

# Grade 8 State Goal 14

**State Goal 14: Understand political systems, with an emphasis on the United States.**

**ILLINOIS LEARNING STANDARDS: STATE GOAL 14: GRADE 8**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Critical to Understand and Master at Grade 8:</b>            8.14.01            Evaluate the rights and responsibilities of the individual citizen, social groups, a community, and a nation. (14A)</p>	<p>Write a paragraph describing and defining participatory citizenship and explain how it works at each level of government.</p>	<p>Art: Create a poster illustrating the responsibilities a person has to his or her family, social group, community, state, and nation.</p>
<p>8.14.02            Analyze the Articles of Confederation, and explain why the early states felt the document was inadequate. (14A)</p>	<p>Make a table that lists the negative effects of the Articles of Confederation.</p>	<p>Language Arts: Imagine that you are a member of the Constitutional Convention. Write a letter to your family, explaining why you and your fellow delegates have decided to do away with the Articles of Confederation and write a new constitution.</p>
<p>8.14.03            Analyze the Bill of Rights and evaluate the liberties given to United States citizens. (14A)</p>	<p>Choose one of the amendments in the Bill of Rights. Write a report explaining what would be different in the United States if citizens did not have that right.</p>	<p>Music: Use the library or the Internet to research protest songs throughout United States history. In an essay, explain what might happen if the First Amendment did not give artists the right to express themselves through songs. Describe how songs can influence the population of the United States, and why it is important for artists to have freedom to express themselves.</p>

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<p>8.14.04 Compare and contrast the state of Illinois and the national government's policies to protect individual rights and still promote the common good. (14A)</p>	<p>Write a report detailing how an issue relating to individual rights might be handled similarly or differently at the state and national level.</p>	<p>Religion: Write a report explaining how different religions help protect individual rights and promote the common good.</p>
<p>8.14.05 Compare the powers and responsibilities of the members of the House of Representatives and Senate within the United States Congress. (14B)</p>	<p>Make a poster that shows the membership structure and responsibilities of the House of Representatives and Senate within the United States Congress. Compare the responsibilities of the two houses of Congress.</p>	<p>Art: Identify leaders of different art movements throughout history. Use the Internet or library resources to research the influence each leader had on other artists of the time. Explain why some artists' impact on art history is more obvious than that of others.</p>
<p>8.14.06 Explain the advantages and disadvantages of our federal system's separation of powers. (14B)</p>	<p>With a partner, make a list of advantages and disadvantages to having separation of powers. Use your list to write a paper explaining them.</p>	<p>Business: How were the Northern and Southern states' economies different in the United States in the 1800s? Make a brochure that illustrates and describes the difference between the traditional economy of the South and the capitalistic and industrial economy in the North.</p>

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<p>8.14.07 Differentiate among the powers, limitations, and responsibilities of the state government of Illinois and the federal government. (14B)</p>	<p>Review the Illinois Constitution online <a href="http://www.ilga.gov/commission/lrb/constitution.htm">http://www.ilga.gov/commission/lrb/constitution.htm</a>. Outline the powers provided to the state government as described in this document. Then review the United States Constitution. Describe how the federal government’s powers, limitations, and responsibilities are different from those of the state government.</p>	<p>Art: Make a campaign poster for both Stephen Douglas and Abraham Lincoln in their run for a Senate seat from Illinois. Use graphic elements and slogans to illustrate each candidate’s beliefs about what states could and could not do in relation to the federal government.</p>
<p>8.14.08 Distinguish between the powers and responsibilities of state and federal courts as outlined in the state and national constitutions. (14B)</p>	<p>Use the Internet or library resources to create a Venn diagram that compares the powers and responsibilities of Illinois’s courts and national courts as outlined in the Illinois and national constitutions. Identify how the courts are similar and different.</p>	<p>Physical education: Explain how the rules of a sports team are dictated by the rules of the league.</p>

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<p>8.14.09 Describe responsibilities that United States citizens share during an election. (14C)</p>	<p>Make a Fact and Opinion chart based on what you see in a television or print advertisement for a candidate running for a political office. Identify the political party and the candidate’s position on an issue regarding the public good. Use the chart to describe the responsibilities that citizens share during an election.</p>	<p>Math: Use the Internet or library resources to research the ten highest contributors to political campaigns during the last presidential election. Collect data on how much money was given to major campaigns and by whom. Use the information to construct a bar graph. Discuss with other students how the same data can be shown on different types of graphs.</p>
<p>8.14.10 Describe how voting barriers have been removed to allow greater participation in elections (e.g., common people gaining the right the vote, minority voting status). (14C)</p>	<p>Research the Fifteenth and the Twenty-Fourth Amendments to the Constitution of the United States. Tell why both Amendments were passed and how they work to remove voting barriers and allow greater participation of minorities in elections.</p>	<p>Language Arts: Make a flyer that shows support for the abolition of literacy tests in elections, which were intended to prevent minorities from being eligible to vote. Compare your flyer to others’ flyers. Identify the different imagery used to show negative feelings about the tests.</p>
<p>8.14.11 Describe the election process at local, state, and national levels (e.g., campaigns, primaries, conventions). (14C)</p>	<p>Use the Internet or library resources to research the election process for your mayor, your governor, and President. Make a flowchart that demonstrates this process.</p>	<p>Theater: In a small group, write a scene that describes the election process. Act out the scene for your class.</p>

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<p>8.14.12 Evaluate the consequences of participation and non-participation in the electoral process. (14C)</p>	<p>Use the Internet or library resources to research voter turnout statistics for the last five presidential elections. In a short paper, predict what would happen if nobody voted.</p>	<p>Math: Make a chart for the last presidential election, showing the turnout for people of different ages, races, and gender.</p>
<p>8.14.13 Critique the advantages and disadvantages of maintaining the electoral college system for the election of the President of the United States. (14C)</p>	<p>Use the Internet or library resources to conduct research on the electoral college system. Make a two-column chart that lists advantages and disadvantages of the electoral college system.</p>	<p>Math: Research the election results for the last three presidential elections. Show the electoral college results on one graph, and the popular vote results on another graph.</p>
<p>8.14.14 Discuss the election of Andrew Jackson as President in 1828 and explain the importance of Jacksonian Democracy. (14D)</p>	<p>Identify actions that President Andrew Jackson took during his term and explain their affects on American political systems.</p>	<p>Business: In a short essay, explain the Jacksonian approach to the economy of the United States.</p>
<p>8.14.15 Discuss Mexican settlements and their locations, cultural traditions, and their attitudes toward slavery. (14D)</p>	<p>Make a time line showing the history of colonization in Mexico. Be sure to indicate important dates in the settlement of Mexico, Mexican culture, and attitudes towards slavery.</p>	<p>Art: Make a historical map of Mexico during the early 1800s. Be sure to include a map key and symbols to indicate such features as missions and settlements.</p>

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<p>8.14.16 Identify the effects of Reconstruction, evident in the different regions of the United States, regarding each region's political and social structures. (14D)</p>	<p>Make a compare-and-contrast chart demonstrating the differences in the North and the South after Reconstruction, focusing on political and social structures.</p>	<p>Business: Use the Internet or library resources to research Reconstruction policies. In a paragraph, explain how Reconstruction affected the economy of the South.</p>
<p>8.14.17 Identify situations in which United States diplomacy favors one nation over another (e.g., trade, military protection). (14E)</p>	<p>Use a chart to identify the types of alliances the United States maintains today. Include alliances and pacts in which the United States favors one nation over another. Consider defense, multilateral treaties, and bilateral alliances. Begin your search using keywords, such as the United Nations, NATO, the Rio Pact, and the Organization of American States.</p>	<p>Art: Identify the benefits in terms of trade between the United States, Mexico, and Canada. Show your findings in a visual display, such as by making an economic map or by composing artwork that shows the relationship between the three countries.</p>

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<p>8.14.18 Compare and contrast the ideals and interests of the United States in participating in international organizations. (14E)</p>	<p>Use the Internet or library resources to research the international organizations involved in slowing the process of global warming. Compare and contrast the goals of the United States in choosing to participate in some of these organizations and in choosing not to participate in others. Present the results of your research to the class.</p>	<p>Language Arts: In small groups, create a newspaper section highlighting world events. Write articles about how the United States interacts in world affairs. Include competing editorials talking about the United States' involvement in world affairs.</p>
<p>8.14.19 Analyze instances of changing diplomatic relations between the United States and other people or nations (e.g., changing relations with Native American groups, changing relations with the Soviet Union during and after World War II). (14E)</p>	<p>Research the significant events of the Cold War. Make a time line that shows several of these events. Be sure to include events that caused the beginning and the end of the Cold War.</p>	<p>Home Economics: Research fallout shelters built during the 1950s. Use the library or the Internet to plan a shelter of your own. Make sure you include enough food, water, and any other supplies you would need.</p>



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<p>8.14.20 Identify United States political practices that are instituted in the Declaration of Independence, the Constitution, the Bill of Rights, and the Illinois Constitution. (14F)</p>	<p>Create a diagram showing the relationships among the following democratic ideas: federalism, dual sovereignty, separation of powers, checks and balances, and the nature and purpose of majority rule.</p>	<p>Art: Make a scrapbook explaining the political processes of the United States and Illinois. Include charts, diagrams, illustrations, pictures, and other kinds of information.</p>
<p>8.14.21 Give examples of how United States political ideas and traditions have either included or denied additional amendments respecting or extending the rights of its citizens. (14F)</p>	<p>Early attempts by women to gain equal rights through an amendment to the Constitution were denied. Make a flowchart that shows the birth of the idea, the crafting of the proposed amendment, and the repeated failure to be ratified by the states. Give examples of how political ideas and traditions played a role in its history.</p>	<p>Art: Create a time line that shows the progression of political ideas in the United States as described by the Constitution and the Bill of Rights. Include examples through modern times. Use pictures or quotations from reference sources that illustrate each political idea on your timeline.</p>

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<p>8.14.22 Identify how historic events, such as the New Deal, brought about new traditions in the United States. (14F)</p>	<p>Make a chart that shows traditions in United States public policy before and after the New Deal. Describe how the New Deal programs changed the size of the government. Explain how the New Deal continues to affect policy today.</p>	<p>Music: Use the Internet or library resources to research songs written during the time period of the Great Depression and the New Deal. Analyze how they describe the changing society of the United States.</p>
<p>8.14.23 Analyze an influential United States Supreme Court case decision and the impact it had in promoting or limiting civil rights. (14F)</p>	<p>Analyze the Supreme Court case, <i>Brown v. Board of Education of Topeka</i>. List the evidence presented to the Court for both sides. Explain the Court’s decision and the ways that it impacted the promotion of civil rights. Write a persuasive essay in defense of the Court’s decision.</p>	<p>Religion: Write an essay explaining how religion played a role in the Civil Rights movement. Use different Civil Rights leaders and ideals as examples.</p>
<p><b>Significant to Develop at Grade 8:</b> 8.14.24 Explain the influence of the Supreme Court and its significant court decisions that affected the rights and responsibilities of citizens. (14A)</p>	<p>Summarize recent Supreme Court decisions involving the individual rights of citizens, including (if applicable) any dissenting opinions.</p>	<p>Language Arts: Write a dissenting opinion based on an existing Supreme Court decision.</p>

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<p>8.14.25 Analyze the efforts of our court system to take into account the rights of both those accused of crimes and the alleged victims. (14A)</p>	<p>Use the Internet or library resources to research the case of <i>Ex Parte Milligan</i> and explain why it has become a standard for protecting individuals from arbitrary arrest.</p>	<p>Theater: In small groups, act out a courtroom scene for the class. Portray the roles of judge, jury, witnesses, prosecutor, defense attorney, and defendant. Make sure your scene demonstrates the rights of witnesses and the defendant.</p>
<p>8.14.26 Debate the Tenth Amendment to the Constitution of the United States and the Illinois Constitution, and which power supersedes the other. (14B)</p>	<p>Use the Internet or library resources to find different interpretations of the Tenth Amendment.</p>	<p>Language Arts: Choose an issue concerning states' rights. Analyze this issue using the Tenth Amendment and the various interpretations of the document found from your research in the assessment. Write your analysis in an editorial.</p>
<p>8.14.27 Discuss the abolition of slavery as it was addressed in the first Illinois constitution. (14B)</p>	<p>Use the Internet or library resources to find copies of the first Illinois state constitution. Copy down any mentions of slavery and analyze how the document dealt with the issue.</p>	<p>Language Arts: Imagine you are an early state official. Using your own words, write an amendment that bans slavery.</p>

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<p>8.14.28 Summarize the actions of an individual or a group that influences current public policy in their own community, state, or nation. (14D)</p>	<p>Study primary documents regarding the Kyoto Protocol and which countries or nations ratified its policies. Outline the goals of this international environmental policy. Then find out whether your state or local officials have chosen to abide by similar policies without federal support. Use a fishbone map to identify multiple causes that influenced current public policy regarding the emissions of greenhouse gasses in your community or state.</p>	<p>Technology: In small groups, create a fictional political action committee. Write a statement of purpose and goals for your group. Use this information to outline a website about your organization. If possible, create a mock website on the Internet.</p>
<p>8.14.29 Compare and contrast how the influence of various individuals, interest groups, and the media have affected current public policy issues in your state or the nation. (14D)</p>	<p>Choose two past Presidents of the United States. Make a Venn diagram to compare and contrast the roles and influence of each President on policy issues of his time. Consider domestic or international issues, such as unemployment or foreign policy. Share your diagram with a partner.</p>	<p>Technology: Make a video presentation in support of a fictional political candidate. Choose one method of persuasion that political candidates offer use. Exaggerate the issues and the opinions to emphasize the candidate's position. Compare videos with your classmates and compare the effectiveness of the different methods of persuasion used.</p>

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<p>8.14.30 Explain how political parties and interest groups affect legislation in the United States. (14D)</p>	<p>Identify environmental interest groups that actively lobby the Environmental Protection Agency (EPA) to reform existing laws or to create new laws. In a small group of students, perform a skit that shows an environmental lobbyist at work, persuading a congress member to vote for a new law. Determine whether the lobbyist's argument will or will not affect the legislator's vote.</p>	<p>Math: Make a population pyramid to show the ages of people living in the United States. Then make a generalization about the American Association of Retired Persons (AARP) and its effect on current and future legislation.</p>
<p>8.14.31 Evaluate the interests of the United States to other nations in making foreign policy decisions. (14E)</p>	<p>Following the collapse of the Soviet empire, President George H. W. Bush and Boris Yeltsin, leader of the Russian Republic, signed START II (Strategic Arms Reduction Treaty). Identify the interests these nations and others had in reducing arms worldwide. Present your findings using a chart or diagram.</p>	<p>Science: Use the library or the Internet to research the use and power of nuclear weapons. Describe the interests of the United States and Russia in signing the Intermediate-Range Nuclear Forces (INF) Treaty. Report the amount of destruction one nuclear missile would have caused if it had exploded in either nation.</p>

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<p>8.14.32 Identify major developments in the emergence of the United States as a world leader. (14E)</p>	<p>Use the library or the Internet to research the Spanish-American War. In a paragraph, explain how the conflict helped the United States grow into a world leader.</p>	<p>Language Arts: Find examples of yellow journalism in old newspapers. Write a newspaper article about the Spanish-American War in this style.</p>
<p>8.14.33 Predict the effects of technology on foreign policy decision-making. (14E)</p>	<p>Nano-technology (miniaturization) is said to revolutionize the size of computer chips and their ability to store information. Describe nano-technology and its effects by creating a cause-and-effect chart. Use the chart to support a prediction you make about how nano-technology will affect foreign policy in terms of controlling the manufacturing of and use of this technology.</p>	<p>Technology: Find articles in science journals that describe how technology affects foreign policy. Write an editorial explaining your opinions about the relationship between technology and government.</p>

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<p><b>Useful to Work on at Grade 8:</b>                      8.14.34                      Categorize government programs and services by local, state, and federal levels. (14A)</p>	<p>Use software to create a presentation identifying a government program or service, detailing its history and purpose, and showing how it operates at a specific level of government.</p>	<p>Science: Use the library or the Internet to research a science-based service organization that provides services at the local, state, and/or federal level of government.</p>
<p>8.14.35                      Study influential events in recent history and their effects on the political ideas and practices currently in place in the United States. (14F)</p>	<p>Use the library or Internet to research the current global War on Terror instituted after the September 11 attacks. Explain how the global War on Terror has changed political ideas and practices in the United States.</p>	<p>Science: Explain how biotechnology is important to the global War on Terror.</p>

# Grade 8 State Goal 15

**State Goal 15: Understand economic systems, with an emphasis on the United States.**



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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Critical to Understand and Master at Grade 8:</b> 8.15.01 Explain how the costs of productive resources in a market economy would influence producers' decisions about what to produce, how much to produce, and methods of production. (15A)</p>	<p>Choose a notable United States entrepreneur from the time of the Industrial Revolution, such as Andrew Carnegie. Write an essay describing his or her business decisions at that time. In your essay, include decisions he or she made about what to produce, how to produce it, and how much to produce. Consider how the price of productive resources influenced his or her business decisions? Tell why you think the entrepreneur made good decisions or poor ones.</p>	<p>Theater: Research and write a skit about an entrepreneur who would like to bring a new product to market. The entrepreneur is making a presentation to a bank executive, for a loan to start the business. In small groups, present the skit to the class.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>8.15.02 Analyze how the Industrial Revolution affected the American economy. (15B)</p>	<p>Write an essay that analyzes how the development of new machines and processes during the Industrial Revolution affected the American economy.</p>	<p>Technology: Imagine that you are part of a government investigative commission examining the state of American manufacturing in the early 1800s. Write a short report describing the state of manufacturing before industrialization and how the innovations of Samuel Slater and Eli Whitney have changed manufacturing processes in the United States and have affected the environment. In addition, address the slow growth of manufacturing and suggest some actions to improve it. Read your report to the class.</p>
<p>8.15.03 Examine how urbanization, immigration, and industrialization during the Industrial Revolution affected the American economy. (15B)</p>	<p>Make a cause and effect chart that shows the positive and negative effects of how urbanization, immigration, and industrialization changed the American economy during the mid-1800s.</p>	<p>Language Arts: As a class, discuss how and why immigration to the United States increased during the mid-1800s. Then, create a list of questions that you would like to have asked an immigrant of that time period. Share your questions with the class.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>8.15.04 Explain how the economies of the North and of the South were affected by the Civil War. (15B)</p>	<p>Make a two-column chart that lists the effects of the Civil War on the economies of the North and of the South.</p>	<p>Language Arts: Use the Internet or library resource to research how the Civil War affected the economy of your state. Summarize your findings in an essay. Read your essay aloud to the class.</p>
<p>8.15.05 Explain how the introduction of factories and mills changed working life for many Americans. (15C)</p>	<p>Imagine that you are a factory worker who writes for a workers' magazine. Write an article titled "Factory Life" describing how factories have changed workers' lives in the Northeast. Include the effects of factories on farm families and craft workers, the type of factory systems that developed, the advantages and disadvantages, and the role of labor unions.</p>	<p>Art: Create an advertisement, seeking employees for Samuel Slater's mills. Address the following questions in your advertisement: What types of workers does Slater want to attract? What segments of society might want to work in a mill? What incentives might appeal to and attract possible employees? Why would a person want to work in one of Slater's mills as opposed to another mill? Share your advertisement with the class. Then, as a class, discuss working conditions in mills during the nineteenth century.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>8.15.06 Examine how immigration contributed to the growth of American cities and the growth of the United States economy. (15C)</p>	<p>Write a paragraph that describes how immigration contributed to the growth of American cities and the growth of the UNITED STATES economy. Include examples of types of jobs that the immigrant class held.</p>	<p>Art: Working in groups, imagine that you work at a classified weekly in New York City in the mid-1800s. Create a classified-ad page that includes ads for jobs directed at immigrants, ads for farmland for sale in the Midwest, notices for meetings of immigrant aid societies, and notices for meetings of nativist groups and the Know-Nothing Party. Display your page in your classroom.</p>
<p>8.15.07 Explain how the New England colonists felt about Britain’s trade laws. (15D)</p>	<p>Write a paragraph that explains how the colonists of New England felt about the trade laws, such as the Navigation Acts, set up by Britain. Support your explanation with specific examples.</p>	<p>Art: Create a poster that illustrates the various types of goods traded in the British colonies. Include depictions of common trade items, the triangular trade route, and reactions to trade restrictions, such as smuggling.</p>
<p>8.15.08 Describe how colonists felt about British rule after the Proclamation of 1763. (15D)</p>	<p>Imagine that you are news reporter in 1763. Write a story that describes the Proclamation of 1763 and the colonists’ concerns about it.</p>	<p>Language Arts: Write quotations that might reflect the different opinions the British government, Native Americans, and American colonists had about the Proclamation of 1763.</p>

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<p>8.15.09 Explain how colonists reacted to the British taxation, such as the Sugar Act of 1764, the Stamp Act of 1765, and the Townshend Acts of 1767. (15D)</p>	<p>Write a paragraph that explains Britain’s Sugar Act of 1764, Stamp Act of 1765, and Townshend Acts of 1767. Then, explain how the colonists reacted to the British efforts to raise taxes.</p>	<p>Art: Create a “No Taxation Without Representation” flyer that explains the colonists’ complaints and urges others to take action.</p>
<p>8.15.10 Explain how comparative advantages can affect a nation’s economy. (15D)</p>	<p>Write a sentence that describes the term comparative advantage. Then, write a paragraph that describes how comparative advantage can lead to specialization and trade and how it affects a nation’s economy.</p>	<p>Business: Imagine that your classroom is an “economics” nation and that you and your classmates have the opportunity to engage in a trade of tutoring services with a “mathematics” nation, a “science” nation, and a “government” nation. Make a list of your comparative advantages.</p>
<p>8.15.11 Explain why nations impose trade barriers, such as tariffs, import quotas, and embargoes. (15D)</p>	<p>Make a chart that describes the three principal types of trade barriers (tariffs, import quotas, and embargoes) and explain how each one works to restrict trade. Then, write a paragraph that summarizes the advantages and disadvantages of trade barriers.</p>	<p>Business: Use the Internet or library resources to research a trade agreement or a regional trade organization and prepare a fact sheet on it. Read your fact sheet aloud to the class.</p>

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<p>8.15.12 Identify examples of proportional, progressive, and regressive taxes in the economy. (15E)</p>	<p>List examples of proportional, progressive, and regressive taxes in the economy.</p>	<p>Language Arts: Define gift taxes, estate taxes, excise taxes, and custom duties. Classify them as proportional, progressive, or regressive if they apply.</p>
<p>8.15.13 Evaluate the fairness and efficiency of each kind of tax.</p>	<p>Write a position paper on the fairness and efficiency of proportional, progressive, and regressive taxes. Provide examples.</p>	<p>Religion: Research and debate this issue: Religious organizations are exempt from property taxes. In some cases, the dollar amount of exemptions exceeds the dollar amount of revenues collected.</p>
<p>8.15.14 Identify the main sources of revenue for federal and for state governments. (15E)</p>	<p>Make a three-column chart with these headings: Federal, State, and Local. List the types of taxes that provide revenues for each.</p>	<p>Math: List tax revenues unique to Illinois and/or your local community. What percent of total revenues do these unique taxes comprise? Discuss the importance of tax revenues to citizens in Illinois.</p>
<p>8.15.15 Explain how laws and government policies, such as property rights, contract enforcement, and standard weights/measurements, set up rules that help a market economy function effectively. (15E)</p>	<p>Write a report about how laws and government policies set up rules that help a market economy function effectively.</p>	<p>Language Arts: Imagine if the government had no laws or policies regarding the economy. Write a short description of what life might be like and the positive and negative consequences.</p>

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<p><b>Significant to Develop at Grade 8:</b>                      8.15.16                      Analyze the relationship between productivity and wages. (15A)</p>	<p>Choose an industry in your region in which productivity and wages are tightly connected, such as retail sales or manufacturing. Research the number of qualified candidates in your region who can work in this industry. Consider levels of education in your surrounding communities and the number of people currently available in the workforce. Find out the level of wages paid for the various jobs in this industry. Share your findings and explain the relationship between productivity and wages for the industry you chose.</p>	<p>Technology: Choose a task that was once performed by hand and has now been eliminated by technology, such as canning fruit. Research how the work was done in the past, what the productivity rate was, and how much workers' wages were. Find out how a modern company performs the same work using modern technology. Describe the results of the change in production, productivity, and wages. Present your findings in a research report.</p>
<p>8.15.17                      Compare the economic opportunities of free African Americans in the North with those of free African Americans in the South before the Civil War. (15A)</p>	<p>Create a two-column chart that compares the types of jobs available to free African Americans in the North with free African Americans in the South before the Civil War.</p>	<p>Language Arts: Use the Internet or library resources to research the lives of free African Americans in the North and free African Americans in the South before the Civil War. Imagine that you were a free African American living in the North or the South during this time. Write a journal entry that describes what your life is like, including a description your job.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>8.15.18 Describe the economic reasons for the westward expansion of the United States. (15A)</p>	<p>Make a list of the economic reasons for the westward expansion of the United States.</p>	<p>Language Arts: Imagine that you are a pioneer traveling along the Oregon Trail. Write a diary entry about the economic reasons that you and your family are making the journey West.</p>
<p>8.15.19 Demonstrate the circular flow of interaction among households, businesses, and government in the United States economy. (15A)</p>	<p>Make a circular flow chart that shows the direction and activities involved in the cycles of business among households, industries, and government in our market economy.</p>	<p>Math: Make a goods/services/payments model as it applies to raising money for a class trip. Choose an appropriate means of earning money for your class, such as having a bake sale or a car wash. Identify the consumers and the producers in the model.</p>



**ILLINOIS LEARNING STANDARDS: STATE GOAL 15: GRADE 8**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>8.15.20 Describe the role of financial institutions in the economy. (15A)</p>	<p>Use a graphic organizer to identify the roles of a commercial bank in the United States economy. Consider these institutions: a savings and loan association, a mutual savings bank, and a credit union. Provide a list of advantages of using each financial institution.</p>	<p>Language Arts: In a small group, list the merits of credit unions versus banks. Include details for and against the effectiveness of these two competitive financial institutions in the United States. For example, some credit unions have expanded their membership base, therefore taking potential customers away from the banks. Use this and other facts about the role of financial institutions in our economy to state your case in a debate.</p>
<p>8.15.21 Describe the four causes of unemployment, such as seasonal fluctuation in demand, changing jobs, changing skill requirements, and national spending. (15A)</p>	<p>Write a paragraph that describes how seasonal fluctuation in demand, changing jobs, changing skill requirements, and national spending can all cause unemployment. Then, give an example of each cause of unemployment.</p>	<p>Math: Use the Internet or library resources to research the unemployment rate in your state for different months in the last 5 or 10 years. Choose 10 different months' estimates for comparison and make a graph, such as a bar graph, a pie graph, or a line graph, to display the data.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 15: GRADE 8**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>8.15.22 Explain why, as the market price of a good or service goes up, the quantity demanded by consumers goes down. (15B)</p>	<p>Define supply and demand on a graphic organizer and use it to show why as market price of goods or services goes up, the quantity demanded by the consumer goes down.</p>	<p>Language Arts: As the market price of beef increases, the quantity demanded by consumers goes down. Make two grocery lists for a menu of three meals in your home, one before the rise in prices of beef and one after.</p>
<p>8.15.23 Provide examples of how the same incentive will bring about differing responses from differing people. (15C)</p>	<p>Make a chart on how the incentive of tax free shopping days bring about differing responses from differing people.</p>	<p>Language Arts: Write two paragraphs providing examples of how luxury tax as an incentive will bring about differing responses from differing people.</p>
<p>8.15.24 Explain why, as the market price of a good or service goes up, the quantity supplied also goes up. (15C)</p>	<p>Using the law of supply and demand and the concept of profit motive, create a graphic organizer to explain how a rise in the market price of a good or service affects the quantity supplied.</p>	<p>Math: Research the athletic clothing market. Create a cause-and-effect diagram that illustrates the relationships between and among consumers' willingness to pay a high price for a product, the number of suppliers for that product, the variety of choices offered, and the increase in quantity of the product.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 15: GRADE 8**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>8.15.25 Analyze the impact on jobs and consumers in the United States that result from an increase or decrease in imports. (15D)</p>	<p>In 1981, domestic automakers requested industry protection by the government from Japan. Research the impact that voluntary trade restriction by Japan had on jobs and consumers in the United States. Reflect your findings in a graph.</p>	<p>Language Arts: Debate free trade vs. protectionism. In your argument, include facts about the impact of increased or decreased imports on jobs and consumers in the United States.</p>
<p>8.15.26 Analyze the impact on jobs and consumers in the United States that result from an increase or decrease in exports. (15D)</p>	<p>Research examples of trade barrier retaliations between countries. Then write a paragraph that discusses the impact of increases and decreases of exports on United States' jobs and consumers.</p>	<p>Math: Examine the 1999–2000 pie charts of United States Imports and Exports in the Economic Report of the President: 2001. Create a sequence chart to show the cause and effect relationships of foreign prices, exports, and jobs for consumers in the United States.</p>
<p>8.15.27 Identify new technologies over time and explain their impact on the economy. (15D)</p>	<p>E-Commerce is revolutionizing business and affecting trade. Make a graphic organizer to differentiate its positive and negative impacts on the economy over time.</p>	<p>Technology: Technological advances are the leading source of productivity growth. Create an idea web of ways for the United States to meet the technology need of an educated and skilled labor force.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 15: GRADE 8**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Useful to Work on at Grade 8:</b>                      8.15.28                      Determine the market clearing price when given data about the supply and demand for a product. (15B)</p>	<p>Determine the market clearing price of a commercial toy, based on data about supply (the capacity of the manufacturer) and demand (the popularity of the doll). Show classmates how you figured out an accurate market clearing price for the toy.</p>	<p>Math: Compare the price in August of a popular doll or another toy to its price in December. Produce a graph that shows the rate of increase.</p>
<p>8.15.29                      Predict how the change in price of one good or service can lead to changes in prices of other goods and services. (15B)</p>	<p>Make a prediction chart that shows how the change in price of one good or service can lead to a change in price of other goods and services. You may choose to predict the effects of the rise in oil prices and how oil is used in multiple industries.</p>	<p>Language Arts: Make a diagram that shows how changes in the price of one good or service can affect the prices of other goods and services. Use fluctuations in the price of peanuts to show how prices of other products, which contain peanuts, will be affected.</p>
<p>8.15.30                      Explain how prices help allocate scarce goods and services in a market economy. (15B)</p>	<p>Use a flow chart that begins with Limited Resources and Unlimited Needs and Wants creating the scarcity. Complete this flow chart. Explain how prices help allocate scarce goods and services in a market economy.</p>	<p>Business: Create a visual presentation to explain the role of recycling in a market economy where prices allocate scarce goods and services.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 15: GRADE 8**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>8.15.31 Explain why shortages and surpluses occur in a market economy and provide real-world examples of each. (15B)</p>	<p>List some examples of why shortages and surpluses of certain products occur in a market economy. Explain how each extreme state of availability might affect you directly.</p>	<p>Technology: Identify sophisticated gaming systems that developed a glitch before release. How might this predict a shortage or a surplus in a market economy? Imagine you are a company representative, and prepare and deliver an oral explanation that might ease consumers' fears.</p>
<p>8.15.32 Describe the economic problems, such as interstate trade, inflation, and a weak economy, that the United States faced following the American Revolution. (15E)</p>	<p>Write a paragraph that describes how economic problems, such as interstate trade, inflation, and a weak economy, hurt the United States economy after the American Revolution.</p>	<p>Language Arts: Imagine that you are a newspaper publisher who must determine the headlines for the next issue of your paper. Write a headline and several sub headlines about the economic problems that arose under the Articles of Confederation.</p>

# Grade 8 State Goal 16

**State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.**

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 8**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Critical to Understand and Master at Grade 8:</b>                      8.16.01                      Understand the concept of <i>watershed</i> events in history. (16A)</p>	<p>Make a photo essay or another visual display that shows one of the following <i>watershed</i> events in United States history: the Manhattan Project, the attack on Pearl Harbor, or the Stock Market crash of 1929. Be sure to show the causes and effects of the event. Explain why the event qualifies as a <i>watershed</i> event in history.</p>	<p>Business: Choose a <i>watershed</i> event in the economic history of the United States, such as the formation of labor unions. Describe how it affects business today.</p>
<p>8.16.02                      Identify the point of view of the author as found in a primary source document. (16A)</p>	<p>Locate and read from primary source texts, words of Dr. Martin Luther King, Jr. and Malcolm X. Identify and explain the point of view of each author.</p>	<p>Language Arts: Compare an account of the <i>Sputnik</i> launch in 1965 from a history text with an account from a Chicago newspaper at the time of the launch. Write a paragraph to explain how they differ in tone and point of view.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 8**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>8.16.03 Understand the difference between fact and fiction in historical accounts. (16A)</p>	<p>Identify an important event in United States history. Read about the event in a textbook or in a newspaper article from the time period. Then, find a work of fiction about the event, such as a short story, book, or novel. Explain how the nonfiction account differs from the fiction account of the event. Compare and contrast the two in a table.</p>	<p>Language Arts: Identify an important event in world history. Read more about the event using the Internet or library resources. Then, write a fictional story about the event.</p>
<p>8.16.04 Understand the underlying causes of the American Revolution. (US) (16B)</p>	<p>Make a list of the political, economic, and cultural causes of the American Revolution. Organize your list in a three-column chart.</p>	<p>Language Arts: Learn more about Thomas Paine’s pamphlet, <i>Common Sense</i>. In pairs, write a pamphlet in support of the United States’ independence from Britain. Keep in mind the historical audience for which you are writing.</p>
<p>8.16.05 Describe the foundations of early United States government. (US) (16B)</p>	<p>Identify the first political parties in the United States, and evaluate their impact on the formation of United States government. In an essay, describe how compromises and disagreements between early leaders lead to changes in how the United States government is organized.</p>	<p>Theater: Learn more about the Constitutional Convention. Identify an issue that was debated at this meeting, such as the Great Compromise. Stage a fictitious debate between two delegates to the Constitutional Convention with opposing political views.</p>



**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 8**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>8.16.06 Evaluate the consequences of constitutional change and continuity over time. (US) (16B)</p>	<p>Write an essay explaining why our founders set up a system to change the Constitution through amendments. How does this process help maintain stability and still respond to the demands of change?</p>	<p>Language Arts: In a small group, think of an amendment you would like to see added to the Constitution. Write a letter to one of your state representatives explaining your idea and why you think it would benefit citizens.</p>
<p>8.16.07 Describe how the Constitution has changed as a result of Supreme Court decisions and amendments. (US) (16B)</p>	<p>Identify Supreme Court decisions and amendments that protect Civil Rights. Choose one of these decisions or amendments. Write a paragraph to explain its historical significance, and why it is important to people today.</p>	<p>Language Arts: Write a speech in favor of a new amendment. Explain why the amendment is needed, how it will benefit people in the United States, and why people should support it. Deliver your speech to the class.</p>
<p>8.16.08 Describe the rise of the United States as a world power. (US) (16B)</p>	<p>In a cause-and-effect diagram, identify the causes and effects of the Spanish-American War. How did this event lead to the rise of the United States as a world power?</p>	<p>Language Arts: Describe what is meant by the term <i>Yellow Journalism</i>. As part of a class discussion of propaganda and war, identify its origins and discuss how it was applied before the Spanish-American War.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 8**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>8.16.09 Analyze the role of the United States today as a world political power. (US) (16B)</p>	<p>Learn more about the formation of the United Nations (UN) and the role of United States. Then, write a mission statement that describes the role the United States plays in the UN and in world politics.</p>	<p>Religion: As a class, discuss peace and justice and define the role of the UN in world politics. How has it succeeded in this role? How has it failed? What can be done to improve the UN?</p>
<p>8.16.10 Describe the effect of European colonization and imperialism on the Americas, Asia, and Africa. (W) (16B)</p>	<p>Use the Internet or library resources to learn more about the European colonization of Africa. Draw a map that shows the European countries that controlled various parts of the continent in 1900. Be sure to include a map key to identify the symbols or colors you use on your map.</p>	<p>Art: Draw an editorial cartoon that comments on European attitudes toward their colonies in Africa. Share your artwork with the class.</p>
<p>8.16.11 Identify the economic motivations for European exploration and colonization of the Americas. (US) (16C)</p>	<p>Draw a map showing the routes of different European explorers to the Americas from 1500 to 1700. You may also wish to include major European settlements and colonies on your map.</p>	<p>Religion: Identify some of the religious motivations for the European exploration and colonization of the Americas. In a brief paragraph, describe the impact these motivations have had on societies in the Americas today.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 8**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>8.16.12 Describe how industrialization led to urbanization. (US) (16C)</p>	<p>Use a flowchart to explain how industrialization, during the Industrial Revolution, contributed to the rapid growth of cities in the United States.</p>	<p>Math: Choose a major city in the United States. Find population data for this city from 1800 to the present. Use this data to make a graph showing the growth of the city. You may wish to record your data in equal intervals on your graph, such as every 20 or 50 years.</p>
<p>8.16.13 Identify major economic trends from 1000 CE to 1500 CE. (W) (16C)</p>	<p>Describe the effects of a major economic trend on different societies. Choose a major economic advancement, such as long distance trade, banking, specialization of labor, commercialization, urbanization, or technology, and write an essay describing how the economic advancement developed and its historical and present-day impact on the world economy.</p>	<p>Health: Understand that health is an important issue for large cities. Study an ancient city, such as Rome. How did the Romans plan their cities to protect public health? Why is urban planning important for large cities with many people? Record your findings in a brief essay.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 8**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>8.16.14 Describe the impact of technology on the world economy and world societies. (W) (16C)</p>	<p>Choose a major technological advancement, such as agriculture, the printing press, navigation, electricity, or the automobile. Explain how this technological advancement has impacted the world economy.</p>	<p>Technology: Identify a technology invented within the last 20 years that has caused a major economic or societal shift. In a table list the effects of this technology on the economy and society of the United States.</p>
<p>8.16.15 Examine the economic challenges the South faced during and after Reconstruction. (US) (16C)</p>	<p>George Washington Carver’s work at Tuskegee Institute had lasting effects on the United States. economy. List five of his advancements that affected farming.</p>	<p>Science: 1920s sharecroppers in the South, dependent on one crop, were devastated by the boll weevil. Research and draw the life cycle of the boll weevil and show how it affects cotton crops.</p>
<p>8.16.16 Trace the development of different communities and regions in the United States from the colonial/frontier period through the 19<sup>th</sup> century. (US) (16D)</p>	<p>Choose one of the original Thirteen Colonies. Trace the history of the colony and its development as a state. Display the results of your research on a time line.</p>	<p>Business: Choose one of the Thirteen Colonies. Research the history of businesses in the colony. Which kinds of businesses developed first there? How did the types of businesses change over time? Why did this occur? Record your finding in an essay.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 8**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>8.16.17 Identify and describe events that have shaped world social history, including famines, migrations, plagues, and slave trading. (W) (16D)</p>	<p>During World War I and World War II, roles of women and African Americans in the United States changed. This significantly impacted their roles for all of the subsequent periods of social history in the United States. Make a mixed media presentation to your class, explaining these changes.</p>	<p>Art: People’s roles changed dramatically during WW II. Rosie the Riveter was a symbolic figure for women at work during the war. Make a poster that shows the pride women felt during this time.</p>
<p>8.16.18 Evaluate the consequences of events that have shaped world social history, including famines, migrations, plagues, and slave trading. (W) (16D)</p>	<p>Identify a time of mass emigration from a country to the United States. Describe the reasons people chose to emigrate from the country, what they hoped find in the United States, and the cultural impact the group had on United States culture. Write an outline to organize your research.</p>	<p>Language Arts: Through newspaper and online news editorials, research the current debate in the United States over immigration policy. Give an oral presentation that examines all sides of the issue.</p>
<p>8.16.19 Discuss the formation of agrarian societies in Illinois and the rest of the United States before 1818. (US) (16E)</p>	<p>Identify technology that helped early people, in what is today Illinois, adapt to, use, or change the environment. Make a cause-and-effect diagram to show the effects of this technology on the physical environment. Also, consider how this technology aided groups in settling the area.</p>	<p>Technology: Make a time line of agricultural technology in the United States. You may wish to include not only tools and machines, but also fertilizers and methods, such as crop rotation.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 8**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>8.16.20 Assess the effects of the Industrial Revolution on people and the environment. (US) (16E)</p>	<p>Learn more about child labor during the Industrial Revolution. Write a newspaper editorial for or against this practice. In the editorial state your point of view and use facts to support your opinion.</p>	<p>Science: Assess the theory of global warming. Then, learn more about the ways people and businesses are trying to reduce the amounts of carbon dioxide they release into the atmosphere. You may even wish to use an online calculator to determine your carbon footprint, and those of your classmates.</p>
<p>8.16.21 Describe the shift from rural to urban settlement in the United States after 1818. (US) (16E)</p>	<p>Identify the year that the urban population of the United States grew larger than the rural population. Then, make a list of the cause for this shift in settlement, since 1818.</p>	<p>Math: Make a table to compare the urban and rural populations of the United States for each decade from 1950 to 2000. Then use this data to create a double-bar graph.</p>
<p>8.16.22 Describe the effects of urbanization and suburbanization on the environment in the United States. (US) (16E)</p>	<p>Define urban sprawl. In an essay, describe how the urbanization and suburbanization of the United States has effected the environment. In your essay, include ways that people in the United States are working to protect the environment.</p>	<p>Technology: Identify technology that has allowed people to build large cities or spread out into suburbs. In an essay give the history of this technology, how it has aided urbanization or suburbanization, and how people use it today.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 8**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Significant to Develop at Grade 8:</b> 8.16.23 Make inferences about the significance of historical events and eras using various historical sources. (16A)</p>	<p>Make a multiple-tier timeline that shows important political, environmental, technological, and social events that occurred in the United States since 1950. Use the timeline to draw inferences about how events in different decades might be related.</p>	<p>Science: Learn more about the Human Genome Project using the Internet or library resources. Make inferences about how the knowledge gained from this project might help people in the future.</p>
<p>8.16.24 Describe the emergence of nation states. (W) (16B)</p>	<p>Identify the cause and effects of European feudalism. Then, write a brief paragraph to describe the emergence of nation states starting about 500 CE.</p>	<p>Art: The union of Upper Egypt and Lower Egypt is believed to be the world's first nation-state. Learn more about Egypt under King Narmer. Then, draw a flag and seal to represent the nation-state of Egypt.</p>
<p>8.16.25 Compare and contrast the economic opportunities of free African Americans in the South to those in the North. (US) (16C)</p>	<p>The impact of slavery was still being felt in 1910 with the Great Migration. Draw a map of this mass movement of people, showing the origins and destinations of people moving north. In a brief caption state some reasons people moved north during the Great Migration.</p>	<p>Art: Study the art of African American painters, such as Jacob Lawrence, during the time of the Great Migration. How does the art reflect this historical event? As a class, discuss how art can be an important primary source.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 8**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>8.16.26 Trace the way new industries developed in the late 1800s. (US) (16C)</p>	<p>Write a biography about one of the leading industrialists in the United States, such as John Jacob Astor, Henry Flagler, Andrew Carnegie, John D. Rockefeller, or Henry Ford.</p>	<p>Theater: Define the term <i>robber baron</i> as it applies to industrialization in the United States. Then, write a scene from a play set during the late 1800s or early 1900s. The main character of your play should be a robber baron. Other characters can include workers and union organizers.</p>
<p>8.16.27 Analyze the causes and effects of the economic boom of the 1920s, followed by the Great Depression in 1929. (US) (16C)</p>	<p>Analyze the Banking Act of 1933, a reform instituted by Franklin Delano Roosevelt’s <i>New Deal</i>, and explain how this legislation affected the nation’s economy. What was this legislation a reaction to? Record your findings in a brief paragraph.</p>	<p>Music: As part of the new Deal, the Works Progress Administration (WPA) provided jobs for many artists and musicians. Find copies or lyrics of music made by WPA artists. As a class, identify themes in the music and relate them to events happening at the time they were written.</p>
<p><b>Useful to work on at Grade 8:</b> 8.16.28 Assess the value of posed and candid photographs as primary sources. (16A)</p>	<p>Examine the famous photograph of soldiers raising the American flag on Iwo Jima during World War II. Compare it to the posed photograph taken by the same photographer. Write a position statement regarding the value of the photographs. Share your statement with a partner.</p>	<p>Art: Create a photo collage arranged to create an effect or elicit empathy from your viewers. Use three candid photos and pair them with posed pictures of similar events or people. Display your photo collage with others’ and compare the subjects chosen and how each one elicits empathy.</p>



**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 8**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>8.16.29 Identify the cause and effects of major historical events between 500 CE and 1500 CE. (W) (16B)</p>	<p>Use a cause-and-effect chart to analyze the impact of major historical events, such as the decline of the Roman empire, the rise of the Islamic empire, the decline of the T'ang dynasty, or the establishment of the kingdom of Ghana.</p>	<p>Math: Learn more about the development of mathematics in the Islamic empire. What were some innovations made by Arab thinkers? Are some of these ideas still in use today? Make a list to record the answers to these questions and other questions you may have.</p>
<p>8.16.30 Compare and contrast historical western governments to historical eastern governments, between 500 BCE and 500 CE. (W) (16B)</p>	<p>Use a Venn diagram to compare and contrast the government of ancient Athens to the government of the Han dynasty.</p>	<p>Religion: Investigate nations that today are predominantly Islamic. Prepare a report on the role religion plays in law, government, and daily life there.</p>
<p>8.16.31 Identify economic systems in the Americas prior to European contact. (W) (16C)</p>	<p>Write an encyclopedia entry about the economy of an ancient civilization in the Americas, such as the Mound Builders, Maya, Aztecs, Incas, or the Ancient Pueblo civilization. You should describe the economic activities of the group, as well as trade with other groups. You may also wish to include an illustration or map to go with your entry.</p>	<p>Art: Draw a market scene in an early city in the Americas, such as Tenochtitlán, Cuzco, or Cahokia. As you conduct research for your drawing, keep in mind ideas about what is being bought and sold, how the people are dressed, and what the architecture in the city looks like.</p>

# Grade 8 State Goal 17

**State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.**

**ILLINOIS LEARNING STANDARDS: STATE GOAL 14**

**ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 8**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Critical to Understand and Master at Grade 8:</b>                      8.17.01                      Explain how geographers and mapmakers organize our world. (17A)</p>	<p>Define the five themes of geography—location, place, human-environment interactions, regions, and movement. Then, give an example of each.</p>	<p>Art: Make a poster about the five themes of geography. Define each theme, and draw an image to illustrate each theme.</p>
<p>8.17.02                      Translate a mental map into sketch form to illustrate relative location of, size of, and distances between geographic features. (17A)</p>	<p>Translate a mental map that you have of Lake Michigan and its immediate surroundings into a sketch map. Mark geographic features, such as cities, rivers, mountains, and other lakes. Be sure to include a scale to illustrate the relative size of and distance between those features.</p>	<p>Math: Use a scale to determine the coastal mileage of each state bordering Lake Michigan. Then place each state in a chart, in order, from the state with the most coastline to the state with the least coastline. Where does Illinois rank on your chart?</p>
<p>8.17.03                      Demonstrate understanding of how to display spatial information by constructing maps, graphs, diagrams, and charts. (17A)</p>	<p>Use the Internet or library resources to gather data for the average monthly temperature and precipitation for Chicago, Illinois, and Miami, Florida. Construct a climate graph for each city. Use your graph to compare and contrast the climate of Chicago and Miami.</p>	<p>Theater: Write one scene set in Chicago and one scene set in Miami. Each scene should be based on the same theme. Pick a day of the year and use what you have learned about the climate in each city to write your scenes. Then, discuss how climate influenced what you wrote for each scene.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 8**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>8.17.04 Analyze patterns of movement in space and time. (17A)</p>	<p>Use news archives and information from the Center for Disease Control (CDC) to draw a map showing the movement of the present-day Avian flu from its origins in Asia. As a class, compare and contrast the movement of illnesses, such as the flu, with the movement of people and goods. Do they move in the same ways?</p>	<p>Health: Learn more about the CDC or other government or world health organization. What is the function of this organization? How does it protect and help people? Why is it important to have organizations such as these? Write an essay to present your findings.</p>
<p>8.17.05 Identify physical processes or patterns on Earth. (17B)</p>	<p>Identify a physical process or pattern on Earth. Describe how this process or pattern affects people, plants, or animals. For example, in parts of Central America, volcanoes deposit ash in the soil that is perfect for growing crops of coffee.</p>	<p>Science: Draw a diagram showing Earth's rotation around the sun. Using labels, indicate the beginning of each season in the Northern Hemisphere. Describe how Earth's rotation around the sun and the tilt of its axis create the seasons.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 8**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>8.17.06 Explain the effects of Earth’s physical processes on the quality of natural resources. (17B)</p>	<p>Choose a physical process on Earth and describe how it affects natural resources in an area. For example, you might discuss how the water cycle is an essential part of the growth of forests.</p>	<p>Religion: Stewardship is an important Biblical tenet. For a week, try to cut back on purchasing waste-producing products, including the use of electrical energy. Try to use products that are reusable, recyclable, or otherwise environmentally friendly. When the week is over, compare notes with other students to share experiences and to discover other possible ways to restrict using and wasting resources.</p>
<p>8.17.07 Analyze the causes and effects of changes to ecosystems over time. (17B)</p>	<p>Study a coastal ecosystem in the United States, such as the coast of Louisiana, or a coastal ecosystem in other country. Use maps, aerial photos, and satellite images to determine how the coastline has changed. Identify the causes and effects of these changes and determine their impact on the ecosystem. Present your findings to the class.</p>	<p>Language Arts: Write a short story or poem that illustrates respect for nature. You might try composing from the perspective of a nonhuman creature.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 8**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>8.17.08                      Explain the patterns of natural resource distribution (e.g., petroleum, timber) in various regions of the United States. (17C)</p>	<p>Study maps that show the location of natural resources and major transportation arteries in the United States. Formulate a hypothesis about the relationship between transportation links and the distribution of natural resources.</p>	<p>Science: Consider the distribution of petroleum in the world today. Note that many of the United States' oil refineries are along the Gulf coast. Write a short essay comparing the geology of this region to other regions of the world that also have petroleum resources.</p>
<p>8.17.09                      Explain how human settlement patterns and economic activity are influenced by the location of natural resources. (17C)</p>	<p>Look at a land use and products map. Make a graphic organizer to show reasons why the environment of Illinois is good for farming corn.</p>	<p>Business: Research the kinds of businesses common in Gloucestershire, Massachusetts. How do these businesses differ from those in Springfield, Illinois? How does the natural environment influence economic activities in each area? Present your findings in a Venn diagram.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 8**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>8.17.10 Analyze rapidly growing urban centers to determine the impact of urban sprawl on the physical and human environment. (17C)</p>	<p>Compare economic data of two major cities in the United States in 1960 and in 2000. Note whether these cities experienced periods of rapid growth in that time. Based on the data in the charts, come to a conclusion about how such growth affected the economies of these cities. Predict what the economic data from these cities in the next United States Census Bureau might show. Make a graph based on your prediction.</p>	<p>Language Arts: Compare present day and historical maps of Los Angeles. In small groups, brainstorm how the urban sprawl in this rapidly growing urban center is impacting the physical and human environments of the surrounding area. Write a report to summarize the ideas that come out of your brainstorming session.</p>
<p>8.17.11 Explain how human activity and its geographical consequences affect migration patterns and population growth. (17C)</p>	<p>Research how human activity led to the Dust Bowl disaster in the 1920s and 1930s. Analyze ways the Dust Bowl affected human migration during that time. Make a cause-and-effect chart to explain your analysis.</p>	<p>Language Arts: Read the last chapter of <i>The Grapes of Wrath</i> by John Steinbeck, Penguin Classics, 2006, and write a journal entry that an “Okie” might have made about the challenges of migrating from the Midwest to California.</p>



**ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 8**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>8.17.12 Describe how legacies of the past (e.g., colonialism, independence, wealth, poverty, and exploitation,) have affected past and present human characteristics of places. (17D)</p>	<p>Create an idea web that illustrates how European settlement and the displacement of the Native Americans have a lasting legacy on the human characteristics of Illinois and the United States.</p>	<p>Language Arts: Write an essay about how the legacy of slavery has affected past and present human characteristics of the United States.</p>
<p>8.17.13 Explain, in terms of "push-pull" factors, the major population movements that have occurred in the past and may occur among places and regions. (17D)</p>	<p>Brainstorm the "push" factors that have led people in the past to emigrate from their homelands. (i.e. poverty, religious persecution, or political fear). Also consider the "pull" factors that attracted people to new places (i.e., educational and employment opportunities and family links). Compare these factors with some of the "push-pull" factors behind today's immigration patterns.</p>	<p>Language Arts: Create cause-and effect-charts to show the relationship between the "push-pull" factors behind a major population movement in history (i.e., westward expansion in the United States in the 1800s or the Great Migration).</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 8**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Significant to Develop at Grade 8:</b>                      8.17.14                      Describe the location of places using the global system of time zones.                      (17A)</p>	<p>Compose a scavenger hunt that sends players circling the globe, city to city. First, use a time-zone map to develop clues for each destination point on the world map. Start the hunt in Chicago at 10 A.M. on today’s date. Include at least five clues for each scavenger hunt. Exchange clues and maps with a partner. Solve each other’s scavenger hunt.</p>	<p>Language Arts: Write a travel journal about a trip that you have taken or would like to take. Include in your journal information about the place you visited—its culture, its places of interest, and its people. Be sure to also include information about travel there, such as how to get there and time zone differences.</p>
<p>8.17.15                      Construct a population pyramid that shows the spatial distribution of data.                      (17A)</p>	<p>Using the Internet or library resources, construct two population pyramids. On one, show the age and gender of the population of India. On the other, show the age and gender of the population of Argentina. Explain to a partner what your pyramids indicate about spatial patterns in both countries.</p>	<p>Math. Use the data you have found for the populations of India and Argentina to make four circle graphs. Make two graphs that show the percentages of population by age for India and Argentina. Then, make two graphs that show the percentages of population by gender for India and Argentina.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 8**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>8.17.16 Rank natural hazards based on the degree of impact on people and the physical environment. (17C)</p>	<p>In a small group, make a word web for each of the following natural hazards: <i>hurricanes, earthquakes, tornadoes, tsunamis, ice storms, forest fires, and floods</i>. Consider how each one specifically impacts people and the physical environment. Then rank the hazards based on their degree of impact.</p>	<p>Technology: Research the technology that is used to rate the intensity of earthquakes (Richter magnitude scale), hurricanes (Saffir-Simpson scale), and tornados (Fujita scale). Determine if the ways in which each scale rates destructiveness are comparable. Use the information to debate with a classmate which natural disaster has the most impact on people and the physical environment.</p>
<p>8.17.17 Analyze maps of human settlement and routes traveled in the past to determine the relationship between migration routes and where people settled. (17D)</p>	<p>Study thematic maps of African American, Asian, Hispanic, and American Indian, Inuit, and Aleut settlement. Come to a conclusion about the relationship between the movements of these groups and where they settled. On a map of the United States, plot the locations of these settlements.</p>	<p>Art: Create maps showing migration routes of the first settlers in Illinois. Determine where different groups settled in Illinois and indicate them on the map. Show the settlers' destination in relation to from where they came.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 8**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Useful to Work on at Grade 8:</b>                      8.17.18                      Form a hypothesis about the future effects of the use of technology on Earth's physical systems and patterns in the environment. (17B)</p> <p>8.17.19                      Form a hypothesis about the future effects of the use of technology on the quality and availability of natural resources. (17B)</p>	<p>Choose a technology that you use everyday. List the intended and unintended effects of this technology on people and the environment. Then, predict how this technology might affect people and the environment in the future. Share your predictions with the class.</p> <p>Write a definition of renewable and nonrenewable resources. Then, choose a nonrenewable resource and investigate ways scientists are working to help preserve this resource. Create a presentation based on your research, and deliver it to the class.</p>	<p>Business: Learn more about the alpine glaciers in Europe, and how they have begun to recede rapidly in recent years. Discuss what this might mean to businesses that depend on the glaciers. Then, research what is beginning done to try to slow or reverse this trend.</p> <p>Home Economics: Identify the natural resources used to make some of the products that you have in your home. Try to identify at least three renewable and three nonrenewable resources. As a class, discuss how you might be able to help conserve nonrenewable resources.</p>

# Grade 8 State Goal 18

**State Goal 18: Understand social systems, with an emphasis on the United States.**

**ILLINOIS LEARNING STANDARDS: STATE GOAL 18: GRADE 8**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Critical to Understand and Master at Grade 8:</b>                      8.18.01                      Predict how technology/media will impact culture during students' lifetimes. (18A)</p>	<p>Use a prediction chart to illustrate how computers and the Internet will impact culture during your lifetime.</p>	<p>Business: Investigate which corporations own the three major broadcasting networks; which owns the three largest newspapers, including the Chicago Tribune; and three other major media outlets. Write three questions to make your viewers think about free press and the impact of corporate control in your lifetime. Then make a flow chart of this information.</p>
<p>8.18.02                      Analyze immigration patterns to see how American culture has been shaped. (18A)</p>	<p>Look at maps of immigration patterns during the last century. Draw conclusions about the cultural effects that came about as a result of these settlement patterns.</p>	<p>Language Arts: Write a narrative explaining how immigration has affected your life.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 18: GRADE 8**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>8.18.03 Identify various cultures that have combined to create a larger, multicultural American society. (18A)</p>	<p>Make a large outline of the United States on posterboard. Paste pictures of various modern cultures within American society in the appropriate locations on your map. Consider religion, country of origin, language, specialized occupations, transportation, and climate-based activities. Point out regions where cultural characteristics often overlap and integrate into a new culture.</p>	<p>Language Arts: Write a letter to someone in rural Illinois about your life in Chicago. Describe the various cultures that have combined to create a larger, multicultural American society in your city.</p>
<p>8.18.04 Evaluate the importance of the humanities on cultures (e.g., the literature, art, music, and architecture in the development and transmission of culture). (18A)</p>	<p>Choose an example from each—arts, philosophy, music, literature, and architecture. Then use a main idea chart to evaluate the role each plays in the development of modern American culture. Provide supporting details for each role.</p>	<p>Music: In small groups, choose three of your favorite songs. Discuss them, and brainstorm what it is about the songs that you respond to on a personal level.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 18: GRADE 8**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>8.18.05 Define the concept of the global community. (18A)</p>	<p>Write down a definition of global community and how your life personally reflects your membership. Use this prewriting activity to organize and write an essay on the topic. Provide examples of the three categories of the global community: communication, economy, and culture.</p>	<p>Business: Write a paragraph about how living in a global community can affect businesses around the world.</p>
<p>8.18.06 Describe how interaction among people brings about social change (e.g., natives and colonizers, Peace Corps volunteers). (18B)</p>	<p>Make a display describing the Peace Corps. Identify the institution's purpose and how it brings about social change. Write a paragraph explaining why you would or would not be interested in becoming a Peace Corps volunteer.</p>	<p>Religion: How does the Catholic Church carry out its missionary mandate? Design a poster showing the missionary activity of your church and describe what it does to bring about social change.</p>
<p>8.18.07 Explain how minorities, women, children, and adolescents have affected the roles of social institutions in the United States. (18B)</p>	<p>Use a cluster diagram to explain how the increase in women working outside the home has affected the roles of social institutions.</p>	<p>Art: Make a collage of pictures, clippings, quotations, and other items to explain how Head Start is an example of the evolving role of government institutions trying to meet the changing needs of children and minorities.</p>



**ILLINOIS LEARNING STANDARDS: STATE GOAL 18: GRADE 8**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>8.18.08 Explain how the changing concept of social institutions affects groups in society (e.g., minorities, women, children, adolescents). (18B)</p>	<p>Health care systems practiced benign neglect of women until they entered the workforce and became economically viable, especially with the necessity of the two-income family. Explain this concept and the changes that occurred in the health care system in an essay.</p>	<p>Language Arts: During the 1990s, many people believed the welfare system was misused. Describe in writing how President Clinton’s welfare reform affected minorities, women, and children.</p>
<p>8.18.09 Explain how diverse groups have enriched United States culture. (18C)</p>	<p>Gather samples of music (e.g., blues, jazz, bebop, opera, soul, reggae, gospel, country, bluegrass) from diverse cultures, and listen to them in small groups. Discuss how the music from diverse cultures has enriched American culture.</p>	<p>Music: Make your own song about diversity in the United States. Give examples of diversity and its positive effects on American culture.</p>
<p>8.18.10 Analyze how the ideals of the Founders have influenced the development of multicultural society in the United States. (18C)</p>	<p>How did the first sentence of the Declaration of Independence influence the development of multicultural society in the United States? Write an essay analyzing the ideals incorporated into this sentence.</p>	<p>Language Arts: Consider the idea that the Founders set the bar with their genius at compromise and so influenced the development of multicultural society in the United States. Debate in a small group ideology vs. pragmatism.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 18: GRADE 8**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>8.18.11 Explain the impact of prejudice on the operation of United States’ social, political, and economic institutions over time. (18C)</p>	<p>Research and explain Affirmative Action. Write a position paper regarding this policy in universities. Consider diversity, fairness, reparations, and amends.</p>	<p>Religion: One of the impacts of prejudice is that it divides the human family. What does this mean to Catholics? Make a poster illustrating how we are all “children of God” and our community is one community.</p>
<p>8.18.12 Define cultural exchange and provide examples of cultural exchange between two groups. (18C)</p>	<p>Define cultural exchange and provide examples between Mexican immigrants and United States’ citizens. Show your results in a graphic organizer.</p>	<p>Art: The Columbian exchange represented goods and ideas exchanged between Native Americans and Spanish explorers. Make a pictorial representation of contemporary cultural exchanges between Americans and their former colonizers, France, Spain, Great Britain, and the Netherlands.</p>
<p>8.18.13 Identify ways that United States citizens came together with the government to support the war effort during World War II. (18C)</p>	<p>Make a poster showing how Americans came together with the government to support the war effort during World War II.</p>	<p>Art: Create a photo essay of the aid given to victims of Hurricane Katrina. Show how citizens and government cooperated to help solve this important social problem.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 18: GRADE 8**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Significant to Develop at Grade 8:</b> 8.18.14 Describe how such groups as social clubs, schools, and churches influence the preservation and transmission of culture. (18B)</p>	<p>Present a brief oral presentation on how religious schools, regardless of faith, influence the preservation and transmission of culture.</p>	<p>Religion: Christian conservatives have become a powerful political force. What do they believe and how does it influence the preservation and transmission of Christian culture? Write a position paper on the extent to which religious beliefs should be a part of political leadership and institutions.</p>
<p>8.18.15 Describe the new urbanists. (18B)</p>	<p>Make multiple flow charts showing the relationship among developers, people and their community, and the city and state governments, according to the new urbanists.</p>	<p>Language Arts: Write a brief essay on whether you support the new urbanists.</p>
<p><b>Useful to Work on at Grade 8:</b> 8.18.16 Draw conclusions about how the media creates and/or reinforces societal norms. (18A)</p>	<p>Documentaries are often quite controversial. Watch one alone and then with a small group. Is it more powerful as a shared experience? Use a graphic organizer to write what you know and what you learn to draw a conclusion on whether it creates and/or reinforces societal norms.</p>	<p>Technology: Television programming has been criticized for violent content and the impact on children. Research this issue, and then debate the issue. Consider ideas about V-chips, parental responsibility, and censorship in your debate.</p>