**Grade 8 Social Studies Assignment**

**This assignment is *weakly* 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://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fapps.legislature.ky.gov%2Flaw%2Fstatutes%2Fstatute.aspx%3Fid%3D51319&data=05%7C01%7Cheather.ransom%40education.ky.gov%7Cd7e4118aebe74301935d08da63f51820%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C637932201576614057%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=Rc3nzYDrUKzW%2B1d%2BmcqO2yz9GtBJanB87W5CDns7LCI%3D&reserved=0). 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, select or recommend 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 weakly aligned to the *KAS for Social Studies*, engage with the [Grade 8 Assignment Review Protocol for this assignment](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Grade_8_SS_Assignment_Review_Protocol-WK.pdf).

**Overview:**

Students will read an article about the Missouri Compromise and answer the questions that follow.

**Supporting Question:**

How did the U.S. government compromise as conflicts arose between 1600-1877?

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

* 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.

**Source:**

*The Missouri Compromise*

**The Missouri Compromise**

At the turn of the 19th century, tensions were rising between pro-slavery and anti-slavery individuals and groups across the United States. This included the U.S. Congress, which was split on the issue. In 1819, Missouri requested to be admitted into the Union as a slave state. This would disrupt the balance between the slave states and the free states. The Northern slave states and the Southern slave states both had an interest in keeping the number of states on their side at (or above) the number of the other side, so they did not become less powerful in Congress than the other side.

In order to keep peace between the North and the South, Congress formulated a plan that would serve as a compromise. They admitted Missouri into the Union as a slave state, but simultaneously admitted Maine as a free state. This kept the balance of power between each side equal. Congress also passed an amendment which prohibited slavery above the 36°30’ line of latitude from this point on (after the admission of Missouri). This was called the Missouri Compromise, and went into effect in 1820.

Henry Clay, a Senator from Kentucky, led this charge, and became known as the “Great Compromiser”. While not a permanent solution, the Missouri Compromise helped to delay further conflict for several decades. It was repealed by the Kansas-Nebraska Act in 1854, and later ruled unconstitutional by the Dred Scott decision, which declared that Congress did not have the power to prohibit slavery in the territories that had not yet joined the Union.

**Assignment Aligned to the Supporting Question:**

Students will read an article entitled, *“The Missouri Compromise”* and answer the corresponding questions.

**Questions:**

After reading the article entitled, “*The Missouri Compromise,”* answer the following questions:

1. Which state was allowed to enter as a slave state according to the Missouri Compromise?
   1. Missouri
   2. Kentucky
   3. Maine
   4. Indiana
2. When did the Missouri Compromise happen?
   1. 1854
   2. 1850
   3. 1820
   4. 1861
3. What state was allowed to enter as a free state according to the Missouri Compromise?
   1. Missouri
   2. Kentucky
   3. Maine
   4. Indiana
4. What did Henry Clay’s proposal entail?
   1. Banning slavery from that point on.
   2. Allowing slavery in all other states from that point on.
   3. Banning slavery north of a certain line of latitude from that point on.
   4. Allowing slavery north of a certain line of latitude from that point on.
5. What was Henry Clay’s nickname?
   1. The Great Bambino
   2. The Kentucky Compromiser
   3. The Great Compromiser
   4. The Missouri Compromiser
6. Why did Clay propose this Compromise?
   1. He did not like slavery, but his home state did, so he tried to remain neutral.
   2. Tensions were very serious between pro-slavery and anti-slavery groups and he wanted conflict to be avoided.
   3. He wanted Kentucky to rise to fame and become one of the most important states.
   4. Kentucky was a slave state, so he wanted to support his state’s position.