rich soil and long growing season allows for the growth of cash crops (including tobacco, cotton, rice, indigo and sugar cane)</li> <li>• effects of the cotton gin: cotton growing became profitable increase in demand for slaves and land to grow cotton, cotton growing and slavery moved west</li> </ul>	<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>
<p><b>8.14 Economics. The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student is expected to:</b></p> <p>8.14B identify the economic factors that brought about rapid industrialization and urbanization.</p>	<ul style="list-style-type: none"> <li>• Development of technology: Cotton Gin, Interchangeable parts, Steam Engine</li> <li>• Shift to the factory System</li> <li>• Shift from agrarian to urban society</li> </ul>	
<p><b>8.28 Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The</b></p>	<ul style="list-style-type: none"> <li>• <u>Cotton Gin</u> (Eli Whitney 1793) – Increased cotton production and need for slave labor</li> <li>• <u>Steamboat</u> (Robert Fulton 1807) – Improved</li> </ul>	<p>The Debating the Documents lesson titled “A Knack at Contriving” by MindSparks is an excellent resource which might be particularly helpful in teaching 28A, 28C,</p>

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<p><b>student is expected to:</b></p> <p>8.28A explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, and the Bessemer steel process;</p>	<p>movement of goods along rivers, faster, cheaper goods</p> <ul style="list-style-type: none"> <li>• <u>Bessemer steel process</u> – process for making cheap steel that made America the top producer of steel in the world.</li> <li>• <u>Improvements in transportation</u> (steam locomotives, canals, railroads, roads, bridges and turnpikes) and manufacturing (Interchangeable parts, power sources) created industrial centers (urbanization)</li> <li>• <u>Telegraph</u> (Samuel F.B. Morse) – improved communication</li> </ul>	<p>and 29A–B as well as Social Studies Skills 30A–G, 31B, and 31D. (This resource may be found in every campus library.)</p> <p><a href="#">Morse Code Translator</a> p. 333</p>
<p><b>8.28 Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:</b></p> <p>8.28B analyze the impact of transportation systems on the growth, development, and urbanization of the United States;</p>	<ul style="list-style-type: none"> <li>• Impact – River and steamboat systems, canal system like the Erie Canal, road systems like the National Road, and the Transcontinental Railroad system linked rural farming areas to urban population centers.</li> </ul>	
<p><b>8.28 Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:</b></p> <p>8.28C analyze how technological innovations changed the way goods were manufactured and marketed, nationally and internationally; and</p>	<ul style="list-style-type: none"> <li>• Textile Factories – Used machines to produce cloth in large quantities, increasing U.S. cloth production and sales (Samuel Slater)</li> <li>• Interchangeable Parts – made production of goods cheaper and easier by speeding up manufacturing process (Eli Whitney)</li> <li>• Railroads – Connected new western areas to eastern coastal urban centers</li> <li>• Telegraph – Instantly connected distant parts of United States through electronic communication</li> <li>• Steamboat – revolutionized transportation by traveling against the current, opened the West, improved movement of goods (Robert Fulton)</li> <li>• Cotton Gin – increased cotton production (Eli Whitney)</li> </ul>	<p>The Debating the Documents lesson titled “A Knack at Contriving” by MindSparks is an excellent resource which might be particularly helpful in teaching 28A, 28C, and 29A–B as well as Social Studies Skills 30A–G, 31B, and 31D. (This resource may be found in every campus library.) P. 327</p>
<p><b>8.28 Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The</b></p>	<ul style="list-style-type: none"> <li>• Improvements in transportation (steam locomotives, canals, railroads, and roads) and manufacturing (interchangeable parts, power</li> </ul>	

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<p><b>student is expected to:</b></p> <p>8.28D explain how technological innovations led to rapid industrialization.</p>	<p>sources) created industrial centers (urban centers).</p>	
<p><b>8.29 Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. The student is expected to:</b></p> <p>8.29A compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history;</p>	<ul style="list-style-type: none"> <li>• Steamboat – increased trade, faster and cheaper goods</li> <li>• Cotton Gin – increased need for slave labor on plantations</li> <li>• Factory system – explosion of urban growth in the 19<sup>th</sup> century – brought problems with sewage, water, slums, safety, etc.</li> <li>• Telegraph – brought people in distant places into instant contact with other areas</li> <li>• Steel plow and reaper 1830s – turned mid-West into the bread basket of the nation: transportation revolution allowed mass marketing of Western produce</li> </ul>	<p>The Debating the Documents lesson titled “A Knack at Contriving” by MindSparks is an excellent resource which might be particularly helpful in teaching 28A, 28C, and 29A-B as well as Social Studies Skills 30A-G, 31B, and 31D. (This resource may be found in every campus library.)</p>
<p><b>8.29 Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. The student is expected to:</b></p> <p>8.29B describe how scientific ideas influenced technological developments during different periods in U.S. history; and</p>	<ul style="list-style-type: none"> <li>• Steamboat – Moved products on waterways faster and more efficient</li> <li>• Cotton Gin – It removed cotton seeds from the balls faster</li> <li>• Morse Code – Long distance communication faster</li> </ul>	<p>Activity Idea: Give students the Morse code alphabet. Have students write messages in Morse Code, have others try to translate their message. Website with Morse Code alphabet: <a href="http://ling.ucsc.edu/~hank/morseabc.html">http://ling.ucsc.edu/~hank/morseabc.html</a></p> <p>The Debating the Documents lesson titled “A Knack at Contriving” by MindSparks is an excellent resource which might be particularly helpful in teaching 28A, 28C, and 29A-B as well as Social Studies Skills 30A-G, 31B, and 31D. (This resource may be found in every campus library.)</p>
<p><b>8.29 Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. The student is expected to:</b></p> <p>8.29C identify examples of how industrialization changed life in the United States.</p>	<p><b>Industrial Revolution</b></p> <ul style="list-style-type: none"> <li>• Industry             <ul style="list-style-type: none"> <li>○ Cottage Industry vs. Factory System</li> </ul> </li> <li>• Population</li> <li>• Shift to cities for factory jobs</li> <li>• Women and children in the workplace</li> <li>• Increased immigration to fill need for workers</li> <li>• Transportation</li> <li>• Steamboat, locomotive, canals, roads</li> <li>• Communication             <ul style="list-style-type: none"> <li>• Telegraph – allowed instant communication</li> </ul> </li> </ul>	

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	<p style="text-align: center;">across great distance</p> <ul style="list-style-type: none"> <li>• Agriculture</li> <li>• New technologies – Cotton Gin, Mechanical Reaper, Steel Plow</li> </ul>	
<p><b>Social Studies Skills TEKS</b>—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>		
<p><b>8.31 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b></p> <p>8.31A use social studies terminology correctly;</p>	<p><b>Assurance Words</b> to be taught in-depth during this bundle include:</p> <ul style="list-style-type: none"> <li>• Monroe Doctrine</li> <li>• States’ rights</li> <li>• Industrialization</li> <li>• Sectionalism</li> </ul> <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>	
<p><b>8.30 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b></p> <p>8.30A differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States;</p>	<p>Primary sources consist of evidence produced by someone who participated in an event or lived during the time being studied. Examples include letters, diaries, autobiographies, artifacts, newspaper articles, photographs...</p> <p>Secondary sources include descriptions or interpretations prepared by people who were not involved in the events described. Researchers often use primary sources to understand past events, but they produce secondary sources. Examples include encyclopedias, websites which give information on events in the past, textbooks...</p> <p><u>Primary Source</u>: a document, record or artifact providing 1<sup>st</sup> hand information or original data on a topic.</p> <p><u>Secondary Source</u>: a source that contains information that</p>	

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other people have gathered, and interpreted, extended, analyzed, or evaluated.

Frequency – for all major units introduce Week 1 – characteristics of each

Mastery – should be able to use primary and secondary sources to acquire information about the U.S.

Examples: Mayflower Compact, Declaration of Independence, Constitution, Bill of Rights, Washington's Farewell Address, Monroe Doctrine, Declaration of Sentiment, Gettysburg Address, Lincoln's 1<sup>st</sup> and 2<sup>nd</sup> Inaugural Addresses