



Where are the *Women?*

A Report on the Status of Women in the
United States Social Studies Standards

NWHM

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A Report on the Status of Women in the United States Social Studies Standards

Project Background

Who are the most studied women in US history classrooms? That’s the question that National Women’s History Museum asked in Spring 2017. We were planning a website relaunch with improving the relevancy of and usefulness of teacher and student materials as a key goal. While there are countless interesting topics and thousands of women with compelling stories, neither our resources nor our server space were infinite. Therefore, the topic selections needed a guiding principle. That principle became “what do teachers need now?”. (This is an entirely different question than “what do teachers want?”, and we’ll get to that later.) And so, we investigated what teachers most *needed*. We held focus groups. We surveyed website users. We presented teacher workshops. We talked to colleagues at other museums. We looked at our website analytics. And, we read textbooks. What follows is the first stage of a larger project to identify first where women and women’s history topics are in state standards and then to create high quality materials that will enable teachers, parents, and students to infuse women’s history *throughout* US history curriculums.

A Textbook Case of Exclusion – Or Not?

History textbooks are fascinating. Today’s publishers create dynamic publications with compelling illustrations, charts, and an emphasis on stories. But they don’t present a complete picture of US history. All history projects require choices. Including a person or event excludes another. Women often don’t make the cut. Since the 1960s, academic studies have found that women and minorities are vastly underrepresented in US history textbooks. The most recent study, published in 2016, found that women continue to make up a small percentage of figures in US history textbooks, including illustrations and sidebars. While the number of women represented increases from elementary to high school texts, women as a proportion of historical figures decreases. The number of named men increases at the high school level faster than the number of women. The number of named women at the elementary school level is smaller; however, the emphasis on family and community in the curriculum provides a more gender-balanced interpretation of history.¹

Before blaming textbook publishers for the lack of diversity, one must look further afield . . . to the publishers’ markets. Publishers choose history topics to match state learning standards. They most closely follow the standards written by the states with the largest school populations. Not coincidentally, these states represent the largest markets for textbook purchases. Reading textbooks, while fascinating, is one step removed from standards and does not accurately reflect the state of

¹ A. Chick, Kay. (2006). Gender Balance in K-12 American History Textbooks. Social Studies Research and Practice. 1. The paper may be found here <http://www.socstrpr.org/files/Vol%201/Issue%203%20-%20Winter,%202006/Research/1.3.1.pdf>.

women's history in US K-12 education. One must begin with the topics that state departments of education identify as most important.

Setting Standards for US History Education

Curriculum, Learning Standards, Subjects, and Topics

The *curriculum* is the set of subjects including lessons and academic content that comprise a course of study. State departments of education, school districts, teaching teams, for-profit companies, non-profits, and teachers all develop curricula. Individual teachers put together lessons, activities, and assessments drawn from many curricula to create a classroom-specific curriculum that meets the educational goals and learning objectives specified in state standards and school district guidelines.

States have devised sets of *learning standards* that describe what students are expected to know and be able to do at specific stages of education. Learning standards describe educational objectives—i.e., what students should have learned by the end of a course, grade level, or grade span.² States divide learning standards into *subject* areas that typically include mathematics, science, language arts, and social studies. Standards are further divided by grade span.

Subjects, *topics* within subjects, and skills (i.e. analysis, writing, reading, mathematical operations, etc.) are assigned to grade levels based on students' developmental capabilities. Topics and skills are sequenced within learning standards so that concepts and information build or *scaffold* over Kindergarten through 12th grade.

While state standards generally agree upon the *subjects* (mathematics, social studies, language arts, and science) students learn, the *topics* or *content* within standards varies. States standards closely align around the subject of mathematics. While they may diverge in the sequence in which mathematics principles are taught, they agree on the set of quantitative concepts and operations that make up mathematic standards. Social studies content, on the other hand, is wildly different among state standards. The universe of possible content and topics overlaid by political, cultural, and ideological perspectives resulted in individualized state standards.

The United States does not have shared set of social studies or history standards. Rather each state, through its state department of education, issues its own set of learning standards. The standards reflect the values, history, and learning objectives deemed important to state residents. Some state standards are detailed, listing the movements, events, and individuals to be studied at each grade span. Others offer general guidelines for history content, leaving most decision making up to school districts and teachers. Students' exposure to women's stories and topics depends not only the state standards but also classroom teachers' personal knowledge, interest, time, and access to resources.

Common Core is not a Curriculum

Most states regularly revise their state standards in approximately five to seven-year cycles. Several states that adopted the *Common Core* standards in 2013 subsequently revised state standards to align

² <http://edglossary.org/learning-standards/>

with Common Core. The Common Core³ is a set of academic standards in mathematics and English language arts/literacy. It includes learning goals that outline what a student should know and be able to do at the end of each grade. As of 2015, forty-two states, the District of Columbia, four territories, and the Department of Defense Education Activity had adopted Common Core. Common Core standards specifies content for all standards in English language arts. The content or topics includes classic myths and stories from around the world, America’s founding documents, foundational American literature, and Shakespeare. The Common Core standards do not include history content, other than American founding documents. Rather, the Common Core leaves decisions for history content or topics up to the states. The standards are not a curriculum, and they don’t mandate that states use a set curriculum. Textbooks and resources that align with Common Core do so around methodology rather than content. Because Common Core methods emphasize the use of primary source materials and non-fiction, the Core encourages extensive use of history texts in classrooms to meet the standards.

The Common Core asks students to read stories and literature, as well as more complex texts that provide facts and background knowledge in areas such as science and social studies. Students will be challenged and asked questions that push them to refer back to what they’ve read. This stresses critical-thinking, problem-solving, and analytical skills that are required for success in college, career, and life.

States determine how to incorporate these standards into their existing standards for those subjects or adopt them as content area literacy standards. ⁴

Some states that revised standards along Common Core developed new standards that specified less required content than in the past. Local school districts and individual teachers gained more freedom to select the topics to be covered in class and to write their own curriculums.

Methodology

Counting History

Our challenge was to identify the most common female figures and topics across the states’ standards. This list would guide our selection of topics and subjects for the first phase of the website relaunch. The Museum’s project team read the social studies standards for each state and the District of Columbia. Project staff highlighted every standard that referred to a woman or a topic associated with women. The editorial assistant copied each standard into a database. Researchers—following guidance from the Museum’s advisory council of scholars, public historians, and educators—reviewed the database entries to ensure that the selected standards met the project’s definitions of history about women. In the final step, researchers counted the number of times that women’s names and key terms occurred within the standards.⁵ The analysis that follows describes the way that women’s history is characterized in US K-12

³ <http://www.corestandards.org/>

⁴ <http://www.corestandards.org/ELA-Literacy/>

⁵ The project team’s members readily admit that they may have missed a standard or that readers may disagree with the characterization of a standard. Readers who find an error or disagree with a characterization are encouraged to notify the Museum. All of the identified standards are included in this report, by state, in Addendum 1.

social studies standards. It suggests that women are excluded because the standards' historiographical framework preferences male-oriented exceptional leadership while over-emphasizing women's domestic roles.

Project FAQs

How does the number of women compare to the number of men?

The Museum's project team counted the number of times topics about women appeared in standards as well as individual women's names. The team did not count the total number of standards, men by name, or the number of topics about men. Therefore, the project cannot determine the percentage of women's topics relative to all topics within all state standards. It would be interesting to compare the number of references to men versus women, and we recommend that as a future project.

Can you grade the states?

States approach writing standards very differently from one another, making state-by-state comparisons of their inclusion of women in history difficult. Standards writers demonstrate varied educational philosophies and points of view. Some states list almost no women by name in standards. However, these same states frequently list very few men. Some states include a lot of details in standards while others offer broad guidelines and defer to teachers to select topics. States requiring end-of-year social studies tests write standards differently from states that do not. We believe that simply reading the standards to see what each state believes students should know or be able to do is enlightening. Readers are invited to review the standards for themselves.

Not Quite Women's History

This result of this project is a *data set* of women and topics within US history standards. The state standards are not *women's history* as understood by academic historians. Women's history studies historical events, topics, people, and subjects from a woman's perspective. It understands that culture affects experience and that women's historical experiences differed from men's.

Women's history contextualizes women within the social, political, legal, and cultural systems of their times. History that does not acknowledge women's situations as well as their activities and accomplishments is, by definition, not a full history. At the same time, women's history is not merely the addition of women's contributions to the standard history timeline. Women's history is not *just add women and stir*.

States have not written standards using women's history methodology. Because of this, the project does not define itself as a search for *women's history* but rather for history topics that *include* women. We found that women's topics are often an addendum to the main storyline. Women are frequently included in lists of marginalized groups as a reminder to teachers that when covering a broad topic, they should also include the experiences of *women* among others. Below are two examples of standards that address women as a group.

Connecticut – 8th Grade

Gender Roles, in Economic, Political, and Social Life: Analyze the role of women and men in key events, such as the American Revolution, before and after the Civil War, and the Westward Expansion. Evaluate how the role of women and men in American society has changed over time.

Florida - 2nd Grade

SS.2.A.2.In.d Identify ways people living in colonial America changed their daily lives such as food, clothing, and housing.

SS.2.C.2.5 Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.

This method overlooks that all groups, whether the powerful elite or those marginalized by economics, race, or culture, *also include women*. Factors other than gender often are more important to an individual woman’s perspective or basis for her actions. Women have never acted as a unified group. A consequence of approaching women as a group is that the experiences of elite, white women often are studied as the group norm. In the prior examples, the experiences of elite, white women changed far more between the American Revolution and the beginning of the Civil War than enslaved, African American women.

History is Time Sensitive

State social studies standards include women’s topics in a genuine attempt to cover the history of all Americans. Standards reminding teachers to “remember the ladies”, in the words of Abigail Adams, are there because state departments of education recognize that for generations women’s experiences were excluded. But women as an addendum stems from the organization of traditional history curriculum that prioritizes stories of leadership and accomplishment.

State standards follow a timeline that uses wars as date markers and examines history through a framework of economics and politics informed by the decisions of great leaders—usually men. Curriculum guides assign content to periods that conform to the eras between the wars.



Women’s history does not neatly follow this timeline. Women, circumscribed by law and culture, were denied opportunities that would have placed them at the center of defining events. As long as history curriculum follows the traditional timeline, the study of women’s experiences is subject to marginalization.

What We Learned from State Standards

Our preliminary findings come from examining the state standards as a single data set.⁶ The full grouping of standards is akin to a crowdsourced set of topics and people that have been nominated as important in American history. Because the results are for all the states, they do not reflect what a given student might learn throughout her K-12 education. However, examining the standards as a list of nominated topics provides insights into the subjects that standards writers and their advisory panels see as the highlights of American women's history. Our premise is that topics that occur more frequently across the standards are rated as more significant by state departments of education than those that do not. By extension, frequently appearing topics would seem more likely to be presented to students. The standards as a set provides a point of view of how women's history is characterized in public education.

We learned that

- Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement.
- State standards do not collectively address the breadth and depth of women's history. Rather, standards address a minority of topics and groups.
- Standards over emphasize women in their domestic roles without placing women's activities in broader economic, cultural, or political contexts.
- A small number of topics or eras that are commonly associated with being women-centric are emphasized, such as the Progressive Era and Woman Suffrage/Voting Rights.
- The presentation of women within standards does not reflect current scholarship.
- Standards do not reflect current trends or ideals in girls' education. While there is an increasing public interest in motivating girls to embrace science, technology, engineering, and mathematics, social studies standards provide few historic examples of women or their achievements in these fields.

Individual Women of Accomplishment

Several state standards list individual women. There are many different reasons why women are named in standards. Most often it is because they fit into the individual state's history. Alaska has a robust focus on the history of Native Alaskans and includes women such as Katie John and Molly Hootch who exemplify this history. Reflecting its central role to the modern Civil Rights Movement, Alabama's standards include several individual women who were important in the Abolitionist and Civil Rights movements such as Rosa Parks, Authurine Lucy, and Harriet Beecher Stowe.

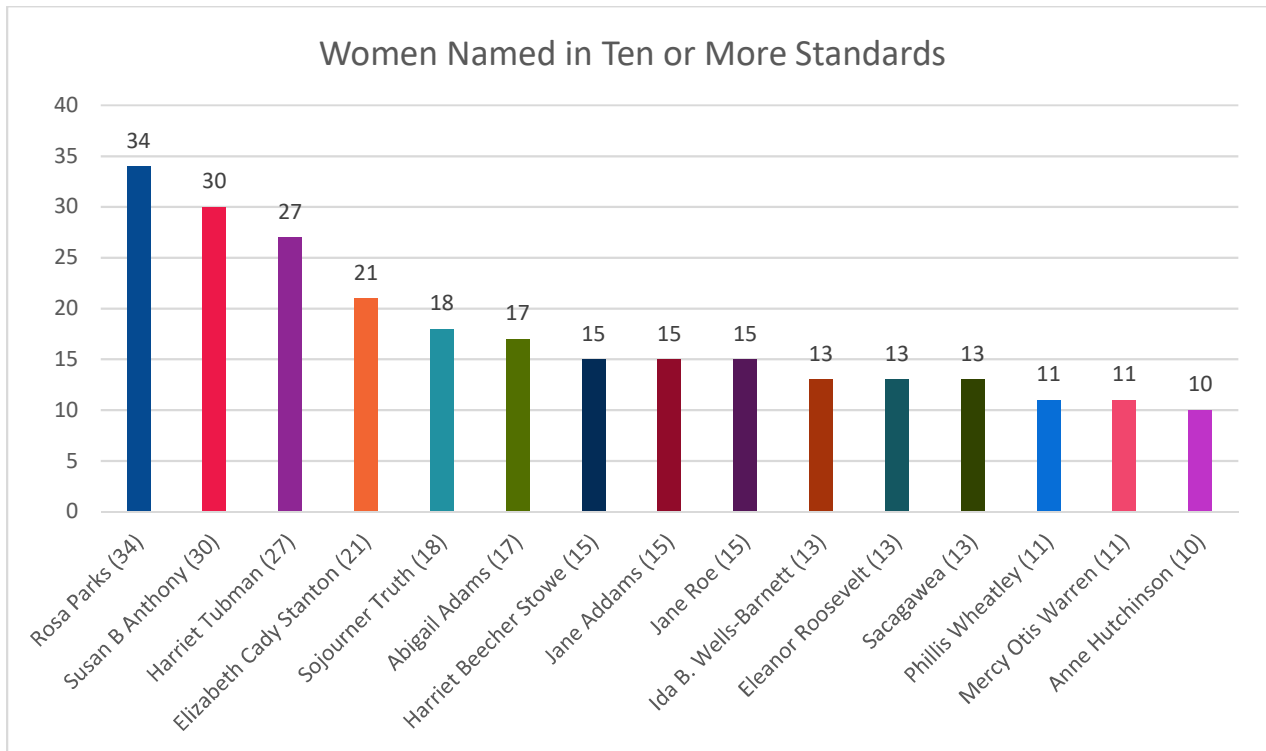
Some states do not emphasize individual people in the curriculum, either male or female, but rather movements or events. This reflects a difference in educational approach or philosophy. Delaware, for example, issued broad guidelines that cede selection of people and events that illustrate historical topics back to teachers. States without end-of-year standardized tests in social studies tend to have less specific or directive standards.

⁶ Women or topics may be studied at multiple grade levels within a state. One standard may include references to multiple women or topics. The findings represent the popularity of topics across the country rather than on a state-by-state basis.

The list of individual women named in standards offers insight into how state departments of education define what it means to be a woman of accomplishment.

Women by Name

One hundred seventy-eight women are named in state standards. Ninety-eight women appear one time. Fifteen women are named in more than ten standards. A full list of women by name is in Appendix 1. The woman named more than ten times follow.



Rosa Parks, Susan B. Anthony, Harriet Tubman, and Elizabeth Cady Stanton are the women most often named in state standards

Women by Profession or Role

Most state standards are broadly worded, discussing trends or movements. When naming individuals, standards most often preference people who served in leadership roles. This is true whether male or female. Presidents, members of Congress, and state elected officials are most often named in standards, reflecting the emphasis on politics in history curriculums. Other roles and professions represented among named individuals include business leaders, military officers, writers, and leaders of protest movements.

The table below shows the professions or roles that categorize the 178 individual women named in standards. The largest category is *activist*, meaning women leaders of protest, rights, and reform movements. The majority of activist women are associated with woman’s suffrage, the abolitionist movement, or the Progressive Era. They are followed in number by women serving in government, including in statewide office.

Some women could occupy multiple categories. Our research team assigned each woman a primary role based on the wording within the standards. For example, while Harriet Beecher Stowe was a writer, she is categorized as an activist. The state standards naming Stowe predominantly direct teachers to discuss her writing *Uncle Tom’s Cabin* as an act meant to effect political and social change.

<i>Named Women Categorized by Profession or Role</i>							
Activist	70	Government Official	26	Writer	12	Entrepreneur	10
Entertainer	9	Artist	6	Pioneer	6	Poet	4
First Lady	4	Astronaut	3	Aviator	3	Scientist	3
Soldier/Military/Spy	3	Athlete	2	Missionary	2	Nurse	2
Laborer	2	Community leader	1	Cultural Figure	1	Doctor	1
Educator	1	Engineer	1	Explorer	1	Eye witness	1
Guide	1	Leader	1	Preservationist	1	Traitor	1

Named women are usually those who achieved a level of national or regional name recognition for their activities.

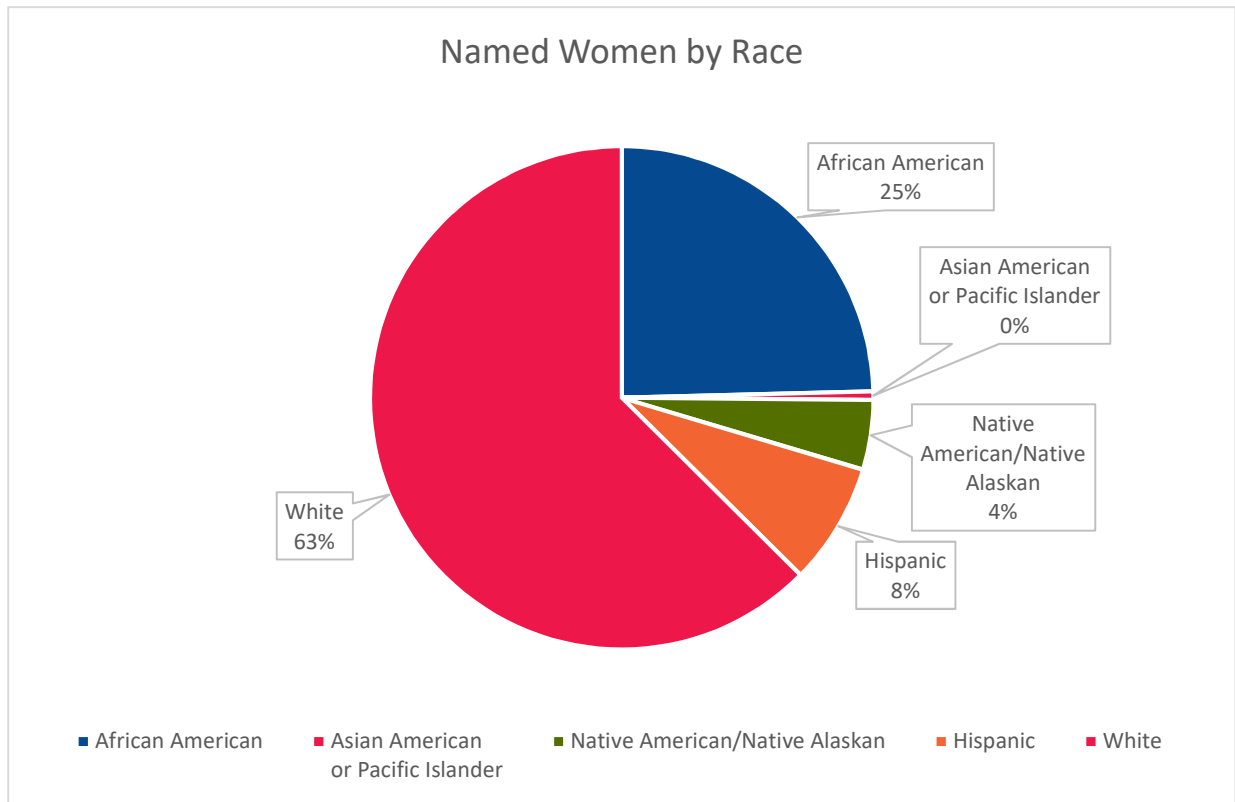
Interesting findings

- The *Government Official* category includes four non-American women who are nonetheless included in US history standards: Queen Isabella (Spain), Margaret Thatcher (Great Britain), Golda Meir (Israel), and Queen Anne (Great Britain)
- If writers, artists, singers, entertainers, and poets were combined into a *Cultural Figure* category, its 32 members would place it second, ahead of *Government Official*
- There are four First Ladies on the list: Martha Washington, Abigail Adams, Dolley Madison, and Eleanor Roosevelt
- Eight women represent STEM career fields including astronauts, scientists, an engineer, and a doctor
- Fictional women are listed in state standards. Rosie the Riveter appears in nine standards and Molly Pitcher⁷ in three

⁷ “Molly Pitcher” is believed by historians to be a persona culled from many sources. While there have been several historic figures nominated as the real Molly Pitcher, documentary evidence remains incomplete.

Women by Race

Since the new history movement that began in the 1960s, coinciding with modern rights movements, many states make an effort to include the history of marginalized groups in standards. Women as a group are often characterized as one of these marginalized groups along with ethnic minority groups and the working class. Non-elite, non-white women who appear in the standards are most often associated with the history of their marginalized groups. The 178 women listed in standards occupy the following racial distribution.



Interesting findings

- We did not find a single Asian American woman listed by name in any state standard
- The category of Asian American/Pacific Islander is less than one percent. Queen Liliuokalani of Hawaii is the sole woman named in this category
- The racial distribution of women in standards does not match their actual percentage of the population

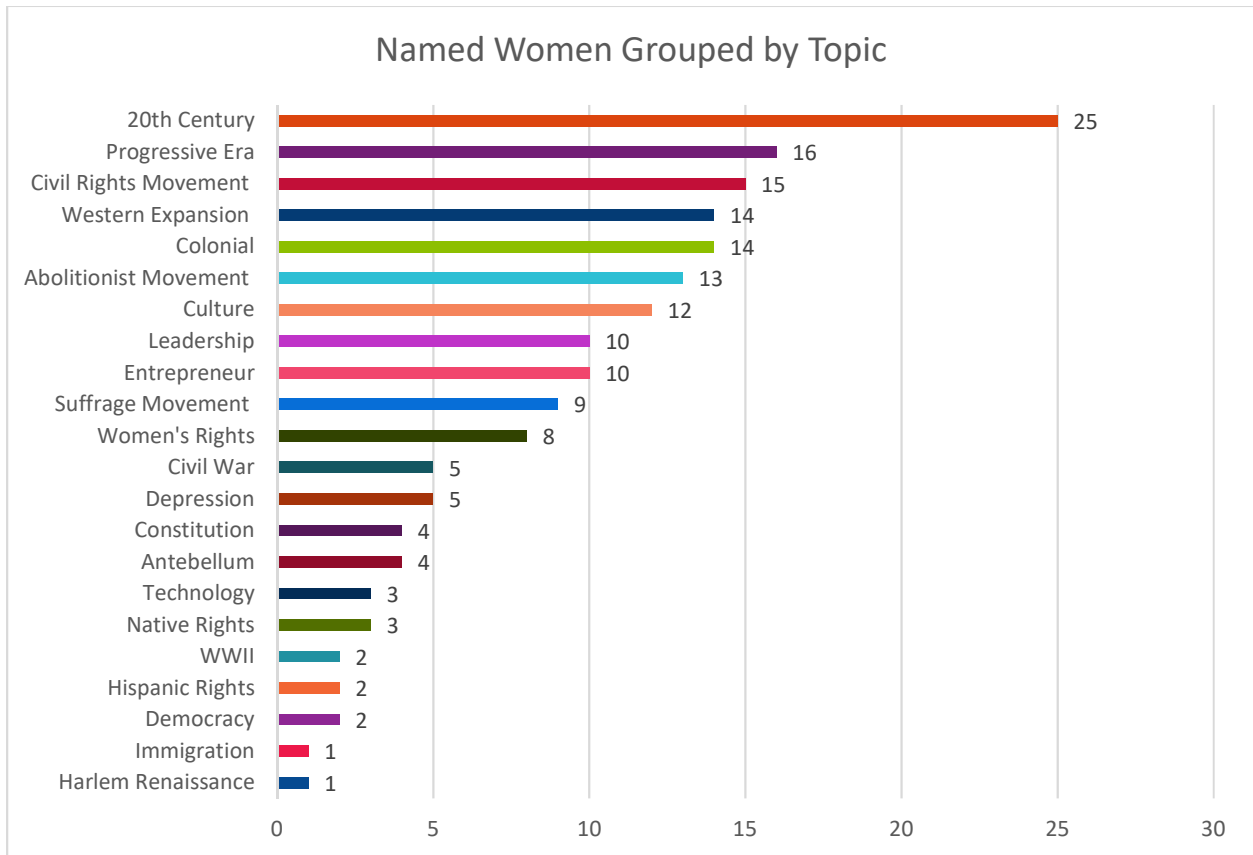
The distribution of women by racial category reflects the emphasis on standards on protest movements. The first women's rights movement in the nineteenth century arose as elite, white women challenged social, economic, political, and cultural definitions of women's roles. Many of these women rose to national prominence by effective use of the media. Elite, white women who had the most access to resources to advance their causes are over represented in the standards. African American women are most often connected to the Abolitionist and modern Civil Rights movements, which are widely included in standards. Other rights movements like disability rights, Native American rights, LGBTQ, or migrant

labor movements are less frequently included in standards and, when they are, in less detail. Therefore, they have fewer corresponding biographical entries.

Women by Topic

The women listed are associated with topics or were included in standards because of their historical roles. Social studies standards often assign events to time periods or movements, such as Westward Expansion or the Progressive Era. As previously mentioned, women are often chosen because they illustrate an aspect of state history and culture. The project team associated the women in the standards with the movements or events to which they most relate, based on standard curriculum divisions. Many of these women may be associated with multiple movements or roles. We selected a primary association for each based on the wording of standards.⁸

The following chart shows the distribution of topics for women by name in the standards.⁹



⁸ The list of women along with the role or topic to which they were assigned appears in Appendix 1.

⁹ The Harlem Renaissance, Depression, World War II, and Civil Rights Movement all occurred during the 20th century. However, they are not categorized with the 20th-century group for two reasons. First, the standards are specific in referencing these events. Second, the standards in the 20th-century group are broad, applying to long term trends and movements.

The largest two categories for named women are the *20th Century* and the *Progressive Era*. The women in the 20th Century category occupy several different professions or roles, with *Government Official* being the most common (13) and a type of cultural figure the second, i.e. writer, singer, and artist (5).

Most of the women in the 20th-century group often illustrate what standards refer to as the “changing role of women” in the twentieth century. The group includes many female firsts in their various fields. For example, many of the government officials were the first women to occupy their official positions.

Examples include

- Sandra Day O’Conner: first female Supreme Court Justice
- Condoleezza Rice: first African American Secretary of State
- Geraldine Ferraro: first woman nominated for Vice President as part of a major party ticket
- Nancy Pelosi: first female Speaker of the House.

Other 20th-century women are included in the standards. The wording of the standards shows how the standards writers intend the women to be discussed. While Sonia Sotomayor is the first Hispanic woman to serve on the US Supreme Court, the standard directs students to examine her achievement in terms of culture as well as gender.

Texas, High School

26 Culture. The student understands how people from various groups contribute to our national identity.

(D) identify the political, social, and economic contributions of women such as Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta, Sonia Sotomayor, and Oprah Winfrey to American society;

Classroom teachers may discuss women much more broadly than the way that standards present them. The standards represent their writers’ points-of-view of women’s contributions to history.

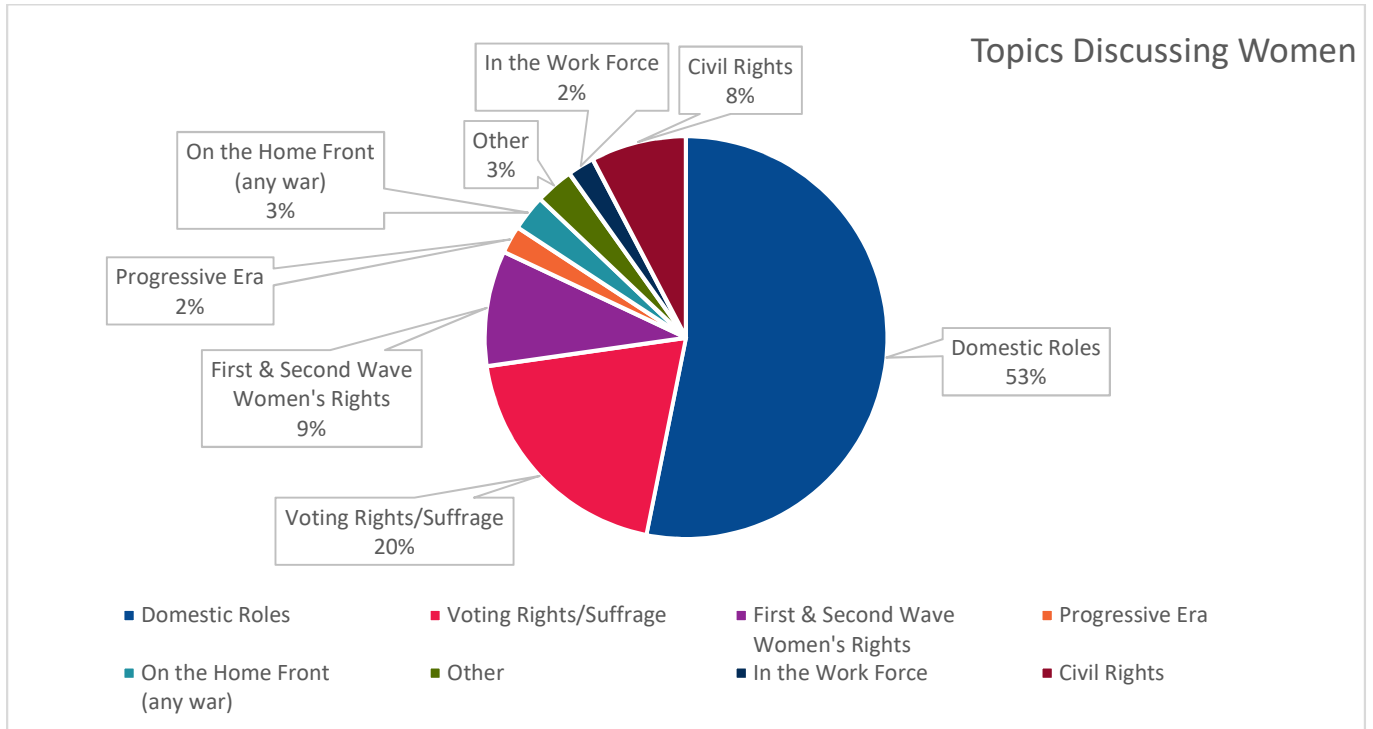
Topics Including Women

State standards divide social studies into topic areas. While women occasionally appear by name under topics, more often women are listed as a group. In some cases, topics are understood to be *about* women or inclusive of women—i.e. Seneca Falls Convention, family, or the home front. With the guidance of the Museum’s Advisory Council, the project team culled a list of terms from the data that assumes standards writers intended the standards to be inclusive of women’s roles and activities. The full list of terms is listed in Appendix 2. We found 1,975 mentions of women, women’s history, and women’s roles within all state standards.

The words “women”, “woman”, and “female” appear 494 times in standards. The word “gender” is used in 87 times to indicate a similar concept

States have identified many different topics for discussion within the standards. Seven topic areas recur the most often. These seven topics account for 1,351 mentions in the standards about women. The remaining 43 fall into an “other” category.

The discussion about “topics” does not include the individual references to named women. If the women by name were added into this list, it would slightly change the percentages.



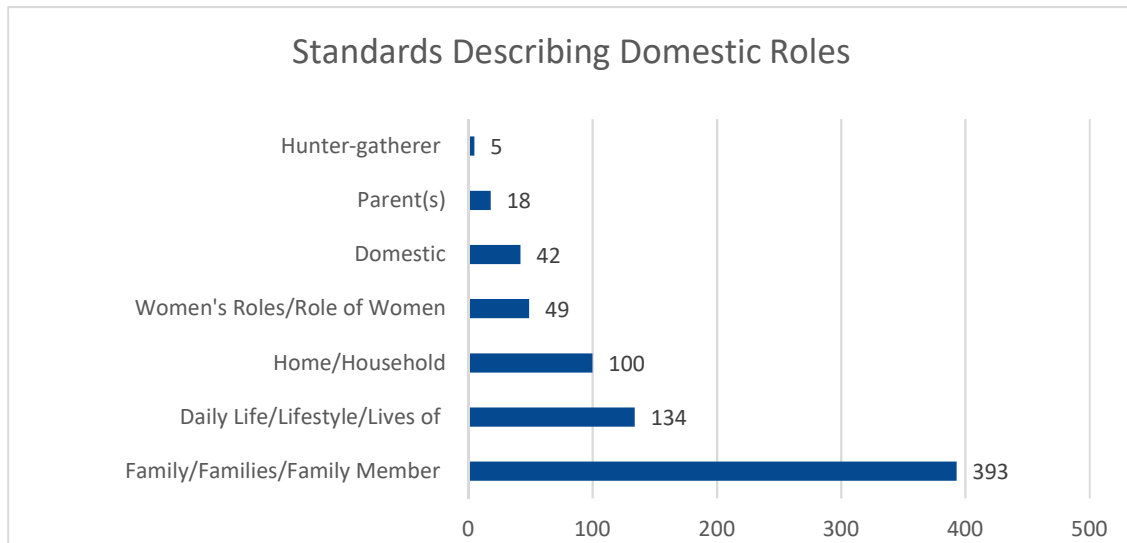
The following section describes the key words for various topics.

Women’s Domestic Roles

Fifty three percent of women’s mentions within the standards refer to their domestic and family roles. The keywords *Family/Families/Family Member* appear 393 times.¹⁰ Making it the most frequent way of describing women’s history. We interpret the standards’ definition of “family” as a nuclear unit including women. While women have impacted the nation’s cultural, political, and economic life, social studies students most often study women’s roles within families. They study them most often at the elementary school level. Students encounter more women’s history proportionally at the elementary school level than any other because of the emphasis on daily life and family life within standards.

¹⁰ In comparison, *Women’s or Woman’s Suffrage/Suffrage/Voting Rights* is the second most frequent, appearing 194 times.

The key words describing women’s domestic roles follows.



Standards about family and roles cluster in grades Kindergarten through 3rd. Lower elementary school curriculum emphasizes family and community because it lines up with young children’s developing awareness of the larger world and their places within it.

Utah’s Kindergarten standard is a typical example.

Utah - Kindergarten

Standard 1 Objective 2 Recognize and describe how families have both similar and different characteristics.

a. Identify family members (i.e., immediate and extended).

b. Explain family rules and routines.

c. Describe family members' duties and responsibilities within the family.

d. Share how families celebrate occasions such as birthdays and holidays.

e. Explain how families change over time (i.e., past, present, future).

f. Describe ways that families provide love, care, food, shelter, clothing, companionship, and protection.

The key phrase *Family/Families* has a weak historical context within the standards and by extension, national curriculum. We have included the key phrases from lower grades because they are the foundation of history curriculum in the upper grades. Once students understand their modern society, they can compare it to other societies.

Many students study state history at the 3rd/4th grade level, making it their first substantial introduction to history. At the introductory level, students often examine past cultures and compare them to life today. The key phrase *Daily Life* often appears in 3rd and 4th grade and beyond. Examples from Michigan, Florida, and Oklahoma follow.

Michigan – 3rd Grade

3 – H3.0.7 Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).

Florida – 4th Grade

SS.4.A.3.4 Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee)

Oklahoma – 5th Grade

Content Standard 2 - 6) Analyze and compare the daily life in the colonies as experienced by different social classes including large landowners, craftsmen and artisans, farmers, women, enslaved and freed African Americans, indentured servants, merchants, and Native Americans, noting important similarities and differences in the points of view they represent. (CCRIT 6)

Daily Life is a vague term. We interpret it as emphasizing women’s domestic roles like cooking, cleaning, and child-rearing.

Through most of US history, women’s lives were proscribed by their domestic responsibilities. While women asserted political and economic agency, it was often within a domestic context. For example, in agricultural societies, women’s work contributed to the overall economy, particularly through the labor of enslaved women and small planters’ wives and daughters. However, their labor was within a domestic context as law and culture frowned on women asserting public identities. Women were discouraged—if not outright prohibited—from holding public office, making contracts, and participating in public discourse. Standards using the key words *Daily Life*, *Women’s Roles*, and *Domestic* keep the emphasis within households rather than placing women’s activities within larger social contexts.

Expanding on Women’s Activities

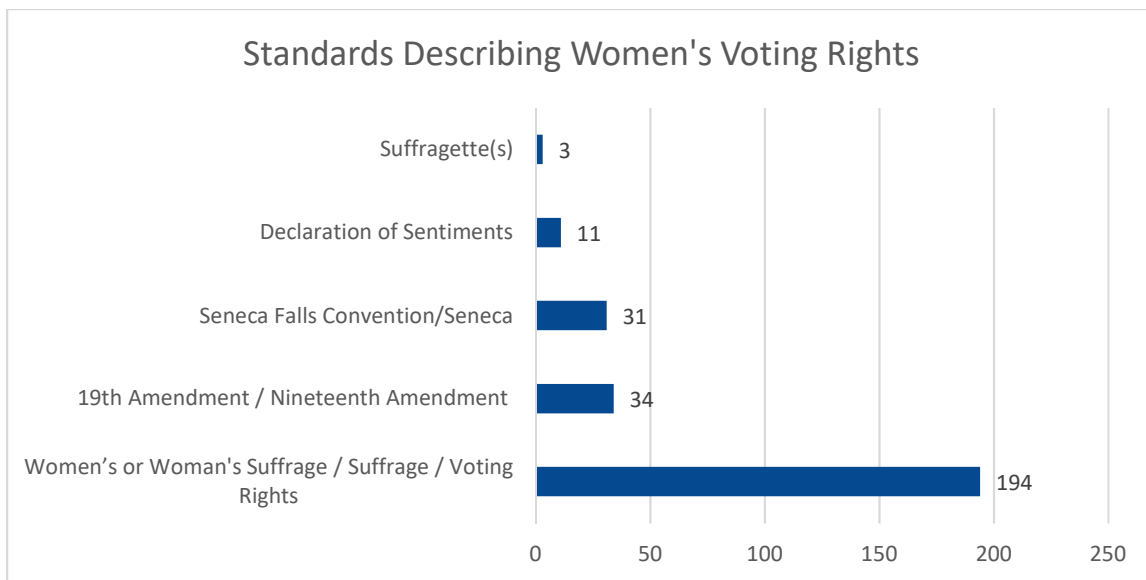
Women’s non-domestic activities emerge at the upper elementary levels, often starting in 5th and 6th grades. The standards expand from discussions of family and community to the larger contexts of war and political or social movements. The events discussed are primarily in the 19th and 20th centuries and include national movements such as Westward Expansion, Immigration, Industrialization, and Civil Rights. Most standards about women highlight their activities within activist movements like Woman Suffrage, the Progressive Era, and Women’s Rights. Some standards encourage inclusivity by discussing women within events in which they did not play key roles, like the Civil War. The emphasis on activism is seen both within the topics and individual named women. The largest proportion of named women led activist movements.

These standards accentuate women’s exceptional activities. There is scant attention to the explaining the social conditions that led women to national movements. The bias towards exceptional leadership implies that a few women effected sweeping change. Standards deemphasize a social history approach

that would argue that change came gradually when large numbers of people make individual decisions. The standards abrupt switch from women in primarily domestic situations to women asserting themselves in public roles is confusing. They don't ask students to consider what social conditions led to women's *Changing Roles* or the racial, economic, or social divisions among women themselves.

Woman Suffrage and Voting Rights

The topic of *Woman Suffrage* emerges in the upper elementary grades, aligning with expanded discussion in standards from domestic to activist roles. Two hundred seventy-three standards discuss an aspect of women's voting rights, including the suffrage movement, the 19th amendment, or the change that voting rights wrought for women in politics. Voting rights issues related to the modern Civil Rights movement fall under the Civil Rights topic. Suffrage accounts for 20% of the women's history standards.



Tennessee's wording is typical.

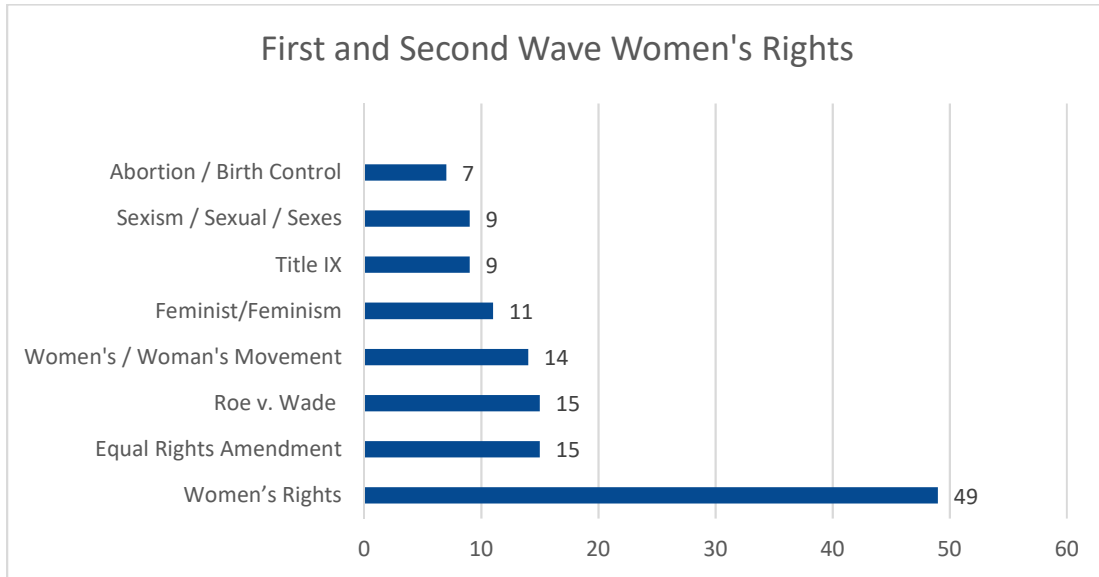
Tennessee – Eighth Grade

8.49 Analyze the women's suffrage movement and its major proponents, including Elizabeth Cady Stanton, Lucretia Mott, and Susan B. Anthony and examine excerpts from the writings of Stanton, Anthony, and Sojourner Truth.

The Woman Suffrage movement, after domestic roles, is the curriculum area most associated with women's history. And it is the topic that standards are more likely to direct teachers to examine history from a woman's perspective.

First and Second Wave Women's Rights

The Women's Rights movement of the 19th and mid-20th centuries has 129 mentions which equals 9% of the total. This is another area in which standards can more easily be classified as women's history. The key terms follow.



Though suffrage was a women's rights issue, the research team elected to separate voting rights from women's rights due to wording of standards. The standards themselves separate suffrage from the general 19th-century women's rights movement. The division of history over multiple grades prevents connections between movements over time. Students study suffrage in middle school. They cover the twentieth-century women's rights movement in high school. The War/Political Movement timeline framework discourages linking the 19th and 20th-century movements. It's an example of standards segmenting women's history by time period, event, and role.

Civil Rights

The contemporary Civil Rights movement that began in the Reconstruction Era and is generally taught as culminating in the 1960s occupies its own place in state standards. It accounts for 8% of women's history standards. Individual African American women of accomplishment are proportionally over represented in state standards due to their leadership in Civil Rights movements. African American women associated with Civil Rights and Abolition account for five of the 15 women mentioned more than ten times in standards. Rosa Parks is the most frequently named woman within state standards. Fifteen female civil rights activists are named within state standards, making up the second highest representation of women's roles. Civil Rights reflects the standards' prioritization of national movements and activism.

Women's involvement and leadership in Civil Rights could combine aspects of both African American history and women's history. Most often, it does not. Civil Rights standards rarely discuss what Mary Church Terrell condemned as African American women's double bind. "Colored women," she said, "are the only group in this country who have two heavy handicaps to overcome, that of race as well as that

of sex.” Standards fail to discuss gender issues that marginalized women and kept them from top leadership roles. Women are mentioned within the movement; however, the aspects of their experience that would categorize it as women’s history are left unexamined.

Alabama’s standards are an example.

Alabama – 11th grade (abbreviated)

14 Trace events of the modern Civil Rights Movement from post-World War II to 1970 that resulted in social and economic changes, including the Montgomery Bus Boycott, the Desegregation of Little Rock

Central High School, the March on Washington, Freedom Rides, the Sixteenth Street Baptist Church bombing, and the Selma-to-Montgomery March. [A.1.c., A.1.d., A.1.f., A.1.i., A.1.j., A.1.k.,]

Explaining contributions of individuals and groups to the modern Civil Rights Movement, including Martin Luther King, Jr.; James Meredith; Medgar Evers; Thurgood Marshall; the Southern Christian Leadership Conference (SCLC); the Student Nonviolent Coordinating Committee (SNCC); the Congress of Racial Equality (CORE); the National Association for the Advancement of Colored People (NAACP); and the civil rights foot soldiers.

Appraising contributions of persons and events in Alabama that influenced the Modern Civil Rights Movement, including Rosa Parks, Autherine Lucy, John Patterson, George C. Wallace, Vivian Malone Jones, Fred Shuttlesworth, the Children's March, and key local person and events.

Progressive Era

Women’s roles in the Progressive Era are mentioned 31 times. This accounts for 2% of the women’s history topics. Some standards combine Suffrage and the Progressive Era even though the Suffrage Movement’s timeline expands beyond the Progressive Era. However, the Progressive Era Movement reflects women’s expanding public leadership activities. Sixteen women named in standards are related to the Progressive Era. When individual women and women’s roles in the movement are combined, the Progressive Era becomes a significant women’s history topic within standards.

On the Home Front

Women’s roles on the Home Front) during any war, but especially World War II, account for 3% of the topics about women. There are forty references to women’s roles on a home front. For the most part, standards fail to provide a gender context for those roles. Indiana is typical in its wording.

Indiana – 4th grade

4.1.10. Describe the participation of Indiana citizens in World War I and World War II.

Examples: Home front activities such as planting victory gardens, air raid drills and rationing; the use of Indiana steel mills to manufacture weapons; contribution of troops; and the war reports of Ernie Pyle.

While women participated in planting Victory Gardens, rationing, and air raid drills, the standard could be taught without mentioning women’s distinct experiences.

In the Work Force

Two percent, 30 standards, mention women entering the work force. This does not include the ten women entrepreneurs listed by name. Key points where women’s participation in the work force is mentioned along the history timeline are during the Industrial Revolution, World War II, and during the Women’s Movement of the 1960s and 1970s. Women’s workforce participation is often categorized as part of their *Changing Roles*.

Women as wage earners are not called out in the standards that discuss women’s roles within families, even though employed mothers outnumber non-employed mothers. Standards that do discuss movement of women into the work force are vague about the jobs and opportunities afforded to women. Or the lack of opportunities. Women’s access to higher educational and professional employment were key complaints of the 19th-century women’s rights movement. They remain largely unexamined in standards, which highlight voting rights as the main 19th-century women’s rights issue and the Equal Rights Amendment and Roe v. Wade as the twentieth’s.

In an era advocating getting more girls interested in STEM fields and careers, there are no social studies standards that discuss women’s achievements in STEM. Eight STEM-associated women are named across state standards, three of them astronauts.¹¹

Other

There are five additional areas that categorize women’s topics within standards. They include abolition, the Colonial period, environmentalism, Native American/Native Alaskan/Pacific Islanders, and Supreme Court cases other than Roe v. Wade. Together they account for 3% of the topics. Only among the Colonial Era topics is the emphasis on women’s issues. The Colonial standards appear in the elementary grades and discuss women’s domestic roles.

¹¹ National Women’s History Museum has resources and programs that highlight women’s historic achievements in STEM fields. They include biographies, an electronic field trip series, and on-line exhibits. Website engagement around STEM topics is low. Engagement on Woman Suffrage, the Progressive Era, and Civil Rights is high. This reinforces to us that educational audiences primarily seek resources rated to curriculum standards. Women in STEM is historically important; however, unless it is in standards, it will be ignored.

Conclusion

This project is not intended to criticize states for their inclusion, exclusion, or approach to writing standards. The Museum recognizes that states have many challenges in writing standards and many stakeholder groups to please. Rather we suggest that the current standards represent an opportunity for thoughtful dialog around women's history in K-12 public education.

An opportunity exists for researchers to make more in-depth explorations of how women's history is presented in the US state standards. The standards are included in this report. The Museum's project team conducted a basic count. Researchers are encouraged to code the standards and analyze the results.

Now that we have identified the common women's topics in history standards, the Museum's Program team plans to embark on the next phase of our curriculum project. Throughout the next year, staff will work with master educators, scholars, and public history experts to create a wealth of materials to support teachers and students. Our emphasis will be on the topics in national standards to ensure that teachers have high quality materials in specified topic areas. Our project will not stop there.

It is possible to incorporate the history of women into most topics within state standards. While they do not specify the inclusion of women, they do not exclude them either. Therefore, lessons on topics such as immigration, transportation, economics, and politics could easily meet standards' goals while incorporating women *and their experiences* into the discussion *and* from a women's history perspective. Teachers and parents can ask students to think about how gender affected women's options, responses, and circumstances and in turn the outcomes of historical events. Examining the historical context will lead to more in-depth understanding and appreciation of the full arc of American history.

We also hope that this report will inspire teachers, scholars, students, and parents to examine the ways in which women's historical experiences are presented in classrooms. We encourage all our stakeholders to advocate for the inclusion of women's history in standards, and therefore curriculum, now and into the future.

Standards by State

ALABAMA

To view the complete set of Alabama social studies standards, visit <http://alex.state.al.us/browseSS.php>.

Kindergarten

12 Describe families and communities of the past, including jobs, education, transportation, communication, and recreation.

- Identifying ways everyday life has both changed and remained the same.

1st Grade

4 Identify contributions of diverse significant figures that influenced the local community and state in the past and present.

Examples: Admiral Raphael Semmes' and Emma Sansom's roles during the Civil War

5 Identify historical events and celebrations within the local community and throughout Alabama.

Examples: Selma Bridge Crossing Jubilee, Mardi Gras, Boll Weevil Festival, Montgomery Bus Boycott, Black History Month.

- Differentiating between fact and fiction when sharing stories or retelling events using primary and secondary sources.

Example: Fictional version of Pocahontas compared to an authentic historical account

12 Compare common and unique characteristics in societal groups, including age, religious beliefs, ethnicity, persons with disabilities, and equality between genders.

2nd Grade

2 Identify national historical figures and celebrations that exemplify fundamental democratic values, including equality, justice, and responsibility for the common good.

- Recognizing our country's founding fathers, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, John Adams, John Hancock, and James Madison.
- Recognizing historical female figures, including Abigail Adams, Dolley Madison, Harriet Tubman, and Harriet Beecher Stowe.
- Describing the significance of national holidays, including the birthday of Martin Luther King, Jr; Presidents' Day; Memorial Day; the Fourth of July; Veterans Day; and Thanksgiving Day.
- Describing the history of American symbols and monuments.

Examples Liberty Bell, Statue of Liberty, Bald Eagle, United States flag, Washington Monument, Lincoln Memorial

9 Describe how and why people from various cultures immigrate to the United States.

Examples: how-ships, planes, automobiles. Why- improved quality of life, family connections, disasters.

Describing the importance of cultural united and diversity within and across groups.

4th Grade

6 Describe cultural, economic, and political aspects of the lifestyles of early nineteenth-century farmers, plantation owners, slaves, and townspeople.

Examples: cultural-housing, education, religion, recreation. Economic: transportation, means of support. Political-inequity of legal codes.

- Describe major areas of agricultural production in Alabama, including the Black Belt and fertile river valleys.

8 Explain Alabama's economic and military role during the Civil War.

Examples: Economic - Production of iron products, munitions, textiles, and ships. Military - provision of military supplies through the Port of Mobile, provision of an armament center at Selma.

- Recognizing military leaders from Alabama during the Civil War.
- Comparing roles of women on the home front and the battlefield during and after the Civil War.
- Explaining economic conditions as a result of the Civil War, including the collapse of the economic structure, destruction of the transportation infrastructure, and high casualty rates.

13 Describe the economic and social impact of World War II on Alabamians, including entry of women into the workforce, increase in job opportunities, rationing, utilization of Alabama's military installations, military recruitment, the draft, and a rise in racial consciousness.

- Recognizing Alabama participants in World War II, including the Tuskegee Airmen and women in the military.
- Justifying the strategic placement of military bases in Alabama, including Redstone Arsenal, Fort Rucker, Fort McClellan, and Craig Air Force Base

14 Analyze the modern Civil Rights Movement to determine the social, political, and economic impact on Alabama.

- Recognizing important persons of the modern Civil Rights Movement, including Martin Luther King, Jr.; George C. Wallace; Rosa Parks; Fred Shuttlesworth; John Lewis; Malcolm X; Thurgood Marshall; Hugo Black; and Ralph David Abernathy.
- Describing events of the modern Civil Rights Movement, including the Montgomery Bus Boycott, the Sixteenth Street Baptist Church bombing in Birmingham, the Freedom Riders bus bombing, and the Selma-to-Montgomery March.
- Explaining benefits of the Civil Rights Act of 1964, the Voting Act of 1965, and Brown versus Board of Education Supreme Court case of 1954.
- Using vocabulary associated with the modern Civil Rights Movement, including "Discrimination, Prejudice, Segregation, Integration, Suffrage, and Rights.

5th Grade

4 Determine the economic and cultural impact of European exploration during the Age of Discovery upon European society and American Indians.

- Identifying significant early European patrons, explorers, and their countries of origin, including early settlements in the New World. Examples: Patrons - King Ferdinand and Queen Isabella. Explorers - Christopher Columbus. Early Settlements - St. Augustine, Quebec, Jamestown.
- Tracing the development and impact of the Columbian Exchange.

8 Identify major events of the American Revolution, including the battles of Lexington and Concord, Bunker Hill, Saratoga, and Yorktown.

- Describing principles contained in the Declaration of Independence.

- Explaining contributions of Thomas Jefferson, Samuel Adams, Paul Revere, Patrick Henry, Thomas Paine, George Washington, Haym Solomon, and supporters from other countries to the American Revolution.
- Explaining contributions of ordinary citizens, including African Americans and women, to the American Revolution.
- Describing efforts to mobilize support for the American Revolution by the Minutemen, Committees of Correspondence, First Continental Congress, Sons of Liberty, Boycotts, and the Second Continental Congress.

11 Identify causes of the Civil War, including states' rights and the issue of slavery.

- Describing the importance of the Missouri Compromise, Nat Turner's insurrection, the Compromise of 1850, the Red Scott Decision, John Brown's rebellion, and the election of 1860.
- Recognizing key Northern and Southern personalities, including Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas Jonathan "Stonewall" Jackson, William Tecumseh Sherman, and Joseph Wheeler.
- Describing social, economic, and political conditions that affected citizens during the Civil War. Identifying Alabama's role in the Civil War.

Examples: Montgomery as the first capital of the Confederacy, Winston County's oppositions to Alabama's secession.

6th Grade

2 Describe reform movements and changing social conditions during the progressive Era in the United States.

- Relating countries of origin and experiences of new immigrants to life in the United States.
Example: Ellis Island and Angel Island experiences.
- Identifying workplace reforms, including the eight-hour workday, child labor laws, and workers' compensation laws.
- Identifying political reforms of Progressive movement leaders, including Theodore Roosevelt and the establishment of the national park system.
- Identifying social reforms of the Progressive movement, including efforts by Jane Addams, Clara Barton, and Julia Tutwiler.
- Recognizing goals of the early civil rights movement and the purpose of the National Association for the Advancement of Colored People (NAACP).
- Explaining Progressive movement provisions of the Sixteenth, Seventeenth, Eighteenth, Nineteenth, and Twenty-first Amendments to the Constitution of the United States.

3 Identify causes and consequences of World War I and reasons for the United States' entry into the war.

Examples: sinking of the Lusitania, Zimmerman Note, alliances, militarism, imperialism, nationalism.

- Describing military and civilian roles in the United States during World War I.
- Explaining roles of important persons associated with World War I, including Woodrow Wilson and Archduke Franz Ferdinand.
- Analyzing technological advances of the World War I era for their impact on modern warfare.
Examples: machine gun, tank, submarine, airplane, poisonous gas, gas mask
- Locating on a map major countries involved in World War I and boundary changes after the war.

- Explaining the intensification of isolationism in the United States after World War I.
Example: reaction of the Congress of the United States to the Treaty of Versailles, League of Nations, and Red Scare.
- Recognizing the strategic placement of military bases in Alabama.

4 Identify cultural and economic developments in the United States from 1900 through the 1930s.

- Describing the impact of various writers, musicians, and artists on American culture during the Harlem Renaissance and the Jazz age.
Examples: Langston Hughes, Louis Armstrong, Ernest Hemingway, F. Scott Fitzgerald, Andrew Wyeth, Frederic Remington, W. C. Handy, Erskine Hawkins, George Gershwin, Zora Neale Hurston.
- Identifying contributions of turn-of-the-century inventors.
Examples: George Washington Carver, Henry Ford, Alexander Graham Bell, Thomas Alva Edison, Wilbur and Orville Wright.
- Describing the emergence of the modern woman during the early 1900s
Examples: Amelia Earhart, Zelda Fitzgerald, Helen Keller, Susan B. Anthony, Margaret Washington, suffragettes, suffragists, flappers. Identifying notable persons of the early 1900s.
Examples: Babe Ruth, Charles A. Lindbergh. W. E. B. Du Bois, John T. Scopes.
- Comparing results of the economic policies of the Warren G. Harding, Calvin Coolidge, and Herbert Hoover Administrations.
Examples: Higher wages, increase in consumer goods, collapse of farm economy, extension of personal credit, stock market crash, Immigration Act of 1924.

6. Identify causes and consequences of World War II and reasons for the United States' entry into the war.

- Locating on a map Allied countries and Axis Powers
- Locating on a map key engagements of World War II, including Pearl Harbor; the battles of Normandy, Stalingrad, and Midway; and the Battle of the Bulge
- Identifying key figures of World War II, including Franklin D. Roosevelt, Sir Winston Churchill, Harry S. Truman, Joseph Stalin, Adolf Hitler, Benito Mussolini, Michinomiya Hirohito, and Hideki Tōjō
- Describing the development of and the decision to use the atomic bomb
- Describing human costs associated with World War II
Examples: the Holocaust, civilian and military casualties
- Explaining the importance of the surrender of the Axis Powers ending World War II

7 Identify changes on the American Home front during World War II.

Example: Rationing.

- Recognizing the retooling of factories from consumer to military production.
- Identifying new roles of women and African Americans in the workforce.
- Describing increased demand on the Birmingham steel industry and Port of Mobile facilities.
- Describing the experience of African Americans and Japanese Americans in the United States During World War II, including the Tuskegee Airmen and occupants of internment camps.

9 Critique Major Social and Cultural changes in the United States since World War II.

- Identifying key persons and events of the modern Civil Rights Movement.

Examples: Persons - Martin Luther King Jr.; Rosa Parks; Fred Shuttlesworth; John Lewis. Events - 'Brown versus Board of Education,' Montgomery Bus Boycott, Student Protests, Freedom Rides, Selma-to-Montgomery Voting Rights March, political assassinations.

- Describing the changing role of women in United States' society and how it affected the family unit.
Examples: Women in the workplace, latchkey children.
- Recognizing the impact of music genres and artists on United States' culture since World War II.
Example: Genres - Protest songs; Motown, rock and roll, rap, folk, and country music. Artists - Elvis Presley, the Beatles, Bob Dylan, Aretha Franklin, Hank Williams.
- Identifying the impact of media, including newspapers, AM and FM radio, television, twenty-four hour sports and new programming, talk radio, Internet social networking on United States' culture since World War II.

7th Grade

4 Evaluate spatial patterns and the demographic structure of population on Earth's surface in terms of density, dispersion, growth and mortality rates, natural increase, and doubling time.

Examples: spatial patterns -major population clusters. Demographic structure-age and sex distribution using population pyramids.

- Predicting reasons and consequences of migration, including push and pull factors.
Examples: push-politics, war, famine. Pull: potential jobs, family.

11 Compare changes in social and economic conditions in the United States during the twentieth and twenty-first centuries.

Examples: social-family values, peer pressure, education opportunities, women in the workplace. Economic-career opportunities, disposable income, consumption of goods and services.

- Determining benefits of Alabama's role in world trade.
- Tracing the political and social impact of the modern Civil Rights Movement from 1954 to the present, including Alabama's role.

10th Grade

3 Trace the chronology of events leading to the American Revolution, including the French and Indian War, passage of the Stamp Act, the Boston Tea Party, the Boston Massacre, Passage of the Intolerable Acts, the Battles of Lexington and Concord, the publication of 'Common Sense', and the signing of the Declaration of Independence. [A.1.a, A.1.b,A.1.d,A.1.g,A.1.i]

- Explaining the role of key revolutionary leaders, including George Washington; John Adams; Thomas Jefferson; Patrick Henry; Samuel Adams; Paul Revere; Crispus Attucks; and Gilbert du Motier, Marquis de Lafayette.
- Explaining the significance of revolutionary battles, including Bunker Hill, Trenton, Saratoga, and Yorktown.
- Summarizing major ideas of the Declaration of Independence, including the theories of John Locke, Charles de Montesquieu, and Jean-Jacques Rousseau.
- Comparing perspectives of differing groups in society and their roles in the American Revolution, including men women, white settlers, free and enslaved African Americans, and American Indians.
- Describing how provisions of the Treaty of Paris of 1783 affected relations of the United States with European nations and American Indians.

4 Describe the political system of the United States based on the Constitution of the United States.

[A.1.a,A.1.b,A.1.d,A.1.g,A.1.i.]

- Interpreting the Preamble to the Constitution of the United States; separation of powers; federal system; elastic clause; the Bill of Rights; and the Thirteenth, Fourteenth, Fifteenth, and Nineteenth Amendments as key elements of the Constitution of the United States.
- Describing inadequacies of the Articles of Confederation.
- Distinguishing personalities, issues, ideologies, and compromises related to the Constitutional Convention and the ratification of the Constitution of the United States, including the role of the Federalist papers.
- Identifying factors leading to the development and establishment of political parties, including Alexander Hamilton's economic policies, conflicting views of Thomas Jefferson and Alexander Hamilton, George Washington's Farewell Address, and the election of 1800.

11 Evaluate the impact of American social and political reform on the emergence of a distinct culture.

[A.1.a., A.1.c., A.1.e., A.1.f., A.1.g., A.1.i., A.1.j.]

- Explaining the impact of the Second Great Awakening on the emergence of a national identity.
- Explaining the emergence of uniquely American writers.
Examples: James Fenimore Cooper, Henry David Thoreau, Edgar Allen Poe.
- Explaining the influence of Elizabeth Cady Stanton, Dorothea Lynde Dix, Susan B. Anthony on the development of social reform movements prior to the Civil War.

12 Describe the founding of the first abolitionist societies by Benjamin Rush and Benjamin Franklin and the role played by later critics of slavery, including William Lloyd Garrison, Frederick Douglass, Sojourner Truth, Angelia and Sarah Grimké, Henry David Thoreau, and Charles Sumner. [A.1.a, A.1.c., A.1.e., A.1.f., A.1.g., A.1.i., A.1.j.,]

- Describing the rise of religious movements in opposition to slavery, including objections of the Quakers.
- Explaining the importance of the Northwest Ordinance of 1786 that banned slavery in new states north of the Ohio River.
- Describing the rise of the Underground Railroad and its leaders, including Harriet Tubman and the impact of Harriet Beecher Stowe's 'Uncle Tom's Cabin', on the abolitionist movement.

14 Describe how the Civil War influenced the United States, including the Anaconda Plan and the major battles of Bull Run, Antietam, Vicksburg, and Gettysburg and Sherman's March to the Sea. [A.1.a., A.1.b., A.1.d., A.1.e., A.1.i., A.1.k.,]

- Identifying key Northern and Southern Civil War personalities, including Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas Jonathan "Stonewall" Jackson, and William Tecumseh Sherman.
Example; President Abraham Lincoln's philosophy of union, executive orders, and leadership.
- Analyzing the impact of the division of the nation during the Civil War regarding resources, population distribution, and transportation.
- Explaining reasons border states remained in the Union during the Civil War. Describing nonmilitary events and life during the Civil War regarding resources, population distribution, and transportation.
- Explaining reasons border states remained in the Union during the Civil War.

- Describing nonmilitary events and life during the Civil War, including the Homestead Act, the Morrill Act, Northern Draft riots, the Emancipation Proclamation, and the Gettysburg Address.
- Describing the role of women in American society during the Civil War, including efforts made by Elizabeth Blackwell and Clara Barton.
- Tracing Alabama's involvement in the Civil War.

11th Grade

2 Evaluate social and political origins, accomplishments, and limitations of Progressivism. [A.1.a., A.1.b., A.1.c., A.1.d., A.1.e., A.1.f., A.1.i., A.1.k.]

- Explaining the impact of the Populist Movement on the role of the federal government in American Society.
- Assessing the impact of muckrakers on public opinion during the Progressive movement, including Upton Sinclair, Jacob A. Riis, and Ida M. Tarbell.
Examples: Women's suffrage, Ida B. Wells-Barnett, temperance movement.
- Explaining national legislation affecting the Progressive movement, including the Sherman Antitrust Act and the Clayton Antitrust Act.
- Determining the influence of the Niagara Movement, the National Association for the Advancement of Colored People (NAACP), Booker T. Washington, W. E. B. Du Bois, Marcus Garvey, and Carter G. Woodson on the Progressive Era.
- Assessing the Significance of the public education movement initiated by Horace Mann.
- Comparing the presidential leadership of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson in Obtaining passage of Measures regarding trust-busting, the Hepburn Act, the Pure Food and Drug Act, the Federal Trade Commission, the Federal Reserve Act, and conservation.

5 Evaluate the impact of social changes and the influence of key figures in the United States from World War I through the 1920s, including the Prohibition, the passage of the Nineteenth Amendment, the Scopes Trial, limits on immigration Ku Klux Klan activities, the Red Scare, the Harlem Renaissance, the Great Migration, the Jazz Age, Susan B. Anthony, Margaret Sanger, Elizabeth Cady Stanton, W. C. Handy, and Zelda Fitzgerald. [A.1., A.1.b., A.1.d., A.1.f., A.1.i., A.1.j., A.1.k.]

- Analyzing radio, cinema, and print media for their impact on the creation of mass culture.
- Analyzing works of major American Artists and writers, including F. Scott Fitzgerald, Ernest Hemingway, Langston Hughes, and H. L. Mencken, to characterize the era of the 1920s.
- Determining the relationship between technological innovations and the creation of increased leisure time.

6 Describe social and economic conditions from the 1920s through the Great Depression regarding factors leading to a deepening crisis, including the collapse of the farming economy and the stock market crash of 1929. [A.1.a., A.1.b., A.1.d., A.1.f., A.1.i., A.1.j., A.1.k.,]

- Assessing effects of overproduction, stock market speculation, and restrictive monetary policies on the pending economic crisis.
- Describing the impact of the Smoot-Hawley Tariff Act on the global economy and the resulting worldwide depression.
- Identifying notable authors of the 1920s, including John Steinbeck, William Faulkner, and Zora Neale Hurston.

- Analyzing the Great Depression for its impact on the American family. Examples: Bonus Army, Hoovervilles, Dust Bowl, Dorothea Lange.

10 Describe the impact of World War II on the lives of American citizens, including wartime economic measures, population shifts, growth in the middle class, growth of industrialization, advancements in science and technology, increased wealth in the African-American community, racial and ethnic tensions, Servicemen's Readjustment Act of 1944 (G.I. Bill of Rights), and desegregation of the military. [A.1.b., A.1.c., A.1.d., A.1.e., A.1.g., A.1.i., A.1.k.,]

- Describing Alabama's participation in World War II, including the role of the Tuskegee Airmen, the Aliceville Prisoner of War (POW) camp, growth of the Port of Mobile, production of Birmingham steel, and the establishment of military bases.

11 Describe the international role of the United States from 1945 through 1960 relative to the Truman Doctrine, the Marshall Plan, the Berlin Blockade, and the North Atlantic Treaty Organization (NATO). [A.1.b., A.1.c., A.1.d., A.1.e., A.1.g., A.1.i., A.1.k.,]

- Describing Cold War policies and issues, the domino theory, McCarthyism, and their consequences, including the institution of loyalty oaths under Harry S. Truman, the Alger Hiss case, the House Un-American Activities Committee, and the execution of Julius and Ethel Rosenberg.
Examples: G.I. Bill of Rights, consumer economy, Sputnik, rock and roll, bomb shelters, Federal-Aid Highway Act.
- Locating areas of conflict during the Cold War from 1945 to 1960, including East and West Germany, Hungary, Poland, Cuba, Korea, and China

14 Trace events of the modern Civil Rights Movement from post-World War II to 1970 that resulted in social and economic changes, including the Montgomery Bus Boycott, the Desegregation of Little Rock Central High School, the March on Washington, Freedom Rides, the Sixteenth Street Baptist Church bombing, and the Selma-to-Montgomery March. [A.1.c., A.1.d., A.1.f., A.1.i., A.1.j., A.1.k.,]

- Tracing the federal government's involvement in the modern Civil Rights Movement, including the abolition of the poll tax, the nationalization of state militias, 'Brown versus Board of Education' in 1954, the Civil Rights Acts of 1957 and 1964, and the Voting Rights Act of 1965.
- Explaining contributions of individuals and groups to the modern Civil Rights Movement, including Martin Luther King, Jr.; James Meredith; Medgar Evers; Thurgood Marshall; the Southern Christian Leadership Conference (SCLC); the Student Nonviolent Coordinating Committee (SNCC); the Congress of Racial Equality (CORE); the National Association for the Advancement of Colored People (NAACP); and the civil rights foot soldiers.
- Appraising contributions of persons and events in Alabama that influenced the Modern Civil Rights Movement, including Rosa Parks, Autherine Lucy, John Patterson, George C. Wallace, Vivian Malone Jones, Fred Shuttlesworth, the Children's March, and key local person and events.
- Describing the development of a Black Power movement, including the change in focus of the SNCC, the rise of Malcolm X, and Stokely Carmichael and the Black Panther movement.
- Describing the economic impact of African-American entrepreneurs on the modern Civil Rights Movement, including S. B. Fuller and A.G. Gaston.

15 Describe changing social and cultural conditions in the United States during the 1960s, 1960s, and 1970s, [A.1.c., A.1.d., A.1.f., A.1.i., A.1.j., A.1.k.]

Examples: Economic impact on the culture, feminist movement, recession, Arab oil embargo, technical revolution.

ALASKA

To view the complete set of Alaska social studies standards, visit <https://education.alaska.gov/akstandards/standards/>.

Alaska a Territory

Suggested Topics

- Territorial Organic Act of 1912.
- Native Efforts toward Civil and land rights (e.g. founding of Alaska Native Brotherhood (ANB), Alaska Native Sisterhood (ANS), and Tanana Chiefs).
- Role of significant individuals (e.g. Judge Wickersham, William Paul, Elizabeth Peratrovich, Ernest Gruening).
- Infrastructure (e.g. Railroad, Aviation, Roads, Ships).
- Indian Reorganization Act.
- World War II and Internment of Aleuts and Japanese Americans.
- Cold War.
- National Parks and National Forests, resources (e.g. Oil, timber, coal).
- Constitutional Convention, constitution, and statehood.

AH ICGP 8 Describing how Alaskans particularly the Native people, challenge the status quo to gain recognition of their civil rights (e.g., appeals to the Russian government, Ward Cove Packing Co Case, Molly Hootch, anti-discrimination acts, women's suffrage) [DOK 2] (H B2, GC B5)

Alaska a State

Suggested Topics

- Role of significant individuals (e.g., Even Hopson, Howard Rock, Ted Stevens, Katie John)
- Controversies of Statehood Act land selections
- Disasters (e.g., 1964 Earthquake, 1967 Interior flood, Exxon Valdez oil spill)
- Formation of Inuit Circumpolar Conference
- Formation of AFN
- Development of public education (e.g., Molly Hootch case)
- Prudhoe Bay and oil pipeline construction
- Permanent Fund
- Alaska Native Claims Settlement Act (ANCSA)
- Marine Mammal protection Act 1972 (MMPA)
- Alaska National Interest Lands Conservation Act (ANILCA)
- Indian Self-Determination Act 1975
- Indian Child Welfare Act 1978. Arctic National Wildlife Refuge (ANWR)
- Tourism
- Fiscal Issues

AH ICGP 8 Describing how Alaskans, particularly the Native people, challenge the status quo to gain recognition of their civil rights (e.g. appeals to the Russian government. Ward Cove Packing Co. Case, Molly Hootch, Anti-discrimination acts, women's suffrage) [DOK 2] (H, B2, GC, B5)

AH CC 5 Defining, describing, and illustrating the economic, political, and social characteristics of the major periods, their key turning points (e.g. implementation of Prudhoc Bay pipeline, Molly Hootch case, ANCSA, ANILCA, ANWR, natural and manmade disasters. Establishment of Alaska Native Corporations) and how they interrelate. [DOK 4] (H, B2)

AH CC 6 Explaining the historical context and the legal foundations (e.g., Alaska Constitution, ANCSA, MMPA, ANILCA, Katie John case) pertinent to subsistence [DOK 1] (GC. A2, C A4)

ARIZONA

To view the complete set of Arizona social studies standards, visit <http://www.azed.gov/standards-practices/k-12standards/standards-social-studies/>.

Kindergarten

Strand 1, Concept 9: Postwar United States PO1 Recognize that astronauts (e.g. John Glenn, Neil Armstrong, Sally Ride) are explorers of space.

1st Grade

Strand 1: Concept 9: Postwar United States PO 1 Recognize that Rosa Parks, Martin Luther King, Jr. and Cesar Chavez worked for and supported the rights and freedoms of others.

3rd Grade

Strand 1: Concept 6: Civil War and Reconstruction PO 2 Discuss contributions of people (e.g., Abraham Lincoln's, Jefferson Davis, Robert E. Lee, Ulysses S. Grant, Harriet Tubman, Sojourner Truth, Frederick Douglass) during the Civil War era.

Strand 1: Concept 9: Postwar United States PO 1 Recognize that individuals (e.g. Susan B Anthony, Jackie Robinson, Rosa Parks, Martin Luther King, Jr. César Chavez) worked for and supported the rights and freedoms of others.

4th Grade

Strand 1: Concept 2: Early Civilizations PO 1 Describe the legacy and cultures of prehistoric people in the Americas, a) characteristics of hunter-gatherer societies. b) development of agriculture.

Strand 1: Concept 7: Emergence of the Modern United States PO 3. Identify key individuals and groups (e.g., Charles Poston, Sharlot Hall, Buffalo Soldiers, Geronimo, George W.P. Hunt, Manuelito, Chochise) related to Arizona territorial days and early statehood.

Strand 1: Concept 8: Great Depression and World War II PO 4 Describe how lives were affected during World War II (e.g. Limited goods, women worked in factories, increased patriotism)

Strand 1: Concept 10: Contemporary United States PO 3 Describe the influence of key individuals (e.g. Sandra Day O'Connor, Carl Hayden, Earnest W. McFerland, Barry Goldwater, César Chavez, John McCain) in Arizona

5th Grade

Strand 1: Concept 3: Exploration and Colonization PO 6 Identify contributions of individuals (e.g., John Smith, William Penn, Lorn Baltimore, Roger Williams, Anne Hutchinson, James Ogelthorpe) who were important to the colonization of America.

Strand 1: Concept 5: Westward Expansion PO 5 Describe the following individuals' role in the reform movement before the Civil War. a) Frederick Douglass, Harriet Tubman, William Lloyd Garrison, Sojourner Truth.

Strand 1: Concept 2: Early Civilizations PO 1 Describe the characteristics of hunting and gathering societies in the Americas.

6th Grade

Strand 4: Concept 4: Human Systems PO 5 Identify cultural norms that influence different social, political, and economic activities of men and women.

7th Grade

Strand 3: Concept 3: Functions of Government PO 2 Identify the government's role in progressive reforms (e.g., women's suffrage, labor unions, temperance movement, civil rights).

Strand 1: Concept 6: Civil War and Reconstruction PO 3 Describe significance of the following individuals or groups in the Civil War. a) Political Leaders (i.e. Abraham Lincoln, Jefferson Davison) b) Military Leaders (e.g. Robert E. Lee, Ulysses S. Grant, William Tecumseh Sherman, Thomas "Stonewall" Jackson) c) Role of African-Americans d) Role of Women

Strand 3: Concept 4: Rights, Responsibilities, and Roles of Citizenship PO 5 Describe the impact of Constitutional Amendments and laws (i.e. , thirteenth, Fourteenth, Fifteenth, Eighteenth, Nineteenth, and Twenty-first Amendments, Jim Crow Laws, Black Codes, Dawes Act) that came about during the historical time periods studied.

Strand 5: Concept 3: Macroeconomics PO 4 Describe how scarcity influences the choices (e.g., war time, rationing, women in the work force, reallocation of resources) made by governments and businesses.

Strand 1: Concept 7: Emergence of the Modern United States PO 6 Describe the following Progressive Reforms that resulted from the Industrial Revolution. A) Labor Unions B) Women's Suffrage C) Trust Busting D) Conservation of natural resources E) Temperance Movement

Strand 1: Concept 7: Emergence of the Modern United States PO 8 Identify the following 'groups' contributions to the changing social and political structure of the United States. a) Labor Leaders (e.g. Samuel Gompers, Mother Jones) b) Social Reformers (e.g. Susan B. Anthony, Elizabeth Cady Stanton) c) Industrialists (e.g., Andrew Carnegie, John D. Rockefeller) d) Inventors (e.g. Thomas Edison, Henry Ford) e) Populists (e.g., William Jennings Brian) f) Financiers (e.g., J.P. Morgan, Jay Gould)

8th Grade

Strand 1: Concept 8: Great Depression and World War II PO 4 Explain how the following factors affected the US home front during World War II. a) War bond drives. b) War industry. c) Women and minorities in the work force. d) rationing. e) Internment of Japanese-, German-, and Italian-, Americans.

Strand 1: Concept 8: Great Depression and World War II PO 7 Analyze the following individuals' significance to World War II. a) Franklin D. Roosevelt. b) Dwight Eisenhower c) George Patton d) Douglas MacArthur e) Harry Turman f) Eleanor Roosevelt

Strand 3: Concept 4: Rights, Responsibilities, and Roles of Citizenship PO 5 Describe the impact that the following had on rights for individuals and groups: a) Jim Crow Laws - literacy test, poll taxes, Grandfather Clause b) Civil Rights Movement (i.e. Martin Luther King, Jr., Rosa Parks) c) Desegregation - Military, Schools, Transportation, Sports. d) United Farm Workers (i.e. César Chavez) e) National Organization for Women (NOW) - Equal Rights Amendment (ERA)

Strand 4: Concept 4: Human Systems PO 6 Describe the aspects of culture (e.g., literacy, occupations, clothing, property rights) related to beliefs and understandings that influence the economic social, and political activities of men and women.

Strand 5: Concept 2: Microeconomics PO 5 Describe the impact of entrepreneurs (e.g. Bill Gates, Martha Stewart, Oprah Winfrey, Ted Turner, Donald Trump) in the free enterprise system.

High School

Strand 1: Concept 3: Exploration and Colonization PO 4 Describe the impact of key colonial figures (e.g. John Smith, William Penn, Roger Williams, Anne Hutchinson, John Winthrop)

Strand 1: Concept 4: Revolution and New Nation PO 6 Examine the experiences and perspectives of the following groups in the new nation. a) Property Owners b) African Americans c) Women d) Native Americans e) Indentured Servants

Strand 1: Concept 6: Civil War and Reconstruction PO 2 Analyze aspects of the Civil War a) Changes in technology b) importance of resources c) turning points d) military and civilian leaders e) effect of the Emancipation Proclamation effect on the civilian populations.

Strand 3: Concept 4: Right, Responsibilities, and Roles of Citizenship PO 1 Analyze basic individual rights and freedoms guaranteed by Amendments and laws. a) Freedom of religion, speech, press, seemly, and petition in the First Amendment. b) Right to bear arms in the Second Amendment. c) Ninth Amendment and guarantee of people's unspecified rights. d) Civil rights in the Thirteenth and Fourteenth Amendments. e) Voting rights in the Fifteenth, Nineteenth, Twenty-third, Twenty-fourth and Twenty-Sixth Amendments, Native American citizenship and voting rights (Arizona 1946) Voting Rights Act of 1965. f) Conflicts which occur between rights (e.g. the tensions between the right to fair trial and freedom of the press, and between majority rule and individual rights) right to work laws.

Strand 1: Concept 7: Emergence of the Modern United States PO 2 Assess how following social developments influenced American society in the late nineteenth and early twentieth centuries. a) Civil Rights issues (e.g. Women's Suffrage Movement, Dawes Act, Indian schools, lynching, Plessy v Ferguson) b) Changing patterns in Immigration (e.g. Ellis Island, Angel Island, Chinese Exclusion Act, Immigration Act of 1924) c) Urbanization and social reform (e.g., Health care, housing, food & nutrition, child labor laws) d) Mass media (e.g., Political cartoons, muckrakers, yellow journalism, radio) e) consumerism (e.g., Advertising, standard of living, consumer credit) f). Roaring Twenties (e.g., Harlem Renaissance, leisure time, jazz, changed social mores).

Strand 1: Concept 7: Emergence of the Modern United States PO 3 Analyze events which caused a transformation of the United States during the late nineteenth and early twentieth centuries: a) Indian Wars (e.g., Little Bighorn, Wounded Knee) b) Imperialism (e.g., Spanish American War, annexation of Hawaii, Philippine-American War) c) Progressive Movement (e.g., Sixteenth through Nineteenth Amendments, child labor) d) Teddy Roosevelt (e.g., Conservationism, Panama Canal, National parks, trust busting) e) Corruption (e.g., Tammany Hall, Spoils system) f) World War I (e.g., League of Nations, Isolationism) g) Red Scare/Socialism h) Populism

Strand 1: Concept 8: Great Depression and World War II PO 2 Describe the impact of American involvement in World War II: a) Movement away from isolationism. b) Economic recovery from the Great Depression c) Homefront transformations in the roles of women and minorities d) Japanese,

German and Italian interments and POW camps. e) War mobilization (e.g., Native American Code-Talkers, minority participation in military units, media portrayal) f) Turning points such as Pearl Harbor, D-Day, Hiroshima/Nagasaki.

Strand 1: Concept 9: Postwar United States PO 3 Describe aspects of post World War II American society: a) Postwar prosperity (e.g., Growth of suburbs, baby boom, GI Bill) b) Popular Culture (e.g., conformity v. Counter-culture, mass-media) c) Protest movements (e.g., anti-war, women's rights, civil rights, farm workers, César Chavez) d) Assassinations (e.g., John F. Kennedy, Martin Luther King, Jr. Robert F. Kennedy, Malcolm X) e) Shift to Increased immigration from Latin American and Asia.

ARKANSAS

To view the complete set of Arkansas social studies standards, visit <http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/curriculum-framework-documents/social-studies-new-courses-valid-july-1-2015>.

Kindergarten

G 9 K.2 Discuss cultural characteristics among families and in the community. D2 Geo 6 K-2.

H.13.K.5 Formulate questions that relate to a family member, family event, or family tradition. D1.2.K-2

1st Grade

H.12.1.1 Explain ways family and school have changed using chronological terms (e.g., yesterday/past, today/present, tomorrow/future) D2 His. 1. K-2.

H.12.1.2 Create timeline to sequence family or school events using chronological terms (e.g., first, next, last, before, after, now, long ago) D2 His 1 K-2

H 13.1.3 Draw conclusions about family or school life in the past using historical records and artifacts (e.g., photos, diaries, oral history) D2. His.10. K-2

H.13.1.5 Formulate questions that relate to a family member, family event, or family tradition. D1.2.K-2. D2 His. 12. K-2

3rd Grade

H. 12.3.5 Analyze relationships of national symbols, holidays, and historic places. (e.g. Liberty Bell, Fourth of July, Daisy Bates Day, Little Rock Nine, Central High School)

5th Grade

H. 12 5 10 Evaluate how individuals and groups influenced the American Revolutionary movement (e.g., Thomas Paine, Benjamin Franklin, Patrick Henry, George Washington, Thomas Jefferson, King George III, Son and Daughters of Liberty)

H. 12 5 16 Examine the impact and significance of the War of 1812 (e.g., nationalism, Dolly Madison, the Star Spangled Banner, the U.S. Flag, borders, Battle of New Orleans)

7th Grade

HS 6.7.1 Examine the cultural characteristics of various regions (e.g., celebrations, language, child-rearing, clothing, food, beliefs, behaviors)

H.7.AH.7-8.5 Discuss social, economic, and political reforms of the 'Progressive Era' in Arkansas from multiple perspectives using a variety of sources.

H.7.AH.7-8.6 Investigate social, economic, and political effects of World War I and World War II on various segments of the population in Arkansas.

H.7.AH.7-8.7 Examine social, economic, and political effects of the Great Depression and the New Deal on various regions and segments of the population in Arkansas

H.7 AH.7-8.7 Examine social, economic and political effects of the Great Depression and the New Deal on various regions and segments of the population in Arkansas.

H.7 AH.7-8.9 Examine social and cultural transformations in Arkansas (e.g., counterculture, drug culture, breakdown of the family, feminist movement, music art, clothing)

High School

Era3 3.AH.9-12.2 Research social, economic, and political effects of the Civil War on citizens in various regions, from multiple perspectives. (e.g., cause and effect of resource scarcity, civil unrest, changes in Southern way of life, lack of government, shifts in leadership and power, dual governments)

Era4 4 AH 9-12 1 Investigate social, economic, and political reforms of the Progressive Era in Arkansas from multiple perspectives using a variety of 'primary' and 'secondary' sources.

Era4 4.AH.9-12.5 Analyze social, economic, and political effects of the Great Depression on various regions and segments of the population in Arkansas.

Era4 4.AH.9-12.6 Analyze social, economic, and political effects of the New Deal on various regions and segments of the population in Arkansas.

Era5 5 AH 9-12 1 Analyze the social, economic, and political effects of World War II on Arkansas using a variety of 'primary' and 'secondary' sources. (e.g., Homefront, war bonds, rationing, relocation camps, prisoner of war camps, missile silos, ammunition depots)

Era6 AH 9-12 2 Examine effects of social and cultural transformations on various segments of the population across Arkansas. (e.g. counterculture, drug culture, breakdown of the family, feminist movement, music, art, clothing)

Era7.1 USH 4 Investigate social, economic, and technological effects of World War I on American society (e.g., Women's right to vote, new weapons, isolationism, nativism, Dawes's Plan, buying on credit)

Era7.2.USH.2 Investigate the impact of the Progressive Era using a variety of sources and multiple perspectives.

Era8.4.USH.4 Investigate social, economic, and political effects of World War II on the American people from multiple perspectives using a variety of primary and secondary sources (e.g. rationing, internment camps, contributions of women and minorities, defense industry towns, African-American migration, farmer prosperity, G.I. Bill of Rights, employment of women)

Era9.6.USH.1 Analyze the roles of individuals, groups, and the government in securing Civil Rights during the mid-20th century using a variety of primary and secondary sources (e.g., minorities, women, NAACP, federal court cases, legislation, Twenty-fourth Amendment)

Era9.6 USH 2 Analyze causes and effects of cultural changes on society in the United States (e.g. changing roles of women, forces of change on the nuclear family, suburbanization)

Era10.8.USH.3 Evaluate the impact of social, economic, technological, and cultural transformations in the United States from 1968 to the present. (e.g., digital technology, Youth Movement, Equal Rights Movement, economic fluctuations, national debt crisis)

CALIFORNIA

To view the complete set of California social studies standards, visit <http://www.cde.ca.gov/ci/hs/>.

Kindergarten

K.6 Students understand that history relates to events, people, and places of other times.

- 1) Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).
- 2) Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.
- 3) Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).

1st Grade

1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.

- 1) Examine the structure of schools and communities in the past.
- 2) Study transportation methods of earlier days.
- 3) Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.

1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy.

- 1) Understand the concept of exchange and the use of money to purchase goods and services.
- 2) Identify the specialized work that people do to manufacture, transport, and the market goods and services and the contributions of those who work in the home.

2nd Grade

2.1 Students differentiate between things that happened long ago and things that happened yesterday.

- 1) Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.
- 2) Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.
- 3) Place important events in their lives in the order in which they occurred (e.g., on a timeline or storyboard).

2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).

3rd Grade

3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.

- 1) Research the explorers who visited here, the newcomers who settle here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.
- 2) Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.
- 3) Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.

3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. Government.

- 1) Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.
- 2) Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.
- 3) Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).
- 4) Understand the three branches of government, with an emphasis on local government.
- 5) Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.
- 6) Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).

4th Grade

4.2 Students describe the social, political, cultural, and economic life, and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.

- 1) Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depend on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.
- 2) Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns.
- 3) Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar De Portola).
- 4) Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.
- 5) Describe the daily lives of the people native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.
- 6) Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy.
- 7) Describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America.
- 8) Discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy.

4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.

- 1) Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter's Fort.
- 2) Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).
- 3) Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).
- 4) Study the lives of women who helped build early California (e.g., Biddy Mason)
- 5) Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.

4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.

- 1) Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.
- 2) Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.
- 3) Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).
- 4) Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).
- 5) Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.
- 6) Describe the development and locations of new industries since the turn of the century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin.
- 7) Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs.
- 8) Describe the history and development of California's public education system, including universities and community colleges.
- 9) Analyze the impact of twentieth-century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne).

5th Grade

5.6 Students understand the course and consequences of the American Revolution.

- 1) Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.
- 2) Describe the contributions of France and other nations and of individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Kościuszko, Baron Friedrich Wilhelm von Steuben).
- 3) Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).

- 4) Understand the personal impact and economic hardship of the war on families, problems of finding the war, wartime inflation, and laws against hoarding goods and materials and profiteering.
- 5) Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.
- 6) Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indian's land.
- 7) Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.

8th Grade

8.1 Students analyze the multiple causes, key events, and complex consequences of the Civil War.

- 1) Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.
- 2) Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.
- 3) Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.
- 4) Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).
- 5) Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiment.
- 6) Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.
- 7) Explain how the war affected combatants, civilians, the physical environment, and future warfare.

8.4 Students analyze the aspirations and ideals of the people of the new nation.

- 1) Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.
- 2) Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams' Fourth of July 1821 Address).
- 3) Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).
- 4) Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).

8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.

- 1) Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).
- 2) Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System)
- 3) List the reasons for the wave of immigration from Northern Europe to the United States and Describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).

- 4) Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.
- 5) Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture.
- 6) Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).
- 7) Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).

8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

- 1) Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).
- 2) Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.
- 3) Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwel; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).
- 4) Examine the importance of the great rivers and the struggle over water rights.
- 5) Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.
- 6) Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.

8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

- 1) Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the Armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).
- 2) Discuss the abolition of slavery in early state constitutions.
- 3) Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.
- 4) Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.
- 5) Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the Dred Scott v. Sanford Decision (1857), and the Lincoln-Douglas debates (1858).
- 6) Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.

11th Grade

11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.

- 1) List the purpose and the effects of the Open Door policy.
- 2) Describe the Spanish-American War and U.S. expansion in the South Pacific.
- 3) Discuss America's role in the Panama Revolution and the building of the Panama Canal.
- 4) Explain Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy, drawing on relevant speeches.
- 5) Analyze the political, economic, and social ramifications of World War I on the home front.
- 6) Trace the declining role of Great Britain and the expanding role of the United States in world affairs after World War II.

11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.

- 1) Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.
- 2) Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Graves's "back-to-Africa" movement, the Ku Klux Klan, and immigrations quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.
- 3) Examine the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition).
- 4) Analyze the passage of the Nineteenth Amendment and the changing role of women in society. 5) Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes).
- 6) Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.
- 7) Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.

11.7 Students analyze America's participation in World War II.

- 1) Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.
- 2) Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.
- 3) Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers).
- 4) Analyze Roosevelt's foreign policy during World War II (e.g., Four Freedoms speech).
- 5) Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of America) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.
- 6) Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.
- 7) Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).
- 8) Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild itself after the war and the importance of a rebuilt Europe to the U.S. economy.

11.1 Students analyze the development of federal civil rights and voting rights.

- 1) Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries in 1941, and how African Americans' service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948.
- 2) Examine and analyze the key events, policies, and court cases, in the evolution of civil rights, including *Dred Scott v. Sandford*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Regents of the University of California v. Bakke*, and California Proposition 209.
- 3) Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.
- 4) Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcolm X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr.'s "Letter from Birmingham Jail" and "I Have a Dream" speech.
- 5) Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.
- 6) Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.
- 7) Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

- 1) Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.
- 2) Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).
- 3) Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.
- 4) Explain the constitutional crisis originating from the Watergate scandal.
- 5) Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection advocates and property rights advocates.
- 6) Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.
- 7) Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.

COLORADO

To view the complete set of Colorado social studies standards, visit <https://www.cde.state.co.us/cosocialstudies/statestandards>.

Preschool

Standard 3: Concept 1: Evidence Outcomes: b. Discuss that money is used to buy items that the student or family wants (DOK 1) c. Give examples to distinguish spending from saving (DOK 1-2)

Relevance and Application: 1. Working enables people to meet wants. For example, a parent works to receive income used to purchase items such as food, cars and vacations.

Standard 4: Concept 1: a. Recognize membership in family, neighborhood, school, team, and various other groups and organizations (DOK 1)

Kindergarten

Standard 1: Concept 2: Evidence: b. Explore differences and similarities in the lives of children and families of long ago and today (DOK 1-2)

Standard 4: Concept 1: e. Give examples of the difference between democratic voting and decision made by authorities including but not limited to the parent, teacher, or principal (DOK 1-2)

Relevance and Application: 2. Decisions are made cooperatively. For example, families vote on which movie to see and classes vote to see what project they will do.

1st Grade

Standard 2: Concept 2: Evidence Outcomes: a. Identify examples of boundaries that affect family and friends (DOK 1-2)

d. Give examples of how schools and neighborhoods in different places are alike and different (DOK 1-2)

e. Identify cultural and family traditions and their connections to other groups and the environment (DOK 1-2)

Relevance and Application: 2. People from various cultures are both similar and different and these differences are reflected in clothing, language, culture influencing social interactions.

3. Boundaries and the need for boundaries affect everyday life. For example, boundary lines determine who owns a piece of property

Standard 3: Concept 1: Evidence Outcomes: b. Give examples of types of jobs people in your family have (DOK 1)

Standard 4: Concept 1: Relevance and Application: 1. Groups work as a team toward a collective goal that honors the views of its members. For example, a family decides to save money toward a vacation or a student cleans the house to help the family.

2nd Grade

Standard 4: Concepts 1: Evidence Outcomes: d. Identify and give examples of civic responsibilities that are important to individuals, families, and communities (DOK 1-2)

8th Grade

Standard 1: Concept 2: Evidence Outcomes d. Evaluate the impact of different factors-on topics to include by not limited to gender, age, ethnicity and class-on groups and individuals in this time period and the impact of these groups and individuals on the events of the time period (DOK 1-3)

Standard 4: Concept 1: Relevance and Application: 1) There are elements that contribution to continuity and change in order to maintain a free and democratic society. For example, the right to vote is fundamental in society, but who can vote has changed over time. 2) Individuals work collaboratively to research and advocate ideas regarding Important Issues facing society such as suffrage, the rights of workers, and the rights of children.

CONNECTICUT

To view the complete set of Connecticut social studies standards, visit <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320898>.

Kindergarten

K.2 Generate questions about individuals and groups who have shaped a significant historical change.

Compelling Question: How do our communities and the people who live in them change over time?

Supporting Question: How does the time in which we live affect us? How is the past different from today? How has my family changed (where they live, what they do)?

HIST K.3 Compare perspectives of people in the past to those in the present. Compelling Question: Were people in the past the same as people today? Supporting Questions: How do past experiences shape who we are today (family, home, school)? How is my family's past similar to and different from my peers' families?

1st Grade

HIST 1.7 Generate questions about a particular historical source as it relates to a particular historical event or development. Compelling Question: What historical sources can we use to study the past?

Supporting Questions: How do you and your family remember important events? Where can you go to find information about something important that happened in your community? What type of information do we get from different sources (e.g., photos, letters, newspapers)?

HIST 1.8 Generate possible reasons for an event or development in the past. Compelling Question: Why was each community I belong to formed? Supporting Questions: What communities do I belong to? How do the communities I belong to affect who I am and how I live? How has my family and/or community affected who I am?

5th Grade

Gender Roles in Economic, Political, and Social Life: Analyze the role of women and men in key events, such as indigenous people's culture, early colonial settlement, and the American Revolution. Evaluate how the role of women and men in American society changed over time.

Indigenous Life in New England: Explore the cultural practices of indigenous peoples in New England prior to colonization including ways of governing, gender roles, and economic systems. Analyze ways that cultural practices of indigenous peoples in Connecticut were similar/different than they were in surrounding regions. Evaluate the impact of colonization on indigenous people's ways of life.

Early Settlements: Analyze the reasons for the large number of deaths in the early settlements. Compare and contrast the settlements of Plymouth and Jamestown. Explore why the interactions with the native peoples of New England were important to the survival of the Plymouth Colony. Examine how the geographic features of Jamestown affected the early settlement and development of the colony. Explain the views that indigenous peoples had concerning land ownership and how these views were different from the views of land ownership held by Europeans. Evaluate the role of women in early colonial settlements. Analyze the earliest settlements in Connecticut and the reasons that settlers arrived in the region.

American Revolution: Analyze the significance of the slogan "no taxation without representation" in the American colonies. Explore the major events that started the actual conflict between the British and the colonies. Assess how the battles of the American Revolution were different from those of previous wars. Examine the role of Connecticut in the Revolutionary War and what happened to Loyalists who lived in Connecticut at the beginning of the Revolutionary War. Evaluate how indigenous peoples and women both played vital roles in the Revolutionary War.

Change, Continuity, and Context: HIST 5.1 Create and use a chronological sequence of related events to compare developments that happened at the same times.

HIST 5.2 Compare life in specific historical periods to life today.

HIST 5.3 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

Compelling Question: How did colonization affect and change the freedom of various groups including indigenous Americans; French, British, and Dutch colonists; women; and religious groups?

Causation and Argumentation: HIST 5.9 Explain probable causes and effect of events and developments. HIST 5.10 Use evidence to develop a claim about the past.

Compelling Question: How did a perception of injustice fuel conflict during the colonial period in United States history?

Supporting Questions: How did the events of the Boston Massacre affect the way the colonists viewed the British government and troops? What were the effects of the French and Indian war on the relationship between the colonists and indigenous peoples? What issues contributed to conflict between indigenous peoples and the colonists (e.g., King Philip's War, Queen Anne's War)? What role did slaves and the issue of slavery play in the American Revolution? Why was freedom of religion an important reason for people to leave Europe and colonize the Americas? How did the colonies unite to fight against the injustices of the British?

Civic and Political Institutions: CIV 5.1 Explain how groups of people make rules to create responsibilities and protect freedoms.

CIV 5.2 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

Compelling Question: How did laws and rules in the colonies both promote and hinder freedom and equality?

Supporting Questions: Why did the people of Connecticut create the Fundamental Orders of Connecticut? How were laws made in Virginia? How did new laws and rules affect various groups including indigenous Americans, various religious groups, women, slaves, and others? How were governments and laws established in royal colonies? What were voting laws like in the different colonies? Why were families and family structures so important to the survival of the New England colonies?

8th Grade

Gender Roles, in Economic, Political, and Social Life: Analyze the role of women and men in key events, such as the American Revolution, before and after the Civil War, and the Westward Expansion. Evaluate how the role of women and men in American society has changed over time.

The Revolutionary War: Compare and contrast the attitudes of merchants, shopkeepers, farmers, women, slaves, and freed blacks toward conflict with the British. Analyze the role and contributions of Connecticut in Revolutionary War.

Reform Movements: Evaluate the causes, goals, and outcomes of mid-19th century reform movements (women's rights, temperance, education, mental health, prisons). Analyze the impact of utopian communities on group members and on society. Analyze the impact of the Second Great Awakening on 19th-century reform movements.

Westward Expansion: Analyze the theory of Manifest Destiny and its impact on American policy. Evaluate the impact of Westward Expansion on indigenous peoples and on settlers. Analyze the role of women and minorities in western expansion and in life on the plains.

Change, Continuity and Context: HIST 8.4 Explain how and why perspectives of people have changed over time (e.g., American Revolution, slavery, labor, the role of women).

Compelling Question: How did the Attitudes, beliefs, and actions of various groups influence the outcome of the American Revolutionary War?

Supporting Questions: How were attitudes towards the British in Connecticut similar too and different from those of other states? What factors influenced whom indigenous peoples and African Americans supported during the American Revolution? How did the Americans and the British use newspapers, political cartoons, and other sources to influence attitudes about the British and about the war? How did women contribute, directly and indirectly, to the Americans' war effort? Why did the French decide to support the Americans?

Civics, Participation and Deliberation: CIV 8.2 Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.

Compelling question: How did American conceptions of freedom and equality change during and just after the Civil War period?

Supporting Questions: What was the view in Northern States in the first half of the 19th century concerning the legal rights of blacks? How was this different from the Southern view? How would a Northern political leader and a Southern political leader in 1850 define "freedom and equality" differently? Analyze the statements and attitudes of women's rights advocates as blacks achieved political rights immediately after the Civil War. What groups that have legal equality today did not have legal equality when the United States became a nation? What justification was given at the time for not giving these groups legal rights?

Exchange and Markets: ECO 8.2 Describe the role of competition in the determination of prices and wages in a market economy. ECO 8.3 Analyze the role of innovation and entrepreneurship in a market economy.

Compelling Question: How did entrepreneurship, new technologies, and innovation affect people's standard of living in Connecticut during the early 1800s?

Supporting Questions: What were some of the main businesses and occupations in Connecticut during the early 1800s? What types of agricultural output were produced in Connecticut during the period? How did the people of Connecticut use the sea for their livelihood? What did certain industrial enterprises, such as the textile mills, produce in Connecticut during the period? Did different towns, cities, or other regions in Connecticut tend to specialize in certain types of production? What impact did new technologies have on the production of goods and services in Connecticut? Did living standards and the quality of life for workers and their families improve from 1800 to the 1850s?

High School

HIST 9-12.1 Analyze how historical contexts shaped and continue to shape people's perspectives.

Compelling Question: What factors influence voter participation?

Supporting Questions: How do previous elections affect voter turnout? Does voter participation change based on the political and/or economic climate? How does voting participation vary among racial, ethnic, gender, income, and age groups?

World War II: Evaluate the extent to which World War II was the result of failed attempts to resolve earlier conflicts. Analyze how World War II was both a product of, and a cause of, instability. Evaluate the extent to which World War II represented "total war."

Gender Roles in Economic, Political, and Social Life: Analyze the role of women and men in key events, such as the women's suffrage and temperance movements, World War II, civil rights movement, etc. Evaluate how the role of women and men in American society changed over time.

Industrialization: Analyze how technology, the factory system, and mass production provided opportunities for economic growth, but also negatively affected some people's quality of life. Evaluate the benefits and challenges of a changing standard of living for Americans. Analyze the ways that early industrialization altered the role of men and women in the workplace.

Progressivism: Analyze how economic, political, and social conditions of the late 19th and early 20th century helped or hurt different groups of people. Evaluate the successes and failures of the Progressives in achieving economic, political, social reforms during the period.

Suffrage Movements: Analyze the methods and effectiveness of late 19th and early 20th century women's suffrage movements. Evaluate whether the failure to adopt the Equal Rights Amendment has affected the status of women in contemporary America.

Civil Rights Movements and Reforms (from the late 1800s to 1950): Analyze the role of the federal government in supporting and inhibiting various 20th century civil rights movements. Investigate the occurrence of racial and religious conflict in different regions such as the Chinese Exclusion Act, lynching in the South discrimination against Catholics and Jews, relocations and treatment of indigenous peoples, internment of Japanese Americans during World War II. Analyze the role of women of color in the women's rights movement.

History Content, The Roaring 1920s and the Great Depression: Analyze cultural changes that occurred during the 1920s, and responses to these changes. Compare and contrast the role of government in the lives of Americans during the 1920s and 1930s. Analyze the causes of the Great Depression in the United States. Analyze how the Great Depression affected different groups of Americans. Evaluate the impact of the New Deal on various groups from that group's perspective, including the views of men, women, children, underrepresented groups, industrial workers, framers, and the elderly.

Global Wars (World War I and World War II): Analyze how World War I and World War II contributed to changing roles for women and underrepresented groups in society. Analyze turning points in the global wars and the role of the United States in the conduct of these wars. Analyze how the global wars affected the American identity. Evaluate the role of the United States during the Holocaust.

The Civil Rights Movement (1950s and 1960s) and other Reform Movements since the 1950s: Analyze the causes and the methods of the civil rights movement of the 1950s and 1960s. Evaluate the effectiveness of the civil rights movement in improving political, economic, and social conditions for African Americans in the United States. Analyze other social reform movements since the 1950s

including those dealing with the rights and opportunities for women, racial and ethnic minorities, the disabled, LGBTQ community, and other underrepresented groups; and movements related to peace, the environment, and consumer rights.

Change, Continuity, and Context. HIST 9-12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. HIST 9-12.2 Analyze change and continuity in historical eras.

Compelling Question: In what ways, and for whom, was America a land of opportunity in the 1950s?

Supporting Questions: What kinds of opportunities and what kinds of obstacles were experienced by different groups of immigrants to the United States in the 1950s? What type of economic, social, and political opportunities were available - or denied to - different groups of people such as African Americans, Latinos, indigenous peoples, and women in the 1950s? In what ways was Connecticut a land of opportunity in the 1950s? How did the rise of the U.S. as a global economic and military power in the 1950s open up and close down opportunities for lower income Americans? How did opportunities for women to participate in the political process and in the labor market change, or not change, in the 1950s? What role did education play in providing opportunities for Americans in the 1950s?

Change, Continuity, and Context: HIST 9-12.3 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. HIST 9-12.4 Analyze how historical contexts shaped and continue to shape people's perspectives. (e.g., immigration, labor, the role of women). HIST 9-12.5 Analyze the ways in which the perspectives of those writing history shaped the history that they produced. HIST 9-12.6 Explain how the perspectives of people in the present shape interpretations of the past. HIST 9-12.7 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

Compelling Question: How did the Great Depression and World War II contribute to, and present barriers to, the United States as a "just" society?

Supporting Questions: How did the Great Depression and WWII affect economic and social justice for American workers? How did the voices of women in the Great Depression and WWII advance the cause of gender equity in America? In what ways were their voices silenced? In what ways did events and policies during the Great Depression and WWII promote or hinder social justice for African Americans? How did African American voices contribute to past efforts to build a more just society? How did people in Connecticut work to support the rights of labor, women, African Americans, and other underrepresented groups during the Great Depression and WWII? How was the media used to support or oppose people's quest for freedom and equality during the Great Depression and WWII over time? How did American society promote, or not promote, justice for indigenous peoples during the Great Depression and WWII? How did technological advancements during the Great Depression and WWII contribute to the U.S. being a more just society?

Historical Sources and Evidence: HIST 9-12.8 Detect possible limitations in various kinds of historical evidence and differing secondary interpretations. HIST 9-12.9 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources. HIST 9-12.10 Critique the appropriateness of the historical sources used in a secondary interpretation.

Compelling Question: In what ways is the story of civil rights movements in United States one of progress?

Supporting Questions: How did various civil rights movements (e.g., African American, women, labor, gay rights) affect opportunities and progress for Americans? How did advertising and popular culture during the 20th century reinforce or contradict the perception of progress made by civil rights movements? What types of written documents and oral histories can help answer these questions? Are

the freedoms and liberties of traditionally under-represented groups protected in contemporary America/ how did civil rights movements affect progress for various groups? What challenges to equality exist today? What evidence from primary sources exists to support answers to these questions? How do textbooks represent the civil rights movement and their impact? What role did the government play in supporting or hindering civil rights movements? In what ways is information provided by our state and federal government reliable? How might the government's perspective be biased? In what ways do museums and feature films promote and support the civil rights movements as one of progress for various groups? Are museums trustworthy places to learn about U.S. history? Are feature films reliable sources to learn about U.S. History?

DELAWARE

To view the complete set of Delaware social studies standards, visit <http://www.doe.k12.de.us/Page/2548>.

Kindergarten- 3rd Grade

Students will develop an understanding of the similarities between families now and in the past, including: Daily life today and in other times, Cultural origins of customs and beliefs around the world.

Students will understand that individuals and families with limited resources undertake a wide variety of activities to satisfy their wants.

Standard Three: A point of view is not a viewpoint expressed by a historian—that is a simplistic, popular definition. A point of view is not just any person's way of looking at something. A point of view, as used in the study of history by professional historians, asks such questions as: Where is this historian coming from? What are the historian's nationality, race, gender, age, and personal background? Could any of these factors have played a role influencing that historian's conclusions or the questions that guided that historian's research strategy? Is the historian a young African-American female writing about the role of women in the civil rights movement? Or, is that historian an elderly white male southerner with deep family roots in the antebellum South writing about the role of women in the civil rights movement? An Arabic historian would certainly write a history of the Crusades that differed from one written by a Western European historian (assuming he or she is not of Arabic descent). Each historian selects events from past experiences that he or she labels as important and therefore worthy of being taught to the next generation. That selection process, deciding what to emphasize, and the questions that historian asks of the documents and other evidence contributes significantly to the conclusions drawn. If two historians disagree, they do not have two different points of view. You would reasonably expect that these factors— race, age, gender, and personal background—would influence a person as they grow to intellectual maturity and therefore would influence their research interests, methods, and strategies. It makes a difference.

Standard Four: A student should know historical chronology in such a way as to be able to place people, laws, and events. For example, from 1850 to 2000, there was a Civil War, Reconstruction in the South, the settlement of the West, the rise of industrialization and urbanization, imperialism, the rise of segregation, two world wars, a Cold War, the rise of the Third World, the end of colonialism, a Great Depression, a civil rights movement in America, a woman's movement, a war in Vietnam, etc. Without knowing the exact years for an event, a student should still be able to place all these events within the chronology, 1850 to 2000, in their approximate place. In other words, students should know the major events and their approximate time. For example, they should know that the Great Depression occurred between the two world wars. It is not enough to minimally know these events in order to merely recognize one, as might happen for classroom multiple choice questions in which the correct answer is selected. In a standards-aligned short answer, a student needs to recall and use historical information as an explanation or evidence. Obviously, if he or she has little to recall (Standard Four), or if they do not understand history as a discipline (Standards One, Two, Three), then he or she will have little to offer as a factually supported accurate and relevant explanation.

Grades 4 and 5

Standard Three: A Point of view is not a viewpoint expressed by a historian - that is a simplistic, popular definition. A point of view is not just any person's way of looking at something. A point of view, as used in the study of history by professional historians, asks such questions as: Where is the historian coming from? What are the historian's nationality, race, gender, age, and personal background? Could any of these factors have played a role influencing that historian's conclusions or the questions that guided that historian's research strategy? Is the historian a young African-American female writing about the role of women in the civil rights movement? Or, is that historian an elderly white male Southerner with deep family roots in the antebellum South writing about the role of women in the civil rights movement? An Arabic historian would certainly write a history of the Crusades that differed from one written by a Western European historian (assuming he or she is not of Arabic descent). Each historian selects events from past experiences that he or she labels as important and therefore worthy of being taught to the next generation, That selection process, deciding what to emphasize, and the questions that historian asks of the documents and other evidence contributes significantly to the conclusions drawn. If two historians disagree, they do not have two different points of view. You would reasonably expect that these factors - race, age, gender, and personal background - would influence a person as they grow to intellectual maturity and therefore would influence their research interests, methods, and strategies, it makes a difference.

Standard Four: A Student should know historical chronology in such a way as to be able to place people, laws, and events. For example, from 1850 to 2000, there was a Civil War, Reconstruction in the South, the settlement of the West, the rise of industrialization and urbanization, imperialism, the rise of segregation, two world wars, a Cold War, the rise of the Third World, the end of colonialism, a Great Depression, a civil rights movement in America, a woman's movement, a war in Vietnam, etc. Without knowing the exact years for an event, a student should still be able to place all these events within the chronology, 1850 to 2000, in their approximate place. In other words, students should know the major events and their approximate time. For example, they should know that the Great Depression occurred between the two world wars. It is not enough to minimally know these events in order to merely recognize one, as might happen for classroom multiple choice questions in which the correct answer is selected, in a standards-aligned short answer, a student needs to recall and use historical information as an explanation or evidence. Obviously, if he or she has little to recall (Standard Four), or if they do not understand history as a discipline (Standards One, Two, Three), then he or she will have little to offer as a factually supported accurate and relevant explanation.

Grades 6-8

Standard Three: A Point of view is not a viewpoint expressed by a historian - that is a simplistic, popular definition. A point of view is not just any person's way of looking at something. A point of view, as used in the study of history by professional historians, asks such questions as: Where is the historian coming from? What are the historian's nationality, race, gender, Age, and persona; background? Could any of these factors have played a role influencing that historian's conclusions or the questions that guided that historian's research strategy? Is the historian a young African-American female writing about the role of women in the civil rights movement? Or, is that historian an elderly white male Southerner with deep family roots in the antebellum South writing about the role of women in the civil rights movement? An Arabic historian would certainly write a history of the Crusades that differed from one written by a Western European historian (assuming he or she is not of Arabic descent). Each historian selects events from past experiences that he or she labels as important and therefore worthy of being taught to the next generation, That selection process, deciding what to emphasize, and the questions that historian asks of the documents and other evidence contributes significantly to the conclusions

drawn. If two historians disagree, they do not have two different points of view. You would reasonably expect that these factors - race, age, gender, and personal background - would influence a person as they grow to intellectual maturity and therefore would influence their research interests, methods, and strategies, it makes a difference.

Standard 4: A Student should know historical chronology in such a way as to be able to place people, laws, and events. For example, from 1850 to 2000, there was a Civil War, Reconstruction in the South, the settlement of the West, the rise of industrialization and urbanization, imperialism, the rise of segregation, two world wars, a Cold War, the rise of the Third World, the end of colonialism, a Great Depression, a civil rights movement in America, a woman's movement, a war in Vietnam, etc. Without knowing the exact years for an event, a student should still be able to place all these events within the chronology, 1850 to 2000, in their approximate place. In other words, students should know the major events and their approximate time. For example, they should know that the Great Depression occurred between the two world wars. It is not enough to minimally know these events in order to merely recognize one, as might happen for classroom multiple choice questions in which the correct answer is selected, in a standards-aligned short answer, a student needs to recall and use historical information as an explanation or evidence. Obviously, if he or she has little to recall (Standard Four), or if they do not understand history as a discipline (Standards One, Two, Three), then he or she will have little to offer as a factually supported accurate and relevant explanation.

High School

Standard One: Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change. Essential Questions. How do these historical materials show a pattern of continuity or change? What is the most likely reason for the trend shown in these historical materials? In the 9-12 cluster, students continue deeper into the understanding of the results and consequences of chronologies by analyzing how some things change in history and how some do not. They also are ready to apply it to daily adult life as a citizen by analyzing how some things change in history and how some do not. They also are ready to apply it to daily adult life as a citizen by analyzing contemporary issues. This standard provides teachers and students with a great opportunity to research their local communities. Both schools and local communities have a wealth of unmanipulated documents available for research. Look at old yearbooks with a purpose in mind. What clothing styles were fashionable? What hair styles? How do the advertisements reflect the community at that time? How many of these businesses are still in existence? What happened to the others, particularly in the context of historical events? Does the local newspaper have a file of old newspaper clippings? When was a particular neighborhood built? Can you interview the older residents about that experience? Tracing an idea or trend over a time span or over a space is easier than explaining the resulting pattern of continuity and change. Students should take any topic selected for teaching this standard to the conclusion of the explanation of the pattern. And, try the reverse-show the pattern and have the students explain how it sheds lights on the evolution of that trend or idea. A student could research the spread of women's suffrage around the world. Why did women's suffrage trail behind male suffrage? Why did women in the U.S. receive the vote after minority males? What ideas or trends or patterns of continuity explain the chronology of women's suffrage, both in America and in other regions? Some historians see Manifest Destiny before the Civil War and the imperialism of the Spanish-American War as two versions of the same thrust, the American desire to grab territory at the expense of weaker nations. Or, were the two periods different? Or, were neither one primarily characterized by territory grabbing? Some ideas seem to only fit into a particular time or are only applicable to a particular place, such as imperialism or the Enlightenment or the Reformation. Further complicating this standard is the possibility that continuity is more present than change. A

Roman Catholic visiting a Lutheran Church will see much that is familiar, Martin Luther kept more than he changed. So, how "revolutionary" was the Reformation? Other examples of this benchmark in history are the following: What factors explain the migration within the United States of population from the Frostbelt or Rustbelt to the Sunbelt? Were the attractions of retirement communities the only explanation? In the years prior to the Civil War, industrialization created a separation between work and the home. Increasingly one worked away from where one lived. As incomes rose for a segment of the population, a self-identified grouping emerged, the middle class, with created cultural and social and family characteristics. This gradual change in social status has long captivated historians because it requires research in nontraditional records. One does not go to the national archives to research family history on a large scale. Notice also the slow emergence of new consumer groups. Teenagers, did not suddenly appear in the 1950s. What happened was that business (primarily Hollywood and the record industry) discovered the existence of a new and large group of consumers and catered to their subculture, sometimes reflecting their culture and sometimes creating their culture. American Bandstand was the forerunner of MTV, from one show in the afternoon to whole channels now. Here's an assessment item that illustrates the measurement of this benchmark. This test item focuses on the development of a trend over a period of time to explain the pattern of change. The item asks students to use information presented in a line graph (the number of women in the work force from 1870 to 1990) and to explain the rapid increase in the number of women in the work force from 1930 to 1952. (Graph) According to the graph, there was a rapid increase in the number of women in the work force from 1930 to 1952. What was the probable cause? Support your answer with evidence.

Standard Three: A Point of view is not a viewpoint expressed by a historian - that is a simplistic, popular definition. A point of view is not just any person's way of looking at something. A point of view, as used in the study of history by professional historians, asks such questions as: Where is the historian coming from? What are the historian's nationality, race, gender, Age, and persona; background? Could any of these factors have played a role influencing that historian's conclusions or the questions that guided that historian's research strategy? Is the historian a young African-American female writing about the role of women in the civil rights movement? Or, is that historian an elderly white male Southerner with deep family roots in the antebellum South writing about the role of women in the civil rights movement? An Arabic historian would certainly write a history of the Crusades that differed from one written by a Western European historian (assuming he or she is not of Arabic descent). Each historian selects events from past experiences that he or she labels as important and therefore worthy of being taught to the next generation, That selection process, deciding what to emphasize, and the questions that historian asks of the documents and other evidence contributes significantly to the conclusions drawn. If two historians disagree, they do not have two different points of view. You would reasonably expect that these factors - race, age, gender, and personal background - would influence a person as they grow to intellectual maturity and therefore would influence their research interests, methods, and strategies, it makes a difference.

Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content]. Students should know chronology in broad outlines and enough trends in history that they have a reservoir of information they can use to provide factual support and examples in their short, written responses. Students should have an understanding of trend's and patterns in order to use that understanding as evidence when drawing conclusions or making inferences. For example, a student responding to a historian's writing published in the 1950s should be aware that the 1950s came after the Second World War or during the Cold War or during the beginning of a Civil Rights movement. Consider these two sentences the student might write: a) He wrote this because Americans were angry at Russia. b) This historian was influenced by the Cold War

then taking place between the United States and Russia. Obviously the second sentence is much stronger and reflects more understanding. Teachers should not be concerned as they examine the content descriptions in Standard Four for each grade cluster and think, "That's too much, I could never do that in a school year," Actually, it is too much to cover, and becomes more ponderous with each passing year. What teachers, schools, and districts must learn to do is selectively abandon certain topics in the course of history. Do not try to cover everything. It is impossible. Adopt an approach that could be called "post-holing," Dig deeply into some topics rather than trying to "cover" everything. It is better for a student to clearly understand a concept and to be able to use something in history in an explanation than it is to have a limited understand of a concept and know a lot of "somethings" in history. Students understand a standard when they can apply it in a new or different situation. The teacher does not have to "cover" every potential situation for the student to be prepared. The student who can apply understanding to a new situation is well equipped for any assessment of the Delaware History Standards and for life after school. Social Studies content should be about: Themes, broad historical trends, and topics that allow the four strands of the social studies to be integrated and provide a cultural context for the student; Relevant and important contemporary issues; Resources for education and not the scope and sequence contained in a textbook. Select historical topics which are transferable, relevant, integrated, contemporary, and important. Students should study what resonates throughout history and prepares them for decisions they will face as adult citizens. A student must know history; do not be fooled by Standard Four. The reason why specific people, laws, events, etc. are not listed is because no group or historians will ever agree on the essential and necessary facts that everyone should know. Remember, history does not exist until the historian looks at the sources and decides what is important and therefore what is history. This is why the initial History Standards committee decided not to produce a required list of people, laws, events, etc. Content in History Standard Four is left for each district or teacher to deice. The absence of a specific list does not mean students do not have to know anything. It means that a student is free to use whatever historical knowledge he or she gained in that classroom. If students have a reservoir of historical knowledge and they understand the History Standards, they can do well on any assessment. If they lack either one - historical knowledge or an understanding of the standards - they will not do well. make certain in your teaching that your students acquire an understanding of history and how it works as a discipline (Standards One, Two, and Three) and that they acquire knowledge of people, laws, and events and when these historical specifics fall chronologically (Standard Four). It is hard to imagine a Social Studies, History, Economic, Geography, or Civics Course or program that ignores events from 1960 to the present. The History standards do not dictate a curriculum, but they do require students to have courses hat equip them to bring some knowledge of history and an understanding of the standards and how to apply the standards. If the students learn information they can use it. Any assessment of the Delaware History Standards is not one to which a student can simply apply common sense or street-level knowledge. He or she must bring knowledge and an understanding of the standards to it to do well. A Student should know historical chronology in such a way as to be able to place people, laws, and events. For example, from 1850 to 2000, there was a Civil War, Reconstruction in the South, the settlement of the West, the rise of industrialization and urbanization, imperialism, the rise of segregation, two world wars, a Cold War, the rise of the Third World, the end of colonialism, a Great Depression, a civil rights movement in America, a women's movement, a war in Vietnam, etc. Without knowing the exact years for an event, a student should still be Abe to place all these events within the chronology, 1850 to 2000, in their approximate place. In other words, students should know the major events and their approximate time. For example, they should know that the Great Depression occurred between the two world wars. It is not enough to minimally know these events in order to merely recognize one, as might happen for classroom multiple choice questions in which the correct answer is selected. In a standards-aligned short answer, a student needs to recall and use historical Information as an explanation or evidence. Obviously, if he or she has

little to recall (Standard Four), or if they do not understand history as a discipline (Standards One, Two, Three), then he or she will have little to offer as a factually supported accurate and relevant explanation. The following multiple choice question is an example, In order to answer this question a student must be aware of the chronology, impact, and consequences of industrialization and technology on agriculture over a long period, 1860 to 2000. The introduction of more and more mechanization greatly increased output. The long-term effect was to reduce the number of farmers needed to feed the rest of us. (Graph) This 11th grade assessment item uses a graph that shows the long-term decline in the farmers' share of the national income. The correct response is option J. All four possible answers - immigration, global warfare, natural disasters, and industrialization - occurred within the dates for the graph, 1860-2000, but only industrialization explains this long-term decline in the farmers' share of the national income, the shift from agricultural-based economy to an industrial-based economy. The four disciplines in the Delaware Social Studies Standards - Civics, Economics, Geography, and History - each offer distinct approaches and develop different skills. Unite them in your teaching. All four disciplines are present in the issues and challenges our students face every day in the classroom and those they will confront in the future, both in their personal lives and as voters and participants in our broader society. If a student masters the Delaware Social Studies Standards, he or she will be able to transfer their understanding into a lifetime of active citizenship.

DISTRICT OF COLUMBIA

To view the complete set of the District of Columbia social studies standards, visit <https://osse.dc.gov/publication/social-studies-standards>.

Prekindergarten

Time, Continuity, and Change PK.5: Children begin to understand how people and things change over time.

- 1) Demonstrate understanding that time and the passage of time can be measured. (Looks at the sand timer and says, "Hurry, hurry. Cleanup time is almost over." Points to clock in dramatic play area and says, "Time to wake up and go to school!")
- 2) Distinguish the difference between past, present, and future events. (Recalls that yesterday a fire truck came to the school. States, "Tomorrow is my birthday.")
- 3) Demonstrate awareness of changes over time. (Says, "My grandma used to walk with a cane; now she's in a wheelchair." Says, "My mama had to buy me new shoes because my feet keep getting bigger and bigger.")
- 4) Know and follow the established routines of the day. (Turns over the hourglass with sand to see if he can clean up before the sand empties into the next chamber. Makes statements such as, "This afternoon we're all going for a walk to the library.")
- 5) Track and talk about changes that take place in their families. (Tells the class about the new baby in the family. Says, "I was once a baby, but now I'm a big girl and I go to school.")

Kindergarten

Civil Values K.6: Students retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and they explain how the stories show these qualities.

- 1) Distinguish between fictional characters and real people in the school, the community, the nation, or internationally who are or were good leaders and good citizens, and explain the qualities that made them admirable (e.g., honesty, dependability, modesty, trustworthiness, or courageousness). (P, S)
- 2) Identify family or community members who promote the welfare and safety of children and adults. (P, S)

Personal and Family Economics K.7: Students describe the way families produce, consume, and exchange goods and services in their community.

- 1) Understand different kinds of jobs that people do, including the work they do at home. (E)
- 2) Tell why people work. (E)
- 3) Identify what people buy with the money they earn. (E)
- 4) Understand how family members, friends, or acquaintances use money directly or indirectly (e.g., credit card or check) to buy things they want. (E)
- 5) Identify words that relate to work (e.g., jobs, money, buying, and selling). (E)

1st Grade

Earliest People and Civilizations of the Americas 1.4: Students describe the characteristics of the Maya, Inca, and Aztec civilizations.

- 1) Identify how their locations and climate affected their economies and trade systems. (G, E)
- 2) Compare the roles of people in each society, including their class structures and religious traditions. (R, S)

- 3) Explain their artistic and oral traditions, and their development of writing systems and calendars. (S, I)
- 4) Describe the inventions and advances in astronomy, mathematics, and architecture. (I)
- 5) Compare the daily lives of common people in these societies to those of people in other places (e.g., the indigenous peoples of North America and the Caribbean, or other native groups in Mesoamerica itself), with a special emphasis on each group's manipulation of the natural environment. (G, S, E)

2nd Grade

Geography 2.1: Students use map and globe skills to determine the absolute locations of places and interpret information available through a map or globe's legend, scale, and symbolic representations.

- 1) Understand how maps and globes depict geographical information in different ways. (G)
- 2) Locate the continents, regions, or countries from which students, parents, guardians, grandparents, or other relatives or ancestors came to Washington, DC. (G)
- 3) Identify the location and significance of well-known sites, events, or landmarks in different countries and regions from which Washington, DC, students' families hail. (G)
- 4) Explain the human characteristics of places, including houses, schools, communities, neighborhoods, and businesses. (G)

Civic Values 2.4 Students understand the importance of individual action and character, and they explain, from examining biographies, how people who have acted righteously have made a difference in other's lives and have achieved the status of heroes in the remote and recent past (P, S)

Teachers are free choose whatever biographies they wish, Here are some suggestions: Neil Armstrong, Joan Baez, Benjamin Banneker, Sitting Bull, Luisa Capetillo, Cesar Chavez, Linda Chávez, Roberto Ckenente, France Anne Còrdova, Frederick Douglass, Thomas Edison, Albert Einstein, Juan Carlos Finlay, Bill Gates, Alberto Gonzales, Dolores Huerta, Daniel Inouye, Abraham Lincoln, Thurgood Marshall, Cecilia Muñoz, Rosa Parks, Louis Pasteur, Colin Powell, Sally Ride, Jackie Robinson, Sacagawea, Jonas Salk, Harriet Beecher Stowe, Clarence Thomas, Harriet Tubman, Booker T. Washington, Walter Washington, Ida B. Wells, and the Wright brothers.

Civic Values 2.6: Students describe the North American landscape, indigenous adaptations to it, and modifications of it.

- 1) Explain the differences between native groups in different parts of North America. (S)
- 2) Describe how their organization corresponded to the environment. (G, S)
- 3) Reconstruct the daily life of a person in several native societies. (E, S)

3rd Grade

Geography of DC 3.1 Students use cardinal directions, map scales, legends, and titles to located places on contemporary maps of Washington, DC, and the local community.

- 1) Compare and contrast the differences between a contemporary map of Washington, DC, and maps of this area at the end of the 18th and 19th centuries. (G)
- 2) Identify and locate major physical features and natural characteristics (e.g., bodies of water land forms, natural resources, and weather) in Washington, DC. (G)
- 3) Identify and locate major monuments and historical sites in and around Washington, DC. (e.g., the Jefferson and Lincoln memorials, Smithsonian museums, Library of Congress, White House, Capitol, Washington Monument, National Archives, Arlington National Cemetery, African American Civil War Museum, Anacostia Museum, Vietnam Veterans Memorial, Iwo Jima Memorial, Fredericks Douglass House, Mary McLeod Bethune House, Wilson Building, and Mount Vernon). (G, P)

- 4) Describe the various types of communities within the city (e.g., Chinatown, Foggy Bottom, Adams Morgan, Anacostia, and Georgetown), beginning with the community in which the elementary school is located (G, S)
- 5) Describe the ways in which people have used and modified resources in the local region (e.g., building roads, bridges, and cities, and raising crops), (G, S)
- 6) Explain how people depend on the physical environment and its natural resources to satisfy their basic needs (G, S)

History History of DC (18th -20th Centuries): 3.4: Emphasizing the most significant differences, students describe Washington, DC, at the end of the 18th, 19th, and 20th centuries.

- 1) Compare and contrast how people in the past met their needs in different ways (e.g., hunting and gathering, subsistence agriculture, barter, commerce, and manufacturing), (E)
- 2) Construct a chronological explanation of key people and events that were important in shaping the character of Washington, DC, during the 18th, 19th, and 20th centuries (H, P, S)
- 3) Understand the unique nature of Washington, DC, as the nation's capital, a multicultural urban city, and the jurisdiction that provides the state and local government for its residents (P, S)
- 4) Explain how Washington, DC, was selected and named as our capital city. (P,S)
- 5) Identify and research outstanding statements of moral and civic principles made in Washington, DC, as well as the leaders who delivered them, that contributed to the struggle to extend equal rights to all Americans (e.g., Lincoln and his second inaugural address, Frederick Douglass and his speech against lynching at the Metropolitan AME Church, Martin Luther King JR, and his speeches at the Lincoln Memorial in 1957 and 1963, and Rodolfo "Corky" Gonzales at the Poor People's March), (P)

4th Grade

The War for Independence (1760-1789): 4.9: Students describe the course and consequences of the American Revolution.

- 1) Locate and identify the major military battles, campaigns, and turning points of the Revolutionary War, (G, M)
- 2) Understand the roles of the American and British leaders, and the Indian leaders' alliances on both sides, (P)
- 3) Understand the roles of African Americans, including their alliances on both sides (especially the case of Lord Dunmore's Proclamation and its impact on the war).
- 4) Identify the contributions of French, Spain, the Netherlands, and Russia, as well as certain individuals to the outcome of the Revolution (e.g., the marquis Marie Joseph de Lafayette, Tadeusz Kòsciuszko, and Baron Friedrich Wilhelm von Steuben). (P, M)
- 5) Describe the significance of land policies developed under the Continental Congress (e.g., sale of western lands and the Northwest Ordinance of 1787) and those policies' impact on American Indian's land. (G, P)
- 6) Explain how the ideals set forth in the Declaration of Independence changed the way people viewed slavery. (P,S)
- 7) Describe the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Phillis Wheatley, and Mercy Otis Warren), (S, E)
- 8) Analyze the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering. (S, E)

5th Grade

The New Nation's westward Expansion: 5.1: Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s.

- 1) Describe the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (E.g., overland wagons, canals, flatboats, and steamboats), (G, S)
- 2) Describe the enslaved immigrants from Africa from the 1790s through the 1820s and the routes they traveled from disembarkment (e.g., from New Orleans up the Mississippi and westward along the Gulf Coast, from Mobile, Savannah, Charleston, Washington, DC, Baltimore, and Philadelphia, westward, northward, and southward) (G, S)
- 3) Describe the process of the "internal slave trade" that saw Africans born in the United States sold into the southernmost states (Mississippi, Alabama, Georgia, and South Carolina) from more Northern States (Virginia, North Carolina, and Maryland).
- 4) Name the states and territories that existed in 1850 and their locations and major geographical features (e.g., mountain ranges, principal rivers, and dominant plant regions). (G)
- 5) Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Sacagawea, Zebulon Pike, and John Fremont). (G)
- 6) Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest, (G)
- 7) Describe the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails) (G,S,E)
- 8) Relate how and when California, Texas, Oregon, and other Western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War (G, M)
- 9) Describe the search for gold in California and how the Gold Rush moved east to places such as Colorado and the Dakotas (G, S,E)

The Growth of the Republic (1800-1860): 5.2: Students describe the emergence of a fledgling industrial economy.

- 1) Explain the expansion of the plantation system and slavery as the demand for cotton production grew. (G, S, E)
- 2) Describe the mechanization of cleaning cotton with cotton gin/textile industries. (E, I)
- 3) Describe how the manufacturing economy supplements agricultural economy. (E)
- 4) Explain the emerging urbanization in the North. (G)
- 5) Identify the transportation innovations that led to westward settlements. (G, I)
- 6) Explain how and why young women and children join the paid labor force. (S, E)

The Growth of the Republic (1800-1860) 5.3: Students describe the rapid growth of slavery in the South after 1800.

- 1) Describe how Southern colonists slowly altered their attitudes toward Africans, increasingly viewing them as a permanent servant or slaves; the harsh conditions of the Middle Passage; the responses of slave families to their condition; and the ongoing struggle between proponents and opponents of slavery. (S)
- 2) Describe the contributions of enslaved and free Africans to the economic development of the colonies (S, E)
- 3) Identify the characteristics of enslaved and free Africans to the economic development of the colonies (S, E)
- 4) Explain the significance of and consequences ensuing from the abolition of slavery in the Northern states after the Revolution, and of the 1808 law that banned the importation of slaves into the United States. (P, S)

5) Describe the impact of the cotton gin on the economics and culture of slavery and Southern agriculture. (E, I)

The Growth of the Republic (1800-1860) 5.4: Students identify prominent people and movements for social justice in the United States, including:

- 1) Dorothea Dix and her quest for prison reform and help for the mentally ill (P, S)
- 2) Paul Cuffe, Martin Delany and the idea of emigration among African Americans (P, S)
- 3) Horace Mann and public education. (P, S)
- 4) Denmark Vesey, Nat Turner, and Gabriel Prosser and their resistance to enslavement.
- 5) Prudence Crandall and education for free African Americans, (P, S)
- 6) Susan B. Anthony, Sojourner Truth, and Elizabeth Cady Stanton and equality for women, (P, S)
- 7) Frederick Douglass, the Grimke sisters, and William Lloyd Garrison and the Abolition of slavery. (P, S)
- 8) José Martí, Francisco Goyia (Pachin) Marin, Sotero Figueroa and the independence of Cuba and Puerto Rico from Spain (P, S)

The Civil War and Reconstruction (1860-1877) 5.5: Students summarize the causes and consequences of the Civil War.

- 1) Describe the extension of and controversy about slavery into the territories, including popular sovereignty, the Red Scott decision, and the Kansas-Nebraska Act (P, S)
- 2) Explain the role of abolitionists, including reformers Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe, Martin Delany, and John Brown (P, S)
- 3) Describe the emergence of Abraham Lincoln as a national political figure and the secession of Southern states. (P)
- 4) Identify Union and Confederate States at the outbreak of the Civil War, Yankees and Rebels (Blue and Gray), and the role of African American troops in the war (G, P)
- 5) Describe the experience of the war on the battlefield and home front. (M, S)
- 6) Analyze the rationales from the Emancipation Proclamation and the Emancipation of African Americans in Washington, DC, (P, S)

The Civil War and Reconstruction (1860-1877): 5.6 Students explain the success and failures of Reconstruction.

- 1) Describe the physical and economic destruction of the south (G, E)
- 2) Describe the assassinations of Abraham Lincoln in Washington, DC
- 3) Identify the goals and accomplishments of the Freedmen's Bureau (P)
- 4) Describe the 13th, 14th, and 15th amendments, as well as African American political and economic progress. (P, E)
- 5) Analyze the rise of the Ku Klux Klan, Black codes, vigilante justice, and Jim Crow laws, (P, E)
- 6) Analyze the emergence of African American self-help organizations, emigration to all-black towns in the West (e.g., the Exodusters), and the call for reparations by formerly enslaved leaders (e.g., Isaiah Dickerson, Callie House, and the ex-slave pension and mutual relief association). (P, S)

World War II (1939-1945) 5.11: Students describe the main events of World War II and how the Allies prevail.

- 1) Describe the fascism in Germany and Italy, including Nazism and attacks on Jews, gypsies, and others (P, S)
- 2) Describe the Japanese attack on Pearl Harbor. (G, M, P)
- 3) Interpret the important domestic events that took place during the war (e.g., economic growth, internment of Japanese Americans, and changing status of women and African Americans) (S, E)

- 4) Explain the German surrender and European division of Germany, (G, M, P)
- 5) Explain the decision to drop the atom bomb on Japan (P, M, S)
- 6) Describe the purpose of the formation of the United Nations. (P)

Economic Growth and Reform in Contemporary America (1945-Present): 5.14. Students describe the key events and accomplishments of the Civil Rights movement in the United States.

- 1) Describe the proliferation of the Civil Rights movement of African Americans from the churches of the rural South to the urban North. (G, P)
- 2) Explain the role of the National Association for the Advancement of Colored People (NAACP), (P)
- 3) Identify key leaders in the struggle to extend equal rights to all Americans through the decades (eg., Mary McLeod Bethune, Ella Jo Baker, César Chávez, Frederick Douglass, Rodolfo "Corky" Gonzales, Charles Houston, Martin Luther King Jr., Thurgood Marshall, Carlos Montes, Baker Motley, Rosa Parks, Malcolm X, Eleanor Roosevelt, and Reies López Tijerina). (P)
- 4) List and describe the steps toward desegregation (e.g., A. Philip Randolph's proposed 1941 March on Washington, Jackie Robinson and baseball, Truman and the Armed Forces, Adam Clayton Powell and Congress, and the integration of public schools). (P, S)
- 5) Explain the women's rights movement, including differing perspectives on the roles of women (P, S).
- 6) Explain the growth of the African American middle class. (P, E)

Economic Growth and Reform in Contemporary America (1945-Present) 5.15: Students describe some of the major economic and social trends of the late 20th century.

- 1) Describe the environmental movement and the creation of the Environmental Protection Agency, (G, P)
- 2) Explain the antiwar and counterculture movements, (S)
- 3) Trace the computer and technological revolutions, (S, I)
- 4) List key scientific and medical discoveries, (S, I) 5) Explain the changing family systems and roles of women, (S)

6th Grade

Economic Systems and Urbanization 6.4: Students describe rural and urban land use, ways of making a living, cultural patterns, and economic and political systems.

- 1) Describe the worldwide trend toward urbanization, and graph this trend.
- 2) Understand the relationships between changing transportation technologies and increasing urbanization.
- 3) Explain that the internal structure of cities varies in different regions of the world, and give examples.
- 4) Analyze the changing structure and functions of cities over time.
- 5) Map the worldwide occurrence of the three major economic systems: traditional, command, and market. Describe the characteristics of each and identify influences leading to potential change.
- 6) Explain the meaning of the word infrastructure, and analyze its relationship to a country's level of development.
- 7) Explain how change in communication and transportation technology is contributing to both cultural convergence and divergence. Explain how places and regions serve as cultural symbols (e.g., Jerusalem as a sacred place for Jews, Christians, and Muslims).
- 8) Summarize how cultural norms in a region influence different economic activities of men and women, including literacy, occupations, clothing, and property rights.
- 9) Identify patterns of economic activity in terms of primary (growing or extracting), secondary (manufacturing), and tertiary (distributing and services) activities.

8th Grade

Our Colonial heritage (1600-1720) 8.1: Students explain the religious, political, and economic reasons for movement of people from Europe to the Americas, and they describe the impact of exploration and settlement by Europeans on Native Americans.

- 1) Describe the varied economics and trade networks within and among major indigenous cultures prior to contact with Europeans and their systems of government, religious beliefs, distinct territories, and customs and traditions. (G, P, R, E)
- 2) Explain instances of both cooperation and conflict between native Americans and European settlers, such as agriculture, trade, cultural, exchanges, and military alliances, as well as later broken treaties, massacres, and conflicts over control of the land. (G, P, M, E)
- 3) Explain geographic reasons for the development of communications and smuggling within the colonies (irregular coastlines, need for products not produced locally), (G)
- 4) Locate and identify the first 13 colonies, and describe how their location and natural environment influenced their development. (G)
- 5) Identify the contributions of political and religious leaders in colonial America (e.g., Jon Smith, William Bradford, Roger Williams, Anne Hutchinson, John Winthrop, Thomas Hooker, and William Penn), (P, R)
- 6) Describe the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period and the growth in religious toleration and free exercise of religion. (R)
- 7) Describe the day-to-day colonial life for men, women, and children in different regions and their connection to the land (S, E)
- 8) Examine the beginnings of Africans in America by identifying some of the major ethnic/national groups that came (e.g., Yoruba, Iwo, Barmbara, Ki-Konho, Wolof, Akan, and Hausas).
- 9) Explain that some Africans came to America as indentured servants who were released at the end of their indentures, as well as those who came as captives to slavery. (G, E, S)
- 10) Identify the origins and development of slavery in the colonies, the struggle between proponents and opponents of slavery in the colonies, and overt and passive resistance to enslavement (e.g., the Middle Passage). (P, S)

The Divergent and Unifying Paths of the American People (1800-1850) 8.7: Students analyze the paths of the American people in the North from 1800 to the mid-1800s and the challenges they faced.

- 1) Locate and identify the states that made up the Northern region of the United States on a map (G).
- 2) Describe the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, and mineral extraction). (G)
- 3) outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System), (G, E)
- 4) List and describe the reasons for the wave of immigration from Northern Europe to the United States, and describe the growth in the Number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine), (G)
- 5) Describe the lives of black Americans who gained freedom in the North and founded mutual aid societies, schools, and churches to advance their rights and communities, (P, S)
- 6) Explain how the American North saw the emergence of ethnic self-identities that became political power groups and defined communities in urban areas (Germans, Irish, Jews, and black Yankees), and describe the political struggles among them, (G, S, I,)
- 7) Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture (R, S)

- 8) Explain the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Sojourner Truth, Maria Stewart, Margaret Fuller, Lucretia Mott, and Susan B. Anthony), (P, S)
- 9) Identify common themes in American Art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Frances Ellen Watkins Harper, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, and Henry Wadsworth Longfellow). (I)

The Divergent and Unifying Paths of the American People (1800-1850) 8.9: Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faces.

- 1) Locate and identify the states that made up the Western region of the United States on a map (G)
- 2) Describe the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National bank, and opposition to the Supreme Court). (P)
- 3) Describe the course and outcome of conflicts between American Indians and European settlers over land (Indian Wars).
- 4) Describe the Indian Removal Act of 1830 and the land-exchange treaties that forced Native Americans who lived east of the Mississippi River further west, and the effect these policies had on Native American nations (e.g., Cherokee Nation versus Georgia). (G, P, S)
- 5) Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., accounts of the removal of Indians, the Cherokees' Trial of Tears, and settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades, (G, P, S)
- 6) Locate the great rivers on a map, and explain their importance and the struggle over water rights. (G, P)
- 7) Describe the role of pioneer women and the new status that Western women achieved (e.g., Narcissa Prentiss Whitman, Mary Fields "Stagecoach Mary," slave women gaining freedom in the West, and Wyoming granting suffrage to women in 1869), (S)
- 8) Describe Mexican settlements and their locations, cultural traditions, attitudes towards slavery, land-grant system, and economies. (G, P, E)
- 9) Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today. (G, M, S)

The Divergent and Unifying Paths of the American People (1800-1850) 8.10: Students analyze the issue of slavery, including the early and steady attempts to abolish slavery and to realize the ideals of Declaration of Independence.

- 1) Describe the abolition of slavery in early state constitutions, (P, S)
- 2) Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River. (P, S)
- 3) Identify the various leaders of the abolitionist movement (e.g., John Quincy Adams and his proposed constitutional amendment and the William Lloyd Garrison and 'The Liberator'; Frederick Douglass and the Slave Narratives; Martin Delany and 'The Emigration Course'; and Sojourner Truth and "Ain't I a Women"). (P)
- 4) Describe the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850. (P, S)
- 5) Analyze the significance of States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise, and the

Compromise of 1850, the Kansas-Nebraska Act (1854), the 'Dred Scott v. Sanford' decision (1857), and the Lincoln-Douglas debates (1858). (P)

6) Identify the conditions of enslavement, and explain how slaves adapted and resisted in their daily lives.

7) Describe the lives of free blacks and the laws that limited their freedom and economic opportunities (e.g., Cincinnati riots and the Ohio Black Codes). (P, S, E)

11th Grade

The Rise of Industrial America (1877-1914) 11.2: Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to Industrial Revolution.

1) Explain patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets and trade, and the location of such development on a map. (G, E)

2) Outline the reasons for the development of federal Indian policy, the wars with American Indians, and their relationship to agricultural development and Industrialization. (G, P, M, E)

3) Explain the impact of the Hayes-Tilden Presidential election of 1876 and the end of reconstruction on African Americans (i.e., the rise of Jim Crow laws, lynching, the First Great Migration). (P, S)

4) Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies. (P, E)

5) Identify the characteristics and impact of Grangerism and Populism. (P)

6) Explain child labor, working conditions, and laissez-faire policies toward big business; the labor movement, including its leaders (e.g., Samuel Gompers), and its demand for collective bargaining; and union strikes and protests over labor conditions (S, E)

7) List and identify the significant inventors and their inventions and how they improved the quality of life (e.g., Thomas Edison, Lewis Latimer, Alexander Graham Bell, and Orville and Wilbur Wright). (S, I, E)

8) Describe Entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford, and Madame C.J. Walker) (E)

The Rise of Industrial America (1877-1914) 11.3: Students analyze the social and economic contributions of immigrants to the building of cities and the economy during the Industrial Revolution.

1) Identify the new sources of large-scale immigration and locate on a map their countries of origin and where they have tended to settle in large numbers (e.g., Italians, Jew, Poles, Slovaks, Chinese, Koreans, and Japanese), (G, E, S)

2) Explain the ways in which new social and economic patterns encourage assimilation of newcomers into the mainstream amid growing cultural diversity and how this relates to the new wave of nativism. (G, S)

3) Identify the role that young immigrant women (e.g., Irish, Italian, and Jewish) played with the expanding garment industry, the harsh conditions that they endured, and the impact their employment had on their families, (E, S)

4) Trace the expansion and development of Western railroads (the Transcontinental Railroad), the Golden Spike event (1869), and the role that Chinese immigrant laborers (Central Pacific track) and Irish immigrant laborers (Union Pacific track) played in its construction, (G, E, S)

5) Examine and analyze the Chinese Exclusion Act (1882) and its revisions (1884, 1892, and 1902) and the effects that it had on Asian immigrants in the United States, (S, E, P).

The 1920s and 1930s 11.6: Students describe how the battle between traditionalism and modernity manifested itself in the major historical trends and events after World War I and throughout the 1920s.

- 1) Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture. (G, S)
- 2) Describe the rise of mass-production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity, airplanes), and the resulting prosperity, expansion of freedom (derived from the car and the building of roads/highways), and effect on the American landscape. (G, E)
- 3) Describe the policies of presidents Warren Harding, Calvin Coolidge, and Herbert Hoover (E.G., "Associationism," The Teapot Dome scandal, "New Era" politics), (P).
- 4) Analyze the attacks on civil liberties and racial and ethnic tensions, including the Palmer Raids, the resurgence of the Ku Klux Klan, and the emergence of Garveyism. (P, S)
- 5) Trace the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks. (P, S)
- 6) Explain the passage of the 18th Amendment to the Constitution and the Volstead Act (Prohibition). (P)
- 7) Analyze the passage of the 19th Amendment and the changing role of women in society. (P, S)
- 8) Describe the New Negro Movement/Harlem Renaissance and new trends in literature (e.g., Zora Neale Hurston, Langston Hughes, Sterling Brown, Ernest Hemingway, and F. Scott Fitzgerald) and music, with special attention to the Jazz Age (e.g., James Reese Europe, Duke Ellington, and Louis Armstrong). (I)
- 9) Describe forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., professional sports, and flappers), (G, S).

World War II (1939-1947) 11.8: Students analyze America's participation in World War II.

- 1) Analyze Roosevelt's foreign policy during World War II (e.g., "Four Freedoms" speech), (P, M)
- 2) Explain the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor, and the decision to join the Allies' fight against Nazi Germany and Imperial Japan for the freedom of those oppressed and attacked by these Axis nations (P, M)
- 3) Trace the response of the administration to atrocities against Jews and other groups. (P, S)
- 4) Identify and locate on a map the Allied and Axis countries and the major theaters of the War.
- 5) Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge. (G, P, M)
- 6) Describe the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of America) and the restrictions on German and Italian resident aliens. (P, S)
- 7) Identify the roles and sacrifice of individual American soldiers (more than 300,000 American soldiers died), as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Army, the 442nd Central Postal Directory, and the Navajo Code Talkers). (M, S)
- 8) Examine and explain the entry of large numbers of women into the workforce, the roles and growing political demands of African Americans, and A. Phillip Randolph and the efforts to eliminate employment discrimination. (P, S)
- 9) Trace the Manhattan Project, the decision to drop atomic bombs on Hiroshima and Nagasaki, and the consequences of that decision. (G, P, M, S)
- 10) Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild and the establishment of the United Nations.
- 11) Outline international organizations and their importance in shaping modern Europe and maintaining peace and international order (e.g., International Declaration of Human Rights, International Monetary Fund, World Bank, and the General Agreement on Tariffs and Trade, or GATT), (P, E)

12) Describe the major developments in aviation, weaponry, communication, and medicine, and the war's impact on the location of American industry and use of resources. (E, I)

Cold War America to the New Millennium (1947-2001) 11.9: Students trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy.

- 1) Describe the role of military and other alliances, including NATO, SEATO, and the Alliance for Progress, in deterring communist aggression and maintaining security during the Cold War. (P, M)
- 2) Explain how the world was divided into two realms, the free world and the communist world, led by two superpowers, and explain how these "worlds" competed with each other (spying, misinformation and disinformation campaigns, sabotage, and infiltration).
- 3) Trace the roots of domestic anticommunism that grew out of a real threat from the Communists, including the origins and consequences of McCarthyism (e.g., Alger Hiss, J. Edgar Hoover, Senator Joseph McCarthy, and the Rosenbergs) and blacklisting. (P, S)
- 4) Explain American involvement in the Berlin Blockade and its effect on Americans. (M, P)
- 5) Trace America's involvement in the Korean War. (P)
- 6) Explain the Bay of Pigs Invasion and the Cuban Missile Crisis. (P)
- 7) Explain and debate atomic testing in the American West, the Mutually assured destruction doctrine, and disarmament policies, (P, M)
- 8) Outline the Vietnam War, including diplomatic and military policies of presidents Eisenhower, Kennedy, Johnson, and Nixon, and the rise of social activism. (P, M, S)
- 9) Explain the Domino Theory, containment, and modern colonialism. (P, S)
- 10) Describe Eisenhower's response to the Soviets' launching of Sputnik and the advances in the space race and exploration. (I)

Cold War America to the New Millennium (1947-2001) 11.11: Students analyze the origins, goals, key events, and accomplishments of Civil Rights movement in the United States.

- 1) Explain the roots of the 1950s, and 1960s Civil Rights movement in the legal struggles and largely interracial coalition building of the 1940s. (e.g., Congress of Racial Equality and NAACP legal Defense Fund), (P, S)
- 2) Describe the diffusion of the Civil Rights movement of African Americans from the churches of the rural South to the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how their advances influenced the agendas, strategies and effectiveness of the quests of native Americans, Asian Americans, and Hispanic Americans for civil rights and equal opportunities. (G, P)
- 3) Describe the birth and the spread of the Chicano Movement, from New Mexico to Denver to Washington, DC, And analyze its moderate and more militant arms (e.g., Brown Berets, United Farm Workers, Mexican American political Association, and Raza Unida), (G, P)
- 4) Explain the role of institutions (e.g., the National Association for the Advancement of Colored people, or NAACP; the Warren Court; the Nation of Islam; the Congress of Racial Equality; the Southern Christian Leadership Conference; League of United Latin American Citizens, or LULAC; the National Council of La Raza, or NCLR; the Mexican American Legal Defense and Education Fund, or MALDEF; the National Puerto Rican Coalition; and the Student Non-Violent Coordinating Committee), (P)
- 5) Describe the legacies and ideologies of key people (e.g., A. Philip Randolph, Dolores Huerta, Raúl Yzaguirre, Robert Kennedy, Martin Luther King Jr., Ella Jo Baker, Thurgood Marshall, Rosa Parks, and Malcolm X). (P)
- 6) Outline the steps toward desegregation (e.g., Jackie Robinson and baseball, Harry Truman and the armed forces, and Adam Clayton Powell and Congress) and the integration of public schools, including Plessy v. Ferguson, Brown v. Board of Education, and Bolling v. Sharpe). (P, S)

- 7) Trace the identification of rights of immigrant populations (non-English speakers) by examining a series of legal decisions from the Supreme Court (e.g., *Hernández v. Texas*, *Méndez v. Westminster*, *Plyler v. Doc*, *Lau v. Nicholls*, and *Keyes v. Denver*). (P, S)
- 8) Explain the 1964 Civil Rights Act, the 1965 Voting Rights Act and the Fair Housing Act of 1968, the 24th Amendment, with an emphasis on equality of access to education and to the political process. (P, S)
- 9) Describe the Immigration and Nationality Services Act of 1965 and the effect of abolishing the national origins quotas on the demographic makeup of America. (S, P, E)
- 10) Analyze the women's rights movement launched in the 1960s, including differing perspectives on the roles of women, the National Organization of Women, and the Equal Rights Amendment (ERA). (P, S)

Cold War America to the New Millennium (1947-2001) 11.12: Students analyze important events and trends in the 1960s and 1970s.

- 1) Explain the effect that the assassination of President Kennedy had on the nation. (P, S)
- 2) List and identify the major components of Johnson's Great Society programs: aid to education, attack on disease, Medicare, Urban Renewal, beautification, conservation, the war on poverty, crime prevention, and removal of obstacles to the right to vote. (P, S)
- 3) Describe the Southern Strategy and the success of Nixon's appeal to the silent majority. (P)
- 4) Analyze the rise of social activism and the antiwar and countercultural movements. (P, S)
- 5) Describe the dimensions of the energy crisis, the creation of a national energy policy, and the emergence of environmentalism (e.g., creation of the Environmental Protection Agency; Rachel Carson's *Silent Spring*; disasters such as Love Canal, Three Mile Island, and the Exxon Valdez). (G, P, S)
- 6) Explain the Watergate scandal (including the Supreme Court case, *U.S. v. Nixon*), the changing role of media and journalism in the United States as a result, and the controversies surrounding Ford's pardon of Nixon. (P)
- 7) Explain the 1972 Church Senate Commission and the uncovering of the FBI's Counterintelligence (COINTELPRO) program of domestic spying on black and leftist organizations. (P)
- 8) Identify scientific, technological, and medical advances (e.g., VCR technology, jumbo jets, DNA and genetic engineering, and the first test tube baby). (I)
- 9) Analyze the women's rights movement in the 1960s and the 1970s (e.g., formation of NOW and the debate over the Equal Rights Amendment) (P, S)
- 10) Describe the Black power and black studies movements (e.g., the Black Panthers, Organization Us; black-themed film, music art; and the birth of academic black studies). (P, S)

Contemporary America 11.13: Students describe important events and trends of the late 20th century.

- 1) Trace the computer and technological revolution of the 1980s and 1990s (e.g., World Wide Web, e-mail, the Internet, and cell phone) (I, E)
- 2) Identify recent scientific and medical advance (e.g., Human Genome Project), and explain how medical advances and improved living standards have brought significant increases in life expectancy. (E, I, S)
- 3) Explain the roots and ultimate success of the antiapartheid movement (boycotts, arrests, and organizing among African Americans and other), (P, S)
- 4) Explain the revitalization of the conservative movement during Reagan's tenure as president, including the creation of the Moral majority and the rise of Evangelical Protestants. (P, R)
- 5) Describe the major issues in the immigration debate, such as the rising numbers of Asians and Hispanics; the impact of legal and illegal immigrants on the U.S. economy; and delivery of social services, including bilingual education and ESL programs, to non-English speaking groups. (S)
- 6) Trace and explain the weakening of the nuclear family, two-earner families, and the rise in divorce rates. (S)

- 7) Analyze the social and economic effects of various health crises, including increasing obesity and the AIDS epidemic. (S, E)
- 8) Analyze the impact on society of the incarceration of large numbers (disproportionate to their percentage of the general population) of African Americans and Latinos. (S)
- 9) Explain the Supreme Court case *Bush v. Gore*. (P)
- 10) Examine the emergence of rap or hip-hop music and its influence on urban culture. (S)
- 11) Describe the increasing globalization of the American economy. (E)

12th Grade

Rights and Responsibilities of Citizens 12.10: Students analyze the development and evolution of civil rights for women and minorities and how these advances were made possible by expanding rights under the U.S. Constitution.

- 1) Explain the Civil Rights movement and resulting legislation and legal precedents, including the Truman and Eisenhower-era integration policies and laws.
- 2) Trace the women's rights movement and resulting legislation and legal precedents
- 3) Outline legislation and legal presents that establish rights for the disabled, Hispanics, Native Americans, Asians, and other minority groups, including the tensions between protected categories (e.g., race) and non-protected ones (*United States v. Caroline Products, Co.*, and "Famous Footnote Four").

Comparative Government 12.12: Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.

- 1) Explain how the different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies influence economic polls, social welfare policies, and human rights practices.
- 2) Compare the various ways in which power is distributed, shared, and limited in systems of shared powers and in parliamentary systems, including the influence and role of parliamentary leaders (e.g., William Gladstone and Margaret Thatcher).
- 3) Discuss the advantages and disadvantages of federal, confederal, and unitary systems of government.
- 4) Describe for at least two countries the consequences of conditions that gave rise to tyrannies during certain periods (e.g., Italy, Japan, Haiti, Nigeria, and Cambodia).
- 5) Identify the forms of illegitimate power that 20th-century African, Asian, and Latin American dictators used to gain and hold office and the conditions and interests that supported them.
- 6) Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the 19th and 20th centuries.
- 7) Describe the ideologies that give rise to communism, methods maintaining control, and the movements to overthrow such governments in Czechoslovakia, Hungary, and Poland, including the roles of individuals (e.g., Alexander Solzhenitsyn, Pope John Paul II, Lech Wales, and Vaclav Havel).
- 8) Identify the successes of relatively new democracies in Africa, Asia, and Latin America and the ideas, leaders, and general societal conditions that have launched and sustained, or failed to sustain, them.

Reconstruction Period. 12.DC.8: Students describe the era of Reconstruction in Washington, DC.

- 1) Describe the Freedman's Bureau.
- 2) Explain the civil rights advancements.
- 3) List and identify achievements of African American leaders, such as Francis Cardozo, Frederick Douglass, John Mercer Langston, and James Wormley.
- 4) Trace the expansion of public education.

5) Explain the appearance of Howard University (1867) as a multiracial, coeducational university.

Civil Rights and Home-Rule Victories. 12.DC.17: Students identify key people who were civic and political leaders in Washington, DC, during the second half of the 20th century (e.g., Marion Barry, Ronald Blackburn-Moreno, Marvin Caplan, Nelson A. Castillo, Dave Clark, A. Powell Davies, Jane Delgado, Walter Fauntroy, Julius Hobson, E. Franklin Jackson, Moredecal Wyatt Johnson, Janet Murguia, Eleanor Homes Norton, Delia Pompa, Joseph Rauh, Carlos Rosario, Polly Shackleton, Carl Shipley, Saul Solórzano, Sterling Tucker, Walter Washington, and John Wilson).

Addressing Opportunities and Problems Under Home Rule 12.DC.19.1: Students describe both the dramatic changes in the District's population that occurred in the late 20th century and the effects of these changes.

- 1) Explain the exodus of middle class families from the District and its impact.
- 2) Describe how the influx of immigrants from Central America, Asia, and Africa has made the city a multicultural center.

Civics/Government 12.DC.24.1: Students identify the major provisions of the District's Home Rule Charter, and they explain the roles and responsibilities of the three branches of the District government, as well as the Board of Education.

- 1) Describe how the work of the executive branch of the District government affects the lives of District residents.
- 2) Explain the role of local courts and their relationship to other branches of government, using recent cases as examples.
- 3) Explain how laws are made in the District of Columbia, using recently passed legislation as examples.
- 4) Explain the role of the Board of Education in setting the educational policy and school funding.

FLORIDA

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Kindergarten

SS.K.A.2.1 Compare children and families of today with those in the past.

1st Grade

SS.1.A.2.In.b Recognize examples of daily life that are different from long ago.

SS.1.A.2.Pa.b Recognize family members of older generations.

2nd Grade

SS.2.A.2.In.b Identify practices of Native American tribes; such as clothing, housing and food.

SS.2.S.2.Su.b Recognize a practice associated with Native American tribes, such as clothing or housing.

SS.2.A.2.In.d Identify ways people living in colonial America changed their daily lives such as food, clothing, and housing.

SS.2.C.2.5 Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.

SS.2.C.2.In.e Identify a contribution of American Americans, Hispanics, Native Americans, veterans, or women.

SS.2.C.2.Su.e Recognize a contribution of an African American, Hispanic, Native American, veteran, or woman.

4th Grade

SS.4.A.2.In.a Identify important cultural aspects of Native American tribes of Florida, such as living in villages and making pottery.

SS.4.A.3.4 Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee)

SS.4.A.4.In.b Identify characteristics of pioneer life in Florida, such as isolated family farms, few roads, and use of steamboats.

SS.4.A.6.In.c Identify the contributions of significant individuals to Florida, such as Henry Flagler, Thomas Alva Edison, and Mary McLeod Bethune.

SS.4.A.6.Su.c Recognize the contributions of significant individuals to Florida, such as Henry Flagler, Thomas Alva Edison, and Mary McLeod Bethune.

SS.4.C.2.1 Discuss public issues in Florida that impact the daily life of its citizens.

SS.4.C.2.In.a Identify common public issues in Florida that impact the daily lives of its citizens.

SS.4.C.2.Su.a Recognize common public issues in Florida that impact the daily lives of its citizens.

SS.4.C.2.Pa.a Recognize common public issues in the local community that impact the daily lives of its citizens.

5th Grade

SS.5.A.2.In.c Identify differences in cultural aspects of Native American tribes, such as food, clothing, and shelters.

SS.5.A.4.Id.D Identify various aspects of daily colonial life such as farming, education, and games.

SS.5.A.4.Su.d Recognize aspects of daily colonial life, such as farming and education.

SS.5.A.5.4 Examine and explain the changing roles and impact of significant women during the American Revolution.

SS.5.A.5.In.d Identify the role a woman played during the American Revolution such as Martha Washington.

SS.5.A.5.Su.d Recognize a famous woman from the American Revolution, such as Martha Washington.

SS.5.A.5.Pa.d Recognize that women helped during the American Revolution.

SS.5.A.6.In.b Identify people in the westward expansion and their importance, such as Lewis and Clark, Sacagawea, and Thomas Jefferson.

SS.5.C.2.In.c Identify that voting rights were limited early in our nation's history but expanded to include groups such as former slaves and women.

SS.5.C.2.Su.c Recognize that some groups of citizens of our nation, such as former slaves and women, could not vote in the past.

6th Grade

SS.6.G.4.1 Explain how family and ethnic relationships influenced ancient cultures.

SS.6.G.4.IN.a Recognize ways family or ethnic relationships influenced ancient cultures.

SS.6.G.4.Su.a Recognize characteristics of families in an ancient culture.

SS.6.G.4.Pa.a Recognize a characteristic of families.

SS.6.E.2.1 Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.

SS.6.E.2.In.a Identify that leaders or family groups make economic decision for their civilizations.

SS.6.W.3.In.c Recognize differences in characteristics of life in Athens and Sparta, such as the status of citizens, women, children, foreigners, or serfs (helots).

SS.6.W.3.Su.c Recognize a difference in characteristics of life in Athens and Sparta, such as the role of citizens, women, or children.

7th Grade

SS.7.E.2.4 Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.

SS.7.C.3.7 Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.

SS.7.C.3.12 Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v Madison, Plessy v Ferguson, Brown v Board of Education, Gideon v. Wainwright, Miranda v Arizona, in re Gault, Tinker v Des Moines, Hazelwood v Kuhlmeier, United States v Nixon, and Bush v Gore.

SS.7.C.3.In.g Identify ways amendments to the United States Constitution of minority groups in American democracy, such as the abolition of slavery, the right to vote, and nondiscrimination on account of race.

SS.7.C.3.Su.g Recognize that amendments to the United States Constitution promoted the full participation of minority groups in American democracy, such as the right to vote and nondiscrimination on account of race.

8th Grade

SS.8.A.2.In.g Identify contributions of Africans, Native Americans, women, and children to colonial America.

SS.8.A.2.Su.g Recognize contributions of Africans, Native Americans, women, and children to colonial America.

SS.8.A.3.15 Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).

SS.8.A.3.In.d Identify contributions of key groups to the outcomes of the American Revolutionary War, including native Americans, slaves, and women.

SS.8.A.3.In.e Identify the influence of individuals on social and political developments, such as James Otis—"Taxation without representation," Abigail Adams --women's rights, Mercy Otis Warren --abolition of slavery, or Benjamin Banneker --architecture.

SS.8.A.3.In.o Identify the quality of life under-represented groups during the American Revolution and After, such as children, indentured servants, Native Americans, slaves, women, and the working class.

SS.8.A.3.Su.d Recognize contributions of a key group to the American Revolutionary War, including Native Americans, slaves, or women.

SS.8.A.3.Su.e Recognize an influence of an individual on social and political developments, such as James Otis— "taxation without representation," Abigail Adams—women's rights, Mercy Otis Warren—abolition of slavery, or Benjamin Banneker—architecture.

SS.8.A.3.Su.o Recognize the quality of life of an under-represented group, such as children, indentured servants, Native Americans, slaves, women, or the working class.

SS.8.A.4.7 Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.

SS.8.A.4.14 Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).

SS.8.A.4.In.c Identify the roles of individuals and groups during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, and Chinese immigrants.

SS.8.A.4.In.d Identify the roles of individuals and groups during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, and Chinese immigrants.

SS.8.A.4.In.g Identify working conditions in textile mills in New England as they affected women and children.

SS.8.A.4.In.h Identify the influence of individuals on social and political developments, such as Thomas Jefferson— westward expansion, Frederick Douglass— the abolitionist movement, Dorothea Dix— social reforms, and Susan B. Anthony— women's rights.

SS.8.A.4.In.i Identify the influence of individuals on social and political developments, such as Thomas Jefferson— westward expansion, Frederick Douglass— the abolitionist movement, Dorothea Dix— social reforms, and Susan B. Anthony— women's rights.

SS.8.A.4.In.n Identify the major causes, events, and consequences of the women's suffrage movement.

SS.8.A.4.Su.c Recognize the role of an individual or group during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, or Chinese immigrants.

SS.8.A.4.Su.d Recognize the role of an individual or group during westward expansion, such as Lewis and Clark, Sacajawea, Native Americans, slaves, or Chinese immigrants.

SS.8.A.4.Su.h Recognize the influence of individuals on social and political developments, such as Thomas Jefferson— westward expansion, Frederick Douglass— the abolitionist movement, Dorothea Dix— social reforms, and Susan B. Anthony— women's rights.

SS.8.A.4.Su.i Recognize the influence of individuals on social and political developments, such as Thomas Jefferson— westward expansion, Frederick Douglass— the abolitionist movement, Dorothea Dix— social reforms, and Susan B. Anthony— women's rights.

SS.8.A.4.Su.n Recognize the major cause and consequences of the women's suffrage movement.

SS.8.A.4.Pa.n Recognize that women can vote.

SS.8.E.2.1 Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.

SS.8.C.1.6 Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.

SS.8.1.In.f Identify ways amendments to Constitution have expanded voting rights, such as at first only allowing only landowners to vote, then white males, former slaves, and females.

SS.8.C.1.Su.f Recognize how amendments to the Constitution expanded voting rights to white males, former slaves, and females.

SS.8.C.1.Pa.f Recognize that men and women can vote in the United States.

High School

SS.912.A.2.In.b Describe the influence of significant people or groups on Reconstruction, such as Andrew Johnson, Ulysses S. Grant, Robert E. Lee, Buffalo Soldiers, and Harriet Tubman.

SS.912.A.2.Su.b Recognize the influence of significant people or groups on Reconstruction, such as Andrew Johnson, Ulysses S. Grant, Robert E. Lee, Buffalo Soldiers, and Harriet Tubman.

SS.912.A.3.5 Identify significant inventors of the industrial Revolution including African Americans and women.

SS.912.A.3.In.e Identify a significant inventor of the Industrial Revolution, including an African American or a woman.

SS.912.A.3.Su.e Recognize a significant inventor of the Industrial Revolution, including an African American or a woman.

SS.912.A.4.8. Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.

SS.912.A.4.9. Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women, and dissenters in the United States.

SS.912.A.4.In.h Identify experiences Americans had while serving in Europe, including groups such as African Americans and women.

SS.912.A.4.Su.h Recognize experiences Americans had while serving in Europe, including groups such as African Americans and women.

SS.912.A.5.7 Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women

SS.912.A.5.9 Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.

SS.912.A.5.10 Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.

SS.912.A.5.In.g Identify the effects of freedom movements that advocated for civil rights for African Americans, Latinos, Asians, and women, such as a feeling of unity and a sense of community.

SS.912.A.5.In.i Identify that support of the Ku Klux Klan changed during the 1920s with respect to groups, such as immigrants, African Americans, Catholics, Jews, women, and unions.

SS.912.A.5.In.j Identify reasons why there was support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.

SS.912.A.5.Su.g Recognize the effects of freedom movements that advocated for civil rights for African Americans, Latinos, Asians, and women, such as a feeling of unity and a sense of community.

SS.912.A.5.Su.i Recognize that support of the Ku Klux Klan changed during the 1920s with respect to groups, such as immigrants, African Americans, Catholics, Jews, women, and unions.

SS.912.A.5.Su.j Recognize a reason why there was support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.

SS.912.A.6.9. Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.

SS.912.A.6.In.d Identify actions related to rights for groups during World War II, such as women, African Americans, German Americans, Japanese Americans, Native Americans, Hispanic Americans, or Italian Americans.

SS.912.A.6.In.i Identify that the United Nations was formed as an international organization to keep world peace and Mary McLeod Bethune was involved in developing the charter.

SS.912.A.6.Su.d Recognize an action related to rights for groups during World War II, such as women, African Americans, German Americans, Japanese Americans, Native Americans, Hispanic Americans, or Italian Americans.

SS.912.A.7.3. Examine the changing status of women in the United States from post-World War II to present.

SS.912.A.7.In.c Identify ways that the role of women in the United States has changed since World War II, such as having more women in the workforce and politics and the use of birth control.

SS.912.A.7.In.e Identify violent and nonviolent approaches used by groups, such as African Americans, women, Native Americans, and Hispanics, to achieve civil rights.

SS.912.A.7.In.f Identify important acts of key persons and organizations in the Civil Rights Movement and Black Power Movement, such as Martin Luther King, Rosa Parks, the NAACP, and Malcolm X.

SS.912.A.7.In.h Identify the importance of landmark Supreme Court cases, such as integration—*Brown v. Board of Education* (1954), affirmative action—*Regents of the University of California v. Bakke* (1978), rights of the accused—*Gideon v. Wainwright* (1963), and reproductive rights—*Roe v. Wade* (1973).

SS.912.A.7.In.i Identify social movements of the 1960s and 1970s, such as reimbursement for Native American lands, working conditions of Hispanics and bilingual and bicultural education, and women's rights.

SS.912.A.7.Su.c Recognize a way that the role of women in the United States has changed since World War II, such as having more women in the workforce and politics or the use of birth control.

SS.912.A.7.Su.e Recognize violent and nonviolent approaches used by groups, such as African Americans, women, Native Americans, and Hispanics, to achieve civil rights.

SS.912.A.7.Su.f Recognize important acts of key persons and organizations in the Civil Rights Movement and Black Power Movement, such as Martin Luther King, Rosa Parks, the NAACP, and Malcolm X.

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SS.912.A.7.Su.i Recognize social movements of the 1960s and 1970s, such as reimbursement for Native American lands, working conditions of Hispanics and bilingual and bicultural education, and women's rights.

SS.912.E.2.3. Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.

SS.912.E.2.In.c Describe contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.

SS.912.E.2.Su.c Identify contributions of an entrepreneur, inventor, and other key individual from various gender, social, and ethnic backgrounds in the development of the United States.

SS.912.C.3.In.j Identify the importance of landmark Supreme Court cases, such as Plessy v. Ferguson, United States v. Nixon, and Roe v. Wade.

SS.912.C.3.In.m Identify the effects of government on the daily lives of citizens at the local, state, and national level.

SS.912.C.3.Su.j Recognize the importance of landmark Supreme Court cases, such as United States v. Nixon and Roe v. Wade.

SS.912.C.3.Su.m Recognize an effect of government on the daily lives of citizens at the local, state, and national level.

GEORGIA

To view the complete set of Georgia social studies standards, visit <https://www.georgiastandards.org/Georgia-Standards/Pages/Social-Studies.aspx>.

Kindergarten

SSKG1 Describe the diversity of American culture by explaining the customs and celebrations of various families and communities.

1st Grade

SS1H1: Read about and describe the life of historical figures in American history.

a) Identify the contributions made by these figures: Benjamin Franklin (inventor/author/statesman), Thomas Jefferson (Declaration of Independence), Meriwether Lewis and William Clark and Sacagawea (exploration), Theodore Roosevelt (National Parks and the environment), George Washington Carver (science), and Ruby Bridges (civil rights).

b) Describe how everyday life of these historical figures is similar to and different from everyday life in the present (for example: food, clothing, homes, transportation, communication, recreation, etc.)

SS1G1: Describe how each historic figure in SS1h1a was influenced by his or her time and place.

a) American colonies (Benjamin Franklin and Thomas Jefferson)

b) American frontier (Lewis & Clark and Sacagawea)

c) National Parks (Theodore Roosevelt)

d) Southern U.S. (George Washington Carver and Ruby Bridges)

SS1CG1: Describe how the historical figures in SS1H1 a display positive character traits such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.

2nd Grade

SS2H1 Describe the lives and contributions of historical figures in Georgia history.

a) James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia)

b) Sequoyah (development of a Cherokee alphabet)

c) Jackie Robinson (sportsmanship and civil rights)

d) Martin Luther King, Jr. (civil rights)

e) Juliette Gordon Low (Girl Scouts and leadership)

f) Jimmy Carter (leadership and human rights)

SS2H2 Describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments. a) Compare and contrast the Georgia Creek and Cherokee cultures of the past to those of Georgians today.

SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia's Creek and Cherokee in SS2H2.

a) Identify specific locations significant to the life and times of each historic figure, and the Creek and Cherokee, on a political or physical map.

- b) Describe how each historic figure and the Creek and Cherokee adapted to and were influenced by their environments.
- c) Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which students live.
- d) Describe the regions in Georgia where the Creek and Cherokee lived and how the people used their local resources.

SS2CG3 Give examples of how the historical figures in SS2H1 demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.

3rd Grade

SS3H1 Describe early American Indian cultures and their development in North America.

- a) Locate the regions where American Indians settled in North America: Arctic, Northwest, Southwest, Plains, Northeast, and Southeast.
- b) Compare and contrast how American Indians in each region used their environment to obtain food, clothing, and shelter.
- c) Discuss how American Indians continue to contribute to American life (e.g., arts, literature).

SS3H3 Explain the factors that shaped British Colonial America.

- a) Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded (religious freedom and profit).
- b) Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion).
- c) Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians.

4th Grade

SS4H1 Explain the causes, events, and results of the American Revolution.

- a) Trace the events that shaped the revolutionary movement in America: French and Indian War, 1765 Stamp Act, the slogan "no taxation without representation," the activities of the Sons of Liberty, the activities of the Daughters of Liberty, Boston Massacre, and the Boston Tea Party
- b) Describe the influence of key individuals and groups during the American Revolution: King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, John Adams, Paul Revere, and Black regiments.
- c) Describe the major events of the American Revolution and explain the factors leading to American victory and British defeat; include the Battles of Lexington and Concord, Saratoga, and Yorktown.
- d) Explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power.

SS4H4 Examine the main ideas of the abolitionist and suffrage movements. a) Discuss contributions of and challenges faced by Susan B. Anthony, Frederick Douglass, Elizabeth Cady Stanton, Sojourner Truth, and Harriet Tubman.

SS4H5 Explain the causes, major events, and consequences of the Civil War.

- a) Identify "Uncle Tom's Cabin" and John Brown's raid on Harper's Ferry and explain how each of these events was related to the Civil War.

- b) Discuss how the issues of state's rights and slavery increased tensions between the North and the South.
- c) Identify major battles, campaigns, and events: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman's March to the Sea, and Appomattox Court House.
- d) Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, Thomas "Stonewall" Jackson, and William T. Sherman.
- e) Describe the effects of war on the North and South.

5th Grade

SS5H1 Describe how life changed in American at the turn of the century.

- a) Describe the role of the cattle trails in the late 19th century; include the Black Cowboys of Texas, the Great Western Cattle Trail, and the Chisholm Trail.
- b) Describe the impact on American life of the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication), and Thomas Edison (electricity).
- c) Explain how William McKinley and Theodore Roosevelt expanded America's role in the world; include the Spanish-American War and the building of the Panama Canal.
- d) Describe the reasons people immigrated to the United States, from where they emigrated, and where they settled.

SS5H3 Explain how the Great Depression and New Deal affected the lives of millions of Americans.

- a) Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens.
- b) Analyze the main features of the New Deal; include the significance of the Civilian Conservation Corps, Works Progress Administration, and the Tennessee Valley Authority.
- c) Discuss important cultural elements of the 1930s; include Duke Ellington, Margaret Mitchell, and Jesse Owens.

SS5H4 Explain America's involvement in World War II.

- a) Describe German aggression in Europe and Japanese aggression in Asia.
- b) Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ days, and the Holocaust.
- c) Discuss President Truman's decision to drop the atomic bombs on Hiroshima and Nagasaki.
- d) Identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler.
- e) Describe the effects of rationing and the changing role of women and African Americans or Blacks, include "Rosie the Riveter" and the Tuskegee Airmen.
- f) Explain the role of Eleanor Roosevelt and the U.S. in the formation of the United Nations.

SS5H6 Describe the importance of key people, events, and developments between 1950-1975.

- a) Analyze the effects of Jim Crow laws and practices.
- b) Explain the key events and people of the Civil Rights movement: 'Brown v. Board of Education' (1954), Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Lyndon B. Johnson, Cesar Chavez, Rosa Parks, and Martin Luther King, Jr.
- c) Describe the impact on American society of the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr.
- d) Discuss the significance of the technologies of television and space exploration.

SS5H7 Trace important developments in America from 1975 to 2001.

- a) Describe the collapse of the Soviet Union, including the role of Ronald Reagan.
- b) Describe the events of September 11, 2001, and analyze their impact on American life.

c) Explain the impact of the personal computer and the internet on American life.

SS5CG3 Explain how amendments to the U.S. Constitution have maintained a representative democracy/republic.

a) Explain how voting rights are protected by the 15th, 19th, 23rd, 24th, and 26th amendments.

8th Grade

SS8H2 Analyze the colonial period of Georgia's history.

a) Explain the importance of the Charter of 1732, including the reasons for settlement (philanthropy, economics, and defense).

b) Analyze the relationship between James Oglethorpe, Tomochichi, and Mary Musgrove in establishing the city of Savannah at Yamacraw Bluff.

c) Evaluate the role of diverse groups (Jews, Salzburgers, Highland Scots, and Malcontents) in settling Georgia during the Trustee Period.

d) Explain the transition of Georgia into a royal colony with regard to land ownership, slavery, alcohol, and government.

e) Give examples of the kinds of goods and services produced and traded in colonial Georgia.

High School

SSCG7 Demonstrate knowledge of civil liberties and civil rights.

a) Define civil liberties as protections against government actions (e.g., First Amendment)

b) Define civil rights as equal protections for all people (e.g., Civil Rights Act, Brown v. Board of Education, etc.)

c) Analyze due process of law as expressed in the 5th and 14th amendments, as understood through the process of incorporation.

d) Identify how amendments extend the right to vote.

SSUSH3 Analyze the causes of the American Revolution.

a) Explain how the French and Indian War and the 1763 Treaty of Paris laid the groundwork for the American Revolution.

b) Explain colonial response to the Proclamation of 1763, the Stamp Act, and the Intolerable Acts as seen in the Sons and Daughters of Liberty and the Committees of Correspondence.

c) Explain the importance of Thomas Paine's 'Common Sense' to the movement for independence.

SSUSH4 Analyze the ideological, military, social, and diplomatic aspects of the American Revolution.

a) Investigate the intellectual sources, organization, and argument of the Declaration of Independence including the role of Thomas Jefferson and the Committee of Five.

b) Explain the reason for and significance of the French alliance and other foreign assistance including the diplomacy of Benjamin Franklin and John Adams.

c) Analyze George Washington as a military leader, including but not limited to the influence of Baron von Steuben, the Marquis de Lafayette, and the significance of Valley Forge in the creation of a professional military.

d) Investigate the role of geography at the Battles of Trenton, Saratoga, and Yorktown.

e) Examine the roles of women, American Indians, and enslaved and free Blacks in supporting the war effort.

f) Explain the significance of the Treaty of Paris, 1783.

SSUSH7 Investigate political, economic, and social developments during the Age of Jackson.

- a) Explain Jacksonian Democracy, including expanding suffrage, the Nullification Crisis and states' rights, and the Indian Removal Act.
- b) Explain how the North, South, and West were linked through industrial and economic expansion including Henry Clay and the American System.
- c) Explain the influence of the Second Great Awakening on social reform movements, including temperance, public education, and women's efforts to gain suffrage.
- d) Explain how the significance of slavery grew in American politics including slave rebellions and the rise of abolitionism.

SSUSH13 Evaluate efforts to reform American society and politics in the Progressive Era.

- a) Describe the influence of muckrakers on affecting change by bringing attention to social problems.
- b) Examine and explain the roles of women in reform movements.
- c) Connect the decision of Plessy v. Ferguson to the expansion of Jim Crow laws and the formation of the NAACP.
- d) Describe Progressive legislative actions including empowerment of the voter, labor laws, and the conservation movement.

SSUSH16 Investigate how political, economic, and cultural developments after WWI led to a shared national identity.

- a) Explain how fears of rising communism and socialism in the United States led to the Red Scare and immigrant restriction
- b) Describe the effects of the Eighteenth and Nineteenth Amendments.
- c) Examine how mass production and advertising led to increasing consumerism, including Henry Ford and the automobile.
- d) Describe the impact of radio and movies as a unifying force in the national culture.
- e) Describe the emergence of modern forms of cultural expression including the origins of jazz and the Harlem Renaissance.

SSUSH18 Evaluate Franklin D. Roosevelt's New Deal as a response to the Great Depression and compare how governmental programs aided those in need.

- a) Describe Roosevelt's attempts at relief, recovery, and reform reflected in various New Deal programs.
- b) Explain the passage of the Social Security Act as a part of the second New Deal.
- c) Analyze political challenges to Roosevelt's leadership and New Deal programs.
- d) Examine how Eleanor Roosevelt changed the role of the First Lady including development of New Deal programs to aid those in need.

SSUSH19 Examine the origins, major developments, and the domestic impact of World War II, including the growth of the federal government.

- a) Investigate the origins of U.S. involvement in the war including Lend-lease and the Japanese attack on Pearl Harbor.
- b) Examine the Pacific Theater including the difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops, the Battle of Midway, Manhattan project and the dropping of the atomic bombs.
- c) Examine the European Theater including difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops, D-Day, and the Fall of Berlin.
- d) Investigate the domestic impact of the war including war mobilization, as indicated by rationing, wartime conversion, and the role of women and African Americans or Blacks. e) Examine Roosevelt's use

of executive powers including the integration of defense industries and the internment of Japanese-Americans.

SSUSH22 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Nixon, Ford, and Carter administrations.

a) Analyze the international policies and actions taken as a response to the Cold War including the opening of and establishment of diplomatic relations with China, the end of U.S. involvement in Vietnam, the War Powers Act, the Camp David Accords, and Carter's response to the 1979 Iranian Revolution and Hostage crisis.

b) Connect major domestic issues to the social effects including the creation of the Environmental Protection Agency, the emergence of the National Organization for Women, Nixon's resignation due to the Watergate scandal, and his pardon by Ford.

HAWAII

To view the complete set of Hawaii social studies standards, visit <http://165.248.72.55/hcpsv3/index.jsp>.

1st Grade

SS1.3.1. Compare own life with those of children in history. The Student: Analyzes the similarities and differences between own life and lives of children of the past (e.g., Pilgrim children, Pioneer children, Native American children).

SS.1.3.2. Describe the lives of people who significantly impacted American history. The student: Identifies the accomplishments of extraordinary people whose achievements are still being celebrated (e.g., Pocahontas, George Washington, Booker T. Washington, Daniel Boone and Benjamin Franklin).

2nd Grade

SS 2.2.1 Investigate the history of families using level-appropriate primary sources (e.g., artifacts, photographs, interviews, documents) The student: Makes generalizations about the history of a family based on information from primary sources.

SS 2.8.1 Explain scarcity and its effects on daily life. The student: Gives a specific example from own life that illustrates how limited resources (scarcity) required him or her to make a choice about using a good or a service.

4th Grade

SS4.3.1. Explain the origins and culture of early Hawaiians. The Student: Describes features of early Hawaiian life, such as rules and laws, gods/religion, roles of women/classes of people, sports and games, food, kapu system, land ownership taxes, and/or education.

SS.4.3.2. Explain the history of Hawaii's early economy. The student: Describes a typical day in the economic life of a Hawaiian in the "ahupua'a" system.

SS 4.3.5 Identify reasons that early explorers, settlers, and immigrants came to Hawaii (including the influence of Pa'ao) or the Polynesian region and describe what their lives and experiences were like. The student: Names social, political, geographic, and economic reasons/events that influenced early settlement patterns in Polynesia, including Hawaii, and describes the lives of early settlers and immigrants.

4.3.10 Describe how significant people, including those of legend (including Papa and Wakea, Pele, and Pa'ao) affected pre-contact Hawaii. The student: Explains the significance of different people's contributions in the early history of Hawaii.

SS 4.8.1 Describe the economic interdependence among those living in the 'ahupua'a. The student: Explains production and consumption in an "'ahupua'a'" (farming, fishing, production of goods), including how goods and services were exchanged by businesses (producers) and households (consumers).

5th Grade

SS.5.2.1. Analyze how beliefs and education and/or the society in which a person resides shape his/her "point of view". The student: Contrasts a 17th century woman's view of her role in family and society with that of a woman in the 21st century.

SS.5.4.2. Explain how participation in American democracy has changed since the 18th century. The student: Describes who was allowed to vote in the 18th century and who is allowed to vote today.

6th Grade

SS 6.3.2 Compare the writing, artifacts, and architectural remains from the Maya, Aztec, Inca, and early Pacific Island societies. The student: Analyzes the importance of architectural remains in ancient societies in America and Oceania for understanding political (e.g., government), social (e.g., traditions, daily life), and cultural (e.g., religions, technology) development and features.

SS 6.6.1 Examine the ways in which different cultures have influenced families and communities. The student: Compares the role and status of women in China, India, the Islamic World, Europe, and the Pre-Colombian Americas.

7th Grade

SS.7HHK.3.7. Analyze the roles of significant individuals (Including King David Kalakaua, Robert Wilcox, Queen Liliuokalani, Sanford B. Dole, Lorrin A. Thurston, and Minister Stevens) and groups (including Annexationist/Committee of Public Safety, Aloha Aina, and American businessmen) and their involvement in the Overthrow. The student: Analyzes how the Overthrow was the consequence of the actions and ideas of individuals and groups.

8th Grade

SS.8.3.8. Examine the impact of the Seneca Falls Convention and major abolitionists, including Frederick Douglass and William Lloyd Garrison. The student: Analyzes how the reform movements of the first half of the 19th century (i.e., abolitionism and women's movement) affected American society.

SS 8.3.9 Describe how the development of technology in the first half of the 19th century had an impact on American life. The student: Explains how the steamboat, cotton gin, and railroads contributed to the growth of the economy and impacted the lives of American people.

SS.9MHH.3.3. Explain the events and turning points of the Overthrow, beginning with the foreign movement against Kalakaua, Liliuokalani's attempts to change the Bayonet Constitution and her addition from the throne. The student: Uses chronology to explain the major events and turning points of the Overthrow.

SS.9MHH.3.4. Explain the political, social, and economic effects of the Overthrow, including U.S. military presence, the Organic Act, the Territorial government, and Statehood. The student: Explains the short- and long-term effects of the Overthrow.

9th Grade

SS 9MHH 3.6. Examine and explain features of plantation life in Hawaii in the 20th century, including contract labor and the perquisite system. The student: Analyzes and average day in the life of a plantation worker in the early 20th century revealing the rules, rights, responsibilities of the common laborer.

SS.9PD.3.3. Describe how historical challenges to the Constitution over time have resulted in new interpretations of free speech, free press, privacy, civil rights, and voting rights. The student: Explains how the Supreme Court interpreted free speech, free press, civil rights, and the right to vote, over time.

10th Grade

SS 10.2.3 Formulate and defend an opinion on a major contemporary social issue using the tools and methods of inquiry and perspective. The student: Evaluates, takes, and defends a position on a current social issue (e.g., health insurance reform, recent immigration, illegal drugs, changing family structure, environmental conservation) using researched evidence.

SS.10.3.4. Describe reform issues of the Progressive Era (including political reform, labor reform, and business regulation). The student: Explains how progressives tried to reform government (e.g., La Follett, Lincoln Steffens), regulate business (e.g., Theodore Roosevelt, Ida Tarbell) and improve the workplace (e.g., Upton Sinclair) and conditions of the poor (e.g., Jane Addams).

SS.10.3.11. Describe the significance of the literature, arts, and feminism of the 1920s, including the "Lost Generation," the Harlem Renaissance, and flappers. The student: Explain how the "Lost Generation" was a literary response to the disillusionment of writers to American society; the Harlem Renaissance was a flowering of African American literature, arts, and music; and how flappers represented a revolution in morals. 1920s: Conflicts and Transitions.

SS.10.3.19 Describe how domestic policies were affected by United States involvement in World War II. The student: Explains how mobilization for the war changed America's labor force (e.g., women in the workforce). The Cold War.

SS 10.3.22 Explain how the events of the Cold War led to the McCarthy era. The student: Describes how different events (e.g., fear of communism, sparked by the Soviet detonation of the atomic bomb, the "loss of China" to Mao Zedong and the communists, and the trails of suspected communist spies [e.g., the Rosenbergs] led to the investigative campaigns of Joseph McCarthy and the House UnAmerican Activities Committee (HUAC).

SS.10.3.25. Describe the significant events, individuals, and groups associated with the Civil Rights Era. The Student: Explains how events, (e.g., sit-ins, marches, voter registration, the Civil Rights laws of the 1960's) individuals (e.g., Martin Luther King, Jr., George Wallace, Malcolm X), and groups (e.g., Student Non-Violent Coordinating Committee and Black Power organizations) affected the Civil Rights movement. Contemporary Culture and Society.

SS.10.3.26. Describe the expansion of the Civil Rights movement other groups, including native Americans and women. The student: Explains the civil rights issues brought forth by Native Americans (e.g., AIM) and women (e.g., NOW),

11th Grade

SS 11.3.8 Describe the socio-economic impact of the industrial revolution. The student: Explains the global effects of inventions (e.g., steam engine) and explains the role of women (e.g., in the factory system) during the industrial revolution.

IDAHO

To view the complete set of Idaho social studies standards, visit <http://www.sde.idaho.gov/academic/social-studies/>.

Kindergarten

K SS 1.1.1 Share stories, pictures and music of one's own personal life, family and culture.
K SS 1.1.2 Describe how families celebrate in many different ways.

K SS 4.3.1 Identify individuals who are helpful to people in their everyday lives.

K SS 5.1.1 Name family traditions that came to America from other parts of the world.

1st Grade

1 SS 1.1.1 Recognize that each person belongs to many groups such as family, school, friends, and the neighborhood.

1 SS 1.1.2 Compare differences in the ways American families live today to how they lived in the past.

1 SS 1.1.3 Use timelines to show personal and family history.

1 SS 4.3.1 Identify individuals who are helpful to people in their everyday lives.

1 SS 5.1.1 Compare family life in other parts of the world.

1 SS 5.1.2 Discuss family structures and daily routines of various cultures around the world.

2nd Grade

2 SS 1.1.1 Discuss different groups that a person belongs to, such as family and neighborhood, and how those roles and/or groups have changed or stayed the same.

2 SS 3.1.1 Identify wants and needs of families.

3rd Grade

3 SS 1.1.4 Identify and describe ways families, groups, tribes and communities influence the individual's daily life and personal choices.

4th Grade

4 SS 1.3.4 Compare and contrast past and current American Indian life in Idaho.

6th-12th Grade

6-9 GWH 5.1.1 Discuss how social institutions, including family, religion, and education, influence behavior in different societies in the Western Hemisphere.

6-12.US1.4.4.1. Describe the role of gender, race, ethnicity, religion, and national origin on the development of individual rights and political rights.

ILLINOIS

To view the complete set of Illinois social studies standards, visit <https://www.isbe.net/Pages/Social-Sciences-Learning-Standards.aspx>.

Kindergarten

SS.H.1.K. Compare life in the past to life today.

3rd Grade

SS. CV 1.3. Describe ways in which interactions among families, workplaces, voluntary organizations, and government benefit communities.

6th – 8th Grade

SS. G.2. 6-8. MCEvaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.

INDIANA

To view the complete set of Indiana social studies standards, visit <http://www.doe.in.gov/standards/social-studies>.

Kindergarten

K.1.1. Compare children and families of today with those from the past.

Example: Compare clothing, houses, and other objects.

K.1.2. Identify people, celebrations, commemorations, and holidays as a way of honoring people, heritage, and events.

Example: George Washington; Chief Little Turtle; Abraham Lincoln, Harriet Tubman: and Martin Luther King, Jr. Thanksgiving, Columbus Day, Grandparent's Day, and Birthdays.

K 3.6 Identify and compare similarities and differences in families, classmates, neighbors and neighborhoods, and ethnic and cultural groups.

Example: Use newspapers, yearbooks, local Web sites and photographs to show the similarities and differences in family customs and celebrations, clothing, houses, work, and cultural and ethnic heritage.

K 4.4 Give examples of work activities that people do at home.

1st Grade

1.1.2. Compare past and present similarities and differences in community life through different forms of media, biographies, oral histories, folklore, video images, etc.

Example: Compare the roles of men, women and children; ethnic and cultural groups; types of work; schools and education in the community; and recreation.

1.3.8 Compare cultural similarities and differences of various ethnic and cultural groups found in Indiana such as family traditions and customs, and traditional clothing and food.

3rd Grade

3.1.7. Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories.

Example: Compare fictional accounts of the exploits of George Washington and John Chapman (Johnny Appleseed) with historical accounts; Compare a piece of historical fiction about Abraham Lincoln or Harriet Tubman with a primary source.

4th Grade

4.1.7. Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.

Examples: Levi and Catherine Coffin, abolition and anti-slavery groups, The Underground Railroad, and the Liberia colonization movement.

4.1.8. Summarize the impact of Abraham Lincoln's presidency on Indiana and describe the participation of Indiana citizens in the Civil War.

Examples: Indiana's volunteer soldiers, the Twenty-eighth Regiment of the United States Colored Troops, Camp Morton, John Hunt Morgan, The Battle of Corydon, Lew Wallace, Benjamin Harrison, and women and children on the home front.

4.1.10. Describe the participation of Indiana citizens in World War I and World War II.

Examples: Home front activities such as planting victory gardens, air raid drills and rationing; the use of Indiana steel mills to manufacture weapons; contribution of troops; and the war reports of Ernie Pyle.

4.1.11. Identify and describe important events and movements that changed life in Indiana in the early twentieth century.

Examples: women's suffrage, the Great Depression, World War I, African-American migration from the South and World War II.

4.1.18. Research and describe the contributions of important Indiana artists and writers to the state's cultural landscape.

Examples: Painters: T.C. Steele, the Hoosier Group and Robert Indiana; Authors: James Whitcomb Riley and Gene Stratton Porter; Musicians: Cole Porter, Hoagy Carmichael, Wes Montgomery, Joshua Bell and John Mellencamp; Other entertainers: Red Skelton and David Letterman.

4.4.7. Identify entrepreneurs* who have influenced Indiana and the local community

Examples: The Studebaker brothers, Madam C.J. Walker, Eli Lilly and Marie Webster.

* entrepreneur: a person who takes a risk to start a business.

5th Grade

5.1.8. Identify the early founders of colonial settlements and describe early colonial resistance to British rule.

Examples: John Smith, William Bradford, Roger Williams, Anne Hutchinson, John Winthrop, Thomas Hooker, George Whitfield and William Penn.

5.1.13. Identify contributions of women and minorities during the American Revolution.

Examples: Abigail Adams, Martha Washington, Mercy Otis Warren, Molly Pitcher, Phillis Wheatley, Deborah Sampson, James Armistead and Joseph Brant.

5.1.19. Read fiction and nonfiction stories about conflicts among and between groups of people at different stages in the formation of the United States; give examples of how these conflicts were resolved and analyze the accuracy of the stories' historical details and sequence of events.

Examples: *Johnny Tremain* by Esther Forbes, *The Fighting Ground* by Avi, and *George vs. George* by Rosalyn Schanzer.

5.1.22. Identify and describe the contributions of important early American artists and writers and traditional arts and crafts to the new nation's cultural landscape.

Examples: Paul Revere, John Singleton Copely, Phyllis Wheatley and Benjamin Franklin.

6th Grade

6.1.14 Describe the origins, developments and innovations of the Industrial Revolution and explain the impact these changes brought about.

Examples: Steam engine, factory system, urbanization, changing role of women and child labor.

6.1.23 Identify issues related to an historical event in Europe or the Americas and five basic arguments for and against that issue utilizing the perspectives, interests and values of those involved. Examples: The role of women in different time periods, decline of ancient civilizations, and attitudes toward human rights.

6.3.4 Describe and compare major cultural characteristics of regions in Europe and the Western Hemisphere. Examples: Language, religion, recreation, clothing, diet, music/dance, family structure, and traditions.

8th Grade

8.1.21. Give examples of the changing role of women, minorities, and immigrants in the northern, southern and western parts of the United States in the mid-nineteenth century, and examine possible causes for these changes.

8.1.23. Analyze the influence of early individual social reformers and movements such as the abolitionist, feminist and social reform movements. The Civil War and Reconstruction Period: 1850 to 1877.

High School

USH.3.4 Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: Northern Securities Company v. United States (1904), Muller v. Oregon (1908), Schenck v. United States (1919) and Abrams v. United States (1919).

USH.4.3. Identify areas of social tension such as the Red Scare, Prohibition, Religious Fundamentalism, the KKK, new Morality, and the New Women and explain their consequences in the post-WWI era. (Individuals, Society, and Culture)

USH.5.6. Explain how the United States dealt with individual rights and national security during World War II by explaining the following groups: Japanese-Americans, African Americans, Native-Americans, Hispanics, and women. (Government).

USH.5.8. Identify and describe the impact of World War II on American culture. (Individuals, Society and Culture).

IOWA

To view the complete set of Iowa social studies standards, visit <https://iowacore.gov/iowa-core/subject/social-studies>.

Kindergarten-2nd Grade

SS. K. 16 Compare life in the past to life today within a community.

SS. K. 20 Describe ways in which students and others are alike and different within a variety of social categories (e.g., race, ethnicity, religion, gender, etc).

SS. 1. 21 Compare life in the past to life today within different communities and cultural groups.

SS.1.24. Explain how social identities (e.g., race, gender, etc.) can influence student's own and other's thoughts and behaviors.

SS. K-2. BS. 4 Essential Concept and/or Skill: Understand the relationship of the individual to the components of society and culture. Understand that different groups may have different rules and patterns of acceptable behavior. Understand that people belong to some groups because they are born into them and some because they join them. Understand that groups influence one's thoughts and actions. Understand that a community is a group to which a person may belong. Understand that people tend to live in families in which individuals have different roles. Understand the features of nuclear and extended families.

SS. K-2. G. 2 Essential Concept and/or Skill: Understand how geographic and human characteristics create culture and define region. Understand human and physical characteristics of places, (Ex. rural, urban, forest, desert, etc.) Understand the concept of regions according to physical and human criteria. Understand the concept of culture. Understand the concepts of urban and suburban. Understand that different people living in the same region maintain different ways of life.

SS. K-2. G. 3 Essential Concept and/or Skill: Understand how human factors and the distribution of resources affect the development of communities and the movement of populations. Understand why people choose to settle in different places. Understand the role that resources play in human's daily live. Understand modes of transportation used to move products, people and ideas.

SS. K-2. H.1 Essential Concept and/or Skill: Understand people construct knowledge of the past from multiple and various types of sources. Understand past, present, and future time in relation to historical events. Understand that primary sources such as artifacts, photographs, and documents are used to learn about the past. Understand timelines. Understand that people in different times and places view the world differently. Illustration of Understand people construct knowledge of the past from multiple and various types of sources in the ICLE's Rigor and Relevance Framework.

Quadrant A: The teacher reads aloud a picture book about children who live in the past.

Quadrant B: Children interview a parent, grandparent or guardian about what life was like when that person was a child.

Quadrant C: The class analyzes current and historic photos of people and objects (e.g. children, automobiles, radios, iPods, appliances) and decides if the people or objects are from the present or past. Students provide their reasoning behind responses.

Quadrant D: As a class, students make a Venn diagram comparing their own lives to the lives of the interviewee.

SS. K-2. H. 4 Essential Concept and/or Skill: Understand individuals and groups within a society may promote change or the status quo. Understand the roles historic and ordinary Americans have played in changing society and government. Understand ways science and technology have changed the lives of people. Understand changes in values, beliefs, and attitudes have resulted in technological and scientific knowledge. Understand that changes in society may or may not be beneficial.

3rd- 5th Grade

SS. 3.14. Describe how people take risks to improve their family income through education, career changes and moving to new places.

SS.3.28. Compare and contrast how a variety of social groups (e.g., gender, race, disability, ect.) have been differentially treated throughout history.

SS. 5. 27 Analyze the strategies that a variety of social groups (e.g., gender, race, disability, etc.) have used to ensure their rights.

SS. 3-5. BS. 2 Essential Concept and/or Skill: Understand that people involved in a dispute often have different points of view. Understand that communicating different points of view in a dispute can often help people to find a satisfactory compromise. Understand that resolving a conflict by force rather than compromise can lead to more problems. Understand that if a conflict cannot be settled by compromise, it may be decided by a vote if everyone agrees to accept the results. Understand that family, groups and community influence the individual's daily life and personal choices. Understand stereotyping. Understand the role of cultural unity and diversity within and across groups.

SS. 3-5. E.1 Essential Concept and/or Skill: Understand the role of scarcity and economic trade-offs and how economic conditions impact people's lives. Understand that goods and services are scarce because there are not enough resources to satisfy all of the wants of individuals, governments, and societies. Understand that consumers buy less of products and services when prices go up and buy more when prices go down. Understand the concept of unemployment. Understand the importance of work. Understand how competition among sellers results in lower costs and higher product quality. Illustration of Understand the role of scarcity and economic trade-offs and how economic conditions impact people's lives in the ICLE's Rigor and Relevance Framework.

Quadrant A: The teacher leads a class discussion about the term "scarcity" listing students' examples.

Quadrant B: The teacher brings in a bag of popcorn. The teacher distributes the popcorn so there is not enough for everyone. The teacher explains that this is an example of scarcity. The teacher facilitates a class discussion about scarcity. In groups students create webs to identify ways to lessen the impact of popcorn scarcity in the class that day. Each group shares their web ideas with the class...followed by a popcorn party for everyone.

Quadrant C: Students are placed in small groups. Each group will be provided with a family profile of a family receiving food stamps. The profile includes a number of family members in a family, their ages and the family budget (including income and expenses). From a given list of grocery items the students will decide which items to purchase. The students use a chart to list their food selections, the dollar amounts and the reasons for their choices.

Quadrant D: The teacher asks the students to create a list of outside-of-school activities they like to do. The students share their list with the class and the teacher creates a master list. Once the list is

complete the teacher tells the students that every activity will cost something. No activity will cost less than \$1 and some activities may already have a real cost associated with them (e.g., going to a movie, bowling, swimming etc.). Once all of the costs are determined the teacher tells the students that they have %15 (or an amount determined by the teacher and class) to spend on the activities for the week. The students then choose the activities they would like to do and eliminate those they can't afford. Students will create a T-chart that lists the impact of scarcity in their decisions and the impact of economic tradeoffs (what they received for their money).

SS. 3-5. G. 2 Essential Concept and/or Skill: Understand how geographic and human characteristics create culture and define regions. Understand the characteristics of regions-physical and cultural. Understand regions change over time and the causes and consequences of these changes. Understand ways regional, ethnic and national cultures influence individuals' daily lives. Understand how people from different cultures think about and deal with their physical environment and social conditions. Understand language, stories, folktales, music and artistic creations serve as expressions of culture and influence behavior of people.

SS. 3-5. H.1 Essential Concept and/or Skill: Understand historical patterns, periods of time and the relationships among these elements. Understand the similarities and differences between various civilizations within a time period. Understand problems, issue and dilemmas of life in the past and their causes. Understand differences in life today compared to life in the past. Understand causes and effects of events within a time period.

6th – 8th Grade

SS. 6-8. BS. 2 Essential Concept and/or Skill: Understand how personality and socialization impact the individual. Understand the ways family, gender, ethnicity, nationality, socioeconomic factors and institutional affiliations contribute to personal identity. Understand the influence of perception, attitudes, values, and beliefs on personal identity.

SS. 6-8. BS. 3 Essential Concept and/or Skill: Understand the influences on individual and group behavior and group decision making. Understand that various factors affect decisions that individuals make. Understand role, status, and social class affect interactions of individuals and social groups. Understand that each culture has distinctive patterns of behavior that are usually practiced by most of the people who grow up in it. Understand that standards used to judge behaviors vary for different settings and societal groups. Understand that technology is important in spreading ideas, values, and behavior patterns within a society and among different societies. Understand that the media may influence the behavior and decision-making of individuals and groups. Illustration of Understand the influences on individual and group behavior and group decision making in the ICLE's Rigor and Relevance Framework. Quadrant A: In small groups students brainstorm ways that individuals participate in primary groups (e.g., family, nuclear and extended family) and how the group may impact the individual and their development. The groups share their ideas with the class and a list is formed and posted in the classroom.

Quadrant B: Students choose a primary group to which they belong and keep a journal (for a few days) as to how the group has impacted their behavior as well as how they may have impacted group behavior. Students develop a Venn Diagram comparing the journal observations of how they impact group behavior and how their primary group has impacted their own behavior.

Quadrant C: In groups students research the actions of the Civil Rights Movement of the '50's and '60's. The students identify how the actions of participants and groups in the Civil Rights Movement impacted the lives of the individual and changed group decision-making.

Quadrant D: Student groups choose a primary group from a list they have created and develop a short skit that demonstrates how the group influences the individual (e.g., peer pressure) or how the individual influences the group. The skits are presented to the class. After each skit, the class identifies how the individual influenced the group, how the group influenced the individual and if group decision-making was influenced.

SS. 6-8. H. 4 Essential Concept and/or Skill: Understand the role of individuals and groups within a society as promoters of change or the status quo. Understand that specific individuals and the values those individuals held had an impact on history. Understand significant events and people, including women and minorities, in the major eras of history.

SS. 6-8. H. 8 Essential Concept and/or Skill: Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues. Understand processes such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources and searching for causality. Understand relationships between and among significant events. Understand facts and concepts drawn from history, along with methods of historical inquiry, to inform decision-making about and action-taking on public issues. Understand how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians. Illustration of Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues in the ICLE's Rigor and Relevance Framework.

Quadrant A: The students complete a word match worksheet about major events of the Civil War and their impact on the economy of the South. The teacher facilitates a class conversation about the facts presented in the worksheet.

Quadrant B: The class creates timelines that represent the events of the Civil War and the changes in the economy of the south. Students compare and contrast the timelines to determine the cause and effect relationships. Timelines are presented to another class.

Quadrant C The students investigate and analyze the causes of the Battle of Gettysburg. In groups students create a Venn diagram that compares the cause and effect relationships of the events leading to the battle.

Quadrant D: In small groups, students use mapping software to create a tour of Underground Railroad sites in Iowa. A transcript for a guide is written to coordinate with an online tour. Each group presents their tour to other classes in the school as well as parents and community groups.

High School

SS-US.9-12-20 Analyze the diversity of American culture as it was impacted by various groups and regions throughout US History. (e.g., immigrants, South/North, urban and rural ethnic, racial, and gender identities, voting blocs)

SS-US.9-12.23 Critique the impact of individuals and reform movements on changes to civil rights and liberties (e.g., Women's suffrage, Civil Rights, and War on Terror).

SS-US.9-12.27 Trace the impact of gender roles on social and economic life in the U.S. especially in eras (e.g., 1920s modernity v. tradition, post-WWII conformity, challenges to family structure).

SS-US.9-12.34 Evaluate Iowans or groups of Iowans who have influenced U.S. History (e.g., Carrie Chapman Catt, Herbert Hoover, Henry Wallace, Grant Wood, Marvin Cone, James Van Allen, Jack Trice).

SS. 9-12/ BS.5 Essential Concept and/or Skill: Understand how social status, social groups, social change, and social institutions influence individual and group behaviors. Understand the concept of stratification. Understand gender, age, health, and socioeconomic status affect social inequality. Understand changes in social and political institutions reflect and affect individuals' values and behaviors.

SS. 9-12. H. 3 Essential Concept and/or Skill: Understand the role of culture and cultural diffusion on the development and maintenance of societies. Understand the ways groups, societies, and cultures have addressed human needs and concerns in the past. Understand societal patterns for preserving and transmitting culture while adapting to environmental or social change. Understand the value of cultural diversity, as well as cohesion, within and across groups. Understand the origins, central ideas, and global influence of world religions. Understand cultural factors that have promoted political conflict.

Illustration of Understand the role of culture and cultural diffusion on the development and maintenance of societies in the ICLE's Rigor and Relevance Framework.

Quadrant A: Students create a concept web of consumer products which became popular in the 1920s. The web should identify how these products affected people's lives.

Quadrant B: Students create a collage of advertisements for products that they use regularly and write a brief description of the advertising techniques used.

Quadrant C: Students analyze examples of advertisements from the 1920s and today for advertising styles and for the assumptions about people and society which the advertisements make. Students write an essay comparing Americans of the 1920s to Americans of today, using examples from their analysis of the advertisements.

Quadrant D: Working in groups, students are assigned a product that was first introduced in the 1920s. The group of students design and advertising campaign for their product appealing to consumerism in the 1920s and have them plan a presentation to win the account for this product. The groups will present their campaign to a committee of students and the teacher and the best ad campaign will be awarded the contract.

SS-BH.9-12.28 Explain how behavioral science concepts relate to our daily lives and civic engagement.

SS-GV. 9-12. 22 Explain the mechanisms of political socialization in American democracy such as the effects of the family, school, community, and media in influencing one's political decisions.

KANSAS

To view the complete set of Kansas social studies standards, visit <http://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-F-L/History-Government-and-Social-Studies>

Kindergarten

History (H) In this unit, students will study history through self-awareness and individual experience. They will examine how making choices to meet their daily needs at home and in school affects their lives. Students will recognize and evaluate how they are part of larger social and cultural groups by analyzing their personal history, and where they live, and how this changes over time. They will recognize significant Kansas events, symbols, and family customs.

Ideas: technology, customs, symbols (e.g., state bird -Western Meadowlark, state flower - Native Wild Sunflower, state animal-American Buffalo, state insect-Honeybee, state amphibian-Barred Tiger Salamander, state reptile-Ornate Box Turtle, state tree-Cottonwood, state dirt-Harney Silt Loam, state grass-Little Bluestem), happiness.

People/Roles: Self.

Places/Institutions: my home, my school, my city, Kansas, United States of America. Events: Kansas Day.

Civics/Government (CG) In this unit, students will recognize the existence and importance of rules at home and at school. They will understand the role of authority figures at school and home and why they are needed. Students will recognize appropriate classroom behavior and identify characteristics of a friend, a helpful classmate, and a leader. They will recognize and demonstrate traits of being a good citizen.

Ideas: rules, leadership, authority, promoting ideals, prevention, and management of conflict.

People/Roles: parent, guardian, teacher, principal, citizen, student, friend, classmate.

Places/Institutions: my home, my classroom, my school.

Events: recess, assemblies, classroom celebrations.

Skill: Make choices. Share. Self-moderate behavior.

Sample Compelling questions: In the classroom, what are the consequences to others when you take on the role of a friend, helpful classmate, or leader? (Standard 1) Why do we need people of authority and rules at home and at school? (Standard 2) How does my behavior affect my family; how does my behavior affect my class? (Standard 3) Do rules ever change and why would they change? (Standard 4) If people are good citizens, how does that benefit them, their family, their school, and their community? (Standard 5)

1st Grade

History (H) In this unit, students will study history through understanding the role of family. They will recognize important people in their lives, specifically family members and investigate family history including creating a timeline. Students will evaluate how different families met their need for shelter and other basic needs. They will investigate several major types of food production that have come to symbolize Kansas. Students will recognize and analyze symbols that represent the United States and Kansas, specifically as represented on flags. Students will be able to identify who is the first and current president of the United States. Students will gain an understanding of the meaning and purpose of national holidays.

Ideas: symbols (e.g., U.S. flag, Pledge of Allegiance, bald eagle; Kansas flag, Kansas motto, etc.)

People/Roles: important people in student's life/family, president as leader of the United States, name of current president.

Places/Institutions: shelter today, shelter used by American Indians (e.g., grass lodge, tipi, earth lodge, frame house), shelter used by early Kansas families (e.g., dugouts, sod houses, log cabins, frame houses)

Events: food production (e.g., wheat, corn, soybeans, sunflowers, livestock), national holidays (e.g., Independence Day, Columbus Day, Veterans Day, Thanksgiving Day, Martin Luther King, Jr. Day, Presidents' Day, Memorial Day).

Sample Compelling Questions: How do people choose what to use to build a house? (Standard 1) What are the rights and responsibilities family members have to each other? (Standard 2) Why do people celebrate holidays? (Standard 3) Why have forms of housing changed over time? (Standard 4) Why are farming and ranching symbols of Kansas? (Standard 5)

2nd Grade

History (H) In this unit, students will recognize and evaluate continuity and change over time through the study of daily life of a Plains Indian family, a pioneer family, and a modern family. They will study how and why modes of transportation and communication have changed over time. Students will analyze why people immigrate and what immigrants contribute to Kansas. They will recognize and evaluate how inventors and important inventions from the past influence their daily life today using examples from the United States and the world. Students will investigate the significance of the Declaration of Independence that set forth America as a separate country. They will recognize and draw conclusions about why major United States landmarks, historic sites, and The Star Spangled Banner are important.

Ideas: then and now (past and present), symbols, transportation, communication, motivation, inventions, immigration.

People/Roles: pioneers, Plains Indians, U.S. inventors.

Places/Institutions: daily life, landmarks, Plymouth Rock, United States Capitol, Statue of Liberty, Kitty Hawk, Kansas State Capitol, Mt. Rushmore, Mesa Verde, the Alamo, Sutter's Mill.

Events: airplane, automobile, paper (Ancient Chinese), highways to connect cities (Incas), telephone, Internet, Declaration of Independence, The Star Spangled Banner.

Sample Compelling Questions: How have past inventions changed or impacted your daily life? (Standard 1) What important rights and responsibilities did citizens have in early America and what are important rights and responsibilities of citizens today? (Standard 2) Why are certain people, places, and events recognized as more important than others? (Standard 3) Why have the forms of transportation changed over time? (Standard 4) How do geographic features impact transportation and communication? (Standard 5)

4th Grade

History (H). In this unit, students will recognize and evaluate the significant people and events that shaped Kansas and the other regions. They will analyze how these people and events contributed to the way Kansas and other regions are perceived and function today. Students will understand the motivation and accomplishments of notable Kansans and notable people in other regions, particularly early explorers, entrepreneurs, and civic and cultural leaders. They will analyze the impact of the Oregon-California Trail, Santa Fe Trail, and Pony Express Route on continuity and change in the United States and compare these routes with transportation routes in other regions of the country.

Ideas. Transportation systems, migration, communication systems, commerce.

People/Roles. Civic and cultural leaders (e.g., Black Bear Bosin, Charles Curtis, Robert Dole, Wyatt Earp, Amelia Earhart, Dwight Eisenhower, Langston Hughes, Alf Landon, Carry A. Nation, Gordon Parks,

William Allen White), explorers (e.g., Francisco Coronado, Lewis and Clark, Stephen H. Long, Zebulon Pike), entrepreneurs (e.g., George Washington Carver, Clyde Cessna, Walter Chrysler)
Places/Institutions. Regions of the United States (e.g., Midwest, Northeast, Southeast, West, Northwest), Kansas.
Events. Oregon-California Trail, Santa Fe Trail, Pony Express.

5th Grade

Societies of North America: Lands and People: Ancient-1400s: In this unit, students consider the diversity of the various American Indian nations in what is today the United States and their unique experiences before European exploration. This will include their locations, populations, and cultural identities. Students should analyze the impact of these nations on American society.

Ideas: migration, civilizations, shelter, culture, cultural groups, beliefs, archaeology, pre-Columbian societies of North America.

People/Roles Anasazi/Pueblo, Mississippian (Mound Builders), Chinook, Iroquois League, Sioux, hunter-gatherers, early farmers.

Places/Institutions: North America, Mississippi River Valley, Great Plains, Rocky Mountains, Woodland, Northwest coast, Southeast.

Events: origin stories.

Sample Compelling Questions: Who do people decide where to live? (Standard 1) What were the rights and responsibilities of men and women in an American Indian cultural group? (Standard 2) How were American Indian cultural groups shaped by beliefs and ideas? (Standard 3) What causes people to change the way they live? (Standard 4) Why were natural resources a common cause of conflict among American Indian cultural groups? (Standard 5)

Colonization: 1600s-1700s: This period of history focuses on the establishment, growth, and distinctive qualities of the various colonies. This includes the marked regional, political, social, and economic differences between the New England, Middle, and Southern colonies. Students should examine how these differences shaped the individuality of these colonies.

Ideas. Wealth and resources, indentured and involuntary servitude/slavery, trade, religious freedom, governing, salutary neglect, social and gender issues, aristocracy.

People/Roles. Sir Walter Raleigh, Pilgrims, Roger Williams, King George III, Anne Hutchinson, Puritans, Quakers, Peter Stuyvesant, William Penn.

Places/Institutions. Thirteen original colonies, Atlantic Ocean, New England colonies, Middle Colonies, Southern colonies, west Africa, Great Britain.

Events. Charter, development of agriculture based economy, slavery, Mayflower Compact, English Bill of Rights, Triangular Trade Route, Great Awakening, Middle Passage, charter system.

Sample Compelling Questions. What were the consequences of colonizing the New World? (Standard 1) Why might individuals agree to give up their rights to become indentured servants in the New World? (Standard 2) How has Puritanism shaped American values? (Standard 3). What critical factors led to the relative success of Massachusetts Bay Colony and the relative failures of Roanoke and Jamestown? (Standard 4) How did geography affect the development of Colonial America? (Standard 5)

The American Revolution: 1770s-1780s: The American Revolution cast a vision for a nation founded upon revolutionary ideas. The British attempts to regain its colonies are consistent with the actions of a sovereign nation. The American Revolution should be studied for a variety of reasons. Among these include efforts to organize a government based on these ideas, the hardships and successes faced by the revolutionary army, the effects of the revolution on the home front, and the global context of the American Revolution.

Ideas: independence, self-government, freedom, liberty, equality, revolution.

People/Roles: Loyalists, Patriots, Minutemen, Redcoats, Francis Marion, Continental Army, Benedict Arnold, Ben Franklin, King George III, Abigail Adams, James Forten.

Places/Institutions: Lexington and Concord, Saratoga, Bunker Hill, Yorktown, Paris, France, London, England, First and Second Continental Congresses.

Events: Declaration of Independence, First and Second Continental Congresses, Common Sense, Treaty of Paris, "Shot heard round the world".

Sample Compelling Questions: How did people decide to be a Tory or a rebel? (Standard 1) What is revolutionary about the rights laid out in the Declaration of Independence? (Standard 2) How did the Revolution affect average citizens of the colonies? (Standard 3) How did winning the Revolutionary War create revolutionary changes in America? (Standard 4) What was the relationship between the states during and after the Revolution? (Standard 5)

Building a New Nation: 1770s-1790s: The post-revolutionary period in the United States is a critical movement in U.S. history. During this era the American Experiment goes through a period of refinement while dealing the difficulties face by the new nation.

Ideas. Individual rights, limited government, separation of powers, checks and balances, federalism, slavery, suffrage, religious freedom, states' rights.

People/Roles. Founding Fathers, Federalists, Anti-Federalists, president, representative, senator, judge, George Washington's administration, Elizabeth Freeman, Phillis Wheatley.

Places/Institution. Philadelphia, Northwest Territory, Kentucky, District of Columbia.

Events. Articles of Confederation, Constitutional Convention, Constitution, Bill of Rights, Shays' Rebellion, Great Compromise, Three-Fifths Compromise.

Sample Compelling Questions. What were the choices and consequences faced by the writers of the Constitution over the issue of slavery? (Standard 1) How does the Bill of Rights affect individuals today? (Standard 2) In what ways did the Constitution protect the rights of U.S. citizens better than the Articles of Confederation? (Standard 3) What were the most significant changes in the nation after the Constitution was ratified? (Standard 4) Is limited government an effective and efficient system? (Standard 5)

7th Grade

Statehood and Civil War (1854-1865): In this unit, students should investigate the historical context under which the state was settled and the role Kansas played in the Civil War. The students should trace the development of state government from the territorial period through statehood. Students should deal with questions about Popular Sovereignty, slavery, and abolition.

Ideas. Popular sovereignty, slavery and abolition, Underground Railroad, transportation/communication, state constitutions, Free State Movement.

People/Roles. Stephen Douglass, Henry Ward Beecher, Abraham Lincoln, John Brown, James Lane, Charles Robinson, Clarina Nichols, Jayhawkers, Border Ruffians, William Quantrill, Charles Sumner, New England Emigrant Aid Society

Progress and Reform (1860s -1920s): In this unit, students should investigate the development of specific industries with the state and critical reform movements. The bulk of the time in this unit should be spent considering the historic, economic, political, and geographic context of these developments and the conditions which existed to inspire these reforms.

Ideas. Industrialization, specialization, transportation, communication, prohibition, populism, progressivism, suffrage movements, socialism.

People/Roles Samuel Crumbine, Charles Sheldon, Carry Nation, Mary Lease, Karl Menninger, Walter Chrysler, Walter and Olived Beech, Clyde Cessna, William Allen White, Kate Richards O'Hare.

Places/Institutions. Emporia, Medicine Lodge, Girard, Pittsburg.

Events National prohibition, World War I, Legislative War, appeal to Reason, coal miner strikes, discovery of oil/gas.

Sample Compelling Questions. What are the factors to be considered by workers and employers when considering a strike and its potential consequences? (Standard 1) Who should be allowed to vote (Standard 2) How and why did Populism and Socialism gain in popularity during this period? (Standard 3) How might one compare prohibition in Kansas to the war on drugs of this generation? (Standard 4) What factors gave rise to industry in Kansas? (Standard 5)

Good Times and Bad (1920s-1940s): In this unit, students should consider the boom and bust nature of the U.S. economy. Investigate the political, economic, and social context under which these conditions existed. Students should investigate the role the state and Kansas played in World War I and II. Students should spend the bulk of their time in this unit considering the cause, conditions, and remedies for the economic distress of the Great Depression.

Ideas Distribution of wealth and resources, agricultural conservation, growth of entertainment.

People/Roles Charles Curtis, Arthur Capper, Langston Hughes, Amelia Earhart, James Naismith, Herbert Hoover, Alf Landon, Dwight Eisenhower, John Stewart Curry.

Places/Institutions. Pearl Harbor, Normandy, Germany, Italy, Japan, Lawrence, Topeka, Abilene.

Events. Great Depression, World War II, Stock Market Crash, Dust Bowl, New Deal.

Sample Compelling Questions. What choices led to the consequences of the Great Depression in the state? (Standard 1) Does the government have a duty to help the needy? (Standard 2) In what ways were ideas and beliefs about individualism, pride, and self-sufficiency challenged during this time period? (Standard 3) How did Kansas change from 1900 to 1945? (Standard 4) What was the relationship between economic recovery in Kansas and war in Europe? (Standard 5)

Kansas and a Changing World (1950s-2000s): In this unit, students should examine the role of the state as the United States develops as a world leader. Students should evaluate the changing infrastructure of the nation and its impact on Kansas. Students should investigate the impact of the Cold War on Kansas' social, economic, and political development. Students should spend time investigating the idea of civil rights in broad general terms. This unit should include the consideration of the role of Kansas, Kansas, Brown v. Topeka Board of Education in advancing civil rights.

Ideas. Civil Rights, Cold War, Communism, rise of interstate transportation.

People/Roles. Oliver Brown, Charles Scott, Thurgood Marshall, Harry Colmery, Gordon Parks, Robert Dole, Nancy Landon Kassebaum, Georgia Nesse Clark, Dwight Eisenhower.

Places/Institution Korea, Vietnam, Fort Scott, Topeka, Ogallala Aquifer.

Events. Popularity of television, Koren War, floods of 1951, Brown v. Topeka Board of Education, Dockum Drug sit-in, space race, Vietnam, flood control system interstate highway.

Sample Compelling Questions. How did the decision to participate in the Federal Aid Highway Act. of 1956 impact the people of Kansas? (Standard 1). In what ways were African Americans getting an inferior education in Topeka public schools? (Standard 2) In what ways did beliefs and ideas about race lead to segregation in Kansas? (Standard 3) How has the U.S. military presence in Kansas changed over the time period? (Standard 4) How was the Kansas economy impacted by Cold War conflicts? (Standard 5)

Kansas and a Modern World (1970s--present): In this unit, students should examine events leading up to the present and draw a contemporary picture of the state. Students should investigate how the state is

positioned for the future, including an overview of the current state constitution. The bulk of their time should be spent reflecting on the state's history, drawing conclusions about our past, present, and future.

Ideas Globalization, rural depopulation, energy, Kansas economy, Kansas government.

People/Roles Black Bear Bosin, Bill Kurtis, astronauts, Lynette Woodard, Gayle Sayers, Barry Sanders, Jack Kilby, Kathleen Sebelius.

Places/Institutions Wichita, Kansas City Topeka.

Events Current and critical issues.

Sample Compelling Questions How are important decisions about Kansas' state policies made?

(Standard 1) What are critical rights issues in the state? (Standard 2) How are the beliefs and ideas of Kansas different/similar from other places? (Standard 3) What has been the most significant change in Kansas in the last 50 years? (Standard 4) What are the most important relationships in Kansas? (Standard 5)

8th Grade

Establishing America: 1787-1830s: In this unit, students consider the enormous tasks that faced the new nation as well as studying its leaders during this difficult period. The United States had to demonstrate that it could survive as an independent country. Students will recognize and evaluate the changes that occurred with the growth of industry and technology. Americans began moving west during this period affecting the relationship between the United States and other nations and American Indians. Students should investigate and analyze the impact of these changes on American society.

Ideas. Federalism, Bill of Rights, Jacksonian democracy, Industrial Revolution, Market Revolution, growth of executive power, growth of judicial power, Monroe Doctrine, individual freedom, Marshall Court.

People/Roles. Founding Fathers, Tecumseh, James Monroe, Andrew Jackson, Phyllis Wheatley, Abigail Adams, Sacagawea, Whigs, Democrats.

Places/Institutions. Louisiana Territory, New Orleans, Washington D.C., Philadelphia, Mississippi River, Ohio Valley, Northwest Territories, canals, railroads.

Events. Three-fifths Compromise, Great Compromise, Louisiana Purchase, exploration, Alien and Sedition Act, War of 1812, Second Great Awakening, Missouri Compromise.

Sample Compelling Questions. What were the most important choices made by the creators of the U.S. Constitution? (Standard 1) Why were some living in American given the rights and responsibilities of citizens but others living in America were not? (Standard 2) How and why did tensions arise between American Indians and other Americans? (Standard 3) How has the definition of citizenship changed over time? (Standard 4) How did the size of North America impact the relationship between the American government and its citizens? (Standard 5)

Regionalism and Expansion: 1800s-1850s: This period follows the nation's regional development in the West, Northeast, and South. Students will analyze the influence of the West on the politics, economy, and culture of the nation. The Industrial Revolution in the Northeast during this period had repercussions throughout the nation. Inventions between the turn of the century and 1850 transformed manufacturing, transportation, mining, communications, and agriculture and changed the lives of people. Students should investigate and draw conclusions about these transformations. During this period, the South veered away from the democratic and reform movements taking place in other parts of the United States. Students will recognize and evaluate the 'peculiar institution' of slavery and its dramatic effects on the South's political, social, economic, and cultural development and its relationship with other areas of the United States.

Ideas. Manifest Destiny, western expansion, Second Industrial Revolution, sectionalism and racism, slavery, abolitionism, enslaved person resistance, American Indian resistance, women's rights, immigration, trails, expansion of railroads, Second Great Awakening.

People/Roles. Nat Turner, Henry Clay, Beer Rabbit, George Fitzhugh, James Polk, Elizabeth Cady Stanton, Frederick Douglass, Washington Irving, Henry David Thoreau, Edgar Allan Poe, Harriet Jacobs, Maria Ruiz de Burton.

Places/Institutions. Texas Republic, Chicago, southern states, northern states, western territories and states, Mexican Cession lands, Liberia.

Events. Indian Removal Acts, Nullification Crisis, Mexican-American War, California Gold Rush, Oregon Fever, Underground Railroad, Seneca Falls Convention, growth of technology, spread of agriculture, rise of cities.

Sample Compelling Questions: Why did slavery continue to develop in the South and not in other areas of the United States during this period? (Standard 1) How does the rise of Jacksonian democracy during this period affect the rights of American voters in the 21st century? (Standard 2) How did the economic ideas of business owners change the lives of workers? (Standard 3) How has the idea of women's rights both changed and remained the same since the mid-1800s? (Standard 4) How did the growth of the United States impact the lives of Americans? (Standard 5).

March to War: 1850s – 1861: During this unit, students will explore the different points of view that developed during the continued rise of sectionalism and analyze how the failure of compromise eventually led to the Civil War. The institution of slavery and the abolitionist movement should be evaluated in their historical contexts. The issue of slavery, and its economic impact, became too divide and led to secession by the Confederate States of America. Students should investigate the challenge to the Constitution and the Union caused by the cession of the Confederate states and their doctrine of nullification.

Ideas. Expansion of slavery, abolitionism, enslaved person resistance, secessionism, economic policies, popular sovereignty.

People/Roles. Stephen Douglas, Harriet Tubman, Harriet Beecher Stowe, Abraham Lincoln, James Buchanan, John Brown, Charles Sumner, Know Nothings, political parties.

Places/Institutions. Lawrence, Kansas; Lecompton, Kansas; Harper's Ferry; Washington, DC; South Carolina.

Events Wilmot Proviso, election of 1848, Compromise of 1850, Kansas-Nebraska Act, Fred Scott v. Sanford, Lincoln - Douglas Debates, Gadsden Purchase, Fugitive Slave Act, Bleeding Kansas, Civil War, rise of Republican Party, establishment of Confederate States of America.

Sample Compelling Questions. Could the Civil War have been prevented? (Standard 1) Why would Southerners feel threatened by Lincoln and other Republicans? (Standard 2) How did the idea of popular sovereignty impact the lives of those living in Kansas and Missouri? (Standard 3) How did the concept of abolitionism change over time? (Standard 4) What impact did American geography have on the decision by Confederate states to secede? (Standard 5)

Toward a More Perfect Union: 1861–1877: Students should recognize and evaluate broad Union and Confederate strategy by investigating significant wartime events and battles such as Gettysburg, Antietam, and Sherman's March to the Sea. Students should also analyze the human meaning of the war by investigating the context of the home front as well as the stories of soldiers, free blacks, enslaved persons, and women involved. The withdrawal of troops from the former Confederate states following the election of 1876 led to the undermining of progress made by former enslaved persons. The economic and social changes brought Eighth Grade U.S. History 2013 6 about by Reconstruction are important for students to understand.

Ideas Unionism, Reconstruction, equality, Jim Crow, total war

People/Roles Abraham Lincoln, Robert E. Lee, U.S. Grant, Jefferson Davis, Mary Chestnut, Andrew Johnson, Exodusters, Radical Republicans, African American soldiers, Ku Klux Klan, Matthew Brady
Places/Institutions Fort Sumter, Gettysburg, Antietam, Atlanta, Richmond, Washington DC, Vicksburg, Appomattox, New York City

Events Civil War, Anaconda Plan, Emancipation Proclamation, draft riots, Gettysburg Address, Lincoln's Second Inaugural Address, 13th/14th/15th Amendments, black codes, Election of 1876

Sample Compelling Questions: Was it inevitable that the Union would win the Civil War? (Standard 1)
Who gets to be an American citizen? (Standard 2) Is it ever okay to violate the Bill of Rights? (Standard 3)
How was life different for Americans after the Civil War? (Standard 4) How did the geography of the American South impact how the war was fought? (Standard 5)

The Rise of America: 1870s-1900: The period from the end of Reconstruction to the turn of the century was transformative. Students will investigate and analyze the settling and conquering of the West, the expansion of industry, the establishment of large transportation networks, immigration from Europe, urban growth, accumulation of great wealth in the hands of a few, the rise of organized labor, and increased American involvement in foreign affairs. Students should also recognize and evaluate the political programs and activities of Populists, Progressives, and other reformers.

Ideas. Imperialism, populism, progressivism, westward expansion, growth of cities, immigration, rise of big business, organized labor, agribusiness, spoils system, Social Darwinism, Federal American Indian policy.

People/Roles. William Jennings Bryan, Eugene Debs, Susan B. Anthony, robber barons/captains of industry, Thomas Nast, Boos Tweed, Buffalo Bill Cody, Red Cloud, George Custer, Samuel Gompers.

Places/Institutions. Cuba, Philippines, Wounded Knee, Ellis Island, and Angel Island, Chicago, settlement houses.

Events. Spanish-American War, Indian Wars, Haymarket Tragedy, Sherman Anti-Trust Act, Chinese Exclusion Act, Dawes Act, Ghost Dance, Oklahoma Land Rush, Plessy v. Ferguson.

Sample Compelling Questions. What would motivate Americans to settle the West? (Standard 1) In what ways were immigrants discriminated against and how did Americans attempt to justify it? (Standard 2) Why would so many American Indians support the Ghost Dance? (Standard 3) How are the Populist movements of the late 1800s and twenty-first-century movements such as the Tea Party and Occupy Wall Street similar and different? (Standard 4) Why would places like Cuba and the Philippines be so important to America during the late 1800s? (Standard 5)

High School

Immigration, Industrialization, Progressives: In this unit, students will explore the United States' recovery from the period of the Civil War and Reconstruction. Immigration and rapid industrialization went hand-in-hand as the country became more mechanized in all areas of production. Immigrants coming into the country fed the industrial machine by providing a cheap labor force for the rapid growth of the United States as a modern nation. Massive immigration and internal migration coupled with massive industrialization led to a need for reforms. Students will examine how the cost paid by the immigrant workers in the factories to fuel this rapid growth drew the attention of social activist and led to progressive reforms at all levels of government.

Ideas. Rise of big business, monetary policies, citizenship legislation, progressive reforms, political machines.

People/Roles. Muckrakers, Robert Barons/Captain of Industry, Populists, Progressives, Andrew Carnegie, John D. Rockefeller, Cornelius Vanderbilt, Booker T. Washington, W.E.B. DuBois, Marcus Garvey, Charles Eastman.

Places/Institutions. Haymarket Riot, Homestead Strike, Ellis Island and Angel Island, Triangle Shirtwaist Factory.

Events Unionization (AFL, Knights of Labor), movement from rural to urban, Pendleton Act, The Jungle, 16th, 17th, 18th, and 19th Amendments, Niagara Movement, creation of the National Association for the Advancement of Colored people (NAACP).

Sample Compelling Questions. How did new choices created by the industrial Revolution change the way people lived? (Standard 1) How did the Industrial Revolution affect the rights of workers? (Standard 2) What are some of the benefits of an industrialized society and how are they achieved? (Standard 4) What social, economic and political problems created a need for reforms in this era? (Standard 5).

World War I and the Roaring 20s: In this unit, students will trace the chain of events as the entire world erupted into its first global conflict of the 20th century in the summer of 1914. Students will focus on the role of the United States as it is eventually drawn into the conflict and sends its own off to save the world for democracy. Students will examine the effects of the war as United States' troops return from the war to find democracy challenged in the United States, leading to riots in 1919, the Palmer Raids, the Red Scare of the early 1920s, and the growth of hate organizations such as the Ku Klux Klan. They will also examine other changes to American society, including a growth of consumerism that led to economic growth and prosperity.

Ideas. Causes of World War I, war strategies and technological developments, Selective Service Act, home front during war, Harlem Renaissance, consumer revolution, immigration legislation, organized crime, entertainment of the 20s, pro-business economic policies, women's suffrage.

People/Roles. John J. Pershing, Woodrow Wilson, George Creel, Big Four, Langston Hughes, Louis Armstrong, Calvin Coolidge, Warren G. Harding, Ku Klux Klan (KKK).

Places/Institutions. Belgium, Germany, Versailles, France, Great Britain, Austria-Hungary, Russia/USSR, Balkans, Eastern and Western Fronts.

Events. Lusitania, Zimmerman Telegram, Kellogg-Briand Act, Espionage and Sedition Acts, Great Migration, the Treaty of Versailles and League of Nations, flu epidemic, Palmer raids, Scopes Trial.

Sample Compelling Questions. What actions could the United States have taken to avoid direct involvement in World War I? (Standard 1) Did the treat of "foreign philosophies" (Communism, Socialism, Marxism, Anarchism) justify government action in the World War I and post-World War I eras? (Standard 2) Why did events from World War I lead to a powerful isolationist sentiment in the United States? (Standard 3) How did social changes of the 1920s impact society over the next half century? (Standard 4) How influential was the United States on the World stage after World War I? (Standard 5)

Great Depression, New Deal: In this unit, students will examine how the Great Depression was ushered in by the stock market collapse in the fall of 1929. The election of 1932 and Franklin Delano Roosevelt's administration seemed to provide hope through his new Deal programs. Students will examine the range of potential solutions to growing economic problems of the United States during the 1930s, including those compounded by the environmental disaster of the of the Dust Bowl. Students will evaluate the effectiveness of the New Deal programs over time, including their effects on various minority groups in the United States.

Ideas. Causes of the Great Depression, growing roles of women and African Americans, entertainment in daily life, Hoover's reaction to the Great Depression, First and Second New Deals, effects of New Deal programs.

People/Roles. Herbert Hoover, Franklin Roosevelt, Frances Perkins, Huey Long, Dorothea Lange, Eleanor Roosevelt, Francis Townsend, Father Coughlin, Alf Landon, John Steinbeck, Aaron Douglas.

Places/Institutions. Wall Street, Hoovervilles, Kansas, Oklahoma, Texas panhandle, California, Harlem.

Events. Stock Market Crash, Hawley-Smoot Tariff, Dust Bowl, bank runs, Bonus Army, fireside chats, First 100 days.

Sample Compelling Questions. How did economic choices made in the 1920s lead to the stock market crash and the Great Depression? (Standard 1) How were minority populations in the United States affected by New Deal programs? (Standard 2) How were the ideas of a work ethic, pride, individualism, and self-reliance challenged during the Great Depression? (Standard 3) How did the successes and failures of the First and Second New Deals affect the future of the United States? (Standard 4) Which New Deal agricultural programs and conservation methods were the most effective in fighting the environmental disaster of the Dust Bowl? (Standard 5)

World War II and the Aftermath: In this unit, students will examine the response of the United States to the growing tensions in Europe during the 1930s. While World War II started in September 1939 when Germany invaded Poland, the United States did not enter the war until after the Japanese attack on Pearl Harbor in 1941. Students will trace the rapid growth of the United States' war machine as it used the mechanization skills perfected in the previous quarter century. They will analyze the impact of the war on the home front and on the treatment of minorities. Students will examine how the United States emerged from World War II as a world power and how the stage for future conflict with the Soviet Union was set in the waning days of the war.

Ideas. Causes of World War II, changes on the home front, treatment of minorities (Zoot Suit Riots, etc.), appeasement policy, Four Freedoms, isolationism to intervention.

People/Roles. Franklin Roosevelt, Harry Truman, Adolf Hitler, Joseph Stalin, Benito Mussolini, Winston Churchill, General Eisenhower, Douglas MacArthur, Tuskegee Airmen, Albert Einstein, A. Philip Randolph, Emperor Hirohito, Hideki Tojo, Chiang Kai She.

Places/Institutions. Theaters of war, Midway, Stalingrad, Normandy, Poland, map changes post-World War II, Pearl Harbor, Berlin.

Events. Nuremberg Trials, creation of the United Nations (UN), holocaust and genocide, Yalta Conference, Geneva Convention, Potsdam, Manhattan Project, D-Day, Death of FDR, the creation of Israel, Japanese internment.

Sample Compelling Questions. How did the choices made by the United States during the 1930s impact Europe as World War II began? (Standard 1) In what ways was the cause of minority groups in the U.S. advanced by World War II? (Standard 2) How does the United States' choice to use the atomic bomb challenge American ideas about human rights? (Standard 3) In what ways did the atomic bomb change the world? (Standard 4) How did America's international influence change after World War II? (Standard 5)

Civil Rights, Social Change: Race issues have been a part of the American history landscape since the nation's beginnings. The second half of the 20th century saw dramatic changes in how Americans perceived race relations and the concept of equality. In this unit, students will compare and contrast the role of the many different groups who took an active stance against discrimination in all parts of American society, including economic, political, and social injustice. Students will examine the social change that takes place as a result of community, executive, legislative and/or judicial actions that impact equality in everyday life in the United States.

Ideas. Integration, desegregation, economic equality, nonviolent protest, student activists, sit-ins, Freedom Riders, counter culture, National Organization of Women (NOW), Great Society.

People/Roles. Martin Luther King, Jr. Malcolm X, Cesar Chavez, Delores Huerta, Rosa Parks, Thurgood Marshall, James Meredith, Medgar Evers, George Wallace, Orval Faubus, Black Panthers, Stokely Carmichael, Jackie Robinson, Leonard Peltier, Fannie Lou Hamer, Rachel Carson, Phyllis Schlafly, Betty Friedan, Ralph Nader.

Places/Institutions. Birmingham, Little Rock, Montgomery, Memphis, Greensboro, Pine Ridge Indian Reservation, Haight-Asbury, Three Mile Island.

Events. Brown v. Topeka Board of Education, Montgomery Bus Boycott, The Children's March, 24th Amendment, Civil Rights Acts of 1957, 1964, and 1965, Voting Rights Act, March on Washington, American Indian Movement, Title IX.

Sample Compelling Questions. What were the most important choices made that advanced the United States towards greater equality? (Standard 1) Under what circumstances, if any, is civil disobedience justified? (Standard 2) In what ways were politics, economics, history, and geography obstacles to social change in the United States? (Standard 3) What social, political and economic changes have occurred as a result of civil rights movements? (Standard 4) What factors led to the rise of the environmental movement and how has it progressed? (Standard 5)

Moving into the 21st Century: As the 20th century comes to a close the world sees the end of Soviet Union and a reunification of Germany. As a result, the 20th century Cold War conflicts and tensions that were precipitated by two World Wars and many smaller conflicts came to an end. Conflict will continue to be a part of the American landscape as small terrorist groups create an enemy for all nations that is more difficult to find and elusive to fight.

Ideas. Glasnost, détente, perestroika, conservative movement, breakup of the Soviet Union, Middle East issues, war on terrorism, globalization, world, growth of the Internet, immigration debates, economic crisis, domestic terrorism, natural disasters.

People/Roles. Ronald Reagan, Mikhail Gorbachev, Jimmy Carter, Leonid Brezhnev, Ayatollah Khomeini, George H.W. Bush, Steve Jobs, Al Gore, Bill Clinton, George W. Bush, Barack Obama, Condoleezza Rice, Hillary Clinton, Madeline Albright, Bill Gates, Colin Powell.

Places/Institutions. Iran, former Soviet Union, Iraq, Afghanistan, Silicon Valley, Nicaragua, Kuwait, Saudi Arabia, Israel, Palestine, Egypt, Persian Gulf.

Events. SALT, SALTII, Oil Embargo, Camp David Accords, Iran Hostage Crisis, Iran Contra Affair, Challenger Explosion, Desert Star, 9/11, Reunification of Germany, Doomsday Clock.

Sample Compelling Questions. What motivated Anwar Sadat and Menachem begin to sign the Camp David Accords, and was it worth it? (Standard 1) Should the United States tie foreign aid and support to a country's human rights record? (Standard 2) How does our society adapt to increasingly more radical religious, political, economic, and social ideologies? (Standard 3) What are the differences between defeating our enemies in the 20th century (Nazi Germany, USSR) and defeating our enemies in the 21st century (al-Qaeda, Taliban)? (Standard 4) What responsibility do the people of the wealthiest and most powerful nations in the world have to the people of the poorest and least powerful nations in the world?? (Standard 5)

Human and Civil Rights in American Democracy: Students need to understand that American democracy evolved from the "tyranny of the majority" that could be found in Ancient Greek democracy into a model based on individual rights, protection of the minority, and compatible with a culturally diverse society. Students need to know how concepts of rights have changed over time and how social and governmental institutions have responded to issues of rights and diversity. Key Supreme Court cases such as Red Scott, Plessy, Brown, and Miranda, as well as the Bill of Rights, may be used as a foundation for class discussion. Students should know the basic outline of the history of the Civil Rights Movement, the struggle for women's suffrage, and later movements for equality.

Ideas. Procedural due process, substantive due process, habeas corpus, bills of attainder, ex post facto laws, cruel and unusual punishment, civil disobedience.

People/Roles. Civic responsibilities, immigration and naturalization, Griswold v. Connecticut, Miranda v. AZ, Engel v. Vitale, Fred Scott, Plessy v. Ferguson, Brown v. Topeka Board of Education.

Places/Institutions. Student's rights, Miranda Rules, Supreme Court, civil rights law, Americans with Disabilities Act (ADA), Title I, Title IX, affirmative action.

Events. Fair and speedy trial, capital punishment, hate crime, diversity, segregation.

Sample Compelling Questions. What might justify acts of civil disobedience? (Standard 1) Where do your rights end and your neighbor's begin? (Standard 2) How could it be possible for everyone to be in a minority group? (Standard 3) What is the role of the Supreme Court in determining human and civil rights? (Standard 4) In what ways might limits on our rights be justified? (Standards 5).

KENTUCKY

To view the complete set of Kentucky social studies standards, visit <https://education.ky.gov/curriculum/standards/kyacadstand/Pages/default.aspx>.

Kindergarten- 3rd Grade

Big Idea: Government and Civics

Primary Skills and Concepts: Students will demonstrate (e.g., speak, draw, write and understanding of the nature of government; explain basic functions (to establish order, to provide security and accomplish common goals) of local government; explore and give examples of the services (e.g., police and fire protection, maintenance of roads, snow removal, garbage pick-up); investigate how the local government pays for services (by collecting taxes from people who live there); explain the reasons for rules in the home and at school, and compare rules (e.g., homes, school) and laws in the local community; investigate the importance of rules and laws and give examples of what life would be like without rules and laws (home, school, community); explore personal rights and responsibilities; explain, demonstrate, give examples of ways to show good citizenship at school and in the community (e.g., recycling, picking up trash); describe the importance of civic participation and locate examples (e.g., donating canned food to a class food drive) in current events/news; use a variety of print and non-print sources (e.g., stories, book, interviews, observations) to identify and describe basic democratic ideas (e.g., liberty, justice, equality, rights, responsibility)

Big Idea: Cultures and Societies

Primary Skills and Concepts: Students will develop and understanding of the nature of culture; explore and describe cultural elements (e.g. beliefs, traditions, languages, skills, literature, the arts); investigate diverse cultures using print and non-print sources (e.g., stories, books, interviews, observations); investigate social institutions (e.g., schools) in the community; describe interactions (e.g., compromise, cooperation, conflict, competition) that occur between individuals/groups; describe and give examples of conflicts and conflict resolution strategies.

2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.

4th Grade

Big Idea: Cultures and Societies

Enduring Knowledge – Understandings Students will understand that culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people. Through a society's culture, individuals learn the relationships, structures, patterns and processes to be members of the society. cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior and respond to human needs. interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition) and are influenced by culture. a variety of factors promote cultural diversity in the state of Kentucky. an appreciation of the diverse complexity of cultures is essential to interact effectively and work cooperatively with the many diverse ethnic and cultural groups of today.

Big Idea: Cultures and Societies

Skills and Concepts Students will develop an understanding of the nature of culture: o explore and compare cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts) of diverse

groups (e.g., Native Americans and early settlers) in the early settlement of Kentucky o examine the influences/contributions of diverse groups in Kentucky investigate social institutions (e.g., family, government, economy, education, religion) in Kentucky and explain their functions describe conflicts that occurred between diverse groups (e.g., Native Americans and the early settlers) in the settlement of Kentucky investigate and compare culture/cultural events of diverse groups in Kentucky today with the past using information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental)

2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.

5th Grade

Big Idea: Cultures and Societies

Enduring Knowledge – Understandings Students will understand that culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people. Through a society's culture, individuals learn the relationships, structures, patterns and processes to be members of the society. cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior and respond to human needs. interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition) and are influenced by culture. a variety of factors promote cultural diversity in a society, nation and world. an understanding and appreciation of the diverse complexity of cultures is essential to interact effectively and work cooperatively with the many diverse ethnic and cultural groups of today.

Big Idea: Cultures and Societies

Skills and Concepts Students will demonstrate an understanding of culture and cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts) of diverse groups: o investigate cultural similarities and differences of diverse groups (e.g., English, French, Spanish and Dutch Colonists, West Africans, Immigrants of the 1800's) during the early development of the United States research the contributions of diverse groups to the culture (e.g., beliefs, traditions, literature, the arts) of the United States today investigate factors that promoted cultural diversity in the history of the United States examine social institutions (e.g., family, religion, education, government, economy) in the United States and explain their functions describe conflicts that occurred among and between diverse groups (e.g., Native Americans and the early Explorers, Native Americans and the Colonists, the British Government and the English Colonists, Native Americans and the U.S. Government) during the settlement of the United States; explain the causes of these conflicts and the outcomes describe causes of conflicts between individuals and/or groups today and give examples of how to resolve them peacefully

2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.

6th Grade

Big Idea: Cultures and Societies

Enduring Knowledge – Understandings. Students will understand that culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people. Through a society's culture, individuals learn the relationships, structures, patterns and processes to be members of the society. Cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior and respond to human needs. interactions among individuals and groups assume various forms (e.g., compromise, cooperation conflict, completion) and

are influenced by culture. culture affects how people in a society behave in relation to groups and their environment an appreciation of the diverse complexity of cultures is essential in our global society.

Big Idea: Cultures and Societies

Skills and Concepts. Students will demonstrate an understanding (e.g., speak, draw, write, sing, create) of the complexity of culture by exploring cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups and explaining how culture serves to define present day groups and they result in unique perspectives. Investigate social institutions (e.g., family, religion, education, government, economy) in relation to how they respond to human needs, structure society and influence behavior in the present day. Explain how communications between groups can be influenced by cultural differences; explain how interactions (e.g., political, economic, religious, ethnic) can lead to conflict and competition among individuals and groups in the present day. Describe conflicts between individuals or groups and explain how compromise and cooperation are possible choices to resolve conflict among individuals and groups in the United States and across regions of the world in the present day. Compare examples of cultural elements (e.g., language, the arts, customs/traditions, beliefs, skills and literature) of diverse groups in the present day, including non-western cultures within the United States, in current events/news using information from a variety of print and non-print sources (e.g., media, literature, interviews, observations, documentaries, artifacts).

2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.

Big Idea: Historical Perspective

Skills and Concepts. Students will demonstrate an understanding of the interpretative nature of history using a variety of tools and resources (e.g., primary and secondary sources, Internet, timelines, maps): investigate and chronologically describe (e.g., using timelines, charts, fictional and report writing, role playing) major events in present day regions of the world and draw inferences about their importance examine potential causes of recent historical events and show connections among causes and effects; use cause-effect relationships to identify patterns of historical change influenced by government, culture, economics and/or geography. analyze historical events, conditions and perspectives of different individuals and groups (e.g., by gender, race, region, ethnic group, age, economic status, religion, political group) in present day regions of the world. analyze major historical events and people in present day regions of the world using information from print and non-print sources (e.g., biographies, autobiographies, films, magazines, Internet)

8th Grade

Big Idea: Cultures and Societies

Students will understand that culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people. Through a society's culture, individuals learn the relationships, structures, patterns and processes to be members of the society. cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior, and respond to human needs. interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition) and are influenced by culture. multiple factors contributed to the cultural diversity of the United States prior to Reconstruction; an understanding and appreciation of the diverse complexity of cultures is essential in our society.

Big Idea: Cultures and Societies

Skills and Concepts Students will demonstrate an understanding (e.g., speak, draw, write, sing, create) of the nature of culture by exploring cultural elements (e.g., beliefs, customs/traditions, languages, skills,

literature, the arts) of diverse groups in the United States prior to Reconstruction and explain how culture served to define specific groups and resulted in unique perspectives investigate social institutions (e.g., family, religion, education, government, economy) in relation to how they responded to human needs, structured society and influenced behavior in the United States prior to Reconstruction explain how communications between groups were influenced by cultural differences; explain how interactions influenced conflict and competition (e.g., political, economic, religious, ethnic) among individuals and groups in the United States prior to Reconstruction describe conflicts between individuals or groups and explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction compare examples of cultural elements of today to those in the United States prior to Reconstruction, using information from a variety of print and non-print sources (e.g., media, literature, interviews, observations, documentaries, artifacts)

2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.

Big Idea: Historical Perspective

Skills and Concepts. Students will demonstrate an understanding of the interpretative nature of history using a variety of tools and resources (e.g., primary and secondary sources, Internet, timelines, maps): investigate, describe and analyze significant historical events and conditions in the U.S. prior to Reconstruction, drawing inferences about perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) examine multiple cause-effect relationships that have shaped history (e.g., showing how a series of events are connected). Investigate, using primary and secondary sources (e.g., biographies, films, magazines, Internet resources, textbooks, artifacts) to answer questions about, locate examples of, or interpret factual and fictional accounts of major historical events and people: analyze how exploration and the settlement of America caused diverse cultures to interact in various forms (e.g., compromise, cooperation, conflict, competition); explain how governments expanded their territories and the impact this had on the United States prior to Reconstruction. Describe events and conditions that led to the "Great Convergence" of European, African and Native American people beginning in the late 15th century; analyze how Americas diverse society developed as a result of these events. Explain how the ideals of equality and personal liberty (e.g., rise of individual rights, economic freedom, religious diversity) that developed during the colonial period were motivations for the American Revolution and proved instrumental in forging a new nation. Describe how the growth of democracy and geographic expansion occurred and were significant to the development of the United States prior to Reconstruction. compare the political, social, economic and cultural differences (e.g., slavery, tariffs, industrialism vs. agrarianism, federal vs states' rights) between and among regions of the U.S. and explain how these differences contributed to the American Civil War. Evaluate how advances in science and technology contributed to the changing American society in the United States prior to Reconstruction.

High School

Big Idea: Cultures and Societies

Enduring Knowledge - Understandings. Students will understand that. Culture is a system of beliefs, knowledge, institutions, customs/traditions, language and skills shared by a group. Through a society's culture, individuals learn the relationships, structures, patterns and processes to be members of the society. Social institutions (e.g., government, economy, education, religion, family) respond to human needs, structure society, and influence behavior within different cultures. interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition) and are

influenced by culture. Culture affects how people in a society behave in relation to groups and their environment. A variety of factors promote cultural diversity in a society, a nation, and the world. An appreciation of the diverse nature of cultures is essential in our global society.

Big Idea: Cultures and Societies

Skills and Concepts. Students will demonstrate an understanding of the nature of culture: analyze cultural elements of diverse groups in the United States (Reconstruction to present) describe how belief systems, knowledge, technology, and behavior patterns define cultures. Analyze historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present) in terms of how they have affected and been affected by cultural issues and elements. Describe and compare how various human needs are met through interactions with and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). Explain or give examples of how communications between groups can be influenced by cultural differences; explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) developed as cultures emerged in the modern world (1500 A.D. to present) and in the United States (Reconstruction to present). Describe how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). Compare examples of cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups today to those of the past, using information from a variety of print and non-print sources (e.g., autobiographies, biographies, documentaries, news media, artifacts)

2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.

Big Idea: Historical Perspective

High School Skills and Concepts. Students will demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources, Internet, timelines, maps, data): investigate and analyze perceptions and perspectives (e.g., gender, race, region, ethnic groups, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (world civilizations, U.S. history). Examine multiple cause-effect relationships that have shaped history (e.g., showing how a series of events are connected). Analyze how the United States participates with the global community to maintain and restore world peace (e.g., League of Nations, United Nations, Cold War politics, Persian Gulf War), and evaluate the impact of these efforts. Research issues or interpret accounts of historical events in U.S. history using primary and secondary sources (e.g. biographies, films, periodicals, Internet resources, textbooks, artifacts): compare, contrast and evaluate the approaches and effectiveness of Reconstruction programs. Explain how the rise of big business, factories, mechanized farming, and the labor movement have impacted the lives of Americans. Examine the impact of massive immigration (e.g., new social patterns, conflicts in ideas about national unity amid growing cultural diversity) after the Civil War. Explain and evaluate the impact of significant social, political and economic changes (e.g., imperialism to isolationism, Industrial capitalism, urbanization, political corruption, initiation of reforms) during the Progressive Movement, World War I and the Twenties. Evaluate how the Great Depression, New Deal policies, and World War II transformed America socially and politically at home (e.g., stock market crash, relief, recovery, reform initiatives, increased role of government in business, influx of women into workforce, rationing) and reshaped its role in world affairs (emergence of the U.S. as economic and political superpower). Analyze economic growth in America after WWII (e.g., suburban growth), struggles for racial and gender equality (e.g., Civil

Rights Movement), the extension of civil liberties, and conflicts over political issues (e.g., McCarthyism, U.S. involvement in Vietnam). Research issues or interpret accounts of historical events in world history using primary and secondary sources (e.g., biographies, films, periodicals, Internet resources, textbooks, artifacts): Explain how ideas of the Classical Age (e.g., Humanism, developments in art and architecture, literature, political theories, rediscovery of Greco-Roman philosophies) impacted people's perspectives during the Renaissance and Reformation. Analyze how new ideas and technologies of the Age of Exploration by Europeans brought great wealth to the absolute monarchies and resulted in political, economic and social changes (e.g., disease, religious ideas, technologies, new plants/animals, forms of government to the other regions of the world. Investigate how political, social and cultural revolutions (e.g., French, Industrial, Bolshevik, Chinese) brought about changes in science, thought, government, or industry and had long-range impacts on the modern world. Examine how nationalism, militarism, expansionism and imperialism led to conflicts (e.g., World War I, Japanese aggression in China and the Pacific, European imperialism in Africa, World War II) and the rise of totalitarian governments (e.g., Communism in Russia, Fascism in Italy, Nazism in Germany). Analyze the impact of the rise of both the United States and the Soviet Union to superpower status following World War II, development of the Cold War, and the formation of new nations in Africa, Asia, Eastern Europe, and the Middle East. Examine how countries around the world have addressed the challenges of rapid social, political and economic changes during the second half of the 20th century (e.g., population growth, diminishing natural resources, environmental concerns, human rights issues, technological and scientific advances, shifting political alliances, globalization of the economy)

LOUISIANA

To view the complete set of Louisiana social studies standards, visit <https://www.louisianabelieves.com/resources/library/academic-standards>.

Kindergarten

K.2.1 Compare and contrast children and families of today with those in the past using various sources.

1st Grade

1.1.3 Compare and contrast lifestyles of the past to the present.

3rd Grade

3.1.2 Explain how technology has changed family and community life in Louisiana over time.

4th Grade

4.3.1 Explain how inventions and new processes affected the lives of people, migration, and the economy of regions of the United States.

7th Grade

7.3.5 Explain reasons for the expansion of slavery in the South after 1800 and describe the life of enslaved African Americans and their responses to slavery.

High School

US.4.1. Use examples to show how population shifts, artistic movements, Prohibition, and the women's movement of the Roaring Twenties were a reflection of and a reaction to changes in American society.

US.4.8. Examine the role of minority groups, including women, on the home front and in the military and describe how it changed their status in society.

US.6.6 Trace the rise in domestic and foreign terrorism and analyze its effect on America's way of life.

MAINE

To view the complete set of Maine social studies standards, visit <http://www.maine.gov/doe/socialstudies/standards/learningresults.html>.

Pre-Kindergarten-2nd Grade

C2 Individual, Cultural, International, and Global Connections in Economics

Pre-K-2 Students understand the influence of economics on individuals and groups in the United States and the world, including Maine Native Americans. a. Identify examples of how individuals, families, and communities, including Maine Native Americans, are influenced by economic factors. b. Describe the work and contribution of various groups to the economics of the local community in the past and present.

Individual, Cultural, International, and Global Connections in Geography

D2 Pre-K-2 Students understand the influence of geography on individuals, families, and communities, including Maine Native Americans, in the United States and various other nations.

Historical Knowledge, Concepts, Themes, and Patterns

E1 Pre-K-2 Students understand the nature of history as well as key foundation ideas. a. Describe history as "stories" of the past. b. Identify a few key figures and events from personal history, and the history of the community, Maine, and the United States, especially those associated with historically-based traditions. c. Identify past, present, and future in stories, pictures, poems, songs, or videos. d. Apply terms such as "before" and "after" in sequencing events. e. Create a brief historical account about family, the local community, or the nation by using artifacts, photographs, or stories of the past.

Individual, Cultural, International, and Global Connections in History

E2. Pre-K-2 Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans. a. Explain how individuals, families and communities share both common and unique aspects of culture, values, and beliefs through stories, traditions, religion, celebrations, or the arts. b. Describe traditions of Maine Native Americans and various historical and recent immigrant groups and traditions common to all.

3rd – 5th Grade

Individual, Cultural, International, and Global Connections in Civics and Government

B3 3-5 Students understand civic aspects of unity and diversity in the daily life of various cultures in the United States and the world, including Maine Native Americans. a. Identify examples of unity and diversity in the United States that relate to how laws protect individuals or groups to support the common good. b. Describe civic beliefs and activities in the daily life of diverse cultures, including Maine Native Americans and various cultures in the United States and the world.

Individual, Cultural, International, and Global Connections in Geography

D2 3-5 Students understand geographic aspects of unity and diversity in the community, Maine, and regions of the United States and the world, including Maine Native American communities. a. Identify examples of how geographic features unify communities and regions as well as support diversity. b. Describe impacts of geographic features on the daily life of various cultures, including Maine Native Americans and other cultures in the United States and the world.

MARYLAND

To view the complete set of Maryland social studies standards, visit http://mdk12.msde.maryland.gov/instruction/curriculum/social_studies/.

Pre-Kindergarten

Political Science C. Protecting Rights and Maintaining Order

1. Identify the roles, rights, and responsibilities of being a member of the family and school. a. Identify roles of family members. b. Identify the roles of members of the school, such as principal, teacher, and nurse. c. Identify and discuss rights, responsibilities and choices in the classroom and family.

Peoples of the Nations and World A. Elements of Culture

1. Identify themselves as individuals and members of families that have the same human needs as others. a. Identify the members of their families and the ways that they meet their human needs for food, clothing, shelter, and other commonalities, such as recreation, stories, and music. b. Use personal experiences, stories, and electronic media to demonstrate understanding that all people need food, clothing, and shelter.

Economics: A. Scarcity and Economic Decision-making

1. Recognize that people have to make choices because of unlimited economic wants. a. Identify that goods are things that people make or grow. b. Demonstrate the ability to make a choice.
2. Identify that materials/resources are used to make products. a. Recognize that workers do jobs in the home and school. b. Participate in steps that are followed in making a product, such as a drawing, a block building, and a card for a friend or relative.
3. Explain how technology affects the way people live, work, and play. a. Begin to be aware of technology and how it affects daily life, such as different ways to fasten shoes and different appliances to cook food.

Kindergarten

Political Science B. Individual and Group participation in the Political System.

1. Identify people important to the American political system.
a. Identify the contributions of people, past and present, such as George Washington, Rosa Parks, and the current president. b. Use informational text to identify and discuss the contributions of individuals recognized on national holidays, such as Martin Luther King, Jr. Day and Presidents' Day.

Political Science C. Protecting Rights and Maintaining Order

1. Describe the roles, rights, and responsibilities of being a member of the family and school. a. Describe the roles, rights and responsibilities of family members b. Describe the roles of members of the school, such as principal, crossing guard, bus drivers, and teachers. c. Identify and describe rights, and responsibilities in the classroom and family.

Peoples of the Nations and World A. Elements of Culture

1. Identify similarities and differences in people's characteristics, habits, and living patterns to describe how they meet the same human needs. a. Use experiences, such as class trips, classroom visitors, stories, and electronic media, to give examples of different choices people make about meeting their human needs for food, clothing, shelter, and other commonalities, such as recreation, stories, and music. b. Give examples of qualities, such as customs, interests, skills, and experiences that make individuals and families in their immediate environment unique.

History A. Change over Time.

1. Distinguish among past, present, and future time.
 - a. Identify and describe events of the day in chronological order. b. Describe daily events in terms of yesterday, today, and tomorrow.
2. Compare daily life and objects of today and long ago.
 - a. Compare tools and toys of the past with those of today. b. Tell about people in the past using informational text and features. c. Observe and discuss photographs of the past and compare with photographs of similar images, such as old photographs of the school and community.

1st Grade

Political Science Page C. Protecting Rights and Maintaining Order

1. Describe the rights and responsibilities of being a participating member of the family school and neighborhood.
 - a. Identify the rights, responsibilities and choices that students have in the family, school, and neighborhood b. Demonstrate ways to work together to maintain a clean and safe home, school, and neighborhood environment.

Peoples of the Nations and World A. Elements of Culture

1. Observe and describe ways that people of different cultural backgrounds meet human needs and contribute to the community.
 - a. Observe and describe ways people in their school and community meet human needs for food, clothing, shelter, and other commonalities, such as recreation, music, and stories. b. Discuss and respect traditions and customs of families in the community.

Economics A. Scarcity and Economic Decision-making

1. Describe economic choices people make about goods and services.
 - a. Identify and discuss goods and services provided in the community. b. Explain how getting something one wants may mean giving up something in return.
2. Describe the production process.
 - a. Give examples of natural and human resources used in production, such as making butter, making ice cream, and building houses. b. Describe the skills people need for their work in the home, school, and community.
3. Explain how technology affects the way people live, work, and play.
 - a. Describe how tools and products have affected the way people live, work, or play.

2nd Grade

Political Science C. Protecting Rights and Maintaining Order

1. Describe the rights and responsibilities of being a participating member of the school and the community.
 - a. Recognize and describe how making choices affects self, family, school, and community. b. Identify concerns in the community, such as safety issues and pollution problems and ways to resolve these concerns.

Peoples of the Nations and World B. Cultural Diffusion

1. Explain that individuals and groups share and borrow from other culture to form a community a. Give examples of how families in the community share and borrow customs and traditions from other cultures.

Economics A. Scarcity and Economic Decision-making

1. Explain why people have to make economic choices about goods and services.
 - a. Identify and explain economic choices people make. b. Identify and give examples of the positive and negative aspects of each choice. c. Explain that choices have consequences, some of which are more important than others.

2. Explain the production process a. Identify the natural, capital, and human resources used in the production of a good or service. b. Identify examples of specialized workers in the school and community, such as nurses, truck drivers, lawyers, and postal workers.
3. Examine how technology affects the way people live, work and play a. Identify examples of technology used by consumers, such as automobiles, cameras, telephones, microwaves, televisions, and computers. b. Analyze why consumers use technology in their daily lives.

3rd Grade

History A. Individuals and Societies Change Over Time.

1. Examine differences between past and present time. a. Develop a timeline of events in the community. b. Explain the relationship among events in a variety of timelines.
2. Investigate how people lived in the past using a variety of primary and secondary sources. a. Collect and examine information about people, places, or events of the past using pictures, photographs, maps, audio or visual tapes, and or documents. b. Compare family life in the local community by considering jobs, communication and transportation.

Geography B. Geographic Characteristics of Places and Regions using geographic features. b. Identify natural/physical and human-made features of places and regions. c. Describe population distribution of places and regions such as rural and urban. d. Describe how geographic characteristics of places and regions change over time and influence the way people live and work.

Economics A. Scarcity and Economic Decision-making.

3. Examine how technology affects the way people live, work and play. a Describe how changes in technology have affected the lives of consumers, such as UPC bar codes and online shopping. b. Describe how changes in technology have affected lives? of producers, such as robot-powered assembly lines.

History Individuals and Societies Change Over Time.

2. Investigate how people lived in the past using a variety of sources. a. Collect and examine information about people, places, or events of the past using pictures, photographs, maps, audio or visual tapes and or documents. b. Compare family life in the local community by considering jobs, communication, and transportation.

4th Grade

Geography B. Geographic Characteristics of Places and Regions.

1. Describe similarities and differences of regions by using geographic characteristics. a. Compare physical characteristics of different places and regions of Maryland and the United States including natural/physical features, weather and climate, soil, vegetation, minerals and animal life. b. Compare human characteristics of different places and regions of Maryland the United States, including human-made features, language, religions, political systems, economic activity, and population distribution. c. Describe how geographic characteristics of a place or region change over time and affect the way people live and work.

Economics A. Scarcity and Economic Decision-making

3. Explain how technological changes have affected production and consumption in Maryland. a Describe how changes in technology such as refrigeration, impacted the lives of consumers. b. Describe how entrepreneurship inspired technological changes and affected business productivity.

Economics B. Economic Systems and the Role of Governments in the Economy.

1. Describe the types of economic systems in Maryland. a. Provide examples of tradition in the Maryland economy such as businesses and skills that are handed down through families. b. Give examples of the kinds of goods and services produced in Maryland during different historical periods.

History C. Conflict between Ideas and Institutions.

4. Analyze how the institution of slavery impacted individuals and groups in Maryland. a. Compare the lives of slave families and free blacks. b. Describe the anti-slavery movement in Maryland. c. Describe the growth of the Underground Railroad.

5th Grade

Geography B. Geographic Characteristics of Places and Regions.

1. Examine the similarities and differences of regions in Colonial America. a. Compare the natural/physical and human characteristics of the colonial regions New England, Middle, Southern b. Describe how geographic characteristics of a place or region changed from early settlements through the colonial period. c. Explain how geographic characteristics affect how people live and work and the population distribution of a place or region.

Peoples of the Nations and World A. Elements of Culture

1. Describe the various cultures of colonial societies and how the environment influenced them. a. Describe how environment and location influenced the cultures and lifestyle. b. Define the social, political, and religious components of the early colonies. c. Analyze the religious beliefs of early settlers, the motives for migration and the difficulties they encountered in early settlements.

Economics A. Scarcity and Economic Decision-making.

3. Analyze how technological changes affected production and consumption in Colonial America a. Explain how the development of new products and new technologies affected the way people lived. b. Examine how technology has changed production such as wheat grist mills.

Economics B. Economic Systems and the Role of Government in the Economy.

1. Describe the types of economic systems in colonial America. a. Identify examples of tradition, such as the economic roles of men and women. b. Describe examples of command decisions, such as the imposition of the Stamp Act and the Tea Act. c. Analyze a market economy and give examples of how the colonial economy exhibited these characteristics such as private ownership and consumer choice.

History B. Emergence, Expansion and Changes in Nations and Empires.

2. Analyze the growth and development of colonial America. a) Describe the religious, political and economic motives of individuals who migrated to North America and the difficulties they encountered. b) Compare the political, economic and social lives of people in New England, Middle and the Southern colonies. c) Analyze the different roles and viewpoints of individuals and groups, such as women, men, free and enslaved Africans, and Native Americans during the Revolutionary period.

6th Grade

Economics B. Economic Systems and the Role of Government in the Economy

1. Describe the types of economic systems in early world societies. a. Describe how various early world societies answer the basic question of what, how, and for whom to produce. b. Describe examples of tradition in economies such as the economic roles of men and women in tribal societies. c. Describe examples of command in economies, such as the feudal system.

History A Individuals and Societies Change Over Time.

1. Analyze how the rise of the earliest communities led to the emergence of agricultural societies. a) Describe characteristics and innovations of hunting and gathering societies. Such as nomadic lifestyles, inventors of tools, adaptation to animal migration and vegetation cycles and the shift from food gathering to food-producing activities. b) Explain how and why towns and cities grew from early human settlements, including the need for security and government.

7th Grade

Geography B Geographic Characteristics of Places and Regions.

1. Analyze interrelationships among physical and human characteristics that shape the identity of places and regions around the world. a. Identify and describe physical characteristics. b. Explain how physical and human vegetation, climate, minerals, population density and religion, affect its economic growth and the way people make a living. c. Analyze how regional characteristics and interests including economic development, climate, and the environmental impact government policies. d. Identify geographic factors that have influenced international relations and economic development, climate, and the environmental impact government policies. d. Identify geographic factors that have influenced international relations and economic development in world regions, such as trade, infrastructure, and health issues.

Economics B. Economic Systems and the Role of Government in the Economy.

1. Evaluate the types of economic systems in countries throughout the contemporary world. a. Examine how different economic systems, traditional, command, market, and mixed answer the basic economic question of what, how, and for whom to produce. b. Describe examples of decisions in (traditional economies, such as the economic roles of men and women) c. Describe examples of command modern economies, such as government ownership of land and other resources.

8th Grade

Political Science C. Protecting Rights and Maintaining Order.

2. Explain how the United States government protected or failed to protect the rights of individuals and groups. a) Describe significance and effects of the Emancipation Proclamation. b) Describe methods that were used to deny civil rights to women, African Americans, and Native Americans. c) Examine the use of Presidential power in Lincoln's suspension of the writ of habeas corpus.

Peoples of the Nation and World C) Conflict and compromise.

1. Analyze factors that affected relationships in the United States prior to 1877. a) Examine examples of conflict and compromise among different ethnic religious, and gender groups. b) Describe how cultural, economic and political differences contributed to sectionalism. c) Describe various reform movements, such as abolition, women's rights, and education. d) Describe the effect of early-industrialization of individuals and families.

High School

History Reconstruction and an Expanding America (Reconstruction-1897)

1. Analyze the economic, political and social consequences of Reconstruction (5.1.1).

Assessment Limits: to be developed when and if needed.

Objectives: a. Analyze the political and social impact of the 13th, 14th and 15th Amendments, such as the election of African-Americans to local, state, and federal offices (PS, PNW). b. Evaluate the power struggle between the executive and legislative branches at the national level during Reconstruction, such as Presidential v. Congressional Reconstruction plans. c. Evaluate the social and economic effects of

sharecropping, tenant farming and the Freedman's Bureau in the post Civil War South (PNW, G, E). d. Analyze the practices, policies and legislation used to deny African-Americans' civil rights, including black codes, lynching, the Ku Klux Klan, voting restrictions, Jim Crow Laws and Plessy v. Ferguson(1896) (PS, PNW, E). e. Examine African-American responses to the denial of civil rights such as the rise of African-American churches, African-American newspapers, historically black colleges and the responses of individuals, such as Ida B. Wells, W.E.B. DuBois, and Booker T. Washington (PS, PNW). f. Analyze the economic, political and social factors that influenced the end of Reconstruction, such as northern reluctance to advocate for African-American equality, corruption in government, the Panic of 1873, and the election of 1876 (PS, E).

History Reconstruction and an expanding America (Reconstruction-1897)

4. Analyze the causes and consequences of westward expansion (5.1.4).

Assessment Limits: to be developed when and if needed.

Objectives: a. Analyze the factors of westward expansion, including the rise of industrialization, concept of Manifest Destiny, perceptions of overcrowding, opportunities to acquire land, and the discovery of gold and silver (PNW, G, E). b. Describe the impact of geography and technology on the settlement of the west, such as mining, ranching, lumbering and farming and the environmental consequences (G, E). c. Evaluate the impact of westward expansion on Native Americans and their responses to the destruction of the buffalo, military conflicts, and the Dawes Severalty Act (1887) (PS, PNW, G) d. Evaluate the impact of government actions on migration patterns, such as the Homestead Act of 1862, state land grant acts, and the development of the Transcontinental Railroad (PS, G). e. Describe the experiences of minorities in the west, such as extended rights for African Americans, the mistreatment of Chinese and Irish immigrants, and the extension of political and legal rights to women (PS, PNW, G).

Challenges of a new century (1898-1929)

1. Analyze the cultural, economic, political, and social impact of the Progressive Movement (5.2.1).

Assessment Limits: to be developed when and if needed.

Objectives: a. Analyze the impact of the muckrakers of the Progressive Movement on child labor reform, workplace conditions and government reforms (PS, PNW, E). b. Describe local, state and national reforms that addressed political corruption, including secret ballot, referendum, initiative, recall, the city manager, and the direct election of senators (PS) c. Describe the impact of the 16th, 17th, 18th, and 19th amendments to the Constitution (PS, PNW, E) d. Describe the impact of government actions on big business and labor, such as Supreme Court cases and legislation as remedies to problems in society (PS, PNW, E) e. Analyze the role of presidential power and the shaping of the modern presidency, such as the Square Deal and Roosevelt's response to the 1902 Coal Strike (PS, E) f. Evaluate how the Progressive movement impacted women and immigrants (PS, PNW) g. Analyze African American responses to inequality, such as the Niagara Movement, the establishment of the National Association for the Advancement of Colored People (NAACP), the Urban League, and the Universal Negro Improvement Association (PS, PNW, G, E). h. Analyze conservationism and creation of national parks during the Roosevelt administration (PS, G, E) i. Explain reasons for the creation of the Federal Reserve System and its influence on the economy of the 1920s (PS, E). j. Describe the positive and negative impact of the Progressive Era (PS, PNW, E).

Challenges of a New Century (1898-1929)

4. Analyze the cultural, economic, political and social changes in society during World War I and throughout the 1920s (5.2.4).

Assessment Limits: to be developed when and if needed.

Objectives: a. Examine the restrictions on civil liberties during World War I (PS, PNW). b. Describe how World War I led to an increase in nativism and xenophobia in the United States, such as anti-German sentiment, anti-immigration attitudes, anti-Semitism, and the resurgence of the Ku Klux Klan (PNW). c. Describe the political and social consequences of the Red Scare, including the Palmer Raids, immigration restrictions and the Sacco and Vanzetti case (PS, PNW). d. Examine the connection between Prohibition and the emergence of organized crime (PS, PNW). e. Describe the tension between fundamentalism and the changing social values, including Prohibition, and the issues surrounding the Scopes Monkey Trial (PS, PNW) f. Describe the changing social and economic role of women and the impact of the woman's suffrage movement (PS, PNW, E). g. Analyze the shift of African American demographics from the rural South to the urban/industrial north and west during the Great Migration and the consequences of the migration on regions (PNW, G). h. Analyze the relationship between the arts and social and political changes, such as the Harlem Renaissance, the rise of youth culture, the leisure culture, radio and motion pictures, the Jazz Age, and the "lost" generation (PS, PNW). i. Analyze the consumer culture of the 1920s, such as the growth of advertising, the impact of the automobile industry, mail order catalogues, and department stores (PNW, G, E). j. Examine the economic characteristics of the 1920s that led to the stock market crash of 1929 and to the Great Depression, such as the unequal distribution of income, buying on credit, buying stocks on margin, inflated real estate prices and overproduction in industry, and agriculture (E)

The United States in a Time of Crisis (1929-1945)

1. Analyze the consequences and government responses to the Great Depression.

Assessment Limits; to be developed when and if needed.

Objective: a. Evaluate the hardships of the Great Depression on various groups in American society, including families, farmers, African Americans, and industrial workers (PNW.G.E) b. Describe the responses of the Hoover administration to the Great Depression (PS.G.E) c. Describe the responses of the Roosevelt administration to the Great Depression (PS, G, E)d. Analyze the effectiveness of New Deal programs, such as Social Security Administration (SSA), Federal Deposit Insurance Corporation (FDIC), Tennessee VALley AUTHority (TVA)Securities and Exchange Commission (SEC) (PS, E) e. Describe the arguments of New Deal critics such as Huey Long, Father Charles Coughlin, and Dr. Charles Townshend (PS, PNW. E) f. Describe the influence of the arts, film, and the popularity of radio in helping American deal with the trials of the Great Depression (PNW) g. Analyze the lasting legacy of the New Deal, including economic stability and the increased involvement of the government in the lives of citizens (PS, PNW, E)

The United States in a Time of Crisis (1929-1945)

3.Evaluate the economic, political and social impact of World War II on America's home front (5.3.3).

Assessment Limits: to be developed when and if needed.

Objectives: a. Describe how American citizens supported the war effort through rationing and purchasing of war bonds. (PS, E) b. Evaluate the government's use of propaganda in gaining support and cooperation for war efforts (PS, PNW, E) c. Evaluate the decision of the government to limit civil liberties during World War II (PS, PNW). d. Evaluate the decision of the government to relocate American citizens and aliens to internment camps during the war (PS, PNW, G) e. Describe the changing roles of women, African-Americans and other minority groups during the war years, such as access to education and jobs (PS, PNW, G)

Challenges of the Post War World (1946-1968)

2. Analyze the economic, political and social changes within the United States during the period 1946-1968 (5.4.2).

Assessment Limits: to be developed when and if needed.

Objectives: a. Describe the conflict between protecting civil liberties and maintaining national security that arose during the second Red Scare, such as House Un-American Activities Committee (HUAC), Federal Employees Loyalty Program, McCarthyism, and the Rosenberg case (PS, PNW) b. Describe the impact of the creation of the interstate highway system, such as the evolution of suburbia, increasing dependence on the automobile and movement of people and industry away from central cities (G, E) c. Describe the economic boom of the 1950s and the impact on American life, such as the G.I. Bill on the qualifications of workers, the increase of consumerism, increasing dependence on oil, and the development of the leisure class (PNW, E) d. Describe the baby boom and its consequences on American society (PNW, E) e. Analyze the growing impact of television and other mass media on politics and political attitudes, such as the Kennedy-Nixon debate, the Vietnam conflict, and the Civil Rights movement (PS, PNW) f. Describe the overall goals of the Great Society and its programs, such as the War on Poverty and Medicare/Medicaid (PS, PNW, G, E) g. Analyze the significance of the Warren Court in decisions, including *Mapp v. Ohio* (1961), *Gideon v. Wainwright* (1963), and *Miranda v. Arizona* (1966) (PS) h. Analyze the economic, political and social impact of the changing role of women (PS, PNW, E) i. Examine trends in popular culture from 1946-1968 such as advertising, the beat movement, rock and roll music, the growth of television, and changes in the motion picture industry (PNW).

Democracy Challenged (1968-1980)

4. Analyze the major developments, controversies and consequences of the civil rights movements from 1968 to 1980 (5.5.4).

Assessment Limits: to be developed when and if needed.

Objectives: a. Evaluate the impact of school desegregation stemming from the *Brown v. Board of Education* (1954) decision, including local implementation of busing (PS, PNW) b. Describe the controversy involving the extension of civil rights through the implementation of Affirmative Action, such as the *Regents of the University of California v. Bakke* (1978) (PS, PNW, E) c. Describe the Native American quest for civil rights, including the establishment of the American Indian Movement (AIM) and the implementation of legislation (PS, PNW) d. Describe the Latino quest for civil rights and the formation of the United Farm Workers Union (PNW, G, E) e. Describe the impact of the women's movement on government actions such as Higher Education Act Title IX (1972), the Equal Rights Amendment (1972)(PS, PNW, E)

Civics/Government 1.1.3 The Foundations and Function of Government.

3. The student will evaluate roles and policies the government has assumed regarding public issues.

Assessment Limits: Public Issues: Environment (pollution, land use), Entitlements (Social Security, welfare), Health care and public health (costs, substance abuse, diseases) Censorship (media, technology), Crime (prevention, punishment), Equity (race, ethnicity, region, religion, gender, language, socioeconomic status, age, and individuals with disabilities.) a. Describe how executive departments and agencies enforce governmental policies that address public issues, such as the Center for Disease Control (CDC), Federal Bureau of Investigation (FBI), Environmental Protection Agency (EPA), Drug Enforcement Agency (DEA) (Unit 4) b. Analyze significant issues in domestic policy and how they reflect the national interest, values and principles, such as healthcare, high level of security awareness, environmental concerns. c. Analyze the decisions made by the government on domestic issues and their effect on society, such as entitlements, socio-economic status, individuals with disabilities, welfare reform. d. Evaluate the effects of crime and crime prevention as a public policy issue on government spending, quality of life and campaign issues. e. Evaluate the effect that international, national, and regional interests have on shaping environmental policy, such as logging forested areas, oil drilling, pollution, nuclear power, or alternative energy sources. f. Define public health and health care issues

and evaluate existing government policy, such as smoking in public places, Medicare and Medicaid. g. Evaluate censorship of the media and technology as a public policy issue, such as obscene material and mass media, right to privacy, internet filters, hate speech, intellectual property, or inventive technology. h. Describe public policies that promote equity, such as affirmative action and Higher Education Act Title IX (1972). i. Describe how the United States provides national and international service programs to meet the critical needs of society, such as AmeriCorps, Peace Corps (Unit 6)

Civics/Government 1.2.1 Protecting Rights and Maintaining Order.

1. The student will analyze the impact of landmark Supreme Court decisions on governmental powers, rights, and responsibilities of citizens in our changing society.

Assessment Limits: *Marbury v. Madison*, *McCulloch v. Maryland*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Miranda v. Arizona*, *Gideon v. Wainwright*, *Tinker v. Des Moines Board of Education*, and *New Jersey v. T.L. O.* Other cases that address the same issues could be used, but information about these cases will be provided in the item. a. Analyze the United States Supreme Court case *Marbury v. Madison* (1803) and the establishment of judicial review. b. Analyze the historical expansion of the powers of the federal government by examining the United State Supreme Court case *McCulloch v. Maryland* (1819). c. Analyze how the Supreme Court decisions in *Plessy v. Ferguson* (1896) and *Brown v. Board of Education of Topeka* (1954) impacted the rights of individuals. d. Examine the significance of the United States Supreme Court's decisions on the rights of those accused of crimes in the cases *Gideon v. Wainwright* (1963) and *Miranda v. Arizona* (1966) e. Examine the expansion of restriction of student rights in the cases *Tinker v. Des Moines School District* (1969) and *New Jersey v. T.L.O.* (1985). f. Examine the impact of United States Supreme Court decisions on minority and civil rights issues, such as *Regents of the University of California v. Bakke* (1978) g. Evaluate the decisions of the United States Supreme Court that have limited or expanded the liberties of citizens such as *Schenck v. U.S.* (1919), *Gitlow v. New York* (1925), *Engel v. Vitale* (1962), *Katz b. U.S.* (1967), *Hazelwood School District v. Kuhlmeier* (1988), *Texas v Johnson* (1989) (Unit 5)

Civics/Government 1.2.2. Protecting Rights and Maintaining Order.

2. The student will analyze legislation designed to protect the rights of individuals and groups and to promote equity in American society.

Assessment Limits: Legislation that addresses the rights of individuals and groups: minority and women's rights, civil rights (affirmative action), and Native American rights, Legislation that address immigration policies. Information about the legislation will be provided in the item. q. Evaluate the effectiveness of legislation in promoting equity and civil rights, such as the *Civil Rights Act* (1964), *Voting Rights Act* (1965), *Higher Education Act Title IX* (1972), *Indian Education Act*, (1972), *Americans with Disabilities Act* (ADA 1990) and *Individuals with Disabilities Education Act* (IDEA 1997) b. Examine immigration policies the government has implemented such as the *Immigration Reform and Control Act* (1986) and the *Immigration Act of 1990*. c. Identify the purpose of affirmative action and explain how the implementation of affirmative action has changed over time (Unit 3)

Civics/Government 1.2.4 Protecting Rights and Maintaining Order.

4. The students will evaluate the principle of due process.

Assessment Limits: Fifth Amendment due process clause. Fourteenth Amendment due process clause. Procedural due process and the incorporation doctrine in the Fourteenth Amendment. Information about due process cases will be provided in the item. a. Explain the meaning of due process of law as set forth in the Fifth Amendment. b. Explain how procedural due process limits the powers of government and protects the accused. c. Explain why it is necessary to have both substantive and procedural due process. d. Analyze the implications and applications of the Fourteenth Amendment, focusing on the

due process and equal protection clauses. e. Explain how the Supreme Court used the incorporation doctrine to expand the influence of the due process clause of the Fourteenth Amendment in cases such as *Gitlow v. New York* (1925), *Near v Minnesota* (1931), *Mapp v. Ohio* (1961) (Unit 5)

Government H.S.A. C. Movement of People, Goods and Ideas.

1. The student will evaluate demographic factors related to political participation, public policy and government policies (3.1.1).

Assessment Limits: Political causes and effects of reapportionment, redistricting and voting patterns.

Influence of demographic factors on government funding decisions. a. Evaluate the impact of changing population size on representation in legislative bodies as determined by the United States Census. b.

Explain the reasons for reapportionment and its impact on fiscal decisions and representation (Unit 3). c.

Determine the influence demographic factors, such as race, age, education, ethnicity and gender have on voting patterns. d. Analyze patterns, trends, and projections of population in regions and how these

may affect the environment, society and government policy. e. Analyze the influence of demographic factors on the formation and implementation of government policy and funding decisions, such as education, health care and social security (Unit 6). f. Determine the impact of reapportionment and redistricting on individuals, groups, local communities and regions. g. Determine the impact of

gerrymandering on groups, communities and the legislative bodies involved. h. Analyze how demographic characteristics of constituents affect the election of representatives and the policy decisions they make (Unit 7).

MASSACHUSETTS

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Pre-Kindergarten

PreK-K.8 Give examples of different kinds of jobs that people do, including the work they do at home. (E)

PreK-K.2 Put events in their own and their families' lives in temporal order. (H)

PreK-K.6 Identify and describe family or community members who promote the welfare and safety of children and adults. (C)

1st Grade

1.7 After reading or listening to folktales, legends, and stories from America (e.g., Johnny Appleseed, Paul Bunyan, Davy Crockett, John Henry, and Annie Oakley) and from around the world (e.g., Anansi, Issun Boshi, the Knee-High Man, Lon Po Po, and Medioa Pollito), describe the main characters and their qualities. (H)

1.8 After reading or listening to stories about famous Americans of different ethnic groups, faiths, and historical periods (e.g., Neil Armstrong, Cesar Chavez, Roberto Clemente, Thomas Edison, Bill Gates, Daniel Inouye, Thurgood Marshall, Rosa Parks, Colin Powell, Sacagawea, Jonas Salk, Harriett Beecher Stowe, Clarence Thomas, Booker T. Washington, and the Wright Brothers) describe their qualities or distinctive traits. (H, C)

1.9 Explain that Americans have a variety of different religious, community, and family celebrations and customs, and describe celebrations or customs held by members of the class and their families. (H)

2nd Grade

2.7 On a map of the world, locate the continent, regions, or and then the countries from which students, their parents, guardians, grandparents, or other relatives or ancestors came. With the help of family members and the school librarian, describe traditional food, customs, sports and games, and music of the place they came from. (G, C)

2.9 With the help of the school librarian, identify and describe well-known sites, events, or landmarks in at least three different countries from which students' families come and explain why they are important. (H,G,C)

3rd Grade

3.12 Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed. (H,G,E)

5th Grade

5.12 Explain the causes of the establishment of slavery in North America. Describe the harsh conditions of the Middle Passage and slave life, and the responses of slaves to their condition. Describe the life of free African Americans in the colonies. (H,G,E,C)

5.34 Explain the reasons that pioneers moved west from the beginning to the middle of the 19th century, and describe their lives on the frontier. (H,G,C, E)

3rd Grade

3.7 After reading a biography of a person from Massachusetts in one of the following categories, summarize the person's life and achievements. (H, C) A. science and technology (e.g., Alexander Graham Bell, Nathaniel Bowditch, Robert Goddard, John Hayes Hammond, Edwin Land, Samuel Morse) B. the arts (e.g., Henry Adams, Louisa May Alcott, John Singleton Copley, Emily Dickinson, Ralph Waldo Emerson, Theodore Geisel, Nathaniel Hawthorne, Oliver Wendell Holmes, Frederick Law Olmsted, Norman Rockwell, Henry David Thoreau, Phyllis Wheatley) C. business (e.g., William Filene, Amos Lawrence, Francis Cabot Lowell, An Wang); D. education, journalism, and health (e.g., Clara Barton, Horace Mann, William Monroe Trotter) E. political leadership (e.g., John Adams, John Quincy Adams, Susan B. Anthony, Edward Brooke, Benjamin Franklin, John F. Kennedy, Paul Revere).

8th- 12th Grade

USI.28 Explain the emergence and impact of the textile industry in New England and industrial growth generally throughout antebellum America. (H, E)

A. the technological improvements and inventions that contributed to industrial growth B. the causes and impact of the wave of immigration from Northern Europe to America in the 1840s and 1850s C. the rise of a business class of merchants and manufacturers. D. the roles of women in New England textile factories

USI.29 Describe the rapid growth of slavery in the South after 1800 and analyze slave life and resistance on the plantations and farms across the South, as well as the impact of the cotton gin on the economics of slavery and Southern agriculture. (H)

USI.31 Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism. (H)

A. Frederick Douglass B. William Lloyd Garrison C. Sojourner Truth D. Harriet Tubman E. Theodore Weld

USI.33 Analyze the goals and effect of the antebellum women's suffrage movement. (H) A. the 1848 Seneca Falls convention B. Susan B. Anthony. C. Margaret Fuller. D. Lucretia Mott. E. Elizabeth Cady Stanton.

Seminal Primary Documents to Read: the Seneca Falls Declaration of Sentiments and Resolutions (1848)

USI.36 Summarize the critical developments leading to the Civil War. (H)

A. the Missouri Compromise (1820) B. the South Carolina Nullification Crisis (1832–1833) C. the Wilmot Proviso (1846) D. the Compromise of 1850 E. the publication of Harriet Beecher Stowe's Uncle Tom's Cabin (1851–1852) F. the Kansas-Nebraska Act (1854) G. the Dred Scott Supreme Court case (1857) H. the Lincoln-Douglas debates (1858) I. John Brown's raid on Harper's Ferry (1859) J. the election of Abraham Lincoln (1860).

USII.3 Describe the causes of the immigration of Southern and Eastern Europeans, Chinese, Koreans, and Japanese to America in the late 19th and early 20th centuries, and describe the major roles of these immigrants in the industrialization of America. (H) Seminal Primary Documents to Read: Emma Lazarus, "The New Colossus" (1883)

Seminal Primary Documents to Consider: Younghill Kang, East Goes West (1937).

USII.8. Analyze the origins of Progressivism and important Progressive leaders, and summarize the major accomplishments of Progressivism. (H, E)

People. A. Jane Addams. B. William Jennings Bryan. C. John Dewey. D. Robert La Follette. E. President Theodore Roosevelt. F. Upton Sinclair. G. President William H. Taft. H. Ida Tarbell. I. President Woodrow Wilson.

Policies. A. Bans against child labor. B. The initiative referendum and its recall. C. the Sherman Anti-Trust Act (1890) D. the Pure Food and Drug Act (1906) F. the Federal Reserve Act (1913). G. The Clayton Anti-Trust Act (1914). H. The Ratification of the Nineteenth Amendment in 1920. Seminal Primary Documents to Read: President Theodore Roosevelt, "The New Nationalism," Speech (1910).

USII.9 Analyze the post-Civil War struggles of African Americans and women to gain basic civil rights. (H)

A. Carrie Chapman Catt. B. W.E.B. Du Bois. C. Marcus Garvey. D. the National Association for the Advancement of Colored People (NAACP). E. Alice Paul. F. Booker T. Washington. Seminal Primary Documents to Consider: Booker T. Washington, the Atlanta Exposition Address (1895), and the Niagara Movement Declaration of Principles (1905).

USII.12. Analyze the important polices, institutions, and personalities of the New Deal era. (H)

People. A) President Herbert Hoover. B) President Franklin D. Roosevelt. C) Eleanor Roosevelt. D) Huey Long. E) Charles Coughlin.

Policies. A) The establishment of the Federal Deposit Insurance Corporation. B) The Securities and Exchange Commission. C) The Tennessee Valley Authority. D) The Social Security Act. E) The National Labor Relations Act. F) The Works Progress Administration. G) The Fair Labor Standards Act.

Institutions. A) The American Federation of Labor. B) The Congress of Industrial Organizations. C) The American Communist Party.

USII.17 Explain important domestic events that took place during the war. (H, E) A) how war-inspired economic growth ended the Great Depression. B) A. Philip Randolph and the efforts to eliminate employment discrimination. C) The entry of large numbers of women into the workforce. D) The Internment of West Coast Japanese-Americans in the U.S. and Canada.

USII.24 Analyze the roots of domestic anticommunism as well as the origins and consequences of McCarthyism. (H).

People. A) Whittaker Chambers. B) Alger Hiss. C) J. Edgar Hoover. D) Senator Joseph McCarthy. E) Julius and Ethel Rosenberg.

Institutions. A) The American Communist Part (Including its close relationship to the Soviet Union). B) The Federal Bureau of Investigation (FBI). C) The House Committee on Un-American Activities (HUAC)

USII.25 Analyze the origins, goals, and key events of the Civil Rights movement. (H)

People. A) Robert Kennedy. B) Martin Luther King, Jr. C) Thurgood Marshall. D) Rosa Parks. E) Malcolm X. Institution. The National Association for the Advancement of Colored People (NAACP).

Events. A) Brown v. Board of Education (1954). B) The 1955-1956 Montgomery Bus Boycott. C) The 1957-1958 Little Rock School Crisis. D) The Sit-ins and freedom rides of the early 1960s. E) The 1963 civil rights protest in Birmingham. F) The 1963 March on Washington. G) The 1965 civil rights protest in Selma. H) The 1968 assassination of Martin Luther King, Jr.

Seminal Primary Documents to Read: Reverend Martin Luther King's, "I Have A Dream" speech and his Letter from Birmingham City Jail (1963), President Lyndon Johnson, speech to Congress on voting rights (March 15, 1965)

USII.27 Analyze the causes and course of the women's rights movement in the 1960s and 1970s. (H). A) Betty Friedan and Gloria Steinem. B) The Birth Control Pill. C) The increasing number of working women. D) The formation of the National Organization of Women in 1967. E) The debate over the Equal Rights Amendment. F) The 1973 Supreme Court case, *Roe v. Wade*.

USG.2.5. Explain how a shared American civic identity is embodied in founding-era documents and in core documents of subsequent periods of United States history. Examples: The Seneca Falls Declaration of Sentiments and Resolutions (1848), Abraham Lincoln's Gettysburg Address (1863) and Second Inaugural Address (1865), Theodore Roosevelt's "The New Nationalism" speech (1910), Woodrow Wilson's "Peace Without Victory" speech (1917), Franklin Roosevelt's "Four Freedoms" speech (1941), John F. Kennedy's inaugural address (1961), Martin Luther King, Jr.'s "I Have A Dream" speech and "Letter from Birmingham City Jail" (1963), and selected opinions in landmark decisions of the United States Supreme Court such as Justice Robert Jackson's opinion for the Court in *West Virginia Board of Education v. Barnette* (1943) and Justice Oliver Wendell Holmes' dissenting opinion in the case of *Abrams v. United States* (1919).

MICHIGAN

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http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510-339831--,00.html

Note: These standards have not yet been implemented. Visit the above link for more information.

1st Grade

H2 Living and Working Together in Families and Schools Use historical thinking to understand the past.

1– H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.

1 – H2.0.2 Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.

1 – H2.0.3 Retell in sequence important ideas and details from stories about families or schools.

1 – H2.0.4 Use historical sources (e.g., photos, diaries, oral histories, artifacts and videos) to draw possible conclusions about family or school life in the past.

1 – H2.0.5 Compare life today with life in the past using the criteria of family, school, jobs, or communication.

1 – H2.0.6 Identify the events or people celebrated during United States national holidays and why we celebrate them (e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day; Presidents' Day).

1 – G4.0.1 Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life

3rd Grade

3 – H3.0.7 Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).

3 – P3.1.1 Identify public issues in Michigan that influence the daily lives of its citizens.

4th Grade

4 – P3.1.1 Identify public issues in the United States that influence the daily lives of its citizens.

5th Grade

5 – U1.1.3 Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use. (G, C, E)

5– U1.3.2 Describe the life and cultural development of people living in western Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade. (G, E, C)

5 – U2.2.3 Describe how Africans living in North America drew upon their African past (e.g., sense of family, role of oral tradition) and adapted elements of new cultures to develop a distinct African-American culture. (G)

5– U2.3.2 Describe the daily life of people living in the New England, Middle, and Southern colonies.

5 – U2.3.3 Describe colonial life in America from the perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians).

5– U3.2.3 Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war

8th Grade

8– U4.3.3 Analyze the antebellum women’s rights (and suffrage) movement by discussing the goals of its leaders (e.g., Susan B. Anthony and Elizabeth Cady Stanton) and comparing the Seneca Falls Resolution with the Declaration of Independence. (C2)

8 – U5.1.5 Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan’s role in the Underground Railroad) and effects of their actions before and during the Civil War. (C2)

8 – U5.2.5 Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments. (G14)

High School

6.2.3 Domestic Impact of WWI – Analyze the domestic impact of WWI on the growth of the government (e.g., War Industries Board), the expansion of the economy, the restrictions on civil liberties (e.g., Sedition Act, Red Scare, Palmer Raids), the expansion of women’s suffrage, and internal migration (e.g., the Great Migration).

6.3.2 Causes and Consequences of Progressive Reform – Analyze the causes, consequences, and limitations of Progressive reform in the following areas: major changes in the Constitution, and the Supreme Court’s role in supporting or slowing reform; the rise of the administrative state; role of reform organizations, movements and individuals in promoting change (National Geography Standard 14); Efforts to both expand and restrict the practices of democracy as reflected in post-Civil War struggles of African Americans and immigrants with respect to the following issues/events: Jim Crow laws; Disenfranchisement, poll taxes, literacy tests; Economic marginalization and the sharecropping system; by groups like the KKK; Resistance to violence (e.g., Ida B. Wells and the anti-lynching campaign of the late 1800’s and early 1900’s).

6.3.3 Women’s Suffrage – Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders (e.g., Susan B. Anthony, Elizabeth Cady Stanton) and the eventual ratification of the 19th Amendment.

7.1.1 The Twenties – Identify and explain the significance of the struggle between traditional and modernizing trends in the ‘Roaring Twenties’ including: cultural movements, such as the Harlem Renaissance and the “lost generation”; the struggle between “traditional” and “modern” America (e.g., Scopes Trial, immigration restrictions, Prohibition, role of women, mass consumption) (National Geography Standard 10); NAACP legal strategy to attack segregation

7.1.2 Causes and Consequences of the Great Depression – Explain and evaluate the multiple causes and consequences of the Great Depression by analyzing: the political, economic, environmental, and social

causes of the Great Depression including fiscal policy, overproduction, under consumption, and speculation, the 1929 crash, and the Dust Bowl (National Geography Standards 14 and 15); the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers and families (National Geography Standard 15); Hoover’s policies and their impact (e.g., Reconstruction Finance Corporation)

8.2.4 Domestic Conflicts and Tensions – Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions (e.g., *Roe v Wade*, *Gideon*, *Miranda*, *Tinker*, *Hazelwood*), the Vietnam War (anti-war and counter-cultural movements), environmental movement, women’s rights movement, and the constitutional crisis generated by the Watergate scandal. (National Geography Standard 16)

8.3.1 Civil Rights Movement – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including: the impact of WWII and the Cold War (e.g., racial and gender integration of the military); Supreme Court decisions and governmental actions (e.g., *Brown v. Board* (1954), Civil Rights Act (1957), Little Rock schools desegregation, Civil Rights Act (1964), Voting Rights Act (1965)); protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott (1955–1956), March on Washington (1963), freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers); resistance to Civil Rights (National Geography Standard 6) (National Geography Standard 10)

8.3.2 Ideals of the Civil Rights Movement – Compare and contrast the ideas in Martin Luther King’s March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.

8.3.3 Women’s Rights – Analyze the causes and course of the women’s rights movement in the 1960s and 1970s (including role of population shifts, birth control, increasing number of women in the work force, National Organization for Women (NOW), and the Equal Rights Amendment (ERA)). (National Geography Standard 10)

8.3.4 Civil Rights Expanded – Evaluate the major accomplishments and setbacks in civil rights and liberties for American minorities over the 20th century including American Indians, Latinos/as, new immigrants, people with disabilities, and gays and lesbians and other members of the LGBT community. (National Geography Standard 10)

Civics 2.2.4 Analyze and explain ideas about fundamental values like liberty, justice, and equality found in a range of documents (e.g., Martin Luther King’s “I Have a Dream” speech and “Letter from Birmingham City Jail,” the Universal Declaration of Human Rights, the Declaration of Sentiments, the Equal Rights Amendment, and the Patriot Act). (See USHG F1.1; 8.3.2; 9.2.2)

Civics 5.2.2 Explain how the United States expanded citizenship over time (e.g., removing limitations of suffrage).

MINNESOTA

To view the complete set of Minnesota social studies standards, visit <http://education.state.mn.us/MDE/dse/stds/soc/>.

Kindergarten

0.4.2.4.1 The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time. Compare and contrast traditions in a family with those of other families including those from diverse backgrounds. For example: How families celebrate or commemorate personal milestones such as birthdays, family or community religious observances, the new year, national holidays such as the Fourth of July or Thanksgiving.

1st Grade

1.2.1.1.1 1. People make informed economic choices by identifying their goals, interpreting and applying data, considering the short-and long-run costs and benefits of alternative choices and revising their goals based on their analysis. Describe some costs and benefits of alternative choices made by families.

1.4.1.2.1 2. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past. Ask basic historical questions about a past event in one's family, school or local community. For example: Basic historical questions-What happened? When did it happen? Who was involved? How and why did it happen? How do we know what happened? What effect did it have?

1.4.2.4.1 The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time. Compare and contrast family life from earlier times and today. For example: Various aspects of family life - housing, clothing, food, language, work, recreation, education.

2nd Grade

2.1.4.7.1 The primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order. Compare and contrast student rules, rights, and responsibilities at school with their rules, rights and responsibilities at home; explain the importance of obeying rules. For example: Rules at school -follow the leader, put jackets in one's cubby. Rights at school- be treated with respect by teacher and other students, speak with called on, participate in activities, Responsibilities at school-follow school rules, listen to teachers and adults, treat other students with respect, Rights at home-be safe, fed, clothed, warm. Responsibilities at home-listen to parents or guardians, treat family members with respect, help when asked.

2.4.1.2.1 Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past. Use historical records and artifacts to describe how people's lives have changed over time. For example: Historical record-photos, oral histories, diaries/journals, textbooks, library books. Artifacts-art, pottery, baskets, jewelry, tools.

2.4.2.4.2 The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time. Describe how the culture of

a community reflects the history, daily life or beliefs of its people. For example: Elements of culture- foods, folk stories, legends, art, music, dance, holidays, ceremonies, celebrations, homes, clothing.

3rd Grade

3.2.2.2.1 Personal and financial goals can be achieved by applying economic concepts and principles to personal financial planning, budgeting, spending, saving, investing, borrowing and insuring decisions. Describe income as the money earned from selling resources and expenditures as the money used to buy goods and services. For examples: income - a student being paid a \$4 allowance for doing chores, a student's parent being paid money for working at his or her job. Expenditures- a student spending \$3 for a sandwich a student's parent spending \$20 for gasoline.

3.2.4.5.2 Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; Interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource. Explain that consumers have two roles- as sellers of resources and buyers of goods and services; explain that producers have two roles-as sellers of goods and services and buyers of resources. For example: Consumers-parents, work (sell their human resource services) so that can buy food, gasoline, electricity. Producers-a business sells refrigerators and plays for the resources (raw materials, workers, and machines) required to produce the refrigerators.

5th Grade

5.4.4.16.4 Rivalries among European nations and their search for new opportunities fueled expanding global trade networks and in North America, colonization and settlement and the exploitation of indigenous peoples and lands: colonial development evoked varied responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government (Colonization and Settlement: 1585-1763) Compare and contrast life within the English, French and Spanish colonies in North America (Colonization and Settlement: 1585-1763).

5.4.4.17.4 The divergence of colonial interests from those of England led to an Independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self-government and liberty (Revolution and a New Nation: 1754-1800) Compare and contrast the impact of the American Revolution on different groups within the 13 colonies that made up the new United States (Revolution and a New Nation: 1754-1800) For example: Groups-Women, Patriots, Loyalists, indigenous people, enslaved Africans, free blacks.

5.1.2.2.1. 2. The civic identity of the United States is shaped by historical figures, places and events and by key foundational documents and other symbolically important artifacts. Identify historically significant people during the period of the American Revolution; explain how their actions contributed to the development of American political culture. For example: Historically significant people might include George Washington, Thomas Jefferson, James Madison, Alexander Hamilton, Mercy Otis Warren, Joseph Brandt, Elizabeth Freeman.

6th Grade

6.1.1.1.1. 1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy. Evaluate arguments about selected issues from diverse perspectives and frames of reference, noting the strengths, weaknesses and consequences associated with the decision made on each issue. For example: Historical issues-women's suffrage,

treaties with indigenous nations, Civil Rights movement, New Deal programs, Strengths might include--expanded rights to new group of Americans, established tribal sovereignty, collaborative effort of multiple groups in American society, provided a financial safety net for individuals. Weaknesses might include--too expensive, unintended consequences, caused more problems than it solved.

6.4.4.18.1 18. Economic expansion and the conquest and indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic and ethnic divisions; and inspired multiple reform movements. (Expansion and Reform: 1792-1861) Describe how and why the United States claimed and settled the upper Mississippi River region in the early nineteenth century; explain the impact of steamboat transportation and settlement on the physical, social, and cultural landscapes. (Expansion and Reform: 1792-1861) For example: Louisiana Purchase in 1803. changing relationships between the United States and Dakota and Anishinaabe, competing concepts of land use, ownership and gender roles, transport of immigrants and freight by steamboat.

6.4.4.20.3 20. As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870-1920) Describe the effects of reform movements on the political and social culture of Minnesota in the early twentieth century. (Development of an Industrial United States: 1870-1920). For example: Labor unions, Socialists, Progressive Movement, women's suffrage.

6.4.4.21.1 21. The economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (Great Depression and World War II: 1920-1945) Describe how the major cultural and social transformations of the 1920s changed the lifestyle of Minnesotans. (The Great Depression and World War II: 1920-1945). For example: Arts, Literature, entertainment, popular culture, gender roles, Prohibition, the Duluth lynchings, the farm crisis.

6.4.4.22.1. 22. Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women, and America's indigenous peoples. (Post-World War II United States: 1945-1989) Give examples of economic changes in Minnesota during the Cold War era; describe the impact of these changes of Minnesota's people. (Post-World War II United States: 1945-1989) For example: Growth of suburbs, growth of Minnesota defense industries.

6.4.4.22.2 22. Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States: 1945-1989) Describe civil rights and conservation movements in post- World War II Minnesota, including the role of Minnesota leaders. (Post-World War II United States: 1945-1989) For example: Movements Civil Rights Movement (Hubert H. Humphrey, Eugene McCarthy, student takeover of Morrill Hall at the University of Minnesota); American Indian Movement; Women's Rights Movement; Conservation Movement (Ernest Oberholtzer, Boundary Waters Canoe Area)

6.4.4.22.3 22. Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States: 1945-1989) Describe the response of Minnesotans to global conflicts and displaced peoples since 1945. (post- World War II

United States: 1945-1989) For Example: World War II refugee resettlement, Vietnam War, The Red Bulls-National Guard, Center for Victims of Torture, post-WWII refugee resettlement.

6.4.4.21.1 The economic growth, cultural innovations and political apathy of the 1920s ended in the Great Depression which spurred new forms of government; intervention and renewed labor activism, followed by World War II and an economic resurgence (The Great Depression and World War II: 1920-1945) Describe how the major cultural and social transformations of the 1920s changed the lifestyle of Minnesotans (The Great Depression and World War II: 1920-1945) For example: Arts, literature, entertainment, popular culture, gender roles, Prohibition, the Duluth lynchings, the farm crisis.

6.4.4.21.4 The economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (Great Depression and World War II:1920-1945) Identify contributions of Minnesota and its people to World War II, describe the impact of the war on the home front and Minnesota society after the war (The Great Depression and World War II:1920-1945) For example: Fort Snelling, Japanese Language School, SPAM, Iron Range mining and steel production.

7th Grade

7.1.3.4.1 Individuals in a republic have rights, duties and responsibilities. Explain landmark Supreme Court decisions involving the Bill of Rights and other individual protections: explain how these decisions helped define the scope and limits of personal, political and economic rights. For example: Brown v. Board of Education, Tinker v. Des Moines, Mapp v. Ohio, Miranda v. Arizona.

7.1.4.9.1 9. Free and fair elections are key elements of the United States political system. Analyze how changes in election processes over time contributed to freer and fairer elections. For example: Fifteenth, Seventeenth, and Nineteenth Amendments. Voting Rights Act of 1965; redistricting.

7.2.4.6.1 6. Profit provides an incentive for individuals and businesses; different business organizations and market structures have an effect on the profit price and production of goods and services. Describe profit as an incentive for an individual to take the risks associated with creating and producing new goods or starting a business in an existing market; give examples of how the pursuit of profit can lead to undesirable, as well as desirable, effects. For example: Individuals-Henry Ford (Ford Motor Company), Oprah Winfrey, Bill Gates (Microsoft), Martha Stewart, Mark Zuckerberg (Facebook), undesirable effects-Ponzi schemes; exploitation of people, the environment, natural resources.

7.4.4.18.3 18. Economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic and ethnic divisions; and inspired multiple reform movements. (Expansion and Reform: 1792-1861) Identify causes and consequences of Antebellum reform movements including abolition and women's rights (Expansion and Reform: 1792-1861) For example: Second Great Awakening, Underground Railroad, 1848 Seneca Falls convention, Ten-Hour movement.

7.4.4.19.3 19. Regional tensions around economic development, slavery, territorial expansion and governance resulted in a Civil War and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nation's territory and continuing conflict over racial relations. (Civil War and Reconstruction: 1850-1877) Describe the effects of the Civil War on Americans in the north, south and west, including liberated African-Americans, women, former

slaveholders and indigenous peoples. (Civil War and Reconstruction: 1850-1877). For Example: Reconstruction, Thirteenth, Fourteenth and Fifteenth Amendments, Black Codes, sharecropping, National and American Woman Suffrage Associations, Homestead Act.

7.4.4.20.5 20. As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870-1920). Describe the strategies used by suffragists in their campaigns to secure the right to vote, identify the 19th Amendment. (Development of an Industrial United States: 1870-1920). For Example: National American Woman Suffrage Association, National Women's Party.

7.4.4.21.3 21. The economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (The Great Depression and World War II: 1920-1945). Outline how the United States mobilized its economic and military resources during World War II; describe the impact of the war on domestic affairs. (The Great Depression and World War II: 1920-1945). For example: Industrial mobilization, rationing, "Rosie the Riveter" and the female labor force, Bracero Program, uses of propaganda.

7.4.4.22.1 22. Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve and status of racial minorities, women and America's indigenous peoples (Post-World War II United States: 1945-1989) Identify military and non-military actions taken by the United States during the Cold War to resist the spread of communism. (Post-World War II, United States: 1945-1989) For example: Military actions-Korean War, Cuban Missile Crisis, Vietnam War, Non-military actions, Marshall Plan, North Atlantic Treaty Organizations, the "Kitchen Debate," the Space Race.

7.4.4.22.2 22. Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women, and America's indigenous peoples. (Post-World War II United States: 1945-1989) Analyze the social and political effects of the Cold War on the people of the United States. (Post-World War II United States: 1945-1989) For example: Nuclear preparedness, McCarthyism and the Hollywood blacklist, growth of the military-industrial complex, the anti-nuclear and peace movements.

7.4.4.22.3 22. Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous people. (Post-World War II United States: 1945-1989) Compare and contrast the involvement and role of the United States in global conflicts and acts of cooperation (Post-World War II United States: 1945-1989) For example: Conflicts--Guatemalan civil war, 1979 Iranian Revolution, Cooperation-United Nations, World Bank, United States Agency for International Development, anti-apartheid movement.

7.4.4.22.4 22. Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States: 1945-1989) Explain the economic boom and social transformation experienced by postwar United States (Post-World War II United States: 1945-1989) For Example: Expanded access to higher education, suburbanization, growth of the middle class, domesticity and the Baby Boom, television, counter culture, Moral Majority.

7.4.4.22.5 22. Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States: 1945-1989) Describe the changing role of the federal government in reshaping post-war society. (Post-World War II United States: 1945-1989) For example: G.I. Bill, Fair Deal, Ne Frontier, Great Society.

7.4.4.22.6 22. Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women, America's indigenous peoples. (Post-World War II United States: 1945-1989) Compare and Contrast the goals and tactics of the Civil Rights Movement, the American Indian Movement, and the Women's Rights Movement, explain the advantages and disadvantages of non-violent resistance. (Post-World War II United States: 1945-1989).

High School

9.4.4.16.7 16. Rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization, settlement, and the exploitation of indigenous peoples and lands; colonial development evoked varied responses from indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government. (Colonization and Settlement: 1585-1763) Describe the growth of colonial societies in British North America, including the evolution of representative forms of government, increased ethnic and religious pluralism, and changing concepts of racial identity, gender roles and family organization (Colonization and Settlement: 1585-1763) For example: The Great Awakening, 1720s to early 1760s; the difference in gender roles in the North and South; Pennsylvania as an example of both ethnic and religious diversity in the colonial period.

9.4.4.18.5 18. Economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic, and ethnic divisions; and inspired multiple reform movements. (Expansion and Reform: 1792-1861) Analyze the strategies, goals and impact of the key movements to promote political, cultural (including artistic and literary), religious and social reform. (Expansion and Reform: 1792-1861). For example: The "Woman" movement, abolition movement, the Second Great Awakening.

9.4.4.18.6 18. Economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic and ethnic divisions; and inspired multiple reform movements (Expansion and Reform: 1792-1861) Evaluate the responses of both enslaved and free Blacks to slavery in the Antebellum period. (Expansion and Reform: 1792-1861) For example: Frederick Douglass, Harriet Tubman, Nat Turner, tool breaking, purchasing relatives.

9.4.4.20.3 20. As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870-1920) Analyze how the shift to mechanized farming and industrial production changed patterns in social organization, consumption and popular culture, and domestic life, including the rapid growth of cities in diverse regions of the country. (Development of an Industrial United States: 1870-1920)

9.4.4.21.6 21. The economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism,

followed by World War II and an economic resurgence. (Great Depression and World War II: 1920-1945). Evaluate the economic impact of the war including its impact on the role of women and risen f franchised communities in the United States (Great Depression and World War II: 1920-1945) For example: Treatment of Japanese-Americans, Rosie the Riveter, the Bracero Program.

9.4.4.22.1 22. Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States. 1945-1989) Analyze the technological and societal changes that affected popular culture in the Post World War II era. (Post-World War II United States: 1945-1989) For example: Art, literature, rock n' roll, the Beat poets.

9.4.4.22.2 22. Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States: 1945-1989) Compare and contrast market and command economic systems and their associated political ideologies; explain how these differences contributed to the development of the Cold War. (Post-World War II United States: 1945-1989). For example: Marshall Plan, Truman Doctrine, Korean War, Cuban Missile Crisis.

9.4.4.22.3 22. Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women, and America's indigenous peoples. (Post-World War II United States: 1945-1989) Analyze the role of the United States in Southeast Asia, including the Vietnam War; evaluate the impact of the domestic response to the war. (Post-World War II United States: 1945-1989)

9.4.4.22.4 22. Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's Indigenous peoples. (Post-World War II United States: 1945-1989) Analyze the causes and effects of the United States Secret War in Laos and how Hmong allies were impacted as a result of their involvement in this war. (Post-World War II United States: 1945-1989)

9.4.4.22.5 22. Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States: 1945-1989) Explain the roots of the various civil rights movements, including African-American, Native American, women, Latino American and Asian American. (Post-World War II United States: 1945-1989).

9.4.4.22.6 22. Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States: 1945-1989) Identify obstacles to the success of the various civil rights movements; explain tactics used to overcome the obstacles and the role of key leaders and groups. (Post-World War II United States: 1945-1989)

9.4.4.22.7 22. Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women, and America's indigenous peoples. (Post-World War II United States: 1945-1989) Evaluate the legacy and lasting effects of the various civil rights movements of the 1960s and 1970s; explain their connections to current events and concerns. (Post-World War II United States: 1945-1989)

9.4.4.22.8 22. Post-World War II United States was shaped by a economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States: 1945-1989) Identify the changes over time in federal American Indian policy in terms of sovereignty, land ownership, citizenship, education and religious freedom; analyze the impact of these policies on indigenous nations. (Post-World War II United States: 1945-1989)

9.4.4.22.9 22. post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States: 1945-1989) Evaluate the effectiveness of United States policies in ending the Cold War. (Post-World War II United States: 1945-1989)

9.4.4.19.3 Regional tensions around economic development, slavery, territorial expansion and governance resulted in a civil war and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory, and continuing conflict over racial relations (Civil War and Reconstruction: 1850-1877) Describe the course of the Civil War, identifying key political and military leaders, issues, events and turning points on battlefields and home fronts in South, North and West (Civil War and Reconstruction: 1850-1877)

9.4.4.19.6 Regional tensions around economic development, slavery, territorial expansion and governance resulted in a civil war and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory and continuing conflict over racial relations (Civil War and Reconstruction: 1850-1877) Outline the federal policies of war-time and post-war United States; explain the impact of these policies on Southern politics, society, the economy, race relations and gender roles (Civil War and Reconstruction: 1850-1877)

MISSISSIPPI

To view the complete set of Mississippi social studies standards, visit <http://www.mde.k12.ms.us/ESE/SS>.

Kindergarten

5. Understand and discuss the traditions of various groups of people.

- a) Identify historical figures of various cultures (e.g., Pocahontas, George Washington, Booker T. Washington, Daniel Boone, etc.) (DOK 1)
- b) Describe ways people celebrate their diverse cultural heritages (e.g., literature, language, games, songs, dances, holidays, etc.). (DOK 1)
- c) Name historically significant events as they relate to self and family (e.g., Independence Day, Veterans Day, Memorial Day Thanksgiving, Martin Luther King, Jr. Day, Black History month, Presidents' Day, etc.). (DOK 1)

1st Grade

5. Understand the unique characteristics of a variety of families and cultures.

- a) Discuss a variety of different religious, community, and family celebrations and customs.
- b) Describe celebrations held by members of the class and their families. d. Identify historical figures in various cultures and their characteristics (e.g., Abraham Lincoln, Geronimo, Davy Crockett, George Washington Carver, etc.).

2nd Grade

5. Understand the unique characteristics of a variety of communities and cultures.

- a) Identify and discuss expressions of culture evident in neighborhoods (e.g., art, music, literature, religion, food, dance, etc.) (DOK 2)
- b) Compare and contrast neighborhoods to earlier generations in such areas as school, dress, manners, stories, games, and festivals drawing from biographies, oral histories, and folklore. (DOK 2)
- c) Name historical figures of various cultures. (e.g., Thomas Jefferson, Thomas Edison, Frederick Douglas, Harriet Tubman, Susan B. Anthony, etc.) (DOK 1)

3rd Grade

5. Understand how the diversity of people and customs affects the local community.

- a) Explain how cultural artifacts represent cultures in local communities. (e.g., pictures, animals, and masks.). (DOK 1)
- b) Compare and contrast celebrations of various groups within the local community. (DOK 2)
- c) Research and identify historical figures of various cultures (e.g., Martin Luther King, Jr., Betsy Ross, Franklin D. Roosevelt, Rosa Parks, etc.) (DOK 2)

4th Grade

4. Understand the roles, rights, and responsibilities of Mississippi citizens.

- a) Distinguish between acceptable and unacceptable behaviors of a responsible citizen (e.g., courteous public behavior, respect for the rights and property of others, tolerance, self-control, participation in the democratic process, and respect for the environment, etc.). (DOK 2)
- b) Identify historical figures (e.g., Fannie Lou Hamer, Medgar Evers, and Martin Luther King Jr., etc.), circumstances (e.g., slavery, abolition, segregation and integration, etc.), and conditions (e.g., The Great

Migration, Trail of Tears, Women's Suffrage, etc.) related to the struggle for civil/human rights in Mississippi and their impact on Mississippi's society. (DOK 2)

c) Compare and contrast the benefits and challenges of unity and diversity among citizens of Mississippi. (DOK 2)

5th Grade

1. Understand the people, events, and types of government associated with the development of the United States.

a) Differentiate among pre-Columbian civilizations (e.g., cliff dwellers, Pueblo people of the desert Southwest, American Indians of the Pacific Northwest, nomadic nations of the Great Plains, and the Woodland Peoples east of the Mississippi River) regarding their location, religious practices, political structures, and use of slaves. (DOK 3)

b) Cite evidence of the earliest explorations of the Western Hemisphere by the Vikings, including locations and time frame of their explorations. (DOK 3)

c) Identify significant European supporters (e.g., King Ferdinand and Queen Isabella) and explorers (e.g., Cortez, Ponce de Leon, Hernando De Soto) and the settlements they established (e.g., Roanoke, Jamestown, Plymouth). (DOK 3)

d) Connect the reasons for the establishment of the early colonies to the major individuals and groups responsible for the founding of those settlements (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania, Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts). (DOK 3)

e) Discuss the structure of colonial governments (e.g., legislative bodies, town meetings, charters of individual freedoms and rights). (DOK 3)

6th Grade

6. Understand the influence of historical documents (e.g., Magna Carta, Mayflower Compact, Declaration of Independence, Constitution, the Bill of Rights, the Emancipation Proclamation, etc.), events, and social movements on the rights of American citizens.

a) Compare and contrast the essential ideas of various historical documents that are important in shaping the values of American Democracy. (DOK 2)

b) Analyze how various philosophers influenced the writing of America's historical documents. (DOK 3)

c) Analyze political and social impacts of civil rights movements throughout the history of the United States (e.g., demonstrations, individual and group resistance, organizing efforts, and collective action/unity). (DOK 3)

d) Explain and analyze the current state of civil and human rights for all people in our nation (e.g., people with disabilities, minorities, gender, etc.). (DOK 3)

e) Explain how conflict, cooperation, and interdependence (e.g., social justice, diversity, mutual respect, and civic engagement) among groups, societies, and nations influenced the writing of early historical documents. (DOK 3)

8th Grade

4. Understand the impact of American ideals and institutions on the development of American democracy.

a) Analyze how conflict, cooperation, and interdependence (e.g., social justice, diversity, mutual respect, and civic engagement) among groups, societies, and nations influenced the writing of early historical documents. (DOK 3)

b) Study the lives of formerly enslaved African Americans who gained freedom in the North and founded schools and churches to advance their rights and communities. (DOK 2)

c) Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony) (DOK 2)

d) Research and analyze political and social impacts of civil rights movements throughout the history of the United States pre-Reconstruction era (e.g., slave revolts, abolitionist movement, protests over British taxation in the colonies, individual and group resistance, organizing efforts, and collective action/unity). (DOK 3)

5. Understand the interaction of individuals, families, communities (microeconomics), businesses, and governments (macroeconomics) and the potential costs and benefits to the United States Economy.

a) Compare and contrast the economic factors that led to the development of America (e.g., exploration, colonization, immigration, sectionalism, industry in the North vs. agriculture in the South, tariffs, etc.).

b) Analyze and evaluate the causes and effects of the Industrial Revolution, Westward Expansion, and immigration on the United States (e.g., inventions, railroads, canals, roads, gold rush, etc.).

High School

Mississippi Studies Civil Rights/Human Rights. 4. Understand and describe the historical circumstances and conditions that necessitated the development of civil rights and human rights protections and/or activism for various minority groups in Mississippi.

a) Compare and contrast de facto segregation and de jure segregation in Mississippi from 1890 to the present, including the rise of Jim Crow era events and actors (i.e., Ross Barnett, James Eastland, the integration of University of Mississippi, Sovereignty Commission etc.) and their impact on Mississippi's history and contemporary society. (DOK 2)

b) Identify and explain the significance of the major actors, groups and events of the Civil Rights Movement in the mid 20th century in Mississippi (i.e., Fannie Lou Hamer, Medgar Evers, Dr. T.R.M. Howard, James Meredith, Freedom Rides, Freedom Summer, Mississippi Freedom Democratic Party, COFO, CORE, etc.). (DOK 2)

c) Compare and contrast the development and resulting impact of civil rights movements (e.g., women's suffrage, African American liberation, Native American citizenship and suffrage, immigration rights, etc.) in Mississippi. (DOK 2)

d) Investigate and describe the state government's responses to the Brown v. Board of Education of Topeka, Kansas Supreme Court decision in the 1950s, 1960s, and 1970s. (DOK 2)

Mississippi Studies. Culture. 6. Understand the trends, ideologies, and artistic expressions in Mississippi over time and place.

a) Examine the cultural impact of Mississippi artists, musicians and writers on the state, nation and world.

b) Analyze the ways Mississippians have adapted to change and continue to address cultural issues unique to the state (e.g., the establishment of historical and commemorative markers for Civil Rights Movement and Confederate icons).

c) Analyze the impact of religious traditions upon the daily lives of Mississippians from the era of European exploration to the present.

United States Government Civil Rights/Human Rights. 5. Understand the role that governments play in the protection, expansion, and hindrance of civil/human rights of citizens.

a) Explain Supreme Court rulings that have resulted in controversies over changing interpretations of civil rights, including those in Plessy v. Ferguson, Brown v. Board of Education, Miranda v. Arizona,

Regents of the University of California v. Bakke, Adarand Constructors, Inc. v. Peña, and United States v. Virginia (VMI), (DOK 2)

b) Explain the importance of painting a balance between the following concept:: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; and the relationship of religion and government. (DOK 2).

c) Analyze the meaning and importance of each of the rights guaranteed under the Bill of Rights and landmark Amendments (e.g., 13th, 14th, 15th, 19th, 26th) and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy). (DOK 3)

United States History from Post-Reconstruction to present. Domestic Affairs 2. Understand major social problems and domestic policy issues in post-reconstruction American society.

a) Explain how American society has been impacted by the entry of more women, minorities, and immigrant workers into the labor force, (DOK 2).

b) Trace the response of American institutions such as government and non-profit organizations to environmental challenges such as natural disasters, conservation and pollution, and property rights (including but not limited to the expansion of the national park system, the development of environmental protection laws, and eminent domain). (DOK 2)

c) Compare and contrast various social policies such as welfare reform and public health insurance and explain how such social policies are influenced by the persistence of poverty. (DOK 2)

United States History from Post-Reconstruction to present. Civil Rights/Human Rights 4. Understand how the Civil Rights Movement achieved social and political change in the United States and the impact of the Civil Rights struggle of African Americans on other groups (including but not limited to feminists, Native Americans, Hispanics, Immigrant groups, and individuals with disabilities)

a) Analyze the issues that gave rise to the Civil Rights Movement from post-reconstruction to the modern movement. (DOK 3)

b) Trace the major events of the modern movement and compare and contrast the strategies and tactics for social change used by leading individuals/groups. (DOK 2)

c) Analyze the response of federal and state governments to the goals (including but not limited to ending de jure and de facto segregation and economic inequality) of the Civil Rights Movement. (DOK 3)

d) Evaluate the impact of the Civil Rights Movement in expanding democracy in the United States. (DOK 3)

e) Compare and contrast the goals and objectives of other minority and immigrant groups to those of the Civil Rights Movement led predominantly by African-Americans. (DOK 2)

f) Cite and analyze evidence of the political, economic, and social changes in the United States that expanded democracy for other minority and immigrant groups. (DOK 3)

Economics. Domestic Affairs 1. Understand that the nation's overall economy is characterized by the interaction of spending and production decisions.

a) Analyze the causes and effects of choices made by various sectors in the economy of resources.

b) Predict how changes in a nation's overall level of income, employment, and prices determine changes in the economy's level of output or real Gross Domestic Product or GDP.

c) Demonstrate how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.

d) Interpret how the Federal Government spending policy and the Federal Reserve System's monetary policy influence the overall level of employment output, and prices in the U.S. economy.

Economics. Civil Rights/Human Rights. 3. Understand how different economic systems affect civil and human rights.

- a) Analyze the current trends and historical record of poverty in the American economy, noting the disproportionate effects of poverty in minority communities and with women.
- b) Compare and contrast poverty as it exists in other industrialized nations and in the developing economies around the world.
- c. Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith)

Minority Studies. Competencies and Objectives. 1) Understand how geography, economics, and politics have influenced minority groups in the United States.

- a) Describe the location and patterns of migration and settlement of minority groups in the United States (e.g., The Great Migration, etc.).
- b) Analyze legislation, rules, and regulations that have affected the experiences of minority groups in the United States (e.g., Jim Crow Laws, 19th Amendment, etc.).
- c) Analyze the impact of economic factors on minority groups in the United State.
- d) Describe how the identities and lives of minority groups are rooted in places and regions.

Minority Studies Competencies and Objectives. 2. Understand the relationship of people, places, and environments through time.

- a) Identify significant people from different minority groups and the contributions they have made in United States history (e.g., Martin Luther King, Jr., Jim Thorpe, Harriet Tubman, etc.)
- b) Identify and describe the contributions of different minority groups (e.g., contributions in art, music, investors, etc.).
- c) Describe major events that led to improvements in civil rights for minority groups, Trace the interaction of minority groups.
- d) Trace the interaction of minority groups through time.
- e) Analyze the major events in history impacting various minority groups (e.g., the Holocaust, Trial of Tears, slavery, Japanese World War II Internment, and Chinese Exclusion, etc.).

Minority Studies 4. Understand how racism, classism, sexism, and other social problems affect the life experiences and social equity of minority groups in the United States.

- a) Identify the sites and occurrences of racism that characterize the disproportionate inequalities experienced by minorities in the United States.
- b) Cite economic policies that contribute to class inequalities for minorities.
- c) Analyze how gender roles help reinforce gender inequality.

African American Studies. Competencies and Objectives 1. Understand the role that racism has had in the development of United States society.

- a) Explain the development of racial categories and how these categories have served to indicate power relationships among various racial groups in American society.
- b) Analyze the full impact and legacy of slavery (i.e., slave trade, plantation life, slave commerce, legal sanctions/protections, resulting civil and cultural order, etc.) on the social and political development of the United States.
- c. Trace the legacy and impact of legalized segregation and discrimination (Black Codes, Jim Crow, etc.) on the social structure of the United States.
- d) Analyze the U.S. Government's response to the changing racial understanding throughout the history of the United States (e.g., the 13th, 14th, and 15th Constitutional Amendments, Reconstruction, Plessy v. Ferguson, the Dred Scott case, Brown v. Board of Ed., the Bakke Case, etc.).

African American Studies. Competencies and Objectives 4. Understand the impact of movements for social change on the social structure of the United States and the places that African Americans occupy in that structure.

- a) Cite and explain evidence of the early resistance of African people and others to the European slave trade.
- b) Compare and contrast the approaches taken by Black leaders (men and women) and advocacy groups (e.g., "Back to Africa Movement" of the Universal Negro Improvement Association, "Shared Hand" philosophy of Booker T. Washington, "Talented Tenth" theory of W.E.B. Dubois, etc.) to the post reconstruction realities (e.g., Post-Reconstruction "Backlash", etc.) facing African Americans.
- c) Compare and contrast the Black Nationalist/Black Power and Integrationist/Civil Disobedience strategies of the modern civil rights movement.
- d) Analyze the effectiveness of civil rights protest tactics in achieving the goals of social equality before the law and equal opportunity for social mobility.

MISSOURI

To view the complete set of Missouri social studies standards, visit <https://dese.mo.gov/college-career-readiness/curriculum/missouri-learning-standards#mini-panel-mls-standards4>.

3rd Grade

SS5, 1.6, 4.1 Describe how changes in communication and transportation technologies affect people's lives. Explain why people living in different places (cities, suburbs, towns, villages) and specializing in different ways of making a living have a need to interact with each other.

4th Grade

SS3 1.10, 1.6 (DOK 1) Identify and describe the significance of the individuals from Missouri who have made contributions to our state and national heritage; examples include Lewis and Clark, Mary Easton Sibley, John Berry Meacham, George Washington Carver, Laura Ingalls Wilder, Mark Twain, Harry S Truman and Thomas Hart Benton.

8th Grade

SS3 1.8. Summarize reform movements such as: a) Abolitionism b) Women's movement. c) Jacksonian Democracy.

SS6 3.6, 3.5, 1.6 Analyze how ideas, concepts, and traditions have changed over time (e.g., women's role in society)

SS1 1.6, 4.2 Analyze important principles in the Declaration of Independence, including inalienable rights and government by consent of the governed. Analyze important principles in the Constitution including: a. limited government b. rule of law c. majority rule and minority rights d. separation of powers e. checks and balances f. amendment process g. federalism (e.d., as regards federal and state governments, powers being shared, delegated and reserved) h. popular sovereignty i. due process of law (see Amendments V & XIV) j. voting by citizens, especially as later amendments were passed. Apply important principles of the Bill of Rights, such as: a. basic rights and freedoms (for rights listed, see Amendments 1-8; for rights not listed see Amendment 9) b. protections against the government (fair trials, fights of accused, due process of law, etc.)

SSw 4.2 Apply rights and responsibilities of individuals to events in US history and everyday life.

High School

SS3 1.10 Analyze the roles people, business, labor unions, and government play in the United States economy 1. how monopolies affect people's lives and how they are regulated 2. how boycotts, strikes, and embargoes affect trade and people's options 3. monetary policy (shy the Federal Reserve System influences interest rates and money supply) 4. fiscal policy (government taxation and spending)

SS6 1.6 Analyze how the roles of class, ethnic, racial gender and age groups have changed in society, including causes and effects.

SS5 1.9, 1.10 Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs.

MONTANA

To view the complete set of Montana social studies standards, visit <http://opi.mt.gov/Curriculum/CSI/AS.html>.

End of 4th Grade

Content Standard 2

5. Identify and explain the individual's responsibilities to family, peers and the community, including the need for civility, respect for diversity and the rights of others.

Content Standard 4

3. Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary people and extraordinary people. Place them in time and context, and explain their relationship to important historical events.

Content Standard 5

5. Explain the roles of money, banking, and savings in everyday life.

Content Standard 6

1. identify the ways groups (e.g., families, faith communities, schools, social organizations, sports) meet human needs and concerns (e.g., belonging, self worth, personal safety) and contribute to personal identity.

3. Identify and describe ways families, groups, tribes and communities influence the individual's daily life and personal choices.

5. Identify examples of individual struggles and their influence and contributions (e.g., Sitting Bull, Louis Riel, Chief Plenty Coups, Evelyn Cameron, Helen Keller, Mohandas Gandhi, Rosa Parks)

6. Identify roles in group situations (e.g., student, family member, peer member.)

End of 8th Grade

Content Standard 4

6. Explain how and why events (e.g., American Revolution, Battle of the Little Big Horn, immigration, Women's Suffrage) may be interpreted differently according to the points of view of participants, witnesses, reporters, and historians.

Content Standard 6

3. identify and differentiate ways regional, ethnic and national cultures influence individual's daily lives and personal choices.

End of 12th Grade

Content Standard 5

6. Explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies (e.g., social security system, medicare, other entitlement programs) and on the lives of the individuals and families in Montana, the United States and the world. (e.g., international trade, space exploration, national defense)

NEBRASKA

To view the complete set of Nebraska social studies standards, visit <https://www.education.ne.gov/academicStandards/index.html>.

Kindergarten

SS 0.4.5 Students will develop historical research skills. a. Develop questions about their personal history. b. Identify and cite appropriate sources for researching their personal history (e.g., "My grandma gave me this picture") c. Gather historical information about their lives (e.g., have a conversation with a family member) d. Present historical information about their lives (e.g., pictures, posters, and oral narratives).

1st Grade

SS 1.4.1 Students will describe chronological relationships and patterns. a. Identify concepts of time and chronology (e.g., past present, future; calendar weeks) b. Read dates on a calendar (e.g., fourth day of week, number of Fridays in a month, etc.) c. List and describe life events over time, (e.g., weekly, monthly, yearly, seasonal happenings utilizing a graphic organizer) d. Identify the chronology of family events and their impact.

SS 1.4.5 Students will develop historical research skills. a. Develop questions about their family history. b. Identify and cite appropriate sources for research (e.g., identifying the title and author of the book from which they took information) c. Gather historical information about their family (e.g., have a conversation with a family member) d. Present historical information about their family (e.g., pictures, posters, oral/written narratives).

4th Grade

SS 4.4.2. Students will describe and explain the relationships among people, events, ideas, and symbols over time using multiple types of sources. a. Describe and explain the relationships among historical people, events, ideas, and symbols, including various cultures and ethnic groups, in Nebraska by era (e.g., Native Americans on the Plains: Pawnee, Omaha, Lakota, Ponca; Explorers: Lewis and Clark, Hiram Scott, Stephen Long, John C. Fremont; Traders: Manuel Lisa, James Bordeaux; Missionaries: Moses Merrill, Father De Smet; Westward Expansion: John Brown, Daniel Freeman, Arbor Day, J. Sterling Morton; Statehood: Standing Bear, William Jennings Bryan; 20th Century Nebraska: Mildred Brown, Willa Cather, Father Flanagan, George Norris; The Dust Bowl, state symbols). b. Describe how Nebraska and the Great Plains Region have changed over the course of time using maps, documents, and other artifacts (e.g., impact of Civil War/Reconstruction, growth/development of cattle and agricultural industries, railroads, effects upon American Indian life, loss of buffalo). c. Differentiate between primary and secondary sources.

5th Grade

SS 5.1.1 Students will describe the foundations, structure, and function of the United States government a. Explain the historical foundation that led to the formation of the United States constitutional government (e.g., early state constitutions, Declaration of Independence, and the Articles of Confederation) b. Explain the origins, structure, and functions of the three branches of the United States government. c. Describe how colonial and new states' governments laws affected groups within their population (e.g., citizens, slaves, immigrants, women, class systems, tribes) d. Describe how the decisions of the national government affect local and state government. e. Identify the principles of the

American Republic (e.g., liberty, democracy, United States Constitution, Bill of Rights) f. Compare and contrast tribal forms of government, British monarchy, and early American colonial governments.

8th Grade

SS 8.1.2. Students will describe the roles, responsibilities, and rights as local, state, national, and international citizens and participate in civic service. a. Describe ways individuals participate in the political process (e.g., registering and voting, contacting government officials, campaign involvement) b. Describe the significance of patriotic symbols, songs and activities (e.g., Pledge of Allegiance, "The Star Spangled Banner". celebration of Memorial Day, Independence Day, Veteran's Day, Martin Luther King, Jr. Day, American Indian Day, Constitution Day). c. Demonstrate civic engagement (e.g., service learning projects, volunteerism) d. Evaluate how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States. e. Identify the roles and influences of individuals, groups, and the media on governments (e.g., Seneca Falls Convention, Underground Railroad, Horace Greeley, Harriet Beecher Stowe, Jane Addams, Muckrakers, Booker T. Washington)

SS 8.4.3. (US) Students will analyze and interpret historical and current events from multiple perspectives. a. (US) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of US history (e.g., Dawes Act, Chinese Exclusion Act, Treaty of Guadalupe Hidalgo, The Emancipation Proclamation, Organized Labor, Women's Suffrage) b. (US) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., The Bill of Rights, slavery, Gettysburg Address, The New Colossus Poem, images, political cartoons, photographs, newspapers)

High School

SS 12.4.2. (US) Students will analyze and evaluate the impact of people, events, ideas, and symbols upon US history using multiple types of sources. a. (US) Analyze and evaluate the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States (e.g., unique nature of the creation and organization of the American Government, the United States as an exceptional nation based upon personal freedom, the inherent nature of citizen's rights. and democratic ideals; Progressive Era: Teddy Roosevelt 'The Jungle', Elizabeth Cady Stanton, suffrage; World War I: Woodrow Wilson, League of Nations, Harlem Renaissance, Jazz, Prohibition, The Depression Franklin Delano Roosevelt; World War II: Dwight Eisenhower, internment camps, Holocaust; Cold War: Marshall Plan, John F. Kennedy, Eleanor Roosevelt, Korea, Vietnam, Ronald Reagan; Civil Rights Era: Martin Luther King, Jr., Malcolm X, NAACP, AIM, Cesar Chavez, Supreme Court decisions such as *Brown v. Board of Education*, key legislation; Contemporary United States: patriotism, Watergate, Sandra Day O'Connor, Clarence Thomas, fall of the Berlin Wall Colin Powell, 9/11, Steve Jobs, Bill Gates) b. (US) Analyze and evaluate how the United States has changed over the course of time, using maps, documents, and other artifacts. c. (US) Analyze and evaluate the appropriate uses of primary and secondary sources.

SS 12.4.3. (US) Students will analyze and evaluate historical and current events from multiple perspectives. a. (US) Analyze and evaluate how multiple perspectives facilitate the understanding of the full story of US history (e.g., Immigration, early 20th Century African American leaders, World Wars, international trade agreements, women's rights) b. (US) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Equal Rights Amendment, Martin Luther King, Jr.'s "I Have a Dream" speech, Franklin Delano Roosevelt's Declaration of War speech, the Pentagon Papers).

NEVADA

To view the complete set of Nevada social studies standards, visit

http://www.doe.nv.gov/Standards_Instructional_Support/Nevada_Academic_Standards/SocialStudies/.

Kindergarten

H1.K.2 Listen to stories of family members, local residents, and prominent figures to highlight the human experience.

H3.K.1 Recognize differences between home and school.

1st Grade

H3.1.2 Compare and/or contrast their daily lives with those of their parents or guardians.

2nd Grade

H1.2.2 Use artifacts to understand how people lived their daily lives.

H3.2.2 Compare and/or contrast their daily lives with children around the world.

H3.2.5 Define technology and identify uses of technology in their daily lives.

G6.2.3 Identify traditions and customs that families practice.

3rd Grade

H1.3.2 Using artifacts and primary sources, investigate how individuals and families contributed to the founding and development of the local community.

H3.3.1. Explain how the actions of heroes and heroines make a difference.

4th Grade

H3.4.1 Compare and/or contrast their daily lives with children in Nevada's past.

H1.4.2. Define hunter-gatherer.

5th Grade

H3.5.1 Compare and/or contrast the daily lives of children throughout the United States, both past and present.

H3.5.4 Explain how technologies in U.S. history changed the way people lived.

6th – 8th Grade

H1.[6.8].4 Compare lifestyles in the New England, Middle, and Southern colonies as determined by race, class, and gender.

H1.[6-8].11 Explain the effects of WWI and WWII on social and cultural life in Nevada and the United States.

H2.[6-8].9 Describe the events, course, and results of the American Revolution, including the contributions of women, African Americans, and Native Americans.

H2.[6-8].13 Evaluate the influence of individuals in the building of a national identity, i.e., Pontiac, George Washington, and Abigail Adams.

High School

H1.[9-12].1 Assess the impact of the Industrial Revolution on race, class, and gender.

H3.[9-12].7 Describe the development of the women's suffrage movement and the subsequent passage of the 19th Amendment.

H3.[9-12].9 Identify and describe the major issues, events, and people of minority rights movements, i.e., Civil Rights Act of 1964, Black Power Movement, United Farm Workers, American Indian Movement, Viva La Raza, and Women's Rights Movement.

H3.[9-12].10 Analyze how post-World War II science and technology augmented United States economic strength, transformed daily life, and influenced the world economy and politics.

E10.[9-12].13 Compare the unemployment rates for groups of people who differ by age, sex, ethnicity, occupation, and education.

C13.[9-12].5 Analyze the United States Constitution and its amendments in protecting individual rights, including the Fourteenth Amendment's provisions for due process and equal protection of individual rights through the examination of landmark cases, i.e.: *Brown v Board of Education of Topeka*; *Gideon v Wainwright*; *Miranda v Arizona*; *Tinker v Des Moines Independent Community School District*.

NEW HAMPSHIRE

To view the complete set of New Hampshire social studies standards, visit https://www.education.nh.gov/instruction/curriculum/social_studies/.

Kindergarten – 2nd Grade

SS.III.2.5.1: Identify how the lives of women and children have changed over time in our country (Themes B. Civic Ideals, Practices, and Engagement, I Patterns of Social and Political Interaction)

SS HI 4.2.1 Describe the interconnectedness of the world developed using examples, e.g., the contact between Native Americans and European settlers or the location of family members serving in foreign countries.

SS HI 4.5.2 Describe the impact of major national and state events on everyday life, e.g., the American Revolution or the terrorist attacks on 9/11/2001.

3rd and 4th Grade

SS.III.4.1.3. Explore biographies of key political figures who helped shape our communities, state, and country, e.g. Franklin Pierce or Sandra Day O'Connor. ("Themes P. Cultural Development, Interaction, and Change, G. Science, Technology and Society, Patients of Social and Political Interaction).

SS.HI.4.5.3. Trace the changes in the roles and lives of women and children and their impact on society, e.g., the family or the workplace (Themes, B Civic Ideals, Practices, and Engagement, I: Patterns of Social and Political Interaction)

5th and 6th Grade

SS:HI:6:5.2. Describe the impact of major national and state events on everyday life, e.g., the Industrial Revolution or the World War II home front. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)

SS:HI:6:5.3. Examine changes in the roles and lives of women and their impact on society, e.g., the family or the workplace. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)

SS HI 6.4.2. Evaluate the importance of technological inventions and inventors and their impact on American life, e.g., household appliances or communication technologies.

7th and 8th Grade

SS:HI:8:1.1: Examine how suffrage expanded to various groups of citizens, e.g., women African-Americans. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)

SS:HI:8:5.1: Analyze how societal changes have influenced the family, e.g., child labor or elderly care. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)

SS CV 8.2.3 Describe ways in which particular events and documents contributed to the evolution of American government, e.g., states' rights, universal suffrage, or civil rights.

SS EC 8.11 Identify how events in the business cycle impact individual's lives, e.g., recession or depression.

High School

SS:HI:12:5.1: Explore the tensions between the values of unity and pluralism in defining our national identity, e.g., the Puritans v Anne Hutchinson or the counter-culture vs. the silent majority. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)

SS:HI:12:5.2: Evaluate the changing roles of gender in society, e.g., the ideal of “Republican Motherhood” or Title IX. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)

SS:HI:12:5.3: Explore attitudes toward diversity held by and groups and individuals, e.g., antebellum Southerners or Eleanor Roosevelt. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)

SS:HI:12:5.4: Examine the impact of social class on life in the United States, e.g., democracy in the Age of Jackson or public education. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)

SS:HI:12:5.5: Analyze how religious ideas of morality have impacted social change, e.g., the Abolitionist Movement or the debate over legalized abortion. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)

SS EC 12.1.2 Conceptualize how events in the business cycle impact individual lives e.g., career or consumer choices.

NEW JERSEY

To view the complete set of New Jersey social studies standards, visit <http://www.state.nj.us/education/cccs/2014/ss/>.

By the End of Preschool

Individuals and families have unique characteristics.

6.1.P.D.1 Describe characteristics of oneself, one's family, and others.

6.1.P.D.2 Demonstrate an understanding of family roles and traditions.

By the End of 4th Grade

Personal, family, and community history is a source of information for individuals about the people and places around them.

6.1.4.D.10 Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.

6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.

By the End of 8th Grade

6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

6.1.8.D.1.a Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

6.1.8.A.2.c Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.

6.1.8.A.3.a Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.

6.1.8.D.3.e Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

6.1.8.D.4.b Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.

6.1.8.D.5.c Examine the roles of women, African Americans, and Native Americans in the Civil War.

6.3.8.A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.

By the End of 12th Grade

6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights

6.1.12.D.2.a Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.

6.1.12.D.2.d Analyze arguments for new women’s roles and rights, and explain why 18th-century society limited women’s aspirations.

6.1.12.A.3.f Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women’s rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.

6.1.12.A.4.b Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.

6.1.12.D.4.b Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people’s lives and work.

6.1.12.D.5.d Relate varying immigrants’ experiences to gender, race, ethnicity, or occupation.

6. The Emergence of Modern America: Progressive Reforms: Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups. An expanding market for international trade promoted policies that resulted in America emerging as a world power.

6.1.12.A.6.b Evaluate the ways in which women organized to promote government policies (i.e., abolition, women’s suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.

6.1.12.D.6.c Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.

6.1.12.C.7.b Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.

6.1.12.C.8.b Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.

6.1.12.D.9.b Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.

6.1.12.D.10.c Explain how key individuals, including minorities and women (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt), shaped the core ideologies and policies of the New Deal.

11. The Great Depression and World War II: World War II: The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan. Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women.

6.1.12.D.11.c Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.

6.1.12.A.13.b Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.

6.1.12.D.13.c Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.

6.1.12.D.13.f Relate the changing role of women in the labor force to changes in family structure.

6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.

NEW MEXICO

To view the complete set of New Jersey social studies standards, visit <http://www.ped.state.nm.us/standards/>.

Kindergarten

II-C, K.1 Identify family customs and traditions and explain their importance.

1st Grade

II-F, 1.1 Describe the role of resources in daily life.

2nd Grade

I-B, 2.1 Describe the cultural diversity of individuals and groups and their contributions to United States history (e.g., George Washington, Ben Franklin, César Chávez, Rosa Parks, National Association for Advancement of Colored People [NAACP], tribal leaders, American Indian Movement [AIM])

3rd Grade

II-E, 3.2 Describe how transportation and communication networks are used in daily life.

5th Grade

I-D, 5.2 Use resources for historical information (e.g., libraries, museums, historical societies, courthouse, worldwide web, family records, elders)

2-F, 5.1 Understand how resources impact daily life

4-C, 5.1 Explain basic economic patterns of early societies (e.g., hunter-gatherers, early farming, trade)

6th Grade

2-F, 6.1 Understand how resources impact daily life

8th Grade

I-B, 4. describe the successes and failures of the reforms during the age of Jackson, to include: a. extension of franchise to all white men; b. Indian removal, the trail of tears, the long walk; c. abolition movement (e.g., Quakers, Harriet Tubman, underground railroad); 5. describe, explain and analyze the aims and impact of western expansion and the settlement of the United States, to include: June 2009 3 a. American belief in manifest destiny and how it led to the Mexican war and its consequences; b. comparison of African American and Native American slavery; westward migration of peoples (e.g., Oregon, California, Mormons and southwest); c. origins and early history of the women's movement;

High School

1-B, 2. Analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the industrial revolution, including: a. innovations in technology, evolution of marketing techniques, changes to the standard of living and the rise of consumer culture; b. rise of business leaders and their companies as major forces in America (e.g., John D. Rockefeller, Andrew Carnegie); c. development of monopolies and their impact on economic and political policies (e.g., laissez-faire economics, trusts, trust busting); d. growth of cities (e.g., influx of immigrants, rural-to-urban migrations, racial and ethnic conflicts that resulted); e. efforts of workers to

improve working conditions (e.g., organizing labor unions, strikes, strike breakers); f. rise and effect of reform movements (e.g., Populists, William Jennings Bryan, Jane Addams, muckrakers); g. conservation of natural resources (e.g., the Grand Canyon, Yellowstone, Anasazi ruins at Mesa Verde, Colorado, National Reclamation Act of 1902); h. progressive reforms (e.g., the national income tax, direct election of senators, women’s suffrage, prohibition);

1-B, 4. Analyze the major political, economic and social developments that occurred between World War I and World War II, to include: a. social liberation and conservative reaction during the 1920s (e.g., flappers, prohibition, the Scopes trial, the red scare); b. causes of the great depression (e.g., over production, under consumption, credit structure); c. rise of youth culture in the “jazz age”; d. development of mass/popular culture (e.g., rise of radio, movies, professional sports, popular literature); e. human and natural crises of the great depression, (e.g., unemployment, food lines, the dust bowl, western migration of midwest farmers); f. changes in policies, role of government and issues that emerged from the new deal (e.g., the works programs, social security, challenges to the supreme court); g. role of changing demographics on traditional communities and social structures;

1-B, 5. Analyze the role of the United States in World War II, to include: a. reasons the United States moved from a policy of isolationism to involvement after the bombing of Pearl Harbor; b. events on the home front to support the war effort (e.g., war bond drives, mobilization of the war industry, women and minorities in the work force); c. major turning points in the war (e.g., the battle of Midway, D-Day invasion, dropping of atomic bombs on Japan);

1-B, 6. Analyze the development of voting and civil rights for all groups in the United States following reconstruction, to include: a. intent and impact of the 13th, 14th and 15th Amendments to the constitution; b. segregation as enforced by Jim Crow laws following reconstruction; c. key court cases (e.g., Plessy v. Ferguson, Brown v. Board of Education of Topeka, Roe v. Wade); d. roles and methods of civil rights advocates (e.g., Martin Luther King, Jr., Malcolm X, Rosa Parks, Russell Means, César Chávez); e. the passage and effect of the voting rights legislation on minorities (e.g., 19th amendment, role of Arizona supreme court decision on Native Americans, their disenfranchisement under Arizona constitution and subsequent changes made in other state constitutions regarding Native American voting rights - such as New Mexico, 1962, 1964 Civil Rights Act, Voting Act of 1965, 24th Amendment); f. impact and reaction to the efforts to pass the Equal Rights Amendment, g. rise of black power, brown power, American Indian movement, united farm workers;

1-C, 4. Analyze the pattern of historical change as evidenced by the industrial revolution, to include: a. conditions that promoted industrialization; b. how scientific and technological innovations brought about change; c. impact of population changes (e.g., population growth, rural-to-urban migrations, growth of industrial cities, emigration out of Europe); d. evolution of work/business and the role of labor (e.g., the demise of slavery, division of labor, union movement, impact of immigration); e. political and economic theories of capitalism and socialism (e.g., Adam Smith, Karl Marx); f. status and roles of women and minorities;

4-C, 3. Analyze the effects of World War II, the cold war and post-cold war on contemporary society, to include: economic effects of World War II on the home front; United States prosperity of the 1950s; impact of the cold war on business cycle and defense spending; recession of 1980s; technology boom and consequent economic slow-down of 2000;

NEW YORK

To view the complete set of New York social studies standards, visit

<https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>.

Kindergarten

K.1 Children's sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation. a. A sense of self is developed through physical and cultural characteristics and through the development of personal likes, dislikes, talents, and skills. b. Personal experiences shape our sense of self and help us understand our likes, dislikes, talents, and skills, as well as our connections to others. Students will create A BOOK ABOUT ME that includes information about their gender, race/ethnicity, family members, likes and dislikes, talents, and skills.

K.2 Children, families, and communities exhibit cultural similarities and differences. a. Each person is unique but also shares common characteristics with other family, school, and community members. Students will identify characteristics of themselves that are similar to their classmates and characteristics that are different, using specific terms and descriptors such as gender, race or ethnicity, and native language. b. Unique family activities and traditions are important parts of an individual's culture and sense of self. Students will explain how their families celebrate birthdays or other special days. c. Children and families from different cultures all share some common characteristics, but also have specific differences that make them unique. Students will learn about and respect individual differences.

1st Grade

1.1 Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community. a. Families are a basic unit of all societies, and different people define family differently. Students will listen to stories about different families and will identify characteristics that are the same and different. b. People and families of diverse racial, religious, national, and ethnic groups share their beliefs, customs, and traditions, which creates a multicultural community. Students will identify traditions that are associated with their families and tell why the tradition is important. c. Awareness of America's rich diversity fosters intercultural understand. Students will compare the cultural similarities and differences between various ethnic and cultural groups found in New York State.

1.3 A citizen is a member of a community or group. Students are citizens of their local and global communities. a An engaged and active citizen participates in the activities of the group or community and makes positive contributions. Students will participate in group activities and contribute to the work of the group. b Traits of a responsible citizen include respecting others*, behaving honestly, helping others, obeying rules and laws, being informed, and sharing needed resources. Students will explain the traits of a responsible citizen and model actions of responsible citizens. 3c As global citizens, we are connected to people and cultures beyond our own community and nation, and we have a shared responsibility to protect and respect our world. Students will discuss ways that they can protect and respect our world and its people.

*According to the *Dignity for All Students Act*, "others" includes, but is not limited to, people of different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, gender identity, and sexes.

1.7 Families have a past and change over time. There are different types of documents that relate family histories. (NOTE: Teachers will use their professional judgment and demonstrate sensitivity regarding the varied family structures of their students and availability of information.) a Personal and family history is a source of information for individuals about the people and places around them. Students will create personal time lines of their life, school year, and family events with the help of family members. Students will demonstrate an understanding of sequence and chronology and share their time lines with each other. b Families change over time, and family growth and change can be documented and recorded. Students will examine the changes in their family over time and how the family growth and change could be documented and recorded. c Families of long ago have similarities and differences with families today. Students will examine families of the past and compare them with their family. They will identify characteristics that have been passed on through the generations. d Sequence and chronology can be identified in terms of days, weeks, months, years, and seasons when describing family events and histories. Students will use sequence and chronological terms when describing family events.

1.8 Historical sources reveal information about how life in the past differs from the present. a Various historical sources exist to inform people about life in the past, including artifacts, letters, maps, photographs, and newspapers. Students will be exposed to various historical sources, including artifacts, letters, maps, photographs, and newspapers. b Oral histories, biographies, and family time lines relate family histories. Students will interview family members to learn about their family histories. Students will develop a family time line as an extension of their personal time line. Students will describe the main characters and qualities after listening to biographies and legends.

2nd Grade

3.5 Communities share cultural similarities and differences across the world. a The structure and activities of families and schools share similarities and differences across world communities. Students will compare and contrast the structure and activities of families and schools in each selected community with their own. b Communities around the world can be diverse in terms of their members, languages spoken, customs and traditions, and religious beliefs and practices. People in world communities celebrate various holidays and festivals. Students will examine each selected world community in terms of its members, languages spoken, customs and traditions, and religious beliefs and practices. Students will learn about the holidays and festivals celebrated in each selected world community and compare them to the holidays and festivals celebrated in their own community.

4th Grade

4.2c. Each Native American group developed a unique way of life with a shared set of customs, beliefs, and values. Students will examine Native American traditions: work specialization and the roles of men, women, and children in their society; transportation of systems; and technology. Students will examine contributions of Native Americans that are evident today.

4.5a There were slaves in New York State. People worked to fight against slavery and for change. Students will examine life as a slave in New York State. Students will investigate people who took action to abolish slavery, including Samuel Cornish, Fredrick Douglass, William Lloyd Garrison, and Harriet Tubman.

4.5b Women have not always had the same rights as men in the United States and New York State. They sought to expand their rights and bring about change. Students will examine the rights denied to women during the 1800s. Students will investigate people who took action to bring about change, such as Amelia Bloomer, Sojourner Truth, Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony, Matilda

Joslyn Gage, and Elizabeth Blackwell. Students will explore what happened at the convention of women in Seneca Falls.

4.6e Entrepreneurs and inventors associated with New York State have made important contributions to business and technology. Students will research several people who made important contributions to business, technology, and New York State communities. Some people to consider include Thomas Jennings, Thomas Edison, Henry Steinway, John Jacob Bausch, Henry Lomb, Cornelius Vanderbilt, Lewis H. Latimer, Jacob Schoellkopf, Nikola Tesla, George Westinghouse, George Eastman, Amory Houghton, Willis Carrier, John D. Rockefeller, Edward H. Harriman, J.P. Morgan, Hetty Green, Emily Roebling, and Elisha Otis, and others, as locally appropriate.

4.7a Immigrants came to New York State for a variety of reasons. Many immigrants arriving in New York City were greeted by the sight of the Statue of Liberty and were processed through Ellis Island. Students will trace the arrival of various immigrant groups to New York State in the mid-1800s, 1890s, 1920s, mid-1900s, 1990s, and today; examining why they came and where they settled, noting the role of the Irish potato famine. Students will explore the experiences of immigrants being processed at Ellis Island and what challenges immigrants faced. Students will investigate factory conditions experienced by immigrants by examining sweatshops, the Triangle Shirtwaist Fire, the use child labor, and the formation of labor unions. Students will investigate the requirements for becoming a United States citizen. Students will research an immigrant group in their local community or nearest city in terms of where that group settled, what types of jobs they held, and what services were available to them, such as ethnic social clubs and fraternal support organizations.

5th Grade

5.6c Across time and place, different groups of people in the Western Hemisphere have struggled and fought for equality and civil rights or sovereignty. Students will examine at least one group of people, such as Native Americans, African Americans, women, or another cultural, ethnic, or racial minority in the Western Hemisphere, who have struggled or are struggling for equality and civil rights or sovereignty.

7th Grade

7.2e 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, including those in New York State. Students will investigate different methods enslaved Africans used to survive and resist their conditions, including slave revolts in New York State. Within the context of New York State history, students will distinguish between indentured servitude and slavery.

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 New York State, 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 New York State

toward Native Americans at this time, and its efforts to take tribal lands, particularly those of the Oneidas, and exercise jurisdiction over those communities.

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 New York State and its role in the abolition movement, including the locations of Underground Railroad stations. Students will examine the seizure of the ship, *La Armistad*, carrying enslaved Africans, off the coast of Long Island and the resulting Supreme Court decision in *United States v. The Amistad* (1841).

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.

7.8e 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 American 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 New York State and Georgia. Students will explain how events of the Civil War led to the establishment of federal supremacy.

8th Grade

8.1 b 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.

8.1 c 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.

8.2d 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.

8.4e 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 and other changes in New York City.

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 New York City and other communities within New York State 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.

8.6b 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 of 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). Student will examine the role of New Yorkers in World War II, focusing on local institutions, such as the Fort Ontario Refugee Center or the Brooklyn Navy Yard.

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).

11th Grade

11.2b Failed attempts to mitigate the conflicts between the British government and the colonists led the colonists to declare independence, which they eventually won through the Revolutionary War, which affected individuals in different ways. Students will examine the purpose of and the ideas contained in the Declaration of Independence and consider its long term impacts. Students will examine the impacts of the Revolutionary War on workers, African Americans, women, and Native Americans.

11.3a American nationalism was both strengthened and challenged by territorial expansion and economic growth. Students will examine how the Louisiana Purchase, the War of 1812, and the Monroe Doctrine strengthened nationalism. Students will examine the market revolution, including technological developments, the development of transportation networks, the growth of domestic industries, the increased demands for free and enslaved labor, the changing role of women, and the rise of political democracy. Students will examine Jackson's presidency, noting the ways it strengthened presidential power yet challenged constitutional principles in the case of *Worcester v. Georgia* (1832), including the controversy concerning the Indian Removal Act and its implementation.

11.3b Different perspectives concerning constitutional, political, economic, and social issues contributed to the growth of sectionalism. Students will compare different perspectives on States rights by examining the Kentucky and Virginia Resolutions and the nullification crisis. Students will investigate the development of the abolitionist movement, focusing on Nat Turner's Rebellion, Sojourner Truth, William Lloyd Garrison (*The Liberator*), Frederick Douglass (*The Autobiography of Frederick Douglass and the North Star*), and Harriet Beecher Stowe (*Uncle Tom's Cabin*). Students will examine the emergence of the women's rights movement out of the abolitionist movement, including the role of the Grimké sisters, Lucretia Mott, and Elizabeth Cady Stanton, and evaluate the demands made at the Seneca Falls Convention (1848). Students will examine the issues surrounding the expansion of slavery into new territories, by exploring the Missouri Compromise, Manifest Destiny, Texas and the Mexican-American war, the Compromise of 1850, the Kansas-Nebraska Act, the Dred Scott decision, and John Brown's raid.

11.4 Post-Civil War Era (1865-1900): Reconstruction resulted in political reunion and expanded constitutional rights. However, those rights were undermined, and issues of inequality continued for African Americans, women, Native Americans, Mexican Americans, and Chinese immigrants. (Standards: 1, 4, 5; Themes: ID, TCC, CIV, ECO)

11.4a Between 1865 and 1900, conditional rights were extended to African Americans. However, their ability to exercise these rights was undermined by individuals, groups, and government institutions. Students will examine the 13th, 14th, and 15th amendments and consider the role of Radical Republicans in Reconstruction. Students will investigate the ways, individuals, groups, and government institutions limited the rights of African Americans, including the use of Black Codes, the passage of Jim Crow laws, the Ku Klux Klan, restrictions on voting rights, and Supreme Court cases including the Civil Rights Cases (1883) and *Plessy v. Ferguson* (1896). Students will examine the ways in which freedmen

attempted to build independent lives, including the activities of the Freeman's Bureau, the creation of educational institutions, and political participation. Students will examine the impacts of the election of 1876 and the compromise of 1877 on African Americans.

11.4b The 14th and 15th amendments failed to address the rights of women. Students will examine the exclusion of women from the 14th and 15th amendments and the subsequent struggle for voting and increased property rights in the late 19th century. The students will examine the work of Susan B. Anthony.

11.4c Federal policies regarding westward expansion had positive effects on the national economy but negative consequences for Native Americans. Students will examine the economic effects of the Homestead Act (1862) and the Pacific Railway Act (1862) on westward expansion. Students will examine the effect of federal policies on Native Americans on the Great Plains, including reservation policies, the Dawes Act (1887), and forced acculturation efforts (Carlisle Indian School).

11.4d Racial and economic motives contributed to long--standing discrimination against Mexican Americans and opposition to Chinese immigration. Students will analyze relevant provisions of the Treaty of Guadalupe Hidalgo as compared with the actual treatment of Mexicans and Mexican Americans in the Southwest, including California, from 1848 to 1900. Students will examine the contributions of Chinese to the national economy and reasons for nativist opposition to their continued immigration (Chinese Exclusion Act of 1882).

11.5b Rapid industrialization and urbanization created significant challenges and societal problems that were addressed by a variety of reform efforts. Students will examine demographic trends associated with urbanization and immigration between 1840 and 1920, including push-pull factors regarding Irish immigration and immigration from southern and Eastern Europe. Students will examine problems faced by farmers between 1870 and 1900 and examine the goals and achievements of the Grange Movement and the Populist Party. Students will examine the attempts of workers to unionize from 1870 to 1920 in response to industrial working conditions, including the Knights of Labor, the American Federation of Labor, the American Railway Union, the International Ladies Garment Workers' Union, and the Industrial Workers of the World, considering actions taken by the unions and the responses to these actions. Students will examine Progressive Era reforms, such as the 16th and 17th amendments (1913) and the establishment of the Federal Reserve System (1913). Students will examine the efforts of the woman's suffrage movement after 1900, leading to ratification of the 19th Amendment (1920). Students will trace the temperance and prohibition movements leading to the ratification of the 19th amendment (1919). Students will trace reform efforts by individuals and the consequences of those efforts, including: Jane Addams and Hull House. Jacob Riis' *How the other Half Lives*. New York Governor Theodore Roosevelt and the Tenement Reform Commission. Upton Sinclair's *The Jungle* and the Meat Inspection Act. Margaret Sanger and birth control. Ida Tarbell's *The History of the Standard Oil Company*. Ida Wells and her writings about lynching of African Americans. Booker T. Washington's contributions to education, including the creation of Tuskegee Institute. W.E B. Du Bois and the founding of the National Association for the Advancement of Colored People (NAACP), the publication of *The Crisis*, and the Silent Protest (1917).

11.6c World War I had important social, political, and economic effects on American society. Students will investigate the effects of mobilization on the United States economy, including the role and contributions of women and African Americans in the war effort. Students will investigate the causes and effects of the Great Migration on American society. Students will examine the Supreme Court decision concerning civil liberties in *Schenck v United States* [1919]. Students will examine the relationship between postwar recession, fear of radicals, xenophobia, and the Red Scare [1919-1921].

11.7a The 1920s was a time of cultural change in the country, characterized by clashes between modern and traditional values. Students will examine the cultural trends associated with the Roaring Twenties, including women's efforts at self-expression and their changing roles. Students will examine the impact of Prohibition on American society. Students will examine change in immigration policy as reflected by the passage of the Quota Acts of the 1920s. Students will examine the reasons for the resurgence of the Ku Klux Klan. Students will examine the key issues related to the Scopes trial.

11.8b United States entry into World War II had a significant impact on American society. Students will examine United States mobilization efforts and wartime production and their effects on unemployment rates. Students will examine the reasons for President Roosevelt's executive order for Japanese removal, the impact of removal on Japanese people living in the United States, and the Supreme Court's decision in *Korematsu v. United States* (1944). Students will examine the contributions of women, African Americans, Native Americans, Asian Americans, Mexican workers, and Mexican Americans to the war effort, as well as the discrimination that they experienced in the military and workforce.

11.8c In response to World War II and the Holocaust, the United States played a major role in efforts to prevent such human suffering in the future. Students will investigate American officials' knowledge of the Holocaust, evaluating the degree to which intervention may have been possible. Students will examine the contributions of Supreme Court Justices Robert Jackson and his arguments made as Chief Prosecutor for the United States at the Nuremberg War Crimes trials. Students will investigate the role of Eleanor Roosevelt in creating the United Nations Universal Declaration of Human Rights.

11.10 Social and Economic Change/Domestic Issues (1945- present): Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. (Standards: 1, 4, 5; Themes: ID, TCC, SOC, GOV, CIV, ECO)

11.10a After World War II, long-term demands for equality by African Americans led to the civil rights movement. The efforts of individuals, groups, and institutions, helped to redefine African American civil rights, through numerous issues remain unresolved. Students will examine the roles and impact of individuals such as Rev. Martin Luther King, Jr., Stokely Carmichael, Fannie Lou Hamer, and Malcolm X on the movement and their perspectives on change. Students will examine the role of groups such as the National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), and Student Non-Violent Coordinating Committee (SNCC) in the movement, their goals and strategies, and major contributions. Students will examine judicial actions and legislative achievements during the movement, such as *Brown v. Board of Education of Topeka* (1954), the Civil Rights Act of 1964, *Heart of Atlanta Motel, Inc. v. United States* (1964) and the Voting Rights Act of 1965. Students will analyze the significance of key events in the movement, including the Montgomery bus boycott, federal intervention at Little Rock, Arkansas; the Birmingham protest; and the March on Washington.

11.10b Individuals, diverse groups, and organizations have sought to bring about change in American society through a variety of methods. Students will trace the following efforts in terms of issues/goals, key individuals and groups, and successes/limitations: Modern women's movement (e.g., *The Feminine Mystique* (1963), National Organization for Women, Equal Pay Act and Title IX, *Roe v. Wade*) Native Americans (e.g., American Indian Movement, Russell Means, native identity, and land claims) Brown Power (Chicano) movement (e.g., Cesar Chavez, United Farm Workers) People with disabilities (e.g., Individuals with Disabilities Education Act (1975), Americans with Disabilities Act (1990) Rights of the accused (e.g., *Mapp v. Ohio* (1961), *Gideon v. Wainwright* (1963), *Miranda v. Arizona* (1966)).

Immigration (e.g., Immigration Act of 1965, Immigration Act of 1986, continuing debates over immigration reform) Gays Rights and the LGBT movement (e.g., Stonewall Inn riots (1969), efforts for equal legal rights) Environment (e.g., Silent Spring (1962), Clean Air Act of 1970, Clean Water Act of 1972, Endangered Species Act of 1973, Environmental protection Agency (1970), Reagan's policy) Students rights (e.g., Engel v. Vitole (1962), Tinker v. Des Moines School District (1969), New Jersey v. TLO (1985)). Students will thoroughly investigate at least one of the efforts above. 11.10c Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. Students will compare and contrast the economic policies of President Johnson (Great Society) and President Reagan (Reaganomics) regarding the size and role of the federal government. Students will examine the causes of the financial panic of 2008 and the federal government's response to the Great Recession. Students will examine the debates over the role of the government in providing a social safety net, including the stability of the Social Security Trust Fund and Medicare Trust Fund, as well as changes under the Affordable Care Act. Fannie Lou Hamer.

12th Grade

12. G2d The definition of civil rights has broadened over the course of United States history, and the number of people and groups legally ensured of these rights has also expanded. However the degree to which rights extend equally and fairly to all (e.g., race, class, gender, sexual orientation) is a continued source of civic contention.

12. G2e Rights are not absolute; they vary with legal status, with location (as in schools and workplaces), and with circumstance. The different statuses of United States residency bring with them specific protections, rights, and responsibilities. Minors have specific rights in school, in the workplace, in the community, and in the family. The extension of rights across location, circumstance, age, and legal status is a subject of civic discourse.

NORTH CAROLINA

To view the complete set of North Carolina social studies standards, visit

<http://www.dpi.state.nc.us/curriculum/socialstudies/scos/#social>.

5th Grade

5.H.2.3. Compare the changing roles of women and minorities on American society from the Pre-Colonial era through Reconstruction.

5.C.1.1 Analyze the change in leadership, cultures and everyday life of American Indian groups before and after European exploration.

8th Grade

8.C&G.1.4 Analyze access to democratic rights and freedoms among various groups in North Carolina and the United States (e.g. enslaved people, women, wage earners, landless farmers, American Indians, African Americans and other ethnic groups).

8.C&G.2.2 Analyze issues pursued through active citizen campaigns for change (e.g., voting rights and access to education, housing and employment).

8.C.1.3. Summarize the contributions of particular groups to the development of North Carolina and the United States (e.g. women, religious groups, and ethnic sectors such as American Indians, African Americans, and European immigrants).

High School

AH1.H.5.1 Summarize how the philosophical, ideological and/or religious views on freedom and equality contributed to the development of American political and economic systems through Reconstruction (e.g., natural rights, First Great Awakening, Declaration of Independence, transcendentalism, suffrage, abolition, "slavery as a peculiar institution", etc).

AH1.H.8.2. Explain how opportunity and mobility impacted various groups within American society through Reconstruction (e.g., City on a Hill, Lowell and other "mill towns", Manifest Destiny, immigrants/migrants, Gold Rush, Homestead Act, Morrill Act, Exodusters, women, various ethnic groups, etc.).

AH2.H.4.4. Analyze the cultural conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., nativism, Back to Africa movement, modernism, fundamentalism, black power movement, women's movement, counterculture, Wilmington Race Riots, etc.).

AH2. H.5.1 Summarize how the philosophical, ideological and/or religious views on freedom and equality contributed to the development of American political and economic systems since Reconstruction (e.g., "separate but equal", Social Darwinism, social gospel, civil service system, suffrage, Harlem Renaissance, the Warren Court, Great Society programs, American Indian Movement, etc.).

AH2.H.7.2. Explain the impact of wars on the American economy since Reconstruction (e.g., mobilizing for war, war industries, rationing, women in the workforce, lend-lease policy, WWII farming gains, GI Bill, etc.).

AH2.H.7.3. Explain the impact of wars on American society and culture since Reconstruction (e.g., relocation of Japanese Americans, American propaganda, first and second Red Scare movement, McCarthyism, baby boom, Civil Rights Movement, protest movements, ethnic, patriotism, etc.).

AH2.H.8.3. Evaluate the extent to which a variety of groups and individuals have had opportunity to attain their perception of the “American Dream” since Reconstruction (e.g., immigrants, Flappers, Rosie the Riveter, GIs, blue collar worker, white collar worker, etc.).

FP.C&G.3.6 Explain ways laws have been influenced by political parties constituents, interest groups, lobbyists, the media and public opinion (.e.g., extension of suffrage, labor legislation, civil rights legislation, military policy, environmental legislation, business regulation and educational policy).

FP.C&G.5.1. Analyze the election process at the national, state and local levels in terms of the checks and balances provided by qualifications and procedures for voting (e.g., civic participation, public hearings, forums, at-large voting, petition, local initiatives, local referendums, voting amendments, types of elections, etc.).

NORTH DAKOTA

To view the complete set of North Dakota social studies standards, visit <https://www.nd.gov/dpi/SchoolStaff/Standards/>.

1st Grade

1.2.1 Compare past and present family life (e.g., housing, transportation, technology) over time.

1.6.1 Identify the similarities and differences (e.g., family members, clothes, food, style of homes, jobs, celebrations) among families around the world.

2nd Grade

2.2.1 Compare individual family histories (e.g., origins, jobs, traditions).

2.2.3. Identify historic United States figures (e.g., George Washington, Benjamin Franklin, Susan B. Anthony, Abraham Lincoln, Harriet Tubman, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Sacagawea) and link them with their contributions.

3rd Grade

3.6.2 Identify examples of how different groups, societies, and cultures are similar and different (e.g., in beliefs, traditions, family relationships, celebrations, institutions, folklore)

4th Grade

4.2.6 Describe the daily lives (e.g., roles, shelter, significance of buffalo) to the first inhabitants of North Dakota.

4.2.8 Explain the significance of the Lewis and Clark expeditions (e.g., Corps of Discovery, Sacagawea) in North Dakota history. Students provide an insightful explanation of the significance of the Lewis and Clark expeditions.

5th Grade

5.2.10 Describe the daily lives of people from different social groups (e.g., large landowners, farmers, artisans, women, slaves) in colonial America.

5.5.1 Explain the impact of climate, geography, and available resources on the daily lives of Native Americans (e.g., dwellings, clothes, food and crops, technology, tools, cultural traditions)

5.6.1 Identify examples of conflict (e.g., slavery, war, gender roles) and cooperation (e.g., settlements) that occurred among cultures (e.g., gender, ethnic groups, religious groups, immigrant groups, socio-economic status)

6th Grade

6.3.2 Trace the development of civilizations from hunting/gathering based societies (e.g., hunting and gathering – cultivation and domestication) to trading/economy-based societies (e.g., surplus of food – specialization – trade/barter system).

6.6.1 Compare how culture influences relationships, religion, and social institutions in various societies (e.g., different family structures, world religions, rituals, government, structures, social policies)

8th Grade

8.2.5 Explain how reform efforts led to major changes in society (e.g., abolitionists, women’s movement, temperance, education).

8.6.2 Explain how culture influences gender roles, ethics, and beliefs.

High School

9-12.2.3. Trace the causes, course, and legacy of the United States’ involvement in World War I at home and abroad (e.g., neutrality, military technologies, isolationism, Zimmerman Note, Lusitania, home front, Wilson’s Fourteen Points)

9–12.2.6. Analyze the economic boom and social transformation of post WWII America (e.g., popular culture, changing women’s roles, technological developments)

9–12.2.8. Analyze the struggle for equal opportunity (e.g., Civil Rights Movement, Martin Luther King, Jr., Malcolm X, civil rights legislation and court cases, civil rights organizations, National Organization for Women, Equal Rights Amendment, American Indian Movement, Caesar Chavez)

9-12.6.2 Explain the various purposes of social groups, general implications of group membership, and different ways that groups function (e.g., minority groups, cliques, counterculture, family relations, and political groups)

9-12.6.4 Analyze conflict, cooperation, and interdependence among individuals, groups, and institutions (e.g., gender roles, social stratification, racial/ethnic bias)

OHIO

To view the complete set of Ohio social studies standards, visit <http://education.ohio.gov/Topics/Learning-in-Ohio/Social-Studies>.

Kindergarten

K.H.3. Heritage is reflected through the arts, customs, traditions, family celebrations and language.

High School

Topic: Prosperity, Depression and the New Deal (1919-1941)

19 Movements such as the Harlem Renaissance, African-American migration, women's suffrage and Prohibition all contributed to social change.

Topic: Social Transformations in the United States (1945-1994)

28 Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.

Topic:

The Cold War (19145-1991)

Political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples.

OKLAHOMA

To view the complete set of Oklahoma social studies standards, visit <http://sde.ok.gov/sde/social-studies>.

Pre-Kindergarten

PK.3.4 Describe family customs and traditions as basic elements of culture.

Kindergarten

K.3.4 Describe family customs and traditions as basic elements of culture.

1st Grade

Content Standard 4

2) Participate in shared research using biographies and informational text the contributions of historic figures in American history including Squanto, the Pilgrims, George Washington, Benjamin Franklin, Paul Revere, Thomas Jefferson, Meriwether Lewis, William Clark, Sacagawea, Daniel Boone, Abraham Lincoln, and George Washington Carver: (CCW 7)

2nd Grade

Content Standard 4

1) Participate in shared and individual research using biographies and informational text historic examples of honesty, courage, patriotism, self-sacrifice, and other admirable character traits seen in citizens and leaders including Abigail Adams, Francis Scott Key, Harriet Tubman, Abraham Lincoln, Chief Joseph, Eleanor Roosevelt, Fred Korematsu, Jackie Robinson, Dr. Martin Luther King, Jr., Rosa Parks, César Chávez, and Senator Daniel Inouye. (CCW 7).

3) Commemorate months designated to the contributions the American nation of significant groups to the history of including National Hispanic History Month, Women's History Month, and Asian-Pacific American Heritage Month.

3rd Grade

Content Standard 4

10) Conduct short research projects and examine notable Historic and present-day Oklahomans utilizing biographies and informational texts to describe their significant contributions including Sequoyah, Bill Pickett, Jim Thorpe, the Kiowa Six (formerly the Kiowa Five), Will Rogers, Wiley Post, Woody Guthne, Clara Luper, Wilma Mankiller, Gordon Cooper, Shannon Lucid, Mickey Mantle, Carl Albert, and the Five Ballerinas. (CCW 7)

5th Grade

Content Standard 2

6) Analyze and compare the daily life in the colonies as experienced by different social classes including large landowners, craftsmen and artisans, farmers, women, enslaved and freed African Americans, indentured servants, merchants, and Native Americans, noting important similarities and differences in the points of view they represent. (CCRIT 6)

Content Standard 3

6) Identify and explain the contributions and points of view of key individuals and groups involved in the American Revolution including Patrick Henry, Samuel Adams, John Adams, Abigail Adams, Paul Revere,

Benjamin Franklin, Thomas Jefferson, Mercy Otis Warren, Phillis Wheatley, the Sons and Daughters of Liberty, patriots, and loyalists by drawing information from multiple sources. (CCRIT 7, 8 and CCW 7, 9)

8th Grade

Content Standard 1

3) Cite specific textual and visual evidence to analyze the ideological and propaganda war between Great Britain and her North American colonies including the, A) Points of views of the Patriots and the Loyalists about independence. B) Writings of Mercy Otis Warren and Phillis Wheatley, C) Use of Paul Revere's engraving of the Boston Massacre, D) Rejection of the Olive Branch Petition by King George III, and E) Grievances which motivated the Second Continental Congress to make arguments for and to declare independence from Great Britain thus creating the United States of America.

Content Standard 4

4) Analyze points of view from specific textual evidence to describe the variety of African American experiences, both slave and free, including Nat Turner's Rebellion, legal restrictions in the South, and efforts to escape via the Underground Railroad network including Harriet Tubman.

5) Analyze and summarize the significance of the Abolitionist and Women's Suffrage Movements including the influence of the Second Great Awakening and the Declaration of Sentiments, and the leadership of Frederick Douglass, William Lloyd Garrison, Sojourner Truth, Susan B. Anthony, and Elizabeth Cady Stanton to the respective movements.

High School

Content Standard 5

1) Cite specific textual and visual evidence to evaluate the progress of race relations and actions of civil disobedience in the state including the A) Judicial interpretation of the equal protection clause of the 14th Amendment which ultimately resulted in the desegregation of public facilities, and public schools and universities, B) Landmark Supreme Court cases of Sipuel v. Board of Regents of the University of Oklahoma (1948) and McLaurin v. Oklahoma Board of Regents for Higher Education (1950), C) Lunch counter sit-ins organized by Clara Luper and the NAACP, and D) Leadership of Governor Gary in the peaceful integration of the public common and higher education systems.

3) Cite specific textual and visual evidence to describe the artistic contributions of Oklahomans in the fields of music, art, literature, theater and dance including Ralph Ellison and the Five Indian Ballerinas as well as the perceptions of Oklahoma by the rest of the nation because of the musical Oklahoma.

Content Standard 2

6) Analyze the steps of the constitutional amendment process including examples of recent attempts to amend the United States Constitution exemplified in the issues of the Equal Rights Amendment and flag desecration.

Content Standard 4

2) Examine the makeup, organization, functions, and authority exercised by the executive, legislative, and judicial branches of government. A) Identify constitutional qualifications for holding public office, the terms of office, and the expressed powers delegated to each branch of the national government including the numbers of members comprising the United States Congress and United States Supreme Court. B) Evaluate the extent to which each branch of government reflects the people's sovereignty including current issues concerning representation such as term limitations and legislative redistricting. C) Describe the process in which public policy is formulated into law including both the constitutional and operational procedures utilized in the modern legislative process. D) Explain why certain provisions

of the United States Constitution, result in tensions among the three branches, and evaluate how the functions of the national government have changed over time through executive actions and judicial interpretation of the necessary and proper clause. E) Compare and contrast the structure of the national branches of government to Oklahoma's state government. F) Apply the principles of Instituted government, federalism, checks and balances, and separation of powers to the workings of the three branches of government in real world situations including current issues and events. G) Identify the issues behind and explain the changes resulting from landmark United States Supreme Court decisions including Marbury v. Madison (1803), McCulloch v. Maryland (1819), Plessy v. Ferguson (1896), Brown v. Board of Education of Topeka, Kansas (1951), Mapp v. Ohio (1961), Engel v. Vitale (1962), Miranda v. Arizona (1966), Furman v. Georgia (1972), Roe v. Wade (1973), United States v. Nixon (1974), and Bush v. Gore (2000).

Content Standard 1

3) Evaluate the impact of industrialization on the transformation of American society, economy, and politics. A) Analyze the impact of leading industrialists as "robber barons" and as "philanthropists" including John D. Rockefeller and Andrew Carnegie and his Gospel of Wealth essay on American society. B) Identify the impact of new inventions and industrial production methods including new technologies by Thomas Edison, Alexander G. Bell, and the Bessemer process. C) Evaluate the contributions of muckrakers including Ida Tarbell and Upton Sinclair that changed government policies regarding child labor, working conditions, and the Sherman Antitrust Act. D) Analyze major social reform movements including the Women's Suffrage and Temperance Movement and their significant leaders including Susan B. Anthony, Alice Paul, and Jane Addams. E) Evaluate the significance of the Labor Movement on the organization of workers including the impact of the Pullman strikes, the Haymarket Riot, and the leadership of Eugene V. Debs. F) Evaluate the rise and reforms of the Progressive Movement including the 1. Direct primary, initiative petition, referendum, and recall, 2. Impact of William Jennings Bryan and his Cross of Gold speech on the political landscape, and 3. Conservation of the environment under the leadership of Theodore Roosevelt. 4. Analyze the series of events leading to and the effects of the 16th, 17th, 18th, 19th, and 21st Amendments to the United States Constitution. G. Assess and summarize changing race relations as exemplified in the Plessy v. Ferguson case. H. Cite specific textual and visual evidence to compare and contrast early civil rights leadership including the viewpoints of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey in response to rising racial tensions, and the use of poll taxes and literacy tests to disenfranchise blacks and poor whites.

Content Standard 2

2) Analyze and summarize the 1912 presidential election including the key personalities of President William Howard Taft, Theodore Roosevelt, Woodrow Wilson, and Eugene V. Debs; the key issues of dealing with the trusts, the right of women to vote, and trade tariffs; and the impact of the "Bill Moose Party" on the outcome of the election.

3) Evaluate the long-term impact of America's entry into World War I on national politics, the economy, and society. A) Summarize the transformation of the United States from a position of neutrality to engagement in World War I including the Zimmerman Note and the threats to international trade caused by unrestricted submarine warfare. B) Analyze the experiences of the war's Homefront including the use of propaganda, women's increased role in industry, the marshaling of industrial production, the Great Migration, the institution of a draft, and the suppression of individual liberties resulting in the First Red Scare. C) Cite specific textual and visual evidence to examine Wilson's foreign policy as proposed in his Fourteen Points and the reasons for the nation's return to isolationism including the rejection of the League of Nations.

Content Standard 5

2) Cite specific textual and visual evidence to describe events which changed domestic policies during the Cold War and its aftermath. A) Summarize the reasons for the public fear of communist influence within the United States and how politicians capitalized on these threats including the leadership of President Dwight D. Eisenhower, The Army-McCarthy hearings, the Second Red Scare, and the Rosenbergs' spy trials. B) Examine the impact of the proliferation of nuclear weapons and the resulting nuclear arms race, the concept of brinkmanship, the doctrine of mutually assured destruction (MAD), and the launching of Sputnik and the space race.

4) Cite specific textual and visual evidence to analyze the major events, personalities, tactics, and effects of the Civil Rights Movement. A) Assess the effects of President Truman's decision to desegregate the United States armed forces, and the legal attacks on segregation by the NAACP and Thurgood Marshall, the United States Supreme Court decisions in the cases of Ada Lois Sipuel Fisher and George McLaurin, and the differences between de jure and de facto segregation. B) Compare and contrast segregation policies of "separate but equal," disenfranchisement of African Americans through poll taxes, literacy tests, and violence; and the sustained attempts to dismantle segregation including the Brown v. Board of Education decision, Rosa Parks and the Montgomery Bus Boycott, the desegregation of Little Rock Central High School, the Oklahoma City lunch counter sit-ins led by Clara Luper, the Freedom Rides, the March on Washington, the Birmingham church bombing, the adoption of the 24th Amendment, the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965, the Selma to Montgomery marches, and the assassination of Dr. Martin Luther King, Jr. C) Compare and contrast the viewpoints and the contributions of civil rights leaders and organizations linking them to events of the movement including Dr. Martin Luther King, Jr. and his "I Have a Dream" speech, Malcolm X, NAACP, SCLC, CORE, SNCC, and the tactics used at different times including civil disobedience, non-violent resistance, sit-ins, boycotts, marches, and voter registration drives. D) Evaluate the effects the Civil Rights Movement had on other contemporaneous social movements including the Women's Liberation Movement, the United Farm Workers and César Chávez, and the American Indian Movement.

5) Cite specific textual and visual evidence to analyze the ongoing social and political transformations within the United States. A) Summarize and examine the United States Supreme Court's use of the incorporation doctrine in applying the Bill of Rights to the states, thereby securing and further defining individual rights and civil liberties. B) Assess the lasting impact of President Lyndon Johnson's civil rights initiatives, the war on poverty, and the Great Society. C) Describe the goals and effectiveness of the Native American movement on tribal identity and sovereignty including the American Indian Movement (AIM), and the Siege at Wounded Knee. D) Cite specific textual and visual evidence to compare and contrast the changing roles of women from the Post-war Era through the 1970s including the goals of the Women's Liberation Movement, the National Organization of Women (NOW), the attempts to ratify the Equal Rights Amendment (ERA), and the United States Supreme Court's ruling in Roe v. Wade. E) Analyze the political and economic impact of President Nixon's foreign policies including détente and the opening of China. F) Evaluate the impact of the Watergate Scandal on executive powers including the role of the media, the Pentagon Papers, the first use of the 25th Amendment, and President Ford's decision to pardon former President Nixon.

OREGON

To view the complete set of Oregon social studies standards, visit <http://www.ode.state.or.us/search/page/?id=1802>.

Kindergarten

K.1. Compare children and families of today to those of the past.

1st Grade

1.2 Compare the ways people lived in the community in the past with the way they live in the present.

4th Grade

4.15 Describe and evaluate how historical Oregon governments affected groups within the state (citizens, foreigners, women, class systems, minority groups, tribes).

5th Grade

5.4 Identify and locate the 13 British colonies that became the United States and identify the early founders, describe daily life (political, social, and economic organization and structure), and describe early colonial resistance to British rule.

5.13 Describe and summarize how colonial and new states' governments affected groups within their population (e.g., citizens, slaves, foreigners, nobles, women, class systems, tribes).

8th Grade

8.4 Evaluate the impact of different factors, including gender, age, ethnicity and class on groups and individuals during this time period and the impact these groups and individuals have on events of the time.

High School

HS.6 Analyze ideas critical to the understanding of history, including, but not limited to: populism, progressivism, isolationism, imperialism, communism, environmentalism, liberalism, fundamentalism, racism, ageism, classism, conservatism, cultural diversity, feminism, and sustainability.

HS.35 Examine the pluralistic realities of society (e.g., race, poverty, gender, and age), recognizing issues of equity, and evaluating need for change.

CG.16 Examine the pluralistic realities of society (e.g., race, poverty, gender, and age), recognizing issues of equity, and evaluating need for change.

Pennsylvania

To view the complete set of Pennsylvania social studies standards, visit <http://www.pdesas.org/Page/Viewer/ViewPage/11>.

RHODE ISLAND

To view the complete set of Rhode Island social studies standards, visit <http://www.ride.ri.gov/InstructionAssessment/CivicsSocialStudies.aspx>.

Kindergarten – 2nd Grade

HP 1 (K-2) -1 Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources by a. identifying and categorizing the kinds of information obtained from a variety of artifacts and documents (e.g., What would this artifact tell us about how people lived?) b. distinguishing objects, artifacts, and symbols from long ago and today (e.g., passage of time documented through family photos, evolution of household appliances)

HP 3 (K-2) -1 Students demonstrate an understanding of how the past frames the present by a. identifying how events and people shape family and school life (e.g., How would your life change if you moved to another place? What would happen if your school closed? What would happen if there were no school buses?)

HP 5 (K-2) -2 Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by a. describing daily life for individuals in a cultural community. b. identifying a different cultures present in the local community.

5rd and 6th Grade

HP 3 (5-6) -1 Students demonstrate an understanding of how the past frames the present by...a) Identifying historical conditions and events that relate to contemporary issues. (e.g., separation of church state, treatment of Native American, immigration, gender issues) b) Answering "what if" questions and using evidence to explain how history might have been different (e.g., How might history be different if Anne Hutchinson hadn't dissented?)

7th and 8th Grade

HP 2 (7-8) -2 Students chronicle events and conditions by...a) Identifying key events and people of a particular historical era or time period (e.g., centuries, BCE, "The Sixties") b) Correlating key events to develop an understanding of the historical perspective of the time period in which they occurred (e.g., Jacksonian Democracy and Don's Rebellion, water power and steam power, WWII and women at work)

C&G 4 (7-8) -1 Students demonstrate an understanding of political systems and political processes by...a) Explaining how various factors affect how leaders are selected or elected through an election process, public agenda, special interest groups, and media) b) Describing how and why individuals identify themselves politically (e.g., Federalist, Anti-federalist, suffragette, pacifist, nationalists, socialists) c) Evaluating the strengths and weaknesses of various political systems (e.g., dictatorship, oligarchy, monarchy, democracy, theocracy) d) Examining how elections are/can be vehicles of change. e) Recognizing multiple perspectives on historical or current controversial issues.

C&G 2(7-8) -2. Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by...a) Explaining how democratic values are reflected in enduring documents, political speeches (discourse), and group actions. b) Using a variety of sources to identify and defend a position on a democratic principle (e.g., self-government in Declaration of Independence, women's rights in Seneca Falls Declaration, Habeas Corpus in laws of 12 Tables, freedom of religion in

Washington's letter to the Touro Synagogue). c) Exhibiting and explains what it means to be a responsible citizen in the state and nation.

High School

C&G 2 (9-12) -2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by...a) Interpreting and analyzing the sources of the U.S. democratic tradition in the Declaration of Independence, U.S. Constitution, and other documents. (E.g. RI Constitution, Seneca Falls Declaration of Sentiments & Resolutions, Supreme Court decisions, Pledge of Allegiance) b) Analyzing the inherent challenges involved in balancing majority rule and minority rights. c) Identifying and giving examples of the discrepancies between democratic ideals and the realities of American social and political life (e.g., equal protection under the law and the reality of discrimination). d) Discussing different historical understandings/ perspectives of democracy.

C&G 3 (9-12) -2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...a) Identifying a policy at the school, local, state, national, or international level, and describing how it affects individual rights. b) Accessing the political system (e.g., letter writing, researching an issue and communicating it to the public, organizing, petitioning, boycotting/buycotting) c) Describing and giving examples of how access to institutions can affect justice, reward, and power in the U.S. d) Identifying and explaining ways individuals and groups have exercised their rights in order to transform society (e.g., Civil Rights Movement, women's suffrage) e) Participating in and reflecting on a decision-making experience as part of a group in your classroom, school, or community (e.g., developing classroom norms, School Improvement Team member, response to community needs, such as a food drive).

HP 1 (9-12) -1 Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by...a) formulating historical questions, obtaining, analyzing, evaluating historical primary and secondary print and non-print sources (e.g., RI Constitution, art, oral history, writings of Elizabeth Buffum Chace) b) Explaining how historical facts and historical interpretations may be different, but are related (e.g., slavery in RI v. economic benefit to RI) c) Identifying, describing, or analyzing multiple perspectives on an historical trend or event (e.g., mill worker v. mill owners during Industrial Revolution in RI, separation of powers in RI government) d) Using technological tools in historical research.

HP 2 (9-12) -1 Students connect the past with the present by...a. explaining origins of major historical events (e.g., Industrial Revolution in Rhode Island) b. identifying and linking key ideas and concepts and their enduring implications (e.g., separation of church and state in Rhode Island) c. analyzing and evaluating how national and world events have impacted Rhode Island and how Rhode Island has impacted national and world events (e.g., women's liberation movement, Commodore Matthew Perry of RI opens trade with Japan: Quonset Hut, slave trade)

HP 2 (9-12) - 2 Students chronicle events and conditions by...a) creating narratives based on a particular historical point of view. (e.g., unemployed WWII vet home front in WWII, oil refinery promoter, environmental activist in Rhode Island; slave or free black in Newport, slave holder, trader or investor) b) Synthesizing information from multiple sources to formulate an historical interpretation (e.g., document-based questions, quantitative data, material artifacts of RI)

HP 2 (9-12) -3 Students show understanding of change over time by...a. tracing patterns chronologically in history to describe changes on domestic, social, or economic life (e.g., immigration trends, land use

patterns, naval military history) b. documenting various groups (e.g., formal: non-government organizations, religious, informal: family, clan) and their traditions that have remained constant over time (e.g., religious denomination, fishing industry, formal and informal design, town financial meeting, lotteries)

HP 3 (9-12) -1 Student demonstrate an understanding of how the past frames the present by... a) gathering evidence of circumstances and factors contributing to contemporary problems (e.g., civil rights movement, sexual revolution) b) Formulating a position or course of action on a current issue from a choice of carefully evaluated options, taking into account the historical underpinnings (e.g., casino issue and American Indian sovereignty; current national border debate and Ri historical perspectives).

HP 5 (9-12)-1 Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...a) Identifying patterns of migration and evaluating this socio-cultural impacts. b) investigating the role of demographic factors (gender, ethnicity, class) in creating cultural diversity in a society. c) Analyzing the contribution of diverse cultural elements (e.g., norms, beliefs, religions, ideologies, languages, cuisines)

HP 5 (Ext)-1 Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...b) critiquing the role of demographic factors (e.g., ethnicity, class, gender) in creating cultural diversity at a variety of scales (e.g., neighborhood, country) c) Investigating the dichotomy of diversity between urban and rural settings.

SOUTH CAROLINA

To view the complete set of South Carolina social studies standards, visit <http://ed.sc.gov/instruction/standards-learning/social-studies/standards/>.

Kindergarten

K-3.3. Describe the actions of important figures that reflect the values of American democracy, including George Washington, Abraham Lincoln, Susan B. Anthony, Rosa Parks, and Martin Luther King Jr.

Standard K-4: The student will demonstrate an understanding of the way families live and work together today as well as in the past. Enduring Understanding. We can better understand ourselves and others by examining American families in the present and in the past. To make connections between the past and the present, the student will utilize the knowledge and skills set forth in the following indicators: Indicators.

K-4.1. Compare the daily lives of children and their families in the past and in the present.

K-4.2. Explain how changes in modes of transportation and communication have affected the way families live and work together.

K-4.3. Recognize the ways that community businesses have provided goods and services for families in the past and do so in the present.

K-4.4. Recognize that families of the past have made choices to fulfill their wants and needs and that families do so in the present.

1st Grade

Standard 1-2: The student will demonstrate an understanding of how government functions and how government affects families. Enduring Understanding. Government influences the lives of individuals and families as well as the community at large. To participate effectively in civic life through an understanding of governmental processes, the student will utilize the knowledge and skills set forth in the following indicators: Indicators. 1-2.1 Explain the making and enforcing of laws as a basic function of government. 1-2.2 Summarize the concept of authority and give examples of people in authority, including school officials, public safety officers, and government officials. 1-2.3 Illustrate ways that government affects the lives of individuals and families, including taxation that provides services such as public education and health, roads, and security. 1-2.4. Summarize the possible consequences of an absence of government.

1-3.3 Summarize the contributions to democracy that have been made by historic and political figures in the United States, including Benjamin Franklin, Thomas Jefferson, Dorothea Dix, Frederick Douglass, Mary McLeod Bethune, and Franklin D. Roosevelt.

Standard 1-4: The student will demonstrate an understanding of how individuals, families, and communities live and work together in America and around the world. Enduring Understanding. People from various cultures are both similar to and different from one another. To understand and develop an appreciation for the similarities and differences across cultures, the student will utilize the knowledge and skills set forth in the following indicators. Indicators. 1-4.1. Illustrate different elements of community life, including typical jobs; the interdependence of family, school, and the community; and the common methods of transportation and communication. 1-4.2 Compare the daily lives of families together in America and across the world, including the roles of family members; typical food, clothing, and shelter; and the ways that families earn a living. 1-4.3. Identify the ways that families and

communities in America and around the world cooperate and compromise with one another in order to obtain goods, and service to meet their needs and wants. 1-4.4. Explain the concept of scarcity and the way it forces individuals and families to make choices about which goods and services they can obtain.

3rd Grade

3-2.5. Explain the role of Africans in developing the culture and economy of South Carolina, including the growth of the slave trade; slave contributions to the plantation economy; the daily lives of the enslaved people; the development of the Gullah culture; and their resistance to slavery.

3-3.2 Compare the perspectives of South Carolinians during the American Revolution, including Patriots, Loyalists, women, enslaved and free Africans, and Native Americans.

3-4.5 Explain how the destruction caused by the Civil War affected the economy and daily lives of South Carolinians, including the scarcity of food, clothing, and living essentials and the continuing racial tensions.

3-5.3 Explain the effects of the Great Depression on daily life in South Carolina, including the widespread poverty and unemployment and the efforts of the federal government to create jobs through a variety of New Deal programs.

3-5.4. Summarize the social and economic impact of World War II and the Cold War on South Carolina, including the end of the Great Depression, improvements in modern conveniences, increased opportunities for women and African Americans, and the significance of the opening and eventual closing of military bases.

4th Grade

4-3.4 Explain how the American Revolution affected attitudes toward and the future of slavery, women, and Native Americans.

4-4.3 Explain how the United States Constitution and the Bill of Rights placed importance on the active involvement of citizens in government and protected the rights of white male property owners but not those of the slaves, women, and Native Americans.

4-6.2. Explain the contributions of abolitionists to the mounting tensions between the North and South over slavery, including William Lloyd Garrison, Sojourner Truth, Frederick Douglass, Harriet Tubman, Harriet Beecher Stowe, and John Brown.

5th Grade

5-3.4. Summarize the impact of industrialization, urbanization, and the rise of big business, including the development of monopolies; long hours, low wages, and unsafe working conditions on men, women, and children laborers; and resulting reform movements.

5-4.1. Summarize daily life in the post-World War I period of the 1920s, including improvements in the standard of living, transportation, and entertainment; the impact of the Nineteenth Amendment, the Great Migration, the Harlem Renaissance, and Prohibition; and racial and ethnic Conflict.

5-4.7. Summarize the social and political impact of World War II on the America home front and the world, including opportunities for women and African Americans in the work place, the internment of the Japanese Americans, and the changes in national boundaries and governments.

5-5.2. Summarize the social, cultural, and economic developments that took place in the United States during the Cold War, including consumerism, mass media, the growth of suburbs, expanding educational opportunities, new technologies, the expanding job market and service industries, and changing opportunities for women in the workforce.

5-5.3. Explain the advancement of the modern Civil Rights Movement; including the desegregation of the armed forces, *Brown v. Board of Education*, the roles of Rosa Parks, Martin Luther King Jr, Malcolm X, the Civil Rights acts, and the Voting Rights Act.

5-6.4 Explain how technological innovations have changed daily life in the United States, including the changes brought about by computers, satellites, and mass communication systems.

8th Grade

8-2.4. Compare the perspectives of different groups of South Carolinians during the American Revolution, including Patriots, Tories/Loyalists, women, enslaved and free Africans, and Native Americans.

8-4.6. Compare the differing impact of the Civil War on South Carolinians in each of the various social classes, including those groups defined by race, gender, and age.

8-5.8. Compare the Progressive movement in South Carolina with the national Progressive movement, including the impact on temperance; women's suffrage; labor laws; and educational, agricultural, health, and governmental reform.

8-6.2. Explain the causes and effect of changes in South Carolina and the nation as a whole in the 1920s, including Prohibition, the destruction causes by the boll weevil, the rise of mass media, improvements in daily life, increases in tourism and recreation, the revival of the Ku Klux Klan, and the contributions of South Carolinians to the Harlem Renaissance and the Southern Literacy Renaissance.

8-6.4 Explain the effects of the Great Depression and the lasting impact of the New Deal on people and programs in South Carolina, including James F. Byrnes and Mary McLeod Bethune, the Rural Electrification Act, the general textile strike of 1934, the Civilian Conservation Corps, the Works Progress Administration, the Public Works Administration, the Social Security Act, and the Santee Cooper electricity project.

8-7.2. Analyze the movement for civil rights in South Carolina, including the impact of the landmark court cases *Elmore v. Rice* and *Briggs v. Elliot*; civil rights leaders Septima Poinsette Clark, Modjeska Monteith Simkins, and Matthew J. Perry; the South Carolina school equalization effort and other resistance to school integration; peaceful efforts to integrate beginning with colleges and demonstrations in South Carolina such as the Friendship Nine and the Orangeburg Massacre.

8-7.3. Explain changing politics in South Carolina, including the role of Strom Thurmond, the shift from the Democratic Party to the Republican Party, the increasing political participation of African Americans and women, and the passage of the Education Improvement Act (EIA).

High School

USHC-2.4. Compare the social and cultural characteristics of the North, the South, and the West during the antebellum period, including the lives of African Americans and social reform movements such as abolition and women's rights.

USHC-3.5. Evaluate the varied responses of African Americans to the restrictions imposed on them in the post-reconstruction period, including the leadership and strategies of Booker T. Washington, W.E.B. DuBois, and Ida B. Wells-Barnett.

USHC-4.6. Compare the accomplishments and limitations of the women's suffrage movement and the Progressive Movement in affecting social and political reforms in America, including the roles of the media and of reformers such as Carrie Chapman Catt, Alice Paul, Jane Addams, and presidents Theodore Roosevelt and Woodrow Wilson.

USHC-6.2. Explain the causes and effects of the social change and conflict between traditional and modern culture that took place during the 1920s, including the role of women, the "Red Scare", the resurgence of the Ku Klux Klan, immigration quotas, Prohibition, and the Scopes trial.

USHC-6.4. Analyze President Franklin Roosevelt's New Deal as a response to the economic crisis of the Great Depression, including the effectiveness of New Deal programs in relieving suffering and achieving economic recovery, in protecting the rights of women and minorities, and in making significant reforms to protect the economy such as Social Security and labor laws.

USHC-7.2. Evaluate the impact of war mobilization on the home front, including consumer sacrifices, the role of women and minorities in the workforce, and limited individual rights that resulted in the internment of Japanese Americans.

USHC-7.6. Analyze the causes and consequences of social and cultural changes in postwar America, including educational programs, the consumer culture and expanding suburbanization, the advances in medical and agricultural technology that led to changes in the standard of living and demographic patterns, and the roles of women in American society.

USHC-8.4. Analyze the causes and consequences of the resurgence of the conservative movement, including social and cultural changes of the 1960's and 1970's, Supreme Court decisions on integration and abortion, the economic and social policies of the Reagan administration, and the role of the media.

USG-2.5. Evaluate significant American historical documents in relation to the application of core principles (e.g., the Virginia and Kentucky Resolutions, the Ordinance of Nullification, the Seneca Falls Declaration, the Emancipation Proclamation, Martin Luther King Jr.'s "Letter from a Birmingham Jail"), the eleventh through the twenty-seventh amendments to the Constitution, and critical Supreme Court cases.

SOUTH DAKOTA

To view the complete set of South Dakota social studies standards, visit <http://doe.sd.gov/contentstandards/>.

2nd Grade

2.H.1.2 Use historical records and artifacts including but not limited to photos, diaries, oral histories, and videos to draw conclusions about family or school life in the past.

4th Grade

4.H.3.1 Compare and contrast life today with life in historical time periods.

7th Grade

7.G.3.2 Describe how cultural patterns, including but not limited to economic and political decisions, influence environments and the daily lives of people in both nearby and distant places.

8th Grade

8.H.4.10. Explain how the war affected soldiers, civilians, women, the physical environment, and future warfare.

High School

9-12.H.4.9. Explain the causes, events, and consequences of the Second World War including issues at home and abroad. (Courses: Modern, Comprehensive).

TENNESSEE

To view the complete set of Tennessee social studies standards, visit <https://www.tn.gov/education/article/social-studies-standards>.

Kindergarten

K.4 Use diagrams to show similarities and differences in food, clothes, homes, games, and families in different cultures.

K.3 Compare family traditions and customs among different cultures.

K.30 Identify and summarize information given through read-clouds or through other media about famous people of Tennessee: David Crockett, Sequoyah, Andrew Jackson, James K. Polk, Andrew Johnson, Alvin C. York, Wilma Rudolph, Elvis Presley.

1st Grade

1.43 Through the use of drawings, discussions, or writings, express reasons the contributions made from these Tennessee leaders were important in the development of the state: Nancy Ward, John Sevier, Sam Houston, Sam Davis, Casey Jones, Austin Peay, Anne Dallas Dudley, Cordell Hull, Cornelia Fort, Diane Nash.

2nd Grade

2.3 Examine the amendments written to protect all citizens' right to vote.

2.32 Participate in shared research using biographies to interpret the significance of contributions made by people of the United States, recounting or describing key ideas and details from the texts. Teachers may choose any biographies. Some suggestions are as follows: John Smith, Pocahontas, Benjamin Franklin, George Washington, Benjamin Banneker, Nancy Ward, James Roberston, John Sevier, Sequoyah, David Crockett, Sacagawea, Sam Houston, Abraham Lincoln, Harriet Beecher Stowe, Fredrick Douglass, Harriet Tubman, Sitting Bull, Booker T. Washington, Ida B. Wells, the Wright Brothers, Marian Anderson, Thurgood Marshall, Rosa Parks, Jackie Robinson, Cesar Chavez, Martin Luther King, Jr., Neil Armstrong, Roberto Clemente, Wilma Rudolph, Sally Ride, and Bill Gates.

2.39 Summarize the importance of commemorative months including Black History, Women's History, Hispanic Heritage, and American Indian Heritage.

4th Grade

4.2 Analyze religious beliefs, customs, and various folklore traditions of the Cherokee, Creek, and Chickasaw, including: Principal Chief, summer and winter homes, Beloved Woman, recreation, clans, maternal designations.

4.34 Explain using supporting details how the Revolution affected the Watauga Settlement, including: Washington District, Cherokee War of 1776, Nancy Ward, John Sevier, Watauga Petitions.

4.35 Integrate evidence from several texts describing the different roles women played during the Revolution including Abigail Adams, Molly Pitcher, Phyllis Wheatley, and Mercy Otis Warren. (C, E)

Primary Documents and Supporting Texts to Read: Declaration of Independence; excerpts from "Give Me Liberty or Give Me Death" speech, Patrick Henry; selected Letters from Abigail Adams; selected poetry of Phyllis Wheatley; selected poetry of Mercy Otis Warren; excerpts from John Donelson's Journal.

4.61 Describe the characteristics of slave life on plantations across the South.

4.47 Detail the events, struggles, success and main people of the exploration of the Louisiana Purchase and map the routes across the continent, including the Corps of Discovery, Lewis and Clark, Sacagawea, Zebulon Pike, and John Frémont. (G, H, P)

4.49 Explain the causes, course, and consequences of the War of 1812, including: (H, P), Trade restrictions, impressment, war hawks, Tecumseh, Tippecanoe, William Henry Harrison, burning of Washington D.C, Francis Scott Key, Dolly Madison, Battle of New Orleans.

4.53 Write a narrative piece summarizing life on the frontier of Tennessee and reasons why pioneers moved west, including: (C, G, H, P, TN), Cumberland Gap, Natchez Trace, Jackson Purchase, transportation, housing, food, clothing, gender roles, education, entertainment.

Primary Documents and Supporting Texts to Read: "The Star Spangled Banner", Francis Scott Key; excerpts from letters of Meriwether Lewis from the Corp of Discovery; excerpts from Eliza Bryan of the New Madrid Earthquakes.

4.6 Describe and explain the contributions of Virginia Hill and Free Hill, Tennessee, Frances Wright and Nashoba, and Elihu Embree and their efforts to abolish slavery in Tennessee. (C, TN)

4.65 Identify prominent people and reform movements in the United States during the mid-19th century, including: (C, P), Dorothea Dix and her quest for prison reform and help for the mentally ill, Horace Mann and public education, Nat Turner and his resistance to enslavement, Frederick Douglass and William Lloyd Garrison and the abolition of slavery.

5th Grade

5.3 Use primary sources to analyze multiple samples of abolition leaders' writings and their stance on slavery, including: (C, P) Sojourner Truth, Frederick Douglass, the Grimke sisters, William Lloyd Garrison.

5.4 Draw on information from multiple print or digital resources explaining the events that made slavery a national issue during the mid-19th century, including: (C, E, G, P), Missouri Compromise, Uncle Tom's Cabin, Compromise of 1850, Brook's attack on Sumner, Kansas-Nebraska Act, John Brown's Raid, Dred Scott case.

Primary Documents and Supporting Texts to Read: excerpts from Ain't I a Woman, Sojourner Truth; excerpts from Uncle Tom's Cabin, Harriet Beecher Stowe.

Documents and Supporting Texts to Consider: Excerpts from Narrative of the Life of Frederick Douglass, Frederick Douglass; excerpts from the writings of the Grimke sisters; excerpts from the writings of William Lloyd Garrison.

5.6 Explain with supporting details why Tennessee was divided on the issue of secession and the events that led it to eventually leave the Union to include: state convention vote of 1861, the Free and Independent State of Scott, Hurst Nation, East Tennessee mostly pro-Union and divided families.

5.12 Draw on informational text to explain the roles of the military and civil leaders during the Civil War, including: (C, H, P) Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Frederick Douglas, Clara Barton.

5.40 Analyze the major goals, struggles, and achievements of the Progressive Era, including attacking racial discrimination, child labor, big business, conservation, and alcohol use: (C, E, P) Anti-Trust laws, 16th, 17th, 18th, and 19th Amendments, immigration reform.

5.41 Describe the effects of Jim Crow Laws on the nation and Tennessee and the efforts of Ida B. Wells and Randolph Miller to bring attention to the inequalities of segregation. (C, H, P, TN)

Primary Documents and Supporting Texts to Read: Excerpts from Twenty Years at Hull House, Jane Addams; excerpts from How the Other Half Lives, Jacob Riis; excerpts from The Jungle, Upton Sinclair.

5.46 Evaluate the role of Tennessee as the "Perfect 36" and the work of Anne Dallas Dudley, Harry Burn, and Governor Roberts in the fight for women's suffrage, and Josephine Pearson's opposition. (C, P, TN)

5.47 Make connections with the growth of popular culture of the "Roaring Twenties" with the following: (C, E, TN) W.C. Handy, Bessie Smith, automobiles, radios, and nickelodeons, Harlem Renaissance, WSM, Grand Ole Opry, Charles Lindbergh and the Spirit of St. Louis, mass production, "just in time" inventory, appliances.

5.56 With supporting facts and details provide reasons for rationing, victory gardens, the design of The Rosie the Riveter ideal (Avco jobs for Tennessee women) and the Women Airforce Service Pilots-Cornelia Fort. (C, E, H, TN)

Primary Documents and Supporting Texts to Read: Zimmerman Telegram; Telegram to Harry Burn from his mother.

5.65 Analyze the key events and struggles during the Civil Rights Movement, including: (C, E, H, P) Brown v. Board of Education. Non-Violent protest and the influence of the Highlander Folk School, Central High School-Little Rock, Arkansas and Clinton High School in Clinton, Tennessee. Montgomery Bus Boycott and Rosa Parks. Tent Cities in Fayette and Haywood Counties. Nashville Sit-Ins and Diane Nash, Freedom Riders, Dr. Martin Luther King, Jr.

5.74 Identify the significance of the election of 2008, including the primary run of Hilary Clinton and election of Barack Obama. (C, H, P)

8th Grade

8.2 Trace and explain the founding of Jamestown, including: (E, G, H), Virginia Company, James River, John Smith, Pocahontas, Powhatan, John Rolfe, "starving time", Tobacco, Bacon's Rebellion, Indentured servants and slaves, The arrival of women, House of Burgesses.

8.4 Analyze the reasons for the settlement of the Massachusetts Bay Colony and the events and the key figures of the colonies, including: (C, E, G, H, P) Non-Separatists/Puritans, John Winthrop, theocracy, Town meetings, Anne Hutchinson and Roger Williams-Rhode Island, Thomas Hooker-Connecticut, Salem Witchcraft Trials.

8.6 Analyze the founding of Pennsylvania as a haven for Quakers and the tolerance that drew many different groups to the colony, including: (C, E, H, P) William Penn, Philadelphia, Role of women, Relationship with Indians.

8.12 Compare and contrast the day-to-day colonial life of men, women, and children in different regions and of different ethnicities, including the system of indentured servitude, as well as their connection to the land. (C, E, G, H, P)

8.26 Summarize the effect of the Revolution on the Wataugans and the reasons, play, and struggles in creating the Cumberland Settlement, including: (G, P, TN) formation of Washington District, Cherokee War, Nancy Ward, Watauga Petitions, Transylvania Purchase, Richard Henderson, James Robertson, John Donelson, Severe winter and river travel, Cumberland Compact, Indian attacks, Battle of the Bluffs.

8.38 Describe daily life - including traditions in art, music, and literature - of early national America by examining excerpts from the stories of Washington Irving and James Fenimore Cooper. (C, H, P)

8.48 Analyze the 19th century reforms influenced by the 2nd Great Awakening such as the Temperance Movement, Prison Reform, Mental Health Reform, and education, including tent meetings, establishment of new churches, Horace Mann, Dorothea Dix, and temperance societies. (C, P)

8.49 Analyze the women's suffrage movement and its major proponents, including Elizabeth Cady Stanton, Lucretia Mott, and Susan B. Anthony and examine excerpts from the writings of Stanton, Anthony and Sojourner Truth.

8.50 Identify common themes in American art and literature, including transcendentalism and individualism by analyzing essays and stories by Ralph Waldo Emerson, Henry David Thoreau, Louisa May Alcott, Nathaniel Hawthorne and Henry Wadsworth Longfellow. (C)

Primary Documents and Supporting Texts to Read: excerpts from "The Declaration of Sentiments," Seneca Falls Convention; excerpts from "Nature" and "Self-Reliance," Ralph Waldo Emerson; excerpts from "Walden" and "Civil Disobedience," Henry David Thoreau; excerpts from "Ain't I A Woman," Sojourner Truth translated by Frances Dana Barker Gage; excerpts from Eliza Bryan of the New Madrid Earthquakes.

8.66 Analyze the impact of the various leaders of the abolitionist movement, including John Brown and armed resistance; Harriet Tubman and the Underground Railroad; William Lloyd Garrison and The Liberator; Frederick Douglass and the Slave Narratives; and Harriet Beecher Stowe's Uncle Tom's Cabin, Virginia Hill and Free Hill, Tennessee; Francis Wright and Nashoba Commune; and Elihu Embree's The Emancipator. (C, E, H, P, TN)

8.71 Identify the conditions of enslavement, and explain how slaves adapted and resisted in their daily lives. (C, H)

Primary Documents and Supporting Texts to Read: Excerpts from Uncle Tom's Cabin, Harriet Beecher Stowe; excerpts from the Lincoln-Douglas Debates; Excerpts from Roger Taney's decision in the Dred Scott case; excerpts from The Autobiography of Frederick Douglass, Frederick Douglass.

Primary Documents and Supporting Texts to Read: excerpts from A Century of Dishonor, Helen Hunt Jackson.

High School

AAH.10 Describe and analyze the African American family in antebellum America. (C)

AAH.20 Compare and contrast the African American political and legal personalities of the time period and their impact on American society, including Samuel McElwee, Robert Church Sr., Ida B. Wells, Randolph Miller, and James Napier. (P, TN)

AAH.41 Summarize the Civil Rights Movement in Tennessee, including the integration of Clinton High School, sit-ins in Nashville, and the activities of Diane Nash and Jim Lawson. (C, H, P, TN)

AAH.47 Identify the major contributions of contemporary African Americans in business, education, the arts, politics, sports, science, technology, and society in general, including Wilma Rudolph, Tina Turner, and Oprah Winfrey. (C, TN)

Suggested reading for the course: *The Meaning of the Fourth of July for the Negro*, Frederick Douglass, *Uncle Tom's Cabin*. Harriet Beecher Stowe, *Journal of A residence on a Georgian Plantation in 1838-1839*, Frances Anne "Fanny" Kemble (1863), *The Lincoln, Douglas Debates*, *Reminiscences of My Life in Camp with the 33rd United States Colored Troopes*, Susie King Taylor, *The Civil Rights of Freedmen, From - Mississippi Laws of the State, 1865 - This is an example of the Black Codes*, *Of Mr. Booker T. Washington and Others* (1903), W.E.B. DuBois, *The Black Woman has Worked All of Her Life* (1979), Fanny Christina Hill: This is an interview conducted by Sherna Berger Gluck. U.S. Constitution 13th, 14th, and 15th Amendments. *The Brown vs. Board of Education Opinion*. *The Civil Rights Act of 1964*.

GC.47 Describe the women's rights movement and analyze resulting legislation and legal precedents. (C, H, P)

GC.48 Identify legislation and legal precedents that established rights for the disabled, Hispanics, American Indians, Asians, and other minority groups, including the tensions between protected categories (e.g., race, women, veterans) and non-protected ones (*United States v. Caroline Products*, *Adarand Constructors v. Pena*). (C, H, P)

Primary Documents and Supporting Texts to Consider: Excerpts from Seneca Falls Declaration of Sentiments and Resolution 1848; "I Have a Dream" speech, and Letter from a Birmingham Jail, Martin Luther King, Jr.

US.9 Describe the difference between "old" and "new" immigrants and analyze the assimilation process and consequences for the "new" immigrants and their impact on American society, including ethnic clusters, competition for jobs, rise of nativism, the work of Jane Addams, the documentation of living conditions by Jacob Riis, Chinese Exclusion Acts, and the Gentlemen's Agreement. (C, E, G).

Primary Documents and Supporting Texts to Read: Excerpts from the "Cross of Gold" speech, William Jennings Bryan; excerpts from *Twenty Years at Hull House*, Jane Addams; excerpts from *The Gospel of Wealth*, Andrew Carnegie.

Primary Documents and Supporting Texts to Consider: Excerpts from "The New Colossus," Emma Lazarus.

US.14 Describe working conditions in industries, including the use of labor by women and children. (C, E)

US.16 Citing textual evidence as appropriate, explain the significant roles played by muckrakers and progressive idealists, including Robert La Follette, Theodore Roosevelt, Ida Tarbell, Lincoln Steffens, and Upton Sinclair. (C, E, P)

US.18 Describe the movement to achieve suffrage for women, including its leaders, the activities of suffragettes, the passage of the 19th amendment, and the role of Tennessee in the suffrage effort (Anne Dallas Dudley, Harry Burn, Josephine Pearson, "Perfect 36"). (C, H, P, TN)

US.30 Analyze the political, economic, and social ramifications of World War I on the home front, including the role played by women and minorities, voluntary rationing, the Creel Committee, opposition by conscientious objectors, and the case of Schenck v. United States. (C, E, H, P)
Primary Documents and Supporting Texts to Consider: Excerpts from The History of Standard Oil, Ida Tarbell; excerpts from The Shame of the Cities, Lincoln Steffens; "Peace Without Victory" speech, Woodrow Wilson; Fourteen Points, Woodrow Wilson.

US.36 Analyze the attacks on civil liberties and racial and ethnic tensions, including the Palmer Raids, the immigration Quota acts of the 1920's, the resurgence of the Ku Klux Klan, the efforts of Ida B. Wells and Randolph Miller, the trial of Sacco and Vanzetti, the emergence of Garveyism, and the rise of the NAACP. (C, H, P, TN)

US.39 Describe the changing conditions for American Indians during this period, including the extension of suffrage and the restoration of tribal identities and way of life.

US.40 Describe the Harlem Renaissance, its impact, and its important figures, including an examination of literary and informational text of or about Langston Hughes, Zora Neale Hurston, James Weldon Johnson, Duke Ellington, and Louis Armstrong.

US.42 Describe changes in the social and economic status of women, including the work of Margaret Sanger, flappers, clerical and office jobs, and rise of women's colleges. (C, E, P)

US.43 Analyze the rise of celebrities as icons of popular culture, including Babe Ruth, Lou Gehrig, Jack Dempsey, Red Grange, Bessie Smith, Billy Sunday, and Charles Lindbergh. (C)

Primary Documents and Supporting Texts to Read: excerpts from The Great Gatsby, F. Scott Fitzgerald; selected poetry and essays of Langston Hughes; excerpts from Crusade for Justice: The Autobiography of Ida B. Wells, Ida B. Wells.

US.64 Examine and explain the entry of large numbers of women into the workforce during World War II and its subsequent impact on American society (Such as at Avco in Tennessee), as well as the service of women in the armed forces, including Cornelia Fort.

US.66 Describe the war's impact on the home front, including rationing, bond drives, movement to cities and industrial centers, and the Bracero program. (C, E, G, H)

US.76 Analyze the causes and effects of the Red Scare that followed World War II, including Americans' attitude toward the rise of communism in China, McCarthyism, blacklisting, Alger Hiss, J. Edgar Hoover, Estes Kefauver, and the Rosenbergs. (C, P, H, TN)

US.90 Examine the role of civil rights advocates, including the following: (C, H, P, TN) Martin Luther King, Jr., Malcolm X, Thurgood Marshall, Rosa Parks, Stokely Carmichael, President John Kennedy, Robert Kennedy, President Lyndon Johnson, James Meredith, Jim Lawson.

US.92 Describe significant events in the struggle to secure civil rights for African Americans, including the following: (C, H, P, TN) Columbia Race Riots, Tent Cities of Haywood and Fayette Counties, Influence of the Highlander Folk School and civil rights advocacy groups, including the SCLC, SNCC, and CORE, Integration of Central High School in Little Rock and Clinton High School in Clinton, Tennessee, Montgomery Bus Boycott, Birmingham bombings 1963, Freedom Rides, including the opposition of Bull Connor and George Wallace, March on Washington, Sit-ins, marches, demonstrations, boycotts, Nashville Sit-ins, Diane Nash, Assassination of Martin Luther King, Jr.

US.95 Describe the Chicano Movement, the American Indian Movement, and Feminist Movement and their purposes and goals. (C, E, P)

US.102 Explain the emergence of environmentalism, including the creation of the Environmental Protection Agency, Rachel Carson's *Silent Spring*, and disasters such as Love Canal, Three Mile Island, and the Exxon Valdez. (G, C, P)

Primary Documents and Supporting Texts to Read: Excerpts from "Letter from a Birmingham Jail," and the "I Have a Dream" speech, Martin Luther King, Jr.; excerpts from "The Ballot or the Bullet" speech, Malcolm X; excerpts from *Silent Spring*, Rachel Carson; excerpts from *Feminine Mystique*; excerpts from *The Autobiography of Malcolm X* and *Roots: The Saga of An American Family*, Alex Haley; speeches by Cesar Chavez.

US.112 Describe the increasing role of women and minorities in American society, politics, and economy, including the achievements of Sandra Day O'Connor, Sally Ride, Geraldine Ferraro, Hillary Clinton, Condoleezza Rice, Nancy Pelosi, and the election of President Barack Obama. (C, H, P)

GC.15 Evaluate various interpretations and determine which explanations best accord with textual evidence to understand the changing interpretations of the Bill of Rights over time including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the 14th Amendment through examination of the following cases: *Mapp v. Ohio*, *Tinker v. Des Moines*, *Engel v. Vitale*, *Schenck v. United States*, *Gideon v. Wainwright*, *Brandenburg v. Ohio*, *Texas v. Johnson*, *Reno v. American Civil Liberties Union*.

GC.18 Explain the controversies that have resulted over evolving interpretations of civil rights, including those in: *Plessy v. Ferguson*, *Brown v. Board of Education*, *Miranda v. Arizona*, *Regent of the University of California v. Bakke*, *United States v. Virginia (VMI)*, *New Jersey v. TLO*, *Roe v. Wade*, *Korematsu v. United States*, *Hazelwood v. Kuhlmeier*.

TEXAS

To view the complete set of Texas social studies standards, visit <http://ritter.tea.state.tx.us/rules/tac/chapter113/index.html>

Kindergarten

a.1 In Kindergarten, the study of the self, home, family, and classroom establishes the foundation for responsible citizenship in a society. Students explore state and national heritage by examining the celebration of patriotic holidays and the contributions of individuals. The concept of chronology is introduced. Students apply geographic concepts of location and physical and human characteristics of place. Students identify basic human and ways people meet these needs. Students learn the purpose of rules and the role of authority figures in the home and school. Students learn customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. Students compare family customs and traditions and describe examples of technology in the home and school. Students acquire information from a variety of oral and visual sources. Students practice problem-solving, decision-making, and independent-thinking skills.

7 Economics The student understands the value of jobs. The student is expected to: A. identify jobs in the home, school, and community; and B. explain why people have jobs.

12 Culture The student understands the importance of family customs and traditions. The student is expected to: A. describe and explain the importance of family customs and traditions; and B. Compare family customs and traditions.

1st Grade

a.1 In Grade 1, students study their relationship to the classroom, school, and community to establish the foundation for responsible citizenship in society. Students develop concepts of time and chronology by distinguishing among past, present, and future events. Students identify anthems and mottoes of the United States and Texas. Students create simple maps to identify the location of places in the classroom, school, and community. Students explore the concepts of goods and services and the value of work. Students identify individuals who exhibit good citizenship. Students describe the importance of family customs and traditions and identify how technology has changed family life. Students sequence and categorize information. Students practice problem-solving, decision-making, and independent-thinking skills.

13 Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to: (A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting; (B) Identify historical figures such as Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt who have exemplified good citizenship; and (C) Identify other individuals who exemplify good citizenship.

15 Culture The student understands the importance of family and community beliefs, customs, language, and traditions. The student is expected to: (A) describe and explain the importance of various beliefs, customs, language, and traditions of families and communities; and B. explain the way folktales and legends such as Aesop's fables reflect beliefs; customs, language, and traditions of communities. (B)

explain the way folktales and legends such as Aesop's fables reflect beliefs, customs, language, and traditions of communities.

16 Science, technology, and society. The student understands how technology affects daily life, past and present. The student is expected to; (A) describe how technology changes the ways families live; (B) describe how technology changes communication, transportation, and recreation; and (C) describe how technology changes the way people work.

2nd Grade

4 History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to: (A) Identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, John Hancock, and Theodore Roosevelt, who have influenced the community, state, and nation; (B) identify historical figures such as Amelia Earhart, W.E.B. DuBois, Robert Fulton, and George Washington Carver who have exhibited individualism and inventiveness; and (C) Explain how people and events have influenced local community history.

13 Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to: (A) Identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting. (B) Identify historical figures such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs) and Navajo Code Talkers, and Sojourner Truth who have exemplified good citizenship; (C) identify other individuals who exemplify good citizenship; and (D) Identify ways to actively practice good citizenship, including involvement in community service.

3rd Grade

a.1 In Grade 3, students learn how diverse individuals have changed their communities and world. Students study the effects inspiring heroes have had on communities, past and present. Students learn about the lives of heroic men and women who made important choices, overcame obstacles, sacrificed for the betterment of others, and embarked on journeys that resulted in new ideas, new inventions, new technologies, and new communities. Students expand their knowledge through the identification and study of people who made a difference, influenced public policy and decision making, and participated in resolving issues that are important to all people. Throughout Grade 3, students develop and understanding of the economic, cultural, and scientific contributions made by individuals.

7 State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week. (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, (symbol)29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement. (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights,

that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed"

8 Economics. The student understands how businesses operate in the U.S. free enterprise system. The student is expected to: (A) Identify examples of how a simple business operates; (B) explain how supply and demand affect the price of a good or service; (C) Explain how government regulations and taxes impact consumer costs; and (E) Identify individuals, past and present, including Henry Ford and other entrepreneurs in the community such as Mary Kay Ash, Wallace Amos, Milton Hershey, and Sam Walton, Who have started new businesses.

11 Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. The student is expected to: (A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting; (B) identify historical figures such as Helen Keller and Clara Barton and contemporary figures such as Ruby Bridges and military and first responders who exemplify good citizenship; and (C) Identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting.

14 Culture. The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to: (A) identify various individual writers and artists such as Kadir Nelson, Tomie dePaola, and Phillis Wheatley and their stories, poems, statues, and paintings and other examples of cultural heritage from various communities; and (B) explain the significance of various individual writers and artists such as Carmen Lomas Garza, Laura Ingalls Wilder, and Bill Martin Jr, and their stories, poems, statues, and paintings and other examples of cultural heritage to various communities.

16 Science, technology, and society. The student understands how individuals have created or invented new technology and affected life in various communities, past and present. The student is expected to: (A) identify scientists and inventors, including Jonas Salk, Maria Mitchell, and others who have discovered scientific breakthroughs or created or invented new technology such as Cyrus McCormick, Bill Gates, and Louis Pasteur; and, (B) Identify the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities.

4th Grade

a.7 State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week. (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, (symbol)29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement. (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights,

that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed"

3 History. The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to: (A) analyze the causes; major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrap, and the Battle of San Jacinto; (B) summarize the significant contributions of individuals such as Texans William B. Travis, James Bowie, David Crockett, George Childress, and Sidney Sherman; Tejanos Juan Antonio Padilla, Carlos Espalier, Juan N. Seguin, Plácido Benavides, and José Francisco Ruiz; Mexicans Antonio López de Santa Anna and Vicente Filisola; and non-combatants Susanna Dickinson and Enrique Esparza; (C) Identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones; (D) describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers; and (E) explain the events that led to the annexation of Texas to the United States, including the impact of the U.S.-Mexican War.

4 History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to: (A) Describe the impact of the Civil War and Reconstruction on Texas; (B) explain the growth, development, and impact of the cattle industry, including contributions made by Charles Goodnight, Richard King, and Lizzie Johnson. (C) identify the impact of railroads on life in Texas, including changes to cities and major industries, and (D) examine the effects upon American Indian life resulting from changes in Texas, including the Red River War, building of U.S. forts and railroads, and loss of buffalo.

5 History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to, (A) identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, the Great Depression, the Dust Bowl, and World War II; (B) Explain the development and impact of the oil and gas industry upon industrialization and urbanization in Texas, including important places and people such as Spindletop and Pattillo Higgins; and (C) identify the accomplishments of notable individuals such as John Tower, Scott Joplin, Audie Murphy, Cleto Rodriguez, Stanley Marcus, Bessie Coleman, Raul A. Gonzalez Jr., and other local notable individuals.

17 Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to: (A) identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll; (B) explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as holding public officials to their word, writing letters, and participating in historic preservation and service projects; (C) explain the duty of the individual in state and local elections such as being informed and voting; (D) identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Sam Rayburn, Henry B. González, James A. Baker III, Wallace Jefferson, and other local individuals; and (E) explain how to contact elected and appointed leaders in state and local governments.

19 Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas. The student is expected to: (A) identify the similarities and differences among various

racial, ethnic, and religious groups in Texas, (B) identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, the Strawberry Festival, and Fiesta San Antonio; and (C) summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe.

(20) Science, technology, and society. The student understand the impact of science and technology on life in Texas. The student is expected to: (A) identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions; (B) describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, business, and society in Texas; and (C) predict how future scientific discoveries and technological innovations might affect life in Texas.

5th Grade

a.7 State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week. (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, (symbol)29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement. (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed

1 History. The student understands the causes and effects of European colonization in the United States beginning in 1565, the founding of St. Augustine. The student is expected to: (A) explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain; and (B) describe the accomplishments of significant individuals during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise, and Roger Williams.

5 History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to: (A) analyze various issues and events of the 20th century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions; (B) analyze various issues and events of the 21st century such as the War on Terror and the 2008 president election; and (C) identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics. Jane Addams, Susan B. Anthony, Rosa Parks.

13 Economics The student understands patterns of work and economic activities in the United States. The student is expected to: (A) compare how people in different parts of the United States earn a living, past and present; (B) identify and explain how geographic factors have influenced the location of economic activities in the United States; (C) analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States; (D) describe the impact of mass production, specialization, and division of labor on the economic growth of the United States; and (E) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States.

6th Grade

a.7 State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week. (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, (symbol)29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement. (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed"

7th Grade

a.7 State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week. (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, (symbol)29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement. (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed"

4 History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and Early Texas statehood. The student is expected to: (A) identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Texas Navy, the Texas Rangers, Edwin W. Moore, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdoba Rebellion, the Council House Fight, the

Santa Fe Expedition, public dept, and the roles of racial and ethnic groups; (B) analyze the causes of and events leading to Texas annexation; and (C) identify individuals, events, and issues during early Texas statehood, including the U.S.- Mexican War, the Treaty of Guadalupe-Hidalgo, population growth, and the Compromise of 1850.

7 History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to: (A) explain the political, economic, and social impact of the oil industry on the industrialization of Texas, (B) define and trace the impact of "boom-and-bust" cycles of leading Texas industries throughout the 20th and early 21st centuries such as farming, oil and gas production, cotton, ranching, real estate, banking, and computer technology; (C) describe and compare the impact of the Progressive and other reform movements in Texas in the 19th and 20th centuries such as the Populists, women's suffrage, agrarian groups, labor unions, and the evangelical movement of the late 20th century; (D) describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White; (E) analyze the political, economic, and social impact of major events, including World War I, the Great Depression, and World War II, on the history of Texas; and (F) analyze the political, economic, and social impact of major events, including World War I, the Great Depression, and World War II, on the history of Texas; and (F) analyze the political, economic, and social impact of major events in the latter half of the 20th and early 21st centuries such as major conflicts, the emergence of a two-part system, political and economic controversies, immigration, and migration.

18 Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to: (A) identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been president of the United States; and (B) identify the contributions of Texas leaders, including Lawrence Sullivan "Sul" Ross, John Nance Garner ("Catcus Jack"), James A. Baker III, Henry B. González, Kay Baily Hutchinson, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr.

19 Culture. The student understands the concept of diversity within unity in Texas. The student is expected to: (A) explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances; (B) describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture; (C) identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts; and (D) identify contributions to the arts by Texans such as Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Peña Jr., Walter Prescott Webb, and Horton Foote.

8th Grade

a.7 State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week. (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, (symbol)29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation

of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement. (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed"

4 History. The student understands significant political and economic issues of the revolutionary era. The student is expected to: (A) analyze causes of the American Revolution, including the proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War, (B) explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Went Worth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Gálvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington; (C) explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783; (D) analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise; and (E) analyze the arguments for and against ratification.

22 Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to: (A) analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln; and (B) describe the contributions of significant political, social and military leaders of the United States such as Frederick Douglass, John Paul Jones, James Monroe, Stonewall Jackson, Susan B. Anthony, and Elizabeth Cady Stanton.

24 Culture. The student understands the major reform movements of the 19th century. The student is expected to: (A) describe the historical development of the abolitionist movement; and (B) evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, abolition, the labor reform movement, and care of the disabled.

28 Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. The student is expected to: A. compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history; and B. identify examples of how industrialization changed life in the United States.

High School

7.a State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week. A. Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, (symbol)29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas

to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement. B. Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed"

3 History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to: (A) analyze political issues such as Indian policies, the growth of political machines, civil service reform, and the beginnings of Populism, (B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the rise of entrepreneurship, free enterprise, and the pros and cons of big business; (C) analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists; and (D) describe the optimism of the many immigrants who sought a better life in America.

5 History. The student understands the effects of reform and third-party movements in the early 20th century. The student is expected to: A. evaluate the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments; B. evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Ida B. Wells, and W.E.B. DuBois on American society, and C. evaluate the impact of third parties, including the Populist and Progressive parties.

6 History. The student understands significant events, social issues, and individuals of the 1920s. The student is expected to, (A) analyze causes and effects of events and social issues such as immigration, Social Darwinism, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women; and (B) analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, Glenn Curtiss, Marcus Garvey, and Charles A. Lindbergh.

7 History. The student understands the domestic and international impact of U.S. participation in World War II. The student is expected to: (A) identify reasons for U.S. involvement in World War II, including Italian, German, and Japanese dictatorships and their aggression, especially the attack on Pearl Harbor; (B) evaluate the domestic and International leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies and domestic industry's rapid mobilization for the war effort; (C) analyze the function of the U.S. Office of War Information; (D) analyze major issues of World War II, including the Holocaust; the internment of German, Italian, and Japanese Americans and Executive order 9066; and the development of conventional and atomic weapons; (E) analyze major military events of World War II, including the Battle of Midway, the U.S. military advancement through the Pacific Islands, the Bataan Death march, the invasion of Normandy, fighting the war on multiple fronts, and the liberation of concentration camps; (F) evaluate the military contributions of leaders during World War II, including Omar Bradley, Dwight Eisenhower, Douglas MacArthur, Chester A. Nimitz, George Marshall, and George Patton; and (G) explain the home front and how American patriotism inspired exceptional actions by citizens and military personnel including high levels of military enlistment; volunteerism; the purchase of war bonds; Victory Gardens; the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers; and opportunities and obstacles for women and ethnic minorities.

9 History. The student understands the impact of the American civil rights movement. The student is expected to: (A) trace the historical development of the civil rights movement in the 19th, 20th, and 21st centuries, including the 13th, 14th, 15th, and 19th amendments; (B) describe the roles of political organizations that promoted civil rights, including ones from African American, Chicano, American Indian, women's and other civil rights movements, (C) identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Rosa Parks, Hector P. Garcia, and Betty Friedan; (D) compare and contrast the approach taken by some civil rights groups such as the Black Panthers with the nonviolent approach of Martin Luther King, Jr.; (E) discuss the impact of the writings of Martin Luther King Jr., such as his "I Have a Dream" speech and "Letter from Birmingham Jail" on the civil rights movement; (F) describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights acts of 1957 and 1964, and the Voting Rights Act of 1965; (G) describe the role of individuals such as governors George Wallace, Orval Faubus, and Lester Maddox and groups, including the Congressional bloc of southern Democrats, that sought to maintain the status quo; (H) evaluate changes and events in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process; and (I) describe how litigation such as the landmark cases of *Brown v. Board of Education*, *Mendez v. Westminster*, *Hernandez v. Texas*, *Delgado v. Bastrop I.S.D.*, *Edgewood I.S.D. v. Kirby*, and *Sweatt v. Painter* played a role in protecting the rights of the minority during the civil rights movement.

10 History. The student understands the impact of political, economic, and social factors in the U.S. role in the world from the 1970s through 1990. The student is expected to: (A) describe Richard M. Nixon's leadership in the normalization of relations with China and the policy of détente; (B) describe Ronald Reagan's leadership in domestic and international policies, including Reaganomics and Peace Through Strength; (C) compare the impact of energy on the American way of life over time; (D) describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran-Contra Affair, Marines in Lebanon, and the Iran Hostage Crisis; (E) describe the causes and key organizations and individuals of the conservative resurgence of the 1980s and 1990s, including Phyllis Schlafly, the Contract with America, the Heritage Foundation, the Moral Majority, and the National Rifle Association; and (F) describe significant societal issues of this time period.

17 Economics. The student understands the economic effects of World War II and the Cold War. The student is expected to: (A) describe the economic effects of World War II on the home front such as the end of the Great Depression, rationing, and increased opportunity for women and minority employment; (B) identify the causes of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen's Readjustment Act of 1944), and the effects of prosperity in the 1950s such as increased consumption and the growth of agriculture and business; (C) describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s; (D) identify actions of government and the private sector such as the Great Society, affirmative action, and Title IX to create economic opportunities for citizens and analyze the unintended consequences of each, and (E) describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo, the General Agreement of Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA)

18 Economics. The student understands the economic effects of increased worldwide interdependence as the United States enters the 21st century. The student is expected to: (A) discuss the role of American entrepreneurs such as Bill Gates, Sam Walton, Estée Lauder, Robert Johnson, Lionel Sosa, and millions of small business entrepreneurs who achieved the American dream; and (B) identify the impact of

international events, multinational corporations, government policies, and individuals on the 21st century economy.

23 Citizenship. The student understands efforts to expand the democratic process. The student is expected to: (A) identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution; (B) evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924; and (C) explain how participation in the democratic process reflects our national ethos, patriotism, and civic responsibility as well as our progress to build a "more perfect union".

24 Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to: (A) describe qualities of effective leadership; and (B) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Barry Goldwater, Sandra Day O'Connor, and Hillary Clinton.

26 Culture. The student understands how people from various groups contribute to our national identity. The student is expected to: (A) explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society; (B) discuss the Americanization movement to assimilate immigrants and American Indians into American culture; (C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture; (D) identify the political, social, and economic contributions of women such as Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta, Sonia Sotomayor, and Oprah Winfrey to American society; (E) discuss the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust"; and (F) discuss the importance of congressional Medal of Honor recipients, including individuals of all races and genders such as Vernon J. Baker, Alvin York, and Roy Benavidez.

a.7 State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week. (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, (symbol)29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement. (B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed"

13 Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to: (A) understand the roles of limited government and the rule of law in the protection of individual rights; (B) identify and define the unalienable rights; (C) identify the freedoms and rights guaranteed by each amendment in the Bill of Rights; (D) analyze U.S. Supreme Court interpretations of

rights guaranteed by the U.S. Constitution in selected cases, including *Engel v. Vitale*, *Schenck v. United States*, *Texas v. Johnson*, *Miranda v. Arizona*, *Gideon v. Wainwright*, *Mapp v. Ohio*, and *Roe v. Wade*, (E) explain the importance of due process rights to the protection of individual rights in limiting the powers of government; and (F) recall the conditions that produced the 14th Amendment and describe subsequent efforts to selectively extend some of the Bill of Rights to the states, including the Blaine Amendment and U.S. Supreme Court rulings, and analyze the impact on the scope of fundamental rights and federalism.

UTAH

To view the complete set of Utah social studies standards, visit <http://schools.utah.gov/CURR/socialstudies/Core.aspx>

Kindergarten

Standard 1 Objective 1 Identify how individuals are similar and different. a. Describe and compare characteristics of self and others (e.g., differences in gender, height, language, beliefs, and color of skin, eyes hair). b. Explain how people change over time (e.g., self, others). c. Demonstrate respect for each individual. d. Explain the elements of culture, including language, dress, food, shelter, and stories.

Standard 2 Objective 1 Demonstrate appropriate ways to behave in different settings. a. Explain why families and classrooms have rules (e.g., examples of rules and consequences). b. Demonstrate positive relationships through play and friendship. c. Identify examples of individual honesty and responsibility. d. Identify examples of honesty, responsibility, patriotism, and courage from history, literature, and folklore, as well as from everyday life (e.g., heroes of diverse cultures). c. Demonstrate respect for others, leaders, and the environment.

Standard 1 Objective 2 Recognize and describe how families have both similar and different characteristics. a. Identify family members (i.e., immediate and extended). b. Explain family rules and routines. c. Describe family members' duties and responsibilities within the family. d. Share how families celebrate occasions such as birthdays and holidays. e. Explain how families change over time (i.e., past, present, future). f. Describe ways that families provide love, care, food, shelter, clothing, companionship, and protection.

2nd Grade

Standard 1 Objective 1 Examine and identify cultural differences within the community. a. Explain the various cultural heritages within their community. b. Explain ways people respect and pass on their traditions and customs. c. Give examples of how families in the community borrow customs or traditions from other cultures.

4th Grade

Standard 3 Objective 1 Describe the responsibilities and rights of individuals in a representative government as well as in the school and community. Indicators: a) Identify rights of a citizen (e.g., voting, peaceful assembly, freedom of religion). b) Identify responsibilities of a citizen (e.g., jury duty, obeying the law, paying taxes). c) Determine how and why the rights and responsibilities of various groups have varied over time (e.g., Chinese railroad workers, Greek miners, women, children, Mormons, Japanese-Americans at Topaz, American Indians, and African-Americans). d) Explain how the influence and power of individuals is affected when they organize into groups. e) Describe and model ways that citizens can participate in civic responsibilities (e.g., current issue analysis, recycling, volunteering with civic organizations, letter writing). f) Contribute to and practice classroom goals, rules and responsibilities. g) Recognize and demonstrate respect for United States and Utah symbols (i.e., Pledge of Allegiance, flag etiquette).

5th Grade

Standard 1 Objective 3 Distinguish between the rights and responsibilities held by different groups of people during the colonial period. Indicators: a) Compare the varying degrees of freedom held by

different groups (e.g., American Indians, landowners, women, indentured servants, and enslaved people). b) Explain how early leaders established the first colonial governments (e.g., Mayflower compact, charters), c) Describe the basic principles and purposes of the Iroquois Confederacy.

Standard 3 Objective 2 Assess how the US Constitution has been amended and interpreted over time, and the impact these amendments have had on the rights and responsibilities of citizens of the United States. Indicators: a) Explain the significance of the Bill of Rights. b) Identify how the rights of selected groups have changed and how the Constitution reflects those changes (e.g., women, enslaved people), c) Analyze the impact of the Constitution on their lives today (e.g., freedom of religion, speech, press, assembly, and petition).

Standard 5 Objective 2 Assess the impact of social and political movements in recent United States history. Indicators: a) Identify major social movements of the 20th century (e.g. the women's movement, the civil rights movement, child labor reforms). b) Identify leaders of social and political movements.

Standard 5 Objective 3 Evaluate the role of the United States as a world power. Indicators: a) Assess differing points of view on the role of the US as a world power (e.g., influencing the spread of democracy, supporting the rule of law, advocating human rights, promoting environmental stewardship). b) Identify a current issue facing the world and propose a role the United States could play in being part of a solution (e.g., genocide, child labor, civil rights, education, public health, environmental protections, suffrage, and economic disparities).

7th – 12th Grade

U.S. I Standard 2.3: Students will use primary sources as evidence to contrast the daily life and contexts of individuals of various classes and conditions in and near the English colonies, such as gentry, planters, women, indentured servants, African slaves, landowners, and American Indians.

U.S. I Strand 3: The American Revolution. (Ca. 1754-1787) Enlightened ideas from both sides of the Atlantic, coupled with world events and British policies, led many to question the common sense of the relationship between the American colonies and Britain. Over time, many colonists who had viewed themselves as loyal subjects of the king began to support an independence movement that would result in war, the formation of the United States of America, and the ratification of a unique Constitution. The contributions of Adams, Jefferson, Washington, Hamilton, Madison, and other Founding Fathers, as well as those of men and women of all social classes and conditions, were vital in achieving independence and creating a new nation.

U.S. I Standard 3.3: Students will use primary sources to compare the contributions of key people and groups to the Revolution, such as Paul Revere, Thomas Paine, Abigail Adams, the Sons and Daughters of Liberty, and Thomas Jefferson. U.S. I Standard 3.4: Students will explain how the ideas and events of the American Revolution continue to shape American identity.

U.S. I Standard 5.2: Students will identify the conditions that gave rise to, and evaluate the impact of, social and political reform movements such as Jacksonian Democracy, the women's rights movement, the Abolitionist movement, and anti-immigration reform.

U.S. I Standard 7.4 Students will use current events to evaluate the implications of the Civil War and Reconstruction for contemporary American life.

U.S. II Strand 1: Industrialization. (Ca. 1880-1920) The Industrial Revolution radically changed the daily lives of Americans. The immense industrial growth in the 19th century was fueled by technological innovations, abundant natural resources, and a large unskilled labor force. Migration, urbanization, and immigration are trends that continue into contemporary times.

Possible Guiding Questions to Consider: How did daily life change for many Americans as industrialization developed? What role does industrialization play in the United States today? What key events laid the framework for the growth of industry, mining, agriculture, and human movement? How did employment opportunities influence immigration and internal migration patterns? What were the major "push" and "pull" factors influencing migration to and within the United States, and how did immigrants change culture and politics? What challenges in employment did immigrants face? What is the relationship between industrialism and the rise of consumerism in the U.S.? What is the Industrial Revolution sometimes considered to be two events/ what was distinct about the "Second Industrial Revolution"? How could industrial leaders be considered both "captains of industry" and "robber barons"?

U.S. II Standard 1.1: Students will assess how innovations in transportation, science, agriculture, manufacturing, technology, communication, and marketing transformed America in the 19th and early 20th centuries.

U.S. II Standard 1.2: Students will explain the connections between the growth of industry, mining, and agriculture and the movement of people into and within the United States.

U.S. II Standard 1.3: Students will analyze the causal relationships between industrialization and the challenges faced by the growing working classes in urban settings.

U.S. II Standard 1.4: Students will use historical evidence to compare how industrial capitalist leaders used entrepreneurship, free markets, and strategies to build their businesses.

U.S. II Strand 2: Reform Movements. (Ca. 1880-1920) Industrialization and urbanization changed American society in fundamental ways. Reform movements grew in response to these new realities. Urban settings made it easier for people to organize reform movements and recruit new members. The women's suffrage movement, the Progressive movement, the rise of the temperance movement, and the growth of a number of additional labor, health, and educational reform movements developed as individuals and groups worked to solve society's new challenges.

Possible Guiding Questions to Consider: Why do people turn to reform movements? What conditions must exist for a reform movement to begin? Why were some methods used to bring about change more successful than others? How have today's social and political reforms been affected by those that took place from the 1880s to the 1920s? How is daily life today influenced by earlier social and political reform movements? What process is required to amend the U.S. Constitution? What inferences can we make about U.S. history by studying amendments to the Constitution?

U.S. II Standard 2.1: Students will use primary and secondary sources to identify and explain the conditions that led to the rise of reform movements, such as organized labor, suffrage, and temperance.

U.S. II Standard 2.2: Students will explain how social reform movements influenced Constitutional amendments and changes to laws and democratic processes.

U.S. II Standard 2.3: Students will evaluate the methods reformers used to bring about change, such as imagery, unions, associations, writings, ballot initiatives, recalls, and referendums.

U.S. II Standard 2.4: Students will evaluate the short- and long-term accomplishments and effectiveness of social, economic, and political reform movements.

U.S. II Standard 3.4: Students will explain the causes for U.S. involvement in World War I and the effects of the war on the home front, such as migration, trade, sedition act, shortages, voluntary rationing, and the Spanish flu.

U.S. II Standard 4.3: Students will identify the civil rights objectives held by various groups, assess the strategies used, and evaluate the success of the various civil rights movements in reaching their objectives, paying specific attention to American Indian, women, and other racial and ethnic minorities.

U.S. II Standard 5.3 Students will explain how economic and environmental conditions, including the Dust Bowl, affected daily life and demographic trends during the Great Depression.

U.S. II Strand 6: Another Global Conflict and the Beginnings of the Cold War. (Ca. 1930-1950) World War II transformed American society and redefined the United States' role in global affairs. The war produced unprecedented levels of violence and human suffering. On the home front, trends both during and after the war would shape American society into the 21st century. The post-war era saw America emerge as one of two superpowers, engaged in a global "Cold War" with the Soviet Union. This Cold War had implications for America both at home and abroad.

Possible Guiding Questions to Consider: How did decisions that leaders made during World War II change the rules of warfare? What arguments were made for employing the tactics of "total war"? How do local conflicts escalate to become global conflicts? What were the interests and primary objectives of the U.S. in entering into World War II? How was the impact of World War II reflected in the culture of the United States home front? How did the events of World War II set the stage for the Cold War? How did the United States seek to halt the spread of communism in Europe?

U.S. II Standard 6.1: Students will assess the causes and consequences of America's shift from isolationism to interventionism in the years leading up to World War II.

U.S. II Standard 6.2: Students will use primary sources to describe the impact of World War II on the home front and the long-term social changes that resulted from the war, such as the baby boom, women in the workplace, and teenage culture.

U.S. II Standard 6.3: Students will cite and compare historical arguments from multiple perspectives regarding the use of "total war" in World War II, focusing on the changing objectives, weapons, tactics, and rules of war, such as carpet bombing, civilian targets, the Holocaust, and the development and use of the atom bomb.

U.S. II Standard 6.4: Students will research and prioritize the most significant events in the United States and the USSR's transition from World War II allies to Cold War enemies and superpowers.

U.S. II Standard 6.5: Students will evaluate the impact of using international economic aid and diplomacy to secure national interests, specifically citing case studies of America's investment in war-torn nations following the war, such as the Marshall Plan and the Berlin Airlift.

VERMONT

To view the complete set of Vermont social studies standards, visit <http://education.vermont.gov/documents/grade-expectations-framework-of-standards>.

Prekindergarten and Kindergarten

H&SSPK-K:8 Students connect the past with the present by...Recognizing objects from long ago and today (e.g., a slate was used long ago and a computer is used today). Describing ways that family life has both changed and stayed the same over time (e.g., choices in the past vs. chores today). Identifying how events and people have shaped their families (e.g., How does life change when one starts school?).

H&SSPK-K:13 Students analyze how and why cultures continue and change over time by...Identifying ways culture is expressed in their families (e.g., celebrations, food, and traditions). Understanding and appreciating that he or she is alike and different from other people in many different ways (e.g., personal physical characteristics, likes and dislikes).

1st and 2nd Grade

H&SS1-2:10 Students show understanding of past, present, and future time by...Placing events that occurred within the school or community setting in their correct sequence. Constructing a timeline of events in the history of their own or another family, or of the school or community. Measuring calendar time by days, weeks, and months (e.g., how old are you?). Identifying an important event in their lives and/or school, and discussing changes that resulted (e.g., after the new baby arrived, I had to share a bedroom with my sister).

H&SS1-2:16 Students examine how different societies address issues of human interdependence by...Explaining that people have rights and needs (e.g., fairness, safety) Identifying how the groups to which as person belongs (family, friends, team, community) influence how she or he thinks and acts. Defining their own rights and needs - and the rights and needs of others (e.g., gender, eye color, hair color, skin color, likes and dislikes, etc.) Identifying examples of interdependence among individuals and groups (e.g., family, sports team). Practicing communication skills with individuals and groups. Describing feelings and situations that might lead to conflict (e.g., fighting over being first in line). Describing ways that people solve problems.

3rd and 4th Grade

H&SS 3-4:8 Students connect the past with the present by...Explaining differences between historic and present day objects in Vermont, and identifying how the use of the object and the object itself changed over time (e.g., evaluating how the change from taps and buckets to pipelines has changed the maple sugaring industry). Describing ways that life in the community and Vermont has both changed and stayed the same over time (e.g., general stores and shopping centers). Examining how events, people, problems and ideas have shaped the community and Vermont (e.g., Ana Story's role in the American Revolution).

H&SS3-4:16 Students examine how different societies address issues of human interdependence by... Explaining how a community promotes human rights. Identifying and describing ways regional, ethnic, and national cultures influence individuals' daily lives. (e.g., reading myths and legends to learn about the origins of culture). Defining their own rights and needs-and the rights and needs of others- in the classroom, school, and community (e.g., establishing a clothing drive/swap for the needy: creating a

park for roller blades). Giving examples of ways that she or he is similar to and different from others (e.g., gender, race, religion, ethnicity.). Citing examples both past and present, of how diversity has led to change (e.g., Native Americans moving to reservations). Identifying examples of interdependence among individuals and groups (e.g., buyers and sellers; performer and audience). Identifying behaviors that foster cooperation among individuals. Identifying different types of conflict among individuals and groups (e.g., girls and boys, religion, material goods). Explaining different ways in which conflict has been resolved, and different ways in which conflicts and their resolution have affected people (e.g., reservations and Indian schools; Green Mountain Boys, treaties).

5th and 6th Grade

H&SS5-6:8 Students connect the past with the present by... Explaining differences between historic and present day objects in the United States and/or the world, evaluating how the use of the object and the object itself changed over time, (e.g., comparing modes of transportation used in past and present exploration in order to evaluate the impact and effects of those changes). Describing ways that life in the United States and/or the world has both changed and stayed the same over time, and explaining why these changes have occurred (e.g., In what ways would the life of a teenager during the American Revolution be different from the life of a teenager today? What factors have contributed to these differences?). Investigative how events, people, and ideas have shaped the United States and/or the world, and hypothesizing how different influences could have led to different consequences (e.g., How did the civil rights movement change the U.S. and how might the U.S. be different if it had never happened?).

H&SS5-6:9 Students show understanding of how humans interpret history by... Identifying different types of primary and secondary sources, and understanding the benefits and limitations both bring to the study of history (e.g., interview, biographies, magazine articles, and eyewitness accounts). Reading and interpreting historic maps. Identifying multiple perspectives in historic and current events (e.g., How might one of Santa Anna's soldiers describe the events at the Alamo/ How might an American Soldier describe the same events?). Identify attitudes, values, and behaviors of people in different historical contexts (e.g., What values justified denying women the vote?) Identifying how technology can lead to a different interpretation of history. (e.g., archeological excavation, using online primary source documents.)

H&SS5-6:16 Students examine how different societies address issues of human interdependence by...Identifying a current or historic issue related to basic human rights (e.g., civil rights; women's movement). Explaining how roles and status of people have differed and changed throughout history based on gender, age, class, racial and ethnic identity, wealth, and/or social position. Describing the purposes and functions of governmental and nongovernmental international organizations (e.g., the United Nations). After examining issues from more than one perspective, defining and defending the rights and needs of others in the community, nation, and world (e.g., participating in a forum on child slavery). Describing differences and similarities among people that arise from factors such as cultural, ethnic, racial, economic, and religious diversity. Citing examples. both past and present, of how diversity has led to change (e.g., foods; internment camps; slavery). Identifying examples of interdependence among states and nations (e.g., natural resources). Comparing and contrasting behaviors that foster cooperation among groups and governments (e.g., assigned roles of participation, clear expectations and goal setting). Explaining conditions that contribute to conflict within and among individuals, communities, and nations (e.g., investigating the political, social, and economic causes of the American Revolution). Explaining ways in which conflicts can be resolved peacefully (e.g., melting pot vs salad bowl)

7th and 8th Grade

H&SS7-8:8 Students connect the past with the present by... Explaining differences between historic and present day objects in the United States and/or the world, evaluating how the use of the object and the object itself changed over time, (e.g., comparing modes of transportation used in past and present exploration in order to evaluate the impact and effects of those changes). Describing ways that life in the United States and/or the world has both changed and stayed the same over time, and explaining why these changes have occurred (e.g., In what ways would the life of a teenager during the American Revolution be different from the life of a teenager today? What factors have contributed to these differences?). Investigative how events, people, and ideas have shaped the United States and/or the world, and hypothesizing how different influences could have led to different consequences (e.g., How did the civil rights movement change the U.S. and how might the U.S. be different if it had never happened?).

High School

H&SS9-12:14 Students act as citizens by... Analyzing and evaluating changes in the interpretation of rights and responsibilities of citizenship over time (e.g., changes in voting age, changes in voting rights for women and African Americans). Analyzing and evaluating the issues related to and criteria for U.S. citizenship, past and present (e.g., analyzing the issues surrounding Japanese citizens during WWII). Discussing why people want to become citizens of the U.S. and/or another country (e.g., Why did Americans emigrate to the Soviet Union during the Depression?). Analyzing impacts of people's actions as members of a global community (e.g., the Kyoto Agreement). Demonstrating positive interaction with group members (e.g., working with a group to draft legislation). Identifying problems, proposing solutions, considering the effects of and implementing a course of action in the local community, state, nation, or world. Explaining and defending one's own point of view on issues that affect themselves and society, using information gained from reputable sources (e.g., stem cell research, health care issues, federal budget allocations). Explaining, critically evaluating, and defending views that are not one's own. Analyzing ways in which political parties, campaigns, and elections encourage and discourage citizens to participate in the political process (e.g., voter registration drives, use of the Internet, negative campaign ads). Illustrating how individuals and groups have brought about change locally, nationally, or internationally (e.g., research the far-reaching effects of Mohandas Ghandi's beliefs and actions). Analyzing how identity stems from beliefs in and allegiance to shared political values and principles, and how these are similar and different to other peoples (e.g., nation building in regions with disparate cultures). Establishing rules and/or policies for a group, school, or community, and defending them (e.g., senior privileges, curfews).

VIRGINIA

To view the complete set of Virginia social studies standards, visit

http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/2015/index.shtml.

1st Grade

1.3 The student will describe the stories of influential people in the history of Virginia and their contributions to our Commonwealth, with emphasis on a) Powhatan; b) Pocahontas; c) Christopher Newport; d) Maggie L. Walker; and e) Arthur R. Ashe, Jr.

2nd Grade

2.3 The student will compare the lives and contributions of three American Indian cultures of the past and present, with emphasis on a) the Powhatan of the Eastern Woodlands; b) the Lakota of the Plains; and c) the Pueblo peoples of the Southwest.

2.4 The student will describe how the contributions of selected individuals changed the lives of Americans, with emphasis on a) Christopher Columbus; b) Benjamin Franklin; c) Abraham Lincoln; d) George Washington Carver; e) Helen Keller; f) Thurgood Marshall; g) Rosa Parks; h) Jackie Robinson; i) Cesar Chavez; and j) Martin Luther King, Jr.

Virginia Studies

VS.2 The student will demonstrate an understanding of the relationship between physical geography and the lives of the native peoples, past and present, of Virginia by, a) locating Virginia and its bordering states on maps of the United States; b) locating and describing Virginia's Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau; c) locating and identifying water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, Rappahannock River, and Lake Drummond and the Dismal Swamp); d) locating three American Indian language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia; e) describing how American Indians related to the climate and their environment to secure food, clothing, and shelter; f) describing how archaeologists have recovered new material evidence at sites including Werowocomoco and Jamestown; and g) describing the lives of American Indians in Virginia today.

VS.3 The student will demonstrate an understanding of the first permanent English settlement in America by, a) explaining the reasons for English colonization; b) describing the economic and geographic influences on the decision to settle at Jamestown; c) describing the importance of the charters of the Virginia Company of London in establishing the Jamestown settlement; d) identifying the importance of the General Assembly (1619) as the first representative legislative body in English America; e) identifying the impact of the arrival of Africans and English women to the Jamestown settlement; f) describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival; and g) describing the interactions between the English settlers and the native peoples, including the role of the Powhatan in the survival of the settlers.

VS.4 The student will demonstrate an understanding of life in the Virginia colony by a. explaining the importance of agriculture and its influence on the institution of slavery; b. describing how the culture of colonial Virginia reflected the origins of American Indians, European (English, Scots-Irish, German) immigrants, and Africans; c. explaining the reasons for the relocation of Virginia's capital from

Jamestown to Williamsburg; d. describing how money, barter, and credit were used; and e. describing everyday life in colonial Virginia.

VS.8 The student will demonstrate an understanding of the reconstruction of Virginia following the Civil War by a. identifying the effects of Reconstruction on life in Virginia; b. identifying the effects of segregation and "Jim Crow" on life in Virginia for American Indians, whites, and African Americans; and c. describing the importance of railroads, new industries, and the growth of cities to Virginia's economic development.

VS.9 The student will demonstrate an understanding of Virginia during the twentieth century and beyond by, a) describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society; b) describing how national events, including women's suffrage and the Great Depression, affected Virginia and its citizens; c) describing the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history; and d) describing the political, social, or economic impact made by Maggie L. Walker; Harry F. Byrd, Sr.; Oliver W. Hill, Sr.; Arthur R. Ashe, Jr.; A. Linwood Holton, Jr.; and L. Douglas Wilder.

United States History to 1865

USI.5 The student will apply social science skills to understand the factors that shaped colonial America by, a) describing the religious and economic events and conditions that led to the colonization of America; b) describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services; c) describing specialization of and interdependence among New England, Mid-Atlantic, and Southern colonies; d) describing colonial life in America from the perspectives of large landowners, farmers, artisans, merchants, women, free African Americans, indentured servants, and enslaved African Americans; and e) explaining the political and economic relationships between the colonies and Great Britain.

USI.8 The student will apply social science skills to understand westward expansion and reform in American from 1801 to 1861 by, a) describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California; b) explaining how geographic and economic factors influenced the westward movement of settlers; c) explaining the impact of westward expansion on American Indians; d) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America; and e) explaining the main ideas of the abolitionist and women's suffrage movements.

USI.9 The student will apply social science skills to understand the causes, major events, and effects of the Civil War by, a) describing the cultural, economic, and constitutional issues that divided the nation; b) explaining how the issues of states' rights and slavery increased sectional tensions; c) locating on a map the states that seceded from the Union and those that remained in the Union; d) describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, and Frederick Douglass in events leading to and during the war; e) describing critical developments in the war, including the location of major battles; and f) describing the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans.

United States History: 1865 to Present

USII.4 The student will apply social science skills to understand how life changed after the Civil War by, a) examining the reasons for westward expansion, including its impact on American Indians; b) explaining the reasons for the increase in immigration, growth of cities, and challenges arising from this expansion; c) describing racial segregation, the rise of "Jim Crow," and other constraints faced by African Americans and other groups in the post-Reconstruction South; d) explaining the impact of new inventions, the rise of big business, the growth of industry, and the changes to life on American farms in response to industrialization; and e) evaluating and explaining the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women's suffrage, and the temperance movement.

USII.6 The student will apply social science skills to understand the social, economic, and technological changes of the early twentieth century by, a) explaining how developments in factory and labor productivity, transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living; b) describing the social and economic changes that took place, including prohibition and the Great Migration north and west; c) examining art, literature, and music from the 1920s and 1930s, with emphasis on Langston Hughes, Duke Ellington, Georgia O'Keeffe, and the Harlem Renaissance; and d) analyzing the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt's New Deal.

USII.7 The student will apply social science skills to understand the major causes and effects of American involvement in World War II by a) explaining the causes and events that led to American involvement in the war, including the attack on Pearl Harbor; d) locating and describing the major events and turning points of the war in Europe and Pacific; and c) explaining and evaluating the impact of the war on the home front.

USII.8. The student will apply social science skills to understand the economic, social, and political transformation of the United States and the world between the end of World War II and the present by, a) describing the rebuilding of Europe and Japan after World War II, the emergence of the United States and the Soviet Union as superpowers, and the establishment of the United Nations; b) describing the conversion from a wartime to a peacetime economy; c) examining the role of the United States in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges; d) describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities; and e) evaluating and explaining the impact of international trade and globalization on American life.

USII.9 The student will apply social science skills to understand the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by, a) examining the impact of the Civil Rights Movement, the Americans with Disabilities Act (ADA), and the changing role of women on all Americans; b) describing the development of new technologies in communication, entertainment, and business and their impact on American life; c) analyzing how representative citizens have influenced America scientifically, culturally, academically, and economically; and d) evaluating and explaining American foreign policy, immigration, the global environment, and other emerging issues.

Virginia and United States History

VUS.6 The student will apply social science skills to understand major events in Virginia and United States history during the first half of the nineteenth century by, a) explaining territorial expansion and its

impact on the American Indians; b) describing the political results of territorial expansion; c) Assessing the political and economic changes that occurred during this period, with emphasis on James Madison and the War of 1812; d) analyzing the social and cultural changes during the period, with emphasis on "the age of the common man" (Jacksonian Era); e) Evaluating the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women's suffrage movements, and the role of the states in the Union; f) explaining how Manifest Destiny and President James K. Polk's policies impacted the nation; and g) evaluating and explaining the multiple causes and compromises leading to the Civil War, including the role of the institution of slavery.

VUS.7 The student will apply social science skills to understand the Civil War and Reconstruction eras and their significance as major turning points in American history by, a) describing major events and the roles of key leaders of the Civil War era, with emphasis on Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass; b) evaluating and explaining the significance and development of Abraham Lincoln's leadership and political statements, including the significance of the Emancipation Proclamation and the principles outlined in the Gettysburg Address; c) evaluating and explaining the impact of the war on Americans, with emphasis on Virginians, African Americans, the common soldier, and the home front; d) evaluating postwar Reconstruction plans presented by key leaders of the Civil War; and e) evaluating and explaining the political and economic impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States.

VUS.8 The student will apply social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by, a) explaining the westward movement of the population in the United States, with emphasis on the role of the railroads, communication systems, admission of new states to the Union, and the impact on American Indians; b) analyzing the factors that transformed the American economy from agrarian to industrial and explaining how major inventions transformed life in the United States, including the emergence of leisure activities; c) examining the contributions of new immigrants and evaluating the challenges they faced, including anti-immigration legislation; d) analyzing the impact of prejudice and discrimination, including "Jim Crow" laws, the responses of Booker T. Washington and W.E.B. DuBois, and the practice of eugenics in Virginia; e) evaluating and explaining the social and cultural impact of industrialization, including rapid urbanization; and f) evaluating and explaining the economic outcomes and the political, cultural and social developments of the Progressive Movement and the impact of its legislation.

VUS.11 The student will apply social science skills to understand World War II by a) analyzing the causes and events that led to American involvement in the war, including the Japanese attack on Pearl Harbor and the American response; b) describing and locating the major battles and key leaders of the European theater; c) describing and locating the major battles and key leaders of the Pacific theater; d) evaluating and explaining how the United States mobilized its economic and military resources, including the role of all-minority military units (the Tuskegee Airmen and Nisei regiments) and the contributions of media, minorities, and women to the war effort; e) analyzing the Holocaust (Hitler's "final solution"), its impact on Jews and other groups, and the postwar trials of war criminals; and f) evaluating and explaining the treatment of prisoners of war and civilians by the Allied and Axis powers.

Virginia and United States Government

GOVT.6 The student will apply social science skills to understand local, state, and national elections by a. describing the nomination and election process, including the organization and evolving role of political parties; b. examining campaign funding and spending, including the impact of Supreme Court decisions,

the nationalization of campaign financing, and the role of issue groups; c. analyzing the influence of media coverage, campaign advertising, public opinion polls, social media, and digital communications on elections; d. investigating and explaining the impact of reapportionment and redistricting on elections and governance; e. describing how amendments have extended the right to vote, and f. analyzing voter turnout in local, state, and national elections.

GOVT.9 The student will apply social science skills to understand the process by which public policy is made by a. defining public policy and determining how to differentiate public and private action; b. examining different perspectives on the role of government; c. describing how the national government influences the public agenda and shapes public policy by examining examples such as the Equal Rights Amendment, the Americans with Disabilities Act (ADA), and Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965; d. describing how the state and local governments influence the public agenda and shape public policy; e. investigating and evaluating the process by which policy is implemented by the bureaucracy at each level; f. analyzing how the incentives of individuals, interest groups, and the media influence public policy; and g. devising a course of action to address local and/or state issues.

WASHINGTON

To view the complete set of Washington social studies standards, visit <http://www.k12.wa.us/SocialStudies/EALRs-GLEs.aspx>.

1st Grade

2.1.1 Understands that when individuals and families make choices about meeting their needs and wants, something is gained and something is given up. Examples: Explains that families make choices about the need for buying groceries based on cost, availability, family or cultural customs, and personal taste. Explains that when families make choices about moving, a new home is gained and an old neighborhood is given up.

3.1.1 Understands and uses maps and globes to identify major bodies of water and continental land masses. Examples: Uses a map or globe to identify the location of the continents and major bodies of water. Explains how maps and globes can be used to locate the continents where families live.

3.2.1 Understands that the way families live is shaped by the environment. Examples: Explains how the climate and physical features of an area determine the types of home in which people live. Explains how the food families eat is affected by the natural resources that are available in their regions.

3.2.3 Understands why families make decisions to move. Examples: Explains that families may move to a smaller or bigger home when family size decreases or increases. Explains that families may move when job opportunities become available. Explains that families may move when job opportunities become available.

4.1.1 Understands and creates family timelines to show events in a sequential manner. Examples: Creates and explains a timeline that describes family events over time. Creates and explains a family timeline that describes changes to the family.

4.4.1 Understands how knowledge of family history can be used to make current choices. Examples: Explains how a family marks celebrations using traditions and customs from the past.

5.2.1 Understands how questions are used to find out information. Examples: Explains how questions can be used to find out how families celebrate holidays. Explains how questions can be used to find out how families live in different countries.

5.2.2 Uses texts and visuals to identify the main ideas or key details to study family life. Examples: Uses photos to describe how different families live.

5.3.1 Engages in discussions to learn about how families live around the world. Examples: Engages in discussions to learn how families from around the world celebrate birthdays. Engages in discussions to learn about the clothing worn by families from around the world.

5.4.1 Describes how different people live using a graphic organizer. Examples: Describes similarities and differences in the ways families celebrate holidays using a T-chart. Describes similarities and differences in the ways in which families live using a table.

2nd Grade

4.2.1. Understands individuals who have shaped history in the local community. Examples: -Explains how Marcus and Narcissa Whitman shaped the history of Walla Walla. -Explain how Chief Health played a role in the development of Seattle as a city.

3rd Grade

2.2.1. Understands how the economic systems of groups are influenced by laws, values, and customs. Examples: - Explains how the farming and herding practices of Eastern Woodland peoples reflected how they viewed their environment. Explains how the basket and rug-weaving customs of the Southwest tribes contributed to their economy through trade. Compares how laws, values, and customs affected the ways in which Pueblo tribes and Plains tribes built homes; produced, gathered, or hunted food; and made clothing and tools.

3.2.2 Understands the cultural universals of place, time, family life, economics, communication, arts, recreation, food, clothing, shelter, transportation, government, and education. Examples: Explains the variety of ways that people in North America use language to communicate, including spoken, written, sign, and body language in the past or present. Compares the forms of literature, music, art, dance, and games that belong to cultures in Mexico, Canada, and the United States. Compares the traditions, beliefs, and values of cultural groups in North America. Explains how children gain knowledge formally through school and informally through family, friends, and media. Explains how people make a living in different communities. Explains the variety of ways that people in one's community use money or trade to meet their needs and wants.

4th Grade

4.2.1 Understands and analyzes how individuals caused change in Washington State History. Examples: - Explains the contributions Mother Joseph of the Sisters of Providence made to Eastern Washington, including building schools and orphanages. -Examines how George Washington Bush promoted the movement of African-American people to Washington State. -Examines how Chief Joseph helped shaped the development of the Pacific Northwest.

7th Grade

1.1.1 Understands how key ideals set forth in fundamental documents, including the Washington State Constitution and tribal treaties, define the goals of our state. Examples: Explains how liberty is defined in the Washington State Constitution. explains how justice is defined in the Washington State Constitution. Explains how sovereignty is defined in and limited by tribal treaties. Explains how the Washington State Constitution defines equality when declaring that it is "the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex"

1.1.2 Analyzes the relationship between the actions of people in Washington State and the ideals outlined in the State Constitution. Examples: Examines the relationship between Washington State citizens' support for Gordon Hirabayashi's resistance to incarceration and the right to "due process" outlined in Article 1, Section 3 of the State Constitution. Examines the relationship between Washington State women's contribution to the war effort during World War II and the equality of rights and responsibility outlined in Article 31, Section 1 of the State Constitution. Examines the relationship between the implementation of the Bracero Program and the personal rights outlined in Article 1, Section 3 of the State Constitution.

2.2.1 Analyzes the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present. Examples: Examines the types of services offered under feudalism in medieval Europe and Jan in helping people meet their needs and wants. Examines the role women played in the Washington State economy before, during, and after WWII.

4.1.2 Understands how themes and developments have defined eras in Washington State and world history by:

Explaining and comparing the development of major societies from 600 to 1450 in two or more regions of the world. Examples. -Explains and compares the development of Islam and Hinduism. -Explains and compares feudalism in Japan and Europe. -Explains and compares the development of the Aztec empire with that of the Mali kingdom. -Explains and compares the development of the Incan Empire with that of ancient Ghana.

Explaining how the following themes and developments help to define eras in Washington State history from 1854 to the present: Territory and treaty-making (1854-1889). Railroads, reform, immigration, and labor (1889-1930). The Great Depression and World War II (1930-1945). New technologies and industries (1945-1980). Contemporary Washington State (1980-present). Examples: - Explains how the exchange of land for continued fishing and hunting rights in the Point No Point Treaty helps to define the treaty-making period. -Explains how women gaining the right to vote in 1910 helps to define Washington State history from 1889 to 1930 as a period of reform. Explains how the building of dams as part of the New Deal helps to define the 1930s and 1940s in Washington State. Explains how the establishment of the civilian aerospace industry after World War II helps to define this era as a time of new technologies and industries. Explains how international trade treaties affecting Washington State business and agriculture help to define contemporary Washington.

8th Grade

1.1.2. Evaluates efforts to reduce discrepancies between key ideals and reality in the United States, including: How amendments to the Constitution have sought to extend rights to new groups. How key ideals and constitutional principles set forth in fundamental documents relate to public issues.

Examples: -Judges how well the Fourteenth and Fifteenth Amendments have expanded freedoms for African Americans and other groups in the past and present. -Judges the legacy of the Declaration of Sentiments and Resolutions in Seneca Falls in promoting women's right to own property. -Judges the legacy of the Indian Reorganization Act in promoting the rights of tribal governments.

2.3.1 Understands and analyzes the influence of the U.S. government's taxation, creation of currency, and tariffs in the past or present. Examples: Examine how President Andrew Jackson used the protective tariff to secure emerging industries in the nineteenth century. Examine and critiques how government's laissez-faire approach to business regulation led to the establishment of the Lowell Girls Union in the 1830s.

4.2.1. Understands and analyzes how individuals and movements have shaped U.S. history (1776-1900). Examples: -Examines the impact of Harriet Beecher Stowe's novel "Uncle Tom's Cabin" on the abolitionist movement in the United States. -Explains the impact of the Seneca Falls Convention on the advancement of women's rights. Explains the impact of the Lowell strike on future labor movements.

4.2.2 Understands and analyzes how cultures and cultural groups have contributed to U.S. history (1776-1900). Examples: -Explains how African cultural and religious customs influenced the culture of the U.S. - Explains how the Whitmans and other missionaries affected the religious and social practices of indigenous people in the United States.

11th Grade

1.4.1. Analyzes and evaluates ways of influencing national governments to preserve individual rights and promote the common good. Examples: - Using examples of different groups of people in American society, analyzes instances in which unalienable rights were denied and evaluates the effectiveness of struggles that ensued to guarantee those rights. Evaluates the effectiveness of the campaigns in preserving individual rights and promoting the common good (for example, Sec, Race/Color, Creed/Religion, National origin, Sexual orientation, Disability, or military status).

2.4.1. Analyzes and evaluates how individuals affect and are affected by the distribution of resources and sustainability. Examples: -Examines how a student's career choices will affect the local, national, and/or global economy. -Examines the role of gender discrimination in differing wages of middle management employees. -Weighs the impact consumers' choices can have on how companies pay their workers.

4.1.2 Understands how the following themes and developments help to define eras in U.S. history: Industrialization and the emergence of the United States as a world power (1890-1918). Reform, prosperity, and the Great Depression (1918-1939). World War II, the Cold War, and international relations (1939-1991). Movements and domestic issues (1945-1991). Entering a new era (1991-present). Examples: -Explains how the Roosevelt Corollary helps to define the early 20th century as a time when the United States was emerging as a world power. Explains how the 19th Amendment and the New Deal Policy define U.S. history following World War I as period of reform. Explains how atomic weapons help to define the decades after World War II as the Cold War era. -Explains how the United Farm Workers, Civil Rights Movement, and Feminist Movement help to define U.S. history after World War II as a time of social movements. -Explains how the Oklahoma City bombing and 9/11 attacks have defined a new era in U.S. domestic and foreign policy.

4.3.1. Analyzes differing interpretations of events in U.S. history (1890-present). Examples: -Develops a position after examining competing historical interpretations of the effect Malcolm X had on the Civil Rights Movement. Develops a position after examining competing historical interpretations of the long term effects of the Feminist Movement. Develops a position after examining competing historical interpretations of the causes of the Great Depression. Develops a position after examining competing historical interpretations of the failed social and legislative attempt of Prohibition. -Develops a position after examining competing historical interpretations of the cultural contributions of the Harlem Renaissance.

5.4.1. Evaluates and interprets other points of view on an issue within a paper or presentation. Examples: -Evaluates and interprets other points of view on America's role in developing the Panama Canal. -Evaluates and interprets other points of view on why the women's suffrage movement succeeded.

WEST VIRGINIA

To view the complete set of West Virginia social studies standards, visit <https://webtop.k12.wv.us/0/apps/tree/subject/view/ss>.

Kindergarten

SS.K.17 Explore time, places, people and events in relationship to student's own life (e.g., family trees, pictures, stories, etc.).

1st Grade

SS.1.19 Examine cultural contributions of families through the use of literature, primary source documents and oral accounts.

2nd Grade

SS.2.14 Demonstrate an understanding of interactions among individuals, families, and communities by creating a timeline using documents and oral accounts to investigate ways communities and generations of families change.

3rd Grade

SS.3.1 Identify and explain the following commonly-held American democratic values, principles and beliefs: diversity, rule of law, family values, community service, justice, liberty.

4th Grade

SS.4.1 Identify, explain and critique commonly held American democratic values, principles and beliefs (e.g., diversity, family values, community service, justice, liberty, etc.) through established documents (e.g., Declaration of independence, U.S. Constitution, Bill of Rights, etc.).

SS.4.13 Demonstrate an understanding of the various factors that influenced the founding of the original colonies (e.g., economic, political, cultural, etc.). Analyze the southern, middle and northern colonies (e.g., origins, early government, resources, religious and cultural diversity, etc.). Compare and contrast community life, family roles and social classes in colonial America (e.g., indentured servants, slaves, colonists, etc.). Compare and contrast backgrounds, motivations and occupational skills among English, French and Spanish settlers (e.g., economics, culture, trade, new agricultural products, etc.).

SS.4.14 Demonstrate an understanding of the conflict between the American colonies and England that led to the Revolutionary War. Explain the political and economic factors leading to the American Revolution (e.g., the French and Indian War; British colonial policies, and American colonists; early resistance, etc.), Explain the major ideas reflected in the Declaration of Independence. Summarize the roles of the principal American, British and European leaders involved in the conflict (e.g., King George III, Benjamin Franklin, George Washington, Thomas Jefferson, John Adams, Thomas Paine, Patrick Henry, and Marquis de Lafayette, etc.). Explain the contributions of Native Americans, the French and Dutch during the Revolutionary War, and list the contributions of women and African Americans during and after the American Revolution.

SS.4.15 Trace the beginnings of America as a nation and the establishment of the new government. Compare and contrast the various forms of government in effect from 1774-1854 (e.g., Continental Congress, Articles of Confederation, U.S. Constitution, Bill of Rights, etc.). Research the contributions of

early American historic figures (e.g., George Washington, John Adams, Abigail Adams, Thomas Jefferson, Alexander Hamilton, Andrew Jackson, James Madison, Dolly Madison, etc.). Explain the political, social, and economic challenges faced by the new nation (e.g., development of political parties, expansion of slavery, taxation, etc.)

5th Grade

SS.5.5 Outline the process in which amendments are made, interpret their meanings, and apply it to their daily life, lives of others and lives of people throughout history.

SS.5.10 Compare the industrial North and the agricultural South prior to the Civil War, the geographic characteristics and boundaries of each region and the basic way of life in each region.

SS.5.20 Demonstrate an understanding of the industrial North and the agricultural South before, during and after the Civil War. Research the roles and accomplishments of the leaders of the reform movements before and during the Civil War (e.g., abolition movement, Underground Railroad and other social reform, etc.). Explain how specific events and issues led to the Civil War (e.g., sectionalism fueled by issues of slavery in the territories, states' rights, election of 1860 and secession). Summarize key battles, strategies and turning points of the Civil War (e.g., Fort Sumter, Antietam, Gettysburg, other regional battles and the surrender at Appomattox). Compare the roles and accomplishments of historic figures of the Civil War (e.g., Abraham Lincoln (Emancipation proclamation, Gettysburg Address) Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Clara Barton and Frederick Douglass, etc.). Explain the impact of the Civil War's physical destruction on the nation and the people (e.g., soldiers, women, African Americans, and the civilian population, etc.).

6th Grade

SS.6.21 Demonstrate an understanding of the causes, key events and outcomes of World War II, Summarize the rise of totalitarian governments in Germany, Italy, Japan and the Soviet Union. Examine the political and economic transformation of Western and Eastern Europe after World War II, identifying the significance of the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization (NATO), the United Nations, the Warsaw Pact and the European Economic Community. Analyze the role of appeasement and isolationism as an attempt to avoid war. Analyze the role of strong leadership during the war and critique their responses to the conflict. Investigate the role of the United States in World War II. Cite evidence of the human rights violations during times of war. Illustrate the US civilian response on the home-front to the war (e.g., "Rosie the Riveters," victory gardens, rationing, etc.).

SS.6.23. Identify the key figures, events and philosophies of the US Civil Rights Movement. Trace the development of Civil Rights for minority groups in the United States (e.g., women and African American). Identify key figures and key events in movements for civil rights.

7th Grade

SS.7.3 Compare and contrast the roles, rights and responsibilities of free men, women, children, slaves and foreigners across time in various civilizations (e.g., ancient civilizations, medieval time, and nation states).

8th Grade

SS.8.20 Demonstrate an understanding of the settlement of Western Virginia and the United States by Native Americans and Europeans. Differentiate between the cultures and daily life of the Native Americans. Summarize the history of European exploration and settlement in western Virginia from the

first endeavor of John Lederer through the settlement period including Morgan and other important explorers and settlers. Explain the role of western Virginia in the French and Indian War.

SS.8.21 Demonstrate an understanding of the American Revolution, including western Virginia's part in the development of the nation. Compare and contrast the perspectives and roles of different western Virginians during the American Revolution including those of political leaders, soldiers, patriots, Tories/Loyalists, women and Native Americans. Identify the key conflicts, battles and people of the American Revolution in western Virginia and their effects on the area (e.g., Battle of Point Pleasant, Siege of Fort Henry, Attacks at Fort Randolph and Fort Donnally). Summarize events related to the adoption of Virginia's constitutional conventions, the role of western Virginia and its leaders in the Continental Congress, and the ratification of the U.S. Constitution. Explain the economic and political tensions between the people of western and eastern Virginia including the economic struggles of both groups following the American Revolution and their disagreement over representation.

SS.8.22 Demonstrate an understanding of the American Civil War including its causes, effects, and the major events that led to West Virginia statehood. Explain the effect of key events leading to western Virginia's separation from Virginia after secession (e.g., First, and Second Wheeling Conventions and John Brown's Raid). Describe the moral, ethical and legal tensions that led to the creation of the new state of West Virginia and how these tensions were resolved (e.g., Virginia vs. West Virginia 1871). Compare and contrast the military strategies of the North and South with regard to specific events and geographic locations in West Virginia (e.g., the battle of Philippi, Rich Mountain, Droop Mountain, Battle of Scary Creek and Battle of Carnifex Ferry). Identify significant contributions of men and women of West Virginia during the Civil War and identify the roles of ethnic and racial minorities.

SS.8.23. Demonstrate an understanding of major social, political and economic developments that took place in West Virginia during the second half of the nineteenth century. Identify the types of transportation that facilitated the growth of West Virginia. Compare and contrast the West Virginia Constitutions of 1862 and 1872. Summarize the changes that occurred in West Virginia agriculture and industry during the late nineteenth century, including changes in family life in various regions and the growth of industry. Explain the significance of increased immigration into the United States in the late nineteenth century to West Virginia, including cultural and economic contributions of immigrants, opportunities and struggles experienced by immigrants, increased racial hostility and the effect of racial and ethnic diversity on national identity.

SS.8.24 Demonstrate an understanding of West Virginia's development during the early twentieth century. Analyze the evolution of the labor movement in West Virginia. Summarize the progressive reform movement in West Virginia (e.g., child labor laws, Prohibition, improvements to roads, hospitals, libraries, tax reforms, changes to local government systems and the roles of significant individuals and groups). Summarize the political, social and economic situation in West Virginia following World War I, including progress in suffrage for women, improvements in daily life in urban/rural areas, Roaring 20's and developments in industry. Explain the effects of the Great Depression and the lasting impact of New Deal programs on West Virginia, including the Homestead Projects.

High School

SS.US.3 Identify the issues regarding the evolution of United States citizenship and evaluate responsibilities and rights of United States citizens (e.g., landownership, race, gender, and age).

SS.US.14 Evaluate the impact of health and cultural considerations on the quality of life over different historical time periods (e.g., Colonial America, westward movement, late 19th and early 20th centuries and impact of epidemics).

SS.US.20 Demonstrate an understanding of westward movement and the resulting regional conflicts that took place in America in the nineteenth century. Explain the impact and challenges of westward movement, (e.g., people's motivations actions for moving west, railroad construction and the displacement of Native Americans). Trace land acquisitions and their significance as the U.S. expanded. Summarize United States relations with foreign powers (e.g., Louisiana Purchase, Monroe Doctrine, Manifest Destiny and the Mexican War). Compare economic development in different regions of the country during the early nineteenth century (e.g., agricultural South, industrial and financial North, and the development of new resources in the West). Examine and evaluate the reform period prior to the U.S. Civil War (e.g., abolition, women's suffrage, religious principles, etc.).

SS.US.21 Demonstrate an understanding of the causes and the course of the Civil War and Reconstruction in America. Analyze the social, political and cultural characteristics of the North, the South and the West before and after the Civil War (e.g., the lives of African Americans, social reform, Patriotism, Nationalism, labor force, etc.). Explain how the political events and issues that divided the nation led to civil war (e.g., compromises reached to maintain the balance of free and slave states, successes and failures of the abolitionist movement, conflicting views on states' rights and federal authority, emergence of the Republican Party and election of 1860). Examine and identify the cause and effect of the formation of the Confederate States of America. Outline the course and outcome of the Civil War (e.g., the role of African American military units, the impact of the Emancipation Proclamation, and the social, political and economic impact on the South following the Civil War). Evaluate effects of Reconstruction on the nation (e.g., the roles of the Civil War Amendments, Radical Republicans, etc.). Summarize the progress and impact made by various groups in society (including African-Americans, women, immigrants, etc.) during Reconstruction. Trace societal changes in the United States brought about by the end of Reconstruction (the Freedmen's Bureau, educational reform, political opportunity, new trends in legislation, Jim Crow laws and the rise of anti-African American factions).

SS.US.22 Demonstrate an understanding of changes that took place at the end of the 19th Century in the United States. Analyze the developments in business and industry including the emergence of new industries and the rise of corporations through monopolies and mergers. Examine the effects of technological change on the United States (e.g., agriculture, transportation, industry, labor and society). Investigate the various periods and movements at the end of the nineteenth century. (e.g., the Gilded Age, the Populist movement, the Progressive Era, labor movement, continuation of the women's suffrage movement, etc.). Examine and identify the goals and accomplishments of reformers and reform movements (e.g., women's rights, minorities, temperance, prisons, hospitals, schools, etc.). Explain the transformation of America from an agrarian to an industrial economy, including the effects of mechanized farming and the expansion of international markets. Assess the impact of urbanization and immigration on social, economic and political aspects of society in the United States in the late nineteenth century. (e.g., labor, agriculture, ethnic neighborhoods, African Americans, immigrants, women and children).

SS.USC.1 Identify the issues regarding the evolution of United States citizenship and evaluate responsibilities and rights of United States citizens (e.g., landownership, race, gender and age).

SS.USC.5 Evaluate court cases essential to fundamental democratic principles and values (e.g., Brown v. BOE Topeka, Miranda v. Arizona, Roe v. Wade, Mopp v. Ohio, Schenck v. U.S., and Doe v. Holder (P.A.T.R.I.O.T. Act)).

SS.USC.24 Demonstrate an understanding of the industrialization and reform movements. Analyze the contributions of business, industry, and entrepreneurs in the late 19th/ early 20th century. Compare and contrast the societal, economic and population shifts in the United States in the late 19th century (i.e., Agrarian to Industrial, rural to urban, labor vs. industry, immigration, migration). Identify the goals and accomplishments of reformers and reform movements (e.g. women's rights, minorities, labor, temperance, Progressivism etc.)

SS.USC.27 Demonstrate an understanding of the events surrounding World War II. Explain how the world economic crisis initiated worldwide political change. Explore the causes and effects of World War II and describe the impact the war had on the world (e.g., failure of the Treaty of Versailles/League of Nations, militarism, nationalism, failure of appeasement). Investigate the abuse of human rights during World War II (e.g., Japanese Internment, Holocaust, stereotypes, propaganda). Identify contributions from the American-Homefront during the war (e.g., Rosie the Riveters, victory gardens, liberty bonds). Analyze the long-term consequences of the use of atomic weaponry to end the war.

SS.USC.29 Demonstrate an understanding of the social and political conflicts that brought forth an era of change in America. Investigate key people, places, and events of the African-American Civil Rights Movement. Research the various paradigm shifts during the 1950's, 1960's, & 1970's (e.g. counterculture, rock n' roll, women's rights, Roe v. Wade, shifts in technology). Connect events to continued questions of trust in federal government (e.g., Watergate, Iran Contra, and Pentagon Papers).

SS.CS.4 Evaluate court cases essential to fundamental democratic principles and values (e.g., amendments since 1920, Brown v. BOE Topeka, Miranda v. Arizona, Roe v. Wade and the P.A.T.R.I.O.T. Act).

SS.CS.19 Demonstrate an understanding of society in the Roaring 20's by examining the changing cultural, economic, and political philosophies, and the ensuing consequences. Outline activities and irregularities of both Wall Street and United States banking practices followed by attempted reform legislation. Analyze the impact that the emerging independence of women (e.g., suffrage, double standard, flappers and employment opportunities) and immigration issues had on society. Research the social issues that led to the passage of the 18th Amendment and the establishment of Prohibition, and discuss the factors that led to its repeal in the 21st Amendment (e.g., organized crime, Great Depression and changing social values). Investigate literary, musical and artistic movements (e.g., Harlem Renaissance, Jazz and the Lost Generation).

SS.CS.21 Demonstrate an understanding of the events surrounding World War II. Explore how appeasement efforts such as the Munich Agreement (1938) failed to prevent war. Examine and evaluate the suffering and human cost of the propaganda and genocide of the Nazi Holocaust. Assess the Japan's motives for attacking Pearl Harbor and the attack's effect on the outcome of WWII. Examine and identify the penalties of war faced by the Japanese in the United States and their homeland. Identify the contributions from the home front during the war (e.g., Rosie the Riveters - "Rosie", victory gardens, war bond sales, wartime propaganda and opportunities for minorities). Investigate and cite evidence about the significance of the events in the European and Pacific Theaters. Hypothesize America's reasons for

rebuilding war torn countries and trace the rationale and origins of cooperation that led to the creation of the United Nations.

SS.C.35 Use census data and public records to identify patterns of change and continuity to understand the impact of the following on society: zoning, migration, ethnicity, income, gender differences, age differences, education, voting behavior, family structure.

SS.C.36 Conduct research using demographic data to interpret, debate and evaluate the geopolitical implications of a variety of global issues: the environment and environmental protection, political and cultural boundaries, women's rights, cultural diversity and assimilation, religion, standard of living.

WISCONSIN

To view the complete set of Wisconsin social studies standards, visit <https://dpi.wi.gov/social-studies/standards>.

By the End of 4th Grade

B.4.3 Examine biographies, stories, narrative, and folk tales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events.

B.4.4 Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups.

By the End of 12th Grade

C.12.16 Describe the evolution of movements to assert rights by people with disabilities, ethnic and racial groups, minorities, and women.

D.12.4 Explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies and on the lives of individuals and families in the United States and the world.

WYOMING

To view the complete set of Wyoming social studies standards, visit <https://edu.wyoming.gov/educators/standards/social-studies/>.

By the End of 2nd Grade

SS2.2.1 Name the ways groups (e.g., families and schools) meet human needs and concerns (e.g., belonging and personal safety) and contribute to personal identity and daily life.

By the End of 5th Grade

SS.5.2.1 Identify and describe the ways groups (e.g., families, communities, schools, and social organizations) meet human needs and concerns (e.g., belonging, self-worth, and personal safety) and contribute to personal identity and daily life.

SS5.2.4. Identify and describe the tensions between cultural groups, social classes and/or individuals in Wyoming and the United States (e.g. Martin Luther King, Jr., Helen Keller, Sacagawea, and Chief Washakie)

SS5.4.4 Discuss different groups that a person may belong to (e.g., family, neighborhood, cultural/ethnic, and workplace) and how those roles and/or groups have changed over time.

By the End of 8th Grade

SS8.3.5 Describe how values and beliefs influence individual, family, and business decisions.

SS 8.4.4 Identify historical interactions between and among individuals, groups, and/or institutions (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace)

SS12.4.4 Describe the historical interactions between and among individuals, groups, and/or institutions (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace) and their impact on significant historical events.

Appendix 1-Women by Popularity

Women	Occurrences	Race	Topic	Role
Rosa Parks	34	African American	Civil Rights	Activist
Susan B Anthony	30	White	Suffrage	Activist
Harriet Tubman	27	African American	Abolitionist	Activist
Elizabeth Cady Stanton	21	White	Suffrage	Activist
Sojourner Truth	18	African American	Abolitionist	Activist
Abigail Adams	17	White	Women's Rights	First Lady
Harriet Beecher Stowe	15	White	Abolitionist	Writer
Jane Addams	15	White	Progressive Era	Activist
Jane Roe	15	White	Women's Rights	Activist
Ida B. Wells-Barnett	13	African American	Abolitionist	Activist
Eleanor Roosevelt	13	White	Depression	First Lady
Sacagawea	13	Native American	Western Expansion	Explorer
Phillis Wheatley	11	African American	Abolitionist	Poet
Mercy Otis Warren	11	White	Colonial	Writer
Anne Hutchinson	10	White	Colonial	Activist
Mary McLeod Bethune	9	African American	Civil Rights	Activist
Dorothea Dix	9	White	Civil War	Nurse
Dollree Map	9	African American	Constitution	Activist
Mary Beth Tinker	9	White	Constitution	Activist
Rosie the Riveter	9	White	WWII	Worker
Ida Tarbell	8	African American	Civil Rights	Activist
Ethel Rosenberg	7	White	20th Century	Traitor
Pocahontas	7	Native American	Colonial	Cultural Figure

Women	Occurrences	Race	Topic	Role
Lucretia Mott	7	White	Suffrage	Activist
Clara Barton	6	White	Civil War	Leader
Sandra Day O'Connor	5	White	20th Century	Government
Fannie Lou Hamer	5	African American	Civil Rights	Activist
Martha Washington	5	White	Colonial	First Lady
Zora Neale Hurston	5	African American	Harlem Renaissance	Writer
Sally Ride	5	White	Leadership	Astronaut
Helen Keller	5	White	Progressive Era	Activist
Dolores Huerta	4	Hispanic	20th Century	Activist
Amelia Earhart	4	White	20th Century	Aviator
Rachel Carson	4	White	20th Century	Scientist
Grimké, Angelina	4	White	Abolitionist	Activist
Grimké, Sarah	4	White	Abolitionist	Activist
Margaret Fuller	4	White	Antebellum	Activist
Dolley Madison	4	White	Antebellum	First Lady
Diane Nash	4	African American	Civil Rights	Activist
Nancy Ward	4	Native American	Colonial	Government
Molly Hootch	4	Native American	Constitution	Activist
Louisa May Alcott	4	White	Culture	Writer
Oprah Winfrey	4	African American	Entrepreneur	Entrepreneur
Alice Paul	4	White	Suffrage	Activist
Hillary Clinton	3	White	20th Century	Government
Clara Luper	3	African American	Civil Rights	Activist
Ruby Bridges	3	African American	Civil Rights	Activist
Molly Pitcher	3	White	Colonial	Soldier/Military/Spy
Catherine Kuhlmeier	3	White	Constitution	Activist
Wilma Rudolph	3	African American	Culture	Athlete

Women	Occurrences	Race	Topic	Role
Dorothea Lange	3	White	Depression	Artist
Margaret Sanger	3	White	Progressive Era	Activist
Anne Dallas Dudley	3	White	Suffrage	Activist
Carrie Chapman Catt	3	White	Suffrage	Activist
Narcissa Prentiss Whitman	3	White	Western Expansion	Missionary
Laura Ingalls Wilder	3	White	Western Expansion	Writer
Betty Friedan	3	White	Women's Rights	Activist
Cornelia Fort	3	White	WWII	Aviator
Bessie Smith	2	African American	20th Century	Entertainer
Barbara Jordan	2	African American	20th Century	Government
Condoleezza Rice	2	African American	20th Century	Government
Zelda Fitzgerald	2	White	20th Century	Writer
Elizabeth Freeman	2	African American	Abolitionist	Activist
Ella Jo Baker	2	African American	Civil Rights	Activist
Elizabeth Blackwell	2	White	Civil War	Doctor
Mary Musgrove	2	Native American	Colonial	Government
Queen Isabella	2	Hispanic	Colonial	Government
Frances Perkins	2	White	Depression	Government
Madam C.J. Walker	2	African American	Entrepreneur	Entrepreneur
Maggie L. Walker	2	African American	Entrepreneur	Entrepreneur
Martha Stewart	2	White	Entrepreneur	Entrepreneur
Emma Lazarus	2	White	Immigration	Poet
Queen Liliuokalani	2	Asian or Pacific Islander	Leadership	Government
Katie John	2	Native American	Native rights	Activist
Carry Nation	2	White	Progressive Era	Activist

Women	Occurrences	Race	Topic	Role
Matilda Joselyn Gage	2	White	Suffrage	Activist
Josephine Pearson	2	White	Suffrage (Anti)	Activist
Eliza Bryan	2	White	Western Expansion	Eye witness
Mother Joseph of the Sisters of Providence	2	White	Western Expansion	Missionary
Phyllis Schlafly	2	White	Women's Rights	Activist
Linda Chávez	1	Hispanic	20th Century	Activist
Georgia O'Keeffe	1	White	20th Century	Artist
Lynette Woodard	1	African American	20th Century	Athlete
Bessie Coleman	1	African American	20th Century	Aviator
Aretha Franklin	1	African American	20th Century	Entertainer
Joan Baez	1	Hispanic	20th Century	Entertainer
Eleanor Homes Norton	1	African American	20th Century	Government
Geraldine Ferraro	1	White	20th Century	Government
Kathleen Sebelius	1	White	20th Century	Government
Madeline Albright	1	White	20th Century	Government
Margaret Thatcher	1	White	20th Century	Government
Nancy Landon Kassebaum	1	White	20th Century	Government
Nancy Pelosi	1	White	20th Century	Government
Oveta Culp Hobby	1	White	20th Century	Government
Polly Shackleton	1	White	20th Century	Government
Catherine Coffin	1	White	Abolitionist	Activist
Elizabeth Buffum Chace	1	White	Abolitionist	Activist
Harriet Jacobs	1	African American	Abolitionist	Activist

Women	Occurrences	Race	Topic	Role
Maria Stewart	1	African American	Abolitionist	Activist
Frances Anne "Fanny" Kemble	1	White	Abolitionist	Entertainer
Frances Dana Barker Gage	1	White	Antebellum	Activist
Prudence Crandall	1	White	Antebellum	Educator
Autherine Lucy	1	African American	Civil Rights	Activist
Daisy Bates	1	African American	Civil Rights	Activist
Lulu Belle Madison White	1	African American	Civil Rights	Activist
Mildred Brown	1	African American	Civil Rights	Activist
Modjeska Monteith Simkins	1	African American	Civil Rights	Activist
Septima Poinsette Clark	1	African American	Civil Rights	Activist
Vivian Malone Jones	1	African American	Civil Rights	Activist
Emma Sansom	1	White	Civil War	Guide
Susie King Taylor	1	African American	Civil War	Nurse
Queen Anne	1	White	Colonial	Government
Deborah Sampson	1	White	Colonial	Soldier/Military/Spy
Ana Story	1	White	Colonial	Soldier/Military/Spy
Esther Forbes	1	White	Colonial	Writer
Rosalyn Schanzer	1	White	Colonial	Writer
Betsy Ross	1	White	Colonial	Activist
Carmen Lomas Garza	1	Hispanic	Culture	Artist
Elisabet Ney	1	White	Culture	Artist
Chelo Silva	1	Hispanic	Culture	Entertainer

Women	Occurrences	Race	Topic	Role
Lydia Mendoza	1	Hispanic	Culture	Entertainer
Women	Occurrences	Race	Topic	Role
Marian Anderson	1	African American	Culture	Entertainer
Tina Turner	1	African American	Culture	Entertainer
Sonia Sotomayor	1	Hispanic	Culture	Government
Emily Dickinson	1	White	Culture	Poet
Fanny Christina Hill	1	White	Culture	Worker
Diane Gonzales Bertrand	1	Hispanic	Culture	Writer
Clara Driscoll	1	White	Democracy	Artist
Sharlot Hall	1	White	Democracy	Preservationist
Georgia Neese Clark	1	White	Depression	Government
Margaret Mitchell	1	White	Depression	Writer
Biddy Mason	1	African American	Entrepreneur	Entrepreneur
Estée Lauder	1	White	Entrepreneur	Entrepreneur
Hetty Green	1	White	Entrepreneur	Entrepreneur
Marie Webster	1	White	Entrepreneur	Entrepreneur
Mary Kay Ash	1	White	Entrepreneur	Entrepreneur
Olive Beech	1	African American	Entrepreneur	Entrepreneur
Jane Delgado	1	Hispanic	Hispanic Rights	Activist
Janet Murguia	1	Hispanic	Hispanic Rights	Activist
Evelyn Cameron	1	White	Leadership	Artist
Shannon Lucid	1	White	Leadership	Astronaut
Ann Richards	1	White	Leadership	Government
Cecilia Muñoz	1	Hispanic	Leadership	Government
Golda Meir	1	White	Leadership	Government
Irma Rangel	1	White	Leadership	Government
Kay Bailey Hutchinson	1	White	Leadership	Government

Women	Occurrences	Race	Topic	Role
Marie Curie	1	White	Leadership	Scientist
Elizabeth Peratrovich	1	Native American	Native rights	Activist
Wilma Mankiller	1	Native American	Native rights	Activist
Adina de Zavala	1	White	Progressive Era	Activist
Callie House	1	African American	Progressive Era	Activist
Clarina Nichols	1	White	Progressive Era	Activist
Florence Kelley	1	White	Progressive Era	Activist
Frances Willard	1	White	Progressive Era	Activist
Julia Tutwiler	1	White	Progressive Era	Activist
Kate Richards O'Hare	1	White	Progressive Era	Activist
Mary Lease	1	White	Progressive Era	Activist
Margaret Washington	1	African American	Progressive Era	Activist
Luisa Capetillo	1	Hispanic	Progressive Era	Activist
Juliette Gordon Low	1	White	Progressive Era	Community leader
Frances Ellen Watkins Harper	1	African American	Progressive Era	Poet
Lucy Stone	1	White	Suffrage	Activist
Millie Hughes-Fulford	1	White	Technology	Astronaut
Emily Roebling	1	White	Technology	Engineer
Maria Mitchell	1	White	Technology	Scientist
Annie Oakley	1	White	Western Expansion	Entertainer
Annie Bidwel	1	White	Western Expansion	Pioneer
Lizzie Johnson	1	White	Western Expansion	Pioneer
Mary Easton Sibley	1	White	Western Expansion	Pioneer
Mary Fields	1	African American	Western Expansion	Pioneer
Mary Maverick	1	White	Western Expansion	Pioneer

Women	Occurrences	Race	Topic	Role
Susanna Dickinson	1	White	Western Expansion	Pioneer
Willa Cather	1	White	Western Expansion	Writer
Maria Ruiz de Burton	1	Hispanic	Western Expansion	Writer
Amelia Bloomer	1	White	Women's Rights	Activist
Frances Wright	1	White	Women's Rights	Activist
Gloria Steinem	1	White	Women's Rights	Activist
Sherna Berger Gluck	1	White	Women's Rights	Activist

Appendix 2-Topics by Popularity

Topics	Number of Occurrences
Woman / Women	486
Family/Families	370
Women's / Woman's Suffrage / Suffrage / Vote	194
Civil Rights Movement	107
Home	97
Gender	87
Lives of	74
Daily Life	53
Women's Rights	49
Role of women	46
Domestic	42
Home Front / Homefront	40
19th Amendment / Nineteenth Amendment	34
Progressive Movement / Era	31
Family Member	23
Seneca	21
Parent (s)	18
Women in the Workforce / Working Women / Women at Work	16
Equal Rights Amendment	15
Roe v. Wade	15
Women's / Woman's Movement	14
Declaration of Sentiments	11
Uncle Tom's Cabin	11
Seneca Falls Convention	10
Mapp v. Ohio	9
Tinker v. Des Moines	9
Title IX	9
Female	8
Feminist	8
Flapper	8
Lifestyle	7
Status of Women	6
Birth Control	5
Daughters of Liberty	5
Hunter-gatherer	5
Sex (es)	4

Topics	Number of Occurrences
Silent Spring	4
Sexual	4
Feminism	3
Household(s)	3
Suffragette (s)	3
Women's Role	3
Abortion	2
Salem Witchcraft Trials	1
Sexism	1
Papa (Hawaii Legend)	1
Pele (Hawaii Legend)	1
Five ballerinas	2



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