

## **Social Studies**

## **Kindergarten**

### **Purpose**

Kindergarten students will distinguish likenesses and differences between individuals and between families, including the school family. They will learn about community helpers and the wants and needs of a community along with the physical characteristics of places. They will learn about our country's symbols, national holidays, and events. Through the social studies themes, the students will develop an appreciation and acceptance of others.

### **Outcomes**

#### Who We Are

The students will

- identify a family unit and members of the family.
- learn a home is a place to live and feel safe and secure.
- learn that family members get along by sharing, helping, being responsible, and caring for each other.
- identify items in the classroom and their location.
- identify the need for rules in school.
- identify ways to work cooperatively.
- identify school personnel and describe their roles and responsibilities.

#### Communities

The students will

- learn the meaning of neighborhood and explore the things found in a neighborhood.
- learn what is shown on a neighborhood map.
- learn about signs around the school and community
- learn that rules help keep order and keep them safe at home, at school, and in the community.
- learn about community helpers and the services they provide to a community.
- explore three types of communities-the city, the suburbs, and the country.
- explore the ways in which different communities celebrate special days and events.

## Work

The students will

- explore their jobs at home and at school and realize that their main job at school is to learn.
- learn about some of the jobs they might have someday.
- learn about ways in which some jobs have changed over time.
- learn that people earn money by working.
- learn that people spend money by trading it for goods.
- learn that people make choices as to how they spend their money
- learn the meanings of needs and wants.
- explore the basic needs-food, clothing, and shelter.
- examine the steps in a process to see how some goods are made.

## Earth

The students will

- learn about some of the different types of weather and the four seasons.
- explore plains, forests, mountains, and oceans, and learn about some of the different animals and plants that are found there.
- explore maps to learn how landforms and other features are shown on a simple map.
- explore a United States map and use the map to locate Massachusetts.
- explore a world map to learn what the world looks like from above and that there are many countries.
- explore the globe as a model of Earth which is round and has bodies of land and water.
- learn about some of the Earth's resources and ways in which people can help conserve resources.

## U.S.A.

The students will

- learn about some symbols that are important to the United States.
- learn that the first people to live in the Americas were the Native Americans and that they depended on natural resources to meet their needs.
- learn about the explorer, Christopher Columbus.
- learn about the pilgrims and how Thanksgiving has changed over time.
- learn about some of the holidays and people that Americans celebrate and honor.
- learn how travel has changed over time.
- learn about ways in which cities have changed over time.

## Family Stories

The students will

- explore ways in which individuals and families are alike and different.
- learn about some of the daily routines that make family life special.
- explore the special days and events that families celebrate and how they mark these days and events.
- explore the recent past and the present to learn that things change over time.
- explore family customs and traditions.
- learn about some ways in which families have fun together.
- learn about places that families like to visit and some of the different things they like to do in their free time.

## Teaching Strategies

- Role play family situations and community helpers and their jobs
- Dramatize holiday celebrations and historical events, such as the life of a pilgrim, signing the Mayflower Compact, Thanksgiving feast
- Art projects such as weaving a mat, poster of historical event
- Mock election
- Use literature, fingerplays, and poetry relating to topic
- Have children work in cooperative groups at centers
- Use maps and globe
- Teacher presentations, videos

## Assessments

- Observation of students during cooperative group work
- Completion of art projects
- Recall fingerplays and poems
- Participation in class discussion and dramatizations

## Resources

- Children's literature and reference books
- Songs, tapes, poems, and videos
- Maps and globe
- Puzzles and puppets
- Textbook

Here We Go

Scott Foresman, 2003

**Purpose**

First grade students will be introduced to the six themes of social studies (citizenship, culture, economics, geography, government, and history) through the units about their school, community, workers that provide goods and services, and our earth and its resources. They will be exposed to how things have changed over time and will be taught map skills. The social studies curriculum integrates biographies of people that are related to the various units that clearly help demonstrate acceptance and appreciation of others.

**Outcomes**

## Time for School

The students will

- understand that a person can belong to a group.
- know that a school day consists of routines.
- learn that a calendar shows days, weeks, and months.
- identify that rules are important and necessary to abide.
- recognize that school buildings and the tools used have changed over time.

## In My Community

The students will

- define a neighborhood as part of a community where people live, work, and play.
- know that cities, towns, and farms are communities.
- understand that people share some similarities and some differences.
- know that people must obey laws.
- learn that the United States consists of 50 states on the continent of North America.
- recognize a continent as a large piece of land and an ocean as a large body of water.
- understand that a community will change over time.

## Work

The students will

- identify jobs that children can do at home and school.
- learn the difference of needs and wants.

- understand that people all over the world earn and spend money.
- learn and identify workers that provide goods and services.
- understand that transportation moves people/goods from one place to another.

### Our Earth, Our Resources

The students will

- understand that weather changes from day to day and affects what we do.
- identify different kinds of land and water .
- recognize that a globe is a round model of the earth.
- identify Earth's natural resources
- learn to conserve natural resources by the three Rs (reduce, reuse, and recycle)

### This is Our Country

The students will

- learn about the first people in North America – Native Americans.
- identify Christopher Columbus as an important explorer.
- learn about Pilgrims and why they sailed to America.
- understand that 13 colonies fought a war against England to be free.
- recognize Benjamin Franklin, George Washington, and Abraham Lincoln as important people in United States history.
- identify national symbols: the Statue of Liberty, the Bald Eagle, the United States Flag, the Washington Monument, and the Liberty Bell.
- know that our flag has changed over time.
- understand that national holidays honor important people or events in history.
- learn that citizens of our country vote for its leaders.

### Map Skills

The students will

- Define a map as a drawing that shows where places are located.
- Identify places in a building, community, state and country using a map.
- Recognize Massachusetts on a map of the United States.
- Identify continents and oceans on a map.
- Use cardinal directions to locate places on a map.

## **Teaching Strategies**

- Practice reading
- Use maps, globe, and diagrams to show locations and descriptions
- Produce artwork related to a specific topic
- Reading related big books
- Teacher presentations, parent visits, and reading text
- Group participation

## **Assessments**

- Drawings and descriptive words that demonstrate understanding of subject
- Maps and pictures that are accurately colored
- Oral presentations answering specific questions
- Ability to take part in classroom discussions
- Workbook pages that are activity oriented

## **Resources**

- Maps, diagrams and a globe
- Grade level non-fiction books about historical figures and specific topics
- Reader's Theater about famous Americans
- Songs and poems
- Scholastic News Magazine
- Videos
- Textbook
  - All Together  
Scott Foresman, 2003

**Purpose**

Second grade students will be introduced to the six themes of Social Studies (citizenship, culture, economics, geography, government, and history) through the units that teach about where we live, our community, our earth, working together to learn about our country today and long ago, the people and places in history. The students will use map and globe skills, as well as chart and graph skills to help them grow in their understanding of our local community and the global world.

**Outcomes****Where We Live**

The students will

- identify ways people can work together in the classroom and community by obeying rules and laws.
- explain how rules can be made and changed by voting.
- identify people who model good citizenship.
- recognize diversity in communities.
- use symbols, find locations, and determine directions on maps.
- compare rural, urban, and suburban communities.
- identify contributions of historical figures.
- locate communities, states, and countries on maps.
- identify states and national symbols.
- identify individuals of past and present significance to the community and nation.
- demonstrate map and globe skills.

**Our Earth**

The students will

- identify major landforms and bodies of water on a map.
- compare similarities and differences among families in different communities.
- understand how physical characteristics of places and regions affect people's activities and settlement patterns.
- distinguish between producing and consuming of products.
- trace the development of a product from a natural resource to a finished product.

- identify characteristics of good citizenship such as a belief in justice, truth, equality, and the responsibility for the common good.
- learn how people depend on the physical environment and its resources to meet their needs.
- identify ordinary people who exemplify good citizenship.

### Working Together

The students will

- explain how work provides income to purchase goods and services.
- explain the choices people make about earning, spending, and saving money.
- explain that scarcity requires people to make choices.
- identify people who provide services to our community.
- identify ways people are both producers and consumers of products.
- explain how countries are linked by trade and transportation.
- distinguish between the use of barter and money in the exchange of goods and services.

### Our Country Today

The students will

- identify the functions of local, state, and federal government.
- compare the roles of public officials.
- describe how governments establish order, provide security, and manage conflict.
- use tables to categorize information.
- identify selected symbols such as state birds and flowers.
- identify ways that public officials are selected, including elections and appointments to office.
- identify patriotic songs, symbols, and mottoes.
- identify people who have worked to improve the lives of American citizens.
- identify flags as national symbols round the world.

### Our Country Long Ago

The students will

- compare the lives and contributions of various Native American groups.
- locate the regions of the Powhatan, Sioux, and the Pueblo Indians on the United States maps.
- explain how people have influenced local community history.
- describe how weather patterns, natural resources, seasonal patterns, and natural hazards affect activities in settlement patterns.

- explain the significance of national celebrations such as Thanksgiving and Independence Day.
- explain how selected customs and celebrations reflect an American love of individualism and freedom.
- describe how science and technology have changed transportation.
- identify contributions of historical figures who have influenced the nation.
- identify historical figures such as Paul Revere and Sojourner Truth.
- compare various interpretations of the same time period using evidence such as photographs

### **Teaching Strategies**

- Practice reading from the text
- Use maps, globes, and diagrams to show locations and descriptions
- Produce artwork on specific topics
- Teacher presentation from the textbook
- Group participation
- Field trip to “Norman Rockwell Museum”
- Use of literature related to content material

### **Assessments**

- Drawings related to subject matter
- Using maps
- Ability to take part in classroom discussion
- Workbook pages
- Test and quizzes
- Projects on subject matter

### **Resources**

- Maps and globes
- Songs and poems
- Scholastic News Magazine
- Videos
- Children’s literature
- Textbook

People and Places  
Scott Foresman 2003

**Purpose**

Third grade students will be introduced to people and communities. They will develop an understanding that communities are of different sizes and in different locations. They will also learn the needs that people fill in each community.

The five primary themes of social studies (history, civics and government, geography, economics, and culture and society) will allow each student to gain knowledge about communities past and present and people of diverse cultures, heritage, immigration, and ethnic holidays and traditions.

**Outcomes**

## Learning About Communities

The students will

- recognize that people live in communities.
- list three reasons that people choose to live in communities.
- understand that small, medium, and large communities are places where people live.
- understand that all people have the same basic human needs, no matter where they live.
- identify the need for material well-being as one of the reasons people form communities.
- discuss ways community members depend on each other to help meet their basic needs.
- describe how people work together to provide goods and services for a community.
- analyze the individual resources that allow a community to function and create interdependence among its citizens.
- describe how individuals have changed communities over time.
- draw on primary sources to conclude that a community has changed over time.
- analyze the impact on the lives of people.
- make historical inferences by analyzing artifacts and pictures.
- demonstrate an understanding of how people and places change.

## Citizenship and Government

The students will

- understand that good citizenship includes a belief in justice, equality, and responsibility for the common good.
- identify historic figures such as Jane Addams, who have exemplified good citizenship.
- give examples of community changes that result from individual or group decisions.
- distinguish between elected and appointed government leaders.
- recognize that community governments make laws to help keep order and to keep people safe.
- evaluate the necessity and function of a system of laws to govern the citizens of a community.
- explain the role citizens have in settling disagreements.
- identify services commonly provided by local governments.
- explain how local government services are financed.
- give examples of and cite the need for taxes.
- identify the three main branches of our national government.
- understand what determines the number of representatives a state has in Congress.
- describe some of the duties of the United States President.
- explain the significance of the Supreme Court as the most important court in the United States.
- explain the interaction between rights and responsibilities.
- identify and explain the importance of acts of civic responsibility, including obeying laws and voting.
- explain that when more than half of the people vote in the same way, they are in the majority.
- understand the significance of minority rights.
- read about Americans who have worked to make life better for others.
- recognize the risks some people have taken to secure freedom for themselves and others.
- identify ordinary people who exemplify good citizenship.
- evaluate the meaning of the flag of the United States.
- describe the ways in which the United States flag is saluted and displayed.
- analyze the meaning of the Pledge of Allegiance.
- explain the historical significance of our national anthem.
- understand the significance of the Liberty Bell to our nation's heritage.
- identify symbols used in the Great Seal of the United States and the Treaty Seal of 1825.
- understand the meaning of these symbols.

## Geography

The students will

- learn correct terminology to describe landforms and bodies.
- classify types of landforms, including highlands and lowlands.
- explain the significance of climate.

- describe and explain variations in the physical environment, including climate.
- compare how people in different communities adapt to or modify the physical environment.
- identify and compare the human characteristics of select regions.
- recognize the human-made features of a place.
- describe how people have interacted with their environments by building communities at places where routes intersect.
- explain why places where land water routes cross become centers of communities.
- learn that geographers study Earth and its people.
- understand relative locations of the local and other communities.
- identify and compare the human characteristics of selected regions.
- describe the effects of physical processes in shaping the landscape
- understand that different kinds of changes affect the Earth.
- explain variations in the physical environment including climate, landforms, natural resources, and natural hazards.

## Many Kinds of People

The students will

- be able to retell heroic deeds of characters from Greek and Roman Myths.
- learn to retell the heroic deeds of characters from American tall tales such as Pecos Bill and Paul Bunyan.
- identify the heroic deeds of legendary American heroes such as Casey Jones and Daniel Boone.
- recognize that individuals have helped the country grow and change.
- explain the importance of selected American heroes.
- identify scientists and inventors such as Jonas Salk who have created or invented new technology.
- discuss significant leaders.
- identify countries where family members may have lived in the past, and consider ways they have reached the United States.
- understand the role of migration and immigration of people in the development of our nation.
- explain the significance of selected individual writers and artists and their stories, poems, statues, painting, and other examples of cultural heritage to communities around the world.
- analyze the contributions of various groups to our community, state, nation.
- identify and interpret the multiple causes and effects of historical events.
- examine the causes and effects of the movement of people from Ireland to the United States.
- explain the historical significance of major events, people, and their contributions as it related to specific events.
- learn to recognize and value similarities and differences in cultures.

- understand and illustrate that where people live and how they meet their basic needs affects their culture.
- describe some traditions in the community.
- compare different culture groups in the community, including their distinctive foods, clothing styles, and traditions.
- explain how diversity in the heritage , culture, ideas, and opinions of others is important.

### **Teaching Strategies**

- Practice reading and reproducing graphic representation of historical, geographical, economic, and biographical data (i.e. - maps, timelines, graphs, charts, cutaway diagrams, tables )
- Teacher presentations and class discussion
- Using transparencies
- Art work
- Field trip to “Storrowton Village Museum” Look Back Program
- Other relevant trips
- Use of literature

### **Assessments**

- Worksheets and workbook pages
- Ability to take part in class discussion
- Quizzes
- Tests
- Projects

### **Resources**

- Children’s literature
- Transparencies
- Maps and globe
- “Scholastic News Magazine”
- Textbook  
People and Communities  
Harcourt 2005

**Purpose**

Fourth grade students will learn about the states and regions of the United States through the themes of Social Studies (commonality and diversity, conflict and cooperation, continuity and change, individualism and interdependence, interaction within different environments). Also, the themes of Geography (location, place, human-environment interactions, movement, regions), History (study of people and land in the past), Civics and Government, Economics, and Culture. The students will develop an appreciation of people and their diverse cultures while being challenged in a Christ-centered academic environment.

**Outcomes**

## Land, People, and Regions

The students will

- describe the location of the Coastal Plain.
- compare the locations of the Interior Plains and the Coastal Plain.
- describe and locate the Appalachian and the Rocky Mountains.
- identify key features of the Great Basin region.
- locate some major West Coast landforms on a map.
- describe the three main parts of a river.
- compare river systems in the Great Basin with river systems elsewhere.
- explain how rivers cause erosion and how rivers build up the land.
- identify steps people have taken to control flooding and their effectiveness.
- interpret an elevation map and use it to determine the direction in which a river flows.
- compare the terms weather and climate.
- analyze the effect of the Earth's rotation on day and night.
- show the cause-and-effect relationship between the Earth's orbit and the seasons.
- compare the effects of latitude, elevation, and nearness of water on climate.
- describe the diverse agricultural resources found in the United States.
- explain how people use rock and mineral resources and fuels found in the United States.
- classify workers as either manufacturing workers or service workers.
- recognize color and pictorial symbols on a map.
- analyze land use and natural resources of the United States.
- analyze the relationship between farming and soil erosion.

- describe the ways people can conserve resources and protect the environment.
- understand that all groups of people have customs.
- analyze reasons diverse groups of people came to North America and the difficulty of those decisions.
- identify things that make up a group's culture.
- identify a method for making a thoughtful decision.
- analyze things Americans have in common.
- evaluate the function of majority rule and a representative democracy.
- demonstrate an understanding of how sharing responsibilities helps unite Americans.
- recognize and interpret national symbols.
- compare the three levels of government in the United States.
- understand that the Constitution describes people's rights and establishes the three branches of the federal government.
- analyze the duties of the legislative, executive, and judicial branches.
- describe how all three branches of government work together to protect Americans' rights.
- hypothesize why people might divide places into regions.
- analyze ways in which regions that share a government differ from regions that do not.
- explain what a county is.
- relate why states are sometimes grouped into larger regions.
- recognize lines of latitude and longitude on a map or globe and use them to locate places in the United States.
- compare and contrast different kinds of regions and how they can change over time.
- analyze ways technology is important to families today.
- examine how transportation is important to travel and trade.
- hypothesize about why interdependence among regions is necessary.
- evaluate the impact of new forms of communication on people's awareness and knowledge of other regions.

## The Northeast

### The students will

- describe the physical features found along the New England coast.
- analyze the Pilgrims' reasons for choosing Plymouth Bay as a place to settle.
- explain the relationship between the natural resources of the Northeast region and its development as a trade center.
- analyze the role of ports in international trade.
- explain the purpose of and interpret a cutaway diagram.
- explain why many people moved to cities on the coast in the Northeast.
- describe the impact large numbers of immigrants had on cities in the Northeast.
- evaluate the advantages cities offer people who live in or near them.
- compare and contrast cities of today with cities of the past.

- differentiate between a metropolitan area and a megalopolis.
- explain the meaning of population density and use a population map to identify the population density of a given area.
- analyze the population density of the state of New York.
- identify some problems of city living made worse by crowding.
- explain why many cities have a shrinking tax base.
- analyze ways a person or a group can impact a city for the public good.
- describe New England's landscape.
- explain how New England farmers make the best use of their land.
- identify some of New England's natural resources and tell how they are used.
- describe a typical New England town.
- differentiate between a fact and an opinion.
- understand that lobsters are one of the resources of the ocean and describe the work that takes place on a lobster boat.
- compare land in the Middle Atlantic states to land in New England.
- describe the change in the United States from an agricultural economy to an industrial economy.
- analyze why western Pennsylvania was an ideal for the early steel industry.
- explain why steel production in Pennsylvania has declined.
- demonstrate an understanding of how to read a line graph.
- explain the problems that had to be overcome in order to make a navigable waterway connecting the Great Lakes and the Atlantic Ocean.
- describe how the Erie Canal affected trade.
- explain why the St. Lawrence Seaway is a vital waterway.

## The Southeast

### The students will

- name some natural features of the Coastal Plain in the Southeast.
- evaluate the benefits farmers in the Southeast receive from the Coastal Plain.
- analyze why some farmers grow peanuts on the Coastal Plain today.
- describe the natural resources and features that allow the Coastal Plain to support a variety of crops.
- identify some important industries in the southeast that are related to agriculture.
- analyze reasons for the growth of port cities in the southeast.
- evaluate the effects of the mild climate on the growth of the Southeast.
- identify steps for determining causes and effects.
- determine the causes of rapid growth in the southeastern United States.
- analyze some characteristics of life in southern Louisiana.
- investigate oil drilling along the Gulf Coast.
- describe how natural resources like crude oil and natural gas have created jobs.
- compare oil drilling offshore with oil drilling on land.
- understand the dangers of hurricanes.

- practice reading a cross-section diagram to analyze the structure and operation of an offshore oil rig.
- explain how barrier islands help protect the mainland.
- describe how the Florida Keys were formed and identify some problems faced by people on those islands.
- describe the island of Puerto Rico.
- tell why fresh water must be imported to the Virgin Islands.
- analyze how the Fall Line and the Appalachian Mountains affected the westward movement of early settlers.
- explain how people made use of rivers along the Fall Line.
- describe some ways in which people change rivers.
- summarize how industries depend on rivers.
- identify some leading products made in Piedmont cities.
- analyze ways in which being a state capital can help a city grow.
- identify the three branches of state government.
- use a scale bar to compute distances on a map and compare maps with different scales.
- identify Appalachia as a region in the Southeast and how the mountains have affected life there.
- examine how certain cultural elements developed in Appalachia.
- describe two kinds of coal mining.
- identify some other industries found in Appalachia.
- discuss Appalachian crafts, where they are sold, and practice the making of several crafts (cornhusk doll/patchwork quilt).

## The Middle West

The students will

- compare and contrast the climates of the Central Plains and the Great Plains.
- explain why corn is important to the economy of the Central Plains.
- understand why the Great Plains are better suited to growing wheat than corn.
- identify how different types of weather affect life and farming on the prairie.
- read and analyze a pictograph/determine the different amounts of wheat grown in five states.
- explain why settlers on the Great Plains developed new approaches to home-building.
- examine the reasons pioneers living on the Great Plains had to be self-sufficient.
- specify how new kinds of farm machinery changed farming.
- trace the causes of the dramatic decline in the number of farmers since 1900.
- explain how railroads contributed to interdependence between farms and cities.
- examine the relationship between the arrival of railroads on the Great Plains and the development of the region's ranching industry.
- analyze the working of a free enterprise economy, including the factors of supply and demand.

- describe the relationship between a business's location and its proximity to resources and markets.
- recognize symbols on a road map and identify different kinds of highways.
- plot and describe routes using a road map.
- describe the commonalities among plains, the distribution of plains on Earth, and the diversity of uses to which plains are put.
- compare the Pampa of Argentina with the Interior Plains of the United States, noting how the precipitation level changes from east to west in both regions.
- contrast farming on the Pampa with farming on the Interior Plains, and give reasons for this difference.
- explain the Great Lakes' importance as an inland waterway, and tell how the Great Lakes and the Mississippi River are linked.
- understand the connection between transportation and the development of industries in the Great Lakes states.
- describe the Mississippi River system's importance as a transportation and trade route in the Middle West.
- compare and contrast the roles of flatboats, keelboats, and steamboats.
- identify barges as the major way goods move on the Mississippi River today.
- describe the importance of the Nile River to Egypt.
- understand how the Rhine River connects people in several different countries within Europe.
- analyze similarities and differences between the Ganges River and other major rivers of the world.
- describe the way the Chinese use the lands along the Chang Jiang.
- explain why so few people live along the Amazon River.

## The Southwest

The students will

- analyze the elevation and climate in the different parts of the Southwest.
- compare and contrast the major plains regions found in the Southwest.
- describe the Colorado Plateau and tell how the landforms were made.
- identify the rain-shadow effect of mountains on deserts in the Southwest.
- name some minerals and fuels found in the Southwest.

## The West

The students will

- analyze how mountains are formed and identify the processes that cause mountain shapes to change.
- review the differences between major eastern and western mountain ranges in the United States.
- recognize effects of elevation on climate and animal and plant life.

- identify Meriwether Lewis and William Clark as explorers of the Louisiana Territory and the lands west of the Rocky Mountains.
- explain why the western mountains stood as barriers to travel and how the transcontinental railroad helped to change that.
- analyze how mountains continue to influence life in mountain regions today.
- analyze the relationship between mining and the settling of the West.
- examine the forests of the Pacific Northwest and northern California.
- explain the importance of the lumber industry in the West and relate efforts to conserve the region's forests.
- evaluate the geographical characteristics that contribute to the West's significance as a farming and ranching region.
- review the preservation of wilderness lands in the West.

### **Teaching Strategies**

- Practice reading graphic representation of historical, geographical, economic, and biographical data (maps, timelines, graphs, charts, illustrations/captions)
- Produce artwork and written projects related to the content matter (Famous Person Project)
- Use of literature and Internet websites related to the content matter
- Plan and hold a Cultural Fair to reinforce content matter related to immigration
- Teacher presentations, note-taking, field trips, reading of the textbook

### **Assessments**

- Biographical report and paper doll from Famous Person Project
- Presentation of Cultural Fair to parents and fellow students/oral presentations
- Ability to take part in classroom discussions of content matter and use critical-thinking skills
- Workbook activity pages, quizzes, tests, other assignments related to content matter

## Resources

- Reference books, secondary sources, children's literature, poems, songs
- Audiotapes, videotapes
- Maps/globe
- Transparencies and activity book pages
- Access to internet sites related to content matter
- Scholastic News Magazine
- Textbook:
  - States and Regions,
  - Harcourt Brace 2000

**Purpose**

The Fifth grade students will be presented with information about the history and formation of the United States of America. Their studies will include lessons and activities on ancient America, Exploration, Colonization, the American Revolution, and the Developing Nation. The materials will follow the themes of Social Studies, History, Geography, Civics and Government, Economics, and Culture and allow each student to receive the information in an academically challenging environment that will enable them to understand the many steps that led to the development of the country and the diversity of its peoples.

**Outcomes**

## The Ancient Americas

The students will

- analyze theories of when the first peoples arrived in the Americas.
- compare and contrast ways of life for Native Americans during and after the time of giant mammals.
- summarize how farming began, and contrast the life ways of the farmers and their nomadic ancestors.
- compare and contrast early civilizations of the Americas.
- analyze the life ways of the regional groups of Native Americans: Northwest Coast, Southwest, Great Plains, Eastern Woodland, and Middle America.
- recognize cause and effect relationships.

## Exploration and Encounters

The students will

- analyze how changes in European government and technology led to exploration.
- summarize the early visits to North America and the effects on the native people.
- discover what goals of European explorers led to new acquisitions.
- compare and contrast the treatment of slaves in Africa, Europe, and the New World.
- summarize the successes and failures of new European settlements in North America.

## Our Colonial Heritage

The students will

- study the early Spanish settlements in North America and the establishment of presidios, ranches, haciendas, and missions.
- study the early French settlements in North America and their continued explorations for new land acquisitions.
- study the early English settlements in North America and the similarities and differences between the New England, Middle, and Southern colonies.
- identify the factors that contributed to the growth of colonial cities.
- define and understand the development of plantations and the beginnings of slavery.
- analyze the life, movement, and conflicts of the people living on the frontier.

## The American Revolution

The students will

- compare and contrast government in Britain with government in the colonies.
- understand the taxes and regulations imposed on the colonist by Britain and the reactions of the colonists.
- explain the purpose and achievements of the Continental Congress.
- analyze the events at Lexington and Concord.
- compare and contrast the British Army with the Continental Army.
- read and interpret political cartoons.
- summarize Thomas Jefferson's organization and purpose for each part of the Declaration of Independence.
- evaluate how people's experiences affected their decision to take sides in the American Revolution.
- study the battles and events of the war and understand the outcomes.

## The New Nation

The students will

- explain the purpose of the Articles of Confederation and the positive actions of Congress that resulted.
- analyze the weaknesses of the Articles of Confederation and the resulting conflicts.
- analyze how conflicts led to support for the Constitutional Convention.
- understand how delegates to the Constitutional Convention reached agreement on a new plan of government.
- study the constitution and the structure of the United States government.
- compare and contrast the Federalists and Anti-Federalist viewpoints regarding ratification of the Constitution.
- understand the Bill of Rights and why and how they were established.

## Our Nation Grows

The students will

- study the life of the pioneers and their movement westward.
- explain the purchase of Louisiana and the expedition of Lewis and Clark.
- summarize the events that led to the War of 1812.
- understand how the war of 1812 helped make Americans proud of their country.
- analyze ways new technology changed life in the United States in the 1800's.
- analyze how sectionalism threatened the interdependence between the different regions of the United States.
- study how the United States expanded its territory in the 1800s.
- evaluate the work of the Abolitionists and the movement to secure women's rights.
- examine the ways in which the nation becomes divided.

## Teaching Strategies

- Using graphic organizers (maps, timelines, tables, charts, globes) in the presentation and application of material presented
- Allowing opportunities for student sharing of ideas and information obtained through study and research
- Students create artwork and written projects related to content matter
- Teacher presentations of curriculum material
- Reading and discussing information from the textbook
- Partners and small groups consult and share ideas on related topics to produce written responses to subject matter
- Whole group, small group, and individual note-taking on topic presented
- Presenting students with related literature to read, discuss, and study
- Field trip pertaining to early American History

## Assessments

- Oral, written, and artistic responses to material presented
- Tests, quizzes, and activity pages from the primary textbook
- Evaluation of ideas expressed through class discussion

## Resources

- Various reference sources (Internet, newspaper, encyclopedia, dictionary, etc)
- Additional works of related literature
- Other sources of practice, including worksheets and skill pages
- Teacher assessment workbooks
- Transparencies
- Related videos
- Text:
  - United States,
  - Harcourt Brace, 2000

**Purpose**

Sixth grade students will be introduced to World History from the beginning of civilization to the Middle Ages. This course shows the students how the great nations of today were formed by studying great civilizations of the past, such as Egypt, Greece, and Rome. The primary themes of Social Studies, which are history, geography, governance, economics, and culture will be used to show that past civilizations had a great influence in forming modern-day ones.

**Outcomes**

Place and Time

Geography and History

The students will

- describe how the five themes of geography (location, place, human/environmental interaction, movement, and region) help explain what a place is like and why it is like that.
- explain how landforms, waterways, and climate have shaped history.
- describe how natural resources have shaped history.
- analyze the importance of legends in history.
- explain how archaeologists contribute to our understanding of ancient civilizations.

Prehistoric People

The students will

- explain how tools, language, clothing, and the discovery of fire helped early people advance socially.
- describe Neanderthals and Cro-Magnons.
- discuss how people changed from food gatherers to food producers and the importance of this advancement.
- discuss why specialization, government, and religion were important in Neolithic societies.

## Ancient Middle Eastern and Asian Civilizations

### Mesopotamia

The students will

- describe how religion, family life, and government influenced Sumerian Civilization.
- explain why Hammurabi and his reforms were important.
- describe how the Mesopotamian Civilization contributed to other civilizations.
- explain why creating a civilization near a body of water is important.

### Egypt

The students will

- analyze why the Nile River was so important to the growth of Egypt.
- discuss how pharaohs, pyramids, and religious beliefs influenced the Old Kingdom of Egypt.
- describe what happened during the Middle Kingdom of Egypt..
- explain why Egyptian civilization grew and then declined during the New Kingdom.
- summarize what the Egyptians contributed to other civilizations.

### Eastern River Valleys

The students will

- discuss why the Indus River Valley Civilization developed.
- summarize what has been learned from the ruins of the ancient cities of Harappa and Mohenjo-Daro.
- explain how mountains affect a civilization.
- explain how religion influenced the Shang Dynasty.
- analyze why the Shang Dynasty declined.

### The Phoenicians and Hebrews

The students will

- discuss the Phoenicians and their role in the growth of Mediterranean Commerce and the development of the alphabet.
- summarize the Hebrews and their development of new ideas, such as the belief in one god and social justice.

## Military Empires

The students will

- discuss how the Assyrian Civilization rose in Mesopotamia and expanded into neighboring lands.
- summarize the Chaldeans and their methods of ruling and increasing trade.
- explain how Persian ideas spread through the forging of large empires, and how their social and religious life helped create a stable society.
- explain some problems of having a large empire.

## The Ancient Greeks

### Beginnings

The students will

- discuss the way of life of the Minoans and how geography influenced the early peoples who lived on Crete and the Balkan Peninsula.
- describe the Mycenaean way of life and how the Dark Age affected the Aegean world.
- explain how poetry can be a valuable source of historical knowledge, using Homer's *Iliad* and *Odyssey* as the grounds for it.

### The City-States

The students will

- explain why the polis was the geographic and political center of Greek life.
- describe life in Sparta, noting how Sparta was different from other Greek city-states, especially in regard to the role of women and the organization of government.
- discuss life in Athens, summarizing how the Persian War affected Greece, and describe how Athens controlled other city-states.
- compare and contrast the governments of Athens and Sparta.
- explain why Athens and the other Greek city-states declined.

### Cultural Contributions

The students will

- describe how the Greeks honored their gods and goddesses.
- summarize what contributions were made in athletics and arts during the Golden Age of Greek Culture.
- discuss how Socrates, Plato, and Aristotle, and other Greek Philosophers influenced the development of Western Civilization.

## The Hellenistic Period

The students will

- summarize how the spread of Greek culture influenced people from Gibraltar to India.
- explain how Philip II of Macedonia gained control of Greece.
- discuss how Alexander the Great attempted to bring unity to his empire.
- describe how Alexander's empire changed after his death.

## The Ancient Romans

### Beginnings

The students will

- describe how Rome was founded.
- explain what daily life of the Etruscans and identify their religious beliefs.
- identify how the Etruscans contributed to Roman Civilization.

### The Roman Republic

The students will

- describe how the government of the Roman Republic was formed.
- explain how the Roman Republic was able to expand and protect its territory.
- describe the Punic Wars and their effect on the Roman Republic.
- discuss how the effects of conquest changed the Roman economy and government.
- analyze how reformers and generals attempted to save the Roman Republic.

### The Roman Empire

The students will

- explain how Augustus ruled the Roman Empire.
- analyze what happened to trade and law during the *Pax Romana*.
- describe what daily life was like during the *Pax Romana*.
- summarize why the Roman Empire declined and what attempts were made to save the empire from collapse.
- describe the actual end of the Roman Empire in 476 A.D.

## The Dark Ages and Early Middle Ages

### The Germans

The students will

- describe life in German villages, and analyze Germans' love for battle and how their laws influenced their lives.
- discuss what role the Goths and the Vandals played in the decline of the Roman Empire.
- describe what replaced the Roman Empire in the West.
- explain how many artistic, cultural, and scientific ideas were forgotten during the Dark Ages.

### The Franks

The students will

- explain how Clovis united the Franks and brought them to Christianity.
- describe how Charles Martel's defeat of the Arabs kept Western Europe Christian
- discuss how Charlemagne brought all of Western Europe under his rule and what daily life was like in his empire.
- discuss why the Carolingian Empire collapsed.
- explain how Charlemagne uniting western Europe was a monumental event in rediscovering knowledge that was lost during the Dark Ages.

### The Irish and the Anglo-Saxons

The students will

- discuss Rome's influence on the area known today as the British Isles and life in Celtic Ireland.
- explain how Christianity developed in Ireland and England and why the Anglo-Saxons united under Alfred the Great.

## The Late Middle Ages

### Feudal Society

The students will

- explain why feudalism developed in western Europe.
- describe the roles played by lords and vassals.
- discuss the duties and training of a knight.
- characterize manor life, identifying the relationship between nobles and serfs.

## The Church

The students will

- discuss how the Roman Catholic Church reigned over life during the Middle Ages.
- describe attempts made to reform the Catholic Church during the Middle Ages.
- describe what learning was like during the Middle Ages.
- explain why the Crusades took place, and analyze the effect the Crusades had upon the Middle Ages.

## The Rise of Towns and Trade

The students will

- analyze how the growth of trade led to the rise of towns in the Middle Ages.
- summarize how merchants became an important part of European life.
- describe living conditions in medieval towns.
- explain why guilds formed and why they were later opposed.
- describe the cultural changes that took place in Europe during the 1400's.

## The Rise of Monarchies

The students will

- describe how the Capetian Kings strengthened the French Monarchy.
- explain what changes took place in the English Monarchy during the Middle Ages.
- discuss how England was successfully invaded for the last time in 1066, and how this has affected history.
- analyze the causes and effects of the Hundred Years' War.
- trace the start of the Holy Roman Empire, and describe how it was ruled.
- describe how the Hapsburgs were an influential family in the Middle Ages.
- summarize how the Catholic Monarchs governed Spain.

## Themes to Explore throughout the Year

The students will

- understand how geography affects civilizations.
- recognize cause and effect.
- theorize how political, social, and economic problems could be solved.
- analyze primary documents.
- write essays for a purpose with a clearly-defined thesis.
- take detailed notes from lectures and from reading.
- explain how societies in the past contribute to societies in the future.

## **Teaching Strategies**

- Teacher presentations, including lectures that involve note taking
- Cooperative learning activities which enable students to teach each other important facts about the material
- Reading of text and of outside material to show students that the Social Studies connect to many places in life
- Class discussions which encourage students to form opinions and then defend them

## **Assessments**

- Essay assignments which make students analyze or apply a topic
- Ability to take part in classroom discussions about the legacies of past societies
- Focal questions to have students recall and apply information
- Tests and quizzes to show how well students recall information

## **Resources**

- Transparencies containing notes about material
- Primary source readings to provide an introduction to such documents
- Ancient and modern maps
- Textbook:  
Human Heritage: A World History  
Glencoe/McGraw-Hill, 2001

**Purpose**

Seventh grade students will be introduced to the study of the world's geography and how it affects the various countries in it, focusing on the themes of Social Studies (history, geography, governance, economics, and culture). Several areas of the world will be studied, along with different economies, government systems, and histories of countries. The world as a whole will be looked at, emphasizing how countries are interrelated to make up society, as we know it today. Students will be introduced to the global society that we live in today, and why it is important to develop a respect and understanding for other cultures, as the countries of the world continue to become more and more connected as time goes on.

**Outcomes**

## Geography of the World

## Looking at the Earth

The students will

- discuss the five themes of geography (location, place, human/environmental interaction, movement, and region).
- explain how geographers study the earth.
- illustrate how place and location can mean different things.
- consider how people relate to their environment and to each other.
- describe how Earth moves in space.
- explain why Earth's seasons change.
- understand how the earth's structure is layered.
- identify the earth's major landforms.

## Water, Climate, and Vegetation

The students will

- describe how the earth's water moves in a cycle.
- investigate where people get their freshwater.
- relate what factors determine a particular climate.
- describe how moving wind and water spread the sun's heat.
- describe what the world's major climate regions are like.
- specify where each major world climate region is located.
- relate what kinds of vegetation grow in each world climate region.

- explain the influences that climate has on the lives of the people who live in a particular place.

## The World's People

The students will

- explain what “culture” means.
- locate where ancient cultures began and why they began there.
- distinguish what elements make each culture unique.
- identify where major religious groups in the world are located.
- locate where most people in the world live.
- understand how scientists measure population.
- discuss how the earth's population is changing.
- identify what renewable and nonrenewable resources are.
- explain how people use resources to make a living.
- discuss how overusing resources may threaten the environment.

## The United States and Canada

### The United States

The students will

- identify the landforms found in the United States.
- describe the climates that occur in the United States.
- identify how the people in the United States earn their livings.
- explain why the United States ranks as a world economic leader.
- identify the five economic regions of the United States.
- discuss the economic challenges the United States faces today.
- describe how the United States began.
- explain why the United States is a land of many cultures.
- describe the makeup of the United States government.

### Canada

The students will

- describe how Canada's landscapes differ from region to region.
- explain how climate affects where Canadians live.
- identify Canada's natural resources.
- discuss how Canadians earn a living.
- describe the challenges Canada and its economy face today.
- explain how Canada gained its independence.
- identify the groups that make up the Canadian people.
- locate where most Canadians live.

- explain why the people of Nunavut were granted a charter to have land that belongs to them.
- describe how Polar life varies from life in moderate climates.

## Latin America

### Mexico

The students will

- locate Mexico on a globe, map, or atlas.
- explain why Mexico is called, “land of the shaking earth.”
- identify climates found in Mexico.
- explain how Mexicans earn a living.
- identify the three economic regions of Mexico.
- discuss the economic challenges that face modern Mexico.
- identify groups that influenced Mexican culture.
- contrast city life and country life in Mexico.
- explain what makes up Mexican culture today.
- explain what outsourcing is and why it helps and hurts Mexicans.
- identify environmental challenges in Mexico today.

### Central America and the West Indies

The students will

- locate Central America on a map or globe.
- explain how farming supports the economy of Central America.
- identify groups of people who settled Central America.
- describe the landforms and climates of the West Indies.
- explain how people in the West Indies earn a living.
- identify cultures in the West Indies.
- explain the significance of the Panama Canal.
- describe American involvement in Central American affairs.
- explain the disadvantages for depending on a single source of income for a country.

### Brazil and its Neighbors

The students will

- locate Brazil on a map or globe.
- describe Brazil’s landforms or climates.
- identify the natural resources that Brazil’s economy depends on.
- describe the types of people that live in Brazil.
- identify the climates and landscapes found in Caribbean South America.

- identify the early groups that influenced Caribbean South America.
- explain how countries in Caribbean South America use their resources.
- explain how Europeans heavily influenced the culture and economy of many South American countries.
- describe how sugar and the slave trade are related.
- specify the locations of Uruguay and Paraguay.
- explain how the people of Uruguay and Paraguay make a living.
- identify the cultures that have influenced Uruguay and Paraguay.
- explain why being a landlocked country is a disadvantage.

## The Andean Countries

The students will

- locate Columbia on a map or globe.
- list the products that Columbia exports.
- explain how Columbia became independent.
- describe the current political situation in Columbia.
- compare landforms found in Peru and Ecuador.
- identify mineral resources found in Peru and Ecuador.
- discuss how people live in Peru and Ecuador.
- examine the locations of Bolivia and Chile.
- describe landforms and climates found in Bolivia and Chile.
- contrast the economies of Bolivia and Chile.
- identify the physical regions that make up Argentina
- list the products that come from Argentina.
- describe where and how Argentina's people live.
- explain the European influence that exists in Andean South America.

## Europe

### The British Isles and Scandinavia

The students will

- identify the landscapes and climate that are found in the United Kingdom.
- summarize how the British earn their livings.
- discuss how the United Kingdom has influenced other countries of the world.
- explain why Ireland is called the Emerald Isle.
- describe how the Irish struggled to win their independence
- examine how urban and rural Irish live.
- describe the conflict that is currently taking place in Ireland.
- analyze how the Atlantic Ocean affects the climate in Scandinavia.
- locate where most Scandinavians live.

- compare how Scandinavians work and enjoy leisure time.

## Northwestern Europe

The students will

- identify the landforms and climate that are found in France.
- explain why France is able to produce huge amounts of food.
- appreciate what French culture offers to the rest of the world.
- describe the landscape of Germany.
- explain why the German economy is so strong.
- consider how historical events have affected the geography of Germany.
- describe the two ethnic groups that live in Belgium.
- recall how the people of the Netherlands have changed their environment.
- understand why Luxembourg attracts many businesses.
- classify the landscape in the Alpine countries.
- name the languages spoken in Switzerland and Austria.
- explain how Switzerland's neutrality affects itself and the world.

## Southern Europe

The students will

- describe the landscape of Spain and Portugal.
- compare how the people of Spain and Portugal earn their livings.
- identify the cultural groups found in Spain.
- explain the conflict that takes place between the Spanish and the Basques.
- describe Italy's physical regions.
- differentiate between the northern and southern parts of Italy.
- appreciate how Italy's rich history has influenced Europe.
- illustrate how mountains and seas divide Greece.
- report on how Greeks make their livings.
- cite contributions ancient Greece made to Western civilization.

## Eastern Europe

The students will

- identify how the sea affects climate in the Baltic Republics.
- analyze the political changes that occurred in the Baltic Republics.
- note where most people in the Baltic Republics live.
- point out how Poland's landscape differs from north to south.
- evaluate how Poland's economy has changed in recent years.
- summarize the customs and beliefs that Polish people value.
- explain how the Danube River is important to Hungary.

- relate how Hungary's economy changed after the fall of Communism.
- examine how people earn their livings in the Czech Republic and Slovakia.
- understand why the Czech Republic and Slovakia became separate, independent countries.
- comprehend why Yugoslavia broke up into separate countries.
- note how Romanians are like western Europeans.
- identify what Albania needs to build its economy.
- explain the effects that communism had on Eastern Europe.

## Russia and its Past

### Russia

The students will

- locate Russia on a map or globe.
- describe the landforms found in Russia.
- identify the major climates of Russia .
- explain what Russia's economy was like under Communism.
- describe how Russia's economy has changed in recent years.
- identify the major economic regions of Russia.
- identify groups that influenced Russia's culture.
- contrast city life and country life in Russia.
- discuss Russia's culture today.
- discuss challenges that Russia faces today.

## Russia in the 20<sup>th</sup> Century

The students will

- explain why Communism appealed to many Russians in the early 1900's.
- describe how Communists took over Russia.
- discuss Stalin's leadership.
- explain Russia's place in global affairs in the late 1900's.
- describe the fall of Communism in Russia and why this took place.
- explain the lasting effects Communism had on Russia.

## Southwest Asia and North Africa

### Southwest Asia

The students will

- explain how Turkey's location has affected its history and development.
- discuss how Turkey blends its ancient heritage with modern ways.

- explain how Israelis have developed their resources.
- identify the groups of people that live in Israel.
- discuss how the past affects Israel today.
- describe the constant conflict that takes place in Israel today.
- explain why Lebanon was torn by a fierce civil war.
- discuss how Jordan is governed.
- explain why Saudi Arabia is important to the world's Muslims.
- discuss how oil affects the lives of the people of the Arabian peninsula.
- explain why the Tigris and Euphrates Rivers are important to the people of Iraq.
- describe how a religious government came into power in Iran.
- contrast religious and secular governments.
- explain the importance of Southwest Asia in world of connected countries.

## North Africa

The students will

- determine why the Nile River is important to Egypt's people.
- analyze the impact of the Aswan High Dam on Egypt's environment.
- identify the natural resources found in North Africa.
- explain why most people in North Africa live in coastal areas.
- describe how urban and rural life differ in North Africa.

## Themes to Explore throughout the Year

The students will

- determine how the geography of a country influences its people.
- explain how economies of countries are based on available resources.
- explain how languages are related.
- describe how countries often influence other countries.
- explain the role of religion to people in different countries.
- discuss how different countries' actions affect other countries.
- theorize how all countries must work together in an increasingly global economy and political system.

## Teaching Strategies

- Teacher presentations in the form of a lecture, will involve note taking
- Cooperative learning activities, where students take on the responsibility of educating each other
- Simulations that involve acting as people in the time period being studied
- Dramatizations that allow students to apply the knowledge that they have learned

- Use of secondary sources to perform research on various topics
- Use of primary sources to give students a first-person perspective on various topics

### **Assessments**

- Standard tests and quizzes which show ability to recall information
- Essay assignments which show application of knowledge
- Ability to take part in classroom discussions about problems in the world
- Mock simulations which illustrate application of knowledge
- Mock United Nations exercise

### **Resources**

- Various secondary sources and reference books
- Transparencies which contain notes about material
- Various primary sources, including government documents and songs
- Various maps related to a given area of the world
- Textbook:  
Geography: The World and its People  
Glencoe/McGraw-Hill, 1998

**Purpose**

Eighth grade students will be introduced to United States history from the Civil War Era until the present day, focusing on the primary themes of Social Studies (history, governance, geography, economics, and culture). This course is intended to show the students how the United States became the country that it is. Throughout the year, cultural themes, social problems, reform, and change will be studied to give students the view that the United States took a long time to become the nation that students know it to be. Socio-cultural themes, political trends, economic principles, and accounts of daily life are blended together to give students a complete picture of the United States' past.

**Outcomes**

## The Civil War Era

The students will

- describe motivations to settle the west and the actions taken to accomplish that task.
- explain the motivations and effects of the Cherokee Trail of Tears.
- explain what Manifest Destiny is.
- explain how Texas became part of the United States, and other effects that Mexican War had.
- identify which territories were added to the United States before the Civil War.
- describe the debates on the question of slavery.
- describe why California's application for admission to the Union incited heated debates on the question of slavery.
- explain how immigration affected economic growth.
- list political events that led to secession.
- discuss how most Southerners viewed and defended the institution of slavery.
- explain the significance of the Kansas-Nebraska Act and the *Dred Scott* decision.
- explain the strategies, advantages, and disadvantages of the North and the South.
- identify and explain the significance of major battles of the Civil War.
- explain wartime roles played by women, African Americans and Native Americans.
- discuss behind-the-lines activity of both the North and the South during the Civil War.
- explain the changes in Union military strategy after Grant took command.
- discuss the issues of the election of 1864.
- explain the final days of the war and sentiment about the war from both sides.

## Reconstruction

The students will

- explain changes in Southern society that occurred after the Civil War.
- discuss changes that freedom brought to African American families.
- compare the Reconstruction plans of Lincoln, Johnson, and the Radical Republicans.
- explain how the black codes and the return of former Confederates to power affected Reconstruction.
- describe Southern resistance to Reconstruction.
- discuss political and economic change in the south after Reconstruction
- explain African American sentiment about what they wanted Reconstruction to accomplish.

## Into the West

The students will

- describe the Plains peoples' way of life.
- give reasons why the Plains peoples' way of life came to an end.
- discuss the effects the Transcontinental Railroad had on the country.
- explain the role of the environment in the rise and fall of the long drive.
- identify the realities behind the myths of the Old West
- list factors that made farming in the plains possible.
- summarize the problems faced by plains farmers.

## The Rise of Industry

The students will

- identify and explain factors that led to industrial growth.
- discuss the railroad's role in the growth of industry.
- explain how scientific advances led to new industries being created.
- discuss the methods big business used to become successful.
- explain why incorporation encouraged business growth.
- compare the methods used by Carnegie and Rockefeller to achieve success.
- explain Social Darwinism and how it relates to industry.
- explain basic economic principles such as supply and demand, and how they relate to prices of products and the success or failure of a business.

## An Urban Society

The students will

- describe the conditions under which people worked during the late 1800's.

- explain the obstacles faced by labor unions during this period.
- explain why the Labor Movement was often associated with the Socialist Movement.
- identify two of the strongest labor unions in the late 1800's.
- evaluate the gains labor unions achieved during this period.
- identify the reasons that immigrants came to the United States.
- distinguish between "old" and "new" immigration.
- list problems that immigrants had when they arrived in the United States.
- theorize about the origin of racial bias that was widespread in this time period.
- identify the factors that led to the growth of cities during the late 1800's.
- list the problems resulting from an increase in the urban population.

## Politics and Protest

The students will

- identify the problems farmers faced during the late 1800's.
- discuss the rise and fall of the Grange.
- analyze the impact of the Interstate Commerce Act.
- explain how railroads posed problems for farmers.
- explain the motivations of the groups that supported greenbacks and free silver.
- describe the campaign and results of the election of 1896.
- discuss the Populist Movement and its platform.
- trace women's involvement in the Temperance and Suffrage Movements.
- discuss the political ideas of Karl Marx, Henry George, and Thorstein Veblen.

## Imperialism

The students will

- discuss the emergence of the United States from isolationism.
- explain how the Monroe Doctrine fits into the United States emerging from isolationism.
- list events that led to the United States' involvement in the Spanish-American War.
- explain the reason for the involvement of the Philippines in the war.
- explain why the Philippines were difficult to govern.
- discuss what writers' thoughts were about annexing the Philippines.
- explain how social Darwinism fits into Imperialism.
- explain what Yellow Journalism is and how it is used in political situations.
- identify why it is difficult to have an overseas empire.
- discuss how this period in history is monumental in making the United States a world power and determining what we are like today.
- give examples of Roosevelt's "Big Stick" diplomacy.
- discuss the goals and results of the "Open Door" policy in China.
- discuss America's concerns over the Russo-Japanese War.

## Progressivism

The students will

- discuss the role of the Muckrakers in identifying social ills and promoting social change.
- explain how methods and strategies used in business and education influenced social reform.
- explain how reforms strengthened democracy.
- theorize on how they can get involved in social change themselves.
- describe the advances made by social reformers and government in protecting adult and child workers.
- describe progressive attitudes about immigrants and racial minorities.
- explain why African American leadership changed.

## World War I

The students will

- describe Wilson's foreign policy toward Latin American Nations.
- identify the causes of World War I.
- explain why the United States had difficulty remaining neutral during the war.
- identify events that led to the United States entering the war.
- describe the role of the United States in helping the Allies to achieve victory over the Central Powers.
- explain how the war was financed
- describe how public opinion was shaped by the government
- discuss what propaganda is and how it is used.
- explain how the map of Europe changed as an outcome to the war.
- describe the outcome of the Versailles Peace Conference
- explain why the Senate rejected the treaty of Versailles.
- theorize about whether or not the treaty of Versailles was going to be successful.
- identify domestic problems that arose after the war.

## The 1920's

The students will

- describe foreign policy issues following World War I.
- explain the provisions of the National Origins Act.
- describe the scandals in the Harding Administration.
- describe how the United States became a society of consumers in the 1920's.
- explain the significance of the Ku Klux Klan in national politics.
- describe the background of the Kellogg-Briand Pact.
- describe changes in women's lives during the 1920's.
- identify the significance of Prohibition in the 1920's.

- outline the development of arts and education during this period.
- describe advancements made by African Americans during this period.
- explain how the 1920's had an outstanding effect on the United States becoming a modern country.
- discuss how the social definition of the word, "American" changed during the 1920's.

## The Great Depression and the New Deal

The students will

- explain how Hoover's philosophy affected his economic policy.
- explain the major causes of the Great Depression.
- explain how economics relates to the worsening of the United States' economy during this period.
- compare the condition of workers and farmers in the early 1930's.
- discuss the mood of the country as the election of 1932 approached.
- describe why there was a fear of revolution during the Depression.
- identify the traits that made Franklin Roosevelt an effective leader.
- describe how Roosevelt garnered ideas and support for his New Deal.
- give examples of how Roosevelt's policies helped and hurt the rural poor.
- compare the effectiveness of measures aimed at farmers and city workers.
- list the special-interest groups that challenged Roosevelt.
- outline the steps of the Second New Deal to achieve reform.
- identify the events that led to the end of the New Deal.
- explain why the Depression came to an end.
- identify changes that the New Deal caused in American society.
- evaluate the effects of the New Deal on life today.

## World War II

The students will

- discuss how the Depression influenced American foreign policy.
- explain the reasons for Japan's aggression in Asia.
- describe the turmoil in Europe in the 1930's.
- discuss Germany's military conquest of Europe during the late 1930's and early 1940's.
- list the steps by which the Roosevelt Administration increased American support to the Allies and the effects these steps had.
- discuss the course of war in Europe and Asia once the United States entered the war.
- describe the Atlantic Charter and the agreements the Allies reached at Yalta.
- explain the effects the war had on the United States, Asia, and Europe.
- discuss the efforts to mobilize the economy for war production.
- explain the war's effects on women, African Americans, and Japanese Americans.\

## The Cold War

The students will

- describe the changes in Eastern Europe and the factors that made Communism strong after World War II.
- outline the foreign policy goals of the Truman Administration.
- explain how the United States became a world power after World War II.
- cite the outcome of the United States' occupation of Japan
- explain the political situation in China after the war
- explain why the United Nations waged a limited war in Korea.
- explain changes in the American labor force after the war.
- describe the condition of African Americans during the 1940's.
- evaluate the Truman presidency.
- describe the causes and effects of McCarthyism.
- explain how the Cold War had the world in tension for the latter part of the 20<sup>th</sup> Century.

## The Civil Rights Era

The students will

- discuss the effects of the *Brown v Board of Education* decision.
- describe the major events in the early civil rights movement.
- describe advances made in the civil rights movement during the Kennedy-Johnson administration.
- describe the setbacks and difficulties the civil rights activists faced during the 1960's.
- list some factors responsible for the discontent among some African Americans.
- explain what new philosophies were developed by African Americans to deal with the discontent.
- describe gains made by women and minorities.
- explain why the Equal Rights Amendment was not ratified.
- discuss inequalities that still exist in the United States today.

## The Vietnam Era

The students will

- discuss Kennedy's responses to Soviet and International Communism.
- explain the purposes of the Alliance for Progress and the Peace Corps.
- explain how the Gulf of Tonkin incident led to the escalation of the war in Vietnam.
- explain why the Tet Offensive was the turning point of the Vietnam War.
- list reasons for opposition to the war.
- explain how opposition was shown in cultural aspects of the United States in that time period.
- describe the values and beliefs of the youth counterculture.

- explain why Nixon pursued détente in foreign policy.
- list and describe the steps that President Nixon took to end American involvement in Vietnam.

### Themes to Explore Throughout the Year

The students will

- understand how geography plays a role in the history of the United States.
- explain how economics factor into political decisions.
- explain how social themes, trends, and problems are displayed in art, literature, poetry, and music.
- theorize if problems could have been solved in a more beneficial manner throughout the history of the United States.
- understand how they can play an active role in changing the society they live in.
- describe how different groups fight to become accepted in the United States.

### Teaching Strategies

- Teacher presentations that involve direct note taking
- A field trip to the State House to see our government in action
- Cooperative learning exercises such as debates over key issues
- Producing documents that reflect the period of time being studied
- Class discussions, reflecting on important topics
- Reading of primary sources, as well as secondary one

### Assessments

- Tests and quizzes that are primarily essay-based to ensure that knowledge is not just recalled, but also applied
- Debates over important issues
- Ability to take part in class discussions about important themes throughout United States history
- Analysis of a song that relates to a theme in United States history
- Creation of a newspaper that reflects on cultural themes of the 1920's
- Essay assignments that explore various themes or ask students to pick a position on a topic and defend it
- Analysis of primary documents and how they fit into American history
- Reflection of how poetry and literature express opinions of various groups in America

### Resources

- Transparencies containing notes about material
- Various primary documents, including poems, literary excerpts, speeches, and songs
- Articles on various topics
- Various maps
- Various videos, including, “The Jazz Singer” and “Showboat”
- Textbook
  - American History: The Modern Era Since 1865  
Glencoe/McGraw-Hill, 2001