

SOCIAL STUDIES STANDARDS

Grade – Eighth

Standard

Benchmark

Indicators

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**History**

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

By the end of the 6-8 program,  
Students will . . .

- A. Interpret relationships between events shown on multiple-tier time lines.
- B. Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations.
- C. Describe the characteristics of feudal societies and the transition to the Renaissance and Reformation in Europe.
- D. Describe the effects of interactions among civilizations during the 14<sup>th</sup> through the 18<sup>th</sup> centuries.
- E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives.
- F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution.
- G. Analyze the causes and consequences of the American Civil War.

- 1. Select events and construct a multiple-tier time line to show relationships among events.
- 2. Describe the political, religious and economic aspects of North American colonization including:
  - a. Reasons for colonization, including religion, desire for land and economic opportunity;
  - b. Key differences among the Spanish, French and British colonies;
  - c. Interactions between American Indians and European settlers, including the agricultural and cultural exchanges, alliances and conflicts;
  - d. Indentured servitude and the introduction and institutionalization of slavery;
  - e. Early representative governments and democratic practices that emerged, including town meetings and colonial assemblies;
  - f. Conflicts among colonial powers for control of North America.
- 3. Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British concerning:

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By the end of the 6-8 program,  
Students will . . .

- a. The Proclamation of 1763, the Stamp Act, the Townshend Acts, the Tea Act and the Intolerable Acts;
  - b. The Boston Tea Party, the boycotts, the Sons of Liberty and petitions and appeals to Parliament.
4. Explain the results of important developments of the American Revolution including;
- a. A declaration of American independence;
  - b. Character and significance of the military struggle in the North in the early years of the war and the shift of the battle to the South after 1779;
  - c. Creation of state constitutions;
  - d. Impacts on women, African Americans and American Indians.
5. Explain major domestic problems faced by the leaders of the new republic under the Articles of Confederation including:
- a. Maintaining national security;
  - b. Creating a stable economic system;
  - c. Dealing with war debts;
  - d. Collecting revenue;
  - e. Defining the authority of the central government.

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By the end of the 6-8 program,  
Students will . . .

6. Explain the challenges in writing and ratifying the U.S. Constitution including:
  - a. Issues debated during the convention resulting in compromises (i.e., the Great Compromise, the Three-Fifths Compromise and the compromise over the slave trade);
  - b. The Federalist/Anti-Federalist debate
  - c. The debate over a Bill of Rights.
7. Describe the actions taken to build one country from 13 states including:
  - a. The precedents established by George Washington, including the cabinet and a two-term presidency;
  - b. Alexander Hamilton's actions to create a financially strong country, including the creation of a national bank;
  - c. The establishment of an independent federal court system.
8. Describe and analyze the territorial expansion of the United States including:
  - a. Northwest Ordinance;
  - b. The Louisiana Purchase and the Lewis and Clark expedition;
  - c. Westward movement including Manifest Destiny;
  - d. The Texas War for Independence

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and the Mexican-American War.

By the end of the 6-8 program,  
Students will . . .

9. Explain causes of the Civil War with emphasis on:
  - a. Slavery;
  - b. States' rights;
  - c. The different economies of the North and South
  - d. The extension of slavery into the territories, including the Dred Scott Decision and the Kansas-Nebraska Act;
  - e. The abolitionist movement and the roles of Frederick Douglass and John Brown;
  - f. The addition of new states to the Union and their impact on the balance of power in the Senate, including the Missouri Compromise and the Compromise of 1850;
  - g. The emergence of Abraham Lincoln as a national figure in the Lincoln-Douglas debates, the presidential election of 1860, and the South's secession.
10. Explain the course and consequences of the Civil War with emphasis on
  - a. Contributions of key individuals, including Abraham Lincoln, Robert E. Lee and Ulysses S. Grant;
  - b. The Emancipation Proclamation;
  - c. The Battle of Gettysburg.

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By the end of the 6-8 program,  
Students will . . .

11. Analyze the consequences of Reconstruction with emphasis on:
  - a. President Lincoln's assassination and the ensuing struggle for control of Reconstruction, including the impeachment of President Andrew Johnson;
  - b. Attempts to protect the rights of and enhance opportunities for the freedmen, including the basic provisions of the 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> Amendments to the U.S. Constitution  
The Ku Klux Klan and the enactment of black codes.

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**People in Societies**

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings

By the end of the 6-8 program,  
Students will . . .

- A. Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures.
- B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.
- C. Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.

1. Trace the development of religious diversity in the colonies, and analyze how the concept of religious freedom has evolved in the United States.
2. Describe and explain the social, economic and political effects of:
  - a. Stereotyping and prejudice;
  - b. Racism and discrimination;
  - c. Institutionalized racism and institutionalized discrimination.
3. Analyze how contact between white settlers and American Indians resulted in treaties, land acquisition and Indian removal.
4. Analyze the economic, geographic, religious and political factors that contributed to:
  - a. The enslavement of Africans in North America;
  - b. Resistance to slavery.
5. Describe the historical limitations on participation of women in U.S. society and their efforts to gain equal rights.
6. Explain how the diverse peoples of the United States developed a common national identity.

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**Geography**

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

By the end of the 6-8 program,  
Students will . . .

- A. Identify on a map the location of major physical and human features of each continent.
- B. Define and identify regions using human and physical characteristics.
- C. Explain how the environment influences the way people live in different places and the consequences of modifying the environment.
- D. Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns.

- 1. Compare places and regions in the United States as they existed prior to 1877 with the same places and regions today to analyze changes in land use and population, political, social and economic characteristics.
- 2. Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the United States during the 18<sup>th</sup> and 19<sup>th</sup> centuries.
- 3. Explain how colonization, westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States.

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**Economics**

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

By the end of the 6-8 program,  
Students will . . .

- A. Explain how the endowment and development of productive resources affect economic decisions and global interactions.
- B. Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.
- C. Identify connections between government policies and the economy.

- 1. Explain how the uneven distribution of productive resources influenced historic events such as the Civil War.
- 2. Discuss how mercantilism and the establishment of colonies led to increased global trading during the 17<sup>th</sup> and 18<sup>th</sup> centuries.
- 3. Explain the purpose and effects of trade barriers such as tariffs enacted before the Civil War.
- 4. Explain how lack of power to regulate the economy contributed to the demise of the Articles of Confederation and the creation of U.S. Constitution.
- 5. Explain how governmental protection of property rights and regulation of economic activity impacted the development of the U.S. economy.

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**Government**

Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels in order to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

By the end of the 6-8 program,  
Students will . . .

- A. Explain why people institute governments, how they influence governments, and how governments interact with each other.
- B. Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy.
- C. Compare the defining characteristics of democracies, monarchies and dictatorships.

- 1. Analyze the principles of self government and natural rights expressed in the Declaration of Independence and their relationship to Enlightenment ideas.
- 2. Explain how political parties developed as a result of attempts to resolve issues in the early years of the United States including:
  - a. Payment of debt;
  - b. Establishment of a national bank;
  - c. Strict or loose interpretation of the Constitution;
  - d. Support for England or France.
- 3. Explain how events and issues demonstrated the need for a stronger form of governance in the early years of the United States:
  - a. Shays's Rebellion
  - b. Economic instability;
  - c. Government under the Articles of Confederation.
- 4. Explain the political concepts expressed in the U.S. Constitution:
  - a. Representative democracy;
  - b. Federalism;
  - c. Bicameralism;
  - d. Separation of powers;
  - e. Checks and balances.

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By the end of the 6-8 program,  
Students will . . .

5. Explain how the U.S. Constitution protects the rights of citizens, regulates the use of territory, manages conflict and establishes order and security.
6. Explain how specific provisions of the U.S. Constitution, including the Bill of Rights, limit the powers of government in order to protect the rights of individuals with emphasis on:
  - a. Freedom of religion, speech, press, assembly and petition;
  - b. Right to trial by jury and the right to counsel;
  - c. Due process and equal protection of the laws.
7. Explain how the Northwest Ordinance established principles and procedures for the orderly expansion of the United States.
8. Describe the process by which a bill becomes a law.

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**Citizenship Rights and Responsibilities**

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

By the end of the 6-8 program, Students will . . .

- A. Show the relationship between civic participation and attainment of civic and public goals.
- B. Identify historical origins that influenced the rights U.S. citizens have today.

1. Show the relationship between participating in civic and political life and the attainment of individual and public goals including:
  - a. The Sons of Liberty and Committees of Correspondence/American independence;
  - b. The Underground Railroad and the abolitionist movement/Abolition of slavery.
2. Explain how the opportunities for civic participation expanded during the first half of the 19<sup>th</sup> century including:
  - a. Nominating conventions;
  - b. Expansion of the franchise;
  - c. Active campaigning.
3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including:
  - a. Jefferson and the contradiction between the ideals of the Declaration of Independence and his role as a slave owner;
  - b. State constitutional conventions and the disenfranchisement of free blacks;
  - c. Jackson and his role in Indian removal;
  - d. Frederick Douglass and the abolitionist movement;

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By the end of the 6-8 program,  
Students will . . .

- e. Elizabeth Cady Stanton and women's rights.
- 4. Show connections between the rights and responsibilities of citizenship including:
  - a. Voting and staying informed on issues;
  - b. Being tried by a jury and serving on juries;
  - c. Having rights and respecting the rights of others.

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**Social Studies Skills and Methods**

Students collect, organize, evaluate and synthesize information from multiple sources in order to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

By the end of the 6-8 program,  
Students will . . .

- A. Analyze different perspectives on a topic obtained from a variety of sources.
- B. Organize historical information in text or graphic format and analyze the information in order to draw conclusions.
- C. Present a position and support it with evidence and citation of sources.
- D. Work effectively in a group.

- 1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.
- 2. Construct a historical narrative using primary and secondary sources.
- 3. Write a position paper or give an oral presentation that includes citation of sources.
- 4. Organize and lead a discussion.
- 5. Identify ways to manage conflict within a group.