

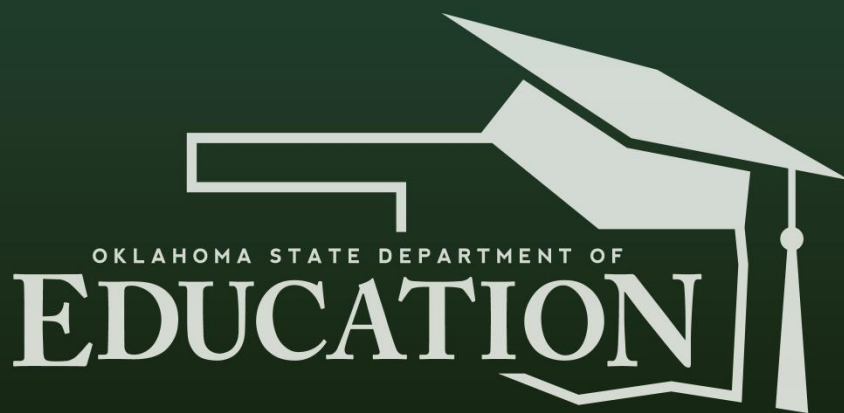


SOCIAL STUDIES

United States History

Creating the United States, 1754-1877

Grade 8



OKLAHOMA
ACADEMIC
STANDARDS

▶ Grade 8 UNITED STATES HISTORY *Creating the United States: The Foundation, Formation, and Transformation of the American Nation, 1754-1877*

The focus of the course in United States History for Grade 8 is the American Revolution through the Civil War and Reconstruction Eras (1754-1877).

The student will describe and analyze the major causes, key events, and important personalities of the American Revolution. The student will examine in greater depth the factors, events, documents, significant individuals, and political ideas that led to the formation of the United States of America. These will be pursued through a chronological study of the early national period, westward expansion, and the Civil War and Reconstruction Eras. Citizenship skills will focus upon the historic development and understanding of constitutional government in the United States. The student will continue to develop and put to use a variety of Social Studies Process and Literacy Skills.

The Common Core History/Social Studies Reading and Writing Literacy Skills are to be integrated throughout all of the content standards and used for instructional delivery of the content.

ASSESSMENT NOTE: However, for the Grade 8 Criterion-Referenced Test over the History, Constitution and Government of the United States, the time frame is 1754-1865, or from approximately the *Albany Plan of Union* to the assassination of President Abraham Lincoln.

Standard 1 and 2 Social Studies Process and Literacy Skills should be integrated throughout the content standards and used in teaching and assessing the student's understanding of the course skills and content at the classroom and district level. At the state level, the Social Studies Process and Literacy Standards 1 and 2 will be measured and reported within each of the content standards 1, 2, 3, 4, and 5. Content Standard 6 is to be taught and assessed at the local district and classroom levels. Process and Literacy Skills assessment items will be content-based and reported under each of the content standards. For assessment purposes, each standard will have items using primary and secondary source documents, timelines, maps, charts, graphs, pictures, photographs, and/or political cartoons. There will be a balance of graphic and textual stimulus materials within the various United States History test forms. At least 50 percent of the assessment will have appropriate pictorial and graphical representations.

An asterisk (*) has been used to identify Content Standard 6 and the following objectives that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP).

PROCESS AND LITERACY SKILLS

Literacy Skills Standard 1: The student will develop and demonstrate Common Core Social Studies reading literacy skills.

A. Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

B. Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

C. Integration of Knowledge and Ideas

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.
9. Analyze the relationship between a primary and secondary source on the same topic.

D. Range of Reading and Level of Text Complexity

10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Literacy Skills Standard 2: The student will develop and demonstrate Common Core Social Studies writing literacy skills.

A. Text Types and Purposes

1. Write arguments focused on discipline-specific content.
 - a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts, including the narration of historic events, scientific procedures/experiments, or technical processes.
 - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style and objective tone.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
3. (See note; not applicable as a separate requirement)

B. Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9. Draw evidence from informational texts to support analysis reflection, and research.

C. Range of Writing

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historic import.

CONTENT SKILLS

Content Standard 1: The student will analyze the foundations of the United States by examining the causes, events, and ideologies which led to the American Revolution.

1. Summarize the political and economic consequences of the French and Indian War on the 13 colonies including the imperial policies of requiring the colonies to pay a share of the costs of defending the British Empire and the precedent of the *Albany Plan of Union* as an early attempt to unify the colonies.
2. Cite specific textual and visual evidence to summarize the significance of British attempts to regulate colonial rights, as well as the colonial responses to these measures including
 - A. The restriction of colonial rights as British subjects including colonial opposition and protests against taxation without representation, the boycotts of British goods, Patrick Henry’s *Stamp Act Resolves*, the Committees of Correspondence, and the Boston Massacre,

- B. The *Coercive Acts of 1774* (the Intolerable Acts) as British punishment for the Boston Tea Party and the convening of the First Continental Congress as a colonial response,
 - C. The Battles of Lexington and Concord as a rallying point of armed colonial resistance, and
 - D. Patrick Henry's *Give Me Liberty or Give Me Death* speech and Thomas Paine's pamphlet *Common Sense* advocating the defense of colonial rights and independence.
3. Cite specific textual and visual evidence to analyze the ideological and propaganda war between Great Britain and her North American colonies including the
 - A. Points of views of the Patriots and the Loyalists about independence,
 - B. Writings of Mercy Otis Warren and Phillis Wheatley,
 - C. Use of Paul Revere's engraving of the Boston Massacre,
 - D. Rejection of the *Olive Branch Petition* by King George III, and
 - E. Grievances which motivated the Second Continental Congress to make arguments for and to declare independence from Great Britain thus creating the United States of America.
 4. Determine the central ideas and grievances expressed in the *Declaration of Independence* and their intellectual origin including
 - A. John Locke's theory of natural rights,
 - B. The concept of the social contract,
 - C. The ideals established in the American society of equality, inalienable rights, and the consent of the governed; and
 - D. Evaluate the contributions of Thomas Jefferson and the Committee of Five in drafting the *Declaration of Independence*.
 5. Commemorate Celebrate Freedom Week by recognizing the sacrifices and contributions to American freedom by veterans and by reciting the social contract selection from the *Declaration of Independence*:

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. –That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.

Content Standard 2: The student will examine the foundations of the American nation laid during the Revolutionary Era through the contributions of significant individuals and groups involved in the key military and diplomatic events of the Revolutionary War that resulted in an independent nation.

1. Analyze the formation of the first American national system of government under the *Articles of Confederation* including the success of conducting and winning the Revolutionary War.
2. Compare and contrast the different motivations and choices that various colonial populations had regarding the War for Independence including
 - A. Whether to fight for independence, remain loyal to the king, or to be neutral,
 - B. The choices that free and enslaved African Americans had of escaping to freedom, or joining the British or Colonial forces, or remaining enslaved,
 - C. The decisions Native Americans had as to which side to support in hopes of protecting their traditional cultures and native territories, and
3. Cite specific textual and visual evidence to summarize the impact of key military and diplomatic events including the
 - A. Military leadership of General George Washington,
 - B. Victories at Boston, Trenton, and Saratoga,
 - C. French Alliance,
 - D. Publication of Thomas Paine's *The Crisis*,
 - E. Valley Forge Encampment, and
 - F. Defeat of Lord Cornwallis's army at the Siege of Yorktown.

Content Standard 3: The student will examine the formation of the American system of government following the Revolutionary War that led to the creation of the *United States Constitution*.

1. Examine and summarize the issues encountered by the young nation that led to the Constitutional Convention in Philadelphia in 1787 including the
 - A. Strengths and weaknesses of the *Articles of Confederation*,
 - B. Lack of a common national currency,
 - C. Lack of a common defense,
 - D. Management of the war debts,
 - E. Disputes over the western territories as resolved by the *Northwest Ordinance*, and
 - F. Civil unrest as typified in Shays' Rebellion.
2. Analyze the significance of the Constitutional Convention, its major debates and compromises including the *Virginia Plan*, the *New Jersey Plan*, the Great Compromise, the Three-fifths Compromise, and the key contributions of George Washington, James Madison, George Mason, and Gouverneur Morris.

3. Cite specific textual and visual evidence to examine the arguments for and against the ratification of the *United States Constitution* as expressed in the *Federalist Papers Number 10 and Number 51*, as well as Anti-Federalist concerns over a strong central government and the omission of a bill of rights.
 4. Explain the constitutional principles of popular sovereignty, consent of the governed, separation of powers, checks and balances, federalism, and judicial review.
 5. Cite specific textual and visual evidence and summarize the rights and responsibilities all Americans possess under the *United States Constitution* as guaranteed in the *Bill of Rights* including the freedoms of religion, speech, press, assembly, petition, and the rights to due process and trial by jury.
2. Summarize the significance and impact of the Jacksonian Era including the
 - A. Election of Andrew Jackson as a victory for the common man,
 - B. Nullification Crisis and the development of the states' rights debates as typified by the arguments put forth by Senator Daniel Webster and Senator John C. Calhoun, and
 - C. Impact of government policies, non-adherence to treaties, and territorial expansion on Native American lands including the resistance and removal of the Five Tribes.
 3. Cite specific textual and visual evidence to compare the sectional economic transformations including the concentration of population, manufacturing, shipping, and the development of the railroad system in the North as contrasted to the plantation system, the increased demand for cotton brought about by the invention of the cotton gin, and the reliance on a slave labor system in the South.

Content Standard 4: The student will examine the political, economic, social, and geographic transformation of the United States during the early to mid-1800s.

1. Analyze the impact and consequences of major events and issues facing early presidential administrations including
 - A. The suppression of the Whiskey Rebellion and establishment of the government's right to tax,
 - B. President George Washington's advice for the new nation in his *Farewell Address*,
 - C. The restriction of individual rights in the *Alien and Sedition Acts* and the responses of the Republican-Democrats in the *Virginia and Kentucky Resolutions*,
 - D. The impact of the presidential election of 1800 and the peaceful transfer of political power from one party to another,
 - E. The acquisition of territory through the *Louisiana Purchase* and the contributions of the explorations of the Lewis and Clark Corps of Discovery Expedition,
 - F. How the Marshall Court's precedent-setting decisions in *Marbury v. Madison* and *McCulloch v. Maryland* interpreted the *United States Constitution* and established the Supreme Court as an independent and equal branch of the federal government.
 - G. The War of 1812 which confirmed American independence and fueled a spirit of nationalism,
 - H. The increased sectional tensions as the nation dealt with the expansion of slavery and attempts to limit it through the *Missouri Compromise*, and
 - I. The *Monroe Doctrine* as an attempt to protect American interests and territory in the western hemisphere.
4. Analyze points of view from specific textual evidence to describe the variety of African American experiences, both slave and free, including Nat Turner's Rebellion, legal restrictions in the South, and efforts to escape via the Underground Railroad network including Harriet Tubman.
5. Analyze and summarize the significance of the Abolitionist and Women's Suffrage Movements including the influence of the Second Great Awakening and the *Declaration of Sentiments*, and the leadership of Frederick Douglass, William Lloyd Garrison, Sojourner Truth, Susan B. Anthony, and Elizabeth Cady Stanton to the respective movements.
6. Examine the concept of Manifest Destiny as a motivation and justification for westward expansion, including the
 - A. Territorial growth resulting from the annexation of Texas, the *Mexican Cession*, and the *Gadsden Purchase*,
 - B. Causes of the rapid settlement of Oregon and California,
 - C. Impact upon Native American culture and tribal lands, and
 - D. Growing sectional tensions regarding the expansion of slavery.

Content Standard 5: The student will analyze the social and political transformation of the United States as a result of the causes, course, and consequences of the American Civil War during the period of 1850 to 1865.

1. Cite specific textual and visual evidence to summarize the importance of slavery as a principal cause of increased sectional polarization as seen in the following significant events including the
 - A. *Compromise of 1850* as a last attempt to reach a compromise regarding slavery,
 - B. Publication of *Uncle Tom's Cabin* as fuel for anti-slavery sentiments,
 - C. *Kansas-Nebraska Act* as it established the principle of popular sovereignty in new territories, repealed the *Missouri Compromise*, and led to factional feuds in Bleeding Kansas, and
 - D. *Dred Scott v. Sanford* case which declared slaves as property and motivated John Brown's Raid on the federal arsenal at Harper's Ferry.
2. Cite specific textual and visual evidence to analyze the significance and results of the presidential election of 1860 including the
 - A. Secession of South Carolina as expressed in the *Ordinance of Secession*,
 - B. Goal of President Abraham Lincoln to preserve the Union,
 - C. Formation of the Confederate States of America,
 - D. Opening attack on Fort Sumter, and
 - E. Rising tensions over the strategic Border States.
3. Compare the advantages and disadvantages of the Union and the Confederacy upon the eve of the war including the political/military leadership of President Lincoln to Confederate President Jefferson Davis and the military leadership of Union General Ulysses S. Grant to Confederate General Robert E. Lee.
4. Identify and summarize the consequences of the major turning points of the war including the
 - A. Anaconda Plan and Total War Strategy,

- B. Battle of Antietam as a catalyst for the issuance of the *Emancipation Proclamation* and its role in expanding the goals of the war to include the ending of slavery,
- C. Battle of Gettysburg as inspiration for the *Gettysburg Address* and how Lincoln's speech clarified the Union's motivations for winning the war,
- D. Capture of Vicksburg in securing the Union's control of the Mississippi River,
- E. Excerpts from Lincoln's *Second Inaugural Address* of President Lincoln, calling for national reconciliation,
- F. Generosity of the North in terms of surrender demands as offered to General Lee at Appomattox Courthouse, and
- G. Impact of Lincoln's assassination and loss of his leadership on plans for reconstruction.

***Content Standard 6: The student will analyze the transformation of politics and society during the Reconstruction Era, 1865 to 1877.**

1. Compare and contrast the various policies and plans for the reconstruction of the Confederacy including those proposed by President Lincoln, President Andrew Johnson, and the Radical Republicans.
2. Cite specific textual and visual evidence to analyze the impact of the *13th, 14th, and 15th Amendments*, the Black Codes, the Freedmen's Bureau, and Jim Crow laws.
3. Identify points of view regarding the social changes following the Civil War including the role of carpetbaggers and scalawags, the rise of the Ku Klux Klan, elected Black officials, and sharecroppers.
4. Evaluate the impact of the *Homestead Act of 1862* and the resulting movement westward to free land including the impact of continued displacement of Native Americans.
5. Assess the impact of the presidential election of 1876 as an end to the reconstruction of the South.

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