



COLLEGE AND CAREER READY

A WORLD-CLASS EDUCATION FOR MILITARY-CONNECTED STUDENTS

History of the United States: Grades 7 and 8

In Grades 7 and 8, students will examine the United States through a historical lens. The two-year sequence is arranged chronologically, beginning with the settlement of North America by Native Americans³ and ending with an examination of the United States in the 21st century. Although the courses emphasize the skill of chronological reasoning and causation, the courses also integrate the skills and content from geography, politics, economy, and culture into the study of history.

Grade 7 History of the United States I

Grade 7 Social Studies is arranged chronologically and incorporates geography as well as economic, social, and political trends. The course content is divided into eight Key Ideas, tracing the human experience in the United States from pre-Columbian times until the Civil War, with a focus on the significant people, events, and places. Throughout the course, teachers should help students see connections across time. For example, when examining indentured servitude and slavery, teachers could examine human trafficking, experiences of immigrants and informed action that citizens might take.

Teachers should note that some Key Ideas and Concepts may require extra time or attention. In the grade 7 course, these include Key Ideas 7.2 Colonial Development, 7.4 Historical Development of the Constitution, and 7.8 A Nation Divided.

7.1 NATIVE AMERICANS

The physical environment and natural resources of North America influenced the development of the first human settlements and the culture of Native Americans. Native American societies varied across North America.

Learning Standards: 1, 2; Unifying Themes: ID, MOV, GEO

7.1a Geography and climate influenced the migration and cultural development of Native Americans. Native Americans in North America settled into different regions and developed distinct cultures.

- Students will examine theories of human settlement of the Americas.
- Students will compare and contrast different Native American culture groups of North America, with a focus on the influence geographic factors had on their development.
- Students will examine various groups of Native Americans located within the United States

Note: Teachers may identify different culture groups, noting the role of geography, and utilizing local history.

7.2 COLONIAL DEVELOPMENTS

European exploration of the New World resulted in various interactions with Native Americans and in colonization. The American colonies were established for a variety of reasons and developed differently based on economic, social, and geographic factors. Colonial America had a variety of social structures under which not all people were treated equally.

Learning Standards: 1, 2, 3, 4; Unifying Themes: MOV, GEO, ECO, TECH, EXCH

³ For this document, the term “Native Americans” is used with the understanding that it could say “American Indians.”



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7.2a Social, economic, and scientific improvements helped European nations launch an Age of Exploration.

- Students will explain the significance of the technological developments and scientific understandings that improved European exploration such as the caravel, magnetic compass, astrolabe, and Mercator projection.
- Students will examine the voyage of Columbus, leading to the Columbian Exchange and the voyages of other explorers such as Champlain, Hudson, and Verrazano.

7.2b Different European groups had varied interactions and relationships with the Native American societies they encountered. Native American societies suffered from loss of life due to disease and conflict and loss of land due to encroachment of European settlers and differing conceptions of property and land ownership.

- Students will compare and contrast British interactions with southern New England Algonquians, Dutch and French interactions with the Algonquians and Iroquoians, and Spanish interactions with Muscogee.
- Students will investigate other Native American societies found in their locality and their interactions with European groups.
- Students will examine the major reasons why Native American societies declined in population and lost land to the Europeans.

7.2c European nations established colonies in North America for economic, religious, and political reasons. Differences in climate, physical features, access to water, and sources of labor contributed to the development of different economies in the New England, Middle, and Southern Colonies.

- Students will investigate the reasons for colonization and the role of geography in the development of each colonial region.
- Students will examine the economic, social, and political characteristics of each colonial region.

7.2d Over the course of the 17th and 18th centuries, slavery grew in the colonies. Enslaved Africans utilized a variety of strategies to both survive and resist their conditions.

- Students will describe the conditions of the Middle Passage.
- Students will explain why and where slavery grew over time in the United States and students will examine the living conditions of slaves.
- Students will investigate different methods enslaved Africans used to survive and resist their conditions.
- Students will distinguish between indentured servitude and slavery.

7.3 AMERICAN INDEPENDENCE

Growing tensions over political power and economic issues sparked a movement for independence from Great Britain.

Learning Standards: 1, 4, 5; Unifying Themes: TCC, GOV, ECO

7.3a Conflicts between France and Great Britain in the 17th and 18th centuries in North America altered the relationship between the colonies and Great Britain.

- Students will locate battles fought between France and Great Britain during the 17th and 18th centuries, and the important role of the British troops.



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- Students will examine how Native Americans attempted to maintain a diplomatic balance between themselves and the French and the English settlers.
- Students will examine the changing economic relationship between the colonies and Great Britain, including mercantilism and the practice of salutary neglect.
- Students will identify the issues stemming from the Zenger Trial that affected the development of individual rights in colonial America.

7.3b Stemming from the French and Indian War, the British government enacted and attempted to enforce new political and economic policies in the colonies. These policies triggered varied colonial responses, including protests and dissent.

- Students will investigate the Albany Congress and the Albany Plan of Union as a plan for colonial unification.
- Students will examine actions taken by the British, including the Proclamation of 1763, the Quartering Act, the Stamp Act, the Tea Act, and the Coercive Acts, and colonial responses to those actions.
- Students will compare British and colonial patriot portrayals of the Boston Massacre, using historical evidence.
- Students will compare the proportions of loyalists and patriots in different regions of the colonies.
- Students will examine the events at Lexington and Concord as the triggering events for the Revolutionary War.

7.3c Influenced by Enlightenment ideas and their rights as Englishmen, American colonial leaders outlined their grievances against British policies and actions in the Declaration of Independence.

- Students will examine the influence Enlightenment ideas such as natural rights and social contract and ideas expressed in Thomas Paine's *Common Sense* had on colonial leaders in their debates on independence.
- Students will examine the Declaration of Independence and the arguments for independence stated within it.



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7.3d The outcome of the American Revolution was influenced by military strategies, geographic considerations, the involvement of the Haudenosaunee (Iroquois) and other Native American groups in the war, and aid from other nations. The Treaty of Paris (1783) established the terms of peace.

- Students will explore the different military strategies used by the Americans and their allies, including various Native American groups, during the American Revolution.
- Students will research important battles in the Revolutionary War to determine their significance in the war (Battle of Bunker Hill, Battle of Trenton, Battle of Germantown, Battle of Saratoga, Battle of Yorktown).
- Students will examine the American victory at the Battle of Saratoga in terms of its effects on American and British morale and on European views on American prospects for victory in the Revolution.
- Students will examine the terms of the Treaty of Paris, determine what boundary was set for the United States, and illustrate this on a map.

7.4 HISTORICAL DEVELOPMENT OF THE CONSTITUTION

The newly independent states faced political and economic struggles under the Articles of Confederation. These challenges resulted in a Constitutional Convention, a debate over ratification, and the eventual adoption of the Bill of Rights.

Learning Standards: 1, 5; Unifying Themes: GOV, CIV

7.4a Throughout the American Revolution, the colonies struggled to address their differing social, political, and economic interests and to establish unity. The Articles of Confederation created a form of government that loosely united the states but allowed states to maintain a large degree of sovereignty.

7.4b The lack of a strong central government under the Articles of Confederation presented numerous challenges. A convention was held to revise the Articles, the result of which was the Constitution. The Constitution established a democratic republic with a stronger central government.

- Students will investigate the successes and failures of the Articles of Confederation, determine why many felt a new plan of government was needed, and explain how the United States Constitution attempted to address the weaknesses of the Articles.

7.4c Advocates for and against a strong central government were divided on issues of States rights, role/limits of federal power, and guarantees of individual freedoms. Compromises were needed between the states in order to ratify the Constitution.

- Students will examine from multiple perspectives arguments regarding the balance of power between the federal and state governments, the power of government, and the rights of individuals.
- Students will examine how key issues were resolved during the Constitutional Convention, including:
 - state representation in Congress (Great Compromise or bicameral legislature)
 - the balance of power between the federal and state governments (establishment of the system of federalism)
 - the prevention of parts of government becoming too powerful (the establishment of the three branches)
 - the counting of the enslaved African American community for purposes of congressional representation and taxation (the Three-Fifths Compromise)
- Students will examine how the Bill of Rights addressed the protection of individual rights.



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- Students will examine the role of Alexander Hamilton, John Jay, George Washington, Benjamin Franklin, Gouverneur Morris, Thomas Jefferson, and James Madison as leading advocates for the new Constitution.

7.5 THE CONSTITUTION IN PRACTICE

The United States Constitution serves as the foundation of the United States government and outlines the rights of citizens. The Constitution is considered a living document that can respond to political and social changes.

Learning Standards: 1, 5; Unifying Themes: TCC, GOV, CIV

7.5a The Constitution outlined a federalist system of government that shares powers between the federal, state, and local governments.

- Students will identify powers granted to the federal government and examine the language used to grant powers to the states.

7.5b The Constitution established three branches of government as well as a system of checks and balances that guides the relationship between the branches. Individual rights of citizens are addressed in the Bill of Rights.

- Students will compare and contrast the powers granted to Congress, the president, and the Supreme Court by the Constitution.
- Students will examine how checks and balances work by tracing how a bill becomes a law.
- Students will identify the individual rights of citizens that are protected by the Bill of Rights.

7.5c While the Constitution provides a formal process for change through amendments, the Constitution can respond to change in other ways.

- Students will examine the process for amending the constitution.
- Students will examine the evolution of the unwritten constitution, such as Washington's creation of the presidential cabinet and the development of political parties.

7.5d Foreign and domestic disputes tested the strength of the Constitution, particularly the separation of powers, the system of checks and balances, and the issue of States rights. The United States sought to implement isolationism while protecting the Western Hemisphere from European interference.

- Students will examine events of the early nation including Hamilton's economic plan, the Louisiana Purchase, the Supreme Court decision in *Marbury v. Madison*, and the War of 1812 in terms of testing the strength of the Constitution.
- Students will examine the Monroe Doctrine and its effects on foreign policy.

7.6 WESTWARD EXPANSION

Driven by political and economic motives, the United States expanded its physical boundaries to the Pacific Ocean between 1800 and 1860. This settlement displaced Native Americans as the frontier was pushed westward.

Learning Standards: 1, 3; Unifying Themes: ID, MOV, TCC, GEO

7.6a Some Native Americans who aligned with the British during the American Revolution lost land and were forced to move.



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7.6b Conflict and compromise with foreign nations occurred regarding the physical expansion of the United States during the 19th century. American values and beliefs, such as Manifest Destiny and the need for resources, increased westward expansion and settlement.

- Students will compare and evaluate the ways in which Florida, Texas, and territories from the Mexican Cession were acquired by the United States.

7.6c Westward expansion provided opportunities for some groups while harming others.

- Students will examine the Erie Canal as a gateway to westward expansion that resulted in economic growth for the United States, economic opportunities for Irish immigrants working on its construction, and its use by religious groups, such as the Mormons, to move westward.
- Students will examine the growth of suffrage for white men during Andrew Jackson’s administration.
- Students will examine the conditions faced on the Trail of Tears by the Cherokee and the effect that the removal had on their people and culture.
- Students will examine examples of Native American resistance to western encroachment, including the Seminole Wars and Cherokee judicial efforts.
- Students will examine the ways westward movement affected the lives of women and African Americans.
- Students will examine the policies of the United States toward Native Americans at this time, and its efforts to take tribal lands, and exercise jurisdiction over those communities.

7.7 REFORM MOVEMENTS

Social, political, and economic inequalities sparked various reform movements and resistance efforts.

Learning Standards: 1, 5; Unifying Themes: SOC, CIV, GOV

7.7a The Second Great Awakening inspired reform movements.

- Students will investigate examples of early 19th-century reform movements, such as education, prisons, temperance, and mental health care, and examine the circumstances that led to the need for reform.

7.7b Enslaved African Americans resisted slavery in various ways in the 19th century. The abolitionist movement also worked to raise awareness of and generate resistance to the institution of slavery.

- Students will examine ways in which enslaved Africans organized and resisted their conditions.
- Students will explore the efforts of William Lloyd Garrison, Frederick Douglass, and Harriet Tubman to abolish slavery.
- Students will examine the effects of *Uncle Tom’s Cabin* on the public perception of slavery.
- Students will investigate the abolition movement, including the locations of Underground Railroad stations.
- Students will examine the seizure of the ship, *La Amistad*, carrying enslaved Africans, off the coast of Long Island and the resulting Supreme Court decision in *United States v. The Amistad* (1841).



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7.7c Women joined the movements for abolition and temperance and organized to advocate for women's property rights, fair wages, education, and political equality.

- Students will examine the efforts of women to acquire more rights. These women include Sojourner Truth, Elizabeth Cady Stanton, Matilda Joslyn Gage, and Susan B. Anthony.
- Students will explain the significance of the Seneca Falls Convention and the Declaration of Sentiments.

7.8 A NATION DIVIDED

Westward expansion, the industrialization of the North, and the increase of slavery in the South contributed to the growth of sectionalism. Constitutional conflicts between advocates of states' rights and supporters of federal power increased tensions in the nation; attempts to compromise ultimately failed to keep the nation together, leading to the Civil War.

Learning Standards: 1, 3, 4; Unifying Themes: TCC, GEO, GOV, ECO

7.8a Early United States industrialization affected different parts of the country in different ways. Regional economic differences and values, as well as different conceptions of the Constitution, laid the basis for tensions between states' rights advocates and supporters of a strong federal government.

- Students will examine regional economic differences as they related to industrialization.

7.8b As the nation expanded geographically, the question of slavery in new territories and states led to increased sectional tensions. Attempts at compromise ended in failure.

- Students will examine attempts at resolving conflicts over whether new territories would permit slavery, including the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act.
- Students will examine growing sectional tensions, including the decision in *Dred Scott v. Sanford* (1857) and the founding of the Republican Party.

7.8c Perspectives on the causes of the Civil War varied based on geographic region, but the election of a Republican president was one of the immediate causes for the secession of the Southern states.

- Students will examine both long- and short-term causes of the Civil War.
- Students will identify which states seceded to form the Confederate States of America and will explore the reasons presented for secession. Students will also identify the states that remained in the Union.
- Students will examine the internal political challenges faced by North and the South in the Civil War, including reactions to the draft and economic challenges both regions encountered.



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7.8d The course and outcome of the Civil War were influenced by strategic leaders from both the North and South, decisive battles, and military strategy and technology that utilized the region's geography.

- Students will compare the advantages and disadvantages of the North and the South at the outset of the Civil War.
- Students will examine the goals and content of Lincoln's Emancipation Proclamation.
- Students will examine how the use of various technologies affected the conduct and outcome of the Civil War.
- Students will examine the enlistment of freed slaves and how this helped to change the course of the Civil War.
- Students will examine the topography and geographic conditions at Gettysburg and Antietam, and analyze the military strategies employed by the North and the South at Gettysburg or Antietam.

7.8e The Civil War affected human lives, physical infrastructure, economic capacity, and governance of the United States.

- Students will examine the roles of women, civilians, and free African Americans during the Civil War.
- Students will examine the aftermath of the war in terms of destruction, effect on population, and economic capacity by comparing effects of the war on and Georgia and other states.
- Students will explain how events of the Civil War led to the establishment of federal supremacy.

DoDEA College and Career Ready Standards
for History/Social Studies
CCRS-SS Grades Six – Eight
(Revised 7-7-2023)



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Introduction

The primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

The mission of Social Studies in the Department of Defense Education Activity (DoDEA) is educating civically competent young people who are knowledgeable, skillful, and committed to sustaining and improving our democratic way of life, as active members of a global community and as engaged participants in public life. Civic competence rests on a commitment to democratic values, and requires that citizens have the ability to use their knowledge about their community, nation, and world; to apply inquiry processes; and to employ skills of data collection and analysis, collaboration, decision-making, and problem-solving.

Social Studies promotes civic competence as well as college and career readiness through the integrated study of the social sciences and humanities. Within the school program, Social Studies provides coordinated, systematic study that draws upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, belief systems, and sociology, as well as upon appropriate content from the humanities, mathematics, and natural sciences (adapted from the National Council for the Social Studies [NCSS] definition of Social Studies). In addition, Social Studies provides opportunities to engage in disciplinary literacy in history and the social sciences.

The military connected students who experience a Social Studies education in a Department of Defense school are prepared for college, career and civic life.

The DoDEA College and Career Standards for Social Studies provide a framework allowing for:

- Students to develop an understanding of concepts and key ideas through inquiry, analysis of primary and secondary source documents, and disciplinary skills and practices.
- Students to be assessed on their understanding of key ideas, conceptual understandings, and Social Studies practices.
- Students to have equity of access to a guaranteed K-12 curriculum incorporating content and practice standards grounded in a cohesive set of themes, key ideas, and concepts.
- Teachers to continue to have decision-making power on incorporating research-based best practices to teach and illustrate key ideas and conceptual understandings to promote student understanding.

Overview

The DoDEA College and Career Ready Standards (CCRS) for Social Studies are anchored in the College and Career Standards for Literacy, the New York State Learning Standards for Social Studies, and The College, Career and Civic Life (C3) Framework for Social Studies. These standards serve as a consistent set of expectations for what students should learn and be able to do, so that we can ensure that every student across the DoDEA is prepared to be an active and engaged citizen who is ready to pursue college or a career.

This document incorporates:

- Learning Standards, Key Ideas, Conceptual Understandings, and sequence of instruction for each grade level and the social studies electives with the exception of Advanced Placement;
- Cross grade level Unifying Themes based primarily on the themes from the NCSS;
- The CCRS Literacy Skills and Social Studies Practices including the skills and habits of mind that should be developed and fostered, using the content for each grade; and
- The College, Career and Civic Life (C3) Framework, notably the Inquiry Arc.



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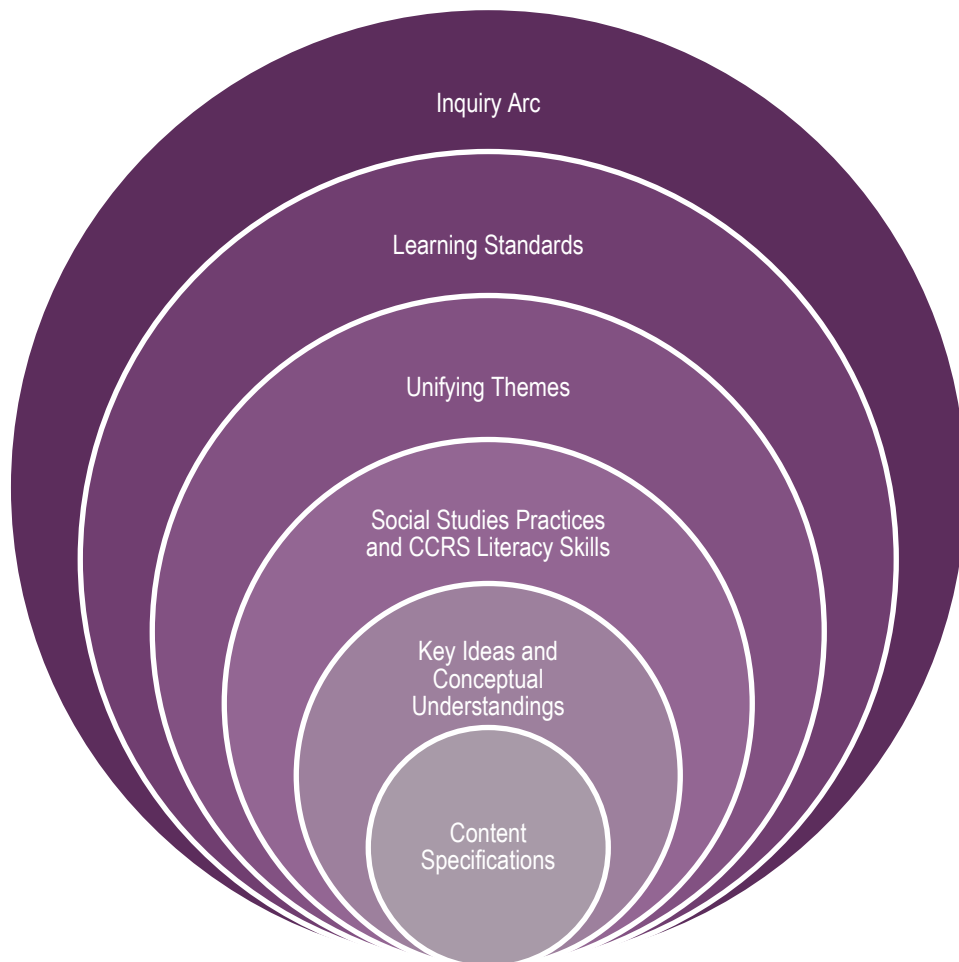
The C3 Framework and the Inquiry Arc

[The College, Career, and Civic Life \(C3\) Framework for State Standards in Social Studies](#) was published by the National Council for the Social Studies (NCSS) in September 2013. The C3 Framework has three foundations:

- **Disciplinary Literacy** – emphasizing the foundation of literacy through an integration of the CCRS-H/SS and through unique disciplinary literacies of Social Studies in civics, economics, geography, and history.
- **Civic Life** – a cornerstone of the DoDEA College and Career Ready Standards for History/Social Studies beginning in Kindergarten and culminating in United States Government: Participation in Government (required for graduation).
- **The Inquiry Arc** - a set of interlocking and mutually reinforcing ideas that feature the [Four Dimensions of Informed Inquiry in Social Studies](#) (p.16)

Dimension 1	Developing questions (student and teacher generated) and planning inquiries
Dimension 2	Applying disciplinary concepts and tools
Dimension 3	Evaluating sources using evidence
Dimension 4	Communicating conclusions and taking informed action

The following graphic illustrates how the components of the DoDEA College and Career Standards in History/Social Studies are integrated:





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Important Components

Component	Description
Learning Standards	<ul style="list-style-type: none">• The five Learning Standards provide the foundation for the DoDEA College and Career Ready Standards for History/Social Studies<ul style="list-style-type: none">○ Standard 1 History of the United States○ Standard 2 History of the World.○ Standard 3 Geography○ Standard 4 Economics○ Standard 5 Civics, Citizenship and Government
Key Ideas	<ul style="list-style-type: none">• Key Ideas are aligned to the Learning Standards and represent enduring understandings that should be the focus of teaching and learning for each grade.• Key Ideas are designed to address larger social studies perspectives, trends, and issues.• Each grade level consists of eight to twelve Key Ideas.
Conceptual Understandings	<ul style="list-style-type: none">• Conceptual Understandings are more specific statements designed to support each Key Idea.• Each Key Idea consists of approximately two to seven Conceptual Understandings <p>Key Ideas + Conceptual Understandings = Social Studies Concepts for teaching focus</p>
Content Specifications	<ul style="list-style-type: none">• Content Specifications typically start with “students will...” and are meant to add clarity and depth to the conceptual understandings.• Content Specifications illuminate the conceptual understandings and provide broad instructional activity ideas.
Social Studies Practices	<ul style="list-style-type: none">• The Social Studies Practices represent the social science and historical thinking skills that students should develop throughout their K-12 education in order to be prepared for civic participation, college, and careers.• The Social Studies Practices include:<ul style="list-style-type: none">○ Gathering, Interpreting and Using Evidence○ Chronological Reasoning and Causation○ Comparison and Contextualization○ Geographic Reasoning○ Economics and Economic Systems○ Civic Participation○ Utilizing the Tools of Social Science Inquiry○ Disciplinary Literacy
Unifying Themes	<ul style="list-style-type: none">• Ten unifying themes represent the different lenses that can be applied to the teaching and learning of the Key Ideas and Conceptual Understandings across all grades, K-12.



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Learning Standards

Standard 1: History of the United States

- Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States.

Standard 2: History of the World

- Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history multiple perspectives.

Standard 3: Geography

- Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over Earth’s surface.

Standard 4: Economics

- Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Standard 5: Civics, Citizenship, and Government

- Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental systems of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.



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Unifying Themes

Theme	Abbreviation
Individual Development and Cultural Identity <ul style="list-style-type: none">• Role of social, political, and cultural interactions in the development of identity• Personal identity as a function of an individual's culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences	ID
Development, Movement, and Interaction of Cultures <ul style="list-style-type: none">• Role of diversity within and among cultures• Aspects of culture such as belief systems, religious faith, or political ideals as influences on other parts of a culture, such as its institutions or literature, music, and art• Cultural diffusion and change over time as facilitating different ideas and beliefs	MOV
Time, Continuity, and Change <ul style="list-style-type: none">• History as a formal study that applies research methods• Reading, reconstructing, and interpreting events• Analyzing causes and consequences of events and developments• Considering competing interpretations of events	TCC
Geography, Humans, and the Environment <ul style="list-style-type: none">• Relationship between human populations and the physical world (people, places, and environments) Effect of human activities on the environment• Interactions between regions, locations, places, people, and environments• Spatial patterns of place and location	GEO
Development and Transformation of Social Structures <ul style="list-style-type: none">• Role of social class, systems of stratification, social groups, and institutions• Role of gender, race, ethnicity, education, class, age, and religion in defining social structures within a culture• Social and political inequalities• Expansion and access of rights through concepts of justice and human rights	SOC
Power, Authority, and Governance <ul style="list-style-type: none">• Purposes, characteristics, and functions of various governance systems as they are practiced• Individual rights and responsibilities as protected and challenged within the context of majority rule• Fundamental principles and values of constitutional democracy• Origins, uses, and abuses of power• Conflict, diplomacy, and war	GOV



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Theme	Abbreviation
Civic Ideals and Practices <ul style="list-style-type: none">• Basic freedoms and rights and responsibilities of citizens in a democratic republic• Role of the citizen in the community and nation and as a member of the global community Civic participation and engagement• Respect for diversity• Civic ideals and practices in countries other than our democratic republic• Struggle for rights, access to citizenship rights, and universal human rights	CIV
Creation, Expansion, and Interaction of Economic Systems <ul style="list-style-type: none">• Production, distribution, and consumption• Scarcity of resources and the challenges of meeting wants and needs• Supply/demand and the coordination of individual choices• Economic systems• Trade, interdependence, and globalization• Role of government in the economy• Personal finance	ECON
Science, Technology, and Innovation <ul style="list-style-type: none">• Scientific and intellectual theories, findings, discoveries, and philosophies• Applications of science and innovations in transportation, communication, military technology, navigation, agriculture, and industrialization• Relationship between science, technology, and innovation and social, cultural, and economic change	TECH
Global Connections and Exchange <ul style="list-style-type: none">• Past, current, and likely future global connections and interactions• Cultural diffusion; the spread of ideas, beliefs, technology, and goods• Role of technology• Benefits/consequences of global interdependence (social, political, economic)• Causes and patterns of migration• Tension between national interests and global priorities	EXCH



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Interpreting the Standards

Key Ideas	The Key Ideas are the central organizing feature for each grade. Key Ideas represent the essential understanding that should be the focus of teaching and learning for each grade.	6.5 Comparative Classical Civilizations in the Eastern Hemisphere (ca. 600 B.C.E. – ca. 600 C.E.) As complex societies and civilizations change over time, the political and economic structures evolve. A golden age may be indicated when there is an extended period of time that is peaceful, prosperous, and demonstrates great cultural achievements. (Standards: 2, 3, 5: Themes: ID, TCC, GEO, SOC, GOV, CIV)*
Conceptual Understandings	Conceptual Understandings are more specific statements that support each Key Idea. Conceptual Understandings scaffold toward robust understanding of the key idea.	6.5a Geographic factors influenced the development of classical civilizations and their political structures.
Content Specifications	Content Specifications identify particular social studies content that helps to illuminate the conceptual understandings, providing examples within the context of “Student will...” statements in order to suggest broad instructional activities.	<ul style="list-style-type: none">○ Students will locate the classical civilizations on a map and identify geographic factors that influenced the extent of their boundaries; locate their cities on a map and identify their political structures.○ Students will compare and contrast the similarities and differences of the Chinese (Qin, Han) and Greco-Roman classical civilizations by examining religion, job specialization, cities, government.

* After each key idea, the corresponding Social Studies Standards(s) and the Unifying Theme(s) appear.



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Progression of Social Studies Practices Grades 6-8





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Practice ONE Gathering, Interpreting and Using Evidence

Grade 6	Grade 7	Grade 8
Develop and frame questions about topics related to historical events occurring in the Eastern Hemisphere that can be answered by gathering, interpreting, and using evidence.	Define and frame questions about the United States that can be answered by gathering, interpreting, and using evidence	Define and frame questions about the United States and answer them by gathering, interpreting, and using evidence.
Identify, effectively select, and analyze different forms of evidence used to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs).	Identify, select, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).	Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).
Identify evidence and explain content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and potential audience.	Analyze evidence in terms of historical context, content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and audience in presenting arguments or evidence.	Analyze evidence in terms of historical and/or social context, content, authorship, point of view, purpose, and format; identify bias; explain the role of bias, context, and audience in presenting arguments or evidence.
Describe arguments of others.	Describe and analyze arguments of others with support.	Describe and analyze arguments of others, considering historical context.
Identify implicit ideas and draw inferences, with support.	Make inferences and draw general conclusions from evidence.	Make inferences and draw conclusions from evidence.
Recognize arguments on specific social studies topics and identify evidence supporting the argument. Examine arguments related to a specific social studies topic from multiple perspectives.	Recognize an argument and identify supporting evidence related to a specific social studies topic. Examine arguments related to a specific social studies topic from multiple perspectives; recognize that the perspective of the argument's author shapes the selection of evidence used to support it.	Recognize an argument and identify supporting evidence related to a specific social studies topic. Examine arguments related to a specific social studies topic from multiple perspectives; deconstruct arguments, recognizing the perspective of the argument and identifying evidence used to support that perspective.



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Practice TWO Chronological Reasoning and Causation

Grade 6	Grade 7	Grade 8
Identify ways that events are related chronologically to one another in time.	Identify how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.	Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.
Identify ways that events are related chronologically to one another in time.	Identify how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.	Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.
Employ mathematical skills to measure time by years, decades, centuries, and millennia; to calculate time from the fixed points of the calendar system (B.C.E. and C.E.); and to interpret the data presented in timelines, with teacher support.	Employ mathematical skills to measure time by years, decades, centuries, and millennia; to calculate time from the fixed points of the calendar system (B.C.E. and C.E.); and to interpret the data presented in timelines.	Employ mathematical skills to measure time by years, decades, centuries, and millennia; to calculate time from the fixed points of the calendar system (B.C.E. and C.E.); and to interpret the data presented in timelines.
Identify causes and effects from current events or grade-level content and historical events	Identify causes and effects, using examples from current events, grade-level content, and historical events.	Identify causes and effects, using examples from current events, grade-level content, and historical events.
Identify and classify the relationship between multiple causes and multiple effects.	Identify and analyze the relationship between multiple causes and multiple effects.	Identify, analyze, and evaluate the relationship between multiple causes and multiple effects.
Distinguish between long-term and immediate causes and effects of an event from current events or history.	Distinguish between long-term and immediate causes and effects of an event from current events or history.	Distinguish between long-term and immediate causes and effects of an event from current events or history.
Recognize and analyze the dynamics of historical continuity and change over periods of time. Identify the role of turning points as an important dynamic in historical change.	Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time.	Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time.
Compare histories in different places in the Eastern Hemisphere, utilizing time lines. Identify ways that changing periodization affects the historical narrative.	Recognize that changing the periodization affects the historical narrative.	Recognize that changing the periodization affects the historical narrative.
Identify the relationships between patterns of continuity and change to larger historical processes and themes.	Identify patterns of continuity and change as they relate to larger historical process and themes.	Relate patterns of continuity and change to larger historical processes and themes.
Understand that historians use periodization to categorize events. Describe general models of periodization in history.	Identify models of historical periodization that historians use to categorize events.	Identify and describe models of historical periodization that historians use to categorize events.



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Practice THREE Comparison and Contextualization

Grade 6	Grade 7	Grade 8
Identify a region in the Eastern Hemisphere by describing a characteristic that places within it have in common, and then compare it to other regions.	Identify a region of colonial North America or the early United States by describing multiple characteristics common to places within it, and then identify other, similar regions (inside or outside the continental United States) with similar characteristics.	Identify a region of the United States by describing multiple characteristics common to places within it, and then identify other, similar regions inside the United States.
Categorize and evaluate divergent perspectives of an individual historical event.	Identify and categorize multiple perspectives on a given historical experience.	Identify and compare multiple perspectives on a given historical experience.
Describe and compare multiple events in the history of the Eastern Hemisphere in societies in similar chronological contexts and in various geographical contexts.	Describe, compare, and evaluate multiple historical developments in the United States in various chronological and geographical contexts.	Describe, compare, and evaluate multiple historical developments in societies, and across and between societies, in various chronological and geographical contexts.
Identify how the relationship between geography, economics, and history helps to define a context for events in the study of the Eastern Hemisphere.	Identify how the relationship between geography, economics, and history helps to define a context for events in the study of United States.	Describe the relationship between geography, economics, and history as a context for events and movements in the United States.
Describe historical developments in the history of the Eastern Hemisphere, with specific references to circumstances of time and place and to connections to broader regional or global processes.	Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes.	Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes.
Understand the roles that periodization and region play in developing the comparison of historical civilizations. Identify general characteristics that can be employed to conduct comparative analyses of case studies in the Eastern Hemisphere in the same historical period, with teacher support.	Understand the roles that periodization and region play in developing comparisons. Identify general characteristics that can be employed to conduct comparative analyses of case studies in the early history of the United States.	Analyze case studies in United States history in a comparative framework, attending to the role of chronology and sequence, as well as categories of comparison or socio-political components.



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Practice FOUR Geographic Reasoning

Grade 6	Grade 7	Grade 8
Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places in the Eastern Hemisphere are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities.	Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places in early United States history were in relation to each other, to describe connections between places, and to evaluate effectively the benefits of particular places for purposeful activities.	Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities.
Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water— that are not directly made by humans) in the Eastern Hemisphere and identify the relationship between human activities and the environment.	Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans) and describe the relationship between human activities and the environment.	Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans) and describe the relationship between human activities and the environment.
Identify and describe how environments affect human activities and how human activities affect physical environments through the study of cases in the Eastern Hemisphere.	Identify and analyze how environments affect human activities and how human activities affect physical environments in the United States.	Identify and analyze how environments affect human activities and how human activities affect physical environments in the United States.
Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Eastern Hemisphere.	Recognize and analyze how characteristics (cultural, economic, and physical-environmental) of regions affect the history of the United States.	Recognize and analyze how characteristics (cultural, economic, and physical-environmental) of regions affect the history of the United States.
Describe how human activities alter places and regions in the Eastern Hemisphere.	Characterize and analyze changing connections between places and regions.	Characterize and analyze changing connections between places and regions.
Describe the spatial organization of place considering the historical, social, political, and economic implication of that organization. Recognize that boundaries and definition of location are historically constructed.	Describe the spatial organization of place considering the historical, social, political, and economic implication of that organization. Describe how boundaries and definition of location are historically constructed.	Describe the spatial organization of place considering the historical, social, political, and economic implication of that organization. Identify and describe examples of how boundaries and definition of location are historically constructed.



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Practice FIVE Economics and Economic Systems

Grade 6	Grade 7	Grade 8
Explain how scarcity necessitates decision making; employ examples from the Eastern Hemisphere to illustrate the role of scarcity historically and in current events, as well; compare through historical examples the costs and benefits of economic decisions.	Explain how economic decisions affect the well-being of individuals, businesses, and society; evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups of people.	Explain how economic decisions affect the well-being of individuals, businesses, and society; evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups of people.
Examine the roles that various types of resources (human capital, physical capital, and natural resources) have in providing goods and services.	Identify examples of buyers and sellers in product, labor, and financial markets.	Explain the roles of buyers and sellers in product, labor, and financial markets.
Compare market economies to other economic systems in the Eastern Hemisphere.	Describe the role that competition had in the determination of prices and wages in the United States; identify other factors that helped to determine prices.	Describe the role of competition in the determination of prices and wages in a market economy.
Examine the role of job specialization and trade historically and during contemporary times in the Eastern Hemisphere.	Examine the role of institutions such as joint stock companies, banks, and the government in the development of the United States economy.	Examine the role of institutions such as corporations, non-profit organizations, and labor unions in a market.
Provide examples of unemployment, inflation, total production, income, and economic growth in economies in the Eastern Hemisphere	Examine data on the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.	Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.
Describe government decisions that affect economies in case studies from the Eastern Hemisphere.	Explain how government policies affected the economies of colonial North America and the early United States.	Explain how government policies affect the economy.



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Practice SIX Civic Participation

Grade 6	Grade 7	Grade 8
Demonstrate respect for the rights of others in discussion and classroom debates, regardless of whether one agrees with the other viewpoint. Consider alternate views in discussion.	Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints. Use techniques and strategies to be an active and engaged member of class discussions of fellow classmates' views and statements, with teacher support.	Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints. Use techniques and strategies to be an active and engaged member of class discussions of fellow classmates' views and statements.
Participate in activities that focus on a local issue or problem in a country in the Eastern Hemisphere.	Participate in activities that focus on a classroom, school, community, state, or national issue or problem.	Participate in activities that focus on a classroom, school, community, state, or national issue or problem.
Identify and explore different types of political systems and ideologies used at various times and in various locations in the Eastern Hemisphere and identify the roles of individuals and key groups in those political and social systems.	Identify and explain different types of political systems and ideologies used at various times in colonial and early United States history and explain the roles of individuals and key groups in those political and social systems.	Identify and explain different types of political systems and ideologies used at various times in United States history and explain the roles of individuals and key groups in those political and social systems.
Identify and describe opportunities for and the roles of the individual in social and political participation at various times and in various locations in the Eastern Hemisphere.	Identify, describe, and compare the role of the individual in social and political participation and as an agent of historical change at various times and in various locations in colonial North America and in the early history of the United States.	Identify, describe, and contrast the role of the individual in for social and political participation as an agent of historical change in different societies and communities, as well as at different times, in the United States.
Participate in negotiating and compromising in the resolution of differences and conflict; introduce and examine the role of conflict resolution.	Participate in negotiating and compromising in the resolution of differences and conflict; introduce and examine the role of conflict resolution.	Participate in persuading, negotiating, and compromising in the resolution of differences and conflict; introduce and examine the elements of debate.
Identify situations with a global focus in which social actions are required and suggest actions.	Identify situations in which social actions are required and determine an appropriate course of action.	Identify situations in which social actions are required and determine an appropriate course of action.
Describe the roles of people in power in the Eastern Hemisphere, both historically and currently. Identify ways that current figures can influence people's rights and freedom.	Identify how people in power have acted to extend the concept of freedom, the practice of social justice, and the protection of human rights in United States history.	Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.
Identify rights and responsibilities of citizens within societies in the Eastern Hemisphere.	Identify how social and political responsibilities developed in American society.	Fulfill social and political responsibilities associated with citizenship in a democratic society.
Develop an understanding of an interdependent global community by developing awareness of and/or engaging in the political process as it relates to a global context.	Develop the connections of an interdependent community by engaging in the political process as it relates to a local context.	Develop the connections of an interdependent global community by engaging in the political process as it relates to a global context.



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Grades 6 - 8

Reading Skills in History and the Social Sciences

Key Ideas and Details

Students will be able to...

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

Craft and Structure

Students will be able to...

1. Determine the meanings of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
2. Describe how a text presents information (e.g., sequentially, comparatively, and causally).
3. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

Students will be able to...

1. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
2. Distinguish between fact, opinion, and reasoned judgment in a text.
3. Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

Students will be able to...

1. Read and comprehend history/social studies texts in the grades 5-8 text complexity band independently and proficiently.



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Writing Skills in History and the Social Sciences

Text Types and Purposes – Write Arguments Focused on Discipline-Specific Content

Students will be able to...

1. Introduce claims about a topic or issue, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically.
2. Support claims with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
3. Use words, phrases, and clauses to create cohesion and clarify the relationships between claims, counterclaims, reasons, and evidence.
4. Establish and maintain a formal style.
5. Provide a concluding statement or section that follows and supports the argument presented.

Text Types and Purposes – Write Informative/Explanatory Texts, Including the Narration of Historical Events or Technical Processes.

Students will be able to...

1. Introduce a topic, clearly previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
2. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
3. Use appropriate and varied transitions to create cohesion and clarify the relationships between ideas and concepts.
4. Use precise language and domain-specific vocabulary to inform about or explain the topic.
5. Establish and maintain a formal style and objective tone.
6. Provide a concluding statement or section that follows from and supports the information or explanation presented.

See note: not applicable as a separate requirement.¹

¹ Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical importance.



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Production and Distribution of Writing

Students will be able to...

1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
2. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
3. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

Students will be able to...

1. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
2. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
3. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

Students will be able to...

1. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

See Note²

² Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical importance.



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Speaking and Listening Skills in History and the Social Sciences

Comprehension and Collaboration

Students will be able to...

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

Students will be able to...

1. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, and the organization, development, and style are appropriate to task, purpose, and audience.
2. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
3. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.



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Grade 6

Grade 6: Unifying Themes Aligned to Key Ideas

THEMES			6.1	6.2	6.3	6.4	6.5	6.6	6.7
1	Individual Development and Cultural Identity	ID							
2	Development, Movement, and Interaction of Cultures	MOV							
3	Time, Continuity, and Change	TCC							
4	Geography, Humans, and the Environment	GEO							
5	Development and Transformation of Social Structures	SOC							
6	Power, Authority, and Governance	GOV							
7	Civic Ideals and Practices	CIV							
8	Creation, Expansion, and Interaction of Economic Systems	ECO							
9	Science, Technology, and Innovation	TECH							
10	Global Connections and Exchange	EXCH							



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Grade 6: The Eastern Hemisphere

Grade 6 Social Studies is based on the geography and history of the Eastern Hemisphere, including the development of cultures, civilizations, and empires; interactions between societies; and the comparison of trends in government and economics. It also incorporates some elements of other social sciences.

The course begins with an examination of the Eastern Hemisphere today, using geographic skills. This provides the foundation for making connections between the past and the present throughout the course. The remainder of the course is divided into seven Key Ideas that cover a time span from pre-history into the 1300s. Students are provided the opportunity to explore belief systems across time and to examine the foundations of democracy.

Teachers should note that some Key Ideas and Concepts may require extra time or attention. These include Key Ideas 6.3 Early River Valley Civilizations in the Eastern Hemisphere; 6.6 Mediterranean World: Feudal Western Europe, the Byzantine Empire, and the Islamic Caliphates; and 6.7 Interactions across the Eastern Hemisphere.

6.1 PRESENT-DAY EASTERN HEMISPHERE GEOGRAPHY

The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment.

Learning Standard: 3: Unifying Theme: GEO

6.1a Maps can be used to represent varied climate zones, landforms, bodies of water, and resources of the Eastern Hemisphere.

6.1b The Eastern Hemisphere can be divided into regions. Regions are areas that share common identifiable characteristics, such as physical, political, economic, or cultural features. Regions within the Eastern Hemisphere include:

- Middle East (North Africa and Southwest Asia)
- Sub-Saharan Africa
- Europe (West, North, South, Central, and Southeast)
- Russia and the Independent States (Russia, Caucasia, Central Asia, the region of Belarus, Moldova, and Ukraine)
- East Asia (People’s Republic of China, North Korea, South Korea, Japan, and Taiwan)
- Southeast Asia (Vietnam, Cambodia, Laos, Thailand, Myanmar [Burma], Malaysia, Singapore, Indonesia, Brunei, Philippines)
- South Asia (Afghanistan, Pakistan, India, Bangladesh, Nepal, Bhutan)
- Oceania (Australia, New Zealand, the Pacific)

6.1c The physical environment influences human population distribution, land use, economic activities, and political connections.

- Students will use physical, climate, and vegetation maps in combination with population density, land use, and resource distribution maps in order to discern patterns in human settlement, economic activity, and the relationship to scarcity of resources in the present-day Eastern Hemisphere.
- To understand scale, students will work with maps at a variety of scales so they can compare patterns in population density and land use, economic activity, and political connections across the present-day Eastern Hemisphere, within a region of the Eastern Hemisphere, and in a specific country. In doing so, students will examine maps of the hemisphere, three regions within the present-day Eastern Hemisphere, and one specific country within each region.



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6.1d Issues and problems experienced in the regions of the Eastern Hemisphere have roots in the past.

- Students will examine current political and environmental issues in a region or country of the Eastern Hemisphere being studied.

6.2 THE FIRST HUMANS THROUGH THE NEOLITHIC REVOLUTION IN THE EASTERN HEMISPHERE

The first humans modified their physical environment as well as adapted to their environment.

Learning Standards: 2, 3; Unifying Themes: MOV, TCC, GEO, ECO, TECH

6.2a Human populations that settled along rivers, in rainforests, along coastlines, in deserts, and in mountains made use of the resources and the environment around them in developing distinct ways of life.

6.2b Early peoples in the Eastern Hemisphere are often studied by analyzing artifacts and archaeological features. Archaeologists engage in digs and study artifacts and features in a particular location to gather evidence about a group of people and how they lived at a particular time.

6.2c The Neolithic Revolution was marked by technological advances in agriculture and domestication of animals that allowed people to form semi-sedentary and sedentary settlements.

- Students will explore early human migration patterns and settlements through the use of multiple maps and the examination of various forms of archaeological evidence.
- Students will be introduced to pastoral nomadic peoples as a culture type that existed throughout history.
- Students will compare the use of tools and animals, types of dwellings, art, and social organizations of early peoples, and distinguish between the Paleolithic Age and Neolithic Age.

6.2d Historians use archaeological and other types of evidence to investigate patterns in history and identify turning points. A turning point can be an event, era, and/or development in history that has brought about significant social, cultural, ecological, political, or economic change.

- Students will determine if the Neolithic Revolution is a turning point in world history, using various forms of evidence.

6.3 EARLY RIVER VALLEY CIVILIZATIONS IN THE EASTERN HEMISPHERE (ca. 3500 B.C.E. – ca. 500 B.C.E.)

Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment.

Learning Standards: 2, 3; Unifying Themes: ID, TCC, GEO, SOC

6.3a Humans living together in settlements develop shared customs, beliefs, ideas, and languages that give identity to the group.



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6.3b Complex societies and civilizations share the common characteristics of religion, job specialization, cities, government, language/record keeping system, technology, and social hierarchy. People in Mesopotamia, the Yellow River valley, the Indus River valley, and the Nile River valley developed complex societies and civilizations.

- Students will explore at least two river valley societies and civilizations: one in the Middle East (Mesopotamia or Nile river valley), one in South Asia (Indus River valley), or one in East Asia (Yellow River valley) by examining archaeological and historical evidence to compare and contrast characteristics of these complex societies and civilizations.

6.3c Mesopotamia, Yellow River valley, Indus River valley, and Nile River valley complex societies and civilizations adapted to and modified their environment to meet the needs of their population.

- Students will explore how the selected complex societies and civilizations adapted to and modified their environment to meet their basic needs of food, clothing, and shelter.

6.3d Political and social hierarchies influenced the access that groups and individuals had to power, wealth, and jobs and influenced their roles within a society.

- Students will compare and contrast the gender roles, access to wealth and power, and division of labor within the political and social structures of the selected river valley societies and civilizations.
- Students will examine the unique achievements of each of the selected complex societies and civilizations that served as lasting contributions.

6.4 COMPARATIVE WORLD RELIGIONS (ca. 2000 B.C.E – ca. 630 C.E)

Major religions and belief systems developed in the Eastern Hemisphere. There were important similarities and differences between these belief systems.

Learning Standard: 2; Unifying Themes: ID, SOC

6.4a Civilizations and complex societies developed belief systems and religions that have similar, as well as different, characteristics.

6.4b Belief systems and religions are based on sets of mutually held values.

- Students will study the belief systems of Judaism, Christianity, Islam, Buddhism, Hinduism, and Confucianism by looking at where the belief system originated, when it originated, founder(s) if any, and the major tenets, practices, and sacred writings or holy texts for each. (Note: Although not within this historic period, students may also study Sikhism and other major belief systems at this point.)

6.4c Belief systems and religions often are used to unify groups of people, and may affect social order and gender roles.

- Students will be able to identify similarities and differences across belief systems, including their effect on social order and gender roles.
- Students will explore the influence of various belief systems on contemporary cultures and events.



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6.5 COMPARATIVE CLASSICAL CIVILIZATIONS IN THE EASTERN HEMISPHERE (ca. 600 B.C.E. – ca. 500 C.E.)

As complex societies and civilizations change over time, their political and economic structures evolve. A golden age may be indicated when there is an extended period of time that is peaceful, prosperous, and demonstrates great cultural achievements.

Learning Standards: 2, 3, 5; Unifying Themes: ID, TCC, GEO, SOC, GOV, CIV

6.5a Geographic factors influence the development of classical civilizations and their political structures.

- Students will locate the classical civilizations on a map and identify geographic factors that influenced the extent of their boundaries, locate their cities on a map, and identify their political structures.
- Students will compare and contrast the similarities and differences between the Chinese (Qin, Han) and Greco-Roman classical civilizations by examining religion, job specialization, cities, government, language/record keeping system, technology, and social hierarchy.

6.5b Political structures were developed to establish order, to create and enforce laws, and to enable decision making.

- Students will examine the similarities and differences between the political systems of Chinese (Qin, Han) and Greco-Roman (Athens, Sparta, Roman Republic, Roman Empire) classical civilizations.

6.5c A period of peace, prosperity, and cultural achievements may be indicative of a golden age.

- Students will examine evidence related to the Qin, Han, and Greco-Roman (Athens and Roman Empire) civilizations and determine if these civilizations have experienced a golden age.
- Students will examine how cultural achievements of these civilizations have influenced contemporary societies.

6.6 MEDITERRANEAN WORLD: FEUDAL WESTERN EUROPE, THE BYZANTINE EMPIRE, AND THE ISLAMIC CALIPHATES (ca. 600 C.E. – ca. 1450)

The Mediterranean world was reshaped with the fall of the Roman Empire. Three distinct cultural regions developed: feudal Western Europe, the Byzantine Empire, and the Islamic caliphates. These regions interacted with each other and clashed over control of holy lands.

Learning Standards: 2, 3, 4, 5; Unifying Themes: MOV, TCC, GOV, CIV, EXCH

6.6a Overexpansion, corruption, invasions, civil wars, and discord led to the fall of Rome. Feudalism developed in Western Europe in reaction to a need for order and to meet basic needs.

- Students will examine reasons for the fall of the Roman Empire and the development of feudalism in Western Europe, including efforts to restore the empire, the decentralization of political authority, and the role of the Christian Church in providing some measure of central authority.

6.6b The Byzantine Empire preserved elements of the Roman Empire, controlled lands within the Mediterranean basin, and began to develop Orthodox Christianity.

- Students will examine how the Byzantine Empire preserved elements of the Roman Empire by blending Roman traditions with Greek culture, and developed a Christian faith, known as Orthodox Christianity, which united Church and state authority in the person of the emperor.



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6.6c Islam spread within the Mediterranean region from southwest Asia to northern Africa and the Iberian Peninsula.

- Students will examine the Umayyad and Abbasid caliphates, noting how the introduction of Islam changed the societies and cultures each conquered, blending with those societies and cultures and creating dynamic new Islamic societies and cultures.

6.6d Competition and rivalry over religious, economic, and political control over holy lands led to conflict such as the Crusades.

- Students will examine the three distinct cultural regions of the Mediterranean world in terms of their location, the extent of each region at the height of its power, and the political, economic, and social interactions between these regions.
- Students will examine the conflict of the Crusades from three different perspectives: feudal Europe, Byzantine, and Islamic.

6.7 INTERACTIONS ACROSS THE EASTERN HEMISPHERE (ca. 600 C.E. – ca. 1450)

Trade networks promoted the exchange and diffusion of language, belief systems, tools, intellectual ideas, inventions, and diseases.

Learning Standards: 2, 3, 4; Unifying Themes: MOV, TCC, GEO, ECO, TECH, EXCH

6.7a The Silk Roads, the Indian Ocean, and the Trans-Saharan routes formed the major Afro-Eurasian trade networks connecting the East and the West. Ideas, people, technologies, products, and diseases moved along these routes.

- Students will create maps that illustrate items exchanged and ideas spread along the Silk Roads, across the Indian Ocean, and on the Trans-Saharan trade routes.
- Students will examine how the location of resources helped determine the location of trade routes and the economic impact of the exchange of resources.
- Students will study interregional travelers such as Marco Polo, Ibn Battuta, Mansa Musa, and Zheng He and examine why they traveled, the places visited, what was learned, and what was exchanged as a result of their travel.

6.7b The Mongol conquests in Eurasia fostered connections between the East and the West, and the Mongols served as important agents of change and cultural diffusion.

- Students will map the extent of the Mongol Empire at the height of its power.
- Students will examine the methods used by the Mongols to enable them to rule over a diverse population, noting how Mongol rule expanded trade.
- Students will examine the spread of the Black Death (Bubonic Plague) as a result of interregional exchange and its effects on various regions within Afro-Eurasia, using a variety of sources, such as maps, poetry, and other primary source documents.

6.7c Complex societies and civilizations adapted and designed technologies for transportation that allowed them to cross challenging landscapes and move people and goods efficiently.

- Students will examine how various technologies affected trade and exchanges. Some examples are types of ships, including junks and caravels; improvements to ships, such as sails and rudders; navigation tools, such as the compass and astrolabe; and gunpowder.



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Grade 7

Grade 7: Unifying Themes Aligned to Key Ideas

THEMES			7.1	7.2	7.3	7.4	7.5	7.6	7.7	7.8
1	Individual Development and Cultural Identity	ID	■					■		
2	Development, Movement, and Interaction of Cultures	MOV	■	■				■		
3	Time, Continuity, and Change	TCC			■		■	■		■
4	Geography, Humans, and the Environment	GEO	■	■				■		■
5	Development and Transformation of Social Structures	SOC							■	
6	Power, Authority, and Governance	GOV			■	■	■		■	■
7	Civic Ideals and Practices	CIV				■	■		■	
8	Creation, Expansion, and Interaction of Economic Systems	ECO		■	■					■
9	Science, Technology, and Innovation	TECH			■					
10	Global Connections and Exchange	EXCH			■					



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Grade 8

Grade 8: Unifying Themes Aligned to Key Ideas

THEMES			8.1	8.2	8.3	8.4	8.5	8.6	8.7	8.8	8.9
1	Individual Development and Cultural Identity	ID									
2	Development, Movement, and Interaction of Cultures	MOV									
3	Time, Continuity, and Change	TCC									
4	Geography, Humans, and the Environment	GEO									
5	Development and Transformation of Social Structures	SOC									
6	Power, Authority, and Governance	GOV									
7	Civic Ideals and Practices	CIV									
8	Creation, Expansion, and Interaction of Economic Systems	ECO									
9	Science, Technology, and Innovation	TECH									
10	Global Connections and Exchange	EXCH									



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History of the United States: Grades 7 and 8

In Grades 7 and 8, students will examine the United States through a historical lens. The two-year sequence is arranged chronologically, beginning with the settlement of North America by Native Americans⁴ and ending with an examination of the United States in the 21st century. Although the courses emphasize the skill of chronological reasoning and causation, the courses also integrate the skills and content from geography, politics, economy, and culture into the study of history.

Grade 8 History of the United States II

Grade 8 Social Studies is arranged chronologically, beginning with Reconstruction and ending at the present, and incorporates geography as well as economic, social and political trends. The course content is divided into nine Key Ideas; the first seven trace the human experience in the United States from Reconstruction to the end of World War II. The last three Key Ideas examine different themes in United States from the post-War period up to the present day, which provides the opportunity to explore contemporary issues.

Teachers should note that some Key Ideas and concepts may require extra time or attention. In the grade 8 course, these include the Key Ideas 8.2 A Changing Society, 8.4 World War I and the Roaring 20s, 8.7 Foreign Policy, and 8.8 Demographic Change.

8.1 RECONSTRUCTION

Regional tensions following the Civil War complicated efforts to heal the nation and to redefine the status of African Americans.

Learning Standards: 1, 4, 5; Unifying Themes: MOV, SOC, CIV, ECO

8.1a Different approaches toward and policies for Reconstruction highlight the challenges faced in reunifying the nation.

- Students will compare and contrast the differences between Reconstruction under Lincoln’s plan, Johnson’s plan, and congressional (Radical) Reconstruction.

8.1b Freed African Americans created new lives for themselves in the absence of slavery. Constitutional amendments and federal legislation sought to expand the rights and protect the citizenship of African Americans.

- Students will examine the Reconstruction amendments (13th, 14th, and 15th) in terms of the rights and protections provided to African Americans.
- Students will examine the Freedmen’s Bureau’s purpose, successes, and the extent of its success.
- Students will examine the effects of the sharecropping system on African Americans.
- Students will examine the reasons for the migration of African Americans to the North.
- Students will examine the rise of African Americans in government.

⁴ For this document, the term “Native Americans” is used with the understanding that it could say “American Indians.”



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8.1c Federal initiatives begun during Reconstruction were challenged on many levels, leading to negative impacts on the lives of African Americans.

- Students will explore methods used by Southern state governments to affect the lives of African Americans, including the passage of Black Codes, poll taxes, and Jim Crow laws.
- Students will explore the responses of some Southerners to the increased rights of African Americans, noting the development of organizations such as the Ku Klux Klan and White Leagues.
- Students will examine the ways in which the federal government failed to follow up on its promises to freed African Americans.
- Students will examine the effects of the *Plessy v. Ferguson* ruling.

8.2 A CHANGING SOCIETY

Industrialization and immigration contributed to the urbanization of America. Problems resulting from these changes sparked the Progressive movement and increased calls for reform.

Learning Standards: 1, 2, 4; Unifying Themes: MOV, SOC, TECH, EXCH

8.2a Technological developments changed the modes of production, and access to natural resources facilitated increased industrialization. The demand for labor in urban industrial areas resulted in increased migration from rural areas and a rapid increase in immigration to the United States. Other cities in the United States also experienced growth at this time.

- Students will identify groups of people who moved into urban areas, and examine where they came from and the reasons for their migration into the cities. Students will explore the immigrant experience at Ellis Island and Angel Island.
- Students will compare and contrast immigrant experiences in locations such as ethnic neighborhoods in cities, rural settlements in the Midwest, Chinese communities in the Far West, and Mexican communities in the Southwest.

8.2b Population density, diversity, technologies, and industry in urban areas shaped the social, cultural, and economic lives of people.

- Students will examine the population growth of different cities and the technologies and industries which encouraged this growth.
- Students will examine the living conditions in urban areas with a focus on increasing population density and the effects that this growth had on the social, cultural, and economic lives of people.

8.2c Increased urbanization and industrialization contributed to increasing conflicts over immigration, influenced changes in labor conditions, and led to political corruption.

- Students will examine nativism and anti-immigration policies, including the Chinese Exclusion Act, the Gentlemen's Agreement, and immigration legislation of the 1920s.
- Students will explore the growth and effects of child labor and sweatshops.
- Students will explore the development of political machines, including Boss Tweed and Tammany Hall.



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8.2d In response to shifts in working conditions, laborers organized and employed a variety of strategies in an attempt to improve their conditions.

- Students will examine the goals and tactics of specific labor unions including the Knights of Labor, the American Federation of Labor, and the Industrial Workers of the World.
- Students will examine key labor events including the Haymarket affair, the Pullman Strike and the International Ladies Garment Workers' Union strike.

8.2e Progressive reformers sought to address political and social issues at the local, state, and federal levels of government between 1890 and 1920. These efforts brought renewed attention to women's rights and the suffrage movement and spurred the creation of government reform policies.

- Students will examine the Populist Party as a reform effort by farmers in response to industrialization.
- Students will investigate reformers and muckrakers such as Jane Addams, Florence Kelley, W. E. B. du Bois, Marcus Garvey, Ida Tarbell, Eugene V. Debs, Jacob Riis, Booker T. Washington, and Upton Sinclair. Student investigations should include the key issues in the individual's work and the actions that individual took or recommended to address those issues.
- Students will explore leaders and activities of the temperance and woman's suffrage movements.
- Students will investigate the Triangle Shirtwaist Fire and the legislative response.
- Students will examine state and federal government responses to reform efforts, including the passage of the 17th amendment, child labor and minimum wage laws, antitrust legislation, and food and drug regulations.

8.3 EXPANSION AND IMPERIALISM

Beginning in the second half of the 19th century, economic, political, and cultural factors contributed to a push for westward expansion and more aggressive United States foreign policy.

Learning Standards: 1, 2, 3, 5; Unifying Themes: GEO, GOV, CIV, ECO

8.3a Continued westward expansion contributed to increased conflicts with Native Americans.

- Students will examine the effects of the transcontinental railroad on the movement toward westward expansion.
- Students will examine examples of Native American resistance to the western encroachment, including the Sioux Wars and the flight and surrender of Chief Joseph and the Nez Perce.
- Students will examine United States policies toward Native Americans, such as the displacement of Native Americans from traditional lands, creation of reservations, efforts to assimilate Native Americans through the creation of boarding schools, the Dawes Act, and the Indian Reorganization Act and the Native Americans' various responses to these policies.

8.3b The Spanish-American War contributed to the rise of the United States as an imperial power.

- Students will examine examples of yellow journalism that contributed to United States entry into the Spanish-American War, including the portrayal of the sinking of the USS *Maine*.
- Students will explain how the events and outcomes of the Spanish-American War contributed to the shift to imperialism in United States foreign policy.



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8.3c Interest in Pacific trade contributed to an increase in United States foreign interactions.

- Students will assess the events surrounding the annexation of Hawaii.
- Students will examine the purpose and effects of the Open Door Policy.

8.3d The Roosevelt Corollary expanded the Monroe Doctrine and increased United States involvement in the affairs of Latin America. This led to resentment of the United States among many in Latin America.

- Students will evaluate the United States actions taken under the Roosevelt Corollary and their effects on relationships between the United States and Latin American nations, including the building of the Panama Canal.

8.4 WORLD WAR I AND THE ROARING TWENTIES

Various diplomatic, economic, and ideological factors contributed to the United States decision to enter World War I. Involvement in the war significantly altered the lives of Americans. Postwar America was characterized by economic prosperity, technological innovations, and changes in the workplace.

Learning Standards: 1, 2, 4; Unifying Themes: SOC, GOV, ECO, TECH

8.4a European militarism, the alliance system, imperialism, and nationalism were all factors that contributed to the start of World War I.

8.4b International, economic, and military developments swayed opinion in favor of the United States siding with the Allies and entering World War I. Domestic responses to World War I limited civil liberties within the United States.

- Students will examine an overview of the causes of World War I, focusing on the factors leading to United States entry into the war.
- Students will examine examples of war propaganda and its effects on support for United States involvement in the war.
- Students will examine the restrictions placed on citizens after United States entry into the war, including the Espionage Act (1917) and the Sedition Act (1918).

8.4c New military technologies changed military strategy in World War I and resulted in an unprecedented number of casualties.

- Students will examine the effects of the changes in military technologies used during World War I, including trench warfare, chemical weapons, machine guns, and aircraft.

8.4d Following extensive political debate, the United States refused to ratify the Treaty of Versailles. The United States then sought to return to prewar policies by focusing on domestic rather than international matters.

- Students will examine Wilson's Fourteen Points and investigate reasons why the United States Senate refused to support the Treaty of Versailles, focusing on opposition to the League of Nations.



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8.4e After World War I, the United States entered a period of economic prosperity and cultural change. This period is known as the Roaring Twenties. During this time, new opportunities for women were gained, and African Americans engaged in various efforts to distinguish themselves and celebrate their culture.

- Students will investigate the efforts of women suffragists and explain the historical significance of the 19th amendment.
- Students will examine the reasons for and effects of prohibition on American society.
- Students will examine examples of World War I and postwar race relations, such as the East St. Louis riots, the Silent March, and the Tulsa riots.
- Students will explore the changes in American culture after World War I, including an examination of the Harlem Renaissance.

8.5 GREAT DEPRESSION

Economic and environmental disasters in the 1930s created hardships for many Americans. Amidst much debate about the appropriate role of government, President Franklin D. Roosevelt helped to create intensive government interventions in the United States economy and society.

Learning Standards: 1, 3, 5; Unifying Themes: TCC, SOC, GOV, ECO

8.5a Risky investing, protectionism, and overproduction led to the collapse of the stock market, a wave of bank failures, and a long and severe downturn in the economy called the Great Depression.

- Students will examine how the economic practices of the 1920s contributed to the coming of the Great Depression.

8.5b The Great Depression and the Dust Bowl affected American businesses and families.

- Students will examine the effects of the Great Depression on American families in terms of the loss of jobs, wealth, and homes, noting varying effects based on class, race, and gender. Students will explore the conditions in other communities within the United States during the Great Depression.
- Students will explore the man-made and environmental conditions that led to the Dust Bowl, the economic as well as cultural consequences of the Dust Bowl, and federal government efforts to address the problem.

8.5c President Roosevelt issued the New Deal in an attempt to revive the economy and help Americans deal with the hardships of the Great Depression. These New Deal reforms had a long-lasting effect on the role of government in American society and its economic life, but did not resolve all of the hardships Americans faced.

- Students will identify key programs adopted under the New Deal, including the creation of the Federal Deposit Insurance Corporation and the Securities and Exchange Commission, and the adoption of the Social Security Act.



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8.6 WORLD WAR II

The aggression of the Axis powers threatened United States security and led to its entry into World War II. The nature and consequences of warfare during World War II transformed the United States and the global community. The damage from total warfare and atrocities such as the Holocaust led to a call for international efforts to protect human rights and prevent future wars.

Learning Standards: 1, 2, 3; Unifying Themes: TCC, GOV, TECH, EXCH

8.6a Worldwide economic depression, militant nationalism, the rise of totalitarian rule, and the unsuccessful efforts of the League of Nations to preserve peace contributed to the outbreak of war in Europe and Asia.

- Students will examine how the worldwide economic depression and militant nationalism resulted in the rise of totalitarian rule.

8.6b From 1939 to 1941, the United States government tried to maintain neutrality while providing aid to Britain but was drawn into the war by the Japanese attack on Pearl Harbor. The United States fought a war on multiple fronts. At home, the economy was converted to war production, and essential resources were rationed to ensure adequate supplies for military use.

- Students will examine American involvement in World War II, including the American strategy in the Pacific and the invasion of Normandy on D-Day.
- Students will examine the role of the Tuskegee Airmen within the segregated military during World War II.
- Students will investigate the effects of the war on the American economy and day-to-day life.
- Students will examine the internment of Japanese Americans in light of perceived national security concerns versus constitutional rights, including the decision in *Korematsu v. United States* (1944).

8.6c The nature and consequences of warfare during World War II transformed the United States and the global community. The damage from total warfare and human atrocities, including the Holocaust, led to a call for an international organization to prevent future wars and the protection of human rights.

- Students will examine the role of air power by the allies, including the use of the atomic bombs on Hiroshima and Nagasaki.
- Students will investigate the Holocaust and explain the historical significance of the Nuremberg trials.
- Students will examine the structure and work of the United Nations.



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8.7 FOREIGN POLICY

The period after World War II has been characterized by an ideological and political struggle, first between the United States and communism during the Cold War, then between the United States and forces of instability in the Middle East. Increased economic interdependence and competition, as well as environmental concerns, are challenges faced by the United States.

Learning Standards: 1, 2, 4, 5; Unifying Themes: TCC, GEO, ECO, EXCH

8.7a The Cold War was an ongoing struggle between the two nuclear superpowers, the United States and the Soviet Union. The Cold War shaped the reconstruction of national boundaries and political alliances across the globe.

- Students will locate on a map the nations that were aligned with the United States, those aligned with the Soviet Union, and the non-aligned nations.
- Students will examine the term *nuclear superpower* and the threat of nuclear weapons as a cause and as an effect of the arms race between the United States and the Soviet Union.

8.7b The United States based its military and diplomatic policies from 1945 to 1990 on a policy of containment of communism.

- Students will examine the policy of containment and its application in the postwar period, including the Marshall Plan, the Korean War, the Cuban missile crisis, and the Vietnam War.

8.7c Following the end of the Cold War, the United States sought to define a new role in global affairs, but the legacies of Cold War actions continue to affect United States foreign policy today.

- Students will examine the changing relationships between the United States and foreign countries such as
 - China beginning in 1950
 - Afghanistan beginning in the 1980s
 - Russia beginning in 1990
 - Middle East (Israel, Palestine, Iran, Kuwait, Iraq)
 - Countries in the Western Hemisphere, focusing on NAFTA, Cuba and Mexico
 - European Union countries

8.7d Terrorist groups not representing any nation entered and reshaped global military and political alliances and conflicts. American foreign and domestic policies responded to terrorism in a variety of ways.

- Students will examine the terrorist attack of September 11, 2001, its effects on national security and the United States responses to it, including the USA Patriot Act, the formation of the Department of Homeland Security, the War on Terror, and military attacks on suspected terrorist locations.

8.7e Increased globalization has led to increased economic interdependence and competition.

- Students will examine the increased economic interdependence in terms of globalization and its impact on the United States workforce.
- Students will examine the roles of multinational corporations and their influence on the world economy.



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8.8 DEMOGRAPHIC CHANGE

After World War II, the population of the United States rose sharply as a result of both natural increases and immigration. Population movements have resulted in changes to the American landscape and shifting political power. An aging population is affecting the economy and straining public resources.

Learning Standards: 1, 3, 4, 5; Unifying Themes: ID, GEO, SOC, GOV, ECO

8.8a After World War II, the United States experienced various shifts in population and demographics that resulted in social, political, and economic consequences.

- Students will explore the short-term and long-term effects of the baby boom generation on the economy, including increases in the construction of homes and schools and increased demands on both Social Security and health care.
- Students will examine the effects of suburbanization, including urban decay, suburban growth, and the diminished availability of farmland nationally.
- Students will examine the population shift from the Midwest and northern industrial states to the Sun Belt, including its effect on political power.

8.8b The postwar United States experienced increasing immigration, debates over immigration policy, and an increase in cultural diversity.

- Students will examine migration and immigration trends in the United States such as the increase in Spanish-speaking, South Asian, East Asian, Middle Eastern, and African populations and the contributions of these groups.
- Students will examine the effects of immigration legislation and policy, including recent debates over immigration policy.

8.8c Pollution, population growth, the consumption of natural resources, clearing of land for human sustenance, and large-scale industrialization have put added stress on the global environment.

- Students will explore the effects of pollution, industrialization, and population growth on the environment, including urban areas (Love Canal), plant and animal life (Adirondack Park) and energy sources (Three Mile Island).



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8.9 DOMESTIC POLITICS AND REFORM

The civil rights movement and the Great Society were attempts by people and the government to address major social, legal, economic, and environmental problems. Subsequent economic recession called for a new economic program.

Learning Standards: 1, 4, 5; Unifying Themes: TCC, SOC, CIV, ECO

8.9a The civil rights movement began in the postwar era in response to long-standing inequalities in American society, and eventually brought about equality under the law, but slower progress on economic improvements.

- Students will compare and contrast the strategies used by civil rights activists, such as Thurgood Marshall, Rosa Parks, Martin Luther King, Jr., and Malcolm X.
- Students will explain the significance of key civil rights victories, including President Truman's desegregation of the military, *Brown v. Board of Education of Topeka* (1954), the Civil Rights Act of 1964, and the Voting Rights Act of 1965.
- Students will examine the extent to which the economic situation of African Americans improved as a result of the civil rights movement.

8.9b The civil rights movement prompted renewed efforts for equality by women and other groups.

- Students will examine struggles for equality and factors that enabled or limited success on behalf of women, farm workers, Native Americans, the disabled, and the LGBT community.
- Students will examine judicial actions taken to protect individual rights, such as *Miranda v. Arizona* (1966) and *Tinker v. Des Moines School District* (1969).

8.9c The Great Society programs of President Lyndon Johnson strengthened efforts aimed at reducing poverty and providing health care for the elderly, but the Vietnam War drained resources and divided society.

- Students will explain the difference between Medicare and Medicaid.
- Students will examine the connection between the Vietnam War, especially the draft, and the growth of a counterculture and peace movement.

8.9d Economic recession during the 1970s and concerns about the growth and size of the federal government encouraged fiscal conservatives to push for changes in regulation and policy.

- Students will examine President Ronald Reagan's and President George H. W. Bush's cuts to social programs and taxes in an attempt to stimulate the economy.

8.9e Constitutional issues involving the violation of civil liberties and the role of the federal government are a source of debate in American society.

- Students will examine state and federal responses to gun violence, cyber-bullying, and electronic surveillance.



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