

**Washington State
Social Studies GLEs
Grade 8
Fall 2008**

OSPI Suggested Grade 8 Units:

US - Fighting for Independence and Framing the Constitution (1776-1815)

US - Slavery, Expansion, Removal, and Reform (1801-1850)

US - Civil War and Reconstruction (1850-1877)

US - Development and Struggles in the West, Indust., Immig., and Urbanization (1870-1900)

US - Looking Forward

Social Studies EALR 1: CIVICS

The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

Component 1.1 Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents.

GLE 1.1.1 Understands key ideals and principles outlined in the Declaration of Independence, including life, liberty, and the pursuit of happiness, the U.S. Constitution, including the rule of law, separation of powers, representative government, and popular sovereignty, and the Bill of Rights, including due process and freedom of expression.

***Examples:** Explains how the Declaration of Independence establishes life, liberty, and the pursuit of happiness as goals for our nation.*

Explains how the Constitution distinguishes popular sovereignty as a principle of our nation.

GLE 1.1.2 Evaluates efforts to reduce discrepancies between democratic ideals and reality in the United States including: how amendments to the Constitution have sought to extend rights to new groups; and how key ideals and constitutional principles set forth in fundamental documents relate to public issues.

***Examples:** Judges how well the Fourteenth and Fifteenth Amendments have expanded freedoms for African-Americans and other groups in the past and present.*

Judges the legacy of the Declaration of Sentiments and Resolutions in Seneca Falls in promoting women's right to own property.

Judges the legacy of the Indian Reorganization Act in promoting the rights of tribal governments.

Component 1.2 Understands the purposes, organizations, and functions of governments, laws and political systems.

GLE 1.2.1 Understands and analyzes the structure and powers of government at the national level.

***Examples:** Examines Article 1 of the U.S. Constitution and identifies the powers and responsibilities of the House of Representatives and Senate.*

Examines Article 2 of the U.S. Constitution and identifies the powers and responsibilities of the President and his cabinet.

Examines Article 3 of the U.S. Constitution and identifies the responsibilities and powers of the Supreme Court.

*Examines how the Supreme Court exercised powers outlined in Article 3 of the Constitution when ruling in *Cherokee Nation v. Georgia*.*

Examines how Congress exercised powers outlined in Article 1 of the Constitution when it passed the Missouri Compromise.

Examines how President Jefferson used Article 2 of the Constitution to justify his role in the Louisiana Purchase.

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Social Studies EALR 1: CIVICS

The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

GLE 1.2.2 Evaluates the effectiveness of the system of checks and balances in the United States based on an event.

***Examples:** Critiques the effectiveness of checks and balances when President Andrew Jackson ignored the Supreme Court's ruling in Cherokee Nation v. Georgia.
Critiques the effectiveness of checks and balances when President James Polk took control of Mexican territory without a formal declaration of war.
Critiques the effectiveness of checks and balances in the Supreme Court case of Marbury v. Madison.*

GLE 1.2.3 Understands that the U.S. government includes concepts of both a democracy and a republic.

***Examples:** Explains how the United States government can be considered a "constitutional democracy" because the people are the ultimate source of authority.
Explains how the United States government can be considered a "constitutional republic" because its leaders and officials are elected as representatives of the people.*

GLE 1.2.4 No Grade 8 GLE

Component 1.3 Understands the purpose, organization of international relationships and United States foreign policy.

GLE 1.3.1 Analyzes how the United States has interacted with other countries in the past or present.

***Examples:** Examines how the Dawes Act resulted in loss of land and economic devastation for tribes.
Examines how the United States government recruited workers from China to build the Transcontinental Railroad.
Examines how the United States recruited workers from Europe to provide industrial labor.*

Component 1.4 Understands civic involvement.

GLE 1.4.1 Analyzes how a position on an issue attempts to balance individual rights and the common good.

***Examples:** Takes a position on federal immigration policy that attempts to balance human rights with national security.
Takes a position on government surveillance that attempts to preserve individual privacy while maintaining national security.*

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Social Studies EALR 2: ECONOMICS	The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.
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Component 2.1 Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.

- GLE 2.1.1** Analyzes examples of how groups and individuals have considered profit and personal values in making economic choices in the past or present.
***Examples:** Examines how the profit motive inspired the entrepreneurship of Levi Strauss, Richard Sears, Alvah Roebuck, Henry Wells, and William G. Fargo during the Gold Rush.
Examines how the personal values of settlers determined what services were established, including saloons and general stores.*

Component 2.2 Understands how economic systems function.

- GLE 2.2.1** Analyzes how the forces of supply and demand have affected the production, distribution, and consumption of goods, services, and resources in the United States in the past or present.
***Examples:** Examines the use of immigrant labor in the building of the transcontinental railroads as a result of the forces of supply and demand.*
- GLE 2.2.2** Understands and analyzes how the forces of supply and demand have affected international trade in the United States in the past or present.
***Examples:** Examines how England's demand for cotton and indigo resulted in increased exports for the United States.
Examines how the European demand for animal furs impacted trade with the United States.*

Component 2.3 Understands the government's role in the economy.

- GLE 2.3.1** Understands and analyzes the influence of the U.S. government's taxation, creation of currency, and tariffs in the past or present.
***Examples:** Explains how President Andrew Jackson used the protective tariff to secure emerging industries in the nineteenth century.
Examines and critiques how government's laissez faire approach to business regulation led to the establishment of the Lowell Girls Union in the 1830s.*

Component 2.4 Understands the economic issues and problems that all societies face.

- GLE 2.4.1** Understands and analyzes the distribution of wealth and sustainability of resources in the United States in the past or present.
***Examples:** Compares the impact of Industrialization in the North on the standard of living of laborers and factory owners.
Analyzes how the growth of slavery throughout the South created an economic system dominated by large plantation owners.*

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Social Studies EALR 3: GEOGRAPHY

The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

Component 3.1 Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface.

GLE 3.1.1 No Grade 8 GLE

GLE 3.1.2 Understands physical and cultural characteristics of places and regions in the United States from the past or in the present.

Examples: *Explains information gained from physical and political maps of the United States.
Explains how the railroad led to the development of Chicago as a leader in the meatpacking industry.*

Component 3.2 Understands human interaction with the environment.

GLE 3.2.1 Analyzes how the environment has affected people and how people have affected the environment in the United States in the past or present.

Examples: *Examines how Pierre L'Enfant altered the landscape of Washington, D.C. in order to build the Capitol.
Examines how communication difficulties, due to the breadth of the Atlantic Ocean, led to the Battle of New Orleans and the rise of Andrew Jackson.*

GLE 3.2.2 Understands cultural diffusion in the United States from the past or in the present.

Examples: *Explains the transmission of Chinese culture in the West during the Gold Rush.
Explains how Mexican vaqueros introduced ranching practices.*

GLE 3.2.3 Understands and analyzes migration as a catalyst on the growth of the United States in the past or

Examples: *Examines the impact of the forced migration of slaves on the growth of the United States.
Explains the role of European immigrants in propelling Thomas Jefferson to the presidency.*

Component 3.3 Understands the geographic context of global issues.

GLE 3.3.1 Understands that learning about the geography of the United States helps us understand the global issue of diversity.

Examples: *Explains how migration and immigration instigated by the California Gold Rush led to the establishment of today's multicultural communities in the West.
Explains how immigration caused by the transcontinental railroad led to antiimmigration sentiment that continues today.*

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Social Studies EALR 4: HISTORY	The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.
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Component 4.1 Understands historical chronology.

GLE 4.1.1 No Grade 8 GLE

GLE 4.1.2 Understand how the following themes and developments help to define eras in U.S. history from 1776 to

Fighting for independence and framing the Constitution (1776-1815).

Slavery, expansion, removal, and reform (1801-1850).

Civil War and Reconstruction (1850-1877).

Development and struggles in the West, industrialization, immigration, and urbanization (1870-1900).

***Examples:** Explains how the Revolutionary War and the War of 1812 help to define early U.S. history as a time of struggle for independence.*

Explains how the Monroe Doctrine helps to define U.S. history from 1801 to 1850 as a period of expansion.

Explains how Reconstruction and the emergence of Jim Crow laws help to define U.S. history following the Civil War.

Explain how the rise of prominent American Indian leaders in resistance movements against U.S. encroachment helps to define U.S. history at the end of the 19th century.

Component 4.2 Understand and analyzes causal factors that have shaped major events in history.

GLE 4.2.1 Understands and analyzes how individuals and movements impact U.S. history (1776 – 1900).

***Examples:** Explains the impact of the Seneca Falls Convention on the advancement of women's rights.*

Examines the impact of Harriet Beecher Stowe's novel Uncle Tom's Cabin on the abolitionist movement in the United States.

Explains the impact the Lowell strike had on future labor movements.

GLE 4.2.2 Understands and analyzes how cultures and cultural groups have contributed to U.S. history (1776 –

***Examples:** Explains how African cultural and religious customs influenced the culture of the U.S.*

Explains how the Whitmans and other missionaries affected the religious and social practices of indigenous people in the United States.

GLE 4.2.3 Understands and analyzes how technology and ideas have impacted U.S. history (1776 – 1900)

***Examples:** Examines the effect of the cotton gin on propagating the expansion of slavery in the Southern U.S.*

Examines how Robert Fulton's steam ship accelerated trade and westward movement in the United States.

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Social Studies EALR 4: HISTORY

The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

Component 4.3 Understands that there are multiple perspectives and interpretations of historical events.

GLE 4.3.1 Analyzes and interprets historical materials from a variety of perspectives in U.S. history (1776 – 1900).

***Examples:** Distinguishes between conflicting views of the reasons for Southern secession.
Examines artifacts documenting the various ways African Americans communicated on the Underground*

GLE 4.3.2 Analyzes multiple causal factors to create positions on major events in U.S. history (1776 – 1900).

***Examples:** Presents a position on the causes and outcomes of the Civil War demonstrating understanding of varying viewpoints of the conflict.
Presents a position on the causes and outcomes of the Mexican War demonstrating understanding of varying viewpoints of the conflict.*

Component 4.4 Uses history to understand the present and plan for the future.

GLE 4.4.1 Analyzes how a historical event in United States history helps us to understand a current issue.

***Examples:** Examines how past immigration patterns to the United States have shaped modern immigration policy and public opinion.
Examines how the Sherman Anti-Trust Act helps us to understand corporate regulations today.*

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Social Studies EARL 5: SS SKILLS	The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the process of reading, writing, and communicating.
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Component 5.1 Uses critical reasoning skills to analyze and evaluate positions.

GLE 5.1.1 Understands reasons based on evidence for a position on an issue or event.

Examples: *Explains the reasons for one's own position about the effectiveness of the system of checks and balances when Jackson ignored the Supreme Court Ruling in Cherokee*
Explains the reasons for one's own position about the effectiveness of the system of checks and balances when Congress impeached Andrew Johnson.

GLE 5.1.2 Evaluates the logic of reasons for a position about events on an issue or event.

Examples: *Critiques the order and coherence of reasons when evaluating the effectiveness of the federal system of checks and balances during Andrew Jackson's presidency.*
Critiques the organization of reasons when evaluating the effectiveness of the federal system of checks and balances during the impeachment of Andrew Johnson.

Component 5.2 Uses inquiry-based research.

GLE 5.2.1 Creates and uses research questions that are tied to an essential question to focus inquiry on an issue.

Examples: *Develops research questions that are tied to an essential question to focus inquiry on how the need for national security can be balanced with the right to individual privacy.*
Develops research questions that are tied to an essential question to focus inquiry on how amendments to the Constitution have sought to extend rights to disenfranchised individuals.

GLE 5.2.2 Evaluates the logic of positions in primary and secondary sources to interpret an issue or event.

Examples: *Critiques the order and coherence of newscasts and newspaper articles on the contributions of migrant workers when interpreting various perspectives on federal immigration policy.*
Critiques the coherence of positions taken by slaves, slaveholders, and abolitionists.

Component 5.3 Deliberates public issues.

GLE 5.3.1 Applies key ideals outlined in fundamental documents to clarify and address public issues in the context of a discussion.

Examples: *Applies key ideals outlined in the Constitution to clarify and address positions on federal immigration policy that attempt to balance human rights with national security.*
Applies key ideals outlined in the Constitution to clarify and address the government's position on surveillance that attempts to preserve individual privacy while maintaining national security.

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Component 5.4 Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

GLE 5.4.1 Uses sources within the body of the work to support positions in a paper or presentation.

***Examples:** Uses sources within the body of the work to support one's position on the Indian Removal Act.
Uses sources within the body of the work to support one's position on the framing of the Constitution.*

GLE 5.4.2 Uses appropriate format to cite sources within an essay or presentation.

***Examples:** Demonstrates proper citation by citing others' ideas within an essay (e.g., MLA, APA).*