

**FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT**

**Course Outline  
US History/Geography  
(Social Science 8)**

**Date: March 2003**

**Proposed Grade Level(S): 8**

**Grading: A-F**

**Prerequisites: Completion of 7<sup>th</sup> Grade Social Studies and Other 7<sup>th</sup> Grade Curriculum**

**BRIEF COURSE DESCRIPTION:**

Students in this course will begin looking into United States history from the founding of the colonies in the early 1600s' through the end of World War I. California State Standards will be strictly followed during this academic year. All state standards are covered in the text. Additional topics and further clarification of state standards occur in class through various activities. Students will also discuss current events, their relationship to United States history, and how they relate to past and present experiences. Although state standards for WWI have not yet been written, WWI and Woodrow Wilson's policy, in addition to United States involvement, is mentioned in the framework; therefore, it is our responsibility to teach some basic information to our students.

**GENERAL GOALS/PURPOSES:**

Students in this course will be able to understand and discuss events in United States history from the founding of the colonies through World War I. Students will have covered the state standards and will be ready for an in-depth look at some of these issues in high school, and can build on the foundation that has been laid in the 8<sup>th</sup> grade.

**STUDENT READING COMPONENT:**

Students will read chapters from the Prentice Hall book, *The American Nation*. Students will also do weekly, guided readings, using sources from the Internet and other articles the teacher finds. Students might be required to read an outside reading book to enhance their understanding of the time period being studied in class. Students will read literature stories and other novels in their English classes that relate to historical issues.

**STUDENT WRITING COMPONENT:**

Students will be required to do homework in either question form or by summarizing certain areas of the textbook. Students will also be required to write during class activities, and will write at least one research paper during the year with reinforcements from their English teachers. At the beginning of each class, students will do a 'this day in history' fact that they need to make grammatically correct to further enhance writing skills learned in their English classes.

## **STUDENT ORAL COMPONENT:**

Students will be required to give oral presentations and openly discuss guided readings, PowerPoint presentations, and lectures, and will work collaboratively with other students. Students will learn to present and discuss because they learned about volume, projection and clarity in English.

## **DETAILED UNITS OF INSTRUCTION:**

Activities are not limited to the following:

### **Unit One: Geography (1-1.5 weeks)**

**Chapter 1 from text.** Students will be able to understand topography so they will be able to effectively explain why our country was settled in the manner it was settled. Students will also be able to list the 50 United States and their capitals. Activities include physical feature maps, geographic terms and diagrams, and weekly quizzes on states and capitals for each of the 8 regions of the U.S.

### **Unit Two: Colonies (3 weeks)**

**Chapter 3 from text.** Students will be able to explain the dates and reasons for each colony, in addition to the ways of life in the different areas. Activities include the colonial brochure, comparison and contrasting charts, Mayflower Compact, and colonial ways of life and ingenuity discussions.

### **Unit Three: American Revolution (3 weeks)**

**Chapter 4 from text.** Students will be able to explain the causes and effects of the revolution, in addition to explanations of the battles, and advantages and disadvantages of both sides. Activities include debates on issues between the British and the colonists, battle re-enactments, guided readings on the Declaration of Independence and Common Sense, Paul Revere coral readings, and battle timelines.

### **Unit Four: Constitution and Bill of Rights (3-4 weeks)**

**Chapters 5 and 6 from text.** Students will be able to explain the duties of the three branches of government, read and understand the constitution, and understand all the principles for which our country was founded, in addition to understanding the rights and provisions of the Bill of Rights. Activities include guided readings on the Articles of Confederation, charts for the different plans and compromises, reading and understanding the Constitution, a project to explain and interpret the Bill of Rights, and Supreme Court case debates and presentations.

### **Unit five: Rise of Political Parties (2-2.5 weeks)**

**Chapters 7-10 in text. Selected topics covered as they relate to the state standards.** Students will understand the differences between the two original political parties, our 2<sup>nd</sup> war of independence, and relations of Native Americans in early U.S. history. Activities include Hamilton and Jefferson posters, in-class presentations on issues, guided reading on the Star Spangled Banner, Native Americans and violated treaties, and a video on the War of 1812.

### **Unit six: Westward Expansion:**

**(3 -4 weeks) Chapter 11 in text.** Students will be able to see the effects of westward expansion on Native Americans, list reasons for westward expansion, understand the journey, and explain manifest destiny. Activities include a map to discuss physical feature difficulties in moving west, the Oregon Trail, Wagons Ho TCI activity, Lewis and Clark diary, mission project, Hispanic contributions to the United States, Mexican-American war game, Texas independence event scramble, Donner Party video, Native Americans and their treatment, and do's and don'ts poster for westward expansion.

### **Unit Seven: Industrial Revolution (1 week)**

**Not a full chapter, certain sections are taken from Chapters 9 and 12)** Students will be able to list and explain the effectiveness of inventions during this time period. Activities include Morse code, pick an item and present it to the class, discuss overheads, convenience, ingenuity and practicality of the items being invented, a lead-in to the next unit, and industry in the North.

### **Unit Eight: Differences between the North and South and Sectionalism (3 weeks)**

**Chapters 12, 13 and 14 in text.** Students will be able to explain the causes of sectionalism, the events leading to the Civil War, the economies of the two areas, and identify the different states in the Union and Confederacy. Activities include chart differences in eight areas of concern leading to the Civil War, mosaic on differences between areas, Frederick Douglas readings, readings on lives of slaves, watch a video on slave music, discuss and hear music written by slaves and other people of this time period, flow charts from TCI, Harriet Tubman video, maps of free/slave states and free/slave territories, Dred Scott trial in class, and guided readings on Lincoln's 'house divided' speech and inaugural address.

### **Unit Nine: Civil War (3-4 weeks)**

**Chapter 15 in text.** Students will be able to explain the advantages and disadvantages of the Civil War, the presidents, generals, explain medicinal practices, give basic facts on the battles, and explain the effects of the war on politics and society. Activities include the choosing sides map, battle PowerPoint presentations, TCI activity showing strengths and weaknesses of both sides, technology of war discussion, Underground Railroad simulation, and guided readings on lives of soldiers, the Emancipation Proclamation and the Gettysburg Address.

### **Unit Ten: Reconstruction (1.5-2 weeks)**

**Chapter 16 in text.** Students will be able to explain the effects of the war, explain the Jim Crow laws, list the amendments, and understand the lives of African Americans. Activities include writing their own reconstruction plan, comparing plans from time period, video, "The Day Lincoln Was Shot", Jim Crow laws and KKK PowerPoint presentations, effects before and after war chart, and discussion on new amendments and their effects.

### **Unit Eleven: Homesteading (1.5-2 weeks)**

**Chapter 17 from text.** Students will be able to explain the homesteading life, understand the treatment of Native Americans, the roles of the cowboy, and explain the changing United States. Activities include homesteading simulation, Wild, Wild West game, diary of their lives in farming, moving west, Native Americans and their treatment, and discussion of railroads and the contributions of Irish and Chinese.

### **Unit Twelve: Politics, Industry and Reform (2 weeks)**

**Chapter 18 from text.** Students will be able to explain the role of big business, the meatpacking industry, and explain the uses of new technology. Activities include charts on industry and its effects on child labor, women's rights and life in general, design a neighborhood activity, Industrialization TCI activity, read excerpts from *the Jungle*, and create and present to the class a protest poster on issues discussed. This unit is different than the first industrial revolution in that we are looking more at items we use today and the rise of big business.

### **Unit Thirteen: Immigration (2-3 weeks)**

**Chapters 19 and parts of 20 and 23** Students will be able to explain the push-pull factors of immigration, understand the treatment of immigrants when they arrived here, and understand the effects of immigration on society. Activities include analyzing political cartoons, immigration simulation, immigrant diaries, melting pot and mixing bowl, heritage assignment, and view Ellis Island video.

### **Unit Fourteen: Native Americans (1-1.5 weeks)**

**Chapter 2 and covered during other units.** Students will be able to explain the past and present lives of Native Americans and their treatment from 1600 to 1918. Activities include cover page of student's life, map of

Native American land from 1400 to maybe 2020, review of treaties, Indian removal, etc., research paper, contributions of Native Americans, and lives of Native Americans in the United States both past and present. This unit is taught on and off all year long when it comes up in the textbook.

### **Unit Fifteen: World War I (2 weeks)**

**Chapter 22 from text.** Students will understand the United States' intervention in WWI, explain the causes and effects, explain the technology and propaganda of the war, and identify the differences in Asia and Europe before and after the war. Activities include causes and effects PowerPoint presentations, create a propaganda poster, analyze propaganda, pros and cons charts, maps before and after WWI, foreign policy, Wilson's 14 points, and view 'All Quiet on Western Front' video.

### **THIS COURSE WILL PREPARE STUDENTS FOR THE HSEE AND/OR FCUSD EXIT EXAMS IN:**

Reading, Writing, Language Arts, and Social Science

**LAB FEE, IF REQUIRED:** None

### **SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:**

All content areas are addressed and written in lesson plan books by teachers to be sure they are covered. State Standards are also given to students in simplified terms at the end of each unit to allow them to effectively study for the CAT-6 test. The last number is the number of questions from the current CAT-6 test as outlined by the department of education that wrote the test. The CAT-6 test is 50% 8<sup>th</sup> grade history, 25% 6<sup>th</sup> grade and 25% 7<sup>th</sup> grade.

**Unit one: Geography:** no state standards addressed but students need to be able to understand it.

**Unit two: Colonies:** 8.1 #'s 1, 4 8.2 #'s 1, 4

**Unit three: American Revolution:** 8.1#'s 2, 3, 4 8.2#'s 2

**Unit four: Constitution and Bill of Rights:** 8.1#'s 2, 4 8.2 #'s 3, 4,5,6,7 8.3 #6

**Unit five: Chapters 7-10 jigsaw:** 8.3#'s 1,2,3,4,5,6,7 8.4 #1, 2, 3 8.5 #1,2,3 8.6#2

**Unit six: Westward Expansion:** 8.4#3, 8.5#2, 8.6#1, 8.8#'s 2,3,4,5,6 8.9 #4, 5 8.12#'s 2

**Unit seven: Industrial Revolution:** 8.6#'s 1,2 8.12#'s 1, 2

**Unit eight: North and South's Differences:** 8.9 #4,5,6 8.1#'s 1,2,3,4 8.12#1

**Unit nine: Civil War:** 8.9#1, 5,6 8.10#'s 1,3,4,5,6,7

**Unit ten: Reconstruction:** 8.11#'s 1,2,3, 4, 5

**Unit eleven: Homesteading:** 8.12#'s 1, 2

**Unit twelve: Politics, Industry and Reform:** 8.12#'s 3, 4, 5,6,7,8, 9

**Unit thirteen: Immigration:** 8.12#7

**Unit fourteen: Native Americans:** Taught in units, not addressed in this specific unit

**Unit fifteen: World War I:** mentioned in framework and standards, but no specific standards as of November 2001

\*\*\*\*\*State Standards may be accessed and printed out from the following website if you would like to use them as a teaching tool for your child. [www.cde.ca.gov/standards/history/grade8.html](http://www.cde.ca.gov/standards/history/grade8.html)

Numbers of questions for CAT-6 are as follows

8.1, 3 questions

8.2,4 questions

8.3, 3 questions

8.4, 2 questions

8.5, 2 questions

8.6, 3 questions

8.7, 2 questions

- 8.8, 3 questions
- 8.9, 4 questions
- 8.10, 4 questions
- 8.11, 3 questions
- 8.12, 2 questions

It also says 25% of the test are analytical questions which account for 19 of the 35 questions.

### **DISTRICT ESLRs TO BE ADDRESSED:**

When students exit this course, they will be:

- **Self directed learners** who will be able to use a variety of instructional tools to arrive at answers, problem solve, effectively use time management to do their projects and homework, and to take responsibility for tracking their grades, communicating them with their parents and recognizing when to study harder and know how to improve their grades.
- **Efficient communicators** who can present ideas to the class, participate in discussions, and use not only opinion but also fact to express themselves.
- **Quality producers** who understand it takes work to do something correctly and can actively take steps to prevent or fix a problem that comes up.
- **Constructive thinkers** who can take what they have learned and apply it to real life by being able to recognize and explain the differences between fact and fiction.
- **Collaborative workers** who can work with other people in groups, divide work equally, monitor each other to stay on task, assist each other when help is needed, and appropriately confront a member when not all work is being shared equally.
- **Responsible citizens** who accept consequences for their actions, can demonstrate understanding of their role in the learning process, understand their role in politics, and can voice their opinion by voting, writing letters to congressmen, and signing a petition to change issues that affect them.

<b>CHAPTER.SECTION OBJECTIVES</b>	<b>RELATED CURRICULUM STANDARDS</b>	<b>ASSESSMENT ITEM(S)</b>
Chapter 1.1	Historical Interpretation: 2	Not applicable (NA)
Chapter 1.2	No correlation	NA
Chapter 1.3	No correlation	NA
Chapter 2.1	No correlation	NA
Chapter 2.2	No correlation	NA
Chapter 2.3	No correlation	NA
Chapter 2.4	No correlation	NA
<b>Chapter 3.1 Establishing the Colonies</b> 1) Explain why early English settlers came to North America. 2) Describe William Penn’s “holy experiment.” 3) Explain how Georgia differed from other colonies.	8.1.4 8.2.1 8.2.5* Chronological and Spatial Thinking: 1 Historical Interpretation: 3, 4	Quiz: Chapter 3.1 (objective) Test: Chapter 3 (essay)
Chapter 3.2	No correlation	NA
<b>Chapter 3.3 The English Heritage</b> 1) Identify the English political traditions that influenced the American colonies. 2) Explain how the Great Awakening influenced the colonies. 3) Describe how colonists educated their children.	8.1.1 8.1.2* 8.1.4 8.2.1 8.2.5 Historical Interpretation: 3-6	Quiz: Chapter 3.3 (objective) Test: Chapter 3 (essay)
Chapter 4.1	No correlation	NA
Chapter 4.2	No correlation	NA
<b>Chapter 4.3 Declaring Independence</b> 1) Explain how Common Sense influenced the colonists. 2) Identify the main ideas of the Declaration of Independence. 3) Describe how Americans responded to the Declaration of Independence.	8.1.2 8.1.4* 8.2.2 Historical Interpretation: 4	Quiz: Chapter 4.3 (objective) Test: Chapter 4 (essay)

<p>Chapter 4.4 <b>Winning the War</b></p> <ol style="list-style-type: none"> <li>1) Identify the major battles of the American Revolution.*</li> <li>2) Explain how Washington forced the British to surrender at Yorktown.</li> <li>3) Describe the terms of the Treaty of Paris of 1783.*</li> </ol>	<p>8.1.3 Chronological and Spatial Thinking: 1, 3 Research, Evidence and Point of View: 3 Historical Interpretation: 2-5</p>	
<p>Chapter 5.1 <b>A Confederation of States</b></p> <ol style="list-style-type: none"> <li>1) Outline the ideas that guided the new state governments.</li> <li>2) Describe the problems the nation faced under the Articles of Confederation.</li> <li>1) Explain how the Northwest Ordinance benefited the nation.</li> </ol>	<p>8.2.2 8.3.1 8.3.2 8.3.3 8.3.5 Chronological and Spatial Thinking: 3 Historical Interpretation: 2</p>	
<p>Chapter 5.2 <b>The Constitutional Convention</b></p> <ol style="list-style-type: none"> <li>1) Describe how the Virginia Plan and the New Jersey Plan differed.</li> <li>2) Explain how the Great Compromise satisfied both large and small states.</li> <li>3) Summarize the compromises made on the issue of slavery.</li> </ol>	<p>8.2.2* 8.2.3 8.2.4* 8.3.1 (?) Historical Interpretation: 3-5</p>	
<p>Chapter 5.3 <b>A More Perfect Union</b></p> <ol style="list-style-type: none"> <li>1) Describe the ideas that helped shape the Constitution.</li> <li>2) Explain how the framers of the Constitution divided power between the national government and the states.</li> <li>3) Summarize how the framers limited the power of government.</li> </ol>	<p>8.2.1 8.2.2* 8.2.3? 8.2.4* 8.2.7? Historical Interpretation: 4</p>	
<p>Chapter 5.4 <b>Ratifying the Constitution</b></p> <ol style="list-style-type: none"> <li>1) Describe the arguments Americans raised for and against the Constitution.</li> <li>1) Explain how the Constitution can be amended.</li> <li>2) List the rights protected by the Bill of Rights.</li> </ol>	<p>8.2.2* 8.2.4 8.2.5 8.2.6? Chronological and Spatial Thinking: 1 Historical Interpretation: 1, 3-5</p>	

<p><b>Chapter 6.1 Goals of the Constitution</b></p> <ol style="list-style-type: none"> <li>1) Explain how the national government helps to unify the nation.</li> <li>2) Describe the benefits of a national system of courts.</li> <li>3) Explain how the Constitution protects the basic rights of the people.</li> </ol>	<p>8.2.6* 8.2.7 8.3.6? Historical Interpretation: 3, 6</p>	
<p>3) Chapter 6.2</p>	<p>8.2.3*</p>	
<p><b>Five Principles of the Constitution</b></p> <ol style="list-style-type: none"> <li>4) name the five basic principles of the Constitution.</li> <li>5) Explain why people adopt a system of representative government.</li> </ol> <p>Describe how the framers tried to strike a balance between too much and too little government.</p>	<p>8.2.5* 8.2.6* 8.2.7 8.3.3* 8.3.6? 8.3.7*</p>	
<p><b>Chapter 6.3 A Living Document</b></p> <ol style="list-style-type: none"> <li>1) Describe the formal process for changing the Constitution.</li> <li>2) Explain the goals of the Bill of Rights.</li> <li>3) Identify the informal changes that have been made to the Constitution.</li> </ol>	<p>8.2.6 8.3.6 Historical Interpretation: 5</p>	
<p><b>Chapter 6.4 The National Government at Work</b></p> <ol style="list-style-type: none"> <li>1) Define the roles of the Congress</li> <li>1) Describe the jobs the President does.</li> <li>2) Explain how the federal court system is organized.</li> </ol>	<p>8.2.6* 8.3.6 Chronological and Spatial Thinking: 3</p>	
<p><b>Chapter 6.5 Good Citizenship</b></p> <ol style="list-style-type: none"> <li>2) Describe how the Bill of Rights was limited.</li> <li>3) Explain how the Supreme Court has used the 14<sup>th</sup> Amendment to expand citizens' rights.</li> </ol> <p>List citizens' rights and responsibilities</p>	<p>8.2.6? 8.3.6 8.11.5(?) Chronological and Spatial Thinking: 1 Historical Interpretation: 1, 4</p>	

<p><b>Chapter 7.1 Launching the New Government</b></p> <ol style="list-style-type: none"> <li>1) Explain how Washington's actions set an example for future Presidents.</li> <li>2) Describe how Hamilton planned to strengthen the nation's economy.</li> <li>3) Explain why some people opposed Hamilton's economic plan.</li> </ol>	<p>8.3.3(?) 8.3.4? 8.3.5 8.4.3 8.12.3* Chronological and Spatial Thinking: 1 Historical Interpretation: 1, 3, 4, 6</p>	
<p><b>Chapter 7.2 A Policy of Neutrality</b></p> <ol style="list-style-type: none"> <li>1) Describe how Americans reacted to the French Revolution.</li> <li>2) Identify the policy the United States adopted when war broke out in Europe.</li> <li>3) Describe how Washington's Farewell Address influenced American foreign policy.</li> </ol>	<p>8.1.3 8.4.2</p>	
<p><b>Chapter 7.3 The Rise of Political Parties</b></p> <ol style="list-style-type: none"> <li>1) Explain how political differences led to the rise of two political parties.</li> <li>2) Describe the role of newspapers played in politics.</li> <li>3) Explain why the election of 1796 increased political tensions.</li> </ol>	<p>8.3.4 8.3.7 Historical Interpretation: 5</p>	<p>Quiz 7.3 (objective)</p>
<p><b>Chapter 7.4 The Second President</b></p> <ol style="list-style-type: none"> <li>2) Explain why many Americans favored war with France.</li> <li>3) Explain why the Federalist party split in two.</li> </ol> <p>Explain why the Alien and Sedition acts outraged many Americans.</p>	<p>8.3.7? 8.4.1* Historical Interpretation: 4</p>	

<p><b>Chapter 8.1 Republicans in Power</b></p> <ol style="list-style-type: none"> <li>1) Describe Jefferson’s ideas about government.</li> <li>2) List the ways Jefferson reduced the power of government.</li> <li>3) Explain the importance of Marbury v. Madison.</li> </ol>	<p>8.4.3* Chronological and Spatial Thinking: 1 Research, Evidence and Point of View: 3 Historical Interpretation: 1, 4, 5</p>	<p>Gazette Project Quiz Chapter 8 (objective)</p>
<p><b>Chapter 8.2 The Louisiana Purchase</b></p> <ol style="list-style-type: none"> <li>1) Explain why the control of the Mississippi River was important to western farmers.</li> <li>1) Describe how the United States gained Louisiana.</li> <li>1) Identify achievements of the Lewis and Clark expedition.</li> </ol>	<p>8.4.1 8.5.3* 8.8.2 8.8.4* Chronological and Spatial Thinking: 3 Research, Evidence and Point of View: 3 Historical Interpretation: 5</p>	<p>Gazette Project Quiz Chapter 8 (objective)</p>
<p><b>Chapter 8.3 New Threats From Overseas</b></p> <ol style="list-style-type: none"> <li>1) Describe how overseas trade grew in the late 1700s.</li> <li>2) Explain how the war in Europe hurt American trade.</li> <li>3) Explain why the Embargo Act failed.</li> </ol>	<p>8.4.3*</p>	<p>Gazette Project Quiz Chapter 8</p>
<p><b>Chapter 8.4 The Road to War</b></p> <ol style="list-style-type: none"> <li>1) Explain why the Prophet and Tecumseh united Native Americans.</li> <li>2) Describe how fighting on the frontier led to war with Britain.</li> <li>3) Explain why the War Hawks wanted war with Britain.</li> </ol>	<p>8.4.4* 8.5.1 8.5.2* 8.5.3* Chronological and Spatial Thinking: 3 Historical Interpretation: 1, 4-5</p>	<p>Gazette Project Quiz Chapter 8 (objective)</p>
<p><b>Chapter 8.5 The War of 1812</b></p> <ol style="list-style-type: none"> <li>1) Explain why the United States was not ready for war with Britain.</li> <li>1) List the major turning points of the war in the West.</li> <li>2) Describe the results of the war.</li> </ol>	<p>8.5.1 8.5.2* Chronological and Spatial Thinking: 1, 3 Historical Interpretation: 2-3</p>	<p>Gazette Project Quiz Chapter 8 (objective)</p>

<p><b>Chapter 9.1 The Industrial Revolution</b></p> <ol style="list-style-type: none"> <li>1) List the major effects of the Industrial Revolution.</li> <li>2) Explain how the Industrial Revolution.</li> <li>3) Describe life in the early factories of the United States.</li> </ol>	<p>8.4.4* 8.6.1 8.6.3 8.12.5? Chronological and Spatial Thinking: 1 Historical Interpretation: 1-2, 4-6</p>	<p>Gazette Project Quiz Chapter 9 (objective)</p>
<p><b>Chapter 9.2 Moving Westward</b></p> <ol style="list-style-type: none"> <li>1) Describe how settlers traveled westward in the early 1800s.</li> <li>2) List the steps taken by Americans to improve roads.</li> <li>3) Explain how steamboats and canals affected transportation.</li> </ol>	<p>8.4.1* 8.4.4* 8.6.1* 8.6.2 8.8.2 8.8.4* Chronological and Spatial Thinking: 3 Research, Evidence and Point of View: 3 Historical Interpretation: 3</p>	<p>Gazette Project Quiz Chapter 9 (objective)</p>
<p><b>Chapter 9.3 Building National Unity</b></p> <ol style="list-style-type: none"> <li>1) Explain how Latin American nations won independence.</li> <li>2) Describe the goals of Henry Clay's American System.</li> <li>3) Explain how the Supreme Court strengthened national unity.</li> </ol>	<p>8.6.2 8.10.1* Research, Evidence and Point of View: 3 Historical Interpretation: 5</p>	<p>Gazette Project Quiz Chapter 9 (objective)</p>
<p><b>Chapter 9.4 Latin America and the United States</b></p> <ol style="list-style-type: none"> <li>1) Describe how Latin American nations won independence.</li> <li>1) Explain how the United States gained Florida.</li> <li>2) State the purpose of the Monroe Doctrine.</li> </ol>	<p>8.4.1? 8.4.2? 8.5.2* 8.5.3* 8.8.2* 8.8.4? Historical Interpretation: 4</p>	<p>Gazette Project Quiz Chapter 9 (objective)</p>
<p><b>Chapter 10.1 A New Era in Politics</b></p> <ol style="list-style-type: none"> <li>1) Explain why John Quincy Adams was an unpopular President.</li> <li>2) Describe how voting rights changed in the 1820s and 1830s.</li> </ol> <p>Describe how political parties became more democratic.</p>	<p>8.8.1 Chronological and Spatial Thinking: 1, 3 Historical Interpretation: 3</p>	

<p><b>Chapter 10.2 Jackson in the White House</b></p> <ol style="list-style-type: none"> <li>1) Identify the qualities that helped Andrew Jackson succeed.</li> <li>2) Explain why President Jackson replaced many officeholders.</li> </ol> <p>Explain why Jackson fought against the Bank of the United States.</p>	<p>8.4.3? 8.8.1 Historical Interpretation: 2</p>	
<p><b>Chapter 10.3 Struggles Over State's Rights</b></p> <ol style="list-style-type: none"> <li>4) Explain how John C. Calhoun and Daniel Webster disagreed on state's rights.</li> <li>5) Describe how Jackson dealt with the Nullification Crisis.</li> <li>6) Explain why Native Americans of the Southeast had to leave their lands.</li> </ol>	<p>8.4.3? 8.8.1 8.8.2 8.10.1* 8.10.3* Chronological and Spatial Thinking: 3 Historical Interpretation: 4-5</p>	
<p><b>Chapter 10.4 The Presidency After Jackson</b></p> <ol style="list-style-type: none"> <li>1) Describe the nations's economic problems during Van Buren's presidency.</li> <li>2) Describe the Whig and Democratic presidential campaigns of 1840.</li> </ol> <p>Explain why John Tyler had little success as President</p>	<p>8.8.1* Chronological and Spatial Thinking: 1 Historical Interpretation: 4</p>	
<p><b>Chapter 11.1 Oregon Country</b></p> <ol style="list-style-type: none"> <li>2) Explain how rival claims to Oregon Country developed.</li> <li>3) Explain how fur trappers and missionaries helped open up the Far West.</li> <li>4) Identify the hardships that settlers faced.</li> </ol>	<p>8.5.2 8.8.2* 8.8.3 Chronological and Spatial Thinking: 3 Historical Interpretation: 2-4</p>	
<p><b>Chapter 11.2 Texas Wins Independence</b></p> <ol style="list-style-type: none"> <li>2) Explain why many Americans settled in Texas.</li> <li>3) Describe how Texas became an independent nation.</li> <li>4) Identify the challenges faced by the new Republic of Texas.</li> </ol>	<p>8.5.2 8.8.2* 8.8.6 8.9.4? Chronological and Spatial Thinking: 1, 3 Historical Interpretation: 4-5</p>	

<p><b>Chapter 11.3 California and the Southwest</b></p> <ol style="list-style-type: none"> <li>1) List the reasons the first white settlers came to New Mexico and California.</li> <li>2) Describe what California life was like for Native Americans.</li> <li>3) Explain why Americans wanted their nation to expand to the Pacific Ocean.</li> </ol>	<p>8.5.2* 8.8.2 8.8.5 8.8.6*</p>	
<p><b>Chapter 11.4 War With Mexico</b></p> <ol style="list-style-type: none"> <li>1) Describe how the United States gained Oregon.</li> <li>2) Identify the causes and results of the Mexican War.</li> <li>3) Describe how cultures blended in the new United States territories.</li> </ol>	<p>8.5.2* 8.8.2 8.8.6 8.9.4* Chronological and Spatial Thinking: 3 Research, Evidence and Point of View: 2 Historical Interpretation: 5</p>	
<p><b>Chapter 11.5 A Rush to the West</b></p> <ol style="list-style-type: none"> <li>1) Explain how the Mormons settled in Utah.</li> <li>2) Describe how the discovery of gold affected life in California.</li> <li>3) Explain why California had a diverse population.</li> </ol>	<p>8.5.2* 8.8.2 8.8.3* 8.8.5? 8.8.6? 8.9.6* Chronological and Spatial Thinking: 1, 3 Historical Interpretation: 3</p>	
<p><b>Chapter 12.1 Industry in the North</b></p> <ol style="list-style-type: none"> <li>1) Describe how new inventions changed manufacturing and farming in the North.</li> <li>2) Explain how new means of communication and transportation benefited business.</li> <li>3) Explain how steam power helped industry grow.</li> </ol>	<p>8.6.1 8.7.4? 8.10.2 8.12.9? Chronological and Spatial Thinking: 3 Historical Interpretation: 2, 3, 6</p>	<p>Quiz Chapter 12.1-2 (objective)</p>

<p><b>Chapter 12.2 Life in the North</b></p> <ol style="list-style-type: none"> <li>1) Identify the conditions that caused northern workers to organize.</li> <li>2) Give reasons for European emigration to the United States in the mid-1800s.</li> <li>3) Describe what life was like for African Americans in the North.</li> </ol>	<p>8.6.1 8.6.2* 8.6.3 8.6.4* 8.7.4 8.9.6* 8.10.2 8.12.6? 8.12.7? Research, Evidence and Point of View: 2 Historical Interpretation: 4</p>	<p>Quiz Chapter 12.1-2</p>
<p><b>Chapter 12.3 Cotton Kingdom in the South</b></p> <ol style="list-style-type: none"> <li>1) Explain why cotton planters moved westward.</li> <li>2) Describe how the cotton gin affected slavery in the South.</li> <li>1) Give reasons why the South was less industrialized than the North.</li> </ol>	<p>8.7.1 8.7.2 8.7.3? 8.10.2 Chronological and Spatial Thinking: 1, 3 Research, Evidence and Point of View: 3</p>	<p>Quiz Chapter 12.3-4 (objective)</p>
<p><b>Chapter 12.4 Life in the South</b></p> <ol style="list-style-type: none"> <li>4) Identify the five groups that made up southern society.</li> <li>5) Describe the sufferings of African Americans under slavery.</li> <li>6) Describe how African Americans struggled against slavery.</li> </ol>	<p>8.7.2* 8.7.3* 8.7.4* 8.9.6 8.10.2* Chronological and Spatial Thinking: 1 Research, Evidence and Point of View: 3 Historical Interpretation: 1, 4</p>	<p>Quiz Chapter 12.3-4 (objective)</p>
<p><b>Chapter 13.1 The Spirit of Reform</b></p> <ol style="list-style-type: none"> <li>1) Identify the political and religious roots of reform.</li> <li>1) Describe the goals social reformers pursued.</li> <li>2) Explain how Americans improved public education in the mid-1800s.</li> </ol>	<p>8.6.5* Chronological and Spatial Thinking: 1 Historical Interpretation: 2, 4, 6</p>	
<p><b>Chapter 13.2 The Fight Against Slavery</b></p> <ol style="list-style-type: none"> <li>1) Identify the actions taken by reformers to end slavery.</li> <li>2) Describe how the Underground Railroad operated.</li> </ol> <p>Explain how Americans reacted to the antislavery movement.</p>	<p>8.6.4* 8.9.1* 8.9.2* Historical Interpretation: 4-5</p>	

<p><b>Chapter 13.3 Struggle for Women’s Rights</b></p> <ol style="list-style-type: none"> <li>1) Describe the rights that women lacked in the early 1800s.</li> <li>2) Identify the goals of the Seneca Falls Convention.</li> <li>3) Explain how opportunities for women improved in the mid-1800s.</li> </ol>	<p>8.6.6* Historical Interpretation: 2-4</p>	
<p><b>Chapter 13.4 American Literature and Art</b></p> <ol style="list-style-type: none"> <li>1) Identify themes explored by American novelists and poets.</li> <li>1) Describe the ideas expressed by Emerson and Thoreau.</li> <li>2) Explain how American painters created their own styles.</li> </ol>	<p>8.6.6* Chronological and Spatial Thinking: 2 Historical Interpretation: 3, 5</p>	
<p><b>Chapter 14.1 The Slavery Issue in the West</b></p> <ol style="list-style-type: none"> <li>1) Describe the various views on slavery in the West.</li> <li>2) Identify the goal of the Free Soil Party.</li> <li>3) Describe the results of the Compromise of 1850.</li> </ol>	<p>8.9.4* 8.9.5* 8.9.6* Chronological and Spatial Thinking: 1 Historical Interpretation: 6</p>	
<p><b>Chapter 14.2 The Crisis Turns Violent</b></p> <ol style="list-style-type: none"> <li>1) Describe how Uncle Tom’s Cabin affected attitudes toward slavery.</li> <li>2) Explain why a civil war broke out in Kansas.</li> <li>2) Describe how the Dred Scott decision divided the nation.</li> </ol>	<p>8.9.5* Chronological and Spatial Thinking: 3 Research, Evidence and Point of View: 3 Historical Interpretation: 4</p>	<p>Quiz Chapter 14.2, 4 (Objective)</p>
<p><b>Chapter 14.3 A New Party Challenges Slavery</b></p> <ol style="list-style-type: none"> <li>1) Explain why the Republican party came into being in the mid-1850s.</li> <li>2) Outline Abraham Lincoln’s views on slavery.</li> <li>3) Describe the different reactions of northerners and southerners to the raid on Harpers Ferry.</li> </ol>	<p>8.9.5* Chronological and Spatial Thinking: 1 Historical Interpretation: 1, 4</p>	

<p>Chapter 14.4 <b>The Nation Splits in Two</b></p> <ol style="list-style-type: none"> <li>1) Explain why Abraham Lincoln was able to win the election of 1860.</li> <li>2) Describe how the South reacted to Lincoln's election victory.</li> <li>3) Identify the events that led to the outbreak of the Civil War.</li> </ol>	<p>8.9.5* 8.10.2* 8.10.3* 8.10.4* Chronological and Spatial Thinking: 3 Research, Evidence and Point of View: 2</p>	<p>Quiz Chapter 14.2, 4 (Objective)</p>
<p>Chapter 15.1 <b>The Conflict Takes Shape</b></p> <ol style="list-style-type: none"> <li>1) Identify the strengths and weaknesses of the Confederacy.</li> <li>1) Identify the strengths and weaknesses of the Union.</li> <li>2) Describe the special qualities of Presidents Lincoln and Davis.</li> </ol>	<p>8.10.2 8.10.5 8.10.6 Chronological and Spatial Thinking: 3</p>	<p>Quiz Chapter 15.1-2 (objective)</p>
<p>Chapter 15.2 <b>A Long, Difficult Struggle</b></p> <ol style="list-style-type: none"> <li>1) Describe the military plans of each side.</li> <li>2) Name the military goals that the Union achieved.</li> <li>1) Explain why the Union failed to win major battles in the East.</li> </ol>	<p>8.10.5 8.10.6 Chronological and Spatial Thinking: 1, 3 Research, Evidence and Point of View: 3 Historical Interpretation: 4</p>	<p>Quiz Chapter 15.1-2 (objective)</p>
<p>Chapter 15.3 <b>A Promise of Freedom</b></p> <ol style="list-style-type: none"> <li>1) Explain why Lincoln issued the Emancipation Proclamation.</li> <li>2) Identify the effects of the Proclamation.</li> <li>3) Describe the contributions of African Americans to the Union war effort.</li> </ol>	<p>8.10.4 8.10.5 8.10.6* Research, Evidence and Point of View: 3 Historical Interpretation: 5</p>	<p>Quiz Chapter 15.3-5 (objective)</p>
<p>Chapter 15.4 <b>Hardships of War</b></p> <ol style="list-style-type: none"> <li>3) Describe what life was like for soldiers in the Civil War.</li> <li>4) Explain how women contributed to the war effort.</li> <li>5) Identify the problems each side faced during the war.</li> </ol>	<p>8.10.5? 8.10.6* 8.10.7* Chronological and Spatial Thinking: 1 Historical Interpretation: 1, 4, 6</p>	<p>Quiz Chapter 15.3-5 (objective)</p>

<p><b>Chapter 15.5 The War Ends</b></p> <ol style="list-style-type: none"> <li>1) Explain the significance of the Union victories at Vicksburg and Gettysburg.</li> <li>2) Describe the ideals expressed by Lincoln in the Gettysburg Address.</li> <li>3) Explain how Union generals used a new type of war to defeat the Confederacy.</li> </ol>	<p>8.10.4* 8.10.6 8.10.7 Chronological and Spatial Thinking: 1, 3 Historical Interpretation: 2</p>	<p>Quiz Chapter 15.3-5 (objective); Test Chapter 15 (objective)</p>
<p><b>Chapter 16.1 First Steps to Reunion</b></p> <ol style="list-style-type: none"> <li>2) Describe the hardships the South faced after the Civil War.</li> <li>3) Outline President Lincoln’s plan for reuniting the nation.</li> <li>4) Explain why Congress opposed President Johnson’s Reconstruction plan.</li> </ol>	<p>8.11.1* 8.11.3* 8.11.5* Chronological and Spatial Thinking: 1 Historical Interpretation: 3-4</p>	
<p><b>Chapter 16.2 Radical Reconstruction</b></p> <ol style="list-style-type: none"> <li>1) Describe the goals of the Radical Republicans.</li> <li>1) Explain why Congress tried to remove President Johnson from office.</li> <li>2) Outline the provisions of the Fourteenth and Fifteenth Amendments.</li> </ol>	<p>8.11.1* 8.11.3* 8.11.5* Chronological and Spatial Thinking: 1</p>	
<p><b>Chapter 16.3 Changes in the South</b></p> <ol style="list-style-type: none"> <li>3) List the groups that dominated southern politics during Reconstruction.</li> <li>4) Summarize the steps taken by Reconstruction governments to rebuild the South.</li> </ol> <p>Explain why many southerners sank into a cycle of poverty.</p>	<p>8.11.2* 8.11.4* Historical Interpretation: 2, 6</p>	

<p><b>Chapter 16.4 Reconstruction Ends</b></p> <ol style="list-style-type: none"> <li>1) Explain why Reconstruction ended.</li> <li>2) Describe how the southern economy expanded after Reconstruction.</li> <li>3) Discuss how African Americans in the South lost rights.</li> </ol>	<p>8.11.1* 8.11.3* 8.11.4* CHRONOLOGICAL AND SPATIAL THINKING: 3. HISTORICAL INTERPRETATION: 1., 4., 6.</p>	
<p><b>Chapter 17.1 The Plains Indians</b></p> <ol style="list-style-type: none"> <li>1) Explain how the Plains Indians relied on the horse and buffalo.</li> <li>2) Describe the traditions that were important to the Plains Indians.</li> <li>3) Specify how the roles of women and men differed.</li> </ol>	<p>8.12.2*</p>	
<p><b>Chapter 17.2 Miners and Railroaders</b></p> <ol style="list-style-type: none"> <li>1) Describe how mining changed the West.</li> <li>2) Describe what life was like for miners and railroad workers.</li> <li>1) Explain how railroads helped the West develop.</li> </ol>	<p>8.12.1* CHRONOLOGICAL AND SPATIAL THINKING: 1., 3. HISTORICAL INTERPRETATION: 2., 6</p>	
<p><b>Chapter 17.3 Ranchers and Cowhands</b></p> <ol style="list-style-type: none"> <li>2) Explain why there were cattle drives.</li> <li>3) Describe the life of a cowhand.</li> <li>4) Tell why the Cattle Kingdom ended.</li> </ol>	<p>8.12.1* HISTORICAL INTERPRETATION: 1., 4</p>	
<p><b>Chapter 17.4 A Way of Life Ends</b></p> <ol style="list-style-type: none"> <li>1) Relate why Native Americans and settlers came into conflict.</li> <li>2) Describe how Native Americans tried to preserve their way of life.</li> <li>3) Discuss how government policies affected Native American culture.</li> </ol>	<p>8.12.1* 8.12.2* CHRONOLOGICAL AND SPATIAL THINKING: 1. RESEARCH, EVIDENCE AND POINT OF VIEW: 2. HISTORICAL INTERPRETATION: 4.</p>	

<p><b>Chapter 17.5 The Farmers</b></p> <ol style="list-style-type: none"> <li>1) Outline the different origins of western farmers.</li> <li>2) Explain why life was hard for Plains farmers.</li> <li>3) Discuss why farmers united in the late 1800s.</li> </ol>	<p>8.8.3* 8.12.8* RESEARCH, EVIDENCE AND POINT OF VIEW: 3. HISTORICAL INTERPRETATION: 2., 4., 6</p>	
<p><b>Chapter 18.1 Railroads and Industry</b></p> <ol style="list-style-type: none"> <li>2) Explain how railroads expanded after the Civil War.</li> <li>3) Describe the effects of competition on the railroad industry.</li> <li>4) Explain how railroads contributed to the growth of industry.</li> </ol>	<p>8.12.1* HISTORICAL INTERPRETATION: 6</p>	<p>Quiz Chapter 18.1 (objective)</p>
<p><b>Chapter 18.2 Big Business</b></p> <ol style="list-style-type: none"> <li>3) Explain why the steel industry became important after the Civil War.</li> <li>4) Describe the new ways of doing business that Americans developed.</li> <li>5) List the arguments for and against the growth of giant corporations.</li> </ol>	<p>8.12.1* 8.12.3* 8.12.4 8.12.6? CHRONOLOGICAL AND SPATIAL THINKING: 1. HISTORICAL INTERPRETATION: 1., 2., 3., 4., 6</p>	<p>Quiz Chapter 18.2 (objective)</p>
<p><b>Chapter 18.3 A Flood of Inventions</b></p> <ol style="list-style-type: none"> <li>1) List the inventions that improved communications in the 1800s.</li> <li>2) Explain why Menlo Park was called an “invention factory.”</li> <li>3) Explain how Henry Ford revolutionized the automobile industry.</li> </ol>	<p>8.12.1* 8.12.9 HISTORICAL INTERPRETATION: 4., 5., 6</p>	
<p><b>Chapter 18.4 Labor in the Age of Industry</b></p> <ol style="list-style-type: none"> <li>1) Describe how the role of the worker changed in the new industrial age.</li> <li>2) List the goals of the early unions.</li> <li>3) Explain why progress was slow for labor.</li> </ol>	<p>8.12.1* 8.12.6 CHRONOLOGICAL AND SPATIAL THINKING: 1. HISTORICAL INTERPRETATION: 2., 4., 5., 6</p>	

<p><b>Chapter 19.1 The New Immigrants</b></p> <ol style="list-style-type: none"> <li>1) Explain why immigration boomed in the late 1800s.</li> <li>2) Describe how new immigrants adjusted to their new lives.</li> <li>3) List reasons for the growth of anti-immigrant feeling.</li> </ol>	<p>8.12.5* 8.12.7* CHRONOLOGICAL AND SPATIAL THINKING: 1.</p>	
<p><b>Chapter 19.2 Booming Cities</b></p> <ol style="list-style-type: none"> <li>3) Explain why cities grew in the late 1800s.</li> <li>4) List hazards faced by city dwellers.</li> <li>5) Describe how reformers helped to improve city life.</li> </ol>	<p>8.12.5* 8.12.7* HISTORICAL INTERPRETATION: 3., 4.</p>	
<p><b>Chapter 19.3 City Life Transformed</b></p> <ol style="list-style-type: none"> <li>1) Describe how cities changed in the late 1800s.</li> <li>2) Explain why newspapers grew in number and importance.</li> <li>3) Describe how Americans spent their leisure time.</li> </ol>	<p>8.12.5* 8.12.7* CHRONOLOGICAL AND SPATIAL THINKING: 1. HISTORICAL INTERPRETATION: 2., 4.</p>	
<p><b>Chapter 19.4 Education and Culture</b></p> <ol style="list-style-type: none"> <li>1) Describe improvements in public education during the late 1800s.</li> <li>2) Explain how American reading habits changed.</li> <li>3) List themes explored by American writers and painters.</li> </ol>	<p>8.12.5* 8.12.7* HISTORICAL INTERPRETATION: 1., 2., 4., 5.</p>	
<p><b>Chapter 20.1 Early Reforms</b></p>	<p>No Correlation</p>	
<p><b>Chapter 20.2 The Progressives and Their Goals</b></p> <ol style="list-style-type: none"> <li>1) Describe American politics in the 1870s and 1880s.</li> <li>2) Explain why many Americans opposed the spoils system.</li> <li>3) Tell how government tried to regulate business.</li> </ol>	<p>8.3.7* CHRONOLOGICAL AND SPATIAL THINKING: 1. RESEARCH, EVIDENCE AND POINT OF VIEW: 3. HISTORICAL INTERPRETATION: 1., 4.</p>	

Chapter 20.1 <b>Early Reforms</b>	No Correlation	
Chapter 20.2 <b>The Progressives and Their Goals</b> 4) Describe American politics in the 1870s and 1880s. 5) Explain why many Americans opposed the spoils system. 6) Tell how government tried to regulate business.	8.3.7* CHRONOLOGICAL AND SPATIAL THINKING: 1. RESEARCH, EVIDENCE AND POINT OF VIEW: 3. HISTORICAL INTERPRETATION: 1., 4.	
Chapter 20.5 <b>Fighting for Equality</b>	HISTORICAL INTERPRETATION: 4.	
Chapter 21.1 <b>Across the Pacific</b>	CHRONOLOGICAL AND SPATIAL THINKING: 3. HISTORICAL INTERPRETATION: 2., 3., 4., 6.	
Chapter 21.2 <b>The Spanish-American War</b>	CHRONOLOGICAL AND SPATIAL THINKING: 3. RESEARCH, EVIDENCE AND POINT OF VIEW: 3. HISTORICAL INTERPRETATION: 1., 4., 6	
Chapter 21.3 <b>Relations With Latin America</b>	CHRONOLOGICAL AND SPATIAL THINKING: 1., 3. HISTORICAL INTERPRETATION: 2., 6.	
Chapter 22.1 <b>War Erupts in Europe</b>	CHRONOLOGICAL AND SPATIAL THINKING: 1., 3	
Chapter 22.2 <b>The United States Enters the War</b>	CHRONOLOGICAL AND SPATIAL THINKING: 1. HISTORICAL INTERPRETATION: 4., 6.	
Chapter 22.3 <b>Winning the War</b>	CHRONOLOGICAL AND SPATIAL THINKING: 3. HISTORICAL INTERPRETATION: 1., 4	
Chapter 22.4 <b>Wilson and Peace</b>	CHRONOLOGICAL AND SPATIAL THINKING: 3	
Chapter 23.1 <b>A Changing Economy</b>	CHRONOLOGICAL AND SPATIAL THINKING: 1. HISTORICAL INTERPRETATION: 1., 4., 6	
Chapter 23.2 <b>A Changing Population</b>	RESEARCH, EVIDENCE AND POINT OF VIEW: 3. HISTORICAL INTERPRETATION: 4	

Chapter 23.3 <b>The Civil Rights Movement</b>	Chronological And Spatial Thinking: 1. Research, Evidence And Point Of View: 3	
Chapter 23.4 <b>Expanding Opportunities</b>	CHRONOLOGICAL AND SPATIAL THINKING: 1. RESEARCH, EVIDENCE AND POINT OF VIEW: 2. HISTORICAL INTERPRETATION: 4	
Chapter 23.5 <b>Understanding Citizenship</b>	CHRONOLOGICAL AND SPATIAL THINKING: 1	

### EXPLANATION OF THIS CHART

The above chart attempts to correlate California State content standards for 8<sup>th</sup> Grade Social Science with the written objectives presented in Prentice Hall's *American Nation: California Addition*. If you see a \* next to the standard number in the middle column, it signifies that correlation is claimed only by Prentice Hall. If you see a "?" next to a standard, it signifies that the correlation is claimed only by myself. Standards without any symbols are claimed by both myself and Prentice Hall. Standards with the symbol (?) symbolize correlations claimed only by myself and that I am not 100% sure about.

The comment "No correlation" signifies that the stated objectives in the textbook do not correlate with state standards. However, there may be incidental information contained in the section that *does* address a standard, but is not directly related to a stated section objective.

Some of the standards mentioned in the chart are what I refer to as "skill standards," such as "Historical Interpretation" and "Chronological and Spatial Thinking." Whether or not these skills are addressed are more a function of the teacher's lesson plan than the content of any particular part of the textbook. However, *American Nation* does include pages with activities such as "Skills for Life" and "Why Study History?" In addition, I suspect that some of the skill standards included by the publisher in its correlation assume that teachers are using the supplemental materials, such as videos, worksheets, ect.