South Dakota Social Studies

Grade 8

America: 1877-2008

1 **Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 8th grade** 8.SS.1

- A The student can find a location on a map using latitude and longitude, and determine the latitude and longitude of an absolute location on a map, along with its applications. G 8.SS.1.A
- B The student can form an argument surrounding the indications of a historical photograph, political cartoon, chart, or graph and cite evidence from the image to support the argument. HC 8.SS.1.B
- C The student can write a persuasive essay of 4-5 paragraphs based on class notes, including a main argument (thesis), topic sentences, supporting evidence from history and class, and clear attempts to explain how the evidence proves the topic sentences and overall thesis. HCE 8.SS.1.C

2 **The student demonstrates knowledge and understanding of the Gilded Age.** 8.SS.2

- A The student explains the economic principles and practices that corresponded with America's industrial and economic growth after the Civil War, including: E 8.SS.2.A
  - 1 the free market 8.SS.2.A.1
  - 2 patent law 8.SS.2.A.2
  - 3 economies of scale 8.SS.2.A.3
  - 4 mass production 8.SS.2.A.4
  - 5 division of labor 8.SS.2.A.5
  - 6 big business 8.SS.2.A.6
  - 7 monopoly 8.SS.2.A.7
  - 8 philanthropy 8.SS.2.A.8
- B The student explains the reasons for and origins of those who immigrated to America after the Civil War and the extent to which they assimilated, including opposition to new immigration such as the Chinese Exclusion Act. H 8.SS.2.B
- C The student describes the challenges that accompanied industrialization and immigration. HE 8.SS.2.C
- D The student describes the various responses to poor working conditions and standards of living, including: charity, the social gospel, populism, unionization, violence, and socialism and communism. H 8.SS.2.D

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E The student explains Karl Marx's main ideas on the following: HCE 8.SS.2.E

1 a spiritual reality beyond material things 8.SS.2.E.1

2 the belief that middle class wealth necessitates working class poverty 8.SS.2.E.2

3 the resulting conflict between the proletariat and the middle class 8.SS.2.E.3

4 the communist revolution, including the use of violence 8.SS.2.E.4

5 the dictatorship of the proletariat 8.SS.2.E.5

F The student describes the style of and identifies pieces from the Hudson River School art movement. H 8.SS.2.F

G The student explains the role of the railroad, the Black Hills gold rush, federal land policy such as the Homestead Act, and open-range cattle ranching on South Dakota history. H 8.SS.2.G

H The student describes the life of pioneers and immigrants in South Dakota during the late 1800s, including their cultural heritage. H 8.SS.2.H

I The student explains instances of conflict, cooperation, and duplicity among Native Americans (including select standards from Oceti Sakowin Essential Understandings 2 and 6), settlers, and governing bodies in the Dakota Territory during the late 19th Century, including: H 8.SS.2.I

1 Wounded Knee Massacre 8.SS.2.I.1

2 the work of the Indian Bureau 8.SS.2.I.2

3 Agreement of 1877 8.SS.2.I.3

4 Dawes Act 8.SS.2.I.4

5 1889 Sioux Treaty 8.SS.2.I.5

6 Meriam Report 8.SS.2.I.6

J The student explains the extent to which treaties made between the U.S. government and Native Americans were followed and broken, including the historical and contemporary effects of the Agreement of 1877. H 8.SS.2.J

K The student tells of the effects of boarding schools on Native Americans, including the U.S. government's enactment of compulsory attendance of Native American children and its enforcement on reservations in South Dakota. H 8.SS.2.K

L The student identifies the targets of the Ku Klux Klan and lynching, and explains the ways in which different governments did or did not attempt to protect them. H 8.SS.2.L

M The student tells the story of how South Dakota became a state, explains the basic structure and functioning of its government, and explains the symbols of the Great Seal of the State of South Dakota. HC 8.SS.2.M

N The student tells of the school's local political community or a larger neighboring political community, including its founding, history, and the structure and functioning of its current government, e.g., mayor, council, tribal council, school board, etc. C 8.SS.2.N

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O The student explains the meaning and historical significance of the following terms and topics: Robber Barons, Captains of Industry, Dawes Act, Ku Klux Klan Acts, and the Free Silver Movement. H 8.SS.2.O

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3 The student demonstrates knowledge and understanding of American history at the turn of the 20th Century. 8.SS.3

A The student identifies the laws in different states that inhibited African Americans from voting, including the Supreme Court's federal ruling in Plessy v. Ferguson. HC 8.SS.3.A

B The student tells the biography of Booker T. Washington, including: H 8.SS.3.B

1 his upbringing and education 8.SS.3.B.1

2 his views on the betterment of African Americans 8.SS.3.B.2

3 his founding of the Tuskegee Institute 8.SS.3.B.3

C The student reads and discusses the meaning of selections from Booker T. Washington's Atlanta Exposition Address. H 8.SS.3.C

D The student tells the biography of Susan B. Anthony, including: H 8.SS.3.D

1 her upbringing 8.SS.3.D.1

2 her time teaching 8.SS.3.D.2

3 her work for abolition 8.SS.3.D.3

4 her friendship with Frederick Douglass 8.SS.3.D.4

5 her work for temperance 8.SS.3.D.5

6 her work for women's suffrage 8.SS.3.D.6

E The student explains the arguments and efforts of the suffragist movement and its major figures culminating in the ratification of the Nineteenth Amendment, including Susan B. Anthony, Alice Paul, Elizabeth Cady Stanton, Lucy Stone, Ida B. Wells, and the early successes and failures of the suffragist movement in South Dakota, including the efforts of Mamie Shields Pyle. HC 8.SS.3.E

F The student tells of the major events in William McKinley's presidency, including: H 8.SS.3.F

1 annexation of Hawaii 8.SS.3.F.1

2 Spanish-American War 8.SS.3.F.2

3 Philippine-American War 8.SS.3.F.3

4 Open Door Policy in China 8.SS.3.F.4

G The student reads and discusses the meaning of selections from Woodrow Wilson's "What Is Progress?" HC 8.SS.3.G

H The student explains the ways in which certain Progressive ideas were different from the ideas of the American founding. HC 8.SS.3.H

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I The student names and explains the various progressive policies that were implemented in law, including: HCE 8.SS.3.I

1 bans on child labor 8.SS.3.I.1

2 the administrative state 8.SS.3.I.2

3 workplace safety regulation 8.SS.3.I.3

4 trust busting 8.SS.3.I.4

5 initiative, referendum, and recall 8.SS.3.I.5

6 food regulation 8.SS.3.I.6

7 economic regulation through the Federal Reserve Act 8.SS.3.I.7

8 16th, 17th, and 18th amendments to the Constitution 8.SS.3.I.8

J The student tells the biography of Theodore Roosevelt, including: H 8.SS.3.J

1 his upbringing 8.SS.3.J.1

2 his life outside of politics, especially in the West 8.SS.3.J.2

3 his fighting in the Spanish-American War 8.SS.3.J.3

4 his presidency 8.SS.3.J.4

5 his corollary to the Monroe Doctrine 8.SS.3.J.5

6 his efforts at conservation 8.SS.3.J.6

K The student explains the ideas and efforts for the betterment of African Americans around 1900, including: H 8.SS.3.K

1 Anna Julia Cooper 8.SS.3.K.1

2 Niagara Movement 8.SS.3.K.2

3 W.E.B. DuBois 8.SS.3.K.3

4 National Association for the Advancement of Colored People 8.SS.3.K.4

L The student reads and discusses the meaning of Niagara's Declaration of Principles in its entirety. H 8.SS.3.L

M The student explains the lifestyle and contributions of Native Americans at the turn of the century, including the role of boarding schools, allotment policy, the life and work of Charles Eastman, Standing Bear v. Crook, and the Major Crimes Act of 1885. H 8.SS.3.M

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4 The student demonstrates knowledge and understanding of World War I and the Roaring Twenties. 8.SS.4

A The student explains why America declared war on the Central Powers in World War I. H 8.SS.4.A

B The student tells the stories and explains the effects of major military events, figures, and common soldiers from World War I. H 8.SS.4.B

C The student tells the story of the Bolshevik Revolution. H 8.SS.4.C

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D The student explains why the Allied Powers won World War I and the American role in the victory. H 8.SS.4.D

E The student explains the development of organized crime during Prohibition. H 8.SS.4.E

F The student explains the practice of lynching and other forms of violence targeting African Americans, including the Tulsa Massacre. H 8.SS.4.F

G The student tells the biography of Calvin Coolidge. H 8.SS.4.G

H The student describes and identifies the Art Deco style of art and architecture. H 8.SS.4.H

I The student explains the tenets and effects of the Snyder Act of 1924 (Indian Citizenship Act) granting citizenship to all Native Americans born in the United States. HC 8.SS.4.I

J The student explains the origins and main ideas of the Harlem Renaissance as well as the Jazz style of music, including Jazz's origins and major musicians. H 8.SS.4.J

K The student explains the meaning and historical significance of the following terms and topics: Black Wall Street, unrestricted submarine warfare, the Lusitania, Zimmerman Telegram, Spanish Flu, the Great Migration and the 19th Amendment. HC 8.SS.4.K

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5 **The student demonstrates knowledge and understanding of the Great Depression and World War II.** 8.SS.5

A The student explains the roles of margin buying, the Federal Reserve, fractional reserve banking, and the Smoot-Hawley Tariff on the stock market crash and the Great Depression. HCE 8.SS.5.A

B The student tells the biography of Franklin Delano Roosevelt, including: H 8.SS.5.B

1 his upbringing 8.SS.5.B.1

2 his fight with polio 8.SS.5.B.2

3 his combination of new voter blocs in the Democratic Party 8.SS.5.B.3

4 his New Deal program 8.SS.5.B.4

5 his political skill and tactics 8.SS.5.B.5

6 his leadership in World War II 8.SS.5.B.6

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C The student explains the major ideas and effects of the New Deal, including: HCE 8.SS.5.C

1 its early effects on morale among Americans 8.SS.5.C.1

2 its connection to Progressive ideas about government 8.SS.5.C.2

3 its regulations 8.SS.5.C.3

4 its programs 8.SS.5.C.4

5 its implementation in South Dakota 8.SS.5.C.5

6 the ways in which it changed the federal government 8.SS.5.C.6

7 arguments both for and against its effectiveness 8.SS.5.C.7

D The student explains the role of immigration and foreign workers in the 20th century, including during World War II, and the reform efforts of Cesar Chavez. H 8.SS.5.D

E The student describes the carving of Mount Rushmore in the 1930s and 1940s by Gutzon Borglum and the carving of the Crazy Horse Memorial. H 8.SS.5.E

F The student explains the causes of World War II and names the major powers in each alliance. H 8.SS.5.F

G The student explains how America aided the British prior to Pearl Harbor and why Japan attacked the United States. H 8.SS.5.G

H The student tells the stories and explains the effects of major military events, figures, common soldiers, and noncombatants on the home front during World War II. H 8.SS.5.H

I The student explains the similarities and differences between militarism in Imperial Japan, communism in the Soviet Union, and fascism in Nazi Germany, including their use of violence and mass murder as demonstrated by: H 8.SS.5.I

1 the Rape of Nanjing 8.SS.5.I.1

2 the Holodomor 8.SS.5.I.2

3 the Holocaust 8.SS.5.I.3

4 treatment of political opponents and prisoners of war 8.SS.5.I.4

J The student explains why the Allied Powers won World War II and the American role in the victory, including the battles of Pearl Harbor, Midway, Guadalcanal, Normandy, the Bulge, and Okinawa, as well as the atomic bombings of Hiroshima and Nagasaki. H 8.SS.5.J

K The student explains the meaning and historical significance of the following terms and topics: Dust Bowl, gulag archipelago, Japanese American internment, Tuskegee Airmen, Navajo Code Talkers, Lakota Code Talkers, genocide, and the Manhattan Project. H 8.SS.5.K

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6 The student demonstrates knowledge of post-war America and the Civil Rights Movement. 8.SS.6

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A The student explains the ends and means of the Marshall Plan. H 8.SS.6.A

B The student explains the ideas and tactics used by the Soviet Union and the United States in the early decades of the Cold War, including the growth of intelligence agencies. H 8.SS.6.B

C The student tells the biography of Dwight Eisenhower, including: H 8.SS.6.C

1 his upbringing 8.SS.6.C.1

2 his fighting in World War I 8.SS.6.C.2

3 his command in World War II 8.SS.6.C.3

4 his presidency 8.SS.6.C.4

5 his civil rights record 8.SS.6.C.5

6 his warnings about the military-industrial complex 8.SS.6.C.6

D The student tells the biographies of Benjamin Reifel and Vine Deloria, Jr., including their different interpretations of American Indian life. H 8.SS.6.D

E The student explains efforts to secure civil rights for African Americans, including the efforts of: HC 8.SS.6.E

1 Rosa Parks 8.SS.6.E.1

2 Ruby Bridges 8.SS.6.E.2

3 Martin Luther King, Jr. 8.SS.6.E.3

4 Montgomery Bus Boycott 8.SS.6.E.4

5 Malcom X 8.SS.6.E.5

6 Greensboro sit-ins 8.SS.6.E.6

7 Freedom Riders 8.SS.6.E.7

8 March on Washington 8.SS.6.E.8

F The student tells the biography of Martin Luther King, Jr., including: H 8.SS.6.F

1 his upbringing 8.SS.6.F.1

2 his education 8.SS.6.F.2

3 his Christian ministry 8.SS.6.F.3

4 his efforts for civil rights 8.SS.6.F.4

5 his writings and speeches 8.SS.6.F.5

6 his assassination 8.SS.6.F.6

7 the building of the Martin Luther King, Jr. Memorial 8.SS.6.F.7

G The student reads and discusses the meaning of Martin Luther King, Jr.'s "I Have a Dream" speech in its entirety. HC 8.SS.6.G

H The student explains the connections Martin Luther King, Jr. makes to the principles of the American founding in his "I Have a Dream" speech. HC 8.SS.6.H

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I The student tells of the major events in John F. Kennedy's presidency, including: H 8.SS.6.I

1 NASA 8.SS.6.I.1

2 Bay of Pigs 8.SS.6.I.2

3 Cuban Missile Crisis 8.SS.6.I.3

4 the buildup of soldiers in Vietnam 8.SS.6.I.4

5 his assassination 8.SS.6.I.5

J The student explains the accomplishments of the Civil Rights Act and the Voting Rights Act. HC 8.SS.6.J

K The student identifies actions taken on behalf of African Americans after the Civil Rights Act, including the Selma to Montgomery March, Black Panthers, affirmative action, and civil unrest. H 8.SS.6.K

L The student explains the meaning and historical significance of the following terms and topics: Berlin Airlift, Truman Doctrine, North Atlantic Treaty Organization, and Brown v. Board of Education. HC 8.SS.6.L

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7 The student demonstrates knowledge and understanding of America surrounding the Vietnam War and the cultural revolution. 8.SS.7

A The student compares and contrasts the main ideas and programs of Lyndon Johnson's Great Society and the principles of the Declaration of Independence and the Constitution. HC 8.SS.7.A

B The student explains why America fought the Vietnam War, particularly within the context of the Cold War. H 8.SS.7.B

C The student tells the stories and explains the effects of major military events, figures, and common soldiers from the Vietnam War, including why it was difficult, both militarily and domestically, for the United States to achieve complete victory in Vietnam, and withdrew instead. H 8.SS.7.C

D The student explains the ways in which America exhibited new signs of prosperity in the late 20th century, including: H 8.SS.7.D

1 home ownership 8.SS.7.D.1

2 the emergence of suburbs 8.SS.7.D.2

3 increased college attendance 8.SS.7.D.3

4 employer-provided health insurance 8.SS.7.D.4

5 mass media 8.SS.7.D.5

6 consumerism 8.SS.7.D.6

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E The student explains the reasons—both philosophical and circumstantial—college students in the 1960s and 1970s challenged various forms of authority, including: H 8.SS.7.E

1 the federal government following World War II and during the Cold War 8.SS.7.E.1

2 business interests 8.SS.7.E.2

3 the governing class in both political parties 8.SS.7.E.3

4 traditional ideas and institutions related to religion, morality, and family life 8.SS.7.E.4

F The student explains how America changed during the late 20th century, including: H 8.SS.7.F

1 corporate welfare 8.SS.7.F.1

2 direct welfare payments 8.SS.7.F.2

3 immigration, both legal and illegal 8.SS.7.F.3

4 religious participation 8.SS.7.F.4

5 rates of marriage, birth, and divorce 8.SS.7.F.5

6 drug use 8.SS.7.F.6

7 the reliance on overseas manufacturing 8.SS.7.F.7

8 the shift to a service economy 8.SS.7.F.8

G The student explains Richard Nixon's "silent majority," the Watergate Scandal, and his resignation. H 8.SS.7.G

H The student explains the totalitarian violence of communism in China, especially under Mao Zedong and the Great Leap Forward, and Richard Nixon's efforts to open trade with China. H 8.SS.7.H

I The student explains the meaning and historical significance of the following terms and topics: desegregation, containment, mutually assured destruction, Domino Theory, War Powers Act, television, baby boomers and hippies, environmentalism, Moon Landing, Second Wounded Knee, and détente. H 8.SS.7.I

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8 **The student demonstrates knowledge and understanding of America at the turn of the 21st Century.** 8.SS.8

A The student explains the relationship between Native American tribes and the federal government before and after the Indian Self-Determination and Education Assistance Act. H 8.SS.8.A

B The student tells the histories and present-day existence of Native Americans in South Dakota: Oceti Sakowin Oyate (including select standards from Oceti Sakowin Essential Understandings 1-7), Mandan, Sahnish (Arikara), Cheyenne, Crow, and Hidatsa, among others. HC 8.SS.8.B

C The student explains the problems of stagflation, the OPEC oil embargo, and the Iranian revolution and hostage crisis during the presidency of Jimmy Carter. H 8.SS.8.C

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D The student tells of the major events in Ronald Reagan's presidency, including: H 8.SS.8.D

1 limiting the size of government 8.SS.8.D.1

2 reducing taxes 8.SS.8.D.2

3 his efforts against communism and the Soviet Union the creation of a new conservative coalition 8.SS.8.D.3

E The student explains the contribution of American foreign policy to the failure of communism and the end of the Cold War, including American foreign policy pressure and the assertion of American principles such as natural rights, equality, and liberty. H 8.SS.8.E

F The student tells of the major events of the 1990s, including: H 8.SS.8.F

1 fall of the Soviet Union 8.SS.8.F.1

2 Persian Gulf War 8.SS.8.F.2

3 The Contract with America 8.SS.8.F.3

4 budget surplus 8.SS.8.F.4

5 American and NATO military involvement in Somalia, Haiti, and the Balkans 8.SS.8.F.5

6 North American Free Trade Agreement (NAFTA) and its effects 8.SS.8.F.6

G The student tells the story of the September 11 attacks and the response by the Bush Administration, including the subsequent military operation in Afghanistan, and the expansion of intelligence agencies and tactics. H 8.SS.8.G

H The student tells the stories and explains the effects of major military events, figures, and common soldiers from the War on Terror and the Iraq War, including why it was difficult, both militarily and domestically, for the United States to achieve complete victory in the War on Terror in Afghanistan and in the Iraq War. H 8.SS.8.H

I The student explains the causes of the 2008 financial crisis. HE 8.SS.8.I

J The student tells of the 2008 election and the election of Barack Obama. H 8.SS.8.J

K The student explains the meaning and historical significance of the following terms and topics: supply-side economics, Americans with Disabilities Act, the Internet, and Hurricane Katrina, America's most expensive natural disaster to date. H 8.SS.8.K