

Grade 8 Social Studies Blueprint

The Maryland 2024 Essential Elements (EEs) for Grade 8 Social Studies selected for the blueprint were chosen to reflect rigorous but achievable expectations for students' social studies knowledge, skills, and understandings. Each unit within the Maryland Grade 8 Social Studies Framework is represented by one Essential Element that captures the content topics and enduring understanding in the unit. The assessed Essential Elements chosen represent the units that are assessed in the general education Grade 8 Social Studies assessment.

Grade 8 Social Studies Assessed Units	Essential Element
Colonization (1607-1754)	This unit serves as a bridge unit with grade 5 United States History and will not be assessed on the middle school exam.
The American Revolution (1754-1783)	Students will use relevant evidence (e.g., excerpts or adaptations of source documents, historical illustrations, maps) to support the colonists' reasons for declaring independence from Great Britain and fighting a war to gain independence (e.g., colonial policies from the Sugar Act, Townsend Acts, Intolerable Acts, Declaration of Independence).
Founding the New Government (1776-1791)	Students will compare evidence from multiple sources (e.g., Constitution and Bill of Rights) to describe the compromise between states' rights and a strong central government that resulted in the principles found in the United States Constitution to form a government and protect citizens' rights.
A New Nation (1787-1825)	Students will use evidence to support a claim about how major domestic events and foreign affairs affected the development of the government and the expansion of the United States (e.g., George Washington's peaceful transfer of power after two terms, Judicial review by the courts to ensure that laws are constitutional, the Louisiana Purchase and the War of 1812).

Grade 8 Social Studies Assessed Units	Essential Element
Geographic Expansion and Political Division (1820–1860)	<p>Students will analyze how the changes that occurred prior to the Civil War led to national divisions. Changes may include:</p> <ul style="list-style-type: none"> • conflicts and compromises within new territories (e.g., Mexican-American War, compromise over state rights related to slavery [Missouri Compromise, Compromise of 1850], Indian Removal Act) • reform movements (e.g., the women's and abolitionist movements) • technological and economic developments (e.g., railroads, canals, telegraph)
Civil War and Reunion (1860–1896)	<p>Students will use resources to explain how the United States government protected or failed to protect the rights of individuals and groups during and after the Civil War (e.g., Emancipation Proclamation; 13th, 14th, and 15th Amendments; Black Codes; Jim Crow laws).</p>
Growth of Industrial America (1877–1890)	<p>This unit serves as a bridge unit with the high school United States History course and will not be assessed on the middle school exam.</p>

Grade 8 History Unit: The American Revolution (1754–1783)

Unit Enduring Understanding

Numerous factors compel people to change or abolish a government.

Unit Question:

To what extent were American Colonists justified in rebelling against British authority?

MD State Standards	Essential Element
<p>Content Topics French and Indian War British Acts and Colonial Acts of Resistance The American Revolution</p> <p>Standard 1.0: Civics</p>	<p>Target: Students will use relevant evidence (e.g., excerpts or adaptations of source documents, historical illustrations, maps) to support the colonists' reasons for declaring independence from Great Britain and fighting a war to gain independence (e.g., colonial policies from the Sugar Act, Townsend Acts, Intolerable Acts, Declaration of Independence).</p>
<p>Standard 2.0: Peoples of the Nations and World</p> <p>Standard 3.0: Geography</p>	<p>Precursor: Students will identify the colonial policies that led to the rights expressed in the Declaration of Independence (e.g., colonial policies from the Sugar Act, Townsend Acts, Intolerable Acts).</p>
<p>Standard 4.0: Economics</p> <p>Standard 6.0: Skills and Process #3: Evaluating Sources and Using Evidence (identify credible, relevant information contained in sources) *assessment limit</p>	<p>Initial: Students will identify the rights that the Declaration of Independence describes (e.g., Natural Rights, consent of the governed, right of people to alter or abolish government).</p>

Connection Resources for Instruction

<p>Connection to Other DLM EEs</p>	<p>EE.RI.8.1: Cite text to support inferences from informational text.</p> <p>EE.RI.8.8: Determine the argument made by an author in an informational text.</p> <p>EE.SL.8.4: Present descriptions, facts, or details supporting specific points made on a topic.</p> <p>Science SEP 4: Analyzing and interpreting data.</p> <p>Science SEP 7: Engaging in argument from evidence.</p>
<p>Timelines</p>	<p><u>American Revolution timeline: Gilder Lehrman Institute of American History</u></p> <p><u>Comprehensive Timeline of the American Revolution: US Parks Service</u></p>
<p>Maps</p>	<p><u>French and Indian War: National Park Service</u></p> <p><u>Revolution Maps: New York Public Library</u></p>
<p>Accessible Historical Documents</p>	<p><u>Declaration of Independence Original: National Archives</u></p> <p><u>Declaration of Independence Transcript: National Archives</u></p> <p><u>Documents of the Revolutionary War: New York Public Library</u></p>

Grade 8 History Unit: Founding the New Government (1776–1791)

Unit Enduring Understanding

Nations are constructed and governed through compromise and conflict.

Unit Question:

How does the Constitution reflect compromise and conflict?

MD State Standards	Essential Element
<p>Content Topics The Articles of Confederation Constitutional Convention United States Constitution Ratification and the Bill of Rights</p> <p>Standard 1.0: Civics</p> <p>Standard 5.0: History</p> <p>Standard 6.0: Skills and Processes #3: Evaluating Sources and Using Evidence (construct arguments using claims and evidence from multiple sources) *assessment limit</p>	<p>Target: Students will compare evidence from multiple sources (e.g., Constitution and Bill of Rights) to describe the compromise between states' rights and a strong central government that resulted in the principles found in the United States Constitution to form a government and protect citizens' rights.</p> <p>Precursor: Students will describe the conflict and compromise between states' rights and strong central government (e.g., Great Compromise, Three-Fifths Compromise, Fugitive Slave Clause).</p> <p>Initial: Students will identify individual rights protected in the Constitution.</p>

Connection Resources for Instruction

<p>Connection to Other DLM EEs</p>	<p>ELA EE.RI.8.2: Provide a summary of a familiar informational text.</p> <p>ELA EE.RI.8.9: Identify where two different texts on the same topic differ in their interpretation of the details.</p> <p>ELA EE.SL.8.4: Present descriptions, facts, or details supporting specific points made on a topic.</p> <p>SCI SEP 8: Obtaining, evaluating, and communicating information.</p>
<p>Timelines</p>	<p><u>Ratification at a Glance: Center for the Study of the American Constitution University of Wisconsin-Madison</u></p>
<p>Maps</p>	<p><u>Maps of Ratification of the US Constitution: Center for the Study of the American Constitution University of Wisconsin-Madison</u></p>
<p>Accessible Historical Documents</p>	<p><u>Articles of Confederation: Docs Teach (National Archives)</u></p> <p><u>Bill of Rights Transcription: National Archives</u></p> <p><u>The US Constitution Annotated: US Congress</u></p>

Grade 8 History Unit: A New Nation (1787–1825)

Unit Enduring Understanding

New nations experience success and failure in the foreign and domestic affairs that shape their growth and development.

Unit Question:

How did the successes and failures in foreign and domestic affairs shape the development of the United States?

MD State Standards	Essential Element
Content Topics The Early Republic The 1812 Second War of Independence Standard 1.0: Civics Standard 2.0: Peoples of the Nations and World	Target: Students will use evidence to support a claim about how major domestic events and foreign affairs affected the development of the government and the expansion of the United States (e.g., George Washington's peaceful transfer of power after two terms, Judicial review by the courts to ensure that laws are constitutional, the Louisiana Purchase and the War of 1812).
Standard 3.0: Geography Standard 4.0: Economics	Precursor: Students will describe the major foreign and domestic events that shaped the early development of the United States (using examples from the Target).
Standard 5.0: History Standard 6.0: Skills and Process #4: Communicating and Critiquing Conclusions (communicating and presenting claims) *assessment limit	Initial: Students will use visual/tactile geographic representations to compare the size of the land and the resources of the United States before and after the Louisiana Purchase (1803).

Connection Resources for Instruction

Connection to Other DLM EEs	EE. RI.8.3: Recount events in the order they were presented in the text. EE. SL.8.4: Present descriptions, facts, or details supporting specific points made on a topic. SCI SEP 8: Obtaining, evaluating, and communicating information.
Timelines	Legislative Timeline of Louisiana Purchase: Library of Congress
Maps	Territorial Gains by the US: National Geographic
Accessible Historical Documents	George Washington's Farewell Address: National Constitution Center Marbury v. Madison (1803) Case pack: Street Law War of 1812 Maryland Case Study Legacy to Slavery in Maryland: Maryland Archives

Grade 8 History Unit: Geographic Expansion and Political Division (1820–1860)

Unit Enduring Understanding

National unity can be challenged by political, social, and economic change.

Unit Question:

How did geographic and economic growth, political shifts, and changing social structures lead to divisions within the United States?

MD State Standards	Essential Element
<p>Content Topics Sectional Growth Jacksonian Era Social Reform Movements Westward Expansion Path to Disunion</p> <p>Standard 1.0: Civics</p>	<p>Target: Students will analyze how the changes that occurred prior to the Civil War led to national divisions. Changes may include:</p> <ul style="list-style-type: none"> • conflicts and compromises within new territories (e.g., Mexican-American War, compromise over state rights related to slavery [Missouri Compromise, Compromise of 1850], Indian Removal Act) • reform movements (e.g., the women's and abolitionist movements) • technological and economic developments (e.g., railroads, canals, telegraph)
<p>Standard 2.0: Peoples of the Nations and World</p> <p>Standard 3.0: Geography</p> <p>Standard 4.0: Economics</p> <p>Standard 5.0: History</p>	<p>Precursor: Students will compare the perspectives of different groups before the Civil War on issues such as:</p> <ul style="list-style-type: none"> • compromises within new territories (e.g., compromise over state rights related to slavery [Missouri Compromise, Compromise of 1850] and Indian Removal Act) • reform movements (e.g., the women's and abolitionist movements) • technological developments (e.g., railroads, canals, telegraph)
<p>Standard 6.0: Skills and Process #2: Applying Disciplinary Concepts and Tools (geography, history)</p>	<p>Initial: Students will identify the changes prior to the Civil War, such as:</p> <ul style="list-style-type: none"> • expansion into new land • reform movements (e.g., the women's and abolitionist movements) • technology (e.g., railroads, canals)

Connection Resources for Instruction

<p>Connection to Other DLM EEs</p>	<p>ELA EE.RI.8.8: Determine the argument made by an author in an informational text.</p> <p>ELA.EE.W.8.8: Select quotes providing relevant information about a topic from multiple print or digital sources.</p> <p>SCI SEP 4: Analyzing and interpreting data.</p>
<p>Timelines</p>	
<p>Maps</p>	<p>American Indian Removal (also includes lesson): NA360 National Museum of American Indian</p> <p>Westward Expansion interactive map: PBS</p>
<p>Accessible Historical Documents</p>	<p>McCulloch v. Maryland (1819), Worcester v. GA (1832) & Dred Scott v. Sandford (1857) Case packs: Street Law</p> <p>The Legacy of Slavery in Maryland: Maryland Archives</p> <p>Reformers and Crusaders documents: Library of Congress</p>

Grade 8 History Unit: Civil War and Reunion (1860–1896)

Unit Enduring Understanding

Societies' efforts to resolve deep political, economic, and social divisions and efforts to rebuild society after conflict are met with both acceptance and resistance.

Unit Question:

How effective was the United States in resolving the political, economic, and social issues that led to, and stemmed from, the Civil War?

MD State Standards	Essential Element
<p>Content Topics The Civil War Reconstruction and Reunion</p> <p>Standard 1.0: Civics</p> <p>Standard 2.0: Peoples of the Nations and World</p>	<p>Target: Students will use resources to explain how the United States government protected or failed to protect the rights of individuals and groups during and after the Civil War (e.g., Emancipation Proclamation; 13th, 14th, and 15th Amendments; Black Codes; Jim Crow laws).</p>
<p>Standard 4.0: Economics</p> <p>Standard 5.0: History</p>	<p>Precursor: Students will describe how the Civil War and Reconstruction affected the rights of African Americans.</p>
<p>Standard 6.0: Skills and Process #1: Developing Questions and Planning Inquiries (constructing compelling and supporting questions)</p>	<p>Initial: Students will compare the lives of formerly enslaved people before and after the Civil War.</p>

Connection Resources for Instruction

<p>Connection to Other DLM EEs</p>	<p>ELA EE.RI.8.1: Cite text to support inferences from informational text.</p> <p>ELA EE.RI.8.2: Provide a summary of a familiar informational text.</p> <p>Math EE.8.SP.4: Construct a graph or table from given categorical data and compare data categorized in the graph or table.</p> <p>SCI SEP 1: Asking questions and defining problems.</p>
<p>Timelines</p>	<p>Civil War and Reconstruction: Gilder Lehrman</p>
<p>Maps</p>	<p>Boundary Between the United States and the Confederacy: National Geographic</p> <p>Map from "Freedom and Slavery, and the Coveted Territories (primary source): Learning for Justice"</p> <p>1860 Slavery Map of the US (lesson): Docs Teach</p>
<p>Accessible Historical Documents</p>	<p>Writ of Habeas Corpus (was it justified?): Docs Teach</p> <p>Ex Parte Merryman (1861) Case packs: Street Law</p> <p>The Emancipation Proclamation: National Archives</p> <p>13th Amendment Joint Resolution with transcript: Docs Teach</p> <p>14th Amendment: National Archives</p> <p>15th Amendment: Docs Teach</p>