IMAGINING the possibilities. MAKING THEM HAPPEN.

Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Indiana Academic Standards Resource Guide

Grade 8

United States History – Growth and Development (to 1877)

Updated August 2015

Indiana Department of Education

College and Career Readiness

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APPENDIX A – TEACHER RESOURCE GUIDE
GRADE 8 UNITED STATES HISTORY (to 1877)
Updated August 2015

This Teacher Resource Guide has been developed to provide supporting materials to help educators successfully implement the social studies standards. These resources are provided to help you in your work to ensure all students meet the rigorous learning expectations set by the Academic Standards. Use of these resources is optional – teachers should decide which resource will work best in their school for their students.

This resource document is a living document and will be frequently updated. Please send any suggested links and report broken links to:

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The links compiled and posted in this Resource Guide have been provided by the Department of Education and other sources. The DOE has not attempted to evaluate any posted materials. They are offered as samples for your reference only and are not intended to represent the best or only approach to any particular issue. The DOE does not control or guarantee the accuracy, relevance, timeliness, or completeness of information contained on a linked website; does not endorse the views expressed or services offered by the sponsor of a linked website; and cannot authorize the use of copyrighted materials contained in linked websites. Users must request such authorization from the sponsor of the linked website.

GOOD WEBSITES FOR SOCIAL STUDIES:

- **Destination Indiana** From the Indiana Historical Society
- **EDSITEMENT**
- **DOCS TEACH**
- **DIGITAL HISTORY**
- **HISTOICAL SCENE INVESTIGATION**
- **LIBRARY OF CONGRESS**
- **American Memory – The Library of Congress**
- **TEACHING AMERICAN HISTORY.ORG**
- **READING LIKE A HISTORIAN** **(free registration)**
- **Have Fun With History**
- **52 social studies passages to teach K-8 reading comprehension. >>** **ReadWorks**
- **GILDER LEHRMAN Institute of American History** **(free registration)**
- **U.S. History Resources**
- **50 Core Documents**
- **US History – 1800's**
- **The Presidents of the United States**
- **The National Museum of American History**
- **American History Outlines, Charts, Etc**
- **K - 12th Grade Informational Articles**
- **K - 12th Grade Passages with Vocabulary**

Standard 1 History

Students examine the relationship and significance of themes, concepts and movements in the development of United States history, including review of key ideas related to the colonization of America and the revolution and Founding Era. This will be followed by emphasis on social reform, national development and westward expansion, and the Civil War and Reconstruction period.

Historical Knowledge

The American Revolution and Founding of the United States: 1754 to 1891

8.1.1 Identify the major Native American Indian groups of eastern North America and describe early conflict and cooperation between European settlers and these Native American groups.

Key Terms/Topics

Mohawk, Iroquois, Huron and Ottawa;
French and Native American Indian alliances;
French and Indian War;
British alliances with Native American Indians;
settler encroachment on Native American Indian lands;
Native American Indian participation in the Revolutionary War

Resources

American Indians.net *American Indians*' Cultural Network presents history, culture, archeology, empires, tribes, arts and crafts, jewelry, expeditions to the *Indian* country.
Native American Cultures The History Channel
United States History Map-Indians
The Lenape on the Wapahani River
Natives and Spaniards

8.1.2 Compare and contrast reasons for British, French, Spanish and Dutch colonization in the New World.

Key Terms/Topics

3 G's—Gold, Glory, God
The search for gold by the Spanish
French fur trade
Spanish and French missions
Taxation without Representation

Resources

American Colonies Chart
Historical Scene Investigation: The "Starving Time" in Jamestown What caused the failure of the Jamestown Colony in 1610?
The Quakers, the Dutch, and the Ladies

8.1.3 Explain the conditions, causes, consequences and significance of Britain's struggle to maintain control of colonies during the French and Indian War (1754–1763).

Resources

KEY EVENTS & BATTLES, FRENCH & INDIAN WAR (chart)

Gilder Lehrman: The French and Indian War In this unit students will develop a thorough knowledge of the French and Indian War through several primary documents

The French and Indian War: Causes and Effects

French and Indian War Resources

A Guide to the French and Indian War: http://www.loc.gov/rr/program/bib/frenchindian/

French and Indian War

The War That Made America: French and Indian War Timeline (PBS Learning Media)

Seven Years War and the Great Awakening

Taxes and Smuggling

8.1.4 Identify and explain the reasons and actions for the resistance and rebellion against British imperial rule by the thirteen colonies in North America (1761–1775).

Key Terms/Topics

- Proclamation of 1763
- Sugar Act
- Quartering Act
- Stamp Act
- Declaratory Act
- Townshend Acts
- Tea Act
- Coercive Acts (Intolerable Acts)

Resources

Colonists Protest British Policies (Video Clip)

British Reforms and Colonial Resistance, 1763-1766

Historical Scene Investigation: The Boston Massacre Students explore different perspectives and viewpoints on who was responsible for the Boston Massacre. Both text and image primary and secondary sources are offered as evidence for the students to consider

History Channel Video Clips

Political Cartoon: The Colonies Reduced

Boston Tea Party

8.1.5 Analyze the causes and effects of the Revolutionary War (1775–1783), including the ideas from the Declaration of Independence, the enactment of the Articles of Confederation and the Treaty of Paris (1783).

Key Terms/Topics

Salutary Neglect
Enlightenment
Taxation Without Representation
Unwillingness to compromise
Great Britain had huge debt after French and Indian War

Resources

- The American War for Independence (EDSITEment)
- Revolutionary War Animated Maps: http://www.revolutionarywaranimated.com/
- Declaration of Independence
- The Declaration of Independence (ConSource)
- The Declaration and Natural Rights
- The Declaration of Independence: An Analytical View
- Digital History: American Revolution (be sure to check "DOCUMENTS" and "FOR TEACHERS")
- Liberty Kids: American Revolution
- TEACHING WITH DOCUMENTS: IMAGES OF THE AMERICAN REVOLUTION
- Historical Scene Investigation: Lexington and Concord
- Gilder Lehrman: The Declaration of Independence
- The American Revolution Teach US History.org
- The American Revolution (PBS Learning Media)
- PBS: The American Revolution

8.1.6 Identify and give the significance of major events in the creation of the Constitution such as:

Key Terms/Topics

the enactment of state constitutions,
the Constitutional conventions,
the willingness to compromise, and
the Federalist- anti Federalist debates regarding the vote to ratify the Constitution.

Resources

Magna Carta and Its American Legacy
Articles of Confederation compared to the U.S. Constitution
8th Grade Articles of Confederation graphic text
Edsitement – Lesson 1: The President Under the Articles of Confederation
Edsitement – Lesson 2: Chief Executives compared:
The Federalist Papers
Bill of Rights; A Primer
The Constitutional Convention of 1787 EDSITEment

Historical Scene Investigation: "I Smelt a Rat" (Constitution Controversy)
Gilder Lehrman: Our Constitution: The Bill of Rights
Gilder Lehrman: The United States Constitution: Federalists v. Anti-Federalists
Federalists & Antifederalists Chart
The ConSource United States Constitution for Kids

The Constitution, the Articles, and Federalism

8.1.7 Identify and explain the steps taken during the Washington Administration and the First and Second Congresses of the United States to establish a stable and lasting national government.

Key Terms/Topics

Precedent
First Cabinet created
Judiciary Act of 1789
Hamilton's Financial Program
Proclamation of Neutrality (1793)
Jay's Treaty (1794)
The Pinckney Treaty (1795)
Whiskey Rebellion
Washington's Farwell Address

Resources

- Edsitement: George Washington: The Precedent President
- Washington and the Whiskey Rebellion
- Gilder Lehrman: Washington's Farewell Address
- Judiciary Act of 1789

8.1.8 Compare and contrast the views of Thomas Jefferson and Alexander Hamilton and explain how their differences gave rise to the development of political parties.

Key Terms/Topics

Federalists vs. Democratic-Republicans
Loose Interpretation vs. Strict Interpretation of Constitution

Resources

- JEFFERSON/HAMILTON VIEWPOINTS
- EDSITEMENT: The First American Party System: Federalists and Democratic-Republicans: The Platforms They Never Had
- Thomas Jefferson versus Alexander Hamilton
- FEDERALIST PARTY VS. DEMOCRAT-REPUBLICANS
- Competing Visions of Government: the Federalists vs. the Republicans
- Where US Politics Came From

8.1.9 Identify the events leading up to the presidential and congressional election of 1800 and the transfer of political authority and power to the Democratic-Republican Party led by Thomas Jefferson (1801); Evaluate the significance of these events.

Key Terms/ Topics

The XYZ Affair
Alien and Sedition Acts
Virginia and Kentucky Resolutions

8.1.9 Resources on next page

Resources

- XYZ Affair (short video)
- President John Adams: From Alien and Sedition Acts to XYZ Affair (Video)
- Primary Documents: Alien and Sedition Acts
- Edsitement: The Sedition Act: Certain Crimes Against the United States (5 Lessons)
- Should the Freedom of Speech and the Press Ever Be Limited
- Virginia and Kentucky Resolutions
- Presidential Election of 1800: A Resource Guide
- The Election of 1800
- Digital History: The Election of 1800
- Jefferson and Liberty
- Commander in Chief: Barbary Pirates
- Thomas Jefferson and His Democracy

8.1.10 Analyze the influence of important individuals on social and political developments of the time (1775 – 1800) such as the Independence movement and the framing of the Constitution.

- James Otis
- Abigail Adams
- Mercy Otis Warren
- Patrick Henry
- Samuel Adams
- Thomas Jefferson
- Thomas Paine
- James Madison
- George Washington
- Alexander Hamilton
- John Adams
- Benjamin Banneker

8.1.11 Compare and contrast the ways of life in the northern and southern states, including the growth of towns and cities and the growth of industry in the North and the growing dependence on slavery and the production of cotton in the South.

Resources

- Slavery Fact Sheets (from Digital History)
- The History of Slavery
- Middle Passage
- Edsitement: Factory vs. Plantation in the North and South
- Edsitement: People and Places in the North and South
- Slavery Before Statehood
- Slavery

National Expansion and Reform: 1801 to 1861

8.1.12 Interpret how the events surrounding the Louisiana Purchase (1803) and Lewis and Clark expedition (1803-1806) allowed for America to initial push towards westward expansion.

Resources

- Louisiana Purchase
- The Louisiana Purchase: A Heritage Explored
- Westward Expansion: The Louisiana Purchase
- Teaching With Dociments: The Lewis and Clark Expedition
- National Geographic: Lewis and Clark
- The Louisiana Purchase
- How and why did America expand westward?
- Jefferson and the Louisiana Purchase
- Go West Across America with Lewis and Clark
- Lewis and Clark (Smithsonian Education)

8.1.13 Explain the main issues, consequences, and landmark decisions of the Marshall Court.

LANDMARK MARSHALL COURT DECISIONS

- ***Marbury v. Madison (1803)***
- *Fletcher v. Peck (1810)*
- ***McCulloch v. Maryland (1819)***
- *Dartmouth College Case (1819)*
- *Gibbons v. Ogden (1824)*
- *Cherokee Indian Cases (1830's)*
- Major Cases of the Marshall Court (a brief description)

INFORMATION ON JOHN MARSHALL

- A Federalist Stronghold: John Marshall's Supreme Court
- Brief John Marshall Outline
- The Marshall Court (from the Supreme Court Historical Society)

AARON BURR TRIAL (1807)[a major Marshall Court decision]

- The Aaron Burr Treason Trial (YouTube)
- The Burr Conspiracy

POSSIBLE LESSONS

- Edsitement: John Marshall, Marbury v. Madison, and Judicial Review—How the Court Became Supreme
- Edsitement: The Supreme Court: The Judicial Power of the United States

8.1.14 Analyze the causes and consequences of the War of 1812.

Resources

- History Channel: War of 1812 (good summary of causes)
- War of 1812 Timeline
- The War of 1812 and the Hartford Convention
- Edsitement: President Madison's 1812 War Message: A Brief Overview
- Edsitement: Documentary Review
- Edsitement: Answers Lead to More Questions
- The Society of the War of 1812 in the State of Indiana
- The War of 1812 (PBS Learning Media)
- The War of 1812

8.1.15 Define nationalism and understand the direction nationalism gave to domestic and foreign policy and to the development of an industrial economy during this period.

Key Terms/Topics

Era of Good Feelings

Foreign Policy

Rush-Bagot Agreement
Adams-Onis Treaty
Monroe Doctrine

Domestic Policy

Protective Tariff
National Bank
Internal Improvements
Panic of 1819

8.1.15 continued on next page

Resources

Foreign Policy

- Rush-Bagot Agreement and Convention of 1818
- purchase of Florida (1819)
- The Monroe Doctrine Text
- The Monroe Doctrine
- Office of the Historian: Monroe Doctrine, 1823
- Edsitement: The Monroe Doctrine: A Close Reading
- Gilder Lehrman Institute: The Monroe Doctrine
- James Monroe: Foreign Affairs

Domestic Policy

- Federal Power: James Madison
- Henry Clay's American System -- PowerPoint
- The Era of Good Feelings and the Two-Party System
- The Era of Good Feelings Slide Show
- The Boott Cotton Mills of Lowell, Massachusetts

8.1.16 Identify the key ideas of Jacksonian democracy and explain their influence on political participation, political parties and constitutional government; analyze Jackson's actions as President such as the destruction of the National Bank, the nullification crisis, and Jackson's Indian policy.

Key Terms/Topics

Extension of democracy
Nominating conventions
Popular election of the Presidenet
Universal male suffrage
Spoils System
Nullification
Indian Removal
Destruction of National Bank

Resources

- Digital History: Jacksonian Democracy
- Economy in the Jackson Era
- Andrew Jackson shuts down Second Bank of the U.S.
- Andrew Jackson, Banks, and the Panic of 1837
- The Nullification Crisis Gilder Lehrman (Free Registration)
- Nullification Part 1 (PBS Video)
- Nullification Part 2 (PBS Video)
- Gilder Lehrman: Andrew Jackson's Message to Congress Concerning the Indian Removal Act of 1830
- Indian Removal
- Indian Removal and the Politics of Westward Expansion
- Removal of the Indians
- The Trail of Tears
- Indian Removal PBS Video
- The Growth of Regionalism, 1800-1860
- The Age of Jackson

8.1.17 Explain relationships and conflict between settlers and Native Americans on the frontier

Resources

- Rise and fall of the Iroquois Confederacy
- **Battle of Tippecanoe**
- **Pigeon Creek Massacre**
- **Massacre at Deer Lick Creek**
- **The Fall Creek Massacre**

8.1.18 Describe the causes, courses, challenges, compromises, and consequences associated with westward expansion, including the concept of Manifest Destiny.

Key Terms/Topics

Missouri Compromise
Compromise of 1850
Kansas-Nebraska Act
Texas annexation
"Fifty-four Forty of Fight"
Election of James K. Polk

Resources

- Westward Expansion
- Gilder Lehrman: Rural America: The Westward Movement
- Purchase of Florida (1819)
- The Oregon Trail
- Westward Expansion (Map)
- Manifest Destiny (PBS Learning Media)
- Edsitement: Slavery's Opponents and Defenders
- the Gadsden Purchase
- Indian Removal and the Politics of Westward Expansion
- the annexation of Texas (1845)
- acquisition of Oregon Territory (1846)
- the California gold rush
- John Jacob Astor
- Native American Indian conflicts and removal
- War and Expansion

Compromises Associated with westward expansion of slavery

Missouri Compromise

PBS: Historical Document; Missouri Compromise
Edsitement: An Early Threat of Secession: The Missouri Compromise of 1820 and the Nullification Crisis
8th Grade Lesson: Sectionalism and the Missouri Compromise
Education Portal: Henry Clay and the Missouri Compromise

Compromise of 1850

The Missouri compromise and the Compromise of 1850
CongressLink: The Compromise of 1850
Library of Congress: Compromise of 1850

Kansas-Nebraska Act

Digital History: Civil War in Kansas

8.1.19 Analyze the causes and effects of the Mexican War (1846-1848).

Key Terms/Topics

Slidell Mission
Zachary Taylor
Treaty of Guadalupe Hidalgo
Mexican Cession
Ostend Manifesto
Gadsden Purchase

Resources

the annexation of Texas (1845)
PBS: US-Mexican War
The Mexican-American War (PBS Learning Media)
Teaching With Documents: The Treaty of Guadalupe Hidalgo

8.1.20 Give examples of how immigration affected American culture in the decades before and the Civil War, including growth of industrial sites in the North; religious differences; tensions between middle-class and working-class people, particularly in the Northeast; and intensification of cultural differences between the North and the South.

Resources

- History of U.S. Immigration
- The History of Immigration Policies in the U.S.
- Immigration and U.S. History
- A Brief History of U.S. Immigration Policy
- German and Irish Immigration

8.1.21 Give examples of the changing role of women, minorities, and immigrants in the northern, southern and western parts of the United States in the mid-nineteenth century, and examine possible causes for these changes.

Resources

- Edsitement: Life Before the Civil War
- Edsitement: Women's Lives Before the Civil War
- Cult of Domesticity
- Digital History: Immigration
- Irish Immigration

8.1.22 Describe the abolitionist movement and identify figures and organizations involved in the debate over slavery, including leaders of the Underground Railroad

Key Terms/ Topics

Nat Turner
William Lloyd Garrison (*The Liberator*)
Frederick Douglass (*North Star*)
Underground Railroad
Harriet Tubman

Resources

- Unremitting Struggle (1619-1865)
- Gilder Lehrman: Frederick Douglass: What to the Negro Is the Fourth of July? (free registration)
- **Levi Coffin**
- The Underground Railroad (Interactive)
- Aboard the Underground Railroad
- Underground Railroad: The William Still Story
- Underground Railroad: A Path to Freedom (Library of Congress)
- The Underground Railroad: Journey to Freedom
- A Brief History of the American Abolitionist Movement
- Mary Bateman Clark: A Woman of Colour and Courage
- This Far By Faith: Black Hoosier Heritage
- Slavery and Freedom (PBS Learning Media)

8.1.23 Analyze the influence of early individual social reformers and movements such as the abolitionist, prison reform, women's suffrage and utopian movements.

Resources

Primary Sources: Antebellum Slavery

Abolitionists

- John Brown
- Nat Turner
- Frederick Douglass
- Harriet Tubman
- William Lloyd Garrison
- Harriet Beecher Stowe
- Sojourner Truth

8.1.23 continued on next page

Feminist

- Elizabeth Cady Stanton
- the Seneca Falls Convention
- The Declaration of Sentiments
- Dorthea Dix
- Lucretia Mott

Social Reform Movements

- Horace Mann
- Robert Owen (New Harmony)
- Utopian movements
- Temperance Movement

The Civil War and Reconstruction Period: 1850 to 1877

8.1.24 Analyze the causes and effects of events leading to the Civil War, and evaluate the impact issues such as states' rights and slavery had in developing America's sectional conflict.

Key Terms/Topics

Events Leading to the Civil War

Compromise of 1850
Fugitive Slave Law
Uncle Tom's Cabin (Harriet Beecher Stowe)
Kansas-Nebraska Act
"Bleeding Kansas"
Birth of Republican party
Dred Scott v. Sandford (1857)
Lincoln-Douglas debates
John Brown's Raid
Election of Lincoln (1860)

Causes

Economic and Social differences between the North and the South
States versus Federal rights
The fight between Slave and Non-Slave State proponents
Growth of abolition movement
Election of Lincoln

Resources

- Crossroads of War: The Coming Storm
- Civil War.org: The Gathering Storm: The Coming of the Civil War
- Causes of the Civil War
- The History Place Timeline – The U.S. Civil War 1861-1865
- Civil War Lesson Plans

Missouri Compromise

- PBS: Historical Document; Missouri Compromise
- Edsitement: An Early Threat of Secession: The Missouri Compromise of 1820 and the Nullification Crisis
- 8th Grade Lesson: Sectionalism and the Missouri Compromise
- The Missouri compromise and the Compromise of 1850
- Education Portal: Henry Clay and the Missouri Compromise

The Compromise of 1850

- CongressLink: The Compromise of 1850
- Library of Congress: Compromise of 1850
- The Compromise of 1850 graphic text

8.1.24 continued on next page

Furor over publication of Uncle Tom's Cabin (1852)
Video: Uncle Tom's Cabin and its Effects

Kansas-Nebraska Act (1854)
Digital History: Civil War in Kansas

The Dred Scott Case (1857)
- Dred Scott v. Sandford (1857)
- Digital History: The Controversial Dred Scott Decision
- James Buchanan and the Dred Scott Decision

The Lincoln-Douglas Debates (1858)
- Digital History: Lincoln vs. Douglas

John Brown's Raid
- Digital History: John Brown at Harper's Ferry

The presidential election of 1860
- Edsitement: Abraham Lincoln, the 1860 Election, and the Future of American Union and Slavery
- Election of 1860

8.1.25 Identify the factors, individuals, and events which influenced the outcome of the Civil War and explain the significance of each.

Key Terms/Topics
Factors which influenced the outcome

Population
Industrial superiority
Wealth
Union blockade
Leadership

Individuals

Jefferson Davis
Stephen A. Douglas
Abraham Lincoln
Robert E. Lee
Ulysses S. Grant
William T. Sherman
Thaddeus Stevens
Benjamin Harrison
Oliver Morton
Lew Wallace

Resources

- History Blueprint: Civil War Unit
- Library of Congress: The Civil War
- Historical Scene Investigation: Growing Up before they had to: Children of the Civil War
- Black Soldiers in the Civil War
- Civil War Primary Documents
- Women in the Civil War: Ladies, Contraband and Spies (Library of Congress)
- Civil War Animated Maps: http://www.civilwaranimated.com/
- Battles of the Civil War

8.1.25 continued on next page

EVENTS

The Battle of Manassas (Bull Run)

- http://www.civilwar.org/battlefields/bullrun.html

The Battle of Antietam

- http://www.civilwar.org/battlefields/antietam.html

Emancipation Proclamation

- Abraham Lincoln and the Emancipation Proclamation

The Battle of Vicksburg

Vicksburg

The Battle of Gettysburg

Gettysburg
Battle of Gettysburg (History Channel Video)
Battle of Gettysburg

Gettysburg Address

Gettysburg Address
Gettysburg Address (Library of Congress)

Sherman's March

Sherman's March (History Channel)
Sherman's March to the Sea (PBS)

8.1.26 Compare and contrast the three plans for reconstruction and evaluate the merits of each.

Key Terms/Topics

Lincoln's Reconstruction Plan (10 % Plan)
Johnson's Reconstruction Plan (10% +)
Congressional Reconstruction Plan

Resources

- The Proclamation of Amnesty and Reconstruction (Lincoln)
- Digital History: Overview of Reconstruction
- Edsitement: the Battle Over Reconstruction: The Aftermath of War
- Edsitement: the Battle Over Reconstruction: The Politics of Reconstruction
- Edsitement: the Battle Over Reconstruction: The Aftermath of Reconstruction
- PBS: Lincoln and Reconstruction

8.1.27 Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson's impeachment, the Black Codes, and the Compromise of 1877. (Government, Economics)

Resources

CIVIL WAR AMENDMENTS

13th Amendment 14th Amendment 15th Amendment

PBS: The Meaning of the Fourteenth Amendment

Education Portal: The Reconstruction Amendments

- How successful was reconstruction in dealing with the economic and social problems of freedmen?
- To what extent did Reconstruction create political equality for freedmen?
- What happened to freedmen after reconstruction came to an end?
- How was legalized segregation created in the south?
- Forty Acres and a Mule
- iCivics: Civil War and Reconstruction (free registration)
- Effects of Reconstruction Timeline (National Humanities Center)
- Emancipation Movements (National Humanities Center)
- After Reconstruction: Problems of African Americans in the South (Library of Congress)

Impeachment of Andrew Johnson

- Johnson's impeachment
- The Impeachment of Andrew Johnson
- Johnson's Impeachment (Bill of Rights Institute)
- Andrew Johnson Political Cartoons

Civil Rights Act – 1866

PBS: The 1866 Civil Rights Act

KKK

Digital History: The Ku Klux Klan

Black Codes

The Origins of Black Codes (Short Video)

Reconstruction – Black Codes (You Tube Video)

Jim Crow laws

- iCivics: Jim Crow
- Jim Crow in America (Library of Congress)

Election of 1876-Rutherford B Hayes disputed election

The Campaign and Election of 1876

The Compromise of 1877

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research, and Issues-Analysis and Decision-Making

8.1.28 Recognize historical perspective and evaluate alternative courses of action by describing the historical context in which events unfolded.

8.1.29 Differentiate between facts and historical interpretations of events, recognizing that the historian's narrative reflects his or her judgment about the significance of particular facts.

8.1.30 Using primary and secondary sources, analyze an issue confronting the United States from colonial times through the Reconstruction period.

8.1.31 Compare and contrast examples of art, music, literature, and other forms of expression; explain how these reflect American culture during this time period.

Standard 2 Civics and Government

Students explain the major principles, values and institutions of constitutional government and citizenship, which are based on the founding documents of the United States and how the three branches of government share and check power within our federal system of government.

Government Lesson Plans, Games, Activities, Presentations

Gilder Lehrman: **The Preamble to the US Constitution, the Pledge of Allegiance, and the Declaration of Independence**

Foundations of Government

8.2.1 Identify and explain essential ideas of constitutional government, which include limited government; rule of law; due process of law; separated and shared powers; checks and balances; federalism; popular sovereignty; republicanism; representative government; and individual rights to life, liberty and property; and freedom of conscience.

Resources

100 Milestone Documents
the Virginia Declaration of Rights
the Declaration of Independence
The Declaration of Independence (ConSource)
the Virginia Statute for Religious Freedom
the Massachusetts Constitution of 1780
the Northwest Ordinance
the 1787 U.S. Constitution
the Bill of Rights
the Federalist and Anti-Federalist Papers
Common Sense
Washington's First Inaugural Address (1789)
Washington's Farewell Address (1796)
Jefferson's First Inaugural Address (1801)

8.2.2 Explain the concept of a separation of powers and how and why these powers are distributed, shared and limited in the constitutional government of the United States.

Resources

Three Branches of Government
Separation of Powers - National Constitution Center
Separation of Powers Chart
6-8 Article III Supreme Court.doc

8.2.3 Examine ways that the national government affects the everyday lives of people of the United States.

Key Terms/Topics

Purchasing and distributing public goods and services
coining money
financing government through taxation
conducting foreign policy
providing a common defense
regulating commerce

Resources

Ryan White: Facing Discrimination, Finding Determination
Anne Frank: Facing Hatred, Daring to Dream

Functions of Government

8.2.4 Compare and contrast the delegated, reserved, and concurrent powers (division of power or federal system) contained in the United States Constitution.

Resources

iCIVICS – On the Level (free registration)
Constitutional Basis of Federalism
Federal System Diagram
National vs. State Government

8.2.5 Compare and contrast the different functions of national and state government within the federal system by analyzing the United States Constitution and the Indiana Constitution.

Key Terms/Topics

FUNCTIONS OF NATIONAL AND STATE GOVERNMENT

- Identify important services provided by state government such as:
- Maintaining state roads and highways
- Enforcing health and safety laws
- Supporting educational institutions.
- Compare these services to functions of the federal government, such as:
- Defense
- Foreign policy.

Resources

- Indiana Constitution
- U.S. Constitution

Roles of Citizens

8.2.6 Recognize and explain the relationship between the rights and responsibilities of citizenship in the United States.

Resources

Citizenship Rights and Responsibilities
Rights and Responsibilities of Citizens
Ryan White: Facing Discrimination, Finding Determination

8.2.7 Explain the importance of responsible participation by citizens in voluntary civil organizations to bring about social reform.

Resources

Reform movements such as:

- the temperance movement
- the abolitionist movement
- women's suffrage
- 19th Century Reformers

8.2.8 Explain ways that citizens can participate in the election process (political parties, campaigns and elections) at the national, state, and local levels.

Key Terms/Topics

Referendums
poll work
campaign committees
voting

Resources

- Gilder Lehrman: How We Elect a President: The Electoral College (Grades 7-9)

8.2.9 Explain how citizens can monitor and influence the development and implementation of public policies at local, state and national levels of government.

8.2.10 Research and defend positions on issues in which fundamental values and principles related to the United States Constitution are in conflict such as: 1st and 2nd Amendment rights, the right to privacy, and the rights of the individual.

Standard 3 Geography

Students identify the major geographic characteristics of the United States and its regions. They name and locate the major physical features of the United States, as well as demonstrate a broad understanding of the states, capitals and major cities, and use geographic skills and technology to examine the influence of geographic factors on national development.

The World in Spatial Terms

8.3.1 Read maps to interpret symbols and determine the land forms and human features that represent physical and cultural characteristics of regions in the United States.

Resources

- Weird and Wacky Indiana
- United States Geological Survey Togographic Map Symbols brochure
- USGS topographic maps
- IndianaMap
- National Geographic Maps

Places and Regions

8.3.2 Read and interpret maps that portray the physical growth and development of the United States from colonization through Reconstruction (1877).

Resources

- Maps of Early America
- United States History Map-Colonists
- United States History Map-The Nation Expands
- Lewis and Clark: Mapping the West
- Complete Maps of United States
- Gettysburg National Park education materials: curricula, borrow resource trunk

Physical Systems

8.3.3 Identify and locate the major climate regions in the United States and describe the characteristics of these regions.

Resources

- U.S. Climate Regions
- USA Climate
- Iclimate, Indiana Climate
- Indiana State Climate Office
- Indiana State Climatologist
- National Oceanic and Atmospheric Administration Education Outreach
- U.S. Drought Monitor

8.3.4 Identify the major mountain ranges and river systems of the United States and explain the importance of these physical features in the development of America.

Resources

- United States Features Map Puzzle Hints
- Major Landforms

Human Systems

8.3.5 Identify the agricultural regions of the United States and be able to give explanations for how the land was used and developed during the growth of the United States.

Key Terms/Topics

Cattle industry in the West
Cotton industry in the South

Resources

- Maps: Agriculture in the U.S. and Around the World - Slate
- United States Environmental Protection Agency Land Use Maps
- IndianaMap
- National Science Foundation Sustainability: Water short video series discussing water and land use
- City of Napa, California (lots of different water-related ideas, activities, information

8.3.6 Using maps identify changes influenced by growth, economic development and human migration in the United States.

Key Terms/Topics

Westward expansion
impact of slavery
Lewis and Clark exploration
new states added to the union
Spanish settlement in California and Texas

Resources

- Expanding Westwards Map
- US States and When They Were Added to the Union
- National Archives: Maps
- IndianaMap

8.3.7 Using primary and secondary sources, identify ways people modified the physical environment as the United States developed and describe the impacts that resulted.

8.3.8 Analyze human and physical factors that have influenced migration and settlement patterns and relate them to the economic development of the United States.

Key Terms/Topics

A few books:

"Counting on Grace" by Elizabeth Winthrop (New England mill town)
"Growing Up in Coal Country" by Susan Campbell Bartolleti (Pennsylvania coal town)
"Dragonwings" by Laurence Yep (urban growth of San Francisco and related development)
My Name is America series "The Journal of Sean Sullivan" by William Durbin (transcontinental railroad)

Resources

- STATS Indiana (recent data collection for IN
- U.S. Census Bureau
- Historic census data (1790+)
- Education, Maps & Data, Reference

8.3.9 Identify and interpret maps, graphs and charts showing the distribution of natural resources such as forests, water
sources and wildlife in the United States at the beginning of the nineteenth century and give examples of how people exploited these resources as the country became more industrialized and people moved westward.

Resources

Sanborn Digital, Historic Maps

Standard 4 Economics

Students identify, describe and evaluate the influence of economic factors on national development from the founding of the nation to the end of Reconstruction.

8.4.1 Identify economic factors contributing to European exploration and colonization in North America, the American Revolution and the drafting of the Constitution of the United States.

Key Terms/Topics

3 G's—Gold, Glory, God
The search for gold by the Spanish
French fur trade and
Taxation without Representation

Resources

- Timeline of Economic Growth in New England
- Historical Narrative of Economic Growth in New England
- The Economics of Jamestown
- Colonial Tobacco
- Taxation Without Representation?

8.4.2 Identify and explain the four types of economic systems (traditional, command, market, and mixed); evaluate how the characteristics of a market economy have affected the economic and labor development of the United States.

* **traditional economy**: an economy in which resources are allocated based on custom and tradition
* **command economy**: an economy in which resources are allocated by the government or other central authority
* **market economy**: an economy in which resources are allocated by decisions of individuals and businesses
* **mixed economy**: an economic system combining private and public enterprise

Resources

Comparative Economic Systems
How has the Constitution Shaped the Economic System in the United States?
The Market Economy of the U.S. Constitution

8.4.3 Explain how federal, state, and local governments are involved in the economy of the United States.

The role of:

Entrepreneurs
Private property
Markets
Competition and self interest

8.4.4 Analyze contributions of entrepreneurs and inventors in the development of the United States economy to 1877.

Resources

- Benjamin Banneker
- Excerpts from a Letter from Benjamin Banneker to Thomas Jefferson
- Eli Whitney
- Eli Whitney's Patent for the Cotton Gin

8.4.5 Relate how new technology and inventions brought about changes in labor productivity in the United States in the eighteenth and nineteenth centuries.

Resources

- Eli Whitney's Patent for the Cotton Gin
- The Impact of the Cotton Gin
- Industrial History: The History of the Steam Engine
- The Impact of the Steam Locomotive

8.4.6 Trace the development of different kinds of money used in the United States.

Resources

- The History of U.S. Currency
- 8 Things You May Not Know About American Money

8.4.7 Trace the development of the banking system in the United States.

Key Terms/Topics

Central Bank Controversy
State Banking Era
Development of the gold standard

Resources

- Central Banking in the United States
- The State and National Banking Eras
- The US Banking System: Origin, Development, and Regulation Gilder Lehrman (free registration)
- A History of Central Banking in the United States | The Federal ...
- A Short Banking History of the United States

8.4.8 Explain and evaluate examples of domestic and international interdependence throughout United States history.

Key Terms/Topics

Triangular trade routes

Regional exchange of resources

Resources

Economy vs. Humanity Exploring the Triangle Trade and the Middle Passage

8.4.9 Examine the importance of borrowing and lending (the use of credit) in the United States economy and list the advantages and disadvantages of using credit.

8.4.10 Compare and contrast job skills needed in different time periods in United States history.

Appendix B
UNITED STATES HISTORY
Resources from the Indiana Historical Society

Standard 1 History

Students examine the relationship and significance of themes, concepts and movements in the development of United States history, including review of key ideas related to the colonization of America and the revolution and Founding Era. This will be followed by emphasis on social reform, national development and westward expansion, and the Civil War and Reconstruction period.

Historical Knowledge

The American Revolution and Founding of the United States: 1754 to 1801

8.1.1 Identify the major Native American Indian groups of eastern North America and describe early conflict and cooperation between European settlers and these Native American groups.

- Copy of a speech sent from the Chiefs of the Delawares, Munsies, and Mohikins to the Governors of Pennsylvania, Maryland, and Virginia Killbuck, Speaker.
  http://images.indianahistory.org/cdm/compoundobject/collection/ONWT/id/156/rec/32
- Native American Portraits from the Aboriginal Portfolio (Multiple Images)
  http://images.indianahistory.org/cdm/landingpage/collection/aboriginals
- Karl Bodmer Prints (Multiple Images)
  http://images.indianahistory.org/cdm/landingpage/collection/dc015 and
  http://images.indianahistory.org/cdm/search/searchterm/Wied's
- Henry Knox, Secretary of War, to Brigadier General Josiah Harmar
  http://images.indianahistory.org/cdm/compoundobject/collection/ONWT/id/322/rec/1
- War Office to Robert Johnson, Lieutenant of Woodford County
  http://images.indianahistory.org/cdm/compoundobject/collection/ONWT/id/326/rec/4

8.1.2 Compare and contrast reasons for British, French, Spanish and Dutch colonization in the New World.

8.1.3 Explain the conditions, causes, consequences and significance of Britain's struggle to maintain control of colonies during the French and Indian War (1754–1763).

- A new and accurate map of the English empire in North America representing their rightful claim as confirm'd by charters, and the formal surrender of their Indian friends : likewise the encroachments of the French, with the several forts they have unjustly erected therein
  http://images.indianahistory.org/cdm/singleitem/collection/dc035/id/128/rec/5

8.1.4 Identify and explain the reasons and actions for the resistance and rebellion against British imperial rule by the thirteen colonies in North America (1761–1775).

8.1.5 Analyze the causes and effects of the Revolutionary War (1775–1783), including the ideas from the Declaration of Independence, the enactment of the Articles of Confederation and the Treaty of Paris (1783).

- Patrick Henry's Secret Orders to George Rogers Clark
  http://images.indianahistory.org/cdm/compoundobject/collection/dc007/id/30/show/27/rec/83

8.1.6 Identify and give the significance of major events in the creation of the Constitution such as: the enactment of state constitutions, the Constitutional conventions, the willingness to compromise, and the Federalist- anti Federalist debates regarding the vote to ratify the Constitution.

8.1.7 Identify and explain the steps taken during the Washington Administration and the First and Second Congresses of the United States to establish a stable and lasting national government.

8.1.8 Compare and contrast the views of Thomas Jefferson and Alexander Hamilton and explain how their differences gave rise to the development of political parties.

8.1.9 Identify the events leading up to the presidential and congressional election of 1800 and the transfer of political authority and power to the Democratic-Republican Party led by Thomas Jefferson (1801); Evaluate the significance of these events.

8.1.10 Analyze the influence of important individuals on social and political developments of the time (1775 – 1800) such as the Independence movement and the framing of the Constitution.

8.1.11 Compare and contrast the ways of life in the northern and southern states, including the growth of towns and cities and the growth of industry in the North and the growing dependence on slavery and the production of cotton in the South.

National Expansion and Reform: 1801 to 1861

8.1.12 Interpret how the events surrounding the Louisiana Purchase (1803) and Lewis and Clark expedition (1803-1806) allowed for America's initial push towards westward expansion.

- Harrison, William Henry, Vincennes, to Colonel Thomas Worthington, Washington, in the Senate http://images.indianahistory.org/cdm/compoundobject/collection/dc050/id/1911/rec/1
- Harrison, William Henry, Vincennes, to Charles Dehault Delassus, Lieutenant Governor of Upper Louisiana, St. Louis http://images.indianahistory.org/cdm/compoundobject/collection/dc050/id/318/rec/1
- George Rogers Clark http://images.indianahistory.org/cdm/singleitem/collection/dc010/id/18/rec/29

8.1.13 Explain the main issues, consequences, and landmark decisions of the Marshall Court.

8.1.14 Analyze the causes and consequences of the War of 1812.

- William Henry Harrison Papers and Documents, 1791-1864 http://images.indianahistory.org/cdm/landingpage/collection/dc050

8.1.15 Define nationalism and understand the direction nationalism gave to domestic and foreign policy and to the development of an industrial economy during this period.

8.1.16 Identify the key ideas of Jacksonian democracy and explain their influence on political participation, political parties and constitutional government; analyze Jackson's actions as President such as the destruction of the National Bank, the nullification crisis, and Jackson's Indian policy.

8.1.17 Explain relationships and conflict between settlers and Native Americans on the frontier.

- Battle of Tippecanoe Monument http://images.indianahistory.org/cdm/singleitem/collection/P0130/id/1746/rec/14
- Cessions of Land by Indian Tribes to the United States: Illustrated by those in the State of Indiana http://images.indianahistory.org/cdm/singleitem/collection/dc035/id/211/rec/27 and http://images.indianahistory.org/cdm/singleitem/collection/dc035/id/142/rec/28
- Father Petit Letter http://images.indianahistory.org/cdm/compoundobject/collection/dc007/id/56/show/50/rec/1

8.1.18 Describe the causes, courses, challenges, compromises, and consequences associated with westward expansion, including the concept of Manifest Destiny.

8.1.19 Analyze the causes and effects of the Mexican War (1846-1848).

- Lew Wallace http://images.indianahistory.org/cdm/singleitem/collection/dc010/id/48/rec/33

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8.1.20 Give examples of how immigration affected American culture in the decades before and the Civil War, including growth of industrial sites in the North; religious differences; tensions between middle-class and working-class people, particularly in the Northeast; and intensification of cultural differences between the North and the South.

- George Rapp http://images.indianahistory.org/cdm/singleitem/collection/dc010/id/109/rec/4
- German Immigrant Guide to the United States, 1833 http://images.indianahistory.org/cdm/singleitem/collection/V0002/id/1898/rec/6
- Map Illustrating the Pioneer Periods in Indiana http://images.indianahistory.org/cdm/singleitem/collection/dc035/id/139/rec/26
- North Cavin Street, Ligonier, Indiana http://images.indianahistory.org/cdm/singleitem/collection/P0391/id/1173/rec/27
- Slovenian Girls in Traditional Dress http://images.indianahistory.org/cdm/singleitem/collection/V0002/id/1914/rec/34

8.1.21 Give examples of the changing role of women, minorities, and immigrants in the northern, southern and western parts of the United States in the mid-nineteenth century, and examine possible causes for these changes.

- Ellen Musgrove to Rufus Dooley http://images.indianahistory.org/cdm/compoundobject/collection/civil-war/id/3828/rec/22
- Letter from James H. Meteer to Caleb Mills, April 18, 1864 http://images.indianahistory.org/cdm/compoundobject/collection/dc008/id/406/rec/6
- Letter from James H. Meteer to Caleb Mills, August 8, 1864 http://images.indianahistory.org/cdm/compoundobject/collection/dc008/id/411/rec/7
- Letter from James H. Meteer to Caleb Mills, February 10, 1864 http://images.indianahistory.org/cdm/compoundobject/collection/dc008/id/401/rec/8
- William Trail, Jr. Letter to Brother, David http://images.indianahistory.org/cdm/compoundobject/collection/dc008/id/1022/rec/31
- Valentine Baitz Naturalization Paper http://images.indianahistory.org/cdm/singleitem/collection/V0002/id/2898/rec/54
- Constitution of the State of Indiana and the Address of the Constitutional Convention, 1851 http://images.indianahistory.org/cdm/singleitem/collection/V0002/id/1435/rec/12

8.1.22 Describe the abolitionist movement and identify figures and organizations involved in the debate over slavery, including leaders of the Underground Railroad

- Frederick Douglass
  http://images.indianahistory.org/cdm/singleitem/collection/V0002/id/1433/rec/3
- Great Exhibition of 1860
  http://images.indianahistory.org/cdm/singleitem/collection/P0406/id/144/rec/4
- John Purdue
  http://images.indianahistory.org/cdm/singleitem/collection/V0002/id/2168/rec/5
- North Western Christian University (NWCU) Abolitionist Beginnings
  http://images.indianahistory.org/cdm/singleitem/collection/V0002/id/2536/rec/7
- Henry Ward Beecher
  http://images.indianahistory.org/cdm/singleitem/collection/dc012/id/12711/rec/2
- Let the North Awake!
  http://images.indianahistory.org/cdm/singleitem/collection/dc008/id/204/rec/5
- Levi Coffin
  http://images.indianahistory.org/cdm/singleitem/collection/dc010/id/22/rec/6
- Homestead of Levi Coffin, Fountain City, Indiana
  http://images.indianahistory.org/cdm/singleitem/collection/P0391/id/737/rec/10

8.1.23 Analyze the influence of early individual social reformers and movements such as the abolitionist, feminist and social reform movements.

- See 8.1.22 for abolitionist movement and social reformers
- "Midnight on the Battle Field." A Nurse Attends a Wounded Union Soldier, Mindful of Preventing Needless Disease and Suffering
  http://images.indianahistory.org/cdm/singleitem/collection/V0002/id/1205/rec/4
- May Wright Sewall
  http://images.indianahistory.org/cdm/singleitem/collection/V0002/id/1146/rec/6

The Civil War and Reconstruction Period: 1850 to 1877

- Civil War Home Front (Digital Collection)
  http://images.indianahistory.org/cdm/landingpage/collection/civil-war
- Civil War Materials (Digital Collection)
  http://images.indianahistory.org/cdm/landingpage/collection/dc008
- Civil War Military Front (Digital Collection)
  http://images.indianahistory.org/cdm/landingpage/collection/cwmf

8.1.24 Analyze the causes and effects of events leading to the Civil War, and evaluate the impact issues such as states' rights and slavery had in developing America's sectional conflict.

- Letting the Cat Out of the Bag
  http://images.indianahistory.org/cdm/singleitem/collection/P0406/id/141/rec/6
- Outbreak of the Rebellion in the United States, 1861
  http://images.indianahistory.org/cdm/singleitem/collection/P0406/id/470/rec/8
- Rufus Dooley to Sarah Dooley
  http://images.indianahistory.org/cdm/compoundobject/collection/civil-war/id/4628/rec/10

8.1.25 Identify the factors and individuals which influenced the outcome of the Civil War and explain the significance of each.

- "The Corydon Weekly Democrat"
  http://images.indianahistory.org/cdm/compoundobject/collection/civil-war/id/5276/rec/7
- Gardner Positive [Abraham Lincoln Portrait]
  http://images.indianahistory.org/cdm/singleitem/collection/dc008/id/261
- Defenders of Our Union
  http://images.indianahistory.org/cdm/singleitem/collection/P0406/id/717/rec/9
- Battle of Antietam-Taking the Bridge on Antietam Creek
  http://images.indianahistory.org/cdm/singleitem/collection/dc008/id/527
- Lew Wallace at Age 35
  http://images.indianahistory.org/cdm/singleitem/collection/dc008/id/233
- Defenders of the Union
  http://images.indianahistory.org/cdm/singleitem/collection/dc008/id/559
- Battle of Gettysburg: Engagement in the Wheat Field
  http://images.indianahistory.org/cdm/singleitem/collection/dc008/id/434
- Beem Letter from the Battle of Gettysburg (note: Many letters Beem wrote during the Civil War are available online – search Beem to locate them in the Digital Collection)
  http://images.indianahistory.org/cdm/singleitem/collection/dc008/id/204/rec/5
- Union Generals
  http://images.indianahistory.org/cdm/singleitem/collection/dc008/id/557
- Governor Oliver P. Morton
  http://images.indianahistory.org/cdm/singleitem/collection/dc008/id/249
- Eminent Upholders in Congress of the War for the Union
  http://images.indianahistory.org/cdm/singleitem/collection/dc008/id/551
- Personal War Sketches of the Members of Geo. H. Chapman Post No. 209
  http://images.indianahistory.org/cdm/compoundobject/collection/dc008/id/164/show/155/rec/4

8.1.26 Compare and contrast the three plans for Reconstruction and evaluate the merits of each.

8.1.27 Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson's impeachment, the Black Codes, and the Compromise of 1877. (Government, Economics)

- Andrew Johnson
  http://images.indianahistory.org/cdm/singleitem/collection/dc008/id/583/rec/1

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research, and Issues-Analysis and Decision-Making

8.1.28 Recognize historical perspective and evaluate alternative courses of action by describing the historical context in which events unfolded.

8.1.29 Differentiate between facts and historical interpretations of events, recognizing that the historian's narrative reflects his or her judgment about the significance of particular facts.

8.1.30 Using primary and secondary sources, analyze an issue confronting the United States from colonial times through the Reconstruction period.

8.1.31 Compare and contrast examples of art, music, literature, and other forms of expression; explain how these reflect American culture during this time period.

- Is Our Banner Still Advancing? http://images.indianahistory.org/cdm/compoundobject/collection/dc008/id/95/rec/2
- O I'm a Good Old Rebel http://images.indianahistory.org/cdm/compoundobject/collection/dc008/id/718/rec/4
- Our Country's Flag http://images.indianahistory.org/cdm/compoundobject/collection/dc008/id/100/rec/5
- Text from Enlistment of Colored Soldiers Poster (John Brown Song) http://images.indianahistory.org/cdm/singleitem/collection/dc008/id/231/rec/7
- Union Soldier's Hymn : a National Song & Melody http://images.indianahistory.org/cdm/compoundobject/collection/dc008/id/116/rec/8
- Army of the Republic http://images.indianahistory.org/cdm/compoundobject/collection/dc008/id/714/rec/1
- Rebel John by J. Byron Lewis http://images.indianahistory.org/cdm/compoundobject/collection/civil-war/id/5286/rec/2
- Just before the battle, Mother http://images.indianahistory.org/cdm/compoundobject/collection/cwmf/id/3052/rec/1
- Flag with 34 Stars http://images.indianahistory.org/cdm/compoundobject/collection/dc008/id/122/rec/11
- Edwin Forbes Artwork http://images.indianahistory.org/cdm/search/collection/dc008/searchterm/art/order/title
- Civil War Illustrations http://images.indianahistory.org/cdm/search/collection/dc008/searchterm/illustrations/order/title

Standard 2 Civics and Government

Students explain the major principles, values and institutions of constitutional government and citizenship, which are based on the founding documents of the United States and how the three branches of government share and check power within our federal system of government.

Foundations of Government

8.2.1 Identify and explain essential ideas of constitutional government, which include limited government; rule of law; due process of law; separated and shared powers; checks and balances; federalism; popular sovereignty; republicanism; representative government; and individual rights to life, liberty and property; and freedom of conscience.

8.2.2 Explain the concept of a separation of powers and how and why these powers are distributed, shared and limited in the constitutional government of the United States.

8.2.3 Examine ways that the national government affects the everyday lives of people of the United States.

Functions of Government

8.2.4 Compare and contrast the delegated, reserved, and concurrent powers (division of power or federal system) contained in the United States Constitution.

8.2.5 Compare and contrast the different functions of national and state government within the federal system by analyzing the United States Constitution and the Indiana Constitution.

Roles of Citizens

8.2.6 Recognize and explain the relationship between the rights and responsibilities of citizenship in the United States.

8.2.7 Explain the importance of responsible participation by citizens in voluntary civil organizations to bring about social reform.

8.2.8 Explain ways that citizens can participate in the election process (political parties, campaigns and elections) at the national, state, and local levels.

8.2.9 Explain how citizens can monitor and influence the development and implementation of public policies at local, state and national levels of government.

8.2.10 Research and defend positions on issues in which fundamental values and principles related to the United States Constitution are in conflict such as: 1st and 2nd Amendment rights, the right to privacy, and the rights of the individual.

Standard 3 Geography

Students identify the major geographic characteristics of the United States and its regions. They name and locate the major physical features of the United States, as well as demonstrate a broad understanding of the states, capitals and major cities, and use geographic skills and technology to examine the influence of geographic factors on national development.

The World in Spatial Terms

8.3.1 Read maps to interpret symbols and determine the land forms and human features that represent physical and cultural characteristics of regions in the United States.

Places and Regions

8.3.2 Read and interpret maps that portray the physical growth and development of the United States from colonization through Reconstruction (1877).

- Americae Sive Novi Orbis, Nova Descriptio Map (1588)
  http://images.indianahistory.org/cdm/singleitem/collection/dc014/id/64/rec/31
- America (1609)
  http://images.indianahistory.org/cdm/singleitem/collection/dc035/id/126/rec/30
- A new and accurate map of the English empire in North America representing their rightful claim as confirm'd by charters, and the formal surrender of their Indian friends : likewise the encroachments of the French, with the several forts they have unjustly erected therein (1755)
  http://images.indianahistory.org/cdm/singleitem/collection/dc035/id/128/rec/17
- An Accurate Map of the Present Seat of War, Between Great Britain and Her Colonies in North America (1776)
  http://images.indianahistory.org/cdm/singleitem/collection/dc035/id/129/rec/33
- A Map of the United States of North America Drawn from a Number of Critical Researches (1796)
  http://images.indianahistory.org/cdm/singleitem/collection/dc035/id/130/rec/16

8.3.2 continued on next page

- A new map of part of the United States of North America exhibiting the Western Territory, Kentucky, Pennsylvania, Maryland, Virginia &c., also the Lakes Superior, Michigan, Huron, Ontario & Erie, with upper and lower Canada &c. (1805) http://images.indianahistory.org/cdm/singleitem/collection/dc035/id/133/rec/20
- A Description of the Roads in the United States (1815) http://images.indianahistory.org/cdm/singleitem/collection/dc035/id/134/rec/14
- Eagle Map of the United States Engraved for Rudiments of National Knowledge (1833) http://images.indianahistory.org/cdm/singleitem/collection/dc035/id/169/rec/70
- Colton's United States shewing the military stations, forts, &c. (1862) http://images.indianahistory.org/cdm/compoundobject/collection/cwmf/id/3060/rec/58
- Colton's Map of the State of Indiana (1864) http://images.indianahistory.org/cdm/compoundobject/collection/civil-war/id/5291/rec/55

Physical Systems

8.3.3 Identify and locate the major climate regions in the United States and describe the characteristics of these regions.

8.3.4 Identify the major mountain ranges and river systems of the United States and explain the importance of these physical features in the development of America.

Human Systems

8.3.5 Identify the agricultural regions of the United States and be able to give explanations for how the land was used and developed during the growth of the United States.

8.3.6 Using maps identify changes influenced by growth, economic development and human migration in the United States.

- See 8.3.2 for maps.

8.3.7 Using primary and secondary sources, identify ways people modified the physical environment as the United States developed and describe the impacts that resulted.

8.3.8 Analyze human and physical factors that have influenced migration and settlement patterns and relate them to the economic development of the United States.

8.3.9 Identify and interpret maps, graphs and charts showing the distribution of natural resources such as forests, water sources and wildlife in the United States at the beginning of the nineteenth century and give examples of how people exploited these resources as the country became more industrialized and people moved westward.

Standard 4 Economics

Students identify, describe and evaluate the influence of economic factors on national development from the founding of the nation to the end of Reconstruction.

8.4.1 Identify economic factors contributing to European exploration and colonization in North America, the American Revolution and the drafting of the Constitution of the United States.

8.4.2 Identify and explain the four types of economic systems (traditional, command, market, and mixed); evaluate how the characteristics of a market economy have affected the economic and labor development of the United States.

* traditional economy: an economy in which resources are allocated based on custom and tradition
* command economy: an economy in which resources are allocated by the government or other central authority
* market economy: an economy in which resources are allocated by decisions of individuals and businesses
* mixed economy: an economic system combining private and public enterprise

8.4.3 Explain how federal, state, and local governments are involved in the economy of the United States.

8.4.4 Analyze contributions of entrepreneurs and inventors in the development of the United States economy to 1877.

8.4.5 Relate how new technology and inventions brought about changes in labor productivity in the United States in the eighteenth and nineteenth centuries.

8.4.6 Trace the development of different kinds of money used in the United States.

- [Fifty-Cent Bill] (1869)
  http://images.indianahistory.org/cdm/singleitem/collection/P0406/id/683/rec/1
- Store Token (1860)
  http://images.indianahistory.org/cdm/compoundobject/collection/civil-war/id/5257/rec/24
- United States Currency (1865)
  http://images.indianahistory.org/cdm/compoundobject/collection/civil-war/id/5268/rec/32
- United States Currency (1863)
  http://images.indianahistory.org/cdm/compoundobject/collection/civil-war/id/5265/rec/31
- United States Currency (1862)
  http://images.indianahistory.org/cdm/compoundobject/collection/civil-war/id/5262/rec/30

8.4.7 Trace the development of the banking system in the United States.

- William Henry Harrison, Vincennes, to Thomas Willing
  http://images.indianahistory.org/cdm/compoundobject/collection/dc050/id/265/rec/1

8.4.8 Explain and evaluate examples of domestic and international interdependence throughout United States history.

8.4.9 Examine the importance of borrowing and lending (the use of credit) in the United States economy and list the advantages and disadvantages of using credit.

- Account Book, James Kitley Family, 1834-43
  http://images.indianahistory.org/cdm/singleitem/collection/miller/id/164/rec/1

8.4.10 Compare and contrast job skills needed in different time periods in United States history.

INDIANA STATE MUSEUM AND HISTORIC SITES

Angel Mounds
Corydon
Culbertson
Gene Stratton-Porter Home
Lanier Mansion
Levi Coffin House
Limberlost
New Harmony
T.C. Steele
Vincennes
Whitewater Canal

The Indiana State Museum and Historic Sites has graciously agreed to connect Indiana Academic Standards to their museum and historic sites. If you have questions or need further assistance, contact:

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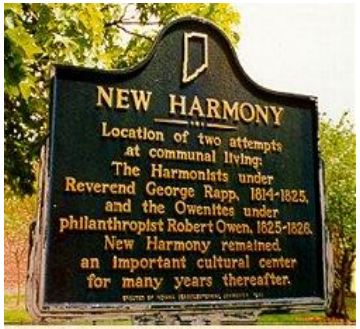
SITE		INDIANA ACADEMIC STANDARD	DESCRIPTION
Angel Mounds		**4th GRADE** 4.1.1	Located on the banks of the Ohio River in southwest Indiana, Angel Mounds State Historic Site is one of the best-preserved pre-contact Native American sites in North America. Built between A.D. 1050 and 1400, the town was occupied by 1,000 plus Mississippians. The society built 11 earthen mounds as platforms to elevate important buildings. The original town covered an area of 103 acres and served as an important religious, political and trade center for people living within a 75-mile radius. The site was abandoned before European explorers came to North America. Possible explanations for abandonment are depletion of natural resources, climatic changes or the collapse of the chiefdom. More than 600 acres comprise Angel Mounds State Historic Site. The site includes an interpretive center, recreations of the Mississippian buildings and a working reconstruction of the 1939 WPA archaeology laboratory.

SITE		INDIANA ACADEMIC STANDARD	DESCRIPTION
Corydon Capitol State Historic Site		**8TH GRADE** 8.1.28-31 8.2.8 8.2.10 8.3.2 8.4.3 8.4.10 **HIGH SCHOOL U.S. HISTORY** USH.1.2 USH.2.3 USH.2.4 **U.S. GOVERNMENT** USG.2.4 USG.2.6 USG.2.8	Corydon Capitol State Historic Site commemorates Indiana's first state capital and follows the development of Indiana from a territory to a state. Vincennes, the first territorial capital, was left on Indiana's western edge when the Illinois Territory was created and, in 1813, the capital moved to Corydon, a more central location for Indiana's population at the time.
Culbertson		**8th GRADE** 8.3.9 8.4.4 8.4.10 **HIGH SCHOOL U.S. HISTORY** USH.1.3 USH.2.1 USH.2.3 USH.2.5	The Culbertson Mansion reflects the affluence of a man once considered to be the wealthiest in Indiana. The three-story French, Second-Empire mansion encompasses more than 20,000 square feet and contains 25 rooms. The mansion stands as an example of the tastes, ideals and lifestyle of people during the late 1800/s

SITE		INDIANA ACADEMIC STANDARD	DESCRIPTION
Lanier Mansion		**8th GRADE** 8.1.25 8.1.28-31 8.2.9 8.3.2 8.3.4 8.4.3 8.4.4 8.4.6 8.4.7 8.4.8 8.4.9 8.4.10 **HIGH SCHOOL U.S. HISTORY** USH.1.2 USH.2.1 USH.2.2 **U.S. GOVERNMENT** USG.2.8 USG.3.8 USG.5.6 USG.5.8	Designated a National Historic Landmark in 1994, this 1844 Greek Revival mansion was designed by architect Francis Costigan for financier and railroad magnate James F.D. Lanier. Recent restoration made possible largely by funding from private sources - has recaptured the Mansions 19th century splendor
Levi Coffin House		**8TH GRADE** 8.1.20-22 8.1.24 8.1.27 8.1.28-31 8.2.7 8.2.10 8.4.8 **HIGH SCHOOL U.S. HISTORY** USH.1.2 USH.1.2 USH.1.3 **U.S. GOVERNMENT** USG.2.8	Levi Coffin lived in this house from 1827 to 1847, where he helped as many as 2,000 slaves escape to freedom. The house was known as the Union Depot of the Underground Railroad, and it contained secret doors that could hide fugitives

SITE		INDIANA ACADEMIC STANDARD	DESCRIPTION
Limberlost / Gene Stratton-Porter Home	 	**HIGH SCHOOL U.S. HISTORY** USH.3.3 USH.3.5 USH.4.2 USH.4.3 USH.4.4	Gene Stratton-Porter is Indiana's most widely read female author, as well as a gifted nature photographer and entrepreneur. In her lifetime, 1863 to 1924, Porter authored 12 novels, seven nature studies, three poetry books, children's books and numerous magazine articles. With an estimated 50 million readers, her works have been translated into several foreign languages as well as Braille. Eight of her novels were produced as motion pictures To famed Indiana author Gene Stratton-Porter, the Limberlost Swamp was her playground, laboratory and inspiration for her acclaimed articles, fiction and photographs. In the early 1900's the Limberlost Swamp was described as a "treacherous swamp and quagmire, filled with every plant, animal and human danger known — in the worst of such locations in the central states."

SITE		INDIANA ACADEMIC STANDARD	DESCRIPTION
New Harmony	 Historic Marker (photo by Ruth Reichmann)	**8TH GRADE** 8.1.28-31 8.4.4 8.4.10	New Harmony was the site of two early American utopian communities. The Harmonie Society, a group of German dissenters led by George Rapp, arrived in the United States in 1804, settling in Pennsylvania. 10 years later the Harmonists purchased 20,000 acres on the Wabash River, and moved to Indiana in 1814. In 1824, George Rapp decided to sell New Harmony. He found a buyer in Robert Owen, a wealthy industrialist from Scotland. In 1825, with his business partner William Maclure, Owen purchased New Harmony outright, hoping to establish a model community where education and social equality would flourish. Maclure, a well-respected amateur geologist, attracted many important scholars to New Harmony, including naturalists, geologists, educators, and early feminists.
T.C. Steele		**HIGH SCHOOL U.S. HISTORY** USH.3.5 USH.4.2 USH.4.4	Theodore Clement Steele (1847-1926), noted Indiana artist and member of the Hoosier Group of American regional impressionist painters [link to collections], was inspired by the picturesque scenes that he encountered in Brown County. Steele was at the forefront of the state's art movement and remains one of Indiana's most honored artists.

SITE		INDIANA ACADEMIC STANDARD	DESCRIPTION
Vincennes Territorial Capitol	 	**8TH GRADE** 8.1.1 8.1.10-12 8.1.14-18 8.1.20.21 8.1.28-31 8.2.1 – 10 8.3.2 8.3.4 8.3.5-6 8.3.8 8.4.1 8.4.3 8.4.6-9 **HIGH SCHOOL U.S. HISTORY** USH 1.1-4 USH 2.1-4 **U.S. GOVERNMENT** USG.1.1-9 USG.2.1 USG.2.3-8 USG.3.1-13 USG.3.15-19 USG.5.1-8	On July 4, 1800, the Indiana Territory was established out of Northwest Territory in preparation for Ohio's statehood. The capital of the new territory was Vincennes, a former French trading post and one of the only white settlements in the vast territory

SITE		INDIANA ACADEMIC STANDARD	DESCRIPTION
Whitewater Canal		**8TH GRADE** 8.1.28-31 8.3.1 8.3.2 8.3.4 8.3.6-9 8.4.5 8.4.6 8.4.10 **HIGH SCHOOL U.S. HISTORY** USH.2.1 USH.2.2 USH.2.5	As settlers moved into the old Northwest Territory after 1800, transportation routes became an important priority. Indiana's brief experience with canal building began with the passage of the Indiana Mammoth Internal Improvement Act of 1836. Whitewater Canal was one of several projects funded by this act. The Whitewater Canal started in Lawrenceburg and originally ended at Cambridge City, on the Old National Road. Hagerstown merchants financed an extension to their town, making the canal 76 miles in length. The state of Ohio also built a 25-mile spur linking Cincinnati to the canal. Along the canal, 56 locks accommodate a fall of nearly 500 feet.

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SITE		INDIANA ACADEMIC STANDARD	DESCRIPTION
Indiana State Museum and Historic Sites		**8TH GRADE** 8.1.1 8.1.10-11 8.1.13 8.1.15-16 8.1.18-22 8.1.24-31 8.3.1 8.3.2 8.3.4 8.3.6-9 8.3.11 8.4.1 8.4.5 8.4.6 8.4.11 **HIGH SCHOOL U.S. HISTORY** USH.1-4 USH.2.1-4 USH.2.7 USH.3.1 USH.3.6-8 USH.4.2-7 USH.5.6 USH.6.2-4 USH.7.1 USH.7.4 USH.7.7 USH.8.1 USH.8.4-6 **U.S. GOVERNMENT** USG.2.3 USG.2.5 USG.3.14 USG.5.7 USG.5.10	The Indiana State Museum is a great resource for educators and students when learning all there is to know about the Hoosier state. Whether it is through a field trip experience or classroom learning, our core galleries, special exhibitions and programming complement the subjects for cultural history, natural history, science, art and more! All programs are designed to meet **Indiana Academic Standards**.

GUIDE TO INDIANA HISTORIC SITES

9/11 Memorial

421 W. Ohio St.
Indianapolis, IN 46202

Project 9/11 Indianapolis was begun early in 2010 as a grass roots effort to establish a permanent memorial dedicated to those killed in the September 11 attacks. The focal point of the memorial consists of two 11,000-pound (5,000 kg) beams from the Twin Towers. Behind the beams stand a pair of six-foot tall black granite walls inscribed with remembrances of the events in New York City; Washington, D.C.; and Shanksville, Pennsylvania. Perched atop one of the beams is a bronze, life-size sculpture of an American Bald Eagle, with wings outstretched and gazing east toward New York City

American Legion Mall

N. Pennsylvania St.
Indianapolis, IN 46204

The American Legion Mall (ALM) extends from St. Clair Street to North Street between Meridian and Pennsylvania Streets. On the east side is the American Legion National headquarters, and on the west side is the headquarters of the American Legion's Department of Indiana. Looking to the south from St. Clair Street, the visitor sees the solemn grounds of the Cenotaph in the foreground. The Cenotaph memorializes the nation's first casualty of World War I, Corporal James B. Gresham of Company F, 16th Infantry and Evansville Indiana. In the background rise the World War II, Korean, and Vietnam memorials on the flanks with Veteran's Plaza and the World War Memorial anchoring the vista at its southern end.

Angel Mounds State Historic Site		8215 Pollack Avenue Evansville, IN 47715	812-853-3956	Angel Mounds is the site of the largest settlement of its time in what is now known as Indiana. It was a fortified town serving as a social, political, and religious center for a much larger area of villages, hamlets, and farmsteads that ran 70 miles along the Ohio river, from the Wabash River to 35 miles east of Evansville. the town and surrounding settlements together constituted a chiefdom and were occupied form as early as A.D. 1000 to as late as A.D. 1450 by Native Americans whom archaeologists call Mississippians.
Baer Field Heritage Aircraft Park		3005 w. Ferguson Rd. Fort Wayne, IN 46809	260-478-3314	This private park is open to the public and will showcase all of the aircraft flown at the 122nd Fighter Wing Indiana Air National Guard from 1947. Some of the aircraft that are on display are the F-100 Super Sabre, the F-4 Phantom, the F-84F Thunderstreak, the F-16 Fighting Falcon, and the current aircraft flown here, the A-10 Thunderbolt II. A vehicle representing the 338th Quartermaster Unit, a tenant unit at the 122FW, is also on display. Military history and heritage play an important role in continuing traditions and remembering legacies.
Benjamin Harrison Presidential Site		1230 North Delaware St. Indianapolis, IN 46202	317-631-1888	Benjamin Harrison lived in this Italianate house from 1875 until his death there in 1901, except from 1889 to 1893 while he was the 23rd President. He was also a Senator from Indiana from 1881 to 1887. Harrison accepted the Republican nomination for the Presidential election in 1888 and conducted his Front Porch Campaign here

Billie Creek Village		65 South Billie Creek Road Rockville, IN 47872	765-569-0252	Billie Creek Village is a 70-acre open-air living history museum and park, filled with 38 historical buildings and structures, and hundred of antiques and artifacts
The Children's Museum of Indianapolis		3000 N. Meridian St. Indianapolis, IN 46208	317-334-4000	The Children's Museum of Indianapolis is the world's largest children's museum. It is located at 3000 North Meridian Street, Indianapolis, Indiana, United States in the United Northwest Area neighborhood of the city. The museum is accredited by the American Alliance of Museums. It is 472,900 square feet (43,933.85 m2) with five floors of exhibit halls and receives more than one million visitors annually. Its collection of over 120,000 artifacts and exhibit items are divided into three domains: the American Collection, the Cultural World Collection, and the Natural World Collection. Among the exhibits are a simulated Cretaceous dinosaur habitat, a carousel, and a steam locomotive. Because the museum's targeted audience is children, most exhibits are designed to be interactive allowing children to actively participate

Conner Prairie Interactive History Park		13400 Allisonville Road Fishers, IN 46038	317-776-6000	Connor Prairie Interactive History Park, where guests can explore five themed historic areas: Lenape Camp, Conner Homestead, 1836 Prairietown, 1859 Balloon Voyage, and the 1863 Civil War Journey: Raid on Indiana. Explore Conner Prairie's new, one-of-a-kind outdoor experience that puts you right in the middle of Indiana's brush with the Civil War.
Corydon Capitol State Historic Site		126 E Walnut Street Corydon, IN	812-738-4890	Corydon Capitol State Historic Site commemorates Indiana's first state capital and follows the development of Indiana from a territory to a state. Vincennes, the first territorial capital, was left on Indiana's western edge when the Illinois Territory was created and, in 1813, the capital moved to Corydon, a more central location for Indiana's population at the time.
Crown Hill Cemetery		700 W. 30th Street Indianapolis, IN 46208	317-920-2644	Founded in 1863, Crown Hill is the nation's 3rd largest cemetery with 555 acres of beautiful rolling hills located across the street from the Indianapolis Museum of Art. Thousands visit this urban oasis to enjoy its peaceful beauty; study the architecture, sculptures and trees; exercise; picnic; view the wildlife and to study the history and heritage of the thousands of people buried there. Notables include President Benjamin Harrison, poet James Whitcomb Riley, Col. Eli Lilly, three U.S. Vice Presidents, and numerous others, including the infamous bank robber John Dillinger.

Culberston Mansion		914 E. Main Street New Albany, IN	812-944-9600	The Culberston Mansion reflects the affluence of a man once considered to be the wealthiest in Indiana. The three-story French, Second-Empire mansion encompasses more than 20,000 squarre feet and contains 25 rooms. The mansion stands as an example of the tasttes, ideals and lifestyle of people during the late 1800/s
Dr. James Ford Historic Home		177 W. Hill Street Wabash, IN 46992	260-563-8686	The Dr. James Ford Historic Home, a restored 19th Century physician's home and surgery invites you to experience the daily lives, personalities, and activities of the Dr. James Ford family in the years before, during and just after the Civil War. Period decor and furnishings provide a look at what life may have been like in the mid-1800s. T
Eiteljorg Museum of American Indians and Western Art		500 W. Washington St. Indianapolis, IN 46204	317-636-9378	The Eiteljorg Museum of American Indians and Western art was founded by Indianapolis businessman and philanthropist Harrison Eiteljorg. Its mission—to inspire an appreciation and understanding of the art, history and cultures of the American West and the indigenous peoples of North America. The museum executes this charge in exciting and often surprising ways.

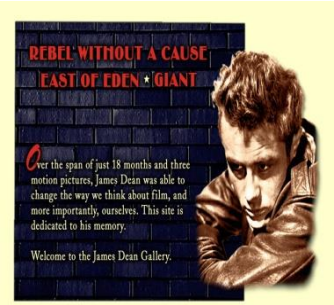
Elwood Haynes Museum		1915 S. Webster Street Kokomo, IN 46902	765-456-7500	Elwood Haynes, the inventor of America's first car in 1894, stainless steel, the alloy Stellite, among many other great inventions. See historical exhibits, memorabilia, photos, furnishings, and four Haynes classic cars. The industrial history of Howard County is chronicled in additional exhibits in the museum.
Fort Ouiatenon		Tippecanoe County Historical Assn. 1001 South Street Lafayette, IN 47901	765-476-8411	Fort Ouiatenon was the first fortified European settlement in what is now Indiana. It was established by the French in 1717 at a site five miles southwest of Lafayette as a military outpost to prevent British expansion into the Ohio and Wabash country.
French Lick and West Baden		8670 West State Road 56 French Lick, IN 47432	866-571-8687 812-936-5870	Unprecedented in the nation, the grand hotels in French Lick and West Baden Springs—both listed in the National Register of Historic Places and located one mile apart in southern Indiana—offer a fascinating window on the grand hotel era of the early twentieth century and the tradition of "taking the waters." Guests from Al Capone to FDR, Bing Crosby to Helen Keller, captains of industry and pampered socialites came to imbibe the waters and take spa treatments, enjoy sports and entertainments, and perhaps test their luck in the casinos.

Gene Stratton Porter Cabin		1205 Pleasant Point Rome City, IN 46784	260-854-3790	Gene Stratton-Porter is Indiana's most widely read female author, as well as a gifted nature photographer and entrepreneur. In her lifetime, 1863 to 1924, Porter authored 12 novels, seven nature studies, three poetry books, children's books and numerous magazine articles. With an estimated 50 million readers, her works have been translated into several foreign languages as well as Braille. Eight of her novels were produced as motion pictures.
General Lew Wallace Study & Museum		200 Wallace Ave. Crawfordsville, IN 47933	765-362-5769	The General Lew Wallace Study & Museum, an architectural wonder situated on the grounds where Civil War Major General Lew Wallace wrote his masterwork Ben-Hur, celebrates Wallace's fascinating legacy and renews belief in the power of the individual spirit to affect American history and culture. Located in Wallace's private study, the Museum contains original items collected by Wallace during his life as an author, soldier, statesman, artist, musician and inventor.
George Rogers Clark National Historic Park		401 S. 2nd Street Vincennes, IN 47591	812-882-1776	Located in Vincennes, Indiana on the banks of the Wabash River at what is believed to be the site of Fort Sackville. A classical memorial here was authorized under President Coolidge and dedicated by President Franklin Roosevelt in 1936.

Grouseland		3 W. Scott Street Vincennes, IN 47591	812-882-2096	Grouseland is the elegant Georgian/Federal home completed in 1804, which served as the home of William Henry Harrison and his family when he was Governor of the Indiana Territory (1800-1812). The first brick home in Indiana and a National Historic Landmark, the house was more than a residence. This magnificent building was the center of government for the Indiana Territory and also served as a fortress in times of unrest.
Historic New Harmony	 Historic Marker (photo by Ruth Reichmann)	401 N Arthur Street New Harmony, IN 46731	812-682-4474 800-231-2168 (tollfree)	New Harmony was founded in 1815 by Rappites, and in 1825 Robert Owen attempted to create a utopian society. Many original Harmony Society buildings remain
Historic Old Fort (Ft Wayne)		P.O. Box 12650 Fort Wayne, IN 46864	260-437-2836	There were 3 American forts built in Fort Wayne. The current fort is a replica of the one constructed by Major John Whistler and his men during 1815 -- 1816 and was the last fort to stand at the junction of the St. Mary's, St. Joseph, and Maumee Rivers.

Historic Prophetstown		3549 Prophetstown Trail Battleground, IN 47920	765-567-4700	Dedicated to showing, sharing & teaching about agriculture & horse powered farming. Native American settlement & farmstead.
Indiana Historical Society		450 W. Ohio St. Indianapolis, IN 46202	317-232-1882	The Eugene and Marilyn Glick Indiana History Center, home of the Indiana Historical Society, underwent a major renovation and re-opened in March 2010 with the launch of its new feature, the Indiana Experience. The Indiana Experience uses new technology to immerse guests in stories of the state's past in easy, enjoyable and meaningful ways.

Indiana State Capitol		200 W. Washington St. Indianapolis, IN 46204	317-233-5293	The Indiana State Capitol, the Statehouse, has been the seat of Indiana's government since 1887 and is perhaps the grandest 19th-century Neo-Classical Revival building in Indiana. Indiana is one of the few states in the nation that has all three branches of government operating out of the historic state capitol building. In 1825, after nine years of statehood, the capitol city was relocated from Corydon to Indianapolis. Plans for the current statehouse began in 1867 and the building was completed in 1888. It is constructed of Indiana limestone and white oak. The beautuful stained glass rotunda window is original and made from German glass.
Indiana State Library		315 W. Ohio Street Indianapolis, IN 46202	866-683-0008	The Indiana State Library (ISL) has served the citizens of Indiana since 1825. The ISL is just a few steps away from the Indiana Statehouse and open to the public for a variety of needs including but not limited to; genealogy, Indiana history, preservation, rare books and manuscripts, reference and government services, Talking Books and Braille library, as well as the State Data Center. It also serves as a free facility for meetings and special events available to state agencies and the community (some fees apply to non-agency events).

Indiana State Museum and Historic Sites		650 W. Washington St. Indianapolis, IN 46204	317-232-1637	The Indiana State Museum is a great resource for educators and students when learning all there is to know about the Hoosier state. Whether it is through a field trip experience or classroom learning, our core galleries, special exhibitions and programming complement the subjects for cultural history, natural history, science, art and more! All programs are designed to meet select Common Core and Indiana Academic Standards
The James Dean Gallery		425 N Main Street Fairmount, IN 46928	765-948-3326	The James Dean Gallery opened in 1988 in the actor's hometown of Fairmount, Indiana. The exhibit is housed in a beautifully restored 1903 Victorian home on tree-lined North Main Street just 1 Mile from James Dean's Grave in Park Cemetery. The exhibit includes thousands of items of James Dean memorabilia and visitors can see the worldwide influence that this Indiana native and American film star has made. There are personal items related to James Dean and dozens of original movie posters in different languages from around the world that show the actor's international impact.

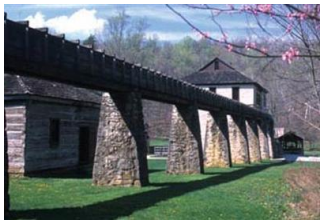
James Whitcomb Riley Museum Home		528 Lockerbie Street Indianapolis, IN 46202	317-631-5885	The nation's only late Victorian preservation open to the public holds furnishings and personal belongings of poet James Whitcomb Riley. Step back to the beginning of the 20th century—just as the great Hoosier poet James Whitcomb Riley experienced it for 23 years of his fascinating life.
Landmark for Peace Memorial		1702 Broadway Street Indianapolis, IN 46202	317-327-7461	The Landmark for Peace is a memorial sculpture at Dr. Martin Luther King Jr. Park on the northside of Indianapolis that honors the contributions of the slain leaders Dr. Martin Luther King, Jr. and Robert F. Kennedy. The site is where Robert Kennedy gave his memorable speech the night Dr. King was assassinated in 1968.
Lane Place		212 S. Water Street Crawfordsville, IN 47933	765-362-3416	Lane Place was built for Henry Lane in 1845 in what is now called the Elston Grove Historic District. Lane represented Montgomery County as state representative, U.S. congressman, governor and U.S. senator. His stature as chairman of the National Republican Convention in 1856 helped secure the party's nomination of Abraham Lincoln for president in 1860. Lane lived continuously at Lane Place until he died in 1881. His wife, Joanna Elston Lane, lived there until her death in 1914.

Lanier Mansion		601 West 1st Street Madison, IN 47250	812-625-3526	Designated a National Historic Landmark in 1994, this 1844 Greek Revival mansion was designed by architect Francis Costigan for financier and railroad magnate James F.D. Lanier. Recent restoration made possible largely by funding from private sources - has recaptured the Mansions 19th century splendor
Levi Coffin House		113 U.S. 27 North P.O. Box 77 Fountain City, IN 47341	765-847-2432	Levi Coffin lived in this house from 1827 to 1847, where he helped as many as 2,000 slaves escape to freedom. The house was known as the Union Depot of the Underground Railroad, and it contained secret doors that could hide fugitives
Limberlost		202 East 6th St. Geneva, IN 46740	260-368-7428	To famed Indiana author Gene Stratton-Porter, the Limberlost Swamp was her playground, laboratory and inspiration for her acclaimed articles, fiction and photographs.In the early 1900's the Limberlost Swamp was described as a "treacherous swamp and quagmire, filled with every plant, animal and human danger known — in the worst of such locations in the central states."

Lincoln Boyhood National Memorial		3027 East South Street Lincoln City, IN 47552	812-937-4541	The story of the Civil War era president's 14 formative years in Indiana springs to life at the Living Historical Farm, in the museum and film, and along the park's scenic hiking trails.
Medal of Honor Memorial		650 W. Washington St. Indianapolis, IN 46204	317-261-5447	The Medal of Honor Memorial is dedicated in honor of all recipients of the Medal of Honor, the United States military's highest award for valor. The memorial was unveiled May 28, 1999, during Memorial Day weekend.

Menno-Hof		510 S VanBuren/SR 5 S Shipshewana, IN 46565	260-768-4117	Tells the story of Amish, Mennonite and Hutterite history, lifestyle and beliefs with multi-media presentations and 24 display areas. Follow the trail of a people searching for peace Menno-Hof is a non-profit information center located in Shipshewana, Indiana, that teaches visitors about the faith and life of Amish and Mennonites. Menno-Hof's multi-image presentations, historical environments and colorful displays take you on a fascinating journey inside the unique world of the Amish and Mennonites. See where the Anabaptists had their beginning in a Swiss courtyard and how they were persecuted for their faith in the dungeon. Travel with the Anabaptists down the cobblestone streets of Holland and board a 17th century sailing boat on a journey to America and freedom.
Mississinewa Battlefield		7 miles N of Marion on SR 15 Marion, IN 46953	800-822-1812	The Mississinewa Battlefield was the site of the first victory of the United States Army during the War of 1812, on December 17-18, 1812. A 600-man mounted force led by Lt. Col. John B. Campbell attacked and destroyed four British-allied Indian villages. Site of the annual Mississinewa 1812 living history event.

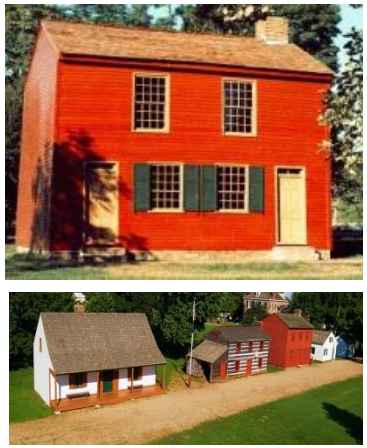
Mounds State Park		4306 Mounds Road Anderson, IN 46017	765-642-6627	Mounds State Park, located off I-69 east of Anderson, features 10 unique earthworks built by prehistoric Indians known as the Adena-Hopewell people. The largest earthwork, the Great Mound, is believed to have been constructed around 160 BCE. Archaeological surveys indicate the mounds were used as gathering places for religious ceremonies, from where astronomical alignments could be viewed
Old French House & Indian Museum		1st snd Seminary Streets Vincennes, IN 47591	812-882-7742 800-886-6443	The Old French House is an excellent example of French Creole architecture. Home of Michael Brouillet, built in 1809, and furnished much as it would have been in that period. The Old French House is owned & operated by the Old Northwest Corporation. The Vincennes State Historic Sites provides the interpretation.

Pioneer Village at Spring Mill State Park		3333 SR 60 E Mitchell, IN 47446	812-849-3534	The restored Pioneer Village, founded in 1814, contains 20 historic buildings to explore. The centerpiece is a 3-story limestone gristmill, built in 1817, that still grinds cornmeal today. Heritage interpreters portray the year 1863 and demonstrate period crafts.
Rotary Jail Museum		225 N Washington Street Crawfordsville, IN 47933	765-362-5222	The Rotary Jail Museum, built in 1882, was the first of nine rotary jails constructed in the U.S. and is currently the only rotary jail in operating condition. It is listed on the National Register of Historic Places and the Historic American Engineering Record. Sheriff's residence houses a permanent collection and temporary exhibits of local art.
Seiberling Mansion		1200 W. Sycamore St Kokomo, In 46901	765.452.4314	Construction on the Seiberling Mansion began in October 1889 and was completed in the fall of 1891. The house was built for Monroe Seiberling of Akron, Ohio at a cost of $50,000. The architecture of the house is a mixture of Neo-Jacobean (Queen Anne) and Romanesque Revival styles. It was designed by Arthur LaBelle of Marion, Indiana. Built at the height of the gas boom in Indiana, the house was originally heated and illuminated by natural gas.

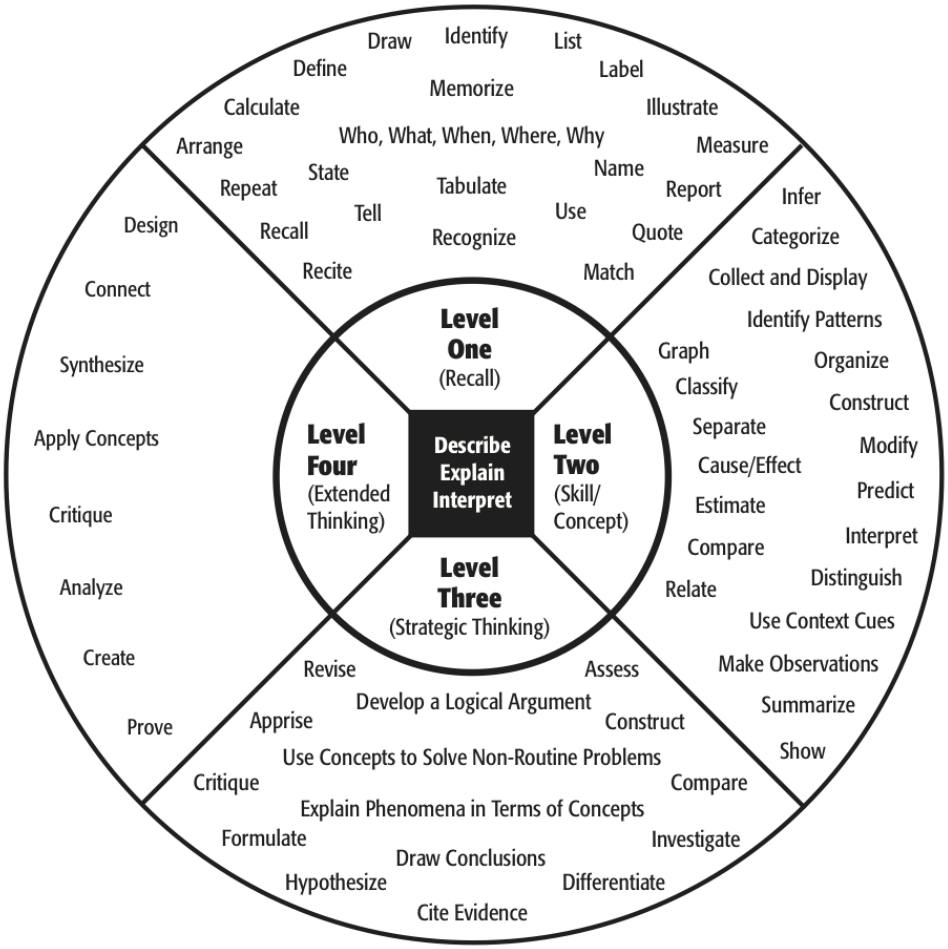
Soldiers and Sailors Monument		1 Monument Circle Indianapolis, IN 46204	317-232-7615	The Soldiers & Sailors Monument is Indiana's official memorial to the Hoosiers that served in the Revolutionary War, the War of 1812, the Mexican War, the Civil War, the Frontier Wars and the Spanish-American War.
Squire Boone Caverns		100 Squire Boone Rd. S.W.Mauckport, IN 47142	812-732-4381	Squire Boone Caverns is a real place in southern Indiana where Squire Boone, younger brother of Daniel Boone, lived and worked. Near Historic Corydon, Indiana in 1815, Squire Boone was laid to rest in a cave at the village that once saved his life by providing him refuge a ban of hostile Indians. One-hour guided cavern tours take you past stalactites, stalagmites, rimstones dams and much more. Look closely into the pools of water for white, blind crayfish, amphopods and isopods. Hear about how Squire and his older brother Daniel Boone discovered the caverns in 1790 and how Squire brought his family back to the beautiful valley to live.
Stockdale Mill		Indiana SR 16 Roann, IN 46974	765-833-2019	Stockdale Mill is an old water-powered flour mill and dam on the Eel River in north-central Indiana. Come see water powered equipment in action.

Strawtown Koteewi "Prairie Park		12308 E. Strawtown Ave Noblesville, IN 46060	317-774-2574	Strawtown Koteewi Park has become a hot-bed of archaeological activity in recent years, with students from Ball State University, IPFW, Indiana University and Indiana State University contributing their time to the collection and curation of artifacts found in the park. Researchers have discovered that the major occupancy of this property dates back to 1200-1400 A.D.Artifacts found include arrowheads, pottery and remains of what the occupants may have eaten, including bear and elk. Researchers have also discovered evidence of postholes, storage pits and fire pits that show the location of early villages and huts on the property.
T.C. Steele Site		4220 T.C. Steele Road Nashville, IN 47448	812-988-2785	Theodore Clement Steele (1847-1926), noted Indiana artist and member of the Hoosier Group of American regional impressionist painters [link to collections], was inspired by the picturesque scenes that he encountered in Brown County. Steele was at the forefront of the state's art movement and remains one of Indiana's most honored artists.

Tippecanoe Battlefield		200 Battleground Ave Battle Ground, IN 47920	765-567-2147	In the Battle of Tippecanoe on November 7, 1811, Indiana Territory Governor William Henry Harrison and his force of 1,000 men defeated the Shawnee and their leader Tenskwatawa.
USS Indianapolis National Memorial		692 Ellsworth St. Indianapolis, IN 46202		This National Memorial is the climax of a 50 year dream by the crew members who survived the sinking of the cruiser USS Indianapolis in 1945. They worked continually to erect a fitting memorial to their missing shipmates. The Memorial is located at the North end of the Canal Walk. The Memorial is an outdoor site and is available to the public 24 hours a day, seven days a week. Engraved on the South face of the monument are the names of the ship's company and one passenger who made up her final crew.
Vietnam and Korean War Memorials		700 N. Pennsylvania St. Indianapolis, IN 46204		This two-part limestone and granite sculpture by artist Patrick Brunner was created in 1996 to honor casualties of the Korean and Vietnam wars. Composed of two half-cylinders, the concave side of each sculpture includes the names of men and women killed during the war. The convex sides contain excerpts from letters written by Indiana soldiers to their loved ones at home.

Vincennes Territorial Capitol		1 West Harrison Street Vincennes, IN	812-882-7422	On July 4, 1800, the Indiana Territory was established out of Northwest Territory in preparation for Ohio's statehood. The capital of the new territory was Vincennes, a former French trading post and one of the only white settlements in the vast territory
Wayne County Historical Museum		1150 N A Street Richmond, IN 47374	765-962-5756	Comprised of eight buildings on a compact site, the museum is a unique repository of Wayne County and Richmond history from early pioneer life through the industrial revolution into modern times.
World War Memorial		431 N. Meridian St Indianapolis, IN 46204	317-232-7615	The Indiana World War Memorial, begun in 1926 and finished in 1965, is a building commemorating World War I and II veterans. It is 210 feet (64 m) tall, made of Indiana limestone, and based on the Mausoleum of Mausolus. Within it is a military museum. The Plaza also includes the American Legion headquarters, Cenotaph square, an obelisk, and fountains

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting. Conduct basic mathematical calculations. Label locations on a map. Represent in words or diagrams a scientific concept or relationship. Perform routine procedures like measuring length or using punctuation marks correctly. Describe the features of a place or people.	Identify and summarize the major events in a narrative. Use context cues to identify the meaning of unfamiliar words. Solve routine multiple-step problems. Describe the cause/effect of a particular event. Identify patterns in events or behavior. Formulate a routine problem given data and conditions. Organize, represent and interpret data.	Support ideas with details and examples. Use voice appropriate to the purpose and audience. Identify research questions and design investigations for a scientific problem. Develop a scientific model for a complex situation. Determine the author's purpose and describe how it affects the interpretation of a reading selection. Apply a concept in other contexts.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions. Apply mathematical model to illuminate a problem or situation. Analyze and synthesize information from multiple sources. Describe and illustrate how common themes are found across texts from different cultures. Design a mathematical model to inform and solve a practical or abstract situation.

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <http://www.wcer.wisc.edu/WAT/index.aspx>.