

CHINO VALLEY UNIFIED SCHOOL DISTRICT  
CURRICULUM GUIDE  
UNITED STATES HISTORY AND GEOGRAPHY: GROWTH AND CONFLICT

Course Number	3038
	3039 Gate/Honors
Department	Social Science
Length of Course	One (1) Year
Grade Level	8
Board Approved	June 19, 2008

**Description of Course** - Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

**Rationale** - To have an understanding of why the United States is as it is today, one must understand what we were like in the past. To understand present day social, cultural and legal questions, one must have an understanding of what questions prompted discussion and change in the past. To have an understanding of the 20<sup>th</sup> and 21<sup>st</sup> Century America, one needs to understand the 19<sup>th</sup> Century, with its pivotal war, the Civil War. To be an informed citizen, one must understand the political system we have in the United States. This class directly leads into 11<sup>th</sup> Grade US History and 12<sup>th</sup> Grade Government.

**Standard 8.1** Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

1.1 Objective: Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.

1.1.1 Performance Indicator: Students will be able to demonstrate an understanding of religious differences and Enlightenment ideas that created an environment conducive to revolution.

1.2 Objective: Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights").

- 1.2.1 Performance Indicator: Students will be able to demonstrate an understanding of the Declaration of Independence, with an emphasis on its philosophical underpinnings and how its philosophies are the basis for our present government.
- 1.3 Objective: Analyze how the American Revolution affected other nations, especially France.
  - 1.3.1 Performance Indicator: Students will be able to demonstrate an understanding of how the ideas of equality and freedom spread to other countries and resulted in revolutions/revolts, with an emphasis on the French Revolution.
- 1.4 Objective: Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.
  - 1.4.1 Performance Indicator: Students will be able to demonstrate an understanding of the historical philosophies that influenced the nation's government, with an emphasis on the English Parliament, Roman Republicanism, and Enlightenment principles.

**Standard 2** Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

- 2.1 Objective: Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.
  - 2.1.1 Performance Indicator: Students will be able to demonstrate an understanding of previous written attempts at protecting individual freedoms and outlining governmental powers, with an emphasis on the Magna Carta, the English Bill of Rights and the Mayflower Compact.
- 2.2 Objective: Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.
  - 2.2.1 Performance Indicator: Students will be able to demonstrate an understanding of the similarities and the differences between the Articles of Confederation and the Constitution, with an emphasis on how each implemented ideas from the Articles of Confederation.
- 2.3 Objective: Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.

- 2.3.1 Performance Indicator: Students will be able to demonstrate an understanding of the various differing opinions that had to be mediated, and the compromises that ensued as the Constitution was being written, with an emphasis on shared federal/state powers, 3/5ths Compromise and the Great Compromise.
- 2.4 Objective: Describe the political philosophy underpinning the Constitution as specified in the *Federalist Papers* (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.
- 2.4.1 Performance Indicator: Students will be able to demonstrate an understanding of the Federalist and Anti-Federalist positions, with an emphasis on the roles of the leaders of the movements.
- 2.5 Objective: Understand the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.
- 2.5.1 Performance Indicator: Students will be able to demonstrate an understanding of Virginia's Statute for Religious Freedoms, with an emphasis on how it influenced the 1<sup>st</sup> amendment and the idea of separation of church and state.
- 2.6 Objective: Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.
- 2.6.1 Performance Indicator: Students will be able to demonstrate an understanding of the governmental powers set forth in the Constitution, and the limits to that power ensured by the Bill of Rights.
- 2.7 Objective: Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.
- 2.7.1 Performance Indicator: Students will be able to demonstrate an understanding of how the government works, its powers, and its limits by other parts of the government and freedoms from the Bill of Rights.

**Standard 3** Students understand the foundation of the American political system and the ways in which citizens participate in it.

- 3.1 Objective: Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.
- 3.1.1 Performance Indicator: Students will be able to demonstrate an understanding of how state constitutions influenced the writing of our national Constitution and began a division of the United States based upon attitudes toward slavery.
- 3.2 Objective: Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.
- 3.2.1 Performance Indicator: Students will be able to demonstrate an understanding of the Land Ordinances that divided the Old Northwest, and how this set a precedent as to how to divide federal land into private ownerships, and how to create new states.
- 3.3 Objective: Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution's clauses on interstate commerce, common coinage, and full-faith and credit.
- 3.3.1 Performance Indicator: Students will be able to demonstrate an understanding of what a common market is, the power of the economy, and why the Constitution was superior to the Articles of Confederation.
- 3.4 Objective: Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).
- 3.4.1 Performance Indicator: Students will be able to demonstrate an understanding of the differences between Hamilton and Jefferson, with an emphasis on where Washington stood, and the fact that each man was a patriot.
- 3.5 Objective: Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebellion).
- 3.5.1 Performance Indicator: Students will be able to demonstrate an understanding of new powers of the federal government in dealing with revolts, with an emphasis on taxation and civil control.

3.6 Objective: Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).

3.6.1 Performance Indicator: Students will be able to demonstrate an understanding of how a law is passed, and how citizens can affect its elected government.

3.7 Objective: Understand the functions and responsibilities of a free press.

3.7.1 Performance Indicator: Students will be able to demonstrate an understanding of the importance of an impartial press.

**Standard 4** - Students analyze the aspirations and ideals of the people of the new nation.

4.1 Objective: Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.

4.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the geography of the nation, and the expansion of the nation from 1788 to 1816.

4.2 Objective: Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Address).

4.2.1 Performance Indicator: Students will be able to demonstrate an understanding of the power of the President's bully pulpit, with an emphasis on Washington's Farewell, Jefferson's Inaugural Address, and John Q. Adams 4<sup>th</sup> of July Speech.

4.3 Objective: Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).

4.3.1 Performance Indicator: Students will be able to demonstrate an understanding of how the national economy works, with an emphasis on Jackson's opposition to the national bank, tariffs, and Supreme Court cases.

4.4 Objective: Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).

- 4.4.1 Performance Indicator: Students will be able to demonstrate an understanding of the Americanization of the Arts during the early Republican period.

**Standard 5** - Students analyze U.S. foreign policy in the early Republic.

- 5.1 Objective: Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.

- 5.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the War of 1812, with an emphasis on its causes, its battles, its notable leaders (including future Presidents), and the effects of the war.

- 5.2 Objective: Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.

- 5.2.1 Performance Indicator: Students will be able to demonstrate an understanding of United States foreign policies, with an emphasis on the expansion during the 19<sup>th</sup> century, the Monroe Doctrine, Manifest Destiny, and the Mexican-American War.

- 5.3 Objective: Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.

- 5.3.1 Performance Indicator: Students will be able to demonstrate an understanding of the interactions between the First Nations and the United States in the Old Northwest, and the ultimate expulsion of all the tribes, except for the 6 Nations of the Iroquois.

**Standard 6** Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.

- 6.1 Objective: Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).

- 6.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the Industrial Revolution and its effects on the North.

- 6.2 Objective: Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).
- 6.2.1 Performance Indicator: Students will be able to demonstrate an understanding of the Transportation Revolution, with an emphasis on the problems encountered and factors encouraging the expansion of transportation.
- 6.3 Objective: List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).
- 6.3.1 Performance Indicator: Students will be able to demonstrate an understanding of immigration from Northern Europe and the resulting growth of cities, with an emphasis on Irish immigrants.
- 6.4 Objective: Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.
- 6.4.1 Performance Indicator: Students will be able to demonstrate an understanding of the lives of African-Americans in the North, with an emphasis on the creation of their own communities.
- 6.5 Objective: Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture.
- 6.5.1 Performance Indicator: Students will be able to demonstrate an understanding of how education went from being available to rich boys only to its being universally available.
- 6.6 Objective: Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).
- 6.6.1 Performance Indicator: Students will be able to demonstrate an understanding of the beginnings of the Women's Movement, with an emphasis on its leaders.
- 6.7 Objective: Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).

- 6.7.1 Performance Indicator: Students will be able to demonstrate an understanding of transcendentalism and the Romantic Movement, with an emphasis on the arts, religion and its proponents within those areas.

**Standard 7** Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.

- 7.1 Objective: Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.

- 7.1.1 Performance Indicator: Students will be able to demonstrate an understanding of how cotton came to dominate the South.

- 7.2 Objective: Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).

- 7.2.1 Performance Indicator: Students will be able to demonstrate an understanding of the history of slavery, the white and African-American slave communities, and the efforts remove and keep slavery alive.

- 7.3 Objective: Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.

- 7.3.1 Performance Indicator: Students will be able to demonstrate an understanding of the three levels of southern society, and how geography influenced communication, transportation and its economy.

- 7.4 Objective: Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.

- 7.4.1 Performance Indicator: Students will be able to demonstrate an understanding of racism in the North and the South towards African-Americans.

**Standard 8** Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

- 8.1 Objective: Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).



- 8.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the Jackson Era, with an emphasis on Jacksonian Democracy, and his personal foibles.
- 8.2 Objective: Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.
- 8.2.1 Performance Indicator: Students will be able to demonstrate an understanding of the pull towards the West and its attendant "lebensraum", from the Lewis and Clarke Expedition to the end of the Indian Wars on the Plains.
- 8.3 Objective: Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).
- 8.3.1 Performance Indicator: Students will be able to demonstrate an understanding of the importance of women in the West and their attendant greater rights and freedoms.
- 8.4 Objective: Examine the importance of the great rivers and the struggle over water rights.
- 8.4.1 Performance Indicator: Students will be able to demonstrate an understanding of the differences in water rights between the East and the West.
- 8.5 Objective: Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.
- 8.5.1 Performance Indicator: Students will be able to demonstrate an understanding of the Spanish/Mexican influence on the Southwest.
- 8.6 Objective: Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.
- 8.6.1 Performance Indicator: Students will be able to demonstrate an understanding of the history of Texas, from its founding to its joining the United States, the resulting Mexican-American War and the ultimate expansion of the United States to the west coast.

**Standard 9** Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

9.1 Objective: Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).

9.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the leaders of the Abolitionist movement, and how each proposed to end slavery.

9.2 Objective: Discuss the abolition of slavery in early state constitutions.

9.2.1 Performance Indicator: Students will be able to demonstrate an understanding of where slavery was abolished early on and why.

9.3 Objective: Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.

9.3.1 Performance Indicator: Students will be able to demonstrate an understanding of the Northwest Ordinance, with an emphasis on its creating a non-slave territory.

9.4 Objective: Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.

9.4.1 Performance Indicator: Students will be able to demonstrate an understanding of how the annexation of Texas and California led to the national discussion on slavery being brought to the foreground.

9.5 Objective: Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the *Dred Scott v. Sandford* decision (1857), and the Lincoln-Douglas debates (1858).

9.5.1 Performance Indicator: Students will be able to demonstrate an understanding of the various laws/court cases dealing with slavery from the founding of the nation to the Civil War.

9.6 Objective: Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.

9.6.1 Performance Indicator: Students will be able to demonstrate an understanding of the racism encountered by freed African-Americans.

**Standard 10** Students analyze the multiple causes, key events, and complex consequences of the Civil War.

10.1 Objective: Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.

10.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the power struggle between state power and federal power, with an emphasis on State's Rights.

10.2 Objective: Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.

10.2.1 Performance Indicator: Students will be able to demonstrate an understanding of the similarities and differences between the North and South and its attendant advantages and disadvantages at the start of the Civil War.

10.3 Objective: Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.

10.3.1 Performance Indicator: Students will be able to demonstrate an understanding of how the Constitution and various Presidents deal with the ideas of states not following federal laws and states trying to leave the United States.

10.4 Objective: Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).

10.4.1 Performance Indicator: Students will be able to demonstrate an understanding of Lincoln's philosophy concerning slavery and the union, with an emphasis on his speeches.

10.5 Objective: Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.

10.5.1 Performance Indicator: Students will be able to demonstrate an understanding of the Civil War through the eyes of soldiers, known and unknown, white and non-white.

10.6 Objective: Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.

10.6.1 Performance Indicator: Students will be able to demonstrate an understanding of the war, technological changes throughout the war, and why the North won.

10.7 Objective: Explain how the war affected combatants, civilians, the physical environment, and future warfare.

10.7.1 Performance Indicator: Students will be able to demonstrate an understanding of the effects of the war on civilians, combatants, the nation, and how war was brought into the industrial age.

**Standard 11** Students analyze the character and lasting consequences of Reconstruction.

11.1 Objective: List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.

11.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the goals of Reconstruction and its effects on the North, South and West.

11.2 Objective: Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).

11.2.1 Performance Indicator: Students will be able to demonstrate an understanding of why African-Americans left the South, moved West and North to start new lives.

11.3 Objective: Understand 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.

11.3.1 Performance Indicator: Students will be able to demonstrate an understanding of the goals of the Freedmen's Bureau, and Southern reactions to the newly freed African-Americans, with an emphasis on the laws restricting the rights and freedoms of the ex-slaves.

11.4 Objective: Trace the rise of the Ku Klux Klan and describe the Klan's effects.

11.4.1 Performance Indicator: Students will be able to demonstrate an understanding of the beginnings of the KKK, and its ultimate effects on the South.

11.5 Objective: Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.

11.5.1 Performance Indicator: Students will be able to demonstrate an understanding of the Slavery Amendments, the reasons for them being necessary and their effects.

**Standard 12** Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

12.1 Objective: Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.

12.1.1 Performance Indicator: Students will be able to demonstrate an understanding of agriculture and industry as they expanded during the late 1800's, with an emphasis on their economic effects.

12.2 Objective: Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.

12.2.2 Performance Indicator: Students will be able to demonstrate an understanding of the Indian Wars on the Plains, with an emphasis on their causes and its attendant governmental policies.

12.3 Objective: Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.

12.3.1 Performance Indicator: Students will be able to demonstrate an understanding of the expansion of industry in the late 1800's and the role that governments played, both legally and corruptly.

12.4 Objective: Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).

- 12.4.1 Performance Indicator: Students will be able to demonstrate an understanding of the growth of industrial giants in the late 1800's, with an emphasis on the leading personalities.
- 12.5 Objective: Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).
- 12.5.1 Performance Indicator: Students will be able to demonstrate an understanding of the problems associated with the growth of cities and the attendant causes thereof.
- 12.6 Objective: Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.
- 12.6.1 Performance Indicator: Students will be able to demonstrate an understanding of the negative changes to working lives, the reactions of the labor movement and the governmental policies dealing with business/labor/consumers.
- 12.7 Objective: Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.
- 12.7.1 Performance Indicator: Students will be able to demonstrate an understanding of the great wave of immigration from Eastern and Southern Europe, Latin America, and Asia, along with its attendant nativist reaction by American citizens already here.
- 12.8 Objective: Identify the characteristics and impact of Grangerism and Populism.
- 12.8.1 Performance Indicator: Students will be able to demonstrate an understanding of the changing political climate on the Great Plains, with an emphasis on Grangerism and Populism.
- 12.9 Objective: Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).

12.9.1 Performance Indicator: Students will be able to demonstrate an understanding of the new technologies associated with the 2<sup>nd</sup> Industrial Revolution with an emphasis on their positive effects on the lives of Americans.