

Integrated United States History: Grade 8

Eighth-grade students continue their study of United States history, which they began in 5th grade, from the development of the Constitution through Reconstruction.

The following content areas should be integrated into their study:

- Geography
- Civics/Government
- Economics

Further goals are for students to

- Understand the relevancy and connections of this history to their lives
- Analyze key issues using significant content knowledge, research, and inquiry
- Develop reasoned arguments and write a persuasive civic essay addressing issues from the past within a historical context

The study of United States history has been organized into eras by the state of Michigan

The following eras were studied in 5th grade

- Era 1 - Beginnings to 1620
- Era 2 - Colonization and Settlement (1585-1763)
- Era 3 - Revolution and New Nation (1754 - 1800)

(See below for a summary of the topics that students covered in 5th grade concerning these eras.)

Eras and Units to be studied in 8th grade U.S. History

Foundation (i.e. Review) Units

These foundational expectations are included by the State Department of Education to help students connect their study of history in 5th grade with their 8th grade history studies. Specific topics were chosen as being needed to “set the stage” for the study of United States history that begins with the development of the United States Constitution.

- Review of Era 3 Geographic, Economic, Social, and Demographic Trends in America
- Review of Era 3 Political and Intellectual Transformations

New Units of Study

- Era 3 – Revolution and the New Nation (1754-1800s)
 - Unit 3.3 Creating New Government(s) and a New Constitution
- Era 4 – Expansion and Reform (1792-1861)
 - Unit 4.1 Challenges to an Emerging Nation
 - Unit 4.2 Regional and Economic Growth
 - Unit 4.3 Reform Movements
- Era 5 – Civil War and Reconstruction (1850-1877)
 - Unit 5.1 The Coming of Civil War
 - Unit 5.2 Civil War
 - Unit 5.3 Reconstruction 5.4
- Public Policy Issues - Research, Discussion and Action

Units and Topics in 5th grade U.S, History

Era 1 – Beginnings to 1620

- Life of peoples living in North America before European exploration,
 - Specifically the people of the Eastern Woodlands, the desert Southwest, the Pacific Northwest, and the Great Plains
 - Locations on map,
 - Adaptation to or modification of the environment,
 - Governmental and family structures
 - Trade
 - Views on property ownership and land use
- Causes and consequences of European exploration and colonization
 - technological and political developments that made sea exploration possible
 - invention of the astrolabe
 - improved maps
 - the rise of nationstates
 - individual explorers
- Description of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the America
- Identification and location of the major regions of Africa
 - North Africa, West Africa, Central Africa, East Africa, Southern Africa
- Lives of peoples living in West Africa prior to the 16th century
 - Economic structures
 - Family structures
 - Growth of states and towns
 - Trade
- Three World Interactions - late 15th (1492) through the 17th century
 - Environmental, political, and cultural consequences of the interactions from the perspective of each of the three groups
 - Comparison of Europeans and indigenous peoples who converged in the Western Hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use
 - special emphasis on analysis of primary and secondary documents, e.g. letters, diaries, maps, documents, narratives, pictures, graphic data
 - Comparison of the different approaches used by the British and French in their interactions with indigenous peoples
 - Description of the Columbian Exchange and its impact on Europeans, indigenous peoples, and Africans
 - Economic, political, cultural, and religious consequences of colonization

Era 2 – European Colonization and Settlement of North America (1585-1763)

- Economic, political, cultural, and religious causes of migration to colonial North America
- Description of the development of the three regions of the British colonies and comparison of those regions: Southern, New England, and the Mid-Atlantic
 - In each
 - Patterns of settlement and control
 - Impact of geography (landforms and climate) on settlement
 - Development of colonial representative assemblies
 - Development of agriculture
 - Cash crop v. subsistence farming
 - Development of economies
 - Daily life from the perspectives of wealthy landowners, farmers, merchants, indentured servants, laborers, the poor, women, enslaved people, free Africans, and indigenous peoples
 - Labor - specifically slavery and indentured servants

- Relationships with indigenous peoples, including the trading of goods, services, and ideas among European and indigenous peoples
- Specifically in South
 - Establishment of Jamestown
 - Relationship with the Powhatan
 - House of Burgesses
 - Development of one-crop economies (plantation land use for rice in Carolinas and tobacco in Virginia)
 - Development of slavery
 - Bacon's Rebellion
- Specifically in New England colonies
 - Subsistence agriculture
 - Diverse economy
 - Establishment of town meetings
 - Religious tensions in Massachusetts that led to the establishment of other colonies in New England
 - Growth of royal government
 - The Pequot War
- Specifically in Middle colonies
 - Dutch settlement in New Netherlands
 - Quaker settlement in Pennsylvania
 - Immigration patterns leading to ethnic diversity in the Middle colonies
- Analysis of the development of the slave system in the Americas and its impact upon the life of Africans
 - Description of the Triangular Trade: routes, the people and goods that were traded, the Middle Passage, the impact on life in Africa
- The life of enslaved Africans and free Africans in the American colonies
 - The development of a distinct African American culture, integrating aspects of African culture (specifically the sense of family and oral traditions) and adapted elements of new cultures

Era 3 - Revolution and New Nation (1754 - 1800)

- Causes of the American Revolution - (Note - Analysis of events in this conflict should include identification of alternative choices for addressing the problem with possible consequences, and describe the course of action taken)
 - Identify the major political, economic, and ideological reasons for the American Revolution
 - How the French and Indian War affected British policy toward the colonies and colonial dissatisfaction with the new policy
 - Causes and effects of events such as the Stamp Act, the Boston Massacre, the Boston Tea Party, and the Intolerable Acts
 - Differences between British and colonial views on authority and representative government with respect towards specific events, like the quartering of soldiers, the writs of assistance, the closing of colonial legislatures, and the Boston Tea Party
 - The role of the First and Second Continental Congresses in unifying the colonies: addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation
 - How colonial experiences with self-government and ideas about government influenced the decision to declare independence, e.g., Mayflower Compact, House of Burgesses and town meetings; core values; protecting individual rights and promoting common good, natural rights, limited government, representative government
 - The Declaration of Independence
 - Explanation of right to separate from Great Britain: unalienable rights, the rule of law, limited government, right of the people to alter or abolish an oppressive government
 - Explanation of why the colonists wanted to separate

- Identification of key individuals who played a role in leading the colonists to revolution: George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine
- The American Revolution and Its Consequences
 - The advantages and disadvantages each side had during the American Revolution: military leadership, geography, types of resources, and motivations
 - The importance of the following events: Valley Forge, the Battle of Saratoga, and the Battle of Yorktown
 - The role of women, African Americans, indigenous peoples, and France in helping shape the outcome of the war
 - The significance of the Treaty of Paris
- Creating New Government(s) and a New Constitution
 - The Articles of Confederation as the first plan for a new government
 - The powers of the national government and state governments under the Articles of Confederation
 - Challenges faced by the new nation under the Articles of Confederation
 - Reasons why the Constitutional Convention was convened and why the Constitution was written
 - e.g. lack of national army, competing currencies, reliance on state governments for money
 - Development of the Constitution as a new plan for governing
 - Issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution, e.g., Great Compromise, Three-Fifths Compromise, and the Slave Trade Compromise
 - Reasons why the Framers wanted to limit the power of government, e.g. fear of a strong executive, beliefs about representative government, and need to protect individual rights
 - The principle of federalism and how it is expressed in the Constitution (e.g. the 10th Amendment)
 - The concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification
 - The rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution

Overview of Michigan's 8th grade U.S. History Curriculum

Foundational Issues in Eras 1-2

- Review of Grade 5 Social Studies
- Political and Intellectual Transformations
- Geographic, Economic, Social, and Demographic Trends in America

Era 3 – Revolution and the New Nation (1754-1800s)

- Creating New Governments and a New Constitution - introduced in Grade 5; begins Grade 8 expectations

Era 4 – Expansion and Reform (1792-1861)

- Challenges to an Emerging Nation
- Regional and Economic Growth
- Reform Movements

Era 5 – Civil War And Reconstruction (1850-1877)

- The Coming of Civil War
- Civil War
- Reconstruction

Public Policy Issues - Research, Position, Discussion, and Action

Note: U.S. historians, history books, history standards, and the peoples themselves have used, at one time or another, “Native American” and “American Indian,” while Canadian history uses “First Peoples” to refer to inhabitants of North America prior to European exploration, conquest, and settlement. The State of Michigan uses “indigenous peoples,” but states that students should be familiar with the different names and specific tribal identities as they will likely encounter variations over the course of their studies.

Eras And Units To Be Studied In 8th Grade U.S. History

Foundational Issues in Eras 1-2

Geographic, Economic, Social, and Demographic Trends in America - Description of the development of the three regions of the British colonies and comparison of those regions: Southern, New England, and the Mid-Atlantic

- In each region
 - Impact of geography (landforms and climate) on settlement
 - Patterns of settlement and control
 - Development of colonial representative assemblies
 - Development of agriculture
 - Cash crop v. subsistence farming
 - Development of economies
 - Daily life from the perspectives of wealthy landowners, farmers, merchants, indentured servants, laborers, the poor, women, enslaved people, free Africans, and indigenous peoples
 - Labor - specifically slavery and indentured servants
 - Relationships with indigenous peoples, including the trading of goods, services, and ideas among European and indigenous peoples
- Specifically in New England colonies
 - Establishment of town meetings
 - Subsistence agriculture
 - Diverse economy
 - Religious tensions in Massachusetts that led to the establishment of other colonies in New England
 - Growth of royal government
 - The Pequot War
- Specifically in Middle colonies
 - Dutch settlement in New Netherlands
 - Quaker settlement in Pennsylvania
 - Immigration patterns leading to ethnic diversity in the Middle colonies
- Specifically in South
 - Establishment of Jamestown
 - Relationship with the Powhatan
 - House of Burgesses
 - Development of one-crop economies (plantation land use begins with rice in Carolinas and tobacco in Virginia)
 - Development of slavery
 - Bacon's Rebellion
- Analysis of the development of the slave system in the Americas and its impact upon the life of Africans
 - Description of the Triangular Trade: routes, the people and goods that were traded, the Middle Passage, the impact on life in Africa
- The life of enslaved Africans and free Africans in the American colonies

- The development of a distinct African American culture, integrating aspects of African culture (specifically the sense of family and oral traditions) and adapted elements of new cultures

Political and Intellectual Transformations

- ideas, experiences, and interactions that influenced the colonists' decisions to declare independence
 - the core values declared as self-evident truths ("core principles") held by the founding fathers
 - e.g., Equality, Unalienable Rights, Social Compact Theory, Limited Government, Rule of Law, popular sovereignty, and the Right the people to alter or abolish an oppressive government
 - experiences with self-government
 - e.g., House of Burgesses and town meetings
 - changing interactions with the royal government of Great Britain after the French and Indian War
- Analysis of the Declaration of Independence
 - the colonists' views of government
 - their reasons for separating from Great Britain
 - their description of what the declaration accomplished
- Consequences of the American Revolution
 - changing views on freedom and equality
 - birth of an independent republican government
 - creation of the Articles of Confederation
 - concerns over distribution of power within governments, between government and the governed, and among people

Era 3 – Revolution and the New Nation (1754-1800s)

Creating New Governments and a New Constitution (introduced in 5th grade, but 8th grade expectations ask for explanation and analysis at a higher level to support in-depth discussion of the historical and philosophical origins of constitutional government in the United States)

Explain the challenges faced by the new nation and analyze the development of the Constitution as a new plan for governing.

- Explain the reasons for the adoption and subsequent failure of the Articles of Confederation
 - why its drafters created a weak central government
- Identify economic, political, and cultural issues facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention.
 - Shay's Rebellion
 - disputes over western lands
- Describe the major issues debated at the Constitutional Convention, including
 - the distribution of political power among the states and within the federal government
 - the conduct of foreign affairs
 - commerce with tribes
 - rights of individuals

- election of the executive
- slavery
- Explain how the new constitution resolved (or compromised) the major issues, including
 - separation, sharing, and checking of power among federal government institutions (separation of powers and checks and balances)
 - dual state and federal sovereignty (federalism)
 - rights of individuals
 - the Great Compromise
 - the Three-Fifths Compromise
 - the slave trade compromise
 - the Electoral College
 - relationships and affairs with indigenous nations
- Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and AntiFederalists
- Describe how the states ratified the Constitution.
- Explain how the Bill of Rights reflected
 - the concept of limited government
 - protections of basic freedoms
 - the fear among many Americans of a strong central government
- Explain how the core values are embodied in the Constitution through constitutional features

Features	Values
<ul style="list-style-type: none"> ● popular sovereignty ● representative government ● federalism ● separation of powers ● checks and balances ● bicameralism ● enumerated powers ● Bill of Rights 	<ul style="list-style-type: none"> ● equality ● unalienable rights ● popular sovereignty ● social compact theory ● rule of law ● limited government ● the right of the people to alter or abolish an oppressive government

- Describe the philosophical origins of constitutional government in the United States
 - John Locke
 - Thomas Hobbes
 - the Mayflower Compact
 - “Common Sense”
 - the Declaration of Independence
 - the Northwestern Ordinance

Era 4 – Expansion and Reform (1792-1861)

Challenges to an Emerging Nation

Analyze the challenges the new federal government faced and the role of political and social leaders in meeting those challenges.

- Washington’s Farewell – Use President George Washington’s Farewell Address to analyze Washington’s perspective on the most significant challenges the new nation faced

- deciding if and when to get involved in foreign conflicts
 - the risk of political factions
 - establishing the limits of executive power
- Establishing America's Place in the World - Assess the changes in America's relationships with other nations by analyzing the origins, intents, and purposes of treaties.
 - Jay's Treaty (1795)
 - French Revolution
 - Pinckney's Treaty (1795)
 - Louisiana Purchase
 - War of 1812
 - The Monroe Doctrine
- Challenge of Political Conflict - Examine the origins and intentions of early American political parties, including how they emerged, who participated, and what influenced their ideologies.
 - the competing ideas, experiences, and fears of Thomas Jefferson and Alexander Hamilton (and their followers), despite the worries the Founders had concerning the dangers of political division
 - disagreements over
 - relative power of the national government (e.g., Whiskey Rebellion, Alien and Sedition Acts)
 - foreign relations (e.g., French Revolution, relations with Great Britain)
 - economic policy (e.g., the creation of a national bank, assumption of revolutionary debt)
- Establishing a National Judiciary and Its Power – Explain how *Marbury v. Madison* developed the power of the Supreme Court through the doctrine of judicial review.

Regional and Economic Growth

Describe and analyze the nature and impact of territorial, demographic, and economic growth in the first three decades of the new nation, using maps, charts, and other evidence.

Comparing the Northeast and the South –

- Compare and contrast the social and economic systems of the Northeast, the South, and the Western Frontier (Kentucky, Ohio Valley, etc.), with respect to geography and climate and the development of:
 - agriculture, including changes in productivity, technology, supply and demand, and price
 - industry, including entrepreneurial development of new industries, such as textiles
 - the labor force, including labor incentives and changes in labor forces
 - transportation, including changes in transportation (steamboats and canal barges) and the impact on economic markets and prices
 - immigration and the growth of nativism
 - race relations
 - class relations
- The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences

- Westward Expansion – Analyze the expansion, conquest, and settlement of the West through
 - the Louisiana Purchase
 - the removal of indigenous peoples (Trail of Tears) from their native lands
 - the growth of a system of commercial agriculture
 - and the idea of Manifest Destiny
- Consequences of Expansion – Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on
 - indigenous peoples
 - the institution of slavery
 - the relations between free and slaveholding states

Reform Movements

Analyze the growth of antebellum American reform movements.

- Explain the origins of the American Education system.
- Investigate the role of religion in shaping antebellum reform movements.
- Describe the formation and development of the abolitionist movement
 - Include the roles of key abolitionist leaders.
 - Include the response of southerners and northerners to the abolitionist movement.
- Analyze the antebellum women’s rights (and suffrage) movement.
 - Discuss the goals of its leaders.
 - Comparing primary source documents from this era to the Declaration of Independence.
- Analyze the goals and effects of the antebellum temperance movement.

Era 5 – Civil War And Reconstruction (1850-1877)

The Coming of Civil War

Analyze and evaluate the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence.

- Compare the differences in the lives of free black people (including those who escaped from slavery) with the lives of free white people and enslaved persons.
- Describe the role of the Northwest Ordinance and its effect on the banning of slavery.
 - Include the establishment of Michigan as a free state banning of slavery.
- Describe the competing views of John C. Calhoun, Daniel Webster, and Henry Clay on the nature of the union among the states.
 - Sectionalism
 - Nationalism
 - Federalism
 - State rights
- Draw conclusions about why the following increased sectional tensions:
 - the Missouri Compromise (1820)
 - the Wilmot Proviso (1846)
 - the Compromise of 1850
 - the Fugitive Slave Act
 - the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas
 - the Dred Scott v. Sandford decision (1857)

- changes in the party system
 - the rise of the Republican party
 - the division of the Democratic party
- Describe the resistance of enslaved persons and effects of their actions before and during the Civil War.
 - Nat Turner
 - the Underground Railroad
 - Harriet Tubman
 - Michigan's role in the Underground Railroad
 - John Brown
- Describe how major issues debated at the Constitutional Convention help explain the Civil War, including disagreements over
 - the distribution of political power
 - the rights of individuals (liberty and property)
 - the rights of states
 - the election of the executive
 - Slavery

Civil War

Evaluate the multiple causes, key events, and complex consequences of the Civil War.

- Discuss the social, political, economic, and cultural reasons for secession.
- Make an argument to explain the reasons why the North won the Civil War by considering the:
 - Respective advantages and disadvantages of each side
 - Geographic
 - Demographic
 - Economic
 - Technological
 - Political leadership of the North and South
 - Military leadership of the North and South
 - Critical events and battles in the war
- Examine Abraham Lincoln's presidency with respect to:
 - his military and political leadership
 - the evolution of his emancipation policy
 - Include the Emancipation Proclamation
 - the role of his significant writings and speeches,
 - Include the Gettysburg Address and its relationship to the Declaration of Independence
- Describe the role of African Americans in the war
 - Include black soldiers and regiments
 - Include the increased resistance of enslaved people.
- Construct generalizations about how the war affected
 - Combatants
 - Civilians
 - including the role of women
 - the physical environment
 - the future of warfare, including technological developments

Reconstruction

Using evidence, develop an argument regarding the character and consequences of Reconstruction.

- Compare the different positions concerning the reconstruction of Southern society and the nation, including the positions of
 - President Abraham Lincoln
 - President Andrew Johnson,
 - the Radical Republicans,
 - the Democrats
 - African Americans.
- Describe the early responses to the end of the Civil War by describing the:
 - policies of the Freedmen's Bureau
 - restrictions placed on the rights and opportunities of freedmen
 - racial segregation
 - the Black Codes
 - the Ku Klux Klan
- Describe the new role of African Americans in local, state, and federal governments in the years after the Civil War
- Analyze the intent and the effect of the Civil Rights Amendments to the Constitution.
 - Thirteenth Amendment
 - Fourteenth Amendment
 - Fifteenth Amendment
- Explain the decision to remove Union troops from the South in 1877 and investigate its impact on Americans.

Public Policy Issues Study

Investigate a significant historical topic from United States History Eras 3-6 that also has significance as an issue or topic in the United States today

- Possible Topics might include
 - Balance of Power – How has the nation addressed tensions between state and federal governmental power?
 - Liberty v. Security – How has the nation balanced liberty interests with security interests?
 - The Government and Social Change – How have governmental policies, the actions of reformers, and economic and demographic changes affected social change?
 - Movement of People – How has the nation addressed the movement of people into and within the United States?
- Students should
 - conduct research on a historical issue or topic
 - identify a connection to a contemporary issue
 - present findings
 - formats include - oral, visual, video or electronic presentation, persuasive essay, or research paper
- Ideas presented should include
 - causes and consequences of the historical action
 - prediction of possible consequences of the contemporary action

Identifying, investigate and discuss a current public policy issue.

- Identify a Public Policy Issue.
 - Topics might center on such values as equality, core values, Rule of Law, limited Government, Social Compact Theory, popular sovereignty, and the right of the people to alter or abolish an oppressive government
- Research the issue.
 - Origins of issue
 - Data on issue
- Analyze the issue.
- Take a position on the issue.
- Generate and evaluate alternative resolutions to the issue.
- Discuss the issue and defend the position you take on the issue.
 - Present a reasoned argument.
 - Present action plans to address the issue.

Act constructively to further the public good.

- Demonstrate knowledge of how, when, and where individuals would:
 - plan and conduct activities intended to advance views in matters of public policy;
 - report the results
 - evaluate effectiveness
- Engage in activities intended to contribute to the solution of a national or international problem studied.
- Participate in projects to help or inform others.