

Wylie ISD Curriculum

Subject Area	Social Studies	Bundle #:	1
Grade/Level	8 th /US History	Weeks:	1-2
Unit Name/Title			
Exploration, reasons for colonization			
Overview			
Governments have many reasons to settle new areas.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(8.1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:	8.1(A) identify the major eras in U.S. history through 1877 and describe their defining characteristics;	<ul style="list-style-type: none"> ▪ Exploration (1492-1607) Reasons for Exploration – Discovery; Trade; National Pride, Adventure, and Religion (Gold, Glory, & God) ▪ Colonization (1607-1775) Founding of English Colonies starting with Jamestown, Reasons for founding (Economic, Religious, Political), Mercantilism 	
(8.1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:	8.1(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and	Events (Examples) <ul style="list-style-type: none"> ▪ Founding of Jamestown Time Periods (Examples) <ul style="list-style-type: none"> ▪ Exploration, Colonization 	
(8.1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:	8.1(C) explain the significance of the following dates: 1607, 1776, 1787, 1803, and 1861-1865.	1607 Jamestown – first <u>permanent</u> English settlement in North America	
(8.2) History. The student understands the causes of exploration and colonization eras. The student is expected to:	8.2(A) identify reasons for European exploration and colonization of North America; and	Reasons for exploration -faster, cheaper trade routes to Asia -religion -wealth -fame -National pride -curiosity Reasons for colonization -religious freedom -political freedom	

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		<p>-economic opportunity (mercantilism)</p> <p>-social mobility</p> <p>-a better way of life (economic opportunity and land for individuals)</p>
(8.2) History. The student understands the causes of exploration and colonization eras. The student is expected to:	8.2(B) compare political, economic, and social reasons for establishment of the 13 colonies.	<p>Political – Competition among nations</p> <p>Economic – increased economic opportunity for settlers, mercantilism, trade partners for Britain</p> <p>Social – opportunity for social mobility outside</p>
(8.4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:	8.4(A) analyze causes of the American Revolution, including mercantilism and British economic policies following the French and Indian War;	<p><u>Mercantilism System</u> – A nation’s wealth is based on the amount of gold and silver bullion in its treasury. It includes a favorable balance of trade. The colonies become a source of raw materials for the mother country. The colonies also are expected to be the purchasers of manufactured goods from the mother country. Mercantilism includes the theory that a colony exists for the economic benefit of the mother country</p>
(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:	8.11(A) locate places and regions of importance in the United States during the 18 th and 19 th centuries;	<ul style="list-style-type: none"> • Regions: Northeast, West (to the Mississippi River), Ohio River Valley, Appalachian Mountains, Northwest Territory, Original 13 Colonies, Coastal Plains • Bodies of Water: Mississippi River, St. Lawrence River, Great Lakes, Ohio River, Atlantic Ocean, Gulf of Mexico
(8.15) Economics. The student understands the origins and development of the free enterprise system in the United States. The student is expected to:	8.15(A) explain why a free enterprise system of economics developed in the new nation; and	<ul style="list-style-type: none"> ▪ Colonists came seeking economic opportunity (profit) ▪ Nature of colonists was rugged individualism and self-determination
(8.24) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17 th , 18 th , and 19 th centuries. The student is expected to:	8.24(D) analyze the contributions of people of various ethnic and religious groups to our national identity; and	<p>National Identity – independent thinkers, risk-takers, and justice for all</p> <p>Ethnic Group</p> <p>Englishman Captain John Smith’ strong leadership led the settlement of Jamestown through difficult times which colonization in America.</p>

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Subject Area	Social Studies		Bundle #:	2
Grade/Level	8 th /US History		Weeks:	3-4
Unit Name/Title				
Religious colonies				
Overview				
Push-pull factors lead to personal reasons to settle new areas.				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation		Student Learning Outcome Clarification	
(8.1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:	8.1(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and		Significant Individuals (Examples) <ul style="list-style-type: none"> ▪ Order by Significant Contributions to U.S. History: Anne Hutchinson 	
(8.3) History. The student understands the foundations of representative government in the United States. The student is expected to:	8.3(C) describe how religion contributed to the growth of representative government in the American colonies.		Early American colonies, especially in the New England Region, were governed by their church leaders. These colonies included Pennsylvania, Rhode Island, Massachusetts Bay, Maryland, and Plymouth.	
(8.21) Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:	8.21(A) explain the role of significant individuals such as including William Penn in the development of self-government in colonial America;		<ul style="list-style-type: none"> ▪ William Penn – guaranteed political and religious freedom to settlers in Pennsylvania ▪ William Bradford – Mayflower Compact ▪ Roger Williams – separation of church and state ▪ Thomas Hooker – Fundamental Orders of Connecticut 	
(8.24) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17 th , 18 th , and 19 th centuries. The student is expected to:	8.24(A) identify selected racial, ethnic, and religious groups that settled in the United States and their reasons for immigration;		Religious Groups <ul style="list-style-type: none"> • Puritans (17th Century) – Fleeing Religious Persecution • Quakers (17th Century) – Religious Freedom 	

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<p>(8.24) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:</p>	<p>8.24(C) identify ways conflicts between people from various ethnic and religious groups were resolved;</p>	<p>Religious Group</p> <ul style="list-style-type: none"> • Anne Hutchinson left her colony because of her beliefs and started a new colony
<p>(8.24) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:</p>	<p>8.24(D) analyze the contributions of people of various ethnic and religious groups to our national identity; and</p>	<p>Religious Group</p> <ul style="list-style-type: none"> • William Penn –promoted religious tolerance, pacifism, abolitionism, temperance, and women’s rights
<p>(8.24) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:</p>	<p>8.24(E) identify the political and economic contributions of women to American society.</p>	<p>Political</p> <ul style="list-style-type: none"> • Ann Hutchinson-She claimed God talked to her directly and not through the Bible which was the current belief. Because of this belief, her and other dissenters were banished and moved starting other communities that supported her beliefs
<p>(8.25) Culture. The student understands the major reform movements of the 19th century. The student is expected to:</p>	<p>8.25(A) describe the historical development of the abolitionist movement; and</p>	<p>Abolitionist Movement – The movement to abolish slavery in the United States.</p> <ul style="list-style-type: none"> ▪ Quakers – Established the first anti-slavery society in the United States (1775)
<p>(8.26) Culture. The student understands the impact of religion on the American way of life. The student is expected to:</p>	<p>8.26(A) trace the development of religious freedom in the United States;</p>	<ul style="list-style-type: none"> ▪ Plymouth Colony – Pilgrims (Separatists) fled persecution in England and established Plymouth Colony. ▪ Massachusetts Bay – Puritans established settlements based on “purified” church practices in Massachusetts Bay. Puritans established New Hampshire, Rhode Island, and Connecticut ▪ Roger Williams established Rhode Island with the guarantee of religious freedom after disagreement with Puritan leaders in Massachusetts. Government

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		<p>separate from the church leadership.</p> <ul style="list-style-type: none"> ▪ Pennsylvania – Established by William Penn as a haven for Quakers on the basis of religious toleration. Guaranteed religious freedom. ▪ Maryland founded as haven for Catholics; Toleration Acts
<p>(8.27) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p>	<p>8.27(B) analyze the relationship between fine arts and continuity and change in the American way of life; and</p>	<p>Art and music of early American history reflects stern attitude of Puritans.</p>

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Subject Area	Social Studies		Bundle #:	3
Grade/Level	8 th /US History		Weeks:	5-6
Unit Name/Title				
Social, political and economic issues; geographic factors of colonial development				
Overview				
Push-pull factors led to personal reasons to settle new areas. Geographic factors led to regional development.				
TEKS - Texas Knowledge & Skills				
Knowledge & Skill Statement	Student Expectation		Student Learning Outcome Clarification	
(8.1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:	8.1(A) identify the major eras in U.S. history through 1877 and describe their defining characteristics;		<ul style="list-style-type: none"> • Colonial Regions (New England, Middle, Southern) 	
(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	8.6(E) identify areas that were acquired to form the United States.		<ul style="list-style-type: none"> ▪ Original 13 Colonies from Great Britain 	
(8.10) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	8.10(A) create thematic maps, graphs, charts, models, and databases representing various aspects of the United States; and		<ul style="list-style-type: none"> ▪ Population ▪ Landforms 	
	8.10(B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases.		Geographic Distribution <ul style="list-style-type: none"> ▪ Population ▪ Natural Resources Geographic Patterns <ul style="list-style-type: none"> ▪ Settlement Include all levels of Bloom's taxonomy.	
(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: past and present. The student is expected to:	8.11(A) locate places and regions of importance in the United States during the 18 th and 19 th centuries;		<ul style="list-style-type: none"> • Colonial Regions: New England, Middle, Southern • Cities: Jamestown, Boston, Philadelphia, New York, Charleston, New Orleans • Acquisitions: 13 Colonies 	

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<p>(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:</p>	<p>8.11(B) compare places and regions of the United States in terms of physical and human characteristics; and</p>	<p>Physical Characteristics - natural processes that shape the surface of the Earth and life on it and the characteristics of the natural features of the Earth's surface</p> <p>Human Characteristics – the study of patterns and processes that shape human interaction with the environment. It encompasses human, political, cultural, social, and economic aspects.</p> <ul style="list-style-type: none"> ▪ New England, Middle, and Southern Colonies
	<p>8.11(C) analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States.</p>	<p>Development of colonial economies affected by type of climate, soil conditions, length of growing season, population makeup</p>
<p>(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:</p>	<p>8.12(A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 18th and 19th centuries;</p>	<p>Describe how natural resources, the availability of water, river access, soil and climate influence the following regions:</p> <ul style="list-style-type: none"> ▪ New England Colonies, Middle Colonies, Southern Colonies, Jamestown, Plymouth, Ohio River Valley, St. Lawrence River, Mississippi River ▪ Original thirteen colonies – east of Appalachians ▪ Northeast – shipbuilding and industrial growth ▪ South – agricultural ▪ Cities: Boston, New York, Williamsburg
	<p>8.12(C) describe how different immigrant groups interacted with the environment in the United States during the 18th and 19th centuries.</p>	<ul style="list-style-type: none"> ▪ French trapper and traders ▪ Great Britain – farmers ▪ Spanish missions ▪ African American freemen and enslaved people
<p>(8.13) Economics. The student understands why various sections of the United States developed different patterns of economic activity. The student is</p>	<p>8.13(A) identify economic differences among different regions of the United States;</p>	<p>Colonial Regions</p> <ul style="list-style-type: none"> ▪ New England: shipbuilding, merchant trade ▪ Middle Colonies: “Breadbasket”; diversified

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<p>expected to:</p>		<p>economy</p> <ul style="list-style-type: none"> ▪ Southern Colonies: plantation system; long growing season; lots of fertile land 								
	<p>8.13(B) explain reasons for the development of the plantation system, the growth of the slave trade, and the spread of slavery; and</p>	<p>Development of the plantation system</p> <ul style="list-style-type: none"> ▪ Rich soil and long growing season allows for the growth of cash crops (including tobacco, cotton, rice, indigo and sugar cane) <p>The growth of the slave trade</p> <ul style="list-style-type: none"> ▪ A large work force is needed to cultivate crops; the decrease of indentured servants leads to a dependency on slave labor 								
	<p>8.13(C) analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;">Colonial</td> </tr> <tr> <td>North</td> <td>Fishing, forestry, shipbuilding, trade</td> </tr> <tr> <td>South</td> <td>Sugar cane, rice, tobacco, and indigo</td> </tr> <tr> <td>Middle Atlantic</td> <td>Wheat grain, iron and dairy</td> </tr> </table>		Colonial	North	Fishing, forestry, shipbuilding, trade	South	Sugar cane, rice, tobacco, and indigo	Middle Atlantic	Wheat grain, iron and dairy
	Colonial									
North	Fishing, forestry, shipbuilding, trade									
South	Sugar cane, rice, tobacco, and indigo									
Middle Atlantic	Wheat grain, iron and dairy									
<p>(8.24) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:</p>	<p>8.24(A) identify selected racial, ethnic, and religious groups that settled in the United States and their reasons for immigration;</p>	<p>Racial Groups</p> <ul style="list-style-type: none"> • Africans (17th-19th Century) – Forced labor <p>Ethnic Groups</p> <ul style="list-style-type: none"> • English (17th- 18th Century) – Economic Advancement 								
	<p>8.24(C) identify ways conflicts between people from various ethnic and religious groups were resolved;</p>	<p>Ethnic Groups</p> <ul style="list-style-type: none"> • Great Britain had too many debtors in their jails so they established the colony known as Georgia to move them to and start a new life 								

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	8.24(E) identify the political and economic contributions of women to American society.	<p>Economic</p> <ul style="list-style-type: none"> • Eliza Lucas-ran a plantation and raised two sons that will be a part of the American Revolution, introduced indigo to Southern colonies
	8.26(B) describe religious influences on immigration and on social movements, including the impact of the first Great Awakenings; and	<p>Immigration – Protestant Revolution in Europe brought many religious groups to the colonies searching for religious freedom.</p> <p><u>First Great Awakening</u> – Religious movement led by ministers including John Edwards that focused on inner religious emotion over intellectualism. Led to split in churches and creation of new denominations. Increase of equality in some churches. Greatly increased church population and led to the development of religious colleges to train ministers.</p>
	8.26(C) analyze the impact of the first amendment guarantees of religious freedom on the American way of life.	<ul style="list-style-type: none"> ▪ Argument over the issue of Separation of Church and State ▪ The Great Awakening
(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:	8.29(A) compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history;	<p>18th Century</p> <ul style="list-style-type: none"> ▪ Ben Franklin – Experiments in colonial era led to development of inventions including the lighting rod, bifocals, and the Franklin Stove
	8.29(B) describe how scientific ideas influenced technological developments during different periods in U.S. history; and	<p>Ben Franklin – Experiments in colonial era led to development of inventions including the lighting rod, bifocals, and the Franklin Stove</p>

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Subject Area	Social Studies	Bundle #:	4
Grade/Level	8 th /US History	Weeks:	7-8
Unit Name/Title			
Roots of democratic government			
Overview			
Government affects the development of individual rights. Individuals affect government development.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(8.1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:	8.1(A) identify the major eras in U.S. history through 1877 and describe their defining characteristics;	<ul style="list-style-type: none"> • growth of representative Government, French & Indian War 	
(8.3) History. The student understands the foundations of representative government in the United States. The student is expected to:	8.3(A) explain the reasons for the growth of representative government and institutions during the colonial period;	English History – Magna Carta, English Bill of Rights, Salutary Neglect (neglect of the colonial affairs by British Government) Colonial History - Colonial Legislatures (House of Burgesses and Colonial Assemblies), documents (Mayflower Compact and Fundamental Orders of Connecticut)	
	8.3(B) evaluate the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government; and	Mayflower Compact – established concept of self-government in the colonies Fundamental Orders of Connecticut – First written constitution in the 13 Colonies House of Burgesses – First representative legislature in the 13 Colonies (Virginia)	
(8.4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:	8.4(A) analyze causes of the American Revolution, including mercantilism and British economic policies following the French and Indian War;	Conflict between Britain and France over the Ohio River Valley; Treaty of Paris of 1763 removed France from Ohio Valley Iroquois Confederacy/League of Iroquois - the importance of the results of the French and Indian War in closing the land west of the Appalachian Mountains to settlement and forcing the issue of the Proclamation of 1763	
(8.16) Government. The student understands the American beliefs and	8.16(A) identify the influence of ideas from historic documents including the	<u>Magna Carta</u> – the first document to limit the power of the English Monarch, introduces no taxation without	

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<p>principles reflected in the U.S. Constitution and other important historic documents. The student is expected to:</p>	<p>Magna Carta, the English Bill of Rights, the Mayflower Compact</p>	<p>representation</p> <p><u>English Bill of Rights</u> – Influenced by the Magna Carta, this document granted more power to a representative government; established written rights of the people; and extended idea of representative government and limited government.</p> <p><u>Mayflower Compact</u> – Based on the English constitution, this was the first example of a document establishing self-government in the 13 Colonies</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>8.22(B) describe the importance of free speech and press in a democratic society; and</p>	<p>The John Peter Zenger Trial convinced people that not all printed criticism was libel—only false statements. This was a great victory for a free, but responsible press.</p>

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Subject Area	Social Studies	Bundle #:	5
Grade/Level	8 th /US History	Weeks:	9-10
Unit Name/Title			
Causes of the American Revolution			
Overview			
Lack of representation in the government results in discontentment of the people.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(8.1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:	8.1(A) identify the major eras in U.S. history through 1877 and describe their defining characteristics;	<ul style="list-style-type: none"> • Revolutionary War (1763-1783) Dissatisfaction with British Rule, Taxation without Representation, Declaration of Independence • Samuel Adams, Thomas Jefferson, Patrick Henry, • Benjamin Franklin, King George III, Thomas Paine, and George Washington 	
	8.1(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and	Significant Individuals (Examples) <ul style="list-style-type: none"> ▪ Order by Significant Contributions to U.S. History: Thomas Paine 	
	8.1(C) explain the significance of the following dates: 1607, 1776, 1787, 1803, and 1861-1865.	1776 Declaration of Independence – Colonial independence from Great Britain	
(8.4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:	8.4(A) analyze causes of the American Revolution, including mercantilism and British economic policies following the French and Indian War;	Conflict between Britain and France over the Ohio River Valley; the war put Britain in debt; and to pay off the debt, Britain started imposing taxes on the American colonies Colonial Reaction to British Policies – Colonists anger to British policies led to protest including boycotts, petitions, and violent protests (Sons of Liberty) including the Boston Tea Party. British Acts and Policies – Parliament enacted new taxes to raise money to help pay off the debt incurred from the French and Indian War that caused many colonists to resent British rule: Proclamation of 1763, Sugar Act, Quartering Act, Stamp Act, Declaratory Act, Townshend Acts, Writs of Assistance, Tea Act, Intolerable Acts.	

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	<p>8.4(B) explain the roles played by significant individuals during the American Revolution, including Samuel Adams, Benjamin Franklin, King George III, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington</p>	<ul style="list-style-type: none"> • Samuel Adams, as a leader of the Sons of Liberty, played a role in many of the events which contributed to the Revolution including organized opposition to the Stamp Act, protests waged by the Sons of Liberty, the Boston Massacre, and the Boston Tea Party. • Benjamin Franklin was a member of the committee that wrote the Declaration of Independence • King George III was the king of Great Britain who maintained an aggressive policy against the colonial resistance and struggled to enforce royal authority throughout his reign. • Thomas Jefferson was a delegate to the Continental Congress and the chief writer of the Declaration of Independence. • Thomas Paine contributed to the spirit of the revolution in America through his influential writings. He moved to the American colonies in 1774 and edited the Pennsylvania Magazine in Philadelphia. In January 1776 he wrote <i>Common Sense</i>, a pamphlet which attacked the monarchical system, supported independence, and outlined a new form of government. • George Washington was a leading resident of Virginia. He was a surveyor, a planter, a soldier in the French and Indian War, a delegate to the First and Second Continental Congresses. • Patrick Henry was a prominent Virginian who gave fiery speeches against British abuses of power and supported revolution to affect change.
	<p>8.4(C) explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; and signing the Treaty of Paris; and</p>	<p>Declaration of Independence – The Second Continental Congress declared the colonial independence from Britain on July 4, 1776. It was based on the listed grievances against the King and the belief found in the Magna Carta that the people have a right to overthrow a government not protecting the people’s rights.</p>

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(8.13) Economics. The student understands why various sections of the United States developed different patterns of economic activity. The student is expected to:	8.13(C) analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history		Revolution
		North	Fishing, forestry, shipbuilding, trade
		South	Sugar cane, rice, tobacco, indigo and cotton
		Middle Atlantic	Wheat grain, iron and dairy
		West	Fur trapping and trade
(8.15) Economics. The student understands the origins and development of the free enterprise system in the United States. The student is expected to:	8.15(A) explain why a free enterprise system of economics developed in the new nation; and	<ul style="list-style-type: none"> ▪ European countries too far away to control how colonies developed businesses and trade (little government interference) ▪ Revolution occurred when England tried to regain control of trade and industry in America (laissez faire) 	
(8.16) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and other important historic documents. The student is expected to:	8.16(A) identify the influence of ideas from historic documents including the Declaration of Independence, the Federalist Papers, and selected anti-federalist writings on the U.S. system of government	<u>Declaration of Independence</u> – Influenced by the writings of John Locke, championed individual rights (LIFE, LIBERTY, AND THE PURSUIT OF HAPPINESS), and defined the purpose of government as consent of the governed, equality, and the right to question governmental authority	
(8.20) Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to:	8.20(A) define and give examples of unalienable rights;	<p>The concept of unalienable rights developed from John Locke’s theory of “natural rights”, or rights that are granted naturally, not by man, and therefore cannot be taken away without just cause.</p> <p>The Declaration of Independence states, “That all men are created equal, that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness.”</p>	
(8.21) Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:	8.21(B) evaluate the contributions of the Founding Fathers as models of civic virtue; and	<p>“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.</p> <p>“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>	

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		<p><i>Founding Fathers</i></p> <ul style="list-style-type: none"> • Thomas Jefferson – wrote the Declaration of Independence, represented Virginia in the House of Delegates, and was the third president • George Washington – served in the House of Delegates • Alexander Hamilton – helped developed the national banking systems in the U.S.; first Secretary of the Treasury • John Adams – served as second president • Benjamin Franklin –Helped write and signed the Declaration of Independence
<p>(8.24) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:</p>	<p>8.24(E) identify the political contributions of women to American society.</p>	<p><i>Political</i></p> <ul style="list-style-type: none"> • Abigail Adams-women’s rights
<p>(8.27) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p>	<p>8.27(A) 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"> ▪ Benjamin Franklin – Poor Richard’s Almanac and Autobiography
	<p>8.27(B) analyze the relationship between fine arts and continuity and change in the American way of life; and</p>	<p>Paine’s <u>Common Sense</u> –Revolutionary spirit;</p>

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Subject Area	Social Studies	Bundle #:	6
Grade/Level	8 th /US History	Weeks:	11-12
Unit Name/Title			
Revolution, rebellion			
Overview			
A successful rebellion is a revolution. A successful revolution leads to a change in government.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(8.1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:	8.1(A) identify the major eras in U.S. history through 1877 and describe their defining characteristics;	<ul style="list-style-type: none"> ▪ Important Battles (Lexington and Concord, Saratoga, Yorktown), Treaty of Paris, Rise of Important American Figures (Benjamin Franklin, Thomas Paine, and George Washington) 	
	8.1(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and	Significant Individuals (Examples) <ul style="list-style-type: none"> ▪ Order by Significant Contributions to U.S. History: Thomas Paine Events (Examples) <ul style="list-style-type: none"> ▪ Revolutionary War Time Periods (Examples) <ul style="list-style-type: none"> ▪ American Revolution 	
	8.4(B) explain the roles played by significant individuals during the American Revolution, including Samuel Adams, Benjamin Franklin, King George III, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington	<ul style="list-style-type: none"> ▪ Benjamin Franklin -spent most of the period of the American Revolution in France. He represented the colonies as the American envoy starting in 1776 and remained until 1785. He negotiated the alliance with France and then the Treaty of Paris which ended the war. ▪ Marquis de Lafayette was a French aristocrat who played a leading role in the American Revolution. He respected the concepts of liberty (freedom) and constitutional government. Between 1776 and 1779, he fought in the American Revolution, commanding forces as a major-general in the colonial army. ▪ Thomas Paine: He became the leading propagandist of the American Revolution, publishing his Crisis papers (The American <u>Crisis</u>). The Crisis papers 	

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		<p>buoyed the Colonial spirits at a very low point in the Revolutionary War. Many readers re-dedicated themselves after publication.</p> <ul style="list-style-type: none"> ▪ George Washington was a commander-in-chief of the Continental Army during the American Revolution and the chairman of the Constitutional Convention in 1787.
	<p>8.4(C) explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; and signing the Treaty of Paris; and</p>	<p>Lexington and Concord – 1st battles of the war; (“The shot heard ‘round the world”)</p> <p>Saratoga – Turning point of the war; France joined the Colonists after this victory, providing naval and troop support.</p> <p>Yorktown – The surrender of Cornwallis brought an end to the fighting and beginning of negotiating for a treaty to end the war.</p> <p>Treaty of Paris, 1783 – This treaty recognized the independence of the United States by Britain. Boundaries of the United States were set at Canada in the North, the Mississippi River in the West, and Florida in the South.</p>
	<p>8.6(E) identify areas that were acquired to form the United States.</p>	<ul style="list-style-type: none"> ▪ Treaty of Paris of 1783 – US border would be to the Mississippi River
<p>(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:</p>	<p>8.11(A) locate places and regions of importance in the United States during the 18th and 19th centuries;</p>	<ul style="list-style-type: none"> • Acquisitions: Land won from the American Revolution
<p>(8.21) Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:</p>	<p>8.21(B) evaluate the contributions of the Founding Fathers as models of civic virtue; and</p>	<p>“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.</p>

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		<p>“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> <p><i>Founding Fathers</i></p> <ul style="list-style-type: none"> • George Washington –led the Continental Army
(8.23) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:	8.23(A) analyze the leadership qualities of elected and appointed leaders of the United States such as including John Marshall and George Washington; and	<p><u>George Washington</u> – Came out of retirement to lead the Constitutional Convention</p> <p><u>Leadership Qualities</u> – Willingness to serve, sense of duty, following convictions even when it is not popular</p>
	8.23(B) describe the contributions of significant political, social, and military leaders of the United States such as including John Paul Jones.	<u>John Paul Jones</u> – Famous U.S. Navy commander. Jones won several important naval victories against the British Navy during the American Revolution, including his most famous victory commanding the Bonhomme Richard against the British vessel Serapis.
(8.24) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:	8.24(E) identify the political contributions of women to American society.	<p><i>Political</i></p> <ul style="list-style-type: none"> • Mercy Otis Warren – an African American woman who published support for the American Revolution
(8.27) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:	8.27(A) describe developments in art, music, literature, drama, and other cultural activities in the history of the United States;	<ul style="list-style-type: none"> ▪ Yankee Doodle Dandy – Revolutionary War music

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Subject Area	Social Studies	Bundle #:	7
Grade/Level	8 th /US History	Weeks:	13-14
Unit Name/Title			
Principles and purposes of Constitutions			
Overview			
The purpose of a constitution directs the principles of the constitution. The amount of representation in government determines the form of government.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(8.1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:	8.1(A) identify the major eras in U.S. history through 1877 and describe their defining characteristics;	Constitutional Era (1783-1791): Forging of a new independent country- Articles of Confederation, Northwest Ordinance 1787/Land Ordinance 1785, Constitution, Philadelphia (Constitutional Convention), and Bill of Rights	
(8.1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:	8.1(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and	Events (Examples) <ul style="list-style-type: none"> • Creating the Constitution Time Periods (Examples) <ul style="list-style-type: none"> • Constitution 	
(8.1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:	8.1(C) explain the significance of the following dates: 1607, 1776, 1787, 1803, and 1861-1865.	1787 Constitution Written – Constitutional Convention meets in Philadelphia to draft new Constitution	
(8.4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:	8.4(C) explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; and signing the Treaty of Paris; and	<u>Articles of Confederation</u> – First American Constitution written by the Second Continental Congress: It centered around a weak central government. It was the governing document for the United States from 1777-1789.	
(8.4) History. The student understands significant political and economic issues of the revolutionary era. The student is	8.4(D) analyze the issues of the Philadelphia Convention of 1787, including major compromises and	<u>Virginia Plan</u> – Argument: Three branches of government, two houses of Congress with both houses based on population, favored large states	

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<p>expected to:</p>	<p>arguments for and against ratification</p>	<p><u>New Jersey Plan</u> – Argument: Three branches of government, one house of Congress with one vote per state, favored small states</p> <p><u>Great Compromise</u> – Compromise of Virginia Plan and New Jersey Plan: Three branches of government would be implemented. In the House of Representatives, the states would be represented according to population. In the Senate, each state would have equal representation (two votes per state).</p> <p><u>Three-Fifths Compromise</u> – Argument: To determine how a slave would be counted in regards to representation and taxation. Compromises: Every five enslaved people in a state would count as three free persons for determining both representation and taxes.</p> <p><u>Regulation of Trade</u> – Argument: Congress would have the power to regulate trade. Compromise: Congress could not tax exports and could not ban slave trade until 1808 or impose high taxes on the import of enslaved persons.</p>
<p>(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</p>	<p>8.6(A) explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States;</p>	<p>Northwest Ordinance</p> <ul style="list-style-type: none"> ▪ Adopted in 1787 ▪ new states would be admitted on equal footing ▪ Applied a plan of government that would later be applied to all new land areas in the national domain (how territories could become states) ▪ Guaranteed inhabitants freedom of religion, civil liberties, and free public education ▪ forbid slavery
<p>(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:</p>	<p>8.12(A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 18th and 19th centuries;</p>	<p>Describe how natural resources, the availability of water, river access, soil and climate influence the following regions:</p> <ul style="list-style-type: none"> ▪ West of Appalachians

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<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>8.15(A) explain why a free enterprise system of economics developed in the new nation; and</p>	<p>Constitution allowed for private ownership of property</p>			
<p>(8.16) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and other important historic documents. The student is expected to:</p>	<p>8.16(B) summarize the strengths and weaknesses of the Articles of Confederation</p>	<ul style="list-style-type: none"> ▪ Strengths: First form of government for the new republic, created the Land Ordinance of 1785 and the Northwest Ordinance of 1787, outlawed slavery in the Northwest Territories. ▪ Weaknesses: No executive or judicial branches of government, no power to tax, no power to regulate trade, no national currency, Shay’s Rebellion showed that the government could not keep order and a stronger form of national government was needed 			
<p>(8.16) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and other important historic documents. The student is expected to:</p>	<p>8.16(C) identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights</p>	<p>Examples from Declaration of Independence and Solutions:</p> <table border="1" style="margin-left: 20px;"> <tr> <td style="padding: 2px;">Constitution</td> </tr> <tr> <td style="padding: 2px;">Addressed in Article I</td> </tr> <tr> <td style="padding: 2px;">Addressed through separation of powers and checks and balances</td> </tr> </table> <p>Constitution: each state would have representatives in Congress, judges appointed for life making them independent of executive control</p>	Constitution	Addressed in Article I	Addressed through separation of powers and checks and balances
Constitution					
Addressed in Article I					
Addressed through separation of powers and checks and balances					
<p>(8.16) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and other important historic documents. The student is expected to:</p>	<p>8.16(D) analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.</p>	<p><u>Limited government</u> - Everyone, including all authority figures, must obey the laws. Constitutions, statements of rights, or other laws define the limits of those in power so they cannot take advantage of their elected, appointed, or inherited positions. Tenth Amendment limits powers of the federal government to those powers specifically given in the Constitution.</p>			

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		<p><u>Republicanism</u> is a philosophy of limited government with elected representatives serving at the will of the people.</p> <p><u>Checks & Balances:</u> The President can veto legislation passed by Congress, but Congress can override the veto. The Senate confirms major appointments made by the President, and the courts may declare acts passed by Congress as unconstitutional (Judicial Review).</p> <p><u>Federalism</u> is the distribution of power between a federal government and the states within a union.</p> <p><u>Separation of Powers:</u> The branches include the legislative branch known as Congress, consisting of the House of Representatives and the Senate, the Executive Branch, headed by the President, and the Judicial Branch, headed by the Supreme Court. The Legislative Branch is charged with the creation of laws. The powers of the Legislative Branch are outlined in Article I of the U.S. Constitution. The Executive Branch carries out the laws and ensures their just application. These powers are outlined in Article II of the U.S. Constitution. The judicial branch, consisting of all courts of the United States including the highest court, the Supreme Court, interprets and applies the laws. Its powers are outlined in Article III.</p> <p><u>Popular sovereignty</u> is the concept that political power rests with the people who can create, alter, and abolish government. People express themselves through voting and free participation in government.</p> <p><u>Individual rights</u> – Our constitution guarantees all citizens their unalienable rights including the Bill of Rights, 13th Amendment, 14th Amendment, and 15th Amendment.</p>
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<p>(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:</p>	<p>8.17(A) summarize the purposes for and processes of changing the U.S. Constitution;</p>	<p>The Constitution can be changed or amended when it is deemed necessary by the people. Two-thirds vote of both houses of Congress, or 2/3 application by state legislatures can propose an amendment. It then goes to the states to be approved. An amendment must be approved by ¾ of state legislatures or ¾ of state conventions.</p>
<p>(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:</p>	<p>8.17(C) identify the origin of judicial review and analyze examples of congressional and presidential responses.</p>	<ul style="list-style-type: none"> ▪ Constitution provides the judicial branch with power to interpret laws
<p>(8.21) Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:</p>	<p>8.21(B) evaluate the contributions of the Founding Fathers as models of civic virtue; and</p>	<p>“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.</p> <p>“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> <ul style="list-style-type: none"> • Benjamin Franklin –even at the age of 81, served at Constitutional Convention and assisted his younger colleagues in smoothing over debates during the process • James Madison – He kept the best accounts of the Constitutional Convention by keeping notes of the closed sessions, forth 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>8.22(C) summarize a historical event in which compromise resulted in a peaceful resolution</p>	<ul style="list-style-type: none"> ▪ <u>Great Compromise</u> – Compromise during the Constitutional Convention that decided the issue of representation in Congress. One house, the Senate, would have equal representation and the other, the House of Representatives, would have representation based on population.

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		<ul style="list-style-type: none"> ▪ <u>Three-Fifths Compromise</u> – Compromise during the Constitutional Convention that decided the issue of how to count slaves when calculating population for representation and taxation. Compromise decided that all slaves would count as 3/5 of a person in both aspects.
<p>(8.23) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:</p>	<p>8.23(A) analyze the leadership qualities of elected and appointed leaders of the United States such as including John Marshall and George Washington; and</p>	<p><u>George Washington</u> – Came out of retirement to lead the Constitutional Convention</p> <p><u>Leadership Qualities</u> – Willingness to serve, sense of duty, following convictions even when it is not popular</p>

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Subject Area	Social Studies	Bundle #:	8
Grade/Level	8 th /US History	Weeks:	15-16
Unit Name/Title			
Adopting the Constitution; Precedents			
Overview			
Ratification of elements of government can be divisive. A Bill of Rights transcends the effects of governmental changes.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(8.1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:	8.1(A) identify the major eras in U.S. history through 1877 and describe their defining characteristics;	<ul style="list-style-type: none"> ▪ Growth of a New Nation (1789-1824): Early Presidents (Washington and Adams), first two political parties (Federalists and Democratic-Republicans), Development of Federal Courts 	
	8.1(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and	Significant Individuals (Examples) <ul style="list-style-type: none"> ▪ Order of Significant Presidents: George Washington, John Adams 	
(8.4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:	8.4(D) analyze the issues of the Philadelphia Convention of 1787, including major compromises and arguments for and against ratification	<u>Ratification of the Constitution</u> – Argument: Federalists wanted a strong central government, and they argued for ratification of the Constitution based on a belief in a strong central government. The Anti-Federalists favored states’ rights and supported the Bill Of Rights. They argued against ratification of the Constitution based on belief of strong state governments and the lack of a Bill of Rights. Compromise: The ratification of the new Constitution with the addition of the Bill of Rights	
(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:	8.5(A) describe major domestic problems faced by the leaders of the new Republic such as including maintaining national security, setting up the court system, and defining the authority of the central government	Maintaining national security-Whiskey Rebellion, XYZ Affair Setting up the court system – Judicial Review (Marbury vs. Madison) Defining the authority of the central government – Alien and Sedition Acts	

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	<p>8.5(B) summarize arguments regarding protective tariffs, taxation, and the banking system;</p>	<p><u>Protective tariffs</u> – 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 international trade.</p> <p><u>Taxation</u> – Federal government maintained right to tax certain goods for revenue purposes</p> <p><u>Banking System</u> – Hamilton argued for the creation of a national bank to issue currency and provide loans to businesses and individuals and to 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.</p>
	<p>8.5(C) explain the origin and development of American political parties;</p>	<p>Origin – Disagreements over Alexander Hamilton’s financial program split Congress into factions, eventually leading to the first two political parties</p> <ul style="list-style-type: none"> ▪ <u>Federalists</u> – belief in a strong national government, loose construction (interpretation) of the Constitution. Early leaders included Alexander Hamilton and John Adams. <p><u>Democratic-Republican</u>- belief in a limited national government, strict construction (interpretation) of the Constitution. Early leaders included Thomas Jefferson and James Madison.</p>
	<p>8.5(E) trace the foreign policies of Presidents Washington through Monroe and explain the impact of Washington’s Farewell Address;</p>	<ul style="list-style-type: none"> ▪ <u>Washington’s Farewell Address</u>- Policy of neutrality (Neutrality Proclamation), Farewell Address: recommended the nation remain neutral in foreign affairs and avoid the development of political parties <p><u>John Adams</u>- Maintained peace with European nations, XYZ Affair</p>

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<p>(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:</p>	<p>8.11(A) locate places and regions of importance in the United States during the 18th and 19th centuries;</p>	<ul style="list-style-type: none"> • Cities: Washington, D.C. 				
<p>(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:</p>	<p>8.12(A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 18th and 19th centuries;</p>	<p>Describe how natural resources, the availability of water, river access, soil and climate influence the following regions:</p> <ul style="list-style-type: none"> ▪ Cities: Washington DC 				
<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>8.15(A) 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. 				
<p>(8.16) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and other important historic documents. The student is expected to:</p>	<p>8.16(A) identify the influence of ideas from historic documents including the Declaration of Independence, the Federalist Papers, and selected anti-federalist writings on the U.S. system of government</p>	<p><u>Federalist Papers</u> – Influenced by English Bill of Rights and the Virginia Declaration of Rights; led to states accepting the Constitution, adding the Bill of Rights, and separation of powers of the government</p> <p><u>Anti-Federalist writings</u> – Influenced by the idea of a loose central government, argued for not ratifying the Constitution as written, pushed for Bill of Rights, limited presidential power, and promoted states’ rights</p>				
<p>(8.16) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and other important historic documents. The student is expected to:</p>	<p>8.16(C) identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights</p>	<p>Examples of Declaration of Independence and Solutions</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Bill of Rights</td> </tr> <tr> <td style="padding: 5px;"> </td> </tr> <tr> <td style="padding: 5px;">Addressed in Amendment 3</td> </tr> <tr> <td style="padding: 5px;">Addressed in Amendments 5</td> </tr> </table>	Bill of Rights		Addressed in Amendment 3	Addressed in Amendments 5
Bill of Rights						
Addressed in Amendment 3						
Addressed in Amendments 5						

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		<div style="border: 1px solid red; display: inline-block; padding: 2px;">and 6</div> The Bill of Rights: limit abuses of government, among the freedoms are those denied to the colonists under British rule, ex: trial by jury, no quartering of soldiers
(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:	8.17(C) identify the origin of judicial review and analyze examples of congressional and presidential responses.	<ul style="list-style-type: none"> ▪ Judiciary Act passed by Congress in the Washington administration set the number of Supreme Court justices at 6 (this changed to 9 in 1869) ▪ 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
(8.18) Government. The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to:	8.18(A) analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason; and	Federalists – argued for a strong central government with broad powers to tax, regulate trade, and include a strong executive branch. <ul style="list-style-type: none"> ▪ Alexander Hamilton ▪ James Madison ▪ John Jay Anti-Federalists – argued against ratification of the Constitution based on the belief that it gave too much power to the central government and did not do enough to protect the rights of the individual or the states. Strongly argued for including a Bill of Rights in the document. <ul style="list-style-type: none"> ▪ Patrick Henry ▪ George Mason
	8.18(B) describe historical conflicts arising over the issue of states' rights	Arguments: <ul style="list-style-type: none"> ▪ Ratification of the Constitution – Anti-Federalists argued that the Constitution took too much power from the state governments and restricted state's

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		<p>rights.</p> <p>Arguments over strong federal government vs. states' rights, inclusion of a Bill of Rights in the Constitution, and slavery</p>
<p>(8.19) Government. The student understands the impact of landmark Supreme Court cases. The student is expected to:</p>	<p>8.19(A) summarize the issues, decisions, and significance of landmark Supreme Court cases including <i>Marbury v. Madison</i></p>	<p><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.</p>
<p>(8.20) Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to:</p>	<p>8.20(B) summarize rights guaranteed in the Bill of Rights</p>	<p>Rights guaranteed in the Bill of Rights</p> <ul style="list-style-type: none"> • First Amendment – Freedom of Religion, Freedom of Speech, Freedom of the Press, Freedom of Petition, Freedom of Assembly • Second Amendment – Right to Bear Arms • Third Amendment – No Quartering of Troops without Consent • Fourth Amendment – No Unlawful Search and Seizure • Fifth Amendment – Right to a Grand Jury, Double Jeopardy, Due Process, Just Compensation, Do not have to testify against yourself • Sixth Amendment – Right to a Speedy, Public Trial • Seventh Amendment – Trial by Jury in Civil Cases • Eighth Amendment – No Excessive Bail or Fines, No Cruel and Unusual Punishment • Ninth Amendment – Protection of Unnamed Rights of the People • Tenth Amendment – Undelegated Powers go to the States or the People

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<p>(8.21) Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:</p>	<p>8.21(B) evaluate the contributions of the Founding Fathers as models of civic virtue; and</p>	<p>“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.</p> <p>“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> <ul style="list-style-type: none"> • George Washington –led the Continental Army; the first president of the United States, he served two terms • Alexander Hamilton – helped developed the national banking systems in the U.S.; first Secretary of the Treasury • John Adams – served as 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>8.22(A) identify different points of view of political parties and interest groups on important historical and contemporary issues;</p>	<p>Federalists (strong central government) v. Anti-Federalists (stronger state governments)</p>
	<p>8.22(B) describe the importance of free speech and press in a democratic society;</p>	<ul style="list-style-type: none"> • Freedom of speech was violated with the Sedition Act.
<p>(8.23) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:</p>	<p>8.23(A) analyze the leadership qualities of elected and appointed leaders of the United States such as including John Marshall and George Washington; and</p>	<p><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.</p> <p><u>George Washington</u> –served as the first President of the United States for two terms. Set many precedents as President.</p>

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		Leadership Qualities – Willingness to serve, sense of duty, following convictions even when it is not popular
(8.26) Culture. The student understands the impact of religion on the American way of life. The student is expected to:	8.26(A) trace the development of religious freedom in the United States;	<ul style="list-style-type: none"> ▪ First Amendment guaranteed Freedom of Religion

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Subject Area	Social Studies	Bundle #:	9
Grade/Level	8 th /US History	Weeks:	17-18
Unit Name/Title			
Manifest destiny; foreign policy			
Overview			
Territorial expansion often leads to war. Foreign policy defines a nation's identity and relationship with other nations.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(8.1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:	8.1(A) identify the major eras in U.S. history through 1877 and describe their defining characteristics;	<ul style="list-style-type: none"> ▪ Growth of a New Nation (1789-1824): Early Presidents (Jefferson through Madison), Louisiana Purchase, War of 1812 ▪ Westward Expansion (1803-1861): Gaining new territories (Louisiana Purchase) 	
	8.1(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and	Significant Individuals (Examples) <ul style="list-style-type: none"> • Order of Significant Presidents: Thomas Jefferson and James Madison Events (Examples) <ul style="list-style-type: none"> • Louisiana Purchase 	
	8.1(C) explain the significance of the following dates: 1607, 1776, 1787, 1803, and 1861-1865.	1803 Louisiana Purchase followed by Lewis and Clark Expedition – Expansion of United States and exploration of new territories	
(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:	8.5(A) describe major domestic problems faced by the leaders of the new Republic such as including creating a stable economic system	Creating a stable economic system – Embargo Act 1807	
(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:	8.5(D) explain the causes of and issues surrounding important events of the War of 1812;	<ul style="list-style-type: none"> ▪ British warship attacked an American ship killing three Americans and took prisoners U.S. sailors (<u>Chesapeake</u> – <u>Leopard</u> fight) ▪ British strict trade restrictions ▪ US refusal to buy British goods 	

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		<ul style="list-style-type: none"> ▪ British support of Native American opposition to frontier settlement ▪ War Hawks desire to acquire Canada
	8.5(E) trace the foreign policies of Presidents Washington through Monroe and explain the impact of the Monroe Doctrine;	<ul style="list-style-type: none"> ▪ <u>Thomas Jefferson</u>- undeclared naval war with France, Louisiana Purchase, Embargo Act ▪ <u>James Madison</u> - War of 1812 with Britain
(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:	8.11(A) locate places and regions of importance in the United States during the 18 th and 19 th centuries;	<ul style="list-style-type: none"> • Regions: Great Plains • Acquisitions: Louisiana Purchase
(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:	8.11(C) analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States	Purchase of Louisiana Territory affected by population growth, need of farmland
(8.14) Economics. The student understands how various economic forces resulted in the Industrial Revolution in the 19 th century. The student is expected to:	8.14(A) analyze the War of 1812 as a cause of economic changes in the nation; and	<ul style="list-style-type: none"> ▪ Impact of the British blockade during the War of 1812 – Boost to Industrial Revolution in the U.S. ▪ Tariff of 1816 (protective tariff) – Protect manufacturers from foreign competition by taxing imports
(8.27) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:	8.27(C) identify examples of American art, music, and literature that transcend American culture and convey universal themes.	Universal themes of self-determination, freedom, religion Music: “Star-Spangled Banner” - Francis Scott Key

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Subject Area	Social Studies	Bundle #:	10
Grade/Level	8 th	Weeks:	19-20
Unit Title			
Industrial Revolution and the spread of slavery			
Overview			
<ul style="list-style-type: none"> • Nationalism leads to a unified foreign policy. • Economic Diversity leads to special interest and eventually sectionalism. • Capitalism provides a productive environment for industrial development. • A growing economy invites development of the infrastructure of transportation. 			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(8.1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:	8.1(A) identify the major eras in U.S. history through 1877 and describe their defining characteristics;	<ul style="list-style-type: none"> ▪ Growth of a New Nation (1789-1824): Early Presidents (Monroe) Era of Good Feelings, Monroe Doctrine 	
	8.1(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and	Significant Individuals (Examples) <ul style="list-style-type: none"> • Order of Significant Presidents: James Monroe 	
(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:	8.5(E) trace the foreign policies of Presidents Washington through Monroe and explain the impact of the Monroe Doctrine;	<ul style="list-style-type: none"> ▪ <u>James Monroe</u> - Monroe Doctrine - Agreed to stay out of European affairs while closing the western hemisphere to further European Colonization, Era of Good Feelings 	
(8.10) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	8.10(A) create thematic maps, graphs, charts, models, and databases representing various aspects of the United States; and	Human Activity (Railroads, Crops, Roads, Cities)	
(8.12) Geography. The student understands the physical characteristics of the United States during the 18 th and 19 th centuries and how humans adapted to and modified the environment. The	8.12(B) describe the consequences of human modification of the physical environment of the United States; and	Canals, roads, railroads: <ul style="list-style-type: none"> ▪ Erie Canal (1825) – A man-made water way that connected the Erie Canal with the Hudson River: Many workers died due to disease and accidents but it connected businesses and people between 	

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<p>student is expected to:</p>		<p>Lake Erie and New York City.</p> <ul style="list-style-type: none"> ▪ National Road (1838) – The first east-west federally funded highway: It allowed farmers to take their crop to Eastern markets. ▪ Trans-Continental Railroad (1869) – A train system that connected the east coast with the west coast: It improved and created more trade and business but not without the death of workers because of accidents and disease and the importation of Chinese immigrants.
<p>(8.13) Economics. The student understands why various sections of the United States developed different patterns of economic activity. The student is expected to:</p>	<p>8.13(A) identify economic differences among different regions of the United States;</p>	<p>Sections of the United States before the Civil War</p> <ul style="list-style-type: none"> ▪ North: Industry, Transportation (Railroads, Canals) ▪ South: Agriculture, Slavery, Lack of Transportation (Railroads)
	<p>8.13(B) explain reasons for the development of the plantation system, the growth of the slave trade, and the spread of slavery; and</p>	<p>Development of the plantation system</p> <ul style="list-style-type: none"> ▪ 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 <p>Spread of slavery</p> <ul style="list-style-type: none"> ▪ South wanted slavery to spread into the territories so that they could keep power in Congress (Senate) to preserve the economic system in the South.
<p>(8.14) Economics. The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student is expected to:</p>	<p>8.14(A) analyze the War of 1812 as a cause of economic changes in the nation; and</p>	<ul style="list-style-type: none"> ▪ Road and canal transportation to move troops and supplies in case of war and trade in peace time. ▪ Creation of a national bank – <i>McCulloch v. Maryland</i> ▪ The federal government would control interstate

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		<p>commerce – <i>Gibbons v. Ogden</i></p> <ul style="list-style-type: none"> ▪ Post war increase in industrial production
	8.14(B) identify the economic factors that brought about rapid industrialization and urbanization.	<ul style="list-style-type: none"> ▪ Development of technology: cotton gin, interchangeable parts, steam engine ▪ Shift to the factory system
(8.15) Economics. The student understands the origins and development of the free enterprise system in the United States. The student is expected to:	8.15(A) explain why a free enterprise system of economics developed in the new nation; and	<ul style="list-style-type: none"> ▪ Ideas of capitalism over mercantilism ▪ Free enterprise system was an evolutionary process during 1800s
(8.19) Government. The student understands the impact of landmark Supreme Court cases. The student is expected to:	8.19(A) summarize the issues, decisions, and significance of landmark Supreme Court cases including <i>McCulloch v. Maryland</i> and <i>Gibbons v. Ogden</i>	<ul style="list-style-type: none"> ▪ <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. ▪ <i>Gibbons v. Ogden</i> – Revoked an existing state monopoly and gave Congress the right to regulate interstate commerce
(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:	8.28(A) explain the effects of technological and scientific innovations such as including the steamboat, the cotton gin, and the Bessemer steel process;	<ul style="list-style-type: none"> ▪ <u>Cotton Gin</u> (Eli Whitney 1793) – Increased cotton production and need for slave labor ▪ <u>Steamboat</u> (Robert Fulton 1807) – Improved movement of goods along rivers, faster, cheaper goods ▪ <u>Bessemer steel process</u> – process for making cheap steel that made America the top producer of steel in the world. ▪ Improvements in transportation (steam locomotives, canals, railroads, and roads, and turnpikes) and manufacturing (Interchangeable parts, power sources) created industrial centers (urbanization) ▪ Mechanical Reaper (McCormick) – greatly

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		<p>increased farm production</p> <ul style="list-style-type: none"> ▪ Telegraph (Samuel F.B. Morse) —improved communication ▪ Sewing Machine (Elias Howe) – gave women more leisure time
	<p>8.28(B) analyze the impact of transportation systems on the growth, development, and urbanization of the United States;</p>	<p>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.</p>
	<p>8.28(C) analyze how technological innovations changed the way goods were manufactured and marketed, nationally and internationally; and</p>	<ul style="list-style-type: none"> ▪ Textile Factories – Used machines to produce cloth in large quantities, increasing U.S. cloth production and sales (Samuel Slater) ▪ Interchangeable Parts – made production of goods cheaper and easier by speeding up manufacturing process (Eli Whitney) ▪ Railroads – Connected new western areas to eastern coastal urban centers ▪ Telegraph – Instantly connected distant parts of United States through electronic communication ▪ Steamboat – revolutionized transportation by traveling against the current, opened the West, improved movement of goods (Robert Fulton) ▪ Cotton Gin –increased cotton production (Eli Whitney) ▪ Mechanical Reaper (McCormick) – greatly increased farm production ▪ Sewing Machine (Elias Howe) – gave women more leisure time ▪ Bessemer steel process – process for making cheap steel that made America the top producer

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		of steel in the world.
	8.28(D) explain how technological innovations led to rapid industrialization.	Improvements in transportation (steam locomotives, canals, railroads, and roads) and manufacturing (interchangeable parts, power sources) created industrial centers (urban centers).
(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:	8.29(A) compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history;	<p>19th Century</p> <ul style="list-style-type: none"> ▪ Steamboat – increased trade, faster and cheaper goods ▪ Cotton Gin– increased need for slave labor on plantations ▪ Factory system –explosion of urban growth in 19th century – brought problems with sewage, water, slums, safety ▪ Sewing machine (1846) brought many seamstresses from homes to factories (women became part of labor force). ▪ Telegraph – brought people in distant places into instant contact with other areas ▪ Steel plow and reaper (1830s) – turned mid-West into the bread basket of the nation: transportation revolution allowed mass marketing of Western produce
	8.29(B) describe how scientific ideas influenced technological developments during different periods in U.S. history; and	<ul style="list-style-type: none"> ▪ Steamboat – Moved products on waterways faster and more efficient ▪ Cotton Gin – It removed cotton seeds from the bolls faster ▪ Morse Code – Long distance communication faster
	8.29(C) identify examples of how industrialization changed life in the United States.	<p>Industrial Revolution</p> <p>1) Industry</p>

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		<ul style="list-style-type: none">▪ Cottage Industry vs. Factory System <p>2) Population</p> <ul style="list-style-type: none">▪ Shift to cities for factory jobs▪ Women and children in the workplace▪ Increased immigration to fill need for workers <p>3) Transportation</p> <ul style="list-style-type: none">▪ Steamboat, locomotive, canals, roads <p>4) Communication</p> <ul style="list-style-type: none">▪ Telegraph – Allowed instant communication across great distance <p>5) Agriculture</p> <ul style="list-style-type: none">▪ New technologies (Cotton Gin, Mechanical Reaper, Steel Plow)
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Subject Area	Social Studies	Bundle #:	11
Grade/Level	8 th	Weeks:	21-22
Unit Title			
Age of Jackson			
Overview			
<ul style="list-style-type: none"> ▪ Excessive executive power leads to abuses. ▪ The concept of nullification strengthens states' rights and weakens federal rights. ▪ Political candidates who empower the citizenry enjoy immense margins of popularity and power. 			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(8.1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:	8.1(A) identify the major eras in U.S. history through 1877 and describe their defining characteristics;	<ul style="list-style-type: none"> ▪ Age of Jackson (1824-1836): emphasis on common man becoming important (Jacksonian Democracy and Democratic Party), Native American Removal, Tariffs, Sectionalism 	
	8.1(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and	Significant Individuals (Examples) <ul style="list-style-type: none"> • Order of Significant Presidents: Andrew Jackson • Order by Significant Contributions to U.S. History: Henry Clay 	
(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:	8.5(F) explain the impact of the election of Andrew Jackson, including the beginning of the modern Democratic Party	Beginning of the modern Democratic Party <ul style="list-style-type: none"> ▪ Corrupt Bargain ▪ Jackson is first president elected after expansion of voting rights allowed more people to vote ▪ Introduced spoils system ▪ Vetoed the National Bank ▪ Jacksonian Democracy – majority rules, rise of the common people, increased power of the president ▪ Modern Democratic Party – Jackson was the leader of the Democratic Party 	

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		<ul style="list-style-type: none"> ▪ Kitchen Cabinet
	8.5(G) analyze federal and state Indian policies and the removal and resettlement of Cherokee Indians during the Jacksonian era.	<ul style="list-style-type: none"> ▪ Jackson supported removal policy of Indians from land desired by American citizens (Indian Removal Act) ▪ Jackson defied Marshall Supreme Court’s decision to stop Georgia’s removal of the Cherokee Indians from land in Georgia ▪ Trail of Tears – forced removal of Cherokee Indians from native lands to Indian Territory
(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:	8.11(A) locate places and regions of importance in the United States during the 18 th and 19 th centuries;	<ul style="list-style-type: none"> • Regions: Indian Territory
(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:	8.17(C) identify the origin of judicial review and analyze examples of congressional and presidential responses.	President Jackson’s Indian Removal Policy defied a Supreme Court decision
(8.18) Government. The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to:	8.18(B) describe historical conflicts arising over the issue of states' rights, including the Nullification Crisis	<p>Effects:</p> <ul style="list-style-type: none"> • <u>Nullification Crisis</u>: In 1828 Tariff of Abominations. Congress passed a lower, but still protective tariff. Angered South Carolinians, led by Senator John C. Calhoun, declared the federal tariff null and void within its borders. Delegates to a special convention urged the state legislature to take military action and to secede from the union if the federal government demanded the customs duties. Government lowers tariff and backs down.

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Subject Area	Social Studies	Bundle #:	12
Grade/Level	8 th	Weeks:	23-24
Unit Title			
Manifest Destiny and Reform			
Overview			
<ul style="list-style-type: none"> ▪ Expansion leads to acquisition of land and imperialism. ▪ Social reform leads to political reform. ▪ War and civil disobedience affect change. 			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(8.1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:	8.1(A) identify the major eras in U.S. history through 1877 and describe their defining characteristics;	<ul style="list-style-type: none"> ▪ Westward Expansion (1803-1861): Manifest Destiny, Gaining new territories (annexation of Texas, Oregon Country, Mexican Cession, and Gadsden Purchase), Gold Rush 	
	8.1(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and	Significant Individuals (Examples) <ul style="list-style-type: none"> • Order by Significant Contributions to U.S. History: Henry Clay Time Periods (Examples) <ul style="list-style-type: none"> • Westward Expansion 	
(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	8.6(B) explain the political, economic, and social roots of Manifest Destiny;	<u>Manifest Destiny</u> - Belief that United States was destined to expand borders from Atlantic Ocean to Pacific Ocean <u>Political Roots</u> <ul style="list-style-type: none"> ▪ Annexation of Texas in 1845 ▪ Treaty of Guadalupe-Hidalgo/Mexican Cession ▪ Acquisition of Oregon Territory <u>Economic Roots</u> <ul style="list-style-type: none"> ▪ Pre-Emption Act 	

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		<ul style="list-style-type: none"> ▪ Gold Rush ▪ Cheap Land in frontier provinces of Mexico and Great Britain ▪ Gadsden Purchase <p><i>Social Roots</i></p> <ul style="list-style-type: none"> ▪ Americans moving into frontier provinces of Mexico ▪ Oregon Trail
	8.6(C) analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation;	Belief that the United States was destined to stretch from Atlantic to Pacific Ocean was used to justify acquisition of western lands.
	8.6(D) explain the major issues and events of the Mexican War and their impact on the United States; and	<p>Major Issues and Events of the Mexican War</p> <ul style="list-style-type: none"> ▪ Desire of United States to annex Texas ▪ Expansion of slavery ▪ Border disputes between United States and Mexico <p>Impact on the United States</p> <ul style="list-style-type: none"> ▪ Defeat of Mexico by the United States forced Mexico to grant the United States the Mexican Cession
	8.6(E) identify areas that were acquired to form the United States.	<ul style="list-style-type: none"> ▪ Texas ▪ Oregon Country ▪ Mexican Cession - Southwest ▪ Gadsden Purchase
(8.11) Geography. The student understands the location and characteristics of places	8.11(A) locate places and regions of importance in the United States during	<ul style="list-style-type: none"> • Regions: Southwest, Northwest, Rocky Mountains • Bodies of Water: Missouri River, Rio Grande, Pacific Ocean • Cities: San Francisco, Salt Lake City

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<p>and regions of the United States, past and present. The student is expected to:</p>	<p>the 18th and 19th centuries;</p>	<ul style="list-style-type: none"> • Acquisitions: Texas, Oregon Country, Mexican Cession, California, Gadsden Purchase 					
	<p>8.11(B) compare places and regions of the United States in terms of physical and human characteristics; and</p>	<p>Physical Characteristics - natural processes that shape the surface of the Earth and life on it and the characteristics of the natural features of the Earth's surface</p> <p>Human Characteristics – the study of patterns and processes that shape human interaction with the environment. It encompasses human, political, cultural, social, and economic aspects.</p> <ul style="list-style-type: none"> ▪ East Coast and the West Coast ▪ New territories with states 					
<p>(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:</p>	<p>8.12(A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 18th and 19th centuries;</p>	<p>Describe how natural resources, the availability of water, river access, soil and climate influence the following regions:</p> <ul style="list-style-type: none"> ▪ California – Gold Rush ▪ Population movements – Oregon Trail, Mormon Trail, and Santa Fe Trail 					
	<p>8.12(C) describe how different immigrant groups interacted with the environment in the United States during the 18th and 19th centuries.</p>	<ul style="list-style-type: none"> ▪ Chinese immigrants ▪ European Immigrants in the Northeast 					
<p>(8.13) Economics. The student understands why various sections of the United States developed different</p>	<p>8.13(C) analyze the causes and effects of economic differences among different regions of the United States at</p>	<table border="1" style="width: 100%;"> <tr> <td data-bbox="800 1230 1352 1284"></td> <td data-bbox="1352 1230 1904 1284">Manifest Destiny</td> </tr> <tr> <td data-bbox="800 1284 1352 1398">North</td> <td data-bbox="1352 1284 1904 1398">Fishing, forestry, shipbuilding, trade, industry and factory</td> </tr> </table>		Manifest Destiny	North	Fishing, forestry, shipbuilding, trade, industry and factory	
	Manifest Destiny						
North	Fishing, forestry, shipbuilding, trade, industry and factory						

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patterns of economic activity. The student is expected to:	selected times in U.S. history	South	Tobacco and cotton
		Middle Atlantic	Industry
		West	Wheat, grain, livestock, and gold
(8.15) Economics. The student understands the origins and development of the free enterprise system in the United States. The student is expected to:	8.15(A) explain why a free enterprise system of economics developed in the new nation; and	<ul style="list-style-type: none"> ▪ Land opportunities in U.S. 	
(8.20) Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to:	8.20(E) summarize the criteria and explain the process for becoming a naturalized citizen of the United States; and	A naturalized citizen is a person of foreign birth who is granted full citizenship. In order to become a citizen a person must have lived in the United States for five years and must pass a naturalization test.	
(8.21) Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:	8.21(C) identify reasons for and the impact of selected examples of civil disobedience in U.S. history such as including Henry David Thoreau" refusal to pay a tax.	<p>Civil disobedience – the process of defying codes of conduct within a community or ignoring the policies and government of a state or a nation when the civil laws are considered unjust.</p> <p>Henry David Thoreau wrote the essay “Civil Disobedience” and followed his example when he willfully refused to pay a federal tax because of his disagreement with slavery and the Mexican War. Thoreau went to jail for not paying the tax and wrote the essay while in jail.</p> <p>Thoreau’s example has been emulated by other leaders including pre-Civil War Abolitionists and Civil Rights leaders including Martin Luther King Jr.</p>	
(8.23) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:	8.23(B) describe the contributions of significant political, social, and military leaders of the United States such as including	<p>Frederick Douglass – leading African-American abolitionist in the 19th century. Born a slave, Douglass escaped and later purchased his freedom. A captivating speaker in favor of abolition of slavery.</p> <p>James Monroe – 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.</p>	

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	Frederick Douglass, James Monroe, and Elizabeth Cady Stanton.	Elizabeth Cady Stanton – major involvement in the movement to gain suffrage (right to vote) for women. Authored the Declaration of the Sentiments for women and helped organize the Seneca Falls (Women’s Rights) Convention.
(8.24) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17 th 18 th and 19 th centuries. The student is expected to:	8.24(A) identify selected racial and ethnic groups that settled in the United States and their reasons for immigration;	<p>Racial Groups</p> <ul style="list-style-type: none"> • Chinese (19th Century) –Gold Rush, Discrimination <p>Ethnic Groups</p> <ul style="list-style-type: none"> • Irish (19th Century) –Potato Famine • Germans (19th Century)—Failed Revolution
	8.24(B) explain the relationship between urbanization and conflicts resulting from differences in religion, social class, and political beliefs;	<p>Religion Differences</p> <ul style="list-style-type: none"> • The Know-Nothings were formed to keep Catholics and foreign born persons from holding political offices and limited immigration primarily in the urban areas where there was a large population of Irish <p>Social Class</p> <ul style="list-style-type: none"> • Within the urban areas, a growing division of class evolved between high society, middle class, and working class that resulted in a growth in crime, disease, and pollution <p>Political Beliefs</p> <ul style="list-style-type: none"> • Labor unions were formed to try to get better wages and working conditions on the federal and state level for the factory workers
	8.24(D) analyze the contributions of people of various religious groups to our national identity; and	<p>National Identity – independent thinkers, risk-takers, and justice for all</p> <p>Religious Group</p> <p>Ralph Waldo Emerson – wrote and started a school to teach transcendentalism</p>
	8.24(E) identify the political contributions of women to American	<p>Political</p> <ul style="list-style-type: none"> • Elizabeth Cady Stanton – women’s suffrage

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	society.	<ul style="list-style-type: none"> • Susan B. Anthony-women’s suffrage, wage and property rights of women
(8.25) Culture. The student understands the major reform movements of the 19 th century. The student is expected to:	8.25(A) describe the historical development of the abolitionist movement; and	<p>Abolitionist Movement – The movement to abolish slavery in the United States.</p> <ul style="list-style-type: none"> ▪ Second Great Awakening – Social reforms prompted by religious revival
	8.25(B) evaluate the impact of reform movements including public education, temperance, women’s rights, prison reform, and care of the disabled.	<p>Public Education – Government funded schools (Horace Mann)</p> <p>Temperance Movement – moved towards state control of alcohol sales, worked for abstention of drinking alcohol</p> <p>Women’s Rights – expansion of women’s rights including land ownership and movement towards suffrage (Elizabeth Cady Stanton, Susan B. Anthony, Lucretia Mott)</p> <p>Prison Reform – improvement of prison conditions and construction of facilities for the mentally ill (Dorothea Dix)</p> <p>Care of the Disabled – improved education for the disabled (Schools of the Blind and Deaf)</p>
(8.26) Culture. The student understands the impact of religion on the American way of life. The student is expected to:	8.26(B) describe religious influences on immigration and on social movements, including the impact of the second Great Awakening; and	<p>Immigration – Protestant Revolution in Europe brought many religious groups to the colonies searching for religious freedom.</p> <p><u>Second Great Awakening</u> – Religious reform movement in the late 1790’s and early 1800’s that taught salvation by choice using revivals and an outward focus which influenced social reform movements including abolitionism, prison reform, women’s suffrage, and the temperance movement.</p>
(8.27) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:	8.27(A) describe developments in art, music, literature, drama, and other cultural activities in the history of the United States;	<p>American art, music, literature, drama, and other cultural activities began to take on a distinctive American theme</p> <ul style="list-style-type: none"> ▪ Noah Webster – dictionaries and spellers ▪ Sequoyah – written language for Cherokee Indians ▪ Audubon – drew American wildlife; ▪ Thomas Jefferson – architect ▪ Washington Irving – first American writer to win international recognition

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		<ul style="list-style-type: none"> ▪ Frances Scott Key –“Star Spangled Banner” ▪ Ralph Waldo Emerson, Henry David Thoreau, Walt Whitman, Nathaniel Hawthorne, Herman Melville, Emily Dickinson, Harriet Beecher Stowe. Edgar Allan Poe was one of the few Southern writers (anti-South bias on the part of North) ▪ Painting and music also blossomed in later half of century after throwing off Puritan influences, Hudson River School ▪ Slave spirituals and gospel music—led to jazz and blues ▪ George Catlin-artist of Native Am. life.
	<p>8.27(B) analyze the relationship between fine arts and continuity and change in the American way of life; and</p>	<p>Ralph Waldo Emerson – Transcendentalism-people can transcend or overcome the mind’s limits by communing with the natural world</p> <p>Henry David Thoreau - <u>Walden</u></p> <p>Romantic Period—Art and literature reflected American themes</p>
	<p>8.27(C) identify examples of American art, music, and literature that transcend American culture and convey universal themes.</p>	<p>Universal themes of self-determination, freedom, religion</p> <p>Artists: John J. Audubon, George Caleb Bingham, John Singleton Copley</p> <p>Music: “Yankee Doodle”- Stephen Foster(Composed a version of the song)</p> <p>Literature: Washington Irving, Edgar Allen Poe, James Fennimore Cooper, Nathaniel Hawthorne, Henry Wadsworth Longfellow, Walt Whitman, Harriet Beecher Stowe</p>

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Subject Area	Social Studies	Bundle #:	13
Grade/Level	8 th	Weeks:	25-26
Unit Title			
Causes of the Civil War			
Overview			
<ul style="list-style-type: none"> ▪ Excessive Congressional power leads to abuses. ▪ Money often dictates social, economic and moral norms. ▪ Economic diversity affects the equality of the impact of tariffs. ▪ Compromise can alleviate political differences temporarily and occasionally permanently. 			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(8.1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:	8.1(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and	Significant Individuals (Examples) <ul style="list-style-type: none"> ▪ Order by Significant Contributions to U.S. History: Henry Clay 	
(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:	8.7(A) analyze the impact of tariff policies on sections of the United States before the Civil War;	<ul style="list-style-type: none"> ▪ Northern states - Economy was based on industry, generally supported high tariffs to protect their products ▪ Southern states - Agriculturally based economy, generally opposed tariffs because of the rise in cost of imported goods they were forced to purchase using revenue from foreign cotton sales Disagreement over the tariff issue caused unrest between the Northern and Southern states in Congress	
	8.7(B) compare the effects of political, economic, and social factors on slaves and free blacks;	Enslaved Blacks <ul style="list-style-type: none"> ▪ Majority of blacks in the South were enslaved (Social) ▪ Southern agriculturally based economy required a large workforce (Economic) ▪ Enslaved blacks were only considered three-fifths of a person according to the law 	

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		<p style="text-align: center;">(Political)</p> <p>Free Blacks</p> <ul style="list-style-type: none"> ▪ Free blacks in the North were faced with open discrimination (Social) ▪ Free blacks in the North were often involved in the abolition movement working to end slavery (Social) ▪ Free blacks in the South were denied basic rights (Political) ▪ Free blacks earn money from jobs they held and businesses they owned (Economic)
	<p>8.7(C) analyze the impact of slavery on different sections of the United States; and</p>	<ul style="list-style-type: none"> ▪ New Territories - fight over whether or not to extend slavery into the new territories including Bleeding Kansas and Wilmot Proviso ▪ Southern States - states’ rights vs. national government ▪ Northern States - Issue of run-away slaves and slave rebellions <ul style="list-style-type: none"> • Nat Turner’s Rebellion • Fugitive Slave Act • John Brown
	<p>8.7(D) compare the provisions and effects of congressional conflicts and compromises prior to the Civil War, including the roles of John C. Calhoun, Henry Clay, and Daniel Webster.</p>	<ul style="list-style-type: none"> ▪ <u>John C. Calhoun</u> – politician from South Carolina, Calhoun supported the issue of states rights, major player in Nullification Crisis involving the belief that states had the right to nullify federal laws within their state borders ▪ <u>Henry Clay</u> – known as the “Great Compromiser”; Clay sponsored several compromises in Congress to diffuse conflicts

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		<p>between Northern States and Southern States including the Missouri Compromise, the Nullification Crisis, and the Compromise of 1850</p> <ul style="list-style-type: none"> ▪ <u>Daniel Webster</u> – was directly involved in the Compromise of 1850 which temporarily diffused the conflict over expansion of slavery in new territories and saved the Union 	
(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:	8.11(C) analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States.	<ul style="list-style-type: none"> • Differences between northern populations and southern populations prior to the Civil War– culture, location, economic endeavors, social makeup including slavery, plantations, and industry 	
(8.12) Geography. The student understands the physical characteristics of the United States during the 18 th and 19 th centuries and how humans adapted to and modified the environment. The student is expected to:	8.12(A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 18 th and 19 th centuries;	<p>Describe how natural resources, the availability of water, river access, soil and climate influence the following regions:</p> <ul style="list-style-type: none"> ▪ Cities: Richmond, Savannah ▪ Division between North and South-Civil War 	
(8.13) Economics. The student understands why various sections of the United States developed different patterns of economic activity. The student is expected to:	8.13(C) analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history		
		Civil War	
		North	Industry and factory
		South	Cotton
		Middle Atlantic	Industry
		West	Wheat, grain, livestock, and gold
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:	8.17(C) identify the origin of judicial review and analyze examples of congressional and presidential responses.	<ul style="list-style-type: none"> ▪ <i>Dred Scott vs. Sanford</i>, Missouri Compromise 	
(8.19) Government. The student understands the impact of landmark Supreme Court cases. The student is	8.19(B) evaluate the impact of selected landmark Supreme Court decisions including <i>Dred Scott v. Sandford</i> on	<i>Dred Scott v. Sandford</i> was a landmark Supreme Court case in 1857, which confirmed the status of slaves as property rather than citizens. Chief Justice Roger Taney wrote that a slave could not be heard in federal courts	

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expected to:	life in the United States.	because he was not a citizen and had no protection under the Constitution. Also, Congress had no authority over slavery in the territories, and upon statehood, each territory would determine whether it would be a slave state or a free state. It effectively declared the Missouri Compromise unconstitutional. Southern States applauded the ruling while Northern States disliked the ruling.
(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:	8.22(A) identify different points of view of political parties and interest groups on important historical and contemporary issues;	<ul style="list-style-type: none"> • 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)
	8.22(C) summarize a historical event in which compromise resulted in a peaceful resolution.	<ul style="list-style-type: none"> ▪ <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. ▪ <u>Compromise of 1850</u> – Compromise in Congress intended to keep the peace between the Northern and Southern states over the issue of slavery. California would be admitted as a free state and the slave trade would be abolished in Washington D.C. Congress would not pass laws regarding slavery in the rest of the territories gained during the Mexican War and a stronger runaway slave law would be passed.
(8.26) Culture. The student understands the impact of religion on the American way of life. The student is expected to:	8.26(C) analyze the impact of the first amendment guarantees of religious freedom on the American way of life.	Abolitionist movement was started within religious community
(8.27) Culture. The student understands the relationship between the arts and the times during which they were created.	8.27(B) analyze the relationship between fine arts and continuity and change in the American way of life; and	Abolitionist writings – <i>Uncle Tom's Cabin</i> , moved America towards the end of slavery;

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The student is expected to:		
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Subject Area	Social Studies	Bundle #:	14
Grade/Level	8 th	Weeks:	27-28
Unit Title			
Civil War: The Early Years			
Overview			
<ul style="list-style-type: none"> ▪ Military conflict can lead to war. ▪ Politics can determine or deter the direction of a nation. ▪ Presidents can unify or divide a nation. 			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(8.1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:	8.1(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and	Time Periods (Examples) <ul style="list-style-type: none"> ▪ Civil War 	
	8.1(C) explain the significance of the following dates: 1607, 1776, 1787, 1803, and 1861-1865.	1861-1865 Civil War – Conflict between the North and South; issue of slavery, states rights	
(8.8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to:	8.8(B) explain the issues surrounding significant events of the Civil War, including the firing on Fort Sumter, the battles of Gettysburg and Vicksburg, the announcement of the Emancipation Proclamation, the assassination of Lincoln, and Lee’s surrender at Appomattox Court House	<ul style="list-style-type: none"> ▪ <u>Firing on Fort Sumter</u> – Opening battle of the Civil War. 	
	8.8(C) analyze Abraham Lincoln’s ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address.	<ul style="list-style-type: none"> ▪ First Inaugural Address – Argued passionately for the preservation of union: promised he had no intent to abolish slavery. 	
(8.11) Geography. The student understands the location and characteristics of places and regions of	8.11(A) locate places and regions of importance in the United States during the 18 th and 19 th centuries;	<ul style="list-style-type: none"> • Regions: South, Union States, Border States, Confederate States • Cities: Richmond 	

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the United States, past and present. The student is expected to:		
(8.18) Government. The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to:	8.18(B) describe historical conflicts arising over the issue of states' rights, the Civil War	Effects: <ul style="list-style-type: none"> ▪ <u>Civil War</u> – Southern states argued that the federal government does not have the right to abolish slavery within the states or new territories. Following the election of Abraham Lincoln, from the pro-abolition Republican Party, 11 southern states seceded from the Union, arguing they had the power to leave the Union.
(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:	8.22(A) identify different points of view of political parties and interest groups on important historical and contemporary issues;	<ul style="list-style-type: none"> • Election of 1860: Republicans (opposed further expansion of slavery) v. Democrats (state decision should be decided by popular sovereignty and not the federal government)
(8.23) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:	8.23(A) analyze the leadership qualities of elected and appointed leaders of the United States such as including Abraham Lincoln	<p><u>Abraham Lincoln</u> – led the United States as President during the American Civil War. Through his leadership the Union was preserved and slavery was eventually abolished after his assassination in 1865.</p> <p><u>Leadership Qualities</u> – Willingness to serve, sense of duty, following convictions even when it is not popular</p>
(8.24) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:	8.24(D) analyze the contributions of people of various racial groups to our national identity; and	<p>National Identity – independent thinkers, risk-takers, and justice for all</p> <p><i>Racial Groups</i></p> <ul style="list-style-type: none"> • Harriet Tubman—smuggled slaves by way of the Underground Railroad to freedom • Frederick Douglass—a leading figure in the abolition movement
	8.24(E) identify the social contributions of women to American society.	<p><i>Social</i></p> <ul style="list-style-type: none"> • Sojourner Truth-African American abolitionist

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		<ul style="list-style-type: none"> • Harriet Tubman-smuggled slaves by way of the Underground Railroad to freedom • Harriet Beecher Stowe- She wrote <i>Uncle Tom's Cabin</i>
<p>(8.25) Culture. The student understands the major reform movements of the 19th century. The student is expected to:</p>	<p>8.25(A) describe the historical development of the abolitionist movement; and</p>	<p>Abolitionist Movement – The movement to abolish slavery in the United States.</p> <ul style="list-style-type: none"> ▪ Anti-slavery publications – <i>Liberator</i> (William Lloyd Garrison), <i>The North Star</i> (Fredrick Douglas), <i>Uncle Tom's Cabin</i> (Harriet Beecher Stowe) ▪ Underground Railroad – Helped thousands of slaves escape to the Northern States and Canada (Harriet Tubman) ▪ Notable African Americans – Sojourner Truth, Fredrick Douglas ▪ Support of Political Parties – Liberty Party (1840), Free Soil Party (1848), Republican Party (1850's)

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Subject Area	Social Studies	Bundle #:	15
Grade/Level	8 th	Weeks:	29-30
Unit Title			
Civil War: The Middle Years			
Overview			
<ul style="list-style-type: none"> ▪ Wars have turning points. ▪ Military leadership can determine the outcome of a battle. ▪ The outcome of a battle can determine the outcome of a military campaign or war. 			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(8.1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:	8.1(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and	Significant Individuals (Examples) <ul style="list-style-type: none"> ▪ Order by Significant Contributions to U.S. History: Jefferson Davis 	
(8.8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to:	8.8(A) explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln;	<ul style="list-style-type: none"> ▪ <u>Jefferson Davis</u> – President of the Confederate States of America during the Civil War: Jefferson was an active member of the United States Government from Mississippi before the secession of the Southern States before the Civil War. ▪ <u>Ulysses S. Grant</u> – United States General during the Civil War. Grant served as commander of western armies and later overall commander of Union armies as the Commander of the Army of the Potomac. Grant accepted the surrender of Robert E. Lee at Appomattox Courthouse in April 1865. ▪ <u>Robert E. Lee</u> – Commander of the Army of Northern Virginia during the Civil War: Lee resigned from the United States Army following the secession of his home state of Virginia. Lee 	

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		<p>surrendered to General Ulysses S. Grant at Appomattox Courthouse in April 1865.</p> <ul style="list-style-type: none"> ▪ <u>Abraham Lincoln</u> – President of the United States during the Civil War: his famous speeches included his First and Second Inaugural Addresses and the Gettysburg Address. He issued the Emancipation Proclamation in 1863 freeing all slaves in areas then in rebellion. He was assassinated in April 1865 by John Wilkes Booth at Ford’s Theatre.
	<p>8.8(B) explain the issues surrounding significant events of the Civil War, including the firing on Fort Sumter, the battles of Gettysburg and Vicksburg, the announcement of the Emancipation Proclamation, the assassination of Lincoln, and Lee’s surrender at Appomattox Court House</p>	<ul style="list-style-type: none"> ▪ <u>Battle of Gettysburg</u> – Turning point of the Civil War in the east. Robert E. Lee’s invasion of the North was turned back by the Army of the Potomac in July 1863. ▪ <u>Battle of Vicksburg</u> – General Ulysses S. Grant captured the city of Vicksburg completing the capture of the Mississippi River and cutting the Confederate States in half. ▪ <u>Emancipation Proclamation</u> – Issued by President Lincoln on September 22, 1862, the Emancipation Proclamation declared that all slaves in states currently in rebellion after January 1, 1863 were free.
	<p>8.8(C) analyze Abraham Lincoln’s ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address.</p>	<ul style="list-style-type: none"> ▪ Second Inaugural Address – Fight for restoration of peace and the Union: “Malice towards none, with charity towards all.” ▪ Gettysburg Address – The country should have a new birth of freedom: The “government of the people, by the people, and for the people shall not perish from the earth.”

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Subject Area	Social Studies	Bundle #:	16
Grade/Level	8 th	Weeks:	31-32
Unit Title			
Civil War: The Later Years & Reconstruction			
Overview			
<ul style="list-style-type: none"> ▪ Post war-time reconstruction involves political, social and economic components. ▪ Discrimination leads to disenfranchisement. ▪ Special interest groups slow re-unification of a nation. ▪ Economic recession causes panics. ▪ No matter the intent of constitutions and amendments, people determine the application. 			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(8.1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:	8.1(A) identify the major eras in U.S. history through 1877 and describe their defining characteristics;	<ul style="list-style-type: none"> ▪ Civil War/Reconstruction (1861-1877): Sectionalism (Northern Industrialism, Southern Agriculture/Slavery), Leaders (Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln), Reconstruction Amendments (13th, 14th, and 15th), Rebuilding of the South (Politically, Economically, and Socially) 	
	8.1(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and	Significant Individuals (Examples) <ul style="list-style-type: none"> ▪ Order of Significant Presidents: Abraham Lincoln Events (Examples) <ul style="list-style-type: none"> ▪ American Civil War, Reconstruction 	
(8.8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to:	8.8(B) explain the issues surrounding significant events of the Civil War, including the firing on Fort Sumter, the battles of Gettysburg and Vicksburg, the announcement of the Emancipation Proclamation, the assassination of Lincoln, and Lee's surrender at Appomattox Court House	<ul style="list-style-type: none"> ▪ <u>Surrender at Appomattox Courthouse</u> – Robert E. Lee surrenders to Ulysses S. Grant in April, 1865. ▪ <u>Assassination of President Lincoln</u> – Lincoln was assassinated on April 15, 1865 by John Wilkes Booth during a play at Ford's Theatre in Washington D.C. Booth was a confederate sympathizer who blamed Lincoln for the South's looming defeat in the Civil War. 	
(8.9) History. The student understands the effects of Reconstruction on the	8.9(A) evaluate legislative reform programs of the Radical Reconstruction	<ul style="list-style-type: none"> • Civil Rights Act of 1866 – granted citizenship to 	

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<p>political, economic, and social life of the nation. The student is expected to:</p>	<p>Congress and reconstructed state governments;</p>	<p>all persons born in the United States except Native Americans</p> <ul style="list-style-type: none"> • Reconstruction Act of 1867 – nullified all of Andrew Johnson’s plans and divided the south into military districts • Passage of the 14th Amendment – granted citizenship to all persons born or naturalized in the United States • Passage of the 15th Amendment – granted all male citizens the right to vote
	<p>8.9(B) describe the economic difficulties faced by the United States during Reconstruction; and</p>	<p>Panic of 1873 – banks closed, stock market collapsed, 18,000 companies failed, economic depression</p>
	<p>8.9(C) explain the social problems that faced the South during Reconstruction and evaluate their impact on different groups.</p>	<ul style="list-style-type: none"> ▪ Freedmen’s Bureau – Lincoln established this bureau for the task of feeding and clothing war refugees in the South using army supplies. ▪ Scalawags – Southerners who worked with the Republicans ▪ Carpetbaggers – Northerners who went south and became involved in the new states’ politics. They were called this because of the luggage they carried. ▪ Radical Republicans – Congressmen who resisted Lincoln’s plan to help the South ▪ Ku Klux Klan – Secret society to undermine Republican rule and terrorize African Americans, white Republicans, carpetbaggers, teachers in African American schools and others who supported the Republican rule; wanted return of control to Southern Democrats ▪ Sharecroppers – Farmers who paid for the rent of their land, use of tools, and seeds with a share of their crops

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<p>(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:</p>	<p>8.11(A) locate places and regions of importance in the United States during the 18th and 19th centuries;</p>	<ul style="list-style-type: none"> • States: All states that had been formed by 1877 										
<p>(8.13) Economics. The student understands why various sections of the United States developed different patterns of economic activity. The student is expected to:</p>	<p>8.13(C) analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%; text-align: center;">Reconstruction</td> </tr> <tr> <td style="text-align: center;">North</td> <td style="text-align: center;">Industry and factory</td> </tr> <tr> <td style="text-align: center;">South</td> <td style="text-align: center;">Lumber, moderate industry, and textile</td> </tr> <tr> <td style="text-align: center;">Middle Atlantic</td> <td style="text-align: center;">Industry and technological advances</td> </tr> <tr> <td style="text-align: center;">West</td> <td style="text-align: center;">Wheat, grain, fruit farming and livestock</td> </tr> </table>		Reconstruction	North	Industry and factory	South	Lumber, moderate industry, and textile	Middle Atlantic	Industry and technological advances	West	Wheat, grain, fruit farming and livestock
	Reconstruction											
North	Industry and factory											
South	Lumber, moderate industry, and textile											
Middle Atlantic	Industry and technological advances											
West	Wheat, grain, fruit farming and livestock											
<p>(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:</p>	<p>8.17(B) describe the impact of 19th century amendments including the 13th, 14th, and 15th amendments on life in the United States; and</p>	<ul style="list-style-type: none"> ▪ 13th Amendment – Abolished slavery in the United States. ▪ 14th Amendment – Defined United States Citizenship and extended equal protection to all United States Citizens. Originally designed to protect the rights of the recently freed slaves, but the 14th Amendments usage has extended to other areas including civil rights and rights of the disabled. ▪ 15th Amendment – Designed to protect the voting rights of African Americans; protects against the denial of the right to vote base on race, color, or previous condition of servitude. 										
<p>(8.24) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:</p>	<p>8.24(C) identify ways conflicts between people from various racial groups were resolved;</p>	<p><i>Racial Groups</i></p> <ul style="list-style-type: none"> • Thirteenth, Fourteenth, and Fifteenth Amendments resolved the conflict over slavery. 										
<p>(8.25) Culture. The student understands the major reform movements of the 19th</p>	<p>8.25(A) describe the historical development of the abolitionist</p>	<p>Abolitionist Movement – The movement to abolish</p>										

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century. The student is expected: to	movement; and	slavery in the United States. <ul style="list-style-type: none">▪ Passage of the 13th Amendment
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Subject Area	Social Studies	Bundle #:	17
Grade/Level	8 th	Weeks:	33-34
Unit Title			
Citizenship: Global Responsibility			
Overview			
<ul style="list-style-type: none"> ▪ The level of governmental involvement affects the economic path of a nation. ▪ A conflict is an undeclared war. ▪ Military instability affects economic stability. 			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(8.15) Economics. The student understands the origins and development of the free enterprise system in the United States. The student is expected to:	8.15(B) describe the characteristics and the benefits of the U.S. free enterprise system during the 18 th and 19 th centuries.	<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 ▪ Entrepreneurship – people who risk their capital in organizing and running a business ▪ Foreign investment saw opportunity for profit and growth ▪ freedom to own, compete, and to select an occupation 	
(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:	8.22(A) identify different points of view of political parties and interest groups on important historical and contemporary issues;	War in Iraq: Republicans support it vs. Democrats want a timeline for withdrawal.	

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Subject Area	Social Studies	Bundle #:	18
Grade/Level	8 th	Weeks:	35-36
Unit Title			
Citizenship: Personal Responsibility			
Overview			
<ul style="list-style-type: none"> ▪ Voting is the fundamental base of our civic duty. ▪ Volunteerism is an essential civic duty for the welfare of a nation. 			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(8.20) Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to:	8.20(C) explain the importance of personal responsibilities such as including accepting responsibility for one's behavior and supporting one's family;	It is important to take responsibility for one's behavior and support one's family and deal with the consequences of that behavior because of how our judicial system is set up and the rights guaranteed to us as citizens in the Constitution.	
	8.20(D) identify examples of responsible citizenship,	<ul style="list-style-type: none"> ▪ Obeying rules and laws ▪ Voting ▪ Serving on juries ▪ Volunteering for organizations ▪ Selective Service 	
	8.20(F) explain how the rights and responsibilities of U.S. citizens reflect our national identity.	Rights and Responsibilities as U.S. Citizens that reflect our national identity <ul style="list-style-type: none"> • Voting • Following laws • Participating in our society The U.S. national identity is reflected by the characteristics of responsibility, independence, and participation.	