

## **SOCIAL STUDIES – GRADE 8**

### **Course Overview**

**Focus Areas:** *Montana History—Early transportation systems through the Montana government system.*

The content of the social studies curriculum is based upon Montana Content Standards and Benchmarks for Social Studies 1-6. The Montana History segment of the Grade 8 social studies curriculum focuses on Montana history from the development of transportation networks through the organization and working of contemporary Montana government. Special emphasis is placed on 20<sup>th</sup> Century transportation, economic activities, government, and tribal issues. Students will use a variety of social studies skills and tools, such as note taking, organizing, analyzing, mapping, researching, and reporting to demonstrate their understanding of Montana’s past through experiences such as presentations, projects, simulations, and debates.

**Focus Areas:** *American History—English colonization through reconstruction.*

The content of the social studies curriculum is based upon Montana Content Standards and Benchmarks for Social Studies 1-6. The Grade 8 social studies curriculum focuses on the American Revolution, the U.S. Constitution, the Civil War and Montana History. The American History component combines the study of current events and contemporary problems with lectures, note taking, research, reading, discussions, presentations, simulations, debates, and projects to encourage an understanding of the past and an appreciation of the past’s connection to the present. To accomplish goals, students will use a variety of resources such as computers, libraries, videos, guest speakers, texts, and multimedia materials. Skills taught will include: organizing, assessing, interpreting, analyzing, applying, mapping, graphing, and reporting in areas such as anthropology, history, economics, and geography.

### **Social Studies Content Strands**

The following strands contain instructional elements integrated throughout the social studies grade and subject level content standards and benchmarks. Focus areas for integrated elements are 1) participation and application skills and 2) citizenship skills. The depth of implementation in each strand area varies with grade/subject and developmental levels of students. The outlined elements will also help students understand the use of communication skills in learning information in all content areas.

#### **I. Participation and Application Skills**

##### **A. Study and Organization Skills**

1. Notetaking and Outlining
    - Introduction to various methods
    - Text orientation as it applies to notetaking
  2. Demonstrating a Sense of Chronology
    - Introduced in each section
    - Timeline activities
  3. Identifying, Classifying and Summarizing Ideas
    - Skills activities as they apply to identifying and classifying
    - Determining historical, geographic, economic and cultural factors of greatest significance
    - Practice with group and individual verbal and written summaries
- B. Communication Skills
1. Writing and Research
    - Essays
    - Individual and group reports
    - Discussion of written response on assignments
  2. Listening and Oral
    - Class discussions
    - Group and individual oral presentations
  3. Reading and Vocabulary
    - Focus on basic terminology
    - Text and supplementary reading
    - Guided reading including cooperative groups
- C. Map and Globe skills
- Included as part of all units
  - Specific map skills
  - Map skills assignments from skills development lessons
  - Global positioning system units
- D. Group Participation Skills
1. Conflict Resolution
    - Discussions related to current events
    - Discussion of student suggested options to historical problems
    - Classroom situations
    - Cooperative group situations
  2. Simulations
    - Computer
    - Group simulations as they apply to topic areas
  3. Class Discussion
    - Continual throughout the year relative to daily lessons
    - Current event topics
    - Both teacher and student developed topics

## **II. Citizenship Skills**

- A. Comparing and Evaluation of Political Process
- Development of United States political systems

***(Content Strands cont.)***

- Evaluating other political systems and contrasting with our own
- B. Investigating Historical and Geopolitical Interrelationships
  - Early American conflicts
  - Sectionalism
  - United States regional interests
- C. Evaluating the Contributions of Cultures and Regions
  - Special segments on non-represented groups
  - Native American culture
- D. Comparing Different Values, Traditions and Religious Beliefs
  - Native American culture
  - Throughout class as topical
- E. Exploring Social, Psychological and Economic Forces
  - Economic principles and examples
  - Throughout as it pertains to area of study
- F. Critical and Analytical Skills
  1. Drawing Inferences
    - Text skill units
    - Specific prepared material
    - Class discussion
    - Political cartoons
  2. Distinguishing Fact, Bias and Propaganda
    - Specific units
    - Original source material
    - Class discussion
  3. Understanding cause and effect relationships
    - Throughout class discussion
    - Text prepared lessons and examples
  4. Interpreting charts, graphs, tables, diagrams, and visuals
    - Text lessons on skill activities
    - Resource material
    - Regular part of text interpretation
  5. Developing hypotheses and gathering and evaluating data
    - Special skills lessons and activities
    - Class led discussion
  6. Using primary and secondary sources
    - Text material
    - Class supplements
  7. Relating the past to the present
    - Current events
    - Throughout class discussion
  8. Predicting the future using past and present trends
    - Montana history unit
    - Class discussions
    - Current events

**Social Studies Content Standards and Benchmarks**  
*(Focus Area: Montana History)*

**Standard 1:** Students will compare Montana’s past with the present. (SSCS—1-6)

**Benchmarks**

**1.1** Students will illustrate Montana’s Native American issues today. (2.8.3, 2.8.6, 6.8.4-6)

*Students will:*

<b>Essential Learnings</b>		<b>Assessment</b>	<b>Map</b>
1.1.1	identify tribal social concerns.	V, W, O	D
1.1.2	summarize legal issues between tribes and the state and federal government.	V, W, O	I, D

**1.2** Students will explain the role of transportation in Montana’s history. (2.8.7, 3.8.3, 5.8.1-2)

*Students will:*

<b>Essential Learnings</b>		<b>Assessment</b>	<b>Map</b>
1.2.1	explain why wagon roads developed.	V, W, O	I, D for all.
1.2.2	describe the impact of steamships.	V, W, O	
1.2.3	compare early railroads with those of today.	O, W, P	
1.2.4	appraise today’s transportation and its impact on Montana.	V, W, O	

**1.3** Students will point out the role of economic activities. (2.8.7, 4.8.2, 5.8.1, 5.8.6)

*Students will:*

<b>Essential Learnings</b>		<b>Assessment</b>	<b>Map</b>
1.3.1	describe modern mining activities.	V, W, O	I, D
1.3.2	summarize agricultural development.	V, W, O	I, D
1.3.3	give examples of the growth and change in the timber industry	V, W, O, P	I, D
1.3.4	compare past and present economic activities.	V, W, O, P	D

**1.4** Students will relate Montana’s past to its future. (1.8.2-3, 2.8.8, 3.8.4)

*Students will:*

<b>Essential Learnings</b>		<b>Assessment</b>	<b>Map</b>
1.4.1	predict issues in Montana’s future.	V, W, O, P	I

**Standard 2:** Students will illustrate the role of politics in Montana history. (MCS—2)

**Benchmarks**

**2.1** Students will show an understanding of the steps leading to the formation of the Montana Territory. (2.8.1)

*Students will:*

	<b>Essential Learnings</b>	<b>Assessment</b>	<b>Map</b>
2.1.1	explain issues surrounding the formation of the Montana Territory.	V, W, O, P	I, D

**2.2** Students will demonstrate an understanding of the process through which Montana became a state. (2.8.1)

*Students will:*

	<b>Essential Learnings</b>	<b>Assessment</b>	<b>Map</b>
2.2.1	describe how Montana became a state.	V, W, O	D
2.2.2	show understanding of national issues involved in Montana statehood.	V, W, O	I, D

**2.3** Students will analyze the basic organization of Montana state government. (2.8.1-2)

*Students will:*

	<b>Essential Learnings</b>	<b>Assessment</b>	<b>Map</b>
2.3.1	demonstrate knowledge of the divisions of state government.	V, W, O	D
2.3.2	explain the function of state government branches.	V, W, O, P	I, D

**2.4** Students will differentiate between Montana’s political past and present. (2.8.1-2)

*Students will:*

	<b>Essential Learnings</b>	<b>Assessment</b>	<b>Map</b>
2.4.1	summarize changes that have impacted Montana politically.	V, W, O, P	D

**Social Studies Content Standards and Benchmarks**  
(Focus Area: American History)

**Standard 1:** Students will review the settling of the New World. (SSCS—1, 2, 3, 6)

**Benchmarks**

**1.1** Students will explain English colonization. (3.8.3, 4.8.5, 5.8.6, 6.8.1)

*Students will:*

Essential Learnings	Assessment	Map
1.1.3 describe early English colonization.	V, W	D

**1.2** Students will describe English colonies. (1.8.1, 2.8.8, 3.8.5)

*Students will:*

Essential Learnings	Assessment	Map
1.2.1 explain the founding of colonies.	V, W, O for all.	D for all.
1.2.2 explain the foundation of Colonial governments.		

**1.3** Students will generalize about Colonial life. (3.8.3, 6.8.7)

*Students will:*

Essential Learnings	Assessment	Map
1.3.1 explain Colonial education.	V, W, O for all.	D for all.
1.3.2 describe social classes in the Colonies.		

**Standard 2:** Students will analyze the struggle for American independence. (MCS—1-2, 4-6)

**Benchmarks**

**2.1** Students will relate the crisis in the Colonies. (1.8.2, 2.8.6, 4.8.5, 5.8.2, 6.8.6, 6.8.8)

*Students will:*

Essential Learnings	Assessment	Map
2.1.1 give examples of North American competition.	W, O	D
2.1.2 describe the causes and effects of the French and Indian War.	V, W, O	D
2.1.3 identify the role taxes placed in Colonial conflict.	V, W, O	I, D
2.1.4 explain the Colonial response to British policy.	V, W, O	D
2.1.5 explain Colonial and British responses to Colonial and British actions.	V, W, O, P	D

- 2.2** Students will discuss how various groups and events contributed to the American Revolution. (2.8.8)

*Students will:*

	<b>Essential Learnings</b>	<b>Assessment</b>	<b>Map</b>
2.2.1	explain events surrounding Bunker Hill.	V, W, O	D for all.
2.2.2	demonstrate an understanding of the Declaration of Independence and its background.	W, P	
2.2.3	describe early events in the war.	V, W, O	
2.2.4	explain various roles played by Colonists during the war.	V, W	
2.2.5	summarize the American victory in the war,	V, W, O	

**Standard 3:** Students will understand the development of the United States Constitution. (MCS—2)

**Benchmarks**

- 3.1** Students will summarize the relationship between the Confederation government and the US Constitution. (2.8.4)

*Students will:*

	<b>Essential Learnings</b>	<b>Assessment</b>	<b>Map</b>
3.1.1	describe the problems of the Confederation government.	W, O	I for all.
3.1.2	relate Constitutional solutions to Confederation problems.	V, O	

- 3.2** Students will understand the challenges confronting the Constitutional Convention. (2.8.6)

*Students will:*

	<b>Essential Learnings</b>	<b>Assessment</b>	<b>Map</b>
3.2.1	explain the conflicts between the large and small state.	V, W, O	I
3.2.2	describe the compromises of the Constitutional Convention.	V, W, O	D
3.2.3	show how the Constitution was ratified.	W, O	I, D

- 3.3** Students will explain the basic operation of our Constitution. (2.8.1-2, 5.8.3)

*Students will:*

	<b>Essential Learnings</b>	<b>Assessment</b>	<b>Map</b>
3.3.1	describe how bills become laws.	V, W, O, P	I, D for all.
3.3.2	demonstrate an understanding of the Separation of Powers.	V, W	
3.3.3	summarize the Constitutional checks and balances.	V, W, O	

**Standard 4:** Students will demonstrate an understanding of issues in our country’s early years. (SSCS—2, 4, 6)

**Benchmarks**

- 4.1** Students will give examples of issues confronting our early presidents. (2.8.6, 2.8.8)

*Students will:*

	<b>Essential Learnings</b>	<b>Assessment</b>	<b>Map</b>
4.1.1	explain precedents set during Washington’s administration.	W	I for all.
4.1.2	explain why and how political parties formed in the United States.	V, W, O	

**4.2** Students will identify changes taking place in our country. (4.8.3, 6.8.1)

*Students will:*

	<b>Essential Learnings</b>	<b>Assessment</b>	<b>Map</b>
4.2.1	explain how the Industrial Revolution came to America.	V, W, O	I for all.
4.2.2	describe life in a mill.	V, W, O	
4.2.3	identify inventions of the Industrial Revolution.	V, W, O, P	
4.2.4	compare technological impacts then and now.	V, W, O	

**Standard 5:** Students will show an understanding of growth and change in our nation. (MCS—2, 3, 5, 6)

**5.1** Students will compare lifestyles of various Americans. (3.8.3, 5.8.4, 6.8.3)

*Students will:*

5.1.1	give examples of life in the North.	V, W, O	D for all.
5.1.2	compare Southern and Northern economies.	V, W, O	
5.1.3	compare the lives of Southerners.	V, W, O, P	

**5.2** Students will compare and describe the Reform Movement. (2.8.5)

*Students will:*

	<b>Essential Learnings</b>	<b>Assessment</b>	<b>Map</b>
5.2.1	explain the Anti-slavery Movement.	V, W, O, P	I, D
5.2.2	compare the Anti-slavery Movement with the Women’s Rights Movement.	V, W, O, P	I
5.2.3	describe other types of reform.	V, W, O	I, D

**Standard 6:** Students will describe facts and principles that led to and were involved in the Civil War. (SSCS—1, 4, 6)

**6.1** Students will explain events that led to the Civil War. (1.8.2, 6.8.2, 6.8.6)

*Students will:*

	<b>Essential Learnings</b>	<b>Assessment</b>	<b>Map</b>
6.1.1	compare Northern and Southern views concerning slavery.	V, W, O	D
6.1.2	discuss Congressional compromises.	V, W, O	I
6.1.3	explain the impact of the Kansas/Nebraska Act.	V, W	I
6.1.4	describe the effects of the Dred Scott Decision.	V, W, O	I



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6.1.5	summarize why succession occurred.	V, W	I
6.1.6	list the causes of the Civil War.	V, W, O, P	D

**6.2** Students will understand various aspects of the Civil War. (1.8.2, 6.8.2)

***Students will:***

<b>Essential Learnings</b>		<b>Assessment</b>	<b>Map</b>
6.2.1	compare the strengths and weaknesses of the North and South.	V, W, P	D
6.2.2	cite examples showing this was a civil war.	V, W, O	D
6.2.3	discuss military goals.	V, W, O	I, D
6.2.4	explain why Lincoln freed the slaves.	V, W, O	D
6.2.5	compare the life of Northern and Southern soldiers during the war.	V, W, O, P	I
6.2.6	explain how the North won the war.	V, W, O, P	D

**6.3** Students will explain the reunification process. (1.8.2, 6.8.2)

***Students will:***

<b>Essential Learnings</b>		<b>Assessment</b>	<b>Map</b>
6.3.1	describe the conditions of the South after the war.	V, W, O	D
6.3.2	explain how Johnson became President.	V, W, O	I
6.3.3	explain the causes of the clash between Congress and Johnson.	V, W, O	I
6.3.4	describe the actions of reconstruction governments.	V, W, O	I
6.3.5	explain how reconstruction ended.	V, W, P	I