Social Studies Standards 7-8

Standards are hyperlinked.

- 7th grade U.S. History (Eras 1-4)
- 8th grade U.S. History (Eras 5-7)
- 7th/8th grade Arkansas History

Grade 7

United States History Era 1: Beginnings through Era 4: 1850

Social Studies Academic Standards

Revised 2022

Course Focus and Content

Grade 7 Social Studies builds on the foundational knowledge of civics, economics, geography, and history, gained in Grades K-6. Social studies skills move from basic to more sophisticated and are used in combination to access and comprehend social studies content. Students develop foundational knowledge regarding patterns of change over time and ways people view, construct, and interpret history. The Grade 7 history strand focuses on U.S. History from the beginnings through the Revolutionary Period. The history strand in Grades 7 is organized chronologically using the Eras and time periods from the National Center for History in the Schools (NCHS). The civics, economics, and geography strands correlate to the historic eras.

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.

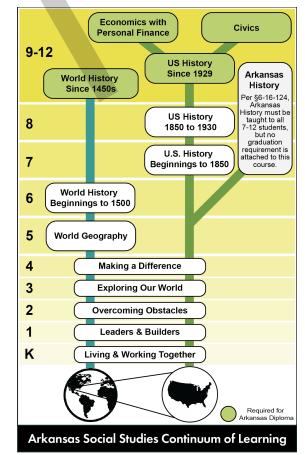
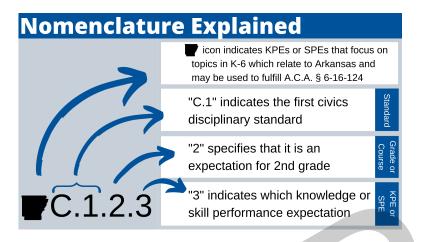


Figure 1

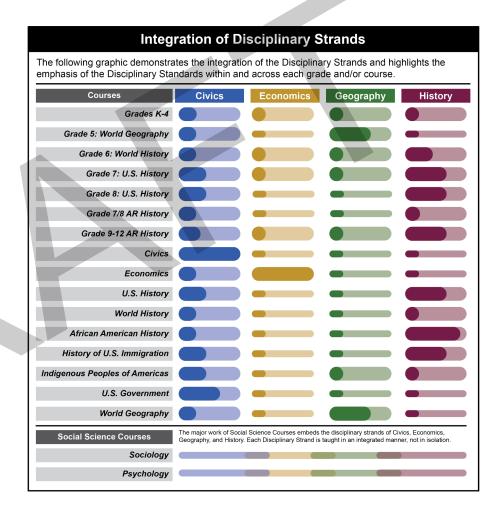
Skills and Application

Throughout the course, students will develop and apply geographic thinking skills as well as disciplinary literacy skills. Some of these skills include map reading, spatial thinking, analyzing data, comparing and contrasting, and researching. As students interact with primary and secondary sources and show their understanding in a variety of 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 issues from multiple perspectives. After this course, students will have foundational skills to use in their subsequent social studies courses. *Grade 7 Social Studies is required by the Standards for Accreditation.*



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.



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

- Construct compelling questions that promote inquiry around key ideas and issues
- 2. Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations
- Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view

Dimension 3 Evaluating Sources and Using Evidence

- 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
- Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims, counterclaims, and explanations

Dimension 4 Communicating Conclusions and Taking Informed Action

- Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies
- 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
 Civic and Political Institutions Participation and Deliberation Processes, Rules, and Laws 	 Economic Decision-Making Exchange and Markets Growth and Stability The National Economy The Global Economy 	 Geographic Representations: Spatial Views of the World Human-Environment Interaction: Place, Regions, and Culture Human Populations: Spatial Patterns and Movements Global Interconnections: Global Spatial Patterns 	 Change, Continuity, and Context Perspectives Historical Sources and Evidence Causation and Argumentation 	PsychologySociology

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

Grade 7 Social Studies Academic Standards - Revised 2022

K-12 Disciplinary Standards Overview				
Civics	Economics	Geography	History	
 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. C.2 Students will understand the structure and functions of various types of government and how they exercise their powers. 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. C.4 Students will understand the process of making and changing laws and the ways institutions work together in carrying out the laws. 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. 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. 	 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. E.2 Students will understand the impact of economic decision-making. This includes considering the marginal costs and benefits of alternatives. 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. 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. 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. E.6 Students will understand the factors affecting income, wealth, and financial risk. This includes the role of credit in personal finance. 	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. 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. 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. G.4 Students will understand the impact humans have on the environment. This includes the distribution, management, and consumption of resources. 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.	 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. 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. 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. 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. 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. 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. 	

Disciplinary Standards At a Glance

Disciplinary Strand	Disciplinary Standard
Disciplinary Component	Grade or Course Specific Components
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.
	Establishing a Government
Civic and Political Institutions	 Foundational documents Three branches of government
Participation and Deliberation	Civic participation
Processes, Rules, and Laws	Leaders and builders of the government
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.
	Establishing an Economy
Economic Decision-Making	Historical development in pre-colonial America
Exchange and Markets	Free market system and a diverse labor force
Growth and Stability	 Early financial institutions Taxation Effects of war
Global Economy	Economic interdependence and trade

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. Establishing a Country	
Geographic Representations	Trade routes and waterways	
Human-Environment Interaction	Climate and cultural characteristics that affect population distribution	
Spatial Patterns and Movement	Geographic barriers	
Global Interconnections	Effects of human-generated changes	

History	H.3 Students will understand key historical periods from the United States' Beginnings (Era 1) through 1850 (Era 4). This includes patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of tunited States.	
	United States Beginnings through 1850 (Era 1 through Era 4)	
Era 1: Beginnings to 1620	Beginnings to 1620 (E1)	
Era 2: 1585-1763	Colonization and Settlement (E2)	
Era 3: 1754 through the 1820s	Revolution and the New Nation (E3)	
Era 4: 1801 through 1850	Expansion and Reform (E4)	

Disciplinary Strand	
Disciplinary Standard	
Disciplinary Component	
Grade	

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.

Civic and Political Institutions

Knowledge and Skill Performance Expectation

Knowledge and Skill Performance Expectations

Grade 7

C.1.7.1

Examine foundational documents of the United States government and the impact they had on the development of a new nation:

- Magna Carta
- English Bill of Rights
- Mayflower Compact
- Declaration of Independence
- Articles of Confederation
- United States Constitution

C.1.7.2

Examine the legislative, executive, and judicial branches of government, including their checks and balances and separation of powers.

C.1.7.3

Explain and compare origins, functions, and structures of different systems of government, including those created by the Arkansas and U.S. Constitutions:

- Federalism
- State powers and national powers
- Concurrent and reserved powers

C.1.7.4

Examine how the 9th and 10th Amendments entrust social organizations and institutions (e.g., individuals, families, religious/secular groups) with unenumerated rights not listed in the Constitution.

Unenumerated rights may include:

- Parental rights
- Right to travel
- Right to an education
- Rights of religious organizations

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.

Participation and Deliberation

Knowledge and Skill Performance Expectations

Grade 7

C.1.7.5

Evaluate various ways early historical figures fostered American citizenship and civic virtues.

Historical figures may include:

- Phillis Wheatley
- James Armistead
- Peter Salem
- George Washington
- John Adams
- Abigail Adams
- Salem Poor
- Thomas Jefferson
- Thomas Paine
- Patrick Henry
- Alexis de Tocqueville

C.1.7.6

Demonstrate proper etiquette for interacting with the Arkansas and American flags and evaluate the use of various flags during the early American period (e.g., Betsy Ross flag, Flag of the Green Mountain Boys, First Navy Jack, Great Garrison Flag during War of 1812).

C.1.7.7

Analyze rights, responsibilities, and privileges of citizens and non-citizens in the United States:

- Bill of Rights
- 14th Amendment
- 15th Amendment
- 19th Amendment
- 26th Amendment

C.1.7.8

Examine historical developments that contributed to the rise of civic virtues in the United States, including colonial self-government and individual liberties.

Some notable developments that contributed to the rise of self-government include:

- Mayflower Compact
- Colonial charters
- House of Burgesses (Virginia)
- Great Awakening
- Salutary neglect
- Trial of John Peter Zenger
- Influence of the Iroquoi Confederacy/Six Nations

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

Grade 7

C.1.7.9

Compare processes for creating rules and laws at the local, state, and federal levels such as city council, county quorum court, Arkansas General Assembly, and Congress.

C.1.7.10

Evaluate ways rules and laws change society and reasons why people repeal or amend them at local, state, and federal levels:

- Article V of the U.S. Constitution
- Arkansas Constitution voter-approved amendment process
- Repeal process

C.1.7.11

Explain the development of policies under the Articles of Confederation to address public problems after the Revolutionary War:

- Northwest Ordinance (1787)
- Articles' weaknesses
- Shay's Rebellion

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.

Economic Decision-Making

Knowledge and Skill Performance Expectations

Grade 7

E.1.7.1

Analyze historical developments in the interdependent system of commerce between the thirteen colonies, Great Britain, and the rest of the world:

- European exploration and colonization of the Americas
- Taxation (e.g., Stamp Act, Townshend Duties)
- Conflict (e.g., French and Indian War, American Revolution)
- Trade (e.g., triangular trade, Columbian Exchange, Navigation Act of 1651)

Teacher Note: The triangular trade was the transatlantic shipment of goods and people (including sugar, tobacco, cotton, textiles, rum, and enslaved people) among the European, African, and American continents.

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

Grade 7

E.1.7.2

Examine the economic characteristics of the colonial regions (New England, Middle, and Southern), including their diverse labor force, use and trade-offs of natural resources, and human and capital resources used to deliver goods and services.

E.1.7.3

Evaluate the development of a free market system within the thirteen colonies and early United States:

- Mercantilism
- Property rights
- Free enterprise

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.

Growth and Stability

Knowledge and Skill Performance Expectations

Grade 7

F.1.7.4

Analyze the forms and purposes of currency in early America through the Revolutionary period:

- Continental currency vs. state currency
- Early forms of currency in Indigenous nations

E.1.7.5

Discuss roles of early financial institutions on the economy of the United States:

- National Bank by Alexander Hamilton
- Jackson's veto of the National Bank
- State banks

E.1.7.6

Explain ways state and federal governments paid for the goods and services they provided through the early 1800s:

- Taxation to provide for an army
- Postal services
- Building of roads
- Tariffs

E.1.7.7

Discuss the effects of war and conflict on the economy of the United States from the colonial period to the early 1800s, including government printing of money, inflation, scarcity of resources, and smuggling.

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.

Global Economy

Knowledge and Skill Performance Expectations

Grade 7

E.1.7.8

Explain effects of increasing economic interdependence between the United States and other nations and regions:

- Growth: (e.g., First Industrial Revolution, Louisiana Purchase, population growth, westward expansion, triangular trade, increased wealth, cooperation with other nations)
- Conflict: (e.g., competition with other nations, Barbary Wars, Tecumseh's War, War of 1812)

Teacher Note: The Monroe Doctrine helped guide U.S. foreign and economic policy towards nations in Europe and nations in the Western Hemisphere.



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

Grade 7

G.1.5.1

Describe locations, environmental characteristics, and cultures of pre-Columbian Indigenous populations using maps and geographic representations.

G.1.5.2

Analyze human movement and economic activities over time using maps and other geographic representations:

- Pre-Columbian Indigenous Nations' settlement patterns
- Triangular trade and other trade routes
- Columbian exchange
- Regions of European exploration
- Colonial settlement

G.1.5.3

Synthesize information from a variety of sources to construct maps and other geographic representations of the United States from the original thirteen colonies to 1850.

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

Grade 7

G.1.5.4

Analyze ways cultural and environmental characteristics influenced population, settlement, and movement of goods in the American colonies:

• Cultural (e.g., religious affiliations, language and ethnic groups, locations of various Indigenous nations)

- Economic (e.g., sources of labor)
- Geographic (e.g., environmental characteristics, climate, topography, soil type, water access, etc.)
- Governance (e.g., royal, charter, proprietary)

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

Grade 7

G.1.5.5

Examine the relationships between American colonists and various Indigenous societies, considering the location and use of natural resources and changes to the physical environment.

This may include pelt and fur trading, large-scale farming, use of timber, increased resource consumption, hunting and fishing, and differences on the view of land ownership.

G.1.5.6

Examine reasons for population shifts in early America and the effects on various regions:

- European immigration and colonization
- Diseases in both colonial and Indigenous populations
- Indentured servitude
- Transatlantic slave trade

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.

Global Interconnections

Knowledge and Skill Performance Expectations

Grade 7

G.1.5.7

Analyze cooperation among the colonies and Indigenous communities during and after natural and human-made disasters such as the French and Indian War, American Revolution, disease outbreaks, famine, and weather phenomena.



History - United States Beginnings through 1850 (Era 1 through Era 4)

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.

Era 1: Beginnings to 1620

Knowledge and Skill Performance Expectations

Grade 7

Era 1



Research and compare cultural characteristics of major pre-Columbian Indigenous societies within North America through a variety of artwork, journals, archaeological findings, and other artifacts.

Pre-Columbian Indigenous societies might include:

- Mesoamerican groups (e.g., Olmec, Maya, Aztec)
- Mound builders
- Cliff dwellers
- Southwest
- Great Plains
- Pacific Northwest
- Woodland peoples
- Indigenous Peoples of the Arctic and Subarctic
- Mississippians in Arkansas

H.3.7.2

Examine economic, political, and religious reasons for European exploration in the Americas:

- Trade and trade routes
- Wealth
- Colonies for empire expansion
- Religious influence and freedom

₩ H.3.7.3

Evaluate short- and long-term effects of European exploration and settlement ventures in the Americas and Arkansas, including why some experienced hardship and failure.

Reasons may include:

- Conflict with other nations (including Indigenous nations)
- Disease
- Poor climate conditions

Economic issues such as the failure of the common store system in Jamestown and Plymouth Colony

Teacher Note: Many European expeditions and ventures may be discussed, but some of the most notable ones may include the following:

- Columbus expeditions
- Hernando de Soto expedition
- Ponce de Leon's expedition
- St. Augustine
- Roanoke
- Jamestown
- Plymouth Colony
- Massachusetts Bay
- Quebec
- New Amsterdam
- Arkansas Post

History - United States Beginnings through 1850 (Era 1 through Era 4)

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.

Era 2: 1585-1763, Colonization and Settlement

Knowledge and Skill Performance Expectations

Grade 7

Era 2

H.3.7.4

Evaluate the economic and cultural effects of indentured servitude and slavery in the New England, Middle, and Southern colonies:

- Conditions of the Middle Passage
- Life and experiences of those who were enslaved versus those who were indentured
- Growth and economic dependence on slavery, especially in Southern colonies
- Early attempts at abolition (e.g., Rhode Island in 1652, Vermont in 1777, Quaker Abolition movement)

H.3.7.5

Research the development of the New England, Middle, and Southern colonies through inquiry and questioning.

Inquiry questions may include:

- Why did people settle where they did?
- How did they solve problems?
- Was life better in the colonies than in England?
- Was life better in some colonies than others?

How were patterns of settlement influenced by beliefs, economics, and geography?

History - United States Beginnings through 1850 (Era 1 through Era 4)

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.

Era 3: 1754 through the 1820s, Revolution and the New Nation

Knowledge and Skill Performance Expectations

Grade 7

Era 3

H.3.7.6

Analyze causes and ideas leading to the American Revolution:

- French and Indian War
- Stamp Act, Townshend Duties, and the Intolerable Acts
- Boston Tea Party
- Colonial self-government, representation, and individual liberty

H32.7.7

Analyze the Revolutionary movement from the perspective of various groups, which may include patriots, loyalists, British and French leaders, Indigenous people, and indentured or enslaved Americans.

H.3.7.8

Evaluate how individuals and groups influenced the American Revolutionary movement:

- Writers & influencers: (e.g., Thomas Paine's "Common Sense," Patrick Henry's "Give Me Liberty" speech, Benjamin Franklin's Join or Die cartoon, Phillis Wheatley, Abigail Adams, Haym Salomon)
- Military & political: (e.g., George Washington, Thomas Jefferson, Paul Revere, Salem Poor, Peter Salem, Deborah Sampson, Mary Ludgwig Hays, James Armistead)
- Groups: (e.g., Culper Spy Ring, Sons and Daughters of Liberty)

H.3.7.9

Examine the significance of the Declaration of Independence, including key political concepts of natural rights, natural law, social contract theory, right to revolution, right to self-determination, and tyranny.

H.3.7.10

Analyze the significance of various battles and military leaders during the American Revolution:

- Battles: Lexington and Concord, Bunker Hill, Saratoga, Yorktown
- Military leaders/groups: George Washington, John Paul Jones, Nathanael Greene, First Rhode Island Regiment

H.3.7.11

Analyze the effects of the American Revolutionary War on the newly formed United States and the rest of the world:

- National effects: (e.g., vulnerable young nation, colonial independence, creation of the Articles of Confederation expansion of territory via Treaty of Paris, destruction of farmland, significant casualties, loss of life/livelihood, inflation, scarcity of resources)
- International effects: (e.g., international relations, catalyst for international revolutions, loyalists relocation to Canada, interruption of global trade)

H.3.7.12

Examine short- and long-term effects of the drafting and signing of the U.S. Constitution:

- Federalism and the establishment of three branches
- Bicameral house (i.e., the Great Compromise)
- National powers (e.g., coining money, raising an army, power to tax)
- Enumeration of individual rights (e.g., Bill of Rights)
- Amendment process (i.e., design, purpose, and difficulty)

₩ H.3.7.13

Evaluate how early Presidents and historical events influenced the development of the new nation:

- Establishment of Washington, D.C., as nation's capital
- Washington's Farewell Address
- Rise of political parties
- Jeffersonian democracy and the Louisiana Purchase
- Judicial power defined through Marbury vs. Madison
- Banking and tariff policy on the national economy

H.3.7.14

Examine the impact and significance of the War of 1812, including British impressment of American sailors, the role of James and Dolley Madison, and various battles that contributed to an American identity (e.g., Battle of Fort McHenry and "The Star Spangled Banner," Battle of New Orleans).

History - United States Beginnings through 1850 (Era 1 through Era 4)

H.2 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.

Era 4: 1801 through 1850, Expansion and Reform

Knowledge and Skill Performance Expectations

Grade 7

Era 4

H.3.7.15

Analyze the concept of Manifest Destiny and the factors that affected territorial expansion and the development of the nation.

Events may include:

- Louisiana Purchase
- Monroe Doctrine
- Adams-Onís Treaty
- Development of the Erie Canal
- Oregon Trail
- Santa Fe Trail
- California Gold Rush
- Panic of 1837
- Rising conflict between settlers and Indigenous groups

H.3.7.16

Analyze the development of regional tensions prior to the Civil War:

- 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

H.3.7.17

Analyze major purposes, implementation, and effects of public policies during the Jacksonian presidency, including Jacksonian Democracy, veto of the National Bank, the spoils system, Indian Removal Act, and the Trail of Tears.

H.3.7.18

Analyze the effects of the Mexican-American War on the United States, including new territory for the United States and expansion of slavery.

Grade 8

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

Social Studies Academic Standards

Revised 2022

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.
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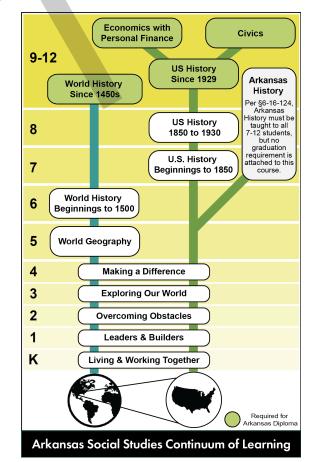
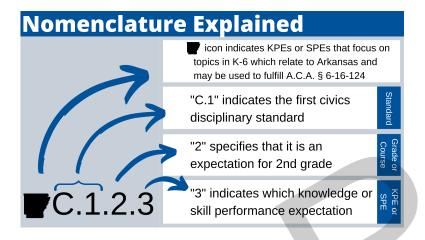


Figure 1

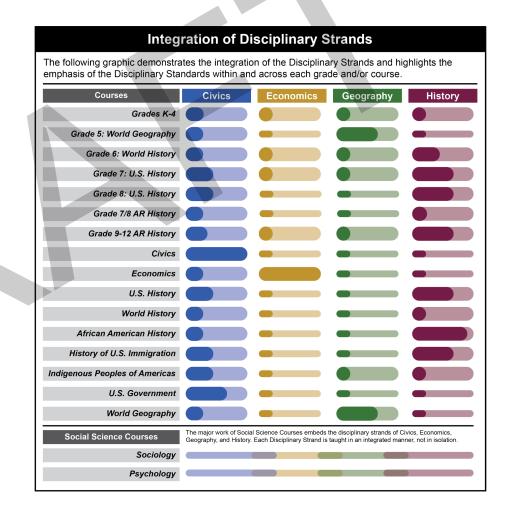
Skills and Application

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.



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.



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

- Construct compelling questions that promote inquiry around key ideas and issues
- Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations
- Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view

Dimension 3 Evaluating Sources and Using Evidence

- Gather relevant information from multiple perspectives and a variety of sources; evaluate the credibility of the source by determining its relevance and intended use
- Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims, counterclaims, and explanations

Dimension 4 Communicating Conclusions and Taking Informed Action

- Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies
- 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
Institutions Participation and Deliberation •	Economic Decision-Making Exchange and Markets Growth and Stability The National Economy The Global Economy	 Geographic Representations: Spatial Views of the World Human-Environment Interaction: Place, Regions, and Culture Human Populations: Spatial Patterns and Movements Global Interconnections: Global Spatial Patterns 	 Change, Continuity, and Context Perspectives Historical Sources and Evidence Causation and Argumentation 	PsychologySociology

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

K-12 Disciplinary Standards Overview				
Civics	Economics	Geography	History	
 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. C.2 Students will understand the structure and functions of various types of government and how they exercise their powers. 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. C.4 Students will understand the process of making and changing laws and the ways institutions work together in carrying out the laws. 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. 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. 	 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. E.2 Students will understand the impact of economic decision-making. This includes considering the marginal costs and benefits of alternatives. 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. 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. 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. E.6 Students will understand the factors affecting income, wealth, and financial risk. This includes the role of credit in personal finance. 	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. 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. 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. G.4 Students will understand the impact humans have on the environment. This includes the distribution, management, and consumption of resources. 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.	 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. 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. 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. 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. 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. 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. 	

Disciplinary Standards At a Glance

Disciplinary Strand	Disciplinary Standard
Disciplinary Component	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	Civil War and Reconstruction (E5)
Era 6: 1870-1900	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.

H.5 Students will understand key historical periods from the Emergence of Modern America, 1890-1930 (Era 7), to United States, 1968 to Present (Era 10). This includes the patterns of social, economic, and political change of ways people view, construct, and interpret the history of the United States.	
	United States History 1890-1930 (Era 7)
Era 7: 1890-1930	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
 Civic and Political Institutions Participation and Deliberation Processes, Rules, and Laws 	 Exchange and Markets Growth and Stability The National Economy The Global Economy 	 Geographic Representations: Spatial Views of the World Human-Environment Interaction: Place, Regions, and Culture Human Populations: Spatial Patterns and Movements Global Interconnections: Global Spatial Patterns

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

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).

H.4.8.2

Analyze the development of regional tensions prior to the Civil War:

- 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

H.4.8.3

Evaluate key laws and decisions addressing the issue of slavery prior to the Civil War:

- 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
- Dred Scott vs. Sanford decision

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)

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

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



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:

- 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.

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.

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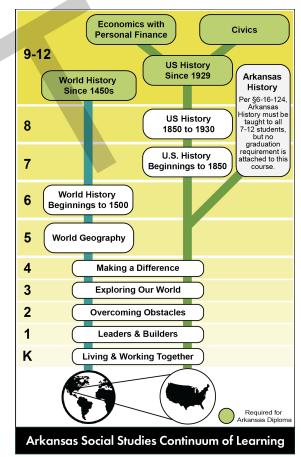
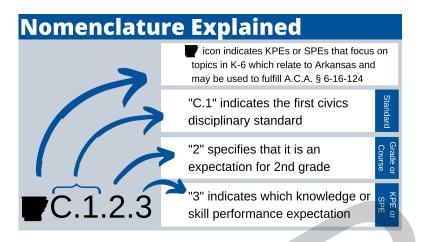


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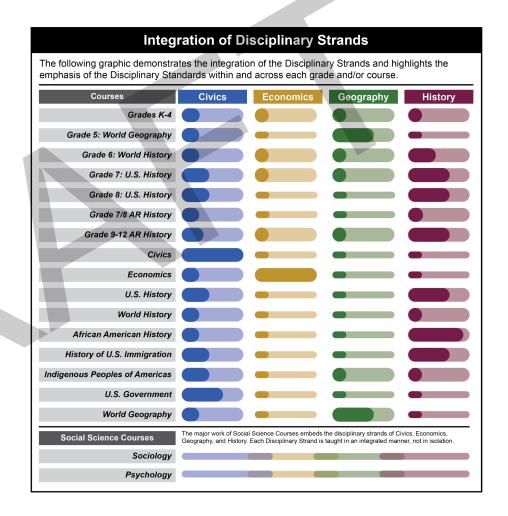
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- 2. Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations
- Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view

Dimension 3 Evaluating Sources and Using Evidence

- Gather relevant information from multiple perspectives and a variety of sources; evaluate the credibility of the source by determining its relevance and intended use
- Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims, counterclaims, and explanations

Dimension 4 Communicating Conclusions and Taking Informed Action

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- 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	
 Civic and Political Institutions Participation and Deliberation Processes, Rules, and Laws 	 Economic Decision-Making Exchange and Markets Growth and Stability The National Economy The Global Economy 	 Geographic Representations: Spatial Views of the World Human-Environment Interaction: Place, Regions, and Culture Human Populations: Spatial Patterns and Movements Global Interconnections: Global Spatial Patterns 	 Change, Continuity, and Context Perspectives Historical Sources and Evidence Causation and Argumentation 	PsychologySociology	

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

K-12 Disciplinary Standards Overview						
Civics	Economics	Geography	History			
 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. C.2 Students will understand the structure and functions of various types of government and how they exercise their powers. 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. C.4 Students will understand the process of making and changing laws and the ways institutions work together in carrying out the laws. 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. 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. 	 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. E.2 Students will understand the impact of economic decision-making. This includes considering the marginal costs and benefits of alternatives. 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. 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. 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. E.6 Students will understand the factors affecting income, wealth, and financial risk. This includes the role of credit in personal finance. 	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. 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. 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. G.4 Students will understand the impact humans have on the environment. This includes the distribution, management, and consumption of resources. 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.	 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. 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. 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. 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. 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. 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. 			

Disciplinary Standards At a Glance

Disciplinary Strand	Disciplinary Standard		
Disciplinary Component	Grade or Course Specific Components		
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.		
	Government and Politics in Arkansas and their Influence on Social Issues		
Civic and Political Institutions	Influence of federal government on state issues		
Participation and Deliberation	Rights and responsibilities of an Arkansan		
Processes, Rules, and Laws	Impact of law on social issues		
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.		
	Economics in Arkansas		
Economic Decision-Making	Economic influences within Arkansas		
Exchange and Markets	Economic contributions made by Arkansans		
Growth and Stability	Arkansas's economic impact nationally and globally		

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.		
	Geography in Arkansas		
Geographic Representations	Geographic attributes of Arkansas		
Human-Environment Interaction	Arkansas's resources and their impact		
Spatial Patterns and Movement	Ways Arkansas's geography has influenced the settlement and development of the state		

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.		
	Then and Now		
Chronology, Change Over Time, Contextualization	Historical events		
Perspective, Historical Evidence, Causation	Notable Arkansans		

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.

Civic and Political Institutions

Knowledge and Skill Performance Expectations

Grades 7/8

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

- Differences in power of legislative vs. executive branches
- Voter-approved constitutional amendments
- Election of Supreme Court justices
- Balanced budget requirement

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.

Participation and Deliberation

Knowledge and Skill Performance Expectations

Grades 7/8

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).

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.



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.

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.

Growth and Stability

Knowledge and Skill Performance Expectations

Grades 7/8

E.1.ARH.4

Examine contributions of Arkansas entrepreneurs on local, regional, national, and global economic development.

Teacher Note: Key Arkansas entrepreneurs may include:

- Sam Walton (retail)
- Don Tyson (chicken processing)
- J.B. Hunt (trucking)
- William Dillard (department stores)
- Buddy Coleman (dairy)
- John Johnson (publishing)
- Harvey Couch (electricity)
- Gerald Alley (construction)
- Jack Stephens (investment banking)
- Al Bell (music production)

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.

Global Economy

Knowledge and Skill Performance Expectations

Grades 7/8

E.1.ARH.5

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.

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.



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.

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)

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.

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.

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)