



DEPARTMENT OF EDUCATION

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Superintendent of Public Instruction

*Working Together for Student Success*

# Indiana Academic Standards

## Grade 8

United States History – Growth and Development (to 1877)

*Indiana Connections*

*Standards Approved March 2014*

# Indiana Department of Education

## College and Career Readiness

## **GRADE 8**

## ***United States History—Growth and Development (to 1877)***

### **Course 0470-08**

In Grade 8, students focus upon United States history, beginning with a brief review of early history, including the Revolution and Founding Era, and the principles of the United States and Indiana constitutions, as well as other founding documents and their applications to subsequent periods of national history and to civic and political life. Students then study national development, westward expansion, social reform movements, and the Civil War and Reconstruction. Students examine major themes, issues, events, movements, and figures in United States history through the Reconstruction Period (1877) and explore relationships to modern issues and current events.

Eighth grade students need to experience a variety of teaching and learning strategies. Students are provided practice in thinking and research skills by learning to use the media center, primary documents, and community resources such as historic sites and buildings to identify, evaluate and use appropriate data and reference information. This course also helps students to develop an appreciation of historical thinking skills. Finally, students should demonstrate, through their studies, a commitment to the rights and responsibilities of citizenship in a democratic society.

The Indiana's K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Grade 8 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.

## **CONTENT STANDARDS**

### **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.

### **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.

### **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.

### **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.

# 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.

#### INDIANA CONNECTIONS

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|---|--|
| <ul style="list-style-type: none"><li>• Paleo Indians such as the Hopewell, Adena, and the Mississippian cultures</li><li>• Angel Mounds</li><li>• Chief Little Turtle</li><li>• Battle of Fallen Timbers</li></ul> | <ul style="list-style-type: none"><li>• Fort Ouiatanon</li><li>• Tecumseh and Tenskwatawa</li><li>• Frances Slocum/Maconaquah</li><li>• Miami, Shawnee, Potawatomi, and Lenape (Delaware)</li><li>• <a href="#">Native Americans (Bicentennial Minute)</a></li></ul> |
|---|--|

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

#### INDIANA CONNECTIONS

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|--|
| <ul style="list-style-type: none"><li>• LaSalle (South Bend)</li></ul> |
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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).

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).

#### INDIANA CONNECTIONS

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• George Rogers Clark and the Fall of Vincennes, Fort Sackville</li></ul> | <ul style="list-style-type: none"><li>• Northwest Ordinance of 1787</li></ul> |
|---|---|

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.

#### INDIANA CONNECTIONS

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Indiana Constitution (1816)<ul style="list-style-type: none"><li>○ Promise of free public education</li></ul></li><li>• William Henry Harrison<ul style="list-style-type: none"><li>○ <a href="#">The Harrisons</a> (Bicentennial Minute)</li></ul></li></ul> | <ul style="list-style-type: none"><li>• Jonathan Jennings</li><li>• Slavery and indenture in Indiana Territory (Article XIII)</li></ul> |
|---|---|

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.

**INDIANA CONNECTIONS**

<ul style="list-style-type: none"> <li>• Northwest Ordinance of 1787               <ul style="list-style-type: none"> <li>○ <a href="#">The Shaping of the Crossroads of America (Bicentennial Minute)</a></li> </ul> </li> <li>• William Henry Harrison (<a href="#">The Harrisons</a>)               <ul style="list-style-type: none"> <li>○ Treaty of Vincennes</li> <li>○ Treaty of Grouseland</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• William Conner</li> <li>• Abraham Lincoln’s family moves to Indiana because Kentucky was a slave state               <ul style="list-style-type: none"> <li>○ <a href="#">Abraham Lincoln – “There I grew up” (Bicentennial Minute)</a></li> </ul> </li> </ul>
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- 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.

**INDIANA CONNECTIONS**

<ul style="list-style-type: none"> <li>• William Conner</li> <li>• Abraham Lincoln family moved here because Kentucky was a slave state               <ul style="list-style-type: none"> <li>○ <a href="#">Abraham Lincoln – “There I grew up”</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Slavery and indenture in Indiana Territory               <ul style="list-style-type: none"> <li>○ Mary Bateman Clark</li> </ul> </li> </ul>
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**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.
- 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.

**INDIANA CONNECTIONS**

<ul style="list-style-type: none"> <li>• William Henry Harrison (<a href="#">The Harrisons</a>)</li> <li>• Tecumseh and Tenskwatawa (the Prophet)</li> </ul>	<ul style="list-style-type: none"> <li>• Battle of Tippecanoe</li> <li>• Battle of Mississinewa</li> </ul>
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- 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.

**INDIANA CONNECTIONS**

<ul style="list-style-type: none"> <li>• William Conner</li> <li>• National Road</li> </ul>	<ul style="list-style-type: none"> <li>• James Oliver (Chilled Plow)</li> <li>• Railroads and Canals</li> </ul>
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- 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.

**INDIANA CONNECTIONS**

<ul style="list-style-type: none"> <li>• Indiana Trail of Death</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Native Americans (Bicentennial Minute)</a></li> </ul>
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8.1.17 Explain relationships and conflict between settlers and Native Americans on the frontier.

**INDIANA CONNECTIONS**

<ul style="list-style-type: none"><li>• Treaty of Fort Wayne (10 O’Clock Line Treaty)</li><li>• William Henry Harrison and the Battle of Tippecanoe<ul style="list-style-type: none"><li>○ <a href="#">The Harrisons</a> (Bicentennial Minute)</li></ul></li><li>• Tecumseh and Tenskwatawa (the Prophet)</li><li>• Frances Slocum/Maconaquah</li></ul>	<ul style="list-style-type: none"><li>• Pigeon Creek Massacre</li><li>• Fall Creek Massacre</li><li>• William Conner</li><li>• Trail of Death</li></ul>
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8.1.18 Describe the causes, courses, challenges, compromises, and consequences associated with westward expansion, including the concept of Manifest Destiny.

**INDIANA CONNECTIONS**

<ul style="list-style-type: none"><li>• Indiana’s first Governor, Jonathan Jennings</li><li>• Robert Owen and the New Harmony settlement<ul style="list-style-type: none"><li>○ <a href="#">New Harmony – Utopia in Indiana</a> (Bicentennial Minute)</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Development of roads, canals, and railroads in Indiana<ul style="list-style-type: none"><li>○ <a href="#">The First Railroad</a> (Bicentennial Minute)</li></ul></li><li>• Migration patterns of Indiana pioneers (south to north, Ohio River)</li></ul>
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8.1.19 Analyze the causes and effects of the Mexican War (1846-1848).

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.

**INDIANA CONNECTIONS**

<ul style="list-style-type: none"><li>• Migration patterns of Indiana pioneers (south to north, Ohio River)</li><li>• German settlement in Indiana</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Saint Theodora Guerin</a> (Bicentennial Minute)</li></ul>
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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.

**INDIANA CONNECTIONS**

<ul style="list-style-type: none"><li>• Black rural settlements (e.g. Roberts Settlement, Beech Settlement)</li></ul>	<ul style="list-style-type: none"><li>• Lyles Station</li><li>• Madison &amp; Indianapolis Railroad completed using Irish and German immigrants</li></ul>
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8.1.22 Describe the abolitionist movement and identify figures and organizations involved in the debate over slavery, including leaders of the Underground Railroad

**INDIANA CONNECTIONS**

<ul style="list-style-type: none"><li>• 1851 Indiana Constitution, Article XIII</li><li>• Levi and Catharine Coffin<ul style="list-style-type: none"><li>○ <a href="#">Levi Coffin – “president of the Underground Railroad”</a> (Bicentennial Minute)</li></ul></li></ul>	<ul style="list-style-type: none"><li>• The Underground Railroad in Indiana</li><li>• Mary Bateman Clark</li></ul>
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**8.1.23** Analyze the influence of early individual social reformers and movements such as the abolitionist, feminist and social reform movements.

**INDIANA CONNECTIONS**

<ul style="list-style-type: none"> <li>• Levi and Catharine Coffin               <ul style="list-style-type: none"> <li>○ <a href="#">Levi Coffin – “president of the Underground Railroad” (Bicentennial Minute)</a></li> </ul> </li> <li>• The Underground Railroad in Indiana</li> <li>• Hannah Toliver</li> <li>• Frederick Douglass mob in Pendleton</li> <li>• George Julian</li> <li>• Caleb Mills and 1852 Free School Law</li> </ul>	<ul style="list-style-type: none"> <li>• Robert Owen</li> <li>• David Dale Owen</li> <li>• New Harmony               <ul style="list-style-type: none"> <li>○ <a href="#">New Harmony – Utopia in Indiana (Bicentennial Minute)</a></li> </ul> </li> <li>• First Indiana women’s rights convention, Wayne County 1851</li> </ul>
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**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.

**INDIANA CONNECTIONS**

<ul style="list-style-type: none"> <li>• Fugitive Slave Law in Indiana</li> </ul>	<ul style="list-style-type: none"> <li>• 1851 Indiana Constitution – Article XIII</li> </ul>
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**8.1.25** Identify the factors and individuals which influenced the outcome of the Civil War and explain the significance of each.

**INDIANA CONNECTIONS**

<ul style="list-style-type: none"> <li>• <a href="#">Governor Oliver Morton (Bicentennial Minute)</a></li> <li>• Camp Morton</li> <li>• <a href="#">Morgan’s Raid; The Battle of Corydon (Bicentennial Minute)</a></li> <li>• <a href="#">Lew Wallace (Bicentennial Minute)</a></li> <li>• Ambrose Bierce</li> <li>• Joshua Jones</li> </ul>	<ul style="list-style-type: none"> <li>• Benjamin Harrison</li> <li>• Nineteenth Indiana Volunteer Infantry Regiment</li> <li>• Twenty-Eighth Regiment of the United States Colored Troops</li> <li>• Indiana Copperheads</li> <li>• Abraham Lincoln</li> </ul>
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**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)

**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.

**INDIANA CONNECTIONS**

<ul style="list-style-type: none"><li>• Northwest Ordinance of 1787</li><li>• Election of 1860 in Indiana</li></ul>	<ul style="list-style-type: none"><li>• Indiana becomes a state<ul style="list-style-type: none"><li>○ William Henry Harrison</li><li>○ Jonathan Jennings</li></ul></li></ul>
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**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.

**INDIANA CONNECTIONS**

<ul style="list-style-type: none"><li>• <a href="#">Lew Wallace: (Bicentennial Minute)</a><ul style="list-style-type: none"><li>○ <i>Ben Hur</i> and other writings</li></ul></li><li>• John Chapman/Johnny Appleseed (oral storytelling tradition)</li></ul>	<ul style="list-style-type: none"><li>• Jacob Maentel of New Harmony</li><li>• Hoosiers Nest painting by Marcus Mole</li><li>• <a href="#">The Soldiers and Sailors Monument (Bicentennial Minute)</a></li></ul>
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## 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.

#### INDIANA CONNECTIONS

<ul style="list-style-type: none"><li>• Northwest Ordinance of 1787</li><li>• Indiana Constitution (1816)<ul style="list-style-type: none"><li>○ <a href="#">The Story of Statehood (Bicentennial Minute)</a></li></ul></li></ul>	<ul style="list-style-type: none"><li>• Indiana Constitution (1851)</li><li>• Black Codes in Indiana</li></ul>
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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.

#### INDIANA CONNECTIONS

<ul style="list-style-type: none"><li>• Indiana Constitution (1816)</li></ul>	<ul style="list-style-type: none"><li>• Indiana Constitution (1851)</li></ul>
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8.2.3 Examine ways that the national government affects the everyday lives of people of the United States.

#### INDIANA CONNECTIONS

<ul style="list-style-type: none"><li>• Indiana Constitution (1816)</li><li>• <a href="#">State Capitol History (Bicentennial Minute)</a></li></ul>	<ul style="list-style-type: none"><li>• Indiana Constitution (1851)<ul style="list-style-type: none"><li>○ Caleb Mills and public education</li></ul></li></ul>
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### 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.

#### INDIANA CONNECTIONS

<ul style="list-style-type: none"><li>• Indiana Constitution (1851)<ul style="list-style-type: none"><li>▪ Article 4 – Legislative Branch</li><li>▪ Article 5 – Executive Branch</li><li>▪ Article 7 – Judicial Branch</li></ul></li></ul>
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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.

#### INDIANA CONNECTIONS

<ul style="list-style-type: none"><li>• <a href="#">Fugitive Slave Law in Indiana</a></li></ul>
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### 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.

### INDIANA CONNECTIONS

- May Wright Sewall
- Caleb Mills

- Albert J. Beveridge
- Robert Dale Owen

**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: 1<sup>st</sup> and 2<sup>nd</sup> 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.

#### INDIANA CONNECTIONS

<ul style="list-style-type: none"><li>Review symbols and human features with an Indiana roadmap</li></ul>	<ul style="list-style-type: none"><li>Review human and physical characteristics using IndianaMap (<a href="http://maps.indiana.edu/">http://maps.indiana.edu/</a>) the on-line resource for human and physical data about Indiana: from streams to poverty to aerial imagery</li></ul>
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### 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).

#### INDIANA CONNECTIONS

Utilize historic census information ( <a href="http://lwd.dol.state.nj.us/labor/lpa/census/1990/poptrd1.htm">http://lwd.dol.state.nj.us/labor/lpa/census/1990/poptrd1.htm</a> ) Indians in Indiana Treaty Lines	Compare to historic Indiana county establishment ( <a href="http://indiana.lostsoulsgenealogy.com/maps/countymaps/formationmap.htm">http://indiana.lostsoulsgenealogy.com/maps/countymaps/formationmap.htm</a> ) Indiana in 1816 map Indiana county lines Indiana demographic maps – past and present
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### Physical Systems

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

#### INDIANA CONNECTIONS

<ul style="list-style-type: none"><li>Indiana Geographic Regions:<ul style="list-style-type: none"><li>Lake Moraine/Dunes</li><li>Maumee Lake Plain</li><li>Central Till Plain</li><li>Southern Hills/Lowlands</li></ul></li></ul>	<ul style="list-style-type: none"><li>Indiana State Climate Office (<a href="https://climate.agry.purdue.edu/climate/index.asp">https://climate.agry.purdue.edu/climate/index.asp</a>)</li><li>Wisconsin Glacial Line</li></ul>
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**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.

#### INDIANA CONNECTIONS

<ul style="list-style-type: none"><li>IndianaMap (<a href="http://maps.indiana.edu">http://maps.indiana.edu</a>) &gt; create water map of Indiana through Hydrology)</li><li>Ohio River</li><li>Wabash River</li><li>White River</li></ul>	<ul style="list-style-type: none"><li>St. Joseph River</li><li>Maumee River</li><li>Tippecanoe River</li><li>Blue River</li></ul>
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## 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.

### INDIANA CONNECTIONS

<ul style="list-style-type: none"><li>• William Conner</li><li>• Oliver Chilled Plow</li><li>• 1852 First State Fair</li><li>• 1869 Purdue University</li><li>• <a href="#">Indiana Agriculture</a></li></ul>	<ul style="list-style-type: none"><li>• Corn and hogs</li><li>• U.S. Department of Agriculture, Quick STATS IN (<a href="https://www.nass.usda.gov/Quick_Stats/Ag_Overview/stateOverview.php?state=INDIANA">https://www.nass.usda.gov/Quick_Stats/Ag_Overview/stateOverview.php?state=INDIANA</a>)</li></ul>
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**8.3.6** Using maps identify changes influenced by growth, economic development and human migration in the United States.

### INDIANA CONNECTIONS

<ul style="list-style-type: none"><li>• Indiana topographical map</li><li>• Past and present satellite images</li></ul>	<ul style="list-style-type: none"><li>• Demographic maps</li><li>• Land use maps</li></ul>
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**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.

### INDIANA CONNECTIONS

<ul style="list-style-type: none"><li>• Kankakee River Valley in northwestern Indiana in relation to the Kankakee River Valley in Illinois</li></ul>
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**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.

### INDIANA CONNECTIONS

<ul style="list-style-type: none"><li>• Migration streams to Indiana</li></ul>	<ul style="list-style-type: none"><li>• Ohio River</li></ul>
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**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.

### INDIANA CONNECTIONS

- |                  |                               |
|------------------|-------------------------------|
| • William Conner | • James Oliver (Chilled Plow) |
|------------------|-------------------------------|

**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.

### INDIANA CONNECTIONS

- |  |                                     |
|--|-------------------------------------|
| • Indiana Canals   | • Madison and Indianapolis Railroad |
| • <a href="#">The Story of the Steamboat (Bicentennial Minute)</a> | • <i>Sultana</i> steamboat tragedy  |

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

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

**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.

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