**Grade 8 Social Studies Assignment**

**This assignment is *strongly* aligned to the standards.**

Sample student assignments are being used to illustrate weak, partial and strong alignment to the [*Kentucky Academic Standards (KAS) for Social Studies*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies.pdf). This assignment with included resource(s) is merely an example. It is not a requirement nor a suggestion for school curriculum. While the Kentucky Department of Education (KDE) is responsible for the development of high-quality academic standards, state law assigns each local district the authority to develop the school’s curriculum and determine appropriate instructional resources based on language found in [Kentucky Revised Statute (KRS) 160.345](https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=53054). It is under the discretion of the superintendent to determine the local curriculum, including the evaluation and selection of instructional resources. The KDE does not adopt or select specific curricula for coursework. Per KRS 160.345(g), “the local superintendent shall determine which curriculum, textbooks, instructional materials, and student support services shall be provided in the school after consulting with the local board of education, the school principal, and the school council and after a reasonable review and response period for stakeholders in accordance with local board of education policy.”

To examine why this assignment is strongly aligned to the *KAS for Social Studies*, engage with the [Grade 8 Assignment Review Protocol.](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Grade_8_SAL_Assignment_Review_Protocol.pdf).

**Overview:**

Students will investigate the Missouri Compromise and how Henry Clay’s influence resulted in a compromise. Students will construct an explanation to evaluate how the U.S. government compromised between 1600-1877.

| **Compelling Question:** How does a government compromise amidst polarization? |
| --- |

*Note: Compelling questions are used here to show the alignment between a compelling question, supporting questions and assignments. In this example, one supporting question is provided that is aligned to a compelling question. However, students may need to engage with more than one supporting question in order to fully engage with a compelling question.*

| **Supporting Question:** How did the Missouri Compromise temporarily save the Union? |
| --- |

***Kentucky Academic Standards (KAS) for Social Studies* standards alignment:**

* 8.I.Q.1 Develop compelling questions related to the development of the United States between 1600-1877.
* 8.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions in U.S. history between 1600-1877.
* 8.H.CO.2 Describe the conflicts and compromises that shaped the development of the U.S. government between 1783-1877.
* 8.C.KGO.1 Examine the role of Kentucky and Kentuckians within national politics between 1792-1877.
* 8.I.UE.1 Use multiple sources to develop claims in response to compelling and supporting questions.
* 8.I.CC.3 Evaluate how individuals and groups address local, regional and global problems concerning the development of the United States.
* 8.I.CC.4 Apply a range of deliberative and democratic procedures to make decisions about ways to take action on current local, regional and global issues.

**Sources:**

* McConnell Map Co & McConnell, J. (1919) *McConnell’s Historical maps of the United States. The Missouri Compromise of 1820.* Library of Congress. <https://www.loc.gov/resource/g3701sm.gct00482/?sp=25>.
* [History.com Editors](https://www.history.com/author/history). (2019, September 27). *Missouri Compromise.* History Channel. <https://www.history.com/topics/abolitionist-movement/missouri-compromise>.
* Library of Congress. (n.d.). *The Missouri Compromise of 1820.* <https://memory.loc.gov/cgi-bin/ampage?collId=llsl&fileName=003/llsl003.db&recNum=586%20https://www.history.com/topics/abolitionist-movement/missouri-compromise>.
* National Public Radio. (2007, January 26). *Missouri Compromise: A Win-Win for Clay* [audio]*.* <https://www.npr.org/templates/story/story.php?storyId=7043103>.

**Tasks Aligned to the Supporting Question:**

| Construct an explanation to answer the supporting question: “How did the Missouri Compromise temporarily save the Union?”  In your response:   * Demonstrate your knowledge of the conflicts and compromises that shaped the development of the U.S. government. * Demonstrate your knowledge of the role of Kentucky and Kentuckians within national politics. * Evaluate how individuals and groups addressed a regional problem. * Use multiple sources to develop a claim. |
| --- |

**Task Aligned to the Compelling Question:**

| How does a government compromise amidst polarization?  Based on your explanation for the supporting question, consider the following video entitled, “This 60-second animation shows how divided Congress has become over the last 60 years.”  Construct an argument to the following question: In light of the modern division within Congress, how does a government compromise amidst polarization? Draw on what you learned about Henry Clay’s civic action and additional compromises in American history to evaluate how individuals or groups might address a local, regional and/or global problem in modern society. Be prepared to share your thinking through deliberative and democratic procedures and support your argument with evidence from multiple sources. |
| --- |