

Social Studies	
Establishing America (1787-1830s)	EIGHTH GRADE
SCRIPTURE	
<p><i>I, then, a prisoner for the Lord, urge you to live in a manner worthy of the call you have received, with all humility and gentleness, with patience, bearing with one another through love, striving to preserve the unity of the Spirit through the bond of peace: one body and one Spirit, as you were also called to the one hope of your call; one Lord, one faith, one baptism; one God and Father of all, who is over all and through all and in all. Ephesians 4:2-6</i></p>	
STANDARD	
<p>Students consider the enormous tasks that faced the new nation as well as studying its leaders during this difficult period. The United States had to demonstrate that it could survive as an independent country. Students will recognize and evaluate the changes that occurred with the growth of industry and technology. Americans began moving west during this period affecting the relationship between the United States and other nations and American Indians. As a Catholic, students should investigate and analyze the impact of these changes on American society</p>	
ACTIVITIES	
<ol style="list-style-type: none"> 1. Evaluate the presidency of Andrew Jackson. Decide which policies or actions benefited nation and which were in agreement with the principles of the American government . Explain your positions with examples. 2. Compare the rights and responsibilities as a student, a citizen and a Catholic. Write an essay titled “The Rights and Responsibilities of a Catholic Citizen in Today’s Society”. 3. Citizenship Test; analyze how citizenship test has changed over time. 4. Illustrate an amendment poster with symbols representing a chosen amendment. 	
ESSENTIAL QUESTIONS	
<ol style="list-style-type: none"> 1. What were the most important choices made by the creators of the U.S. Constitution? (Standard 1) 2. Why were some living in America given the rights and responsibilities of citizens but others living in America were not? (Standard 2) 3. How and why did tensions arise between American Indians and other Americans? (Standard 3) 4. How has the definition of citizenship changed over time? (Standard 4) 5. How did the size of North America impact the relationship between the American government and its citizens? (Standard 5) 6. What were the responsibilities of a Catholic citizen during this time? 	
Vocabulary terms	
<p>IDEAS</p> <ol style="list-style-type: none"> 1. Federalism 2. Bill of Rights 3. Jacksonian democracy 	

4. Industrial Revolution
5. Market Revolution
6. Growth of executive power
7. Growth of judicial power
8. Monroe Doctrine
9. Individual freedom
10. Marshall Court

PEOPLE/ROLES

1. Founding Fathers
2. Tecumseh
3. James Monroe
4. Andrew Jackson
5. Phyllis Wheatley
6. Abigail Adams
7. Sacagawea
8. Whigs
9. Democrats
10. Charles Carroll
11. Bishop John Carroll
12. Daniel Carroll

PLACES/INSTITUTIONS

1. Louisiana Territory
2. New Orleans
3. Washington D.C.
4. Philadelphia
5. Mississippi River
6. Ohio Valley
7. Northwest Territories

EVENTS

1. Three-fifths Compromise
2. Great Compromise
3. Louisiana Purchase
4. Exploration
1. Alien and Sedition Act
2. War of 1812
3. Second Great Awakening
4. Missouri Compromise

Social Studies	
Regionalism and Expansion: 1800s—1850s	EIGHTH GRADE
SCRIPTURE	
<i>“There is neither Jew nor Greek, there is neither slave nor free person, there is not male and female, for you are all one in Christ” Galatians 3: 28</i>	
STANDARD	
<p>This period follows the nation’s regional development in the West, Northeast, and South. Students will analyze the influence of the West on the politics, economy, religion and culture of the nation. The Industrial Revolution in the Northeast during this period had repercussions throughout the nation. Inventions between the turn of the century and 1850 transformed manufacturing, transportation, mining, communications, and agriculture and changed the lives of people. Students should investigate and draw conclusions about these transformations.</p> <p>During this period, the South veered away from the democratic and reform movements taking place in other parts of the United States. Students will recognize and evaluate the peculiar institution of slavery and its dramatic effects on the South’s political, social, economic, and cultural development and its relationship with other areas of the United States.</p>	
EXAMPLES	
<ol style="list-style-type: none"> 1. Create a colored map of Manifest Destiny. 2. Portrait of Abolitionists project comparing two abolitionists side by side and their similar motivations to join the movement. 3. Create trading cards with a profile of well known abolitionist or transcendentalists. 4. Write a speech to be delivered by David Walker or Frederick Douglas explaining his beliefs about the need for the abolition of slavery. 	
ESSENTIAL QUESTIONS	
<ol style="list-style-type: none"> 1. Why did slavery continue to develop in the South and not in other areas of the United States during this period? (Standard 1) 2. How does the rise of Jacksonian democracy during this period affect the rights of American voters in the 21st century? (Standard 2) 3. How did the economic ideas of business owners change the lives of workers? (Standard 3) 4. How has the idea of women’s rights both changed and remained the same since the mid-1800s? (Standard 4) 5. How did the growth of the United States, including the arrival of Catholic immigrants, impact the lives of Americans? (Standard 5) 	
VOCABULARY TERMS	

IDEAS

1. Manifest Destiny
2. Western expansion
3. Second Industrial Revolution
4. Sectionalism and racism
5. Slavery
6. Abolitionism
7. Enslaved person resistance
8. American Indian resistance
9. Women's rights
10. Immigration
11. Trails
12. Expansion of railroads
13. Second Great Awakening

PEOPLE/ROLES

1. Nat Turner
2. Henry Clay
3. Brer Rabbit
4. George Fitzhugh
5. James Polk
6. Elizabeth Cady Stanton
7. Frederick Douglass
8. Washington Irving
9. Henry David Thoreau
10. Edgar Allan Poe
11. Harriet Jacobs
12. Maria Ruiz de Burton
13. Fr. Junipero Serra
14. St. Elizabeth Ann Seton
15. St. John Neumann

PLACES/INSTITUTIONS

1. Texas Republic
2. Chicago
3. Southern States
4. Northern States
5. Western territories and states
6. Mexican Cession lands
7. Liberia
8. Catholic schools
9. Spanish missions

EVENTS

1. Indian Removal Acts
2. Nullification Crisis
3. Mexican-American War
4. California Gold Rush
5. Oregon Fever
6. Underground Railroad
7. Seneca Falls Convention
8. Growth of technology
9. Spread of agriculture
10. Rise of cities
11. Irish potato famine

Social Studies	
March to War: 1850s—1861	EIGHTH GRADE
SCRIPTURE	
<i>I urge you, brothers, in the name of our Lord Jesus Christ, that all of you agree in what you say, and that there be no divisions among you, but that you be united in the same mind and in the same purpose. 1 Corinthians 1:10</i>	
STANDARD	
Students will explore the different points of view that developed during the continued rise of sectionalism and analyze how the failure of compromise eventually led to the Civil War. The institution of slavery and the abolitionist movement should be evaluated in their historical contexts through the eyes of the Catholic Church.	
The issue of slavery, and its economic impact, became too divisive and led to secession by the Confederate States of America. Students should investigate the challenge to the Constitution and the Union caused by the secession of the Confederate states and their doctrine of nullification.	
EXAMPLES	

1. Create a political cartoon from the point of view of a Northern artist or a Southern artist on one of the following; Missouri Compromise, Compromise of 1850, Bleeding Kansas, or the Dred Scott Decision.
2. Debate whether or not the Civil War could have been avoided.
3. Decide if John Brown was a martyr or villain . Write an essay explaining your point of view.

ESSENTIAL QUESTIONS

1. Could the Civil War have been prevented? (Standard 1)
2. Why would Southerners feel threatened by Lincoln and other Republicans? (Standard 2)
3. How did the idea of popular sovereignty impact the lives of those living in Kansas and Missouri? (Standard 3)
4. How did the concept of abolitionism change over time? (Standard 4)
5. What impact did American geography have on the decision by Confederate states to secede? (Standard 5)

VOCABULARY TERMS

IDEAS

1. expansion of slavery
2. Abolitionism
3. enslaved person resistance
4. Secessionism
5. economic policies
6. popular sovereignty

PEOPLE/ROLES

1. Stephen Douglas
2. Harriet Tubman
3. Harriet Beecher Stowe
4. Abraham Lincoln
5. James Buchanan
6. John Brown
7. Charles Sumner
8. Know Nothings
9. political parties

PLACES/INSTITUTIONS

1. Lawrence, Kansas
2. Harper's Ferry

3. Lecompton, Kansas
4. Washington, DC
5. South Carolina

EVENTS

1. Wilmot Proviso
2. Election of 1848
3. Compromise of 1850
4. Kansas-Nebraska Act
5. Dred Scott v. Sanford
6. Lincoln - Douglas Debates
7. Gadsden Purchase
8. Fugitive Slave Act
9. Bleeding Kansas
10. Civil War
11. Rise of Republican party
12. Establishment of the Confederate States of America

Social Studies	
Toward a More Perfect Union: 1861–1877	EIGHTH GRADE
SCRIPTURE	
<p><i>There is an appointed time for everything, and a time for every affair under the heavens. A time to give birth, and a time to die; a time to plant, and a time to uproot the plant. A time to kill, and a time to heal; a time to tear down, and a time to build. A time to weep, and a time to laugh; a time to mourn, and a time to dance. A time to scatter stones, and a time to gather them; a time to embrace, and a time to be far from embraces. A time to seek, and a time to lose; a time to keep, and a time to cast away. A time to rend, and a time to sew; a time to be</i></p>	

silent, and a time to speak. a time to love, and a time to hate; a time of war, and a time of peace. Ecclesiastes 3: 1-8

STANDARD

Students should recognize and evaluate broad Union and Confederate strategy by investigating significant wartime events and battles such as Gettysburg, Antietam, and Sherman's March to the Sea. Students should also analyze the human meaning of the war, based on Catholic teachings, by investigating the context of the home front as well as the stories of soldiers, free blacks, enslaved persons, and women involved.

The withdrawal of troops from the former Confederate states following the election of 1876 led to the undermining of progress made by former enslaved persons. The economic and social changes brought about by Reconstruction are important for students to understand.

EXAMPLES

1. Find primary source examples about how Abraham Lincoln's views on slavery changed. I.E. Gettysburg Address or Emancipation Proclamation.
2. Create a map showing the strategy of the Union army, including the Anaconda plan.
3. Research and present battles of the Civil War, explaining why a battle was critical.

ESSENTIAL QUESTIONS

1. Was it inevitable that the union would win the Civil War? (Standard 1)
2. Who gets to be an American citizen? (Standard 2)
3. Is it ever okay to violate the Bill of Rights? (Standard 3)
4. How was life different for Americans after the Civil War? (Standard 4)
5. How did the geography of the American South impact how the war was fought? (Standard 5)

VOCABULARY TERMS

IDEAS

1. Unionism
2. Reconstruction
3. Equality
4. Jim Crow
5. Total war

PEOPLE/ROLES

1. Abraham Lincoln
2. Robert E. Lee
3. U.S. Grant
4. Jefferson Davis

5. Mary Chestnut
6. Andrew Johnson
7. Exodusters
8. Radical Republicans
9. African American soldiers
10. Ku Klux Klan
11. Matthew Brady

PLACES/INSTITUTIONS

1. Fort Sumter
2. Gettysburg
3. Antietam
4. Atlanta
5. Richmond
6. Washington DC
7. Vicksburg
8. Appomattox
9. New York City

EVENTS

1. Civil War
2. Anaconda Plan
3. Emancipation Proclamation
4. draft riots
5. Gettysburg Address
6. Lincoln's Second Inaugural Address
7. 13th/14th/15th/ Amendments
8. Black codes
9. Election of 1876

Social Studies

The Rise of America: 1870s–1900

EIGHTH GRADE

SCRIPTURE

See, I have today set before you life and good, death and evil. If you obey the commandments of the LORD, your God, which I am giving you today, loving the LORD, your God, and walking in his ways, and keeping his commandments, statutes and ordinances, you will live and grow numerous, and the LORD, your God will bless you in the land you are entering to possess.
Deuteronomy 30:15-16

STANDARD

The period from the end of Reconstruction to the turn of the century was transformative. Students will investigate and analyze the settling and conquering of the West, the expansion of industry, the establishment of large transportation networks, immigration from Europe, urban growth, accumulation of great wealth in the hands of a few, the rise of organized labor, and increased American involvement in foreign affairs. Students should also recognize and evaluate the political programs and activities of Populists, Progressives, and other reformers.

EXAMPLES

1. Case study of Plessy v. Ferguson and separate but equal doctrine, and tie it together with the Brown v. Board of Education.
2. How do events like the Chinese Exclusion Act, Jim Crow laws, Indian Removal Act conflict with the Catholic doctrine of social justice.

ESSENTIAL QUESTIONS

1. What would motivate Americans to settle the West? (Standard 1)
2. In what ways were immigrants discriminated against and how did Americans attempt to justify it? (Standard 2)
3. Why would so many American Indians support the Ghost Dance? (Standard 3)
4. How are the Populist movements of the late 1800s and twenty-first-century movements such as the Tea Party and Occupy Wall Street similar and different? (Standard 4)
5. Why would places like Cuba and the Philippines be so important to America during the late 1800s? (Standard 5)

VOCABULARY TERMS

IDEAS

1. Imperialism
2. Populism
3. Progressivism
4. Westward expansion
5. Growth of cities
6. Immigration
7. rise of big business
8. organized labor
9. Agribusiness

10. spoils system
11. Social Darwinism
12. Federal American Indian policy

PEOPLE/ROLES

1. William Jennings Bryan
2. Eugene Debs
3. Susan B. Anthony
4. robber barons/captains of industry
5. Thomas Nast
6. Boss Tweed
7. Buffalo Bill Cody
8. Red Cloud
9. George Custer
10. Fr. Michael J. McGivney
11. Samuel Gompers

PLACES/INSTITUTIONS

1. Cuba
2. Philippines
3. Wounded Knee
4. Ellis Island and Angel Island
5. Chicago
6. Settlement houses
7. Knights of Columbus

EVENTS

1. Spanish-American War
2. Indian Wars
3. Haymarket Tragedy
4. Sherman Anti-Trust Act
5. Chinese Exclusion Act
6. Dawes Act
7. Ghost Dance
8. Oklahoma Land Rush
9. Plessy v. Ferguson