

Grade 8

United States History Era 5: 1850 through Era 7: 1930

Social Studies Academic Standards

Revised 2022

Grade 8 Social Studies Academic Standards & Disciplinary Concepts

Course Focus and Content

In Grades K-7, students receive a strong foundation in social studies and United States history prior to its founding through the 18th century. Grade 8 Social Studies has an emphasis on United States history from Era 5: Civil War and Reconstruction (1859) to Era 7: the Emergence of Modern America (1930). The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between events, recognize patterns of interactions, and understand the impact of events in the United States within an interconnected world. The history of the United States during the nineteenth century includes the integration of social, political, economic, and geographic components. The history strand in Grade 8 is organized chronologically using the eras and time periods from the National Center for History in the Schools. Civics/government, economics, and geography should be embedded into instructional units that correlate with the historic eras under study.

Integrating Standards and Selecting Content Topics

The disciplinary strands, standards, components, and the Knowledge and Skill Performance Expectations (KPEs and SPEs) are meant to be taught in an integrated manner, not in isolation. For example, a student might be studying an historical event or person while also learning specific civics, economics, geography, and/or history standards. The KPEs and SPEs require conceptual understanding which can be applied to future learning and additional content that may not be listed in the standards. The goal of knowledge acquisition in K-12 is for students to build knowledge and have experiences with content topics connected to their communities, the state of Arkansas, the United States, and the world. A thematic continuum of learning is provided to clarify (Figure 1) the expansion of learning from community to state to the world.

Related Laws for Social Studies

- A.C.A. § 1-5-109. Prisoners of War Remembrance Day.
- A.C.A. § 1-5-112. POW/MIA Recognition Day.
- A.C.A. § 1-5-113. Native American Heritage Week.
- A.C.A. § 1-5-114. Juneteenth Independence Day.
- A.C.A. § 1-5-119. Sultana Disaster Remembrance Day.
- A.C.A. § 6-16-101. Celebrate Freedom Week.
- A.C.A. § 6-16-105. United States Flag.
- A.C.A. § 6-16-106. Arkansas Flag.
- A.C.A. § 6-16-107. Patriotic Observances Generally.
- A.C.A. § 6-16-108. Recitation of the Pledge of Allegiance.
- A.C.A. § 6-16-111. Morals, Manners, Patriotism, and Business and Professional Integrity.
- A.C.A. § 6-16-121. African-American History – Teaching materials.
- A.C.A. § 6-16-122. American Heritage.
- A.C.A. § 6-16-148. Foundation of certain social studies or history courses offered in grades seven through twelve.
- A.C.A. § 6-16-154. Holocaust Education.
- A.C.A. § 6-16-124. Arkansas History – Required Social Studies Course.
- A.C.A. § 6-17-703. Arkansas History Professional Development.

Teacher Note: Not all state statutes apply to the current grade level content.

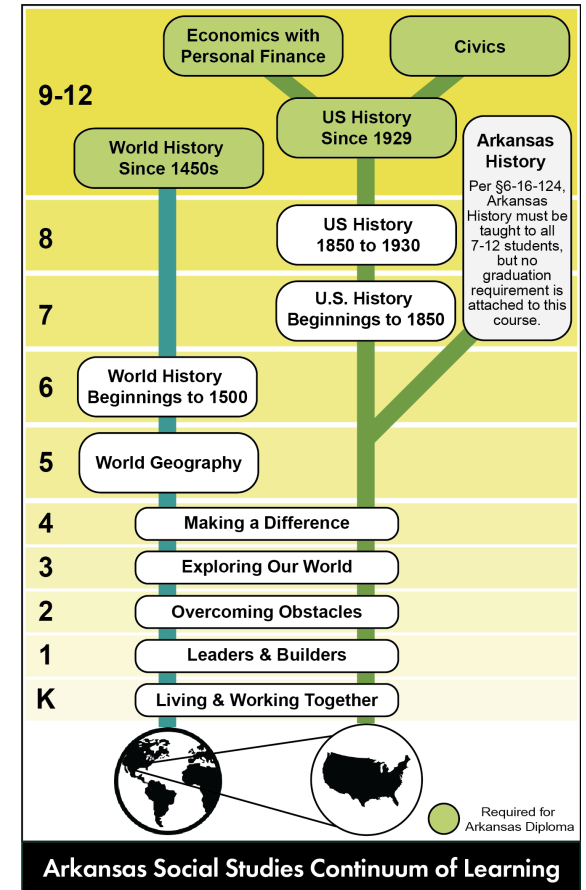


Figure 1

Grade 8 Social Studies Academic Standards & Disciplinary Concepts

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. *Grade 8 Social Studies is required by the Standards for Accreditation.* These standards do not meet the Grades 7-12 Arkansas History requirement as defined in Act 787 of 1997. Refer to the Arkansas History Academic Standards written for the course in Grades 7-8 or the Arkansas History Curriculum Framework for the course in Grades 9-12 to fulfill the one semester Arkansas History requirement as defined in Act 787 of 1997.

Nomenclature Explained

C.1.2.3

- C.1** icon indicates KPEs or SPEs that focus on topics in K-6 which relate to Arkansas and may be used to fulfill A.C.A. § 6-16-124
- "C.1"** indicates the first civics disciplinary standard
- "2"** specifies that it is an expectation for 2nd grade
- "3"** indicates which knowledge or skill performance expectation

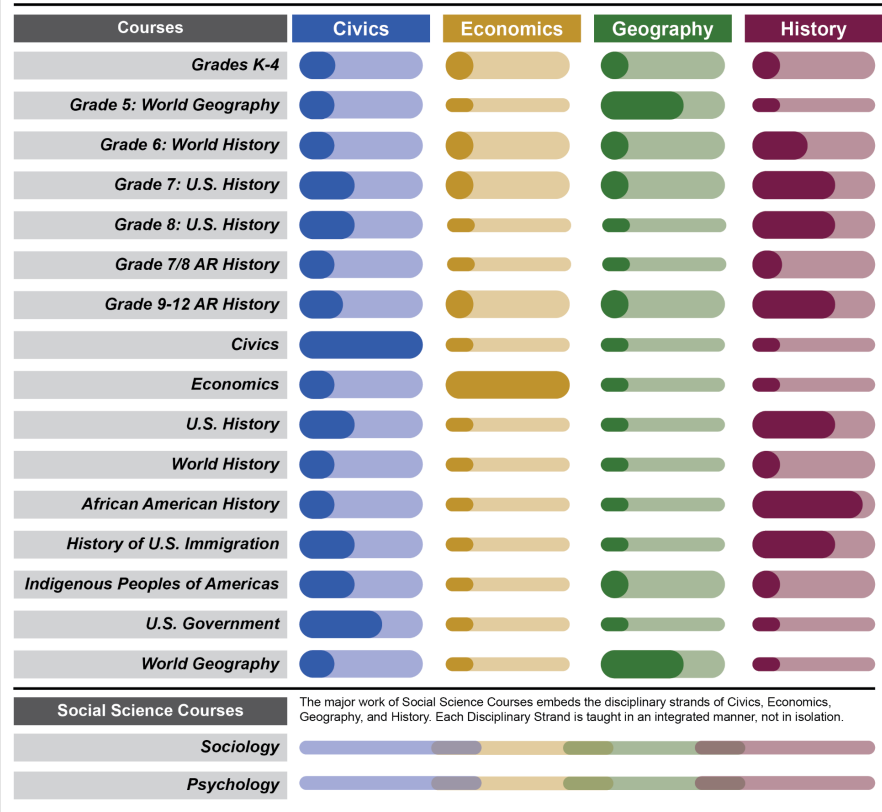
Standard
Grade or Course
KPE or SPE

Primary and Secondary Sources and Disciplinary Literacy Standards

The Disciplinary Literacy Standards for History/Social Studies guide students with the specific skills they need to engage with all social studies content. These reading and writing skills are separated by grade bands and include the use of primary and secondary sources, analysis of content from a variety of perspectives, and assessment of the credibility and accuracy of sources. Teachers should access the Disciplinary Literacy Standards Resource for History/Social Studies document through the Division of Elementary and Secondary Education website.

Integration of Disciplinary Strands

The following graphic demonstrates the integration of the Disciplinary Strands and highlights the emphasis of the Disciplinary Standards within and across each grade and/or course.



Grade 8 Social Studies Academic Standards & Disciplinary Concepts

The College, Career, and Civic Life C3 Framework for Social Studies State Standards

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 four Dimensions.

- **Dimensions 1, 3, and 4** of the College, Career, and 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** Applying Disciplinary Concepts and Tools sets forth the conceptual content, and the alignment to this dimension is embedded in the KPEs and SPEs.

| Dimension 1 Developing Questions and Planning Inquiries | | Dimension 3 Evaluating Sources and Using Evidence | | Dimension 4 Communicating Conclusions and Taking Informed Action | |
|---|--|--|--|--|--|
| <ol style="list-style-type: none"> 1. Construct compelling questions that promote inquiry around key ideas and issues 2. Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations 3. Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view | | <ol style="list-style-type: none"> 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 5. Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims, counterclaims, and explanations | | <ol style="list-style-type: none"> 6. Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies 7. Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others 8. Use disciplinary lenses within the social sciences to understand local, regional, and global problems, propose solutions, or assess strategies and options for action while applying deliberative processes | |

| Dimension 2 ¹ Applying Disciplinary Concepts and Tools | | | | |
|--|--|---|---|---|
| Civics | Economics | Geography | History | Social Sciences |
| <ul style="list-style-type: none"> • Civic and Political Institutions • Participation and Deliberation • Processes, Rules, and Laws | <ul style="list-style-type: none"> • Economic Decision-Making • Exchange and Markets • Growth and Stability • The National Economy • The Global Economy | <ul style="list-style-type: none"> • Geographic Representations: <i>Spatial Views of the World</i> • Human-Environment Interaction: <i>Place, Regions, and Culture</i> • Human Populations: <i>Spatial Patterns and Movements</i> • Global Interconnections: <i>Global Spatial Patterns</i> | <ul style="list-style-type: none"> • Change, Continuity, and Context • Perspectives • Historical Sources and Evidence • Causation and Argumentation | <ul style="list-style-type: none"> • Psychology • Sociology |

¹ Organizational structure of the Social Studies Academic Standards is based on disciplinary strands in the C3 Framework.

Grade 8
Social Studies Academic Standards & Disciplinary Concepts

K-12 Disciplinary Standards Overview

| Civics | Economics | Geography | History |
|---|---|---|---|
| <p>C.1 Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.</p> <p>C.2 Students will understand the structure and functions of various types of government and how they exercise their powers.</p> <p>C.3 Students will understand the role of citizens in society, the ways the government protects the rights of citizens, the electoral process, and the role of political parties.</p> <p>C.4 Students will understand the process of making and changing laws and the ways institutions work together in carrying out the laws.</p> <p>C.5 Students will understand the impact of origins, structures, and functions of institutions and laws on society and Indigenous peoples. This includes the relationship of the Native nations and the United States during various time periods.</p> <p>C.6 Students will understand the structure and functions of various types of tribal government and how they exercise their powers. This includes the progress and challenges of present-day Native America.</p> | <p>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.2 Students will understand the impact of economic decision-making. This includes considering the marginal costs and benefits of alternatives.</p> <p>E.3 Students will understand the exchange of goods and services. This includes different allocation methods and changes in supply and demand; the role of producers, consumers, and government in a market economy; and the degree of competition among buyers and sellers in markets.</p> <p>E.4 Students will understand the growth, stability, and interdependence within a national economy. This includes the current and future state of the economy using economic indicators and monetary and fiscal policies for a variety of economic conditions.</p> <p>E.5 Students will understand the growth, stability, and interdependence within a global economy. This includes ways in which trade leads to increased economic interdependence.</p> <p>E.6 Students will understand the factors affecting income, wealth, and financial risk. This includes the role of credit in personal finance.</p> | <p>G.1 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.</p> <p>G.2 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to interpret spatial information. This includes spatial organization of people, cultures, places, and environments within various regions and geographic skills to interpret the past, present, and plan for the future.</p> <p>G.3 Students will understand the characteristics of different physical and cultural regions and how they change over time (through demographic changes, migration, settlement, and conflict). This includes the impact physical geography has on human systems, including politics, culture, economics, and use of resources and how a region or culture interacts with itself, the environment, and other regions and cultures.</p> <p>G.4 Students will understand the impact humans have on the environment. This includes the distribution, management, and consumption of resources.</p> <p>G.5 Students will understand the impact Indigenous peoples have on the environment. This includes the communal view of how Indigenous peoples utilized the land and resources; and the characteristics of the original Indigenous peoples of Arkansas by analyzing artifacts, artwork, and other sources.</p> | <p>H.1 Students will understand chronology, patterns of continuity, and change over time. This includes the contextualization of historical events and ways people gather, view, construct, and interpret historical evidence.</p> <p>H.2 Students will understand key historical periods from the beginning of civilization (World Era 1) through 1500 C.E. (World Era 5). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.</p> <p>H.3 Students will understand key historical periods from the United States' Beginnings (Era 1) through 1850 (Era 4). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.4 Students will understand key historical periods from Civil War and Reconstruction (Era 5) to the Emergence of Modern America, 1890-1930 (Era 7). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.5 Students will understand key historical periods from the Great Depression and World War II, 1929-1945 (Era 8), to the Contemporary United States, 1968 to Present (Era 10). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.6 Students will understand key historical periods from the Emergence of the First Global Age, 1450-1770 (World Era 6), to the Twentieth Century Since 1945 (World Era 9). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.</p> |

**Grade 8
Social Studies Academic Standards & Disciplinary Concepts**

Disciplinary Standards At a Glance

| | |
|-------------------------------|---|
| Disciplinary Strand | Disciplinary Standard |
| Disciplinary Component | <ul style="list-style-type: none"> Grade or Course Specific Components |

| | |
|-------------------------|--|
| History | H.4 Students will understand key historical periods from Civil War and Reconstruction, 1850-1877 (Era 5), to the Emergence of Modern America, 1890-1930 (Era 7). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States. |
| | United States History 1850-1930 (Era 5 through Era 7) |
| Era 5: 1850-1877 | <ul style="list-style-type: none"> Civil War and Reconstruction (E5) |
| Era 6: 1870-1900 | <ul style="list-style-type: none"> Development of the Industrial United States (E6) |

| | |
|-------------------------|---|
| History | H.5 Students will understand key historical periods from the Emergence of Modern America, 1890-1930 (Era 7), to the Contemporary United States, 1968 to Present (Era 10). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States. |
| | United States History 1890-1930 (Era 7) |
| Era 7: 1890-1930 | <ul style="list-style-type: none"> Emergence of Modern America - Territorial expansion and foreign policy of the United States (E7) |

Disciplinary Note

The major work of the Grade 8 United States History 1850-1930 (Era 5 through Era 7) course includes the disciplinary strands of Civics, Economics, Geography, and History. Each disciplinary strand is meant to be taught in an integrated manner, not in isolation.

Teacher Note: Concepts of the Civics, Economic, and Geography strands are implicitly addressed in the embedded KPEs and SPEs.

| Civics | Economics | Geography |
|--|--|---|
| <ul style="list-style-type: none"> Civic and Political Institutions Participation and Deliberation Processes, Rules, and Laws | <ul style="list-style-type: none"> Economic Decision-Making Exchange and Markets Growth and Stability The National Economy The Global Economy | <ul style="list-style-type: none"> Geographic Representations: <i>Spatial Views of the World</i> Human-Environment Interaction: <i>Place, Regions, and Culture</i> Human Populations: <i>Spatial Patterns and Movements</i> Global Interconnections: <i>Global Spatial Patterns</i> |

Grade 8
Social Studies Academic Standards & Disciplinary Concepts

| |
|---|
| Disciplinary Strand |
| Disciplinary Standard |
| Disciplinary Component |
| Grade |
| Knowledge and Skill Performance Expectation |

| |
|--|
| History - United States History 1850-1930 (Era 5 through Era 7) |
| H.4 Students will understand key historical periods from Civil War and Reconstruction, 1850-1877 (Era 5), to the Emergence of a Modern America, 1890-1930 (Era 7). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States. |
| Era 5: 1850-1877, Civil War and Reconstruction |
| Knowledge and Skill Performance Expectations |
| Grade 8 |
| Era 5 |
| <p>H.4.8.1 Demonstrate proper etiquette for interacting with the Arkansas and American flags and evaluate the use of various flags between the 1850 and 1930 (e.g., flags used in the Civil War, development of the Arkansas flag).</p> |
| <p>H.4.8.2 Analyze the development of regional tensions prior to the Civil War:</p> <ul style="list-style-type: none"> ● Economic development: (e.g., effects of cotton gin invention, Industrial Revolution, growth of manufacturing and railroads in northern states) ● Political actions: (e.g., tariffs, nullification crisis, compromises, disenfranchisement of free blacks) ● Expansion of slavery, immigration, and westward migration |
| <p>H.4.8.3 Evaluate key laws and decisions addressing the issue of slavery prior to the Civil War:</p> <ul style="list-style-type: none"> ● Missouri Compromise on the admittance of free and slave states ● Compromise of 1850, including the Fugitive Slave Act, and its impact on the abolition movement ● Popular sovereignty movement and Bleeding Kansas ● <i>Dred Scott vs. Sanford</i> decision |

Grade 8
Social Studies Academic Standards & Disciplinary Concepts

H.4.8.4

Evaluate the historical significance of key individuals, groups, and events leading to the Civil War

- Individuals: (e.g., Henry Clay, John C. Calhoun, Frederick Douglass, Harriet Beecher Stowe, Abraham Lincoln)
- Groups: (e.g., Free-Soil Party, Republican Party, Northern and Southern Democrats)
- Events: (e.g., John Brown's raid, Nat Turner's rebellion, Underground Railroad, election of Abraham Lincoln, state secessionist conventions)

Teacher Note: Additional individuals and events that may be considered with this standard include the following:

- John Adams
- Thomas Jefferson
- Andrew Jackson
- Sojourner Truth
- Bleeding Kansas
- Split between Northern and Southern Democrats

H.4.8.5

Develop historical arguments and explanations of causes of the Civil War:

- Role of Congress and states' rights (e.g., power to admit new states, tariff debate, Supremacy Clause, nullification crisis)
- Debates on the issue of slavery (e.g., expansion vs. popular sovereignty vs. free soil anti-slavery vs. total abolition)
- Sectionalism (e.g., cultural and economic differences between the North and South)

H.4.8.6

Explain ways economic development of the North and South created certain advantages and disadvantages during the course of the Civil War:

- Union/Northern states: (e.g., largely industrialized, manufacturing, extensive railroad network)
- Confederacy/Southern states: (e.g., largely agricultural, dependence on chattel slavery, less extensive transportation system)

H.4.8.7

Analyze political, social, and economic effects of the Civil War on America including destruction of property and infrastructure, a weakened economy, a stronger federal government, and loss of life and livelihoods.

H.4.8.8

Analyze the historical significance of key Civil War battles, events, and people:

- Battles: Fort Sumter, Bull Run, Gettysburg, Sherman's March, Shiloh, Vicksburg, Appomattox
- Events: Lincoln presidency, Emancipation Proclamation, Gettysburg Address, Second Inaugural Address, assassination, Sultana disaster
- People: various Union and Confederate leaders and generals

H.4.8.9

Evaluate political, social, and economic impacts of Reconstruction:

- Political: (e.g., black voting rights, African-American role in government, military occupation of Southern states, Freedmen's Bureau, Reconstruction Amendments, election of Rutherford B. Hayes, restoration of Confederate voting rights, subsequent passage of Jim Crow laws and Black Codes)
- Social: (e.g., public education and dramatic increase of literacy rates, rise of the Ku Klux Klan)
- Economic: (e.g., sharecropping system and crop liens, African-American economic positions, Southern economy)

Grade 8
Social Studies Academic Standards & Disciplinary Concepts

History - United States History 1850-1930 (Era 5 through Era 7)

H.4 Students will understand key historical periods from Civil War and Reconstruction, 1850-1877 (Era 5), to the Emergence of a Modern America, 1890-1930 (Era 7). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.

Era 6: 1870-1900, Development of the Industrial United States

Knowledge and Skill Performance Expectations

Grade 8

Era 6

H.4.8.10

Analyze economic, geographic, and technological growth associated with the Second Industrial Revolution and its impact on American society:

- Entrepreneurship: (e.g., John Rockefeller, Andrew Carnegie, J.P. Morgan, Henry Ford, Cornelius Vanderbilt, Jay Gould, Madam C.J. Walker)
- Energy: (e.g., oil, electricity, inventions/discoveries by Thomas Edison and Nikola Tesla)
- Transportation: (e.g., growth of railroads and steel, Wright brothers, automobile and assembly line)

H.4.8.11

Examine the causes and effects of immigration after 1870, including push-pull factors, ethnic enclaves, the assimilation process, and rise of nativism through law (e.g., Chinese Exclusion Act, Johnson-Reed Act).

H.4.8.12

Analyze the historical significance of the women's suffrage movement, including key individuals, groups, and events that contributed:

- Individuals: (e.g., Susan B. Anthony, Elizabeth Cady Stanton, Sojourner Truth, Ida Wells, Grimké sisters)
- Groups: abolition and temperance movements groups
- Events: (e.g., passage of married women's property acts in states, Seneca Falls Convention, passage of the 19th Amendment)

H.4.8.13

Examine government policies and laws that addressed the escalating labor conflicts and the creation, purpose, and rise of labor unions:

- Factory system
- Immigrant and child labor
- Convict leasing
- Union tactics (e.g., strikes, negotiations)

H.4.8.14

Evaluate federal policy toward Indigenous nations, westward expansion, and the resulting struggles and issues that arose.

Teacher Note: This may include the following:

- Battle of Little BigHorn

Grade 8
Social Studies Academic Standards & Disciplinary Concepts

- Massacre at Wounded Knee
- Dawes Act of 1887
- Homestead Act
- Role of frontier boomtowns and railroad expansion

Grade 8
Social Studies Academic Standards & Disciplinary Concepts

History - United States History 1850-1930 (Era 5 through Era 7)

H.5 Students will understand key historical periods from the Emergence of Modern America, 1890-1930 (Era 7), to the Contemporary United States, 1968 to Present (Era 10). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.

Era 7: 1890-1930, Emergence of Modern America

Knowledge and Skill Performance Expectations

Grade 8

Era 7

H.5.8.1
Explain the origins, development, and impact of American expansionism, including the geographic effects of acquiring new territories, the expansionist foreign policy under William McKinley, Theodore Roosevelt, and William Taft, and the role of the Spanish-American War:

- Annexation of Alaska, Hawaii, Panama Canal
- Acquisition of federally protected land such as national parks
- Role of yellow journalism
- Treaty of Paris: annexation of Philippines, Puerto Rico, and Guam
- Open Door Policy with East Asia

Teacher Note: The Alaska Purchase officially took place between the United States and Russia in 1867 during the Andrew Johnson administration. Although this event occurred well before Era 7, teachers may include its purchase as a broader discussion about the impact of American expansion.

H.5.8.2
Analyze motives for and significance of America's entry into World War I, including the sinking of the *RMS Lusitania*, the Zimmerman Telegram, unrestricted submarine warfare, the Argonne Offensive, and key military leaders (e.g., General John J. Pershing and Alvin York).

H.5.8.3
Investigate political, social, and technological outcomes of World War I on American society:

- New weapons in warfare
- Women entering the workforce
- Espionage and Sedition Acts
- Wilson's Fourteen Points and the ratification debate of the Treaty of Versailles

H.5.8.4
Analyze the changing role of the United States in the world from 1890-1930 and the effects on future eras.

H.5.8.5
Investigate the impact of Progressive Era reformers and ideas:

Grade 8
Social Studies Academic Standards & Disciplinary Concepts

- Booker T. Washington vs. W.E.B. DuBois on civil rights
- John Dewey on education
- Jane Addams on social work
- Rise of religious liberalism, Social Darwinism, and the eugenics movement

Teacher Note: When teaching the long-term impact of Social Darwinism and eugenics, teachers should seek to build a connection to the Holocaust, as these philosophies, which taught racialized categories, were later used by the Nazis to justify extermination of racial groups they considered “inferior.”

H.5.8.6

Analyze short- and long-term effects of Progressive Era reforms at the local, state, and national levels:

- Food safety laws (e.g., Pure Food and Drug Act, Meat Packing Act)
- Industry and labor regulations (e.g., bans against child labor, Sherman Anti-Trust Act, Clayton Anti-Trust Act)
- Progressive legislation (e.g., adoption of initiative, referendum, recall, 16th, 17th, 18th, and 19th Amendments)
- Social and labor movements (e.g., populism, civil service reform, temperance, the Granger Movement)

H.5.8.7

Evaluate the effects of key political issues of the 1910s and 1920s:

- Nativism and cultural assimilation: (e.g., Emergency Quota Act, Sacco and Vanzetti)
- Racial discrimination and civil rights: (e.g., continued presence of Ku Klux Klan, founding of NAACP, Elaine Race Massacre, Tulsa Race Massacre)
- Indigenous rights: (e.g., Indian Citizenship Act, United States vs. Winans)
- Rise of Communism/Marxism: (e.g., First Red Scare, J. Edgar Hoover)

H.5.8.8

Examine reasons for and effects of social, economic, political, and cultural changes during the 1920s, including the Harlem Renaissance, Great Migration, Prohibition, and financial and consumer trends such as the rise of the automobile, buying on credit, advertising, household products, sports, and the arts.