

**Civics-Government Standard:** The student uses a working knowledge and understanding of governmental systems of Kansas and the United States and other nations with an emphasis on the United States Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges, and responsibilities of becoming active participants in our representative democracy.

**Benchmark 1:** The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.

Eighth Grade Knowledge and/or Application Indicators	Eighth Grade Instructional Suggestions
<i>This benchmark will be taught at another grade level.</i>	
<b>Teacher Notes:</b>	

**Civics-Government Standard:** The student uses a working knowledge and understanding of governmental systems of Kansas and the United States and other nations with an emphasis on the United States Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges, and responsibilities of becoming active participants in our representative democracy.

**Benchmark 2:** The student understands the shared ideals and diversity of American society and political culture.

Eighth Grade Knowledge and/or Application Indicators	Eighth Grade Instructional Suggestions
The student: 1. (K) explains the recurring problems and solutions involving minority rights (e.g., Title IX, job discrimination, <i>affirmative action</i> ).	<ul style="list-style-type: none"><li>• Create a timeline of social changes, such as voting rights for women and minorities. Discuss why these rights were first denied, and then explain the circumstance that brought about change. (1)</li></ul>
<b>Teacher Notes:</b> <i>Affirmative action</i> - any of a wide range of programs aimed at expanding opportunities for women and minorities.	

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**Benchmark 3:** The student understands how the United States Constitution allocates power and responsibility in the government.

Eighth Grade Knowledge and/or Application Indicators	Eighth Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>1. (K) understands that the United States <i>Constitution</i> is written by and for the people and it defines the authority and power given to the <i>government</i> as well as recognizes the rights retained by the state governments and the people (e.g., separation of power, limited government, state’s rights, the concept “by and for the people”)</li> <li>2. (A) researches historical examples of how legislative, executive, and judicial powers have been challenged at the national level (e.g., secession, appointment of officials, <i>Marbury v Madison</i>).</li> <li>3. ▲(K) explains how the United States Constitution can be changed through amendments.</li> <li>4. ▲(A) analyzes the Declaration of Independence and the United States Constitution to identify essential ideas of American constitutional government.</li> </ol>	<ul style="list-style-type: none"> <li>• Create a timeline of select historical events and the amendments resulting from those events. (1, 3)</li> <li>• Assume the role of Abraham Lincoln. Write a persuasive essay supporting the maintenance of the Union. Trade essays with another classmate who has written from the perspective of Jefferson Davis. Write a response to Davis. (2)</li> <li>• Create a <b>flow chart</b> of how amendments are added to the United States Constitution. (3)</li> <li>• Use a <b>Venn diagram</b> comparing The Declaration of Independence to the Preamble of the Constitution. Identify the essential ideas inherent in both documents. (4)</li> <li>• Resource: Center for Civic/We the People/Project Citizen <a href="http://www.civiced.org">http://www.civiced.org</a>. (1, 2, 3, 4)</li> </ul>
<p><b>Teacher Notes:</b>  <i>Constitution</i> - a document containing the system of fundamental laws of a nation, state, or society.  <i>Government</i> - institutions and procedures through which a territory and its people are ruled.</p>	

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**Benchmark 4:** The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

Eighth Grade Knowledge and/or Application Indicators	Eighth Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>1. (K) compares the popular vote with the Electoral College as a means to elect <i>government</i> officials.</li> <li>2. (A) researches and analyzes a current issue involving <i>rights</i> from an historical perspective (e.g., civil rights, native Americans, organized labor).</li> </ol>	<ul style="list-style-type: none"> <li>• Simulate the popular vote and Electoral College to vote for student council officers. (1)</li> <li>• Discuss the election results of 1824 (Jackson vs. Adams); 1876 (Tilden vs. Hays); 1888 (Harrison vs. Cleveland). What do these elections results have in common? (1)</li> </ul>
<p><b>Teacher Notes:</b>  <i>Government</i> - institutions and procedures through which a territory and its people are ruled.  <i>Rights</i> - those individual liberties granted to all persons through the U. S. Constitution.</p>	

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**Benchmark 5:** The student understands various systems of governments and how nations and international organizations interact.

Eighth Grade Knowledge and/or Application Indicators	Eighth Grade Instructional Suggestions
The student: 1. (A) examines government responses to international affairs from an historical perspective (e.g., <i>immigration</i> , Spanish-American war,).	<ul style="list-style-type: none"><li>• Take opposing viewpoints and discuss a foreign-related topic: Should the United States participate in foreign wars? Should we limit immigration? When is it appropriate to do so? Who should make such rules? (1)</li></ul>
<b>Teacher Notes:</b> <i>Immigration</i> - to enter and settle in a country to which one is not native.	

**Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.**

**Benchmark 1:** The student understands how limited resources require choices.

Eighth Grade Knowledge and/or Application Indicators	Eighth Grade Instructional Suggestions
<p>The student:</p> <p>1. ▲(A) analyzes the effect of <i>scarcity</i> on the <i>price, production, consumption</i> and <i>distribution</i> of goods and services (e.g., price goes up and production goes down, consumption goes down and distribution is limited).</p>	<ul style="list-style-type: none"> <li>• Write newspaper articles on the scarcity of manufactured goods in the South during and after the Civil War. (1) See also: GB112, GB511, HB115, HB411, HB412</li> <li>• Write diary entries telling about the availability and price of food items along the Oregon Trail. (1) See also: GB112, GB211, GB212, GB511</li> <li>• Using current events discuss with the class how scarcity affects the prices of certain items (seasonal produce <i>supply</i> in stores—tomatoes, oranges, grapes; seasonal clothing – sales at the end of the season; war – labor force, disasters – building supplies, etc) (1) See also: GB511</li> </ul>
<p><b>Teacher Notes:</b></p> <p><i>Consumption</i> - the using up of goods and services by consumer purchasing or in the production of other goods.</p> <p><i>Distribution</i> - the arrangement of items over a specified area.</p> <p><i>Goods</i> - something that you can touch or hold.</p> <p><i>Price</i> - amount of money that people pay when they buy a good or service. It is largely determined by the buying and selling decisions of consumers and producers.</p> <p><i>Production</i> - the creation of value or wealth by producing goods or services.</p> <p><i>Scarcity</i> - not being able to have everything wanted making choices necessary; when supply is less than demand.</p> <p><i>Services</i> - something that one person does for someone else.</p> <p><i>Supply</i> - the quantity of resources, goods, or services that sellers offer at various prices at a particular time.</p>	

**Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.**

**Benchmark 2:** The student understands how the market economy works in the United States.

Eighth Grade Knowledge and/or Application Indicators	Eighth Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>▲(K) explains how relative <i>price</i>, people’s economic decisions, and innovations influence the <i>market</i> system (e.g., cotton gin led to increased <i>productivity</i>, more cotton produced, higher <i>profits</i>, and lower prices; steamboat led to increased <i>distribution of goods</i>, which brought down prices of goods and allowed goods to be more affordable to people across the United States; development of railroad led to transportation of cattle to eastern markets, price was decreased and profit was increased, timely access to beef).</li> <li>(K) - (\$) describes the four basic types of earned <i>income</i> (e.g., <i>wages</i> and salaries, rent, <i>interests</i>, and profit).</li> <li>(K) - (\$) explains the factors that cause unemployment (e.g., seasonal demand for jobs, changes in skills needed by employers, other economic influences, downsizing, <i>outsourcing</i>).</li> <li>▲(K) - (\$) describes the positive and negative <i>incentives</i> to which employees respond (e.g., wage levels, <i>benefits</i>, work hours, working conditions).</li> </ol>	<ul style="list-style-type: none"> <li>Using either the cotton gin, steamboat, or railroad industry, create a <b>three-column chart</b> labeled: “Impact on Society,” “Impact on Prices,” and “Impact on Other Industries.” Fill in chart after researching areas. (1)</li> <li>Research an 1800’s invention and report on the effect of that invention on productivity, prices, etc. (1) See also: GB511</li> <li>Write a letter to the editor, or to a congressperson identifying factors of unemployment in the area. Suggest possible solutions to one of these areas. (3)</li> <li>Make a <b>cause and effect chart</b> showing factors affecting unemployment. (3) See also: C-GB313</li> <li>Interview an adult to find out positive and negative incentives of their jobs. (4)</li> <li>Research unemployment data for the state. Develop rationale for the periods of low employment. (3)</li> </ul>
<p><b>Teacher Notes:</b></p> <p><i>Benefit</i> - something that satisfies one’s wants.</p> <p><i>Distribution</i> - the arrangement of items over a specified area.</p> <p><i>Goods</i> - something that you can touch or hold.</p> <p><i>Incentives</i> - something, such as the fear of punishment or the expectation of reward, which induces action or motivates effort.</p> <p><i>Income</i> - financial gain received as wages/salaries, rent, interest, and/or profit.</p> <p><i>Interest</i> - a charge for a loan, usually a percentage of the amount loaned.</p> <p><i>Market</i> - exists whenever buyers and sellers exchange goods and services.</p> <p><i>Outsourcing</i> - paying another company to provide services which a company might otherwise have employed its own staff to perform.</p> <p><i>Price</i> - amount of money that people pay when they buy a good or service. It is largely determined by the buying and selling decisions of consumers and producers.</p> <p><i>Productivity</i> - a measure of goods and services produced over a period of time with a given set of resources.</p> <p><i>Profit</i> - after producing and selling a good or service, profit is the difference between revenue and cost of production. If costs are greater than revenue, profit is negative (there is a loss).</p> <p><i>Wages</i> - payment for labor or services to a worker, usually on an hourly, daily, or weekly basis, or by the piece.</p>	

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**Economics Standard:** The student uses a working knowledge and understanding of major economic concepts, issues, and systems applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.

**Benchmark 3:** The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.

Eighth Grade Knowledge and/or Application Indicators	Eighth Grade Instructional Suggestions
The student: 1. (K) describes examples of specialized economic institutions found in <i>market economies</i> (e.g., corporations, partnerships, proprietorships, labor unions, banks, and non-profit organizations).	<ul style="list-style-type: none"> <li>Collect and categorize newspapers, magazines or Internet articles of various economic institutions. Use articles to summarize and define the characteristics and trends of each institution. (1)</li> </ul>
<p><b>Teacher Notes:</b>  <i>Market economy</i> - a system in which buyers and sellers make major decisions about production and distribution, based on supply and demand.</p>	

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**Benchmark 4:** The student analyzes the role of the government in the economy.

Eighth Grade Knowledge and/or Application Indicators	Eighth Grade Instructional Suggestions
<p>The student::</p> <p>1. (K) gives examples of how monopolies affect <i>consumers</i>, the <i>prices</i> of <i>goods</i>, laborers, and their <i>wages</i> (e.g., monopolistic employers and development of labor unions; oil, steel, and railroad monopolies; anti-trust laws).</p>	<ul style="list-style-type: none"> <li>• Research tycoons Andrew Carnegie and John D. Rockefeller. Write a paragraph comparing and contrasting them. Discuss why they were called “Robber Barons”. (1)</li> <li>• Analyze political cartoons to examine public sentiment on monopolies, unions, and anti-trust laws. (1) See also: HB116, HB315</li> <li>• Participate in two mock markets: one with a monopoly and one with competition. Describe positive and negative incentives in each market. (1)</li> </ul>
<p><b>Teacher Notes:</b></p> <p><i>Consumer</i> - a person who buys goods or services to satisfy wants.</p> <p><i>Goods</i> - something that you can touch or hold.</p> <p><i>Price</i> - amount of money that people pay when they buy a good or service. It is largely determined by the buying and selling decisions of consumers and producers.</p> <p><i>Wages</i> - payment for labor or services to a worker, usually on an hourly, daily, or weekly basis, or by the piece.</p>	

**Economics Standard:** The student uses a working knowledge and understanding of major economic concepts, issues, and systems applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.

**Benchmark 5:** The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

Eighth Grade Knowledge and/or Application Indicators	Eighth Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>(K) - (\$) explains how saving accumulation is influenced by the amount saved, the rate of return and time.</li> <li>(A) - (\$) determines the <i>opportunity cost</i> of decisions related to a personal finance plan or <i>budget</i>.</li> </ol>	<ul style="list-style-type: none"> <li>Create a table or chart comparing the features of different types of <i>savings</i> instruments: savings account, certificate of deposit, money market accounts, and savings bonds. (1, 2)</li> <li>Assume that ten dollars is deposited into two different savings accounts each month for a period of one year. Calculate the amount of <i>interest</i> received for each account assuming that one account earns simple interest and the other earns compound interest. (1, 2)</li> <li>Choose an item to buy, such as a \$200 stereo. Determine the length of payment time under each of the following scenario: Paying a set amount each month (such as \$40) how long does it take to pay off if the <i>interest rate</i> on a credit card is 9 percent? (3, 4)</li> <li>Keep track of personal expenses for one week. Use expenses to plan a budget for future weeks. (3, 4)</li> </ul>
<p><b>Teacher Notes:</b>  <i>Budget</i> - a sum of money allocated for a particular use; a plan for saving and spending money.  <i>Credit</i> - an arrangement for deferred payment for goods and services; money available for someone to borrow.  <i>Interest</i> - a charge for a loan, usually a percentage of the amount loaned.  <i>Interest rate</i> - the price of money that is borrowed or saved, determined by the forces of supply and demand.  <i>Opportunity cost</i> - in making a decision, the most valuable alternative not chosen.  <i>Savings</i> - income that is not spent, setting aside income or money for future use.</p>	

**Geography:** The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

**Benchmark 1: Geographic Tools and Location:** The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

Eighth Grade Knowledge and/or Application Indicators	Eighth Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>(K) locates major political and <i>physical features</i> of Earth from memory and describes the <i>relative location</i> of those features (e.g., Atlanta, New Orleans, Salt Lake City, San Antonio, Columbia River, St. Louis, Rio Grande, Black Hills, Continental Divide).</li> <li>(A) creates maps, graphs, charts, <i>databases</i> and/or models to support historical research.</li> </ol>	<ul style="list-style-type: none"> <li>Write descriptions for the physical and political features studied in history on index cards. Pair up with a peer and trade cards. Try to determine the political and physical features being described. Use the descriptions as clues. (1)</li> <li>Use data and a variety of symbols and colors to create <b>thematic maps</b> and graphs of various aspects related to their historical research. (2) See also: HB115, HB213</li> <li>Use <i>Geographic Information System (GIS) technology</i> to create maps showing cities with access to railroads during a certain era. Access the data on-line. Add the information to the on-line base map. Analyze the maps created to note any patterns. Overlay the maps with additional GIS data showing railroad service during a later era and during the present. Add information about the growth or shrinkage of specified cities in each of the eras. Overlay each map with highway access, and compare. Write conclusions resulting from the analysis. Sources for GIS data include the Kansas Data Access and Support Center, in conjunction with the Kansas Geological Survey at the University of Kansas: <a href="http://gisdasc.kgs.ukans.edu">http://gisdasc.kgs.ukans.edu</a>. (1, 2) See also: HB115</li> </ul>
<p><b>Teacher Notes:</b></p> <p><i>Database</i> - a compilation, structuring, and categorization of information for analysis and interpretation.</p> <p><i>Era</i> - a period of history marked by some distinctive characteristic.</p> <p><i>Geographic Information System (GIS)</i> - a computerized geographic database that contains information about the spatial distribution of physical and human characteristics of Earth’s surface.</p> <p><i>Physical feature</i> - a natural characteristic of a place (elevation, landforms, vegetation).</p> <p><i>Relative location</i> - the location of a place or region in relation to other places or regions (northwest or downstream).</p> <p><i>Technology</i> - science applied to achieve practical purposes.</p> <p><i>Thematic map</i> - a map representing a specific theme, topic, or spatial distribution (cattle production, climates).</p>	

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**Geography:** The student uses a working knowledge and understanding of the spatial organization of Earth's surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

**Benchmark 2: Places and Regions:** The student analyzes the human and physical features that give places and regions their distinctive character.

Eighth Grade Knowledge and/or Application Indicators	Eighth Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"><li>1. (K) identifies and explain the changing criteria that can be used to define a <i>region</i> (e.g., North, South, Border States, Northwest Territory).</li><li>2. (A) explain why labels are put on regions to create an identity (e.g., Coal/Iron/Rust Belt, North-Yankee/ South-Dixie).</li></ol>	<ul style="list-style-type: none"><li>• Use a phone directory to identify businesses that have applied regional labels to their names: Midwest Energy, Kaw Valley Nurseries. (1, 2)</li><li>• Identify and explain the origin of local regional labels. (2)</li></ul>
<p><b>Teacher Notes:</b> <i>Region</i> - an area with one or more common characteristics or features which make it different from surrounding areas.</p>	

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**Geography**

**Eighth Grade**

**Geography:** The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

*These indicators represent an overlap between the disciplines of geography and science. Therefore students may learn these indicators in either science and/or social studies depending upon local curricular decisions.*

**Benchmark 3: Physical Systems:** The student understands Earth’s physical systems and how physical processes shape Earth’s surface.

Eighth Grade Knowledge and/or Application Indicators	Eighth Grade Instructional Suggestions
<i>This benchmark will be taught at another grade level.</i>	
<b>Teacher Notes:</b>	

**Geography:** The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

**Benchmark 4: Human Systems:** The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

Eighth Grade Knowledge and/or Application Indicators	Eighth Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>▲(A) evaluates demographic data to analyze population characteristics in the United States over time (e.g., birth/death rates, population growth rates, <i>migration</i> patterns: rural, urban).</li> <li>▲(A) analyzes <i>push-pull factors</i> including economic, political, and social factors that contribute to human migration and settlement in United States (e.g., economic: availability of <i>natural resources</i>, job opportunities created by <i>technology</i>; political: Jim Crow laws, free-staters; social factors: religious, ethnic discrimination).</li> <li>(K) compares cultural elements that created the distinctive <i>cultural landscapes</i> during the Civil War (e.g., technology, crops, housing types, agricultural methods, settlement patterns).</li> <li>(K) identifies the geographic factors that influenced United States-world <i>interdependence</i> in the 19<sup>th</sup> century (e.g., <i>location</i> advantage, <i>resource distribution</i>, <i>labor cost</i>, technology, <i>trade</i> networks).</li> </ol>	<ul style="list-style-type: none"> <li>Make <i>population pyramids</i> for different periods in the United States. Compare the proportion of the population in various age groups and discuss implications for <i>government</i> and business. (1) See also: HB312, CGB511</li> <li>Interview <i>immigrants</i> or descendants of immigrants in the <i>community</i> to find out where they or their ancestors came from and why. Prepare a <b>bar or circle graph</b> showing the reasons for immigrating and a map showing each immigrant’s place of origin. (2) See also: HB312, CGB511</li> <li>Create murals depicting the cultural landscapes of the Northern and Southern States during the Civil War. (3)</li> <li>Compare and contrast the major centers of manufacturing in the North and the South during the Civil War. Provide rationale for <i>comparative advantages</i> the South had for producing cotton. (4)</li> </ul>
<p><b>Teacher Notes:</b></p> <p><i>Community</i> - any group living in the same area or having interests, work, etc. in common.</p> <p><i>Comparative advantage</i> - when one individual or nation has an efficiency advantage over another individual or nation with two separate products but has a greater advantage in one product than in the other. The efficient producer has a comparative advantage for the product in which he or it has greater relative efficiency.</p> <p><i>Cost</i> - something that is given up to satisfy your wants.</p> <p><i>Cultural landscape</i> -the surface of the earth as modified by human action, including housing types, settlement patterns, and agricultural use.</p> <p><i>Distribution</i> - the arrangement of items over a specified area.</p> <p><i>Government</i> - institutions and procedures through which a territory and its people are ruled.</p> <p><i>Interdependence</i> - people relying on each other in different places or in the same place for ideas, goods, and services.</p> <p><i>Migration</i> - the movement of people or other organisms from one region to another.</p> <p><i>Immigrant</i> - a person (migrating into) coming to a particular country or area to live.</p> <p><i>Location</i> - the position of a point on the Earth’s surface, expressed by means of a grid (absolute location) or in relation to the position of other places (relative location).</p> <p><i>Natural resource</i> - resources (fields, forests, the sea, and other gifts of nature) used to produce goods and services.</p> <p><i>Population pyramid</i> - a bar graph showing the distribution by gender and age of the population of a country or other political entity.</p> <p><i>Push-pull factors</i> - in migration theory, the social, political, economic, and environmental factors that drive or draw people away from their previous location, often simultaneously.</p>	

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*Resource* - an aspect of the physical environment that people value and use.

*Technology* - science applied to achieve practical purposes.

*Trade* - the exchange of goods or services for other goods and services or money.

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**Benchmark 5: Human-Environment Interactions:** The student understands the effects of interactions between human and physical systems.

Eighth Grade Knowledge and/or Application Indicators	Eighth Grade Instructional Suggestions
The student: 1. (A) examines how human beings removed barriers to settlement by moving needed <i>resources</i> across the United States	<ul style="list-style-type: none"><li>• Research the relationship of railroads to the development of the Great Plains. (1) See also: HB3I2, EB1I1, EB2I1</li></ul>
<b>Teacher Notes:</b> <i>Resource</i> - an aspect of the physical environment that people value and use.	

**History Standard:** The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

**Benchmark 1:** The student uses a working knowledge and understanding of individuals, group, ideas, developments, and turning points in the early years of the United States.

Eighth Grade Knowledge and/or Application Indicators	Eighth Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>1. (K) explains the major compromises made to create the <i>Constitution</i> (e.g., Three-Fifth's Compromise, Great Compromise, Bill of Rights).</li> <li>2. (K) describes how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., Alien and Sedition Act, National Bank, view on foreign policy).</li> <li>3. (A) describes the impact of the War of 1812 (e.g., <i>nationalism</i>, political parties, foreign relations).</li> <li>4. ▲ (A) explains the impact of constitutional interpretation during the <i>era</i> (e.g., Alien and Sedition Act, Louisiana Purchase, Marshall Court - <i>Marbury vs. Madison</i>, <i>McCullough vs. Maryland</i> (1819)).</li> <li>5. ▲ (A) analyzes how territorial expansion of the United States affected relations with external powers and American Indians (e.g., Louisiana Purchase, concept of Manifest Destiny, previous land policies-Northwest Ordinance, Mexican-American War, Gold Rush).</li> <li>6. ▲ (A) explains how the Industrial Revolution and technological developments impacted different parts of American <i>society</i> (e.g., interchangeable parts, cotton gin, railroads, steamboats, canals).</li> <li>7. (K) defines and gives examples of issues during Andrew Jackson's presidency (e.g., expansion of suffrage, appeal to the common man, justification of spoils system, opposition to elitism, opposition to Bank of the U.S., Indian Removal of 1830).</li> <li>8. (K) analyzes the development of nativism as a reaction to waves of Irish and German immigrants.</li> <li>9. (A) explains the impact on American society of religious, social, and philosophical reform <i>movements</i> of the early 19<sup>th</sup> century (e.g., abolition, education, mental health, women's rights, temperance).</li> </ol>	<ul style="list-style-type: none"> <li>• Write a newspaper editorial for constituents from the perspective of their delegate that evaluates whether or not the compromises in the constitution resolved the issues they addressed (for example, Henry Clay). (1)</li> <li>• Write a persuasive paper explaining whether or not the development of political parties was good for the United States. Include both the positive and negative results of the political parties, alternatives to political parties and the party platforms.</li> <li>• Use a graphic organizer showing the impact of the War of 1812 on nationalism, political parties and foreign relations. (3)</li> <li>• Write a script for a debate that explains the impact of constitutional interpretation of the following: Alien and Sedition Act, Louisiana Purchase, Marshall Court: <i>Marbury vs. Madison</i> (1810), <i>McCulloch vs. Maryland</i> (1819). Determine if these decisions strengthened the role of the Court. (4)</li> <li>• Compare and contrast the perspective of an American Indian leader in the early 1800's and a government official regarding territorial expansion including the following events: Louisiana Purchase, Manifest Destiny, Northwest Ordinance, Gold Rush. Include how these events impacted relations between the two groups—the Court's/government's response to American Indian rights and American Indian response to government removal. (5)</li> <li>• Compare and contrast the impact of the Industrial Revolution on different parts of the country (North, South, and Midwest) from various perspectives of workers, families, urban, rural, etc. (6)</li> <li>• Debate the following: "Technological changes have always had a positive impact on society." Use the innovations of the time period as basis of debate. (6)</li> </ul>

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**Teacher Notes:**

*Constitution* - a document containing the system of fundamental laws of a nation, state, or society.

*Era* - a period of history marked by some distinctive characteristic.

*Government* - institutions and procedures through which a territory and its people are ruled.

*Movement* - the interaction of people, goods, ideas, or natural phenomena from different places.

*Nationalism* - intense loyalty and devotion to one's country; desire for national independence.

*Rights* - those individual liberties granted to all persons through the U. S. Constitution.

*Society* - a group of people bound together by the same culture.

**History Standard:** The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

**Benchmark 2:** The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and the causes and effects of the Civil War.

Eighth Grade Knowledge and/or Application Indicators	Eighth Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>(K) explains the issues of <i>nationalism</i> and sectionalism (e.g., expansion of slavery, <i>tariffs</i>, westward expansion, internal improvements, nullification).</li> <li>(A) discusses the impact of constitutional interpretation during the <i>era</i> (e.g., <i>Dred Scott vs. Sanford</i>, <i>Plessy vs. Ferguson</i>, Lincoln’s suspension of Habeas Corpus).</li> <li>▲(K) retraces events that led to sectionalism and secession prior to the Civil War (e.g., Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act-<i>Popular Sovereignty</i>, <i>Uncle Tom’s Cabin</i>).</li> <li>(A) explains the issues that led to the Civil War (e.g., slavery, economics, and state’s <i>rights</i>).</li> <li>▲(K) describes the turning points of the Civil War (e.g., Antietam, Gettysburg, Emancipation Proclamation, and Sherman’s March to the Sea).</li> <li>(A) compares and contrasts various points of views during the Civil War era (e.g., abolitionists vs. slaveholders, Robert E. Lee vs. Ulysses S. Grant, Abraham Lincoln vs. Jefferson Davis, and Harriett Beecher Stowe vs. Mary Chestnut).</li> <li>(A) compares and contrasts different plans for Reconstruction (e.g., plans advocated by President Lincoln, congressional leaders, President Johnson).</li> <li>(K) discusses the impeachment and trial of President Andrew Johnson (e.g., <i>constitutional powers</i> and Edmund G. Ross).</li> <li>▲(A) analyzes the impact of the end of slavery on African Americans (e.g., Black Codes; sharecropping; Jim Crow; Amendments 13, 14, and 15; Frederick Douglass; Ku Klux Klan; Exodusters).</li> </ol>	<ul style="list-style-type: none"> <li>Use a <b>compare and contrast chart</b> to explain the difference in viewpoints of Northerners and Southerners regarding the Compromise of 1850 and/or any other event that led to sectionalism and eventually secession prior to the Civil War. (1, 3)</li> <li>Find evidence to support or negate the following statement: “If the North had not wanted to abolish slavery, then the Civil War would not have occurred.” (1, 3)</li> <li>Create a timeline listing the following events: Antietam, Gettysburg, Emancipation Proclamation, and Sherman’s March to the Sea. Include a description of why each event was a turning point in the Civil War. (5)</li> <li>Use a graphic organizer comparing each reconstruction plan. Include the goals of each, the events and issues that lead to each plan, and the African-American response to each plan. Determine if the goals were met for the plan undertaken. (7)</li> <li>Take on a role as a senator during the impeachment of President Johnson. How would you vote and why? (8)</li> <li>Compare the antebellum South to the New South regarding economics, racial attitudes, and political power. Conclude if each category changed or stayed the same. (9)</li> </ul>
<p><b>Teacher Notes:</b>  <i>Constitutional powers</i> - (See expressed powers)  <i>Era</i> - a period of history marked by some distinctive characteristic.  <i>Nationalism</i> - intense loyalty and devotion to one’s country; desire for national independence.  <i>Rights</i> - those individual liberties granted to all persons through the U. S. Constitution.</p>	

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*Sovereignty* - ultimate, supreme power in a state; in the United States, sovereignty rests with the people.

*Tariff* - a tax imposed on imported goods.

**History Standard:** The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

**Benchmark 3:** The student uses a working knowledge and understanding of individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and turning points in the era of the Industrial era.

Eighth Grade Knowledge and/or Application Indicators	Eighth Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>1. (A) interprets the impact of the romance of the west on American <i>culture</i> (e.g., Frederick Jackson Turner, western literature, Buffalo Bill Cody’s Wild West Show, Frederick Remington, the cowboy).</li> <li>2. ▲(K) explains the impact of the railroad on the settlement and development of the West (e.g., transcontinental railroad, cattle towns, Fred Harvey, town speculation, railroad land, <i>immigrant</i> agents).</li> <li>3. (K) describes federal American Indian policy after the Civil War (e.g., Dawes Act, boarding schools, forced assimilation).</li> <li>4. (K) explains American Indians’ reactions to encroachment on their lands and the <i>government</i> response (e.g., Chief Joseph, Helen Hunt Jackson, Crazy Horse, Sitting Bull, Geronimo, Sand Creek, Washita, Little Big Horn, and Wounded Knee).</li> <li>5. (K) explains how the rise of big business, heavy industry, and mechanized farming transformed American <i>society</i>.</li> <li>6. (A) interprets data from primary sources to describe the experiences of immigrants and native-born Americans of the late 19<sup>th</sup> century.</li> <li>7. (A) compares and contrasts the experiences of immigrants in urban versus rural settings.</li> </ol>	<ul style="list-style-type: none"> <li>• Use <i>primary source</i> information to contrast the realities of the west to popular stereotypes about the west. (1)</li> <li>• Write a newspaper editorial explaining the <i>benefits</i> of the railroad in helping to settle and develop the west. Use specific evidence from history to support the argument for the railroad. Respond to negative views regarding the growth of the railroad by maintaining support for your position. (2)</li> <li>• Use primary or secondary resources from the <i>era</i> to defend a position on what mistakes both sides made in dealing with each other: Federal <i>Government</i> and American Indians. (3, 4)</li> <li>• Use photographs of immigrants to support or disprove the statement: “Americans welcomed immigrants with open arms when they arrived”. (6)</li> </ul>
<p><b>Teacher Notes:</b></p> <p><i>Benefit</i> - something that satisfies one’s wants.</p> <p><i>Culture</i> - learned behavior of people which includes belief systems, languages, social relationships, institutions, organizations, and material goods (food, clothing, buildings, tools).</p> <p><i>Era</i> - a period of history marked by some distinctive characteristic.</p> <p><i>Government</i> - institutions and procedures through which a territory and its people are ruled.</p> <p><i>Immigrant</i> - a person (migrating into) coming to a particular country or area to live.</p> <p><i>Primary source</i> - a first-hand account of an event, person, or place (official document, diary, letter, historical photograph, oral testimony).</p> <p><i>Society</i> - a group of people bound together by the same culture.</p>	

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**History Standard:** The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

**Benchmark 4:** The student engages in historical thinking skills.

Eighth Grade Knowledge and/or Application Indicators	Eighth Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>1. (A) examines a topic in United States history to analyze changes over time and makes logical inferences concerning cause and effect.</li> <li>2. (A) examines a variety of different types of <i>primary sources</i> in United States history and analyzes them in terms of credibility, purpose, and point of view (e.g., census records, diaries, photographs, letters, <i>government</i> documents).</li> <li>3. (A) uses at least three primary sources to interpret a person or event from United States history to develop a historical narrative.</li> <li>4. ▲(A) compares contrasting descriptions of the same event in United States history to understand how people differ in their interpretations of historical events.</li> </ol>	<ul style="list-style-type: none"> <li>• Develop a timeline showing innovations in <i>technology</i> related to transportation, communication, or industry in the late 1800's. Include above the timeline details about the innovations and below the timeline write a brief statement regarding the impact of the innovation on American <i>society</i>. (1)</li> <li>• Use photographs or letters from the Civil War <i>era</i> to determine the point of view of various groups toward the war. (2, 3)</li> <li>• Use primary source documents to develop a historical narrative of one of the Native American leaders that examines their viewpoint regarding expansion. (1, 2, 3, 4) Resource: <a href="http://www.archives.gov/central-plains/kansas-city/index.html">http://www.archives.gov/central-plains/kansas-city/index.html</a>.</li> </ul>
<p><b>Teacher Notes:</b>  <i>Era</i> - a period of history marked by some distinctive characteristic.  <i>Government</i> - institutions and procedures through which a territory and its people are ruled.  <i>Primary source</i> - a first-hand account of an event, person, or place (official document, diary, letter, historical photograph, oral testimony).  <i>Society</i> - a group of people bound together by the same culture.  <i>Technology</i> - science applied to achieve practical purposes.</p>	