



**Kansas Standards
For
History
Government
And
Social Studies**

Adopted April 16, 2013

8th

United States History: *Constitutional Age to International Expansion*

The eighth grade course of study begins with a review of the major ideas, issues, and events of the founding of the nation and Constitutional Period. Students will then concentrate on the critical events, people, groups, ideas, and issues of the period from 1800 to 1900 - including Westward expansion, sectionalism, the Civil War, Reconstruction, Populism, and Imperialism. The course should be rigorous and relevant with instruction that integrates thinking skills, historical processes, and content so that students are able to apply the learning to their own lives. Instruction should include the integration of concepts and principles from history, economics, geography, civics, and the humanities.

Units

For the purpose of instruction, educators have great flexibility in how instructional content is organized. The units listed below are provided as a planning guide and are organized chronologically but this should not prevent teachers and districts from taking a thematic instructional approach. The state performance assessment prompts and primary/secondary source libraries used as part of the assessment process are based on this unit organization.

State performance assessments will measure students' ability to integrate content as part of their understanding of the *Standards* and *Benchmarks*. It is this ability to use content in authentic ways that will be assessed, not simply the content itself.

So the specific content contained in these units is not mandated but is made available as a suggested grade level scope and sequence to assist in the planning of local lessons and units. It should be remembered that during this planning, emphasis must be placed on the "doing" of history rather than simple acquisition of content knowledge.

- Establishing America (1787—1830s)
- Regionalism and Expansion (1800s—1850s)
- March to War (1850s—1861)
- Toward a More Perfect Union (1861—1877)
- The Rise of America (1870s—1900)

Standards

1. Choices have consequences.
2. Individuals have rights and responsibilities.
3. Societies are shaped by beliefs, idea, and diversity.
4. Societies experience continuity and change over time.
5. Relationships between people, place, idea, and environments are dynamic.

Connecting with Best Practices and Literacy Expectations

It is the process of applying foundational knowledge, not rote memorization of content, which prepares students for the 21st century. It is vital that Kansas K-12 students acquire the ability to analyze, interpret, evaluate, and communicate at high levels. These discipline-specific process skills are best learned through integrating them into the content of U.S. History.

The skills are more clearly articulated in the Benchmarks and Best Practices and Literacy Expectations and reflect the influence of the Kansas College and Career Ready Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects (KCCRS), often referred to as the Common Core. It is this nuanced balance of process skills, historical and social science foundational knowledge, and the KCCRS that best prepares students for college, career, and citizenship.

As they prepare to teach U.S. History in eighth grade, teachers should review the *Profile of the 21st Century Learner* and the *Kansas Social Emotional and Character Development Model Standards* endorsed by the Kansas State Board of Education.

Connecting with Past Learning

From their experience in fifth grade, students should possess a general understanding of the exploration and colonization of North America and the establishment of the United States prior to 1800. They should be familiar with ancient and medieval civilizations from instruction received during 6th grade. They should have experience with the *Best Practices and Literacy Expectations* and be able to integrate those into their own learning.

This course should build on prior student learning with a brief review of the major events and ideas leading to the American War for Independence. This review should also include the Declaration of Independence and the decisions made during the Constitutional Convention with a focus on their impact on the new nation.

Connecting with Future Learning

During their high school United States history class, typically during their junior year, students will study the events, places, people, issues, and themes from 1900 to the present. Foundational knowledge of the 1800s is essential for success in high school. Critical components of their eighth grade experience must include: reading, writing, and communicating about nineteenth-century American history. Students should become familiar with the *Best Practices and Literacy Expectations* so that they can recognize, evaluate, analyze, and investigate nineteenth-century topics in order to draw conclusions or parallels between those topics and topics that will be studied in high school.

Certain themes will be emphasized as part of the high school class: the growing role of the federal government and judicial branch; tensions between individuals and the state and between minority rights and majority power; the growth of a modern corporate economy; changes in the ethnic structure of American culture; the movements toward increased civil rights; and the role of America as a major world power.

Instructional Narrative and Content Outline

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of critical thinking. To develop this foundational knowledge, experienced teachers of American history would include, but not be limited to, the following as part of a high-quality eighth grade instructional design.

This narrative and outline is intended to assist in unit design and to provide a uniform, comprehensive guide for instruction. It is not intended to be a state-mandated curriculum for how and when content is taught. *The outline is not a list of required items and so was developed with the understanding that content often overlaps. Because of this overlap, it may seem as if important ideas, people, places, and events are missing from this outline.* It would be impossible for students to learn, for example, about the Louisiana Territory without also learning about the explorers of the regions, so Lewis and Clark do not appear in this outline.

This also means that the outline should be amended in ways that best fits the instructional needs of students. While retaining the integrity of the outline’s scope and sequence, districts may choose to eliminate certain items from the list or to teach the outline in a different order.

Establishing America: 1787—1830s

In this unit, students consider the enormous tasks that faced the new nation as well as studying its leaders during this difficult period. The United States had to demonstrate that it could survive as an independent country. Students will recognize and evaluate the changes that occurred with the growth of industry and technology. Americans began moving west during this period affecting the relationship between the United States and other nations and American Indians. Students should investigate and analyze the impact of these changes on American society.

Ideas	Federalism, Bill of Rights, Jacksonian democracy, Industrial Revolution, Market Revolution, growth of executive power, growth of judicial power, Monroe Doctrine, individual freedom, Marshall Court
People/Roles	Founding Fathers, Tecumseh, James Monroe, Andrew Jackson, Phyllis Wheatley, Abigail Adams, Sacagawea, Whigs, Democrats
Places/Institutions	Louisiana Territory, New Orleans, Washington D.C., Philadelphia, Mississippi River, Ohio Valley, Northwest Territories, canals, railroads
Events	three-fifths Compromise, Great Compromise, Louisiana Purchase, exploration, Alien and Sedition Act, War of 1812, Second Great Awakening, Missouri Compromise

Sample Compelling Questions

- What were the most important choices made by the creators of the U.S. Constitution? (Standard 1)

- Why were some living in America given the rights and responsibilities of citizens but others living in America were not? (Standard 2)
- How and why did tensions arise between American Indians and other Americans? (Standard 3)
- How has the definition of citizenship changed over time? (Standard 4)
- How did the size of North America impact the relationship between the American government and its citizens? (Standard 5)

Regionalism and Expansion: 1800s—1850s

This period follows the nation’s regional development in the West, Northeast, and South. Students will analyze the influence of the West on the politics, economy, and culture of the nation. The Industrial Revolution in the Northeast during this period had repercussions throughout the nation. Inventions between the turn of the century and 1850 transformed manufacturing, transportation, mining, communications, and agriculture and changed the lives of people. Students should investigate and draw conclusions about these transformations.

During this period, the South veered away from the democratic and reform movements taking place in other parts of the United States. Students will recognize and evaluate the *peculiar institution* of slavery and its dramatic effects on the South’s political, social, economic, and cultural development and its relationship with other areas of the United States.

Ideas	Manifest Destiny, western expansion, Second Industrial Revolution, sectionalism and racism, slavery, abolitionism, enslaved person resistance, American Indian resistance, women’s rights, immigration, trails, expansion of railroads, Second Great Awakening
People/Roles	Nat Turner, Henry Clay, Brer Rabbit, George Fitzhugh, James Polk, Elizabeth Cady Stanton, Frederick Douglass, Washington Irving, Henry David Thoreau, Edgar Allan Poe, Harriet Jacobs, Maria Ruiz de Burton
Places/Institutions	Texas Republic, Chicago, southern states, northern states, western territories and states, Mexican Cession lands, Liberia
Events	Indian Removal Acts, Nullification Crisis, Mexican-American War, California Gold Rush, Oregon Fever, Underground Railroad, Seneca Falls Convention, growth of technology, spread of agriculture, rise of cities

Sample Compelling Questions

- Why did slavery continue to develop in the South and not in other areas of the United States during this period? (Standard 1)
- How does the rise of Jacksonian democracy during this period affect the rights of American voters in the 21st century? (Standard 2)
- How did the economic ideas of business owners change the lives of workers? (Standard 3)

- How has the idea of women’s rights both changed and remained the same since the mid-1800s? (Standard 4)
- How did the growth of the United States impact the lives of Americans? (Standard 5)

March to War: 1850s—1861

During this unit, students will explore the different points of view that developed during the continued rise of sectionalism and analyze how the failure of compromise eventually led to the Civil War. The institution of slavery and the abolitionist movement should be evaluated in their historical contexts.

The issue of slavery, and its economic impact, became too divisive and led to secession by the Confederate States of America. Students should investigate the challenge to the Constitution and the Union caused by the secession of the Confederate states and their doctrine of nullification.

Ideas	expansion of slavery, abolitionism, enslaved person resistance, secessionism, economic policies, popular sovereignty
People/Roles	Stephen Douglas, Harriet Tubman, Harriet Beecher Stowe, Abraham Lincoln, James Buchanan, John Brown, Charles Sumner, Know Nothings, political parties
Places/Institutions	Lawrence, Kansas; Lecompton, Kansas; Harper’s Ferry; Washington, DC; South Carolina
Events	Wilmot Proviso, election of 1848, Compromise of 1850, Kansas-Nebraska Act, Dred Scott v. Sanford, Lincoln - Douglas Debates, Gadsden Purchase, Fugitive Slave Act, Bleeding Kansas, Civil War, rise of Republican party, establishment of Confederate States of America

Sample Compelling Questions

- Could the Civil War have been prevented? (Standard 1)
- Why would Southerners feel threatened by Lincoln and other Republicans? (Standard 2)
- How did the idea of popular sovereignty impact the lives of those living in Kansas and Missouri? (Standard 3)
- How did the concept of abolitionism change over time? (Standard 4)
- What impact did American geography have on the decision by Confederate states to secede? (Standard 5)

Toward a More Perfect Union: 1861–1877

Students should recognize and evaluate broad Union and Confederate strategy by investigating significant wartime events and battles such as Gettysburg, Antietam, and Sherman’s March to the Sea. Students should also analyze the human meaning of the war by investigating the context of the home front as well as the stories of soldiers, free blacks, enslaved persons, and women involved.

The withdrawal of troops from the former Confederate states following the election of 1876 led to the undermining of progress made by former enslaved persons. The economic and social changes brought

about by Reconstruction are important for students to understand.

Ideas	Unionism, Reconstruction, equality, Jim Crow, total war
People/Roles	Abraham Lincoln, Robert E. Lee, U.S. Grant, Jefferson Davis, Mary Chestnut, Andrew Johnson, Exodusters, Radical Republicans, African American soldiers, Ku Klux Klan, Matthew Brady
Places/Institutions	Fort Sumter, Gettysburg, Antietam, Atlanta, Richmond, Washington DC, Vicksburg, Appomattox, New York City
Events	Civil War, Anaconda Plan, Emancipation Proclamation, draft riots, Gettysburg Address, Lincoln's Second Inaugural Address, 13 th /14 th /15 th Amendments, black codes, Election of 1876

Sample Compelling Questions

- Was it inevitable that the Union would win the Civil War? (Standard 1)
- Who gets to be an American citizen? (Standard 2)
- Is it ever okay to violate the Bill of Rights? (Standard 3)
- How was life different for Americans after the Civil War? (Standard 4)
- How did the geography of the American South impact how the war was fought? (Standard 5)

The Rise of America: 1870s–1900

The period from the end of Reconstruction to the turn of the century was transformative. Students will investigate and analyze the settling and conquering of the West, the expansion of industry, the establishment of large transportation networks, immigration from Europe, urban growth, accumulation of great wealth in the hands of a few, the rise of organized labor, and increased American involvement in foreign affairs. Students should also recognize and evaluate the political programs and activities of Populists, Progressives, and other reformers.

Ideas	imperialism, populism, progressivism, westward expansion, growth of cities, immigration, rise of big business, organized labor, agribusiness, spoils system, Social Darwinism, Federal American Indian policy
People/Roles	William Jennings Bryan, Eugene Debs, Susan B. Anthony, robber barons/captains of industry, Thomas Nast, Boss Tweed, Buffalo Bill Cody, Red Cloud, George Custer, Samuel Gompers
Places/Institutions	Cuba, Philippines, Wounded Knee, Ellis Island and Angel Island, Chicago, settlement houses
Events	Spanish-American War, Indian Wars, Haymarket Tragedy, Sherman Anti-Trust Act, Chinese Exclusion Act, Dawes Act, Ghost Dance, Oklahoma Land Rush, <i>Plessy v. Ferguson</i>

Sample Compelling Questions

- What would motivate Americans to settle the West? (Standard 1)
- In what ways were immigrants discriminated against and how did Americans attempt to justify it? (Standard 2)
- Why would so many American Indians support the Ghost Dance? (Standard 3)
- How are the Populist movements of the late 1800s and twenty-first-century movements such as the Tea Party and Occupy Wall Street similar and different? (Standard 4)
- Why would places like Cuba and the Philippines be so important to America during the late 1800s? (Standard 5)