SOCIAL STUDIES
U.S. STUDIES FROM 1492 TO 1877: EXPLORATION THROUGH RECONSTRUCTION
GRADE 8

Clear Learning Targets
2019-2020

Curriculum Resources

Aligned with Ohio’s Learning Standards for Social Studies (2018)

Office of Teaching and Learning – Curriculum Division

COLUMBUS CITY SCHOOLS
### Ohio’s Learning Standards (2018) - Clear Learning Targets

#### Social Studies, Grade 8

| HI.1 | Analyze primary and secondary sources to describe the different perspectives on an issue relating to a historical event in U.S. history and to present and defend a position. | Essential Understanding
- Analyzing sources for multiple perspectives and defending a position |
| Academic Vocabulary/Language
Tier 2
- Analyze
- Describe
- Present
- Defend
- Perspectives |
| Tier 3
- Primary Source
- Secondary Source |
| **Broad Learning Target:** |
- The student can analyze primary and secondary sources to describe the different perspectives on an issue relating to a historical event in U.S. history and to present and defend a position. |

**Underpinning Knowledge Learning Targets:**
- The student can define a primary source.
- The student can define a secondary source.
- The student can define perspectives.

**Underpinning Skills Learning Targets:**
- The student can identify perspectives in primary and secondary sources.
- The student can present a position on a historical event.
- The student can defend a position on a historical event.

**Underpinning Reasoning Learning Targets:**
- The student can compare multiple perspectives in primary and secondary sources.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Throughout the study of history, historical documents, artifacts and other materials can be examined in terms of the perspective or point of view they represent.

- Primary and secondary sources can be studied to understand how the same event might be portrayed from different perspectives. Primary sources provide first-hand information about historical events. Secondary sources provide interpretations of events by people who were not present at the events they discuss.

- In using documents, historians determine the applicability of information and separate factual information from opinion and fiction. Historians also use evidence provided by the primary and secondary sources to construct arguments that support a stated position.

- Students create a National History Day project by researching multiple perspectives and then develop and defend a thesis based on their research. Information on Ohio History Day can be found at [http://www.ohiohistory.org/historyday](http://www.ohiohistory.org/historyday).

- Have students analyze primary and secondary sources to develop and write a historical narrative from multiple perspectives. Students will present and defend their historical narratives.

- Students use primary and secondary sources to investigate an event in American history. For example, students could investigate the Boston Massacre by examining the perspectives of the British soldiers and the colonists. Have them recreate the trial where students assume the roles of judge, attorneys, witnesses and jury members. The class will compare the outcome of their trial with the outcome of the original trial.

- Reading Like a Historian - [http://shcg.stanford.edu/rlh](http://shcg.stanford.edu/rlh) - Each lesson revolves around a central historical question and features sets of primary documents modified for groups of students with diverse reading skills and abilities.

- Primary Sources at Yale - [http://www.yale.edu/collections_collaborative/primarysources/](http://www.yale.edu/collections_collaborative/primarysources/) - The university’s website has a primary source database with digital copies of hundreds of historical primary sources.

- The National Archives - [http://www.archives.gov/education/](http://www.archives.gov/education/) - This website is a source of free primary source documents.

- Boston Massacre - [http://www.archives.gov/historical-docs/todays-doc/index.html?dod-date=305](http://www.archives.gov/historical-docs/todays-doc/index.html?dod-date=305) - This website provides a picture of an engraving by Paul Revere that depicts the Boston Massacre. It is titled: The bloody massacre perpetrated in King Street, Boston, on Mar. 5, 1770.
Sample Question Stems and Performance Tasks

- Which source below would be a primary source on the settlement of Jamestown?

- Which source below would be considered a secondary source?

- Read the two primary source excerpts below. Which source supports American independence from Great Britain?

- How does the author of Source A defend her position on slavery?

- Create a Venn diagram comparing the two perspectives in the sources below.

- Which of the statements below includes evidence to support the writer’s position?

- After reading your textbook chapter on ________________, compare the textbook narrative with three primary sources that express different perspectives on the same topic. Which sources seem to agree with the textbook narrative? Which sources disagree with the textbook narrative?

- Choose a topic from U.S. History to 1877 to research multiple perspectives through primary and secondary sources. Write an essay and create a multimedia presentation in which you take a position on the topic and defend your position with evidence and reasoning.

7.HI.1 (Prior Grade Standard)
Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today’s norms and values.

9.HI.2 (Future Grade Standard)
The use of primary and secondary sources of information includes an examination of the credibility of each source.
### HI.2

**Ohio’s Learning Standards (2018) - Clear Learning Targets**

**Social Studies, Grade 8**

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Academic Vocabulary/Language Tier 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Causes of European exploration and colonization</td>
<td>Explain</td>
</tr>
</tbody>
</table>

**Extended Understanding**

- Effects of European exploration and colonization

**Academic Vocabulary/Language Tier 3**

- Economic
- Religious
- Exploration
- Colonization

**Ultimate Learning Target**

Type: Knowledge

**Broad Learning Target:**
- The student can explain the economic and religious reasons for the exploration and colonization of North America by Europeans.

**Underpinning Skills Learning Targets:**
- The student can identify reasons for European exploration from primary sources.

**Underpinning Knowledge Learning Targets:**
- The student can define economic.
- The student can define religious.
- The student can identify the original inhabitants of North America.
- The student can explain economic reasons for the European exploration of North America.
- The student can give examples of goods found in North America that had a market in Europe.
- The student can explain religious reasons for European exploration of North America.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Many different American Indian cultures inhabited North America prior to the arrival of Europeans. In grade five, students learned about the unique characteristics of the American Indian cultures.

- Economic reasons behind the European exploration of North America include the pursuit for new trade routes to Asia, the quest for new opportunities and the search for resources (e.g., gold, silver). The Europeans found goods that had a market in Europe (e.g., food, timber, fur, tobacco).

- Religious reasons for Europeans coming to North America include escaping religious persecution, creating a religious utopia and converting American Indians to Christianity.

- Have students use a graphic organizer to compare the economic and religious reasons for exploration and colonization among the European countries.

- Have students assume the role of someone from one of these colonial powers: Great Britain, France, Spain or the Netherlands. Have them explain and justify their reasons for exploring and settling in North America. Students could present their justifications through a role play in front of the class and the class could determine if the reasons were economic or religious. Students also could write their justifications as an editorial for a newspaper. Then, with the editorials placed around the room, students read them and place stickers on each editorial classifying the justifications as religious or economic.

- Motivations for English Colonization - [http://www.digitalhistory.uh.edu/historyonline/us2.cfm](http://www.digitalhistory.uh.edu/historyonline/us2.cfm) - This website contains a set of primary documents, including statistics, which students can analyze to make conclusions.

Sample Question Stems and Performance Tasks

- Which statement shows an economic reason for European exploration of North America?

- Explain three religious reasons for European exploration of North America.

- Decide which of the boxes below show economic reasons for European exploration and which boxes show religious reasons. Move the boxes to the correct column on the chart.

- Read the primary source excerpt below. Which reasons for European exploration are given in this source?

6.HI.10 (Prior Grade Standard)

10. European economic and cultural influence dramatically increased through explorations, conquests and colonization.

(Future Grade Standard)

N/A

Columbus City Schools 2019-2020
### Ultimate Learning Target

**Type: Reasoning**

**HI.3** Explain how competition for control of territory and resources in North America led to conflicts among colonizing powers.

### Essential Understanding

- Competition as a reason for conflict among colonizing powers

### Extended Understanding

- Effects of European exploration and colonization

### Academic Vocabulary/Language

**Tier 2**
- Explain
- Competition
- Rivalries
- Exploitation

**Tier 3**
- Territory
- Resources
- Colonizing

### Broad Learning Target:

- The student can explain how competition for control of territory and resources in North America led to conflicts among colonizing powers.

### Underpinning Knowledge Learning Targets:

- The student can define colonization.
- The student can name the European countries involved in colonizing North America.
- The student can give examples of conflicts among colonizing powers.

### Underpinning Reasoning Learning Targets:

- The student can explain how national rivalries in Europe led to land claims in North America.
- The student can explain how national rivalries in Europe led to exploitation of resources in North America.
- The student can analyze the impact of European conflicts on American Indians.
Rivalries spurred the powerful European countries to make land claims and to exploit the resources of the Western Hemisphere.

- European powers competed with each other to control settlement and colonization of North America. One consequence was a series of wars involving colonial powers, colonists and American Indians culminating in the French and Indian War.

- Role-play an international meeting of the colonizing powers and American Indians to negotiate control of territory and resources in North America. Students should explain how competition led to conflict.

Sample Question Stems and Performance Tasks

- What is colonization?

- How did national rivalries lead European countries to make land claims in the Western Hemisphere?

- Check the boxes below to identify which European countries settled and colonized land in North America.

- What was one consequence of conflicts between European nations over control of North America?

- Give two examples of wars that came about as European nations struggled with each to control settlement and colonization of North America.

- How did European conflicts for control of North America impact American Indians?

<table>
<thead>
<tr>
<th>Standards</th>
<th>(Prior Grade Standard)</th>
<th>(Future Grade Standard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.HI.10</td>
<td>European economic and cultural influence dramatically increased through explorations, conquests and colonization.</td>
<td>N/A</td>
</tr>
</tbody>
</table>
# Ohio’s Learning Standards (2018) - Clear Learning Targets

## Social Studies, Grade 8

**HL.4**

<table>
<thead>
<tr>
<th>Explain how the practice of race-based slavery led to the forced migration of Africans to the American colonies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the contributions of enslaved and free Africans to cultural and economic development in different regions of the American colonies.</td>
</tr>
</tbody>
</table>

**Essential Understanding**
- Contributions of enslaved and free Africans to American colonies

**Extended Understanding**
- Long term impact of slavery in the United States

**Academic Vocabulary/Language**

**Tier 2**
- Explain
- Describe
- Contributions

**Tier 3**
- Forced Migration
- Cultural Development
- Economic Development

**Broad Learning Target:**
- The student can explain how the practice of race-based slavery led to the forced migration of Africans to the American colonies.
- The student can describe the contributions of enslaved and free Africans to cultural and economic development in different regions of the American colonies.

**Underpinning Knowledge Learning Targets:**
- The student can describe the practice of race-based slavery in the American colonies.
- The student can explain the perspectives of Europeans that led to race-based slavery.
- The student can discuss the economic motivations for slavery in the American colonies.
- The student can define forced migration.
- The student can describe ways in which enslaved and free Africans contributed to manufacturing and trade in the northern colonies.
- The student can describe ways in which enslaved and free Africans contributed to the agricultural system in southern colonies.
- The student can cite cultural contributions of enslaved and free Africans in the American colonies.
The general perspective of many Europeans was that black Africans were inferior and uncivilized. This belief led to the forced relocation many Africans to the American colonies. Although Africans aided Europeans in enslaving and in trading slaves, the practice was race-based and economically motivated. Europeans and many of American colonists enslaved Africans to provide a source of cheap labor.

Africans, enslaved and free, were significant contributors to the economic development of the colonies. Slavery was legal in all the American colonies. Slaves were used in maritime trade, manufacturing, agriculture, artisans and as domestics.

Slavery was also the foundation of the agricultural system in most of the Southern colonies and was critical in sustaining the cultivation of cash crops.

Slaves from Africa contributed their knowledge of planting crops to the colonies. Other cultural contributions of enslaved Americans include folklore, dance, craftsmanship, and music.

Sample Question Stems and Performance Tasks

What perspective of Europeans contributed to the practice of slavery in the United States?

What was one motivation for the European slave trade of Africans?

How did slavery contribute to economic development in northern colonies?

How did slavery contribute to economic development in southern colonies?

Explain two cultural contributions of enslaved and free Africans to the American colonies.

7.HI.9 (Prior Grade Standard)
The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies.

(Future Grade Standard)
N/A
## Ohio’s Learning Standards (2018) - Clear Learning Targets
### Social Studies, Grade 8

<table>
<thead>
<tr>
<th>HI.5</th>
<th>Connect the ideas of the Enlightenment and dissatisfaction with colonial rule to the writing of the Declaration of Independence which led to the American Revolution.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Essential Understanding</strong>&lt;br&gt;− Causes of the American Revolution&lt;br&gt;&lt;br&gt;<strong>Extended Understanding</strong>&lt;br&gt;− Evaluate the colonists’ justification for independence</td>
</tr>
<tr>
<td></td>
<td><strong>Academic Vocabulary/Language</strong>&lt;br&gt;Tier 2&lt;br&gt;− Dissatisfaction&lt;br&gt;&lt;br&gt;Tier 3&lt;br&gt;− Enlightenment&lt;br&gt;− Colonial Rule&lt;br&gt;− Declaration of Independence&lt;br&gt;− American Revolution</td>
</tr>
</tbody>
</table>

**Ultimate Learning Target**<br>Type: Reasoning

**Broad Learning Target:**<br>− The student can connect the ideas of the Enlightenment and dissatisfaction with colonial rule to the writing of the Declaration of Independence which led to the American Revolution.

**Underpinning Knowledge Learning Targets:**<br>− The student can explain key ideas of the Enlightenment.<br>− The student can describe the series of actions instituted by the British government following the French and Indian War.

**Underpinning Skills Learning Targets:**<br>− The student can compare the ideas of the Enlightenment with the Declaration of Independence using primary sources.

**Underpinning Reasoning Learning Targets:**<br>− The student can analyze how the actions of the British government led to dissatisfaction with colonial rule.<br>− The student can analyze how the ideas of the Enlightenment are reflected in the Declaration of Independence.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

− A chain of political, economic, and social changes that occurred during the Enlightenment helped to spur the American Revolution.

− The ideas of the Enlightenment thinkers fueled the discontent felt by the American colonists with a series of actions instituted by the British government following the French and Indian War. The Enlightenment ideas include:
  ● rights of the citizen;
  ● natural law;
  ● reason; and
  ● idea of popular government.

− Actions instituted by the British government that angered the American colonists include:
  ● Proclamation of 1763;
  ● Sugar Act;
  ● Stamp Act;
  ● Townshend Acts;
  ● Tea Act;
  ● Coercive or Intolerable Acts; and
  ● Quartering Act.

Enlightenment ideas also influenced the writers of the Declaration of Independence, with an emphasis on:
  ● natural rights;
  ● limitations on the power of the government;
  ● social contract; and
  ● consent of the governed.

− Have students illustrate (e.g., graphic organizer, poster, pamphlet, newspaper article, web page) the colonial discontent influenced by Enlightenment ideas that led to the Declaration of Independence and American Revolution.

− Introduce the Enlightenment ideas on natural rights, limitations on the power of the government, social contract and consent of the governed. Form groups and have each examine the section of the Declaration of Independence that begins with “We hold these truths…” and ends with “…for their future security.” Have them identify the Enlightenment ideas reflected in this section and translate these into their own words with illustrations.

Sample Question Stems and Performance Tasks

− Which statement describes the Enlightenment belief in natural law?

− Describe four ideas of the Enlightenment that helped lead to the Declaration of Independence and American Revolution.

− Why were the American colonists unhappy with the Proclamation of 1763?

− A series of new laws passed by the British government following the French and Indian War contributed to dissatisfaction with colonial rule. The boxes on the left show the new laws. Match each box with the correct description on the right.

− Create a timeline of events from 1763-1776. Explain how each event led to dissatisfaction with British colonial rule.

− Explain two ways in which the Declaration of Independence reflects the ideas of the Enlightenment.

− Read the following excerpt from the Declaration of Independence. Which Enlightenment idea is expressed in this excerpt?

− Imagine you are colonist living in Boston in 1776. Write a letter or speech explaining why you are upset with the British over the American colonial rule. What specific actions has the British government taken? How will you respond to these actions?

− Write an essay explaining whether or not you believe the American colonists were justified in declaring independence from Britain. Be sure to discuss both sides of the argument, but take one position or the other. Support your claim with evidence and sound reasoning.

4.HI.4 (Prior Grade Standard)
The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation.

9.HI.8 (Future Grade Standard)
Enlightenment ideas on the relationship of the individual and the government influenced the American Revolution, French Revolution and Latin American wars for independence.
<table>
<thead>
<tr>
<th>HI.6</th>
<th>Describe how key battles and individual contributions helped lead to the American victory in the American Revolution.</th>
<th>Essential Understanding</th>
<th>Academic Vocabulary/Language Tier 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>− Impact of key events and significant figures on the American Revolution</td>
<td>− Significant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>− Long-term impact of the American Revolution</td>
<td>− Influenced</td>
</tr>
</tbody>
</table>

**Ultimate Learning Target Type: Reasoning**

**Broad Learning Target:**
− The student can describe how key battles and individual contributions helped lead to the American victory in the American Revolution.

**Underpinning Knowledge Learning Targets:**
− The student can identify key events in the American Revolution.
− The student can identify significant figures in the American Revolution.

**Underpinning Reasoning Learning Targets:**
− The student can explain how key events influenced the course of the American Revolution.
− The student can explain how key events influenced the outcome of the American Revolution.
− The student can explain how significant figures influenced the course of the American Revolution.
− The student can explain how significant figures influenced the outcome of the American Revolution.
The American Revolutionary War was a conflict between the American colonies and Great Britain. The course and outcome of the American Revolution were influenced by strategic events and leaders from both sides.

Key events and battles during this war included:
- Battle of Bunker Hill;
- Battle of Trenton;
- Valley Forge;
- Battle of Saratoga; and
- Battle of Yorktown.

The course of the war was shaped through the efforts of soldiers, American Indians, free and enslaved Africans, women, and foreign alliances.

Sample Question Stems and Performance Tasks
- Research a key figure in the American Revolution. Write an essay or create a multimedia presentation that explains how this individual influenced the course and outcome of the American Revolution.
- How did George Washington’s leadership influence the course and outcome of the American Revolution?
- How did ___ event influence the course of the American Revolution?
- Create a timeline (paper or digital) that shows how key events influenced the outcome of the American Revolution.

4.HI.4 (Prior Grade Standard)
The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation.

9.HI.6 (Future Grade Standard)
Enlightenment ideas on the relationship of the individual and the government influenced the American Revolution and French Revolution.
### Ohio’s Learning Standards (2018) - Clear Learning Targets
Social Studies, Grade 8

<table>
<thead>
<tr>
<th>HI.7</th>
<th>Analyze the new relationships for the American people that resulted from the American Revolution.</th>
</tr>
</thead>
</table>

**Essential Understanding**
- Political, social, and economic effects of the American Revolution

**Extended Understanding**
- Evaluating the successes and failures of the Articles of Confederation

**Academic Vocabulary/Language**
- Tier 2: Analyze
- Tier 3: Political, Social, Economic, Articles of Confederation, Precedent, Northwest Ordinance

**Ultimate Learning Target**
Type: Reasoning

**Broad Learning Target:**
- The student can analyze the new relationships for the American people that resulted from the American Revolution.

**Underpinning Knowledge Learning Targets:**
- The student can describe the organization of the United States under the Articles of Confederation.
- The student can explain how state new governments replaced British colonial rule.
- The student can list the questions that state governments had to address in their new governing documents.
- The student can explain the precedents established by the Northwest Ordinance.

**Underpinning Skills Learning Targets:**
- The student can compare provisions of the Northwest Ordinance and U.S. Constitution using primary sources.

**Underpinning Reasoning Learning Targets:**
- The student can explain how the relationship between people and government changed following the American Revolution.
- The student can explain how the transition from mercantilism to thirteen separate colonies impacted the economy following the American Revolution.
- The student can evaluate the impact of the Northwest Ordinance.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- The American Revolution achieved national independence for the United States of America, a new country organized under the Articles of Confederation.

- The newly independent thirteen colonies now faced the challenge of organizing a new government. The former colonies moved from support of a mother country under a mercantilist system to separate economies facing various economic issues.

- Thirteen colonies, owing allegiance to Great Britain, transitioned into sovereign states loosely united as a confederation. States had to create new governing documents and address issues facing the new nation.

- One of the successes of the Articles of Confederation was the passage of the Northwest Ordinance in 1787. This ordinance established a precedent for protecting rights and set the stage for national growth and expansion.

- Some ideas of the Northwest Ordinance were later found in the U.S. Constitution. Have students examine the following features of the Northwest Ordinance and find how they are reflected in the U.S. Constitution: the process by which a territory could move to statehood (NW Ordinance Sections 3, 9, 12, Article 5; U.S. Constitution, Article IV); the guaranteed civil liberties and rights (NW Ordinance Articles 1, 2; U.S. Constitution, Article I, Section 9, Bill of Rights and other amendments); the issue of slavery (NW Ordinance Article 6; U.S. Constitution, Article I, Section 9, 13th Amendment). Ask the students to show the similarities and differences for each of these in both documents.

- Parts of the Northwest Ordinance influenced the U.S. Constitution and Bill of Rights. Have students compare the rights protected in the Northwest Ordinance with those in the U.S. Constitution and Bill of Rights. Instruct them to cite how the protected rights in the Northwest Ordinance are reflected in the U.S. Constitution and Bill of Rights and have them graphically illustrate the changes for one of the protected rights.

- Have students organize a Veterans’ Day recognition program and invite area veterans to a celebration of their role in preserving the independence of the United States from the American Revolution to today.

Sample Question Stems and Performance Tasks

- Which statement describes the organization of government under the Articles of Confederation?
- What issues did states have to address as they created new governing documents following the American Revolution?
- Imagine that you are a member of the state legislature following the American Revolution. Your state must decide important issues such as what rights people will have, would there be established churches, and what would be done with the institution of slavery. Decide what state you represent and how you would answer these important questions. How would your answer be different if you were from another state?
- Which statement explains the economic changes in the United States following the American Revolution?
- Why was the Northwest Ordinance considered a success of the Articles of Confederation era?
- What precedents were established by the Northwest Ordinance?
- Reading the two excerpts below from the Northwest Ordinance and the U.S. Constitution. Create a Venn diagram showing the similarities and differences between the documents.

4.HI.5 (Prior Grade Standard)
The Northwest Ordinance established a process for the creation of new states and specified democratic ideals to be incorporated in the states of the Northwest Territory.

10.HI.6 (Future Grade Standard)
The Northwest Ordinance addressed a need for government in the Northwest Territory and established precedents for the future governing of the United States.
### Ohio’s Learning Standards (2018) - Clear Learning Targets

#### Social Studies, Grade 8

**HI.8**

Analyze how the problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.

<table>
<thead>
<tr>
<th>Essential Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>− How the problems of the Articles led to the U.S. Constitution.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extended Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>− Evaluating the governing of the U.S. under the Articles and U.S. Constitution</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Vocabulary/Language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tier 2</strong></td>
</tr>
<tr>
<td>− Explain</td>
</tr>
<tr>
<td><strong>Tier 3</strong></td>
</tr>
<tr>
<td>− U.S. Constitution</td>
</tr>
<tr>
<td>− Domestic Problems</td>
</tr>
<tr>
<td>− Constitutional Convention</td>
</tr>
<tr>
<td>− Ratification</td>
</tr>
<tr>
<td>− Federalists</td>
</tr>
<tr>
<td>− Anti-Federalists</td>
</tr>
</tbody>
</table>

**Ultimate Learning Target**

**Type: Reasoning**

**Broad Learning Target:**

− The student can explain how the problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.

**Underpinning Knowledge Learning Targets:**

− The student can give examples of domestic problems faced by the United States under the Articles of Confederation.
− The student can explain issues that were debated during the Constitutional convention.
− The student can describe the views of the Federalists on the ratification of the Constitution.
− The student can describe the views of the Anti-Federalists on the ratification of the Constitution.

**Underpinning Skills Learning Targets:**

− The student can compare the perspectives of Federalists and Anti-Federalists in primary sources.

**Underpinning Reasoning Learning Targets:**

− The student can analyze the ways in which the U.S. Constitution addressed weaknesses of the Articles of Confederation.
− The student can explain how the U.S. Constitution strengthened the power of the federal government.
Domestic problems under the Articles of Confederation led to the creation of a new constitution. Problems under the Articles included:

- no chief executive;
- no federal courts;
- maintaining national security;
- creating a stable economic system;
- paying war debts;
- collecting revenue;
- regulating trade; and
- amending the Articles of Confederation.

Challenges in drafting the U.S. Constitution were debated during the Constitutional Convention and by Federalists and Anti-Federalists during the ratification process. These issues were resolved through compromises involving:

- powers of the central government versus the states;
- adoption of the Bill of Rights;
- congressional representation;
- the extent of democratic participation; and
- the continued institution of slavery.

Have students examine primary and secondary resources to develop a narrative explaining the problems of the Articles of Confederation that led to the debate over the adoption of the U.S. Constitution.

Divide students into Federalists and Anti-Federalists. Have them research issues involved with each position for a debate on the adoption of the U.S. Constitution.

Lesson Plan: The Constitutional Convention: What the Founding Fathers Said -
http://edsitement.neh.gov/lesson-plan/constitutional-convention-what-founding-fathers-said - This website provides a lesson on the debates of the Constitutional Convention. Students analyze the debates after participating in a reenactment of one of the debates.

A Great Compromise - http://www.senate.gov/artandhistory/history/minute/A_Great_Compromise.htm - This website provides a resource from the U.S. Senate's official site. This particular resource is a short history of the Constitutional Convention of 1787.

The Federalist Debates: Balancing Power Between State and Federal Government -
http://edsitement.neh.gov/lesson-plan/federalist-debates-balancing-power-between-state-andfederal-governments - This EDSITEment! website provides an overview, lessons and resources on the issues raised by the Federalists and Anti-Federalists.
Sample Question Stems and Performance Tasks

− Which choices below reflect domestic problems faced by the leaders of the new republic under the Articles of Confederation? Check all that apply.
− Describe four domestic problems faced by the leaders of the new republic under the Articles of Confederation.
− Create a timeline of events during the Articles of Confederation period. Explain how each event highlighted a problem of the Articles that led to the U.S. Constitution.
− Choose one of the following issues debated at the Constitutional Convention and explain both sides of the issue:
  - powers of the central government vs. the states,
  - representation of the states vs. the people,
  - the extent of democratic participation,
  - the continued institution of slavery
− Read the primary source excerpts in the boxes below. Decide which sources reflect the Federalists’ view and which sources reflect the Anti-Federalists’ view of the U.S. Constitution. Move the boxes to the correct column in the chart.
− Did the U.S. Constitution correct the problems of the nation that existed under the Articles of Confederation? Write an essay in response to this question. Make a claim and support it with evidence and sound reasoning.

4.GO.19 (Prior Grade Standard)
The U.S. Constitution establishes a system of limited government and protects citizens’ rights; five of these rights are addressed in the First Amendment.

10.HI.7-8 (Future Grade Standard)
Problems facing the national government under the Articles of Confederation led to the drafting of the Constitution of the United States. The framers of the Constitution applied ideas of Enlightenment in conceiving the new government.
The Federalist Papers and the Anti-Federalist Papers structured the national debate over the ratification of the Constitution of the United States.
Ohio’s Learning Standards (2018) - Clear Learning Targets
Social Studies, Grade 8

<table>
<thead>
<tr>
<th>HI.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain how the actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.</td>
</tr>
</tbody>
</table>

**Essential Understanding**
- Successes of early presidential administration

**Extended Understanding**
- Long-term precedents established by early administrations

**Academic Vocabulary/Language**
- Transitions
- Repelled

**Tier 2**
- Foreign Invasions
- Precedent
- Neutrality
- Monroe Doctrine

**Ultimate Learning Target**
Type: Reasoning

**Broad Learning Target:**
- The student can explain how the actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.

**Underpinning Knowledge Learning Targets:**
- The student can explain the outcome of the War of 1812.
- The student can identify peaceful transitions in the presidency that occurred despite election disputes.

**Underpinning Skills Learning Targets:**
- The student can create a chronology of events in early presidential administrations.

**Underpinning Reasoning Learning Targets:**
- The student can analyze the significance of the creation of the national bank.
- The student can analyze the significance of ending the Whiskey Rebellion.
- The student can analyze the significance of the Jay Treaty.
- The student can analyze the significance of maintaining neutrality.
- The student can analyze the significance of the creation of the Navy Department.
- The student can analyze the significance of the Louisiana Purchase.
- The student can analyze the significance of the *McCulloch v. Maryland* decision.
- The student can analyze the significance of the Monroe Doctrine.
Actions of early U.S. presidential administrations established a strong federal government.

Washington Administration:
• creation of the national bank;
• Whiskey Rebellion;
• Greenville Treaty; and
• Jay’s Treaty.

Adams Administration:
• Alien & Sedition Acts; and
• maintaining neutrality.

Jefferson Administration:
• Marbury v. Madison; and
• Louisiana Purchase.

Madison Administration:
• War of 1812.

Monroe Administration:
• McCulloch v. Maryland;
• negotiating treaties to secure U.S. borders; and
• The Monroe Doctrine.

Peaceful transitions of the presidency began with Washington when he established the tradition of a two-term limit. (Later ratified as the 22nd Amendment.) Peaceful transitions occurred despite disputes in the elections of 1800 and 1824. Attempts by Great Britain to invade the United States during the War of 1812 were turned back and the Madison Administration preserved the pre-war status of the United States.


The Monroe Doctrine: Origin and Early American Foreign Policy - [http://edsitement.neh.gov/curriculum-unit/monroe-doctrine-origin-and-early-american-foreignpolicy](http://edsitement.neh.gov/curriculum-unit/monroe-doctrine-origin-and-early-american-foreignpolicy) - This EDSITEment! website provides an overview, lessons and resources on the Monroe Doctrine that can be aligned to this content statement.
### Sample Question Stems and Performance Tasks

- How did the creation of a national bank help establish a strong federal government?
- Describe four actions taken during the Washington administration that helped establish a strong federal government.
- What precedents were established by George Washington?
- Which statement reflects the significance of the election of 1800?
- Why was the purchase of the Louisiana Territory significant?
- What was the Supreme Court’s decision in *McCulloch v. Maryland*? How did this decision help strengthen the federal government?
- Which statement correctly explains the outcome of the War of 1812?
- What did the Monroe Doctrine state? Why was this important for the United States?
- Create a timeline of events during the Washington, Adams, Jefferson, Madison, and Monroe presidencies and show how each event helped the U.S. establish a strong federal government.
- Create a multimedia presentation covering one of the early presidential administration’s accomplishments, including how the president established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.

### 4.HI.6 (Prior Grade Standard)

The inability to resolve standing issues with Great Britain and ongoing conflicts with American Indians led the United States into the War of 1812. Victory in the Battle of Lake Erie contributed to American success in the war.

### (Future Grade Standard)

N/A
<table>
<thead>
<tr>
<th>HI.10</th>
<th><strong>Describe how the United States added to its territory through treaties and purchases.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Essential Understanding</strong>&lt;br&gt;− Expansion of the U.S. through treaties</td>
</tr>
<tr>
<td></td>
<td><strong>Extended Understanding</strong>&lt;br&gt;− Long term impact of U.S. expansion</td>
</tr>
<tr>
<td></td>
<td><strong>Academic Vocabulary/Language Tier 2</strong>&lt;br&gt;− Describe&lt;br&gt;− Expansion&lt;br&gt;− Territory&lt;br&gt;− Treaties&lt;br&gt;− Purchases</td>
</tr>
</tbody>
</table>

**Ultimate Learning Target**<br>Type: Knowledge

**Broad Learning Target:**<br>− The student can describe how the United States added to its territory through treaties and purchases.

**Underpinning Knowledge Learning Targets:**<br>− The student can describe the terms of the Adams-Onís Treaty.<br>− The student can describe the terms of the Webster-Ashburton Treaty.<br>− The student can describe the terms of the Oregon Treaty.<br>− The student can describe the terms of the Treaty of Guadalupe Hidalgo.<br>− The student can identify the territory gained through the Louisiana Purchase.<br>− The student can identify the territory gained through the Gadsden Purchase.<br>− The student can identify the territory gained through the Alaska Purchase.

**Underpinning Skills Learning Targets:**<br>− The student can use a map to show the growth of the United States through treaties and purchases.
The United States negotiated treaties with and purchases from other countries in an effort to expand its territory and to solidify its borders. Treaties were negotiated with:

- Spain - Adams-Onís Treaty;
- Great Britain - Oregon Treaty; and
- Mexico - Treaty of Guadalupe Hidalgo.

The U.S. expanded its territory through purchases from:

- France - Louisiana Purchase;
- Mexico - Gadsden Purchase; and
- Russia - Alaska Purchase.


New Perspectives on The West - http://www.pbs.org/weta/thewest/lesson_plans/ - This PBS website provides lessons, activities and resources from the series The West that can be adapted to this content statement.

Comparative Costs: The Early 19th Century and Today - http://www.pbs.org/teachers/mathline/concepts/president/activity1.shtm - This PBS website provides a student activity that links mathematics with the Louisiana Purchase.

Sample Question Stems and Performance Tasks

- Why was the ___________ Treaty significant?
- What was one benefit of purchasing the Louisiana Territory?
- On the chart below, complete the blank boxes to show what territory was gained by each treaty and purchase.
- Read the excerpt below from the Treaty of Guadalupe Hidalgo. How did this treaty help the U.S. expand its territory?

4.HI.11 (Prior Grade Standard)
The regions of the United States known as the North, South and West developed in the early 1800s largely based on their physical environments and economies.

(Future Grade Standard)
N/A
# Ohio’s Learning Standards (2018) - Clear Learning Targets

**Social Studies, Grade 8**

## HI.11

**Explain how westward expansion contributed to economic, agricultural and industrial development.**

**Essential Understanding**
- Impact of westward expansion

**Extended Understanding**
- Relationship between westward expansion and the Civil War, and later American imperialism

**Academic Vocabulary/Language**

- Tier 2
  - Explain
  - Displacement

- Tier 3
  - Westward Expansion
  - Economic Development
  - Sectional Issues
  - Manifest Destiny

**Ultimate Learning Target**

**Type: Reasoning**

**Broad Learning Targets:**
- The student can explain how westward expansion contributed to economic, agricultural and industrial development.
- The student can analyze debates over sectional issues, war with Mexico and the displacement of American Indians in relationship to westward expansion.

**Underpinning Knowledge Learning Targets:**
- The student can describe the territorial expansion of the United States after the War of 1812.
- The student can identify economic benefits of territorial expansion.
- The student can explain the different positions of regions on key political issues.
- The student can explain the causes of the Mexican War.
- The student can describe the means used to remove American Indians from their native land.

**Underpinning Skills Learning Targets:**
- The student can use a map to show westward expansion.

**Underpinning Reasoning Learning Targets:**
- The student can explain how westward expansion led to the debate over the expansion of slavery.
- The student can analyze the impact of westward expansion on American Indians.
- The student can explain how Manifest Destiny was used to justify westward expansion.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Territorial expansion of the United States continued after the War of 1812. It contributed to economic development by providing land for settlement and development of transportation networks. New resources also were discovered in the acquired territories.

- As the country expanded, it developed into sections with distinct economic and cultural characteristics. The sections took different positions on key political issues of the day including tariffs. Westward expansion escalated the debate over a key sectional issue – whether or not slavery should be extended into the new territories.

- Growth of the United States encroached upon Mexico. The annexation of Texas, efforts to purchase Mexican territory and disputes over the Texas-Mexico border led to the Mexican War.

- Settlement of the United States led to the displacement of American Indians from their native lands through legal and military actions including the Indian Removal Act and Trail of Tears.

- In the 1840s, the idea of Manifest Destiny was used by politicians and leaders to explain and justify continental expansion by the United States.

- New Perspectives on The West - [http://www.pbs.org/weta/thewest/lesson_plans/](http://www.pbs.org/weta/thewest/lesson_plans/) - This PBS website provides lessons, activities and resources from the series The West that can be adapted to this content statement.

- Values and Beliefs of Manifest Destiny - [http://museumca.org/goldrush/curriculum/8g/81104017.html](http://museumca.org/goldrush/curriculum/8g/81104017.html) - This website provides a lesson that focuses on the topic of Manifest Destiny and its influence on the California Gold Rush. It also covers the economic impact of Manifest Destiny and how it led to the displacement of American Indians.


- America in Progress - [http://www.loc.gov/pictures/item/97507547/](http://www.loc.gov/pictures/item/97507547/) - This Library of Congress print shows an allegorical female figure of America leading pioneers westward, as they travel on foot, in a stagecoach, conestoga wagon, and by railroads, where they encounter Native Americans and herds of bison.
Sample Question Stems and Performance Tasks

- Which statement explains how westward expansion contributed to economic development in the United States?

- The boxes below show different position on political issues. Decide whether each position was one held by the North, South, or West and move the boxes to the correct columns in the chart.

- Explain two causes of the Mexican War.

- Imagine that you are a newspaper editor in 1846. Write an editorial explaining your position on whether the Mexican War was justified. Defend your claim using evidence and sound reasoning.

- On the map below, label the blank areas to show the land acquired from Mexico.

- Read the excerpt below on Manifest Destiny by John O'Sullivan. How did the idea of Manifest Destiny contribute to westward expansion?

- Look at the painting, American Progress, below. How does this painting reflect the belief in Manifest Destiny?

- Which source below shows westward expansion from the perspective of American Indians?

4.HI.7 (Prior Grade Standard)
Sectional issues divided the United States after the War of 1812. Ohio played a key role in these issues, particularly with the anti-slavery movement and the Underground Railroad.

10.HI.15 (Future Grade Standard)
As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.
Ohio’s Learning Standards (2018) - Clear Learning Targets
Social Studies, Grade 8

HI.12

Compare the positions of the sections of the United States on issues of the 1820s through the 1850s.

Summarize how disputes over the nature of federalism fed into sectional issues and helped lead to the American Civil War.

**Broad Learning Target:**
- The student can compare the positions of the sections of the United States on issues of the 1820s through the 1850s.
- The student can summarize how disputes over the nature of federalism fed into sectional issues and helped lead to the American Civil War.

**Underpinning Knowledge Learning Targets:**
- The student can give examples of sectional issues that involved arguments over states’ rights.
- The student can explain the position of Northerners, Westerners and Southerners on tariffs, the national bank, internal improvements, cheap sale of public land, and the expansion of slavery into western territories.

**Underpinning Reasoning Learning Targets:**
- The student can explain how westward expansion contributed to the debate over slavery.
- The student can analyze the role of states’ rights and slavery as causes of the Civil War.

**Essential Understanding**
- How sectional disputes helped lead to the Civil War

**Extended Understanding**
- Ongoing disputes over federalism since the Civil War

**Academic Vocabulary/Language**

**Tier 2**
- Distinguish
- Illustrate
- Disputes

**Tier 3**
- Sectional Issues
- Federalism
- States’ Rights
- Tariffs
- Internal Improvements
The federal system of government created by the Constitution raised questions during the first half of the 19th century over the power of the federal government versus the powers reserved to the states. States’ rights arguments were first outlined in the Virginia and Kentucky Resolutions of 1798-99.

As the United States continued to grow, sectionalism based on economic characteristics became more distinct. The sections took different positions on key political issues of the day including:

- tariff policy;
- the national bank;
- internal improvements;
- sale of public lands; and
- slavery.

In several key instances, the sectional issues involved arguments over states’ rights:

- Tariff of Abominations; and
- Nullification Crisis of 1832-33.

One sectional issue in particular, the extension of slavery, prompted much debate in the 1800s:

- Missouri Compromise;
- Wilmot Proviso;
- Compromise of 1850; and
- Kansas-Nebraska Act.

The debate over this issue culminated with the South’s exercise of the ultimate states’ right – secession.

The American Civil War was fought to resolve the issues of states’ rights versus a federal union, and whether or not the nation would continue to allow slavery.

Lesson Plan: Factory vs. Plantation in the North and South - [http://edsitement.neh.gov/lesson-plan/factory-vs-plantation-north-and-south](http://edsitement.neh.gov/lesson-plan/factory-vs-plantation-north-and-south) - This website contains interesting sites, including maps, pictures and authentic papers from the 1700s and 1800s.
Sample Question Stems and Performance Tasks

- Which choice below correctly describes disputes over Federalism vs. states’ rights?

- The boxes below show four sectional issues in the first half of the 19th century: tariffs, the national bank, internal improvements, and the expansion of slavery. Move the boxes into the correct spaces on the chart to show which sections supported and opposed each issue.

- Why did Northerners and Southerners disagree over tariffs?

- Why did Northerners and Westerners disagree over the national bank?

- Why did Westerners and Southerners disagree over internal improvements?

- Which events below involve conflicts over states’ rights in the 1820s and 1830s? Check all that apply.

- Imagine that you are an American living in North, West, or South from the 1830s through the 1850s. Write a speech in support of or against one of the following issues: tariffs, internal improvements, cheap public land, or the expansion of slavery. In your speech, state a claim that shows your position and support it with evidence and sound reasoning.

- Create a timeline of events that shows disputes over states’ rights beginning with the Virginia and Kentucky Resolutions (1798-99) to the secession of the South (1860). Explain how each event illustrates the dispute over federalism vs. states’ rights.

- Explain how debate over slavery helped lead to the American Civil War.

- Read the excerpt below from The Declaration of the Immediate Causes Which Induce and Justify the Secession of South Carolina from the Federal Union. What reasons does South Carolina give for seceding from the Union?

4.HI.7 (Prior Grade Standard)
Sectional issues divided the United States after the War of 1812. Ohio played a key role in these issues, particularly with the anti-slavery movement and the Underground Railroad.

11.GO.6 (Future Grade Standard)
The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States.
## Ohio's Learning Standards (2018) - Clear Learning Targets
### Social Studies, Grade 8

<table>
<thead>
<tr>
<th>HI.13</th>
<th>Describe how key battles and individual contributions helped lead to the defeat of the secessionist states.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Understanding</td>
<td>− The influence of key events and significant figures in the Civil War.</td>
</tr>
<tr>
<td>Extended Understanding</td>
<td>− The long-term impact of the Civil War.</td>
</tr>
<tr>
<td>Academic Vocabulary/Language Tier 2</td>
<td>− Significant</td>
</tr>
<tr>
<td>Tier 3</td>
<td>− Influenced</td>
</tr>
<tr>
<td>− Civil War</td>
<td></td>
</tr>
</tbody>
</table>

### Ultimate Learning Target

**Type: Reasoning**

**Broad Learning Target:**
− The student can describe how key battles and individual contributions helped lead to the defeat of the secessionist states.

**Underpinning Knowledge Learning Targets:**
− The student can identify key events that influence the course and outcome of the Civil War.
− The student can identify significant figures that influence the outcome of the Civil War.

**Underpinning Reasoning Learning Targets:**
− The student can explain how key events influence the course of the Civil War.
− The student can explain how key events influenced the outcome of the Civil War.
− The student can explain how significant figures influenced the course of the Civil War.
− The student can explain how significant figures influence the outcome of the Civil War.
The American Civil War was a conflict between the United States and the eleven Southern states that seceded from the Union. The course and outcome of the Civil War was influenced by strategic decisions by leaders from both the North and South, decisive battles, and military strategy.

Key events and battles include:
- Fort Sumter;
- Battle of Antietam;
- Battle of Gettysburg;
- Battle of Vicksburg;
- Sherman's March to the Sea;
- Emancipation Proclamation;
- Lee's surrender at Appomattox Courthouse; and
- assassination of Abraham Lincoln.

The course of the war was shaped by the efforts of the military and civilians, including women, free and enslaved Africans. Research a key figure in the Civil War. Write an essay or create a multimedia presentation that explains how this individual influenced the course and outcome of the Civil War.

Sample Question Stems and Performance Tasks

- How did Abraham Lincoln’s leadership influence the course and outcome of the Civil War?
- How did ___ event influence the course of the Civil War?
- Create a timeline (paper or digital) that shows how key events influenced the outcome of the Civil War.

4.HI.7 (Prior Grade Standard)
Sectional issues divided the United States after the War of 1812. Ohio played a key role in these issues, particularly with the anti-slavery movement and the Underground Railroad.

11.GO.6 (Future Grade Standard)
The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States.
## Ohio’s Learning Standards (2018) - Clear Learning Targets
### Social Studies, Grade 8

#### HI.14

**Describe how the Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority, and lingering social and political differences.**

**Essential Understanding**
- Political and social changes that resulted from Reconstruction

**Extended Understanding**
- Re-emergence of old political and social structures following Reconstruction
- Long-term significance of the 13th, 14th and 15th amendments

**Academic Vocabulary/Language**
- **Tier 2**
  - Describe
  - Affirmation
- **Tier 3**
  - Reconstruction
  - Federal Authority
  - 13th Amendment
  - 14th Amendment
  - 15th Amendment
  - Carpetbaggers
  - Ku Klux Klan

**Ultimate Learning Target**

**Type: Knowledge**

**Broad Learning Target:**
- The student can describe how the Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority, and lingering social and political differences.

**Underpinning Knowledge Learning Targets:**
- The student can identify the political changes that came about in the South from the conclusion of the Civil War.
- The student can explain the rights granted by the 13th Amendment.
- The student can explain the rights granted by the 14th Amendment.
- The student can explain the rights granted by the 15th Amendment.
- The student can describe actions taken by white Southerners who resented Reconstruction.
- The student can summarize the struggle for control of Reconstruction between Congress and the presidency.
The conclusion of the American Civil War brought victory for the federal union over the secessionist states, emancipated slaves, and began the period of Reconstruction for the South.

During Reconstruction, amendments were passed to emancipate all enslaved Americans, grant citizenship, and extend voting rights.

Reconstruction had a particular impact on Southern states. They were required to implement a series of actions before being readmitted to the Union, resulting in resentments and new issues. Many white southerners resented the new status afforded to African Americans. They responded by enacting black codes forming organizations such as the Ku Klux Klan.

Congress and the presidency engaged in a struggle to control Reconstruction, which threatened the balance of power between the branches of the federal government.

Lesson Plans: The Battle over Reconstruction - [http://edsitement.neh.gov/curriculum-unit/battle-over-reconstruction](http://edsitement.neh.gov/curriculum-unit/battle-over-reconstruction) - This EDSITEment! website has three lessons on Reconstruction.

Opposing Views on Reconstruction - [http://odur.let.rug.nl/~usa/H/1990/ch5_p11.htm](http://odur.let.rug.nl/~usa/H/1990/ch5_p11.htm) - This website provides differing views on Reconstruction issues.

SC Black Codes: A Lesson on Reconstruction Legislation and Amendments - [http://www.teachingushistory.org/lessons/reconlegislation.html](http://www.teachingushistory.org/lessons/reconlegislation.html) - This lesson can be adapted for Content Statement 12.

Lesson Plan: Louisiana Black Code - [http://college.cengage.com/history/us/resources/students/primary/blackcode.htm](http://college.cengage.com/history/us/resources/students/primary/blackcode.htm) - This lesson uses primary sources to help students understand the historical context of black codes in the South.
Sample Question Stems and Performance Tasks

- Which political change resulted from the end of the Civil War?
- The boxes below show the terms of the 13th, 14th, and 15th Amendments. Move the boxes to the correct column on the chart.
- Which statement explains the significance of the 14th Amendment?
- Why did many white Southerners resent Reconstruction?
- Identify two ways in which white Southerners who resented Reconstruction tried to re-establish the old order.
- How did Reconstruction threaten the balance of power among the branches of government?
- Imagine that you are living in the North during Reconstruction. How would you respond to white Southerners who resented Reconstruction? Write a letter to the editor of a newspaper stating a claim about Reconstruction policies and supporting your claim with evidence and reasoning.
- Imagine that you are an African-American living in the South during Reconstruction. What political rights do you have now that you did not have before the Civil War ended? How have many white Southerners in your state attempted to keep the old order in place? Do you believe the federal government has done enough to protect your rights during Reconstruction?

<table>
<thead>
<tr>
<th>(Prior Grade Standard)</th>
<th>10.HI.13 (Future Grade Standard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.</td>
</tr>
</tbody>
</table>
Ohio’s Learning Standards (2018)- Clear Learning Targets
Social Studies, Grade 8

**GE.15**

Analyze the ways in which historical events are shaped by geography using modern and historical maps and other geographic tools.

<table>
<thead>
<tr>
<th>Essential Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>How geography shapes history</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extended Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>How historical events might have had different outcomes if different geographic factors were in place</td>
</tr>
</tbody>
</table>

**Academic Vocabulary/Language**

<table>
<thead>
<tr>
<th>Tier 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze</td>
</tr>
<tr>
<td>Unification</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
</tr>
<tr>
<td>Historical Maps</td>
</tr>
<tr>
<td>Geographic Tools</td>
</tr>
<tr>
<td>Sectionalism</td>
</tr>
</tbody>
</table>

**Ultimate Learning Target**

Type: Skill

**Broad Learning Target:**

- The student can analyze the ways in which historical events are shaped by geography using modern and historical maps and other geographic tools.

**Underpinning Knowledge Learning Targets:**

- The student can identify types of maps and geographic tools.
- The student can explain how maps and geographic tools show sectionalism, unification, or movement.

**Underpinning Skills Learning Targets:**

- The student can use maps and geographic tools to draw conclusions about how distribution of natural resources has influenced historical events.
- The student can use maps and geographic tools to draw conclusions about how location has influenced historical events.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Modern and historical maps, as well as other geographic tools (e.g., GPS, GIS, Internet-based mapping applications, aerial and other photographs, remote sensing images) can be used to analyze how historical events have been influenced by the distribution of natural resources and geographic location.

- These tools can be used to understand changes over time. They may be used to help illustrate sectionalism, unification or movement.

- Give students a regional map and a list of historical events that took place in the region. Have students brainstorm how geography influenced the events on the list.

- Career Connection: Students will explore careers that utilize maps as an important part of their work (e.g., transportation, architecture, engineering). Students will identify various types of maps, addressing questions like: who created it?, what is the purpose?, and who will use it? (representing the various roles involved throughout the process). Students will develop questions about these careers which will guide their research – addressing topics and information they would like to know more about (KWL). Next, students will research careers and identify pathways across career fields that address their questions related to maps.


- Geography and Its Impact on Colonial Life - http://www.loc.gov/teachers/classroommaterials/lessons/tinker/procedure.html - This Library of Congress website has activities and primary sources, including maps, to help students understand how geography impacts historical events.

Sample Question Stems and Performance Tasks

- Give two examples of geographic tools that can be used to draw conclusions about historical events.

- Look at the map below. How did location affect the type of economy in northern, middle, and southern colonies?

- Look at the map below. How were the sectional interests of the North, West, and South shaped by the geography of the region?

7.GE.12 (Prior Grade Standard)
Maps and other geographic representations can be used to trace the development of human settlement over time.

12.GE.2 (Future Grade Standard)
Properties and functions of geographic representations (e.g., maps, globes, graphs, diagrams, Internet-based mapping applications, geographic information systems, global positioning systems, remote sensing, geographic visualizations) affect how they can be used to represent, analyze and interpret geographic patterns and processes.
<table>
<thead>
<tr>
<th>GE.16</th>
<th>Analyze how the availability of natural resources contributed to the geographic and economic expansion of the United States.</th>
<th><strong>Essential Understanding</strong></th>
<th><strong>Academic Vocabulary/Language</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Explain how the economic expansion of the United States sometimes resulted in unintended environmental consequences.</td>
<td>− Relationship between natural resources and economic expansion</td>
<td><strong>Tier 2</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>− Unintended environmental consequences of expansion</td>
<td>− Analyze</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Tier 3</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>− Natural Resources</td>
<td>− Economic Expansion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>− Unintended Environmental Consequences</td>
<td>− Unintended Environmental Consequences</td>
</tr>
</tbody>
</table>

**Ultimate Learning Target**

**Type: Reasoning**

**Broad Learning Target:**
- The student can analyze how the availability of natural resources contributed to the geographic and economic expansion of the United States.
- The student can explain how expansion sometimes resulted in unintended environmental consequences.

**Underpinning Knowledge Learning Targets:**
- The student can identify natural resources available in the Northeast.
- The student can describe the conditions in Virginia that made tobacco growth profitable.
- The student can explain why cotton was an important crop in the South.
- The student can explain the role of canals in westward expansion.

**Underpinning Skills Learning Targets:**
- The student can use a map of natural resources to draw conclusions about the relationship between resources and expansion.

**Underpinning Reasoning Learning Targets:**
- The student can explain why cotton helped force the westward expansion of expansion of plantation agriculture.
- The student can analyze negative effects of westward expansion.
## Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- The expansion of the United States, both geographically and economically, was influenced by the availability of its natural resources.

- In the north, the abundance of resources allowed for the development of manufacturing and shipping.

- In the south, the soil and climate was conducive for the growing of cash crops which drained southern soils of essential nutrients and helped force the westward expansion of the plantation system.

- Cotton became a primary crop in the South. Intensive cotton cultivation, however, drained southern soils of essential nutrients and helped force the westward expansion of plantation agriculture.

- Expansion westward encouraged the building of canals and railroads, which in turn influenced further western migration.

- New settlers negatively affected the environment by impacting native vegetation, sources of water, and wildlife for economic gain.


## Sample Question Stems and Performance Tasks

- Which natural resource helped the growth of industries in the Northeast?

- The boxes below show natural resources. Move the boxes to the map to show which products helped the economic growth of each region.

- Why did cotton production move westward?

- Explain one unintended consequence of canal transportation and one unintended consequence of railroad transportation.

### 5.GE.7 (Prior Grade Standard)

Variations among physical environments within the Western Hemisphere influence human activities. Human activities also alter the physical environment

### 12.GE.3 (Future Grade Standard)

Human modifications of the physical environment in one place often lead to changes in other places (e.g., construction of a dam provides downstream flood control, construction of a city by-pass reduces commercial activity in the city center, implementation of dry farming techniques in a region leads to new transportation links and hubs)
### Ohio’s Learning Standards (2018) - Clear Learning Targets
Social Studies, Grade 8

**GE.17**

Describe the movement of people, products and ideas that resulted in new patterns of settlement and land use and analyze its impact on the political and economic development of the United States.

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Academic Vocabulary/Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>− Impact of the movement of people, products and ideas in U.S. History</td>
<td>Tier 1</td>
</tr>
<tr>
<td></td>
<td>− Describe</td>
</tr>
<tr>
<td></td>
<td>− Analyze</td>
</tr>
<tr>
<td>Extended Understanding</td>
<td>Tier 2</td>
</tr>
<tr>
<td>− Long-term impact of westward expansion</td>
<td>− Patterns of Settlement</td>
</tr>
<tr>
<td></td>
<td>− Political Development</td>
</tr>
<tr>
<td></td>
<td>− Economic Development</td>
</tr>
<tr>
<td></td>
<td>− Forcible Removal</td>
</tr>
</tbody>
</table>

**Broad Learning Target:**
− The student can describe the movement of people, products and ideas that resulted in new patterns of settlement and land use and analyze its impact on the political and economic development of the United States.

**Underpinning Knowledge Learning Targets:**
− The student can explain how the colonies reflected the origins of its settlers.
− The student can summarize the westward movement of people in the United States.
− The student can identify the transportation developments that came with westward expansion.

**Underpinning Reasoning Learning Targets:**
− The student can analyze why the North and South developed different political views on slavery.
− The student can analyze the impact of westward expansion on American Indians.
− The student can explain the relationship between the movement of people and political development in the West.
− The student can explain the relationship between the movement of people and economic development in the West.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- The development of the colonies into regions reflected the geographic characteristics of the region and the origins of its settlers and caused displacement of American Indians.

- In the south, the plantation economy relied upon slave labor. In the north, the manufacturing and industrial economy that developed was less reliant on slavery. These differences influenced the ideas and political perspectives regarding the institution of slavery as the colonies gained independence and developed as a country.

- The opening of lands west of the Appalachians for white settlers led the government to move American Indians further west through treaty negotiations or by forcible removal. Sections of North America developed new patterns of settlement and land use due to the movement of people through immigration, importation of slaves and the displacement of American Indians. These new patterns of settlement and land use influenced the political and economic development of the United States with the creation of the Land Ordinance of 1785 and the Northwest Ordinance of 1787.

- The movement of people and products necessitated the construction of better transportation networks.


Sample Question Stems and Performance Tasks

- How did the forced migration of slaves to the United States result in different views regarding the institution of slavery in the North and South?

- What was one consequence of westward expansion for American Indians?

- What was the purpose of the Northwest Ordinance? How did the document provide for governing expanding territories in the West?

- Identify two transportation improvements that came about as part of westward expansion.

5.GE.9 (Prior Grade Standard)
Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today.

12.GE.8 (Future Grade Standard)
Physical, cultural, economic and political factors contribute to human migrations (e.g., drought, religious conflicts, job opportunities, immigration laws).
### GE.18

**Ultimate Learning Target**

**Type:** Knowledge

<table>
<thead>
<tr>
<th>Broad Learning Target:</th>
<th>Underpinning Knowledge Learning Targets:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The student can explain how cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and for the majority population.</td>
<td>- The student can explain how cultural biases, stereotypes and prejudices contributed to American Indian removal, the enslavement of Africans, violence against Mormons, and the view of women as second-class citizens.</td>
</tr>
<tr>
<td></td>
<td>- The student can describe responses to prejudice including Indian Wars, slave rebellions, Mormon migrations, and efforts to gain equal rights for women.</td>
</tr>
<tr>
<td></td>
<td>- The student can cite ways in which cultural biases, stereotypes, and prejudices impacted groups such as immigrants, Jews, and Catholics.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Underpinning Skills Learning Targets:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- The student can identify cultural biases, stereotypes and prejudices in primary sources.</td>
<td></td>
</tr>
</tbody>
</table>
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Cultural biases, stereotypes, and prejudice against groups such as Americans Indians, women, and new immigrant groups contributed to controversies in American history. Responses to prejudice contributed to rebellions, forced migrations, and struggles for equal rights.

- Students will examine primary source documents to locate cultural biases, stereotypes and prejudices to explain the social, political and economic consequences for minority groups and the population as a whole.

Sample Question Stems and Performance Tasks

- Which action shows the impact of prejudice against American Indians?

- What cultural bias was evident in American slavery?

- Read the primary source excerpt below. What cultural bias is shown in the text?

- Identify two ways in which women were treated as second-class citizens in the United States.

- Imagine that you are an Irish immigrant to the United States in the 1840s. Write a diary entry explaining what prejudices and examples of discrimination you have encountered since coming to the United States.

4.GE.13 (Prior Grade Standard)
The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio’s population has become increasingly reflective of the cultural diversity of the United States.

(Future Grade Standard)
N/A
| GE.19 | Identify developments that helped bring about a unique national identity based on democratic ideals among diverse regional and cultural populations in the United States. |
| Essential Understanding | How a common national identity formed around democratic ideals |
| Extended Understanding | Evaluating the extent to which the U.S. has lived up to its democratic ideals |
| Academic Vocabulary/Language Tier 2 | Identify Developments |
| Academic Vocabulary/Language Tier 3 | Common National Identity Democratic Ideals Assimilating Identity |

**Broad Learning Target:**
- The student can identify developments that helped bring about a unique national identity based on democratic ideals among diverse regional and cultural populations in the United States.

**Underpinning Knowledge Learning Targets:**
- The student can explain the democratic ideals that became the cornerstone for national identity including freedom, equality, rights and justice.
- The student can cite the ways democratic ideals were included in founding documents.
- The student can trace the development of the sense of “being an American” from the Revolution to the Civil War.
- The student can explain the role of public education in helping foster democratic ideals.
- The student can discuss the role of democratic ideals and the hope of assimilation in immigration.
Democratic ideals became the cornerstone for the development of a common unique national identity. Many of these ideals were reflected in colonial governments and formed the basis for the colonists’ disagreements over British policies, and were embedded in the U.S. Constitution, particularly in the Bill of Rights.

A uniquely American identity began to emerge around the time of the American Revolution. The creation of public educational systems helped foster these ideals.

Many immigrants came to the United States in pursuit of these democratic ideals with the hope of assimilating as Americans.

American Identity: Activity Ideas - [http://www.pbs.org/teachers/thismonth/americanid/index1.html](http://www.pbs.org/teachers/thismonth/americanid/index1.html) - This PBS Teachers website provides lesson ideas and resources.

Sample Question Stems and Performance Tasks

- Which choices below show the democratic ideals that become the cornerstone for the development of a common national identity? Check all that apply.

- Give two examples of how the democratic ideals of freedom and equality were included in the U.S. Constitution and Bill of Rights.

- What role did public education play in forming a common national identity?

- Imagine that you have recently immigrated to the United States in the 1850s. Write a letter to a family member back home explaining your hopes and dreams. What do you hope to accomplish in the United States? Why do believe you will have an opportunity to achieve these goals in the United States?

4.GE.13 (Prior Grade Standard)
The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio’s population has become increasingly reflective of the cultural diversity of the United States.

10.HI.12 (Future Grade Standard)
Immigration, internal migration and urbanization transformed American life...
**Ohio’s Learning Standards (2018) - Clear Learning Targets**

**Social Studies, Grade 8**

<table>
<thead>
<tr>
<th>GO.20</th>
<th>Explain how participation in social and civic groups can lead to the attainment of individual and public goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Understanding</strong></td>
<td>Attaining goals through social and civic groups</td>
</tr>
<tr>
<td><strong>Extended Understanding</strong></td>
<td>Long-term impact of social and civic groups from the 18th and 19th centuries</td>
</tr>
</tbody>
</table>

**Academic Vocabulary/Language**

**Tier 2**
- Explain
- Participation
- Attainment

**Tier 3**
- Social Groups
- Civic Groups
- Individual Goals
- Public Goals

**Ultimate Learning Target**
Type: Reasoning

**Broad Learning Target:**
- The student can explain how participation in social and civic groups can lead to the attainment of individual and public goals.

**Underpinning Knowledge Learning Targets:**
- The student can define social group.
- The student can define civic group.
- The student can identify social groups that worked for individual and public goals in early American history.
- The student can identify civic groups that worked for individual and public goals in early American history.
- The student can describe the goals of the American Temperance Society.
- The student can describe the goals of the National Trades’ Union.
- The student can describe the goals of the Sons of Liberty.
- The student can describe the goals of the American Anti-Slavery Society.

**Underpinning Reasoning Learning Targets:**
- The student can distinguish between social groups and civic groups.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Throughout early American history, there are examples of how participation in social and civic groups led to the attainment of individual and public goals.

- An example of social participation is membership in a trade union which sought to improve working conditions.

- Civic groups included the Sons of Liberty, women suffragists, and the abolitionist movement.

- The Sons of Liberty - [http://www.ushistory.org/declaration/related/sons.htm](http://www.ushistory.org/declaration/related/sons.htm) - This website provides examples of activities of the Sons of Liberty and explains how they were important in affecting political actions

- **Career Connection:** Students research careers in lobbying, interest groups, and nonprofit advocacy organizations. Students may be able to interview (live or through email) individuals who work in these fields. Students should identify the goals and methods these groups use to influence policy. (CCS)

Sample Question Stems and Performance Tasks

- The boxes below present a list of public goals. Move the boxes to the chart to match the goal with the social or civic group.

- What was the goal of the American Temperance Society?

- What was the goal of the National Trades’ Union?

- What was the goal of the Sons of Liberty?

- What was the goal of the American Anti-Slavery Society?

4.GO.15 (Prior Grade Standard)

Individuals have a variety of opportunities to participate in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States.

10.HI.28 (Future Grade Standard)

Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.
## GO.21

**Ohio’s Learning Standards (2018) - Clear Learning Targets**

**Social Studies, Grade 8**

**Explain how media and communication technology influence public opinion.**

### Essential Understanding
- Influence of the media on public opinion

### Extended Understanding
- Evaluating the positive and negative impact of media and communication technology

### Academic Vocabulary/Language

#### Tier 2
- Explain
- Influence

#### Tier 3
- Communication Technology
- Public opinion
- Propaganda

---

**Ultimate Learning Target**

**Type: Knowledge**

**Broad Learning Target:**
- The student can explain how media and communication technology influence public opinion.

**Underpinning Knowledge Learning Targets:**
- The student can give examples of media and communication technology tools throughout history.
- The student can define public opinion.
- The student can explain effects of new media and communication technology tools throughout history.
Media and communication technology influences public opinion through a variety of means. Historically, this includes improvements in printing, mail delivery, distribution of newspapers, and the telegraph, which heightened public awareness and provided information. They also exposed people to arguments, emotional appeals, and propaganda. Pamphlets, books and newspaper articles influenced public opinion in early American history. The invention of the telegraph transformed news and hastened the rise of independent, mass-circulation newspapers in the 19th century.

Public opinion in early American history was influenced by pamphlets, books and newspaper articles (e.g., Common Sense, Uncle Tom’s Cabin, the Federalist Papers, The Liberator). The invention of the telegraph transformed news and hastened the rise of independent, mass-circulation newspapers in the 19th century.

As an extension activity, have students compare historic examples of media and communication technologies with modern examples (e.g., telephone, radio, television, Internet, mobile phones).

Is the Media Part of the Story? [http://www.pbs.org/kerja/usmexicanwar/educators/media2_part_of_the_story.html](http://www.pbs.org/kerja/usmexicanwar/educators/media2_part_of_the_story.html) - This PBS website provides lessons and resources on whether the press reported or influenced news relating to the U.S.-Mexican War.’


Sample Question Stems and Performance Tasks

- Which boxes below show examples of communication technology in the United States in the late 1700s and early 1800s? Check all that apply.

- Explain two effects of improvements in printing in the United States.

- What statement reflects the definition of public opinion?

- How did the invention of the telegraph influence public opinion in the 19th century?

(Prior Grade Standard)  
N/A

11.GO.3 (Future Grade Standard)  
Issues can be analyzed through the critical use of information from public records, surveys, research data and policy positions of advocacy groups.
**Ohio’s Learning Standards (2018) - Clear Learning Targets**

**Social Studies, Grade 8**

| GO.22 | Describe and give examples of how the U.S. Constitution created a federal system, representative democracy, separation of powers, and checks and balances. | **Essential Understanding**

− Examples of federalism, representative democracy, separation of powers, and checks and balances | **Academic Vocabulary/Language**

Tier 2
− Describe | **Extended Understanding**

− Analyzing the ongoing debates over federalism and checks and balances | **Tier 3**
− Federal System
− Representative Democracy
− Separation of Powers
− Checks and Balances

---

**Ultimate Learning Target Type: Knowledge**

**Broad Learning Target:**
− The student can describe and give examples of how the U.S. Constitution created a federal system, representative democracy, separation of powers, and checks and balances.

**Underpinning Knowledge Learning Targets:**
− The student can define federal system.
− The student can give examples of how the U.S. Constitution created a federal system.
− The student can define representative democracy.
− The student can give examples of how the U.S. Constitution created representative democracy.
− The student can identify the three branches of government.
− The student can give examples of how the U.S. Constitution created separation of powers.
− The student can give examples of how the U.S. Constitution created checks and balances.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- The federal government established by the U.S. Constitution divides power among a federal government and states. This allows both levels of government some degree of independence.

- The United States is a republic in which elected officials representing the people make laws and public policy.

- The U.S. Constitution provides for separation of powers among the three branches of government which includes:
  - a legislative branch that makes laws;
  - an executive branch that enforces laws; and
  - a judicial branch that interprets laws.

- The U.S. Constitution also provides for a system of checks and balances among the three branches of government. These checks and balances include the:
  - power of the President to veto acts of Congress;
  - power of Congress to approve presidential appointments, override Presidential veto, and impeachment; and
  - power of Supreme Court to declare laws unconstitutional through judicial review and override lower court decisions.

- Assign students to groups with each focusing on one of the following features of the U.S. Constitution: federal system, representative democracy, separation of powers, checks and balances. Using the text of the U.S. Constitution, have each group produce a short presentation with visuals to explain their assigned feature of the U.S. Constitution.

- Have students create their own governments with each of these features.


- National Constitution Center - [http://ratify.constitutioncenter.org/constitution/](http://ratify.constitutioncenter.org/constitution/) - This is an interactive site that enables students to select particular passages of the U.S. Constitution quickly and explore many related indexed topics.
Sample Question Stems and Performance Tasks

- Which statement correctly defines federal system?
- Which statement correctly defines representative democracy?
- Complete the chart below by moving the boxes that indicate the roles of each branch of government.
- Which branch of government is responsible for _________?
- What is the primary responsibility of the executive branch?
- What is the primary responsibility of the legislative branch?
- What is the primary responsibility of the judicial branch?
- Complete the diagram below by showing how each branch of government checks the powers of the other two branches.
- What is one way the legislative branch checks the power of the executive branch?
- What is one way the executive branch checks the power of the judicial branch?
- What is one way the judicial branch checks the power of the legislative branch?
- Which chart below correctly shows the checks and balances system of the United States?
- Give a historical example of the use of the veto power by the President to check the power of Congress.

4.GO.21 (Prior Grade Standard)
The Ohio Constitution and the U.S. Constitution separate the major responsibilities of government among three branches.

11.GO.14 (Future Grade Standard)
Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities.
### Ohio’s Learning Standards (2018) - Clear Learning Targets
#### Social Studies, Grade 8

**GO.23** Evaluate how the U.S. Constitution protects citizens’ rights by limiting the powers of government.

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Academic Vocabulary/Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protection of citizens’ rights through limited powers in the Constitution</td>
<td>Tier 2</td>
</tr>
<tr>
<td>Applying understanding of citizens’ rights to contemporary cases</td>
<td>Cite</td>
</tr>
<tr>
<td></td>
<td>Evaluate</td>
</tr>
<tr>
<td></td>
<td>Limiting</td>
</tr>
<tr>
<td></td>
<td>Infringing</td>
</tr>
<tr>
<td></td>
<td>Prohibit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extended Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applying understanding of citizens’ rights to contemporary cases</td>
</tr>
</tbody>
</table>

**Tier 3**
- Citizens’ Rights
- Bill of Attainder
- Ex Post Facto
- Right of Habeas Corpus
- Due Process of Law

**Ultimate Learning Target**

**Type: Reasoning**

<table>
<thead>
<tr>
<th>Broad Learning Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student can evaluate how the U.S. Constitution protects citizens’ rights by limiting the powers of government.</td>
</tr>
</tbody>
</table>

**Underpinning Knowledge Learning Targets:**
- The student can give examples of citizens’ rights protected by the U.S. Constitution and Bill of Rights.
- The student can describe limitations placed on the power of the federal government by the U.S. Constitution.
- The student can explain how the 13th Amendment expanded rights.
- The student can explain how the 14th Amendment expanded rights.
- The student can explain how the 15th Amendment expanded rights.

**Underpinning Reasoning Learning Targets:**
- The student can evaluate whether a specific government action violates citizens’ rights.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- The U.S. Constitution including the Bill of Rights, protects the rights of citizens by placing limits on the powers of the government. The federal government, for example, is prohibited from infringing on the freedoms of speech, press, religion, assembly, and petition.

- Citizens also are entitled to due process of law, guaranteed the right to trial by jury and the right to counsel, and are protected from cruel and unusual punishments.

- After the Civil War, Reconstruction Amendments extended basic rights to the formerly enslaved Americans.

- Have students work together examining the U.S. Constitution and the Bill of Rights to find examples of how the rights of citizens are protected by limiting the powers of the government. Instruct them to select a protected right and provide some examples.

- Have students read the 13th, 14th and 15th Amendments to the Constitution and explain the impact these had on the expansion of human rights for African Americans. Instruct them to investigate obstacles to their implementation.

- Have students create a poster on one of the first 10 amendments illustrating how it limits the powers of the government and protects the rights of citizens.


- 13th Amendment - [http://ourdocuments.gov/doc.php?flash=true&doc=40](http://ourdocuments.gov/doc.php?flash=true&doc=40) - This site has the original text and transcript.

- 14th Amendment - [http://ourdocuments.gov/doc.php?doc=43](http://ourdocuments.gov/doc.php?doc=43) - This site has the original text and transcript.


- Instruction could be connected with the Reading Standards for Literacy in History/Social Studies 6-12 in the Common Core State Standards for English Language Arts: RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

- Career Connection: Students will research careers in law and the role of the legal system in protecting citizens’ rights. Students may be able to interview (live or through email) individuals who work in the legal field. (CCS)
Sample Question Stems and Performance Tasks

- Which of the actions below are prohibited by the U.S. Constitution and Bill of Rights? Check all the correct answers.

- Which rights below are protected by the Bill of Rights? Move the boxes to the chart to show the correct answers.

- Read the passage below. Decide whether the action taken by the government would be a violation of citizens’ rights based on the U.S. Constitution and Bill of Rights.

- How did the 13th Amendment expand rights?

- How did the 14th Amendment expand rights?

- How did the 15th Amendment expand rights?

- Create a Bill of Rights current events notebook by collecting recent news articles that discuss some part of the Bill of Rights. For each article, summarize the main idea and supporting details. Identify which rights and amendments are discussed in the article and evaluate whether citizens’ rights are being violated in the specific case.

- Conduct a mock trial/moot court for a case involving a potential violation of citizens’ rights.

<table>
<thead>
<tr>
<th>4.GO.19 (Prior Grade Standard)</th>
<th>10.HI.9 (Future Grade Standard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The U.S. Constitution establishes a system of limited government and protects citizens’ rights; five of these rights are addressed in the First Amendment.</td>
<td>The Bill of Rights is derived from English law, ideas of the Enlightenment, the experiences of the American colonists, early experiences of self-government and the national debate over the ratification of the Constitution of the United States.</td>
</tr>
</tbody>
</table>
### EC.24

**Analyze how choices made by individuals, businesses and governments have both present and future consequences.**

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Academic Vocabulary/Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>− Consequences of economic choices</td>
<td>Tier 2</td>
</tr>
<tr>
<td></td>
<td>− Analyze</td>
</tr>
<tr>
<td></td>
<td>− Choices</td>
</tr>
<tr>
<td></td>
<td>− Consequences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extended Understanding</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>− Evaluating choices based on potential consequences</td>
<td>− Scarce</td>
</tr>
</tbody>
</table>

**Ultimate Learning Target**

Type: Reasoning

**Broad Learning Target:**

− The student can analyze how choices made by individuals, businesses and governments have both present and future consequences.

**Underpinning Knowledge Learning Targets:**

− The student can explain why economic choices are made.
− The student can identify the choices and consequences that business must weigh to make decisions.
− The student can identify the choices that consequences governments must weigh to make decisions.
− The student can identify historical decisions made based on economic choices.

**Underpinning Reasoning Learning Targets:**

− The student can analyze a specific economic choice based on potential consequences.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Economic choices are made because wants are unlimited, but resources are scarce. In any economic decision, whether it is an individual, business or government, there are consequences for the present and the future.

- Businesses must weigh the consequences of hiring more workers, investing in research and development, and lowering or raising prices against potential profits in the short and long term.

- Governments must consider which public goods and services to provide for the common good with available revenue. They also must weigh the immediate and future impact of raising or lowering revenue through tax and tariff policy.

- Historical decisions based in part on economic choices include:
  - Exploring new lands;
  - Importing slaves to the Americas;
  - Imposing new taxes on the American colonies;
  - Purchasing the Louisiana Territory from France;
  - Building textile mills using water power;
  - Setting up a ferry business or building a toll bridge; and
  - Imposing tariffs


- Comparative Costs: The Early 19th Century and Today - http://www.pbs.org/teachers/mathline/concepts/president/activity1.shtm - This PBS website provides a student activity that links mathematics with the Louisiana Purchase.

- Career Connection: Students assume the role of business owner or government leader faced with an economic decision. Using a decision tree graphic organizer, students weigh potential consequences of the economic decision they face. (CCS)
Sample Question Stems and Performance Tasks

- Which statement best explains the concept of scarcity?
- Why are economic choices necessary?
- Explain two choices that businesses must make and the potential consequences of those decisions.
- Suppose you are a government leader. When deciding an important economic choice, what consequences do you have to consider? How will you arrive at a decision?
- Identify four historical decisions that were based in part on economic choices and consequences.

<table>
<thead>
<tr>
<th>7.EC.19 (Prior Grade Standard)</th>
<th>11.GO.23 (Future Grade Standard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.</td>
<td>The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits.</td>
</tr>
</tbody>
</table>
Ohio’s Learning Standards (2018) - Clear Learning Targets
Social Studies, Grade 8

<table>
<thead>
<tr>
<th>EC.25</th>
<th>Analyze how the Industrial Revolution in the late 18th and early 19th centuries changed the means of production.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Essential Understanding</strong></td>
</tr>
<tr>
<td></td>
<td>− How the Industrialization changed means of production</td>
</tr>
<tr>
<td></td>
<td><strong>Extended Understanding</strong></td>
</tr>
<tr>
<td></td>
<td>− Evaluating positive and negative consequences of industrialization</td>
</tr>
<tr>
<td></td>
<td><strong>Academic Vocabulary/Language</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Tier 2</strong></td>
</tr>
<tr>
<td></td>
<td>− Analyze</td>
</tr>
<tr>
<td></td>
<td><strong>Tier 3</strong></td>
</tr>
<tr>
<td></td>
<td>− Industrial Revolution</td>
</tr>
<tr>
<td></td>
<td>− Means of Production</td>
</tr>
</tbody>
</table>

**Ultimate Learning Target**

Type: Reasoning

**Broad Learning Target:**
− The student can analyze how the Industrial Revolution in the late 18th and early 19th centuries changed the means of production.

**Underpinning Knowledge Learning Targets:**
− The student can identify new technology during the Industrial Revolution.
− The student can identify industries that were impacted by the Industrial Revolution.
− The student can define means of production.
− The student can describe changes in the means of production during the Industrial Revolution.

**Underpinning Reasoning Learning Targets:**
− The student can connect the use of new power resources to changes in the means of production.
− The student can connect the use of interchangeable parts and mass production to changes in the means of production.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

− The first Industrial Revolution in the United States began following the War of 1812 and greatly increased the country’s economic growth. It fundamentally changed the means of production through improvements in technology, the use of new power sources, the advent of interchangeable parts, and the shift from craftwork to factory work, which led to greater efficiency in the production process.

− Although this revolution began with the textile industry, it quickly moved to the production of other goods.

− Career Connection: Student explore how technology has changed careers throughout history as new technology emerges. Students research current careers in technology. Students may be able to interview (live or through email) individuals who work in technology fields.

Sample Question Stems and Performance Tasks

− Which was an effect of the Industrial Revolution in the United States in the late 18th and early 19th centuries?

− The boxes below show new power resources during the Industrial Revolution. Move the boxes to the chart to show how each resource changed the means of production in different industries.

− How did the development of interchangeable parts contribute to the changes in the means of production?

(Prior Grade Standard) 10.HI.11 (Future Grade Standard)

N/A

The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor.
### Ohio’s Learning Standards (2018) - Clear Learning Targets

**Social Studies, Grade 8**

**EC.26** Analyze the impact government can have on markets by spending, regulating, taxing and creating trade barriers.

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Academic Vocabulary/Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>− How government economic policies impact markets</td>
<td>Tier 2</td>
</tr>
<tr>
<td>− Evaluating government economic policies</td>
<td>− Explain</td>
</tr>
<tr>
<td>− Impact</td>
<td>− Markets</td>
</tr>
<tr>
<td>− Spending</td>
<td>− Regulating</td>
</tr>
<tr>
<td>− Taxing</td>
<td>− Tariffs</td>
</tr>
<tr>
<td>− Trade Barriers</td>
<td></td>
</tr>
</tbody>
</table>

| Tier 3 |
| − Markets |
| − Spending |
| − Regulating |
| − Taxing |
| − Tariffs |
| − Trade Barriers |

**Ultimate Learning Target**

**Type: Reasoning**

**Broad Learning Target:**
− The student can analyze the impact government can have on markets by spending, regulating, taxing and creating trade barriers.

**Underpinning Knowledge Learning Targets:**
− The student can cite ways the government can impact markets.
− The student can give examples of how government impacted markets in early American history.

**Underpinning Reasoning Learning Targets:**
− The student can explain how government spending impacts markets.
− The student can explain how government regulations impact markets.
− The student can explain how tariffs impact markets.
− The student can explain how trade barriers impact markets.
Examples of how governments can impact markets by means of spending, regulations, taxes and trade barriers can be found in early American history.

Spending by the United States and state governments has impacted markets by the financing of internal improvement, such as transportation networks including:
- roads;
- canals; and
- railroads.

The United States also purchased land for later development.

Regulations have been used by governments to control markets by limiting the production or exchange of goods.

Trade barriers, such as tariffs, are used by governments to impact markets. They are the means used to prevent certain exchanges of goods between nations.

This lesson from the Council for Economic Education discusses the government’s use of spending on transportation to influence markets.

Sample Question Stems and Performance Tasks

- Which is an example of how the U.S. government impacted markets in early American history?
- How did British trade policy in the American colonies, such as the Navigation Acts, impact markets?
- Why did the U.S. government create tariffs in early American history?
- What is the purpose of trade barriers?

7.EC.19 (Prior Grade Standard)
Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.

12.EC.10 (Future Grade Standard)
Government actions, such as tariffs, quotas, subsidies, trade agreements and membership in multinational economic organizations, significantly impact international trade.
## Ohio’s Learning Standards (2018) - Clear Learning Targets
### Social Studies, Grade 8

<table>
<thead>
<tr>
<th>FL.15-23</th>
<th>Read, analyze, manage and communicate about personal financial conditions that affect one’s material well-being.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Understanding</strong></td>
<td>Key strategies for investing and managing credit and debt</td>
</tr>
<tr>
<td><strong>Extended Understanding</strong></td>
<td>Long-term impact of investment strategies</td>
</tr>
<tr>
<td><strong>Academic Vocabulary/Language</strong></td>
<td>Tier 3</td>
</tr>
<tr>
<td></td>
<td>Investment</td>
</tr>
<tr>
<td></td>
<td>Debt</td>
</tr>
<tr>
<td></td>
<td>Credit</td>
</tr>
</tbody>
</table>

#### Ultimate Learning Target

**Type:** Reasoning

**Broad Learning Target:**
- The student can read, analyze, manage and communicate about personal financial conditions that affect one’s material well being.

**Underpinning Skills Learning Targets:**
- The student can use key investing principles one can achieve the goal of increasing net worth

**Underpinning Knowledge Learning Targets:**
- The student can describe how government agencies regulate providers of financial services to help protect investors.
- The student define credit.
- The student can define debt.
- The student can describe how financial documents and contractual obligations inform the consumer and define the terms and conditions of establishing credit and incurring debt.
- The student can identify options for paying for post-secondary education opportunities.
- The student can identify safeguards that exist to help protect one’s identity, money, and property.

**Underpinning Reasoning Learning Targets:**
- The student can explain how investment strategies must take several factors into consideration such as compounding interest, costs, fees, tax implications and the time value of money.
- The student can explain how effectively balancing credit and debt helps one achieve some short and long-term goals.
Ohio Department of Education Model Curriculum Instructional Strategies and Resources

Investing
- 15. Using key investing principles one can achieve the goal of increasing net worth.
- 16. Investment strategies must take several factors into consideration such as compounding interest, costs, fees, tax implications and the time value of money.
- 17. Government agencies are charged with regulating providers of financial services to help protect investors.

Credit and Debt
- 18. Credit is a contractual agreement in which a borrower receives something of value now and agrees to repay the lender at some later date.
- 19. Debt is an obligation owed by one party to a second party.
- 20. Effectively balancing credit and debt helps one achieve some short and long-term goals.
- 21. Financial documents and contractual obligations inform the consumer and define the terms and conditions of establishing credit and incurring debt.
- 22. Many options exist for paying for post-secondary education opportunities.

Risk Management and Insurance
- 23. Safeguards exist that help protect one's identity, money, and property.

Sample Question Stems and Performance Tasks
- How does investing help an individual increase net worth?
- What factors should you consider when deciding how to invest your money?
- Why is it important to balance credit and debt?

6.EC.16 (Prior Grade Standard)
When selecting items to buy, individuals can compare the price and quality of available goods and services.

11.EC.13 (Future Grade Standard)
Financial decision-making involves considering alternatives by examining costs and benefits.