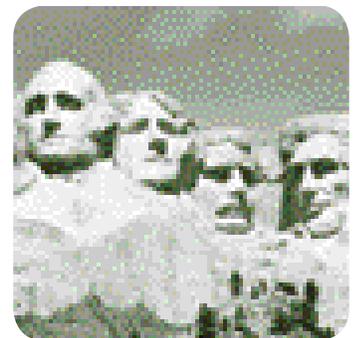
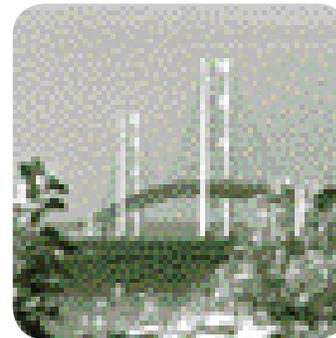


GRADE LEVEL CONTENT EXPECTATIONS

SOCIAL STUDIES



.....

8th Grade

.....

Welcome to Michigan’s Grade Level Content Expectations for Social Studies

The purpose of social studies instruction is to develop social understanding and civic efficacy. The **Grade Level Content Expectations (GLCE)** balance disciplinary content and processes and skills that contribute to responsible citizenship and form a foundation for high school social studies coursework.

The disciplinary knowledge found in this document can be used by students to construct meaning through understanding of powerful ideas drawn from the disciplines of history, geography, civics and government, and economics. These ideas can be best supported by assessment and instruction that focuses on the Standards for Assessment and the Standards for Teaching and Learning found in the Michigan Curriculum Framework.

Effective social studies instruction and assessment incorporate methods of inquiry, involve public discourse and decision making, and provide opportunities for citizen involvement. Each year, students should receive instruction that allows them to think and act as historians, geographers, political scientists, and economists. For this type of thinking to occur, teachers should utilize the following disciplinary processes with their students:

- acquiring, organizing, and presenting social studies information
- conducting investigations on social studies questions
- analyzing public issues in our various communities
- engaging in constructive conversation around social studies topics
- composing cohesive essays expressing a position on public issues
- participating constructively as community members

Respect for the underlying values of a democratic society is developed through effective social studies education. Rigorous standards provide a framework for designing curriculum, assessment, and effective classroom instruction, that result in relevant learning experiences.

These content expectations provide the necessary framework for deliberate professional development. Working collaboratively, teachers, administrators, university personnel, government officials, parents, community organizations, and businesses will prepare Michigan students to become productive 21st century citizens.

The K-8 Social Studies GLCE were developed to meet the following criteria:

Rigor

- challenging enough to equip students to succeed at the next grade level
- represent the essential core content of a discipline – its key concepts and how they relate to each other

Clarity

- more than just plain and jargon-free prose
- widely understood and accepted by teachers, parents, school boards, and others who have a stake in the quality of schooling
- provide guidance for university faculties who will prepare teachers to convey the expectations, and who later receive those teachers’ students

Specificity

- enough detail to guide districts in developing curricula and teachers in planning instruction
- address available time for instruction

Focus

- prioritize facts, concepts, and skills that should be emphasized at each grade level

Progression

- move from simple to complex, from concrete to abstract
- delineate a progression of knowledge and skills, rather than repetition from grade to grade

Coherence

- reflect a coherent structure of the discipline and/or reveal significant relationships among the strands, and how the study of one complements the study of another
- represent a “back-mapping” from the high school expectations to a progression of benchmarks that middle and elementary school students would need to reach in order to be “on track” for success in college and work

The Challenges of Developing Content Expectations in Social Studies

At the national level and in just about every state, establishing standards and benchmarks in the social studies has been a challenging endeavor, filled with political and pedagogical controversy. Three enduring educational issues have challenged the creation of standards/content expectations to guide instruction and assessment in Michigan: (1) The challenge of integrating separate disciplines, (2) The challenge of representing both thinking and substance, and (3) The challenge of determining an effective K-12 scope and sequence.

First, while everyone recognizes that social studies is an amalgam of four or more disciplines including history, civics, economics and geography, there is no consensus concerning the appropriate mix of these or the appropriate place of each in the curriculum. Critical questions about the relationship among the content areas or even the relative amount of each area in the standards and eventually in the curriculum have not been resolved. Therefore, one critical challenge is to find ways to make connections within and across content areas.

Second, social studies educators face a problem in trying to reflect both disciplinary “thinking” and “substance” in standards documents. This is particularly true in history and civics where people want students to develop more sophisticated ways to think about contemporary issues and to draw upon specific knowledge of the past and the present in their thinking. So, standards and content expectations must include both thinking and knowledge expectations in such a combination that can effectively guide teachers, curriculum designers, and, of course, assessors.

When standards documents stress “thinking” at the expense of “substance,” teachers and educational critics often argue these appear vague and offer little guidance for deciding what content should be taught and tested. Teachers often complain that the mandated tests assess content not specified in standards or benchmarks.

On the other hand, standards that specify more substantive detail face their own critics who argue that such detail is too prescriptive and gives too much content to be effectively assessed in large-scale, multiple-choice dominated exams. A second challenge, therefore, is to provide more substance to meet the criticism that Michigan’s standards were too vague without losing sight of the central purposes for offering social studies to our students.

Finally, there is the challenge of creating a sensible and educationally sound K-12 scope and sequence. For many years, states required the full run of U.S. history in grades 5, 8 and 11. Critics argued this privileged breadth over depth, and urged dividing historical content into three sections for students to study in more depth in 5th, 8th and 11th grades. Still others argued that this arrangement was asking very young students (e.g., 5th graders) to study, remember, and be able to use very sophisticated concepts and events five or six years later when they were studying U.S. history in high school. Most advanced courses rely upon earlier grades to develop foundational skills and knowledge, but do not expect earlier grades to help students achieve the sophisticated study possible in high school. Thus they begin their studies of U.S. history at the “beginning.” In short, social studies educators have developed three different and compelling patterns for structuring the scope and sequence in social studies.

The standards and expectations that follow represent the best efforts of the various writing and review committees to provide the integration, coherence, and the scope and sequence that will guide instruction and assessment in Michigan.

DESIGNING AN ALIGNED CURRICULUM

This document is intended to support dialogue at the school and district level that results in rigorous and relevant curriculum that will prepare students for college and the workplace.

As stakeholders (e.g., teachers, administrators, school board members, parents, community members, students, local legislative representatives) work with these standards, they should consider the following questions:

- How are these content standards and expectations reflected in our curriculum and instruction already?
- Where may the curriculum and instruction be strengthened to more fully realize the intent of these standards and expectations?
- What opportunities do these standards and expectations present to develop new and strengthen existing curriculum, leading to instructional excellence?
- How might the standards and expectations be implemented as we take into account what we know about our students, school, and community?
- How might the effectiveness with which our students and schools are meeting the standards and content expectations be assessed?
- How might school-based assessments (e.g., student portfolios, school-based writing assessments, teacher or classroom research, district-level assessments) be used to make data-driven decisions about teaching and learning?

Through dialogue about questions such as these, and building upon the multitude of existing strengths in our current high schools, voices of all stakeholders will participate in the important and continuing process of shaping instructional excellence in Michigan schools and preparing students for college and the workplace.

In 2002, the Michigan State Board of Education adopted the Policy on Learning Expectations. These Expectations and the High School Content Expectations are intended to work together to prepare Michigan's students to face new challenges in an ever-changing world, and provide them with the knowledge and skills needed for future success and to be productive citizens. Students will be prepared to:

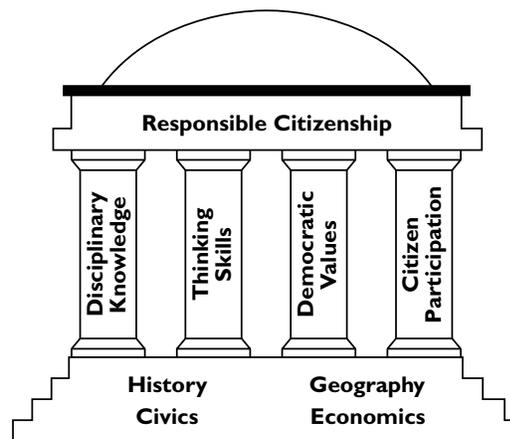
- Gather Information
- Understand Information
- Analyze Issues
- Draw and Justify Conclusions
- Organize and Communicate Information
- Think and Communicate Critically
- Learn and Consider Issues Collaboratively
- Learn Independently
- Create Knowledge
- Act Ethically

THE GOALS OF SOCIAL STUDIES

Social Studies is the integrated study of the social sciences to prepare young people to become responsible citizens. Responsible citizens display social understanding and civic efficacy. Social understanding includes knowledge of the human condition, how it has changed over time, the variations that occur in different physical environments and cultural settings, and the emerging trends that appear likely to shape the future in an interdependent world. Civic efficacy is the readiness and willingness to assume responsibilities of citizenship, knowing how, when, and where to make informed and reasoned decisions for the public good in a pluralistic, democratic society.

Michigan Social Studies

Curriculum Framework



ACTIVE RESPONSIBLE CITIZENS

Our constitutional democracy requires active citizens. Responsible citizenship requires students to participate actively while learning in the classroom. Instruction should provide activities that actively engage students so that they simultaneously learn about civic participation while involved in the civic life of their communities, our state, and our nation. The social studies curriculum prepares students to participate in political activities, to serve their communities, and to regulate themselves responsibly.

The Responsible Citizen

- Uses knowledge of the past to construct meaningful understanding of our diverse cultural heritage and inform his/her civic judgments (Historical Perspective)
- Uses knowledge of spatial patterns on earth to understand processes that shape both the natural environments and the diverse societies that inhabit them (Geographic Perspective)
- Uses knowledge of American government and politics to make decisions about governing his/her community (Civic Perspective)
- Uses knowledge of the production, distribution and consumption of goods and services to make personal, career and societal decisions about the use of scarce resources (Economic Perspective)
- Uses methods of social science investigation to answer questions about society (Inquiry)
- Knows how, when, and where to construct and express reasoned positions on public issues (Public Discourse and Decision Making)
- Acts constructively to further the public good (Citizen Involvement)

USING SOCIAL STUDIES TO DEVELOP DIGITAL-AGE PROFICIENCIES

The use of technology is critical for responsible citizenship. Citizens must know how to read and comprehend narratives from a variety of sources, understand and use data effectively, as well as know how to compile and present valid and reliable data. The development of vocabulary, critical to understanding and communication, is an important component of the social studies curriculum. Finally writing, especially expository, informational and persuasive writing, is an empowering skill needed by all citizens. The ability to clearly communicate one's ideas and reasoned viewpoints is the hallmark of a responsible citizen.

“The current and future health of America’s 21st Century Economy depends directly on how broadly and deeply Americans reach a new level of literacy—21st Century Literacy—that includes strong academic skills, thinking, reasoning, teamwork skills, and proficiency in using technology.” —21st Century Workforce Commission National Alliance of Business

In order to thrive in a digital economy, students will need digital-age proficiencies. These proficiencies include:

- Basic, scientific, technological, financial, economic, and civic literacy
- Visual and information literacy
- Cultural literacy and global awareness
- Adaptability, ability to manage complexity, and self-direction
- Curiosity, creativity, and risk-taking
- Higher order thinking and sound reasoning
- Teaming and collaboration
- Personal and social responsibility
- Interactive communication
- Prioritizing, planning, and managing for results
- Effective use of real-world tools
- High quality results with real-world application

Understanding the Organizational Structure

The Grade Level Content Expectations for Grades K-8 and the High School Content Expectations for Social Studies are organized by discipline and standard using national standards structures as indicated in the chart below.

K-12 Organizational Chart				
History		Geography	Civics/Government	Economics
National Standards for Historical Thinking		National Geography Standards	National Civics Standards	National Economics Standards (NAEP Categories)
HI The World in Temporal Terms: Historical Habits of Mind 1.1 Temporal Thinking 1.2 Historical Analysis and Interpretation 1.3 Historical Inquiry 1.4 Historical Understanding 1.5 Historical Issues-Analysis and Decision Making		G1 The World in Spatial Terms: Geographical Habits of Mind 1.1 Spatial Thinking 1.2 Geographical Inquiry and Analysis 1.3 Geographical Understanding	C1 Conceptual Foundations of Civic and Political Life 1.1 Nature of Civic Life 1.2 Forms of Government C2 Values and Principles of American Democracy 2.1 Origins 2.2 Foundational Values and Principles	E1 The Market Economy 1.1 Individual, Business, and Government Choices 1.2 Competitive Markets 1.3 Prices, Supply, and Demand 1.4 Role of Government
Themes Representing National Standards (K-4)				
H2 Living and Working Together in Families and Communities, Now and Long Ago H3 The History of Michigan and the Great Lakes Region H4 The History of the United States H5 The History of Peoples from Many Cultures Around the World		G2 Places and Regions 2.1 Physical Characteristics of Place 2.2 Human Characteristics of Place	C3 Structure and Functions of Government 3.1 Structure and Functions 3.2 Powers and Limits 3.3 State and Local Governments 3.4 System of Law and Laws 3.5 The Policy Process 3.6 Characteristics of Nation States	E2 The National Economy 2.1 Understanding National Markets 2.2 Role of Government in the United States Economy
Eras Representing National Standards (5-12)		G3 Physical Systems 3.1 Physical Processes 3.2 Ecosystems	3.1 Structure and Functions 3.2 Powers and Limits 3.3 State and Local Governments 3.4 System of Law and Laws 3.5 The Policy Process 3.6 Characteristics of Nation States	E3 International Economy 3.1 Economic Systems 3.2 Economic Interdependence – Trade
Global Analysis of World History Eras 1-8 from three perspectives <ul style="list-style-type: none"> • Cross-temporal/Global • Interregional /Comparative • Regional 	Thematic Analysis of U.S. History Eras 1-9	G4 Human Systems 4.1 Cultural Mosaic 4.2 Patterns of Human Settlement 4.3 Forces of Cooperation and Conflict 4.4 Economic Interdependence	C4 Relationship of the United States to Other Nations and World Affairs 4.1 U.S. Foreign Policy 4.2 International Institutions and Affairs 4.3 Conflict and Cooperation Between and Among Nations	E4 Personal Finance 4.1 Decision Making
W1 Beginnings of Human Society W2 Early Civilizations and Cultures and the Emergence of Pastoral Peoples W3 Classical Traditions, World Religions, and Major Empires W4 Expanding and Intensified Hemispheric Interactions W5 Emergence of the First Global Age W6 An Age of Global Revolutions W7 Global Crisis and Achievement W8 The Cold War and Its Aftermath (P3, P4)	U1 Beginnings to 1620 U2 Colonization and Settlement U3 Revolution and the New Nation U4 Expansion and Reform U5 Civil War and Reconstruction U6 The Development of an Industrial, Urban, and Global United States U7 The Great Depression and World War II U8 Post-World War II United States U9 America in a New Global Age (P3, P4)	G5 Environment and Society 5.1 Humans and the Environment 5.2 Physical and Human Systems	C5 Citizenship in the United States 5.1 The Meaning of Citizenship 5.2 Becoming a Citizen 5.3 Rights 5.4 Responsibilities 5.5 Dispositions	
G6 Global Issues Past and Present 6.1 Global Topic Investigation and Issue Analysis (P2)			C6 Citizenship in Action 6.1 Civic Inquiry and Public Discourse (P3) 6.2 Participating in Civic Life (P4)	
Social Studies Knowledge, Processes, and Skills K1 General Knowledge [College-Readiness] P1 Reading and Communication [Close and Critical Reading; Analysis; Interpret Primary and Secondary Sources; Argumentation] P2 Inquiry, Research, and Analysis [Information Processing; Conducting Investigations; Problem-Solving; Technology Use] P3 Public Discourse and Decision Making P3.1 Identifying and Analyzing Public Issues P3.2 Discourse Regarding Public Issues P3.3 Persuasive Writing on a Public Issue P4 Citizen Involvement				

Understanding Social Studies GLCE Coding

Each Social Studies GLCE is made up of four parts: the grade, the standard category, the standard, and the expectation.



K-4 Expectations are organized by discipline and standard category, standard, and expectation.

Kindergarten Example K – G1.0.2 = Kindergarten, 1st Geography Standard Category, 2nd Expectation

4th Grade Example 4 – C5.0.3 = Grade 4, 5th Civics Standard Category, 3rd Expectation

(The “0” is used as a place holder and indicates that K-4 expectations are organized using the standards categories, and do not use the standard codes listed in the K-12 organizational chart.)

5th and 8th Grades focus on an integrated study of United States History. The expectations are organized by U.S. History and Geography (USHG) Era. The code indicates the era, the standard, and the expectation.

5th Grade Example 5 – U3.2.1 = Grade 5, 3rd USHG Era, 2nd Standard, 1st Expectation

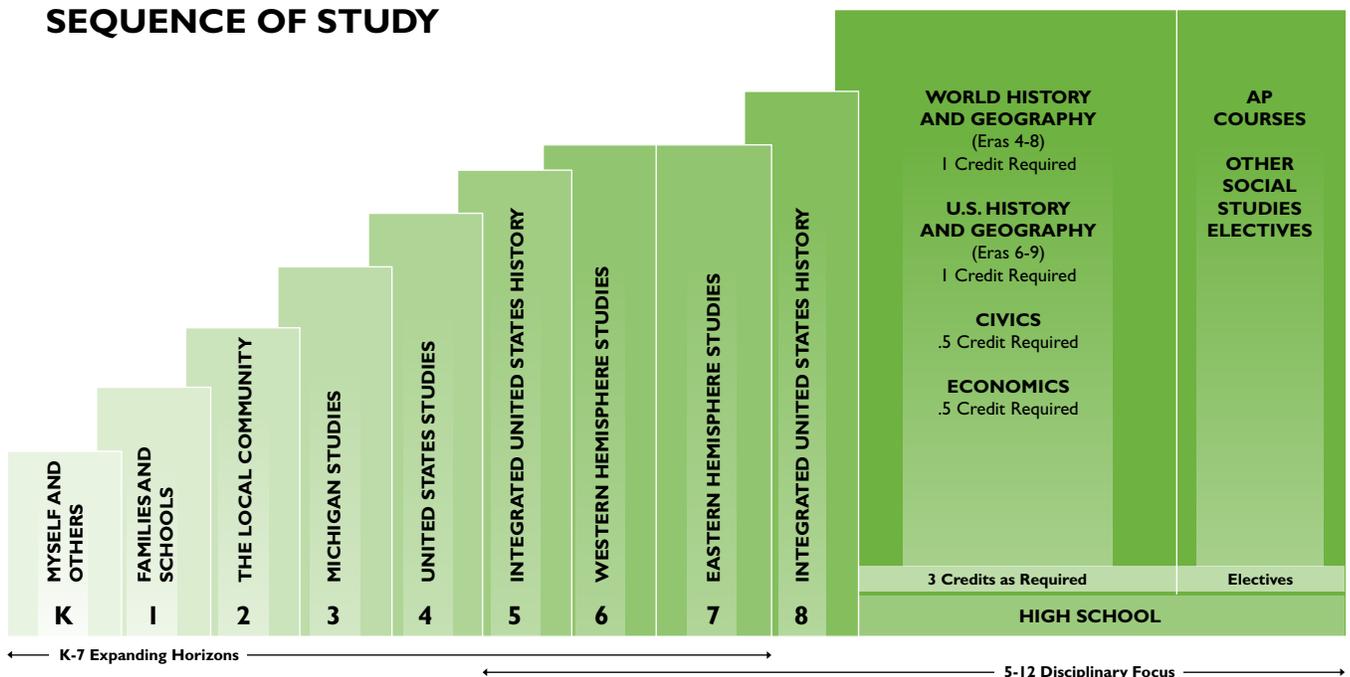
6th and 7th Grades focus on an integrated study of the world. The expectations are organized by discipline and standard category (or World History and Geography (WHG) Era), standard, and expectation.

6th Grade Example 6 – E2.3.1 = Grade 6, 2nd Economics Standard Category, 3rd Standard, 1st Expectation

7th Grade Example 7 – W2.2.4 = Grade 7, 2nd WHG Era, 2nd Standard, 4th Expectation

A parenthesis at the end of an expectation presents a reference to the National Geography Standards or the civics, economics, or history standards that are used in the document (C1, E3, etc., as listed on page 6). The references indicate integration of the content.

SEQUENCE OF STUDY



Using the K- 8 Social Studies GLCE

Using the K-8 Social Studies GLCE: Things to Remember

There are a number of important considerations for teachers to keep in mind as they use Grade Level Content Expectations to plan instruction. It is important to remember that this document

- **Uses historical, spatial, civic, and economic thinking** –The expectations require students to think – compare, contrast, argue – using social studies concepts and habits of mind. The expectations call upon students to use such thinking to analyze and interpret information in developing their understanding. These expectations do not intend to stress memory over meaning or coverage over understanding. While knowledge of names and definitions is essential, high quality teaching and learning demands a great deal more than just the mastery of discrete collections of facts or terms.
- **Requires active, social studies inquiry** – In using social studies concepts and habits of mind, students should engage in active, disciplined inquiry, analysis, and argumentation. Learning involves purposeful investigations within a community that has established goals, standards, criteria, and procedures for study. It entails learning how to read, write, and use the social studies to understand and participate in the world around us. This calls upon students to frame important social studies problems and questions; to locate and analyze appropriate evidence and data; and to apply social studies concepts and principles to build reasoned and evidence-based interpretations, arguments, or decisions. In short, social studies instruction should provide Michigan students with the kind of reasoned and informed decision making that should characterize each citizen's participation in American society.
- **Represents Content Expectations and not Pedagogical Organization** –This document lists content expectations for students. It does not establish suggested organization for teaching or learning this content. For example, this document is not presenting expectations in a suggested instructional sequence. The expectations do not represent single lessons, a day's worth of instruction, or even a unit. Michigan teachers and curriculum coordinators can combine expectations to structure meaningful learning experiences for their students. For example, a teacher could use a compelling historic, geographic, civic, or economic issue or problem to organize weeks of study, while coherently employing many content expectations.
- **Differentiates between required and suggested (e.g.) content** – The expectations specify teachable content in two different ways. On numerous occasions, the expectations will offer examples for teachers to help clarify teachable content. Typically, these examples or suggestions appear in parentheses. The document always identifies such optional content with an "e.g." or "for example." These are simply suggestions and teachable options. Teachers may use other examples to meet the expectations. In short, these examples are not required content. In other places, the expectations identify specific content that students should study. This content is never preceded by "e.g." or "for example." Unlike the optional examples, a statewide assessment might assess the required content.

UNDERSTANDING THE ORGANIZATIONAL STRUCTURE

The **Grade Level Content Expectations for Grades 5-8 Social Studies** are organized by discipline and standard. The expectations emphasize the national geography and history standards, incorporate civics and economics standards, and build the general social studies knowledge, processes, and skills that form the foundation for high school social studies instruction. The structure is shown below. The skills and content addressed in these standards will, in practice, be woven together in a coherent integrated manner in the social studies curriculum. The expectations are meant to inform curriculum and assessment development.

Grades 5-8 Social Studies Organizational Chart

GRADE 5 Integrated U.S. History	GRADE 6 Western Hemisphere Studies	GRADE 7 Eastern Hemisphere Studies	GRADE 8 Integrated U.S. History
Disciplinary Knowledge	Disciplinary Knowledge	Disciplinary Knowledge	Disciplinary Knowledge
Historical and Geographical Knowledge and Perspective Historical and Geographical Analysis and Interpretation	Geographical and Historical Knowledge and Perspective Geographical and Historical Analysis and Interpretation	Geographical and Historical Knowledge and Perspective Geographical and Historical Analysis and Interpretation	Historical and Geographical Knowledge and Perspective Historical and Geographical Analysis and Interpretation
Grade Level Focus	Grade Level Focus	Grade Level Focus	Grade Level Focus
Thematic Analysis of U.S. History Eras 1-3 U1 USHG Era 1 <i>Beginnings to 1620</i> U2 USHG Era 2 <i>Colonization and Settlement 1585-1763</i> U3 USHG Era 3 <i>Revolution and the New Nation 1754-1800</i> EMBEDDED IN CONTEXT OF HISTORY G Geographic Perspective <ul style="list-style-type: none"> The World in Spatial Terms Places and Regions Physical Systems Human Systems Environment and Society C Civic Perspective <ul style="list-style-type: none"> Purposes of Government Role and Functions of Government Values and Principles of American Democracy Role of the Citizen in American Democracy E Economic Perspective <ul style="list-style-type: none"> Individual, Business, and Government Choices Economic Systems P Public Discourse, Decision Making, and Citizen Involvement	Geographic Analysis of Culture and Global Issues Thematic Analysis of World History Eras 1-3 as it relates to the Western Hemisphere HISTORY H1 <i>The World in Temporal Terms</i> W1 WHG Era 1 <i>The Beginnings of Human Society</i> W2 WHG Era 2 <i>Early Civilizations and the Emergence of Pastoral Peoples</i> W3 WHG Era 3 <i>Classical Traditions, World Religions, and Major Empires</i> GEOGRAPHY G1 The World in Spatial Terms G2 Places and Regions G3 Physical Systems G4 Human Systems G5 Environment and Society G6 Global Issues Past and Present CIVICS AND GOVERNMENT C1 Purposes of Government C3 Structure and Functions of Government C4 Relationship of the United States to Other Nations and World Affairs ECONOMICS E1 The Market Economy E2 The National Economy E3 International Economy PUBLIC DISCOURSE AND DECISION MAKING	Geographic Analysis of Culture and Global Issues Thematic Analysis of World History Eras 1-3 as it relates to the Eastern Hemisphere HISTORY H1 <i>The World in Temporal Terms</i> W1 WHG Era 1 <i>The Beginnings of Human Society</i> W2 WHG Era 2 <i>Early Civilizations and the Emergence of Pastoral Peoples</i> W3 WHG Era 3 <i>Classical Traditions, World Religions, and Major Empires</i> GEOGRAPHY G1 The World in Spatial Terms G2 Places and Regions G3 Physical Systems G4 Human Systems G5 Environment and Society G6 Global Issues Past and Present CIVICS AND GOVERNMENT C1 Purposes of Government C3 Structure and Functions of Government C4 Relationship of the United States to Other Nations and World Affairs ECONOMICS E1 The Market Economy E2 The National Economy E3 International Economy PUBLIC DISCOURSE AND DECISION MAKING	Thematic Analysis of U.S. History Eras 3-5 U3 USHG Era 3 <i>Revolution and the New Nation 1754-1800</i> U4 USHG Era 4 <i>Expansion and Reform 1792-1861</i> U5 USHG Era 5 <i>Civil War and Reconstruction 1850-1877</i> U6 USHG Era 6 <i>1870-1898 in Grade 8</i> EMBEDDED IN CONTEXT OF HISTORY G Geographic Perspective <ul style="list-style-type: none"> The World in Spatial Terms Places and Regions Human Systems Environment and Society C Civic Perspective <ul style="list-style-type: none"> Conceptual Foundations Role and Functions of Government Values and Principles of American Democracy Role of the Citizen in American Democracy E Economic Perspective <ul style="list-style-type: none"> Individual, Business, and Government Choices Competitive Markets Prices, Supply, and Demand Role of Government Economic Interdependence P Public Discourse, Decision Making, and Citizen Involvement

General Knowledge, Processes, and Skills for Grades 5-8 Social Studies

Embedded in Grades 5- 8 standards and expectations

KI General Knowledge

- KI.1 Understand and analyze important temporal, spatial, political, and economic relationships, patterns, and trends.
- KI.2 Understand historical, geographical, political, and economic perspectives.
- KI.3 Understand the diversity of human beings and human cultures.
- KI.4 Analyze events and circumstances from the vantage point of others.
- KI.5 Understand social problems, social structure, institutions, class, groups, and interaction.
- KI.6 Apply social studies concepts to better understand major current local, national, and world events, issues, and problems.
- KI.7 Integrate concepts from at least two different social studies disciplines.
- KI.8 Understand significant concepts, principles, and theories of history, geography, civics, and economics as disciplines.

PI Reading and Communication – *read and communicate effectively.*

- PI.1 Use close and critical reading strategies to read and analyze texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.
- PI.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.
- PI.3 Understand that diversity of interpretation arises from frame of reference.
- PI.4 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.
- PI.5 Present a coherent thesis when making an argument, support with evidence, and present a concise, clear closing.

P2 Inquiry, Research, and Analysis – *critically examine evidence, thoughtfully consider conflicting claims, and carefully weigh facts and hypotheses.*

- P2.1 Understand the scientific method of inquiry to investigate social scientific and historical problems.
- P2.2 Read and interpret data in tables and graphs.
- P2.3 Know how to find and organize information from a variety of sources, analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.
- P2.4 Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.
- P2.5 Use deductive and inductive problem-solving skills as appropriate to the problem being studied.

P3 Public Discourse and Decision Making – *engage in reasoned and informed decision making that should characterize each citizen's participation in American society.*

- P3.1 Clearly state an issue as a question of public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.
- P3.2 Deeply examine policy issues in group discussions and debates (clarify issues, consider opposing views, apply democratic values or constitutional principles, anticipate consequences) to make reasoned and informed decisions.
- P3.3 Write persuasive/argumentative essays expressing and justifying decisions on public policy issues.

P4 Citizen Involvement

- P4.1 Act out of respect for the rule of law and hold others accountable to the same standard.
- P4.2 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.
- P4.3 Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.

Eighth grade students continue their study of United States History from the writing of the Constitution through Reconstruction. Geographic, civics/government, and economics content is integrated within the historical context. Using significant content knowledge, research, and inquiry, the students analyze an issue and propose a plan for civic action. They develop reasoned arguments and write a persuasive civic essay addressing issues from the past within a historical context. Where appropriate, they make comparisons to relevant contemporary issues.

INTEGRATED* UNITED STATES HISTORY, ORGANIZED BY ERA (USHG)

Eras 1-3 Addressed in 5th Grade

Eras 3-5 Addressed in 8th Grade

USHG ERA 1 – Beginnings to 1620 (Grade 5)

- 1.1 American Indian Life in the Americas¹
- 1.2 European Exploration and Conquest
- 1.3 Three World Interactions

USHG ERA 2 - Colonization and Settlement (1585-1763) (Grade 5)

- 2.1 Struggle for Control of North America
- 2.2 Slave Trade and Origins of Black America
- 2.3 Life in Colonial America

USHG ERA 3 – REVOLUTION AND THE NEW NATION (1754-1800s)

- 3.1 Causes of the American Revolution (Grade 5)
- 3.2 The American Revolution and Its Consequences (Grade 5)

Foundational Issues in USHG Eras 1-3 (Review of Grade 5 Social Studies)

- F1 Political and Intellectual Transformations
- F2 Geographic, Economic, Social, and Demographic Trends in America

USHG ERA 3 – REVOLUTION AND THE NEW NATION (1754-1800s)

- 3.3 Creating New Government(s) and a New Constitution (*introduced in Grade 5; begins Grade 8 expectations*)

USHG ERA 4 – EXPANSION AND REFORM (1792-1861)

- 4.1 Challenges to an Emerging Nation
- 4.2 Regional and Economic Growth
- 4.3 Reform Movements

USHG ERA 5 – Civil War and Reconstruction (1850-1877)

- 5.1 The Coming of Civil War
- 5.2 Civil War
- 5.3 Reconstruction

USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870 – 1898 in Grade 8)

- 6.1 America in the last half of the 19th Century (*introduced in Grade 8; begins high school USHG*)
- 6.2 Policy Issues in USHG Eras 3-6 (P2)

¹Note: U.S. historians, history books, history standards, and the peoples themselves have used, at one time or another, “Native American” and “American Indian,” while Canadian history uses “First Peoples” to refer to inhabitants of North America prior to European exploration, conquest, and settlement. While we are using American Indians throughout the content expectations, students should be familiar with the different names and specific tribal identities as they will likely encounter variations over the course of their studies.

*Geography, Civics and Government, and Economics are integrated into the historical context.

National Geography Standards are listed on p. 35 and are referenced after expectations where appropriate.

FOUNDATIONS IN UNITED STATES HISTORY AND GEOGRAPHY ERAS 1-3

These foundational expectations are included to help students draw upon their previous study of American history and connect 8th grade United States history with the history studied in 5th grade.

To set the stage for the study of U.S. history that begins with the creation of the U.S. Constitution, students should be able to draw upon an understanding of these politics and intellectual understandings.

FI POLITICAL AND INTELLECTUAL TRANSFORMATIONS**FI.1 Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing**

- *colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights) (C2)*
- *experiences with self-government (e.g., House of Burgesses and town meetings) (C2)*
- *changing interactions with the royal government of Great Britain after the French and Indian War (C2)*

FI.2 Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing

- *colonists' views of government*
- *their reasons for separating from Great Britain. (C2)*

FI.3 Describe the consequences of the American Revolution by analyzing the

- *birth of an independent republican government (C2)*
- *creation of Articles of Confederation (C2)*
- *changing views on freedom and equality (C2)*
- *and concerns over distribution of power within governments, between government and the governed, and among people (C2)*

U3 USHG ERA 3 – REVOLUTION AND THE NEW NATION**U3.3 Creating New Government(s) and a New Constitution**

Explain the challenges faced by the new nation and analyze the development of the Constitution as a new plan for governing. [Foundations for Civics HSCE Standard 2.2.]

Note: Expectations U3.3.1–U3.3.5 address content that was introduced in Grade 5, but ask for explanation and analysis at a higher level than expected in Grade 5. They are included here to support in-depth discussion of the historical and philosophical origins of constitutional government in the United States. (U3.3.6)

- 8 – U3.3.1 Explain the reasons for the adoption and subsequent failure of the Articles of Confederation (e.g., why its drafters created a weak central government, challenges the nation faced under the Articles, Shays’ Rebellion, disputes over western lands). (C2)
- 8 – U3.3.2 Identify economic and political questions facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention. (E1.4)
- 8 – U3.3.3 Describe the major issues debated at the Constitutional Convention including the distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue.
- 8 – U3.3.4 Explain how the new constitution resolved (or compromised) the major issues including sharing, separating, and checking of power among federal government institutions, dual sovereignty (state-federal power), rights of individuals, the Electoral College, the Three-Fifths Compromise, and the Great Compromise.
- 8 – U3.3.5 Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution. (C2) (*National Geography Standard 3, p. 148*)
- 8 – U3.3.6 Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government. (C3)
- 8 – U3.3.7 Using important documents (e.g., Mayflower Compact, Iroquois Confederacy, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers), describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government. (C2)

U4 USHG ERA 4 – EXPANSION AND REFORM (1792-1861)**U4.1 Challenges to an Emerging Nation**

Analyze the challenges the new government faced and the role of political and social leaders in meeting these challenges.

- 8 – U4.1.1 **Washington’s Farewell** – Use Washington’s Farewell Address to analyze the most significant challenges the new nation faced and the extent to which subsequent Presidents heeded Washington’s advice. (C4)
- 8 – U4.1.2 **Establishing America’s Place in the World** – Explain the changes in America’s relationships with other nations by analyzing treaties with American Indian nations, Jay’s Treaty (1795), French Revolution, Pinckney’s Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine. (C4) (*National Geography Standard 13, p. 169*)

- 8 – U4.1.3 **Challenge of Political Conflict** – Explain how political parties emerged out of the competing ideas, experiences, and fears of Thomas Jefferson and Alexander Hamilton (and their followers), despite the worries the Founders had concerning the dangers of political division, by analyzing disagreements over
- relative power of the national government (e.g., Whiskey Rebellion, Alien and Sedition Acts) and of the executive branch (e.g., during the Jacksonian era) (C3) (*National Geography Standard 13, p. 169*)
 - foreign relations (e.g., French Revolution, relations with Great Britain) (C3) (*National Geography Standard 13, p. 169*)
 - economic policy (e.g., the creation of a national bank, assumption of revolutionary debt) (C3, E2.2)
- 8 – U4.1.4 **Establishing a National Judiciary and Its Power** – Explain the development of the power of the Supreme Court through the doctrine of judicial review as manifested in *Marbury v. Madison* (1803) and the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government (e.g., *McCulloch v. Maryland*, *Dartmouth College v. Woodward*, *Gibbons v. Ogden*). (C3, E1.4, 2.2)

U4.2 Regional and Economic Growth

Describe and analyze the nature and impact of the territorial, demographic, and economic growth in the first three decades of the new nation using maps, charts, and other evidence.

- 8 – U4.2.1 **Comparing Northeast and the South** – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of
- agriculture, including changes in productivity, technology, supply and demand, and price (E1.3,1.4) (*National Geography Standard 14, p. 171*)
 - industry, including entrepreneurial development of new industries, such as textiles (E1.1)
 - the labor force including labor incentives and changes in labor forces (E1.2)
 - transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices (E1.2,1.3) (*National Geography Standard 3, p. 148*)
 - immigration and the growth of nativism (*National Geography Standard 9, p. 160*)
 - race relations
 - class relations
- 8 – U4.2.2 **The Institution of Slavery** – Explain the ideology of the institution of slavery, its policies, and consequences.
- 8 – U4.2.3 **Westward Expansion** – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny. (E2.1) (*National Geography Standard 6, p. 154*)
- 8 – U4.2.4 **Consequences of Expansion** – Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slaveholding states. (C2) (*National Geography Standard 13, p. 169*)

U4.3 Reform Movements

Analyze the growth of antebellum American reform movements.

- 8 – U4.3.1 Explain the origins of the American education system and Horace Mann’s campaign for free compulsory public education. (C2)
- 8 – U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders (e.g., John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass), and the response of southerners and northerners to the abolitionist movement. (C2)
(*National Geography Standard 6, p. 154*)
- 8 – U4.3.3 Analyze the antebellum women’s rights (and suffrage) movement by discussing the goals of its leaders (e.g., Susan B. Anthony and Elizabeth Cady Stanton) and comparing the Seneca Falls Resolution with the Declaration of Independence. (C2)
- 8 – U4.3.4 Analyze the goals and effects of the antebellum temperance movement. (C2)
- 8 – U4.3.5 Evaluate the role of religion in shaping antebellum reform movements. (C2)

U5 USHG ERA 5 – CIVIL WAR AND RECONSTRUCTION (1850-1877)

U5.1 The Coming of the Civil War

Analyze and evaluate the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence.

- 8 – U5.1.1 Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples. (C2)
- 8 – U5.1.2 Describe the role of the Northwest Ordinance and its effect on the banning of slavery (e.g., the establishment of Michigan as a free state). (*National Geography Standard 12, p. 167*)
- 8 – U5.1.3 Describe the competing views of Calhoun, Webster, and Clay on the nature of the union among the states (e.g., sectionalism, nationalism, federalism, state rights). (C3)
- 8 – U5.1.4 Describe how the following increased sectional tensions
 - the Missouri Compromise (1820)
 - the Wilmot Proviso (1846)
 - the Compromise of 1850 including the Fugitive Slave Act
 - the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas
 - the Dred Scott v. Sandford decision (1857)
 - changes in the party system (e.g., the death of the Whig party, rise of the Republican party and division of the Democratic party)
 (C2; C3) (*National Geography Standard 13, p. 169*)
- 8 – U5.1.5 Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan’s role in the Underground Railroad) and effects of their actions before and during the Civil War. (C2)
- 8 – U5.1.6 Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help explain the Civil War. (C2) (*National Geography Standard 13, p. 169*)

U5.2 Civil War

Evaluate the multiple causes, key events, and complex consequences of the Civil War.

- 8 – U5.2.1 Explain the reasons (political, economic, and social) why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South. (C3, E1.2)
(National Geography Standard 6, p. 154)
- 8 – U5.2.2 Make an argument to explain the reasons why the North won the Civil War by considering the
- critical events and battles in the war
 - the political and military leadership of the North and South
 - the respective advantages and disadvantages, including geographic, demographic, economic and technological (E1.4) *(National Geography Standard 15, p. 173)*
- 8 – U5.2.3 Examine Abraham Lincoln’s presidency with respect to
- his military and political leadership
 - the evolution of his emancipation policy (including the Emancipation Proclamation)
 - and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence (C2)
- 8 – U5.2.4 Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples.
- 8 – U5.2.5 Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments. *(National Geography Standard 14, p. 171)*

U5.3 Reconstruction

Using evidence, develop an argument regarding the character and consequences of Reconstruction.

- 8 – U5.3.1 Describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, and African Americans.
- 8 – U5.3.2 Describe the early responses to the end of the Civil War by describing the
- policies of the Freedmen’s Bureau (E2.2)
 - restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes (C2, C5)
- 8 – U5.3.3 Describe the new role of African Americans in local, state and federal government in the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux Klan. (C2, C5) *(National Geography Standard 10, p. 162)*
- 8 – U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.
- 8 – U5.3.5 Explain the decision to remove Union troops in 1877 and describe its impact on Americans.

U6 USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870-1930)

Grade 8 begins to address trends and patterns in the last half of the 19th century, through 1898.

U6.1 America in the Last Half of the 19th Century

Analyze the major changes in communication, transportation, demography, and urban centers, including the location and growth of cities linked by industry and trade, in last half of the 19th century. The purpose of this section is to introduce some of the major changes in American society and the economy in the last part of the 19th Century. This era will be addressed in-depth and with greater intellectual sophistication in the high school United History and Geography content expectations.

- 8 – U6.1.1 America at Century’s End – Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in
- territory, including the size of the United States and land use (*National Geography Standards 1 and 16, pp. 144 and 196*)
 - population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America (E3.2) (*National Geography Standards 9 and 12, pp. 160 and 167*)
 - systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society (E1.4, 3.2) (*National Geography Standard 11, p. 164*)
 - governmental policies promoting economic development (e.g., tariffs, banking, land grants and mineral rights, the Homestead Act) (E.2.2) (*National Geography Standard 16, p. 176*)
 - economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers (E1.4, 2.1, 3.2) (*National Geography Standard 11, p. 164*)
 - the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court’s decision in *Plessy v. Ferguson*, and the response of African Americans
 - the policies toward American Indians, including removal, reservations, the Dawes Act of 1887, and the response of American Indians (*National Geography Standard 13, p. 169*)

U6.2 Investigation Topics and Issue Analysis (P2)

Use the historical perspective to investigate a significant historical topic from United States History Eras 3-6 that also has significance as an issue or topic in the United States today.

- 8 – U6.2.1 **United States History Investigation Topic and Issue Analysis, Past and Present –** Use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings (e.g., oral, visual, video, or electronic presentation, persuasive essay, or research paper); include causes and consequences of the historical action and predict possible consequences of the contemporary action. (*National Geography Standards 9 and 10, pp. 160 and 162*)

Examples of Investigation Topics and Questions (and examples from United States History)

Balance of Power – How has the nation addressed tensions between state and federal governmental power? (e.g., Articles of Confederation, U.S. Constitution, states’ rights issues, secession, others)

Liberty vs. Security – How has the nation balanced liberty interests with security interests? (e.g., Alien and Sedition Acts, suspension of habeas corpus during the Civil War)

The Government and Social Change – How have governmental policies, the actions of reformers, and economic and demographic changes affected social change? (e.g., abolitionist movement, women’s movement, Reconstruction policies)

Movement of People – How has the nation addressed the movement of people into and within the United States? (e.g., American Indians, immigrants)

PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)**P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement**

- 8 – P3.1.1 Identify, research, analyze, discuss, and defend a position on a national public policy issue.
- Identify a national public policy issue.
 - Clearly state the issue as a question of public policy orally or in written form.
 - Use inquiry methods to trace the origins of the issue and to acquire data about the issue.
 - Generate and evaluate alternative resolutions to the public issue and analyze various perspectives (causes, consequences, positive and negative impact) on the issue.
 - Identify and apply core democratic values or constitutional principles.
 - Share and discuss findings of research and issue analysis in group discussions and debates.
 - Compose a persuasive essay justifying the position with a reasoned argument.
 - Develop an action plan to address or inform others about the issue

P4.2 Citizen Involvement

Act constructively to further the public good.

- 8 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.
- 8 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.
- 8 – P4.2.3 Participate in projects to help or inform others (e.g., service learning projects).



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