

Correlation of Social Studies Standards, Grade 8

To support social studies instruction in Tennessee and in response to concerns from the field over the differences between the current (2014) and revised (2019) Tennessee Academic Standards for Social Studies, the department has created a series of correlation documents. These documents show the links between the current (2014) and revised (2019) social studies standards. They are intended to serve as a model for educators to reference as they design units and become more familiar with the revised standards.

To prepare to use this document, teachers should thoroughly review it in its entirety. **The bolded portions of the revised (2019) standards show specific areas of new content.** This delineation within the standards will allow teachers to use a targeted approach when preparing materials and lessons. Teachers should focus on acquiring materials and lessons for the parts of the standard that are bolded as they may need further preparation to teach these topics; materials aligned to the un-bolded portions of the standards may only need refinement. In addition to thoughtful preparation using this document, there are additional components for which educators will need to plan and prepare. Districts (and teachers) should use their own judgment as to how best to use this document when preparing instruction.

| Code | Revised (2019) Standards | Content Strand | Code | Current (2014) Standards |
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| 8.01 | Explain the founding and development of Jamestown as the first permanent English colony, its early struggles, the economic and political structure , and role of the Powhatan people. | C, E, G, H, P | 8.02 | Trace and explain the founding of Jamestown, including: (E, G, H) • Virginia Company • James River • John Smith • Pocahontas • Powhatan • John Rolfe • “starving time” • Tobacco • Bacon’s Rebellion • Indentured servants and slaves • The arrival of women • House of Burgesses |
| 8.02 | Explain the founding and development of the Plymouth Colony, including the significance of: the Mayflower Compact, interactions with Squanto, and the role of religious freedom. | C, G, H, P | 8.03 | Explain the founding of the Plymouth Colony, including the Separatists, William Bradford, Mayflower, Mayflower Compact, and Squanto. (C, G, H, P) |
| | | | 8.13 | Analyze the ideas that significantly impacted the development of colonial self-government by citing textual evidence and examining multiple perspectives using excerpts from the following |

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| | | | | documents: (C, H, P) • The First Virginia Charter, 1606 • The Mayflower Compact, 1620 • Charter of the Massachusetts Bay Colony, 1629 • The Fundamental Orders of Connecticut, 1639 • The New England Articles of Confederation, 1643 • The Maryland Toleration Act, 1649 |
| 8.03 | Explain the founding and development of the Massachusetts Bay Colony, including the significance of: • Anne Hutchinson • Role of theocracy • Salem Witch Trials • Town meetings | C, G, H, P | 8.04 | Analyze the reasons for the settlement of the Massachusetts Bay Colony and the events and the key figures of the colonies, including: (C, E, G, H, P) • Non-Separatists/Puritans • John Winthrop • theocracy • Town meetings • Anne Hutchinson and Roger Williams-Rhode Island • Thomas Hooker-Connecticut • Salem Witchcraft Trials |
| | | | 8.13 | Analyze the ideas that significantly impacted the development of colonial self-government by citing textual evidence and examining multiple perspectives using excerpts from the following documents: (C, H, P) • The First Virginia Charter, 1606 • The Mayflower Compact, 1620 • Charter of the Massachusetts Bay Colony, 1629 • The Fundamental Orders of Connecticut, 1639 • The New England Articles of Confederation, 1643 • The Maryland Toleration Act, 1649 |
| 8.04 | Explain the motivation for and the founding of the Rhode Island and Connecticut Colonies, including the roles of Roger Williams and Thomas Hooker. | C, G, H, P | 8.04 | Analyze the reasons for the settlement of the Massachusetts Bay Colony and the events and the key figures of the colonies, including: (C, E, G, H, P) • Non-Separatists/Puritans • John Winthrop • theocracy • Town meetings • Anne Hutchinson and Roger Williams-Rhode Island • Thomas Hooker-Connecticut • Salem Witchcraft Trials |

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| | | | 8.13 | Analyze the ideas that significantly impacted the development of colonial self-government by citing textual evidence and examining multiple perspectives using excerpts from the following documents: (C, H, P) • The First Virginia Charter, 1606 • The Mayflower Compact, 1620 • Charter of the Massachusetts Bay Colony, 1629 • The Fundamental Orders of Connecticut, 1639 • The New England Articles of Confederation, 1643 • The Maryland Toleration Act, 1649 |
| 8.05 | Analyze the economic motivation for the Dutch founding New Netherlands, the diverse population of the colony, and the transition to the English colony of New York. | C, E, G, H, P | 8.05 | Describe the settlement of New Netherlands and the subsequent possession of the colony by the English, including: (C, E, G, H) • Dutch influences • Peter Stuyvesant • Patroon System • Renaming to New York • Diverse population |
| 8.06 | Analyze the founding of Pennsylvania as a haven for Quakers and the tolerance that drew many different groups to the colony, including the significance of: • William Penn • Philadelphia • Relationship with American Indians • Role of women | C, E, G, H, P | 8.06 | Analyze the founding of Pennsylvania as a haven for Quakers and the tolerance that drew many different groups to the colony, including: (C, E, H, P) • William Penn • Philadelphia • Role of women • Relationship with Indians |
| 8.07 | Explain the reasons behind the settlement of the Georgia Colony, including: its designation as a “debtor” colony, its function as a “buffer” colony, and the role of James Oglethorpe in its founding. | C, E, G, H, P | 8.07 | Explain the reasons behind the settlement of the Georgia Colony, including the role of James Oglethorpe and Georgia as a “debtor” colony and a “buffer” colony. (C, E, G, H) |
| 8.08 | Locate and identify the Thirteen Colonies, and describe how their location and geographic features influenced regional economic development. | E, G, H, P | 8.10 | Locate and identify the first 13 colonies, and describe how their location and geographic features influenced their development. (E, G, H, P) |
| 8.09 | Compare and contrast the locations and goals of British, French, and Spanish settlements in North America. | C, E, G, H, P | 8.15 | Compare the government structures and economic base and cultural traditions of New France and the English colonies. (C, E, G, H, P) |

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| 8.10 | Identify the origins and development of slavery in the colonies, overt and passive resistance to enslavement, and the Middle Passage. | C, E, G, H, P | 8.14 | Identify the origins and development of slavery in the colonies, overt and passive resistance to enslavement, and the Middle Passage. (C, E, G, H, P) |
| 8.11 | Describe the significance of the First Great Awakening, including its role in unifying the colonies and the growth of religious tolerance. | C, H | 8.11 | Describe the significance of and the leaders of the First Great Awakening, and the growth in religious toleration and free exercise of religion. (C, H, P) |
| 8.12 | Explain the Navigation Acts and the policy of mercantilism. | E, G, H | 8.22 | Analyze the social, political and economic causes of the American Revolution and the major battles, leaders and events, including: (C, E, H, P) • Mercantilism • Pontiac’s Rebellion • The Proclamation of 1763 • The Sugar Act, 1764 • The Quartering Act, 1765 • The Stamp Act, 1765 • The Declaratory Act, 1766 • The Townshend Act, 1767 • The Boston Massacre, 1770 • The Boston Tea Party, 1773 • The Intolerable Acts, 1774 • Patrick Henry • Benjamin Franklin • John Adams • Sam Adams • John Hancock • Thomas Jefferson • Sons of Liberty |
| 8.13 | Explain the significance of the Ohio River Valley leading to the French and Indian War and the events and consequences of the conflict, including: the massacre at Fort Loudoun, the Treaty of Paris of 1763, war debt , and the Proclamation Line of 1763. | C, E, G, H, P, T | 8.19 | Describe the causes, course, and outcome of the French and Indian War, including the massacre at Fort Loudoun. (C, G, H, P, TN) |
| | | | 8.22 | Analyze the social, political and economic causes of the American Revolution and the major battles, leaders and events, including: (C, E, H, P) • Mercantilism • Pontiac’s Rebellion • The Proclamation of 1763 • The Sugar Act, 1764 • The Quartering Act, 1765 • The Stamp Act, 1765 • The Declaratory Act, 1766 • The Townshend Act, 1767 • The Boston Massacre, 1770 • The Boston Tea Party, 1773 • The Intolerable Acts, 1774 • Patrick Henry • |

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| | | | | Benjamin Franklin • John Adams • Sam Adams • John Hancock • Thomas Jefferson • Sons of Liberty |
| 8.14 | Explain the political contributions of Benjamin Franklin to the U.S., including the "Join or Die" cartoon and Albany Plan of Union. | C, E, H, P | 8.17 | Evaluate the contributions of Benjamin Franklin to American society in the areas of science, writing and literature, and politics, including analysis of excerpts from Poor Richard's Almanack, The Autobiography of Benjamin Franklin, the Albany Plan of Union and the Join or Die cartoon. (C, H, P) |
| 8.15 | Analyze the social, political, and economic causes of the events and groups of the American Revolution, including: • The Quartering Act, 1765 • The Stamp Act, 1765 • The Declaratory Act, 1766 • The Townshend Acts, 1767 • The Boston Massacre, 1770 • The Boston Tea Party, 1773 • Intolerable/Coercive Acts, 1774 • Sons of Liberty | C, E, G, H, P | 8.22 | Analyze the social, political and economic causes of the American Revolution and the major battles, leaders and events, including: (C, E, H, P) • Mercantilism • Pontiac's Rebellion • The Proclamation of 1763 • The Sugar Act, 1764 • The Quartering Act, 1765 • The Stamp Act, 1765 • The Declaratory Act, 1766 • The Townshend Act, 1767 • The Boston Massacre, 1770 • The Boston Tea Party, 1773 • The Intolerable Acts, 1774 • Patrick Henry • Benjamin Franklin • John Adams • Sam Adams • John Hancock • Thomas Jefferson • Sons of Liberty |
| 8.16 | Explain the historical purposes and consequences of Thomas Paine's <i>Common Sense</i> . | C, H, P | 8.24 | Using Thomas Paine's <i>Common Sense</i> and <i>The Crisis</i> identify aspects of the texts that reveal the author's point of view and purpose including loaded language. (H, P) |
| 8.17 | Locate and explain the significance of the battles of the American Revolution prior to the signing of the Declaration of Independence , including Lexington and Concord and Bunker (Breed's) Hill. | C, E, G, H, P | 8.25 | Identify and explain the significance of the major battles, leaders, and events of the American Revolution, including: (C, E, H, P, TN) • Battles of Lexington and Concord • Capture of Fort Ticonderoga • Battle of Bunker Hill (Breed's Hill) • Battle of Trenton and Princeton • Battle of Saratoga • Valley Forge • Battle of King's Mountain • Battle of Yorktown • George Washington • Benedict Arnold • |

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| | | | | Hessians • Marquis de La Fayette • Friedrich von Steuben • George Rogers Clark • Francis Marion |
| 8.18 | Explain the historical and present-day significance of the Declaration of Independence. (T.C.A. § 49-6-1028) | C, H, P, TCA | 8.23 | Determine the central ideas expressed in the Declaration of Independence and write an expository piece in which the legacy of these ideas in today's world is described and validated with supporting evidence from the text. (H, P) |
| 8.19 | Compare and contrast the points of view of Loyalists and Patriots. | C, G, H, P | 8.27 | Compare the points of views of the Loyalists and Patriots by integrating visual information through charts, graphs, or images with print texts. (C, E, G, H, P) |
| 8.20 | Locate and explain the significance of the following during the American Revolution: • Struggles of the Continental Army • Battles of Trenton and Princeton • Battle of Kings Mountain • Battle of Saratoga • Battle of Yorktown • Guerrilla warfare | C, H, P, T | 8.25 | Identify and explain the significance of the major battles, leaders, and events of the American Revolution, including: (C, E, H, P, TN) • Battles of Lexington and Concord • Capture of Fort Ticonderoga • Battle of Bunker Hill (Breed's Hill) • Battle of Trenton and Princeton • Battle of Saratoga • Valley Forge • Battle of King's Mountain • Battle of Yorktown • George Washington • Benedict Arnold • Hessians • Marquis de La Fayette • Friedrich von Steuben • George Rogers Clark • Francis Marion |
| 8.21 | Analyze the strengths and weaknesses of the Articles of Confederation, and describe the Land Ordinance of 1785, the Northwest Ordinance of 1787, the Northwest Territory, the Lost State of Franklin, and Shays' Rebellion. | E, G, H, P, T | 8.29 | Analyze the Land Ordinance of 1785 and the Northwest Ordinance of 1787 and their impact on the future development of western settlement and the spread of public education and slavery. (E, G, P) |
| | | | 8.30 | Analyze the weaknesses of the Articles of Confederation, including no power to tax, no common currency, no control of interstate commerce, and no executive branch, failure of the Lost State of Franklin and the impact of Shays' Rebellion. (C, E, H, P, TN) |

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| | | | 8.64 | Describe the significance of the Northwest Ordinance and the banning of slavery in new states north of the Ohio River. (C, E, P) |
| 8.22 | Describe the roles of James Madison and George Washington during the Constitutional Convention, and analyze the major issues debated, including the Great Compromise and the Three-Fifths Compromise. (T.C.A. § 49-6-1028) | E, H, P, TCA | 8.31 | Identify the various leaders of the Constitutional Convention and analyze the major issues they debated, including: (C, E, H) • distribution of power between the states and federal government • Great Compromise • Slavery and the 3/5 Compromise • George Washington and James Madison |
| 8.23 | Examine the principles and purposes of government articulated in the Preamble and principles stated in the Constitution, including: the separation of powers, federalism, and checks and balances. (T.C.A. § 49-6-1028) | H, P, TCA | 8.33 | Describe the principles embedded in the Constitution, including the purposes of government listed in the Preamble, separation of powers, check and balances, the amendment process, federalism, and recognition of and protections of individual rights in the Bill of Rights. (P) |
| 8.24 | Describe the conflict between Federalists and Anti-Federalists over the ratification of the Constitution, including the protection of individual rights through the Bill of Rights and concern for states' rights. (T.C.A. § 49-6-1028) | H, P, TCA | 8.32 | Explain the ratification process and describe the conflict between Federalists and Anti-Federalists over ratification, including the need for a Bill of Rights and concern for state's rights, citing evidence from the Federalist Papers No. 10 and 51 and other primary source texts. (H, P) |
| | | | 8.33 | Describe the principles embedded in the Constitution, including the purposes of government listed in the Preamble, separation of powers, check and balances, the amendment process, federalism, and recognition of and protections of individual rights in the Bill of Rights. (P) |
| 8.25 | Analyze the major events of the administration of President George Washington, including: the precedents he set , Whiskey Rebellion, and ideas presented in his farewell address. | E, G, H, P | 8.35 | Analyze the major events of George Washington's presidency, including Pinckney's Treaty, Jay's Treaty, Whiskey Rebellion, and precedents set in the Farewell Address. (G, P) |

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| 8.26 | Explain how conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties by analyzing their views on foreign policy, economic policy, a national bank, and strict versus loose interpretation of the Constitution. | C, E, G, H, P | 8.36 | Explain the strict versus loose interpretation of the Constitution and how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties by analyzing their views of foreign policy, economic policy (including the National Bank), funding, and assumption of the revolutionary debt. (C, E, G, H, P) |
| 8.27 | Explain the controversies that plagued the administration of President John Adams, including: the conflicts with Great Britain and France, the XYZ Affair , and the Alien and Sedition Acts. | E, G, H, P | 8.37 | Explain the controversies that plagued the administration of John Adams, including the conflicts with England and France and the Alien and Sedition Acts. (H, P) |
| 8.28 | Identify how westward expansion led to the statehood of Tennessee and the importance of the first state constitution (1796). (T.C.A. § 49-6-1028) | G, H, P, T, TCA | 8.39 | Identify the leaders and events and analyze the impact of western expansion to the development of Tennessee statehood, including: (G, H, P, TN) • William Blount • John Sevier • Rocky Mount • Treaty of Holston • Cumberland Gap • River systems • Natchez Trace • Jackson Purchase |
| 8.29 | Analyze the significance of the election of 1800 and Chief Justice John Marshall's opinion in <i>Marbury v. Madison</i> . | H, P | 8.40 | Analyze the role played by John Marshall in strengthening the central government, including the key decisions of the Supreme Court - <i>Marbury v. Madison</i> , <i>Gibbons v. Ogden</i> , and <i>McCulloch v. Maryland</i> . (H, P) |
| | | | 8.41 | Explain the major events of Thomas Jefferson's presidency, including his election in 1800, Louisiana Purchase, the defeat of the Barbary pirates, and the Embargo Act. (E, G, H) |
| 8.30 | Explain the major events of Thomas Jefferson's presidency, including: • Conflict with the Barbary pirates • Embargo Act • Lewis and Clark Expedition • Louisiana Purchase | E, G, H, P | 8.41 | Explain the major events of Thomas Jefferson's presidency, including his election in 1800, Louisiana Purchase, the defeat of the Barbary pirates, and the Embargo Act. (E, G, H) |

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| | | | 8.42 | Analyze the impact of the Lewis and Clark Expedition by identifying the routes on a map, citing evidence from their journals. (C, E, G, H) |
| 8.31 | Explain the causes, course, and consequences of the War of 1812, including: • Use of impressment and trade restrictions between the U.S. and Great Britain • Roles of Andrew Jackson and William Henry Harrison • Significance of the Treaty of Ghent • Rise in nationalism in the U.S. | C, E, G, H, P, T | 8.43 | Explain the causes, course, and consequences of the War of 1812, including the major battles, leaders, events and role of Tennessee: (E, H, P, TN) • Impressment • War Hawks • Henry Clay • Burning of Washington • Fort McHenry • William Henry Harrison • Tecumseh • Andrew Jackson • Battle of Horseshoe Bend • Battle of New Orleans |
| 8.32 | Identify and locate the changing boundaries of the U.S. as a result of the Convention of 1818 and the Adams-Onis Treaty. | G, P | 8.44 | Identify on a map the changing boundaries of the United States, including the Convention of 1818 and Adams-Onis Treaty. (G, P) |
| 8.33 | Analyze the purpose and effects of the Monroe Doctrine. | E, H, P | 8.45 | Analyze the relationship the United States had with Europe, including the influence of the Monroe Doctrine (E, G, P) |
| 8.34 | Describe the development of the agrarian economy in the South, the locations of the cotton- producing states, the significance of cotton and the cotton gin, and the founding of Memphis as a center for cotton and the slave trade. | C, E, G, H, P, T | 8.51 | Trace the development of the agrarian economy in the South, the locations of the cotton- producing states, and the significance of cotton, the cotton gin and the role of Memphis as the Cotton Capital of the South. (C, E, G, P, TN) |
| 8.35 | Analyze the characteristics of Southern society and its influence on the social and political conditions prior to the Civil War. | C, E, G, H, P, T | 8.52 | Analyze the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War. (C, E, G) |
| 8.36 | Identify the conditions of enslavement, and explain how slaves adapted to and resisted bondage in their daily lives, including Nat Turner's revolt. | C, G, H | 8.71 | Identify the conditions of enslavement, and explain how slaves adapted and resisted in their daily lives. (C, H) |

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| 8.37 | Explain the development of the American Industrial Revolution, including: • Eli Whitney and interchangeable parts • Emergence of trade unions • Lowell System • Role of the textile industry • Samuel Slater | C, E, G, H, P | 8.73 | Describe the influence of industrialization and technological developments of the regions, including human modification of the landscape and how physical geography shaped human actions-growth of cities, deforestation, farming and mineral extraction. (E, G, H, P) |
| 8.38 | Describe how technological developments affected the growth of the industrial economy and cities in the North. | C, E, G, H, P | 8.73 | Describe the influence of industrialization and technological developments of the regions, including human modification of the landscape and how physical geography shaped human actions-growth of cities, deforestation, farming and mineral extraction. (E, G, H, P) |
| 8.39 | Identify the push-pull factors for Irish and German immigrants, and describe the impact of their arrival in the U.S. prior to the Civil War. | C, E, G, H, P | 8.47 | Explain the causes and effects of the wave of immigration from Northern Europe to the United States, and describe the growth in the number, size, and spatial arrangements of cities as a result of events such as the Great Potato Famine. (C, E, G, P) |
| 8.40 | Analyze the development of roads, canals, railroads, and steamboats throughout the U.S., including the Erie Canal and the National Road. | C, E, G, H, P | 8.46 | Analyze the physical obstacles to and the economic and political factors involved in building a network of roads, canals and railroads , including Henry Clay’s American System. (E, G, H, P) |
| 8.41 | Describe the significance of the Second Great Awakening and its influence on reform in the 19 th century. | C, H | 8.48 | Analyze the 19th century reforms influenced by the 2nd Great Awakening such as the Temperance Movement, Prison Reform, Mental Health Reform, and education, including tent meetings, establishment of new churches, Horace Mann, Dorothea Dix, and temperance societies. (C, P) |
| 8.42 | Analyze the development of the women’s suffrage movement, including the Seneca Falls Convention , and the ideals of Susan B. Anthony, Elizabeth Cady Stanton, and Sojourner Truth. | C, H, P | 8.49 | Analyze the women’s suffrage movement and its major proponents, including Elizabeth Cady Stanton, Lucretia Mott, and Susan B. Anthony and examine |

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| | | | | excerpts from the writings of Stanton, Anthony and Sojourner Truth. (C, P) |
| 8.43 | Analyze the significance of leading abolitionists, including William Lloyd Garrison, Frederick Douglass, Elihu Embree, and Harriet Tubman, and the methods they used to spread the movement. | C, E, H, P, T | 8.66 | Analyze the impact of the various leaders of the abolitionist movement, including John Brown and armed resistance; Harriet Tubman and the Underground Railroad; William Lloyd Garrison and The Liberator; Frederick Douglass and the Slave Narratives; and Harriet Beecher Stowe’s Uncle Tom’s Cabin, Virginia Hill and Free Hill, Tennessee; Francis Wright and Nashoba Commune; and Elihu Embree’s The Emancipator. (C, E, H, P, TN) |
| 8.44 | Analyze the role played by Chief Justice John Marshall in strengthening the judicial branch, including the key decisions of the Supreme Court in <i>Gibbons v. Ogden</i> and <i>McCulloch v. Maryland</i> . | C, E, H, P | 8.40 | Analyze the role played by John Marshall in strengthening the central government, including the key decisions of the Supreme Court - Marbury v. Madison, Gibbons v. Ogden, and McCulloch v. Maryland. (H, P) |
| 8.45 | Examine the importance of the elections of 1824 and 1828, including: the corrupt bargain, the spoils system, and Jacksonian Democracy. | C, G, H, P, T | 8.55 | Explain the events and impact of the presidency of Andrew Jackson, including the “corrupt bargain,” the advent of Jacksonian Democracy, his use of the spoils system and the veto, his battle with the Bank of the United States, the Nullification Crisis and the Indian removal. (C, E, G, H, P, TN) |
| 8.46 | Examine President Andrew Jackson’s actions regarding the Bank of the U.S. and the Nullification Crisis, and analyze the effects of these events on the nation. | C, E, H, P, T | 8.54 | Identify the constitutional issues posed by the doctrine of nullification and secession and analyze the earliest origins of that doctrine. (C, P) |
| | | | 8.55 | Explain the events and impact of the presidency of Andrew Jackson, including the “corrupt bargain,” the advent of Jacksonian Democracy, his use of the spoils system and the veto, his battle with the Bank of the United States, the Nullification Crisis and the Indian removal. (C, E, G, H, P, TN) |

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| 8.47 | Describe the impact of the Indian Removal Act and the struggle between the Cherokee Nation and the U.S. government, including the significance of Worcester v. Georgia and the Trail of Tears. | C, G, H, P, T | 8.57 | Write a narrative piece that describes the impact of the Indian Removal Act of 1830 and the struggle between the Cherokee Nation and the United States government and cites evidence from primary source accounts of the Trail of Tears. (C, G, H, TN) |
| 8.48 | Identify that the Tennessee Constitution of 1834 expanded voting rights for non-property owners. (T.C.A. 49-6-1028) | H, P, T, TCA | NEW | |
| 8.49 | Analyze the concept of Manifest Destiny and its impact on the development of the nation, and describe the economic incentives for westward expansion. | C, E, G, H, P | 8.58 | Describe the concept of Manifest Destiny and its impact on the developing character of the American nation, including the purpose, challenges and economic incentives for westward expansion. (C, E, G, H, P) |
| 8.50 | Explain the reasons for and the provisions of the Missouri Compromise (i.e., Compromise of 1820) and its impact on expansion . | G, H, P | 8.65 | Describe the reasons for and the impact of the Missouri Compromise of 1820. (G, H, P) |
| 8.51 | Describe American settlements in Texas after 1821, the causes of the Texas War for Independence, the roles of David Crockett and Sam Houston, and the legacy of the Alamo. | C, G, H, P, T | 8.59 | Describe American settlements in Texas after 1821 and the causes for the Texas War of Independence, including the roles of David Crockett and Sam Houston in the war and the legacy of the Alamo. (G, H, P, TN) |
| 8.52 | Analyze the reasons for and outcomes of groups moving west, including the significance of: • Fur traders • Mormons • Oregon Trail • Santa Fe Trail | C, E, G, H | 8.6 | Analyze the reasons, outcome and legacy of groups moving west including the mountain men/trail blazers, Mormons, missionaries, settlers, and the impact of the Oregon Trail and John C. Frémont. (C, G, H) |
| 8.53 | Identify the major events and impact of James K. Polk's presidency, including the annexation of Texas and the settlement of the Oregon boundary. | E, G, H, P, T | 8.60 | Describe the major events and impact of the presidency of James K. Polk, including his "Dark Horse" nomination, the settlements of the Oregon boundary, the annexation of Texas, and the |

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| | | | | acquisition of California through the Mexican War. (E, G, H, P) |
| 8.54 | Describe the causes and consequences of the Mexican War, including the controversy over the Rio Grande boundary and the Mexican Cession. | C, E, G, H, P | 8.62 | Describe the causes, course, and consequences of the Mexican War, including the controversy over the Rio Grande boundary, the roles played by Zachary Taylor and Winfield Scott, the Mexican Cession and the Wilmot Proviso. (C, E, G, H, P) |
| 8.55 | Analyze the discovery of gold in California, its social and economic impact on the U.S., and the major migratory movement (including the forty-niners and Asian immigrants). | C, E, G, H | 8.63 | Trace the major figures and events in the discovery of gold in California and its impact on the economy of the United States, including John Sutter, and 49'ers. (C, E, G, H) |
| | | | 8.58 | Describe the concept of Manifest Destiny and its impact on the developing character of the American nation, including the purpose, challenges and economic incentives for westward expansion. (C, E, G, H, P) |
| 8.56 | Explain the reasons for and the impact of the Compromise of 1850 (including Henry Clay's role as "The Great Compromiser") and the Fugitive Slave Act (including Harriet Beecher Stowe's influence with <i>Uncle Tom's Cabin</i>). | C, E, G, H, P | 8.66 | Analyze the impact of the various leaders of the abolitionist movement, including John Brown and armed resistance; Harriet Tubman and the Underground Railroad; William Lloyd Garrison and <i>The Liberator</i> ; Frederick Douglass and the <i>Slave Narratives</i> ; and Harriet Beecher Stowe's <i>Uncle Tom's Cabin</i> , Virginia Hill and Free Hill, Tennessee; Francis Wright and Nashoba Commune; and Elihu Embree's <i>The Emancipator</i> . (C, E, H, P, TN) |
| | | | 8.67 | Explain the reasons for and the impact of the Compromise of 1850, including the roles played Daniel Webster and John C. Calhoun and the Fugitive Slave Law. (C, E, G, H, P) |
| 8.57 | Describe the significance of the Gadsden Purchase of 1853. | E, G, H, P | NEW | |

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| 8.58 | Explain the motivations behind the passage of the Kansas-Nebraska Act of 1854, and analyze the effects of act , including: • Rise of the Republican Party • “Bleeding Kansas” • Preston Brooks’ attack on Charles Sumner • John Brown’s raid at Harper’s Ferry | C, H, P | 8.68 | Explain the motivations behind passage of the Kansas-Nebraska Act of 1854, including the rise of the Republican Party, “Bleeding Kansas,” the Sumner Brooks incident, and the John Brown raid on Harper’s Ferry. (H, P) |
| 8.59 | Analyze the <i>Dred Scott v. Sandford</i> decision and the resulting split between the North and South. | C, H, P | 8.69 | Analyze the reasons for and applied by the Supreme Court in the <i>Dred Scott v. Sandford</i> case and the resulting divisiveness between the North and South. (C, H, P) |
| 8.60 | Explain the arguments presented by Stephen Douglas and Abraham Lincoln on slavery in the Illinois Senate race debates of 1858. | C, H, P | 8.70 | Examine the arguments presented by Stephen Douglas and Abraham Lincoln in the Illinois Senate race debate of 1858. (H, P) |
| 8.61 | Describe the election of 1860 and its candidates (i.e., John Bell, Stephen Douglas, Abraham Lincoln, and John Breckinridge), and analyze how the campaigns reflected sectional turmoil in the country. | C, G, H, P, T | 8.74 | Evaluate each candidate and the election of 1860 and analyze how that campaign reflected the sectional turmoil in the country. (G, P, TN) |
| 8.62 | Describe the outbreak of the Civil War and the resulting sectional differences, including: • Economic, geographic, and technological advances • Military strategies • Roles of President Abraham Lincoln and Jefferson Davis • Significance of Fort Sumter • Geographical divisions within states | C, E, G, H, P, T | 8.72 | Identify on a map the boundaries constituting the North and the South and delineate and evaluate the geographical differences between the two regions, including the differences between agrarians and industrialists. (E, G, P) |
| | | | 8.75 | Explain the geographical division of Tennessee over the issue of slavery and secession, including Governor Harris, the secession convention vote of 1861, anti-secession efforts, and Scott County. (P, TN) |

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| | | | 8.77 | Explain the roles of leaders during the Civil War, including Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Stonewall Jackson and soldiers on both sides of the war, including Tennesseans David Farragut, Nathan Bedford Forrest and William Brownlow. (C, E, H, P, TN) |
| | | | 8.80 | Trace the critical developments and events in the war, including geographical advantages and economic advantages of both sides, technological advances and the location and significance of the following battles: • Anaconda Plan • First Battle of Bull Run • Fort Henry and Fort Donelson • Shiloh • Antietam • Stones River • Fredericksburg • Chancellorsville • Gettysburg • Vicksburg • Chickamauga • Lookout Mountain • Franklin • Nashville • Sherman’s “March to the Sea” • Appomattox Court House |
| | | | 8.76 | Describe Abraham Lincoln’s presidency and his significant writings and speeches, including his House Divided speech in 1858, Gettysburg Address in 1863, Emancipation Proclamation in 1863 and inaugural addresses in 1861 and 1865. (C, H, P) |
| 8.63 | Explain the significance of the following battles, events, and leaders during the Civil War, including: • First Battle of Bull Run • Battle of Shiloh • Battle of Antietam • Battle of Gettysburg • Battle of Vicksburg • Sherman’s March to the Sea • Surrender at Appomattox Court House • David Farragut • | G, H, P, T | 8.77 | Explain the roles of leaders during the Civil War, including Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Stonewall Jackson and soldiers on both sides of the war, including Tennesseans David Farragut, Nathan Bedford Forrest and William Brownlow. (C, E, H, P, TN) |

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| | Nathan Bedford Forrest • Ulysses S. Grant • Thomas “Stonewall” Jackson • Robert E. Lee | | 8.80 | Trace the critical developments and events in the war, including geographical advantages and economic advantages of both sides, technological advances and the location and significance of the following battles: • Anaconda Plan • First Battle of Bull Run • Fort Henry and Fort Donelson • Shiloh • Antietam • Stones River • Fredericksburg • Chancellorsville • Gettysburg • Vicksburg • Chickamauga • Lookout Mountain • Franklin • Nashville • Sherman’s “March to the Sea” • Appomattox Court House |
| 8.64 | Analyze the significance of the Emancipation Proclamation and the Gettysburg Address. | H, P | 8.76 | Describe Abraham Lincoln’s presidency and his significant writings and speeches, including his House Divided speech in 1858, Gettysburg Address in 1863, Emancipation Proclamation in 1863 and inaugural addresses in 1861 and 1865. (C, H, P) |
| 8.65 | Describe African American involvement in the Union army, including the Massachusetts 54th Regiment at Fort Wagner and the 13th U.S. Colored Troops in the Battle of Nashville. (T.C.A. § 49-6-1006) | C, G, H, T, TCA | 8.78 | Describe African-American involvement in the Union army, including the Massachusetts 54th Regiment and the 13th U.S. Colored Troops in the Battle of Nashville. (C, H, TN) |
| 8.66 | Analyze how the writings of Sam Watkins and Elisha Hunt Rhodes illustrated the daily life of the common soldier. | C, H, T | 8.79 | Cite textual evidence analyzing the life of the common soldier in the Civil War, including Sam Watkins and Sam Davis. (C, H, TN) |
| 8.67 | Analyze the immediate political impact of the assassination of President Abraham Lincoln and Andrew Johnson’s ascension to the presidency. | H, P, T | 8.81 | Assess the impact of the assassination of President Abraham Lincoln on both the North and the South. (C, E, H, P) |
| | | | 8.83 | Analyze the choice of Andrew Johnson as Vice-President, his succession to the Presidency, his plan for Reconstruction and his conflict with the Radical Republicans. (H, P, TN) |

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| 8.68 | Explain the significance of the 13 th , 14 th , and 15 th Amendments to the U.S. Constitution. | E, H, P, T | 8.82 | Explain the significance of 13th, 14th and 15th Amendments to the U.S. Constitution. (P) |
| 8.69 | Analyze President Abraham Lincoln’s Ten Percent Plan, President Andrew Johnson’s Plan, and the Radical Republican Plan for Reconstruction. | C, E, G, H, P, T | 8.84 | Compare the 10 Percent Plan to the Radical Republican Plan for Reconstruction. (C, P) |
| | | | 8.83 | Analyze the choice of Andrew Johnson as Vice-President, his succession to the Presidency, his plan for Reconstruction and his conflict with the Radical Republicans. (H, P, TN) |
| 8.70 | Identify the significance of the Tennessee Constitution of 1870, including the right of all men to vote and the establishment of a poll tax. (T.C.A. § 49-6-1028) | H, P, T, TCA | NEW | |
| 8.71 | Analyze the conflict between President Andrew Johnson and the Radical Republicans, including Johnson’s veto of the Tenure of Office Act and his impeachment. | H, P, T | 8.83 | Analyze the choice of Andrew Johnson as Vice-President, his succession to the Presidency, his plan for Reconstruction and his conflict with the Radical Republicans. (H, P, TN) |
| 8.72 | Explain the restrictions placed on the rights and opportunities of freedmen, including: racial segregation, black codes , and the efforts of the Freedmen’s Bureau to address the problems confronting newly freed slaves. | C, H, P, T | 8.85 | Explain the effects of the Freedmen’s Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and Jim Crow laws. (C, H, P) |
| 8.73 | Trace the rise of the Ku Klux Klan and vigilante justice in the South and in Tennessee, including the role of Governor William Brownlow. | C, H, P, T | 8.77 | Explain the roles of leaders during the Civil War, including Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Stonewall Jackson and soldiers on both sides of the war, including Tennesseans David Farragut, Nathan Bedford Forrest and William Brownlow. (C, E, H, P, TN) |
| | | | 8.86 | Trace the rise of the Ku Klux Klan and vigilante justice, including its role in Tennessee. (C, P, TN) |

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| 8.74 | Explain the roles carpetbaggers and scalawags played during Reconstruction. | C, E, G, H, P | 8.87 | Explain the movement of both white and black Northern entrepreneurs (carpetbaggers) from the North to the South. (C, E, P) |
| 8.75 | Explain the Compromise of 1877 and its role in ending Radical Reconstruction . | C, H, P | 8.88 | Explain the controversy of the 1876 presidential election and the subsequent removal of federal troops from the South. (H, P) |