

Grade 8: The United States: 1600-1877

Specific Overview

Grade 8: Introduction

The goal of social studies education is for students to develop thinking and decision-making skills that prepare them for responsible citizenship in a democratic society. Eighth graders continue to work toward this goal by investigating how conflict and compromise impacted the founding and development of the United States between 1600-1877 in the Colonial Era, Revolutionary Period, Early Republic, Westward Expansion, Civil War and Reconstruction. Eighth graders will analyze the role of citizens in the U.S. political system, with attention to the definition of who is a citizen, the expansion of the definition over time and the changes in participation over time. Students will assess how regions of the United States specialized based on supply and demand due to their geographic locations. Students will explain how global interconnections impacted culture, land use and trade in the United States. Students will explain the role of changing political, social and economic perspectives had on the lives of diverse groups of people.

Key Vocabulary

May include, but is not limited to: amendment, citizenship, Constitution, democracy, diverse perspectives, federalism, republic

Looking Back, Looking Ahead: Connections to Grade 7 and Grade 9

In grade 7, students examine how movement and migration impacted the interactions between expanding civilizations through conquest and trade in Afro-Eurasia (North Africa, Sub-Saharan Africa, Asia and Europe) and the Americas. In grade 8, students investigate how conflict and compromise impacted the founding and development of the United States from 1600-1877. The interplay between world and United States history allows students to see how the ideas of movement, migration, conflict and competition evolve and change over time in different locations and time periods. Students enter high school with the content knowledge and disciplinary skills needed to ask questions, propose solutions and thrive in an ever-changing world.

What this would look like in practice

This example provides guidance on how to combine the standards into a learning experience for students and how the standards work together to ensure students are engaged in the inquiry practices throughout grade 8. The identified sample evidence of learning is a possible suggestion of how the disciplinary strand standards interact with the inquiry practices; however, it is not the only pathway and is not comprehensive to obtain mastery of the standards.

Standard	Sample Evidence of Learning
8.I.Q.1 Develop compelling questions related to the development of the United States between 1600–1877.	Student development of compelling questions is a critical part of the inquiry process. Teachers provide opportunities for students to develop their own compelling questions, with teacher support, on the development of the United States between 1600-1877. An example of a compelling question is “Can conflict truly be resolved?”
8.I.Q.3 Evaluate the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	<p>Student evaluation of discipline-specific supporting questions is essential to the inquiry process, because, in order to gain an understanding of the issue, topic or question, students must be able to think about it through the lenses of all four disciplines. Teachers provide opportunities for students to evaluate how the supporting questions help answer the compelling questions on the United States between 1600-1877.</p> <ul style="list-style-type: none"> • In what ways did laws subjugate the enslaved population? Students can identify this question as a civics-specific question and evaluate its appropriateness in addressing the compelling question. • What were the arguments over land use leading up to the Civil War? Students can identify this question as a geography-specific question and evaluate its appropriateness in addressing the compelling question.
8.C.RR.2 Analyze expansion of and restriction on citizenship and voting rights on diverse groups in the United States from the Colonial Era to Reconstruction from 1600-1877.	Citizenship has evolved throughout our nation’s history. Diverse groups, from American Indians to a variety of immigrant groups, have fought long, hard battles to gain U.S. citizenship and recognition of their civil rights. This battle involved people of every race, gender, ethnicity and socio-economic status. For example, the expansion of and restriction on citizenship is seen in the What to the Slave is the Fourth of July? speech by Frederick Douglass, the United States Supreme Court opinion in Dred Scott v. Sandford, 60 U.S. 393 (1857), the passage of Reconstruction Amendments (13th–15th) followed by Jim Crow restrictions and the Declaration of Rights of the Women of the United States by Susan B. Anthony, Matilda Joslyn Gage, and Elizabeth Cady Stanton.
8.H.CO.4 Explain how sectionalism and the institution of slavery within the United States led to conflicts between 1820-1877.	As increasing sectional differences emerged, the disparity between regions grew and were influenced by differing cultural, geographic, economic and political factors and characteristics. For example, the small farm-based economy in the New England Colonies differed from the plantation-based economy in the Southern Colonies. These differences gave rise to different labor systems. The South was reliant on the institution of slavery while the North was reliant on wage labor and indentured servitude. This led to conflicts over issues such as the slave trade, the spread of the institution of slavery to new territories, abolition, human rights and, ultimately, the Civil War. These concepts are addressed in documents such as the Final Emancipation Proclamation and the Gettysburg Address by Abraham Lincoln.

Standard	Sample Evidence of Learning
8.I.U.1 Use multiple sources to develop claims in response to compelling and supporting questions.	Students can use multiple sources to create evidenced-based claims and support them with multiple sources to answer the compelling question. These sources could be primary or secondary, text, print or visual.
8.I.CC.5 Evaluate a specific problem concerning the development of the United States using each of the social studies disciplines.	Students can discuss problems concerning the development of the United States. Students can then collaboratively and individually evaluate how individuals and groups addressed a specific problem at various levels from the past and to today.

Opportunities for Cross-Disciplinary Connections

The *KAS for Social Studies* provides opportunities to engage with other content areas. For example, a teacher can connect the *KAS for Social Studies* and the *KAS for Reading and Writing* by providing students with a variety of texts (literary, informational, visual, digital, etc.) and asking them to determine the perspective and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. They can identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient, and recognizing when irrelevant evidence is used. Students could also analyze two or more texts with conflicting information on the same topic concerning the development of the United States and identify where the texts disagree in fact or interpretation. They could compose explanatory texts to examine a topic on the development of the United States, conveying ideas, concepts and information through the selection, organization and analysis of relevant content. Students could compose arguments with clear reasons and relevant evidence to analyze how multiple perspectives, diversity and conflict and compromise.

Grade 8: The United States: 1600-1877 Standards

Introduction

The focus of grade 8 is the investigation of how conflict and compromise impacted the founding and development of the United States. By considering multiple perspectives, students will recognize the impact of diversity in the United States, forging a deep understanding of the Founding Generation, the independent American spirit and uniquely American traditions. Students explore the interconnections of politics, geography and economics in the United States from the Colonial Era, Revolutionary Period, Early Republic, Westward Expansion, Civil War and Reconstruction. Students evaluate how individuals and groups addressed local, regional and global problems concerning the development of the United States.

Concepts and Practices	Standards	
I: Questioning	8.I.Q.1	Develop compelling questions related to the development of the United States between 1600-1877.
	8.I.Q.2	Generate supporting questions, using the disciplines of social studies, to help answer compelling questions in U.S. history between 1600-1877.
	8.I.Q.3	Evaluate the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.
I: Investigating	<i>Investigating occurs through the exploration of the discipline strand standards.</i>	
C: Civic and Political Institutions	8.C.CP.1	Analyze the origin and purposes of rule of law, popular sovereignty, federalism, separation of powers and checks and balances.
	8.C.CP.2	Explain the origins, functions and structure of government, with reference to the Mayflower Compact, the Declaration of Independence, Articles of Confederation, the Federalist No. 1 (Alexander Hamilton), the Federalist Nos. 10 and 51 (James Madison), the Constitution of the United States, the first ten (10) amendments to the Constitution of the United States, also known as the Bill of Rights and other fundamental documents, and their impacts on citizens.
	8.C.CP.3	Explain how a system of checks and balances is intended to prevent a concentration of power in one branch.
C: Roles and Responsibilities of a Citizen	8.C.RR.1	Analyze the role of citizens in the U.S. political system, with attention to the definition of who is a citizen, expansion of that definition over time and changes in participation over time.
	8.C.RR.2	Analyze expansion of and restriction on citizenship and voting rights on diverse groups in the United States from the Colonial Era to Reconstruction from 1600-1877.

Concepts and Practices	Standards	
C: Roles and Responsibilities of a Citizen <i>(continued)</i>	8.C.RR.3	Analyze how groups in the United States have challenged Constitutional provisions, laws and court rulings denying them the rights of citizens.
C: Civic Virtues and Democratic Principles	8.C.CV.1	Analyze the impact of the democratic principles of equality before the law, inalienable rights, consent of the governed and the right to alter or abolish the government in the United States from the Colonial Era to Reconstruction from 1600-1877.
C: Processes, Rules and Laws	8.C.PR.1 8.C.PR.2	Explain the relationship between federalism and local, state and national governments. Explain how the Constitution of the United States was interpreted and amended through the amendment process, legislative processes, judicial review, executive actions and Supreme Court Cases between 1789-1877.
C: Kentucky Government	8.C.KGO.1	Examine the role of Kentucky and Kentuckians within national politics between 1792-1877.
E: Microeconomics	8.E.MI.1 8.E.MI.2	Describe the impact of supply and demand on equilibrium prices and quantities produced in the United States from the Colonial Era to Reconstruction from 1600-1877. Assess the ways factors of production are combined in innovative ways resulting in economic growth and increased standards of living.
E: Macroeconomics	8.E.MA.1 8.E.MA.2 8.E.MA.3 8.E.MA.4	Analyze differing perspectives regarding the role of government in the economy, including the role of money and banking. Assess how regions of the United States specialized based on supply and demand due to their geographic locations. Analyze the purpose of taxation and its impact on government spending. Analyze how property rights are defined, protected, enforced and limited by government.
E: Specialization, Trade and Interdependence	8.E.ST.1	Analyze why economic interdependence existed between the regions of the United States between 1783-1877.
E: Incentives, Choices and Decision Making	8.E.IC.1 8.E.IC.2	Evaluate economic decisions based on scarcity, opportunity costs and incentives. Assess the impact of growth and expansion on the allocation of resources and economic incentives.
E: Kentucky Economics	8.E.KE.1 8.E.KE.2	Explain how regional trends and policies impacted Kentucky's economy prior to the Civil War. Explain how the availability of resources in Kentucky led people to make economic choices from the Colonial Era to Reconstruction from 1600-1877.

Concepts and Practices	Standards
G: Migration and Movement	8.G.MM.1 Interpret how political, environmental, social and economic factors led to both forced and voluntary migration in the United States from the Colonial Era to Reconstruction from 1600-1877.
G: Human Interactions and Interconnections	8.G.HI.1 Explain how global interconnections impacted culture, land use and trade in the United States during Colonial Era through Reconstruction from 1600-1877.
G: Human Environment Interaction	8.G.HE.1 Analyze how cultural and technological changes influenced how people interacted with their environments in the United States from the Colonial Era to Reconstruction from 1600-1877.
G: Geographic Reasoning	8.G.GR.1 Use maps and other geographic representations, geospatial technologies, and spatial thinking to analyze settlement patterns in the United States from the Colonial Era to Reconstruction from 1600-1877.
G: Kentucky Geography	8.G.KGE.1 Analyze Kentucky's role in the early nation through Reconstruction based on its physical geography and location.
H: Change and Continuity	<p>8.H.CH.1 Explain the role changing political, social and economic perspectives had on the lives of diverse groups of people in the Colonial Era.</p> <p>8.H.CH.2 Analyze how social and ideological philosophies impacted various movements in the United States from the Colonial Era to Reconstruction from 1600-1877.</p> <p>8.H.CH.3 Explain how political, social and economic perspectives in the United States led to the rise in sectionalism between 1840-1860.</p> <p>8.H.CH.4 Evaluate the impact technological innovations made on agriculture, trade and commerce in the years leading up to the Civil War between 1840-1860.</p> <p>8.H.CH.5 Explain examples of political, geographic, social and economic changes and consistencies in the different regions of the United States between 1860-1877.</p> <p>8.H.CH.6 Analyze the impact of fundamental documents and speeches on the development of the United States from 1600-1877 that shall include but are not limited to:</p> <ul style="list-style-type: none"> • The Mayflower Compact; • The Declaration of Independence; • The Constitution of the United States; • The Federalist No. 1 (Alexander Hamilton); • The Federalist Nos. 10 and 51 (James Madison);

Concepts and Practices	Standards	
H: Change and Continuity <i>(continued)</i>		<ul style="list-style-type: none"> • The June 8, 1789 speech on amendments to the Constitution of the United States by James Madison; • The first ten (10) amendments to the Constitution of the United States, also known as the Bill of Rights; • The 1796 Farewell Address by George Washington; • The United States Supreme Court opinion in Marbury v. Madison, 5 U.S. 137 (1803); • The Monroe Doctrine by James Monroe; • What to the Slave is the Fourth of July? speech by Frederick Douglass; • The United States Supreme Court opinion in Dred Scott v. Sanford, 60 U.S. 393 (1857); • Final Emancipation Proclamation by Abraham Lincoln; • The Gettysburg Address by Abraham Lincoln; and • Declaration of Rights of the Women of the United States by Susan B. Anthony, Matilda Joselyn Gage, and Elizabeth Cady Stanton.
H: Cause and Effect	8.H.CE.1	Analyze how the political, geographic, social and economic choices of the Colonial Era impacted the Revolutionary Period and Early Republic Period.
	8.H.CE.2	Analyze the cause and effect of Westward Expansion, the Civil War and Reconstruction on the diverse populations of the United States.
H: Conflict and Compromise	8.H.CO.1	Explain how colonial resistance to British control led to the Revolutionary War.
	8.H.CO.2	Describe the conflicts and compromises that shaped the development of the U.S. government between 1783-1877.
	8.H.CO.3	Analyze how economic, social, ideological and political changes led to sectional and national tensions, inspiring reform movements between 1840-1860.
	8.H.CO.4	Explain how sectionalism and the institution of slavery within the United States led to conflicts between 1820-1877.
H: Kentucky History	8.H.KH.1	Articulate Kentucky's role in early American history from the earliest colonial settlement to 1877.
	8.H.KH.2	Examine patterns of collaboration and conflict between immigrants to Kentucky and those already in residence from 1775 to 1877.

Concepts and Practices	Standards	
I: Using Evidence	8.I.U.E.1	Use multiple sources to develop claims in response to compelling and supporting questions.
	8.I.U.E.2	Create claims and counterclaims, using appropriate evidence, to construct an argument to answer compelling and supporting questions.
	8.I.U.E.3	Gather relevant information from multiple sources while using the origin, authority, structure, context and corroborative value of the sources to guide the selection to answer compelling and supporting questions.
I: Communicating Conclusions	8.I.CC.1	Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations related to the development of the United States.
	8.I.CC.2	Construct arguments by drawing on multiple disciplinary lenses to analyze how multiple perspectives, diversity and conflict and compromise impacted the development of the United States.
	8.I.CC.3	Evaluate how individuals and groups address local, regional and global problems concerning the development of the United States.
	8.I.CC.4	Apply a range of deliberative and democratic procedures to make decisions about ways to take action on current local, regional and global issues.
	8.I.CC.5	Evaluate a specific problem concerning the development of the United States using each of the social studies disciplines.

Grade 8: Disciplinary Clarifications and Instructional Support

The disciplinary clarifications include sample ideas of content and concepts to help teachers better understand the expectations of the standards. The identified disciplinary clarifications are possible suggestions; however, they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Civics Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
C: Civic and Political Institutions	8.C.CP.1 Analyze the origin and purposes of rule of law, popular sovereignty, federalism, separation of powers and checks and balances.	Our fundamental documents derived from experiences with British rule in the colonies. With heavy influence from a variety of philosophers and intellectuals (for instance, the June 8, 1789, speech on amendments to the Constitution of the United States by James Madison), the Constitution of the United States and the first ten (10) amendments to the Constitution of the United States, also known as the Bill of Rights, lay out the system of democratic rule as well as specified citizen rights.
	8.C.CP.2 Explain the origins, functions and structure of government, with reference to the Mayflower Compact, the Declaration of Independence, Articles of Confederation, the Federalist No. 1 (Alexander Hamilton), the Federalist Nos. 10 and 51 (James Madison), the Constitution of the United States, the first ten (10) amendments to the Constitution of the United States, also known as the Bill of Rights and other fundamental documents, and their impacts on citizens.	
	8.C.CP.3 Explain how a system of checks and balances is intended to prevent a concentration of power in one branch.	

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
C: Roles and Responsibilities of a Citizen	8.C.RR.1 Analyze the role of citizens in the U.S. political system, with attention to the definition of who is a citizen, expansion of that definition over time and changes in participation over time.	<p>Citizenship has evolved throughout our nation’s history. Diverse groups, from American Indians to a variety of immigrant groups, have fought long, hard battles to gain U.S. citizenship and recognition of their civil rights. This battle involved people of every race, gender, ethnicity and socio-economic status. For example, the expansion of and restriction on citizenship is seen in the What to the Slave is the Fourth of July? speech by Frederick Douglass, the United States Supreme Court opinion in Dred Scott v. Sandford, 60 U.S. 393 (1857), the passage of Reconstruction Amendments (13th–15th) followed by Jim Crow restrictions and the Declaration of Rights of the Women of the United States by Susan B. Anthony, Matilda Joslyn Gage, and Elizabeth Cady Stanton.</p>
	8.C.RR.2 Analyze expansion of and restriction on citizenship and voting rights on diverse groups in the United States from the Colonial Era to Reconstruction from 1600-1877.	
	8.C.RR.3 Analyze how groups in the United States have challenged Constitutional provisions, laws and court rulings denying them the rights of citizens.	
C: Civic Virtues and Democratic Principles	8.C.CV.1 Analyze the impact of the democratic principles of equality before the law, inalienable rights, consent of the governed and the right to alter or abolish the government in the United States from the Colonial Era to Reconstruction from 1600-1877.	<p>While the democratic principles of equality before the law, inalienable rights, consent of the governed and the right to alter or abolish the government are stated in the Declaration of Independence, the actual carrying out of these principles has varied throughout the nation’s early history.</p> <p>History has shown that laws and principles have not always impacted groups in the same way. For example, although the Declaration of Independence states that all men are created equal, people of color, women and other diverse groups were not initially included.</p>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
C: Processes, Rules and Laws	8.C.PR.1 Explain the relationship between federalism and local, state and national governments.	The Constitution of the United States calls for the separation of powers between state and federal governments. Federalism is the principle in which both the state and national government have independent and shared powers. There are certain powers given to the state, federal or both governments, such as the right to tax, regulate business and establish schools. Both national and state governments can levy taxes, but only states have the power to establish and maintain schools.
	8.C.PR.2 Explain how the Constitution of the United States was interpreted and amended through the amendment process, legislative processes, judicial review, executive actions and Supreme Court Cases between 1789-1877.	Sometimes, the Constitution of the United States needs to be amended. There are a variety of ways for the Constitution of the United States to be interpreted and amended, which allows it to remain a viable living document. For example, judicial review was established by the United States Supreme Court opinion in Marbury v. Madison, 5 U.S. 137 (1803). While the Constitution of the United States did not expressly allow the institution of slavery, the founding fathers did not expressly forbid it. The decision from the United States Supreme Court opinion in Dred Scott v. Sandford, 60 U.S. 393 (1857) did ultimately permit the institution of slavery, while the Final Emancipation Proclamation by Abraham Lincoln attempted to end the institution of slavery in rebelling areas. Eventually the 13th Amendment abolished the institution.
C: Kentucky Government	8.C.KGO.1 Examine the role of Kentucky and Kentuckians within national politics between 1792-1877.	Kentucky has played a role in national politics since statehood by providing government leaders and legislation that impacted the nation. Kentucky is also home to a variety of national sites that bore witness to the struggles of the early nation. For example, Kentucky statesman Henry Clay served as a force for compromise as he oversaw the negotiation of the Missouri Compromise of 1820, the Tariff Compromise of 1833 and the Compromise of 1850.

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Economics Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
E: Microeconomics	8.E.MI.1 Describe the impact of supply and demand on equilibrium prices and quantities produced in the United States from the Colonial Era to Reconstruction from 1600-1877.	As the U.S. developed from a group of British colonies to a young, independent nation, the economy developed as well. With a wealth of new resources, Americans created new ways to manufacture products and new markets to distribute these goods. These changes to the economy resulted in changes to the American standard of living. The equilibrium price is the price at which producers and consumers agree to exchange. Graphs may be used to illustrate how supply and demand determine equilibrium price and quantity.
	8.E.MI.2 Assess the ways factors of production are combined in innovative ways resulting in economic growth and increased standards of living.	
E: Macroeconomics	8.E.MA.1 Analyze differing perspectives regarding the role of government in the economy, including the role of money and banking.	The government influences the economy by creating a national currency, establishing taxes and providing public services.
	8.E.MA.2 Assess how regions of the United States specialized based on supply and demand due to their geographic locations.	As the United States grew, sectionalism brought about distinct specializations between the North and the South in the textile industry. The North specialized in manufactured goods while the South specialized in the growing of raw materials. These economies grew and changed over time.
	8.E.MA.3 Analyze the purpose of taxation and its impact on government spending.	As economies grow, taxes are collected at the local, state and federal level to be used for government services, such as the military, education and parks.
	8.E.MA.4 Analyze how property rights are defined, protected, enforced and limited by government.	Government cannot infringe on individual rights, such as property rights, and has certain rules they must follow.
E: Specialization, Trade and Interdependence	8.E.ST.1 Analyze why economic interdependence existed between the regions of the United States between 1783-1877.	As distinct regions emerged in the United States, trade relationships were established between different areas of the country. The South produced raw materials, such as cotton, that were then traded to the North for the textile industry.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
E: Incentives, Choices and Decision Making	<p>8.E.IC.1 Evaluate economic decisions based on scarcity, opportunity costs and incentives.</p> <p>8.E.IC.2 Assess the impact of growth and expansion on the allocation of resources and economic incentives.</p>	New resources and markets led to new decisions for the young country. As the nation expanded, it had to address possible problems with scarcity and the allocation of resources. Available resources helped some parts of the country and hurt other parts. For example, the colony of Jamestown had a suitable climate for agriculture, while the Puritan settlement did not. Thus, the northern colonies developed a market economy and established trade.
E: Kentucky Economics	<p>8.E.KE.1 Explain how regional trends and policies impacted Kentucky's economy prior to the Civil War.</p> <p>8.E.KE.2 Explain how the availability of resources in Kentucky led people to make economic choices from the Colonial Era to Reconstruction from 1600-1877.</p>	Due to the geographic location of the state, Kentucky was tied economically to both the Union and Confederacy through railroad networks, slave trade and general economic trade networks. Kentucky was located at the crossroads of America and, because of that, specific economic choices were made.

Geography Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarification
G: Migration and Movement	<p>8.G.MM.1 Interpret how political, environmental, social and economic factors led to both forced and voluntary migration in the United States from the Colonial Era to Reconstruction from 1600-1877.</p>	People came to the colonies for a variety of reasons. Some came for economic gain or for a better life. Some were forced to move from their homelands and tribes because of land encroachment and the institution of slavery. As the colonies gave way to an independent nation, people continued to move. Shifts in economies and environments contributed to these moves.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarification
G: Human Interactions and Interconnections	8.G.HI.1 Explain how global interconnections impacted culture, land use and trade in the United States during Colonial Era through Reconstruction from 1600-1877.	Trade that occurred between the United States and other parts of the world impacted global interconnections and relationships. The exchange of goods and ideas shaped culture and land use. For example, cities in the New England colonies were sites for whaling and importing goods, which dictated how the land was used, the jobs citizens held, and the relationship with other countries who shipped goods through the ports.
G: Human Environment Interaction	8.G.HE.1 Analyze how cultural and technological changes influenced how people interacted with their environments in the United States from the Colonial Era to Reconstruction from 1600-1877.	It is important to understand that the ways that people interact with their environment change as new cultural and technological changes occur. For example, the invention of the Cotton Gin led to an increase in demand for the labor of enslaved individuals and an increase in production.
G: Geographic Reasoning	8.G.GR.1 Use maps and other geographic representations, geospatial technologies, and spatial thinking to analyze settlement patterns in the United States from the Colonial Era to Reconstruction from 1600-1877.	Geography influenced how and where Americans migrated during the time period 1600-1877. As people move and adapt to their environments, Earth's surface changes. For example, as settlers moved through the Cumberland Gap into Kentucky, they searched for areas to settle. Factors that influence these settlement patterns may include water source, fertile soil or elevation.
G: Kentucky Geography	8.G.KGE.1 Analyze Kentucky's role in the early nation through Reconstruction based on its physical geography and location.	The location of Kentucky placed it in the path of westward expansion and settlement throughout the time period. Geographic features, such as river systems and mountain ranges, influenced the movement of people. During the Civil War, Kentucky was identified as a border state because of its geographic location and reluctance to secede from the Union.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

History Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
H: Change and Continuity	8.H.CH.1 Explain the role changing political, social and economic perspectives had on the lives of diverse groups of people in the Colonial Era.	The development of an American identity began in the Colonial Era. The colonies were made up of diverse people from immigrants from Europe to enslaved Africans to the indigenous people that inhabited the land. Diverse people led to diverse perspectives, which, in turn, often led to a variety of reform movements, new ideas and technologies. Consequently, this led to conflicting ideas about how the nation should move forward - with regards to issues of voting rights, religion, citizenship and the struggles of newly freed enslaved people, women, American Indians, European and Asian Immigrants. These concepts are addressed in documents such as the 1796 Farewell Address by George Washington, the Monroe Doctrine by James Monroe, and What to the Slave is the Fourth of July? speech by Frederick Douglass.
	8.H.CH.2 Analyze how social and ideological philosophies impacted various movements in the United States from the Colonial Era to Reconstruction from 1600-1877.	
	8.H.CH.3 Explain how political, social and economic perspectives in the United States led to the rise in sectionalism between 1840-1860.	
	8.H.CH.4 Evaluate the impact technological innovations made on agriculture, trade and commerce in the years leading up to the Civil War between 1840-1860.	
	8.H.CH.5 Explain examples of political, geographic, social and economic changes and consistencies in the different regions of the United States between 1860-1877.	
	8.H.CH.6 Analyze the impact of fundamental documents and speeches on the development of the United States from 1600-1877 that shall include but are not limited to: <ul style="list-style-type: none"> • The Mayflower Compact; • The Declaration of Independence; • The Constitution of the United States; • The Federalist No. 1 (Alexander Hamilton); • The Federalist Nos. 10 and 51 (James Madison); 	All fundamental documents and speeches listed should be analyzed, as they help form the foundation of the American experience from 1600-1877. The sources listed in the standard are not a comprehensive list of documents needed to fully portray and understand American history, but they do provide insight into key actions, movements, and moments, in addition to establishing precedents and core principles.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
H: Change and Continuity (continued)	<ul style="list-style-type: none"> • The June 8, 1789 speech on amendments to the Constitution of the United States by James Madison; • The first ten (10) amendments to the Constitution of the United States, also known as the Bill of Rights; • The 1796 Farewell Address by George Washington; • The United States Supreme Court opinion in Marbury v. Madison, 5 U.S. 137 (1803); • The Monroe Doctrine by James Monroe; • What to the Slave is the Fourth of July? speech by Frederick Douglass; • The United States Supreme Court opinion in Dred Scott v. Sanford, 60 U.S. 393 (1857); • Final Emancipation Proclamation by Abraham Lincoln; • The Gettysburg Address by Abraham Lincoln; and • Declaration of Rights of the Women of the United States by Susan B. Anthony, Matilda Joselyn Gage, and Elizabeth Cady Stanton. 	<p>In addition to these documents and speeches, multiple source types that capture diverse perspectives and voices may be included to fully contextualize American history.</p> <p>For example, from this list, a teacher could use What to the Slave is the Fourth of July? speech by Frederick Douglas to help their students analyze and evaluate an enslaved person's perspective on the discord between the values of liberty and the institution of slavery.</p>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
H: Cause and Effect	8.H.CE.1 Analyze how the political, geographic, social and economic choices of the Colonial Era impacted the Revolutionary Period and Early Republic Period.	The location and geography of Americans in the Colonial Era shaped political mindsets, priorities and beliefs of societal roles that led to rebellion and regional differences during the Revolutionary and Early Republic Periods. As the population of the United States moved westward, it had a direct effect on diverse groups of American Indians.
	8.H.CE.2 Analyze the cause and effect of Westward Expansion, the Civil War and Reconstruction on the diverse populations of the United States.	As the Civil War ended and Reconstruction began, the promise of freedom was tempered with the reality of segregation and discrimination faced by formerly enslaved people.
H: Conflict and Compromise	8.H.CO.1 Explain how colonial resistance to British control led to the Revolutionary War.	The American colonies resisted British control. Because of various British actions, such as the Proclamation of 1763, Stamp Act, Sugar Act and Intolerable Acts, the colonists resisted British control and ultimately rebelled against Britain to establish a new nation as outlined in the Declaration of Independence.
	8.H.CO.2 Describe the conflicts and compromises that shaped the development of the U.S. government between 1783-1877.	As the young republic grew, conflicts arose. Compromises, such as the Missouri Compromise, Compromise of 1850 and the Kansas-Nebraska Act, became necessary to appease both the North and the South.
	8.H.CO.3 Analyze how economic, social, ideological and political changes led to sectional and national tensions, inspiring reform movements between 1840-1860.	As increasing sectional differences emerged between the North and South, reform movements, such as the Abolitionist Movement, Seneca Falls Convention and other social movements took place. These concepts are addressed in documents such as What to the Slave is the Fourth of July? speech by Frederick Douglass and the Declaration of Rights of the Women of the United States by Susan B. Anthony, Matilda Joslyn Gage, and Elizabeth Cady Stanton.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
H: Conflict and Compromise <i>(continued)</i>	8.H.CO.4 Explain how sectionalism and the institution of slavery within the United States led to conflicts between 1820-1877.	As increasing sectional differences emerged, the disparity between regions grew and were influenced by differing cultural, geographic, economic and political factors and characteristics. For example, the small farm-based economy in the New England Colonies differed from the plantation-based economy in the Southern Colonies. These differences gave rise to different labor systems. The South was reliant on the institution of slavery while the North was reliant on wage labor and indentured servitude. This led to conflicts over issues such as the slave trade, the spread of the institution of slavery to new territories, abolition, human rights and, ultimately, the Civil War. These concepts are addressed in documents such as the Final Emancipation Proclamation and the Gettysburg Address by Abraham Lincoln.
H: Kentucky History	<p>8.H.KH.1 Articulate Kentucky’s role in early American history from the earliest colonial settlement to 1877.</p> <p>8.H.KH.2 Examine patterns of collaboration and conflict between immigrants to Kentucky and those already in residence from 1775 to 1877.</p>	Kentucky played a pivotal role in the development of the nation. People in the Kentucky region helped form national policies and an American identity. Kentucky sites are part of the American narrative. From the time of the opening of the Cumberland Gap, people moving into present-day Kentucky encountered people who were already in residence.

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