

Arkansas History
Grades 7-8

Social Studies
Curriculum Framework

Revised 2014

Arkansas History Grades 7-8

Course Focus and Content

In Grades K-6, students receive a foundation in Arkansas History. Arkansas History Grades 7-8 is an in-depth and rigorous study of civics/government, economics, geography, and history of the state. The format of this course encourages teachers to incorporate the social, cultural, and geographic information particular to their locality when developing district curriculum.

Skills and Application

Throughout the course, students will develop and apply disciplinary literacy skills: reading, writing, speaking, and listening. As students seek answers to compelling and supporting questions, they will examine a variety of primary and secondary sources and communicate responses in multiple ways, including oral, visual, and written forms. Students must be able to select and evaluate sources of information, draw and build upon ideas, explore issues, examine data, and analyze events from the full range of human experience to develop critical thinking skills essential for productive citizens. Arkansas History is required by Act 787 of 1997 and the Standards for Accreditation and does not need Arkansas Department of Education approval.

The acquisition of content knowledge and skills is paramount in a robust social studies program rooted in inquiry. The chart below summarizes social studies practices in Dimensions 1, 3, and 4 of The College, Career, & Civic Life C3 Framework for Social Studies State Standards. These practices should be addressed throughout Grades K-12, building as students acquire the skills. Dimension 2 sets forth the conceptual content, and the alignment to this dimension is embedded in the student learning expectations (SLEs).

Dimension 1 – Questions	Dimension 3 – Sources and Evidence	Dimension 4 – Communicating Ideas
1. Construct compelling questions that promote inquiry around key ideas and issues	4. Gather relevant information from multiple perspectives and a variety of sources; evaluate the credibility of the source by determining its relevance and intended use	6. Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies
2. Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations	5. Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims and counterclaims and providing explanations	7. Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others
3. Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view		8. Use disciplinary lenses within the social sciences to understand local, regional, and global problems, proposing solutions or assessing strategies and options for action while applying deliberative processes
Engage in disciplinary thinking across the social sciences in Grades K-12		

Strand	Content Standard
Geography	
	1. Students will analyze geographic attributes of Arkansas.
	2. Students will analyze ways the geography of Arkansas influenced the development of the state.
Economics	
	3. Students will analyze economic influences on Arkansas.
	4. Students will analyze the economic impact of Arkansas nationally and globally.
Civics and Government	
	5. Students will analyze government and politics in Arkansas.
	6. Students will analyze the influence of government and politics on social issues.
History	
	7. Students will examine the impact of historical events and people on the development of Arkansas.

Notes:

1. Words that appear in italics within this document are defined in the glossary.
2. The examples given (e.g.,) are suggestions to guide the instructor.
3. Arkansas ELA Standards (ELA-Literacy alignment) key, R.CCR.1 = College and Career Ready Anchor Standard.Reading.1
4. College, Career, & Civic Life C3 Framework for Social Studies State Standards (C3 alignment) key, D2.His.1.6-8 = Dimension 2.History. 1st K-12 Pathway.Grades 6-8
5. The course strands, content standards, and the SLEs are meant to be taught in an integrated manner.
6. The Arkansas Department of Education course curriculum framework is intended to assist in district curriculum development, unit design, and to provide a uniform, comprehensive guide for instruction. It is not intended to be a state-mandated curriculum for how and when content is taught; these decisions are left to local districts.

Strand: Geography

Content Standard 1: Students will analyze geographic attributes of Arkansas.

		ELA- Literacy Alignment	C3 Alignment
G.1.AH.7-8.1	Compare and contrast the six geographic regions of Arkansas using <i>geographic representations</i> and available <i>geospatial technologies</i>	R.CCR.1, 3, 7 W.CCR.7 SL.CCR.1, 2, 4 L.CCR.6	D2.Geo.2, 3, 5, 6, 10.6-8
G.1.AH.7-8.2	Analyze the availability of resources and their effects on the development of each geographic region of the state (e.g., diamonds, bauxite, oil, timber, agricultural, wild game)	R.CCR.1, 3, 7 W.CCR.7, 9 SL.CCR.1, 2, 4	D2.Geo.1, 2, 4, 8, 10.6-8
G.1.AH.7-8.3	Evaluate the reciprocal impact of humans and water systems in Arkansas over time (e.g., trade, transportation, recreation, flood control)	R.CCR.1, 3, 7 W.CCR.7, 9 SL.CCR.1, 2, 4	D2.Geo.1, 4, 6, 7. 6-8
G.1.AH.7-8.4	Analyze effects of weather, climate, and natural phenomena on the <i>environment</i> of specific regions over time (e.g., New Madrid earthquakes, Flood of 1927, Drought of 1930, tornado alley)	R.CCR.1, 3, 7 W.CCR.7, 9 SL.CCR.1, 2, 4	D2.Geo.2, 6, 9.6-8

Strand: Geography

Content Standard 2: Students will analyze ways the geography of Arkansas influenced the development of the state.

		ELA- Literacy Alignment	C3 Alignment
G.2.AH.7-8.1	Analyze the impact of geography on settlement and movement patterns over time using <i>geographic representations</i> and a variety of <i>primary</i> and <i>secondary sources</i> (e.g., Louisiana Purchase survey, westward movement, voluntary and involuntary migration and immigration)	R.CCR.1, 3, 7 W.CCR.7, 8, 9 SL.CCR.1, 2, 4	D2.Geo.1, 6, 7, 8.6-8 D2.His.1, 2.9-12
G.2.AH.7-8.2	Analyze relationships between the geography of Arkansas and economic development over time (e.g., tourism, agriculture)	R.CCR.1, 3, 7 W.CCR.7, 9 SL.CCR.1, 2, 4	D2.Geo.4, 8, 10.6-8
G.2.AH.7-8.3	Examine ways the geography of Arkansas affected <i>cultural characteristics</i> of places and regions	R.CCR.1, 3, 7 W.CCR.7, 9 SL.CCR.1, 2, 4	D2.Geo.1, 6, 7, 10.6-8

Strand: Economics

Content Standard 3: Students will analyze economic influences on Arkansas.

		ELA- Literacy Alignment	C3 Alignment
E.3.AH.7-8.1	Examine the impact of natural resources on the economy of Arkansas (e.g., agriculture, timber, hydroelectricity, mining, tourism)	R.CCR.1, 3, 7 W.CCR.7, 9 SL.CCR.1, 2, 4	D2.Eco.1, 2, 8.6-8 D2.Geo.2, 8, 11.6-8
E.3.AH.7-8.2	Analyze the economic impact of transportation systems in Arkansas (e.g., rivers, railroad, highways)	R.CCR.1, 3, 7 W.CCR.7, 9 SL.CCR.1, 2, 4	D2.Eco.1.6-8 D2.Geo.2, 6, 7.6-8
E.3.AH.7-8.3	Analyze how various regions of Arkansas developed and changed economically	R.CCR.1, 3, 7 W.CCR.7, 9 SL.CCR.1, 2, 4	D2.Eco.1, 11.6-8 D2.Geo.2, 5, 8.6-8 D2.His.2, 14.6-8
E.3.AH.7-8.4	Examine contributions of Arkansas entrepreneurs on economic development in Arkansas	R.CCR.1, 3, 7 W.CCR.7, 9 SL.CCR.1, 2, 4	D2.Eco.1, 2, 4, 7.6-8 D2.His.3.6-8

Strand: Economics

Content Standard 4: Students will analyze the economic impact of Arkansas nationally and globally.

		ELA- Literacy Alignment	C3 Alignment
E.4.AH.7-8.1	Examine contributions of Arkansas entrepreneurs in the national and global economies	R.CCR.1, 3, 7 W.CCR.7, 9 SL.CCR.1, 2, 4	D2.Eco.1, 7.6-8 D2.His.3.6-8
E.4.AH.7-8.2	Analyze the impact of Arkansas businesses and industries on local, national, and global economies (e.g., agriculture, tourism, timber, technology, medical and scientific research, finance)	R.CCR.1, 3, 7 W.CCR.7, 9 SL.CCR.1, 2, 4	D2.Eco.1, 7, 13.6-8
E.4.AH.7-8.3	Investigate Arkansas's global economic contributions through educational and humanitarian efforts (e.g., Fulbright Institute, Clinton School of Public Service, Heifer International, corporate and private foundations)	R.CCR.1, 3, 7 W.CCR.7, 9 SL.CCR.1, 2, 4	D2.Eco.9.6-8

Strand: Civics and Government

Content Standard 5: Students will analyze government and politics in Arkansas.

		ELA- Literacy Alignment	C3 Alignment
CG.5.AH.7-8.1	Examine the functions and powers of the three branches of government in Arkansas	R.CCR.1, 3, 7 W.CCR.7, 9 SL.CCR.1, 2, 4	D2.Civ.4, 5.6-8
CG.5.AH.7-8.2	Examine features of government in Arkansas with reference to the Arkansas Constitution	R.CCR.1, 3, 7 W.CCR.7, 9 SL.CCR.1, 2, 4	D2.Civ.3, 4, 5.6-8
CG.5.AH.7-8.3	Analyze the political process in Arkansas (e.g., voting, party politics, role of media, changes in the election process, term limits)	R.CCR.1, 3, 7 W.CCR.7, 9 SL.CCR.1, 2, 4	D2.Civ.2, 6.6-8
CG.5.AH.7-8.4	Examine rights and responsibilities of citizenship in Arkansas	R.CCR.1, 3, 7 W.CCR.7, 9 SL.CCR.1, 2, 4	D2.Civ.1, 2, 10, 12.6-8

Strand: Civics and Government

Content Standard 6: Students will analyze the influence of government and politics on social issues.

		ELA- Literacy Alignment	C3 Alignment
CG.6.AH.7-8.1	Analyze the role of government and public policy on social concerns in Arkansas over time (e.g., unemployment, education, poverty, immigration, culture)	R.CCR.1, 3, 7 W.CCR.7, 9 SL.CCR.1, 2, 4	D2.Civ.1, 6, 10, 13, 14.6-8 D2.His.5.6-8
CG.6.AH.7-8.2	Examine the effects of social issues on the evolution of political parties in Arkansas	R.CCR.1, 3, 7 W.CCR.7, 9 SL.CCR.1, 2, 4	D2.Civ.1, 6, 10.6-8

Strand: History

Content Standard 7: Students will examine the impact of historical events and people on the development of Arkansas.

		ELA- Literacy Alignment	C3 Alignment
H.7.AH.7-8.1	Evaluate ways that historical events in Arkansas were shaped by circumstances in time and place	R.CCR.1, 3, 7 W.CCR.7, 9 SL.CCR.1, 2, 4	D2.Geo.1, 5, 6.6-8 D2.His.1, 2, 3, 5, 10, 11, 14, 16.6-8
H.7.AH.7-8.2	Summarize the process by which Arkansas achieved statehood (e.g., petition, congressional approval)	R.CCR.1 W.CCR.7 SL.CCR.1, 4	D2.Civ.9.6-8 D2.Geo.2.6-8 D2.His.3, 5, 14, 15.6-8
H.7.AH.7-8.3	Analyze the historical significance of selected Civil War battles, events, and people on various regions of Arkansas	R.CCR.1, 3, 7 W.CCR.7, 9 SL.CCR.1, 2, 4	D2.Civ.1.6-8 D2.His.3, 4, 5, 14, 15, 16.6-8
H.7.AH.7-8.4	Examine effects of Reconstruction in Arkansas using multiple, relevant historical sources (e.g., Brooks-Baxter War, Constitution 1874, Freedmen’s Bureau, sharecropping, segregation laws)	R.CCR.1, 3, 7 W.CCR.7, 8, 9 SL.CCR.1, 2, 4	D2.Civ.1.6-8 D2.His.1, 2, 4, 10, 13, 14, 15, 16.6-8
H.7.AH.7-8.5	Discuss social, economic, and political reforms of the <i>Progressive Era</i> in Arkansas from multiple perspectives using a variety of sources	R.CCR.1, 3, 7 W.CCR.7, 9 SL.CCR.1, 2, 4	D2.Civ.9, 10, 12, 14.6-8 D2.Eco.2.6-8 D2.His.1, 2, 3, 4, 14, 15, 16.6-8
H.7.AH.7-8.6	Investigate social, economic, and political effects of World War I and World War II on various segments of the population in Arkansas	R.CCR.1, 3, 7 W.CCR.7, 9 SL.CCR.1, 2, 4	D2.His.1, 4, 14, 15, 16.6-8
H.7.AH.7-8.7	Examine social, economic, and political effects of the Great Depression and the New Deal on various regions and segments of the population in Arkansas	R.CCR.1, 3, 7 W.CCR.7, 9 SL.CCR.1, 2, 4	D2.Civ.10, 12, 13.6-8 D2.Eco.2, 10, 12.6-8 D2.Geo.3.6-8 D2.His.1, 3, 4, 14, 15, 16.6-8

Strand: History

Content Standard 7: Students will examine the impact of historical events and people on the development of Arkansas.

		ELA- Literacy Alignment	C3 Alignment
H.7.AH.7-8.8	Analyze social, economic, and political effects of the Civil Rights Movement on various regions in Arkansas from multiple perspectives (e.g., integration, state legislation)	R.CCR.1, 3, 7 W.CCR.7, 8, 9 SL.CCR.1, 2, 3, 4	D2.Civ.9, 10, 11, 12, 14.6-8 D2.Eco.12.6-8 D2.His.1, 2, 3, 4, 5, 6, 14, 15, 16.6-8
H.7.AH.7-8.9	Examine social and cultural transformations in Arkansas (e.g., counterculture, drug culture, breakdown of the family, feminist movement, music, art, clothing)	R.CCR.1, 3, 7 W.CCR.7, 9 SL.CCR.1, 2, 4	D2.Civ.10.6-8 D2.His.1, 2, 4, 5, 6, 14, 15, 16.6-8
H.7.AH.7-8.10	Research contributions made by Arkansans in the fields of art, medicine, politics, science, and technology in the 20 th and 21 st centuries	R.CCR.1, 3, 7 W.CCR.7, 9 SL.CCR.1, 2, 4	D2.His.3, 9, 13, 14, 15, 16.6-8
H.7.AH.7-8.11	Construct <i>historical arguments</i> about the contributions made by various political and military leaders in Arkansas	R.CCR.1, 3, 7 W.CCR.7, 9 SL.CCR.1, 2, 4	D2.His.2, 3, 5, 9, 10, 14, 15, 16.6-8

Glossary for Arkansas History Grades 7-8

Cultural characteristic	Specific idea, beliefs system, or pattern of behavior that characterizes a society or a culturally distinct social group (e.g., cultural characteristics are expressed in celebrations, national holidays, housing types, child-rearing methods, clothing styles, food preferences)
Environment	Everything in and on the Earth’s surface and its atmosphere within which organisms, communities, or objects exist
Geographic representation	Any visualization depicting cultural traits or physical features across a defined geographic space (e.g., traditional maps, aerial photographs, remotely sensed images, topologically-integrated networks, or digitally-rendered spatial data in a geographic information system [GIS])
Geospatial technology	Computer hardware and software with which users analyze and represent geographic data at infinitely varied levels; includes technologies related to mapping and interpreting physical and human features on Earth’s surface (e.g., global positioning systems, geographic information systems, remote sensing)
Historical arguments	Claim or collection of claims supported by appropriate historical evidence
Progressive Era	The period in American history between the late 1900-1920, during which many leaders tried to bring changes to Arkansas and the nation
Primary source	First-hand account, document, or physical object that was written or created during the time under study (e.g., speeches, pamphlets, government documents, memoirs, letters, artifacts, pieces of art, data results or analyses)
Secondary source	An interpretation, analysis, critique, or restructuring of data contained in primary sources that may contain pictures, quotes or graphics from primary sources (e.g., newspaper articles, magazine articles, reviews of books, reference materials, biographies)

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