



Eighth Grade

Social Studies Standards for the Archdiocese of Detroit

Foundations in United States History and Geography ERAs 5-7

**Note-The Standards from Era 5.1 The Coming of the Civil War are a review from the seventh grade content standards.*

ERA 5 – Civil War and Reconstruction (1850-1877)

E5.1	The Coming of the Civil War
	<i>Analyze and evaluate the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence.</i>
8 – E5.1.1	Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples.
8 – E5.1.2	Describe the role of the Northwest Ordinance and its effect on the banning of slavery (e.g., the establishment of Michigan as a free state).
8 – E5.1.3	Describe the competing views of Calhoun, Webster, and Clay on the nature of the union among the states (e.g., sectionalism, nationalism, federalism, state rights).
8 – E5.1.4	Describe how the following increased sectional tensions: <ul style="list-style-type: none">• the Missouri Compromise (1820)• the Wilmot Proviso (1846)• the Compromise of 1850 including the Fugitive Slave Act• the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas• the Dred Scott v. Sandford decision (1857)• changes in the party system (e.g., the death of the Whig party, rise of the Republican party and division of the Democratic party)
8 – E5.1.5	Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan’s role in the Underground Railroad) and effects of their actions before and during the Civil War.
8 – E5.1.6	Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help to explain the Civil War.
E5.2	Civil War
	<i>Evaluate the multiple causes, key events, and complex consequences of the Civil War.</i>
8 – E5.2.1	Explain the reasons (political, economic, and social) why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South.
8 – E5.2.2	Explain the reasons why the North won the Civil War by making an argument that considers: <ul style="list-style-type: none">• critical events and battles in the war.• political and military leadership of the North and South.• respective advantages and disadvantages, including geographic, demographic, economic and technological.
8 – E5.2.3	Examine Abraham Lincoln’s presidency with respect to: <ul style="list-style-type: none">• his military and political leadership• the evolution of his emancipation policy (including the Emancipation Proclamation)• and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence
8 – E5.2.4	Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples.
8 – E5.2.5	Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of

	warfare, including technological developments.
E5.3	Reconstruction
	<i>Using evidence, develop an argument regarding the character and consequences of Reconstruction.</i>
8 – E5.3.1	Describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, and African Americans.
8 – E5.3.2	Describe the early responses to the end of the Civil War by describing: <ul style="list-style-type: none"> • policies of the Freedmen’s Bureau. • restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes.
8 – E5.3.3	Describe the new role of African Americans in local, state and federal government in the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux Klan.
8 – E5.3.4	Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.
8 – U5.3.5	Explain the decision to remove Union troops in 1877 and describe its impact on Americans.
ERA 6 – The Development of an Industrial, Urban, and Global United States (1870-1930)	
E6.1	America in the Last Half of the 19th Century
	<i>Analyze the major changes in communication, transportation, demography, and urban centers, including the location and growth of cities linked by industry and trade, in last half of the 19th century. The purpose of this section is to introduce some of the major changes in American society and the economy in the last part of the 19th Century. This era will be addressed in-depth and with greater intellectual sophistication in the high school United History and Geography content expectations.</i>
8 – E6.1.1	Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in: <ul style="list-style-type: none"> • territory, including the size of the United States and land use • population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America • systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society • governmental policies promoting economic development (e.g., tariffs, banking, land grants and mineral rights, the Homestead Act) • economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers • the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court’s decision in Plessy v. Ferguson, and the response of African Americans • the policies toward American Indians, including removal, reservations, the Dawes Act of 1887, and the response of American Indians
E6.2	Growth of an Industrial and Urban America
	<i>Explain the causes and consequences – both positive and negative – of the Industrial Revolution and America’s growth from a predominantly agricultural, commercial, and rural nation to a more industrial and urban nation between 1870 and 1930.</i>
8 – E6.2.1	Analyze the factors that enabled the United States to become a major industrial power, including: <ul style="list-style-type: none"> • gains from trade • organizational “revolution” (e.g., development of corporations) • advantages of physical geography • the growth of big business (including Andrew Carnegie and John D. Rockefeller) • technological advances
8 – E6.2.2	Evaluate the different responses of labor to industrial change including: <ul style="list-style-type: none"> • development of organized labor • the growth of populism and the populist movement

8 – E6.2.3	Analyze the changing urban and rural landscape by examining: <ul style="list-style-type: none"> • the location and expansion of major urban centers • the growth of cities linked by industry and trade • the development of cities divided by race, ethnicity, and class
E6.3	Becoming a World Power
	<i>Describe and analyze the major changes – both positive and negative – in the role the United States played in world affairs after the Civil War, and explain the causes and consequences of this changing role.</i>
8 – E6.3.1	Locate on a map the territories (Cuba, Puerto Rico, Philippines, Hawaii, Panama Canal Zone) acquired by the United States during its emergence as a world power between 1890 and 1914, and describe reasons for and against the United States' expansion in the world. (Spanish American War, Panama Canal, Open Door Policy)
8 – E6.3.2	Explain the causes of World War I, the reasons for American neutrality and eventual entry into the war, and America's role in shaping the course of the war.
8 – E6.3.3	Analyze the domestic impact of WWI on the growth of the government, the expansion of the economy, the restrictions on civil liberties, and the expansion of women's suffrage.
8 – E6.3.4	Explain how Wilson's concept of the League of Nations differed from proposals by other nations and domestic opponents in the debate over the Versailles Treaty, the redrawing of European political boundaries, and the restrictions placed on Germany resulting in geopolitical tensions that continued to affect Europe.
E6.4	Progressivism and Reform
	<i>Select and evaluate major public and social issues emerging from the changes in industrial, urban, and global America during this period; analyze the solutions or resolutions developed by Americans, and their consequences (positive/negative – anticipated/unanticipated) including, but not limited to, the following: Social Issues, Causes and Consequences of Progressive Reform, and Women's Suffrage.</i>
8 – E6.4.1	Describe at least three significant problems or issues created by America's industrial and urban transformation between 1895 and 1930 (e.g., urban and rural poverty and blight, child labor, immigration, political corruption, public health, poor working conditions, and monopolies).
8 – E6.4.2	Analyze the causes, consequences, and limitations of Progressive reform in the following areas: <ul style="list-style-type: none"> • major changes in the Constitution, including 16th, 17th, 18th, and 19th Amendments • new regulatory legislation (e.g., Pure Food and Drug Act, Sherman and Clayton Anti-Trust Acts) • the Supreme Court's role in supporting or slowing reform • role of reform organizations, movements and individuals in promoting change (e.g., Women's Christian Temperance Union, settlement house movement, conservation movement, and the National Association for the Advancement of Colored People, Jane Addams, Carrie Chapman Catt, Eugene Debs, W.E.B. DuBois, Upton Sinclair, Ida Tarbell) • efforts to expand and restrict the practices of democracy as reflected in post-Civil War struggles of African Americans and immigrants
8 – E6.4.3	Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (e.g., Susan B. Anthony, Elizabeth Cady Stanton) and the eventual ratification of the 19th Amendment.
ERA 7 – THE GREAT DEPRESSION AND WORLD WAR II	
E7.1	Growing Crisis of Industrial Capitalism and Responses
	<i>Evaluate the key events and decisions surrounding the causes and consequences of the global depression of the 1930s and World War II.</i>
8 – E7.1.1	Identify and explain the significance of the cultural changes and tensions in the "Roaring Twenties" including <ul style="list-style-type: none"> • cultural movements, such as the Harlem Renaissance and the "lost generation" • the struggle between "traditional" and "modern" America (e.g., Scopes Trial, immigration restrictions, Prohibition, role of women, mass

	consumption)
8 – E7.1.2	<p>Explain and evaluate the multiple causes and consequences of the Great Depression by analyzing:</p> <ul style="list-style-type: none"> • the political, economic, environmental, and social causes of the Great Depression including speculation, the 1929 crash, and the Dust Bowl • the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers and families • Hoover’s policies and their impact (e.g., Reconstruction Finance Corporation)
8 – E7.1.3	<p>Explain Roosevelt’s New Deal Policies including :</p> <ul style="list-style-type: none"> • expanding the federal government’s responsibilities to protect the environment (e.g., Dust Bowl and the Tennessee Valley), meet challenges of unemployment, address the needs of workers, farmers, poor, and elderly • opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws • consequences of New Deal policies (e.g., promoting workers’ rights, development of Social Security program, and banking and financial regulation conservation practices, crop subsidies)
E7.2	World War II
	<i>Examine the causes and course of World War II, and the effects of the war on United States society and culture, including the consequences for United States involvement in world affairs.</i>
8 – E7.2.1	<p>Analyze the factors contributing to World War II in Europe and in the Pacific region, and America’s entry into war including:</p> <ul style="list-style-type: none"> • the political and economic disputes over territory (e.g., failure of Versailles Treaty, League of Nations, Munich Agreement) • the differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan • United States neutrality • the bombing of Pearl Harbor
8 – E7.2.2	Evaluate the role of the U.S. in fighting the war militarily, diplomatically and technologically across the world (e.g., Germany First strategy, Big Three Alliance and the development of atomic weapons).
8 – E7.2.3	<p>Identify the changes in American life brought about by U.S. participation in World War II including:</p> <ul style="list-style-type: none"> • changes of economic, military, and social resources • role of women and minorities in the war effort • role of the home front in supporting the war effort (e.g., rationing, work hours, taxes) • internment of Japanese-Americans
8 – E7.2.4	Trace the development and enactment of Hitler’s “final solution” policy, and the responses to genocide by the Allies, the U.S. government, international organizations, and individuals (e.g., liberation of concentration camps, Nuremberg war crimes tribunals, establishment of state of Israel).
E7.3	Investigation Topics and Issue Analysis
	<i>Use the historical perspective to investigate a significant historical topic from United States History Eras 5-7 that also has significance as an issue or topic in the United States today.</i>
8 – E7.3.1	Use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings (e.g., oral, visual, video, or electronic presentation, persuasive essay, or research paper); include causes and consequences of the historical action and predict possible consequences of the contemporary action.