

TEKS Clarification Document

Social Studies– Grade 8

2012 – 2013



SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8

113.17. Implementation of Texas Essential Knowledge and Skills for Social Studies, Middle School, Beginning with School Year 2011-2012.

Source: *The provisions of this §113.17 adopted to be effective August 23, 2010, 35 TexReg 7232*

§113.20. Social Studies, Grade 8, Beginning with School Year 2011-2012.

(a) Introduction.

(1) In Grade 8, students study the history of the United States from the early colonial period through Reconstruction. The knowledge and skills in subsection (b) of this section comprise the first part of a two-year study of U.S. history. The second part, comprising U.S. history from Reconstruction to the present, is provided in §113.41 of this title (relating to United States History Studies Since 1877 (One Credit), Beginning with School Year 2011–2012). The content in Grade 8 builds upon that from Grade 5 but provides more depth and breadth. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Students analyze the various economic factors that influenced the development of colonial America and the early years of the republic and identify the origins of the free enterprise system. Students examine the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U.S. Constitution and other historical documents. Students evaluate the impact of Supreme Court cases and major reform movements of the 19th century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a constitutional republic. Students evaluate the impact of scientific discoveries and technological innovations on the development of the United States. Students use critical-thinking skills, including the identification of bias in written, oral, and visual material.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as the complete text of the U.S. Constitution and the Declaration of Independence, landmark cases of the U.S. Supreme Court, biographies, autobiographies, novels, speeches, letters, diaries, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.

(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.

(5) Throughout social studies in Kindergarten–Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a Readiness Standard for STAAR.

Bold, italic green: Student Expectation identified by TEA as a Supporting Standard for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8

Texas Education Code (TEC), §28.002(h).

(6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.

(7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.

(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3–12 study and recite the following text– "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness—That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

(8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a *Readiness Standard* for STAAR.

Bold, italic green: Student Expectation identified by TEA as a *Supporting Standard* for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
8.1	<i>History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:</i>
8.1A	<p>Identify the major eras and events in U.S. history through 1877, including colonization, revolution, drafting of the Declaration of Independence, creation and ratification of the Constitution, religious revivals such as the Second Great Awakening, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects.</p> <p><i>Readiness Standard</i></p> <p>Identify</p> <p>MAJOR ERAS AND EVENTS IN U.S. HISTORY THROUGH 1877</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Exploration and Colonization <ul style="list-style-type: none"> • Establishment of the 13 colonies • Representative Democracy • Mercantilism • Religious freedom • American Revolution <ul style="list-style-type: none"> • Great Awakenings • Acts • Boston Tea Party • Taxation without Representation • Unalienable rights • Battles of Lexington and Concord, Saratoga and Yorktown • Declaration of Independence • Articles of Confederation • Constitutional Era <ul style="list-style-type: none"> • Philadelphia Convention 1787 • Great Compromise • Three-fifths Compromise • Anti-Federalist vs. Federalist

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a Readiness Standard for STAAR.

Bold, italic green: Student Expectation identified by TEA as a Supporting Standard for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8

- Federalist Papers
- Bill of Rights
- Early Republic
 - George Washington's Presidency
 - Political Parties – Democratic-Republicans & Federalists
 - Louisiana Purchase (1803)
 - Jeffersonian Democracy
 - Monroe Doctrine
 - War of 1812
 - Judicial Review – *Marbury v. Madison*
- Age of Jackson
 - Indian policies
 - Bank crisis
 - Jacksonian Democracy/expanded suffrage
 - Nullification crisis
- Manifest Destiny
 - Westward expansion
 - War With Mexico
 - Annexation of Texas
 - Gold rush
- Industrialization
 - Factory system
 - Population shift to cities
 - Inventions
 - Expansion of slavery
 - Slave rebellions
 - Reform movements

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a ***Readiness Standard*** for STAAR.

Bold, italic green: Student Expectation identified by TEA as a ***Supporting Standard*** for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8

- Immigration
- Reform
 - Abolition
 - Women’s rights
 - Education
 - Care of the disabled and mentally ill
 - Prisons
 - Temperance
- Sectionalism
 - Protective tariffs
 - Increasing divide between North and South
 - Manufacturing society vs. plantation society
 - Kansas-Nebraska Act
 - Missouri Compromise
 - Civil War
 - Secession
 - Slavery and states’ rights
 - Abraham Lincoln
 - Confederate States of America
 - Union
- Reconstruction
 - 13th,14th,15th Amendments
 - Radical Reconstruction
 - Andrew Johnson
 - Sharecropping
 - Carpetbaggers and scalawags

8.1B Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a ***Readiness Standard*** for STAAR.

Bold, italic green: Student Expectation identified by TEA as a ***Supporting Standard*** for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<p>Supporting Standard</p> <p>Apply</p> <p>ABSOLUTE AND RELATIVE CHRONOLOGY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Absolute chronology • Significant individuals, events and time periods listed in the Grade 8 TEKS • Absolute chronology – exact date • Relative chronology • Significant individuals, events, and time periods listed in the Grade 8 TEKS • Relative chronology – general time period or era
8.1C	<p>Explain the significance of the following dates 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861–1865, Civil War.</p> <p>Supporting Standard</p> <p>Explain</p> <p>SIGNIFICANCE OF DATES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • 1607 – founding of Jamestown, first permanent settlement • 1620 – arrival of the Pilgrims and signing of Mayflower Compact • 1776 – adoption of the Declaration of Independence • 1787 – writing of the U.S. Constitution (1788 – Ratification of Constitution) • 1803 – Louisiana Purchase (and establishment of judicial review from <i>Marbury v. Madison</i>) • 1861-1865 – Civil War
8.2	History. The student understands the causes of exploration and colonization eras. The students is expected to:
8.2A	Identify reasons for European exploration and colonization of North America.

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a **Readiness Standard** for STAAR.

Bold, italic green: Student Expectation identified by TEA as a **Supporting Standard** for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<p><i>Readiness Standard</i></p> <p>Identify</p> <p>REASONS FOR EUROPEAN EXPLORATION AND COLONIZATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Reasons for exploration • Religion (God) • Wealth (Gold) • Fame (Glory) • National pride • Curiosity • Faster, cheaper trade routes to Asia • Reasons for colonization • Religious freedom • Political freedom • Economic opportunity (mercantilism) • Social mobility • A better way of life
8.2B	<p>Compare political, economic, religious, and social reasons for the establishment of the 13 English colonies.</p> <p><i>Supporting Standard</i></p> <p>Compare</p> <p>POLITICAL, ECONOMIC, RELIGIOUS AND SOCIAL REASONS FOR ESTABLISHING 13 ENGLISH COLONIES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Political • Competition with Spain and France who had many colonies in the America • Economic

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a Readiness Standard for STAAR.

Bold, italic green: Student Expectation identified by TEA as a Supporting Standard for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<ul style="list-style-type: none"> • Increase trade and markets for English exports (mercantilism) • Source of raw materials • Religious • Seeking religious freedom • Social • Opportunity for adventure • England was overcrowded and settlers desired owning land
8.3	<i>History. The student understands the foundations of representative government in the United States. The student is expected to:</i>
8.3A	<p>Explain the reasons for the growth of representative government and institutions during the colonial period.</p> <p><i>Readiness Standard</i></p> <p>Explain</p> <p>REASONS FOR GROWTH OF REPRESENTATIVE GOVERNMENT AND INSTITUTIONS DURING COLONIAL PERIOD</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • The distance from England created a need for colonists to make their own laws and keep peace and order. • Colonists were accustomed to English traditions and structures. • Most colonies were self-governing, electing members of their community to a general assembly, which made their laws.
8.3B	<p>Analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government.</p> <p><i>Supporting Standard</i></p> <p>Analyze</p> <p>IMPORTANCE OF DOCUMENTS TO THE GROWTH OF REPRESENTATIVE GOVERNMENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Mayflower Compact – an agreement that established the idea of self-government and majority rule. Signed by most of the men on the Mayflower, this compact was an agreement to form a political body and give it the power to enact laws for the good of the colony. • The Fundamental Orders of Connecticut – first written constitution in the colonies. This document stated that people had the right to elect governors, judges, and a legislature.

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a Readiness Standard for STAAR.

Bold, italic green: Student Expectation identified by TEA as a Supporting Standard for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<ul style="list-style-type: none"> The Virginia House of Burgesses – first representative assembly in the American colonies. Representatives immediately began to enact laws and to safeguard individual rights.
8.3C	<p>Describe how religion and virtue contributed to the growth of representative government in the American colonies.</p> <p><i>Supporting Standard</i></p> <p>Describe</p> <p>HOW RELIGION AND VIRTUE CONTRIBUTED TO THE GROWTH OF REPRESENTATIVE GOVERNMENT IN THE AMERICAN COLONIES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Religious freedom was a main cause for the establishment of the American colonies. Religious groups (Pilgrims, Puritans, Quakers, etc.) created communities that were self-governed. Penn Colony (Pennsylvania) was an experiment in the possibility of equality and citizens involved in the government.
8.4	<p><i>History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:</i></p>
8.4A	<p>Analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War.</p> <p><i>Readiness Standard</i></p> <p>Analyze</p> <p>CAUSES OF AMERICAN REVOLUTION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Proclamation of 1763 – British Parliament law; colonists were forbidden to settle west of the Appalachian Mountains, Britain wanted a buffer zone between the colonists and the Native Americans (reduce threat of violence), but the colonists wanted to settle the fertile Ohio River Valley Intolerable Acts – (passed in 1774, also known as the Coercive Acts); British reaction to the Boston Tea Party; closed the port of Boston until the tea was paid for, restructured Massachusetts government, troops quartered in Boston and British officials accused of crimes sent to England or Canada for trial; colonists reacted by boycotting British goods and First Continental Congress convenes (September, 1774) Stamp Act – (passed in 1765); required that all legal documents (diplomas, contracts, wills, newspapers, etc.) have an official stamp showing that a tax had been paid; British used this to generate revenue to help cover the cost of the French and Indian War; colonists reacted by rioting and Stamp Act Congress convenes (October, 1765) Mercantilism – system by which a nation increases its wealth and power by obtaining gold and silver from its colonies. It includes a favorable balance of trade. The colonies become a source of raw materials for the mother country. The colonies also are expected to be the purchasers of

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a Readiness Standard for STAAR.

Bold, italic green: Student Expectation identified by TEA as a Supporting Standard for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<p>manufactured goods from the mother country. Mercantilism includes the theory that a colony exists for the economic benefit of the mother country.</p> <ul style="list-style-type: none"> • Lack of representation in Parliament – since the formation of the colonies, the colonists had set up their own legislative assemblies; colonists were unhappy about Britain’s insistence on the supremacy of Parliament (taxation); the debate turned into one regarding representation, the colonists did not have direct representation in Britain’s law-making body (Parliament); Britain argued that the colonies had “virtual representation” • British economic policies following the French and Indian War – to raise money to help pay off the debt incurred from the French and Indian War caused many colonists to resent British rule (Ex: Sugar Act, Stamp Act, Townshend Acts, Tea Act, etc.)
8.4B	<p>Explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Gálvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington.</p> <p><i>Supporting Standard</i></p> <p>Explain</p> <p>ROLES PLAYED BY SIGNIFICANT INDIVIDUALS DURING THE AMERICAN REVOLUTION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Abigail Adams – wife of John Adams, served as his confidant and support while he served in the Continental Congress. When John and others were considering a declaration of independence, Abigail reminded him to take care of the women, who would not hold themselves bound by laws in which they had no voice (“Remember the ladies”). • John Adams – lawyer and politician; defended British soldiers after the Boston Massacre; a member of the Continental Congress (representing Massachusetts); strong supporter of independence • Wentworth Cheswell – African American Patriot; like Paul Revere he made an all-night ride back from Boston to warn his community of the impending British invasion; served in the army and fought at the Battle of Saratoga • Samuel Adams – played a role in many of the events which contributed to the Revolution including organized opposition to the Stamp Act, protests waged by the Sons of Liberty, and the Boston Massacre • Mercy Otis Warren – wife of a Massachusetts Patriot; anonymously wrote several propaganda pieces supporting the Patriot cause • James Armistead – slave in Virginia; Marquis de Lafayette recruited him as a spy for the Continental Army. Posing as a double agent, forger and servant at British headquarters, he moved freely between the lines with vital information on British troop movements for Lafayette; contributed to the American victory at Yorktown • Benjamin Franklin – a member of the committee which wrote the Declaration of Independence, but spent most of the period of the American Revolution in France. He represented the colonies as the American envoy starting in 1776 and remained until 1785. He negotiated the alliance with France and then the Treaty of Paris which ended the war. • Bernardo de Gálvez – Spanish nobleman who became governor of the province of Louisiana (January, 1777), protected American ships in the port of

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a Readiness Standard for STAAR.

Bold, italic green: Student Expectation identified by TEA as a Supporting Standard for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<p>New Orleans and helped transport war supplies, and took up arms and fought to protect Louisiana</p> <ul style="list-style-type: none"> • Crispus Attucks – a black man; became the first casualty of the American Revolution when he was shot and killed in what became known as the Boston Massacre • King George III – feared that the loss of one group of colonies would lead to the loss of others and the eventual decline of the empire. To prevent this, the Crown maintained an aggressive policy against colonial resistance. George III struggled to enforce royal authority throughout his reign. • Haym Salomon – a Polish-born Jewish immigrant to America who played an important role in financing the Revolution; arrested by the British as a spy; used by the British as an interpreter with their German troops; helped British prisoners escape and encouraged German soldiers to desert the British army; became a broker to the French consul and paymaster to French troops in America • Patrick Henry – a member of the Virginia House of Burgesses; spoke against the Stamp Act; famous quote “Give me liberty or give me death;” during the Revolution he served in the Continental Army • Thomas Jefferson – early and effective leader in the American Revolution. He was a delegate to the Continental Congress in Philadelphia and in 1776 he was a member of the committee which wrote the Declaration of Independence; chief writer of Declaration of Independence, which was approved by the delegates. • The Marquis de Lafayette – a French aristocrat who played a leading role in two revolutions in France and in the American Revolution. He respected the concepts of liberty and freedom and constitutional government. Between 1776 and 1779 he fought in the American Revolution, commanding forces as a major-general in the colonial army; important because France joined the Colonists against the British. • Thomas Paine – propagandist and journalist; wrote pamphlet “Common Sense” persuading Americans to join the Patriot cause • George Washington – a resident of Virginia, he was a surveyor, a planter, a soldier in the French and Indian War, a delegate to the First and Second Continental Congresses, commander-in-chief of the Continental Army during the American Revolution, and the chairman of the Constitutional Convention in 1787
8.4C	<p>Explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783.</p> <p><i>Readiness Standard</i></p> <p>Explain</p> <p>ISSUES SURROUNDING IMPORTANT EVENTS OF THE AMERICAN REVOLUTION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Declaring independence – reaction to King George III’s refusal to acknowledge the colonial requests/demands, “dissolve the political bands” with Britain, provided philosophy for the establishment of the new nation (“all men are created equal and endowed by their creator with certain unalienable rights, that among these are life, liberty and pursuit of happiness”), and listed grievances against the King of England • Writing the Articles of Confederation – occurred at the Second Continental Congress (1776), created a new form of government for the independent

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a Readiness Standard for STAAR.

Bold, italic green: Student Expectation identified by TEA as a Supporting Standard for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<p>colonies, included one branch – a Congress including one representative from each of the former colonies</p> <ul style="list-style-type: none"> • Battles of Lexington and Concord – 1st battles of the war; (“The shot heard ‘round the world”) • Battle of Saratoga – turning point of the war; France joined the colonists after this victory, tipping the scale • Battle of Yorktown – surrender of Cornwallis brought end of war • Enduring the winter at Valley Forge – after suffering several defeats, Washington took his army to Valley Forge for the winter of 1777. There the men were trained and became more of a professional army (rather than militias). The winter was harsh and men suffered from starvation and frostbite. • Signing the Treaty of Paris 1783 – independence recognized, boundaries extended to Canada in the North, the Mississippi River in the West, and Florida in the South
8.4D	<p>Analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise.</p> <p><i>Supporting Standard</i></p> <p>Analyze</p> <p>ISSUES OF THE CONSTITUTIONAL CONVENTION OF 1787</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Issue <ul style="list-style-type: none"> • Virginia Plan – large state plan that proposed representation based on population size • New Jersey Plan – small state plan that proposed equal representation among all states • Compromise <ul style="list-style-type: none"> • Great Compromise – Constitution resulted in a two-house legislature with House of Representatives based on population and the Senate maintaining equal representation from all states • Issue <ul style="list-style-type: none"> • How slaves should be counted regarding population and taxation • Compromise <ul style="list-style-type: none"> • Three-Fifths Compromise – three-fifths of the slave population would be counted when setting direct taxes on the states and three-fifths ratio would also be used to determine representation in the legislature
8.4E	<p>Analyze the arguments for and against ratification.</p> <p><i>Readiness Standard</i></p> <p>Analyze</p>

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a Readiness Standard for STAAR.

Bold, italic green: Student Expectation identified by TEA as a Supporting Standard for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8

	<p>ARGUMENTS FOR AND AGAINST RATIFICATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Arguments <ul style="list-style-type: none"> • Federalists – argued for a stronger national government because under the Articles of Confederation, the weak national government set the United States up for failure • Anti-federalists – argued that states’ rights should remain powerful over key issues; remained of the opinion that Americans fought the Revolution to get away from strong central government; had great desire for individual liberties • Compromise <ul style="list-style-type: none"> • The U.S. Constitution is ratified and the Bill of Rights is added
8.5	<p><i>History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to:</i></p>
8.5A	<p>Describe major domestic problems faced by the leaders of the new republic such as maintaining national security, building a military, creating a stable economic system, setting up the court system, and defining the authority of the central government.</p> <p><i>Readiness Standard</i></p> <p>Describe</p> <p>MAJOR DOMESTIC PROBLEMS FACED BY THE LEADERS OF THE NEW REPUBLIC</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Maintaining national security <ul style="list-style-type: none"> • Whiskey Rebellion – farmers in western Pennsylvania staged a rebellion against a government tax on whiskey and the grain it was made from (it was decreasing their profits on the grain they produced). Washington sent out federal troops to put down the uprising. The rebels fled. • XYZ Affair – the French were seizing American ships to prevent Americans from trading with the British. The British and French were at war. X, Y, and Z referred to the French agents that assured the American negotiators that they could meet with the French minister. The French agreed to stop if the Americans agreed to give France a loan of \$10 million and a bribe to the minister of \$250,000. America refused and Congress canceled their treaties with France, allowed France to seize ships, and set aside money to increase the U.S. military. • Creating a stable economic system <ul style="list-style-type: none"> • National Bank – based on a loose interpretation of the elastic clause of the Constitution, the bank was “necessary and proper” to carry out the government’s duties. Based on this view, when the Constitution grants a power to Congress, it also grants Congress the “necessary and proper” means to carry out that power.

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a Readiness Standard for STAAR.

Bold, italic green: Student Expectation identified by TEA as a Supporting Standard for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8

- Setting up the court system
 - Federal Judiciary Act 1789 – a law that designed the state and federal court system
 - *Marbury v. Madison* (1803) – set the precedent of judicial review and gave the Supreme Court the power to declare laws unconstitutional
- Defining the authority of the central government
 - Appointing a Presidential Cabinet – the Constitution does not mention a cabinet, but it does state that the President may require opinions of heads of executive departments (Washington’s cabinet set the precedent for future Presidents)
 - Alien & Sedition Acts – laws that targeted immigrants (aliens). Immigrants had to wait to become citizens and could be removed from the country or jailed if they were disloyal or if they said or wrote anything false or harmful about the government (sedition).
 - States’ Rights – a theory that stated that states had rights that the federal government could not violate. States could nullify federal laws. Used to fight the Alien and Sedition Acts
 - Jefferson’s Louisiana Purchase – in 1803, Jefferson paid France \$15 million for the purchase of the Louisiana territory; there is no clause in the Constitution granting the President the power to purchase land.

8.5B Summarize arguments regarding protective tariffs, taxation, and the banking system.

Supporting Standard

Summarize

ARGUMENTS REGARDING PROTECTIVE TARIFFS, TAXATION, AND THE BANKING SYSTEM

Including, but not limited to:

- Protective Tariffs – high tariffs (taxes on imports) protect domestic manufacturers from foreign competition who sell their products at lower prices. The other side is that high tariffs prevent consumers from purchasing the foreign products at lower prices. High tariffs on foreign goods on common purchases were favored by North because their economy was based on manufacturing. Tariffs caused economic hardships in the South because of the amount of goods that the South purchased from Europe. During the Andrew Jackson administration, a tariff debate continued to develop. Congress endorsed high tariffs on any goods manufactured in Europe. Many Americans welcomed these protective tariffs, especially Americans living in the Northeastern states where industry thrived. Southerners were in disagreement with the protective tariffs because Americans would now have to pay higher prices for goods manufactured in the U.S.
- Low tariffs – allows for greater volume of trade between countries, but often at the expense of the domestic traders. The consumers are happy to have access to many goods at low prices.
- Taxation – high taxes take money away from the consumer, so the government can create more programs and infrastructure that benefit the economy and the citizens. Low taxes leave more money for the consumer to spend and stimulate economic growth; effected southern economy more than north. Most taxation was based on tariffs.
- Banking System – as industries began to start and expand the need for capital (in the form of loans) increased, the banking industry became very

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a Readiness Standard for STAAR.

Bold, italic green: Student Expectation identified by TEA as a Supporting Standard for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<p>important to the growth of the economy. Banks were also important to the farmer, who often borrowed money from banks, using their future crop as collateral. James Madison and Thomas Jefferson supported in a strict interpretation of the Constitution. They believed that the power of the government should be clearly stated in the Constitution. A national bank was not in the Constitution. Alexander Hamilton supported a loose interpretation of the Constitution. He believed having a bank was “necessary and proper” (elastic clause). Based on this view, when the Constitution grants a power to Congress, it also grants Congress the “necessary and proper” means to carry out that power.</p>
8.5C	<p>Explain the origin and development of American political parties.</p> <p><i>Readiness Standard</i></p> <p>Explain</p> <p>ORIGIN AND DEVELOPMENT OF AMERICAN POLITICAL PARTIES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • The first two political parties were created in support or opposition to issues concerning how strong the central (federal) government should be. • Federalists were generally in favor of a strong central government and a loose interpretation of the Constitution. They favored the creation of a national bank; promoted manufacturing; used a loose interpretation of the Constitution. Led by Alexander Hamilton and John Adams. Were supported by Northern merchants and manufacturers. • Democratic-Republicans were generally in favor of limiting the federal government power and a strict interpretation of the Constitution. Promoted agriculture; did not want a national bank. Led by Thomas Jefferson and James Madison. Were supported by farmers and workers.
8.5D	<p>Explain the causes, important events, and effects of the War of 1812.</p> <p><i>Supporting Standard</i></p> <p>Explain</p> <p>CAUSES, IMPORTANT EVENTS, AND EFFECTS OF THE WAR OF 1812</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Significance – his war between America and Britain established the U.S. as a country with an identity when the new country defended its first "invasion," proving it was a powerful force. No territory was gained or lost and there was no clear winner. <p>Causes/Issues</p> <ul style="list-style-type: none"> • Impressments of U.S. sailors • Shipping interference • British supported American Indian resistance against Americans

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a Readiness Standard for STAAR.

Bold, italic green: Student Expectation identified by TEA as a Supporting Standard for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<ul style="list-style-type: none"> • War Hawks – persuaded Congress to support a declaration of war against Britain <p>Events</p> <ul style="list-style-type: none"> • Attack on Washington, D.C. – in 1814, the British occupied DC and set fire to many public buildings. Dolley Madison saved the Gilbert Stuart portrait of George Washington from the White House. • Fort McHenry – Francis Scott Key wrote the poem “Defence of Fort McHenry,” from which the “Star Spangled Banner” was written, after witnessing the bombardment of Fort McHenry by the British Royal Navy ships during the Battle of Fort McHenry. • Battle of New Orleans – Treaty of Ghent was “in process” when the battle began. General Andrew Jackson defeated the British, who were intent on seizing New Orleans and the land America had acquired with the Louisiana Purchase. The victory made Jackson a national hero. • Treaty of Ghent – peace treaty that ended the War of 1812 and restored relations between the U.S. and Britain to pre-war status. <p>Effects</p> <ul style="list-style-type: none"> • The United States gained a measure of international respect for managing to withstand the British attack. • Improved the professionalism of the U.S. Army • On manufacturing capabilities of the United States – the British blockade of the American coast created a shortage of cotton cloth (previously American cotton was shipped to Britain where it was turned into cloth, then sent back to America) in the United States, leading to the creation of a cotton-manufacturing industry. Numerous manufacturing establishments were founded (particularly in the Northern region) that left the United States industrially independent of Europe.
8.5E	<p>Identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington’s Farewell Address and the Monroe Doctrine.</p> <p><i>Readiness Standard</i></p> <p>Identify</p> <p>FOREIGN POLICIES OF PRESIDENTS WASHINGTON THROUGH MONROE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • George Washington <ul style="list-style-type: none"> • Declared neutrality when the British and French went to war against each other. He believed that the United States must remain a neutral third party in order to survive. • John Adams <ul style="list-style-type: none"> • Avoided war with France though many disagreed with him • XYZ Affair – three anonymous French trouble makers brought France and the U.S. to the brink of war • Alien and Sedition Acts – four acts that made it difficult to become citizens and declared restrictions against citizens who criticized the government

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a ***Readiness Standard*** for STAAR.

Bold, italic green: Student Expectation identified by TEA as a ***Supporting Standard*** for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<p>during war time</p> <ul style="list-style-type: none"> • Thomas Jefferson <ul style="list-style-type: none"> • Tried to avoid foreign involvement, keeping George Washington’s advice to maintain neutrality • Embargo Act (1807) – prohibited Americans from trading with foreign nations. The act was intended to prevent American entrance into the Napoleonic War by keeping the ships in American harbors. It failed and hurt the American economy. • James Madison <ul style="list-style-type: none"> • Was the Commander in Chief during the War of 1812, which ended the complications between Britain and the United States • James Monroe <ul style="list-style-type: none"> • In his State of the Union address Monroe declared that the American continents were forever free and independent from European Powers. This statement became known as the Monroe Doctrine. • Monroe Doctrine – proclaimed that European powers should no longer colonize or interfere with the affairs of the nations of the Americas • Florida ceded by Spain to the United States in exchange for the U.S. to pay off Spanish debt <p>Explain</p> <p>IMPACT OF WASHINGTON’S FAREWELL ADDRESS AND THE MONROE DOCTRINE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Impact of Washington’s Farewell Address <ul style="list-style-type: none"> • Urged nation to be neutral and steer clear of permanent alliances with any portion of the foreign world • Recognized the dangers of political parties and warned that attacks by political parties could weaken the nation • His advice guides U.S. foreign policy even to today • Impact of the Monroe Doctrine <ul style="list-style-type: none"> • The U.S. saw itself as a world power and a protector of Latin America • Prevented other nations from colonizing in America even today
8.5F	<p>Explain the impact of the election of Andrew Jackson, including expanded suffrage.</p> <p><i>Supporting Standard</i></p> <p>Explain</p> <p>IMPACT OF THE ELECTION OF ANDREW JACKSON</p>

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a ***Readiness Standard*** for STAAR.

Bold, italic green: Student Expectation identified by TEA as a ***Supporting Standard*** for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8

	<p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Andrew Jackson's election signaled a shift of power to the common man (eliminated property ownership for voting, rise of the common man because of expanded suffrage rights) • His views left a legacy to the modern Democratic party • Democracy in social, economic and political life • Government by the people
<p>8.5G</p>	<p>Analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act, Worcester v. Georgia, and the Trail of Tears.</p> <p><i>Supporting Standard</i></p> <p>Analyze</p> <p>REASONS FOR THE REMOVAL AND RESETTLEMENT OF CHEROKEE INDIANS DURING THE JACKSONIAN ERA</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Reasons for removal and resettlement of Cherokee Indians <p>Context</p> <ul style="list-style-type: none"> • Early in the 19th century, while the rapidly-growing United States expanded into the lower South, white settlers faced what they considered an obstacle. This area was home to several American Indian nations. These Indian nations, in the view of the settlers and many other white Americans, were standing in the way of progress. Eager for land to raise cotton, the settlers pressured the federal government to acquire Indian Territory. <p>Policies</p> <ul style="list-style-type: none"> • Native Americans could occupy U.S. lands, but they could not hold title to that land (Supreme Court ruling in 1823). • Indian Removal Act – gave the president power to negotiate removal treaties with Indian tribes living east of the Mississippi. Under these treaties, the Indians were to give up their lands east of the Mississippi in exchange for lands to the west. Those wishing to remain in the east would become citizens of their home state. This act affected not only the southeastern nations, but many others further north. The removal was supposed to be voluntary and peaceful, and it was that way for the tribes that agreed to the conditions. The southeastern nations resisted, and Jackson forced them to leave. • <i>Worcester v. Georgia</i> <ul style="list-style-type: none"> • The Cherokee used legal means in their attempt to safeguard their rights. They sought protection from land-hungry white settlers. The Cherokee adopted a written constitution declaring themselves to be a sovereign nation. They based this on United States policy; in former treaties, Indian nations had been declared sovereign so they would be legally capable of ceding their lands. The state of Georgia, however, did not recognize their sovereign status, but saw them as tenants living on state land. The Cherokee took their case to the Supreme Court, which ruled against them.

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a Readiness Standard for STAAR.

Bold, italic green: Student Expectation identified by TEA as a Supporting Standard for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<ul style="list-style-type: none"> The Cherokee went to the Supreme Court again in 1831. This time they based their appeal on an 1830 Georgia law which prohibited whites from living on Indian territory after March 31, 1831, without a license from the state. The state legislature had written this law to justify removing white missionaries who were helping the Indians resist removal. The court this time decided in favor of the Cherokee. It stated that the Cherokee had the right to self-government, and declared Georgia's extension of state law over them to be unconstitutional. The state of Georgia refused to abide by the Court decision, however, and President Jackson refused to enforce the law. Trail of Tears – in 1836, the Cherokee were given two years to migrate voluntarily, at the end of which time they would be forcibly removed. By 1838 only 2,000 had migrated; 16,000 remained on their land. The U.S. government sent in 7,000 troops, who forced the Cherokees into stockades at bayonet point. They were not allowed time to gather their belongings, and as they left, whites looted their homes. Then began the march known as the Trail of Tears, in which 4,000 Cherokee people died of cold, hunger, and disease on their way to the western lands.
8.6	<i>History The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:</i>
8.6A	<p>Explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States.</p> <p><i>Readiness Standard</i></p> <p>Explain</p> <p>HOW THE NORTHWEST ORDINANCE ESTABLISHED PRINCIPLES AND PROCEDURES FOR ORDERLY EXPANSION OF THE UNITED STATES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Orderly procedure for establishing territories and applying for statehood As a territory grew in population, it gained rights to self-government To become a state, the following requirements had to be met <ul style="list-style-type: none"> At least 5,000 men who owned at least 50 acres 60,000 people Established self-government
8.6B	<p>Explain the political, economic, and social roots of Manifest Destiny.</p> <p><i>Readiness Standard</i></p> <p>Explain</p> <p>POLITICAL, ECONOMIC, AND SOCIAL ROOTS OF MANIFEST DESTINY</p> <p>Including, but not limited to:</p>

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a Readiness Standard for STAAR.

Bold, italic green: Student Expectation identified by TEA as a Supporting Standard for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<ul style="list-style-type: none"> • Economic – new land for farmers; new trade routes and markets (Santa Fe Trail); new opportunities to start a business • Political – expansion of our nation’s borders/territory; expansion of slavery • Social – remove Native Americans; refuge for persecuted groups (Mormons)
8.6C	<p>Analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation.</p> <p><i>Supporting Standard</i></p> <p>Analyze</p> <p>RELATIONSHIP BETWEEN THE CONCEPT OF MANIFEST DESTINY AND THE WESTWARD GROWTH OF THE NATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • The U.S. government and its citizens believed that the nation’s destiny or fate was to expand westward from sea to sea.
8.6D	<p>Explain the causes and effects of the U.S.-Mexican War and their impact on the United States.</p> <p><i>Readiness Standard</i></p> <p>Explain</p> <p>CAUSES AND EFFECTS OF THE U.S.-MEXICAN WAR AND THEIR IMPACT ON THE UNITED STATES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Annexation of Texas • Viewed as a “War of Aggression” by many Americans <p>Causes</p> <ul style="list-style-type: none"> • President Polk’s desire to expand the United States (Manifest Destiny) • Border dispute concerning the southern boundary of Texas (Rio Grande was claimed by Texas and disputed by Mexico) <p>Effects and Impact</p> <ul style="list-style-type: none"> • Treaty of Guadalupe Hidalgo (1848) ends the war, grants the United States the Mexican territory of New Mexico, Arizona, and California • United States paid Mexico \$10 million for the Gadsden Purchase • Annexation of Texas in 1845
8.6E	<p>Identify areas that were acquired to form the United States, including the Louisiana Purchase.</p>

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a Readiness Standard for STAAR.

Bold, italic green: Student Expectation identified by TEA as a Supporting Standard for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<p>Supporting Standard</p> <p>Identify</p> <p>AREAS THAT WERE ACQUIRED TO FORM THE UNITED STATES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Louisiana Territory • Texas • Mexican Cession (New Mexico, Arizona, California) • Gadsden Purchase • Oregon Territory • Alaska Purchase (Seward’s Folly)
8.7	<i>History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to:</i>
8.7A	<p>Analyze the impact of tariff policies on sections of the United States before the Civil War.</p> <p>Supporting Standard</p> <p>Analyze</p> <p>IMPACT OF TARIFF POLICIES ON SECTIONS OF THE UNITED STATES BEFORE THE CIVIL WAR</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • North – high tariffs help the industrial North by making their prices more competitive against cheap imports; had most of the nation’s manufacturing. Northern response – Northerners liked tariffs because it caused Americans to buy more American-made products by increasing the cost of European imported manufactured goods. • South – the South, which had little industry and imported most non-agricultural goods, saw the high tariff as a burden imposed by the more industrialized and populated north. Sold most of their cotton to foreign buyer’s on credit. Southern response – Southerners opposed tariffs because the South’s number one trade partner was Europe. High tariffs on raw materials forced the South to sell their materials for low prices, while tariffs on manufactured goods caused them to pay a higher price for the products they purchased from their European trade partners. • West – the West backed government spending on internal improvements such as new roads and canals, and they were financed by tariffs.
8.7B	<p>Compare the effects of political, economic, and social factors on slaves and free blacks.</p> <p>Supporting Standard</p>

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a ***Readiness Standard*** for STAAR.

Bold, italic green: Student Expectation identified by TEA as a ***Supporting Standard*** for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8

Compare

EFFECTS OF POLITICAL, ECONOMIC, AND SOCIAL FACTORS ON SLAVES AND FREE BLACKS

Including, but not limited to:

Exploration and Colonization

- Slaves
 - Political – no political voice; no rights; three-fifths compromise counts them as population
 - Economic – labor of the plantation system; considered property; children considered property and sold with no regard to parents
 - Social – viewed as property; viewed as outside the American identity; loose communities within the plantation system; three most basic refuges: family, religion, and active resistance
- Free Black
 - Political – no political voice; limited/restricted rights
 - Economic – low-wage earners
 - Social – lowest social class; limited access to education; socially isolated; three most basic refuges: family, religion, and resistance

Sectionalism And Civil War

- Political
 - Missouri Compromise – Missouri entered the Union as a slave state and Maine entered as a free state. This Compromise also stated that north of the 36°30' line, all states that entered the Union would be Free States.
 - Compromise of 1850 – California admitted as a free state; slave trade abolished in Washington, D.C.; stronger slave laws would be passed to help slaveholders recapture runaway slaves
- Economic
 - Southern plantation system – relied on slavery; slaves had no property and no rights
 - Northern industrial economy – slave trade abolished in north; high population of free blacks; free blacks could own property and had some rights.
- Social
 - Religion drew slaves together among plantations; communicated through spirituals
 - Racism develops in both the North and South; South perpetuates racism to a greater extent

8.7C Analyze the impact of slavery on different sections of the United States.

Readiness Standard

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a ***Readiness Standard*** for STAAR.

Bold, italic green: Student Expectation identified by TEA as a ***Supporting Standard*** for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8

	<p>Analyze</p> <p>IMPACT OF SLAVERY ON DIFFERENT SECTIONS OF THE UNITED STATES</p> <p>Including, but not limited to:</p> <p>Exploration and Colonization</p> <ul style="list-style-type: none"> • South • Economic factor – slaves viewed as property and labor supply • Aided in development of plantation system and agrarian South <p>Sectionalism and Civil War</p> <ul style="list-style-type: none"> • North • Illegal since the Revolution • Abolitionist societies, newspapers and Underground Railroad • Many were ambivalent to the plight of slaves/free blacks • South • Economic factor – slaves viewed as property and labor supply • Maintain way of life • Considered a state’s right issue • Fugitive • West • Fight over whether or not to extend slavery into the territories • Maintain balance of free versus slave state in the senate
8.7D	<p>Identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the roles of John Quincy Adams, John C. Calhoun, Henry Clay, and Daniel Webster.</p> <p><i>Supporting Standard</i></p> <p>Identify</p> <p>PROVISIONS AND COMPARE THE EFFECTS OF CONGRESSIONAL CONFLICTS AND COMPROMISES PRIOR TO THE CIVIL WAR</p>

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a Readiness Standard for STAAR.

Bold, italic green: Student Expectation identified by TEA as a Supporting Standard for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Missouri Compromise – sponsored by Henry Clay; allowed for Missouri to enter the Union as a slave state and Maine as a free state; this maintained the balance of power in the Senate • Nullification Crisis – in 1828 the Tariff of Abominations was passed, resulting in a higher tariff. In 1832, a lower tariff was passed, but this still angered South Carolinians, led by Senator John C. Calhoun. South Carolina declared the federal tariff null and void within its borders. Delegates to a special convention urged the state legislature to take military action and to secede from the union if the federal government demanded the customs duties. To prevent a civil war, Henry Clay proposed the Compromise Tariff of 1833. Government lowers tariff and backs down. • Compromise of 1850 – sponsored by Henry Clay, allowed for California to enter the Union as a free state (pleased the North); the rest of the Southwest was left open to slavery, depending on a vote of the people who settled there (pleased the South); ended the slave trade in Washington, D.C., but allowed those owning slaves to keep them (pleased both sides); included the Fugitive Slave Law – required the return of escaped slaves to their owners (pleased the South, angered the North because they felt it was immoral) • Kansas-Nebraska Act – allowed for Kansas and Nebraska to organize on the basis of popular sovereignty (they would vote themselves to decide if they would be Free or Slave states) • John C. Calhoun – South Carolina Senator, who stood for the rights of the states to determine tariffs (Nullification Crisis); wanted to expand slavery into the territories • Henry Clay – senator from Kentucky who worked for the American system and the expansion of the U.S. economy and infrastructure; founder of the Whig Party; the “Great Compromiser”; Compromise of 1833 • Daniel Webster – senator from Massachusetts known as “The Great Orator”; worked to create compromises with the southern states that would delay the start of the Civil War; opponent of Jackson and joined forces with Henry Clay to defeat Jackson in the election of 1832.
8.8	<i>History. The student understands individuals, issues, and events of the Civil War. The student is expected to:</i>
8.8A	<p>Explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as congressional Medal of Honor recipients William Carney and Philip Bazaar.</p> <p><i>Supporting Standard</i></p> <p>Explain</p> <p>ROLES PLAYED BY SIGNIFICANT INDIVIDUALS DURING THE CIVIL WAR</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Jefferson Davis – President of the Confederacy • Ulysses S. Grant – final commander of the Union forces • Robert E. Lee – commander of the Army of Virginia • Abraham Lincoln – President of the United States

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a ***Readiness Standard*** for STAAR.

Bold, italic green: Student Expectation identified by TEA as a ***Supporting Standard*** for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<ul style="list-style-type: none"> • William Carney – Congressional Medal of Honor recipient; served with the 54th Massachusetts Colored Regiment (Union) during the Civil War; born a slave; the first black soldier to receive the award. (Reason for citation – “When the color sergeant was shot down, this soldier grasped the flag, led the way to the parapet, and planted the colors thereon. When the troops fell back he brought off the flag, under a fierce fire in which he was twice severely wounded.”) • Philip Bazaar – born in Chile, South America, was a Navy seaman in the Union Navy; received the Medal of Honor for distinguished service during the Civil War. (Reason for citation – “On board the U.S.S. Santiago de Cuba during the assault on Fort Fisher on 15 January 1865. As one of a boat crew detailed to one of the generals on shore, O.S. Bazaar bravely entered the fort in the assault and accompanied his party in carrying dispatches at the height of the battle. He was 1 of 6 men who entered the fort in the assault from the fleet.”)
8.8B	<p>Explain the causes of the Civil War, including sectionalism, states' rights, and slavery, and significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the announcement of the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln.</p> <p><i>Readiness Standard</i></p> <p>Explain</p> <p>CAUSES OF THE CIVIL WAR</p> <p>Including, but not limited to:</p> <p>Causes</p> <ul style="list-style-type: none"> • Sectionalism – tendency to be more concerned with the interests of your particular group or region than with the problems and interests of the larger group, country, etc. Sectionalism is a term that describes a situation in which the needs or desires of individual parts become more important than the well-being of the greater whole. Such was the situation between the Northern and Southern states leading up to the Civil War. The two regions were marked by various differences, and the war was ultimately the result of both sides staunchly refusing to concede to the other on specific issues. • States' rights – the political position advocating strict interpretation of the Constitution with regard to the limitation of federal powers and the extension of the autonomy of the individual state to the greatest possible degree. As the South recognized that control of the government was slipping away, it turned to a states' rights argument to protect slavery. Southerners claimed that the federal government was prohibited by the 10th Amendment from impinging upon the right of slaveholders to take their "property" into a new territory. They also stated that the federal government was not permitted to interfere with slavery in those states where it already existed. • Slavery – slavery in the United States first began in Virginia during the Colonial era. Throughout the first half of the 19th century, Southern politicians sought to defend slavery by retaining control of the federal government. The widening of the gap between slave and free states was symbolic of the changes occurring in each region. While the South was devoted to an agrarian plantation economy with a slow growth in population, the North had embraced industrialization, large urban areas, infrastructure growth, as well as was experiencing high birth rates and a large influx of European immigrants. This boost in population doomed Southern efforts to maintain balance in the government as it meant the future addition of more free states and the election of a Northern, potentially anti-slavery, president. The political issue regarding slavery was addressed in the Missouri Compromise in 1820, the Compromise of 1850, and the Kansas-Nebraska Act in 1854.

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a ***Readiness Standard*** for STAAR.

Bold, italic green: Student Expectation identified by TEA as a ***Supporting Standard*** for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8

Events

- Firing on Fort Sumter – Fort Sumter, a federal fort in Charleston Harbor, was fired upon by rebel forces to begin the Civil war (April, 1861).
- Battle of Antietam –first battle of the Civil War to take place on Northern soil (in Sharpsburg, Maryland, September, 1862); bloodiest one-day battle in American history (23,000 casualties); Union victory when Lee withdrew to Virginia; built Union confidence and led President Abraham Lincoln to issue the Emancipation Proclamation (announced in September, 1862; signed the order in January, 1863)
- Battle of Gettysburg – turning point of the Civil War; Lee’s invasion of northern territory is repelled; South is no longer capable of an offensive into Union territory (July, 1863)
- Siege of Vicksburg – the North captured this stronghold to gain control of the Mississippi River and divided the Southern states. (May-July, 1863)
- The announcement of the Emancipation Proclamation – changes the nature of the war from that of preserving the Union to freeing the slaves. The proclamation freed only the slaves in the rebelling territories. (announced in September, 1862; signed the order in January, 1863)
- Assassination of Lincoln – Lincoln is shot by John Wilkes Booth, a southern sympathizer (April, 1865)
- Lee’s surrender at Appomattox Court House – brings the Civil War to a close as Lee surrenders the Confederate forces of Virginia to Grant. (April, 1865)

8.8C

Analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address and contrast them with the ideas contained in Jefferson Davis's inaugural address.

Supporting Standard

Analyze, Contrast

ABRAHAM LINCOLN'S IDEAS ABOUT LIBERTY, EQUALITY, UNION, AND GOVERNMENT

Including, but not limited to:

- Lincoln’s first inaugural address
 - Equality – promised he had no intent to abolish slavery
 - The Union – argued for the preservation of the Union
 - The Government – stated it was against the law to secede from the Union
- Lincoln’s second inaugural address
 - Equality – stated that slavery perpetuated the war and denounced slavery
 - The Union – fought for restoration of peace and the Union
 - The Government – Lincoln stated that there were people trying to destroy the government, with or without war
- Gettysburg Address

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a ***Readiness Standard*** for STAAR.

Bold, italic green: Student Expectation identified by TEA as a ***Supporting Standard*** for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<ul style="list-style-type: none"> • Equality – all slaves in the Confederate states would be free • The Union – stated that the country was worth fighting for • The Government – “The government of the people, by the people, and for the people shall be preserved.” • Jefferson Davis’s inaugural address <ul style="list-style-type: none"> • Jefferson Davis became the President of the Confederate States of America in February, 1861. His inaugural address states that the secession of the Southern states was similar to the colonists’ revolution against the British; justifies the South’s “need” to secede, and discussed a tentative plan for the seceding states’ future. He claimed that secession was “a necessity, not a choice, we have resorted to the remedy of separation, and henceforth our energies must be directed to the conduct of our own affairs, and the perpetuity of the Confederacy which we have formed.” • Liberty – contrasting Lincoln’s discussion of liberty for individual people, Davis explains liberty and equality through the lens of freedom from the North’s oppression of the South. • “...They (the Confederate States) formed a new alliance, but within each State its government has remained; so that the rights of person and property have not been disturbed.” • “Through many years of controversy with our late associates of the Northern States, we have vainly endeavored to secure tranquility and obtain respect for the rights to which we were entitled.” • “It is joyous in the midst of perilous times to look around upon a people united in heart, where one purpose of high resolve animates and actuates the whole; where the sacrifices to be made are not weighed in the balance against honor and right and liberty and equality.” • The Union – Davis explains that breaking from the Union was “a necessity, not a choice” and that “...a reunion with the States from which we have separated is neither practicable nor desirable.” • The Government – the Confederacy had a goal of establishing a government system similar to the United States’ Constitution. • “American idea that governments rest on the consent of the governed, and that it is the right of the people to alter or abolish them at will whenever they become destructive of the ends for which they were established.” • “As a consequence of our new condition and relations, and with a vicar to meet anticipated wants, it will be necessary to provide for the speedy and efficient organization of branches of the Executive department having special charge of foreign intercourse, finance, military affairs, and the postal service.”
8.9	<i>History. The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to:</i>
8.9A	<p>Evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments.</p> <p><i>Supporting Standard</i></p> <p>Evaluate</p> <p>LEGISLATIVE REFORM PROGRAMS OF THE RADICAL RECONSTRUCTION CONGRESS AND RECONSTRUCTED STATE GOVERNMENTS</p>

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a **Readiness Standard** for STAAR.

Bold, italic green: Student Expectation identified by TEA as a **Supporting Standard** for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Freedmen’s Bureau – established in the War Department (in March, 1865). The Bureau supervised all relief and educational activities relating to refugees and freedmen, including issuing rations, clothing, and medicine. The Bureau also assumed custody of confiscated lands or property in the former Confederate States, border states, District of Columbia, and Indian Territory. • 13th Amendment – abolish slavery • Reconstruction Act of 1867 – military occupation of the former confederate states; strict guidelines on representation and requirements for readmission to Union • 14th Amendment – citizenship (equal protection clause and due process clause) • 15th Amendment – right to vote (males) • Civil Rights Act of 1866 – granted citizenship to persons born in the United States, except Native Americans
8.9B	<p>Evaluate the impact of the election of Hiram Rhodes Revels.</p> <p><i>Supporting Standard</i></p> <p>Evaluate</p> <p>IMPACT OF THE ELECTION OF HIRAM RHODES REVELS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Hiram Rhodes Revels was elected as the first African-American Senator • In 1870, the Mississippi state legislature chose Revels to fill a seat in the Senate that had been vacant since the start of the Civil War. Although he served only a brief term, Revels established a significant precedent just by taking his seat, against the objection of white Southerners. As a senator, Revels won notice for speaking out against racial segregation. • There were 22 African American men elected to the United States Congress from the end of the Civil War to the turn of the twentieth century.
8.9C	<p>Explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups.</p> <p><i>Readiness Standard</i></p> <p>Explain, Evaluate</p> <p>ECONOMIC, POLITICAL, AND SOCIAL PROBLEMS DURING RECONSTRUCTION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Southerners finding ways to go around the federal laws put in place to protect freed slaves

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)
Bold, italic red: Student Expectation identified by TEA as a ***Readiness Standard*** for STAAR.
Bold, italic green: Student Expectation identified by TEA as a ***Supporting Standard*** for STAAR.
 Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8

- Black Codes – laws passed in the South during Reconstruction to limit the opportunities of blacks
- Jim Crow Laws – laws passed to bypass laws created by the Radical Republicans and any other federal law that Southerners did not agree with concerning African Americans
- Led to the creation of the Ku Klux Klan
- African-Americans were not able to participate in government or exercise their rights.
- Ku Klux Klan – secret society to undermine Republican rule and terrorize African Americans (terrorized white Republicans, carpetbaggers, teachers in African American schools, and others who helped blacks)
- Reconstruction of the South
 - Led by the Radical Republicans who were resented by the Southerners
 - States were organized into military districts.
 - After Reconstruction was over, Democrats ruled the South for over 100 years.
 - For over 100 years, there was a clear division between North and South.
- Transitioning blacks from slaves to citizens
 - Freedmen’s Bureau – the bureau’s chief focus was to provide food, medical care, help with resettlement, administer justice, manage abandoned and confiscated property, regulate labor, and establish schools.
 - Over 1,000 schools were built and some services were provided, but most people were not given what they were promised. They were not prepared to live as a productive citizen.
- People taking advantage of the rebuilding of the South
 - Scalawags – Southerners who worked with the Republicans (seen as traitors by the Southerners)
 - Carpetbaggers – Northerners who went to the South and became involved in the new state politics
 - They were called this because of the luggage they carried.
 - They were not trusted by Southerners, and many took advantage of the Southerners’ situation.

Impact

- Southerners finding ways to go around the federal laws put in place to protect freed slaves
- Freed slaves – were guaranteed rights by the federal government, but had to follow laws passed by the states that they lived in which limited their opportunities
- White Southerners – the Radical Republicans removed any type of compromise that the Southerners were willing to make, and they were able to find political ways to keep blacks from gaining equality
- Ku Klux Klan – created by those who did not agree with the opportunities given to freed slaves or those who tried to help them; originally formed by former Confederate soldiers to keep former slaves from voting and destroy Congressional Reconstruction; expanded to prevent advancement of

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a ***Readiness Standard*** for STAAR.

Bold, italic green: Student Expectation identified by TEA as a ***Supporting Standard*** for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<p>African Americans in society, including through acts of terrorism to intimidate former slaves and their sympathizers</p> <ul style="list-style-type: none"> • Reconstruction of the South <ul style="list-style-type: none"> • Radical Republicans – after Reconstruction was over, Republicans did not have any political power in the South for over 100 years. • Transitioning slaves to citizens • Freed slaves – some were able to take advantage of the opportunities given to them by the government, but most organizations created to help freed slaves were under-funded and most freed slaves ended up working on plantations or sharecropping much like they had before. • People taking advantage of the rebuilding of the South <ul style="list-style-type: none"> • Scalawags and Carpetbaggers – these people were able to make a profit and find success in the South, but they were never really welcomed or accepted.
8.9D	<p>Identify the effects of legislative acts such as the Homestead Act, the Dawes Act, and the Morrill Act.</p> <p><i>Supporting Standard</i></p> <p>Identify</p> <p>LEGISLATIVE ACTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Homestead Act (May, 1862) – granted adult heads of families 160 acres of surveyed public land for a minimal filing fee. Claimants were required to “improve” the plot by building a dwelling and cultivating the land. After 5 years on the land, the original filer was entitled to the property, free and clear, except for a small registration fee. Most of the land went to speculators, cattlemen, miners, lumbermen, and railroads. Of some 500 million acres dispersed by the General Land Office between 1862 and 1904, only 80 million acres went to homesteaders. <ul style="list-style-type: none"> • Impact – accelerated the settlement of the western territory • Morrill Act (July, 1862) – this act made it possible for new western states to establish colleges for their citizens. The new land-grant institutions, which emphasized agriculture and mechanic arts, opened opportunities to thousands of farmers and working people previously excluded from higher education. The act committed the Federal Government to grant each state 30,000 acres of public land issued in the form of “land scrip” certificates for each of its Representatives and Senators in Congress. The Morrill Act of 1890 established sixteen higher education institutions specifically dedicated to the education of African Americans. <ul style="list-style-type: none"> • Impact – major universities such as Nebraska, Washington State, Clemson, and Cornell were chartered as land-grant schools. The Morrill Act of 1862 facilitated the founding of the University of Texas and Texas A&M University. When Texas rejoined the Union after the Civil War, the state legislature authorized the first Texas public college, Agricultural and Mechanical College of Texas (Texas A.M.C., now Texas A&M) in 1871. State colleges brought higher education within the reach of millions of students, a development that could not help but reshape the nation’s social and economic fabric. • Dawes Act (February, 1887) – the law allowed for the President to break up reservation land, which was held in common by the members of a tribe,

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a ***Readiness Standard*** for STAAR.

Bold, italic green: Student Expectation identified by TEA as a ***Supporting Standard*** for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<p>into small allotments to be parceled out to individuals. Thus, American Indians registering on a tribal "roll" were granted allotments of reservation land. "To each head of a family, one-quarter of a section; To each single person over eighteen years of age, one-eighth of a section; To each orphan child under eighteen years of age, one-eighth of a section; and To each other single person under eighteen years now living, or who may be born prior to the date of the order of the President directing an allotment of the lands embraced in any reservation, one-sixteenth of a section..."</p> <ul style="list-style-type: none"> • Impact – the purpose of the Dawes Act and the subsequent acts that extended its initial provisions was purportedly to protect Indian property rights, particularly during the land rushes of the 1890s, but in many instances the results were vastly different. The land allotted to the Indians included desert or near-desert lands unsuitable for farming. In addition, the techniques of self-sufficient farming were much different from their tribal way of life. Many Indians did not want to take up agriculture, and those who did want to farm could not afford the tools, animals, seed, and other supplies necessary to get started.
8.10	<i>Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:</i>
8.10A	<p>Locate places and regions of importance in the United States during the 17th, 18th, and 19th centuries.</p> <p><i>Supporting Standard</i></p> <p>Locate</p> <p>PLACES AND REGIONS OF IMPORTANCE IN THE UNITED STATES DURING THE 17th, 18th, and 19th CENTURIES</p> <p>Including, but not limited to:</p> <p>Exploration and Colonization</p> <ul style="list-style-type: none"> • Early settlements (Jamestown) • Regions in the 13 colonies (New England, Middle, and Southern colonial regions) • Cities – New York, Philadelphia, and Boston <p>Sectionalism and Civil War</p> <ul style="list-style-type: none"> • Regions – North, South, Midwest, West, Slave States, and Free States • States – Texas, California, Kansas, Nebraska • Cities – Washington, D.C.
8.10B	<p>Compare places and regions of the United States in terms of physical and human characteristics.</p> <p><i>Readiness Standard</i></p> <p>Compare</p>

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a Readiness Standard for STAAR.

Bold, italic green: Student Expectation identified by TEA as a Supporting Standard for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<p>PLACES AND REGIONS OF THE UNITED STATES IN TERMS OF PHYSICAL AND HUMAN CHARACTERISTICS</p> <p>Including, but not limited to:</p> <p>Exploration and Colonization</p> <ul style="list-style-type: none"> • New England region <ul style="list-style-type: none"> • Physical characteristics – Atlantic Ocean, forest • Human characteristics – urban areas, fishing, deforestation • Middle region <ul style="list-style-type: none"> • Physical characteristics – rich soil, river valleys, mild winters, Atlantic Ocean • Human characteristics – ports, urban areas • Southern region <ul style="list-style-type: none"> • Physical characteristics – Appalachian Mountains • Human characteristics – plantations <p>Sectionalism and Civil War</p> <ul style="list-style-type: none"> • Regions – North, South, Midwest, West, Slave States, and Free States
8.10C	<p>Analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States.</p> <p><i>Readiness Standard</i></p> <p>Analyze</p> <p>EFFECTS OF PHYSICAL AND HUMAN GEOGRAPHIC FACTORS ON MAJOR HISTORICAL AND CONTEMPORARY EVENTS IN THE UNITED STATES</p> <p>Including, but not limited to:</p> <p>Exploration and Colonization</p> <ul style="list-style-type: none"> • Physical geographic factors – proximity to Atlantic coastline determined where settlements/colonies were created • Human geographic factors – removal of the Native Americans; disease and conflict (e.g., Georgia as a buffer between the other British colonies and Spanish Florida) <p>Manifest Destiny</p> <ul style="list-style-type: none"> • Louisiana Purchase <ul style="list-style-type: none"> • Physical factors – river systems allowed Lewis and Clark to explore the newly purchased region

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)
Bold, italic red: Student Expectation identified by TEA as a ***Readiness Standard*** for STAAR.
Bold, italic green: Student Expectation identified by TEA as a ***Supporting Standard*** for STAAR.
 Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<ul style="list-style-type: none"> Human factors – Americans used the river systems for trade and development of the New Orleans port; Western boundary of the United States extended to the Rocky Mountains allowing expansion <p>Sectionalism and Civil War</p> <ul style="list-style-type: none"> Physical factors – ability to fight war; type of land (e.g., Gettysburg battlefield topography), physical resources (supply of fresh water) Human factors – manufacturing vs. agriculture, population density, railroads
8.11	<i>Geography. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid–19th century. The student is expected to:</i>
8.11A	<p>Analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 17th, 18th, and 19th centuries.</p> <p><i>Readiness Standard</i></p> <p>Analyze</p> <p>PHYSICAL CHARACTERISTICS OF THE ENVIRONMENT AND INFLUENCE ON POPULATION DISTRIBUTION, SETTLEMENT PATTERNS, AND ECONOMIC ACTIVITIES IN THE UNITED STATES DURING THE 17TH, 18TH, AND 19TH CENTURIES</p> <p>Including, but not limited to:</p> <p>Exploration and Colonization</p> <ul style="list-style-type: none"> New England and Middle Colony access to waterways (ports and rivers) resulted in high population density and large urban areas. Southern Colonies had an abundant amount of fertile soil that resulted in an agricultural economy, a plantation system, and a low population density. <p>Manifest Destiny</p> <ul style="list-style-type: none"> Gold in California – rush of settlers to California; pushed many American Indians off their lands; population of California quickly rises to the amount required for statehood California’s proximity to Pacific Ocean led to an increase of immigration from Asian nations. Rocky Mountains’ location between eastern and western parts of the United States; resulted in need for Gadsden Purchase to put in railroad for train transport of goods from East to West <p>Industrialization</p> <ul style="list-style-type: none"> The need to have factories near transportation hubs (canals and/or railroads) resulted in cities growing in proximity (e.g., New York City and Chicago). The need for cheap labor resulted in jobs and caused many immigrants to migrate into cities. <p>Sectionalism and Civil War</p>

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a Readiness Standard for STAAR.

Bold, italic green: Student Expectation identified by TEA as a Supporting Standard for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8										
	<ul style="list-style-type: none"> • Small population; few cities; and economic activities focused on agricultural <ul style="list-style-type: none"> • South – good soil and a lot of it for agricultural purposes • Large population, many cities, and a variety of economic actives <ul style="list-style-type: none"> • North – good port areas were attributed to many cities and a variety of resources 									
8.11B	<p>Describe the positive and negative consequences of human modification of the physical environment of the United States.</p> <p><i>Supporting Standard</i></p> <p>Describe</p> <p>POSITIVE AND NEGATIVE CONSEQUENCES OF HUMAN MODIFICATION OF THE PHYSICAL ENVIRONMENT OF THE UNITED STATES</p> <p>Including, but not limited to:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Modification</th> <th style="width: 33%;">Positive</th> <th style="width: 33%;">Negative</th> </tr> </thead> <tbody> <tr> <td>Railroads</td> <td>Increased communication and trade between the East and the West</td> <td>Air pollution, destruction of natural environment</td> </tr> <tr> <td>Urbanization</td> <td>More jobs were available in cities</td> <td>pollution</td> </tr> </tbody> </table>	Modification	Positive	Negative	Railroads	Increased communication and trade between the East and the West	Air pollution, destruction of natural environment	Urbanization	More jobs were available in cities	pollution
Modification	Positive	Negative								
Railroads	Increased communication and trade between the East and the West	Air pollution, destruction of natural environment								
Urbanization	More jobs were available in cities	pollution								
8.11C	<p>Describe how different immigrant groups interacted with the environment in the United States during the 17th, 18th, and 19th centuries.</p> <p><i>Supporting Standard</i></p> <p>Describe</p> <p>HOW IMMIGRANT GROUPS INTERACTED WITH THE ENVIRONMENT IN THE UNITED STATES DURING THE 17th, 18th, AND 19th CENTURIES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • 17th century <ul style="list-style-type: none"> • French trapper traders • British farmers • Spanish missions • African American slaves • 18th century <ul style="list-style-type: none"> • French trapper traders • British farmers 									

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a ***Readiness Standard*** for STAAR.

Bold, italic green: Student Expectation identified by TEA as a ***Supporting Standard*** for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<ul style="list-style-type: none"> • Spanish missions • African American slaves • 19th century • African American slaves • Chinese and other immigrant groups • Europeans moved to areas where they could pursue farming
8.12	<i>Economics. The student understands why various sections of the United States developed different patterns of economic activity. The student is expected to:</i>
8.12A	<p>Identify economic differences among different regions of the United States.</p> <p><i>Supporting Standard</i></p> <p>Identify</p> <p>ECONOMIC DIFFERENCES AMONG DIFFERENT REGIONS OF THE UNITED STATES</p> <p>Including, but not limited to:</p> <p>Exploration and Colonization</p> <ul style="list-style-type: none"> • New England – shipbuilding and manufacturing region • Middle Colonies – agriculture and cattle-producing • Southern Colonies – agricultural; cash crops: cotton, indigo, tobacco <p>Industrialization</p> <ul style="list-style-type: none"> • North – manufacturing and industry • South – agriculture (supplied North with raw materials) <p>Sectionalism and Civil War</p> <ul style="list-style-type: none"> • North – manufacturing and industry • South – agriculture
8.12B	<p>Explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery.</p> <p><i>Readiness Standard</i></p>

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a Readiness Standard for STAAR.

Bold, italic green: Student Expectation identified by TEA as a Supporting Standard for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<p>Explain</p> <p>REASONS FOR THE DEVELOPMENT OF THE PLANTATION SYSTEM, THE TRANSATLANTIC SLAVE TRADE, AND THE SPREAD OF SLAVERY</p> <p>Including, but not limited to:</p> <p>Exploration and Colonization</p> <ul style="list-style-type: none"> • Plantation system • Large amount of land available in the Southern colonies; rich soil; almost year-round growing season; ideal for plantation crops (tobacco, rice, indigo, cotton)- with enough labor they could be grown as cash crops • Transatlantic Slave Trade <ul style="list-style-type: none"> • Started in the British West Indies to provide a labor force for the sugar plantations • The triangular trade developed between the Colonies, England, and West Indies and slaves were traded in the colonies for other goods (including the cash crops slaves would help cultivate). • Spread of slavery <ul style="list-style-type: none"> • Demand for rice, indigo, tobacco, cotton led to plantation owners needing more slaves and the slave trade increased. <p>Industrialization</p> <ul style="list-style-type: none"> • The invention of the cotton gin made the cotton-cleaning process more efficient and quicker, thus the need arose for a larger work force (drastic rise in the number of slaves in the South)
8.12C	<p>Explain the reasons for the increase in factories and urbanization.</p> <p><i>Supporting Standard</i></p> <p>Explain</p> <p>REASONS FOR THE INCREASE IN FACTORIES AND URBANIZATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Increase in factories – Industrial Revolution <ul style="list-style-type: none"> • Result of major changes in agriculture, manufacturing, mining, transportation, and technology • Steam-power capabilities increased production • War of 1812 – manufacturing capability increased (the British blockade of the American coast created a shortage of cotton cloth (previously American cotton was shipped to Britain where it was turned into cloth, then sent back to America) in the United States, leading to the creation of a cotton-manufacturing industry, numerous manufacturing establishments were founded (particularly in the Northern region) – left the United States

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a Readiness Standard for STAAR.

Bold, italic green: Student Expectation identified by TEA as a Supporting Standard for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<p>industrially independent of Europe)</p> <p>Increase in Urbanization</p> <ul style="list-style-type: none"> • By 1890, industrialization had produced substantial growth in cities, and 35 percent of Americans lived in urban areas, mostly in the northern half of the United States. • The increased number of jobs, along with technological innovations in transportation and housing construction, encouraged migration to cities.
8.12D	<p>Analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history.</p> <p><i>Readiness Standard</i></p> <p>Analyze</p> <p>CAUSES AND EFFECTS OF ECONOMIC DIFFERENCES AMONG DIFFERENT REGIONS OF THE UNITED STATES</p> <p>Including, but not limited to:</p> <p>Exploration and Colonization</p> <ul style="list-style-type: none"> • New England <ul style="list-style-type: none"> • Cause – long winters, rocky soil, and forests • Effects – subsistence farming, shipbuilding, and fishing • Middle Colonies <ul style="list-style-type: none"> • Cause – shorter winters, fertile soil, good ports, and natural resources • Effects – farming, trade, and large immigrant population • Southern Colonies <ul style="list-style-type: none"> • Cause – warm climate and good soil • Effects – plantation system and large slave system <p>Industrialization</p> <ul style="list-style-type: none"> • North <ul style="list-style-type: none"> • Cause – industrialization led to new jobs in cities • Effects – urbanization and growth of cities
8.13	<p><i>Economics. The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student is expected to:</i></p>
8.13A	<p>Analyze the War of 1812 as a cause of economic changes in the nation.</p>

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a ***Readiness Standard*** for STAAR.

Bold, italic green: Student Expectation identified by TEA as a ***Supporting Standard*** for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<p>Supporting Standard</p> <p>Analyze</p> <p>WAR OF 1812 AS A CAUSE OF ECONOMIC CHANGES IN THE NATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> As a result of the interruption of trade during the War of 1812, Americans had to rely on U.S. manufactured goods in place of those they had previously imported. U.S. manufacturing grew.
8.13B	<p>Identify the economic factors that brought about rapid industrialization and urbanization.</p> <p>Readiness Standard</p> <p>Identify</p> <p>ECONOMIC FACTORS THAT BROUGHT ABOUT RAPID INDUSTRIALIZATION AND URBANIZATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Plentiful natural resources Improved transportation Growing population New inventions Investment capital
8.14	<p><i>Economics. The student understands the origins and development of the free enterprise system in the United States. The student is expected to:</i></p>
8.14A	<p>Explain why a free enterprise system of economics developed in the new nation, including minimal government intrusion, taxation, and property rights.</p> <p>Supporting Standard</p> <p>Explain</p> <p>FREE ENTERPRISE SYSTEM OF ECONOMICS DEVELOPED IN THE NEW NATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Americans' focus on their rights included the right to choose trade partners, prices, and products.

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a **Readiness Standard** for STAAR.

Bold, italic green: Student Expectation identified by TEA as a **Supporting Standard** for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8

- Land opportunities in U.S.
- Ideas of capitalism over mercantilism (Free enterprise was preferable to the former mercantilist system the colonies were under.)
 - Alexander Hamilton believed in a strong central government that encouraged business and industry
 - Colonists came seeking economic opportunity (profit)
 - Nature of colonists was rugged individualism and self-determination
 - European countries too far away to control how colonies developed businesses and trade (little government interference)
 - Revolution occurred when England tried to regain control of trade and industry in America (laissez faire)
 - Free enterprise system was an evolutionary process during 1800s
 - Constitution allowed for (ensured) private ownership of property

Note:

- Rise of the factory system led to banking systems and real estate firms; factories were not regulated by the state or federal governments (continued the laissez-faire philosophy).

8.14B Describe the characteristics and the benefits of the U.S. free enterprise system during the 18th and 19th centuries.

Supporting Standard

Describe

CHARACTERISTICS AND THE BENEFITS OF THE U.S. FREE ENTERPRISE SYSTEM DURING THE 18th AND 19th CENTURIES

Including, but not limited to:

Characteristics

- Four questions governing economic activity
 - What to produce?
 - How to produce it?
 - How many to produce?
 - For whom to produce?
- Four components of free enterprise and economic freedom
 - Private property
 - Voluntary exchange

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a ***Readiness Standard*** for STAAR.

Bold, italic green: Student Expectation identified by TEA as a ***Supporting Standard*** for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<ul style="list-style-type: none"> • Profit motive • Supply and demand • Laissez-faire – the belief that the government should not interfere in the economy other than to protect private property rights and to maintain peace • Entrepreneurship – people who risk their capital in organizing and running a business • The U.S. Constitution guaranteed economic rights of freedom to own, compete, and select an occupation <p>Benefits</p> <ul style="list-style-type: none"> • Specialization • Foreign investment saw opportunity for profit and growth • U.S. Constitution could protect the rights of workers and owners • A diverse economy that met the needs of the United States when it was needed • Less dependent on foreign markets • Industrial Revolutions in the 19th Century
8.15	<i>Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to:</i>
8.15A	<p>Identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Federalist Papers, and selected Anti–Federalist writings, on the U.S. system of government.</p> <p><i>Readiness Standard</i></p> <p>Identify</p> <p>INFLUENCE OF IDEAS FROM HISTORIC DOCUMENTS ON THE U.S. SYSTEM OF GOVERNMENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Magna Carta (1215) – limited the power of the King (Constitution limits the power of the central government) • English Bill of Rights – listed individual rights (model for the Bill of Rights in the Constitution, first 10 Amendments) • Mayflower Compact – written by the Pilgrims in 1620, an agreement that established the idea of self-government and majority rule • Federalist Papers – support ratification of the Constitution with a focus on the need for a strong central government with restricted powers (The Constitution sets up for a strong central government with separated powers and a system of checks and balances.) • Anti-Federalist writings – Anti-Federalists opposed the Constitution because it lacked protection of individual rights. (When the Constitution was ratified, the first ten amendments, Bill of Rights, were immediately added to protect those rights.)

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a Readiness Standard for STAAR.

Bold, italic green: Student Expectation identified by TEA as a Supporting Standard for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
8.15B	<p>Summarize the strengths and weaknesses of the Articles of Confederation.</p> <p><i>Supporting Standard</i></p> <p>Summarize</p> <p>STRENGTHS AND WEAKNESSES OF THE ARTICLES OF CONFEDERATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Articles created a “firm league of friendship” where “each state retains its sovereignty, freedom and independence.” • Strengths of Articles <ul style="list-style-type: none"> • States’ rights (result of strong fear of a tyrannical leader) • Confederation of states with equal voice in Congress • Congress had power to make war and peace, sign treaties; raise an army and navy; print money, and set up a postal system • Weaknesses of Articles <ul style="list-style-type: none"> • No national taxes (no ability to gain national revenue to pay for army, navy, or other national interests; had to ask the states for money which they often ignored) • No federal court system (no ability to settle disputes between states) • Lack of strong federal government (reduced ability to settle disputes over state boundaries) • No power to regulate commerce (quarrels about taxes on goods that crossed state borders) • No federal leader (no “Executive” to lead the country) • Limited military = no protection • Shay’s Rebellion showed that the government could not keep order and a stronger form of national government was needed
8.15C	<p>Identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights.</p> <p><i>Readiness Standard</i></p> <p>Identify</p> <p>COLONIAL GRIEVANCES LISTED IN THE DECLARATION OF INDEPENDENCE</p> <p>Explain</p>

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a ***Readiness Standard*** for STAAR.

Bold, italic green: Student Expectation identified by TEA as a ***Supporting Standard*** for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8

HOW THOSE GRIEVANCES WERE ADDRESSED IN THE U.S. CONSTITUTION AND THE BILL OF RIGHTS

Including, but not limited to:

Grievance in Declaration of Independence	Addressed in Constitution
Taxation without representation	All states have representation in Congress, which sets taxes
King has absolute power	Congress has the power to override Presidential veto
Colonists not allowed to speak out against the King	1st Amendment – freedom of Speech
Quartering Act forced colonists to house troops	3rd Amendment – no quartering of Troops
Allowed homes to be searched without warrants	4th Amendment – no unwarranted search and seizure
No trial by jury of peers	7th Amendment – trial by jury

8.15D Analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.

Readiness Standard

Analyze

U.S. CONSTITUTION REFLECTS THE PRINCIPLES OF LIMITED GOVERNMENT, REPUBLICANISM, CHECKS AND BALANCES, FEDERALISM, SEPARATION OF POWERS, POPULAR SOVEREIGNTY, AND INDIVIDUAL RIGHTS

Including, but not limited to:

- Limited government – the Constitution and laws define the limits of those in power so they cannot take advantage of their elected, appointed, or inherited positions. Everyone, including all authority figures, must obey the laws (rule of law). Government is restricted in what it may do.
- Republicanism is a philosophy of limited government with elected representatives serving at the will of the people; government is based on the consent of the governed.
- Checks and balances – system that does not allow any one branch of the government to have too much power (e.g., the president can veto legislation passed by Congress, but Congress can override the veto; the Senate confirms major appointments made by the President; the courts may declare acts passed by Congress as unconstitutional)
- Federalism is the distribution of power between a federal government and the states within a union. In the Constitution, certain powers are delegated to only states, others only to the federal government, and others are shared powers.
- Separation of powers – the branches included the legislative branch known as "Congress" made up of a "House of Representatives" and a "Senate," the executive branch known as the "President," and the judicial branch known as the "Supreme Court." The powers of the legislative branch are outlined in Article I of the U.S. Constitution. The President would lead the executive branch, which carried out the laws and ensured their just application. These powers are outlined in Article II of the U.S. Constitution. The judicial branch, consisting of all courts of the United States including the highest court, the Supreme Court, would interpret and apply the laws, ensuring that they are just. Its powers are outlined in Article III.

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a Readiness Standard for STAAR.

Bold, italic green: Student Expectation identified by TEA as a Supporting Standard for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<ul style="list-style-type: none"> • Popular sovereignty is the concept that political power rests with the people who can create, alter, and abolish government. People express themselves through voting and free participation in government. • Individual rights – many opposed the Constitution in 1787 because they believed it did not offer adequate protection of individual rights. The Bill of Rights, ratified in 1791, was created to correct this. The individual rights protected in the Bill of Rights include economic rights related to property, political rights related to freedom of speech and press, and personal rights related to bearing arms and maintaining private residences.
8.16	Government. The student understands the process of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to:
8.16A	<p>Summarize the purposes for and process of amending the U.S. Constitution.</p> <p><i>Readiness Standard</i></p> <p>Summarize</p> <p>PURPOSES FOR AND PROCESS OF AMENDING THE U.S. CONSTITUTION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Purpose – the Constitution can be changed or amended when it is deemed necessary by the people to adjust to changing times and to maintain a “living” document. • Process – proposal by Congress (by two-thirds vote of both houses) or proposal from a convention called by two-thirds of the states. It then goes to the state legislatures to be ratified, must have three-fourths of the votes to pass OR passage by three-fourths of the votes in special state conventions.
8.16B	<p>Describe the impact of 19th-century amendments, including the 13th, 14th, and 15th amendments, on life in the United States.</p> <p><i>Readiness Standard</i></p> <p>Describe</p> <p>IMPACT OF 19th–CENTURY AMENDMENTS, INCLUDING THE 13th, 14th, AND 15th AMENDMENTS, ON LIFE IN THE UNITED STATES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • 13th Amendment – abolished slavery • 14th Amendment – granted citizenship rights and the nature of citizenship to be fully addressed, provided the rights of a citizen (trial by jury, etc.) to freed slaves. • 15th Amendment – ensured voting to be a right of citizenship, granted freed male slaves the right to vote
8.17	Government. The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to:

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a Readiness Standard for STAAR.

Bold, italic green: Student Expectation identified by TEA as a Supporting Standard for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
8.17A	<p>Analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason.</p> <p><i>Readiness Standard</i></p> <p>Analyze</p> <p>ARGUMENTS OF THE FEDERALISTS AND ANTI-FEDERALISTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Federalists – argued for a stronger national government because under the Articles of Confederation, the weak national government set the United States up for failure • Anti-Federalists – argued that states’ rights should remain powerful over key issues; remained of the opinion that we fought the Revolution to get away from strong central government; believed that the Constitution should protect individual rights • Anti-Federalists <ul style="list-style-type: none"> • Patrick Henry – was so opposed to the idea of a stronger national government that he refused to attend the Philadelphia Convention because he “smelled a rat” (influential leader from the Colonists’ protest against England with his speech “Give me Liberty or Give me Death”) • George Mason – leader of the Anti-Federalists; believed in the need to restrict governmental power and supported protection of individual rights; served as a delegate from Virginia at the Constitutional Convention • Federalists <ul style="list-style-type: none"> • Alexander Hamilton – wanted to go beyond the stated powers of the Constitution; used the “necessary and proper” clause to justify forming a National Bank that was necessary and proper for the United States economy to develop; served as a delegate from New York at the Constitutional Convention • James Madison – known as the “Father of the Constitution”; helped to write the Federalist Papers with John Jay and Alexander Hamilton; authored the first 10 Amendments (the Bill of Rights) to compromise with the Anti-Federalists
8.17B	<p>Explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War.</p> <p><i>Readiness Standard</i></p> <p>Explain</p> <p>CONSTITUTIONAL ISSUES ARISING OVER THE ISSUE OF STATES' RIGHTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Nullification Crisis and states’ rights – revolved around the ability of a state to declare federal laws unconstitutional

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)
Red: Student Expectation identified by TEA as a ***Readiness Standard*** for STAAR.
Green: Student Expectation identified by TEA as a ***Supporting Standard*** for STAAR.
 Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<ul style="list-style-type: none"> • In 1828, the Tariff of Abominations was passed, resulting in a higher tariff. In 1832, a lower tariff was passed, but this still angered South Carolinians, led by Senator John C. Calhoun. South Carolina declared the federal tariff null and void within its borders. Delegates to a special convention urged the state legislature to take military action and to secede from the union if the federal government demanded the customs duties. To prevent a civil war, Henry Clay proposed the Compromise Tariff of 1833; government lowers tariff and backs down. • Civil War – Southern states thought they had the right to secede. <ul style="list-style-type: none"> • Issues: right to own slaves as property and federal tariffs; the Civil War brings the issue of states’ rights to a close; the federal government emerges as the dominant authority and the Union is restored
8.18	<i>Government. The student understands the impact of landmark Supreme Court cases. The student is expected to:</i>
8.18A	<p>Identify the origin of judicial review and analyze examples of congressional and presidential responses.</p> <p><i>Readiness Standard</i></p> <p>Identify, Analyze</p> <p>ORIGIN OF JUDICIAL REVIEW AND EXAMPLES OF CONGRESSIONAL AND PRESIDENTIAL RESPONSES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • It originated from the ruling on <i>Marbury v. Madison</i>. Supreme Court Chief Justice John Marshall declared that the Supreme Court’s (Judicial Branch) duty is to interpret the law (according to the U.S. Constitution). If the Supreme Court decides a law violates the U.S. Constitution, it cannot go into effect or if it is already in effect, it is no longer legal. This allowed a balance between the three branches of government and allows the Supreme Court to determine the constitutionality of laws made by Congress. • Examples of Congressional Response and Presidential Response to judicial review <ul style="list-style-type: none"> • Congressional Response: The Missouri Compromise (1820) which included provisions to ban slavery in some federal territories was eventually overturned by the <i>Dred Scott v. Sanford</i> (1857) decision during the Taney court. The legislature responded with the abolition of slavery through the 13th amendment (1865). • Presidential Response: In <i>Worcester v. Georgia</i> (1832) the court ruled in favor of Worcester. The U.S. government and not the state of Georgia had the authority to make treaties or any type of regulations with Native Americans. President Andrew Jackson responded by enforcing the Indian Removal Act. He also responded by siding with Georgia and chose not to enforce the Supreme Court ruling. • Presidential Response: In <i>Ex parte Merryman</i> (1866), the Taney court ruled that President Lincoln’s suspension of habeas corpus was unconstitutional. Lincoln acted without congressional approval. Lincoln defended his authorization for the suspension of habeas corpus primarily because the nation was at war. Congress enacted the Habeas Corpus Suspension Act (1863) which authorized the suspension of habeas corpus and relieved the president from being held liable for acting without congressional approval.
8.18B	<p>Summarize the issues, decisions, and significance of landmark Supreme Court cases, including <i>Marbury v. Madison</i>, <i>McCulloch v. Maryland</i>, and <i>Gibbons v. Ogden</i>.</p> <p><i>Supporting Standard</i></p>

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a Readiness Standard for STAAR.

Bold, italic green: Student Expectation identified by TEA as a Supporting Standard for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8

Summarize

ISSUES, DECISIONS, AND SIGNIFICANCE OF LANDMARK SUPREME COURT CASES

Including, but not limited to:

Case	Issue	Decision	Significance
<i>Marbury v. Madison</i>	Jefferson ordered Madison not to deliver Adams' last-minute judicial appointments	Law that allowed Marbury to sue Madison for delivery of his appointment was unconstitutional	Establishes judicial review
<i>McCulloch v. Maryland</i>	Maryland wanted to tax its branch of the national bank	States cannot claim to have power over the federal government	Federal government is upheld as the supreme law of the land
<i>Gibbons v. Ogden</i>	Steamship operators fought over shipping rights on Hudson River in both New York and New Jersey	Only the federal government has power to regulate interstate commerce	Federal government's power reinforced

8.18C Evaluate the impact of selected landmark Supreme Court decisions, including *Dred Scott v. Sandford*, on life in the United States.

Supporting Standard

Evaluate

IMPACT OF SELECTED LANDMARK SUPREME COURT DECISIONS ON LIFE IN THE UNITED STATES

Including, but not limited to:

- *Dred Scott v. Sandford* decision – it denied citizenship of slaves; slaves were property; made the Missouri Compromise unconstitutional because it limited areas allowed for slavery. The South favored the decision, but the North did not, causing further tension between the North and South.

8.19 Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to:

8.19A Define and give examples of unalienable rights.

Readiness Standard

Define

UNALIENABLE RIGHTS

Including, but not limited to:

- Unalienable rights – fundamental rights or natural rights guaranteed to people naturally, instead of by the law

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a **Readiness Standard** for STAAR.

Bold, italic green: Student Expectation identified by TEA as a **Supporting Standard** for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<ul style="list-style-type: none"> • For example, in the Declaration of Independence – life, liberty, pursuit of happiness
8.19B	<p>Summarize rights guaranteed in the Bill of Rights.</p> <p><i>Readiness Standard</i></p> <p>Summarize</p> <p>RIGHTS GUARANTEED IN THE BILL OF RIGHTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • 1st Amendment – freedom of speech, press, religion, and assembly • 2nd Amendment – bear arms • 3rd Amendment – no quartering troops during times of peace • 4th Amendment – search and seizure • 5th Amendment – right to due process, not to be tried for the same crime twice (double jeopardy), and not to testify against yourself • 6th Amendment – right to speedy public trial • 7th Amendment – right to trial by jury in civil trials • 8th Amendment – right not to have excessive bail and/or punishment • 9th Amendment – rights of the people • 10th Amendment – rights to the states
8.19C	<p>Explain the importance of personal responsibilities, including accepting responsibility for one's behavior and supporting one's family.</p> <p>Explain</p> <p>IMPORTANCE OF PERSONAL RESPONSIBILITIES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Accepting responsibility for one's behavior <ul style="list-style-type: none"> • The constitution is written to protect one's individual rights, but also to define the consequences if one's rights are not respected.
8.19D	<p>Identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries:</p> <p><i>Supporting Standard</i></p>

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a Readiness Standard for STAAR.

Bold, italic green: Student Expectation identified by TEA as a Supporting Standard for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<p>Identify</p> <p>EXAMPLES OF RESPONSIBLE CITIZENSHIP</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Obeying rules and laws, voting, and serving on juries
8.19E	<p>Summarize the criteria and explain the process for becoming a naturalized citizen of the United States.</p> <p><i>Supporting Standard</i></p> <p>Summarize, Explain</p> <p>CRITERIA AND PROCESS FOR BECOMING A NATURALIZED CITIZEN OF THE UNITED STATES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • A naturalized citizen is a person of foreign birth who is granted full citizenship. • If you are not a U.S. citizen by birth or did not acquire U.S. Citizenship automatically after birth, you may be eligible to become a citizen through the process of Naturalization. This is done by the U.S. Citizenship and Immigration Services. <ul style="list-style-type: none"> • Apply for naturalization and pay a fee • Fingerprinted • Citizenship test • Interview • Oath ceremony
8.19F	<p>Explain how the rights and responsibilities of U.S. citizens reflect our national identity.</p> <p>Explain</p> <p>RIGHTS AND RESPONSIBILITIES OF U.S. CITIZENS REFLECT OUR NATIONAL IDENTITY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Voting for elected officials • Social activism (e.g., participating in protests/petitions, writing Congressmen, etc.) • National identity is reflected by the characteristics of responsibility, independence and participation.
8.20	<p><i>Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected</i></p>

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a Readiness Standard for STAAR.

Bold, italic green: Student Expectation identified by TEA as a Supporting Standard for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
to:	
8.20A	<p>Explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, John Locke, William Blackstone, and William Penn in the development of self-government in colonial America.</p> <p><i>Supporting Standard</i></p> <p>Explain</p> <p>ROLE OF SIGNIFICANT INDIVIDUALS IN THE DEVELOPMENT OF SELF-GOVERNMENT IN COLONIAL AMERICA</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Thomas Hooker – reverend and leader of a group of Boston Puritans that migrated to Hartford, Connecticut; gave a sermon in 1638 that influenced the writing of the <i>Fundamental Orders of Connecticut</i> (the first written constitution in America and included individual rights); believed in democratic ideas such as elections conducted by the people, people have the power to limit the power of the government, the government operates with the consent of the governed • Charles de Montesquieu – expanded on Locke’s beliefs, added the judiciary to Locke’s executive and legislature; wrote of the separation of powers; believed that in a republic, education is an absolute necessity • John Locke – European Enlightenment philosopher; believed that personal liberty could coexist with political order; consent is the basis for government and fixes its limits; government is a social contract with limited powers and has obligations to its creators; government can be modified by its creators at any time (heavily influenced Thomas Jefferson and the writing of the Declaration of Independence); discussed legislative and executive branches of a government; wrote about unalienable rights which included life, liberty and protection of property • William Blackstone – an English judge, jurist, and professor who wrote the historical and analytical treatise on common law (<i>Commentaries on the Laws of England</i>); considered as the definitive pre-Revolutionary War source of common law; believed strongly in religious tolerance; supported the idea of self-defense (later became the 2nd Amendment); wrote about “natural rights” which included life and liberty; on a woman’s legal rights: “By marriage, the husband and the wife are one person in the law... the very being and legal existence of the woman is suspended during the marriage.” • William Penn – he founded a colony in present-day Pennsylvania where Quakers could live according to their religious beliefs and make political decision according to those beliefs.
8.20B	<p>Evaluate the contributions of the Founding Fathers as models of civic virtue.</p> <p><i>Supporting Standard</i></p> <p>Evaluate</p> <p>CONTRIBUTIONS OF THE FOUNDING FATHERS AS MODELS OF CIVIC VIRTUE</p> <p>Including, but not limited to:</p>

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a Readiness Standard for STAAR.

Bold, italic green: Student Expectation identified by TEA as a Supporting Standard for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<ul style="list-style-type: none"> • “Founding Fathers” applies to those individuals who played a major role in declaring independence, fighting the Revolutionary War, or writing and adopting the U.S. Constitution. • “Civic” relates to involvement in a community. Those with civic virtue go a step beyond their obligations by taking an active role in improving the community and the experiences of other members of the community. <p>Examples</p> <ul style="list-style-type: none"> • George Washington – was Commander of the Continental Army during the Revolutionary War, served as President of the Philadelphia Convention, served as our first President • John Adams – defended the British troops after the Boston Massacre, worked with Jefferson on the Declaration of Independence, promoted the cause of independence at the Continental Congress, served as a diplomat overseas, served as the first Vice President, and served as the second President of the United States • Thomas Jefferson – wrote the Declaration of Independence, fought for individual liberties, served as the first Secretary of State, served as the third President of the United States
8.20C	<p>Analyze reasons for and the impact of selected examples of civil disobedience in U.S. history such as the Boston Tea Party and Henry David Thoreau's refusal to pay a tax.</p> <p><i>Supporting Standard</i></p> <p>Analyze</p> <p>REASONS FOR AND THE IMPACT OF SELECTED EXAMPLES OF CIVIL DISOBEDIENCE IN U.S. HISTORY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Civil disobedience – the process of defying codes of conduct within a community or ignoring the policies and government of a state or nation when the civil laws are considered unjust. Examples of civil disobedience include nonviolent actions such as boycotts, protests and refusal to pay taxes. • Boston Tea Party (1773) – protest led by the Sons of Liberty in which they dumped the British tea into Boston Harbor to protest the Tea Act passed by Parliament; the Boston Tea Party was a reaction to taxation without representation • Henry David Thoreau’s refusal to pay tax – he did not pay taxes because he did not want to support a government that allowed slavery and fought a war with Mexico (individual conscience/transcendentalism). He wrote the essay “Civil Disobedience.” He did not want people to break the law indiscriminately, but he urged people to challenge laws they considered unjust by refusing to obey them. This is called passive resistance. Leaders such as Martin Luther King, Jr. followed Thoreau’s advice.
8.21	<p><i>Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:</i></p>
8.21A	<p>Identify different points of view of political parties and interest groups on important historical and contemporary issues.</p> <p><i>Supporting Standard</i></p>

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a **Readiness Standard** for STAAR.

Bold, italic green: Student Expectation identified by TEA as a **Supporting Standard** for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<p>Identify</p> <p>DIFFERENT POINTS OF VIEW OF POLITICAL PARTIES AND INTEREST GROUPS ON IMPORTANT HISTORICAL AND CONTEMPORARY ISSUES</p> <p>Including, but not limited to:</p> <p>American Revolution</p> <ul style="list-style-type: none"> • Loyalists – these were colonists who remained loyal to the British monarchy and disagreed with the Declaration of Independence • Patriots – the colonists who favored separating from Britain and becoming their own independent nation • Neutrals – the colonists who remained neutral, who chose not to take sides <p>Early Republic</p> <ul style="list-style-type: none"> • Democratic-Republicans <ul style="list-style-type: none"> • Limited national government • Strict construction of the Constitution • Opposed National Bank and tariffs • Agricultural economy • Federalists <ul style="list-style-type: none"> • Strong national government • Loose construction of the Constitution • Favored National Bank and tariffs • Manufacturing and shipping-based economy <p>Sectionalism and Civil War</p> <ul style="list-style-type: none"> • Supported the Union – North/Whigs • Supported states' rights – South/Democrats
8.21B	<p>Describe the importance of free speech and press in a constitutional republic.</p> <p><i>Supporting Standard</i></p> <p>Describe</p> <p>THE IMPORTANCE OF FREE SPEECH AND PRESS IN A CONSTITUTIONAL REPUBLIC</p>

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a Readiness Standard for STAAR.

Bold, italic green: Student Expectation identified by TEA as a Supporting Standard for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<p>Including, but not limited to:</p> <ul style="list-style-type: none"> Freedom of speech and press allow for the protection of individual rights. Freedom to express information, ideas, and opinions that are free of government restrictions based on content.
8.21C	<p>Summarize a historical event in which compromise resulted in a peaceful resolution.</p> <p><i>Supporting Standard</i></p> <p>Summarize</p> <p>HISTORICAL EVENTS IN WHICH COMPROMISE RESULTED IN A PEACEFUL RESOLUTION</p> <p>Including, but not limited to:</p> <p>Writing the Constitution</p> <ul style="list-style-type: none"> Virginia Plan – large state plan that proposed representation based on population size New Jersey Plan – small state plan that proposed equal representation among all states Great Compromise – Constitution resulted in a two-house legislature with House of Representatives based on population and the Senate maintaining equal representation from all states <p>Jacksonian Democracy</p> <ul style="list-style-type: none"> Nullification Crisis – compromise tariff presented by Henry Clay <p>Sectionalism and Civil War</p> <ul style="list-style-type: none"> Missouri Compromise – Missouri entered the Union as a slave state and Maine entered as a free state. This Compromise also stated that north of the 36°30' line, all states that entered the Union would be free states. Compromise of 1850 – California admitted as a free state; slave trade abolished in Washington, D.C.; stronger slave laws would be passed to help slaveholders recapture runaway slaves <p>Reconstruction</p> <ul style="list-style-type: none"> Compromise of 1877 – occurred after the Presidential Election of 1876; when Congress formed the Electoral Commission to resolve disputed Democratic Electoral votes from the South; it was an unwritten, informal compromise between the Republicans and Democrats in Congress; included measures to appease the south (removal of all federal troops from the southern states, appointment of at least one Southern Democrat to Hayes's Administration, construction of a second transcontinental railroad in the South, and legislation enacted to help industrialize the South)
8.22	<p><i>Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:</i></p>
8.22A	<p>Analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln.</p> <p><i>Supporting Standard</i></p>

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a Readiness Standard for STAAR.

Bold, italic green: Student Expectation identified by TEA as a Supporting Standard for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8

	<p>Analyze</p> <p>THE LEADERSHIP QUALITIES OF ELECTED AND APPOINTED LEADERS OF THE UNITED STATES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Leadership qualities (examples) <ul style="list-style-type: none"> • Honesty • Courage • Inspirational • Thoughtful • Abraham Lincoln <ul style="list-style-type: none"> • Led the United States as President during the American Civil War • Through his leadership, the Union was preserved and slavery eventually abolished after his assassination in 1865. • John Marshall <ul style="list-style-type: none"> • Appointed Chief Justice of the Supreme Court by President Adams • Set precedent of Judicial Review in the landmark Supreme Court Case <i>Marbury v. Madison</i>, establishing the Supreme Courts authority to declare acts of Congress unconstitutional • George Washington <ul style="list-style-type: none"> • Strength of conviction, ability to influence people to work toward common goals, and consistent sacrificing of self for country • Led the Continental Army during the American Revolutionary War • Came out of retirement to lead the Constitutional Convention • Serve as the first President of the United States for two terms • Established the role the President would play and how he would conduct himself
8.22B	<p>Describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, James Monroe, Stonewall Jackson, Susan B. Anthony, and Elizabeth Cady Stanton.</p> <p><i>Supporting Standard</i></p> <p>Describe</p>

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a Readiness Standard for STAAR.

Bold, italic green: Student Expectation identified by TEA as a Supporting Standard for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<p>CONTRIBUTIONS OF SIGNIFICANT POLITICAL, SOCIAL, AND MILITARY LEADERS OF THE UNITED STATES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Frederick Douglass – leading African American abolitionist; accomplished orator and writer • John Paul Jones – founder of U.S. Navy and led raids on British vessels during the American Revolution • James Monroe – established one of the basic principles of American foreign policy with the Monroe Doctrine (declared that the European powers should not colonize or interfere in the affairs of nations in the Western Hemisphere) • Stonewall Jackson – Confederate General in the Civil War; earned his name “Stonewall” at the Battle of Bull Run; gifted tactical commander; led troops in the 1st and 2nd Battles of Bull Run (Manassas) and Antietam • Susan B. Anthony – key spokesperson for the 19th-century women’s suffrage movement • Elizabeth Cady Stanton – leader of the 19th-century women’s suffrage movement; called for the first convention of women’s movement in Seneca Falls; wrote the “Declaration of Sentiments” which was approved at the Seneca Falls Convention
8.23	<i>Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religions groups, during the 17th, 18th, and 19th centuries. The student is expected to:</i>
8.23A	<p>Identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration.</p> <p><i>Readiness Standard</i></p> <p>Identify, Explain</p> <p>SELECTED RACIAL, ETHNIC, AND RELIGIOUS GROUPS THAT SETTLED IN THE UNITED STATES AND THEIR REASONS FOR IMMIGRATION</p> <p>Including, but not limited to:</p> <p>Exploration and Colonization</p> <ul style="list-style-type: none"> • Racial groups <ul style="list-style-type: none"> • Europeans and Africans • Ethnic groups <ul style="list-style-type: none"> • Dutch (New York) – economic reasons • Swedes (Delaware) – economic reasons • English – religious and political freedom • Religious groups – immigrated to flee religious persecution <ul style="list-style-type: none"> • Separatists/Pilgrims (Massachusetts)

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a Readiness Standard for STAAR.

Bold, italic green: Student Expectation identified by TEA as a Supporting Standard for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<ul style="list-style-type: none"> • Puritans (Massachusetts) • Quakers (Pennsylvania) <p>Manifest Destiny</p> <ul style="list-style-type: none"> • Chinese and European immigrants (ethnic) • Freedom – religious and political oppression • Economic opportunities • Famine in other countries
8.23B	<p>Explain the relationship between urbanization and conflicts resulting from differences in religion, social class, and political beliefs.</p> <p><i>Supporting Standard</i></p> <p>Explain</p> <p>RELATIONSHIP BETWEEN URBANIZATION AND CONFLICTS RESULTING FROM DIFFERENCES IN RELIGION, SOCIAL CLASS, AND POLITICAL BELIEFS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Poverty and non-English speaker • Overcrowded apartment buildings • Crime • Disease
8.23C	<p>Identify ways conflicts between people from various racial, ethnic, and religious groups were resolved.</p> <p><i>Supporting Standard</i></p> <p>Identify</p> <p>WAYS CONFLICTS BETWEEN PEOPLE FROM VARIOUS RACIAL, ETHNIC, AND RELIGIOUS GROUPS WERE RESOLVED</p> <p>Including, but not limited to:</p> <p>Exploration and Colonization</p> <ul style="list-style-type: none"> • Native American – treaty system and reservation system set aside areas for them to live • Mormons – set up their independent community to avoid persecution

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a ***Readiness Standard*** for STAAR.

Bold, italic green: Student Expectation identified by TEA as a ***Supporting Standard*** for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<ul style="list-style-type: none"> • Mexican American – legal conflicts over lands rights in the territories acquired from Mexico
8.23D	<p>Analyze the contributions of people of various racial, ethnic, and religious groups to our national identity.</p> <p><i>Supporting Standard</i></p> <p>Analyze</p> <p>CONTRIBUTIONS OF PEOPLE OF VARIOUS RACIAL, ETHNIC, AND RELIGIOUS GROUPS TO OUR NATIONAL IDENTITY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Immigrants from Europe (ethnic) • Growth of new and older cities • New customs and traditions (e.g., German – Christmas tree, gymnasium, Kindergarten)
8.23E	<p>Identify the political, social, and economic contributions of women to American society.</p> <p><i>Supporting Standard</i></p> <p>Identify</p> <p>POLITICAL, SOCIAL, AND ECONOMIC CONTRIBUTIONS OF WOMEN TO AMERICAN SOCIETY</p> <p>Including, but not limited to:</p> <p>Exploration and Colonization</p> <ul style="list-style-type: none"> • Political – Pocahontas helped John Smith and the European settlers in Virginia • Social – Anne Hutchinson led Bible studies against the orders of church leaders <p>American Revolution</p> <ul style="list-style-type: none"> • Abigail Adams led ladies groups in supporting their men who were away creating American diplomacy (and supported the family individually while John was away) <p>Reform and Culture</p> <ul style="list-style-type: none"> • Political – began the fight for suffrage • Social – allowed women to be successful in other fields • Economic – fought for worker's rights; was able to get a 10-hour day
8.24	<p><i>Culture. The student understands the major reform movements of the 19th century. The student is expected to:</i></p>

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a Readiness Standard for STAAR.

Bold, italic green: Student Expectation identified by TEA as a Supporting Standard for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
8.24A	<p>Describe the historical development of the abolitionist movement.</p> <p><i>Supporting Standard</i></p> <p>Describe</p> <p>HISTORICAL DEVELOPMENT OF THE ABOLITIONIST MOVEMENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • 1700s-1804 – most Northern states outlawed slavery • 1807 – Congress banned the importation of African slaves into the United States, and then demand began to end slavery • 1820-1840 – abolitionists grew in number • 1840-1850 – abolitionist leaders Frederick Douglass and Sojourner Truth began to speak out across the nation, the Underground Railroad began to make an impact, and the women's movement joined in
8.24B	<p>Evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, abolition, the labor reform movement, and care of the disabled.</p> <p><i>Readiness Standard</i></p> <p>Evaluate</p> <p>IMPACT OF REFORM MOVEMENTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Public education – opening of public schools primarily in the North, as well as private grade schools and colleges by churches and other groups • Temperance – organized societies that worked at trying to stop the drinking of alcohol. Some states passed laws that made it illegal to sell alcohol • Women's rights – well-organized groups that fought for better working conditions for women, were able to pass a federal law that ordered a 10-hour working day • Prison reform – pushed for separate jails for women, men, and children; called for the mission of prisons to be about rehabilitation • Care of the disabled – building of new hospitals for the mentally ill, deaf, and blind.
8.25	<i>Culture. The student understands the impact of religion on the American way of life. The student is expected to:</i>
8.25A	<p>Trace the development of religious freedom in the United States.</p> <p><i>Supporting Standard</i></p>

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a ***Readiness Standard*** for STAAR.

Bold, italic green: Student Expectation identified by TEA as a ***Supporting Standard*** for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<p>Trace</p> <p>DEVELOPMENT OF RELIGIOUS FREEDOM IN THE UNITED STATES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Plymouth Colony (1620-1691) – self-governing church with each congregation independent and electing its own pastor and officers • 17th century Massachusetts Bay – churches also fairly democratic in that they elected ministers and other officials, but church closely tied with state government • Roger Williams founded Rhode Island in 1636 and separated church and state • 1681-1776 – Penn’s Frames of Government guaranteed religious freedom to all settlers in Pennsylvania • 1689 Toleration Acts • Maryland founded as haven for Catholics • 1791 Bill of Rights guaranteed freedom of religion and freedom from government interference
8.25B	<p>Describe religious motivation for immigration and influence on social movements, including the impact of the first and second Great Awakenings.</p> <p><i>Supporting Standard</i></p> <p>Describe</p> <p>RELIGIOUS MOTIVATION FOR IMMIGRATION AND INFLUENCE ON SOCIAL MOVEMENTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Protestant Revolution in Europe brought many religious groups to the colonies, especially the New England and middle colonies • First Great Awakening – democratized the Protestant faith by proclaiming salvation for all, not just those predestined; stimulated growth in all denominations, assured the common man that he could have salvation as well as those predestined for it, fostered anti-intellectualism in religion, and began the development of denominational colleges; encourages the ideas of equality and the right to challenge authority. Churches welcomed groups of women, African Americans, and Native Americans and inspired colonists to help others. It contributes to the revolutionary idea of independence from Britain years later. • Second Great Awakening – renewal of religious faith in the 1790s and 1800s; spread of revivals and an awakening of spiritual reform
8.25C	<p>Analyze the impact of the First Amendment guarantees of religious freedom on the American way of life.</p> <p><i>Readiness Standard</i></p>

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a ***Readiness Standard*** for STAAR.

Bold, italic green: Student Expectation identified by TEA as a ***Supporting Standard*** for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<p>Analyze</p> <p>IMPACT OF THE FIRST AMENDMENT GUARANTEES OF RELIGIOUS FREEDOM ON THE AMERICAN WAY OF LIFE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Americans have the right to worship however they choose. • The government does not have the right to interfere with religious beliefs. • Sets up for official separation of church and state • Second Great Awakening – revivalist preachers were able to travel around the frontier and eastern cities hosting revival meetings.
8.26	<i>Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</i>
8.26A	<p>Describe developments in art, music, and literature that are unique to American culture such as the Hudson River School artists, John James Audubon, "Battle Hymn of the Republic," transcendentalism, and other cultural activities in the history of the United States.</p> <p><i>Supporting Standard</i></p> <p>Describe</p> <p>DEVELOPMENTS IN ART, MUSIC, AND LITERATURE THAT ARE UNIQUE TO AMERICAN CULTURE</p> <p>Including, but not limited to:</p> <p>Literature</p> <ul style="list-style-type: none"> • Transcendentalism – an American literary, political, and philosophical movement in the early 19th Century (e.g., authors – Ralph Waldo Emerson and Henry David Thoreau); they were critics of their contemporary society for its unthinking conformity and urged each individual to find their independent relation to the universe (particularly utilizing solitude in nature) • Emily Dickinson • Walt Whitman – <i>Leaves of Grass</i> • Nathaniel Hawthorne – <i>The Scarlet Letter</i> • Edgar Allan Poe <p>Art – Landscapes</p> <ul style="list-style-type: none"> • John James Audubon – drew American wildlife • Hudson River School artists – their paintings depict the American landscape and reflect three themes of America in the 19th century: discovery, exploration, and settlement <p>Music</p>

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a ***Readiness Standard*** for STAAR.

Bold, italic green: Student Expectation identified by TEA as a ***Supporting Standard*** for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<ul style="list-style-type: none"> • Slave spirituals and gospel music • “Battle Hymn of the Republic” – written at the beginning of the Civil War, used music from the abolitionist song “John Brown’s Body”; became a popular Civil War song of the Union Army and later a well-loved patriotic anthem
8.26B	<p>Identify examples of American art, music, and literature that reflect society in different eras.</p> <p><i>Supporting Standard</i></p> <p>Identify</p> <p>EXAMPLES OF AMERICAN ART, MUSIC, AND LITERATURE THAT REFLECT SOCIETY IN DIFFERENT ERAS</p> <p>Including, but not limited to:</p> <p>American Revolution</p> <ul style="list-style-type: none"> • Art <ul style="list-style-type: none"> • The bloody massacre perpetrated in King Street Boston on March 5th 1770 by a party of the 29th Regiment; engraved by Paul Revere, can access image at: http://www.loc.gov/pictures/item/2008661777/ • <i>Declaration of Independence</i>, by John Trumbull (painting commissioned in 1817, but depicts the presentation of the Declaration of Independence to Congress in 1776) • Music – “Yankee Doodle” <p>Writing the Constitution</p> <ul style="list-style-type: none"> • Art – <i>Scene at the Signing of the Constitution of the United States</i>, by artist Howard Chandler Christy <p>Early Republic</p> <ul style="list-style-type: none"> • Art – <i>Portrait of George Washington</i>, by Gilbert Stuart (saved during the burning of Washington, D.C. during the War of 1812) <p>Manifest Destiny</p> <ul style="list-style-type: none"> • Art – <i>American Progress</i>, by John Gast, 1872
8.26C	<p>Analyze the relationship between fine arts and continuity and change in the American way of life.</p> <p><i>Supporting Standard</i></p> <p>Analyze</p> <p>RELATIONSHIP BETWEEN FINE ARTS AND CONTINUITY AND CHANGE IN THE AMERICAN WAY OF LIFE</p> <p>Including, but not limited to:</p>

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)
Bold, italic red: Student Expectation identified by TEA as a ***Readiness Standard*** for STAAR.
Bold, italic green: Student Expectation identified by TEA as a ***Supporting Standard*** for STAAR.
 Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<ul style="list-style-type: none"> • Increase in an educated population • Improve financial ability to purchase and participate in the fine arts
8.27	<i>Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:</i>
8.27A	<p>Explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, and interchangeable parts.</p> <p><i>Readiness Standard</i></p> <p>Explain</p> <p>EFFECTS OF TECHNOLOGICAL AND SCIENTIFIC INNOVATIONS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Steamboat – increased factory production and led to the growth of cities like New Orleans and St. Louis because it could move goods and people faster up and down rivers • Cotton gin – made the cotton-cleaning process more efficient. It enabled cotton farmers to move farther west to grow cotton, grow more cotton, drive Native Americans off their land, and create a larger work force (drastic rise in the number of slaves in the South). • Interchangeable parts – parts for devices were made to be nearly identical so that they could fit into any device of the same type; this allows easy assembly of new devices and efficient repair of existing devices (guns – before the 18th century, they were made by gunsmiths and each gun was unique; if a single component needed a replacement, the entire weapon had to be sent back to the gunsmith for custom repairs; interchangeable parts drastically increased productivity and efficiency of production and repair) • Bessemer steel process – the first inexpensive industrial process for the mass-production of steel. It decreased the cost which allowed increase in steel production and work force. • Mechanical reaper – increased farm productivity
8.27B	<p>Analyze the impact of transportation and communication systems on the growth, development, and urbanization of the United States.</p> <p><i>Readiness Standard</i></p> <p>Analyze</p> <p>IMPACT OF TRANSPORTATION AND COMMUNICATION SYSTEMS ON THE GROWTH, DEVELOPMENT, AND URBANIZATION OF THE UNITED STATES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Transportation allows people and goods to move to urban areas in large numbers where there are markets, business opportunities, and jobs.

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a **Readiness Standard** for STAAR.

Bold, italic green: Student Expectation identified by TEA as a **Supporting Standard** for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<p>Transportation</p> <ul style="list-style-type: none"> • Steamboats – prior to the invention of the steamboat, river travel depended on river currents, wind and manpower; steam-powered boats changed river travel and transportation of goods because of the increased efficiency of travel/transport of goods. • Canals – man-made waterways used for travel and/or shipping (The Erie Canal (1825) proved to be the key that unlocked an enormous series of social and economic changes in the young nation. The Canal spurred the first great westward movement of American settlers, gave access to the rich land and resources west of the Appalachians and helped make New York the preeminent commercial city in the United States). • Railroads – the invention of the steam engine led to modern railroads and trains; railroad construction boomed in the mid-19th century; by the 1890s, the United States was becoming an urban nation, and railroads supplied cities and towns with food, fuel, building materials, and access to markets; the Transcontinental Railroad (completed in 1869) created a nation-wide transportation network that united the Nation; railroads allowed for the transportation of larger quantities of goods over longer distances. <p>Communication</p> <ul style="list-style-type: none"> • Telegraph – transmitted electric signals over wires from location to a location that translated it into a message; many telegraph lines followed railroads; enhanced communication abilities, particularly after 1860 (during the increased settlement of the west)
8.27C	<p>Analyze how technological innovations changed the way goods were manufactured and marketed, nationally and internationally.</p> <p><i>Supporting Standard</i></p> <p>Analyze</p> <p>TECHNOLOGICAL INNOVATIONS CHANGED THE WAY GOODS WERE MANUFACTURED AND MARKETED, NATIONALLY AND INTERNATIONALLY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Ways goods were manufactured – faster, in large number, and standardized • Marketed – transportation and communication improved, which allowed goods to move faster and over farther distances
8.27D	<p>Explain how technological innovations brought about economic growth such as how the factory system contributed to rapid industrialization and the Transcontinental Railroad led to the opening of the west.</p> <p><i>Supporting Standard</i></p> <p>Explain</p> <p>TECHNOLOGICAL INNOVATIONS BROUGHT ABOUT ECONOMIC GROWTH</p> <p>Including, but not limited to:</p>

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a ***Readiness Standard*** for STAAR.

Bold, italic green: Student Expectation identified by TEA as a ***Supporting Standard*** for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<ul style="list-style-type: none"> • Factory system <ul style="list-style-type: none"> • Products could be produced faster and cheaper • Hire low-waged workers • Transcontinental Railroad <ul style="list-style-type: none"> • Connected the Eastern coast with the Western Coast (California); previously investors saw the West as worthless sage brush, insurmountable mountains and a few scattered settlers, now it was open to economic expansion and settlement; immigrants used the railroad to migrate west and to form new immigrant settlements in western states and territories
8.28	<i>Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. The student is expected to:</i>
8.28A	<p>Compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history.</p> <p><i>Supporting Standard</i></p> <p>Compare</p> <p>EFFECTS OF SCIENTIFIC DISCOVERIES AND TECHNOLOGICAL INNOVATIONS THAT HAVE INFLUENCED DAILY LIFE IN DIFFERENT PERIODS IN U.S. HISTORY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Encouraged the hiring of low-skilled workers and expanded slavery
8.28B	<p>Identify examples of how industrialization changed life in the United States.</p> <p><i>Supporting Standard</i></p> <p>Identify</p> <p>EXAMPLES OF HOW INDUSTRIALIZATION CHANGED LIFE IN THE UNITED STATES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Cyrus McCormick's reaper (1834) – transformed agriculture by allowing farmers to grow and then harvest more grain with fewer people • Cotton gin – more efficient cotton-cleaning process increased cotton supply, which was sold in larger markets, required larger labor force (slaves)
8.29	<i>Social studies skills. The student applies critical-thinking skills to organize and 8.e information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</i>
8.29A	Differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services,

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a Readiness Standard for STAAR.

Bold, italic green: Student Expectation identified by TEA as a Supporting Standard for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<p>biographies, interviews, and artifacts to acquire information about the United States.</p> <p>Differentiate, Locate, Use</p> <p>VALID PRIMARY AND SECONDARY SOURCES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Computer software • Databases • Media and news services • Biographies • Interviews • Artifacts <p>STAAR Note:</p> <ul style="list-style-type: none"> • These skills will be incorporated into STAAR test questions from reporting categories 1-4 and will be identified along with content standards.
8.29B	<p>Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>Analyze</p> <p>INFORMATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Sequencing • Categorizing • Identifying cause-and-effect relationships • Comparing • Contrasting • Finding the main idea • Summarizing • Making generalizations and predictions

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)
Bold, italic red: Student Expectation identified by TEA as a ***Readiness Standard*** for STAAR.
Bold, italic green: Student Expectation identified by TEA as a ***Supporting Standard*** for STAAR.
 Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<ul style="list-style-type: none"> Drawing inferences and conclusions <p>STAAR Note:</p> <ul style="list-style-type: none"> These skills will be incorporated into STAAR test questions from reporting categories 1-4 and will be identified along with content standards.
8.29C	<p>Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.</p> <p>Organize, Interpret</p> <p>INFORMATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Outlines Reports Databases Visuals Graphs Charts Timelines Maps <p>STAAR Note:</p> <ul style="list-style-type: none"> These skills will be incorporated into STAAR test questions from reporting categories 1-4 and will be identified along with content standards.
8.29D	<p>Identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants.</p> <p>Identify</p> <p>POINTS OF VIEW</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> From the historical context surrounding an event The frame of reference which influenced the participants <p>STAAR Note:</p>

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)
Bold, italic red: Student Expectation identified by TEA as a ***Readiness Standard*** for STAAR.
Bold, italic green: Student Expectation identified by TEA as a ***Supporting Standard*** for STAAR.
 Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<ul style="list-style-type: none"> • These skills will be incorporated into STAAR test questions from reporting categories 1-4 and will be identified along with content standards.
8.29E	<p>Support a point of view on a social studies issue or event.</p> <p>Support</p> <p>POINT OF VIEW</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • On a social studies issue or event <p>STAAR Note:</p> <ul style="list-style-type: none"> • These skills will be incorporated into STAAR test questions from reporting categories 1-4 and will be identified along with content standards.
8.29F	<p>Identify bias in written, oral, and visual material.</p> <p>Identify</p> <p>BIAS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Written • Oral • Visual material
8.29G	<p>Evaluate the validity of a source based on language, corroboration with other sources, and information about the author.</p> <p>Evaluate</p> <p>VALIDITY OF A SOURCE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Language • Corroboration with other sources • Information about the author
8.29H	<p>Use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p>

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a ***Readiness Standard*** for STAAR.

Bold, italic green: Student Expectation identified by TEA as a ***Supporting Standard*** for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<p>Use</p> <p>MATHEMATICAL SKILLS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Interpret social studies information <p>STAAR Note:</p> <ul style="list-style-type: none"> • These skills will be incorporated into STAAR test questions from reporting categories 1-4 and will be identified along with content standards.
8.29I	<p>Create thematic maps, graphs, charts, models, and databases representing various aspects of the United States.</p> <p>Create</p> <p>THEMATIC</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Maps representing various aspects of the United States • Graphs representing various aspects of the United States • Charts representing various aspects of the United States • Models representing various aspects of the United States • Databases representing various aspects of the United States
8.29J	<p>Pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases.</p> <p>Pose, Answer</p> <p>QUESTIONS ABOUT GEOGRAPHIC DISTRIBUTIONS AND PATTERNS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Maps • Graphs • Charts • Models • Databases

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a Readiness Standard for STAAR.

Bold, italic green: Student Expectation identified by TEA as a Supporting Standard for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<p>STAAR Note:</p> <ul style="list-style-type: none"> These skills will be incorporated into STAAR test questions from reporting categories 1-4 and will be identified along with content standards.
8.30	<i>Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</i>
8.30A	<p>Use social studies terminology correctly.</p> <p>Use</p> <p>SOCIAL STUDIES TERMINOLOGY</p> <p>STAAR Note:</p> <ul style="list-style-type: none"> These skills will be incorporated into STAAR test questions from reporting categories 1-4 and will be identified along with content standards.
8.30B	<p>Use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources.</p> <p>Use</p> <p>STANDARD</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Grammar Spelling Sentence structure Punctuation Proper citation of sources
8.30C	<p>Transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate.</p> <p>Transfer</p> <p>INFORMATION FROM ONE MEDIUM TO ANOTHER</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Visual and statistical to written or visual Using computer software as appropriate

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a **Readiness Standard** for STAAR.

Bold, italic green: Student Expectation identified by TEA as a **Supporting Standard** for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
8.30D	<p>Create written, oral, and visual presentations of social studies information.</p> <p>Create</p> <p>PRESENTATIONS OF SOCIAL STUDIES INFORMATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Written • Oral • Visual
8.31	<p><i>Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</i></p>
8.31A	<p>Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p> <p>Use</p> <p>PROBLEM-SOLVING PROCESS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Identify a problem • Gather information • List and consider options • Consider advantages and disadvantages • Choose and implement a solution • Evaluate the effectiveness of the solution
8.31B	<p>Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p> <p>Use</p> <p>DECISION-MAKING PROCESS</p> <p>Including, but not limited to:</p>

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)

Bold, italic red: Student Expectation identified by TEA as a Readiness Standard for STAAR.

Bold, italic green: Student Expectation identified by TEA as a Supporting Standard for STAAR.

Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)

SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 8	
	<ul style="list-style-type: none">• Identify a situation that requires a decision• Gather information• Identify options• Predict consequences• Take action to implement a decision

Bolded black text in italics: Knowledge and Skills Statement (TEKS); Bolded black text: Student Expectation (TEKS)
Bold, italic red: Student Expectation identified by TEA as a ***Readiness Standard*** for STAAR.
Bold, italic green: Student Expectation identified by TEA as a ***Supporting Standard*** for STAAR.
Blue text: Supporting Information / Clarifications from CSCOPE (Specificity)