

PENINSULA SCHOOL DISTRICT
History, Geography, and Civics of the United States
Eighth Grade

The following pages provide guidelines for teaching your students about civics. The goal is for students to have the opportunity to gain important **Enduring Understandings** that civics teaches us about ourselves and our world. Note, however, any examination of civics should include examination of state and national constitutions and treaties and how these documents govern the rights and responsibilities of all residents and citizens in Washington and the rest of the United States. Therefore, this civics section lends itself to 8th and 11th grade U.S. History and 12th grade Contemporary World Problems and may be embedded in those courses if districts deem this appropriate.

EALR Components:	Enduring Understandings / Essential Questions Students will come to their own understanding of the following questions:	Instructional Strategies that Support Student Learning
<p>C1.1 Understand and interpret the major ideas set forth in the Declaration of Independence, the Constitution, and other foundational documents</p> <p>C1.2 Examine key ideals of United States democracy such as individual human dignity, liberty, justice, equality, and the rule of law</p> <p>C1.3 Examine representative government and citizen participation</p> <p>C2.1 Understand and explain the organization of government at the federal, state, and local level including the executive, legislative, and judicial branches</p> <p>C2.2 Understand the function and effect of law</p> <p>C2.3 Compare and contrast democracies with other forms of government</p> <p>C3.1 Understand how the world is organized politically and how nations interact</p> <p>C3.2 Recognize factors and roles that affect the development of foreign policy by the United States, other nations, and multinational organizations</p>	<ol style="list-style-type: none"> 1. How did the United States become a democratic republic? 2. What are the origins and continuing influence of the key ideals of the Declaration of Independence and the Constitution? 3. How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution? 4. What are the rights and responsibilities of U.S. citizens? 5. How can citizens participate in civic life? 6. What different types of governments have existed and what has been their impact on the lives of people? 7. How does the U.S. government conduct relations with other nations and international organizations? <p>Some of these areas may be embedded into 8th and 11th grade U.S. history and 12th grade contemporary world problems.</p>	

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continued

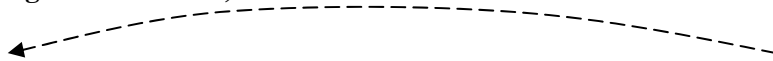
EALR Components:	Enduring Understandings / Essential Questions Students will come to their own understanding of the following questions:	Instructional Strategies that Support Student Learning
<p>C4.1 Understand individual rights and their accompanying responsibilities including problem-solving and decision-making at the local, state, national, and international level</p> <p>C4.2 Identify and demonstrate rights of United States citizenship related to school, local, state, national, and international issues</p> <p>C4.3 Explain how various stakeholders influence public policy</p> <p>E3.1 Analyze the role of government as participant in an economy through taxation, spending, and policy setting</p> <p>G3.3 Examine cultural characteristics, transmission, diffusion and interaction</p> <p>H2.1 Compare and contrast ideas in different places, time periods, and cultures, and examine the interrelationships between ideas, change and conflict</p>		

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A. CIVICS: Founding a Government				
EALR Benchmarks: WHAT →	Evidence of Learning: HOW → Students will be able to...	Assessments HOW WELL → CBAs	Enduring Understandings / Essential Questions WHY Students will come to their own understand of the following questions:	Instructional Strategies that Support Student Learning
<u>Geography</u> G3.3.2c Identify how people develop their understandings of culture through the exchange of ideas (Five Themes)	<ul style="list-style-type: none"> Trace the ideas, principles, and government structures the U.S. democracy borrowed from other times and cultures 		<ul style="list-style-type: none"> How did the United States become a democratic republic? What are the origins and continuing influence of the key ideals of the Declaration of Independence and the Constitution? 	
<u>Civics</u> C1.1.2a Describe the origins and creation of foundational documents such as the Declaration of Independence <i>C1.2.2a Explain key democratic ideals of the U.S. government and discuss their application in specific situations</i> C2.1.2b Describe how the state and federal government derives its power from the consent of the governed through voting, constituent meetings C2.3.2a Describe the purposes of government and how its powers are acquired, used, and justified	<ul style="list-style-type: none"> Identify the factors that led to the creation of the Declaration of Independence and its guiding principles Discuss the purpose of government and the sources of governmental power according to the Declaration of Independence and the Constitution 	See <i>Constitutional Issues CBA</i>	<ul style="list-style-type: none"> How did the United States become a democratic republic? What are the origins and continuing influence of the key ideals of the Declaration of Independence and the Constitution? How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution? 	

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A. CIVICS: Founding a Government, *continued*



EALR Benchmarks: WHAT →	Evidence of Learning: HOW → Students will be able to...	Assessments HOW WELL → CBAs	Enduring Understandings / Essential Questions WHY Students will come to their own understand of the following questions:	Instructional Strategies that Support Student Learning
<u>History</u> <i>H2.1.2 Explain the origin and historical context of major ideas and their impact on societies</i>	<ul style="list-style-type: none"> • Compare and contrast the differing viewpoints of the Federalists and Anti-Federalists and the resulting compromises • Describe the major issues at the Constitutional Convention and the resulting compromises 		<ul style="list-style-type: none"> • How did the United States become a democratic republic? • What are the origins and continuing influence of the key ideals of the Declaration of Independence and the Constitution? • How does the Declaration of Independence and the Constitution exert a continuing influence? 	

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B. CIVICS: Structure of Government				
EALR Benchmarks: WHAT →	Evidence of Learning: HOW → Students will be able to...	Assessments HOW WELL → CBAs	Enduring Understandings / Essential Questions WHY Students will come to their own understanding of the following questions:	Instructional Strategies that Support Student Learning
<p><u>Civics</u></p> <p>C1.3.2a Explain how U.S. citizens govern through representative government and empower representatives to make, interpret, and enforce laws to carry out public policy</p> <p><i>C1.3.2b Explain how the U.S. government includes concepts of both a democracy and a republic</i></p> <p>C2.1.2b Describe the structure of state and federal government, including the legislative, executive, and judicial branches; federal, state, and local levels, and political parties</p> <p>C2.2.2 Distinguish among making, enforcing, and interpreting laws</p>	<ul style="list-style-type: none"> • Describe the organization, leadership, and powers of the legislative, executive, and judicial branches of government on the national, state, tribal and local levels • Explain how the U.S. government is both a republic and a democracy • Explain how the U.S. government is organized on a federalist model that includes sharing and separation of power and checks and balances on power 		<ul style="list-style-type: none"> • How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution? 	

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B. CIVICS: Structure of Government, <i>continued</i>				
<u>EALR Benchmarks:</u> WHAT →	Evidence of Learning: HOW → Students will be able to...	Assessments HOW WELL → CBAs	Enduring Understandings / Essential Questions WHY Students will come to their own understanding of the following questions:	Instructional Strategies that Support Student Learning
<u>Economics</u> E3.1.a Explain the need to establish a legal framework to protect and foster voluntary trade	<ul style="list-style-type: none"> • Explain the ways in which government regulated and encouraged trade 		<ul style="list-style-type: none"> • How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution? • How does the U.S. government conduct relations with other nations and international organizations? 	

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C. CIVICS: Rights and Responsibilities				
EALR Benchmarks: WHAT →	Evidence of Learning: HOW → Students will be able to...	Assessments HOW WELL → CBAs	Enduring Understandings / Essential Questions WHY Students will come to their own understanding of the following questions:	Instructional Strategies that Support Student Learning
<p><u>Civics</u></p> <p>C1.1.2b Explain specific rights guaranteed by the Constitution and how these rights are related to responsibilities</p> <p><i>C1.2.2b Describe efforts to reduce differences between democratic ideals and realities</i></p> <p>C4.1.2a Explain how responsibility to the common good might conflict with the exercise of individual rights</p> <p>C4.1.2b Examine why democracy requires government to protect the rights of citizens and to promote the common good</p> <p>C4.2.2a Participate in civic discussions with the aim of solving current problems</p>	<ul style="list-style-type: none"> • Using examples identify and explain rights guaranteed by the Constitution and its amendments and their impact on the individual • Describe the relationship between the citizen and elected representatives and how informed citizens can influence policy • Using examples of different groups of people in American society, identify instances in which rights were denied and the struggles that ensued to gain their rights 	<p>See <i>Constitutional Issues CBA</i></p>	<ul style="list-style-type: none"> • What are the rights and responsibilities of U.S. citizens? • How can citizens participate in civic life? 	

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C. CIVICS: Rights and Responsibilities, *continued*

EALR Benchmarks: WHAT →	Evidence of Learning: HOW → Students will be able to...	Assessments HOW WELL → CBAs	Enduring Understandings / Essential Questions WHY Students will come to their own understanding of the following questions:	Instructional Strategies that Support Student Learning
<p>C4.2.2b Discuss how voting in a representative democracy is a privilege and a responsibility</p> <p>C4.3.2a <i>Analyze the influence of various interest groups and individuals on the development of public policy and decision-making</i></p> <p>C4.3.2b Describe the relationship between civic responsibility and public service</p>	<ul style="list-style-type: none"> Analyze the tensions that arise between individual liberties and the common good Using examples of different groups who fought for the right to vote, explain why voting is both a privilege and a responsibility Analyze a controversial public issue or problem and offer potential solutions 		<ul style="list-style-type: none"> What are the rights and responsibilities of U.S. citizens? How can citizens participate in civic life? 	

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D. CIVICS: Differing Political Systems & Foreign Policy				
EALR Benchmarks: WHAT →	Evidence of Learning: HOW → Students will be able to...	Assessments HOW WELL → CBAs	Enduring Understandings/ Essential Questions WHY Students will come to their own understanding of the following questions:	Instructional Strategies that Support Student Learning
<p><u>Civics</u></p> <p><i>C2.3.2b Describe a variety of forms of government</i></p> <p><i>C2.3.2c Explain how various forms of government have differing effects on the lives of people</i></p> <p>C3.1.2a Describe and explain how national interests affect international relations</p> <p>C3.1.2b Describe U.S. roles and interests in major international organizations and international political alliances</p> <p>C3.1.3b Evaluate how national interests are maintained through international agreements, treaties, and alliances</p>	<ul style="list-style-type: none"> • Using examples, past and present, compare and contrast democratic and autocratic governments and the impact of these governments on the lives of their citizens • Explain how federal, state, tribal, and local governments affect groups and individuals • Identify how the boundaries of the United States have changed and describe the relationships the country had with its neighbors (current Mexico and Canada), Europe, and Latin America • Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties. 		<ul style="list-style-type: none"> ▪ What different types of governments have existed inside and outside the United States and what has been their impact on the lives of people? ▪ How does the U.S. government conduct relations with other nations and international organizations? 	

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D. CIVICS: Differing Political Systems & Foreign Policy, *continued*

EALR Benchmarks: WHAT →	Evidence of Learning: HOW → Students will be able to...	Assessments HOW WELL → CBAs	Enduring Understandings/ Essential Questions WHY Students will come to their own understanding of the following questions:	Instructional Strategies that Support Student Learning
C3.2.2a Define and identify foreign policy and the factors that influence it C3.2.2b Describe and explain historical and contemporary examples of U.S. foreign policy C3.2.2c Identify and describe the roles of international and multinational organizations in foreign policy	<ul style="list-style-type: none"> Describe the complexities of contemporary foreign policy due to competing interests, such as trade, human rights, and environmental policies Describe the purposes of the United Nations, the WTO, and the NATO Alliance; trace the U.S. relationship and role with each of these organizations 		<ul style="list-style-type: none"> How does the U.S. government conduct relations with other nations and international organizations? 	

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UNITED STATES HISTORY

The following pages provide guidelines for teaching your students about the United States from the Revolution to 1900.. While each historical event offers important lessons about our country and its people, it would be nearly impossible to teach students about every event and issue in a way that promotes in-depth understanding. Consequently, you should choose which areas you want to explore deeply and which you will use as points of comparison. The goal is for students to have the opportunity to gain important **Enduring Understandings** that teach us about ourselves and our world. Any examination of U.S. history should include examination of state and national constitutions and treaties and how these documents govern the rights and responsibilities of all residents and citizens in Washington and the rest of the United States.

NOTE: There are several sections from 7th grade Washington State History and 8th Grade Civics that logically fold into corresponding areas of 8th grade U.S. History. Consequently, districts may choose to embed these areas into 8th grade history rather than offer Civics and Washington State History courses as isolated stand-alone courses.

EALR Components:	Enduring Understandings / Essential Questions	Instructional Strategies that Support Student Learning
<p>H1.1 Understand and analyze historical time and chronology</p> <p>H1.2 Understand events, trends, individuals, and movements shaping the United States</p> <p>H1.3 Examine the influence of culture on the United States, world, and Washington State history</p> <p>H2.1 Compare and contrast ideas in different places, time periods, and cultures, and examine the interrelationships between ideas, change and conflict.</p> <p>H2.2 Understand how ideas and technological developments influence people, culture, and environment</p> <p>G3.1 Identify and examine people's interaction with and impact on the environment</p> <p>G3.2 Analyze how the environment and environmental changes affect people</p> <p>G3.3 Examine cultural characteristics, transmission, diffusion and interaction</p> <p>E1.1 Understand that the condition of scarcity requires people to choose among alternatives and bear the consequences of that choice</p>	<p>Students will come to their own understanding of the following questions:</p> <ul style="list-style-type: none"> • How did the United States become a nation and what issues did the young nation face? • How did the United States expand and what was the social, political, and cultural impact of this expansion? • What progress was made toward social, political, and economic reforms? • How has the United States dealt with conflict within its own borders and what are the legacies of these conflicts? • How did industrialization, immigration, migration, and urbanization affect the United States to 1900? 	

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continued

EALR Components:	Enduring Understandings / Essential Questions	Instructional Strategies that Support Student Learning
<p>E1.2 Understand that the availability and use of resources influences the production of goods and services in the economy</p> <p>E2.1 Recognize that both buyers and sellers participate in voluntary trade because both expect to gain</p> <p>E2.2 Explain how different economic systems produce, distribute, and exchange goods and services</p> <p>E2.3 Understand that prices in competitive markets create incentives that influence the choices of buyers and sellers</p> <p>C2.1 Understand and explain the organization of government at the federal, state, and local level including the executive, legislative, and judicial branches</p>	<p>Students will come to their own understanding of the following questions:</p>	

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 UNITED STATES HISTORY

A. US HISTORY Revolution, Constitution, & a New Nation

EALR Benchmarks: WHAT →	Evidence of Learning: HOW → Students will be able to...	Assessments HOW WELL → CBAs	Enduring Understandings / Essential Questions WHY Students will come to their own understanding of the following questions:	Instructional Strategies that Support Student Learning
<u>Civics</u> C2.1.2b Describe the structure of state and federal government including the legislative, executive, and judicial branches; federal, state, and local levels; and political parties	<ul style="list-style-type: none"> Identify and analyze the strengths and weaknesses of the Articles of Confederation Describe the origin of the political parties and their differing viewpoints (Federalist vs. Anti-Federalist) 		<ul style="list-style-type: none"> How did the United States become a nation? What problems did the young nation face? 	
<u>Economics</u> <i>E2.2.2c Identify laws and values that limit or change what is produced</i>	<ul style="list-style-type: none"> Graphically represent the triangle trade and explain the social and economic impacts 		<ul style="list-style-type: none"> How did the United States become a nation? What problems did the young nation face? 	

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A. US HISTORY Revolution, Constitution, & a New Nation, *continued*

EALR Benchmarks: WHAT →	Evidence of Learning: HOW → Students will be able to...	Assessments HOW WELL → CBAs	Enduring Understandings / Essential Questions WHY Students will come to their own understanding of the following questions:	Instructional Strategies that Support Student Learning
<u>History</u> H1.1.2a Group events and individuals by broadly defined historical eras and develop related timelines; compare and contrast different cultural measures of time H1.1.2b Using evidence for support, identify, analyze, and explain possible causal factors contributing to given historical events U.S. 1.2.2 Identify and analyze major issues, people, and events in U.S. history from the Revolution to 1865 including Revolution, Constitution, and New Nation (1763-1820) <i>H2.1.2 Explain the origin and historical context of major ideas and their impact on societies</i>	<ul style="list-style-type: none"> • Identify and analyze the major causes, effects and impact of the American Revolution • Group events, cultural and political groups, and individuals related to the Revolutionary Era on a timeline • Identify the issues, groups, and countries involved in the War of 1812 and analyze its importance 	See <i>Analyzing Sources CBA</i> See <i>Conflict CBA</i>	<ul style="list-style-type: none"> • How did the United States become a nation? • What problems did the young nation face? 	

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B. US HISTORY: Expansion & Reform

EALR Benchmarks: WHAT →	Evidence of Learning: HOW → Students will be able to...	Assessments HOW WELL → CBA s	Enduring Understandings / Essential Questions WHY Students will come to their own understanding of the following questions:	Instructional Strategies that Support Student Learning
<p><u>History</u></p> <p>H1.1.2b Using evidence for support, identify, analyze, and explain possible causal factors contributing to given historical events</p> <p>H2.1.2 Explain the origin and historical context of major ideas and their impact on societies</p>	<ul style="list-style-type: none"> Describe the changing boundaries of the United States and describe the relationships 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 Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny, including: the Lewis and Clark Expedition, Accounts of Indian Removal, American Indian nations' responses to expansion, Transcontinental railroad and Chinese labor, Settlement of the Great Plains, and the new status of western "pioneer women" 	<p>See <i>Analyzing Sources CBA</i></p> <p>See <i>Conflict CBA</i></p>	<ul style="list-style-type: none"> How did the United States expand and what were the social, political, and cultural impacts of this expansion? What progress was made toward social, political, and economic reforms? 	

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B. US HISTORY: Expansion & Reform, *continued* ----->

EALR Benchmarks: WHAT →	Evidence of Learning: HOW → Students will be able to...	Assessments HOW WELL → CBAs	Enduring Understandings / Essential Questions / WHY Students will come to their own understanding of the following questions:	Instructional Strategies that Support Student Learning
<p><i>H2.2.2 Interpret how changing technologies have shaped ideas and attitudes, and analyze the impact of ideas and technological developments on society and culture</i></p> <p>U.S. 1.2.2 Identify and analyze major issues, people, and events in U.S. history from the Revolution to 1865 including Expansion and Reform (1801-1861)</p> <p>H2.2 Understand how ideas and technological developments influence people, culture, and environment</p>	<ul style="list-style-type: none"> • Discuss 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) • Examine the causes, effects, and ramifications of the Mexican/American War and the Texas War for Independence • Discuss Mexican settlements, their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies • Examine the reform movements that developed in the United States, the reasons they developed, and their results • Examine events, movements, and policies related to slavery, including: Abolition movements, Abolition in early state constitutions, Underground Railroad, Northwest Ordinance, Compromise of 1850, States' Rights Doctrine, Missouri Compromise, Kansas-Nebraska Act, Dred Scott v. Sanford, Lincoln-Douglas debates 		<ul style="list-style-type: none"> • How has the United States dealt with conflict within its own borders and what are the legacies of these conflicts? 	

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C. U.S HISTORY: Civil War & Reconstruction				
EALR Benchmarks: WHAT →	Evidence of Learning: HOW → Students will be able to...	Assessments HOW WELL CBAs	Enduring Understandings / Essential Questions WHY Students will come to their own understanding of the following questions:	Instructional Strategies that Support Student Learning
<u>Economics</u> E1.1.2a Provide examples of how groups and individuals face choices and consider price and personal values, etc., in making choices in present and in historical situations	<ul style="list-style-type: none"> • Analyze the origins of slavery in the Americas and its social, economic, and cultural impact on the American nation to 1900 • 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 • Analyze the economic causes, effects and impact of the Civil War 	<i>See Needs & Wants CBA</i>	<ul style="list-style-type: none"> • How has the United States dealt with conflict within its own borders and what are the legacies of these conflicts? • How did industrialization, immigration, migration, and urbanization affect the U.S. to 1900? 	
<u>History</u> H1.1.2b Using evidence for support, identify, analyze, and explain possible causal factors contributing to given historical events <i>H2.1.2 Explain the origin and historical context of major ideas and their impact on societies</i> <i>H2.2.2 Interpret how changing technologies have shaped ideas and attitudes and analyze the impact on society and culture</i> <i>U.S. 1.2.2 Identify and analyze major issues, people, and events in U.S. history</i>	<ul style="list-style-type: none"> • Explain the origins and impacts of the suffragist movement in the United States • Compare the lives of and opportunities for free Blacks in the North with those of free Blacks in the South • Analyze the social and political causes and effects of the Civil War • Examine Abraham Lincoln's presidency and his significant writings and speeches • Compare and contrast competing plans for Reconstruction and the resulting impact on African Americans and the South • 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 	<i>See Analyzing Sources CBA</i> <i>See Conflict CBA</i>	<ul style="list-style-type: none"> • How has the United States dealt with conflict within its own borders and what are the legacies of these conflicts? 	

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D. US HISTORY Industrialization, Immigration, & Urbanization				
EALR Benchmarks: WHAT →	Evidence of Learning: HOW → Students will be able to...	Assessments HOW WELL → CBAs	Enduring Understandings / Essential Questions WHY Students will come to their own understanding of the following questions:	Instructional Strategies that Support Student Learning
<u>Geography</u> G3.1.2b Explain how the actions and interactions of human societies affect and are affected by the environment with regard to air, water, and land issues G3.2.2b Examine how technology can affect people's interaction with the environment	<ul style="list-style-type: none"> • Examine the relationship between immigration, industrialization, and the tremendous growth of cities in the United States • Compare and contrast two major cities of that time period and the impacts of urbanization, both positive and negative 	<i>See</i> <i>Humans & the Environment</i> <i>CBA</i>	<ul style="list-style-type: none"> • How did industrialization, immigration, and urbanization affect the United States to 1900? 	

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D. US HISTORY Industrialization, Immigration, & Urbanization, <i>continued</i>				
EALR Benchmarks: WHAT →	Evidence of Learning: HOW → Students will be able to...	Assessments HOW WELL → CBAs	Enduring Understandings / Essential Questions WHY Students will come to their own understanding of the following questions:	Instructional Strategies that Support Student Learning
<p><u>Economics</u></p> <p>E1.1.2b Analyze how resources are utilized and distributed under different economic systems</p> <p>E1.2.2a Give examples of natural resources, labor, capital, and entrepreneurship</p> <p>E1.2.2c Give an example of specialization in the production process</p> <p>E2.1.2b Describe circular flow where households sell labor and buy goods and businesses sell goods and services and buy labor</p> <p>E2.2.2b Understand why private ownership and property rights are important to market economies</p> <p>E2.3.2a Explain how prices, costs, substitutes, advertising, tastes, and values interact with supply and demand</p> <p>E2.3.2b Understand that markets are inter-related; changes in the price of one good or service can lead to changes in prices of many other goods and services</p> <p>E2.3.2c Demonstrate how the number of buyers and sellers in a market influence competition</p>	<ul style="list-style-type: none"> • Trace the development of the Industrial Revolution in manufacturing, technological development, communication, and transportation; explain the effects of these changes on the environment, U.S. economy and society • Discuss capitalism, child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders, demand for collective bargaining, and strikes and protests over labor conditions • Give examples of how the combination of natural resources, labor, capital, and entrepreneurship created industrial empires and monopolies in the late 1800's • Analyze the impact of the assembly line on American industry and society • Identify products and inventions that illustrate the concept of supply and demand in the latter part of the 19th century 		<ul style="list-style-type: none"> • How did industrialization, immigration, and urbanization affect the United States to 1900? 	

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D. US HISTORY Industrialization, Immigration, & Urbanization , <i>continued</i>				
EALR Benchmarks: WHAT →	Evidence of Learning: HOW → Students will be able to...	Assessments HOW WELL → CBA	Enduring Understandings / Essential Questions WHY Students will come to their own understanding of the following questions:	Instructional Strategies that Support Student Learning
<u>History</u> H1.1.2b Using evidence for support, identify, analyze, and explain possible causal factors contributing to given historical events H2.2.2 Interpret how changing technologies have shaped ideas and attitudes, and analyze the impact of ideas and technological developments on society and culture US1.2.2 Identify and analyze major issues, people, and events in U.S. History from the Revolution to 1900	<ul style="list-style-type: none"> • Identify the factors that led to large scale immigration to the U.S.; describe the opportunities and problems they faced • Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization • Examine the relationship between immigration, industrialization, and the resulting urbanization in the United States • 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 	See <i>Analyzing Sources</i> CBA See <i>Conflict</i> CBA	<ul style="list-style-type: none"> • How did industrialization, immigration, and urbanization affect the United States to 1900? • How has the United States dealt with conflict within its own borders and what are the legacies of these conflicts? 	