

**We the People Correlation of TEKS for 8th Grade**  
**Texas Essential Knowledge and Skills**  
*(We the People Unit Number Correlation is listed after each TEKS)*

**Knowledge and skills.**

- (1) **History.** The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:
  - (A) identify the major eras in U.S. history through 1877 and describe their defining characteristics; **UNIT 2 LESSON 7, 8, 9, 10, AND 11, UNIT 3 LESSON 12 TAKS OBJ. 1**
  - (B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and **UNIT 2 LESSON 7, 8, 9, 10, AND 11, UNIT 3 LESSON 12 TAKS OBJ. 1**
  - (C) explain the significance of the following dates: 1607, 1776, 1787, 1803, and 1861-1865. **UNIT 2 LESSON 8, UNIT3 LESSON 12, UNIT 4 LESSON 21, AND UNIT 5 LESSON 25 TAKS OBJ. 1**
- (2) **History.** The student understands the causes of exploration and colonization eras. The student is expected to:
  - (A) identify reasons for European exploration and colonization of North America; and
  - (B) compare political, economic, and social reasons for establishment of the 13 colonies.
- (3) **History.** The student understands the foundations of representative government in the United States. The student is expected to:
  - (A) explain the reasons for growth of representative government and institutions during the colonial period; **UNIT1 LESSON 3, AND UNIT 2 LESSON 6 AND 7 TAKS OBJ. 4**
  - (B) evaluate the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government; and **UNIT 1 LESSON 2 TAKS OBJ. 4**
  - (C) describe how religion contributed to the growth of representative government in the American colonies. **UNIT 5 LESSON 24**
- (4) **History.** The student understands significant political and economic issues of the revolutionary era. The student is expected to:
  - (A) analyze causes of the American Revolution, including mercantilism and British economic policies following the French and Indian War; **UNIT 2 LESSON 7 TAKS OBJ. 1**
  - (B) explain the roles played by significant individuals during the American Revolution, including Samuel Adams, Benjamin Franklin, King George III, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington; **UNIT 1 LESSON 1 AND UNIT 2 LESSON 7, 8, AND 9 TAKS OBJ. 1**
  - (C) 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; and signing the Treaty of Paris; and **UNIT 2 LESSON 9 AND 11 TAKS OBJ. 1**
  - (D) analyze the issues of the Philadelphia Convention of 1787, including major compromises and arguments for and against ratification; **UNIT 3 LESSON 12, 13, 14, 15, AND 16 TAKS OBJ. 1**
- (5) **History.** The student understands the challenges confronted by the government and its leaders in the early years of the Republic. The student is expected to:
  - (A) describe major domestic problems faced by the leaders of the new Republic such as maintaining national security, creating a stable economic system, setting up the court system, and defining the authority of the central government; **UNIT 3 LESSON 15 AND 16, UNIT 4 LESSON 17**
  - (B) summarize arguments regarding protective tariffs, taxation, and the banking system; **UNIT 3 LESSON 15 TAKS OBJ. 3**
  - (C) explain the origin and development of American political parties; **UNIT 4 LESSON 20 TAKS OBJ. 1**

- (D) explain the causes of and issues surrounding important events of the War of 1812;
  - (E) trace the foreign policies of Presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine; **UNIT 4 LESSON 20 TAKS OBJ. 1**
  - (F) explain the impact of the election of Andrew Jackson, including the beginning of the modern Democratic Party; and
  - (G) analyze federal and state Indian policies and the removal and resettlement of Cherokee Indians during the Jacksonian era.
- (6) **History.** The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:
- (A) explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States; **UNIT 2 LESSON 11 TAKS OBJ. 1**
  - (B) explain the political, economic, and social roots of Manifest Destiny;
  - (C) analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation;
  - (D) explain the major issues and events of the Mexican War and their impact on the United States; and
  - (E) identify areas that were acquired to form the United States. **UNIT 2 LESSON 11 TAKS OBJ. 2**
- (7) **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:
- (A) analyze the impact of tariff policies on sections of the United States before the Civil War; **UNIT 3 LESSON 13 TAKS OBJ. 1**
  - (B) compare the effects of political, economic, and social factors on slaves and free blacks; **UNIT 3 LESSON 14 TAKS OBJ. 1**
  - (C) analyze the impact of slavery on different sections of the United States; and **UNIT 3 LESSON 14 TAKS OBJ. 1**
  - (D) compare the provisions and effects of congressional conflicts and compromises prior to the Civil War, including the roles of John C. Calhoun, Henry Clay, and Daniel Webster.
- (8) **History.** The student understands individuals, issues, and events of the Civil War. The student is expected to:
- (A) explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln;
  - (B) explain the issues surrounding significant events of the Civil War, including the firing on Fort Sumter, the battles of Gettysburg and Vicksburg, the announcement of the Emancipation Proclamation, the assassination of Lincoln, and Lee's surrender at Appomattox Court House; and
  - (C) analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address.
- (9) **History.** The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to:
- (A) evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments;
  - (B) describe the economic difficulties faced by the United States during Reconstruction; and
  - (C) explain the social problems that faced the South during Reconstruction and evaluate their impact on different

groups.

- (13) **Economics.** The student understands why various sections of the United States developed different patterns of economic activity. The student is expected to:
- (A) identify economic differences among different regions of the United States; **UNIT 3 LESSON 13 TAKS OBJ. 3**
  - (B) explain reasons for the development of the plantation system, the growth of the slave trade; and the spread of slavery; and
  - (C) analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history. **UNIT 3 LESSON 14**
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- (16) **Government.** The student understands the American beliefs and principles reflected in the U.S. Constitution and other important historic documents. The student is expected to:
- (A) identify the influence of ideas from historic documents including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Declaration of Independence, the Federalist Papers, and selected anti-federalist writings on the U.S. system of government; **UNIT 1 LESSON 2, UNIT 2 LESSON 6 AND 8, UNIT 4 LESSON 18 TAKS OBJ. 4**
  - (B) summarize the strengths and weaknesses of the Articles of Confederation; **UNIT 2 LESSON 11 TAKS OBJ. 4**
  - (C) 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; and **UNIT 2, LESSON 8, UNIT 3, AND UNIT 5 TAKS OBJ. 4**
  - (D) 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. **UNIT 4 LESSON 17 AND 19 TAKS OBJ. 4**
- (17) **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:
- (A) summarize the purposes for and processes of changing the U.S. Constitution; **UNIT 5 TAKS OBJ. 4**
  - (B) describe the impact of 19th-century amendments including the 13th, 14th, and 15th amendments on life in the United States; and **UNIT 5 TAKS OBJ. 4**
  - (C) identify the origin of judicial review and analyze examples of congressional and presidential responses. **UNIT 4 LESSON 21**
- (18) **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:
- (A) analyze the arguments of the Federalists and Anti-Federalist, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason; and **UNIT 4 LESSON 18 TAKS OBJ. 4**
  - (B) describe historical conflicts arising over the issue of states' rights, including the Nullification Crisis and the Civil War.
- (19) **Government.** The student understands the impact of landmark Supreme Court cases. The student is expected to:
- (A) summarize the issues, decisions, and significance of landmark Supreme Court cases and including *Marbury v. Madison*, *McCulloch v. Maryland*, and *Gibbons v. Ogden*; and **UNIT 4 LESSON 21 TAKS OBJ. 4**
  - (B) evaluate the impact of selected landmark Supreme Court decisions including *Dred Scott v. Sandford* on life in the United States.
- (20) **Citizenship.** The student understands the rights and responsibilities of citizens of the United States. The student is

expected to:

- (A) define and give examples of unalienable rights; **UNIT 2 LESSON 8 AND 10, UNIT 5 LESSON 24 TAKS OBJ. 4**
  - (B) summarize rights guaranteed in the Bill of Rights;; **UNIT 5 TAKS OBJ. 4**
  - (C) explain the importance of personal responsibilities such as accepting responsibility for one's behavior and supporting one's family; **UNIT 6**
  - (D) identifying examples of responsible citizenship, including obeying rules and laws, voting, and serving on juries; **UNIT 6**
  - (E) summarize the criteria and explain the process for becoming a naturalized citizen of the United States; **UNIT 6 LESSON 29**
  - (F) explain how the rights and responsibilities of U.S. citizens reflect our national identity. **UNIT 6**
- (21) **Citizenship.** The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:
- (A) explain the role of significant individuals such as William Penn in the development of self-government in colonial America;
  - (B) evaluate the contributions of the Founding Fathers as models of civic virtue; and **UNIT 2**
  - (C) identify reasons for and impact of selected examples of civil disobedience in U.S. history such as Henry David Thoreau's refusal to pay a tax.
- (22) **Citizenship.** The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:
- (A) identify different points of view of political parties and interest groups on important historical and contemporary issues: **UNIT 3, UNIT 4 LESSON 20**
  - (B) describe the importance of free speech and press in a democratic society; and **UNIT 5 LESSON 23 TAKS OBJ. 4**
  - (C) summarize a historical event in which compromise resulted in a peaceful resolution. **UNIT 3 LESSON 13, 14, 15, AND 16**
- (23) **Citizenship.** The student understands the importance of effective leadership in a democratic society. The student is expected to:
- (A) analyze the leadership qualities of elected and appointed leaders of the United States such as Abraham Lincoln, John Marshall, and George Washington; and **UNIT 2, UNIT 4 LESSON 21**
  - (B) describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, James Monroe, and Elizabeth Cady Stanton.
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- (26) **Culture.** The student understands the impact of religion on the American way of life. The student is expected to:
- (A) trace the development of religious freedom in the United States. **UNIT 5 LESSON 24**
  - (B) describe religious influences on immigration and on social movements, including the impact of the first and second Great Awakenings; and
  - (C) analyze the impact of the first amendment guarantees of religious freedom on the American way of life. **UNIT 5 LESSON 24**