

HISTORIC AMERICAN INDIANS: SHOULD THEY GO OR SHOULD THEY STAY
(DISTANCE LEARNING)
JOHNSTON AND NATIONAL INDIAN POLICIES: GRADE 8

OHIO SOCIAL STUDIES ACADEMIC CONTENT STANDARDS ADDRESSED:

History: Students use the materials drawn from the diversity of human experience to analyze and interpret significant events, patterns, and themes in the history of Ohio, the United States and the world.

Grades 6 – 8:

Benchmark E. Explain the causes and consequence of the American Revolution, with on emphasis on both Colonial and British perspectives.

Revolution

Grade 8

Indicator 4.

Explain the results of important developments of the American Revolution including:

d. Impacts on . . . American Indians.

People in Societies: Students use knowledge of perspectives, practices, and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within the local national regional and global settings.

Grades 6 – 8:

Benchmark B. Analyze examples of interactions between cultural groups and explain the factors that contributed to cooperation and conflict.

Interaction

Grade 8

Indicator 3.

Analyze how contact between white settlers and American Indians resulted in treaties, land acquisition and Indian removal.

Citizenship Rights and Responsibilities: Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Grades 6 – 8:

Benchmark B. Identify historical origins that influence the rights U. S. citizens have today.

Rights and Responsibilities

Grade 8

Indicator 3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including :

d. Jackson and his role in Indian removal.