

**GRADE 8 TAKS (TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS)
WE THE PEOPLE CORRELATION**

TAKS OBJECTIVE 1	WE THE PEOPLE CORRELATION	SUGGESTED LRE ACTIVITY
<p>(8.1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:</p> <p>(A) identify the major eras in U.S. history through 1877 and describe their defining characteristics;</p> <p>(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and</p> <p>(C) explain the significance of the following dates: 1607, 1776, 1787, 1803, and 1861-1865.</p>	<p>Time periods 1776, 1787</p> <p>Time line starts each unit.</p> <p>1776-Lesson 7-pg. 29 1787-Unit 3-pages 45-74</p>	
<p>(8.2) History. The student understands the causes of exploration and colonization eras. The student is expected to:</p> <p>(B) compare political, economic, and social reasons for establishment of the 13 colonies.</p>	<p>Lesson 6-pgs. 24-25 Lesson 9-pgs. 36-39</p>	
<p>(8.4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:</p> <p>(A) analyze causes of the American Revolution, including mercantilism and British economic policies following the French and Indian War;</p> <p>(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;</p> <p>(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</p> <p>(D) analyze the issues of the Philadelphia Convention of 1787, including major compromises and arguments for and against ratification.</p>	<p>Lesson 6-pgs. 24-28</p> <p>Lesson 7-pgs. 29-31 Biographies of Framers pgs. 137-143</p> <p>Lesson 10-pgs. 40-44</p> <p>Lessons 11-17, pgs. 45-74</p>	
<p>(8.5) 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:</p> <p>(C) explain the origin and development of American political parties;</p>	<p>Lesson 20-pgs. 84-88</p>	

<p>(D) explain the causes of and issues surrounding important events of the War of 1812;</p> <p>(E) trace the foreign policies of Presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine;</p> <p>(F) explain the impact of the election of Andrew Jackson, including the beginning of the modern Democratic Party; and</p> <p>(G) analyze federal and state Indian policies and the removal and resettlement of Cherokee Indians during the Jacksonian era.</p>	<p>Lesson 20-pgs. 86-87</p>	
<p>(8.6) History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:</p> <p>(A) explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States;</p> <p>(B) explain the political, economic, and social roots of Manifest Destiny;</p> <p>(C) analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation;</p> <p>(D) explain the major issues and events of the Mexican War and their impact on the United States; and</p>	<p>Lesson 10-pg. 49</p>	
<p>(8.7) 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:</p> <p>(A) analyze the impact of tariff policies on sections of the United States before the Civil War;</p> <p>(B) compare the effects of political, economic, and social factors on slaves and free blacks;</p> <p>(C) analyze the impact of slavery on different sections of the United States; and</p> <p>(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.</p>	<p>Lesson 13-pgs. 53-54</p> <p>Lesson 13-pgs. 53-56</p> <p>Lesson 13-pgs. 53-56</p> <p>Lesson 18-pgs. 78-79</p>	
<p>(8.8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to:</p> <p>(A) explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln;</p>		

<p>(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</p> <p>(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.</p>		
---	--	--

TAKS OBJECTIVE 3	WE THE PEOPLE CORRELATION	SUGGESTED LRE ACTIVITY
<p>(8.5) 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:</p> <p>(B) summarize arguments regarding protective tariffs, taxation, and the banking system;</p>	<p>Lesson 13-pgs. 53-54 Lesson 20-pgs. 86</p>	
TAKS OBJECTIVE 4	WE THE PEOPLE CORRELATION	SUGGESTED LRE ACTIVITY
<p>(8.3) History. The student understands the foundations of representative government in the United States. The student is expected to:</p> <p>(A) explain the reasons for growth of representative government and institutions during the colonial period;</p> <p>(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.</p>	<p>Lesson 8-pgs. 33-35</p>	
<p>(8.16) 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:</p> <p>(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;</p> <p>(B) summarize the strengths and weaknesses of the Articles of Confederation;</p> <p>(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</p> <p>(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</p> <p>(8.17) Government. The student understands the process of changing the U.S. Constitution and the impact of amendments on American society. The student is expected</p>	<p>Lesson 5-pgs. 21-23 Lesson 7-pgs. 29-31 Lesson 17-pgs. 74</p> <p>Lesson 10-pgs. 40-44</p> <p>Lesson 7-pgs. 29-31</p> <p>Lesson 4-pgs. 15-17 Lesson 14-pgs. 57-60 Lesson 15-pgs. 61-65 Lesson 18-pgs. 76-79 Lesson 19-pg. 83</p>	

<p>Constitution and the impact of amendments on American society. The student is expected to:</p> <p>(A) summarize the purposes for and processes of changing the U.S. Constitution;</p> <p>(B) describe the impact of 19th-century amendments including the 13th, 14th, and 15th amendments on life in the United States; and</p> <p>(8.18) 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:</p> <p>(A) Analyze the arguments of the Federalist and the Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason; and UNIT 4</p> <p>(19) Government. The student understands the impact of landmark Supreme Court cases. The student is expected to:</p> <p>(A) summarize the issues, decisions, and significance of landmark Supreme Court cases and including <i>Marbury v. Madison</i>, <i>McCulloch v. Maryland</i>, and <i>Gibbons v. Ogden</i>; and</p> <p>(B) evaluate the impact of selected landmark Supreme Court decisions including <i>Dred Scott v. Sandford</i> on life in the United States.</p> <p>(20) Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to:</p> <p>(A) define and give examples of unalienable rights;</p> <p>(B) summarize rights guaranteed in the Bill of Rights;</p> <p>(22) Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:</p> <p>(B) describe the importance of free speech and press in a democratic society.</p> <p>(23) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:</p> <p>(B) describe the contributions of significant political, social, and military</p>	<p>Lesson 26-pgs. 112-115</p> <p>Lesson 16-pgs. 67-69 Lesson 17-pgs. 70-74</p> <p>Lesson 21-pgs. 90-91</p> <p>Lesson 26-pgs. 113-115</p> <p>Lesson 7-pg. 30</p> <p>Lesson 19-pg. 83</p> <p>Lesson 23-pgs. 96-100</p> <p>Lesson 17-pgs. 70-71</p>	
---	---	--

leaders of the United States such as Frederick Douglass, John Paul Jones, James Monroe, and Elizabeth Cady Stanton.

Lesson 19-pgs. 80-81