

BAKERSFIELD CITY SCHOOL DISTRICT
 Education Center – 1300 Baker Street
 Bakersfield, California 93305
 Curriculum and Standards

Holt History/Social Science Standards Alignment Grade 8

Standards		Performance Task	Test Reference
8.1.1	Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 58-9
8.1.2	Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as “all men are created equal, that they are endowed by their Creator with certain unalienable rights”).	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 59, 84-9
8.1.3	Analyze how the American Revolution affected other nations, especially France.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	p. 206
8.1.4	Describe the nation’s blend of civic republicanism, classical liberal principles, and English parliamentary traditions.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 118-9
8.2.1	Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.	Label the structural parts of the <i>U.S.S Constitution</i> with the Mayflower Compact, Virginia Statute for Religious Freedom, the Magna Carta, and the English Bill of Rights, and write a sentence for each stating their significance to the Constitution.	pp 43, 114-5, 118-9
8.2.2	Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 114-7, 135

8.2.3	Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 125-130
8.2.4	Describe the political philosophy underpinning the Constitution as specified in the <i>Federalist Papers</i> (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.	After reading primary sources documents from Hamilton and Mason on ratification of the Constitution, write a short statement expressing what each figure might have said to each other regarding the debate.	pp. 132-5
8.2.5	Understand the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 115, 179
8.2.6	Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.	Identify which of the Bill of Rights amendments are rooted in the Magna Carta, the English Bill of Rights, the Mayflower Compact, Virginia Statute of Religious Freedom as well as practices of colonial assemblies, and construct a graphic organizer to reflect this.	pp. 150-167

8.2.7	Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.		pp. 144-8, 178-183
8.3.1	Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	p. 115
8.3.2	Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	p. 117
8.3.3	Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution's clauses on interstates commerce, common coinage, and full-faith and credit.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	N/a
8.3.4	Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 200-4, 212-5
8.3.5	Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebellion).	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 122-4, 209

8.3.6	Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 154, 186-7
8.3.7	Understand the functions and responsibilities of a free press.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 167, 179
8.4.1	Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 208-9, 234-9
8.4.2	Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, and John Q. Adams's Fourth of July 1821 Address).	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 210-1, 230
8.4.3	Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 291-3
8.4.4	Discuss daily life, including tradition in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp.270-5
8.5.1	Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.	After reading primary sources documents from Tecumseh and Harrison on western settlement, write a short statement expressing what each figure might have said to each other regarding the debate.	pp. 240-9

8.5.2	Know the changing boundaries of the United States and describe the relationships of the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 260-2, 316-322
8.5.3	Outline the major treaties with American Indian Nations during the administrations of the first four presidents and the varying outcomes of those treaties.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 298-9
8.6.1	Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 362-3, 546-8
8.6.2	Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 264-6
8.6.3	List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 400-4
8.6.4	Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 414-5

8.6.5	Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 412-3
8.6.6	Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B Anthony).	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 423-9
8.6.7	Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 405-9
8.7.1	Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 376-381
8.7.2	Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 41, 57-8, 386-391
8.7.3	Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 382-4
8.7.4	Compare the lives of and opportunities for free black in the North with those of free blacks in the South.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 414-5, 385

8.8.1	Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).	Create a timeline of U.S. expansion from 1820-1853 using five-year increments, and identify the costs and benefits to the U.S. as well as foreign nations.	pp. 284-297
8.8.2	Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.		pp. 235-8, 294-7, 316-8
8.8.3	Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	N/a
8.8.4	Examine the importance of the great rivers and the struggle over water rights.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 325, 332-3
8.8.5	Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	N/a
8.8.6	Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 312-325

8.9.1	Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).	See <i>Standards of Excellence History/Social Science</i> <i>Grades 6-8</i>	pp. 416-421
8.9.2	Discuss the abolition of slavery in early state constitutions.	See <i>Standards of Excellence History/Social Science</i> <i>Grades 6-8</i>	N/a
8.9.3	Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.	See <i>Standards of Excellence History/Social Science</i> <i>Grades 6-8</i>	p. 116
8.9.4	Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.	See <i>Standards of Excellence History/Social Science</i> <i>Grades 6-8</i>	pp. 440-2, 445-6
8.9.5	Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), The Wilmot Proviso (1846), the Compromise of 1850, the Kansas-Nebraska Act (1854), the <i>Dred Scott v. Sandford</i> decision (1857), and the Lincoln-Douglas debates (1858).	Create a political cartoon illustrating Lincoln's main points in the "House Divided" speech with the caption: A house divided against itself cannot stand.	pp. 445-9, 451-4
8.9.6	Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.	See <i>Standards of Excellence History/Social Science</i> <i>Grades 6-8</i>	N/a
8.10.1	Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.	See <i>Standards of Excellence History/Social Science</i> <i>Grades 6-8</i>	pp.290-1
8.10.2	Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.	See <i>Standards of Excellence History/Social Science</i> <i>Grades 6-8</i>	pp. 376-381, 474

8.10.3	Identify the constitutional issues posed by the doctrine of nullification and the earliest origins of that doctrine.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	p. 290
8.10.4	Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).	Create a poem from the point of view of a freed slave celebrating the Emancipation Proclamation.	pp. 453, 491-2, 500
8.10.5	Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 479-481, 484-9, 493-6
8.10.6	Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 472-503
8.10.7	Explain how the war affected combatants, civilians, the physical environment, and future warfare.	Draw two political cartoons depicting support and opposition of the northern drafts.	pp. 490-6
8.11.1	List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 512-7
8.11.2	Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	N/a
8.11.3	Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 516, 518, 524-530

8.11.4	Trace the rise of the Ku Klux Klan and describe the Klan's effects.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	p. 526
8.11.5	Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 514-5, 520-3
8.12.1	Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	N/a
8.12.2	Identify the reason for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.	List the uses of the buffalo to Native Americans.	pp. 553-8
8.12.3	Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	N/a
8.12.4	Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 579-583
8.12.5	Examine the location and effects of urbanization, renewed immigrations and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 588-597
8.12.6	Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 584-7

8.12.7	Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 592-3
8.12.8	Identify the characteristics and impact of Grangerism and Populism.	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 562-4
8.12.9	Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).	See <i>Standards of Excellence History/Social Science Grades 6-8</i>	pp. 574-8