

# Grades 7/8

## Arkansas History

# Social Studies

# Academic Standards

Revised 2022

## Grades 7/8 Arkansas History Academic Standards & Disciplinary Concepts

### 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.

### 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.

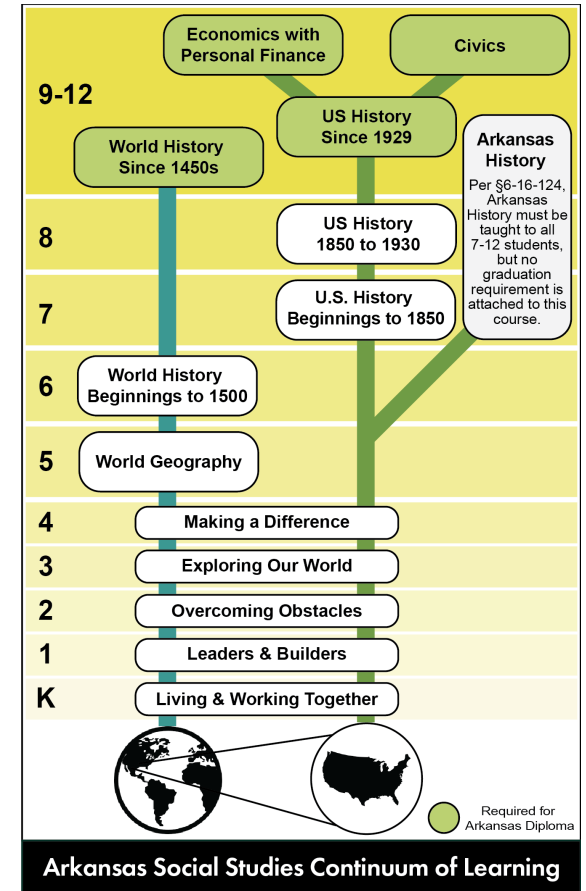



Figure 1

# Grades 7/8 Arkansas History 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. *Arkansas History is required by Act 787 of 1997 and the Standards for Accreditation and does not need Arkansas Department of Education approval.*

### Nomenclature Explained



■ 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

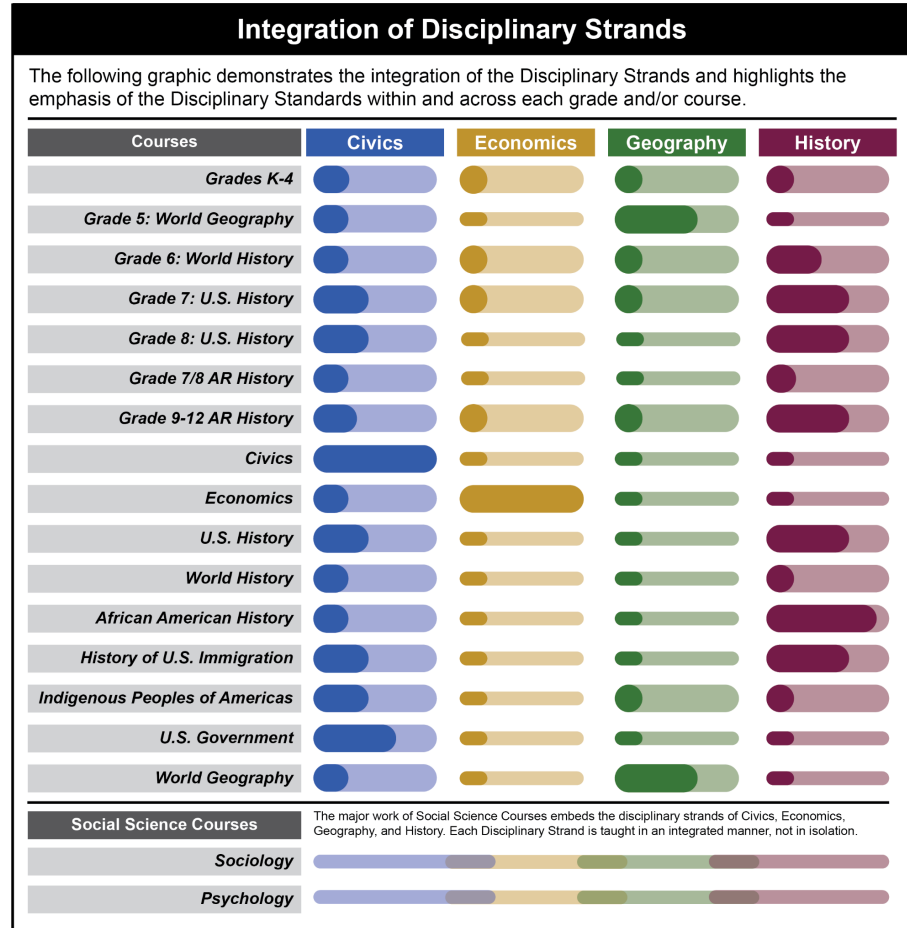
"C.1" indicates the first civics disciplinary standard Standard

"2" specifies that it is an expectation for 2nd grade Grade or Course

"3" indicates which knowledge or skill performance expectation 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.



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**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.

|   |  |  |
|---|--|--|
| <b>Dimension 1<br/>Developing Questions and Planning Inquiries</b>  | <b>Dimension 3<br/>Evaluating Sources and Using Evidence</b>   | <b>Dimension 4<br/>Communicating Conclusions and Taking Informed Action</b>  |
| <ol style="list-style-type: none"> <li>1. Construct compelling questions that promote inquiry around key ideas and issues</li> <li>2. Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations</li> <li>3. Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view</li> </ol> | <ol style="list-style-type: none"> <li>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</li> <li>5. Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims, counterclaims, and explanations</li> </ol> | <ol style="list-style-type: none"> <li>6. Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies</li> <li>7. Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others</li> <li>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</li> </ol> |

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

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

## Grades 7/8 Arkansas History 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> |

**Grades 7/8 Arkansas History  
Academic Standards & Disciplinary Concepts**

**Disciplinary Standards At a Glance**

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

|   |   |
|---|---|
| <b>Civics</b>                           | <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 style="background-color: #cccccc;">Government and Politics in Arkansas and their Influence on Social Issues</p> |
| <b>Civic and Political Institutions</b> | <ul style="list-style-type: none"> <li>Influence of federal government on state issues</li> </ul>   |
| <b>Participation and Deliberation</b>   | <ul style="list-style-type: none"> <li>Rights and responsibilities of an Arkansan</li> </ul>  |
| <b>Processes, Rules, and Laws</b>       | <ul style="list-style-type: none"> <li>Impact of law on social issues</li> </ul>  |

|                                 |  |
|---------------------------------|--|
| <b>Economics</b>                | <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 style="background-color: #cccccc;">Economics in Arkansas</p> |
| <b>Economic Decision-Making</b> | <ul style="list-style-type: none"> <li>Economic influences within Arkansas</li> </ul>  |
| <b>Exchange and Markets</b>     | <ul style="list-style-type: none"> <li>Economic contributions made by Arkansans</li> </ul>   |
| <b>Growth and Stability</b>     | <ul style="list-style-type: none"> <li>Arkansas's economic impact nationally and globally</li> </ul>   |

**Grades 7/8 Arkansas History  
Academic Standards & Disciplinary Concepts**

|                                      |  |
|--------------------------------------|--|
| <b>Geography</b>                     | 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. |
|                                      | Geography in Arkansas  |
| <b>Geographic Representations</b>    | <ul style="list-style-type: none"> <li>• Geographic attributes of Arkansas</li> </ul>  |
| <b>Human-Environment Interaction</b> | <ul style="list-style-type: none"> <li>• Arkansas’s resources and their impact</li> </ul>  |
| <b>Spatial Patterns and Movement</b> | <ul style="list-style-type: none"> <li>• Ways Arkansas’s geography has influenced the settlement and development of the state</li> </ul>   |

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|--|--|
| <b>History</b>   | 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. |
|  | <b>Then and Now</b>  |
| <b>Chronology, Change Over Time, Contextualization</b> | <ul style="list-style-type: none"> <li>• Historical events</li> </ul>  |
| <b>Perspective, Historical Evidence, Causation</b>     | <ul style="list-style-type: none"> <li>• Notable Arkansans</li> </ul>  |

**Grades 7/8 Arkansas History  
Academic Standards & Disciplinary Concepts**

| <b>Civics</b>   |   |
|---|---|
| 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. |   |
| <b>Civic and Political Institutions</b>   |   |
| <b>Knowledge and Skill Performance Expectations</b>   |   |
| <b>Grades 7/8</b>   |   |
| C.1.ARH.1   | Examine the functions and powers of the three branches of government in Arkansas as outlined in the Arkansas Constitution.  |
| C.1.ARH.2   | Examine features of the Arkansas Constitution that distinguish it from the U.S. Constitution <ul style="list-style-type: none"><li>● Differences in power of legislative vs. executive branches</li><li>● Voter-approved constitutional amendments</li><li>● Election of Supreme Court justices</li><li>● Balanced budget requirement</li></ul> |

| <b>Civics</b>   |   |
|---|---|
| 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. |   |
| <b>Participation and Deliberation</b>   |   |
| <b>Knowledge and Skill Performance Expectations</b>   |   |
| <b>Grades 7/8</b>   |   |
| C.1.ARH.3   | Analyze the political process in Arkansas, including the voting and election processes, party politics, the role of media, and term limits.                             |
| C.1.ARH.4   | Examine the rights and responsibilities of citizenship as outlined by the Arkansas Constitution (e.g., Amendment 88 - Right to Hunt, Fish, Trap, and Harvest Wildlife). |



**Grades 7/8 Arkansas History  
Academic Standards & Disciplinary Concepts**

**Civics**

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.

**Process, Rules, and Laws**

**Knowledge and Skill Performance Expectations**

**Grades 7/8**

**C.1.ARH.5**

Demonstrate proper etiquette for interacting with the Arkansas and American flags and analyze the history and meaning of the Arkansas flag.

**C.1.ARH.6**

Analyze the response of state government and the role of public policy on social concerns in Arkansas such as unemployment, education, poverty, immigration, and culture.

**Grades 7/8 Arkansas History  
Academic Standards & Disciplinary Concepts**

**Economics**

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.

**Exchange and Markets**

**Knowledge and Skill Performance Expectations**

**Grades 7/8**

**E.1.ARH.1**

Evaluate the impact of natural resources on the economics and development of each geographic region of the state:

- Arkansas River Valley (e.g., agriculture, coal, natural gas, water)
- Crowley's Ridge (e.g., agriculture)
- Mississippi Alluvial Plain (Delta) (e.g., agriculture, waterfowl, fish)
- Ouachita Mountains (e.g., thermal springs, timber, quartz)
- Ozark Mountains (e.g., minerals, natural gas)
- West Gulf Coastal Plain (Timberlands) (e.g., bromine, diamonds, timber, bauxite, oil, wild game)

**E.1.ARH.2**

Analyze the economic impact of transportation systems in Arkansas, including rivers, railroads, airports, and highways.

**E.1.ARH.3**

Analyze how the six geographic regions of Arkansas developed and have changed economically.

**Grades 7/8 Arkansas History  
Academic Standards & Disciplinary Concepts**

|  |
|--|
| <b>Economics</b>   |
| 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.  |
| <b>Growth and Stability</b>  |
| <b>Knowledge and Skill Performance Expectations</b>  |
| <b>Grades 7/8</b>  |
| E.1.ARH.4<br>Examine contributions of Arkansas entrepreneurs on local, regional, national, and global economic development.<br><br><b>Teacher Note:</b> Key Arkansas entrepreneurs may include: <ul style="list-style-type: none"><li>● Sam Walton (retail)</li><li>● Don Tyson (chicken processing)</li><li>● J.B. Hunt (trucking)</li><li>● William Dillard (department stores)</li><li>● Buddy Coleman (dairy)</li><li>● John Johnson (publishing)</li><li>● Harvey Couch (electricity)</li><li>● Gerald Alley (construction)</li><li>● Jack Stephens (investment banking)</li><li>● Al Bell (music production)</li></ul> |

|   |
|---|
| <b>Economics</b>  |
| 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. |
| <b>Global Economy</b>   |
| <b>Knowledge and Skill Performance Expectations</b>   |
| <b>Grades 7/8</b>   |
| E.1.ARH.5<br>Analyze the local, regional, national, and global economic impact of Arkansas businesses and industries, including agriculture, tourism, timber, technology, medical and scientific research, and finance.                                     |

**Grades 7/8 Arkansas History  
Academic Standards & Disciplinary Concepts**

E.1.ARH.6

Investigate Arkansas's global economic contributions through educational and humanitarian efforts such as the Fulbright Institute, Clinton School of Public Service, Heifer International, Walton Family Foundation, Winthrop Rockefeller Foundation, and other corporate and private foundations.

**Grades 7/8 Arkansas History  
Academic Standards & Disciplinary Concepts**

**Geography**

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.

**Geographic Representations**

**Knowledge and Skill Performance Expectations**

**Grades 7/8**

**G.1.ARH.1**

Compare and contrast the six geographic regions of Arkansas using geographic representations and available geospatial technologies (e.g., Global Positioning System, Geographic Information System).

**Geography**

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.

**Human-Environment Interaction**

**Knowledge and Skill Performance Expectations**

**Grades 7/8**

**G.1.ARH.2**

Analyze the availability of resources and their effects on the geographic development of each region of the state

- Arkansas River Valley (e.g., agriculture, coal, natural gas, water)
- Crowley's Ridge (e.g., agriculture)
- Mississippi Alluvial Plain (Delta) (e.g., agriculture, waterfowl, fish)
- Ouachita Mountains (e.g., thermal springs, timber, quartz)
- Ozark Mountains (e.g., minerals, natural gas)
- West Gulf Coastal Plain (e.g., bromine, diamonds, timber, bauxite, oil, wild game)

**G.1.ARH.3**

Evaluate the human impact on water systems in Arkansas over time, including the use of aquifers for agriculture and the use of rivers and lakes for trade, transportation, recreation, and flood control such as the McClellan-Kerr Arkansas River Navigation System.

**Grades 7/8 Arkansas History  
Academic Standards & Disciplinary Concepts**

**G.1.ARH.4**

Analyze the natural phenomena on the environment of specific regions such as Tornado Alley, New Madrid earthquakes, Flood of 1927, Drought of 1930, Arkansas River Flood of 2019.

**Geography**

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.

**Spatial Patterns and Movement**

**Knowledge and Skill Performance Expectations**

**Grades 7/8**

**G.1.ARH.5**

Analyze the impact of geographic features on settlement and movement patterns around the state.

This may include the Louisiana Purchase survey, the impact of swamps in east and south Arkansas hindering migration and settlement; the mountains in north and west Arkansas hindering migration and prohibiting large-scale farming; and the impact of rivers and bayous throughout the state facilitating travel and transportation of goods.

**G.1.ARH.6**

Analyze relationships between the geography of Arkansas and economic development over time.

**Teacher Note:** This may include:

- Tourism from lakes, rivers, forests, state parks, and thermal springs
- Large-scale agriculture from the Delta plains and Arkansas River Valley
- Major industries from natural resources such as timber, bromine, natural gas, and oil

**G.1.ARH.7**

Examine how the geography of different communities and regions affects Arkansas's cultural characteristics, including songs, stories, legends, and oral traditions.

**Teacher Note:** Examples may include:

- "The Arkansas Traveler" (folk tune/story)
- Legend of Forked Mountain (legend)
- "The Big Bear of Arkansas" (short story)
- Fouke monster (folklore)

**Grades 7/8 Arkansas History  
Academic Standards & Disciplinary Concepts**

**History - Arkansas History**

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.

**Chronology, Change over time, Contextualization**

**Knowledge and Skill Performance Expectations**

**Grades 7/8**

**H.1.ARH.1**

Evaluate the significance of historical events and periods in early Arkansas:

- Presence of Indigenous people
- European exploration
- Territorial Arkansas period, including settlement and early government
- Indian Removal
- Early statehood period

**H.1.ARH.2**

Examine the cultural characteristics of Indigenous populations in Arkansas, both pre-Columbian (e.g., Mississippians) and Historic (e.g., Caddo, Osage, and Quapaw).

**H.1.ARH.3**

Summarize the events of Arkansas territorial and early statehood period, including the Hunter-Dunbar Expedition, early government, move of the capitol from Arkansas Post to Little Rock, establishment of the General Assembly, and the process by which Arkansas achieved statehood.

**H.1.ARH.4**

Analyze the historical significance of and reasons for Arkansas's involvement in the Civil War, including events, battles, and people (including the Sultana Disaster) in various regions of Arkansas:

- Events (e.g., the Little Rock arsenal incident, the Secessionist Convention, split loyalties, Sultana Disaster)
- Battles (e.g., Pea Ridge, Prairie Grove, Pine Bluff, Little Rock, Helena, Camden Expedition, guerrilla warfare)
- People (e.g., Henry Rector, Isaac Murphy, David O. Dodd)

**H.1.ARH.5**

Examine the effects of emancipation and Reconstruction in Arkansas, including the Freedmen's Bureau, sharecropping system, Brooks-Baxter War, Constitution of 1874, election of black legislators, restoration of Confederate voting rights, and subsequent Jim Crow laws.

**H.1.ARH.6**

Analyze social, economic, and political reforms of the Progressive Era in Arkansas, including women's suffrage, growth and development of railroads, industrialism, and reform of the convict lease system.

**Teacher Note:** Convict leasing was a system in which individuals serving time in state prisons were contracted out to companies by the state for labor. The system was not reformed until Governors Jeff Davis and George Donaghey in the early 20th century.

**Grades 7/8 Arkansas History  
Academic Standards & Disciplinary Concepts**

H.1.ARH.7

Discuss social events and issues in Arkansas surrounding discrimination and marginalization, including Jim Crow laws, rise of the Ku Klux Klan, Elaine Race Massacre, and school segregation.

**Teacher Note:** While the focus of this standard addresses discrimination, teachers may also want to include some of the achievements made during this time period as well, particularly in the area of education and literacy in which Joseph Albert Booker, a black Arkansas educator and civil rights leader, spent much of his life improving.

H.1.ARH.8

Discuss the social and cultural changes in Arkansas during the turn of the century, including music (e.g., spirituals, blues, jazz), food, and the influx of immigrants and immigrant communities (e.g., Little Italy, Altus, Catholic Point).

**History - Arkansas History**

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.

**Perspective, Evidence, Causation**

**Knowledge and Skill Performance Expectations**

**Grades 7/8**

H.1.ARH.9

Investigate the social, economic, and political effects of World War I on various segments of the population in Arkansas, including soldier casualties and the impact of the 1918 Influenza Pandemic.

H.1.ARH.10

Examine the social, economic, and political effects of the Great Depression and the New Deal on various regions and segments of the population in Arkansas, including unemployment and the role of federal programs in the state.

**Teacher Note:** These programs may include:

- Civilian Conservation Corps (e.g., Crowley's Ridge State Park, Petit Jean State Park)
- Federal Art Project (e.g., employed artists and musicians to record music throughout locations in Arkansas, including Cummins Prison, and paint wall murals in a number of town post offices)
- Works Progress Administration (e.g., *Arkansas Slave Narratives*; provided instruction in in-home canning and gardening)

H.1.ARH.11

Investigate social, economic, and political effects of World War II on various segments of the population in Arkansas, including soldiers off to war, war casualties, women at work, Japanese-American internment camps, victory, and war production plants.



**Grades 7/8 Arkansas History  
Academic Standards & Disciplinary Concepts**

H.1.ARH.12

Analyze social, economic, and political effects of the Civil Rights Movement on various regions in Arkansas.

**Teacher Note:** This may include:

- School integration (e.g., Hoxie, Fayetteville, Little Rock, including the Little Rock Nine)
- Clashes between state and federal authorities (e.g., Orval Faubus, Ronald Davies, Dwight Eisenhower)
- State legislation and The Lost Year - Central High 1958

H.1.ARH.13

Examine the social and cultural transformations in Arkansas in the areas of music, art, clothing, culture, and demographics.

H.1.ARH.14

Research contributions made by Arkansans in the fields of art, business, medicine, science, and technology in the 20th and 21st centuries

- Art (e.g., Johnny Cash, Jimmy Driftwood, Maya Angelou)
- Medicine (e.g., Dr. Samuel Lee Kountz Jr., Ruth Beall)
- Business (e.g., Don Tyson, J.B. Hunt, Sam Walton, William Dillard, Jackson T. Stephens)
- Science and technology (e.g., Isaac T. Gillam IV, Raye Jean Montague)

H.1.ARH.15

Research contributions made by various political, military, and social movement leaders in Arkansas

**Teacher Note:** This may include:

- Political (e.g., Hattie Caraway, William H. Grey, Isaac George Bailey, Dorathy Allen, Winthrop Rockefeller, Bill Clinton)
- Military (e.g., Douglas MacArthur)
- Social (e.g., Daisy Bates, William Harold Flowers, George Dickey)