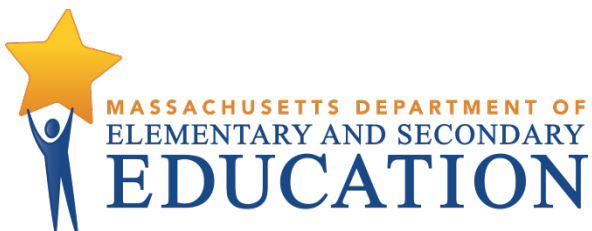


# **HISTORY AND SOCIAL SCIENCE FRAMEWORK**

**Grades Pre-Kindergarten to 12**

Massachusetts  
Curriculum  
Framework – 2018





This document was prepared by the Massachusetts Department of Elementary and Secondary Education

### **Board of Elementary and Secondary Education Members**

Mr. Paul Sagan, Chair, Cambridge  
Mr. James Morton, Vice Chair, Boston  
Ms. Katherine Craven, Brookline  
Dr. Edward Doherty, Hyde Park  
Ms. Amanda Fernandez, Belmont  
Ms. Margaret McKenna, Boston

Mr. Michael Moriarty, Holyoke  
Mr. James Peyser, Secretary of Education, Milton  
Ms. Mary Ann Stewart, Lexington  
Dr. Martin West, Newton  
Ms. Hannah Trimarchi, Chair, Student Advisory  
Council, Marblehead

Jeffrey C. Riley, Commissioner and Secretary to the Board

The Massachusetts Department of Elementary and Secondary Education, an affirmative action employer, is committed to ensuring that all of its programs and facilities are accessible to all members of the public. We do not discriminate on the basis of age, color, disability, national origin, race, religion, sex, or sexual orientation. Inquiries regarding the Department's compliance with Title IX and other civil rights laws may be directed to the Human Resources Director, 75 Pleasant St., Malden, MA, 02148, 781-338-6105.

© 2018 Massachusetts Department of Elementary and Secondary Education.  
Permission is hereby granted to copy any or all parts of this document for non-commercial educational purposes. Please credit the "Massachusetts Department of Elementary and Secondary Education."

Massachusetts Department of Elementary and Secondary Education  
75 Pleasant Street, Malden, MA 02148-4906  
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370  
[www.doe.mass.edu](http://www.doe.mass.edu)





Jeffrey C. Riley  
Commissioner

# Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000  
TTY: N.E.T. Relay 1-800-439-2370

Dear Colleagues:

I am pleased to present to you the 2018 *Massachusetts History and Social Science Curriculum Framework*, which was adopted by the Board of Elementary and Secondary Education on June 26, 2018. This Framework is built upon the foundation of the 2003 and 1997 *Massachusetts History and Social Science Curriculum Frameworks*. Based in research on effective practice, it represents the contributions of members of the History and Social Science Curriculum Framework Review Panel, scholars who served as Content Advisors, and the more than 700 individuals and organizations who provided comments during the public comment period in early 2018. This revision of the Framework retains the strengths of the previous frameworks and includes these improved features:

- increased emphasis on civics at all grade levels, including a new grade 8 course on civics;
- inclusion of standards that reflect the diversity of the United States and world cultures, with particular attention to the contributions of women and men of all ethnicities and backgrounds in the United States and the connections among world cultures;
- new Standards for History and Social Science Practice and questions to guide inquiry;
- stronger attention to the intersection of history, social science, and literacy instruction, through the inclusion of literacy standards for history and social science;
- expanded examples of primary sources representing significant texts, maps, photographs, and works of art and architecture in United States and world history;
- new standards for financial literacy and news/media literacy.

A companion document, *Resources for History and Social Science*, contains annotated lists of recommended websites, Massachusetts and New England museums, archives, and historic sites, and important civic holidays and commemorations. A section of the Resource Guide also documents actions taken to promote civic education by the Massachusetts Board of Elementary and Secondary Education, the Massachusetts Board of Higher Education, and the Legislature, 2011–2018.

We hope that the Framework will be a resource of lasting value for schools and districts. Thank you again for your ongoing support and for your commitment to a rich and broad curriculum for all students.

Sincerely,

Jeffrey C. Riley  
Commissioner of Elementary and Secondary Education

# Table of Contents

Acknowledgements.....	6
Vision and Introduction: Building on a Strong Foundation.....	9
A Renewed Mission: Education for Civic Life in a Democracy.....	12

<b>Guiding Principles</b> .....	13
The Scope, Sequence, and Content of the Grades and Courses.....	17
The Organization of the Standards and Appendices .....	20
A Guide to Reading the Introductory Page for Each Grade or Course.....	21

## Standards

Standards for History and Social Science Practice, Pre-K–12.....	22
--	----

### Introduction to the Elementary Grades:

Flexible Options for Teaching History and Social Science.....	26
Pre-Kindergarten Content and Literacy Standards .....	27
Kindergarten Content and Literacy Standards.....	32
Grade 1 Content and Literacy Standards .....	38
Grade 2 Content and Literacy Standards .....	45
Grade 3 Content and Literacy Standards .....	52
Grade 4 Content and Literacy Standards .....	61
Grade 5 Content and Literacy Standards .....	71

### Introduction to the Middle Grades:

Flexible Options for Teaching History and Social Science.....	83
Grade 6 Content Standards.....	85
Grade 7 Content Standards.....	95
Grade 8 Content Standards.....	104
Grades 6–8 Literacy Standards for History and Social Science .....	113

### Introduction to the High School Grades:

Flexible Options for Teaching History and Social Science.....	117
United States History I .....	120
United States History II .....	129
World History I.....	139
World History II .....	148

### Electives

United States Government and Politics Elective .....	162
Economics Elective.....	169
Standards for Personal Financial Literacy.....	173
Standards for News/Media Literacy.....	176

Grades 9–10 and 11–12 Literacy Standards for History and Social Science .....	180
---	-----

## Appendices

A. Application of the Standards for English Learners and Students with Disabilities.....	189
B. History and Social Science Inquiry: Designing Questions and Investigations.....	194
C. Selecting and Using Primary Sources.....	198
D. Key and Suggested Annotated Primary and Secondary Sources for United States History and Civics	

Note: There is a companion document to this Framework.

- **Resources for History and Social Science: Supplement to the 2018 Massachusetts History and Social Science Curriculum Framework**

# Acknowledgements

## *Massachusetts Curriculum Framework for History and Social Science Review Panel 2017–2018*

**\*Antonio Arvelo**, Humanities Teacher, Margarita Muñiz Academy, Boston Public Schools

**Kathleen Babini**, Social Studies Curriculum Coordinator, Plymouth Public Schools (Retired)

**Laura Baker**, Professor of History and History Education, Fitchburg State University

**Debra Block**, Consultant, English Language Arts and History/Social Studies

**Adrienne Billingham Bock**, Social Studies Program Coordinator, grades K–12, Andover Public Schools

**\*Kelley Brown**, Social Studies Department Head and Professional Development Coordinator, Easthampton High School

**Richard Cairn**, Emerging America Program Director, Collaborative for Educational Services

**Kathleen Conole** (Retired) Director of Curriculum and Instruction, Greater Lowell Technical High School

**\*Casey Cullen**, History Teacher, Westborough High School

**Jack Cutone**, Professor of Economics, Quinsigamond Community College

**Roger Desrosiers**, Massachusetts State Coordinator, We the People Program of the Center for Civic Education

**Vernon Domingo**, Professor of Geography, Bridgewater State University

**Louise Dube**, Executive Director, iCivics

**\*Kerry Dunne**, Middle and High School History Teacher and Department Head, Weston Public Schools

**\*Laura Edouard**, Vice Principal and History Teacher, City on a Hill Charter School

**Patricia Fontaine**, Professor of History Education, UMass Lowell

**\*Linda Forte**, Teacher, Midland Street Elementary School, Worcester Public Schools

**L'Merchie Frazier**, Director of Education and Interpretation, Museum of African American History, Boston and Nantucket

**Anastasia Gogol**, Associate Director, Discovering Justice

**\*William Golen**, Social Studies Curriculum Coordinator, Williams Middle School, Longmeadow Public Schools

**Jason Hilton**, Social Studies Teacher, Wachusett Regional High School

**\*Christopher Hoeh**, Second Grade Teacher, Cambridge Friends School

**\*Laura Hubert**, Teacher and Coach, Berkowitz Elementary School, Chelsea Public Schools

**\*Adam Ingano**, History and Social Studies Coordinator, grades 6–12, Westford Public Schools

**Frances Jones-Sneed**, Professor of History, Massachusetts College of Liberal Arts

**Colleen Kelly**, History and Social Science Liaison, Worcester Public Schools

**\*Angela Lee**, History Teacher, Weston High School

**Gorman Lee**, Director of Social Studies, Braintree Public Schools

**Susan Majka**, Director of Social Studies, Springfield Public Schools

**Rashaun Martin**, Social Studies and World Languages Supervisor, Haverhill Public Schools

**Christopher Martell**, Professor and Social Studies Education Program Director, Boston University

**\*Anthony Mathieu**, Social Studies Teacher, Boston Latin Academy, Boston Public Schools

**Eileen McQuaid**, Associate Principal of Curriculum and Instruction, Brockton Public Schools

**Michelle Morrissey**, Director of Instruction in Humanities and World Languages, Boston Collegiate Charter School

**\*Justin Norton**, Eighth Grade Humanities Teacher, Boston Latin Academy, Boston Public Schools

**\*Matthew Oosting**, History Teacher, North Reading Public Schools

**\*Robert Powers**, History and Social Science Director, Plymouth Public Schools

**\*Debra Price**, Teacher, Harvard-Kent Elementary School, Boston Public Schools

**José Reyes**, Supervisor of Humanities 6–12, Marlborough Public Schools

**Siobhan Ryan**, Director of School Improvement and Leadership Services, Fall River Public Schools

**Roberta Schaefer**, Founder, Worcester Regional Research Bureau; Lecturer/Visiting Assistant Professor, Political Science; former member of the Board of Elementary and Secondary Education

**Natacha Scott**, Director of History and Social Studies, Boston Public Schools

**Cedric Woods**, Director, University of Massachusetts Boston Institute for New England Native American Studies

*\*PK-12 Teachers*

### Content Advisors

**Brad Austin**, Professor, Salem State University (United States history)

**Tim Bailey**, Director of Education, the Gilder Lehrman Institute of American History (United States History)

**Craig Benjamin**, Professor, Grand Valley State University, Michigan (world history)

**Rosemary Blanchard**, Chair, Human Rights Education Community of the National Council for the Social Studies and Co-Vice-Chair, Human Rights Educators USA (human rights)

**Maureen Costello**, Teaching Tolerance Director, Southern Poverty Law Center (African American history)

**Robert Farrant**, Professor, University of Massachusetts, Lowell (industrial history)

**Debra Fowler**, Co-Executive Director, History Unerased, Inc., former teacher, Lowell High School (LGBTQ+ history)

**Janet Furey**, teacher, Weston Public Schools, Retired, standards writer (elementary curriculum, technology)

**Robert Furey**, History and Social Science Department Head, Concord-Carlisle Regional School, Retired (Civics, United States History)

**Nitana Greendeer**, Education Director, Mashpee Wampanoag (Massachusetts Native Peoples history)

**William R. Keylor**, Professor, Boston University (modern United States and international history)

**Priya Lal**, Associate Professor, Boston College (African and world history)

**Cris Martin**, Outreach Director of the Davis Center for Russian and Eurasian Studies, Harvard University (Russian and Eurasian history)

### Members of The Massachusetts State Student Advisory Council Civic Education and Engagement Workgroup 2017–2018

**Chris Bezdedeau**, Workgroup Chair, **Brian Anastasio**, Workgroup Communications Coordinator, **Hannah Trimarchi**, Council Chairwoman, **Litzzy Rodriguez**, Council Vice Chair, **Shreya Nair**, Council Communications Coordinator, **Adam Cavanaugh**, **Jennie Chang**, **Dylan Gordon**, **Frederick Hanna**, **Jack Hurd**, **Megan Jens**, **Diana Kulmizev**, **Brandon Scott**, **Daphney Sully**

**Miriam Morgenstern**, Co-Executive Director, History Unerased, Inc., former teacher, Lowell High School (LGBTQ+ and women's history)

**Barbara Petzen**, Director of Training Initiatives, Abshire-Inamori Leadership Academy Center for Strategic and International Studies (Middle Eastern history)

**Hilda Ramirez**, Assistant Director, Latino Education Institute, Worcester State University

**Laurel Thatcher Ulrich**, 300<sup>th</sup> Anniversary University Professor, Harvard University (Colonial American history, United States history to 1870, women, religion)

**Graham Warder**, Associate Professor, Keene State College, New Hampshire (United States history)

**Kirsten Weld**, John L. Loeb Associate Professor of the Social Sciences, Department of History, Harvard University (South, Central American, Caribbean, and United States history)

**Cedric Woods**, Director, University of Massachusetts Boston Institute for New England Native American Studies (Native Peoples of the Americas)

### External Partner

**Jill Norton**, Abt Associates

### Massachusetts Executive Office of Education

**B Kim**, Policy Analyst

**Tom Moreau**, Assistant Secretary of Education

### Massachusetts Department of Higher Education

**Robert J. Awkward**, Director of Learning Outcomes Assessment

**Patricia Marshall**, Deputy Commissioner for Academic Affairs and Student Success  
**John Reiff**, Director of Student Learning and Engagement

**Arlene Rodriguez**, Senior Advisor, Division of Academic Affairs and Student Success

### **Massachusetts Department of Early Education and Care**

**Julie Casper**, graduate research fellow, Society for Research in Child Development

### **Massachusetts Department of Elementary and Secondary Education**

**Jeffrey Wulfson**, Deputy Commissioner

**Heather Peske**, Senior Associate Commissioner, Center for Instructional Support

### **Center for Instructional Support**

**Rachel Bradshaw**, Manager, Instructional Policy

**Dineen Caselli**, Administrative Officer

**Alexia Cribbs**, Management Analyst II

**Lisa Keenan**, Management Analyst III

**Kenneth Klau**, Director of Instructional Policy

**Ronald Noble**, Associate Commissioner

### **Office of Educator Effectiveness**

**Matthew Holloway**, Educator Effectiveness Coordinator

### **Office of Language Acquisition and Achievement**

**Fernanda Kray**, ELL Professional Development Curriculum Coordinator

### **Office of Literacy and Humanities**

**David Buchanan**, Consultant, Co-Lead Writer

**Michelle Ryan**, History and Social Science Content Support Lead

**Susan Whelple**, Consultant, Co-Lead Writer

### **Center for Educational Options**

**Cliff Chuang**, Senior Associate Commissioner

### **Office of Adult and Community Learning Services**

**Olivia C. Steele**, Team Leader

**Olympia Stroud**, High School Equivalency Program Coordinator

### **Office of Charter Schools and School Redesign**

**Alison Bagg**, Director

### **Office of College, Career and Technical Education**

**Jennifer Appleyard**, Early Warning Specialist

**Nyal Fuentes**, Education Specialist

### **Office of Student and Family Support**

**Rachelle Engler Bennett**, Associate Commissioner

**Mary Jane Crotty**, Educational Specialist

**Jane Haltiwanger**, Early Learning Specialist

**Kristen McKinnon**, SL Specialist

**Emily Taylor**, Early Learning Specialist

**Donna Traynham**, Education Specialist

### **Center for District Support**

#### **Office of Approved Special Education Schools**

**Michelle Hennessy-Kowalchek**, Public School Monitoring

#### **Office of Special Education Planning and Policy**

**Amanda Greene**, Secondary Transition Coordinator

**Elizabeth Kelliher**, Assistant Director

**Holly-Anne Neal**, IEP Revision Coordinator

**Teri Valentine**, Director

**Lauren Viviani**, Early Childhood Special Education Manager

### **Center for Student Assessment Services**

**Michol Stapel**, Associate Commissioner

#### **Office of Test Development**

**Catherine Bowler**, MCAS Test Development Director

**Amy Carithers**, Administrator for ELA Test Development

**Jennifer Malonson**, Middle School ELA Test Development

**Greg Tobey**, Elementary School ELA Test Development

**The authors and contributors to the 1997 and 2003 editions of the *Massachusetts History and Social Science Curriculum Framework***



## Vision

All Massachusetts students will be educated in the histories of the Commonwealth, the United States, and the world. They will be prepared to make informed civic choices and assume their responsibility for strengthening equality, justice, and liberty in and beyond the United States.

## Introduction: Building on a Strong Foundation

### The Framework in the Historical Context of Massachusetts Education Reform

The Massachusetts Education Reform Act of 1993 directed the state Board and Commissioner of Elementary and Secondary Education to develop academic standards in core subjects setting forth the “skills, competencies and knowledge” that students should possess at each grade or cluster of grades, with high expectations for student performance.<sup>1</sup> As to the core subject of history and social science, the law directs that

The standards shall provide for instruction in at least the major principles of the Declaration of Independence, the United States Constitution, and the Federalist Papers. They shall be designed to inculcate respect for the cultural, ethnic, and racial diversity of the Commonwealth and for the contributions made by diverse cultural, ethnic and racial groups to the life of the Commonwealth. The standards may provide for instruction in the fundamentals of the history of the Commonwealth as well as the history of working people and the labor movement in the United States. ... The board may also include in the standards...an awareness of global education and geography.<sup>2</sup>

The law further directs the Board and Commissioner to institute a process for drawing up curriculum frameworks for each of the core subjects, and to update, improve, and refine the standards and frameworks periodically.”<sup>3</sup>

Consistent with these responsibilities, the Board approved the initial *Massachusetts History and Social Science Curriculum Framework* in 1997 and a revised framework in 2003. In 2017, the Department of Elementary and Secondary Education convened a panel of experienced Massachusetts educators to review the 2003 *History and Social Science Curriculum Framework* and recommend revisions. With the Board’s approval, the result of that open and consultative process is the 2018 *Massachusetts History and Social Science Curriculum Framework*.

---

<sup>1</sup> [Massachusetts General Laws, Chapter 69, Section 1D.](#)

<sup>2</sup> *Ibid.*

<sup>3</sup> [Massachusetts General Laws, Chapter 69, Section 1D, 1E.](#)

## Drawing on the Past: Reflecting the Principles of Liberty, Justice, and Equality

The 2003 *History and Social Science Curriculum Framework* began with these words from a 1987 essay: “Our cultural heritage as Americans is as diverse as we are, with multiple sources of vitality and pride. But our political heritage is one—the vision of a common life in liberty, justice, and equality as expressed in the Declaration of Independence and the Constitution (more than) two centuries ago.”<sup>4</sup>

Drawing on the past is an established tradition in American political philosophy. In 1852, Frederick Douglass, despite his own history as a slave, looked to the heritage of democratic principles as an anchor for the future. As he put it,

“...I have said that the Declaration of Independence is the very ring bolt to the chain of your nation’s destiny...The principles contained in that instrument are saving principles. Stand by those principles, be true to them on all occasions, in all places, against all foes and at whatever cost.”<sup>5</sup>

Likewise, in 1863, Abraham Lincoln made an eloquent connection with the Founding Era in the Gettysburg Address. In the 20<sup>th</sup> century, Martin Luther King, Jr. often evoked the Declaration’s principles of equality and liberty to bolster the argument for expanded civil rights. Political theorists of the 21<sup>st</sup> century have followed the tradition, arguing that that the language of the Declaration of Independence linking equality and liberty is ever more relevant as the United States population becomes increasingly diverse.<sup>6</sup>

## Linking Past, Present, and Future: Features of the 2018 Framework

The 2018 *History and Social Science Framework* preserves the content of the previous editions of 2003 and 1997. Yet, at the same time, it responds to current scholarship and includes features designed to help students develop the skills to participate in and perhaps lead a society that will be more demographically and culturally diverse than any democratic society of the past.<sup>7</sup>

Consistent with the fundamental principles of liberty, justice, and equality, the 2018 *History and Social Science Framework* provides, at the elementary level, a stronger foundation in history and government, adding standards that address the Civil War, Reconstruction, and the 20<sup>th</sup> century Civil Rights movement to existing standards on the American Revolution and early Republic. At the middle school level, a new civics course occurs in grade 8 designed to ensure that all students will have background knowledge of

---

<sup>4</sup> *Massachusetts History and Social Science Curriculum Framework* (2003). Malden, MA: Massachusetts Department of Elementary and Secondary Education, 3. From Gagnon, Paul, et al. (1987) *Education for Democracy: A Statement of Principles*. Washington, D.C. American Federation of Teachers. (see also <http://www.doe.mass.edu/frameworks/hss/final.pdf> and [http://www.ifes.org/sites/default/files/ce02881\\_0.pdf](http://www.ifes.org/sites/default/files/ce02881_0.pdf))

<sup>5</sup> Douglass, Frederick. (1852). Independence Day speech, “*What to the Slave is the Fourth of July?*” at Rochester, New York. (see also [http://masshumanities.org/files/programs/douglass/speech\\_abridged\\_med.pdf](http://masshumanities.org/files/programs/douglass/speech_abridged_med.pdf))

<sup>6</sup> Allen, Danielle. (2014). *Our Declaration: A Reading of the Declaration in Defense of Equality*, 21. New York: Liveright.

<sup>7</sup> See Frey, William H. (2018). “*The Millennial Generation – A Demographic Bridge to America’s Diverse Future.*” Washington, D.C.: Brookings Institution. (see also <https://www.brookings.edu/research/millennials/>)

principles and structures of United States government and individuals' rights and responsibilities, and serves as an introduction to the study of history and social science in high school.

Some standards have been edited or added to present recent historical scholarship and collections of online primary sources have been expanded. The standards reflect renewed attention to origins of the American Revolution and the Founding Documents as a basis for democratic government. The Civil Rights Era of the 1960s inspired a generation of historians to research the consequences of slavery, just as the feminist movement spurred new research into women's history.<sup>8</sup> In world history, archival and archaeological research has shed new light on interconnections among civilizations in Africa, Asia, and Europe before the period of European world exploration. Libraries, museums, universities, and research centers have contributed to an ever-growing collection of rich digital primary source material posted online for students and teachers to use in their own investigations.

The 2018 *Framework* includes new components designed to strengthen students' skills for informed citizenship and political participation. Standards for history and social science practice emphasize the skills of formulating questions, conducting research, evaluating sources, and synthesizing information. Standards for literacy in history and social science set expectations for analytical reading and logical writing and speaking, skills essential to political equality and civic engagement.<sup>9</sup> At the middle and high school levels, new standards for news and media literacy aim to help students become discerning readers of digital news and opinion.<sup>10</sup>

History tells us that the preservation of equality, justice, and liberty has never been an easy proposition. Echoing the words of Frederick Douglass, our hope is that these standards and resources will help students "stand by those principles, be true to them on all occasions, against all foes, in all places and at whatever costs."

---

<sup>8</sup> Wood, Gordon (2008). *The Purpose of the Past*, 10-11. New York: Penguin.

<sup>9</sup> Allen, Danielle (2014). op.cit.

<sup>10</sup> Wineburg, Sam (2016). "[Why Historical Thinking Is Not About History](https://purl.stanford.edu/yy383km0067)." *History News, the Magazine of the American Association of State and Local History*. (see also <https://purl.stanford.edu/yy383km0067>)

## **A Renewed Mission: Education for Civic Life in a Democracy**

The primary purpose of a history and social science education is to prepare students to have the knowledge and skills to become thoughtful and active participants in a democratic society and a complex world. “Government of the people, by the people, for the people” is not just a historical phrase from Lincoln’s “Gettysburg Address,” but an ideal that must be renewed and reinvigorated by each succeeding generation. The future of democracy depends on our students’ development of knowledge, skills, and dispositions that will enable them to embrace democracy’s potential, while recognizing its challenges and inherent dilemmas.

People who are prepared to continue the legacy of democracy in the United States:

- Know the fundamental ideas central to the vision of the 18<sup>th</sup> century founders, the vision that holds us together as one people of many diverse origins and cultures.
- Understand the intellectual and political tensions and compromises in the Founders’ ideas and how successive generations in the United States have worked to resolve them.
- Know how democratic ideas have been turned into institutions and practices, and the history of the origins, growth, and struggles of democratic societies on earth, past and present.
- Understand what economic, social, cultural, religious, and international conditions have helped to shape democratic practices.
- Understand the purposes, principles, and practices of the United States government as established by the Constitution, which includes their rights and responsibilities, and how to exercise them in local, state, and national government.
- Understand that, in the United States, the Constitution has continued to be vibrant and relevant through amendments and decisions of the federal courts.
- Understand how individuals, groups, organizations, and governments have addressed obstacles to democratic principles by working within the structure set forth in the Constitution.
- Are knowledgeable about local, state, and national politics and policies, and understand the current condition of the world and how it got that way.
- Are prepared to discuss complex and controversial issues and ideas with people of different views, learning to speak with clarity and respectfulness.
- Develop and practice habits of civic engagement and participation in democratic government.

# Guiding Principles for Effective History and Social Science Education

## Guiding Principle 1

**An effective history and social science education teaches students about the legacy of democratic government.**

Study of history and social science prepares students to understand their rights and responsibilities as informed residents and citizens of a democratic society and to appreciate the shared values of this country. To become informed citizens, students need to acquire knowledge and experience of

- the principles and philosophy of government in the founding documents of the United States;
- the structure and purposes of democratic government in the United States at the national, state, and local level;
- the structure and purposes of types of government other than democracy;
- how the concepts of liberty, equality, justice, and human and civil rights shape the United States;
- the achievements of democratic government and the challenges to maintaining it;
- ways to act as a citizen to influence government within the democratic system; and
- the importance of respectful public discourse and dissent in a democracy.

## Guiding Principle 2

**An effective history and social science education incorporates diverse perspectives and acknowledges that perceptions of events are affected by race, ethnicity, culture, religion, education, gender, gender identity, sexual orientation, disability, and personal experience.**

The traditional motto of the United States is “*E pluribus unum*” – out of many, one. A history and social science education that does justice to the remarkable diversity of our country must tell the histories of individuals and groups, and honor a plurality of life stories while acknowledging our ongoing struggle to achieve a more perfect union. Teaching how the concepts of freedom, equality, the rule of law, and human rights have influenced United States and world history necessarily involves discussions of race, ethnicity, culture, gender, gender identity, sexual orientation, and other characteristics. Effective instruction challenges students to value their own heritage while embracing our common ideals and shared experiences as they develop their own rigorous thinking about accounts of events. Effective instruction celebrates the progress the United States has made in embracing diversity, while at the same time encouraging honest and informed academic discussions about prejudice, racism, and bigotry in the past and present.

## Guiding Principle 3

**Every student deserves to study history and social science every year, from pre-kindergarten through grade 12.**

Like learning to read, write, or perform well in any other subject, learning history and social science takes time. An effective history and social science education is given adequate time in the school day to

build knowledge and skills of increasing complexity. In pre-kindergarten students learn about how cooperation builds community in the classroom, and how all kinds of families and individuals contribute to society. The elementary grade Content Standards are designed to introduce students to the drama of the past, its geographical settings, the habits of good citizenship, and everyday economics, a great deal of which can be integrated with English language arts and literacy, the arts, mathematics, and science. Middle school standards deepen students' capacity to think logically and conduct research. At the high school level, where students should have the opportunity to take at least four courses in United States history, world history, and the social sciences, the standards require interpretation and synthesis of complex ideas about individuals, groups, events, and institutions.

### **Guiding Principle 4**

#### **An effective history and social science education teaches students to think historically.**

Taken together, the standards in this Framework present a broad scope of time and place, from human beginnings to the present, with the intent of helping students understand that *their* lives are connected to the long sweep of history. Beginning with the third-grade study of Massachusetts history, students become acquainted with the concepts of chronology, cause-and-effect relationships, and the role chance plays in historical events. In middle and high school, students learn that complex events have both intended and unintended consequences. By examining primary and secondary sources, students develop an appreciation for the importance of historical context and point of view. They learn that participants in historical events can often hold vastly different ideas about how those events unfolded. For example, what the Spanish considered a “conquest” of a new world in the Americas was seen rather differently by those whose lands were being invaded by foreigners. Students also learn that the work of historical investigation is never static because new evidence – a fresh archaeological find, a lost manuscript or photograph found in an archive – can inspire new connections and interpretations. Because historians of different generations can have different perceptions, it is important that readings include a variety of opinions and historical interpretations.

### **Guiding Principle 5**

#### **An effective history and social science education integrates knowledge from many fields of study.**

The fields of history, geography, civics, and economics form the core of a history and social science education. Under this broad umbrella are the history of the arts, philosophy and ethics, and religions, and developments in science, technology, and mathematics. Electives at the high school level might include study of regions of the world, anthropology, Constitutional law, criminology, sociology, state or local history and politics, world religions, human rights, or other topics and might include capstone research projects. The Content Standards of this framework are designed to include this breadth of knowledge, not as isolated facts to be simply memorized, but as useable knowledge to be integrated into an understanding of the world.

## Guiding Principle 6

### **An effective history and social science education builds students’ capacities for research, reasoning, making logical arguments, and thinking for themselves.**

In an effective history and social science education, students engage in inquiry, reading, research, discussion, writing, and making presentations – these activities are the heart of this Framework’s Standards for History and Social Science Practice and link the history and social science disciplines to English language arts and literacy. In the course of applying these practices, students learn how to evaluate texts for bias intended to influence their opinions, and about the patterns of thought and reasoning of historians, geographers, political scientists, and economists. They learn to raise and refine questions and organize arguments and explanations by using structures such as comparison and contrast, cause and effect, or problem and solution. They learn to apply different forms of analysis, including contextually rich reading, visual analysis, spatial/geographical analysis, or quantitative reasoning.

## Guiding Principle 7

### **An effective history and social science education improves reading comprehension by increasing students’ content knowledge.**

A rich education in history and social science involves extensive reading of challenging grade-level texts, which not only contributes to the development of basic reading skills but also introduces students to concepts and academic language that ultimately improve reading comprehension. Researcher Daniel Willingham contends, “Teaching content is teaching reading.”<sup>11</sup> Content knowledge improves reading comprehension because it enables a student to make connections about events and ideas across texts. The Content Standards in this framework are organized to provide a coherent progression of knowledge about history, geography, civics, and economics to support students’ capacity to read with understanding in the elementary and middle grades. This foundational knowledge, in turn, prepares students to read texts that address topics of increasing complexity at the high school and college level.

## Guiding Principle 8

### **An effective history and social science education incorporates the study of current events and news/media literacy.**

When teaching history and social science, teachers have a unique responsibility to help students consider events – including current events – in a broad historical, geographical, social, or economic context. The Framework’s News/Media Literacy standards for grade 8 and high school are designed to

---

<sup>11</sup> See Marzano, Robert J. (2004) *Building Background Knowledge for Academic Achievement: Research on What Works in Schools*. Alexandria, VA: Association for Supervision and Curriculum Development; Liana Heitin in *Education Week: Cultural Literacy Creator Carries on Campaign*, (October 12, 2016), Daniel Willingham in *American Educator: How Knowledge Helps*, (Spring 2006), and Willingham in the *New York Times*, *How to Get Your Mind to Read* (November 25, 2017). (see also <http://www.ascd.org/publications/books/104017.aspx> and <http://www.edweek.org/ew/articles/2016/10/12/cultural-literacy-creator-carries-on-campaign.html?qa=1.171279712.1366275149.1446124290> and <http://www.aft.org/periodical/american-educator/spring-2006/how-knowledge-helps> and <https://www.nytimes.com/2017/11/25/opinion/sunday/how-to-get-your-mind-to-read.html?smid=tw-nytopinion&smtyp=cur>)



help students take a critical stance toward what they read, hear, and view in newspapers and on websites, television, and social media. Applying these standards, students learn to evaluate information, question and verify its source, distinguish fact from inference, and reasoned judgment supported by evidence from varying degrees of bias.<sup>12</sup>

### **Guiding Principle 9**

#### **An effective history and social science education teaches students about using data analysis and digital tools as research and presentation techniques in the social sciences.**

History and social science teachers have a long history of teaching students to read, interpret, and create graphs, charts, maps, timelines, and illustrations. New opportunities for answering questions with data are available in the ever-expanding supply of online databases. Particularly at the high school level, teachers can provide opportunities for students to apply their knowledge of quantitative reasoning and statistics, using “big data” to answer historical questions and solve problems. They can also provide opportunities for students to create digital exhibits that combine visual primary sources, video, and computer graphics to convey complex stories and interpretations of the past.<sup>13</sup>

### **Guiding Principle 10**

#### **An effective history and social science education develops social and emotional skills.**

Social and emotional learning has demonstrated an increase in academic achievement and communication skills, improve attitudes and behaviors, and develop empathy.<sup>14</sup> These skills are also practical civic skills that students need to engage effectively with others in the public problem solving of civic and democratic life. Teachers support the development of these skills by:

- helping students understand how their own unique experiences and ideas influence their perceptions of and feelings about history and current situations (self-awareness);
- encouraging students’ own power to take thoughtful action (self-management);
- increasing students’ understanding of others’ fundamental needs and human and civil rights (social awareness);
- increasing students’ capacity to participate in dialogue across differences and to take on the perspectives of others whose experience and position in the world differs from their own (dialogue and perspective-taking);
- encouraging students to collaborate respectfully with diverse peers (relationship skills);

---

<sup>12</sup> McGrew, Sarah, Ortega, Teresa, Breakstone, Joel, and Wineburg, Sam. (2017). “[The Challenge that’s Bigger than Fake News](#),” in *American Educator*, Fall 2017. (see also <http://www.aft.org/ae/fall2017>)

<sup>13</sup> For samples of projects in the digital humanities in, see the [Boston Digital Humanities Consortium](#), [DHCommons](#), the [UMass Digital Humanities Initiative](#) (University of Massachusetts Amherst), [Hyperstudio](#) (Massachusetts Institute of Technology), [metaLab at Harvard](#) (Harvard University). (see also <http://bostondh.org/> and <http://digitalhumanities.umass.edu/projects> and <http://hyperstudio.mit.edu/> and <https://metalabharvard.github.io/>)

<sup>14</sup> See Jones, Stephanie M. and Kahn, Jennifer (2017). [The Evidence Base for How We Learn: Supporting Students’ Social, Emotional, and Academic Development](#). Washington, DC: The Aspen Institute, National Commission on Social, Emotional, and Academic Development. (see also [https://assets.aspeninstitute.org/content/uploads/2018/03/FINAL\\_CDS-Evidence-Base.pdf](https://assets.aspeninstitute.org/content/uploads/2018/03/FINAL_CDS-Evidence-Base.pdf))



- providing opportunities for students to define and make informed choices when participating in democratic practices (responsible decision making); and
- creating opportunities for students to work together on projects that aim to promote a public good beyond the classroom, in the school, or in the larger community (civic action)

## **The Scope, Sequence, and Content of the Grades and Courses**

### **Pre-Kindergarten: Building a Foundation for Living, Learning, and Working Together**

Students are introduced to four major fields of social studies: civics (respecting one another, cooperating, and obeying appropriate rules); geography (understanding connections between places and people); history (recalling experiences); and economics (understanding working, buying, selling and trading things).

### **Kindergarten: Many Roles in Living, Learning, and Working Together**

Students learn about classroom democracy, respect for one another, local geography, roles of people, national, state, and community traditions, and economics in the context of work and money.

### **Grade 1: Leadership, Cooperation, Unity, and Diversity**

Students learn about leadership on many levels, the meaning of citizenship, and map types. They explore how the concepts of unity and diversity, respect for differences, and respect of self shape life in the United States, and how people make choices about purchasing goods and services and saving resources.

### **Grade 2: Global Geography: Places and Peoples, Cultures and Resources**

Students learn about global geography, looking at reasons why people settle in particular places, why they migrate, how they bring culture with them, and how they earn a living, exchange goods and services, and save for the future.

### **Grade 3: Massachusetts, Home to Many Different People**

Students study Massachusetts and New England, beginning with their own city or town. They explore interactions among Native Peoples, European settlers and Africans, and learn about the Massachusetts people who led the American Revolution. The standards introduce students to the founding documents of Massachusetts and United States so that they may begin to discuss and apply ideas about self-government as they help develop codes of classroom rules, rights, and responsibilities.

### **Grade 4: North American Geography and Peoples**

Students learn about North America (Canada, Mexico, and the United States) and its peoples from a geographic perspective. They learn about ancient civilizations on the continent and early European exploration as they expand map reading, mapmaking, and geographic reasoning skills introduced in grades 2 and 3. They apply concepts of how geography affects human settlement and resource use, and how the westward expansion of the United States created a modern nation of 50 states and 16 territories.

## **Grade 5: United States History to the Civil War and the Modern Civil Rights Movement**

Building on their knowledge of North American geography and peoples, students learn more about the history of the colonies, the American Revolution, the development of the Constitution, Bill of Rights, the early Republic, and the westward expansion of the United States. They study the sectional conflicts over slavery that led to the Civil War and the long struggle in the 19<sup>th</sup> and 20<sup>th</sup> centuries for civil rights for all.

## **Grades 6 and 7: World Geography and Ancient Civilizations I and II**

Sixth grade students examine how the perspectives of political science, economics, geography, history, and archaeology apply to the study of regions and countries. They study the development of prehistoric societies and then focus on area studies of Western Asia, the Middle East, North Africa, Sub-Saharan Africa, and Central America, the Caribbean Islands, and South America. Grade 7 examines the physical and political geography and ancient societies of South and East Asia, Oceania, and Europe and concludes with a study of government in Greece and Rome, which serves as a prelude to the study of civics in grade 8.

## **Grade 8: United States and Massachusetts Government and Civic Life**

Students study the roots and foundations of democratic government through primary documents, such as the United States and Massachusetts Constitutions; how and why government institutions developed; how government evolves through legislation and court decisions; and how individuals exercise their rights and civic responsibilities to maintain a healthy democracy in the nation and the Commonwealth.

## **High School: United States History I and II, the Colonial Period to the Present**

Students begin their high school study of the United States with a review of the causes of the American Revolution, Constitutional principles, and events of the early Republic. They examine the causes and consequences of the Civil War, industrialization, immigration, the role of the United States in World War I, and the early 20<sup>th</sup> century quest for social justice for all citizens. In United States History II, they learn about the fundamentals of economics, the Great Depression and the New Deal, World War II, the Cold War, social, cultural, and technological change, and globalization concluding with a study of social and political movements and international events in the late 20<sup>th</sup> and early 21<sup>st</sup> centuries.

## **High School: World History I and II, 6<sup>th</sup> Century to the Present**

Building on their understanding of world geography and civilizations from middle school, students in World History I study cultural, religious, political, and economic developments in Africa, Asia, and Europe from approximately 500 CE to c. 1800. World History II examines how modern world history, beginning with the late 18<sup>th</sup> century, has been shaped by the past, how nations and empires are born, rise, interact, and sometimes fall. The standards introduce students to concepts such as colonialism, imperialism, genocide, human rights, and globalization, and the importance of ethical, political, economic, and scientific ideas in shaping nations.

## **High School Electives: United States Government and Politics, Economics, Personal Financial Literacy, and News/Media Literacy**

United States Government and Politics, a full-year course, builds on the grade 8 Civics and United States History I and II courses to deepen understanding of political science. The Economics elective, also a full-Massachusetts Curriculum Framework for History and Social Science

year course, examines the concepts of scarcity, supply and demand, market structures, and the role of government, the role of financial institutions, economic stabilization, and trade. Standards for personal financial literacy and news/media literacy are included and may be used as stand-alone electives or integrated into a variety of other subjects, such as family and consumer science, business, college and career readiness, journalism, history and social science, English, or mathematics. High schools may also offer electives such as Advanced Placement or International Baccalaureate courses, or locally developed courses, such as area studies of regions of the world, anthropology, Constitutional law, criminology, sociology, state or local history and politics, world religions, human rights, and might include capstone research projects.

# The Organization of the Standards and Appendices in this Framework and its companion supplement, Resources for History and Social Science

## Standards for History and Social Science Practice, Pre-K–12

The seven Standards for History and Social Science Practice encompass civic knowledge, dispositions, and skills and the range of disciplinary skills often used by historians and social scientists. They focus on the processes of inquiry and research that are integral to a rich social science curriculum and the foundation for active and responsible citizenship.

## Grade Level Content Standards for Pre-K–8; Content Standards for High School Courses

From pre-kindergarten through grade 8, each grade has its own set of Content Standards that build on the knowledge and skills learned in previous years. Related Content Standards often appear together under topic headings. At the high school level, standards for six full-year courses build on elementary and middle school knowledge and skills. An Introductory Page for each grade or course provides an overview for the year’s study. The diagram on the following page shows how this page and the Content Standards pages are organized.

## Standards for Literacy in History and Social Science

Because learning civics, geography, history, and economics is dependent on and contributes to strong literacy skills, the framework contains Standards for Reading Informational Text, Writing, and Speaking and Listening, drawn from the [Massachusetts English Language Arts and Literacy Curriculum Framework \(2017\)](#). The History and Social Science Practice Standards and Content Standards were intentionally designed to be integrated with these Literacy Standards. Effective history and social science instruction unites significant content with strong literacy practices.

## Appendix A: Applicability of the Standards to English Language Learners and Students with Disabilities

addresses how the standards apply to all students.

## Appendix B: History and Social Science Inquiry: Designing Questions and Investigations

provides research and instructional strategies for using questions to guide and support inquiry.

**Appendices C and D: Primary and Secondary Sources** address the selection and use of important primary and secondary sources for United States History, Civics, and World History; individual sources are also cited in the topics for the grades and courses.

## Supplement: Resources for History and Social Science

A separate companion document, the Supplement addresses other relevant and significant resources for history and social science education. **Section I** provides a selected bibliography and links to websites of digital collections of primary and secondary sources and curriculum materials. **Section II** lists Massachusetts and New England museums, archives, historic sites, and historical societies that offer resources for students and teachers to visit in person or online. **Section III** provides brief histories of the historic events and people commemorated by civic holidays and observances, and **Section IV** documents recent 21<sup>st</sup> century history of the renewed interest in civic education in Massachusetts.

# A Guide to Reading the Introductory Page for Each Grade or Course

8



## Grade 8 United States and Massachusetts Government and Civic Life

Introduction to the content for grade 8, with samples of guiding questions for the year

Students study the roots and foundations of U.S. democracy, how and why it has developed over time, and the role of individuals in maintaining a healthy democracy. They study these topics by exploring guiding questions such as, “How have concepts of liberty and justice affected the United States democratic system of government?” and “How can power be balanced in government?” Additional supporting questions appear under each topic. The questions are included to stimulate teachers’ and students’ own questions for discussion and research.

### Standards for History and Social Science Practice, Pre-K–12\*

1. Demonstrate civic knowledge, skills, and dispositions.
2. Develop focused questions or problem statements and conduct inquiries.
3. Organize information and data from multiple primary and secondary sources.
4. Analyze the purpose and point of view of each source; distinguish opinion from fact.
5. Evaluate the credibility, accuracy, and relevance of each source.
6. Argue or explain conclusions, using valid reasoning and evidence.
7. Determine next steps and take informed action, as appropriate.

Standards for Practice, applicable to all grades, linked to explanation in the Introductory Section

\* A statement on civic knowledge, skills, and dispositions adopted by the Massachusetts Board of Elementary and Secondary Education in 2016 or included in the former

### Grade 8 History and Social Science Topics

Major topics for each grade

- Topic 1. The philosophical foundations of the United States political system
- Topic 2. The development of the United States government
- Topic 3. The institutions of the United States government
- Topic 4. Rights and responsibilities of citizens
- Topic 5. The Constitution, Amendments, and Supreme Court decisions
- Topic 6. The structure of Massachusetts state and local government
- Topic 7. Freedom of the press and news/media literacy

### Literacy in History and Social Science

Links to Literary skills

In studying these topics, students apply grades 6–8 [reading](#), [writing and speaking](#) and [listening skills](#), and learn vocabulary and concepts related to history and social science.

### Looking Back, Looking Ahead: Connections to History and Social Science in Grades 5, 6, 7 and High School

Connections to the content in other grades

*Fifth graders* studied the U.S. from the American Revolution to the Civil War and were introduced to the 20<sup>th</sup> century Civil Rights Movement. *Sixth and seventh graders* learned world geography and history, including the origins of democratic government in ancient Greece and Rome. *High school students* will study both United States History and World History to the present.

8

### Grade 8 Content Standards<sup>44</sup>

Building on knowledge from previous years, students should be able to:

Topic

#### Topic 1. The philosophical foundations of the United States political system [T1]

Supporting Question: *What were the roots of the ideas that influenced the development of the United States political system?*

1. Explain why the Founders of the United States considered the government of ancient Athens to be the beginning of democracy and explain how the democratic political concepts developed in ancient Greece influenced modern democracy (e.g., *civic participation, voting rights, trial by jury, legislative bodies, constitution writing, rule of law*).
2. Describe the government of the Roman Republic and the aspects of republican principles that are evident in modern democratic governments (e.g., *separation of powers, rule of law, representative government, and the notion of civic duty/common good*).
3. Explain the influence of Enlightenment thinkers on the American Revolution and framework of the American government (e.g., John Locke, Charles de Montesquieu).
4. Explain how British ideas about and practices of government (e.g., *the Magna Carta, the concept of habeas corpus, the Mayflower Compact, self-government, town meetings, the importance of education and literacy, the House of Burgesses, colonial legislatures, the Albany Plan of Union*) influenced American colonists and the political institutions that developed in colonial America.
5. Analyze the evidence for arguments that the principles of government of the United States were influenced by the governments of Native Peoples (e.g. the Iroquois Confederacy).

Content standards that describe students should know and be able to do

Sample of a supporting question to guide discussion and research on this grade 8 topic

## Standards

**Standards for History and Social Science Practice,  
Pre-Kindergarten to Grade 12**

**Content Standards for Pre-Kindergarten to Grade 8**

**Content Standards for High School Courses**

**Standards for Literacy in History and Social Science,  
Pre-K–5, 6–8, 9–10, 11–12**



**Figure 1:** This image represents the three pillars of the History and Social Science Framework. Each pillar is designed for integration with the others.

# Standards for History and Social Science Practice

## Pre-Kindergarten to Grade 12 [PS]

The following Standards for History and Social Science Practice encompass civic knowledge, dispositions, and skills and reflect the range of disciplinary skills often used by historians, political scientists, economists, geographers, historians, and ordinary citizens. Designed for integration with the Content Standards and Literacy Standards for History and Social Science, the seven practices encompass the processes of inquiry and research that are integral to a rich and robust social science curriculum and the foundation for active and responsible citizenship. All seven practices can be applied from Pre-K–12 and across all of the social science disciplines.

### 1. Demonstrate civic knowledge, skills, and dispositions.<sup>15</sup>

- **Civic knowledge** includes the core knowledge in the Content Standards relating to civics and government, economics, geography, and history.
- **Civic intellectual skills** encompass knowing how to identify, assess, interpret, describe, analyze and explain matters of concern in civic life.
- **Civic participatory skills** encompass knowing how to make and support arguments, use the political process to communicate with elected officials and representatives of government, and plan strategically for civic change.
- **Civic dispositions** encompass values, virtues, and behaviors, such as respect for others, commitment to equality, capacity for listening, and capacity for communicating in ways accessible to others.

### 2. Develop focused questions or problem statements and conduct inquiries.

The ability to develop focused research questions in history and social science or define the dimensions of a particular policy problem is central to learning in these disciplines. Students learn that each field in the social sciences has its own ways of defining questions. For example, in studying the Great Depression,

- **A political scientist** might ask, *how did the major political parties, government institutions and the private sector respond?*
- **An economist** might ask, *what were the economic causes of the Depression?*
- **A geographer** might ask, *how did the Depression affect areas of the United States differently?*
- **A historian** might ask, *what related economic, political and social events preceded the Depression?*

*This Standard corresponds to Writing Standard 7 for Literacy in History and Social Science.*

---

<sup>15</sup> This definition of civic knowledge, skills, and dispositions is taken from the [definition of college and career readiness and civic preparation](#) adopted by the Massachusetts Board of Elementary and Secondary Education in 2013 and amended in 2016. (see also <http://www.doe.mass.edu/ccr/definition.pdf>)

### **3. Organize information and data from multiple primary and secondary sources.**

Student researchers gather and organize information from a variety of online, print, and other sources. In the history and social science fields, they pay close attention to whether the source is primary or secondary. Primary sources are documents written or created during the period under study (e.g., census data, a map, an interview, a speech, or an artifact such as a building, painting, or tool) and considered first-hand accounts. Secondary sources are later interpretations or commentaries based on primary sources. Often students will use primary and secondary sources together to compose an argument, because each source provides a different type of information. *This Standard corresponds to Reading Standards 1–3 for Literacy in History and Social Science.*

### **4. Analyze the purpose and point of view of each source; distinguish opinion from fact.**

Students need exposure to readings that represent a variety of points of view in order to become discerning and critical readers. They need to be able to identify the purpose of a document and the point of view of its author. As students search primary sources for answers to questions, such as *what really happened in Lexington and Concord on April 19, 1775*, they begin to understand that eyewitness accounts of the same event can differ. *This Standard corresponds to Reading Standard 6 for Literacy in History and Social Science.*

### **5. Evaluate the credibility, accuracy, and relevance of each source.**

Students investigating a question using online sources often find all too much material, some of it conflicting. The ability to be discerning and skeptical consumers of information is a crucial college, career, and civic skill. Beginning in elementary school, students should learn how and why to assess, verify, and cite sources. *This Standard corresponds to Reading Informational Text Standard 8 for Literacy in History and Social Science.*

### **6. Argue or explain conclusions, using valid reasoning and evidence.**

The strength of an argument or explanation lies in its logical development of ideas, acknowledgement of counterclaims, and use of reliable supporting evidence. Effective arguments and explanations often go beyond text alone to include well-chosen and relevant visual elements such as photographs, maps, and displays of quantitative data. Students' ability to adapt a presentation to the task, purpose, and audience and their ability to respond to questions are important skills for civic participation. *This Standard corresponds to Writing Standards 1, 2, and Speaking and Listening Standards 1–6 for Literacy in History and Social Science.*



## **7. Determine next steps and take informed action, as appropriate.**

One of the main goals of teaching history and the social science is to provide opportunities for students to practice using the knowledge and skills that enable them to participate in civic life. Some examples of those opportunities include

- Exploring questions or problems in the form of classroom discussions, essays, research papers, and other products of research;
- Engaging in discourse about public policy beyond the classroom through social media, letters to the editor, oral presentations in public settings, or community service learning projects.

*This Standard corresponds to Writing Standards 1, 2, and Speaking and Listening Standards 1–6 for Literacy in History and Social Science.*

# **History and Social Science and the Standards for Literacy**

Because learning civics, geography, history, and economics is dependent on and contributes to strong literacy skills, the framework contains Standards for Reading Informational Text, Writing, and Speaking and Listening, drawn from the [Massachusetts English Language Arts and Literacy Curriculum Framework](#) (2017). The History and Social Science Practice Standards and Content Standards were intentionally designed to be integrated with these Literacy Standards. Effective history and social science instruction unites significant content with strong literacy practices. While reading in history and social science will usually focus on high quality informational texts, teachers may also use literary texts, particularly historical fiction, to reinforce concepts in the Content Standards. Suggestions for selecting authors and texts can be found in the companion document *Resources for History and Social Science* and [Massachusetts English Language Arts and Literacy Curriculum Framework](#) (2017).

## Introduction to the Elementary Grades: Flexible Options for Teaching History and Social Science

The purposes of the Pre-K to grade 5 standards are to:

- promote respect for people of diverse backgrounds and human rights, and develop students' understanding of characteristics of leadership and informed action;
- build students' conceptual knowledge of history, geography, civics, and economics;
- encourage inquiry, questions, and development of reasoning and research skills;
- build content knowledge about the geography and history of students' cities and towns, state, and nation; and
- build content knowledge about the narratives of United States history, including the interactions of Native Peoples, Europeans, and African Americans in the colonial, Revolutionary War, Civil War, Reconstruction, and 20<sup>th</sup> century Civil Rights periods.

The topics within this seven-year sequence offer rich opportunities for students to learn about their local community, Massachusetts, the United States, and the world. Teachers and schools should make their own instructional decisions about the best ways to inspire their students to enjoy history and social science and understand ways to learn about it in school, online, and through museums, historic sites, and historical societies.

It is important for pre-K–5 instruction in history and social science to address all the Content Standards for each grade. Teachers may change, for example, the order of grade-level topics in pre-K, K, grades 1, 2, and 4 (but should preserve the chronological structure of the standards for grades 3 and 5). They may introduce current events or integrate language arts and history and social science, selecting informational and literary texts that reflect concepts, regions, or time-periods in the history and social science standards.

In applying the Practice Standards and Standards for Literacy, students in the elementary grades become accustomed to being interviewers, investigators, history detectives, and researchers. They should be able to conduct informal research routinely to find information and gradually engage in more sustained research projects that begin with defining a research question or problem and result in written, oral, or media presentations by individuals or groups. Appendix B includes resources on inquiry and research.

In order to build a coherent, sequential, and rigorous curriculum, teachers and administrators of elementary and middle school history and social science should collaborate to make decisions about topic sequences, instructional materials, inquiries, and assessments.

# Pre-Kindergarten

## Building a Foundation for Living, Learning, and Working Together



Students are introduced to ideas from the four major fields of social studies: **civics** (respecting one another, cooperating, and obeying rules); **geography** (understanding locations of places, people, and things); **history** (what happened in the past), and **economics** (why people create, buy, sell, or trade goods and services). They explore guiding questions such as “Why are there rules?” and “What is my own story?” Each topic has a related supporting question. These questions are included as generative examples to help teachers and students develop their own questions suited to grade-level appropriate texts, learning, and play.

### Pre-K History and Social Science Topics

**Topic 1. Civics: fairness, friendship, responsibility, and respect**

**Topic 2. Geography: maps and places**

**Topic 3. History: personal experiences and memories**

**Topic 4. Economics: work and commerce**

### Literacy in History and Social Science

In studying these topics, students apply pre-K standards for reading informational text, writing, and speaking and listening, and learn vocabulary and concepts related to history and social science.

### Looking Ahead: Connections to History and Social Science in Kindergarten

*In Kindergarten*, students will learn about civics, history, geography, and economics in greater depth and breadth. They will explore classroom roles and responsibilities, the concepts of fairness and justice, and reasons for working, using money, and purchasing goods and services.

#### Standards for History and Social Science Practice, Pre-K–12\*16

1. Demonstrate civic knowledge, skills, and dispositions.
2. Develop focused questions or problem statements and conduct inquiries.
3. Organize information and data from multiple primary and secondary sources.
4. Analyze the purpose and point of view of each source; distinguish opinion from fact.
5. Evaluate the credibility, accuracy, and relevance of each source.
6. Argue or explain conclusions, using valid reasoning and evidence.
7. Determine next steps and take informed action, as appropriate.

\* A statement on civic knowledge, skills, and dispositions adopted by the Massachusetts Board of Elementary and Secondary Education in 2016 is included in the larger explanation of the practices, at the [beginning of the Standards](#) section.

## Pre-Kindergarten Content Standards

### Topic 1. Civics: fairness, friendship, responsibility, and respect [PreK.T1]

*Supporting Question: What are fair rules and why do we need them?*

1. With prompting and support, give reasons for rules in the classroom and at home.
2. With prompting and support, follow agreed-upon rules, limits, and expectations.
3. Show willingness to take on responsibilities (e.g., being a helper or a leader).
4. With prompting and support, ask and answer questions about literature and informational social studies texts read aloud, and act out or give examples of characters who show fairness, friendship, kindness, responsibility, and respect for one another.

*Clarification Statement: Students should be exposed to a variety of picture books that demonstrate how people respect one another and work well together. Note that the pre-K standards for reading in the [Massachusetts English Language Arts and Literacy Framework](#) also ask that students ask and answer questions about books or act out parts to show understanding. Standards 1-4 reflect standards 5, 6, and 11 of the [Massachusetts Standards for Preschool and Kindergarten Social and Emotional Learning and Approaches to Play and Learning](#).*

### Topic 2. Geography: maps and places [PreK.T2]

*Supporting Question: How can people show or tell others where they live or go to school?*

1. With prompting and support, describe location of people, animals, objects, and places, using words and phrases such as *up, down, on, off, close, far away, beside, inside, next to, close to, above, below, apart* correctly.

*For example, a student describes the place where his uncle lives as being “far away” and names the city or town, state, or country. Another student describes two buildings in a photograph as “next to” one another. Note that the pre-K standards for mathematics in the [Massachusetts Mathematics Framework](#) also ask students to identify relative positions of objects in space, using appropriate language.*

2. With prompting and support, explain what a map or another kind of representation of a place can show.

*Clarification Statement: Students should be exposed to the concept of a map through a variety of maps of the classroom, school, and neighborhood. They should also see representations such as photographs, drawings, or models of places so they can begin to make connections between maps and other images. Note that the pre-K standards for reading in the [Massachusetts English Language Arts and Literacy Framework](#) ask that students “read” the illustrations in a book to demonstrate understanding.*

3. With guidance and support, use a combination of drawing, building with blocks or other materials, or dictating to construct maps and other representations of familiar places.

### Topic 3. History: personal experiences and memories [PreK.T3]

*Supporting Question: How can we learn about what happened in times past?*

1. With guidance and support, recall and describe events that happened in the classroom or in a story, using words and phrases relating to chronology and time, including *first, next, last* (e.g., describe something that happened *yesterday* or *last week*).

Clarification Statement: *Note that the pre-K standards for reading literature in the [Massachusetts English Language Arts and Literacy Framework](#) ask that students retell events from a story read aloud and that this standard reflects the use of working memory and also aligns with Standard 8 of the [Massachusetts Standards for Preschool and Kindergarten Social and Emotional Learning and Approaches to Play and Learning](#).*

2. With guidance and support, explain how the concepts of days, weeks, and months relate to the passage of time.
3. With guidance and support, participate in short shared research projects to gather information about traditions of people of diverse backgrounds.

Clarification Statement: *The emphasis should be on traditions of members of the local community; this project may include international celebrations (such as Cinco de Mayo) taught with attention to the historical events they commemorate. This standard relates to the recognition of diversity and demonstration of respect for others and also addresses Standard 6 of the [Massachusetts Standards for Preschool and Kindergarten Social and Emotional Learning and Approaches to Play and Learning](#).*

### Topic 4. Economics: work and commerce (shared with kindergarten) [PreK.T4]

*Supporting Question: What kinds of work do women, men, and children do?*

#### **Working**

1. With prompting and support, describe some things people do when they work inside and outside of the home, drawing on personal experience, literature, and informational texts.

#### **Buying, Selling and Trading Goods and Services**

2. With prompting and support, ask and answer questions about buying, selling or trading something and explain how people make choices about the things they need and want.
3. With prompting and support, give examples from personal experience, literature, or informational texts of goods and services that people purchase with money they earn.

Clarification Statement: *Note that the pre-K standards of the [Massachusetts Mathematics Framework](#) address working with money and understanding coins and paper bills as money.*

## History and Social Science and the Standards for Literacy

Because learning civics, geography, history, and economics is dependent on and contributes to strong literacy skills, the framework contains Standards for Reading Informational Text, Writing, and Speaking and Listening, drawn from the [Massachusetts English Language Arts and Literacy Curriculum Framework \(2017\)](#). The History and Social Science Practice Standards and Content Standards were intentionally designed to be integrated with these Literacy Standards. Effective history and social science instruction unites significant content with strong literacy practices. While reading in history and social science will usually focus on high quality informational texts, teachers may also use literary texts to reinforce concepts in the Content Standards. Suggestions for selecting authors and texts can be found in the companion document [Resources for History and Social Science](#) and [Massachusetts English Language Arts and Literacy Curriculum Framework \(2017\)](#).

### Pre-K Reading Standards for Informational Text [RI]

#### Key Ideas and Details

1. With prompting and support, ask and answer questions about an informational text read aloud.
2. With prompting and support, recall important facts from an informational text after hearing it read aloud.
3. With prompting and support, represent or act out concepts learned from hearing an informational text read aloud (e.g., make a skyscraper out of blocks after listening to a book about cities or, following a read-aloud on animals, show how an elephant’s gait differs from a bunny’s hop).

#### Craft and Structure

4. With prompting and support, ask and answer questions about unfamiliar words in an informational text read aloud.
5. (Begins in kindergarten or when the child is ready.)
6. With prompting and support, “read” illustrations in an informational picture book by describing facts learned from the pictures (e.g., how a seed grows into a plant).

#### Integration of Knowledge and Ideas

7. With prompting and support, describe important details from an illustration or photograph.
8. (Begins in kindergarten or when the child is ready.)
9. With prompting and support, identify several books on a favorite topic or several books by a favorite author or illustrator.

#### Range of Reading and Level of Text Complexity

10. Listen actively as an individual and as a member of a group to a variety of age-appropriate informational texts read aloud.

## Pre-K Writing Standards [W]

### Text Types and Purposes

1. Dictate words to express a preference about a topic (e.g., “I would like to go to the fire station to see the truck and meet the firemen.”)
2. Use a combination of dictating and drawing to supply information about a topic.
3. Use a combination of dictating and drawing to tell a story.

### Production and Distribution of Writing

4. (Begins in grade 1.)
5. (Begins in kindergarten or when the individual child is ready.)
6. Recognize that digital tools (e.g., computers, mobile phones, cameras) are used for communication, and, with guidance and support, use them to convey messages in pictures and/or words.

### Research to Build and Present Knowledge

7. (Begins in kindergarten or when the individual child is ready.)
8. (Begins in kindergarten or when the individual child is ready.)
9. (Begins in grade 4.)

### Range of Writing

10. (Begins in kindergarten or when the individual child is ready.)

## Pre-K Speaking and Listening Standards [SL]

### Comprehension and Collaboration

1. Participate in collaborative discussions with diverse partners during daily routines and play.
  - a. Observe and use appropriate ways of interacting in a group (e.g., taking turns in talking, listening to peers, waiting to speak until another person is finished talking, asking questions and waiting for an answer, gaining the floor in appropriate ways).
  - b. Continue a conversation through multiple exchanges.
2. Recall information for short periods of time and retell, act out, or represent information from a text read aloud, a recording, or a video (e.g., watch a video about birds and their habits and make drawings or constructions of birds and their nests.).
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

### Presentation of Knowledge and Ideas

4. Describe personal experiences, tell stories.
5. Create representations of experiences in stories (e.g., constructions with blocks or other materials, clay models) and explain them to others.
6. Speak audibly to express thoughts, feelings, and ideas.



# Kindergarten

## Many Roles in Living Learning and Working Together



Students learn about classroom democracy, local geography, traditions of the United States and community, and economics in the context of work and money. They study these topics by exploring guiding questions such as, “*Why is it important to be fair to other people?*” Additional supporting questions appear under each topic. The questions are not meant to be restrictive or limiting but rather to serve as possible avenues for learning through discussion and play.

### Kindergarten History and Social Science Topics

**Topic 1. Civics: classroom citizenship**

**Topic 2. Geography: connections among places**

**Topic 3. History: shared traditions**

**Topic 4. Economics: work and commerce**

### Literacy in History and Social Science

In studying these topics, students apply kindergarten standards for reading informational text, writing, and speaking and listening, and learn vocabulary and concepts related to history and social science.

### Looking Back, Looking Ahead: Connections to History and Social Science in Pre-K and Grade 1

**Pre-Kindergartners’** history and social science learning was primarily in the context of their own and family experiences.

**In grade 1**, students will learn about leadership and citizenship, map types, the use of cardinal directions, and how the concepts of unity and diversity shape life in the United States.

### Standards for History and Social Science Practice, Pre-K–12<sup>\*17</sup>

1. Demonstrate civic knowledge, skills, and dispositions.
2. Develop focused questions or problem statements and conduct inquiries.
3. Organize information and data from multiple primary and secondary sources.
4. Analyze the purpose and point of view of each source; distinguish opinion from fact.
5. Evaluate the credibility, accuracy, and relevance of each source.
6. Argue or explain conclusions, using valid reasoning and evidence.
7. Determine next steps and take informed action, as appropriate.

\* A statement on civic knowledge, skills, and dispositions adopted by the Massachusetts Board of Elementary and Secondary Education in 2016 is included in the larger explanation of the practices, [at the beginning of the Standards section](#).

<sup>16</sup> Note that the Practices reflect the [Massachusetts Standards for Preschool and Kindergarten Social and Emotional Learning and Approaches to Play and Learning](#) standards for social awareness, problem-solving, executive function, and organizational skills. (see also <http://www.doe.mass.edu/Kindergarten/SEL-APL-Standards.docx>)



# Kindergarten Content Standards

Building on knowledge from the previous year, students should be able to:

## Topic 1. Civics: classroom citizenship [K.T1]

*Supporting Question: What does it mean to be responsible?*

1. Understand and follow rules, limits, and expectations with minimal prompting and assistance; with prompting and support, ask and answer questions about the reasons for rules.
2. Take on responsibilities and follow through on them, being helpful to and respectful of others (e.g., volunteer for and carry out tasks in the classroom and at home).

*Clarification Statement: Standards 1 and 2 reflect Standards 6 and 11 of the [Massachusetts Standards for Preschool and Kindergarten Social and Emotional Learning and Approaches to Play and Learning](#), skills in the areas of social awareness and responsible decision-making.*

3. With prompting and support, give examples from literature and informational texts read or read aloud of characters who show authority, fairness, caring, justice, responsibility, or who show how rules are created and followed.

*Clarification Statement: Students should be exposed to a variety of biographies, autobiographies, and historical fiction in picture books or videos. Note that the kindergarten standards for reading in the [Massachusetts English Language Arts and Literacy Framework](#) ask that students ask and answer questions about books and identify characters and major events in a story. Stories that deal with creating rules in order to resolve conflicts will support meeting [Massachusetts Standards for Preschool and Kindergarten Social and Emotional Learning and Approaches to Play and Learning Standard 9](#); depending on the focus of the text, other Standards, such as 6 and 11, may be involved.*

4. Ask and answer questions and explore books to gain information about national symbols, songs, and texts of the United States:
  - a. why the flag of United States of America is red, white, and blue and has stars and stripes
  - b. why the bald eagle is the national emblem of United States
  - c. why “The Star-Spangled Banner” is the national anthem of the United States
  - d. what the words of the “Pledge of Allegiance” mean

*Clarification Statement: Teachers should explore the history and stories surrounding the national symbols to build contextual understanding of their significance. Knowledge of symbols and songs should be shared between grades K and 1.*

## Topic 2. Geography: connections among places [K.T2]

Supporting Question: *How do maps, globes, and photographs show different things about a place?*

- Describe the location of people, objects, and places, using correctly words and phrases such as *up, down, near, far, left, right, straight, back, behind, in front of, next to, between*.  
*For example, a student describes the location of his classroom as being “near the office, straight down the hall next the library.” Note that the kindergarten standards of the [Massachusetts Mathematics Framework](#) also ask students to describe the relative positions of objects using accurate vocabulary.*
- With support, explain the similarities and differences between maps and globes.  
Clarification Statement: *Students should be exposed to a variety of map projections in order to begin to demonstrate that cartographers design maps differently for different purposes and audiences. Students should understand that maps and globes are kinds of visual texts designed to give specialized information about places.*
- Identify the elements of a physical address, including the street name and number, the city or town, the state (Massachusetts) and the country (United States).  
Clarification Statement: *Students should begin to build understanding of connections among geographical communities, including home, local city or town, state, country, nation, and connections to communities and nations around the world.*
- With support, on a state map, find the city or town where the student’s school is located; on a street map of the city or town, find the location of the student’s school.
- Use maps, photographs, their own drawings or other representations to show and explain to others the location of important places and relationships among places in the immediate neighborhood of the student’s home or school.  
*For example, a student uses a map and a series of photographs of the school and its surrounding area as visual aids when she explains to a friend where the school bus stops, where it is safe to cross the street with the crossing guard, where to enter the school, and where to find the swings or a place to play ball on the playground.*
- Construct maps, drawings, and models that show physical features of familiar places.

## Topic 3: History: shared traditions [K.T3]

Supporting Question: *How do we commemorate our shared history as a nation and community?*

- Describe how some days, called civic holidays, are special because they celebrate important events or people in history (See the Resource Supplement, Section III, for a list of state, national, and international civic holidays and their histories).
- Contrast and compare traditions and celebrations of peoples with diverse cultural backgrounds.  
Clarification Statement: *The emphasis should be on celebrations and traditions of members of the local community. Note that when students learn about each other’s celebrations and traditions they are addressing [Massachusetts Standards for Preschool and Kindergarten Social and Emotional Learning and Approaches to Play and Learning](#)*

*Standard 6 (recognizing diversity and demonstrating respect for others) as well as building self-efficacy skills (Standard 3, confidence in having their identities recognized).*

3. Put events from their personal lives, observations of the natural world, and from stories and informational texts read or read aloud in temporal order, using words and phrases relating to chronology and time, including:
  - a. Sequential actions: *first, next, last;*
  - b. Chronology and time: *now, then, long ago, before, after, morning, afternoon, night, today, tomorrow, yesterday, last or next week, last or next month, last or next year.*  
 Clarification Statement: *Examples could include personal, school, historical, and community events, or observations of natural phenomena in the past, present, and future. Note that the kindergarten standards of the [Massachusetts Science and Technology/Engineering Framework](#) ask students to use and share quantitative observations of local weather conditions to describe patterns over time.*

## **Topic 4. Economics: work and commerce (shared with pre-kindergarten) [K.T4]**

Supporting Question: *What kinds of work do women, men, and children do?*

### **Working**

1. With prompting and support, describe some things people do when they work inside and outside of the home, drawing on personal experience, literature, and informational texts.  
 Clarification Statement: *Examples should include the services provided by family members and guardians (e.g., making meals, taking care of children, washing dishes) goods and services provided by community workers from both the public and private sectors in the fields of safety, government, health, education, business, transportation, the arts and sports. Note that lessons related to this standard may provide examples aligned with [Massachusetts Standards for Preschool and Kindergarten Social and Emotional Learning and Approaches to Play and Learning](#) Standard 10, for which the objective is to demonstrate the ability to seek help and offer help.*

### **Buying, Selling and Trading Goods and Services**

2. With prompting and support, ask and answer questions about buying, selling or trading something and explain how people make choices about the things they need and want.  
 Clarification Statement: *A need is something that a person must have for health and survival, while a want is something that a person would like to have.*
3. With prompting and support, give examples from personal experience, literature, or informational texts of goods and services that people purchase with money they earn.  
 Clarification Statement: *Goods are objects that can satisfy people's needs and wants; services are activities that can satisfy people's needs and wants.*

# History and Social Science and the Standards for Literacy

Because learning civics, geography, history, and economics is dependent on and contributes to strong literacy skills, the framework contains Standards for Reading Informational Text, Writing, and Speaking and Listening, drawn from the [Massachusetts English Language Arts and Literacy Curriculum Framework](#) (2017). The History and Social Science Practice Standards and Content Standards were intentionally designed to be integrated with these Literacy Standards. Effective history and social science instruction unites significant content with strong literacy practices. While reading in history and social science will usually focus on high quality informational texts, teachers may also use literary texts to reinforce concepts in the Content Standards. Suggestions for selecting authors and texts can be found in the companion document [Resources for History and Social Science](#) and [Massachusetts English Language Arts and Literacy Curriculum Framework](#) (2017).

## Kindergarten Reading Standards for Informational Text [RI]

### Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.
3. With prompting and support, describe the connection between two individuals, events, places, or pieces of information in a text.

### Craft and Structure

4. With prompting and support, ask and answer questions about the meaning of unknown words in a text.
5. Identify the front cover, back cover, and title page of a book.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

### Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
8. With prompting and support, identify the reasons an author gives to support points in a text.
9. With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, procedures).

### Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

## Kindergarten Writing Standards [W]

### Text Types and Purposes

1. Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g., “My favorite book is...”).

2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.
3. Use a combination of drawing, dictating, and writing to narrate a single event or experience, or several loosely linked events or experiences; sequence the narrative appropriately and provide a reaction to what it describes.
  - a. For poems, use rhyming words to create structure.

#### **Production and Distribution of Writing**

4. (Begins in grade 1.)
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing if needed.
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.

#### **Research to Build and Present Knowledge**

7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
8. With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
9. (Begins in grade 4.)

#### **Range of Writing**

10. Write, draw, or dictate writing routinely for a range of purposes, and audiences.

## **Kindergarten Speaking and Listening Standards [SL]**

### **Comprehension and Collaboration**

1. Participate in collaborative discussions with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
  - b. Continue a conversation through multiple exchanges.
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
3. Ask and answer questions to seek help, get information, or clarify something that is not understood.

### **Presentation of Knowledge and Ideas**

4. Describe familiar people, places, things and events, and, with prompting and support, provide additional detail.
5. Add drawings and visual displays to descriptions as desired to provide additional detail.
6. Speak audibly and express thoughts, feelings, and ideas clearly.

## Grade 1

# Leadership, Cooperation, Unity and Diversity



Students learn about leadership on many levels, the meaning of citizenship, and interpreting and making a range of map types. They explore how the concepts of unity and diversity shape life in the United States, and how people make choices about purchasing goods and services. They study these topics by exploring guiding questions such as “*What makes a good community member?*” and “*How do we contribute to our*<sup>17</sup>*community?*” Additional supporting questions appear under each topic. The questions included are not meant to be restrictive but rather to serve as possible avenues for discussion and research.

## Grade 1 History and Social Science Topics

**Topic 1. Civics: communities, elections, and leadership**

**Topic 2. Geography: places to explore**

**Topic 3. History: unity and diversity in the United States**

**Topic 4. Economics: resources and choices**

## Literacy in History and Social Science

In studying these topics, students apply grade 1 standards for reading informational text, writing, and speaking and listening, and learn vocabulary and concepts related to history and social science.

## Looking Back, Looking Ahead: Connections to History and Social Science in Kindergarten and Grade 2

**Kindergartners** learned about taking responsibility, places and locations, the origins of national holidays, and the relationship of work, buying, and selling. **Second graders** will build on their pre-K to grade 1 learning by concentrating on global geography, looking at reasons why people settle in particular places, why they migrate, how they bring culture with them, and how they discover and make use of natural resources for their own consumption and for trading with others.

## Standards for History and Social Science Practice, Pre-K–12\*<sup>18</sup>

1. Demonstrate civic knowledge, skills, and dispositions.
2. Develop focused questions or problem statements and conduct inquiries.
3. Organize information and data from multiple primary and secondary sources.
4. Analyze the purpose and point of view of each source; distinguish opinion from fact.
5. Evaluate the credibility, accuracy, and relevance of each source.
6. Argue or explain conclusions, using valid reasoning and evidence.
7. Determine next steps and take informed action, as appropriate.

\* A statement on civic knowledge, skills, and dispositions adopted by the Massachusetts Board of Elementary and Secondary Education in 2016 is included in the larger explanation of the practices at the [beginning of the Standards](#) section.

<sup>17</sup> Note that the Practices reflect the [Massachusetts Standards for Preschool and Kindergarten Social and Emotional Learning and Approaches to Play and Learning](#) standards for social awareness, problem-solving, executive function, and organizational skills. (see also <http://www.doe.mass.edu/Kindergarten/SEL-APL-Standards.docx>)

## Grade 1 Content Standards

Building on knowledge from previous years, students should be able to:

### Topic 1. Civics: communities, elections, and leadership [1.T1]

*Supporting Question: What does it mean to belong to or lead a group?*

1. Demonstrate understanding of the benefits of being part of a group and explain what it means to be a member of a group; follow the group's rules, limits, responsibilities and expectations, and explain reasons for rules to others.

*For example, to clarify the concept of membership, students brainstorm the groups they belong to simultaneously – e.g., they are members of a family, a classroom, a school, perhaps a sports team, a scout group, an arts club, a religious group, a neighborhood community, town, city, or country. With their teacher, they make a list of some of the different expectations of each group and look for the similarities among them.*

2. Investigate the various roles that members of a group play and explain how those roles contribute to achieving a common goal.
3. Demonstrate understanding that a leader is also a member of a group, but takes on a different role with more responsibility for inspiring others, organizing and delegating activities, and helping the group make decisions.

*For example, students working on a project in a small group take on the roles of leader, recorder or reporter, illustrator, or timekeeper.*

4. Analyze examples of leadership and leaders from history, everyday life, and from literature and informational texts read or read aloud, and describe the qualities of a good leader.

*Clarification Statement: Students should be able to discuss leaders from all walks of life. These may include people they know from personal experience (e.g., teachers, leaders of activities at a girls' and boys' club or scout group, religious leaders) and ones they learn about from reading and viewing (e.g., leaders in stories and biographies about leaders in the United States and other countries). They discuss what it means to have "character" as a leader: to be honest, caring, unselfish, courageous, and act for the common good, rather than just out of self-interest. From this discussion, they draw up a list of the desired qualities of a good leader.*

5. Give examples of why members of a group who hold different views need ways to make decisions, and explain how members of a group can make fair decisions or choose leaders by voting.

*For example, students get practical experience in the concept of democracy by discussing and voting on what the responsibilities of class leaders should be, then voting to elect class leaders for the day or week.*

6. Explain that an election is a kind of voting in which people select leaders.

*For example, students connect their discussion of leadership qualities to the idea of elections, listing the qualities they would look for in a candidate for election.*



7. Identify some leaders who are chosen by elections (e.g., the President of the United States, the Governor of Massachusetts, the captain of a soccer team) and explain their roles.

Clarification Statement: *Students should be able to describe how the President or the Governor gets authority from the people through the election process.*

8. Demonstrate understanding that members of a town, city, or nation in the United States are called citizens, and that their rights and responsibilities include
  - electing leaders who serve fixed terms
  - paying attention to the leader’s actions, and
  - deciding whether or not to re-elect them on the basis of how well they have served citizens.

9. Explain that all people born in the United States are citizens, while some people become citizens after moving to the United States from another country. Understand that some residents of the United States are not citizens, but are still members of the community with rights and responsibilities.

10. Evaluate the qualities of a good citizen or member of the community, drawing on examples from history, literature, informational texts, news reports, and personal experiences.

Clarification Statements:

- *Students should listen to and read folktales, contemporary fiction, and biographies from the United States and around the world that illustrate the values of civic-mindedness and civic engagement on the part of individuals and groups from diverse backgrounds. They should be able to describe characters’ interactions that show citizenship in action. Note that the grade 1 standards for reading in the [Massachusetts English Language Arts and Literacy Framework](#) ask students to describe the connection between two individuals, events, ideas, or pieces of information in a text.*
- *Students should learn and use academic language to describe the qualities of a good citizens or community members, (e.g., well-informed, honest, reliable, respectful, polite, yet firm in speaking up to defend fairness).*

## **Topic 2. Geography: places to explore [1.T2]**

*Supporting Question: How can maps help people locate places and learn about them?*

1. Explain that a map represents spaces and helps one identify locations and features.
2. Identify and use language for cardinal directions (*north, east, south, west*) when locating and describing places on a map; use a map to identify the location of major cities and capitals (e.g., *Boston, Massachusetts, Washington D.C., Mexico City, Mexico*) and investigate factors that explain why these locations became important cities.

Clarification Statement: *Students should be exposed to a variety of maps, ranging from local to world, connected to the grade 1 curriculum. These maps should be used for a variety of purposes, such as locating where stories and events in texts or in the news take place, where students in the class have family connections, how to find a route from one place to another, how to know where mountains, valleys, or rivers are.*



3. Explain that a city that is called a *capital* is the center of government for a state or nation.
4. Locate and explain physical features (e.g., continents, oceans, rivers, lakes, mountains) on maps and construct maps and other representations of local places.
5. Demonstrate understanding that people from different parts of the world can have different ways of living, customs, and languages.

### Topic 3. History: unity and diversity in the United States [1.T3]

*Supporting Question: What does the motto, “Out of Many, One” mean and why is it a good motto of the United States?*

1. Provide evidence to explain some of the ways in which the people of the United States are unified (e.g., share a common national history) and diverse (e.g., have different backgrounds, hold different beliefs, and have different celebrations, cultural traditions, and family structures).

Clarification Statements:

- *Students should learn about each other’s families and types of families that may be different from their own (e.g., single-parent, blended, grandparent-headed, foster, LGBT, multiracial). They should begin to develop an understanding of the diversity of the people of the United States and at the same time, how people of different backgrounds can still hold in common shared values of politeness, courage, honesty, respect, and reliability.*
  - *Students should be able to conduct investigations about unity and diversity by reading/looking at picture books about families of diverse backgrounds or interviewing friends, family members, neighbors, or school staff, and then reporting their findings about what people from diverse backgrounds have contributed to the nation, the Commonwealth, or the local community.*
2. Demonstrate understanding of the ways people show pride in belonging to the United States by recognizing and explaining the meaning of unifying symbols, phrases, and songs:
    - a. national symbols (e.g., the United States flag, the bald eagle, the White House, and the Statue of Liberty)
    - b. words, mottoes, phrases, and sentences associated with the United States (e.g., “U.S.” or “America” standing for United States of America, the Latin motto, “*E pluribus unum*,” on coins, currency, and the seal of the United States, translated as “Out of Many, One,” and the “Pledge of Allegiance”)
    - c. the melodies and lyrics of patriotic songs (e.g., “America the Beautiful,” “My Country, ‘Tis of Thee,” “God Bless America,” and “The Star-Spangled Banner”)
  3. Recognize and document sequential patterns in seasonal events or personal experiences, using a calendar and words and phrases relating to chronology and time, (e.g., *in the past or future; present, past, and future tenses of verbs*).

*Clarification Statement: Note that the grade 1 standards of the [Massachusetts Science and Technology/Engineering Framework](#) ask students to analyze data to identify relationships among seasonal patterns of change, including changing times of sunrise and sunset, seasonal temperature changes and rainfall or snowfall patterns, and seasonal changes to the environment.*

## Topic 4. Economics: resources and choices (shared with grade 2)

**[1.T4]** *Supporting Question: How do the resources of an area affect its industries and jobs?*

### Resources

1. Explain the relationship between natural resources and industries and jobs in a particular location (e.g., fishing, shipbuilding, farming, trading, mining, lumbering, manufacturing).  
*Clarification Statement: Students should learn that there are connections between geography and economics, and that natural resources can be specific to the geography of a place and can influence its economic activities.*
2. Distinguish a renewable resource from a non-renewable resource.
3. Explain that people are a resource too, and that the knowledge and skills they gain through school, college, and work make possible innovations and technological advancements that lead to an ever-growing share of goods and services.

### Earning Income

4. Explain what it means to be employed and define the terms *income*, *wages*, and *salary*.

### Buying Goods and Services

5. Give examples of products (goods) that people buy and use.
6. Give examples of services people do for each other.
7. Give examples of choices people have to make about buying goods and services (e.g., food for the family or a video game; bus fare to get to work or a movie ticket for entertainment) and why they have to make choices (e.g., because they have only enough money for one purchase, not two).
8. Analyze examples of voluntary choices people make about buying goods and services (e.g., to buy from a company that supports its workers or protects the environment).

### Saving

9. Compare and contrast reasons why people save some of their money (e.g., deciding to put some of it aside for later for a future purchase, for a charitable donation or for an emergency).

## History and Social Science and the Standards for Literacy

Because learning civics, geography, history, and economics is dependent on and contributes to strong literacy skills, the framework contains Standards for Reading Informational Text, Writing, and Speaking and Listening, drawn from the *Massachusetts English Language Arts and Literacy Curriculum Framework* (2017). The History and Social Science Practice Standards and Content Standards were intentionally designed to be integrated with these Literacy Standards. Effective history and social science instruction unites significant content with strong literacy practices. While reading in history and social science will usually focus on high quality informational texts, teachers may also use literary texts to reinforce concepts in the Content Standards. Suggestions for selecting authors and texts can be found in the companion document *Resources for History and Social Science* and [Massachusetts English Language Arts and Literacy Curriculum Framework](#) (2017).

### Grade 1 Reading Standards for Informational Text [RI]

#### Key Ideas and Details

1. Ask and answer questions about key details in a text.
2. Identify the main topic and retell key details of a text.
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

#### Craft and Structure

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
5. Know and use text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

#### Integration of Knowledge and Ideas

7. Use the illustrations and details in a text to describe its key ideas.
8. Identify the reasons an author gives to support points in a text.
9. Identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

#### Range of Reading and Level of Text Complexity

10. With prompting and support, read and comprehend informational texts exhibiting complexity for at least grade 1.

### Grade 1 Writing Standards [W]

#### Text Types and Purposes

1. Write opinion pieces that introduce the topic or book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
2. Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.

3. Write narratives in prose or poem form that recount a sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate; and provide some sense of closure.
  - a. For poems, use rhyming words and long or short vowel sounds to create structure.

#### **Production and Distribution of Writing**

4. Produce writing in which the development and organization are appropriate to task, purpose, and audience.
5. With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.
  - a. (Begins in grade 3.)
  - b. Demonstrate the ability to choose and use appropriate vocabulary.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.

#### **Research to Build and Present Knowledge**

7. Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
9. (Begins in grade 4.)

#### **Range of Writing**

10. Write routinely for a range of tasks, purposes, and audiences.

## **Grade 1 Speaking and Listening Standards [SL]**

### **Comprehension and Collaboration**

1. Participate in collaborative discussions with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  - b. Build on others' talk in conversations by responding to comments through multiple exchanges.
  - c. Ask questions to clear up any confusion about the topics and texts under discussion.
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

### **Presentation of Knowledge and Ideas**

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly and using appropriate vocabulary.
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
6. Produce complete sentences when appropriate to task and situation.

## Grade 2 Global Geography: Places and Peoples, Cultures and Resources

The Pre-K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. Students build on their Pre-K to grade 1 learning by concentrating on global geography, looking at reasons why people move or settle in particular places, how they keep cultural traditions alive, and how they use resources. They study these topics by exploring questions such as “*What can people and cultures of other parts of the world teach us?*” and “*What do people do with the money they earn?*” Additional supporting questions appear under each topic. The questions included are not meant to be restrictive but rather to serve as possible avenues for discussion and research.



### Grade 2 History and Social Science Topics

**Topic 1. Reading and making maps**

**Topic 2. Geography and its effects on people**

**Topic 3. History: migrations and cultures**

**Topic 4. Civics: countries and governments**

**Topic 5. Economics: resources and choices**

### Literacy in History and Social Science

In studying these topics, students apply grade 2 standards for reading informational text, writing, and speaking and listening, and learn vocabulary and concepts related to history and social science.

### Looking Back, Looking Ahead: Connections to History and Social Science in Grades 1, 3, and 4

**First graders** learned about leadership, places and locations, the concepts of unity and diversity, and the relationship of work, buying, and selling. **Third graders** will study the geography, history, government and economics of Massachusetts and New England from early cultures of Native Peoples through the colonial period, while **fourth graders** will examine the physical and political geography of North America, including Canada, Mexico, and the United States.

### Standards for History and Social Science Practice, Pre-K–12\*

1. Demonstrate civic knowledge, skills, and dispositions.
2. Develop focused questions or problem statements and conduct inquiries.
3. Organize information and data from multiple primary and secondary sources.
4. Analyze the purpose and point of view of each source; distinguish opinion from fact.
5. Evaluate the credibility, accuracy, and relevance of each source.
6. Argue or explain conclusions, using valid reasoning and evidence.
7. Determine next steps and take informed action, as appropriate.

\* A statement on civic knowledge, skills, and dispositions adopted by the Massachusetts Board of Elementary and Secondary Education in 2016 is included in the larger explanation of the practices, at [the beginning of the Standards](#) section.

## Grade 2 Content Standards

Building on knowledge from previous years, students should be able to:

### Topic 1. Reading and making maps [2.T1]

*Supporting Question: What do maps show?*

1. Explain the kinds of information provided by components of a map (e.g., compass rose/cardinal directions, scale, key/legend, title) and give examples of how maps can show relationships between humans and the environment (e.g., travel, roads, natural resources, agriculture, mining).
2. Compare different kinds of map projections (e.g., Mercator, Peters) and explain how they represent the world differently.
3. Construct a map of a familiar location (e.g., the school, the neighborhood, a park).

### Topic 2. Geography and its effects on people [2.T2]

*Supporting Question: How do people adapt to or change their environment?*

1. On a map of the world and on a globe, locate all the continents and some major physical characteristics on each continent (e.g., lakes, seas, bays, rivers and tributaries, mountains and mountain ranges, and peninsulas, deserts, plains).
2. On a map of the world and on a globe, locate the oceans of the world, and explain the importance of oceans and how they make the world habitable.
3. Explain how the location of landforms and bodies of water helps determine conditions (i.e., climate, weather, vegetation) for habitable living.
4. Explain and describe human interaction with the physical world (the environment).

Clarification statement: *Students should learn how humans either adapt to or change the environment to meet their needs for survival and living (e.g., by finding or raising plants and animals for food, clothing, and shelter) and why humans prefer to settle by rivers, bodies of water, and in or near certain landforms.*

- *Note that grade 2 standards in the Massachusetts [Science and Technology/Engineering Framework](#) also address types of landforms, and bodies of water.*

### Topic 3. History: migrations and cultures [2.T3]

*Supporting Question: What are the different reasons people choose to settle in a community?*

1. Investigate reasons why people migrate (move) to different places around the world, recognizing that some migration is voluntary, some forced (e.g., refugees, people driven from their homelands, enslaved people).

Clarification statement: *Students might explore newspaper articles, stories, or informational texts in which people migrate or move in order to solve a problem, such as*

*moving to be closer to relatives and friends, to be safe, to find a less expensive, healthier, or better place to live, to find work or education, to be free to practice a religion. Identifying the types of problems people face that might be addressed by migration supports the understanding of problem-solving skills. As they study history in the later elementary grades, students will learn about many instances of voluntary and forced migrations.*

2. Give examples of why the United States is called “a nation of immigrants”.

*Clarification Statement: This topic continues the theme of diversity from grade 1. It lends itself to many connections with language arts and an exploration of books about diversity and immigration. Students will learn more about the diversity of the United States in grades 3 through 5, 8, and high school.*

3. Conduct interviews with family members, neighbors, friends, or school staff to discover where their families came from, how and why they moved to where they now live, and when and why their families came to Massachusetts.

*Clarification Statement: Students should be able to explain why people move to a new location or stay in a particular location. They learn about what, in some cases, attracts people to a certain location (i.e., “pull factors”) and what, in other cases, forces people to move to a new location (i.e., “push factors”).*

4. Identify what individuals and families bring with them (e.g., memories, cultural traits, goods, ideas, and languages or ways of speaking) when they move to a different place and identify the significant impacts of migration; identify elements that define the culture of a society (e.g., language, literature, arts, religion, traditions, customs); explain how the community is enriched by contributions from all the people who form it today.

*Clarification Statement: Students should be able to give examples of traditions or customs from other countries practiced in the United States today, with a focus on the cultures represented in the class and what those cultures have contributed to U.S. society; describe traditional foods, customs, games, and music of the place they, their family, or their ancestors came.*

## **Topic 4. Civics in the context of geography: countries and governments [2.T4]**

*Supporting Question: Why are continents divided into countries?*

1. Recognize the difference between physical geography and political geography.

*For example, students learn that Africa is a continent (physical geography) that includes a number of independent countries (e.g., Egypt, Somalia, Nigeria).*

2. Explain the characteristics of a country.

*Clarification Statement: Students should identify characteristics that make up a country (e.g., government, leaders, citizens), some purposes of government (e.g., to provide security and education) and how one country distinguishes itself from others (e.g., by its history, culture, language, type of government).*

3. Locate and analyze information and present a short research report on the physical features,



resources, and people of a country outside the United States.

Clarification Statement: *Students should choose a country of interest, for example,*

- *a country where they, their families, or their ancestors lived,*
- *a country where they have friends or relatives,*
- *a country that they have visited or would like to visit,*
- *a country that is the setting for one of their favorite stories, or*
- *a country that has an interesting animal population, environment, or terrain.*

## **Topic 5. Economics: resources and choices (shared with grade 1)** **[2.T5]**

*Supporting Question: How do the resources of an area affect its industries and jobs?*

### **Resources**

1. Explain the relationship between natural resources and industries and jobs in a particular location (e.g., fishing, shipbuilding, farming, trading, mining, lumbering, manufacturing).

Clarification Statement: *Students should learn that there are connections between geography and economics, and that natural resources can be specific to the geography of a place and can influence its economic activities.*

2. Distinguish a renewable resource from a non-renewable resource.
3. Explain that people are a resource too, and that the knowledge and skills they gain through school, college, and work make possible innovations and technological advancements that lead to an ever-growing share of goods and services.

### **Earning Income**

4. Explain what it means to be employed and define the terms *income*, *wages*, and *salary*.

### **Buying Goods and Services**

5. Give examples of products (goods) that people buy and use.
6. Give examples of services people do for each other.
7. Give examples of choices people have to make about buying goods and services (e.g., food for the family or a video game; bus fare to get to work or a movie ticket for entertainment) and why they have to make choices (e.g., because they have only enough money for one purchase, not two).
8. Analyze examples of voluntary choices people make about buying goods and services (e.g., to buy from a company that supports its workers or protects the environment).

### **Saving**

9. Compare and contrast reasons why people save some of their money (e.g., deciding to put some of it aside for later for a future purchase, for a charitable donation or for an emergency).



## History and Social Science and the Standards for Literacy

Because learning civics, geography, history, and economics is dependent on and contributes to strong literacy skills, the framework contains Standards for Reading Informational Text, Writing, and Speaking and Listening, drawn from the [Massachusetts English Language Arts and Literacy Curriculum Framework](#) (2017). The History and Social Science Practice Standards and Content Standards were intentionally designed to be integrated with these Literacy Standards. Effective history and social science instruction unites significant content with strong literacy practices. While reading in history and social science will usually focus on high quality informational texts, teachers may also use literary texts to reinforce concepts in the Content Standards. Suggestions for selecting authors and texts can be found in the companion document *Resources for History and Social Science* and [Massachusetts English Language Arts and Literacy Curriculum Framework](#) (2017).

### Grade 2 Reading Standards for Informational Text [RI]

#### Key Ideas and Details

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3. Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.

#### Craft and Structure

4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
5. Know and use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

#### Integration of Knowledge and Ideas

7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
8. Describe how reasons support specific points the author makes in a text.
9. Compare and contrast the most important points presented by two texts on the same topic.

#### Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical and technical texts, exhibiting complexity for at least grade 2.

## Grade 2 Writing Standards [W]

### Text Types and Purposes

1. Write opinion pieces that introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.
2. Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
3. Write narratives in prose or poem form that recount a well-elaborated event or experience, or a set of events or experiences, include details and dialogue to show actions, thoughts, and feelings; use temporal words to signal order where appropriate; and provide a sense of closure.
  - a. For poems, use words and phrases that form patterns of sounds (e.g., regular beats, alliteration, end rhymes, repeated sounds in words or lines) to create structure.

### Production and Distribution of Writing

4. Produce writing in which the development and organization are appropriate to task, purpose, and audience.
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
  - a. (Begins in grade 3.)
  - b. Demonstrate the ability to choose and use appropriate vocabulary.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.

### Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
8. Recall information from experiences or gather information from provided sources to answer a question.
9. (Begins in grade 4.)

### Range of Writing

10. Write routinely for a range of tasks, purposes, and audiences.

## Grade 2 Speaking and Listening Standards [SL]

### Comprehension and Collaboration

1. Participate in collaborative discussions with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - b. Build on others' talk in conversations by responding to comments through multiple exchanges.
  - c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

#### **Presentation of Knowledge and Ideas**

4. Tell a story, recount an experience, or explain how to solve a mathematical problem, with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences and using appropriate vocabulary.
5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or descriptions of experiences when appropriate to clarify ideas, thoughts, and feelings.
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

## Grade 3

# Massachusetts, Home to Many Different People



Students study Massachusetts and New England: the culture of Native Peoples and their interactions with European explorers and settlers; ideas about self-government in the colony of Massachusetts that led to rebellion against Great Britain, the causes and consequences of the American Revolution for Massachusetts, and the development of students' own cities and towns. They study these topics by exploring guiding questions such as “*What is the purpose of government?*” and “*What is a revolution?*” Additional supporting questions appear under each topic. The questions included are not meant to be restrictive but rather to serve as avenues for discussion and research.

### Grade 3 History and Social Science Topics

- Topic 1. Massachusetts cities and towns today and in history**
- Topic 2. The geography and Native Peoples of Massachusetts**
- Topic 3. Native Peoples' contacts with European explorers**
- Topic 4. The Pilgrims, the Plymouth Colony, and Native Peoples**
- Topic 5. The Puritans, the Massachusetts Bay Colony, and Native Peoples**
- Topic 6. Massachusetts before, during, and after the American Revolution**

### Literacy in History and Social Science

In studying these topics, students apply grade 3 standards for reading informational text, writing, and speaking and listening, and learn vocabulary and concepts related to history and social science.

### Looking Back, Looking Ahead: Connections to History and Social Science in Grades 2, 4, and 5

**Second graders** learned about how geography affects history, and economics. **Fourth Graders** will study the physical and political geography of North America, while **Fifth Graders** will study of American history from the Revolution through the Civil War and be introduced to the 20<sup>th</sup> century Civil Rights Movement.

### Standards for History and Social Science Practice, Pre-K–12\*

1. Demonstrate civic knowledge, skills, and dispositions.
2. Develop focused questions or problem statements and conduct inquiries.
3. Organize information and data from multiple primary and secondary sources.
4. Analyze the purpose and point of view of each source; distinguish opinion from fact.
5. Evaluate the credibility, accuracy, and relevance of each source.
6. Argue or explain conclusions, using valid reasoning and evidence.
7. Determine next steps and take informed action, as appropriate.

\* A statement on civic knowledge, skills, and dispositions adopted by the Massachusetts Board of Elementary and Secondary Education in 2016 is included in the larger explanation of the practices, at the [beginning of the Standards](#) section.

## Grade 3 Content Standards<sup>18</sup>

Building on knowledge from previous years, students should be able to:

### Topic 1: Massachusetts cities and towns today and in history

#### [3.T1] Supporting Question: How can people get involved in government?

1. On a current map of Massachusetts, use cardinal directions, map scales, legends, and titles to locate and describe the city or town where the school students attend is located, its local geographic features and historic landmarks, and their significance.<sup>19</sup>
2. Research the demographic origins of the town or city (e.g., the Native People who originally lived there or still live there, the people who established it as a colonial town, its founding date, and the free, indentured, and enslaved women and men who contributed to the well-being of the town). Explain that before the mid-19<sup>th</sup> century most of the settlers were of Native American, Northern European, or African descent; describe the current population and immigrant groups of the 20<sup>th</sup> and 21<sup>st</sup> centuries and interview family members, friends, and neighbors to obtain information about living and working there in the past and present.

Clarification statement: *In grade 2, students were asked to interview adults about why they moved to a city or town.*

3. Explain why classrooms, schools, towns, and cities have governments, what governments do, how local governments are organized in Massachusetts, and how people participate in and contribute to their communities.
 

Clarification statement: *In grade 1, students considered the meaning of being a member and leader of a group and how groups make decisions by voting.*

  - a. classroom and school governments provide a way for students to participate in making decisions about school activities and rules
  - b. city and town governments provide a way for people to participate in making decisions about providing services, spending funds, protecting rights, and providing community safety
  - c. Massachusetts communities have either a city or a town form of government (e.g., cities are governed by elected mayors and city council members; towns are governed by an elected group of people, in many towns called a “select board,” appointed town manager, and elected town meeting members or an open town meeting in which all citizens can participate; public schools are governed by elected or appointed school committees or boards of trustees)<sup>20</sup>
  - d. people can participate in and influence their local government by reading and responding to news about local issues, voting, running for office, serving on boards or

<sup>18</sup> See Appendix D for links and annotations to key primary documents for United States History and Civics; consider using some excerpts as read-alouds to introduce the concept of primary sources.

<sup>19</sup> This standard refers to the “city or town where the school students attend is located” in recognition of the fact that students may reside in one municipality and attend school in another. Teachers should feel free to address this standard either using the place where the school is located or an individual student’s “home town” or “home city.”

<sup>20</sup> Useful websites for the study of state and local government include [Commonwealth of Massachusetts: Your Government](#), the [Massachusetts Municipal Association](#), and individual city or town websites. (see also <https://www.mass.gov/topics/your-government> and <https://www.mma.org/>)

- committees, attending hearings, or committee meetings)
- e. people can volunteer (give their time and knowledge) to the community and neighborhood by activities such as monitoring river water quality; growing and distributing produce from a school or community garden; running errands or shoveling snow for neighbors; welcoming newcomers and helping them learn English, helping new neighbors register to vote
- f. people who own property, such as a house, condominium or commercial building, in a city or town contribute to community services by paying taxes, which fund services such as public schools and libraries, city/town/regional planning, street maintenance

## Topic 2. The geography and Native Peoples of Massachusetts

**[3.T2]** Supporting Question: *How did Native Peoples live in New England before Europeans arrived?*

1. On a physical map of North America, use cardinal directions, map scales, legends, and titles to locate the Northeast region and identify important physical features (e.g., rivers, lakes, ocean shoreline, capes and bays, and mountain ranges).
2. On a political map of the current United States, locate the New England states (Connecticut, Rhode Island, Massachusetts, New Hampshire, Vermont, and Maine).

Clarification statement: *These standards are designed to be a transition from grade 2, when students learned about map components and the difference between physical geography and political geography.*

3. Explain the diversity of Native Peoples<sup>21</sup>, present and past, in Massachusetts and the New England region.
  - a. the names of at least three native groups (e.g., Abenaki/Wabanaki, Massachusett, Mohican/Stockbridge, Narragansett, Nipmuc, Wampanoag)
  - b. the locations of tribal territories in the state.<sup>22</sup>
  - c. physical features and their influence on the locations of traditional settlements
  - d. contributions of a tribal group from the area of the school (e.g., language, literature, arts, trade routes, food such as corn, beans, and squash, useful items such as baskets, canoes, *wampum*, and useful knowledge of medicinal plants, words such as *powwow* and *moccasin*, and many names for waterways, hills, mountains, islands and place names, such as the *Connecticut* and *Merrimack Rivers*, *Mount Wachusett*, the *Taconic Range*, *Nantucket*, *Natick*, *Seekonk*, *Agawam*, *Chicopee*)

<sup>21</sup> The term *Native Peoples*, as used in this framework, refers to the people who historically lived in the Americas/Western Hemisphere for centuries before the Europeans arrived and who still live here today. Other terms used for this group are *First People*, *indigenous people or tribes*, *Native Americans*, and *Indians*. Teachers may want to consult [The Children's Museum Boston](#) online educator resources, including [Native Peoples of the Northeast](#), which has links to the New England Native tribal groups; for Native place names, see also the [Historical Atlas of Massachusetts](#). (see also <http://www.bostonchildrensmuseum.org/> and <http://www.bostonchildrensmuseum.org/learning-resources/native-voices> and <http://www.geo.umass.edu/faculty/wilkie/Wilkie/maps.html>)

<sup>22</sup> Students might use map sources such as [Tribal Territories of Southern New England](#) or [Native Settlements and Trails 1600-1650](#) (see also <http://www.geo.umass.edu/faculty/wilkie/Wilkie/maps.html> and [http://www.geo.umass.edu/faculty/wilkie/Wilkie/hist\\_mass\\_p12.jpg](http://www.geo.umass.edu/faculty/wilkie/Wilkie/hist_mass_p12.jpg))

## Topic 3: European explorers' first contacts with Native Peoples in the Northeast [3.T3]

*Supporting Question: How did European explorers describe the Northeast and its Native Peoples?*

1. Locate North America, the Atlantic Ocean, and Europe on a map, explain how Native Peoples first came into contact with Europeans, and explain why Europeans in the 16<sup>th</sup>–17<sup>th</sup> centuries sailed westward across the Atlantic (e.g., to find new trade routes to Asia and new supplies of natural resources such as metals, timber, and fish).
2. Trace on a map the voyages of European explorers of the Northeast coast of North America (e.g., Giovanni Caboto [John Cabot], Bartholomew Gosnold, Giovanni de Verrazano, John Smith, Samuel de Champlain).
3. Explain how any one of the explorers described the Native Peoples and the new lands, and compare an early 17<sup>th</sup> century map of New England with a current one.<sup>23</sup>

## Topic 4. The Pilgrims, the Plymouth Colony, and Native Communities [3.T4]

*Supporting Question: What were the challenges for women and men in the early years in Plymouth?*

1. Explain who the Pilgrim men and women were and why they left Europe to seek a place where they would have the right to practice their religion; describe their journey, the government of their early years in the Plymouth Colony, and analyze their relationships with the Wampanoag and Abenaki/Wabanaki people.
  - a. the purpose of the Mayflower Compact and the principle of self-government
  - b. challenges for Pilgrim men, women, and children in their new home (e.g., building shelter and starting farming, becoming accustomed to a new environment, maintaining their faith and keeping a community together through self-government)
  - c. contacts with the native leaders Samoset and Massasoit, events leading to a celebration to give thanks for the harvest, and subsequent relationships between Europeans and Native Peoples in southeastern Massachusetts.<sup>24</sup>

### Key Primary Source for Topic 4 in Appendix D

The [Mayflower Compact](#) (1620)

<sup>23</sup> Students might examine the map and read excerpts from resources such as [John Smith's 1616 account and map of New England](#).

<sup>24</sup> See [Just for Kids](#), *Plimoth Plantation interactive exhibit on the first Thanksgiving and videos of a virtual field trip to Plimoth Plantation and other websites in the Resource Supplement*, Section I. See Section III of the Resource Supplement for the history of Thanksgiving as a national holiday.



## Topic 5. The Puritans, the Massachusetts Bay Colony, Native Peoples, and Africans [3.T5]

*Supporting Question: How did the interactions of Native Peoples, Europeans, and enslaved and free Africans shape the development of Massachusetts?*

1. Compare and contrast the roles and leadership decisions of early English leaders of the Puritans of the Massachusetts Bay Colony and the Pilgrims of the Plymouth colony (e.g., John Winthrop, Miles Standish, William Brewster, Edward Winslow, William Bradford, John Alden, John Cotton, Thomas Hooker) and the roles and decisions of the leaders of Native Peoples (e.g., Massasoit, Metacom, also known as King Philip).
2. Explain why Puritan men and women migrated in great numbers to Massachusetts in the 17<sup>th</sup> century, how they moved west from the Atlantic coast, and the consequences of their migration for the Native Peoples of the region (e.g., loss of territory, great loss of life due to susceptibility to European diseases, religious conversion, conflicts over different ways of life such as the Pequot War and King Philip’s War).
3. Using visual primary sources such as paintings, artifacts, historic buildings, or text sources, analyze details of daily life, housing, education, and work of the Puritan men, women, and children of the Massachusetts Bay Colony, including self-employed farmers and artisans, indentured servants, employees, and enslaved people.
4. Explain that in the 17<sup>th</sup> and 18<sup>th</sup> century slavery was legal in all the French, Dutch, and Spanish, and English colonies, including Massachusetts and that colonial Massachusetts had both free and enslaved Africans in its population.
5. Explain the importance of maritime commerce and the practice of bartering – exchanging goods or services without payment in money—in the development of the economy of colonial Massachusetts, using materials from historical societies and history museums as reference materials.
  - a. the fishing and shipbuilding industries
  - b. trans-Atlantic and Caribbean trade, especially the Triangular Trade that included Africans to be sold as slaves in the colonies and goods such as sugar and cotton produced by slave labor to be sold in the colonies and in Europe
  - c. the development of seaport cities of New Bedford, Newburyport, Gloucester, Salem, and Boston

## Topic 6. Massachusetts in the 18<sup>th</sup> century through the American Revolution [3.T6]

*Supporting Questions: Why is Massachusetts important to the nation’s history? How did different views about the fairness of taxes and government lead to the American Revolution?*

1. Using a historical map, explain the extent of the Province of Massachusetts in the 17<sup>th</sup> and 18<sup>th</sup> centuries (including territory which is now included in Maine, Nova Scotia, and New Brunswick, as well as Martha’s Vineyard and Nantucket). Explain reasons for the growth of towns and cities in Massachusetts in the 1700s.

Clarification statement: *Students should focus on researching the diverse people who lived in their city or town and their activities in the period just before the Revolution.*

2. Analyze the connection between events, locations, and individuals in Massachusetts in the early 1770s and the beginning of the American Revolution, using sources such as historical maps, paintings, and texts of the period.

Clarification statement: *Students should understand that in the 1770s leaders of the Massachusetts colonists were angered by a series of events and taxes they believed unfair. This standard focuses primarily on Massachusetts. Students will study how the Revolution affected other colonies in grade 5.*

- a. the Boston Massacre (1770), including the role of the British Army soldiers, Crispus Attucks, Paul Revere, and John Adams
  - b. the Boston Tea Party (1773), a political protest against taxes on tea by patriots who called themselves the Sons of Liberty, dressed as Native Peoples
  - c. the Intolerable Acts (1774), laws passed by the British Parliament as a result of the Boston Tea Party, designed to punish colonists
  - d. the First Continental Congress (1774), a meeting of representatives from the 13 colonies in response to the Intolerable Acts
  - e. the beginning of the Revolution at Lexington and Concord, Massachusetts (April, 1775) and the Battle of Bunker Hill in Charlestown, Massachusetts (June, 1775) and the roles of Revolutionary leaders such as Paul Revere, John Hancock, John and Abigail Adams, Samuel Adams, and Peter Salem
  - f. the roles of Native Peoples and African Americans in the American Revolution, some serving as Loyalists, some as Patriots
  - g. the roles of colonial women in keeping households and farms, providing education for children, and, during the Revolution, boycotting English goods
3. Analyze how the colonists' sense of justice denied led to declaring independence, and what the words of the Declaration of Independence say about what its writers believed.
  4. Explain how, after the Revolution, the leaders of the new United States had to write a plan for how to govern the nation, and that this plan is called the Constitution. Explain that the rights of citizens are spelled out in the Constitution's first ten Amendments, known as the Bill of Rights; explain that full citizenship rights were restricted to white male property owners over the age of 21 in the new Republic.

Clarification Statement: *This look at the Founding Documents needs to be taught in a developmentally appropriate way, as the first building block to later study in more detail in grades 5, 8, and high school. To make the writing of the Constitution have direct meaning to third graders, teachers can ask students to discuss and collaborate on writing rules for the classroom and school (a constitution) and a companion document that states their rights as members of the class and school (a declaration of rights). Through discussion, students should come to understand that sets of rules (and constitutions) are often not perfect and may need to be improved. They should also grasp that the Founders provided a process for adding new Amendments so that the Constitution could grow and change along with the nation.*

5. Explain that states as well as nations have plans of government; recognize that the Constitution of Massachusetts (1780) is the oldest functioning constitution in the world, that its primary

author was John Adams, and that, in addition to outlining government, it gives basic rights to citizens of the Commonwealth.

#### **Key Primary Source for Topic 6 in Appendix D**

[\*An accurate map of the country round Boston in New England from the best authorities\* \(1776\)](#) or a similar map of Massachusetts or New England from the period [\*The Declaration of Independence\* \(1776\)](#)

## **History and Social Science and the Standards for Literacy**

Because learning civics, geography, history, and economics is dependent on and contributes to strong literacy skills, the framework contains Standards for Reading Informational Text, Writing, and Speaking and Listening, drawn from the [\*Massachusetts English Language Arts and Literacy Curriculum Framework\* \(2017\)](#). The History and Social Science Practice Standards and Content Standards were intentionally designed to be integrated with these Literacy Standards. Effective history and social science instruction unites significant content with strong literacy practices. While reading in history and social science will usually focus on high quality informational texts, teachers may also use literary texts, particularly historical fiction, to reinforce concepts in the Content Standards. Suggestions for selecting authors and texts can be found in the companion document *Resources for History and Social Science* and [\*Massachusetts English Language Arts and Literacy Curriculum Framework\* \(2017\)](#).

### **Grade 3 Standards for Reading Informational Text [RI]**

#### **Key Ideas and Details**

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
3. Describe the relationship between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text, using language pertaining to time, sequence, or cause/effect.

#### **Craft and Structure**

4. Determine the meaning of general academic and domain-specific words and phrases relevant to a grade 3 topic or subject area.
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information about a given topic efficiently.
6. Distinguish their own point of view from that of an author of a text.

#### **Integration of Knowledge and Ideas**

7. Use information gained from illustrations (e.g., maps, photographs) and the words, numbers, and symbols in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison cause/effect, first/second/third in a sequence).

9. Compare and contrast the most important points and key details presented in two texts on the same topic.

#### Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.

## Grade 3 Writing Standards [W]

### Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting an opinion with reasons.
  - a. Introduce a topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
  - b. Provide reasons that support the opinion.
  - c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
  - d. Provide a concluding statement or section.
3. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
  - b. Develop the topic with facts, definitions, and details.
  - c. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
  - d. Provide a concluding statement or section.
2. Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
  - a. Establish a situation and introduce a speaker, narrator, and or characters; organize an appropriate narrative sequence.
  - b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences or events or show responses to situations.
  - c. Use figurative language to suggest images.
  - d. Use temporal words and phrases to signal order where appropriate.
  - e. Provide a sense of closure.
  - f. For poems, use words and phrases that form patterns of sound (e.g., rhyme, repetition of sounds within words or within lines) to create meaning or effect.

### Production and Distribution of Writing

3. Produce writing in which the development and organization are appropriate to task, purpose, and audience.
4. Develop and strengthen writing as needed by planning, revising, and editing.
  - a. Demonstrate command of standard English conventions.
  - b. Demonstrate the ability to choose and use appropriate vocabulary.

5. Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

#### Research to Build and Present Knowledge

6. Conduct short research projects that build knowledge about a topic.
7. Recall information from experiences or gather information from print or digital sources; take brief notes on sources and sort evidence into provided categories.
8. (Begins in grade 4.)

#### Range of Writing

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

## Grade 3 Speaking and Listening Standards [SL]

### Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
  - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
  - d. Explain their own ideas and understanding in light of the discussion.
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

### Presentation of Knowledge and Ideas

4. Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary.
5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

## Grade 4

# North American Geography, History, and Peoples



Students learn about North America (Canada, Mexico, and the United States) and its peoples from a geographic perspective, expanding map reading, mapmaking, and geographic reasoning skills. They explore guiding questions such as “How have the geographic features of North America shaped its history?” and “What contributions have the various groups that have settled in North America made to the culture of each region?” Each topic has a related supporting question. These questions are included as generative examples to help teachers and students develop their own questions suited to grade-level appropriate texts and experiences.

### Grade 4 History and Social Science Topics

**Topic 1. North America: geography and map skills**

**Topic 2. Ancient civilizations of North America**

**Topic 3. Early European exploration of North America**

**Topic 4. The expansion of the United States over time and its regions today:**

**The Northeast**

**The Southeast**

**The Midwest**

**The Southwest**

**The West**

### Literacy in History and Social Science

In studying these topics, students apply grade 4 standards for reading informational text, writing, and speaking and listening, and learn vocabulary and concepts related to history and social science.

### Looking Back, Looking Ahead: Connections to History and Social Science in Grades 3, 5, 6, and 7

**Third graders** learned about Massachusetts geography history, civics, and economics. **Fifth graders** will resume a chronological study of North American history from the Revolution through the Civil War and Reconstruction, and then study the 20<sup>th</sup> century movements for civil rights for all people. **Sixth and seventh graders** will study world geography and history.

### Standards for History and Social Science Practice, Pre-K–12\*

1. Demonstrate civic knowledge, skills, and dispositions.
2. Develop focused questions or problem statements and conduct inquiries.
3. Organize information and data from multiple primary and secondary sources.
4. Analyze the purpose and point of view of each source; distinguish opinion from fact.
5. Evaluate the credibility, accuracy, and relevance of each source.
6. Argue or explain conclusions, using valid reasoning and evidence.
7. Determine next steps and take informed action, as appropriate.

\* A statement on civic knowledge, skills, and dispositions adopted by the Massachusetts Board of Elementary and Secondary Education in 2016 is included in the larger explanation of the practices, at the [beginning of the Standards](#) section.

## Grade 4 Content Standards

Building on knowledge from previous years, students should be able to:

### Topic 1. North America: geography and map skills [4.T1]

*Supporting Question: What are the physical features and nations of North America?*

1. On a physical map of North America, use cardinal directions, map scales, key/legend (symbols for mountains, rivers, deserts, lakes, cities), and title to locate and identify important physical features (e.g., Mississippi and Rio Grande Rivers, Great Lakes, Atlantic and Pacific Oceans, Gulf of Mexico, Hudson's Bay, Appalachian Mountains, Rocky Mountains, Sierra Madre, the Great Basin, Mojave, Sonoran, and Chihuahuan Deserts, the Yucatan Peninsula, the Caribbean Sea).  
Clarification Statement: *Note that the grade 4 Earth and Space Science standards of the [Massachusetts Curriculum Framework for Science and Technology/Engineering](#) address topics such as landforms, landscapes, erosion, volcanoes, earthquake epicenters, and oceans, and natural events such as blizzards, earthquakes, and floods.*
2. On a political map of North America, locate Canada and its provinces, Mexico and its states, the nations of the Caribbean, and the United States of America and its states; explain the meaning of the terms *continent, country, nation, county, state, province, and city*.
3. Research, analyze, and convey information about Canada **or** Mexico by consulting maps, atlases, encyclopedias, digital information and satellite images, photographs, or news articles; organizing materials, and making an oral or written presentation about topics such as the peoples, population size, languages, forms of government, major cities, environment, natural resources, industries, and national landmarks.

### Topic 2. Ancient civilizations of North America [4.T2]

*Supporting Question: How do archaeologists develop theories about ancient migrations?*

1. Evaluate competing theories about the origins of people in North America (e.g., theories that people migrated across a land bridge that connected present-day Siberia to Alaska or theories that they came by a maritime route) and evidence for dating the existence of early populations in North America to about 15,000 years ago.<sup>25</sup>
2. Using maps of historic Native Peoples' culture regions of North America and photographs, identify archaeological evidence of some of the characteristics of major civilizations of this period (e.g., stone tools, ceramics, mound-building, cliff dwellings).  
Clarification statement: *Students should understand that the North American continent has been inhabited for thousands of years, and that large and highly organized ancient societies, such as the Inuit, Hopewell, Adena, Hohokam, Puebloan, Mississippian, Iroquois, Maya, Olmec, and Toltec, flourished long before Europeans arrived in North America.*
3. Explain how archaeologists conduct research (e.g., by participating in excavations, studying artifacts and organic remains, climate and astronomical data, and collaborating with other

<sup>25</sup> Students might consult sites such as [National Park Service Bering Land Bridge site](#) for theories about early migration into North America. (see also <https://www.nps.gov/bela/learn/historyculture/bering-land-bridge.htm>)



scholars) to develop theories about migration, settlement patterns, and cultures in prehistoric periods.

4. Give examples of some archaeological sites of Native Peoples in North America that are preserved as national or state monuments, parks, or international heritage sites (e.g., Teotihuacan in Mexico, Mesa Verde National Park in Colorado, Cahokia Mounds State Historic Site in Illinois, Chaco Culture National Historic Park in New Mexico) and explain their importance in presenting a comprehensive history of Americans and American life.

### Topic 3. Early European exploration and conquest [4.T3]

*Supporting Question: What were the reasons for European voyages across the Atlantic Ocean?*

1. Explain how historians studying the European voyages to the Americas use archaeological evidence, maps, illustrations, and texts produced in Europe at the time, and that all of these materials are called *primary sources*.<sup>26</sup>
2. Explain who the Vikings were and describe evidence of their early encounters with Native Peoples along the North American Atlantic coast.
3. Trace on a map European explorations of North America and the Caribbean Islands in the 15<sup>th</sup> and 16<sup>th</sup> centuries (e.g., voyages of Vasco Nuñez de Balboa, Jacques Cartier, Cristobal Colon [Christopher Columbus], Ferdinand Magellan, Juan Ponce De Leon, Amerigo Vespucci, Hernán Cortés), evaluate the reasons for the voyages, noting that they were part of an effort by European nations to expand their empires, find new routes for trade with Asia, new opportunities for colonization, and new natural resources; make a timeline of their landings and conquests.<sup>27</sup>

Clarification Statement: *Students studied New England explorers in grade 3.*

### Topic 4. The expansion of the United States over time and its regions today<sup>28</sup> [4.T4]

*Supporting Question: How has the environment shaped the development of each region?*

1. Describe how the construction of canals, roads, and railways in the 19<sup>th</sup> century helped the United States to expand westward.
2. Give examples of some of the ways the United States acquired new states (beyond the 13 original states) and additional territories between 1791 and 1898, including purchasing land called the Louisiana Territory from France, adding territory in the Southwest as a result of war with Mexico, settling a treaty with Britain to gain land called the Oregon Territory in the Northwest, purchasing Alaska from Russia, annexing Hawaii, and adding territories such as Puerto Rico as a result of a war with Spain.
3. Compare different reasons why men and women who lived in the Eastern part of the United

<sup>26</sup> For example, students examine a variety of [maps from the 1500s](#) and draw conclusions about how maps of the period conveyed what was known about the world as a result of exploration. (see also <https://www.nps.gov/bela/learn/historyculture/bering-land-bridge.htm>)

<sup>27</sup> For the history of the United States holiday Columbus Day, in places celebrated as Indigenous Peoples' Day, see the Supplement, *Resources for History and Social Science*, Section III.

<sup>28</sup> The Framework follows the National Geographic Society's division of states into regions.

States wanted to move West in the 19<sup>th</sup> century, and describe aspects of pioneer life on the frontier (e.g., wagon train journeys on the Oregon and Santa Fe Trails, and settlements in the western territories).

4. Explain that many different groups of people immigrated to the United States from other places voluntarily and some were brought to the United States against their will (as in the case of people of Africa).
5. Show understanding that in the middle of the 19<sup>th</sup> century, the people of the United States were deeply divided over the question of slavery and its expansion into newly settled parts of the West, which led to the Civil War from 1861 to 1865.

*Clarification Statement: This brief explanation of westward expansion sets the stage for studying regions and is intended to be very introductory. Students will learn more about the causes and consequences of the Civil War in grade 5 and will revisit the topics of sectional differences among states and the concept of Manifest Destiny in United States History I and II.*

## The Northeast [4.T4a]

1. On a political map of the United States, locate the states in the Northeast (listed alphabetically: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island and Vermont).
2. Using resources such as print and online atlases, topographical maps, or road maps, construct a map of the Northeast that shows important cities, state capitals, physical features (e.g., waterways and mountains), and that includes a title, scale, compass, and map key.
3. Explain the benefits in the 18<sup>th</sup> century of becoming a state in the United States (as opposed to a British colony) and, as a class, construct a timeline that shows when each of the states in the region was admitted into the United States (Connecticut-1788, Maine, originally part of Massachusetts-1788, as a separate state-1820, Massachusetts-1788, New Hampshire-1788, New Jersey-1787, New York-1788, Pennsylvania-1787, Rhode Island-1790, Vermont-1791).

*Creating this timeline is the beginning of making a cumulative timeline that will eventually include all the states.*

4. Develop questions, conduct research, and analyze how people have adapted to the environment of the Northeast, and how physical features and natural resources affected settlement patterns, the growth of major urban/suburban areas, industries or trade.
5. Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Wampanoag, Iroquois, Abenaki), Africans, Europeans (e.g., the early settlements of the Dutch in New York, French near Canada, Germans in Pennsylvania, the English in Massachusetts, Rhode Island, Connecticut, Vermont and New Hampshire, subsequent 19<sup>th</sup> and early 20<sup>th</sup> century immigration by groups such as Irish, Italian, Portuguese, and Eastern Europeans) and various other immigrant groups from other regions of the world in the later 20<sup>th</sup> and 21<sup>st</sup> centuries (e.g., Puerto Ricans, Dominicans, Mexicans, Salvadorans, Colombians, Guatemalans, Brazilians, Haitians, Vietnamese, Cambodians, Chinese, Indians, and Somalis).<sup>29</sup>

<sup>29</sup> For information on Native Peoples, see the section on Native Peoples of the Americas in the Resource Supplement to this Framework.

## The Southeast [4.T4b]

1. On a political map of the United States, locate the states and the national capital city in the Southeast, and the U.S. territories in the Caribbean; add to the timeline the admission dates for states in the Southeast (listed alphabetically: Alabama-1819, Arkansas-1836, Delaware-1787, Florida-1845, Georgia-1788, Kentucky-1792, Louisiana-1812, Maryland-1788, Mississippi-1817, North Carolina-1789, South Carolina-1788, Tennessee-1796, Virginia-1788, West Virginia-1863); territories Puerto Rico, and the United States Virgin Islands.
2. Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Powhatan Chiefdom, Seminole, Cherokee, Creek), African Americans, Europeans (e.g., the early Spanish settlements in Florida) and immigrant groups from other regions of the world.
3. Explain how natural disasters, such as hurricanes and floods, have affected the region, and how government and citizens have responded to catastrophic natural events.
4. Describe the role of Washington, D.C. as the national capital, and give examples of its national cultural and civic resources (e.g., the White House, U.S. Capitol Building, Supreme Court, Library of Congress, the Smithsonian Institution, cemeteries and monuments).
5. Using resources such as print and online atlases, or state websites, construct a map of a state in the Southeast region that provides information about physical features (e.g., waterways and mountains) and that includes a title, scale, compass, and map key.

## The Midwest [4.T4c]

1. On a political map of the United States, locate the states in the Midwest; add to the timeline the admission dates for states in the Midwest (listed alphabetically: Illinois-1818, Indiana-1816, Iowa-1846, Kansas-1861, Michigan-1838, Minnesota-1858, Missouri-1821, Nebraska-1867, North Dakota-1889, Ohio-1803, South Dakota-1889, Wisconsin-1848).
2. Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Sioux, Mandan, Ojibwe/Chippewa), African Americans, Europeans and immigrant groups from other regions of the world.
3. Explain how natural disasters, such as tornadoes and drought, have affected the region, and how government and citizens have responded to catastrophic natural events.
4. Using resources such as print and online atlases, historical sources, or national or state websites, construct a map of a state in the Midwest region that provides information about physical features (e.g., waterways and mountains), natural resources and industries such as agriculture and that includes a title, scale, compass, and map key.<sup>30</sup>

---

<sup>30</sup> Students might consult current data from the [United States Census Bureau](https://factfinder.census.gov/bkmk/cf/1.0/en/nation/UnitedStates/ALL). (see also <https://factfinder.census.gov/bkmk/cf/1.0/en/nation/UnitedStates/ALL>)

## The Southwest [4.T4d]

1. On a political map of the United States, locate the states in the Southwest; add to the timeline the admission dates for states in the Southwest (listed alphabetically, Arizona-1912, New Mexico-1912, Oklahoma-1907, and Texas-1845).
2. Explain that Texas, Arizona, and New Mexico were territories that formerly belonged to Mexico; that Texas declared independence from Mexico in 1836, and that Arizona and New Mexico were taken by the United States as a result of the Mexican-American War 1846-1848.
3. Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Pueblo, Navajo, Apache, Comanche), African Americans, Europeans (e.g., the Spanish in Texas, Arizona, and New Mexico), Mexicans, and immigrant groups from other regions of the world settling in the region over time.
4. Explain how natural disasters, such as hurricanes and drought, have affected the region, and how government and citizens have responded to catastrophic natural events.
5. Using resources such as print and online atlases, historical sources, or state websites, construct a map of a state in the Southwest region that provides information about physical features (e.g., waterways and mountains), climate, settlements and movements of Native Peoples (including current reservation lands), European exploration and pioneer settlements of the 17<sup>th</sup>-19<sup>th</sup> centuries and that includes a title, scale, compass, and map key.

## The West [4.T4e]

1. On a political map of the United States, locate the states in the West and the U.S. territories in the Pacific Ocean; add to the timeline the admission dates for states in the Southwest (states listed alphabetically, Alaska-1959, California-1850, Colorado-1876, Hawaii-1959, Idaho-1890, Montana-1889, Nevada-1864, Oregon-1859, Utah-1896, Washington-1889, Wyoming-1890); territories: American Samoa, Guam, Midway Islands, Northern Mariana Islands, and Wake Island.
2. Explain that California, Colorado, and Utah were territories that belonged to Mexico and were taken by the United States as a result of the Mexican-American War 1846-1848.
3. Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Paiute, Coast Salish) African Americans, Europeans (e.g. the Spanish in California), the Mexicans, the Chinese, Japanese, and immigrant groups from other regions of the world over time.
4. Explain how disasters, such as drought and forest fires, have affected the region, and how government and citizens have responded to catastrophic events.
5. Using resources such as print and online atlases, or state websites, construct a map of a state in the West region that provides information about physical features (e.g., waterways and mountains), important landmarks, national parks, and historic sites and that includes a title, scale, compass, and map key.

# History and Social Science and the Standards for Literacy

Because learning civics, geography, history, and economics is dependent on and contributes to strong literacy skills, the framework contains Standards for Reading Informational Text, Writing, and Speaking and Listening, drawn from the [Massachusetts English Language Arts and Literacy Curriculum Framework](#) (2017). The History and Social Science Practice Standards and Content Standards were intentionally designed to be integrated with these Literacy Standards. Effective history and social science instruction unites significant content with strong literacy practices. While reading in history and social science will usually focus on high quality informational texts, teachers may also use literary texts, particularly historical fiction, to reinforce concepts in the Content Standards. Suggestions for selecting authors and texts can be found in the companion document *Resources for History and Social Science* and [Massachusetts English Language Arts and Literacy Curriculum Framework](#) (2017).

## Grade 4 Standards for Reading Informational Text [RI]

### Key Ideas and Details

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text and explain how it is supported by key details; summarize a text.
3. Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.

### Craft and Structure

4. Determine the meaning of general and domain-specific words and phrases in a text relevant to a *grade 4 topic or subject area*.
5. Describe the overall structure of how a text presents information (e.g., chronology, comparison, cause/effect, problem/solution) on in a text or part of a text.
6. Compare and contrast a firsthand and a secondhand account of the same event or topic; describe the differences in focus and the information provided.

### Integration of Knowledge and Ideas

7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.
8. Explain how an author uses reasons and evidence to support particular points in a text.
9. Integrate information from two texts on the same topic in order to write or speak knowledgeably about the topic.

### Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.

## Grade 4 Writing Standards [W]

### Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped in paragraphs and sections to support the writer’s purpose.
  - b. Provide reasons that are supported by facts and details.
  - c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
  - d. Provide a concluding statement or section related to the opinion presented.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - a. Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Provide a concluding statement or section related to the information or explanation presented.
3. Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
  - a. Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
  - b. Use dialogue and description to develop experiences or events or show responses to situations.
  - c. Use a variety of transitional words to manage sequence.
  - d. Use concrete words and phrases, figurative language such as similes and metaphors, and sensory details to convey experiences and events precisely.
  - e. Provide a sense of closure appropriate to the narrated experiences or events.
  - f. For poems, use patterns of sound (e.g., rhyme, rhythm, alliteration, consonance) and visual patterns (e.g., line length, grouped lines in stanzas or verses) to create works that are distinctly different in form from prose narratives.

### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, and editing.
  - a. Demonstrate command of standard English conventions.

- b. Demonstrate the ability to use general academic and domain-specific vocabulary appropriately.
- 6. Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

#### Research to Build and Present Knowledge

- 7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- 8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- 9. Draw evidence from literary or informational texts to support written analysis, reflection, and research.

#### Range of Writing

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

## Grade 4 Speaking and Listening Standards [SL]

### Comprehension and Collaboration

- 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
  - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - b. Follow agreed-upon rules for discussions and carry out assigned roles.
  - c. Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.
  - d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- 2. Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3. Identify the reasons and evidence a speaker provides to support particular points.

### Presentation of Knowledge and Ideas

- 4. Report on a topic, text, procedure, or solution to a mathematical problem, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and use appropriate vocabulary.
- 5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.



6. Differentiate between contexts that call for formal English (e.g., presenting research findings) and those where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate for task and situation.

## Grade 5

# United States History to the Civil War and the Modern Civil Rights Movement



Building on their knowledge of North American geography and peoples, students learn about the history of the colonies, the early Republic, the expansion of the United States, the growing sectional conflicts of the 19<sup>th</sup> century, and the Civil Rights Movement of the mid-20<sup>th</sup> century. They study these topics by exploring guiding questions such as, “*What is the meaning of the statement, ‘All men are created equal’?*” and “*Is a person ever justified in disobeying a law?*” Additional supporting questions appear under each topic. The questions included are meant to serve as possible avenues for discussion and research.

### Grade 5 History and Social Science Topics

- Topic 1. Early colonization and growth of colonies**
- Topic 2. Reasons for revolution, the Revolutionary War, and the formation of government**
- Topic 3. Principles of United States government**
- Topic 4. Growth of the Republic**
- Topic 5. Slavery, the legacy of the Civil War and the struggle for civil rights for all**

### Literacy in History and Social Science

In studying these topics, students apply grade 5 standards for reading informational text, writing, and speaking and listening, and learn vocabulary and concepts related to history and social science.

### Looking Back, Looking Ahead: Connections to History and Social Science in Grades 3, 4, 6, and 7

**Grades 3, 4, and 5** provide students with foundational knowledge about their own state, country, and continent. **In grades 6 and 7**, students will study global geography and ancient and classical civilizations throughout the world.

### Standards for History and Social Science Practice, Pre-K–12\*

1. Demonstrate civic knowledge, skills, and dispositions.
2. Develop focused questions or problem statements and conduct inquiries.
3. Organize information and data from multiple primary and secondary sources.
4. Analyze the purpose and point of view of each source; distinguish opinion from fact.
5. Evaluate the credibility, accuracy, and relevance of each source.
6. Argue or explain conclusions, using valid reasoning and evidence.
7. Determine next steps and take informed action, as appropriate.

\* A statement on civic knowledge, skills, and dispositions adopted by the Massachusetts Board of Elementary and Secondary Education in 2016 is included in the larger explanation of the practices, at the [beginning of the Standards](#) section.

## Grade 5 Content Standards<sup>31</sup>

Building on knowledge from previous years, students should be able to:

### Topic 1. Early colonization and growth of colonies [5.T1]

*Supporting Question: To what extent was North America a land of opportunity, and for whom?*

1. Explain the early relationships of English settlers to Native Peoples in the 1600s and 1700s, including the impact of diseases introduced by Europeans in severely reducing Native populations, the differing views on land ownership or use, property rights, and the conflicts between the two groups (e.g., the Pequot and King Philip’s Wars in New England).<sup>32</sup>
2. Compare the different reasons colonies were established and research one of the founders of a colony (e.g., Lord Baltimore in Maryland, William Penn in Pennsylvania, John Smith in Virginia, Roger Williams in Rhode Island, John Winthrop in Massachusetts).
3. Analyze the reasons why English colonists had the strongest influence on the language, political institutions, and political principles of the country that became the United States of America, even though other major European nations also explored North America (e.g., the relatively small number of colonists from other nations, England’s history of self- government, high rates of literacy, and strong economic, and military position in the world).
4. On a map of the United States, locate the first 13 colonies and describe the impact of regional differences in climate on the types of crops that could be grown or harvested profitably in the Northern, mid-Atlantic, and Southern colonies; describe varied sources of labor (e.g., self-employed colonists, apprentices, employees, indentured servants, free and enslaved Africans).
5. Describe the origins of slavery, its legal status in all the colonies through the 18<sup>th</sup> century, and the prevalence of slave ownership, including by many of the country’s early leaders (e.g., George Washington, Thomas Jefferson, James Madison, George Mason.)<sup>33</sup>
6. Describe the Triangular Trade and the harsh conditions of trans-Atlantic voyages (called the Middle Passage) for enslaved Africans.
7. Compare and contrast the living and working conditions of enslaved and free Africans in the colonies in the 18<sup>th</sup> century, and explain how some enslaved people sought their freedom.<sup>34</sup>
  - a. Enslaved African Americans were property that could be bought, sold, and separated from their families by their owners; they were generally not taught to read or write, and generally owned no property; they suffered many kinds of abuse and could be

<sup>31</sup> See Appendix D for annotations and links to key and suggested primary documents for United States History and Civics

<sup>32</sup> For information on Native Peoples, see the section on Native Peoples of the Americas in the Resource Supplement to this Framework.

<sup>33</sup> For example, students consult the [interactive Massachusetts slave census of 1754](http://primaryresearch.org/slave-census) to discover how many enslaved persons lived in their community in 1754 and draw conclusions about labor in the North. (*see also* <http://primaryresearch.org/slave-census>)

<sup>34</sup> For information on African Americans, see the section on African and African-American History in the Resource Supplement to this Framework.

punished if they were caught after running away from their masters. A number of slave rebellions resulted from these harsh conditions.

- b. Many enslaved Africans became skilled artisans, such as cabinetmakers, coopers, and ironworkers and could be hired out to work.
- c. Some Africans came to America as indentured servants or sailors and were freed when their service was completed; some former slaves were granted freedom and some in the North took legal action to obtain their freedom (e.g., in Massachusetts, Elizabeth Freeman, Quock Walker, and Prince Hall).
- d. States in the North adopted gradual emancipation (for example, Massachusetts outlawed slavery in 1783 and no enslaved people appear in the 1790 Massachusetts census); free African Americans could have families, own property, hold jobs, and earn a living.

#### **Suggested Primary Sources for Topic 1 in Appendix D**

[\*Colonial Williamsburg: History and Citizenship\* \(1700s\)](#)

[\*George Washington's Mount Vernon: Slavery\* \(c. 1790s\)](#)

[\*Slavery at Monticello: Paradox of Liberty\* \(c. 1790s\)](#)

## **Topic 2. Reasons for revolution, the Revolutionary War, and the formation of government [5.T2]**

*Supporting Questions: Why did most Native Peoples side with the French against the British in the French and Indian Wars? Were the colonists justified in rebelling against Great Britain in the American Revolution?*

1. Explain the reasons for the French and Indian War and how its costs led to an overhaul of British imperial policy; explain key British policies and the colonial response to them.
  - a. policies: the Proclamation of 1763, the Sugar Act (1764), the Stamp Act (1765), the Townsend Duties (1767), the Tea Act (1773), the Intolerable Acts (1774)
  - b. the slogan, “no taxation without representation”
  - c. the roles of the Stamp Act Congress, the Sons of Liberty, and the Boston Tea (1773), the Suffolk Resolves (1774), in which Massachusetts declared a boycott of British goods, the early battles between Massachusetts colonists and the British soldiers in Lexington, Concord, and Bunker Hill (1775) and the evacuation of the British from Boston (1776)
  - d. the role of women in the boycott of British textiles and tea, in writing to support liberty, in managing family farms and businesses, raising funds for the war, and supporting the Continental Army (1760s–1780s)
2. On a historic map of the Boston area in the 1770s, locate important sites in the pre-Revolutionary and Revolutionary period and analyze the role and the significance of Massachusetts people such Samuel Adams, Crispus Attucks, John Hancock, James Otis, Paul Revere, John and Abigail Adams, Mercy Otis Warren, Phillis Wheatley, Peter Salem.
3. Explain the development of colonial governments and describe how these developments (e.g., legislative bodies, town meetings, and charters on individual freedoms and rights) contributed to the Revolution.

4. Read the Declaration of Independence (1776), explain its main argument, the reasons given for seeking independence, the meaning of the key ideas on equality and natural and legal rights, and the rule of law.
5. Describe the impact of events as the Revolutionary War continued; locate the sites of events on a map, and explain the factors leading to American victory and British defeat.
  - a. The Battles of Trenton in New Jersey (1776) and Saratoga in New York (1777)
  - b. The winter encampment of the Continental Army at Valley Forge in Delaware (1777–1778)
  - c. The battle of Yorktown in Virginia (1781)
6. Explain that many Americans remained loyal to the British Crown or remained neutral in the conflict and that Native Peoples and free and enslaved Africans fought on both sides in the Revolution.<sup>35</sup>
7. Compare and contrast the impact of the actions of important leaders (e.g., John Adams, Benjamin Franklin, King George III, Edmund Burke, Thomas Jefferson, Alexander Hamilton, James Madison, George Washington, the Marquis de Lafayette) during the Revolution and the early years of the United States Republic.
8. Explain the reasons for the adoption of the Articles of Confederation in 1781, the weaknesses of the Articles as a plan for government, and the reasons for their failure.
9. Analyze the causes of Shays’ Rebellion of 1786-1787 and explain why it was one of the crucial events leading to the Constitutional Convention.

**Key Primary Sources for Topic 2 in Appendix D**

[\*Letter from Abigail Adams to John Adams 31 March–5 April 1776\*](#) (“Remember the Ladies...”);

[\*An accurate map of the country round Boston in New England from the best authorities\*](#) (1776) or a similar map of Massachusetts from the period

[\*The Declaration of Independence\*](#) (1776)

**Suggested Primary Sources for Topic 2 in Appendix D**

John Singleton Copley, [\*Paul Revere\*](#) (1768), portrait, Museum of Fine Arts, Boston

---

<sup>35</sup> For example, students consult resources from the National Park Service such as [American Indians and the American Revolution](#) and [Patriots of Color](#) to discover the diversity of soldiers in the American Revolution, and how they chose whether to support the Patriot or the Loyalist cause. (see also [https://www.nps.gov/revwar/about\\_the\\_revolution/american\\_indians.html](https://www.nps.gov/revwar/about_the_revolution/american_indians.html) and <https://www.nps.gov/mima/patriotsofcolor.htm>)

### Topic 3. Principles of United States Government [5.T3]

Supporting Question: *How did the Constitution attempt to balance competing interests, the question of power, and ideas about slavery?*

1. Read the Preamble to and sections of the Constitution and explain how these writings reflect the following political principles: *individual rights and responsibilities, equality, the rule of law, general welfare, limited government, representative democracy.*

Clarification statement: *Teachers may choose the sections of the Constitution that they believe to be most accessible and relevant to their students.*

2. Explain how the framers of the Constitution divided and shared powers among the three branches of the United States government; describe the function of each branch and the system of checks and balances.
3. Describe the responsibilities of government at the federal, state, and local levels (e.g., protection of individual rights and the provision of services such as law enforcement and the building and funding of schools).
4. Analyze the significance of the major issues debated by members of the Constitutional Convention (e.g., the distribution of political power, the rights of individuals, rights of states, tensions between states with large and smaller populations, the make-up of the Senate and electoral college, slavery and the question of how slaves were to be counted in the Census); explain why the framers agreed to the 3/5 Compromise in order to keep the states united and how the decision reinforced the institution of slavery and the power of states in which slavery was particularly prevalent.
5. Explain that voting rights and property rights did not extend to women in the new Constitution.
6. Read the Bill of Rights and explain the freedoms it guarantees; research the historical background of **one** of the first ten Amendments and make an argument using evidence for its inclusion in the Bill of Rights in 1791.

Clarification Statement: *These standards are designed to be introductory. Students will study United States government in a Grade 8 Civics course and will revisit principles of government as part of high school courses U. S. History I and II.*

#### Key Primary Sources for Topic 3 in Appendix D

[The Constitution of the United States](#) (1787)

[The United States Bill of Rights](#) (1791)

### Topic 4. The growth of the Republic [5.T4]

Supporting Question: *How did events of the early Republic test the newly-founded United States?*

1. Identify the first three Presidents of the United States (George Washington, 1787-1797, John Adams, 1797–1801, and Thomas Jefferson, 1801–1809); summarize key developments during their time (e.g., the founding of political parties in the 1790s; the first Bank of the U.S., the Alien and Sedition Acts in 1798; the Louisiana Purchase of 1803, the Haitian Revolution in

- 1804), and evaluate their leadership of the new nation.
2. Evaluate the importance to the nation of the Louisiana Purchase and trace the expedition of Meriwether Lewis and William Clark, with Sacagawea and the Corps of Discovery, from 1803 to 1806.
  3. Describe the causes of the War of 1812 and how events during the war contributed to a sense of American nationalism.
    - a. British restrictions on trade and impressment
    - b. Major battles and events of the war, including the role of the USS Constitution, the burning of the Capitol and the White House, and the Battle of New Orleans
  4. On a map of New England, locate cities and towns that played important roles in the development of the textile and machinery industries, whaling, shipping, and the China trade in the 18<sup>th</sup> and 19<sup>th</sup> centuries and give examples of the short- and long-term benefits and costs of these industries.
  5. Explain 19<sup>th</sup> century conflicts between Native Peoples and national, state, and local governments in the United States over land ownership and rights to self-government.
    - a. Shawnee leader Tecumseh’s call for Native Peoples to unify in resistance to the taking of their land (1810)
    - b. President Andrew Jackson and the Indian Removal Act (1830), which forced native communities to move from their ancestral lands in the Southeast to territory west of the Mississippi River
    - c. the Mashpee Revolt (1833), a dispute over self-government in the Mashpee Indian district in Massachusetts
    - d. the significance of the Trail of Tears (1838) for the Cherokee and other native communities in the Southeast

**Key Primary Source for Topic 4 in Appendix D**

[\*Tecumseh, Call for Pan-Indian Resistance\* \(1810\)](#)

**Suggested Primary and Secondary Sources for Topic 4 in Appendix D**

[\*The Lewis and Clark Expedition\* \(1803–1806\)](#)

[\*The Star-Spangled Banner: The Flag that Inspired a Nation\* \(1814\)](#)

[\*Asian Export Art\* \(18<sup>th</sup>–19<sup>th</sup> centuries\), Peabody Essex Museum, Salem](#)

[\*Whaling History\* \(19<sup>th</sup> century\), New Bedford Whaling Museum and Mystic Seaport](#)

## Topic 5. Slavery, the legacy of the Civil War, and the struggle for civil rights for all [5.T5]

*Supporting Question: What ideas and events of the 19<sup>th</sup> century led to the expansion of civil rights in the 20<sup>th</sup> and 21<sup>st</sup> centuries?*

1. Trace the state-by-state abolition of slavery in the Northern states in the 18<sup>th</sup> and 19<sup>th</sup> centuries and the expansion of slavery into western states; explain the effects of the 1808 law that banned the importation of slaves into the United States and explain how a robust slave trade nonetheless continued within the United States until the mid-19<sup>th</sup> century.



2. Identify the major reasons for the Civil War (e.g., slavery, political and economic competition in Western territories, the emergence of the Republican Party) and the war’s most important outcomes (e.g., end of slavery, Reconstruction, expanded role of the federal government, industrial growth in the North).

*Clarification Statement: In Grade 4, students were introduced to the Civil War as they learned about states of the Confederacy and the Union; they will study the Civil War in greater depth in high school.*

3. Explain the ideas and roles of some of the people of the pre-Civil War era who led the struggle against slavery (abolitionism) and for voting and property rights for African Americans (e.g., Harriet Tubman, Nat Turner, Sojourner Truth, Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe).
4. Identify the major military leaders and battles of the Civil War (e.g., Ulysses S. Grant, Robert E. Lee, William Tecumseh Sherman, Stonewall Jackson; Battles of Bull Run, Shiloh, Fredericksburg, Vicksburg, Gettysburg, Appomattox).
5. Describe the role of Abraham Lincoln in the development of the Republican Party and his actions as President during the Civil War, including the Emancipation Proclamation and the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments to the Constitution.
6. Explain the consequences of the Emancipation Proclamation and the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments for the rights of African Americans.
  - a. advocacy for women’s rights surrounding the passage of the 14<sup>th</sup> and 15<sup>th</sup> Amendments and its relationship to the later movement for women’s rights
  - b. women’s attainment of the right to vote with the passage of the 19<sup>th</sup> Amendment of 1920
7. Describe living conditions for African Americans following the Civil War, during the Jim Crow era, including limited educational and economic opportunities, separate public facilities (e.g., segregated schools and colleges, neighborhoods, sections in buses, trains, restaurants, and movie theaters), the organized perpetuation of white supremacist beliefs and the threat of violence from extra-legal groups such as the Ku Klux Klan. Describe the role African American churches, civic organizations, and newspapers played in supporting and unifying African American communities.
8. Research and analyze **one** of the people, organizations, events, or legislative acts from the 20th century that contributed to expanding civil rights of African Americans, women, and others in the United States.

*Clarification Statement: In addressing this standard, students and teachers may choose to focus on any of the following:*

- People such as Martin Luther King, Jr., Rosa Parks, Ruby Bridges, Thurgood Marshall, Edward Brooke, Jackie Robinson, Marian Anderson, Bayard Rustin, Eleanor Roosevelt, Frances Perkins, Lorraine Hansberry, Gloria Steinem, Betty Friedan, Geraldine Ferraro, César Chávez, Dolores Huerta, Sandra Day O’Connor, Ruth Bader Ginsburg
- Organizations such as the National Organization for the Advancement of Colored People (NAACP) the National Organization for Women (NOW)

- events such as the 1963 March on Washington, efforts of the 1960s and 1970s to desegregate city public school systems in Massachusetts
  - legislation such as the Equal Pay Act (1963), the campaign for, and eventual defeat of the Equal Rights Amendment (1970s), the enactment of Title IX (prohibition of discrimination on the account of gender, 1972)
9. Explain how the 20th century African American Civil Rights movement served as a model for other movements for civil rights (e.g., the second phase of the women’s movement in the 1960s and 1970s, the disability rights movement, the LGBTQ movement).

Clarification Statement: *These 20<sup>th</sup> century standards are designed to make students aware that the movement to extend equality to all has roots in 18<sup>th</sup> century ideas and is the reason the foundational documents are relevant to all periods of United States history. The links among liberty, justice, and equality remain central in the collective civic life of the nation today.*

**Key Primary Sources in Appendix D**

[Parading for Progress: Woman Suffrage Procession in Washington DC \(1913\)](#)

Excerpts from Martin Luther King, Jr., [“I Have a Dream”](#) speech (1963)

**Suggested Primary Source in Appendix D**

[Maps of Women’s Voting Rights in 1880 and 1910](#)

## History and Social Science and the Standards for Literacy

Because learning civics, geography, history, and economics is dependent on and contributes to strong literacy skills, the framework contains Standards for Reading Informational Text, Writing, and Speaking and Listening, drawn from the [Massachusetts English Language Arts and Literacy Curriculum Framework](#) (2017). The History and Social Science Practice Standards and Content Standards were intentionally designed to be integrated with these Literacy Standards. Effective history and social science instruction unites significant content with strong literacy practices. While reading in history and social science will usually focus on high quality informational texts, teachers may also use literary texts, particularly historical fiction, to reinforce concepts in the Content Standards. Suggestions for selecting authors and texts can be found in the companion document *Resources for History and Social Science* and [Massachusetts English Language Arts and Literacy Curriculum Framework](#) (2017).

### Grade 5 Standards for Reading Informational Text [RI]

#### Key Ideas and Details

1. Quote or paraphrase a text accurately when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, mathematical, or technical text based on specific information in the text.

#### Craft and Structure

4. Determine the meaning of general and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
5. Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent.

#### Integration of Knowledge and Ideas

7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
9. Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.

#### Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.

## Grade 5 Writing Standards [W]

### Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped in paragraphs and sections to support the writer’s purpose.
  - b. Provide logically ordered reasons that are supported by facts and details.
  - c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
  - d. Provide a concluding statement or section related to the opinion presented.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - a. Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Provide a concluding statement or section related to the information or explanation presented.
3. Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
  - a. Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
  - b. Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.
  - c. Use a variety of transitional words, phrases, and clauses to manage sequence.
  - d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
  - e. Provide a sense of closure appropriate to the narrated experiences or events.
  - f. For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing.
  - g. For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.

### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, and editing.
  - a. Demonstrate command of standard English conventions.
  - b. Demonstrate the ability to use general academic and domain-specific vocabulary appropriately.
6. Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

### Research to Build and Present Knowledge

7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
9. Draw evidence from literary or informational texts to support written analysis, reflection, and research.

### Range of Writing

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

## Grade 5 Speaking and Listening Standards [SL]

### Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
  - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - b. Follow agreed-upon rules for discussions and carry out assigned roles.
  - c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
  - d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

### **Presentation of Knowledge and Ideas**

4. Report on a topic, text, procedure, or solution to a mathematical problem, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and use appropriate vocabulary.
5. Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate for task and situation.

# Introduction to the Middle Grades Flexible Options for Teaching History and Social Science

## World Geography and Cultures in Grades 6 and 7

The purposes of the grades 6 and 7 standards are to:

- extend students' knowledge of the physical and political geography of the world
- expand their capacity for geographical reasoning
- strengthen their ability to develop research questions and conduct inquiries
- introduce the cultural achievements of ancient and classical civilizations worldwide
- establish foundational knowledge about types of societies and governments in preparation for Civics in grade 8 and World History and United States History in high school

The *Framework* organizes the Content Standards for grades 6 and 7 by seven regions:

- North Africa, the Middle East, and Western Asia
- Sub-Saharan Africa
- Central America, the Caribbean, and South America
- South and Central Asia
- East Asia
- Southeast Asia and Oceania
- Europe

The topics within this two-year sequence offer rich opportunities for students to inquire about their world and humanity's very long history of achievements. The topics also lend themselves to exploration of what it means to be human and part of a human community, and the concepts that have arisen in societies to guide ethical interactions among individuals, communities, and nations. Teachers, administrators, schools, and districts should make their own instructional decisions about the best ways to inspire their students to become interested in and deepen their understanding of international events and the lives of people around the globe.

It is important for grades 6–7 instruction in history and social science to address all the World Geography and Cultures Content Standards. Teachers may choose, for example, to retain the regional approach, but change the order in which regions are taught. They may design humanities courses that integrate language arts and history and social science, selecting literary and informational texts for language arts that reflect particular regions or civilizations. They may place strong emphasis on investigating current global events and relating them to geographic data.



## Civics in Grade 8

The purposes of the grade 8 standards are to:

- extend students' knowledge of United States and Massachusetts government
- expand their capacity for civic reasoning
- strengthen their ability to develop research questions and conduct inquiries
- introduce significant recurring questions about the United States Constitution, rights, responsibilities, citizenship, a free press, and the concept of the common good
- establish foundational knowledge about government in preparation for High School United States and World History

The *Framework* organizes the Content Standards for grade 8 Civics in seven topics.

- Topics 1 and 2: The founding principles and development of the United States political system and its institutions
- Topic 3: The structure of United States government
- Topics 4 and 5: Rights and responsibilities of citizens and the development of the Constitution through amendments, court decisions, and legislation
- Topic 6: The structure of Massachusetts state and local governments
- Topic 7: Freedom of the press and news/media literacy

The Civics course offers a comprehensive survey of how democratic government is designed to work in the nation, the Commonwealth, and in cities and towns. Teachers, administrators and schools and districts should make their own instructional decisions about the best ways teach this content and to inspire their students to become informed and engaged citizens.

It is important for civics instruction to address all the Content Standards for grade 8. Teachers may, for example, choose to teach about Massachusetts state and local government or freedom of the press/media literacy first. They may select different sets of court cases to illustrate concepts in Topic 5, or make connections between current events in government and politics and historical debates about the role of government.

As they apply the Standards for Practice in History and Social Science and the Standards for Literacy in History and Social Science, students in the middle grades conduct informal research routinely and efficiently to find information and engage in more sustained research projects that begin with defining a research question or problem and result in written, oral, or media presentations. Appendix B includes resources on inquiry and research.

In order to build a coherent and rigorous curriculum, teachers and administrators of elementary, middle and high school history and social science should collaborate to make decisions about topic sequences, instructional materials, research projects, and assessments.

## Grade 6

### World Geography and Ancient Civilizations I

Grades 6 and 7 form a two-year sequence in which students study regions of the world by examining physical geography, nations in the region today, and selected ancient and classical societies before 1000 CE. Regions for grade 6 are: Western Asia, North Africa, and the Middle East; Sub-Saharan Africa; and Central America, the Caribbean, and South America. Students investigate guiding questions such as “How does geography affect how societies develop and interact?” and “How have human societies differed from one another across time and regions?” Additional supporting questions appear under each topic. The questions are included to stimulate teachers’ and students’ own questions for discussion and research.



### Grade 6 History and Social Science Topics

- Topic 1. Studying complex societies past and present
- Topic 2. Human origins, the Neolithic and Paleolithic Eras
- Topic 3. The Middle East and North Africa
- Topic 4. Sub-Saharan Africa
- Topic 5. Central America, the Caribbean, and South America

### Literacy in History and Social Science

In studying these topics, students apply grades 6–8 reading, writing, and speaking and listening skills and learn vocabulary and concepts related to history and social science.

### Looking Back, Looking Ahead: Connections to History and Social Science in Grades 4, 5, and 7

**Fourth graders** studied the physical and political geography archaeology of the United States, Mexico, and Canada. **Fifth graders** learned about U.S. history from the colonial period through the Civil War and the 20<sup>th</sup> century Civil Rights Movement. **Seventh graders** will continue the study of World Geography and Civilizations, focusing on Asia, Oceania, and Europe.

### Standards for History and Social Science Practice, Pre-K–12\*

1. Demonstrate civic knowledge, skills, and dispositions.
2. Develop focused questions or problem statements and conduct inquiries.
3. Organize information and data from multiple primary and secondary sources.
4. Analyze the purpose and point of view of each source; distinguish opinion from fact.
5. Evaluate the credibility, accuracy, and relevance of each source.
6. Argue or explain conclusions, using valid reasoning and evidence.
7. Determine next steps and take informed action, as appropriate.

\* A statement on civic knowledge, skills, and dispositions adopted by the Massachusetts Board of Elementary and Secondary Education in 2016 is included in the larger explanation of the practices, at the [beginning of the Standards](#) section.

## Grade 6 Content Standards

Building on knowledge from previous years, students should be able to:

### Topic 1: Studying complex societies, past and present [6.T1]

*Supporting question: What do the social sciences contribute to our understanding of the world?*

1. Explain how different academic fields in the social sciences concentrate on different means of studying societies in the past and present.<sup>36</sup>
2. Give examples of ways in which a current historical interpretation might build on, extend, or reject an interpretation of the past.
3. Give examples of how archaeologists, historians, geographers, economists, and political scientists work as teams to analyze evidence, develop hypotheses, and construct interpretations of ancient and classical civilizations.

Clarification statement: *Building on what students have learned about civics, economics, geography, and history in previous grades, the grades 6 and 7 standards are designed to deepen students' understanding of how the social science disciplines can be used systematically in the study of countries, regions, and the past.*

### Topic 2. Human origins, the Neolithic and Paleolithic Eras [6.T2]

*Supporting Question: How did life on Earth begin and why did humans form complex societies?*

1. Describe the great climatic and environmental changes that shaped the earth and eventually permitted the growth of human life.

Clarification statement: *The grade 6 standards for Earth and Space Science of the [Science and Technology/Engineering Framework](#) (2016) address the fossil record and the concept of geological time.*

2. Identify sites where archaeologists have found evidence of the origins of modern human beings and explain current theories of how human groups moved from Africa over time into the continents now known as Asia, Europe, the Americas, and Oceania. Give examples of how ongoing archaeological research adds new data that changes interpretations of how migrations and habitation sites are dated.<sup>37</sup>
3. Explain that the term *Paleolithic Era* refers to the period of earliest human history, beginning c. 2.6 million years ago to c. 11,700 years ago, characterized by the first use of stone tools, fire, hunting and gathering weapons, and, about 50,000 years ago, by cave painting, sculpture, tools, and artifacts using diverse materials such as bone, shell, stone, mineral pigments, and wood).<sup>38</sup>
4. Explain that the term *Neolithic Era* refers to the period beginning about 10,000 years ago to c. 4500 or c. 2000 BCE in different parts of the world, in which the technologies of agriculture

<sup>36</sup> See Swan, Kathy, et. al., *The College, Career, and Civic Life Framework*, 66-68. (see also <https://www.socialstudies.org/c3>)

<sup>37</sup> Students might use current archaeological research from websites such as [Archaeology](#) (the Archaeological Institute of America). (see also <https://www.archaeology.org/>)

<sup>38</sup> Students might discuss images of [rock art in Africa](#), [rock art of Australia](#), or the [cave paintings of Lascaux](#) in France. (see also <https://africanrockart.org/rock-art-in-africa/maps/> and <http://www.heritageportal.eu/Browse-Topics/PAINTINGS-PAINTED-SURFACES/Lascaux.html>)

(growing crops and the domestication of animals) and metallurgy (mining and working of metals) were invented and refined, and in which complex societies begin to appear.

5. Explain how complex societies that practice agriculture may differ, some developing into permanently settled communities, some being nomadic and moving livestock from place to place, some cultivating land temporarily and moving to another location when a plot of land is no longer productive.
6. Explain that scholars have attempted to define the characteristics of a complex society (sometimes called “civilization”) since the early 20th century, and although debates are ongoing, many cite these characteristics:
  - a. an economy that produces food surpluses
  - b. dense populations in distinct areas or cities
  - c. stratified social classes
  - d. specialized occupations
  - e. developed systems of government, religion, and learning
  - f. achievements in technology, art, and monumental architecture
  - g. systems of record keeping, either written or oral<sup>39</sup>
7. Explain the ways in which complex societies interact and spread from one region to another (e.g., by trade, cultural or linguistic exchanges, migration, religious conversion, conquest, or colonization).
8. Construct and interpret a timeline that shows some of the key periods in the development of human societies in the Paleolithic and Neolithic Eras. Use correctly the words or abbreviations for identifying time periods or dates in historical narratives (*decade, age, era, century, millennium, CE/AD, BCE/BC, c. and circa*). Identify in BCE dates the higher number as indicating the older year (that is, 3000 BCE is earlier than 2000 BCE).

Clarification statement: *This can be the beginning of a cumulative timeline that may be in a digital or other format. Students may add to it as they study additional civilizations studied in grades 6 and 7. An ongoing visual timeline can heighten understanding of the relationships among civilizations and provide a foundation for learning about later periods of world history in high school.*

### Topic 3: Western Asia, the Middle East and North Africa<sup>40</sup> [6.T3]

#### Modern countries in Western Asia and the Middle East

Bahrain, Cyprus, Greece, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, area governed by the Palestinian Authority, Qatar, Saudi Arabia, Syria, Turkey, United Arab Emirates, Yemen

#### Modern countries in North Africa

Algeria, Egypt, Libya, Morocco, Sudan, Tunisia, Western Sahara (mostly under Moroccan Administration)

<sup>39</sup> Brown, Cynthia Stokes. (2009). “[What is a Civilization, Anyway?](#)” *World History Connected* Volume 6, Number 3.

<sup>40</sup> Note that while “the Middle East” is a commonly used term, there is no universally accepted list of countries that compose this area; different people will create different “Middle Easts” depending on whether they are using a strategic, historical, cultural, religious, physical geographical, or other lens. Note that Greece has been included both in this list and in the list of European countries. (see also <http://worldhistoryconnected.press.uiillinois.edu/6.3/brown.html>)

**Significant ancient states and empires in Western Asia, the Middle East and North Africa, c. 3500 BCE–700 CE**

Mesopotamia (Sumer, Babylon, Assyria), Phoenicia, ancient Israel and Palestine, ancient Egypt and Nubia; Carthage, the Persian Empire, the Empire of Alexander the Great, the Roman Empire, the beginning of the Islamic Empire

**a. Physical and political geography of modern Western Asia, the Middle East, and North Africa [6.T3a]**

1. On a physical map, use cardinal directions, map scales, key/legend, and title to locate important physical features of the region (e.g. the Indian Ocean, the Black Sea, Aegean Sea, Mediterranean Sea, Red Sea, Arabian Peninsula, the Persian Gulf, the Nile, Tigris, and Euphrates Rivers, the Strait of Gibraltar, the Bosphorus, and the Suez Canal). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.
2. On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.
3. Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.

**b. Western Asia, the Middle East and North Africa: Mesopotamia, c. 3500–1200 BCE [6.T3b]**

*Supporting Question: What are the best explanations for why writing developed in Mesopotamia?*

1. Explain how the presence of the Tigris and Euphrates Rivers contributed to the development of agriculture and ancient complex societies; explain why historians have called the region that surrounds these rivers “the Fertile Crescent.”
2. On a map of archaeological sites in the region, and identify the locations and time periods of the Sumerians, Babylonians, and Assyrians as successive states and empires.
3. Describe how irrigation, mining and metalsmithing, agriculture, the domestication of animals, and inventions such as the wheel, the sail, and the plow contributed to settlement and the growth of Mesopotamian civilizations.
4. Analyze the important characteristics and achievements of early Mesopotamia.
  - a. a complex society with rulers, priests, soldiers, craftspeople, farmers, and slaves
  - b. a religion based on polytheism (the belief in many gods)
  - c. monumental architecture (the ziggurat) and developed art (including large relief sculptures, mosaics, carved cylinder seals)
  - d. cuneiform writing, used for record keeping tax collection, laws and literature
  - e. the first epic (the Epic of Gilgamesh) and the first set of written laws (the Code of Hammurabi, for example, “If a man put out the eye of another man, his eye shall be put out.” [An eye for an eye]).

### **c. Ancient Egypt, c. 3000–1200 BCE [6.T3c]**

*Supporting Question: How did Ancient Egypt's rigid class structure affect its social and cultural development?*

1. Identify the locations of ancient Upper and Lower Egypt and ancient Nubia; and explain what the terms “Upper” and “Lower” mean in this context.
2. Describe the significance of the Nile River to ancient Egyptians.
3. Analyze the kinds of evidence that have been used by archaeologists and historians to draw conclusions about the social and economic characteristics of ancient Nubia (the Kingdom of Kush) and their relationship to the characteristics of ancient Egypt.
4. Analyze the role of the pharaoh as god/king, and describe how pharaohs were represented in painting and sculpture, the concept of dynasties, and significant acts of at least one pharaoh or queen (e.g., Khufu, Akhnaten, Ramses II, Nefertiti, Cleopatra).
5. Describe the relationships among social classes (e.g., the relationship of the pharaoh to priests, nobles, government officials, soldiers, scribes, artisans, farmers, and peasants, laborers, and slaves).
6. Describe the polytheistic religion of ancient Egypt with respect to beliefs about death, proper behavior, the afterlife, mummification, and the roles of deities.
7. Summarize important achievements of the Old, Middle, and New Kingdoms (e.g., the agricultural system; knowledge of mathematics, astronomy, the invention of a calendar; the invention of papyrus and hieroglyphic writing; the organization of monumental building projects such as the Pyramids and Sphinx at Giza; the centralization of government and military power).

### **d. Ancient Phoenicia, c. 1000–300 BCE [6.T3d]**

*Supporting Question: Why were traders and merchants important in ancient societies?*

1. On a map of the ancient Mediterranean world, locate Greece, Asia Minor, Crete, Phoenicia, the Aegean and the Red Sea.
2. Explain how the location of Phoenicia contributed to its domination of maritime trade in the Mediterranean from c. 1000-300 BCE.
3. Describe how the alphabetic Phoenician writing system differed from Mesopotamian cuneiform or Egyptian hieroglyphic writing; explain how Phoenician maritime traders contributed to the spread of the use of the alphabetic system, which eventually evolved into the Greek alphabet and then into letter symbols used in other languages.

### **e. Ancient Israel, Palestine, c. 2000 BCE–70 CE [6.T3e]**

*Supporting question: What were the consequences of the unification of tribes for ancient Israel?*

1. On a historical map of the Mediterranean, locate Asia Minor, Greece and Mesopotamia, the kingdoms of the Hittites and ancient Israel and Palestine and ancient Egypt.
2. Trace the migrations of the ancient Israelite tribes from Mesopotamia to the land called Canaan and explain the role of Abraham and Moses in Hebrew history.
3. Describe the history of ancient Israel and early Christianity:

- a. monotheistic religion (e.g., the belief in one God, the Ten Commandments, the emphasis on individual worth and personal responsibility, the belief that rulers and the ruled must adhere to the same moral obligations)
- b. the Hebrew Bible’s accounts of the history of early Israel: the unification of the tribes of Israel under Saul, David, and Solomon; the founding of Jerusalem as capital city by David (c. 1000 BCE), the building of the first temple by Solomon (c. 900-800 BCE), the destruction of the first temple (c. 400 BCE), the annexation of Judea by the Roman Empire and the Roman destruction of the second temple (c. 70 CE).
- c. the emergence of Christianity as a distinct religion, with roots in Judaism, but increasingly diverse followers throughout the Roman Empire and the relationship of early Christians to the officials of the Roman Empire.
- d. the central features of Christianity (e.g., the belief in a messiah who could redeem humans from sin, the concept of salvation, the belief in an Old and a new Testament in the Bible, the life and teachings of Jesus.).

## **f. The ancient Arabian Peninsula (7<sup>th</sup> century CE) [6.T3f]**

*Supporting question: Why is the belief in one God significant to Islam, Judaism, and Christianity?*

1. On a map of the Arabian Peninsula, identify the Red Sea and the cities of Mecca and Medina as the sites of the beginning of the Muslim religion.
2. Explain Islam’s historical relationship to Judaism and Christianity as monotheistic religions.
3. Describe the life and teachings of Muhammad (570-c. 632 CE) and the significance of the Qur’an as the primary source of Islamic belief.

*Clarification statement: This is intended as a brief introduction to the historical beginnings of one of the major world religions practiced today; in addition to learning about the beginnings of Judaism, Christianity, and Islam in grade 6, students will learn about Hinduism, Buddhism, Confucianism and Daoism in grade 7.*

## **g. Interactions among ancient societies in Western Asia, North Africa, and the Middle East [6.T3g]**

*Supporting Question: How did ideas spread across ancient societies in this region?*

1. Describe the impact of encounters through trade, cultural exchange, and conquest among the societies and empires in the region, in particular, exchanges on land routes of the Silk Roads linking Europe, the steppes of West Asia, East Asia, and Africa, and the goods, languages, and cultural motifs exchanged (e.g., gold, ivory from Africa, grain from Western Asia, produce, horses, livestock, wood, furs from the steppes, ceramics, silk, and other luxury goods from China).
2. Use information from primary and secondary sources to research contributions of **one** of the ancient Mesopotamian, Egyptian, Phoenician, Israelite, Islamic, and Eurasian societies to the modern world.



### Suggested Primary and Secondary Sources for Topic 3 in Appendix D

#### **Mesopotamia**

Excerpts from the [Epic of Gilgamesh](#) (c.2150–1400 BCE): article on Gilgamesh with maps, photographs, and link to 10-minute video animation. [Full text of the epic](#) illustrated with photographs of Assyrian sculpture.

Excerpts from [The Code of Hammurabi](#) (c. 1754 BCE): article with photograph of stele (stone sculpture) showing Hammurabi from the Louvre Museum. [Full text](#) of the Code. [Video interpretation of the stele with the Code of Hammurabi](#)

#### **Ancient Egypt**

Sculpture of [King Menkaura \(Mycerinus\) and Queen](#) (2490–2472 BCE), Museum of Fine Arts, Boston; see also the museum's tours of the collections of [Egyptian Art](#) and [Nubian Art](#)

[The Egyptian Hymn to the Nile](#) (c.2100 BCE)

Excerpts from [The Egyptian Book of the Dead, Negative Confessions](#) (c.1570–1069 BCE): text and article with illustrations. [Text alone](#) of the Negative Confessions

#### **Ancient Israel and Early Christianity**

[Exodus, Chapter 20, the Ten Commandments](#) (c.600 BCE, based on earlier oral tradition). [Background and analysis of the Ten Commandments.](#)

New Testament, Gospel [of Matthew, Chapters 5-7: Sermon on the Mount](#) (c. 80–110 CE)

#### **Islam**

[Selections from the Qu'ran, 1, 47](#) (609–632 CE)

## Topic 4. Sub-Saharan Africa [6.T4]

### **Modern countries in Sub-Saharan Africa**

Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cape Verde, Central African Republic, Chad, Comoros, Congo, Côte d'Ivoire, Democratic Republic of the Congo, Djibouti, Equatorial Guinea, Eritrea, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Madagascar, Malawi, Mali, Mauritania, Mauritius, Mayotte (Fr.), Mozambique, Namibia, Niger, Nigeria, Reunion (Fr.), Rwanda, Sao Tome and Principe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, South Sudan, Swaziland, Tanzania, Togo, Uganda, Zambia, Zimbabwe

### **Significant early Sub-Saharan African states and societies**

Ancient Ghana, ancient Mali, Songhai, the ancient Kingdom of Axum, the Swahili city-states

## a. Physical and political geography of Sub-Saharan Africa [6.T4a]

1. On a map of the world, locate the continent of Africa, the Atlantic Ocean, the Indian Ocean, and the Mediterranean Sea. On a map of Africa, locate the northern, eastern, western, central, and southern regions of Africa, the Sahara Desert, Mount Kilimanjaro, the Cape of Good Hope, the Great Rift Valley, Lake Victoria). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.

2. On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.
3. Explain how absolute and relative locations, major physical characteristics, climate (including drought and desertification), and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.

## **b. Selected Sub-Saharan African states and societies, c. 100–1000 CE [6.T4b]**

*Supporting Question: How did long-distance trade influence the development of early sub-Saharan African states and societies?*

1. Identify the location, sources of wealth, and importance of the Kingdom of Axum (c. 100-940 CE); explain the role it played in the adoption of Christianity in Ethiopia and the role east African societies played in the spread of Islam to South Asia,
2. Explain the pivotal role Swahili coastal societies along the Indian Ocean played in linking trade networks between interior Africa and maritime routes along the coasts of Central and South Asia, and connecting to China; identify key goods in this trade (e.g., gold, ivory, iron, people from Africa, and cloth, glass beads, and porcelain from Asia).
3. Identify the locations, sources of wealth and importance of West African cities and empires, including the city of Timbuktu (beginning c.5<sup>th</sup> century CE), and the empire of ancient Ghana (beginning c. 700 CE).
  - i. Clarification statement: *Students will study the later empires of ancient Mali and Songhai in World History I.*
4. Explain the pivotal role these societies played in the trans-Saharan trade, the spread of Islam, and trade with North Africa, Europe, West Asia in gold, ivory, and slaves and the contributions of these societies to the modern world.

## Topic 5. Central America, the Caribbean Islands, and South America [6.T5]

### Modern countries in Central America and the Caribbean Islands

Anguilla (U.K.), Antigua and Barbuda, Bahamas, Barbados, Belize, Bermuda (U.K.), British Virgin Islands (U.K.), Cayman Islands (U.K.), Costa Rica, Cuba, Dominica, Dominican Republic, El Salvador, Grenada, Guadeloupe (Fr.), Guatemala, Haiti, Honduras, Jamaica, Martinique (Fr.), Montserrat (U.K.), Netherlands Antilles (Saint Maarten, Saba, Saint Eustatius, Aruba, Bonaire, Curaçao), Nicaragua, Panama, Puerto Rico (U.S.), St. Kitts and Nevis, St. Lucia, St.-Pierre and Miquelon (Fr.), St. Vincent and the Grenadines, Trinidad and Tobago, Turks and Caicos Islands (U.K.), Virgin Islands (U.S.)

### Modern countries in South America

Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Falkland Islands (U.K. territory), French Guiana (Fr.), Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela

### Significant ancient societies and empires in Central and South America (Mesoamerica)

Maya, Teotihuacán, Olmec, Toltec, Zapotec, Chavín, Moche, Nazca

(Note that students will study the later Aztec and Inca empires in World History I)

## a. Physical and political geography and indigenous populations of Central America and the Caribbean Islands [6.T5a]

1. On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate Central America, the Caribbean Sea. On a map of the region, identify important physical features of the region (e.g. Gulf of Mexico, Yucatan Peninsula, the Panama Canal).
2. Demonstrate knowledge of political geography by locating the current countries and major cities of Central America and the Caribbean Islands on a political map; use knowledge of maps to complement information gained from text about a country or region.
3. Explain how absolute and relative locations, climate, major physical characteristics and natural resources influenced settlement, population size, and the economies of regions and countries in Central America and the Caribbean Islands.
4. Describe the culture and way of life of the indigenous populations of the region (e.g., Carib [Antilles and South America], Taino [Cuba, Trinidad, Jamaica, Hispaniola, Puerto Rico], Lenca [Honduras], Miskito [Nicaragua], Huatares and Chorotegas [Costa Rica], Lokono, also known as Arawak [Trinidad and Tobago]).

## b. Physical and political geography of South America [6.T5b]

1. On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate South America and the Atlantic and Pacific Oceans. On a map of South America, locate important physical features of the region (e.g. Isthmus of Panama, Andes Mountains, Cape Horn, Amazon River, and the southern, northern, eastern, and western regions of South America). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.

2. On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.
3. Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.

### **c. Major ancient societies in Central America and South America, c. 1400 BCE–1600 CE [6.T5c]**

*Supporting question: What are the most important contributions of ancient societies in the Americas to the modern world?*

1. Research and report on **one** of the major ancient societies that existed in Central America (Maya, Teotihuacán, and other civilizations such as the Olmec, Toltec, and Zapotec), or one of the major pre-Columbian Andean civilizations (Chavín, Moche, Nazca), their locations, and their cultural characteristics. (See Standard 7.)

**Suggested Primary and Secondary Sources in Appendix D:** *Images and text about Mayan architecture and culture c. 900 BCE to 1500 CE in [Tikal National Park](#), Guatemala*  
*Note: Teachers may choose other sites and use other similar resources.*

## Grade 7

# World Geography and Ancient Civilizations II



Grade 7 continues the sequence from grade 6, studying the development of ancient and classical civilizations and physical geography of Asia, Oceania, and Europe. Students study these topics by exploring guiding questions such as, “How did the concept of self-government develop?” and “Why do empires rise and fall?” Additional supporting questions appear under each topic. The questions are included to stimulate teachers’ and students’ own questions for discussion and research.

### Grade 7 History and Social Science Topics

- Topic 1. Central and South Asia
- Topic 2. East Asia
- Topic 3. Southeast Asia and Oceania
- Topic 4. Europe

### Literacy in History and Social Science

In studying these topics, students apply grades 6–8 [reading](#), [writing and speaking and listening skills](#), and learn vocabulary and concepts related to history and social science.

### Looking Back, Looking Ahead: Connections to History and Social Science in Grades 4, 6, and High School

**Fourth Graders** studied the physical and political geography and ancient civilizations of North America. **Sixth graders** focused on the geography, history, and ancient civilizations of Central and South America and the Caribbean Islands, the Middle East and Africa as **sixth graders**. Students in the **high school** will study **world history** from approximately 500 CE to the first decades of the 21<sup>st</sup> century.

### Standards for History and Social Science Practice, Pre-K–12\*

1. Demonstrate civic knowledge, skills, and dispositions.
2. Develop focused questions or problem statements and conduct inquiries.
3. Organize information and data from multiple primary and secondary sources.
4. Analyze the purpose and point of view of each source; distinguish opinion from fact.
5. Evaluate the credibility, accuracy, and relevance of each source.
6. Argue or explain conclusions, using valid reasoning and evidence.
7. Determine next steps and take informed action, as appropriate.

\* A statement on civic knowledge, skills, and dispositions adopted by the Massachusetts Board of Elementary and Secondary Education in 2016 is included in the larger explanation of the practices, at the [beginning of the Standards](#) section.

## Grade 7 Content Standards

Building on knowledge from previous years, in particular, Topic I from grade 6, students should be able to:

### Topic 1. Central and South Asia [7.T1]

#### Modern countries in Central and South Asia

Afghanistan, Bangladesh, Bhutan, India, Kazakhstan, Kyrgyzstan, Nepal, Pakistan, Tajikistan, Turkmenistan, Uzbekistan

#### Significant ancient societies, empires, religions, and cultures in Central and South Asia

Indus Valley civilization, the Gandharan Kingdom, Kushan Empire, Mauryan Empire, Gupta Empire, the empire of Alexander the Great, the Persian Empire, contacts with the Roman Empire and Chinese Empire, cultures along the Silk Road, Hinduism, Buddhism, Islam, Zoroastrianism<sup>41</sup>

### a. Physical and political geography of Central and South Asia [7.T1a]

1. On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate Central and South Asia. On a topographic map of Central and South Asia locate important physical features of the region (e.g. the Indian Ocean, the Arabian Sea, the Bay of Bengal, the Ganges River, the Indo-Gangetic Plain, the Northern Mountains, the Khyber Pass, the Deccan Plateau, the Himalayan Mountains, and the Steppes). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.
2. On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.
3. Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.

### b. Early Indian and Central Asian civilizations, religions, and cultures [7.T1b]

*Supporting question: What was the most significant contribution of early societies in India and Central Asia to mathematics, science, the arts, and technology in the modern world?*

1. Explain the ways in which early Indian and Central Asian societies interacted with East African, Western Asian, and European societies (e.g., by conquest, trade, colonization, diffusion of religion, language, and culture).

<sup>41</sup> Note that the beginnings of Islam on the Arabian Peninsula are addressed in grade 6. Its further development and influence are addressed in the World History I and II standards.

2. Describe important economic, political, and religious developments in Indian and Central Asian history and evaluate the ways in which they conform to or differ from developments in societies in other regions of the world.
  - a. the origins of Indian society in the Indus Valley, c. 3000–1300 BCE
  - b. the evolution and central principles of Hinduism
  - c. the teachings of Gautama Buddha in India in the 6<sup>th</sup> to 4<sup>th</sup> centuries BCE
  - d. the Mauryan Empire in the 4<sup>th</sup> to 2<sup>nd</sup> centuries BCE and the role of the Emperor Ashoka adopting Buddhism’s moral teachings and the philosophy of non-violence and supporting Buddhist missionaries in North Africa, Central and Southeast Asia, and Mediterranean Europe; the Gupta Empire in the 3<sup>rd</sup> to 6<sup>th</sup> centuries CE, sometimes referred to as the “Golden Age of India,” and its Sanskrit classic literature and art
  - e. the development of the caste system in India
  - f. achievements in art, architecture, technology, astronomy, and mathematics
  - g. the role topography and geography played in making trade along the several routes of the Silk Road viable and lucrative; connections through trade routes to Africa, Europe, and China

**Suggested Primary Sources for Topic 1 in Appendix D**

*Hinduism, The Vedas-excerpts from [The Vedas: The Rig Veda](#) (c.1500–500 BCE) Article and excerpts. [Text alone](#).*

*Buddhism, [the Four Noble Truths](#) (c. 500 BCE)*

## Topic 2. East Asia [7.T2]

### Modern countries in East Asia

China, Japan, Mongolia, North Korea, South Korea, Taiwan

### Significant ancient societies, religions, and cultures in East Asia

Dynasties in ancient China, ancient Japan, ancient Korea, the Mongolian Empire, Confucianism, Taoism, Buddhism, Shintoism

### a. Physical and political geography of East Asia [7.T2a]

1. On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate East Asia. Locate important physical features (e.g. the Huang He [Yellow] River and Chang Jiang [Yangtze] Rivers, and the Himalayan Mountains) and other characteristics of the region. Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.
2. On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.

3. Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.

## **b. Early East Asian societies, religions, and cultures**

### **Ancient China, c. 1600 BCE–500 CE [7.T2b]**

*Supporting Question: To what degree have Chinese societies over time been shaped by geography?*

1. Describe the topography and climate of eastern Asia, including the importance of mountain ranges and deserts, and explain how geography influenced the development of Chinese complex societies.
2. Describe important economic, political, and religious developments in early Chinese history and evaluate the ways in which they are similar to or different from the characteristics of societies in other regions of the world.
  - a. the continuity of rule and encouragement of learning in the Shang and Zhou dynasties (c. 1600–256 BCE)
  - b. the teachings of Confucius (551–479 BCE), including writings on ethics and good government, codes of proper conduct, and relationships between parent and child, friend and friend, husband and wife, and subject and ruler and the philosophy/religion of Taoism, emphasizing harmony of humanity and nature
  - c. the First Emperor’s unification of China in the short Qin Dynasty (221–206 BCE) by subduing warring factions, seizing land, centralizing government, imposing strict rules, and creating, with the use of slave labor, large state building projects for irrigation, transportation, and defense (e.g., the Great Wall) and his own tomb with life-size terracotta warriors
  - d. the Chinese ideographic writing system (characters, which are symbols for concepts/ideas) and how it differs from an alphabetic writing system
  - e. important technologies of China such as bronze casting, silk and gunpowder manufacture.
  - f. China’s role in trade across Asia and to and from Africa and Europe along the Silk Roads and the introduction of Buddhism in China starting c. 1<sup>st</sup> century CE.

### **c. Ancient Japan and Korea, c.300 BCE–1300 CE [7.T2c]**

*Supporting Question: How has Korea served as both a cultural bridge and a battleground between China and Japan?*

1. Trace the spread of Buddhism from India in the 4<sup>th</sup> century BCE to China, Korea, and Japan, and its development in Japan from the 6<sup>th</sup> through the 13<sup>th</sup> century CE; explain significant cultural contributions of ancient Japan (e.g., Buddhist philosophy, art, calligraphy, and temple and landscape architecture).
2. Describe the impact of encounters, such as through trade, religion, and conquest, among the ancient civilizations of China, Japan, and Korea.



## Suggested Primary and Secondary Sources for Topic 2 in Appendix D

Excerpts from Confucius, *The Analects* (c. 500 BCE)  
*The Longmen Caves, Loyang* (c. 5<sup>th</sup> to 8<sup>th</sup> centuries CE)  
 Martin Amster and Lier Chen, *Buddhist Art Styles and Cultural Exchange along the Silk Road* (2004)

## Topic 3. Southeast Asia and Oceania [7.T3]

### Modern countries in Southeast Asia and Oceania

Australia, Brunei, Cambodia, Guam (U.S.), Indonesia, Laos, Malaysia, Maldives, Myanmar, New Zealand, Northern Mariana Islands (U.S.), Palau, Philippines, Singapore, Sri Lanka, Thailand, Vietnam

### Significant ancient religions, societies, and cultures in Southeast Asia and Oceania

Hinduism, Buddhism, the ancient Khmer culture in Southeast Asia, Aborigine and Maori cultures in Oceania

### a. Physical and political geography of Southeast Asia and Oceania [7.T3a]

1. On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate the Indian Ocean, Australia, New Zealand, Antarctica, the major Pacific Islands, the Pacific Ocean, and the Coral Sea. Locate important physical features (e.g. the Bay of Bengal, the South China Sea, the Great Victoria Desert, and the Great Barrier Reef) and characteristics of the region. Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.
2. On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.
3. Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.

### b. First People of Australia and New Zealand [7.T3b]

*Supporting Question: To what degree did geography influence the culture and economy of Maori and Aboriginal societies?*

1. Identify and describe the major social features of the indigenous peoples in Australia (the Aborigines) and New Zealand (the Maoris). Describe archaeological evidence, such as rock paintings, from the region and explain what it indicates about early Aboriginal and Maori cultures.

## Topic 4. Europe [7.T4]

### Modern countries in Europe

Albania, Andorra, Armenia, Austria, Azerbaijan, Belarus, Belgium, Bosnia-Herzegovina, Bulgaria, Channel Islands (U.K.), Croatia, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Gibraltar (U.K.), Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Macedonia, Malta, Moldova, Monaco, Montenegro, Netherlands, Norway, Poland, Portugal, Romania, Russia, San Marino, Slovakia, Slovenia, Spain, Sweden, Switzerland, Ukraine, United Kingdom, Vatican City

**Significant ancient societies, religions, and cultures in Europe** Paleolithic societies in Spain and France, Celtic societies in northern Europe, Neolithic to Bronze Age sites in Eastern Europe; Minoan and Mycenaean societies in Greece, ancient Athens and Sparta, Etruscan society in Italy, the Roman Republic and the Roman Empire in Europe, the Islamic Empire on the Iberian Peninsula<sup>42</sup>

### a. Physical and political geography of Europe [7.T4a]

1. On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate Europe. Locate important physical features (e.g. the Atlantic Ocean, Arctic Ocean, Norwegian Sea, and Barents Sea; Lake Baikal, the Volga, Danube, Ural, Rhine, Elbe, Seine, Po, and Thames Rivers; the Alps, Pyrenees, and Balkan Mountains). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.
2. On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.
3. Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.
4. Identify what time zones are, when and how the precise measurement of longitude was scientifically and historically determined, the function and location of the International Date Line, and the function of the Royal Observatory in Greenwich, England, and give examples of differences in time in countries in different parts of the world.

*For example, note that Russia has 11 time zones.*

### b. Ancient and Classical Greece, c. 1200–300 BCE [7.T4b]

*Supporting Question: How does the democracy of Athens compare to the democracies of today?*

1. On a historical map of the Mediterranean area, locate Greece and trace the extent of its influence from c. 1200 to 300 BCE.
2. Explain how the geographical location of ancient Athens and other city-states such as Corinth

<sup>42</sup> Note that the Byzantine Empire is addressed in High School World History I.

and Sparta contributed to their role in maritime trade, colonies in the Mediterranean, and the expansion of their cultural influence.

3. Explain the democratic political concepts developed in ancient Greece.
  - a. the “polis” or city-state
  - b. civic participation and voting rights
  - c. legislative bodies
  - d. constitution writing
  - e. rule of law
4. Compare and contrast life in Athens and Sparta, including the status and role of women and enslaved people in the two city-states.
5. Analyze the causes, and consequences of the Persian Wars between Greek city-states and the Persian Empire (490–480 BCE), the Peloponnesian Wars between Athens and Sparta (431–404 BCE), and the conquests of Alexander the Great in Asia (c.336–331BCE).
6. Give examples of Greek gods and goddesses, heroes, and events; explain the persistence of terms from Greek and Roman mythology in modern English and other European languages (e.g., *Pandora’s box*, *a Herculean task*, *the wrath of Achilles*, *Amazon*, *Olympics*, *marathon*, *narcissism*).
7. Identify the major accomplishments of the ancient Greeks by researching and reporting on one of the following:
  - a. a scientist or mathematician (e.g., Thales, Pythagoras, Euclid, or Hippocrates)
  - b. a philosopher (e.g., Socrates, Plato, or Aristotle), historian (e.g., Herodotus or Thucydides), poet or dramatist (e.g., Homer, Aeschylus, Sophocles, Aristophanes, or Euripides)
  - c. architecture (e.g., the Parthenon, the Acropolis, and the Temple of Apollo)
  - d. writing (e.g., development of the first complete alphabet with symbols for consonants and vowels)
  - e. art (e.g., the development of ideals of beauty and proportions in the human body in sculpture or the depiction of myths and heroes in vase painting)

### **c. Ancient and Classical Rome, the Roman Republic, and the Roman Empire, c. 500 BCE–500 CE [7.T4c]**

*Supporting Questions: What was the influence and legacy of the Roman Empire on the conquered peoples in the territory it controlled?*

1. Locate Rome on a map, trace the expansion of the Roman Empire to 500 CE and explain how Rome’s location contributed to its political power in the Mediterranean and beyond.
2. Describe the rise of the Roman Republic, its government, including separation of powers, rule of law, representative government, and the notion of civic duty.
3. Describe the influence of Julius Caesar and Augustus in Rome’s transition from a republic to an empire and explain the reasons for the growth and long life of the Roman Empire.
  - a. Military organization, tactics, and conquests; and decentralized administration
  - b. the purpose and functions of taxes
  - c. the promotion of economic growth through the use of a standard currency, road construction, and the protection of trade routes and the benefits of a *Pax Romana*
4. Describe the characteristics of the system of classes and slavery under the Romans.

Clarification Statement: *Teachers may want to review relevant grade 6 standards to*

*clarify that lands and peoples of Palestine, Western Asia, Egypt, and other parts of North Africa, and Europe were part of the Roman Empire. Many slaves in the Roman Empire were captives from conquered countries.*

5. Explain how inner forces (e.g., the rise of autonomous military powers, political corruption, and economic and political instability) and external forces (shrinking trade, invasions from northern tribes) led to the disintegration of the Roman Empire.
6. Describe the contribution of the Romans to architecture, engineering, and technology (e.g., roads, bridges, arenas, baths, aqueducts, central heating, plumbing, and sanitation).
7. Explain the spread and influence of the Roman alphabet and the Latin language, and the role of Latin and Greek in scientific and academic vocabulary today.
8. Describe how scientific, philosophical, and aesthetic ideas diffused throughout Europe, Asia, and Africa as a result of trade, migration, conquest, and colonization.

**Suggested Primary Sources for Topic 4 in Appendix D:**

Greece

Greek Art: Sixteen examples of Aegean and Greek sculpture, vase painting, and objects from c.2300 BCE to 100 BCE, Museum of Fine Arts, Boston

Homer, The Iliad or The Odyssey (c. 800 BCE based on earlier oral tradition) Thucydides, History of the Peloponnesian War (431 BCE);

Plato, The Republic (360 BCE);

Aristotle, Politics (350 BCE)

Rome

Excerpts from Julius Caesar, War Commentaries (58–47 BCE)

Mosaic: Hunting Scene (Antioch, early 6th CE), Worcester Art Museum

## A Renewed Mission: Education for Civic Life in a Democracy

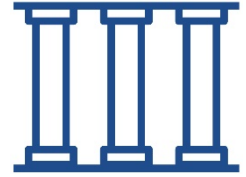
The primary purpose of a history and social science education is to prepare students to have the knowledge and skills to become thoughtful and active participants in a democratic society and a complex world. “Government of the people, by the people, for the people” is not just a historical phrase from Lincoln’s “Gettysburg Address,” but an ideal that must be renewed and reinvigorated by each succeeding generation. The future of democracy depends on our students’ development of knowledge, skills, and dispositions that will enable them to embrace democracy’s potential, while recognizing its challenges and inherent dilemmas.

People who are prepared to continue the legacy of democracy in the United States:

- Know the fundamental ideas central to the vision of the 18<sup>th</sup> century founders, the vision that holds us together as one people of many diverse origins and cultures.
- Understand the intellectual and political tensions and compromises in the Founders’ ideas and how successive generations in the United States have worked to resolve them.
- Know how democratic ideas have been turned into institutions and practices, and the history of the origins, growth, and struggles of democratic societies on earth, past and present.
- Understand what economic, social, cultural, religious, and international conditions have helped to shape democratic practices.
- Understand the purposes, principles, and practices of the United States government as established by the Constitution, which includes their rights and responsibilities, and how to exercise them in local, state, and national government.
- Understand that, in the United States, the Constitution has continued to be vibrant and relevant through amendments and decisions of the federal courts.
- Understand how individuals, groups, organizations, and governments have addressed obstacles to democratic principles by working within the structure set forth in the Constitution.
- Are knowledgeable about local, state, and national politics and policies, and understand the current condition of the world and how it got that way.
- Are prepared to discuss complex and controversial issues and ideas with people of different views, learning to speak with clarity and respectfulness.
- Develop and practice habits of civic engagement and participation in democratic government.

## Grade 8

# United States and Massachusetts Government and Civic Life



Students study the roots and foundations of U.S. democracy, how and why it has developed over time, and the role of individuals in maintaining a healthy democracy. They study these topics by exploring guiding questions such as, “How have concepts of liberty and justice affected the United States democratic system of government?” and “How can power be balanced in government?” Additional supporting questions appear under each topic. The questions are included to stimulate teachers’ and students’ own questions for discussion and research.

### Grade 8 History and Social Science Topics

- Topic 1. The philosophical foundations of the United States political system**
- Topic 2. The development of the United States government**
- Topic 3. The institutions of the United States government**
- Topic 4. Rights and responsibilities of citizens**
- Topic 5. The Constitution, Amendments, and Supreme Court decisions**
- Topic 6. The structure of Massachusetts state and local government**
- Topic 7. Freedom of the press and news/media literacy**

### Literacy in History and Social Science

In studying these topics, students apply grades 6–8 [reading](#), [writing and speaking and listening skills](#), and learn vocabulary and concepts related to history and social science.

### Looking Back, Looking Ahead: Connections to History and Social Science in Grades 5, 6, 7 and High School

**Fifth graders** studied the U.S from the American Revolution to the Civil War and were introduced to the 20<sup>th</sup> century Civil Rights Movement. **Sixth and seventh graders** learned world geography and history, including the origins of democratic government in ancient Greece and Rome. **High school students** will study both United States History and World History to the present.

### Standards for History and Social Science Practice, Pre-K–12\*

1. Demonstrate civic knowledge, skills, and dispositions.
2. Develop focused questions or problem statements and conduct inquiries.
3. Organize information and data from multiple primary and secondary sources.
4. Analyze the purpose and point of view of each source; distinguish opinion from fact.
5. Evaluate the credibility, accuracy, and relevance of each source.
6. Argue or explain conclusions, using valid reasoning and evidence.
7. Determine next steps and take informed action, as appropriate.

\* A statement on civic knowledge, skills, and dispositions adopted by the Massachusetts Board of Elementary and Secondary Education in 2016 is included in the larger explanation of the practices, at the [beginning of the Standards](#) section.

## Grade 8 Content Standards<sup>43</sup>

Building on knowledge from previous years, students should be able to:

### Topic 1. The philosophical foundations of the United States political system [8.T1]

Supporting Question: *What were the roots of the ideas that influenced the development of the United States political system?*

1. Explain why the Founders of the United States considered the government of ancient Athens to be the beginning of democracy and explain how the democratic political concepts developed in ancient Greece influenced modern democracy (e.g., *civic participation, voting rights, trial by jury, legislative bodies, constitution writing, rule of law*).
2. Describe the government of the Roman Republic and the aspects of republican principles that are evident in modern democratic governments (e.g., *separation of powers, rule of law, representative government, and the notion of civic duty/common good*).
3. Explain the influence of Enlightenment thinkers on the American Revolution and framework of the American government (e.g., John Locke, Charles de Montesquieu).
4. Explain how British ideas about and practices of government (e.g., *the Magna Carta, the concept of habeas corpus, the Mayflower Compact, self-government, town meetings, the importance of education and literacy, the House of Burgesses, colonial legislatures, the Albany Plan of Union*) influenced American colonists and the political institutions that developed in colonial America.
5. Analyze the evidence for arguments that the principles of government of the United States were influenced by the governments of Native Peoples (e.g. the Iroquois Confederacy).

#### Key Primary Source for Topic 1 in Appendix D

[Mayflower Compact \(1620\)](#)

#### Suggested Primary Sources for Topic 1 in Appendix D

[Magna Carta \(1215\)](#)

[The Iroquois Confederacy Constitution](#), *The Great Binding Laws (circa 1451, passed orally, but written down in 1700s)*

[Benjamin Franklin on the Iroquois League in a Letter to James Parker \(1751\)](#)

### Topic 2. The development of the United States government [8.T2]

Supporting Question: *How did the framers of the Constitution attempt to address issues of power and freedom in the design of the new political system?*

1. Apply knowledge of the history of the American Revolutionary period to determine the experiences and events that led the colonists to declare independence; explain the key ideas about *equality, representative government, limited government, rule of law, natural rights,*

<sup>43</sup> See Appendix D for annotations of primary sources and links to key and suggested primary sources for United States History and Civics



- common good*, and the *purpose of government* in the Declaration of Independence.
- Analyze the weaknesses of the national government under the Articles of Confederation; and describe the crucial events (e.g., Shays' Rebellion) leading to the Constitutional Convention.
  - Identify the various leaders of the Constitutional Convention and analyze the major issues (e.g., *distribution of political power, rights of individuals, representation and rights of states, slavery*) they debated and how the issues were resolved.
  - Compare and contrast key ideas debated between the Federalists and Anti-Federalists over ratification of the Constitution (e.g., *federalism, factions, checks and balances, independent judiciary, republicanism, limited government*).<sup>44</sup>

Note: Important topics of individual Federalist Papers: *Federalist 10-factions; Federalist 9-strong union; Federalist 39-republican government; Federalist 51-three branches of government independent of each other to ensure liberty; Federalist 78 -importance of an independent judicial branch and judicial review.*

- Summarize the Preamble and each article in the Constitution, and the rights enumerated in the Bill of Rights; explain the reasons for the addition of the Bill of Rights to the Constitution in 1791.

#### Key Primary Sources for Topic 2 in Appendix D

[\*The Declaration of Independence\* \(1776\)](#)

excerpts from [\*The Federalist, Number 10\* \(1787\)](#)

[\*The Constitution of the United States\* \(1787\)](#)

[\*The United States Bill of Rights\* \(1791\)](#)

#### Suggested Primary Sources for Topic 2 in Appendix D

[\*Selected Federalist Papers\*, such as numbers 1, 9, 39, 51, and 78 \(1787–1788\)](#)

[\*Selected responses by Anti-Federalists \(1787–1789\)\*](#) [\*The Federal Farmer\* \(Richard Henry Lee\)](#) and [\*Centinel\*](#)

## Topic 3. The institutions of United States government [8.T3]

*Supporting Question: How do the institutions of the U.S. political system work?*

- Distinguish the three branches of government (separation of powers):
  - Congress as the legislative branch
  - the Presidency and the executive agencies as the executive branch and
  - the Supreme Court and other federal inferior courts as the judicial branch
- Examine the interrelationship of the three branches (the checks and balance system).
  - Congress: enumerated powers, general powers, limits on power, checks on other two branches; roles of political parties in the organization of Congress; roles within the legislative branch, such as the Speaker of the House, the President of the Senate, minority party leaders; the system for accomplishing legislation, including committees, hearings and legislative procedures

<sup>44</sup> Students may need help in reading these documents closely because the 18<sup>th</sup>-century language and sentence structure is complex and unfamiliar.

- the Presidency: roles, powers and limits, checks on other two branches, role of the Cabinet, such as the Vice President, Attorney General and Secretaries of State, Defense, Health and Human Services, Homeland Security; executive departments and agencies (such as the Department of Education, the Federal Bureau of Investigation, or the Food and Drug Administration), and branches of the military
  - the Supreme Court: role and powers, checks on other two branches, lower courts
3. Describe the respective roles of each of the branches of government.
  4. Explain the process of elections in the legislative and executive branches and the process of nomination/confirmation of individuals in the judicial and executive branches.
    - Elections: running for legislative office (U.S. Representative – unlimited two-year terms, U.S. Senator – unlimited six-year terms), or executive office (President – two four-year terms and Vice President – unlimited four-year terms) and the function of the Electoral College in Presidential elections
    - Nomination by the President and confirmation by Congress: Supreme Court Justices and Secretaries/agency heads in the executive branch)
  5. Describe the role of political parties in elections at the state and national levels.

#### **Topic 4. Rights and responsibilities of citizens [8.T4]**

*Supporting Question: What is the role of the individual in maintaining a healthy democracy?*

1. Explain the different ways one becomes a citizen of the United States.
2. Describe the rights and responsibilities of citizens (e.g., voting, serving as a juror, paying taxes, serving in the military, running for and holding elected office) as compared to non-citizens.
3. Distinguish among civic, political, and private life.
4. Define and provide examples of fundamental principles and values of American political and civic life (e.g., *liberty, the common good, justice, equality, tolerance, law and order, due process, rights of individuals, diversity, civic unity, patriotism, constitutionalism, popular sovereignty, and representative democracy*).
5. Describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups.
6. Evaluate information related to elections (e.g., policy positions and debates among candidates, campaign financing, campaign advertising, influence of news media and social media, and data relating to voter turnout in elections).
7. Apply knowledge of the meaning of leadership and the qualities of good leaders to evaluate political leaders at the community, the state and national levels.
8. Explain the importance of individuals working cooperatively with their elected leaders.
9. Explain the importance of public service, and identify career and other opportunities in public service at the local, state, and national levels.
10. Analyze issues involving liberty in conflict with equality or authority, individual rights in conflict with the common good, or majority rule in conflict with minority rights.
11. Examine the varied understandings of the role of elected representatives and discuss those who have demonstrated political courage or those whose actions have failed to live up to the ideals

of the Constitution.

12. Examine the role of political protest in a democracy.
13. Examine the influence of public and private interest groups in a democracy, including policy research organizations (e.g. Pew Research Center, Brookings Institute, Heritage Foundation) in shaping debate about public policy.

## Topic 5. The Constitution, Amendments, and Supreme Court decisions<sup>45</sup> [8.T5]

Supporting Question: *How has the content and interpretation of the Constitution evolved over time?*

1. Explain why the “necessary and proper” clause<sup>46</sup> and why it is often referred to as the “elastic clause.”
2. Explain the historical context and significance of changes in the Constitution, including key amendments. Examples of amendments include the:
  - a. 14<sup>th</sup> Amendment (1868): citizenship rights, equal protection of laws
  - b. 19<sup>th</sup> Amendment (1920): women’s right to vote in federal and state elections
  - c. 26<sup>th</sup> Amendment (1971): lowering the voting age from 21 to 18 in federal elections
3. Analyze the Constitutional issues that caused the Civil War and led to the eventual expansion of the power of the Federal government and individual civil rights.
4. Explain the historical context and significance of laws enacted by Congress that have expanded the civil rights and equal protection for race, gender, disability (e.g., the 1964 Civil Rights Act, 1965 Voting Rights Act, 1990 Americans with Disabilities Act, 1990 Individuals with Disabilities Education Act), and explain how the evolving understanding of human rights has affected the movement for civil rights for all.
5. Explain the principle of judicial review established in *Marbury v. Madison* (1803) and explain how cases come before the Supreme Court, how cases are argued, and how the Court issues decisions and dissents.
6. Research, analyze, and report orally or in writing on **one area (a, b, or c, below)** in which Supreme Court decisions have made significant changes over time in citizens’ lives.
  - a. Interpretations of freedoms of religion, assembly, press, petition, and speech under the First Amendment; for example,
 

*Tinker v. Des Moines Independent Community School District* (1969)  
The Court held, 7-2, that students’ right to protest is protected in schools.

<sup>45</sup> Useful resources for this section include [Landmark Cases of the Supreme Court](#) (Street Law, Inc., and the Supreme Court Historical Society), the [Official Website of the Supreme Court](#), [The Supreme Court for Educators](#) (Public Broadcasting System/WNET), [Qyez](#) (Cornell’s Legal Information Institute, LII), Chicago-Kent College of Law and Justia.com), the [Bill of Rights Institute](#), and the [National Constitution Center](#). See additional resources in the Supplement to the History and Social Science Curriculum Framework, under Civics.

<sup>46</sup> Under Article I, Section 8, Congress has the power “to make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers vested by this Constitution in the Government of the United States, or any Department or Officer thereof.”

*Bethel School District v. Fraser* (1986)

The Court held, 7-2, that students' right to use vulgar language is not protected in schools.

*Hazelwood School District v. Kuhlmeier* (1988)

The Court ruled, 5-3, that students' right to school-sponsored student speech in a school newspaper may be restricted with educational justification.

*Citizens United vs. Federal Election Commission* (2010)

The Court ruled, 5-4, that contributions by corporations and organizations such as unions to political campaigns are protected as free speech.

- b. Interpretations of the due process clause and the equal protection clause of the 14th Amendment, for example,

*Dred Scott v. Sandford* (1857)

The Court dismissed the case brought by Dred Scott, an African American, to obtain his freedom from slavery, 7-2, on the grounds that African Americans were not citizens, that the Congress could not ban slavery in federal territories, and that the due process clause prohibited the government from freeing slaves brought into territories.

*Plessy v. Ferguson* (1896)

The Court upheld, 7-1, the ruling that racial segregation was constitutional under the "separate but equal" doctrine.

*Brown v. Board of Education of Topeka* (1954)<sup>47</sup>

The Court unanimously overturned the "separate but equal" doctrine, ruling that state laws establishing separate schools for white and black students were unconstitutional.

*Mapp v. Ohio* (1961)

The Court, redefined, 6-3, the implementation of the exclusionary rule (evidence collected in violation of an individual's Fourth Amendment rights is inadmissible for a criminal prosecution in a court of law) to apply to states.

*Loving v. Virginia* (1967)

The Court unanimously recognized the right to interracial marriage and declared race-based restrictions on marriage unconstitutional.

*Romer v. Evans* (1996)

---

<sup>47</sup> *Mendez v. Westminster School District of Orange County, California* (1946) is regarded as a precedent for the *Brown* challenge to "separate but equal" schools. In this California class action suit, Mexican Americans sued to dismantle California's system of schools segregated on the basis of national origin. See [Mendez v. Westminster: Desegregating California's Schools](#), a video interview with Sylvia Mendez, historians, and legal scholars.

The Court determined, 6-3, that the Equal Protection Clause prevents states from denying civil rights protections to sexual minorities, including lesbian, gay, and bisexual people.

*Obergefell v. Hodges* (2015)

The Court held, 5-4, that same sex marriage is protected under the 14th Amendment.

- c. Interpretations in cases where individual rights and perceived community or national interests were in conflict, for example,

#### **The United States Flag and the Pledge of Allegiance**

*Minersville School District v. Gobitis* (1940)

The Court held, 8-1, that the state's interest in national unity allowed school boards to require students to salute the flag.

*West Virginia State Board of Education v. Barnette* (1943)

Court held, 6-3, that students are protected from having to salute the flag or recite the Pledge of Allegiance through the free exercise clause of the First Amendment.

*Texas v. Johnson* (1989)

The Court held, 5-4, that an individual has a right to burn the flag under the First Amendment free expression clause.

#### **School Prayer**

*Engel v. Vitale* (1962)

The Court held, 6-2, that requiring school prayer in public schools was a violation of the First Amendment establishment clause.

#### **National Security**

*Korematsu v. United States* (1944)

The Court held, 6-3, that a government order during World War II sending Japanese-Americans to internment camps, rather than allowing them to remain in their homes, was constitutional.

*Clapper v. Amnesty International* (2012)

The Court, 5-4, dismissed a challenge to the government's power to conduct surveillance on international phone calls and emails under the Foreign Intelligence Surveillance Courts.

#### **Gun Control**

*District of Columbia v. Heller* (2008)

The Court, 5-4, upheld the right of individuals to own guns under the Second Amendment and found the District of Columbia's ban on owning handguns to be unconstitutional.

## Topic 6. The structure of Massachusetts state and local government<sup>48</sup> [8.T6]

*Supporting Question: What is the role of state and local government in the U.S. political system?*

1. Compare and contrast the functions of state government and national government.
2. Describe provisions of the United States Constitution and the Massachusetts Constitution that define and distribute powers and authority of the federal or state government.
3. Distinguish among the enumerated and implied powers in the United States Constitution and the Massachusetts Constitution.
4. Compare core documents associated with the protection of individual rights, including the Bill of Rights, the 14th Amendment to the United States Constitution, and Article I of the Massachusetts Constitution.
5. Explain why the Tenth Amendment to the United States Constitution is important to state government and identify the powers granted to states by the Tenth Amendment and the limits to state government outlined in it.
6. Identify additional protections provided by the Massachusetts Constitution that are not provided by the U.S. Constitution.
7. Contrast the responsibilities of government at the federal, state, and local levels (e.g., protection of individual rights and the provision of services such as law enforcement, welfare payments, and the building and funding of schools).
8. Explain the leadership structure of the government of the Commonwealth of Massachusetts and the function of each branch
  - a. the executive branch (governor and agencies)
  - b. the legislative branch (state representatives and state senators)
  - c. courts of law (Supreme Judicial Court, lower court system)
9. Give examples of tax-supported facilities and services provided by the Massachusetts state government and by local governments.
10. Explain the major components of local government in Massachusetts, including the roles and functions of mayors, city councils, and school committees in cities; town managers, select boards, representative and open town meetings and school committees, in towns, and courts and sheriff's departments in counties.

**Key Primary Source in Appendix D:** [The Massachusetts Constitution \(1780\)](#)

---

<sup>48</sup> Useful websites for the study of state and local government include [Commonwealth of Massachusetts: Your Government](#), the [Massachusetts Municipal Association](#), and individual city or town websites.

## Topic 7: Freedom of the Press and News/Media Literacy<sup>49</sup> [8.T7]

*Supporting Question: How does a free press support a democratic government?*

1. Explain why freedom of the press was included as a right in the First Amendment to the United States Constitution and in Article 16 of the Massachusetts Constitution; explain that freedom of the press means the right to express and publish views on politics and other topics without government sponsorship, oversight, control, or censorship.
2. Give examples of how a free press can provide competing information and views about government and politics.
3. Explain the different functions of news articles, editorials, editorial cartoons, and “op-ed” commentaries.
4. Evaluate the benefits and challenges of digital news and social media to a democratic society.
5. Explain methods for evaluating information and opinion in print and online media (e.g., determining the credibility of news articles; analyzing the messages of editorials and op-ed commentaries; assessing the validity of claims and sufficiency of evidence).<sup>50</sup>
6. Analyze the point of view and evaluate the claims of an editorial, editorial cartoon, or op-ed commentary on a public policy issue at the local, state, or national level (e.g., a mayoral or school committee decision, an action by a state legislature or Governor, a vote in Congress or an action by the President).

---

<sup>49</sup> For resources in teaching this topic, see websites under News and Media Literacy in Section I of the Supplement, *Resources for History and Social Science*.

<sup>50</sup> For implementing standards 51 and 52, see the Reading Standards for Literacy in History and Social Science for grades 6-8



## History and Social Science and the Standards for Literacy

Because learning civics, geography, history, and economics is dependent on and contributes to strong literacy skills, the framework contains Literacy Standards for History and Social Science drawn from the [Massachusetts English Language Arts and Literacy Curriculum Framework](#) (2017). The History and Social Science Practice Standards and Content Standards were intentionally designed to be integrated with these Literacy Standards. Effective history and social science instruction unites significant content with strong literacy practices. While reading in history and social science will usually focus on high quality informational texts, teachers may also use literary texts to reinforce concepts in the Content Standards. Suggestions for selecting authors and texts can be found in the companion document *Resources for History and Social Science* and [Massachusetts English Language Arts and Literacy Curriculum Framework](#) (2017).

### Grades 6–8 Reading Standards for Literacy in the Content Areas: History and Social Science [RCA-H]

#### Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.)
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

#### Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
5. Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

#### Integration of Knowledge and Ideas

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

#### Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

## Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]

### Text Types and Purposes

1. Write arguments focused on *discipline-specific content*.
  - a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims/critiques, and organize the reasons and evidence logically in paragraphs and sections.
  - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
  - c. Use words, phrases, and clauses with precision to create cohesion and clarify the relationships among claim(s), counterclaims/critiques, reasons, and evidence.
  - d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
  - e. Provide a concluding statement or section that follows from and supports the argument presented.
4. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
  - a. Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
3. (See note; not applicable as a separate requirement.)<sup>51</sup>

### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

---

<sup>51</sup> Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.

6. Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

#### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)

#### Range of Writing

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

## Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]

### Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *discipline-specific topics, texts, and issues*, building on others' ideas and expressing their own clearly.
  - a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.)
  - b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
  - d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

#### **Presentation of Knowledge and Ideas**

4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation.
5. Integrate multimedia components and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

# Introduction to the High School Grades

## Flexible Options for Teaching History and Social Science

At the high school level, students should have the opportunity to take at least four courses in United States history, world history, and the social sciences, the standards require interpretation and synthesis of complex ideas about individuals, groups, events, and institutions.

### United States History

The Standards for United States History in high school have been designed assuming that middle school students have completed a civics course in grade 8. United States History I focuses on the period from 1763 to the end of World War I. United States History II begins with standards on economics, to enable students to understand the collapse of markets and banking in 1929 and the Great Depression, and continues through to the early 21<sup>st</sup> century.

The purposes of the High School United States History standards are to:

- extend students' knowledge of United States history from the late 17<sup>th</sup> to early 21<sup>st</sup> centuries
- expand their capacity for historical, economic, and political reasoning
- strengthen their ability to develop research questions and conduct inquiries by interpreting primary sources
- establish foundational knowledge about significant recurring questions in United States history in preparation for citizenship, college, and careers

The *Framework* organizes the Content Standards for United States History into two courses. The standards are arranged chronologically.

- United States History I builds on Grade 8 Civics and extends to the early 20<sup>th</sup> century
- United States History II builds on the previous year and extends to the present

The topics within this two-year sequence are designed to encourage students to understand how people of diverse backgrounds have built this country, how sectional issues have resulted in bitter conflicts, the ideas that have united the country, how the United States became a world power, and how citizens have fought to expand civil rights and defend democratic processes at home and in other parts of the world.

It is important for high school instruction in United States History to address the Content Standards. Teachers may, for example, choose to use an overview chronological survey, a thematic approach, or use case studies for deep inquiry into particular periods or topics. They may combine standards from U. S. history and World History in order to examine the United States in a global context or use the standards as a springboard for investigating current national events and connecting them to past events. They may choose to design courses that also integrate language arts, the arts, and history and social

science, selecting examples of literature, music, dance, and visual art that correspond to periods in United States history.<sup>52</sup>

## World History

The Standards for World History in high school were designed assuming that students have had an introduction to world geography and ancient and classical societies to c. 600 CE in grades 6 and 7, and that they have studied United States History as part of their high school experience. World History I focuses on the period from c. 600 to 1800 CE and World History II from c. 1800 CE to the present.

The purposes of the High School World History standards are to: extend students' knowledge of the achievements of world cultures and acquaint them with interactions among empires and nations such as immigration, war, conquest, colonization, alliances, trade, and cultural diffusion

- expand their capacity for historical, economic, political, and geographical reasoning
- strengthen their ability to develop research questions and conduct inquiries by interpreting primary sources
- establish foundational knowledge about modern world history and global interconnections in preparation for citizenship, college, and careers in an age of globalization

The *Framework* organizes the Content Standards for World History from approximately the 6<sup>th</sup> century CE to the present. It is important for high school instruction in World History to address the Content Standards. Instead of teaching all the standards as a survey course, teachers may use, for example, the standards as a starting point for a chronological or comparative study of regional history. They may combine standards from World and U.S. History in order to examine global interactions or use the World History and news/media literacy standards together to investigate current global events and connect them to past events. They may also emphasize cultural or scientific history or design courses that integrate language arts, the arts, and history and social science. In the interests of developing the skills of inquiry and critical analysis, described in the Standards for History and Social Science Practice, teachers and administrators should be strategic in selecting themes, regions, and historical periods that allow students to examine critical issues in depth.

Research should be a constant part of daily learning for high school students. Many of the standards offer a number of subtopics and ask that students research one of them using primary sources. They should engage in sustained, formal research projects that begin with a research question or problem and result in written, oral, or media presentations. Appendix B includes resources on inquiry and research; the news/media literacy standards provide additional guidance.

---

<sup>52</sup> See the [Massachusetts English Language Arts and Literacy Framework](#), Appendix B, A Literary Heritage, for lists of suggested authors. (see also <http://www.doe.mass.edu/frameworks/ela/2017-06.pdf>)

In order to build a coherent and rigorous curriculum, teachers and administrators of middle and high school history and social science should collaborate to make decisions about topic sequences, instructional materials, research projects, and assessments.

### **Electives (and additional Learning Standards)**

The *Framework* presents standards for two electives. **United States Government and Politics** is an advanced course that combines civics and political science. **Economics** is an introduction to economic concepts and theories. **Standards for Personal Financial Literacy** and **News/Media Literacy** are included and may be used as stand-alone courses or incorporated into courses in a variety of subjects. High schools may include other electives such as Advanced Placement or International Baccalaureate courses, or locally-developed courses in world religions, sociology, psychology, international issues, Constitutional law, human rights, or area studies of specific regions or countries.



## High School

### United States History 1



Students begin their study of United States history with a review of the origins and main events of the American Revolution, Constitutional principles, and events of the early Republic. They examine the causes and consequences of the Civil War, industrialization, immigration, Progressivism and the role of the United States in World War I. They explore guiding questions such as “*What are some examples of continuity and change in the first 150 years of United States history?*” Additional supporting questions appear under each topic. The questions are included to stimulate teachers’ and students’ own questions for discussion and research.

### United States History I Topics

**Topic 1. Origins of the Revolution and the Constitution**

**Topic 2. Democratization and expansion**

**Topic 3. Economic growth in the North, South, and West**

**Topic 4. Social, political, and religious change**

**Topic 5. The Civil War and Reconstruction**

**Topic 6. Rebuilding the United States: immigration and industry**

**Topic 7. Progressivism and World War I**

### Literacy in History and Social Science

In studying these topics, students apply grades 9–10 or 11–12 [reading, writing and speaking and listening skills](#), and learn vocabulary and concepts related to history and social science.

### Looking Back to Middle School, Connecting to other High School Courses

**Eighth graders** studied Civics. **US History I and II** focus on the United States, while **World History I and II** examine global connections. There are two high school electives, **United States Government and Politics** and **Economics** as well as standards for **personal financial literacy** and **news/media literacy** that may be taught as stand-alone courses or integrated into history and social science or other subjects.

### Standards for History and Social Science Practice, Pre-K–12\*

1. Demonstrate civic knowledge, skills, and dispositions.
2. Develop focused questions or problem statements and conduct inquiries.
3. Organize information and data from multiple primary and secondary sources.
4. Analyze the purpose and point of view of each source; distinguish opinion from fact.
5. Evaluate the credibility, accuracy, and relevance of each source.
6. Argue or explain conclusions, using valid reasoning and evidence.
7. Determine next steps and take informed action, as appropriate.

\* A statement on civic knowledge, skills, and dispositions adopted by the Massachusetts Board of Elementary and Secondary Education in 2016 is included in the larger explanation of the practices, at the [beginning of the Standards](#) section.

## United States History I Content Standards<sup>53</sup>

Building on knowledge from previous years, students should be able to:

### Topic 1. Origins of the Revolution and the Constitution [USI.T1]

*Supporting Question: How did events of the Revolutionary period inform the ideas in the Constitution?*

1. Analyze the economic, intellectual, and cultural forces that contributed to the American Revolution.
2. Explain the reasons for the French and Indian War (1754–1763), the North American component of the global Seven Years’ War between Great Britain and France (1756–1763), and analyze how the war affected colonists and Native Peoples.
3. Explain Britain’s policies in the North American colonies (e.g., the Proclamation of 1763, the Sugar Act, the Stamp Act, the Townsend Duties, the Tea Act, and the Intolerable Acts) and compare the perspectives of the British Parliament, British colonists, and Native Peoples in North America on these policies.
4. Describe Patriots’ responses to increased British taxation (e.g., the slogan, “no taxation without representation,” the actions of the Stamp Act Congress, the Sons of Liberty, the Boston Tea Party, the Suffolk Resolves) and the role of Massachusetts people (e.g., Samuel Adams, Crispus Attucks, John Hancock, James Otis, Paul Revere, John and Abigail Adams, Mercy Otis Warren, Judith Sargent Murray, Phillis Wheatley, Peter Salem, Prince Estabrook).
5. Explain the main argument of the Declaration of Independence, the rationale for seeking independence, and its key ideas on equality, liberty, natural rights, and the rule of law.
6. Describe the key battles of the Revolution (e.g., Lexington, Concord, Bunker Hill, Trenton, Saratoga, Yorktown); the winter encampment at Valley Forge; and key leaders and participants of the Continental Army.
7. Explain the reasons for the adoption of the Articles of Confederation in 1781 and evaluate the weaknesses of the Articles as a plan for government, the reasons for their failure and how events such as Shays’ Rebellion of 1786-1787 led to the Constitutional Convention.
8. Describe the Constitutional Convention, the roles of specific individuals (e.g. Benjamin Franklin, Alexander Hamilton, James Madison, George Washington, Roger Sherman, Edmund Randolph), and the conflicts and compromises (e.g., compromises over representation, slavery, the executive branch, and ratification).

*Clarification Statement: Students studied the debates between the Federalists and anti-Federalists in grade 8; these arguments may be briefly reviewed.*

#### **Key Primary Sources for Topic 1 in Appendix D:**

[\*An Act for the Better Ordering and Governing Negroes and Other Slaves in this Province \(1740\) \(Slave Codes of South Carolina\)\*](#)

[\*Letter from Abigail Adams to John Adams 31 March-5 April 1776\*](#)

[\*The Declaration of Independence \(1776\)\*](#)

<sup>53</sup> See Appendix D for annotations and links to key and suggested primary documents for United States History and Civics

[The Constitution of the United States](#) (1787)

[The Federalist, Number 10](#) (1787)

[The United States Bill of Rights](#) (1791)

**Suggested Primary Sources for Topic 2 in Appendix D:**

[The Case for Ending Slavery](#) (document collections 1620s-1865, Massachusetts Historical Society)

[The Suffolk Resolves](#) (1774)

[Virginia Declaration of Rights](#) (1776)

[The Northwest Ordinance](#) (1787)

[Selected Federalist Papers](#) Numbers 1, 9, 39, 51, 78

Selected responses by Anti-Federalists (1787–1789) writing under the names “[The Federal Farmer](#)” (Richard Henry Lee) and “[Centinel](#)” Pairings to contrast arguments: Federalist 1 and Anti-Federalist 1, Federalist 10 and Anti-Federalist 9, Federalist 51 and Anti-Federalist 46, Federalist 84 and Anti-Federalist 84

[William Apess, Eulogy on King Philip as Pronounced at the Odeon in Federal Street, Boston](#) (1836)

## Topic 2. Democratization and expansion [USI.T2]

*Supporting Question: How was the balance of Federal and state authority tested in the early Republic?*

1. Evaluate the major policies and political developments of the presidencies of George Washington, John Adams, and Thomas Jefferson, and their implications for the expansion of Federal power and foreign policy (e.g., the origins of the Federalist and Democratic-Republican parties in the conflicting ideas of Thomas Jefferson and Alexander Hamilton on topics such as foreign policy, the Alien and Sedition Acts, and the National Bank; the establishment of the concept of judicial review in *Marbury v. Madison*).
2. Evaluate the presidency of Andrew Jackson, including the spoils system, the National Bank veto, and the policy of Indian removal, and the Nullification Crisis.
3. Analyze the causes and long and short term consequences of America’s westward expansion from 1800 to 1854 (e.g., the Louisiana Purchase, the War of 1812, growing diplomatic assertiveness after the Monroe Doctrine of 1823; the concept of Manifest Destiny and pan-Indian resistance, the establishment of slave states and free states in the West, the acquisition of Texas and the Southwestern territories as a consequence of the Mexican-American War in 1846–48, the California Gold Rush, and the rapid rise of Chinese immigration in California).

**Key Primary Sources for Topic 2 in Appendix D**

[George Washington, Farewell Address](#) (1796)

[Tecumseh, Call for Pan-Indian Resistance](#) (1810)

**Suggested Primary Sources for Topic 2 in Appendix D**

Thomas Jefferson, [First Inaugural Address](#) (1801)

Excerpts from Alexis de Tocqueville, [Democracy in America](#), Volume I (1835) and Volume II (1839)

Norman Asing, [\*To His Excellency, Governor Bigler: We Are Not the Degraded Race You Would Make Us\*](#) (1852)

### Topic 3. Economic growth in the North, South, and West [USI.T3]

*Supporting Question: How were the North, South, and West interdependent in the antebellum period?*

1. Explain the importance of the Transportation Revolution of the 19<sup>th</sup> century (e.g., the introduction of steamboats, canals, roads, bridges, turnpikes, and railroad networks; the completion of the First Transcontinental Railroad and its stimulus to east/west trade, the growth of Midwestern towns and cities, and the strengthening of a market economy).
2. Analyze the effects of industrial growth throughout antebellum America, and in New England, the growth of the textile and machinery industries and maritime commerce.
  - a. the technological improvements and inventions that contributed to industrial growth and maritime commerce
  - b. the impact of the cotton gin on the economics of Southern agriculture and slavery and the connection between cotton production by slave labor in the South and the economic success of Northern textile industries
  - c. the causes and impact of the wave of immigration from Northern Europe to the United States in the 1840s and 1850s (e.g., the impact of the English occupation of Ireland, the Irish famine, and industrial development in the U.S.)
  - d. the rise of a business class of merchants and manufacturers
  - e. the role of women as the primary workforce in New England textile factories and female workers' activism in advocating for reform of working conditions
3. Describe the role of slavery in the economies of the industrialized North and the agricultural South, explain reasons for the rapid growth of slavery in southern states, the Caribbean islands, and South America after 1800, and analyze how banks, insurance companies, and other institutions profited directly or indirectly from the slave trade and slave labor.
4. Research primary sources such as antebellum newspapers, slave narratives, accounts of slave auctions, and the Fugitive Slave Act, to analyze **one** of the following aspects of slave life and resistance (e.g., the Stono Rebellion of 1739, the Haitian Revolution of 1791–1804, the rebellion of Denmark Vesey of 1822, the rebellion of Nat Turner in 1831; the role of the Underground Railroad; the development of ideas of racial superiority; the African American Colonization Society movement to deport and resettle freed African Americans in a colony in West Africa).

#### Key Primary Sources for Topic 3 in Appendix D

*Olaudah Equiano, [\*The Interesting Narrative of the Life of Olaudah Equiano\*](#) (1789)*

#### Suggested Primary Sources for Topic 3 in Appendix D

*David Walker, [\*Appeal, in Four Articles; Together with a Preamble, to the Coloured Citizens of the World, but in Particular, and Very Expressly, to Those of the United States\*](#)*

[of America, Written in Boston, State of Massachusetts, September 28, 1829](#) (1829)  
 Factory Tracts: [Factory Life as It Is](#) by an Operative, Lowell, Massachusetts (1845)

## Topic 4. Social, political, and religious change [USI.T4]

*Supporting Question: How did religious and ethical beliefs shape American reform movements?*

1. Describe important religious and social trends that shaped America in the 18<sup>th</sup> and 19<sup>th</sup> centuries (e.g., the First and Second Great Awakenings; the increase in the number of Protestant denominations; the concept of “Republican Motherhood;” hostility to Catholic immigration and the rise of the Native American Party, also known as the “Know-Nothing” Party).
2. Using primary sources, research the reform movements in the United States in the early to mid-19<sup>th</sup> century, concentrating on **one** of the following and considering its connections to other aspects of reform:
  - a. the Abolitionist movement, the reasons individual men and women (e.g., Frederick Douglass, Abbey Kelley Foster, William Lloyd Garrison Angelina and Sarah Grimké, Charles Lennox Remond, Harriet Beecher Stowe, Sojourner Truth, Harriet Tubman, David Walker, Theodore Weld) fought for their cause, and the responses of southern and northern white men and women to abolitionism.
  - b. the women’s rights and suffrage movements, their connections with abolitionism, and the expansion of women’s educational opportunities (e.g., Susan B. Anthony, Margaret Fuller, Lucretia Mott, Elizabeth Cady Stanton, the 1848 Seneca Falls Convention, Mary Lyon and the founding of Mt. Holyoke Female Seminary, later Mt. Holyoke College).
  - c. Horace Mann’s campaign for free compulsory public education, increased literacy rates, and the growth of newspaper and magazine publishing
  - d. the movement to provide supports for people with disabilities, such as the founding of schools for students with cognitive, hearing, or vision disabilities; and the establishment of asylums for people with mental illness
  - e. the Transcendentalist movement (e.g., the writings of Ralph Waldo Emerson, Henry David Thoreau and Margaret Fuller, and the concepts of materialism, liberty, appreciation of the natural world, self-reliance, abolitionism, and civil disobedience).

### Key Primary Source for Topic 4 in Appendix D

Elizabeth Cady Stanton, primary author: [The Declaration of Sentiments of the Seneca Falls Conference](#) (1848)

### Suggested Primary Sources for Topic 4 in Appendix D

Dorothea Dix, [“Memorial to the Massachusetts Legislature”](#) (1843)  
 Henry David Thoreau, [“Civil Disobedience”](#) (1849)

## Topic 5. The Civil War and Reconstruction: causes and consequences [USI.T5]

*Supporting Question: How did sectional differences over slavery in the North, South, Midwest, and West contribute to the Civil War?*

1. Describe how the expansion of the United States to the Midwest contributed to the growing importance of sectional politics in the early 19<sup>th</sup> century and significantly influenced the balance of power in the federal government.
2. Analyze critical policies and events leading to the Civil War and connections among them (e.g., 1820: the Missouri Compromise; 1831–2: the South Carolina Nullification Crisis 1840s: the Wilmot Proviso; the Mexican-American War; 1850s: the Compromise of 1850; the Kansas-Nebraska Act; the Supreme Court decision in *Dred Scott v. Sandford*; the Lincoln-Douglas debates; John Brown’s raid on Harper’s Ferry, the election of Abraham Lincoln).
3. Analyze Abraham Lincoln’s presidency (e.g., the effects on the South of the Union’s naval blockade of trade with other countries, the Emancipation Proclamation, his views on slavery and national unity, and the political obstacles he encountered).
4. Analyze the roles and policies of Civil War leaders Jefferson Davis, Robert E. Lee, and Ulysses S. Grant and evaluate the short- and long-term impact of important Civil War battles (e.g., the Massachusetts 54<sup>th</sup> Regiment at the Battle at Ft. Wagner, and the Battles of Bull Run, Shiloh, Fredericksburg, Antietam, Vicksburg, Gettysburg, and Appomattox).
5. Using primary sources such as diaries, reports in newspapers and periodicals, photographs, and cartoons/illustrations, document the roles of men and women who fought or served troops in the Civil War.
6. Analyze the consequences of the Civil War and Reconstruction (e.g., the physical and economic destruction of the South and the loss of life of both Southern and Northern troops; the increased role of the federal government; the impeachment of President Johnson; the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments; the expansion of the industrial capacity of the Northern U.S.; the role of the Freedmen’s Bureau and organizations such as the American League of Colored Laborers, the National Negro Labor Council, the Colored Farmers’ National Alliance and Cooperative Union; the accomplishments and failures of Radical Reconstruction; the presidential election of 1876; and the end of Reconstruction).
7. Analyze the long-term consequences of **one** aspect of the Jim Crow era (1870s–1960s) that limited educational and economic opportunities for African Americans (e.g., segregated public schools, white supremacist beliefs, the threat of violence from extra-legal groups such as the Ku Klux Klan, the 1896 Supreme Court decision in *Plessy v. Ferguson*, and the Court’s 1954 decision in *Brown v. the Board of Education of Topeka*).
8. Evaluate the impact of educational and literary responses to emancipation and Reconstruction (e.g., founding of black colleges to educate teachers for African American schools, the U.S. publication of *The Adventures of Huckleberry Finn* by Samuel Clemens in 1885, and the development of African American literature in the early 20<sup>th</sup> century).



**Key Primary Sources for Topic 5 in Appendix D**

Frederick Douglass, *Independence Day speech (1852)*, [“What to the Slave is the Fourth of July?”](#) at Rochester, New York

Abraham Lincoln, [Gettysburg Address](#) (1863)

[Second Inaugural Address](#) (1865)

**Suggested Primary Sources for Topic 5 in Appendix D**

Abraham Lincoln, [“The Perpetuation of Our Political Institutions”](#) (1838)

[“A House Divided”](#) speech (1858)

## Topic 6. Rebuilding the United States: industry and immigration [USI.T6]

*Supporting Question: Industrialists have been called “Captains of Industry” and “Robber Barons.” Which title is more appropriate for them and why?*

1. Explain the various causes of the Industrial Revolution (e.g., the economic impetus provided by the Civil War; important technological and scientific advances, such as the expansion of the railroad system; the role of business leaders, entrepreneurs, and inventors such as Alexander Graham Bell, Andrew Carnegie, Thomas Edison, J.P. Morgan, John D. Rockefeller, and Cornelius Vanderbilt).
2. Make connections among the important consequences of the Industrial Revolution (e.g., economic growth and the rise of big business; environmental impact of industries; the expansion of cities; the emergence of labor unions such as the Knights of Labor and the American Federation of Labor under Samuel Gompers; workers’ distrust of monopolies; the rise of the Populist Party under the leadership of William Jennings Bryan or the rise of the Socialist Party under Eugene Debs).
3. Evaluate the effects of the entry of women into the workforce after the Civil War and analyze women’s political organizations, researching **one** of the following topics: the opening of teaching and nursing professions to women; new employment opportunities in clothing manufacture as a result of the invention of the sewing machine; in office work as the result of the invention of the typewriter, and in retail sales as the result of the creation of department stores; the formation of the Women’s Suffrage Association in 1869 and the Women’s Christian Temperance Union in 1874.
4. Using primary source images, data, and documents, describe the causes of the immigration of Germans, the Irish, Italians, Eastern Europeans, Chinese, Koreans, and Japanese to America in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries, and the major roles of these immigrants in industrialization and the building of railroads.
5. Analyze the consequences of the continuing westward expansion of the American people after the Civil War and evaluate the impact of the 14<sup>th</sup> Amendment on Native Peoples and Asian and European immigrant men and women. *Examples of research materials: the Treaty of Fort Laramie (1868), the Navajo Treaty (1868), the Chinese Exclusion Act (1882), the Dawes Act (1887), cartoons by Thomas Nast on immigration, Native Peoples, and politics for Harper’s Weekly Magazine in the 1870s–1880s.*

**Suggested Primary Sources for Topic 6 in Appendix D**

Emma Lazarus, *“The New Colossus”* poem (1883)

Luther Standing Bear, Lakota, *“Life in the Carlisle Boarding School”* account of life in an Indian Boarding School in 1879, from his memoir *Land of the Spotted Eagle* (1933)

**Topic 7. Progressivism and World War I [USI.T7]**

*Which should take priority, domestic issues or our status as an international power?*

1. Explain what Progressivism meant in the early 20<sup>th</sup> century and analyze a text or images by a Progressive leader (e.g., Jane Addams, William Jennings Bryan, John Dewey, Robert La Follette, Theodore Roosevelt, Margaret Sanger, Upton Sinclair, Lewis Hine, William H. Taft, Ida Tarbell, Woodrow Wilson).
2. Research and analyze **one** of the following governmental policies of the Progressive Period, determine the problem it was designed to solve, and assess its long and short-term effectiveness: bans against child labor, the development of Indian boarding schools, the Sherman Anti-Trust Act (1890), the Pure Food and Drug Act (1906), the Meat Packing Act (1906), the Federal Reserve Act (1913), the Clayton Anti-Trust Act (1914), the Indian Citizenship Act (1924).
3. Analyze the campaign for, and the opposition to, women’s suffrage in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries; describe the role of leaders and organizations in achieving the passage of the 19<sup>th</sup> Amendment (e.g., Carrie Chapman Catt, Alice Paul, Ida B. Wells-Barnett the National Woman Suffrage Association, National Women’s Party, League of Women Voters).
4. Analyze the strategies of African Americans to achieve basic civil rights in the early 20<sup>th</sup> century, and determine the extent to which they met their goals by researching leaders and organizations (e.g., Ida B. Wells-Barnett, W. E. B. DuBois, Marcus Garvey, Booker T, Washington, and the National Association for the Advancement of Colored People).
5. Analyze the causes and course of growing role of the United States in world affairs from the Civil War to World War I, researching and reporting on **one** of the following ideas, policies, or events, and, where appropriate, including maps, timelines, and other visual resources to clarify connections among nations and events,
  - a. the purchase of Alaska from Russia (1867)
  - b. the influence of the United States in Hawaii leading to annexation (1898)
  - c. the Spanish-American War (1898) and resulting changes in sovereignty for Cuba, Guam, Puerto Rico and the Philippines; the Philippine-American War (1899–1902)
  - d. U.S. expansion into Asia beginning in 1899 under the Open Door policy
  - e. Theodore Roosevelt’s Corollary to the Monroe Doctrine (1904) and his “big stick” diplomacy in the Caribbean
  - f. The Platt Amendment describing the role of the United States in Cuba (1901) and the subsequent occupation of Cuba (1903, 1906–1909)
  - g. the role of the United States in the building of the Panama Canal (1904–1914)
  - h. William Howard Taft’s foreign policy of Dollar Diplomacy
  - i. United States involvement in the Mexican Revolution (1910–1920)
  - j. American entry of the United States into World War I (1917)



- k. the global influenza pandemic (1918–1920)
6. Explain the rationale and events leading to the entry of the U.S. into World War I (e.g., unrestricted submarine warfare, the sinking of the *Lusitania*, the Zimmerman telegram, the concept of “making the world safe for democracy.”)
  7. Analyze the role played by the U.S. in support of the Allies and in the conduct of the war
  8. Explain the course and significance of Woodrow Wilson’s wartime diplomacy, including his Fourteen Points, the League of Nations, and the failure of the Versailles Treaty.

*For example, students take on the roles of legislators and debate whether or not the United States should join the League of Nations. This is an opportunity for students to engage with the concept of “making the world safe for democracy” that they will encounter in United States History II and World History II.*

#### **Key Primary Sources for Topic 7 in Appendix D**

Theodore Roosevelt, [“The New Nationalism”](#) speech (1910)

Woodrow Wilson, [“Fourteen Points”](#) speech (1918)

#### **Suggested Primary Sources for Topic 7 in Appendix D**

Booker T. Washington, [“The Atlanta Exposition Address”](#) speech (1895)

W. E. B. DuBois and William Monroe Trotter, primary authors, [“The Niagara Movement Declaration of Principles”](#) (1905)

[Jane Addams collection](#) (1860–1935)

Lewis Hine, [Photographs of child laborers](#) (1908–1909)

The [Indian Citizenship Act](#) (1924)

## High School United States History II



Students continue their study of United States history of the 20<sup>th</sup> and 21<sup>st</sup> centuries. They learn about the economic history of the Great Depression, New Deal, World War II, and the Cold War, concluding with an examination of domestic and global policies and politics in the 21<sup>st</sup> century. Students explore guiding questions such as, “How has the United States government responded to economic crises?” and “What are the sources of political and cultural differences in the modern United States?” Additional supporting questions appear under each topic. The questions are included to stimulate teachers’ and students’ own questions for discussion and research.

### US History II Topics

- Topic 1. The role of economics in modern United States history**
- Topic 2. Modernity in the United States: ideologies and economies**
- Topic 3. Defending democracy: responses to fascism and communism**
- Topic 4. Defending democracy: the Cold War and civil rights at home**
- Topic 5. United States and globalization**

### Literacy in History and Social Science

In studying these topics, students apply grades 9–10 or 11–12 reading, writing and speaking and listening skills, and learn vocabulary and concepts related to history and social science.

### Connecting to other High School History and Social Science Courses

**US History I** examined the United States from the colonial period to circa 1920. **World History II** presents connections among nations from 1800 to the present. There are two high school electives, **United States Government and Politics** and **Economics** as well as standards for **Personal Financial Literacy** and **News/Media literacy** that may be taught as stand-alone courses or integrated into history and social science or other subjects.

### Standards for History and Social Science Practice, Pre-K–12\*

1. Demonstrate civic knowledge, skills, and dispositions.
2. Develop focused questions or problem statements and conduct inquiries.
3. Organize information and data from multiple primary and secondary sources.
4. Analyze the purpose and point of view of each source; distinguish opinion from fact.
5. Evaluate the credibility, accuracy, and relevance of each source.
6. Argue or explain conclusions, using valid reasoning and evidence.
7. Determine next steps and take informed action, as appropriate.

\* A statement on civic knowledge, skills, and dispositions adopted by the Massachusetts Board of Elementary and Secondary Education in 2016 is included in the larger explanation of the practices, at the [beginning of the Standards](#) section.

## United States History II Content Standards<sup>54</sup>

Building on knowledge from previous years, students should be able to:

### Topic 1. The role of economics in modern United States history [USII.T1]

Clarification Statement: *These standards are grouped together to provide a background in economics for the study of 20<sup>th</sup> to 21<sup>st</sup> century history. Teachers may revisit these standards and their questions as they study the Great Depression, World War II, the Cold War, and the Great Recession that began in 2007.*

#### Scarcity and Economic Reasoning

*Supporting Question: How do individuals and corporations make choices about saving or spending?*

1. Describe how resources for the production of goods are limited, therefore people must make choices to gain some things and give up others.
2. Explain that the goals of economic policy may be to promote freedom, efficiency, equity, security, growth, price stability, and full employment and that different economic systems place greater emphasis on some goals over others.

#### Supply and Demand

*Supporting Question: What factors affect the prices of goods and services?*

3. Define supply and demand and explain the role that supply and demand, prices, and profits play in determining production and distribution in a market economy.
  - a. the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure
  - b. factors that cause changes in market supply and demand and how these changes influence the price and quantity of goods and services
  - c. how financial markets, such as the stock market, channel funds from savers to investors and the function of investment in the economy

#### Financial Investing

*Supporting Question: What are the benefits and drawbacks of investments?*

4. Explain what a financial investment is (e.g., a bank deposit, stocks, bonds, mutual funds, real estate); explain why the value of investments fluctuate, and track the gains or losses in value of a financial investment over time (e.g., stocks, bonds, or mutual funds).
5. Explain how buyers and sellers in financial markets determine the prices of financial assets and therefore influence the rate of return on those assets.

#### Money and the Role of Financial Institutions

*Supporting Question: Why are banks and stock markets regulated by the government?*

6. Explain the role of banks and other financial institutions in the market economy of the United States, and analyze the reasons for banking crises.

<sup>54</sup> See Appendix D for links to key primary documents for United States History and Civics

7. Describe the organization and functions of the Federal Reserve System; explain the reason the government established it in 1913 and analyze how it uses monetary tools to promote price stability, full employment, and economic growth.

### National Economic Performance

*Supporting Question: What factors affect the success of the economy of the United States?*

8. Explain how a country's overall level of income, employment, and prices are determined by the individual spending and production decisions of households and firms, and that government measures such as Gross Domestic Product (GDP) describe these factors at the national level.
9. Analyze the impact of events such as wars and technological developments on business cycles. Examples:
  - a. the impact of the Civil War
  - b. the impact of the expansion of canals and railroads in the 19<sup>th</sup> century and the invention of space-age technology and the Internet in the 20<sup>th</sup> century

### The Role of Government

*Supporting Questions: How large a role should government have in regulating the economy?*

10. Explain and give examples of the roles that government may play in a market economy, including the provision of public goods and services, redistribution of income, protection of property rights, and resolution of market failures.
11. Analyze how the government uses taxing and spending decisions (fiscal policy) and monetary policy to promote price stability, full employment, and economic growth.

## Topic 2. Modernity in the United States: ideologies and economies [USII.T2]

*Supporting Question: How did the United States respond to new ideas about society?*

1. Analyze primary sources (e.g., documents, audio or film recordings, works of art and artifacts), to develop an argument about how the conflict between traditionalism and modernity manifested itself in the major societal trends and events in first two decades of the 20<sup>th</sup> century. Trends and events students might research include:
  - a. the arts, entrepreneurship and philanthropy of the Harlem Renaissance, including the work of individuals such as Langston Hughes, Zora Neale Hurston, Josephine Baker, Eubie Blake
  - b. exhibitions, such as the Armory Show in New York, of avant-garde modern art (e.g., cubism, futurism) from Europe
  - c. women serving in the military as nurses and telephone operators
  - d. the influx of World War I refugees leading to the Red Scare and the 1924 restrictions on immigration
  - e. racial and ethnic tensions, the resurgence of the Ku Klux Klan, white supremacy as a movement, and the first Great Migration of African Americans from the South to the North
  - f. the impact of the eugenics movement on segregation, immigration, and the legalization of involuntary sterilization in some states; and the Supreme Court case, *Buck v. Bell* (1927), in which the Court ruled that state statutes permitting

involuntary sterilization did not violate the Due Process clause of the 14th Amendment

- g. debates over the concept of evolution, such as the reporting of H. L. Mencken on the Scopes Trial (1925), which raised the debate over teaching evolution in public schools; Charles Darwin’s book, *On the Origin of Species* (1859), and Christian fundamentalism
- h. Prohibition of the manufacture, transport, or sale of alcoholic beverages under the 18<sup>th</sup> Amendment (1920–1933) and “the Jazz Age”
- i. The growing prominence of same-sex relationships, especially in urban areas
- j. The Bread and Roses Strike in Lawrence (1912), the Boston police strike (1919), and the Massachusetts trials, appeals and execution of Nicola Sacco and Bartolomeo Vanzetti (1921)

Clarification Statement: *Local stories such as the Bread and Roses Strike, Boston Police Strike, and the Sacco Vanzetti trial provide evidence of the tensions of the time in Massachusetts.*

2. Describe the multiple causes (e.g., fall in stock market and commodities prices, restrictive monetary and trade policies, post-war reparations and debt) and consequences of the global depression of the 1930s (e.g., widespread unemployment, decline of personal income, support for social and political reform, decline in trade, the rise of fascism), including consideration of competing economic theories that explain the crisis (e.g., insufficient demand for goods and services [Keynesianism] vs. insufficient supply of money [monetarism]). (See also United States History II standards 1–12 on economics.)
3. Gather, evaluate, and analyze primary sources (e.g., economic data, articles, diaries, photographs, audio and video recordings, songs, movies, and literary works) to create an oral, media, or written report on how Americans responded to the Great Depression.
4. Using primary sources such as campaign literature, news articles/analyses, editorials, and radio/newsreel coverage, analyze the important policies, institutions, trends, and personalities of the Depression era (e.g., Presidents Herbert Hoover and Franklin D. Roosevelt, Eleanor Roosevelt, Frances Perkins, Huey Long, Charles Coughlin, Charles Lindbergh). Students may research and complete a case study on any **one** of the following policies, institutions, or trends:
  - a. 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
  - h. the American Federation of Labor
  - i. the Congress of Industrial Organizations
  - j. the American Communist Party
  - k. the America First movement and anti-Semitism in the United States
5. Evaluate the effectiveness of the New Deal programs enacted during the 1930s and the societal responses to those programs.

### Topic 3. Defending democracy: responses to fascism and communism [USII.T3]

*Supporting Question: What kind of a role should the U.S. play in world affairs?*

1. Develop an argument which analyzes the effectiveness of American isolationism and analyzes the impact of isolationism on U.S. foreign policy.
2. Explain the rise of fascism and the forms it took in Germany and Italy, including ideas and policies that led to the Holocaust.
3. Explain the reasons for American involvement in World War II and the key actions and events leading up to declarations of war against Japan and Germany.
4. On a map of the world, locate the Allied powers at the time of World War II (Britain, France, the Soviet Union, and the United States) and Axis powers (Germany, Italy, and Japan).
5. Using primary sources such as news articles/analyses, editorials, and radio/newsreel coverage, analyze **one** of the events that led to World War II, **one** of the major battles of the war and its consequences, or **one** of the conferences of Allied leaders following the war:
  - a. German rearmament and militarization of the Rhineland
  - b. The Munich Conference and Germany's seizure of Austria and Czechoslovakia
  - c. the Nazi-Soviet Pact of 1939 and the invasion of Poland
  - d. Japan's invasion of China and the Nanjing Massacre
  - e. Pearl Harbor, Midway, D-Day, Okinawa, the Battle of the Bulge, Iwo Jima
  - f. the Yalta and Potsdam conferences
6. Describe the Allied response to the persecution of the Jews by the Nazis before, during, and after the war.
7. Explain the reasons the United States gave for the use of atomic bombs at Hiroshima and Nagasaki in Japan; and use primary and secondary sources to analyze how arguments for and against the use of nuclear weapons developed from the late 1940s to the early 1960s.
8. Explain the long-term consequences of important domestic events during the war.
  - a. the War's stimulus to economic growth
  - b. the beginning of the second Great Migration of African Americans from the South to industrial cities of the North and to California
  - c. A. Philip Randolph and the efforts to eliminate employment discrimination on the basis of race
  - d. large numbers of women in the workforce of munitions industries and serving in non-combat jobs in the military, including as pilots, clerks, computer scientists, and nurses
  - e. the internment of West Coast Japanese Americans in the U.S. and Canada
  - f. how the two world wars led to greater demands for civil rights for women and African Americans.
9. Analyze the factors that contributed to the Cold War and describe the policy of containment as a response by the United States to Soviet expansionist policies, using evidence from primary sources to explain the differences between the Soviet and American political and economic systems; Soviet aggression in Eastern Europe; the Korean War, United States support of anti-

communist regimes in Latin America and Southeast Asia; the Truman Doctrine, the Marshall Plan, NATO, and the Warsaw Pact).

10. Explain what communism is as an economic system and analyze the sources of Cold War conflict; on a political map of the world, locate the areas of Cold War conflict between the U.S. and the Soviet Union in the 1950s to the 1980s.

Clarification Statement: *Students can research and report on conflicts in particular areas, such as Korea, Germany, China, the Middle East, Africa, Central and South America, Cuba, and Vietnam.*

11. Analyze Dwight D. Eisenhower’s response to the Soviet Union’s launching of Sputnik (1957) and the nation’s increased commitment to space exploration and education in science.
12. Summarize the diplomatic and military policies on the War in Vietnam of Presidents Eisenhower, John F. Kennedy, Lyndon Johnson, and Richard Nixon and explain the intended and unintended consequences of the Vietnam War the Vietnamese and Americans.

#### **Key Primary Sources for Topic 3 in Appendix D**

Franklin D. Roosevelt, [“Four Freedoms” speech](#) (1941)

Harry S. Truman, [Address Before the Joint Session of Congress \(The Truman Doctrine\)](#) (1947)

#### **Suggested Primary Sources for Topic 3 in Appendices D and E**

Franklin D. Roosevelt, [First Annotated Typed Draft of War Address](#), “A Day of Infamy” speech delivered on radio (1941)

Gordon Parks, [Photographs of Ella Watson](#) (1942)

Robert M. Jackson, [Opinion for the Supreme Court in West Virginia State Board of Education v. Barnette](#) (1943)

Winston Churchill, [excerpts from “The Iron Curtain,” speech](#) (1946)

John F. Kennedy, [Inaugural Address](#) (1961)

**See additional World War II and post-war sources in Appendix D**

## **Topic 4: Defending democracy: the Cold War and civil rights at home [USII.T4]**

*Supporting Question: How did the U.S. government respond to challenges to freedom at home during the Cold War?*

1. Research and analyze **one** the domestic policies of Presidents Truman and Eisenhower (e.g., Truman’s Fair Deal, the Taft-Hartley Act of 1947, the Federal-Aid Highway Act of 1956 or the Social Security Disability Insurance Act of 1956).
2. Analyze the roots of domestic communism and anti-communism in the 1950s, the origins and consequences of, and the resistance to McCarthyism, researching and reporting on people and institutions such as Whittaker Chambers, Alger Hiss, FBI Director J. Edgar Hoover, Senators Joseph McCarthy and Margaret Chase Smith, Julius and Ethel Rosenberg, the American Communist Party, the House Committee on Un-American Activities, and congressional investigations into the Lavender Scare).



3. Analyze the causes and consequences of important domestic Cold War trends in the United States (e.g., economic growth and declining poverty, the G. I. Education bill, the decline in women’s employment, climb in the birthrate, the growth of suburbs and home ownership, the increase in education levels, the impact of television and increased consumerism).
4. Analyze the origins, evolution, and goals of the African American Civil Rights Movement, researching the work of people such as Martin Luther King, Jr., Thurgood Marshall, Rosa Parks, Malcolm X, John Lewis, Bayard Rustin, Robert F. Kennedy, and institutions such as the National Association for the Advancement of Colored People, the Student Nonviolent Coordinating Committee, and the Congress of Racial Equality.
5. Using primary sources such as news articles/analyses, editorials, and radio/television coverage, research and analyze resistance to integration in some white communities, protests to end segregation, and Supreme Court decisions on civil rights.
  - a. The 1954 Supreme Court decision in *Brown v. Board of Education*<sup>55</sup>
  - b. the 1955-1956 Montgomery Bus Boycott, the 1957-1958 Little Rock School Crisis and Eisenhower’s civil rights record
  - c. King’s philosophy of non-violent civil disobedience, based on the ideas of Gandhi and the sit-ins and freedom rides of the early 1960s
  - d. the 1963 civil rights protest in Birmingham and the March on Washington
  - e. 1965 civil rights protest in Selma
  - f. the 1968 assassination of Martin Luther King, Jr.
6. Evaluate accomplishments of the Civil Rights movement (e.g., the 1964 Civil Rights Act and the 1965 Voting Rights Act) and how they served as a model for later feminist, disability, and gender rights movements of the 20<sup>th</sup> and 21<sup>st</sup> centuries; collect and analyze demographic data to investigate trends from the 1964 to 2010 in areas such as voter registration and participation, median family income, or educational attainment among African American, Hispanic American, Asian American and white populations.
7. Using primary sources such as news articles/analyses, editorials, and television coverage, research Massachusetts leaders for civil rights and the controversies over the racial desegregation of public schools in the 1960s and 1970s, including:
  - a. the establishment of the Metropolitan Council for Educational Opportunity (METCO) busing plan involving Boston, Springfield, and suburban school districts
  - b. Court-ordered desegregation and mandated busing in the public schools of Boston and other Massachusetts cities
8. Using primary and secondary sources, analyze the causes and course of **one** of the following social and political movements, including consideration of the role of protest, advocacy organizations, and active citizen participation.

---

<sup>55</sup> *Mendez v. Westminster School District of Orange County, California* (1946) is regarded as a precedent for the *Brown* challenge to “separate but equal” schools. In this California class action suit, Mexican Americans sued to dismantle California’s system of schools segregated on the basis of national origin. See [Mendez v. Westminster: Desegregating California’s Schools](https://mass.pbslearningmedia.org/resource/osi04.soc.ush.civil.mendez/mendez-v-westminster-desegregating-californias-schools/#.Wwwd8BqWzIV), a video interview with Sylvia Mendez, historians, and legal scholars. (see also <https://mass.pbslearningmedia.org/resource/osi04.soc.ush.civil.mendez/mendez-v-westminster-desegregating-californias-schools/#.Wwwd8BqWzIV>)



- a. Women’s rights, including the writings on feminism by Betty Friedan, Gloria Steinem and others; the availability of the birth control pill; the activism of the National Organization for Women and opposition to the movement by conservative leaders such as Phyllis Schlafly; passage of the Equal Rights Amendment to the Constitution (1972), and its failure to achieve sufficient ratification by states; Title IX of the 1972 Education Amendments to the 1964 Civil Rights Act, the 1973 Supreme Court decision, *Roe v. Wade*, the appointment of Sandra Day O’Connor as the first woman Justice of the Supreme Court in 1981, and increasing numbers of women in elected offices in national and state government
  - b. the Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Civil Rights Movement, the impact of world wars on the demand for gay rights, the Stonewall Rebellion of 1969, the Gay Pride Movement, and activism and medical research to slow the spread of AIDS in the 1980s; the role of the Massachusetts Supreme Judicial Court in *Goodridge v. Department of Public Health* (2004) and the role of other state courts in providing equal protection for same sex marriage in advance of the United States Supreme Court decision in *Obergefell v. Hodges* (2015)
  - c. the disability rights movement such as deinstitutionalization, independent living, the Education for All Handicapped Children Act (1975), the Americans with Disabilities Act (1990), and the Individuals with Disabilities Education Act (1990)
  - d. the environmental protection movement (e.g., the 1962 publication of Rachel Carson’s *Silent Spring*; the 1970 federal Clean Air Act; the 1972 Massachusetts Wetlands Protection Act; the 1972 Federal Water Pollution Control Act and subsequent amendments)
  - e. the movement to protect the health and rights of workers, and improve working conditions and wages (e.g., César Chávez and Dolores Huerta and the migrant farmworkers’ movement, workplace protections against various forms of discrimination and sexual harassment)
  - f. the movement to protect the rights, self-determination, and sovereignty of Native Peoples (e.g., the Indian Civil Rights Act of 1968, the American Indian Movement, the Wounded Knee Incident at the Pine Ridge Reservation in South Dakota in 1973, the Indian Self Determination and Education Assistance Act of 1975, and the efforts of Native Peoples’ groups to preserve Native cultures, gain federal or state recognition and raise awareness of Native American history<sup>56</sup>)
9. Research and analyze issues related to race relations in the United States since the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965, including: the Fair Housing Act of 1968 and its impact on neighborhood integration; policies, court cases, and practices regarding affirmative action and their impact on diversity in the workforce and higher education;

---

<sup>56</sup> In Massachusetts these groups include the Mashpee Wampanoag, Aquinnah Wampanoag, Massachusett, Nipmuc/Nipmuck, and the Muhheconnew National Confederacy/Muhheconneuk Intertribal Committee on Deer Island.

disparities and trends in educational achievement and attainment, health outcomes, wealth and income, and rates of incarceration; the election of the nation’s first African American president, Barack Obama, in 2008 and 2012.

#### Key Primary Sources for Topic 4 in Appendix D

[Brown v. the Board of Education of Topeka](#) (1954);  
 Martin Luther King, Jr., [“I Have a Dream” speech](#) (1963)  
[“Letter from Birmingham City Jail”](#) (1963);  
 Lyndon Johnson, [“And We Shall Overcome”](#), (1965)  
 Barack Obama, [“A More Perfect Union”](#) (2008)

#### Suggested Primary Source for Topic 4 in Appendix D

Margaret Chase Smith, [Declaration of Conscience Speech](#) (1950)  
 Lyndon Johnson, [“Great Society Speech”](#) (1964)  
[American Experience: Stonewall Uprising Trailer](#) (event 1969; video, 2010)  
 Ed Roberts, [Speech on Disability Rights at a Sit-In Rally in San Francisco](#) (1977)  
 César Chávez, [Address to the Commonwealth Club of California](#) (1984)  
 Henry Louis Gates, Jr., [The African Americans: Many Rivers to Cross](#) (2013 video)  
 Elizabeth Maurer, [Legislating History: 100 Years of Women in Congress](#) (2017)  
 Lacey Schwartz and Mehret Mandefro, [The Loving Generation](#) (2018 video)

## Topic 5. United States and globalization [USII.T5]

*Supporting Questions: How does globalization affect the United States? How can Americans use the Constitution to unite the nation?*

- Using primary sources such as campaign literature and debates, news articles/analyses, editorials, and television coverage, analyze the important policies and events that took place during the presidencies of John F. Kennedy (e.g., the confrontation with Cuba over missile bases, the space exploration program, Kennedy’s assassination), Lyndon Johnson (the Great Society programs, the Civil Rights and Voting Rights Acts, the Vietnam War and anti-war movements, the 1965 Immigration and Nationality Act, the assassinations of Martin Luther King, Jr., and Robert F. Kennedy), and Richard Nixon (the creation of the Environmental Protection Agency, diplomacy with China, détente with the Soviet Union, the Watergate scandal, and Nixon’s resignation).
- Analyze and evaluate the impact of economic liberalism on mid-20<sup>th</sup> century society, including the legacy of the New Deal on post World War II America, the expansion of American manufacturing and unionism, social welfare programs, and the regulation of major industries such as transportation, energy, communications and finance.
- Analyze the presidency of Ronald Reagan (1981-1989) and the rise of the conservative movement in American politics, (e.g., policies such as tax rate cuts, anti-communist foreign and defense policies, replacement of striking air traffic controllers with non-union personnel).
- Analyze how the failure of communist economic policies and U.S.-sponsored resistance to Soviet military and diplomatic initiatives contributed to the fall of the Berlin Wall in 1989 the dissolution of the Soviet Union in 1991, and the end of the Cold War.

5. Analyze some of the major technological and social trends and issues of the late 20<sup>th</sup> and early 21<sup>st</sup> centuries (e.g., the computer and technological revolution beginning in the 1980s, scientific and medical discoveries such as DNA research, major immigration and demographic changes such as the rise in Asian and Hispanic immigration).
6. Evaluate the effectiveness of the federal government's response to international terrorism in the 21<sup>st</sup> century, including the 2001 terrorist attack on the World Trade Center in New York City and the Pentagon near Washington, D.C., the Homeland Security Act, the Foreign Intelligence Surveillance Act, and the Afghanistan and Iraq Wars.

**Suggested Primary Source for Topic 5 in Appendix D:**

George W. Bush, [Address to the Joint Session of the 107<sup>th</sup> Congress](#) (September, 2001)

## High School World History 1

Building on their understanding of world geography and civilizations from middle school, students study world history from approximately 500 to 1800 CE. They study these topics by researching and exploring guiding questions such as, “How do ideas migrate across cultures?” and “What brings about change in societies?” Additional supporting questions appear under each topic. The questions are included to stimulate teachers’ and students’ own questions for discussion and research.



### World History I Topics

- Topic 1. Dynamic interactions among regions of the world**
- Topic 2. Development and diffusion of religions and systems of belief, c. 500 BCE–1200 CE**
- Topic 3. Interactions of kingdoms and empires c. 1000–1500 CE**
- Topic 4. Philosophy, the arts, science, and technology, c. 1200–1700 CE**
- Topic 5. Global exploration, conquest, colonization, c. 1492–1800 CE**
- Topic 6. Philosophies of government c. 1500–1800 CE**

### Literacy in History and Social Science

In studying these topics, students apply grades 9–10 or 11–12 reading, writing and speaking and listening skills, and learn vocabulary and concepts related to history and social science.

### Looking Back to Middle School, Connecting to other High School Courses

**Sixth and seventh graders** studied world geography and ancient and classical civilizations. **World History II** examines world events from the early 1800s to the present, while **United States History II** concentrates on the 1920s to the present. There are also two high school electives: **United States Government and Politics** and **Economics**, as well as standards for **Personal Financial Literacy** and **News/Media Literacy** that may be taught as stand-alone courses or integrated into history and social science or other subjects.

### Standards for History and Social Science Practice, Pre-K–12\*

1. Demonstrate civic knowledge, skills, and dispositions.
2. Develop focused questions or problem statements and conduct inquiries.
3. Organize information and data from multiple primary and secondary sources.
4. Analyze the purpose and point of view of each source; distinguish opinion from fact.
5. Evaluate the credibility, accuracy, and relevance of each source.
6. Argue or explain conclusions, using valid reasoning and evidence.
7. Determine next steps and take informed action, as appropriate.

\* A statement on civic knowledge, skills, and dispositions adopted by the Massachusetts Board of Elementary and Secondary Education in 2016 is included in the larger explanation of the practices, at the [beginning of the Standards](#) section.

## World History I Content Standards

Building on knowledge from study of world cultures in middle school, students should be able to:

### Topic 1. Dynamic interactions among regions of the world

#### [WHI.T1]

*Supporting question: What kinds of global connections existed among humans in the past?*

1. Explain different ways in which societies interact across regions (e.g., trade; cultural, religious, linguistic, and technological exchange and diffusion; migration; exploration; diplomatic alliances; colonization and conquests).
2. Give examples of exchanges of ideas and goods among ancient complex societies to c. 500 CE.  
*Clarification Statement: As a reminder of concepts studied in grades 6 and 7, teachers may choose to highlight topics such as the spread of agricultural practices, the adoption of religions, imperial conquests, or the first phase of trade along the Silk Roads among societies in Asia, Africa, and Europe.*
3. Explain how interactions among societies are affected by geographical factors such as the location of bodies of water, mountains, and deserts, climate, the presence or scarcity of natural resources, and human factors such as population size and density, mortality rates, or migration patterns.
4. Demonstrate the ability to analyze primary sources, including texts, maps, diagrams, works of art and architecture.<sup>57</sup>
5. Demonstrate the ability to construct graphic displays that convey information about interactions among and comparisons between societies.
  - a. different kinds of maps to show physical features, political boundaries and forms of interaction (e.g., trade routes, invasions, cultural diffusion)
  - b. timelines that show simultaneous relationships (e.g., the development of technologies or artistic styles in different parts of the world or the rise, interaction, and collapse of multiple kingdoms or empires)
  - c. charts or graphs to convey comparative information (e.g., size of population in different periods and places, value of goods traded between different locations)

---

<sup>57</sup> For example, students examine a collection of historic maps created by European, Asian, and American cartographers in [“Thinking About World History: Historic Maps as Sources”](#) (Peter Nekola, Newberry Library 2017) and analyze how the purposes of the maps influence the perspective from which they are drawn and the information they communicate.

## Topic 2. Development and diffusion of religions and systems of belief c. 500 BCE–1200 CE [WHI.T2]

*Supporting question: How did the development of religions and belief systems influence the political and cultural structures of the regions where they were produced?*

1. Map how the Buddhist, Christian, and Islamic religions spread from their places of origin to other parts of Eurasia and Africa to c. 1400 CE, and explain some of the means by which religions spread (e.g., by official government decree, missionary work, pilgrimages, translations of texts, the diffusion of religious imagery and the construction of buildings such as temples, churches, cathedrals, monasteries, and mosques for religious purposes).

2. Describe the central tenets of Hinduism, Judaism, Buddhism, Confucianism, Christianity, and Islam; create a timeline that shows when and where each religion or belief system began.

*Clarification Statement: Students should understand that religions are not monolithic entities and that each religion mentioned in the standards has historically had a diversity of traditions, practices, and ideas, and continues to do so today.*

3. Describe the historic commonalities among monotheistic religions (e.g., Zoroastrianism, Judaism, Christianity, Islam) and how they differed from polytheistic religions.
4. Describe indigenous religious practices in Africa and explain how these practices survived and shaped African Christian and Islamic religions.
5. Locate on a map and analyze relationships between political power, religion, and cultural achievement in **one** empire that flourished between c.100 and 1000 CE.
  - a. the Kushan Empire (c. 1<sup>st</sup>–5<sup>th</sup> centuries) with its fusion of Greco-Roman and Buddhist culture and imagery in Gandharan sculpture; the Gupta Empire (c. 320–600 CE), uniting multiple kingdoms of North, Central, and Southeast India, religious tolerance for Hinduism, Buddhism and Jainism; highly developed Hindu and Buddhist sculpture and literature
  - b. the early period of the Byzantine Empire (4<sup>th</sup>–6<sup>th</sup> century CE), the founding of Constantinople, the adoption of Christianity as an officially sanctioned religion, the building of the Hagia Sophia, and the development of the Code of Justinian
  - c. the Abbasid Caliphate in western Asia and North Africa (750–1258 CE) and the flourishing of Islamic arts, science, and learning

### **Suggested Primary Sources for Topic 2 in Appendix D**

Hinduism, [The Vedas: The Rig Veda](#) (c. 1500-500 BCE)

Judaism: [Exodus, Chapter 20, the Ten Commandments](#) (c.600 BCE, based on earlier oral tradition)

Buddhism, [the Four Noble Truths](#) (c. 500 BCE)

Confucianism, excerpts from [The Analects](#) (c. 500 BCE)

Christianity, Gospel of [Matthew, Chapters 5-7: Sermon on the Mount](#) (c. 80–110 CE)

Islam: [Selections from the Qu’ran, 1, 47](#) (c. 609–632 CE)

The Kushan Empire: [Standing Shakyamuni Buddha](#) (3<sup>rd</sup> century CE), Worcester Art Museum

The Byzantine Empire: [Hagia Sophia](#) (532–537 CE, video and article by William Allen, 2015)

[The Code of Justinian](#) (535 CE)

The Abbasid Caliphate: *Al-Tanûkhî* (c. 980 CE), [Ruminations and Reminiscences: Acts of Piety](#)

## Topic 3. Interactions of kingdoms and empires c. 1000–1500 [WHI.T3]

*Supporting question: How did the interactions of kingdoms and empires in this time period influence political, economic, and social developments?*

1. Explain the concepts of *hereditary rule*, *kingdom*, *empire*, *feudal society*, and *dynasty* and explain why these concepts are important in the analysis of political power and governments in different historical periods and in different places.
2. Map the geographical extent of **one** of the following kingdoms or empires; explain its central political, economic, cultural developments and its role in trade, diplomatic alliances, warfare, and exchanges with other parts of the world.

### Kingdoms and empires based in Africa

- a. the West African empires of ancient Ghana (c. 700–1240 CE), Mali (c.1230–1670 CE), and Songhai (15<sup>th</sup>-17<sup>th</sup> centuries CE), the importance of Timbuktu as a center of trade and learning, the gold-salt and slave trade
- b. the East African Sub-Saharan kingdoms of Axum (c. 100–940 CE) and the Swahili city-states (c. 8<sup>th</sup>–17<sup>th</sup> centuries CE)

### Kingdoms and empires based in Western, Central, and East Asia

- c. the Song Dynasty in China (960–1279 CE), the development of the concepts of the scholar-official, landscape painting and calligraphy, and the merging of Buddhist, Taoist, and Confucian beliefs
- d. The Mongol Empire (1206–1368 CE), its role in the Silk Routes, the rule of Genghis Khan and Kublai Khan, contacts with Europeans, and the cultural achievements of the Yuan Dynasty (1221–1368) and early years of the Ming Dynasty (1368–1644) in China
- e. The Ottoman Empire from its beginnings in 1299 CE, its capture of the city of Constantinople in 1453, through the reign of Sultan Süleiman I (1566 CE)
- f. The Kamakura Shogunate (c. 1185–1333 CE) in Japan, feudal military rule, invasions of the Mongol Empire, restoration of temples destroyed in war, Buddhist sculpture, calligraphy influenced by Zen Buddhism
- g. The early period of the Mughal Empire in India (1527–1857 CE) and its development as a major textile, shipbuilding, and firearms manufacturer and exporter and a major center of illustrated manuscripts

### Kingdoms and empires based in the Americas

- h. The Mayan civilization of the Classic period (c. 250–950 CE), cities such as Teotihuacán, Tikal, and Copán, pyramid building, long-distance trade between inland sites and sites near the Gulf of Mexico and the Caribbean
- i. The Aztec regional empire (c.1345–1521 CE), the capital of Tenochtitlan, conquests of neighboring states, monumental sculpture
- j. The Inca regional empire (c. 13<sup>th</sup> century–1572 CE), extensive networks of roads, conquests of neighboring states, monumental architecture at sites such as Machu Picchu and Cusco



### Kingdoms and empires based in Europe<sup>58</sup>

- k. Kingdoms and feudal societies in England, France, Germany, Rome, the Netherlands, Russia, and Spain, including the Holy Roman Empire (c. 5<sup>th</sup> century–1492 CE)
- l. Italian city-states such as Venice, Milan, Florence, and Genoa (c. 800–1500 CE), the development of banking, capitalism, education, patronage of the arts, commerce with the Byzantine and Ottoman Empires and Asia

### A Sampling of Primary and Secondary Sources in Appendix D for addressing Topic 3, standard 12

#### Kingdoms and Empires based in Africa

West Africa

[The Great Mosque at Djenne](#) (c. 800–1250 CE; article by Elisa Dainese, 2015)

[The Art of the Benin Kingdom](#) (c. 900–17<sup>th</sup> centuries CE), Museum of Fine Arts, Boston

East Africa:

[Kilwa Kisiwani](#) (16<sup>th</sup>–17<sup>th</sup> centuries CE; video by Stephen Battle and Stephen Becker, 2016)

#### Kingdoms and empires based in Western, Central, and East Asia

The Song Dynasty in China: [“Court Ladies Preparing Newly Woven Silk”](#) (12<sup>th</sup> century) attributed to Emperor Huizong, Museum of Fine Arts, Boston

The Yuan Dynasty in China: Zhao Yong (1347), [Horse and Groom after Li Gonglin](#) (handscroll), Freer Gallery, Smithsonian, Washington, DC

The Ottoman Empire: [Tughra, official signature of Süleiman the Magnificent](#), (1555-60) video 2013, the Metropolitan Museum, New York

The Kamakura Shogunate in Japan: [Todai-Ji or the Great Temple](#) (8<sup>th</sup> century, rebuilt in the 12<sup>th</sup> century) article by Deanna Macdonald, 2015)

The Mughal Empire in India: [“The Spy Zambur Brings Mahiya to the City of Tawariq,”](#) (c. 1570) folio from a *Hamzanama* (Book of Hamza) attributed to Kesav Das, example of Mughal painting) the Metropolitan Museum, New York

#### Kingdoms and empires based in the Americas

Maya: [Tikal National Park](#), (c. 900 BCE to 1500 CE) Guatemala

Aztec (Mexico): [Unearthing the Aztec Past: the Destruction of the Templo Mayor](#) (c.1325-1519) Mexico; video by Lauren Kilroy-Ewbank and Stephen Zucker, 2017

Inca: [City of Cusco](#) (c. 1440–1540 CE) Peru, essay by Sarahh Scher, 2015

Multiple kingdoms and empires: [Golden Kingdoms: Luxury and Legacy in the Ancient Americas](#) (objects 500 BCE–1500 CE) Video, 2018, the Metropolitan Museum of Art

#### Kingdoms and empires based in Europe

England: [Magna Carta](#) (1215)

Geoffrey Chaucer (1387–1400) [Canterbury Tales](#)

France: [Sainte-Chapelle](#) (1248 CE) Paris, video by Beth Harris and Stephen Zucker, 2017

Al-Andalus (Spain): [The Alhambra](#) (14<sup>th</sup> century) Photographs and essay by Shadieh Mirmobiny, 2015

Italy: [View of Florence, detail of Madonna della Misericordia](#) (1342) and [Palazzo Vecchio](#) (1299–1310) from [“Florence in the Late Gothic Period: an Introduction,”](#) essay by Joanna Milk MacFarland, 2015

<sup>58</sup> Note that the Roman Republic and the Roman Empire are addressed in standards in Grade 7.



3. Describe the goods and commodities traded east, west, north and south along the Silk Roads connecting Europe, Africa and Asia, including horses, grain, wood, furs, timber, spices, silk, and other luxury goods.
4. Explain how travelers' accounts and maps contributed to knowledge about the world.
5. Explain the widespread practice in Europe, Africa, Asia and the Americas of enslaving captives of war and of buying and selling slaves from the 5<sup>th</sup> to the 18<sup>th</sup> centuries CE.
6. Describe coexistence, tolerance, and trade between Arab and Christian kingdoms in the 8<sup>th</sup> to early 10<sup>th</sup> centuries CE.
7. Explain the consolidation of wealth of the Catholic Church and the power struggles within the church in the 11<sup>th</sup> century CE, the development of the practices of feudalism, knighthood, and chivalry in Europe, and the emergence of the concept of rights in England.
8. Evaluate the causes, course, and consequences of the European Crusades in the Mediterranean region in the 11<sup>th</sup>, 12<sup>th</sup>, and 13<sup>th</sup> centuries CE.
9. Explain the global consequences of diseases, focusing on the Bubonic plague and its spread through the Eurasian and African trade routes several times, in particular the severity of the impact of the disease on mortality rates in Europe, Africa, and Asia in the 15<sup>th</sup> century CE.

#### **Suggested Primary Sources for Topic 3 in Appendix D**

*Ibn Battuta, [The Rihla](#) (1354)*

*[Map showing Africa and King Mansa Musa](#), from the *Catalán Atlas*, (1375); see also [The Cresques Project](#) for other pages and translations of the text on the maps*

*Pope Urban II, [Speech at the Council of Clermont](#) (1095)*

*Roger of Hoveden, [The Fall of Jerusalem, 1187](#) (c. 1190)*

## **Topic 4. Philosophy, the arts, science and technology c. 1200 to 1700 [WHI.T4]**

*Supporting question: How did increasing global connectedness in the world lead to the developments in philosophy, arts and sciences in the early modern world?*

1. Explain how classical learning survived into the medieval world.
  - a. the role of Islamic scholars in preserving Greek, Roman, and Arabic texts after the collapse of the Roman Empire and the role of Christian monasteries housing libraries and making manuscript copies of Christian and pagan texts
  - b. the development of Islamic and European universities from the 9<sup>th</sup> to the 13<sup>th</sup> centuries
2. Explain the global spread and consequences of Chinese inventions and technologies (e.g., gunpowder, the compass, printing, and papermaking).
3. Analyze the Agricultural Revolution (Arab or Green Revolution) in Africa, Europe, and Asia, including the diffusion of plants from Asia and Africa into medieval Spain and the construction of large-scale systems of irrigation (e.g., canals, windmills, and aqueducts).
4. Describe the importance to India's medieval economy of textile technologies (e.g., processes to improve the growing, processing, spinning, weaving, printing, and dyeing of cotton), and the importance of cotton cloth as an export to Africa and Europe.

5. Describe the origins and development of the European Renaissance, the emerging concept of humanism, and the influence and accomplishments of key artists, writers, and inventors of the Italian and Northern European Renaissance.

Clarification Statement: *Students may use the following examples to meet this Standard:*

Italian Renaissance: Michelangelo Buonarroti, Leonardo da Vinci, Raphael, Niccolò Machiavelli, Filippo Brunelleschi

Northern Renaissance: Jan van Eyck, Albrecht Durer, Pieter Bruegel the Elder, Hieronymus Bosch, William Shakespeare, Erasmus, Johannes Gutenberg

6. Describe the political and religious origins of the Protestant Reformation and its effects on European society, including the reasons for the growing discontent with the Catholic Church; the main ideas of Martin Luther and John Calvin; the importance of Gutenberg's invention of the printing press and its adoption by others in the spread of Protestantism across Europe, and the formation of the Anglican Church.
7. Explain the purposes and policies of the Catholic Counter-Reformation, including the influence and ideas of Ignatius Loyola.
8. Identify the role that the Protestant Reformation and Catholic Counter-Reformation played on shifting political power in Europe, the persecution of religious minorities, and wars among European nations in the 15<sup>th</sup> and 16<sup>th</sup> centuries CE.
9. Explain the emergence of a wealthy Protestant middle class in the 17<sup>th</sup> century Northern Europe, its involvement in global trade, and its patronage of the arts and sciences.
10. Summarize how the scientific method and new technologies such as the telescope and microscope, led to new theories of the universe; describe the accomplishments of at least two figures of the Scientific Revolution (e.g., Nicolaus Copernicus, Galileo Galilei, René Descartes, Johannes Kepler, Robert Hooke, Antoni von Leeuwenhoek, Isaac Newton, Carolus Linnaeus); explain how advances in shipbuilding contributed to European exploration and conquest.

**Suggested Primary and Secondary Sources for Topic 4 in Appendix D**

Leonardo da Vinci, [Notebooks](#) (c. 1508)

Machiavelli, [The Prince](#) (1513)

Pieter Bruegel the Elder, [The Tower of Babel](#) (1563) video by Beth Harris and Stephen Zucker, 2015

["China and the World History of Science, 1450–1770"](#) by Benjamin Elman, 2007

Rembrandt van Rijn (1632), [The Anatomy Lesson of Dr. Nicolaes Tulp](#), video by Bryan Zygmunt, 2015

## Topic 5. Global exploration, conquest, colonization, c. 1492–1800 [WHI.T5]

*Supporting question: What was the effect of European conquests on the political and social structures of other regions of the world?*

1. Describe the expulsion of Jews and Muslims from the Iberian Peninsula after the Treaty of Granada (1492), the rise of Spanish and Portuguese Kingdoms, the Spanish Inquisition, and the Spanish expeditions to conquer and Christianize the Americas and the Philippines, and Portuguese conflicts with Muslim states.
2. Explain the motivations for European nations to find a sea route to Asia.
3. Identify the major economic, political, demographic, and social effects of the European colonial period in the Americas and the Caribbean Islands, the so-called “Columbian Exchange” (the transmission of foodstuffs, plants, bacteria, animal species, etc., across the Atlantic for the first time and its environmental and agricultural implications); the impact of Christian missionaries on existing religious and social structures in the Americas, and the expansion of the trans-Atlantic slave trade.
4. Map the extent of the Ottoman, Chinese, Portuguese, Dutch, Spanish, and British Empires in the 17<sup>th</sup> century and research and report on an account of travel, trade or diplomacy of the 17<sup>th</sup> century.

### Suggested Primary Sources for Topic 5 in Appendix D

Bernal Diaz del Castillo, excerpts from [The True History of the Conquest of New Spain](#) (1576)

Evliya Çelebi, [Seyahatname \(Book of Travels\)](#) (1630–1672), account by a Muslim traveler in Asia, Africa, and Europe Virtual exhibition with text, images, video, London, 2010)

## Topic 6: Philosophies of government and society [WHI.T6]

*Supporting question: How did philosophies of government shape the everyday lives of people?*

1. Identify the origins and the ideals of the European Enlightenment, such as *happiness*, *reason*, *progress*, *liberty*, and *natural rights*, and how intellectuals of the movement (e.g., Denis Diderot, Emmanuel Kant, John Locke, Charles de Montesquieu, Jean-Jacques Rousseau, Mary Wollstonecraft, Cesare Beccaria, Voltaire, or social satirists such as Molière and William Hogarth) exemplified these ideals in their work and challenged existing political, economic, social, and religious structures.
2. Explain historical philosophies of government, giving examples from world history:
  - a. the Chinese doctrine of the Mandate of Heaven, in which a ruler must be worthy of the right to rule
  - b. absolute monarchy, in which a monarch holds unlimited power with no checks and balances (e.g., in France of Louis XIV, Spain, Prussia, and Austria)
  - c. enlightened absolutism (e.g., in Russia under Czars Peter the Great and Catherine the Great, in which ideas of the Enlightenment temper absolutism)
  - d. constitutional monarchy, in which a ruler is limited by a written or unwritten constitution (e.g., English traditions beginning with Magna Carta).

3. Explain why England was the exception to the growth of absolutism in Europe.
  - a. the causes, essential events, and effects of the English Civil War and the Glorious Revolution of 1688
  - b. the English Bill of Rights and its limits on the power of the monarch to act without the consent of Parliament
4. Explain the development of constitutional democracy following the American Revolution, the United States Constitution (1787), and the Bill of Rights (1791).

**Suggested Primary Sources for Topic 6 in Appendix D**

*John Locke, [Two Treatises of Civil Government](#) (1690)*

*Charles de Montesquieu, [The Spirit of the Laws](#) (1748)*

*Jean Jacques Rousseau, [The Social Contract](#) (1763)*

*Adam Smith, [The Wealth of Nations](#) (1775)*

*Mary Wollstonecraft, [Vindication of the Rights of Women](#) (1792)*

*The [English Bill of Rights](#) (1689)*

# High School

## World History II

Building on their understanding of world geography and civilizations from middle school and World History I, students study world history from approximately 1700 to the present by researching guiding questions such as, “*What are the connections between industrialization and imperialism?*” and “*What does it mean to be modern?*” Additional supporting questions appear under each topic. The questions are included to stimulate teachers’ and students’ own questions for discussion and research.



### World History II Topics

- Topic 1. Absolute power, political revolutions, and the growth of nation-states, c. 1700–1900**
- Topic 2. The Agricultural and Industrial Revolutions and their consequences c.1750–1900**
- Topic 3. The global effects of 19<sup>th</sup> century imperialism**
- Topic 4. The Great Wars 1914–1945**
- Topic 5. The Cold War Era 1945–1991**
- Topic 6. The era of globalization 1991–present**
- Topic 7. The politics of difference: conflicts, genocide, and terrorism**

### Literacy in History and Social Science

In studying these topics, students apply grades 9–10 or 11–12 reading, writing and speaking and listening skills, and learn vocabulary and concepts related to history and social science.

### Looking Back to Middle School, Connecting to other High School History Courses

**Sixth, seventh and eighth graders** studied all the world regions and the principles and institutions of democratic societies. **United States History II** concentrates on 20<sup>th</sup> and 21<sup>st</sup> century history. There are also two high school electives: **United States Government and Politics** and **Economics**, as well as standards for **Personal Financial Literacy** and **News/Media Literacy** that may be taught as stand-alone courses or integrated into history social science or other subjects.

### Standards for History and Social Science Practice, Pre-K–12\*

1. Demonstrate civic knowledge, skills, and dispositions.
2. Develop focused questions or problem statements and conduct inquiries.
3. Organize information and data from multiple primary and secondary sources.
4. Analyze the purpose and point of view of each source; distinguish opinion from fact.
5. Evaluate the credibility, accuracy, and relevance of each source.
6. Argue or explain conclusions, using valid reasoning and evidence.
7. Determine next steps and take informed action, as appropriate.

\* A statement on civic knowledge, skills, and dispositions adopted by the Massachusetts Board of Elementary and Secondary Education in 2016 is included in the larger explanation of the practices, at the [beginning of the Standards](#) section.

# World History II Content Standards

Building on knowledge from previous years, students should be able to:

## Topic I: Absolute power, political revolutions, and the growth of nation states, c. 1700–1900 [WHII.T1]

*Supporting Question: What are the similarities and differences of political revolutions in this period?*

1. Describe the growing consolidation of political power in Europe from 1500 to 1800 as manifested in the rise of nation states ruled by monarchs.
  - a. the Thirty Years War in central Europe (1618–1648) and the Peace of Westphalia (1648)
  - b. the rise of the French monarchy, the policies and influence of Louis XIV (1638–1718), and the design of the Château de Versailles as a symbol of royal power
  - c. the growing power of Russian czars, including the attempts at Westernization by Peter the Great (1682–1785), the growth of serfdom, and Russia’s rise as an important force in Eastern Europe and Asia; and the rise of Prussia, Poland, and Sweden in the 17<sup>th</sup> and 18<sup>th</sup> centuries
2. Explain the reasons for the Glorious Revolution in England and why England was the main exception to the growth of absolutism in royal power in Europe.

Clarification Statement: *Students have been introduced to the topic of absolute and constitutional monarchies as forms of government in World History I.*
3. Analyze the various political, social, intellectual, and economic causes of the French Revolution (e.g., the influence of Enlightenment philosophy, the development of a middle class, the excesses and growing economic struggles of the French monarchy, the incompetence and corruption of the monarchy and government officials).
4. Summarize the main events of the French Revolution and analyze whether the revolution achieved its desired goals.

Clarification Statement: *Students may use the following events to address this standard.*

a. the Estates General and the National Assembly	d. Robespierre and the Reign of Terror (c. 1793–1794)
b. the storming of the Bastille on July 14, 1789 and the <i>Declaration of the Rights of Man and Citizen</i>	e. the rise and fall of Napoleon and the French Empire (1804–1815)
c. the execution of Louis XVI in 1793	f. the Congress of Vienna (1814–1815)
5. Compare the causes, goals, and outcomes of the American Revolution (1776–1787), the French Revolution (1789–1799), and the Haitian Revolution (1791–1804), and analyze the short-term and long-term impact of these revolutions on world history.

Clarification Statement: *Students may use the following examples to address this standard.*

  - a. the revolutions’ contributions to modern nationalism
  - b. the abolition of theocratic absolutism and remaining feudal restrictions and

- obligations in France
- c. the revolutions' support for the ideas of popular sovereignty, religious tolerance, and legal equality
6. Analyze the causes and methods of the unification of both Italy and Germany, including the respective roles of Cavour and Bismarck, and the effect that such unification had on the balance of power in 19<sup>th</sup> century Europe.
  7. Identify the major political, social, and economic developments of Central and South American and Mexican history in the 19<sup>th</sup> century and analyze how these developments were similar to or different from those in Europe during the same time period.

Clarification Statement: *Students may use the following as examples to address this standard.*

- a. the wars for independence that led to the creation of Latin America's modern nation-states, including the influence and ideas of Simón Bolívar, José de San Martín, and their connections to the Haitian, American, and French Revolutions
- b. economic and social stratification
- c. the role of the Catholic Church
- d. the 19<sup>th</sup> century wars between Liberals and Conservatives over whether to maintain or destroy the legacies of Spanish colonialism
- e. the Mexican-American War of 1846-1848 and Mexico's resulting loss of half of its territory to the United States
- f. the growing power of the United States and its economic and political impact on Central America and the Caribbean, especially in the period before the Spanish-American War of 1898
- g. the persistence of slavery in Cuba, Puerto Rico, and Brazil until the end of the 19<sup>th</sup> century

#### **Suggested Primary Sources for Topic 1 in Appendix D**

[Louis le Vau, André le Nôtre and Charles le Brun, \*Château de Versailles\* \(1664–1710\)](#), article by Rachel Ropeik, 2015

[English Bill of Rights](#) (1689)

National Assembly of France, [The Declaration of the Rights of Man and Citizen](#) (1789)

Edmund Burke, [Reflections on the Revolution in France](#) (1790)

Simón Bolívar, [Letter from Jamaica](#) (1815)

## **Topic 2. The Agricultural and Industrial Revolutions in Europe and social and political reactions in Europe [WHII.T2]**

*Supporting Question: In what ways did the Agricultural and Industrial Revolutions bring improvements as well as new challenges in Europe and the United States?*

1. Analyze the economic, political, social, and technological factors that led to the Agricultural and Industrial Revolutions.

Clarification Statement: *Students may use the following as examples to address this standard.*

- a. technological advancements in agricultural practices during the 18<sup>th</sup> century and



- their impact on productivity of farms
  - b. the presence of coal that could be relatively easily mined in Britain for use in coal-fired furnaces and engines
  - c. the technological advancements of the textile, energy, and transportation industries in the 18<sup>th</sup> and 19<sup>th</sup> centuries
  - d. the transatlantic slave trade and its role in supplying Europe with cheap raw materials such as cotton from North American Southern states and products such as sugar from South American and the Caribbean Islands
  - e. the expanding markets for manufactured goods in the Americas and Africa, and the decision of China to withdraw from Indian Ocean trade, opening the way for the British East India Company and similar trading companies of other European nations to trade in Southeast Asia
  - f. the impact of Adam Smith’s economic theories and the investment of capital by entrepreneurs on the development of new industries
- 2. Evaluate the economic and social impact of the Agricultural and Industrial Revolutions in England, including population growth and the migration of workers from rural areas to new industrial cities, the emergence of a large middle class, the growing inequity in wealth distribution, the environmental impact of industrialization, and the harsh working and living conditions for the urban poor.
- 3. Analyze how the Industrial Revolution gave rise to new social, political, and economic philosophies such as feminism, socialism and communism, including ideas and influence of Robert Owen and Karl Marx.
- 4. Explain the impact of British economic and political reform movements such as labor unions on creating political reforms during the 19<sup>th</sup> century.

Clarification Statement: *Students may use the following examples to address this standard.*

- a. the expansion of suffrage for men throughout the 19<sup>th</sup> century through various popular movements and the emergence of political liberalism, and the movement for women’s suffrage
  - b. the development of labor laws and social reform laws such as the Factory Act of 1833 and the Mines Act of 1842
  - c. the development of government-provided social welfare programs such as unemployment insurance and old age pensions
- 5. Explain how industrialization spread from Great Britain to continental Europe and the United States and how industrial development affected the political balance of power among nations.

**Suggested Primary Sources for Topic 2 in Appendix D**

Adam Smith, [\*An Inquiry into the Nature and Causes of the Wealth of Nations\*](#) (1775)  
 Selections from Charles Dickens, [\*Oliver Twist\*](#) (1837–1838), with illustrations by George Cruikshank  
[\*Images of the Crystal Palace for the Grand International Exhibit in London\*](#) (1851)  
 Karl Marx and Friedrich Engels, [\*The Communist Manifesto\*](#) (1848)  
 John Stuart Mill, [\*“On Liberty”\*](#) (1869)

### Topic 3. The global effects of 19<sup>th</sup> century imperialism [WHII.T3]

*Supporting Question: What factors led to European imperial ambitions?*

1. Locate on a map key locations outside of Europe controlled by the European countries in the 19<sup>th</sup> century (e.g., India, Canada, Australia, and much of Africa by Britain; the Philippines, western and southwestern parts of North and South America, and the Caribbean Islands by Spain; Cape Verde, Brazil, and parts of India by Portugal; North and West Africa by France; parts of central Africa by Belgium and Germany).
2. Describe the causes of 19<sup>th</sup> century European global imperialism.
  - a. competition among England, Spain, Portugal, France, the Netherlands, and Belgium beginning in the 15<sup>th</sup> century for economic gain, resources, and strategic advantage
  - b. the importance of slavery and slave-generated capital to the Industrial Revolution; the role of European traders, merchants, and buyers in making the slave trade profitable in North and South America and the Caribbean Islands

*Clarification Statement: Students should understand that slavery in the Americas was an interconnected system, and that slavery did not just exist in the Southern states of the United States (see United States History 1, standards 20–21). They should learn that the largest number of enslaved African men and women brought to the Americas (an estimated 4.9 million from the 16<sup>th</sup> to the 19<sup>th</sup> century) were sold to buyers in Brazil to work on sugar and coffee plantations and in mining.*

- c. the integration of political, religious, and economic goals in the Spanish and Portuguese empires in the Americas, including the conversion of indigenous peoples by Jesuit and Franciscan missionaries, the spread of Spanish and Portuguese languages and the imposition of European political structures.
  - d. the writings of 18<sup>th</sup> and 19<sup>th</sup> century European race theorists that posited differences among races and the superiority of the “Caucasian race” as scientific fact, including the concept of Social Darwinism, thus justifying European attitudes toward colonialism and slavery.
3. Analyze the impact of Western imperialism in Asia, Africa, and Latin America.

*Clarification Statement: In addressing Standard 18, students should gain an overall view of what modern imperialism was and be able to relate that to their knowledge of earlier empires from World History I.*

*Students may study in depth imperialism on **one** continent, choosing a former colony to research, and using maps, images, literature, and other primary and secondary sources to create a case study of the area before, during, and after the colonial period, explaining the process of decolonization, and evaluating the success of the independent nation.*

**India**

- a. the economic and political relationship between India and Britain
- b. the role of the British East India Company in India
- c. development of new railway infrastructure in India
- d. the Indian Rebellion of 1857
- e. the rise of Indian nationalism and the influence and ideas of Mahatma Gandhi in the 20<sup>th</sup> century for an independent India

**China**

- a. the spheres of influence and extraterritorial rights for European nations
- b. the role of the British East India Company in controlling the opium trade between India and China and the impact of the opium trade on Chinese society and politics
- c. the rise of anti-Western and nationalist movements during the 19<sup>th</sup> century

**Japan**

- a. the Meiji Restoration and the opening of Japan to the West
- b. the rapid modernization and industrialization of Japan
- c. the emergence of a growing Japanese empire in Asia by the early 20<sup>th</sup> century

**Africa**

- a. the impact of European direct and indirect control of the existing political structure of African countries
- b. the exploitation of African people for European economic gain in a variety of industries
- c. agricultural changes and new patterns of employment
- d. interactions between India and East Africa
- e. the effects of assimilation on the people of Africa

**Latin America**

- a. Spanish control of Cuba and Puerto Rico; Portuguese colonial rule in Brazil
  - b. the drive by the United States to annex Mexico's northern territories, the Dominican Republic, Nicaragua, Cuba, and other Caribbean territories
  - c. the Spanish-American War of 1898
4. Analyze the cultural impact of colonial encounters and trade on people in Western nations, drawing on examples such as
- a. Asian furniture, porcelain, and cloth made for export
  - b. the introduction of new foods into Europe and the United States
  - c. emerging academic fields of archaeology and cultural anthropology
  - d. collections of art and artifacts from around the world exhibited in international expositions and museums
  - e. the influence of Japanese and African art on European art styles of impressionism and cubism
  - f. colonialism portrayed in literature and journalism by writers such as Rudyard Kipling, Edward. D. Morel, Joseph Conrad, Robert Louis Stevenson, and Isak Dinesen (Karen Blixen)

**Suggested Primary Sources for Topic 3 in Appendix D**

Rudyard Kipling, *"Take Up the White Man's Burden"* poem (1899)

Edward D. Morel, "[The Black Man's Burden](#)" essay (1903)

## Topic 4. The Great Wars, 1914–1945 [WHII.T4]

*Supporting Question: What were the causes and consequences of the 20<sup>th</sup> century's two world wars?*

1. Analyze the factors that led to the outbreak of World War I (e.g., the emergence of Germany as a great power, the rise of nationalism and weakening of multinational empires, industrial and colonial competition, militarism, and Europe's complex alliance systems).
2. Evaluate the ways in which World War I was a total war and its impact on the warring countries and beyond.
  - a. the use of industrial weapons and prolonged trench warfare and how they led to massive casualties and loss of life
  - b. the expansion of World War I beyond Europe into a global conflict (including the mobilization of Asian and African colonial subjects as troops to support military efforts and the reasoning for and impact of United States involvement; the impact on various nationalities, religious and ethnic groups)
  - c. the impact of war on the home front in Europe, including the conscription, war propaganda, rationing, and government control of wartime industries
3. Analyze the political, social, economic, and cultural developments following World War I.
  - a. the vast economic destruction resulting from the war
  - b. the emergence of a "Lost Generation" in European countries
  - c. the collapse of the Russian, Ottoman, and Austrian Empires
  - d. the modernization of Turkey under President Kemal Atatürk
  - e. the establishment of European mandates in the Middle East and the creation of modern state boundaries in the region
  - f. the Armenian genocide
  - g. the proceedings of the Paris Peace Conference and the Treaty of Versailles
  - h. the global influenza pandemic of 1918–1920
  - i. the development of modernism in the arts, in the works by composers, visual artists, writers, choreographers, and playwrights such as Igor Stravinsky, Pablo Picasso, Max Ernst, René Magritte, James Joyce, Gertrude Stein, Virginia Woolf, Ruth St. Denis, Martha Graham, Bertolt Brecht, Luigi Pirandello
4. Evaluate the negotiation of the Treaty of Versailles and how the treaty did or did not address the various issues caused by World War I.
 

*Clarification Statement: Students may address this standard by comparing and contrasting the Paris Peace Conference and the Congress of Vienna.*
5. Analyze the various developments of early 20<sup>th</sup> century Russian history including the Russian Revolution within the context of World War I, the growing political and social unrest under Czar Nicholas II, the emergence of the Bolshevik movement, the political revolutions of 1917, and the Russian Civil War.
6. Analyze later developments in Russian history, including the creation of the Union of Soviet

Socialist Republics (USSR) in 1922, the New Economic Plan (NEP) and the creation of a Soviet economy, artistic and cultural experimentation, the death of Lenin and the cult of his personality, and the power struggle that resulted in Stalin's leadership.

7. Identify the various causes and consequences of the global economic collapse of the 1930s and evaluate how governments responded to the effects of the Great Depression.
  - a. restrictive monetary policies
  - b. unemployment and inflation
  - c. political instability in weak democracies such as Germany
  - d. the influence of the ideas of John Maynard Keynes, Ludwig von Mises, Friedrich von Hayek, and Milton Friedman
8. Identify the characteristics of fascism and totalitarianism as exhibited in the rise of the authoritarian regimes in Italy, Germany, and the Soviet Union during the 1920s and 1930s.  
 Clarification Statement: *Students should be able to compare and contrast fascism, totalitarianism, and liberal democracy and the ideas of Mussolini, Hitler, and Stalin.*
9. Evaluate the economic, social, and political conditions that allowed the rise of Hitler, Mussolini, and Stalin in their respective countries, and how each dictator repressed dissent and persecuted minorities.  
 Clarification Statements: *Students may examine the following examples of conditions leading to the rise of dictators to address this standard:*
  - a. the lingering resentment over World War I and the Treaty of Versailles
  - b. the devastation of the Great Depression and the inability of fragile democracies to address those effects
  - c. the rise of anti-Semitism and racist ideologies in Europe during the last decades of 19<sup>th</sup> and early 20<sup>th</sup> centuries*Students should analyze the following examples of how each dictator repressed dissent and persecuted minorities:*
  - a. the arrest and execution of political opponents to Mussolini in Italy
  - b. censorship of the press and propaganda
  - c. the Nazi use of art as propaganda, promoting classicism and disparaging modernism as degenerate
  - d. the great purges under Stalin, the development and maintenance of the gulag system, and its impact on Soviet society
  - e. the policy of forced collectivization in the Soviet Union and the resultant forced famine genocide of the Ukrainian people, known as the Holodomor.
  - f. the Enabling Act, Night of the Long Knives, and Nuremberg Laws in Germany
  - g. the use of paramilitary groups and youth movements
10. Analyze the aggression of Germany, Italy, and Japan in the 1930s and early 1940s and the lack of response by the League of Nations and Western democracies.
  - a. Italy's invasion of Ethiopia (1935)
  - b. the Spanish Civil War (1936–39)
  - c. the Japanese invasion of China (1931), the Manchukuo State and the Nanjing Massacre (1937), and the Japanese invasion of the Philippines (1941–42)

- d. Germany's militarization of the Rhineland, annexation of Austria, and aggression against Czechoslovakia, the Nazi-Soviet Pact of 1939, the German attack on Poland, and the changing responses of Great Britain and the United States to Hitler's strategies
11. Analyze the effects of **one** of the battles of World War II on the outcome of the war and the countries involved:
    - 1940: the Battles of Britain and Dunkirk;*
    - 1941: the attack on Pearl Harbor*
    - 1942: the Battles of Midway and, Corregidor*
    - 1943: Stalingrad and the Allied invasion of Italy*
    - 1944–1945: the invasion of Normandy, D-Day, the Battle of the Bulge, Battle of Berlin, Battle of Bataan and the subsequent Bataan Death March, the Battles of Iwo Jima, Okinawa, Manila and Corregidor*
  12. Identify the goals, leadership, strategies, and post-war plans of the Allied leaders (i.e., Winston Churchill, Franklin D. Roosevelt, Joseph Stalin) and how wartime diplomacy affected the outcome of the war and the emergence of the Cold War.
  13. Describe the Holocaust, including its roots in Christian anti-Semitism, 19<sup>th</sup> century ideas about race and nation, and the Nazi dehumanization and planned extermination of the Jews and persecution of LGBT and Gypsy/Roma people.
  14. Analyze the decision of the United States to drop atomic bombs on Hiroshima and Nagasaki in order to bring the war with Japan to a swift conclusion and its impact on relations with the Soviet Union.
  15. Evaluate the global political, economic, and social consequences of World War II.
    - a. the physical and economic destruction through the bombing of population centers
    - b. enormous disruption of societies and the deaths of millions of soldiers, civilians, colonial subjects, political opponents, and ethnic minorities
    - c. support in Europe for political reform and decolonization
    - d. the emergence of the U.S. and the Soviet Union as the world's two superpowers
    - e. the nuclear arms race between the U.S and the Soviet Union
    - f. the establishment of the United Nations in 1945, the promulgation of the Universal Declaration of Human Rights, the adoption of the Nuremberg Principles to guide the Nuremberg Tribunal of 1945 and the expansion of the Geneva Conventions in 1949

#### **Suggested Primary Sources for Topic 4 in Appendix D**

[World War I posters](#) (1914–1920)

[The Treaty of Versailles](#) (1919)

Erich Maria Remarque, Excerpts from [All Quiet on the Western Front](#) (1928)

Selections from Adolf Hitler, [Mein Kampf](#) (1925)

Leni Riefenstahl, [Triumph of the Will](#), film (1935)

[Paul Troost, The House of German Art](#) (1933–1937), video by Beth Harris and Stephen Zucker, 2015

Note that the three sources above contain anti-Semitic ideas and need to be reviewed by teachers, curated carefully, and presented with explanations.

Henryk Ross, [Photographs of the Lodz Ghetto](#) (1939–45)  
 Holocaust Learning, [Holocaust Survivor Stories](#) (videos, text of oral histories of 1939–1945), recorded c. 2010  
 Neville Chamberlain, [“Peace in Our Time”](#) speech to Parliament (1938)  
 Winston Churchill, [“A Disaster of the First Magnitude”](#) speech to Parliament (1938)  
 Winston Churchill, [“The Iron Curtain”](#) speech (1946)  
 Joseph Stalin, [“Response to Churchill’s Iron Curtain Speech”](#) (1946)  
 United Nations, [“Universal Declaration of Human Rights”](#) (1948)  
[The Geneva Conventions](#) (1949)

## Topic 5. The Cold War Era, 1945–1991 [WHII.T5]

*Supporting Question: How did the Cold War manifest itself in conflicts and shifting alliances in the second half of the 20<sup>th</sup> century?*

1. Identify the differences in worldview between the United States and the Union of Soviet Socialist Republics (USSR) and analyze how tensions between the USSR and the West led to the division of Europe.
2. Analyze the impact of transnational organizations and alliances such as the United Nations (UN), the European Economic Community (EEC), the North Atlantic Treaty Organization (NATO, 1949), the Warsaw Pact (1955), and the non-alignment movement on the developments of the Cold War.
3. Evaluate the importance of key military and political developments on the outcome of the Cold War. Students may use **one** the following examples to address this standard.
  - a. The partition of Germany and the Berlin Crises of 1948 and 1961
  - b. The Marshall Plan and the revival of Western Europe’s economy
  - a. the policy of containment and its relation to the Korean War and the Vietnam War
  - b. the emergence of the People’s Republic of China as a major power
  - c. life in the USSR after Stalin’s death in 1953, the rule of Nikita Khrushchev, popular uprisings in Soviet-controlled countries such as the 1956 uprising in Hungary and the “Prague Spring” of 1968
  - d. the United States backing for the overthrow of Mossadegh in Iran (1953) and Arbenz in Guatemala (1954), demonstrating the stakes of the Cold War in non-Great Power countries
  - e. Soviet-U.S. competition in the Middle East and the Soviet War in Afghanistan
  - f. The Cuban Revolution and the Cuban Missile Crisis
  - g. the arms race and arms control agreements (including the ABM and SALT treaties)
  - h. détente and diplomatic efforts between the USSR and the West
4. Analyze the major developments in Chinese history during the second half of the 20<sup>th</sup> century, including the Chinese Civil War and the triumph of the Communist Revolution in China, the rise of Mao Tse-Tung and political, social, and economic upheavals under his leadership, such as the Great Leap Forward and the Cultural Revolution, the Tiananmen Square student protests in Beijing in 1989 and economic reforms under the leadership of Deng Xiaoping.
5. Analyze the development and goals of nationalist movements in Africa, Asia, Central and



South America, and the Middle East, and evaluate how **one** of these movements and its leader brought about decolonization and independence in the second half of the 20<sup>th</sup> century (e.g., Fidel Castro in Cuba, Patrice Lumumba in Congo, Ho Chi Minh in Vietnam, Gamel Abdul Nasser in Egypt, Jawaharlal Nehru in India, Salvador Allende in Chile).

6. Explain the defense of and resistance to the official South African government policy of apartheid (legalized racial segregation) between 1948 and 1991, and analyze how opposition by the African National Congress, including resistance leader Nelson Mandela, and international organizations such as the United Nations, contributed to the downfall of apartheid.
7. Explain the background for the establishment of the modern state of Israel in 1948, and subsequent military and political conflicts.
  - a. the growth of Zionism, and 19<sup>th</sup> and early 20<sup>th</sup> century immigration by Eastern European Jews to Palestine
  - b. anti-Semitism and the Holocaust
  - c. the United Nations (UN) vote in 1947 to partition the western part of the Palestine Mandate into two independent countries
  - d. Palestinian loss of land and the creation of refugees by Israeli military action
  - e. the rejection of surrounding Arab countries of the UN decision and the invasion of Israel by Arab countries
  - f. the various wars between Israel and neighboring Arab states since 1947, (e.g., the Six Day War and the Yom Kippur War)
  - g. the diverse mix of cultures (e.g., Jews, Palestinians, and Arabs of Christian, Jewish, Muslim, and Druze backgrounds) in the region in the late 20<sup>th</sup> and early 21<sup>st</sup> centuries
  - h. attempts to secure peace between Palestinians and Israelis, including the proposal of a two-state solution
8. Analyze the causes for the decline and collapse of the Soviet Union and the communist regimes of Eastern Europe, including the increasingly costly geopolitical competition with the United States, the growing gap between the economies of Western and Eastern Europe, the impact on people's lives of the weakness of the Soviet economy, the toll of extended military conflict in Afghanistan, and the weakening popular support for communism in the Soviet Union and Eastern Europe.

Clarification Statement: *Students may use the following examples to address this standard:*

- a. The 1975 Helsinki Accords and the emergence of human rights movements in Eastern Europe
- b. The deployment of intermediate range nuclear missiles in Europe and the Reagan Administration's investment in new defense technologies and the expansion of U.S. military forces
- c. the Solidarity movement in Poland
- d. the Velvet Revolution in Czechoslovakia
- e. the rise of nationalist sentiment in the Soviet bloc and USSR

- f. the fall of the Berlin Wall
  - g. Mikhail Gorbachev's leadership and policies of *glasnost* and *perestroika*
  - h. the Russian opposition movement to Boris Yeltsin
9. Evaluate the consequences of the breakup of the Soviet Union on the development of market economies, political and social stability, the spread of nuclear technology and other technologies of mass destruction to rogue states and terrorist organizations, and analyze how these consequences led to the consolidation of political power in the hands of an oligarchy during the first and second decades of the 21<sup>st</sup> century.
10. Analyze the contributing factors to and the effects of the global surge in economic productivity, the rise in living standards in Western Europe and Japan, such as the long postwar peace between democratic nations, the role of migrant workers in rebuilding postwar nations, and the policies of international economic organizations.
11. Evaluate how scientific developments of the 20<sup>th</sup> century altered understanding of the natural world, changed the lives of the general populace, and led to further scientific research.

*Students may use **one** of the following examples to address this standard:*

- a. Albert Einstein and the theory of relativity
  - b. Niels Bohr and quantum theory
  - c. Marie and Pierre Curie and radioactivity
  - d. Enrico Fermi, J. Robert Oppenheimer, Edward Teller, and nuclear energy
  - e. Wernher von Braun and space exploration
  - f. Jonas Salk, the polio vaccine, and other medical breakthroughs
  - g. Rosalind Franklin, Maurice Wilkins, James Watson and Francis Crick, the discovery of DNA, and the Human Genome Project
  - h. The development of the first integrated circuit in 1958
  - i. The invention of the ARPAnet and its evolution into the Internet
  - j. Sylvia Earle and oceanography
  - k. Jane Goodall and the study of primates and ecology
12. Analyze how various social and intellectual movements of the second half of the 20<sup>th</sup> century changed traditional assumptions about race, ethnicity, class, gender, the environment, and religion (e.g., the modern feminist movement, the LGBTQ rights movement; the environmentalist movement and emergence of Green parties).

**Suggested Primary Sources for Topic 5 in Appendix D**

Nikita Khrushchev, [\*Secret Speech to the Closed Session of the Twentieth Party Congress\*](#) (1956)

[\*Soviet political posters, postcards, and photographs\*](#) (c. 1918–1981)

Mao Tse-Tung, *Quotations of Chairman Mao* (1964)

[\*In pictures: Beijing's Tiananmen Square protests\*](#) (1989)

Nelson Mandela [\*"I am prepared to die" statement at the Rivonia Trial\*](#) (1969)

Vaclav Havel, [\*"The Power of the Powerless,"\*](#) essay (1978)

Lech Walesa, [\*Nobel Peace Prize lecture\*](#) (1983)

## Topic 6. The era of globalization 1991–present [WHII.T6]

*Supporting Question: What are the factors that brought about globalization in the 21<sup>st</sup> century?*

1. Analyze reasons for globalization – an international network of economic systems—and explain its consequences for workers in highly developed and less developed countries.
2. Analyze the major forces in the Middle East since 1980, including the rise of Islamic fundamentalism; the bulge in the youth population, rivalry between Saudi Arabia and Iran, struggle for autonomy by the Kurds, the political challenges of the oil-rich Persian Gulf states, the Iranian Revolution of 1978–1979 and the Iran-Iraq War, the Persian Gulf War, the Iraq War, Arab uprisings, the growth of the Islamic State of Iraq and Syria (ISIS).
3. Explain the role of populist political movements, their strength in European political parties in the early 21<sup>st</sup> century.
4. Analyze the rise in political and economic power of China and its increasingly critical role in global affairs (e.g., North Korea, the World Trade Organization).
5. Evaluate the impact of international efforts to address global issues.
  - a. environmental efforts to slow climate change, preserve wildlife habitat, and increase agricultural production
  - b. humanitarian efforts to slow the spread of the Acquired Immunodeficiency Syndrome (AIDS), lower rates of disease and childhood mortality, provide solutions to recurring refugee crises, increase the availability of education for girls and women, and develop local rural economies

### Suggested Primary Source for Topic 6 in Appendix D

Malala Yousafzai, [Nobel Peace Prize Lecture](#) (2014)

## Topic 7. The politics of difference among people: conflicts, genocide, and terrorism [WHII.T7]

*Supporting Question: How and why do people use difference to foment conflict?*

1. Distinguish between the concepts of genocide and mass atrocity and analyze the causes of genocide and mass atrocities in the modern world (e.g., conflicts over political power, historical grievances, manipulation of ideas about difference and fear by political forces). *Students may use **one** the following events to address this standard:*
  - a. conflict between Catholics and Protestants in Northern Ireland
  - b. the Bosnian War and the persecution of ethnic Albanians in Kosovo
  - c. the Cambodian genocide carried out by the Khmer Rouge
  - d. the Rwandan Genocide and ethnic conflicts in the Democratic Republic of Congo
  - e. the Darfur crisis and South Sudan
  - f. conflict between India and Pakistan in Kashmir
  - g. ethnic tension in Sri Lanka
  - h. mass atrocities in Guatemala and Syria
  - i. conflict between Shi'a and Sunni Muslims
  - j. the treatment of Rohingya people in Myanmar
2. Analyze the events, people and conditions that have given rise to international terrorism

including the emergence of the global terror network Al-Qaeda, the Taliban in Afghanistan, and ISIS, and evaluate responses by governments and societies to international terrorist activity.

## High School Elective

### United States Government and Politics

Students revisit the Founding Documents of the United States and Massachusetts with an emphasis on understanding their relevance and impact on policies and politics in the present. They study these topics by exploring and researching guiding questions such as “*What does it mean to be an informed citizen?*” and “*How involved should the United States government be in world affairs?*” Additional supporting questions appear under each topic. The questions are included to stimulate teachers’ and students’ own questions for discussion and research.

#### United States Government and Politics Topics

**Topic 1. Foundations of government in the United States**

**Topic 2. Purposes, principles, and institutions of government**

**Topic 3. Civil rights, human rights, and civil liberties**

**Topic 4. Political parties, interest groups, media, and public policy**

**Topic 5. The relationship of the United States to other nations in world affairs**

#### Literacy in History and Social Science

In studying these topics, students apply grades 9–10 or 11–12 reading, writing and speaking and listening skills and learn vocabulary and concepts related to history and social science.

#### Looking Back: Connections to History and Social Science in Middle and High School

**Eighth Graders** studied the foundations and institutions of democracy. Students in **US History I and II** learned more about government, economics, and the history of the nation. **World History II** introduced them to modern developments in countries outside the United States. Another elective, **Economics**, deals with economic theory. There are also standards for **Personal Financial Literacy** and **News/Media Literacy** that may be taught as stand-alone courses or integrated into history and social science or other subjects.

#### Standards for History and Social Science Practice, Pre-K–12\*

1. Demonstrate civic knowledge, skills, and dispositions.
2. Develop focused questions or problem statements and conduct inquiries.
3. Organize information and data from multiple primary and secondary sources.
4. Analyze the purpose and point of view of each source; distinguish opinion from fact.
5. Evaluate the credibility, accuracy, and relevance of each source.
6. Argue or explain conclusions, using valid reasoning and evidence.
7. Determine next steps and take informed action, as appropriate.

\* A statement on civic knowledge, skills, and dispositions adopted by the Massachusetts Board of Elementary and Secondary Education in 2016 is included in the larger explanation of the practices, at the [beginning of the Standards](#) section.

## United States Government and Politics Content Standards<sup>59</sup> [GOV]

Building on knowledge from previous years, students should be able to:

- describe and compare important facts, concepts, and theories pertaining to U.S. government, politics, and the role of the U.S. in world affairs
- explain typical patterns of political processes and principles that provide the foundation for various government structures and procedures
- interpret basic data relevant to U.S. government and politics (including data presented in charts, tables, and other formats)
- critically analyze relevant theories and concepts, apply them appropriately, and understand their connections to other aspects of history and social science

### Topic 1. Foundations of government in the United States [T1]

*Supporting Question: How has the nation acted to narrow discrepancies between the founding ideals and reality?*

Clarification statement: *This course makes use of historical events, concepts, and founding documents students have previously encountered in the grade 8 civics course and U.S. History I and II. The focus of the present course is on comparing multiple texts to deepen understanding and synthesizing perspectives on a given topic across texts.*

1. Define the terms *citizenship*, *politics*, and *government*, and give examples of how political solutions to public policy problems are generated through interactions of citizens, civil associations, and government.
2. Describe the purposes and functions of government.
3. Define and provide examples of different forms of government, including *direct democracy*, *representative democracy*, *republic*, *monarchy*, *oligarchy*, and *autocracy*.
4. Analyze theoretical perspectives related to the Constitution such as theories on *democratic government*, *republicanism*, *pluralism*, and *elitism*.
5. Analyze perspectives on the functions and values of voluntary participation by citizens in the civil associations that constitute civil society.<sup>60</sup>

For example, students analyze the views expressed by Alexis de Tocqueville in [Democracy in America](#), in the early 19<sup>th</sup> century and compare them to views of contemporary writers on this topic.

6. Using founding documents of the United States and Massachusetts, research, analyze and interpret central ideas on government, including *popular sovereignty*, *constitutionalism*, *republicanism*, *federalism*, *individual rights*, *the social contract* and *natural rights*.

<sup>59</sup> See Appendix D for links to key primary documents for United States History and Civics

<sup>60</sup> For example, students analyze the views expressed by Alexis de Tocqueville in [Democracy in America](#), in the early 19<sup>th</sup> century and compare them to views of contemporary writers on this topic.

7. Compare and contrast ideas on government of the Federalists and the Anti-Federalists during their debates on ratification of the U.S. Constitution.
8. Research, analyze, and present orally, in writing or through a multimedia presentation how the principles of U.S. democracy (e.g., *liberty, the common good, justice, equality, tolerance, law and order, rights of individuals, diversity, civic unity, patriotism, constitutionalism, popular sovereignty, representative democracy*) are embodied in founding-era documents and how the perspectives on these principles have evolved, as described in core documents of subsequent periods of United States history. Cite textual evidence to summarize key ideas, provide historical context for the particular documents cited.

For example, students compare the ideas of Martin Luther King, Jr. to those in such founding-era documents as the *Virginia Declaration of Rights, the Declaration of Independence, the Massachusetts Declaration of Rights, and the Federalist*.

9. Identify and explain historical and contemporary efforts to narrow discrepancies between foundational ideas and values of American democracy and realities of American political and civic life.
10. Argue and defend positions on issues in which foundational ideas or values are in tension or conflict (e.g., *liberty* in conflict with *equality or authority, individual rights* in conflict with national or community interests or perceptions of the *common good, or majority rule* in conflict with *minority rights*).

#### **Key Primary Sources for Topic 1 in Appendix D**

[\*The Declaration of Independence\* \(1776\)](#)

[\*The Massachusetts Constitution\* \(1780\)](#)

[\*The Constitution of the United States\* \(1787\)](#)

[\*The Federalist, Number 10\* \(1787\)](#)

[\*The United States Bill of Rights\* \(1791\)](#)

[\*George Washington, Farewell Address\* \(1796\)](#)

Elizabeth Cady Stanton, primary author: [\*The Declaration of Sentiments of the Seneca Falls Conference\* \(1848\)](#);

Abraham Lincoln: [\*“Gettysburg Address”\* \(1863\)](#)

Abraham Lincoln, [\*Second Inaugural Address\* \(1865\)](#)

Theodore Roosevelt, [\*“The New Nationalism”\* \(1910\)](#)

Woodrow Wilson, [\*“Fourteen Points”\* speech \(1918\)](#)

Franklin Roosevelt, [\*“Four Freedoms”\* speech \(1941\)](#)

John F. Kennedy, [\*“Inaugural Address”\* \(1961\)](#)

Martin Luther King, Jr., [\*“I Have a Dream”\* speech \(1963\)](#)

Martin Luther King, Jr., [\*“Letter from Birmingham City Jail”\* \(1963\)](#)

#### **Suggested Primary Source in Appendix D**

[\*Virginia Declaration of Rights\* \(1776\)](#)

[\*The Virginia Statute for Religious Freedom\* \(1786\)](#)

[\*The Northwest Ordinance\* \(1787\)](#)

[\*Selected Federalist Papers\* such as numbers 1, 9, 39, 51, and 78 \(1787–1788\)](#)



Selected responses by Anti-Federalists (1787–1789) [The Federal Farmer](#) (Richard Henry Lee) and [Centinel](#)

Thomas Jefferson, [First Inaugural Address](#) (1801)

Alexis de Tocqueville, [Democracy in America](#), Volumes I and II (1835, 1839)

Justice Robert M. Jackson: [Opinion for the Supreme Court in West Virginia State Board of Education v. Barnette](#) (1943)

Margaret Chase Smith, [“Declaration of Conscience” Speech](#) (1950)

## Topic 2. Purposes, principles, and institutions of government in the United States [T2]

*Supporting Question: How are the founding principles reflected in contemporary debates over the role of government?*

Clarification statement: *The study of the purposes, principles and institutions of government in the United States builds on material studied in the grade 8 civics course and US History I, but with a focus on analysis of case studies and current examples that illustrate the content.*

1. Compare and contrast governments that are unitary, confederate, and federal.
2. Identify and describe provisions of the United States Constitution and the Massachusetts Constitution that define and distribute powers and authority of the federal or state government.
3. Explain the difference between a town and a city form of government in Massachusetts, including the difference between a representative and an open-town meeting.
4. Explain the legal, fiscal, and operational relationships between state and local governments in Massachusetts.
5. Distinguish among the enumerated and implied powers in the United States Constitution and the Massachusetts Constitution.
6. Explain the functions of the courts of law in the governments of the United States and the state of Massachusetts with emphasis on the principles of judicial review and an independent judiciary.
7. Explain the role, checks on the other two branches, and the powers particular to the President, including the implications of the authority to issue executive orders and the authority to appoint Federal judges.
8. Explain the functions of executive branch departments or agencies in the United States or the state of Massachusetts; conduct research on **one** governmental agency to determine the reasons that it was established and give a contemporary example of the function it serves.

Examples include:

- a. United States Department of Defense
- b. United States Environmental Protection Agency
- c. United States Department of the Treasury
- d. Massachusetts Executive Office of Education
- e. Massachusetts Executive Office of Labor and Workforce Development

- f. Massachusetts Executive Office of Health and Human Services
9. Examine the constitutional principles of *federalism, separation of powers among three branches of government, the system of checks and balances, republican government, representative democracy, and popular sovereignty*. Analyze and evaluate **one** United States Supreme Court case that addresses these principles, and make an argument orally, in writing, or in a multimedia presentation, for either the majority or dissenting opinion in the case and explain what the case demonstrates about the relationship between the branches of government.<sup>61</sup>

Example 1: analyze and evaluate a decision by the United States Supreme Court about the constitutional principles of separation of powers and checks and balances, using such landmark cases as *Marbury v. Madison* (1803), *Baker v. Carr* (1962), *United States v. Nixon* (1974), *City of Boerne*, *Texas v. Flores* (1997), and *Clinton v. City of New York* (1998)

Example 2: analyze and evaluate decisions by the United States Supreme Court about the constitutional principle of federalism, using cases such as *McCulloch v. Maryland* (1819), *Texas v. White* (1869), *Alden v. Maine* (1999).

10. Examine the relationships among the three main branches of the U.S. government in the current system of government, Congress, the Presidency, and the Federal Courts, as well as the Federal bureaucracy and the various balances of power between them. Evaluate historical challenges to the checks and balances among the branches of government and what they reveal about the relationship between the branches. Examples may include:
- the Judicial Procedures Reform Bill (1937), President Franklin Delano Roosevelt’s attempt to alter the political balance of the Supreme Court
  - the so called “Saturday Night Massacre” (1973), President Richard Nixon’s firing of independent special prosecutor Archibald Cox during the Watergate Scandal
  - historical attempts to make use of the “reconciliation” process (a congressional legislative process that allows expedited passage of certain budgetary legislation on spending, revenues, and the federal debt limit with a simple majority vote) in order to pass legislation with larger policy implications
  - the debate over the shared authority to declare and prosecute war
11. Research the course of the movement to constrain and reduce the size of government since the 1980s and make an argument, supported by credible evidence and responses to possible counter-arguments, that makes the case for or against this movement. The argument may be presented in writing, orally, as in a debate, or in a multimedia presentation.
12. Construct an argument about the relevance of the United States Constitution in the 21<sup>st</sup> century, analyzing the effectiveness of its concepts of the separation of powers, checks and balances, federalism, and the rule of law; support the argument with examples from recent political history.

---

<sup>61</sup> Useful resources include [Landmark Cases of the Supreme Court](#) (Street Law, Inc., and the Supreme Court Historical Society), the [Official Website of the Supreme Court](#), [The Supreme Court for Educators](#) (Public Broadcasting System/WNET), [Oyez](#) (Cornell’s Legal Information Institute, LII), Chicago-Kent College of Law and Justia.com).

### Topic 3. Civil rights, human rights, and civil liberties [T3]

*Supporting Question: How have court decisions defined the balance between broader national or community interests and the rights of the individual?*

1. Compare core documents associated with the protection of individual rights (e.g., the U.S. Bill of Rights, the 14th Amendment to the United States Constitution, Article I of the Massachusetts Constitution, the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights, the Convention on the Elimination of All Forms of Racial Discrimination).
2. Research, analyze, and present orally, in writing or through a multimedia presentation the historical context of **two** Supreme Court decisions on a topic related to individual rights and what the respective decisions demonstrate about how the protection of individual rights has evolved over time. Cite textual evidence to summarize key perspectives in the decisions and provide historical context for the particular decisions cited. Cases may include:
  - Whitney v. California* (1927), *Stromberg v. California* (1931), *Near v. Minnesota* (1931), *Brandenburg v. Ohio* (1969), *Texas v. Johnson* (1989), and *Reno v. American Civil Liberties Union* (1997)

### Topic 4: Political parties, interest groups, media, and public policy [T4]

*Supporting Question: What are the roles of political parties, interest groups, and media in influencing public policy?*

1. Trace the evolution of political parties in the U.S. governmental system, analyze their organization, functions in elections and government at national and state levels, and evaluate examples of current methods used to promote candidates and issues.
2. Research the platforms of political parties and candidates for state or national government and analyze data on campaign financing, advertising, and voter demographics, to draw conclusions about how citizens in the United States participate in public elections.
3. Trace the evolution of interest groups, including political action committees (PACs); analyze the range of interests represented, the strategies used, the unique characteristics and roles of PACs in the political process, and the effects of interest groups on the political process. Evaluate perspectives on the role of interest groups since the founding of the U.S. (e.g. Federalist 10, current perspectives).
4. Evaluate the benefits and disadvantages of new technologies in politics, including how they broaden the influence of media and public interest groups.
5. Analyze current research on the impact of media on civic discourse and the importance of an informed citizenry that determines the credibility of sources and claims and exercises other sound media literacy skills.
6. Compare the debate over a public policy issue from the past and a contemporary one and evaluate the role of political parties, interest groups and media in influencing public opinion. Historical and current examples may include:
  - a. Labor—reforms to improve workplace safety, workers’ hours, and limit child labor

- b. Environment—the establishment of the National Parks System, legislation to promote clean air and water
  - c. Disability rights—independent living, deinstitutionalization, right to education
  - d. Voting—women’s suffrage
  - e. Consumer protection—food and drug safety
7. Use a variety of sources, including newspapers and digital sources, to identify a current local, state or national public policy issue and evaluate the influence on the legislative process of political parties, interest groups, grass roots organizations, lobbyists, public opinion, media, and individual voters.
  8. With other students, identify a significant public policy issue in the community, gather information about that issue, fairly evaluate the various points of view and competing interests, discuss policy options as a group and seek to arrive at a consensus or compromise agreement, examine ways of participating in the decision-making process about the issue, and draft one or more position papers, oral or multimedia presentations on how the issue may be resolved.

## **Topic 5. The relationship of the United States to other nations in world affairs [T5]**

*Supporting Question: How does the U.S. exercise power in world affairs?*

1. Give examples of the ways nation states interact, including trade, tourism, diplomacy, treaties and agreements, and military action.
2. Analyze reasons for conflict among nation states, such as competition for resources and territory, differences in systems of government, and religious or ethnic conflicts.
3. Identify and explain powers that the United States Constitution gives to the President and Congress in the area of foreign affairs.
4. Describe the tools used to carry out United States foreign policy. *Examples:* diplomacy, economic aid, military aid, humanitarian aid, treaties, sanctions, covert action, and military intervention.
5. Examine the different forces that influence U.S. foreign policy, including business and labor organizations, interest groups, public opinion, and ethnic and religious organizations.
6. Differentiate among various governmental and nongovernmental international organizations, and describe their purposes and functions. (e.g., major governmental international organizations such as the North Atlantic Treaty Organization (NATO), the World Court, and the Organization of American States (OAS); non-governmental entities such as the International Red Cross and the Catholic Relief Services).
7. Explain and evaluate participation by the United States government in international organizations such as the United Nations.
8. Use a variety of sources, including newspapers, magazines, and the Internet to identify a significant world political, demographic, or environmental issue. Analyze how this issue may affect United States foreign policy in specific regions of the world, and make an argument, orally, in writing, or in a multimedia presentation that addresses the issue and acknowledges and refutes competing perspectives.

## High School Elective Economics

Building on their knowledge of United States and World history, students learn about the allocation of scarce resources and the economic reasoning used by government agencies and by people as consumers, producers, savers, investors, workers, and voters. They study these topics by exploring and researching guiding questions such as, “*What are some measures of a nation’s economic stability?*” and “*What impact does globalization have on the United States economy?*” Additional supporting questions appear under each topic. The questions are included to stimulate teachers’ and students’ own questions for discussion and research.

### Economics Topics

- Topic 1. Scarcity and economic reasoning
- Topic 2. Supply and demand
- Topic 3. Market structures
- Topic 4. The role of government
- Topic 5. National economic performance
- Topic 6. Money and the role of financial institutions
- Topic 7. Trade

### Literacy in History and Social Science

In studying these topics, students apply grades 9–10 or 11–12 reading, writing and speaking and listening skills and learn vocabulary and concepts related to history and social science.

### Connections to History and Social Science in Grades 9–11

***U.S. History II and World History II*** presented economic issues in the context of history. This capstone course delves more deeply into economic theory, particularly the role of governments and financial institutions, monetary policy, and international trade. Another elective, ***United States Government and Politics***, deals with political science. There are also standards for ***Personal Financial Literacy*** and ***News/Media Literacy*** that may be taught as stand-alone courses or integrated into history and social science or other subjects.

### Standards for History and Social Science Practice, Pre-K–12\*

1. Demonstrate civic knowledge, skills, and dispositions.
2. Develop focused questions or problem statements and conduct inquiries.
3. Organize information and data from multiple primary and secondary sources.
4. Analyze the purpose and point of view of each source; distinguish opinion from fact.
5. Evaluate the credibility, accuracy, and relevance of each source.
6. Argue or explain conclusions, using valid reasoning and evidence.
7. Determine next steps and take informed action, as appropriate.

\* A statement on civic knowledge, skills, and dispositions adopted by the Massachusetts Board of Elementary and Secondary Education in 2016 is included in the larger explanation of the practices, at the [beginning of the Standards](#) section.

## Economics Content Standards [ECON]

### Topic 1. Scarcity and economic reasoning [T1]

*Supporting Question: How do individuals and corporations make choices about saving or spending?*

1. Define each of the productive resources (natural, human, capital) and explain why they are necessary for the production of goods and services.
2. Explain how consumers and producers confront the condition of scarcity, by making choices that involve *opportunity costs and tradeoffs*.
3. Identify and explain the broad goals of economic policy such as *freedom, efficiency, equity, security, growth, price stability, and full employment*.
4. Describe how people respond predictably to *positive and negative incentives*.
5. Predict how interest rates act as an incentive for savers and borrowers.
6. Recognize that voluntary exchange occurs when all participating parties expect to gain.
7. Compare and contrast how the various economic systems (*traditional, market, command, mixed*) try to answer the questions: *What to produce? How to produce it? And for whom to produce it?*
8. Describe how clearly defined and enforced *property rights* are essential to a market economy.
9. Use a production possibilities curve to explain the concepts of *choice, scarcity, opportunity cost, tradeoffs, unemployment, productivity, and growth*.

### Topic 2. Supply and Demand [T2]

*Supporting Question: What factors affect the prices of goods and services?*

1. Define *supply and demand*.
2. Describe the role of buyers and sellers in determining the equilibrium price.
3. Describe how prices send signals to buyers and sellers.
4. Recognize that consumers ultimately determine what is produced in a market economy (*consumer sovereignty*).
5. Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure.
6. Demonstrate how supply and demand determine *equilibrium price* and quantity in the product, resource, and financial markets.
7. Identify factors that cause changes in market supply and demand.
8. Demonstrate how changes in supply and demand influence equilibrium price and quantity in the product, resource, and financial markets.
9. Demonstrate how *government wage and price controls*, such as rent controls and minimum wage laws, create *shortages and surpluses*.
10. Use concepts of price elasticity of demand and supply to explain and predict changes in quantity as price changes.
11. Explain how financial markets, such as the stock market, channel funds from savers to investors.

### Topic 3. Market structures [T3]

*Supporting Question: What impact does competition have on businesses?*

1. Compare and contrast the following forms of business organization: *sole proprietorship*, *partnership*, and *corporation*.
2. Identify the three basic ways that firms finance operations (*retained earnings*, *stock issues*, and *borrowing*), and explain the advantages and disadvantages of each.
3. Recognize the role of economic institutions, such as labor unions and nonprofit organizations in market economies.
4. Identify the basic characteristics of *monopoly*, *oligopoly*, and *pure competition*.
5. Explain how competition among many sellers lowers costs and prices and encourages producers to produce more.
6. Explain how firms with market power can determine price and output through marginal analysis.
7. Explain ways that firms engage in price and nonprice competition.
8. Illustrate how investment in research and development, equipment and technology, and training of workers increases productivity.
9. Describe how the earnings of workers are determined by the market value of the product produced and workers' productivity.

### Topic 4. The role of government [T4]

*Supporting Question: What is government's responsibility in providing for social needs?*

1. Explain how government responds to perceived social needs by providing public goods and services.
2. Describe major revenue and expenditure categories and their respective proportions of local, state, and federal budgets.
3. Identify laws and regulations adopted in the United States to promote competition among firms.
4. Describe the characteristics of natural monopolies and the purposes of government regulation of these monopolies, such as utilities.
5. Define *progressive*, *proportional*, and *regressive taxation*.
6. Describe how the costs of government policies may exceed their benefits because social or political goals other than economic efficiency are being pursued.
7. Predict how changes in federal spending and taxation would affect *budget deficits and surpluses* and *the national debt*.
8. Define and explain *fiscal* and *monetary policy*.
9. Analyze how the government uses taxing and spending decisions (fiscal policy) to promote *price stability*, *full employment*, and *economic growth*.
10. Analyze how the Federal Reserve uses monetary tools to promote *price stability*, *full employment*, and *economic growth*.



## Topic 5. National economic performance [T5]

*Supporting Question: What factors affect patterns of income distribution in the United States?*

1. Define *aggregate supply and demand*, *Gross Domestic Product (GDP)*, *economic growth*, *unemployment*, and *inflation*.
2. Explain how Gross Domestic Product (GDP), economic growth, unemployment, and inflation are calculated.
3. Analyze the impact of events in United States history, such as wars and technological developments, on business cycles.
4. Identify the different causes of inflation, and explain who gains and loses because of inflation.
5. Recognize that a country's overall level of income, employment, and prices are determined by the individual spending and production decisions of households, firms, and government.
6. Illustrate and explain how the relationship between aggregate supply and aggregate demand is an important determinant of the levels of unemployment and inflation in an economy.

## Topic 6. Money and the role of financial institutions [T6]

*Supporting Question: Why are banks and stock markets regulated by the government?*

1. Explain the basic functions of money (e.g., medium of exchange, store of value, unit of account).
2. Identify the composition of the money supply of the United States.
3. Explain the role of banks and other financial institutions in the economy of the United States.
4. Describe the organization and functions of the *Federal Reserve System*.
5. Compare and contrast credit, savings, and investment services available to the consumer from financial institutions.
6. Research and monitor *financial investments such as stocks, bonds, and mutual funds*.

## Topic 7. Trade [T7]

*Supporting Question: Why are the costs and benefits of trade agreements among nations?*

1. Explain the benefits of trade among individuals, regions, and countries.
2. Define and distinguish between *absolute and comparative advantage* and explain how most trade occurs because of a comparative advantage in the production of a particular good or service.
3. Define *trade barriers*, such as *quotas* and *tariffs*.
4. Explain why countries sometimes erect barriers to trade.
5. Explain the difference between balance of trade and balance of payments.
6. Compare and contrast labor productivity trends in the United States and other developed countries.
7. Explain how changes in exchange rates impact the purchasing power of people in the United States and other countries.
8. Evaluate the arguments for and against free trade.

## High School Standards for Personal Financial Literacy

These standards, designed to be taught for a quarter to a half of a school year, examine topics such as making personal economic choices and managing financial assets. Students study these topics by exploring and researching guiding questions such as, “*What do I need to know and be able to do in order to achieve financial stability over time?*” and “*Why should I plan for the future?*” Additional supporting questions appear under each topic. The questions are included to stimulate teachers’ and students’ own questions for discussion and research. Based on the *National Standards for Financial Literacy*, the topics below could be taught as a separate course or adapted for use in a history and social science, mathematics, family and consumer science, business, or college and career readiness curriculum.

### Personal Financial Literacy Topics

**Topic 1. Earning and spending income**

**Topic 2. Saving money**

**Topic 3. Using credit and making investments**

**Topic 4. Protecting and insuring assets**

### Literacy in History and Social Science

In studying these topics, students apply grades 9–10 or 11–12 [reading, writing and speaking and listening skills](#) and learn vocabulary and concepts related to history and social science.

### Connections to High School History and Social Science

*U.S. History II* and *World History II* presented economic issues in the context of current and historical events. The *Economics* elective addressed economic theory, particularly the role of governments and financial institutions, monetary policy, and international trade. These standards deal directly with individual economic choices and how individuals use systems of earnings, savings, credit, and insurance wisely.

### Standards for History and Social Science Practice, Pre-K–12\*

1. Demonstrate civic knowledge, skills, and dispositions.
2. Develop focused questions or problem statements and conduct inquiries.
3. Organize information and data from multiple primary and secondary sources.
4. Analyze the purpose and point of view of each source; distinguish opinion from fact.
5. Evaluate the credibility, accuracy, and relevance of each source.
6. Argue or explain conclusions, using valid reasoning and evidence.
7. Determine next steps and take informed action, as appropriate.

\* A statement on civic knowledge, skills, and dispositions adopted by the Massachusetts Board of Elementary and Secondary Education in 2016 is included in the larger explanation of the practices, at the [beginning of the Standards](#) section.

## Personal Financial Literacy Standards [PFL]

### Topic 1. Earning and spending income [T1]

*Supporting Question: What is the most important thing to look for in a job?*

1. Explain that people choose jobs for which they are qualified based on a variety of factors, such as *job satisfaction, independence, salary, opportunities to learn and grow*, benefits such as *health insurance coverage, retirement plans, and location*.
2. Explain why *wages and salaries* are determined by the labor market, and how changes in economic conditions (such as a recession) or the labor market (such as business shift from coal to oil or natural gas) can affect changes in a worker's income or may cause unemployment.
3. Analyze the impact of *federal income tax rates* on people of different income levels in the United States from 1950 to the present.
4. Describe the impact of advertising and social media on purchasing decisions; use data to research the effects of media sources on purchases of durable goods (such as cars or appliances) or more temporary goods and services (such as shoes, clothes, cosmetics, or transportation).
5. Give examples of ways people can pay for goods, services, or charitable donations (e.g., *cash, credit or debit card, check, mobile phone payment, layaway plan, rent-to-own*) and analyze the costs and benefits of each method of payment.
6. Explain the state and federal governments' roles in consumer protection.

### Topic 2. Saving money [T2]

*Supporting Question: What can banks do for consumers?*

1. Recognize that banks and other financial institutions are businesses that loan funds received from depositors to borrowers.
2. Explain the relationship between *principal* (the initial amount of money deposited in a bank by a person), *interest* (the amount earned from a bank, usually annually), and *compound interest* (interest earned on the principal and the interest already earned).
3. Explain the difference between the *real interest rate of return on savings (adjusted for inflation)* and the *nominal interest rate*.<sup>62</sup>
4. Research and report on government policies such as individual retirement accounts and educational savings plans, analyzing their effectiveness as incentives for saving.
5. Analyze the effectiveness of government agencies such as the Federal Reserve System, the Consumer Financial Protection Bureau, the Federal Deposit Insurance Corporation and state banking departments in protecting the safety of the nation's banking system and consumer interests.
6. Formulate a *savings or financial investment plan* for a future goal (e.g., college or retirement).

---

<sup>62</sup> Students might use websites such as the [Federal Reserve Bank of San Francisco](https://www.frb.org/) for reference.

### Topic 3. Using credit and making investments [T3]

*Supporting Question: What are the benefits and risks of using credit and investing?*

1. Recognize that a *credit card* purchase is a type of *loan* from the financial institution that issued the credit card, that financial institutions may charge a fee for credit card use, and that credit card interest rates tend to be higher than those for other types of loans.
2. Explain why some banks offer credit at low introductory rates that increase when a consumer makes a late payment or misses a payment.
3. Explain what a *credit bureau* does, what a credit rating is and the factors from an individual's credit history that may lead to denial of credit; explain the potential uses of credit reports and scores (e.g., in hiring or renting decisions or the setting of insurance premium rates).
4. Research and report on the long-term consequences for borrowers of failure to repay loans, such as negative entries in a credit report, repossession of property, garnishment of wages, the inability to obtain loans in the future, and bankruptcy.
5. Explain a consumer's rights for full disclosure of credit terms for a loan and for a free copy of his or her own credit report so that the consumer can verify it.
6. Formulate a credit plan for purchasing a major item such as a car or home, comparing different interest rates.
7. Explain what a *financial asset* is (e.g., bank deposit, stocks, bonds, mutual funds, real estate) is and explain why the worth of assets can go up or down over time.
8. Explain how buyers and sellers in financial markets determine the prices of financial assets and therefore influence the rate of return on those assets.
9. Analyze the role of *diversification* – having an investment portfolio with different kinds of assets – in lowering risk for the individual investor.
10. Analyze the role of the Securities and Exchange Commission in regulating financial markets.

### Topic 4. Protecting and insuring assets [T4]

*Supporting Question: How does an individual decide if insurance is worth its costs?*

1. Explain the purpose of various types of *insurance* (e.g., health, disability, life, property and casualty); research the costs and coverage of a particular type of insurance from several different companies and analyze which company provides the best option for a particular type of consumer (e.g., a young family, a retiree).
2. Explain the problems associated with *identity theft* and ways to protect sensitive personal information, particularly in online transactions, email scams, and telemarketing.

## High School Standards for News/Media Literacy

These standards, based in part on the [Massachusetts Digital Literacy and Computer Science Standards](#), are designed to be taught for a quarter to a half of a school year. They examine topics such as analysis of media, and the impact of journalism at various periods of United States history. Students study these topics by exploring and researching guiding questions such as, “*Why is a free press essential to democracy?*” and “*What are principles of responsible journalism?*” Additional supporting questions appear under each topic. The questions are included to stimulate teachers’ and students’ own questions for discussion and research. The topics below could be taught as a separate course or adapted for use in a history and social science, English, journalism, business, or college and career readiness curriculum.

### News/Media Literacy Topics

**Topic 1. Freedom of the press and news/media literacy**

**Topic 2. History of journalism**

**Topic 3. The challenges of news/media literacy in contemporary society**

**Topic 4. Analyzing the news and other media**

**Topic 5. Gathering and reporting information, using digital media**

### Literacy in History and Social Science

In studying these topics, students apply grades 9–10 or 11–12 [reading, writing and speaking and listening skills](#) and learn vocabulary and concepts related to history and social science.

### Connections to Middle and High School History and Social Science

Students were introduced to concepts of media literacy in the grade 8 civics class. These high school standards are designed to inspire reflection on how current events are reported and to give students ways of determining the purpose, point of view, and accuracy of the reports they see, hear, and view on social media, online, and in print.

### Standards for History and Social Science Practice, Pre-K–12\*

1. Demonstrate civic knowledge, skills, and dispositions.
2. Develop focused questions or problem statements and conduct inquiries.
3. Organize information and data from multiple primary and secondary sources.
4. Analyze the purpose and point of view of each source; distinguish opinion from fact.
5. Evaluate the credibility, accuracy, and relevance of each source.
6. Argue or explain conclusions, using valid reasoning and evidence.
7. Determine next steps and take informed action, as appropriate.

\* A statement on civic knowledge, skills, and dispositions adopted by the Massachusetts Board of Elementary and Secondary Education in 2016 is included in the larger explanation of the practices, at the [beginning of the Standards](#) section.

## News/Media Literacy Standards [NML]

### Topic 1. Freedom of the press and news/media literacy<sup>63</sup> [T1]

*Supporting Question: Why does news/media literacy matter?*

1. Evaluate the importance of a free flow of information in a democratic society.
2. Explain why freedom of the press was included as a right in the First Amendment to the United States Constitution and in Article 16 of the Massachusetts Constitution; explain that freedom of the press means the right to express and publish views on politics and other topics without government sponsorship, oversight, control, or censorship.
3. Give examples of how a free press can provide competing information and views about government, policies, and politics.
4. Provide examples of government control of information or government censorship from history or the present.
5. Differentiate between news and opinion and explain the different functions of news articles, editorials, editorial cartoons, and “op-ed” commentaries.

### Topic 2. History of journalism [T2]

*Supporting Question: How has journalism affected past and present society?*

1. Explain the ways in which the dissemination of information has changed over time, noting the impact of some of the key technological developments that have driven those changes (e.g., the invention of papermaking, the printing press, moveable type, wood engraving, the typewriter, mechanical typesetting, high-speed printing, photography, film, video, the telegraph, telephone, radio, television and the Internet).
2. Analyze an aspect of journalism in the United States, focusing a case study on **one** of the topics below:
  - the role of newspapers in influencing support for the American Revolution and in the debates over ratifying the Constitution
  - the connections among the expansion of public education in the 19<sup>th</sup> and 20<sup>th</sup> centuries, increased literacy rates, and the rise of weekly newspapers and magazines with mass national circulation (e.g., *Harper’s Weekly*, *the Atlantic*, *Life*, *Time*)
  - the impact of newspapers and magazines owned, written and published by and for African Americans in the 19<sup>th</sup> and 20<sup>th</sup> centuries in uniting the African American community and supporting the movement for equal rights
  - the role of foreign language newspapers, radio, and television in the United States in serving immigrant communities and preserving language and culture

---

<sup>63</sup> See resources to support these standards under News/Media Literacy in the Resource Supplement to the Massachusetts History and Social Science Framework. Many of these resources, especially those of the [Stanford History Education Group-Civic Online Reasoning](#), the [Center for News Literacy \(Stony Brook University School of Journalism, New York\)](#) and the [Massachusetts Digital Literacy and Computer Science Standards](#), were used in developing these standards. (see also <https://sheg.stanford.edu/> and <http://www.centerfornewsliteracy.org/> and <http://www.doe.mass.edu/frameworks/dlcs.docx>)

- The influence of newspapers on public opinion during the Civil War, World War I, and the Progressive Era
- The combined influence of print, radio, and film as news media in the 1930s–1950s
- The impact of broadcast journalism on television in the 1950s–1990s, and the Internet and social media from the 1990s–21<sup>st</sup> century

### **Topic 3. The challenges of news/media literacy in contemporary society [T3]**

*Supporting Question: How have developments in the Digital Age and in the structure of media organizations redefined what it means to be an informed participant in civic life?*

1. Evaluate the benefits and challenges of digital news and social media to a democratic society (e.g. weighing such factors as the availability of information, the speed with which it is available, the volume of information and the diversity and number of media outlets).
2. Explain the conventions investigative journalists use and the steps they take in developing and checking the facts in news articles.
3. Explain how new technologies broaden the influence of the media and corporate or public interest groups.
4. Explain how structural changes in the news industry (e.g., the consolidation of ownership of news outlets, the transition from print to digital journalism) affect news consumers.
5. Explain how becoming a discerning news consumer can change individual lives and have an impact on the integrity of a democratic system of government.

### **Topic 4. Analyzing the news and other media [T4]**

*Supporting Question: How can individuals become informed consumers of news and media?*

1. Explain the importance of determining the sources of information on a website (e.g., partisan or non-partisan groups, sponsors, signed or anonymous authors), potential biases, what evidence is available, and what perspectives other sources offer.
2. Explain methods for evaluating information and opinion in print and online media (e.g., determining the credibility of news articles including the use of such websites as Factcheck.org; analyzing the messages of editorials and “op-ed” commentaries; assessing the validity of claims and sufficiency of evidence).
3. Analyze how assertion differs from verification, evidence differs from inference.
4. Evaluate and deconstruct news reports, social media posts, editorials, editorial cartoons, or op-ed commentaries on a public policy issue at the local, state, or national level, reviewing them for the quality of evidence presented, the reliability of sources, and perspectives available from other sources.



## Topic 5. Gathering and reporting information, using digital media [T5]

*Supporting Question: How do media literacy skills apply to generating news reporting and other content across all types of media?*

1. Gather, organize, analyze, and synthesize information using a variety of digital tools; perform advanced searches to locate information and/or design a data-collection approach to gather original data (e.g., qualitative interviews, surveys).
2. Write an accurate factual report and an editorial about a public event or policy (e.g., a decision made at a School Committee meeting); explain how the two types of writing differ.
3. Use digital tools (e.g., drawing, photography, and editing software, video production tools) to communicate visually in reporting or opinion pieces.
4. Use digital tools to design and produce a significant digital artifact (e.g., multipage website, online portfolio, podcast).
5. Collaborate on a substantial project with outside experts and others through online digital tools (e.g., public policy debate, community service learning project, capstone project).

## History and Social Science and the Standards for Literacy

Because learning civics, geography, history, and economics is dependent on and contributes to strong literacy skills, the framework contains Literacy Standards for History and Social Science drawn from the [Massachusetts English Language Arts and Literacy Curriculum Framework](#) (2017). The History and Social Science Practice Standards and Content Standards were intentionally designed to be integrated with these Literacy Standards. Effective history and social science instruction unites significant content with strong literacy practices. While reading in history and social science will usually focus on high quality informational texts, teachers may also use literary texts to reinforce concepts in the Content Standards. Suggestions for selecting authors and texts can be found in the companion document *Resources for History and Social Science* and [Massachusetts English Language Arts and Literacy Curriculum Framework](#) (2017).

### Grades 9–10 Reading Standards for Literacy in the Content Areas: History and Social Science [RCA-H]

#### Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of a text.
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

#### Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

#### Integration of Knowledge and Ideas

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
9. Compare and contrast treatments of the same topic in several primary and secondary sources.

#### Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

## Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]

### Text Types and Purposes

1. Write arguments focused on *discipline-specific content*.
  - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims/critiques, and create an organization that establishes clear relationships among the claim(s), counterclaims/critiques, reasons, and evidence.
  - b. Develop claim(s) and counterclaims/critiques fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims/critiques in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
  - c. Use words, phrases, and clauses with precision to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims/critiques.
  - d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from or supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
  - a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
  - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas, concepts, or procedures.
  - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
  - e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

3. Narrative Writing (See note; not applicable as a separate requirement.)<sup>64</sup>

#### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

#### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)

#### Range of Writing

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

## Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SCLA]

### Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *discipline-specific topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
  - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)
  - b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

---

<sup>64</sup> Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.

- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
  - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
  - 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**Presentation of Knowledge and Ideas**

- 4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task.
- 5. Make strategic use of digital media (e.g., audio, visual, interactive elements) in presentations to enhance understanding of findings, claims, reasoning, and evidence and to add interest.
- 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## Grades 11–12 Reading Standards for Literacy in the Content Areas: History and Social Science [RCA-H]

### Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where a text leaves matters uncertain.

### Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

### Integration of Knowledge and Ideas

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.

## Grades 11–12 Writing Standards for Literacy in the Content Areas [WCA]

### Text Types and Purposes

1. Write arguments focused on *discipline-specific content*.
  - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims/critiques, reasons, and evidence.
  - b. Develop claim(s) and counterclaims/critiques fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims/critiques in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

- c. Use words, phrases, and clauses with precision as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims/critiques.
  - d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from or supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
  - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas, concepts, or procedures.
  - d. Use precise language, domain-specific vocabulary and techniques to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
  - e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
3. Narrative Writing (See note; not applicable as a separate requirement.)<sup>65</sup>

#### **Production and Distribution of Writing**

- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

---

<sup>65</sup> Students’ narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.



6. Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 11–12 Reading Standard 1 for more on the use of textual evidence.)

### Range of Writing

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

## Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas [SCLA]

### Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *discipline-specific topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
  - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 11–12 Reading Standard 1 for more on the use of textual evidence.)
  - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
  - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
  - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions and critiques when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

#### **Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
5. Make strategic use of digital media (e.g., audio, visual, and interactive elements) in presentations to enhance understanding of findings, claims, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

# Appendices

## Appendix A

# Application of the Standards for English Learners and Students with Disabilities

## English Learners

The vision of this framework is to prepare all students to evaluate competing ideas, to understand the past, and to promote the ideals of equality, justice, liberty, and the common good for all peoples in the world. English learners are among them. They are some of the most diverse students in the nation. They represent a range of cultural, linguistic, educational, and socioeconomic backgrounds and have many physical, social, emotional, and/or cognitive differences. They bring with them a wealth of assets, such as cultures and languages, as well as additional cognitive, social, emotional, political, and economic potential.

The Massachusetts Department of Elementary and Secondary Education (ESE) strongly believes, and research supports, the fact that all students, including English learners (ELs), have the same potential as native and proficient English speakers to meet the high expectations outlined in the Massachusetts History and Social Science Curriculum **Framework (“the Framework”)**.

Districts in Massachusetts must provide ELs with both grade-level academic content and ESL instruction that is aligned to [WIDA](#) and the Frameworks as outlined in [state guidelines for EL programs](#). Educators should use the Framework in conjunction with language development standards designed to guide and monitor ELs’ progress toward English proficiency. English learners may require additional time, support, and assessment as they simultaneously work to develop English language proficiency and content-area knowledge. Research indicates that ELs can meet grade-level standards while continuing to work toward proficiency in English (Boals, Kenyone, Blair, Cranley, Wilmes, & Wright 2015; Cook, Linquanti, Chinen, & Hung 2012).

The structure of programs serving ELs in Massachusetts acknowledges that ELs develop language throughout the day, during all of their classes. All educators are responsible for students’ language development and academic achievement; collaboration and shared responsibility among administrators and educators are integral to student and program success.

The term **English language development (ELD)** describes all of the English language development that occurs throughout a student’s day, both during content and **English as a Second Language (ESL)** classes.<sup>66</sup>

### Sheltered English Immersion (SEI) Programs:

- **The SEI History/Social Studies Class:** In SEI programs, ELD happens in an integrated way in all content classrooms that have *at least one EL*. SEI-endorsed, content-licensed educators shelter academic instruction and help ELs develop discipline-specific academic language. ELD takes place in SEI classrooms as ELs learn grade-level content along with their proficient English-speaking peers.

---

<sup>66</sup> For more information on types of English Learner Education (ELE) programs and the definition of ESL in Massachusetts, please see [Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners](#). For more on ESL in Massachusetts, please see the ESL Next Generation Project’s [Curriculum Resource Guide](#).

- **The ESL Class:** Additionally, English language development also happens in **ESL classes** (self-contained, embedded, or hybrid settings), in which ELs are grouped together and licensed ESL teachers provide systematic instruction focused primarily on English language development.

### **Two-Way Immersion (TWI) and Transitional Bilingual (TBE) Programs:**

In TWI and TBE programs, students receive the content both in English and in a partner language. ELD happens both during content classes delivered in English and through integrated/embedded ESL. For example, if a TWI program that has Spanish as a partner language offers a history class in English, then ELD happens in an embedded, integrated way in that class, as well as in other content classes delivered in English. However, if the program delivers history content in Spanish, then Spanish language development is embedded and integrated in the class, as well as in other content classes delivered in Spanish. For more information on TWI and TBE programs, please see the *Guidance for Defining and Implementing Two Way Immersion and Transitional Bilingual Education Programs*.

Regardless of program model (SEI, TWI, or TBE), the distinctive learning needs of ELs require that content instruction include effective language development (in English and/or in the partner language) beyond basic social or vocabulary terms, as proficiency is not attained independently of the specific language processes embedded within the discipline (Accurso, Gebhard & Purington, 2017; Fang & Schleppegrell 2008, 2010; Gebhard & Harman 2011, Schleppegrell, 2004; Zwiers 2014). As with all students, ELs must acquire discipline-specific language practices that enable them to learn the given content effectively.

ELs may have some prior knowledge of the United States, but it is important to recognize that history and social science instruction presents some unique challenges for students who, in addition to doing the double work of simultaneously developing their skills in English while learning new content, also may be learning new interpretations of historical events, a different conception of government, and perhaps a different philosophy of citizenship. On the other hand, EL background knowledge can be an advantage, as many ELs bring cultural and political knowledge and experience that other students may not yet have.

Accordingly, effective history and social science instruction supports ELs in gaining cultural literacy and background knowledge as they learn about the society, history, geography, civic life, economy, and political system of their new country (Szpara & Ahmad 2006). Promising practices for the history and social science classroom include, but are not limited to: developing socially and culturally supportive classrooms; explicitly teaching reading, comprehension, and critical literacy skills; building background knowledge; addressing the three dimensions of academic language at the word/phrase, sentence, and discourse levels; incorporating well-structured pair work; strategically using video and other visual supports; and providing explicit instruction in academic strategies necessary for successful comprehension of challenging content (Gottlieb 2013; Reutebuch 2010; Szpara 2006; *Understanding Language* 2012).

Regardless of the specific curriculum used, *all* ELs in formal educational settings must have access to:

- Adequate resources, including district and school personnel with the skills and qualifications necessary to support ELs' growth.
- Literacy-rich environments where students are immersed in a variety of robust language experiences.
- Speakers of English who know the language well enough to provide models and support.

Educating ELs effectively requires diagnosing each student instructionally, tailoring instruction to individual needs, and monitoring progress closely and continuously. For example, ELs who are literate in a home language that shares cognates with English can apply home-language vocabulary knowledge when reading in English; likewise, those with extensive schooling may use conceptual knowledge developed in another language when learning academic content in English. Students with limited or interrupted formal schooling ([SLIFE](#)) may need to acquire more background knowledge before engaging in the educational task at hand.

Six key principles should therefore guide instruction for ELs:<sup>67</sup>

- Focus on providing ELs with opportunities to engage in discipline-specific practices that build conceptual understanding and language competence in tandem.
- Leverage ELs' home language(s), cultural assets, and prior knowledge.
- Provide ELs rigorous, grade-level appropriate, and provides deliberate, appropriate, and nuanced scaffolds to support students in attaining the standards.
- Take into account students' English proficiency levels and prior schooling experiences.
- Foster ELs' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.
- Use responsive diagnostic tools and formative assessment practices to measure ELs' content knowledge, academic language competence, and participation in disciplinary practices.

### **Native Language Supports:**

Students' languages and cultures are valuable resources to be tapped and incorporated into schooling. Students draw on their metacognitive, metalinguistic, and metacultural awareness to develop proficiency in English and in additional languages. Students' academic language development in their native language facilitates their academic language development in English, and conversely, students' academic language development in English informs their academic language development in their native language (WIDA, 2012). Finally, research demonstrates that bilingualism and multiculturalism are assets that provide cognitive, social, emotional, educational, and employment advantages for all students (Adesope, Lavin, Thompson, & Ungerleider, 2010).

### **ESL Curriculum Resources:**

ESE's [Office of English Language Acquisition and Academic Achievement](#) (OELAAA) offers a number of [resources](#) to help districts meet these expectations, including a [Next-Generation ESL Curriculum Resource Guide](#), a set of ESL [Model Curriculum Units](#) and [videos](#) with connections to ESE Model Curriculum Units (MCUs) in various content areas, and a [Collaboration Tool](#) that supports WIDA standards implementation in conjunction with the Massachusetts Curriculum Frameworks.

The Massachusetts ESL [Model Curriculum Units](#) (MCUs) are exemplars of ESL units that incorporate promising curricular practices and the latest research in language acquisition. They provide a functional approach to language teaching and are organized around WIDA's [Key Uses of Academic Language](#). ESL MCUs focus on systematic, explicit, and sustained language development within the context of the key academic practices of the Massachusetts Curriculum Frameworks. Each ESL MCU addresses key linguistic demands from an existing content MCU (ELA, math, history and social sciences, science), and the

---

<sup>67</sup> For more on the Six Key Principles for EL Instruction, please see [Principles for ELL Instruction](#) (2013, January). Understanding Language. (see also <http://ell.stanford.edu/content/principles-ell-instruction-january-2013>)

purpose of the ESL units remains that of focused and dedicated language study. The following units and accompanying videos focus on the language of history/social science:

- Grade band 1–2: ESL MCU Justice, Courage, and Fairness (video coming soon)
- Grade band 3–5: ESL MCU Historical Perspectives unit and [video](#)
- Grade 7: ESL MCU: Access to Clean Water unit and [video](#)

### References:

- Accurso, K., Gebhard, M., & Purington, S. (2017). Analyzing diverse learners' writing in mathematics: Systemic functional linguistics in secondary pre-service teacher education. *International Journal for Mathematics Teaching and Learning*, *18*(1), 84–108.
- Adesope, O. O., Lavin, T., Thompson, T., & Ungerleider, C. (2010). A systematic review and meta-analysis of the cognitive correlates of bilingualism. *Review of Educational Research*, *80*(2), 207–245.
- Boals, T., Kenyon, D. M., Blair, A., Cranley, M. E., Wilmes, C., & Wright, L. J. (2015). Transformation in K–12 English language proficiency assessment: Changing contexts, changing constructs. *Review of Research in Education*, *39*(1), 122–164.
- Barac, R. & Bialystok, E. (2012). Bilingual Effects on Cognitive and Linguistic Development: Role of Language, Cultural Background, and Education. *Child Development*.
- Cook, G., Linquanti, R., Chinen, M., & Jung, H. (2012). National Evaluation of Title III Implementation Supplemental Report: Exploring Approaches to Setting English Language Proficiency Performance Criteria and Monitoring English Learner Progress. Draft. *Office of Planning, Evaluation and Policy Development, US Department of Education*.
- Fang, Z., Schleppegrell, M.J. (2008). *Reading in secondary content areas: A language-based pedagogy*. Ann Arbor, MI: University of Michigan Press.
- Gebhard, M., & Harman, R. (2011). Genre theory in K–12 schools: A response to high-stakes school reforms in the United States. *Journal of Second Language Writing*, *20*, 45–55.
- Gottlieb, M. (2013). [Essential actions: A handbook for implementing WIDA's Framework for English Language Development Standards](#). WIDA Consortium.
- Reutebuch, C.K. (2010). [Effective Social Studies Instruction to Promote Knowledge Acquisition and Vocabulary Learning of English](#). CREATE. Retrieved September 18, 2016.
- Schleppegrell, M. (2004). *The language of schooling: A functional linguistics perspective*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Szpara, M.Y., Ahmad I. (2006). [Making Social Studies Meaningful for ELL Students: Content and Pedagogy in Mainstream Secondary School Classrooms](#). *Essays in Education*, *16*. Retrieved September 18, 2016.
- Understanding Language. (2012). [Six Key Principles for ELL Instruction](#). Stanford, CA: Stanford University, Understanding Language Initiative.
- WIDA. (2012). [Guiding Principles of Language Development](#). Madison, WI: Wisconsin Center for Education Research.
- Zwiers, J. (2014). *Building academic language: Meeting common core standards across disciplines, grades 5–12*. San Francisco: Jossey-Bass.



## Students with Disabilities

The *Massachusetts History and Social Science Curriculum Framework* articulates seven history and social science practices, rigorous grade-level content standards, and grade-level expectations for reading, writing, speaking, and listening in history and social science. These learning standards identify the history and social science knowledge and skills *all* students need in order to be successful in college and careers. The curriculum must challenge students with disabilities—students eligible under the Individuals with Disabilities Education Act (IDEA)—to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. Attention to effective implementation of research-based instructional practices will help improve access to history and social science standards for all students, including those with disabilities.

Students with disabilities are a heterogeneous group. Those eligible for an Individualized Education Program (IEP) have one or more disabilities and, as a result of the disability/ies, are unable to progress effectively in the general education program without the support of specially designed instruction, or are unable to access the general curriculum without one or more related supplemental services [603 CMR 28.05 \(2\)\(a\)\(1\)](#). The annual goals included in students' IEPs and related instructional strategies and other supports must align to and facilitate students' attainment of grade-level learning standards.

Promoting a culture of high expectations for all students is a fundamental goal of the Massachusetts Curriculum Frameworks. The supports and services to make these expectations attainable for students with disabilities may include:

- Instructional learning supports based on the principles of Universal Design for Learning (UDL) which foster student engagement by presenting information in multiple ways and allow students multiple means to demonstrate their understanding of the content. UDL is defined by the Higher Education Opportunity Act (PL 110–135) as “a scientifically valid framework for guiding educational practice that (a) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (b) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.”
- Instructional accommodations (Thompson, Morse, Sharpe & Hall, 2005), such as alternative materials or procedures that do not change the standards or expectations, but provide additional support for students to learn within the framework of the general curriculum.
- Assistive technology devices and services to ensure access to the general education curriculum and the Massachusetts standards for history and social science.

These supports, accommodations, services and devices all serve to ensure that students have access to multiple means of learning and opportunities to demonstrate that learning, while also meeting the high expectations of the Curriculum Framework.

### References:

- Individuals with Disabilities Education Act (IDEA), 34 CFR §300.34 (a). (2004).
- Individuals with Disabilities Education Act (IDEA), 34 CFR §300.39 (b)(3). (2004).
- Thompson, Sandra J., Morse, Amada B., Sharpe, Michael, and Hall, Sharon. (2005). [\*Accommodations Manual: How to Select, Administer and Evaluate Use of Accommodations and Assessment for Students with Disabilities\*](#), 2nd Edition. Washington, DC: Council of Chief State School Officers.

## Appendix B

# History and Social Science Inquiry: Designing Questions and Investigations

At the heart of the Standards for History and Social Science Practice is the idea that knowledge and understanding arise from inquiry: asking questions, conducting research to find answers, analyzing ideas in discussions, and presenting conclusions. Inquiry serves to deepen conceptual understanding of content, going beyond a listing of names, dates, and facts. The stages of inquiry in the Standards for Practice are intended as a guide, rather than as a rigid linear process.

Developing inquiry-driven curriculum and lessons entails providing opportunities for students to answer both questions developed by the teacher and those developed by students. In the course of any given grade or unit, students should have opportunities to answer both their teacher's and their own questions about ideas and texts connected to the history and social science standards. The questions included at each grade level in the framework are merely samples to suggest the kinds of questions teachers and students might arrive at on their own.

### Designing Teacher-Developed Questions to Promote Inquiry

Effective teacher-developed questions for fostering inquiry are often two-fold, as they start out broad and then hone in on specifics. This questioning process has been described as a nested set of questions that distinguishes between guiding questions, which initiate an inquiry, and supporting questions, which assist students in addressing the open-ended guiding questions.<sup>68</sup>

For instance, if an eighth grade teacher, working with the standards connected to civics, initially asked a guiding question about how power can be balanced in government, he or she could follow it up with a supporting question about how the framers of the Constitution attempted to address issues of power and freedom in the design of their new political system. Further examples of the sort of guiding questions that can initiate inquiry are placed in the introduction to each grade or course, with sample supporting questions under each of the main topics of the Content Standards. These two types of questions are included not as prescriptive guidelines but as generative examples to help teachers develop their own questions, suited to the grade-level appropriate texts their students use for reference.

Guiding questions frame inquiry for the course or grade. It is good practice to have students revisit the guiding questions as they learn, and to hold discussions at the close of the year in which they make an argument for a particular answer to a question and support their answer with examples and evidence from the texts and other materials they have studied.

---

<sup>68</sup> See Swan, Kathy, et al. (2013). [The College, Career, and Civic Life Framework](#). Silver Spring, MD: National Council for the Social Studies.

## Designing Student-Developed Questions to Promote Inquiry

Dan Rothstein and Luz Santana, who study questioning techniques in education and other fields, recommend that teachers and students follow a simple protocol, which they call “the Question Formulation Technique,” to help students formulate rich conceptual questions in any subject area.<sup>69</sup> This technique is designed to develop a classroom environment in which the students’ role is to take initiative for their own investigations, while the teacher’s role is to provide facilitation, guidance and resources. The protocol includes the following steps:

- **Develop a Question Focus**  
A focus is a stimulus of some sort. A question focus for history and social science would be a text, photograph, painting, map, graph, or other artifact related to the Content Standards. For example, sixth graders about to study ancient Mesopotamia, might be given, with little introductory background information, an excerpt from the almost 4,000 year-old Code of Hammurabi, the subject of sixth grade Content Standard 30 (“If a man put out the eye of another man, his eye shall be put out...if a man knock out the teeth of his equal, his teeth shall be knocked out...”).<sup>70</sup>
- **Produce Questions, and then Improve Them**  
Students first work in groups to generate as many questions as they can and record them verbatim. At this stage, they should simply get on paper whatever they wonder or would like to know about the text, without judgment or discussion. Then they start to classify their questions, sorting the closed questions (those which can be answered with a “yes,” “no,” or one-word answer, such as “When was this written? Who wrote it?”) from the open-ended ones (those that cannot be answered with a “yes,” “no,” or one-word answer, and which are likely to require more research, synthesis, reasoning, and argumentation, such as “What is the purpose of laws?” “How do today’s laws compare in fairness to those long ago?”). At this stage, students are likely to find that they can improve their questions by rephrasing or combining them.
- **Prioritize the Questions**  
Students rank the suitability of the questions according to the teacher’s specific criteria (for example, “choose 3 questions you’d be most interested in researching”) and explain how their choices fit the criteria.
- **Plan the Next Steps and Reflect**  
Students and the teacher together plan how they will use the questions – as the basis for a short or extended student research project, a Socratic seminar, or other project. Finally, students reflect on what they’ve learned and how they learned it.

---

<sup>69</sup> Rothstein, Dan and Santana, Luz. (2011). *Make Just One Change: Teach Students to Ask Their Own Questions*. Cambridge, MA: Harvard Education Press. See also Minigan, Andrew P., Westbrook, Sarah, Rothstein, Dan, and Santana, Luz. (2017). [“Stimulating and Sustaining Inquiry with Students’ Questions.”](http://www.rightquestion.org/) Additional resources, classroom examples, and templates can be found on the website of the [Right Question Institute](http://www.rightquestion.org/). (see also <http://rightquestion.org/wp-content/uploads/2012/04/Right-Question-Institute-Stimulating-and-sustaining-inquiry-with-students-questions.pdf> and <http://www.rightquestion.org/>)

<sup>70</sup> Two of 282 laws in the Code of Hammurabi, translated by L.W. King. See [The Code of Hammurabi](http://www.ancient.eu/article/68/hammurabis-code-babylonian-law-set-in-stone/) (c. 1754 BCE) (see also <https://www.ancient.eu/article/68/hammurabis-code-babylonian-law-set-in-stone/>)

## Some Sources of Answers to History and Social Science Questions<sup>71</sup>

To answer the questions they have formulated, students use reference and trade books, textbooks, and information available on the Internet such as:

- political speeches
- government policies
- court cases
- newspaper, film, and television articles commentary, editorials
- biographies
- autobiographies
- oral histories
- diaries
- journals
- social media entries
- photographs
- paintings
- sculptures
- cartoons
- advertisements
- literature
- music
- architecture other artifacts
- public opinion poll results
- voter data
- census data
- education data
- data on labor, capital, taxes, income, credit, supply and demand
- spatial, environmental, and climate data
- historical and modern maps
- Global Information System (GIS) data

## Using Questions in Close and Critical Reading

Formulating questions teaches students to assume a critical stance toward whatever they read and view, rather than taking any content – verbal or visual – at face value. Asking students to record questions encourages them to interact with a text, instead of reading or viewing it passively. Numerous studies of improving students’ reading comprehension focus on the importance of students asking themselves questions related to texts as they read them.<sup>72</sup>

## Evaluating Sources of Information

Since history and social science involves the study of current events (and since students are more likely to gain their information online than from print sources), students increasingly have to apply media and news literacy skills and be aware that many websites contain written text, images, and data that have been manipulated to advance particular interests. Asking questions such as “What is the source of the information?” “Can it be verified?” helps students become more sophisticated consumers of news and opinion.<sup>73</sup>

## Putting News and Media Literacy to Use in History and Social Science

The framework presents grade 8 and high school standards for news and media literacy. In addition, the [Massachusetts Digital Literacy and Computer Science Standards](#) (2016) include a progression of relevant standards for media literacy for grades K–2, 3–5, 6–8, and 9–12, including,

- Exploring what it means to be a good digital citizen
- Observing and describing how technology can influence people.
- Evaluating digital media bias and media messaging
- Developing research skills to create artifacts and attribute credit, including using advanced research searches, digital source evaluation, and synthesis of information.
- Understanding databases and organizing and transforming data.

---

<sup>71</sup> Adapted from Swan, et al, p. 67.

<sup>72</sup> See Ness, Molly (2016). “[When Readers Ask Questions: Inquiry-Based Reading Instruction](#),” in *The Reading Teacher*, Volume 70, Number 2, 2016, 189-196. (see also <https://eric.ed.gov/?q=source%3a%22Reading+Teacher%22&id=EJ1112129>)

<sup>73</sup> See McGrew, Sarah, Ortega Teresa, Breakstone, Joel, and Wineburg, Sam (2017), “[The Challenge that’s Bigger than Fake News](#),” in *American Educator*, Fall 2017. (see also <http://www.aft.org/ae/fall2017>)

### **Using Evidence and Reasoning to Answer Questions**

As outlined in the Standards for Reading, Writing, and Speaking and Listening in History and Social Science, included in this Framework and derived from the standards of the *Massachusetts English Language Arts and Literacy Curriculum Framework (2017)*, effective use of information to make and support claims is fundamental to constructing explanations and making arguments. Students may produce formal or informal reports or demonstrate their understanding through a variety of means, such as engaging in discussions, debates, simulations, or multi-media presentations. Answering their own questions in a thorough way brings the process of inquiry full circle, deepens understanding of history, geography, economics and government, and provides practical experience in applying questioning and researching to participation in civic life.

## Appendix C

### Selecting and Using Primary Sources

The *Massachusetts Curriculum Frameworks for History and Social Science* Of 2003 and 1997 both strongly recommended the use of primary sources in order to give students a sense of how people in the past thought about the events of their time and how they lived their daily lives. This framework follows that practice and includes many of the documents listed in earlier frameworks.

The Internet has ever-growing repositories of primary source material. **Appendix D** presents a selection of these sources, highlighted at appropriate places in the content standards. Teachers may want to use excerpts, and in lower grades, to guide students through complex texts by reading them to or reading along with students.

**Appendix D** contains primary sources in United States history, divided into two groups. The first group, called **Key Primary Sources in United States History**, includes materials that all students should encounter and in some cases revisit in the years they study United States History and Civics. In this group are documents such as the *Declaration of Independence*, *the Constitution*, *the Gettysburg Address*, King’s “Letter from Birmingham Jail”, and Presidential speeches from George Washington to Barack Obama, as well as significant sources related to turning points in the history of the nation. The second group, called **Suggested Primary Sources** includes additional sources – text, video, maps, works of art, photographs—to contrast with, or shed a new perspective on the **Key Sources**.

**Appendix D** also contains **Suggested Primary Sources** in World history. They begin with the ancient Mesopotamian Epic of Gilgamesh (c.2150–1400 BCE), include selections from major world religions and from major civilizations and nations through the 21<sup>st</sup> century. Appendix D is a guide, and is not prescriptive: teachers may substitute other sources that they believe will be better choices for their students. A separate companion Supplement to this Framework, **Resources for History and Social Science** lists resources such as websites, museums, archives, and historic sites.

Many websites in **the Supplement** offer primary sources, background articles, and instructional strategies, as well as full curriculum units. A selection of the most comprehensive sites for grades 6–12 history and social science and interdisciplinary instruction are:

**[Digital History](#)** (*National Endowment for the Humanities, Gilder Lehrman Institute of American History, Chicago History Museum, Museum of Fine Arts, Houston, University of Houston, National Park Service*) Site contains links to many primary documents, images, multimedia, and music.

**[Digital Public Library of America \(DPLA\)](#)**

Open-source materials from United States public libraries, archives, museums, and other cultural heritage institutions Curriculum materials include **[Primary Source Sets](#)** on a variety of topics in history and literature, each of which includes 10–15 sources, (videos, letters, oral histories, photographs, sheet music). **[Exhibitions](#)** contain short text on a topic and 5–10 visual images from public libraries and archives across the United States.

**[EDSITEment](#)** (*National Endowment for the Humanities*)

Comprehensive collections of primary sources and curriculum units and links to other sites in the humanities

**[Historical Inquiry \(Virginia Polytechnic Institute and State University\)](#)**

Site devoted to historical inquiry using primary sources such as texts, artifacts, photographs, audio, video, multimedia; describes an instructional strategy for inquiry and interpretation: summarizing, contextualizing, inferring, monitoring, and corroborating.

**[Internet History Sourcebooks Project \(Fordham University\)](#)**

Collection of documents from world and US history, searchable by topic, period, civilization

**[Norman B. Leventhal Map Center \(Boston Public Library\)](#)**

Digitized historic map collection searchable by location and historical period and grade level

**[National History Education Clearinghouse \(George Mason University\)](#)**

Sections on content in world and US history and effective practices such as historical thinking, using primary sources

**[Smithsonian Institution \(Washington, DC\)](#)**

Extensive online collections of artifacts from around the world

**[Smithsonian Learning Lab](#)**

Site designed to give educators access to all images in all Smithsonian collections, searchable by topic or collection; sections for curating a personal collection of annotated images and creating curriculum

**[Stanford History Education Group \(Stanford University\)](#)**

Sections on content in world and US history and effective practices

**[Reading Like a Historian \(historical thinking\)](#); [Beyond the Bubble \(assessment\)](#); [Civic Online Reasoning \(news and media literacy\)](#)**

**[Time Maps](#)**

Atlas of historical maps searchable by region and date; encyclopedia searchable by topic, major civilizations, events, empires; lesson plans and alignments to Advanced Placement courses

**[World History Matters \(George Mason University\)](#)**

A portal to many sites for world history and history of the arts

There are many useful collections of primary sources for history in print and online. A few include

- **[The American Yawp](#)** (Open Source United States History Textbook) Collaboratively written U.S. textbook with extensive text and visual primary sources; updated annually
- Brown, Victoria Bissell, and Shannon, Timothy J., eds. (2012). *Going to the Source: The Bedford Reader in American History*. 3rd ed. 2 vols. Boston: Bedford/St. Martin's
- Ravitch, Diane, and Thernstrom, Abigail. *The Democracy Reader*. (1992) New York: Harper Perennial
- Reilly, Kevin. (2000). *Readings in World Civilizations: Volume 2, the Development of the Modern World*, 3<sup>rd</sup> ed. New York: St. Martin's Press.
- Riley, Philip F., Gerome, Frank, Myers, Henry, Chong-Kun Yoon. (2006). *The Global Experience: Volume 1: Readings in World History to 1550; Volume 2: Readings in World History Since 1500*, 5<sup>th</sup> ed. Saddle River, NJ: Pearson/Prentice Hall



- Stearns, Peter N. Grieshaber, Erwin P., Belzer, Allison Scardino (2012). *Documents in World History, Volume 1, The Great Traditions: From Ancient Times to 1500; Volume 2, The Modern Centuries: From 1500 to the Present*. Pearson Digital

## Appendix D

### Suggested Annotated Primary Sources for United States History, Civics, and World History (Organized chronologically)

#### Key Primary Sources

<p>1. <b><a href="#">Mayflower Compact (1620)</a></b>          Founding document written by the Pilgrims on the ship, the Mayflower, as a plan for self-governance in the Plymouth Colony. The original document was lost. A version from <a href="#">William Bradford’s handwritten manuscript copy in his <i>Of Plimoth Plantation</i> (1630-1650)</a> is held by State Library of Massachusetts at the State House in Boston and available online at through using its search service and its Online Repository (<i>see also</i> <a href="http://www.pilgrimhall.org/mayflower_compact_text.htm">http://www.pilgrimhall.org/mayflower_compact_text.htm</a> and <a href="http://www.mass.gov/lib">http://www.mass.gov/lib</a>)</p>	Grades 3 and 8
<p>2. <b><a href="#">An Act for the Better Ordering and Governing Negroes and Other Slaves in this Province (1740)</a></b>          Colonial Slave Codes of South Carolina, setting forth laws that refer to “the people commonly called Negroes, Indians, mulattoes and mustizoes”. (<i>see also</i> <a href="https://digital.scetv.org/teachingAmerhistory/pdfs/Transcriptionof1740SlaveCodes.pdf">https://digital.scetv.org/teachingAmerhistory/pdfs/Transcriptionof1740SlaveCodes.pdf</a>)</p>	U.S. History I
<p>3. <b><a href="#">The Declaration of Independence (1776)</a></b>          United States’ founding document stating the ideals of the planned democracy and the grievances against King George III. The National Archives website provides text, manuscript copy of the Constitution, historical background, and interpretive articles (<i>see also</i> <a href="https://www.archives.gov/founding-docs/declaration">https://www.archives.gov/founding-docs/declaration</a>)</p>	Grades 3, 5, 8 U.S. History I- II U.S. Government and Politics
<p>4. <b><a href="#">“An accurate map of the country round Boston in New England from the best authorities” (1776)</a></b>          Map of Boston and surrounding areas, with inset map of Boston and Charlestown; a political map showing the context of the Boston area at the time of the Revolution (<i>see also</i> <a href="https://collections.leventhalmap.org/search/commonwealth:z603vr582">https://collections.leventhalmap.org/search/commonwealth:z603vr582</a>)</p>	Grades 3 and 5
<p>5. <b><a href="#">“Letter from Abigail Adams to John Adams 31 March-5 April 1776”</a></b>  <i>Adams Family Papers: An Electronic Archive</i>. Massachusetts Historical Society. Correspondence during the period when Abigail managed the family farm in Braintree, Massachusetts and John served in the Continental Congress in Philadelphia; known for the line, “Remember the Ladies...” (<i>see also</i> <a href="http://www.masshist.org/digitaladams/">http://www.masshist.org/digitaladams/</a>)</p>	Grade 5 U.S. History I
<p>6. <b><a href="#">The Massachusetts Constitution (1780)</a></b>          State Constitution predating and a model for the United States Constitution (<i>see also</i> <a href="https://malegislature.gov/Laws/Constitution">https://malegislature.gov/Laws/Constitution</a>)</p>	Grades 3, 5, 8 U.S. Government and Politics
<p>7. <b><a href="#">The Federalist, Number 10 (1787)</a></b>          Essay written by James Madison to explain the dangers of factions in government. The site includes all of the 85 essays published in newspapers of the period. (<i>see also</i> <a href="https://www.congress.gov/resources/display/content/The+Federalist+Papers">https://www.congress.gov/resources/display/content/The+Federalist+Papers</a>)</p>	Grade 8 U.S. History I U.S. Government and Politics
<p>8. <b><a href="#">The Constitution of the United States (1787)</a></b>          United States founding document on the structure of government; Preamble states the ideals of United States democracy. The National Archives website provides text, manuscript copy of the Constitution, historical background, and interpretive articles (<i>see also</i> <a href="https://www.archives.gov/founding-docs/constitution">https://www.archives.gov/founding-docs/constitution</a>)</p>	Grades 3, 5, 8 U.S. History I II; U.S. Government and Politics

<p>9. <b><a href="#">The Interesting Narrative of the Life of Olaudah Equiano (1789)</a></b> Equiano was an enslaved African who later bought his freedom. His book is said to have been a factor in Parliament’s prohibition of the British slave trade in 1807. (see also <a href="https://www.qilderlehrman.org/history-by-era/origins-slavery/resources/olaudah-equiano">https://www.qilderlehrman.org/history-by-era/origins-slavery/resources/olaudah-equiano</a>)</p>	Grade 5 U.S. History I
<p>10. <b><a href="#">The United States Bill of Rights (1791)</a></b> The first ten Amendments; founding document on the rights of citizens. The National Archives website provides text, manuscript copy of the Bill of Rights, historical background, and interpretive articles (see also <a href="https://www.archives.gov/founding-docs/bill-of-rights">https://www.archives.gov/founding-docs/bill-of-rights</a>)</p>	Grades 3, 5, 8, U.S. History I II U.S. Government and Politics
<p>11. <b><a href="#">George Washington, Farewell Address (1796)</a></b> Washington’s warning against sectionalism, factions, and the influence of foreign governments. The Library of Congress site has the text and the handwritten manuscript (see also <a href="https://www.loc.gov/resource/mgw2.024/?sp=229">https://www.loc.gov/resource/mgw2.024/?sp=229</a>)</p>	Grade 5 U.S. History I U.S. Government and Politics
<p>12. <b><a href="#">Tecumseh, Call for Pan-Indian Resistance (1810)</a></b> Shawnee leader Tecumseh’s call for all Native Peoples to unify in resistance to the taking of land by white people (see also <a href="http://www.americanyawp.com/reader/the-early-republic/tecumseh-letter-to-william-henry-harrison-1810/">http://www.americanyawp.com/reader/the-early-republic/tecumseh-letter-to-william-henry-harrison-1810/</a>)</p>	Grade 5 U.S. History I
<p>13. Elizabeth Cady Stanton, primary author: <b><a href="#">The Declaration of Sentiments of the Seneca Falls Conference (1848)</a></b> The Declaration proposed the idea that women are the equal of men and deserve to have the same civil rights as men; it was signed by 68 women and 32 men at the Seneca Falls Conference. The <a href="#">National Endowment EDSITEment website has a lesson plan and a large list of associated resources</a>. (see also <a href="https://sourcebooks.fordham.edu/halsall/mod/senecafalls.asp">https://sourcebooks.fordham.edu/halsall/mod/senecafalls.asp</a> and <a href="https://edsitement.neh.gov/feature/declaration-sentiments-seneca-falls-conference-1848">https://edsitement.neh.gov/feature/declaration-sentiments-seneca-falls-conference-1848</a>)</p>	U.S. History I U.S. Government and Politics
<p>14. Frederick Douglass: <b><a href="#">“What to the Slave is the Fourth of July?” Independence Day Speech at Rochester, New York (1852)</a></b> (abridged) Douglass questions the meaning of the celebration of the Declaration of Independence for African Americans. This site has links to the speech in Spanish and Haitian Creole, as well as the unabridged text in English, a timeline, and discussion questions. (see also <a href="http://masshumanities.org/files/programs/douglass/speech_abridged_med.pdf">http://masshumanities.org/files/programs/douglass/speech_abridged_med.pdf</a>)</p>	U.S. History I U.S. Government and Politics
<p>15. Abraham Lincoln: <b><a href="#">“Gettysburg Address” (1863)</a></b> The site gives the text of five versions of the speech Lincoln gave at the Gettysburg Battlefield and has links to other resources, including images from the period from the Library of Congress. (see also <a href="http://abrahamlincolnonline.org/lincoln/speeches/gettysburg.htm">http://abrahamlincolnonline.org/lincoln/speeches/gettysburg.htm</a>)</p>	Grade 5 U.S. History I U.S. Government and Politics
<p>16. Abraham Lincoln, <b><a href="#">Second Inaugural Address (1865)</a></b> Lincoln’s call for unity after the end of the Civil War (see also <a href="http://www.abrahamlincolnonline.org/lincoln/speeches/inaug2.htm">http://www.abrahamlincolnonline.org/lincoln/speeches/inaug2.htm</a>)</p>	U.S. History I
<p>17. Theodore Roosevelt, <b><a href="#">“The New Nationalism” speech (1910)</a></b> The speech lays out the ideas of Progressivism. (see also <a href="http://teachingamericanhistory.org/library/document/new-nationalism-speech/">http://teachingamericanhistory.org/library/document/new-nationalism-speech/</a>)</p>	U.S. History I U.S. Government and Politics
<p>18. <b><a href="#">Parading for Progress: National Woman Suffrage Procession in Washington, DC (1913)</a></b> Photographs and essays on the woman suffrage movement (see also <a href="https://artsandculture.google.com/exhibit/dQLitXeja0YqLw">https://artsandculture.google.com/exhibit/dQLitXeja0YqLw</a>)</p>	Grade 5 U.S. History I

<p>19. <b>Woodrow Wilson, “Fourteen Points” speech (1918)</b> Wilson’s plan for peace after the end of World War I. For <a href="#">more information on WWI documents and other lessons about the 1914–1917 period</a> in U.S. history (see also <a href="http://avalon.law.yale.edu/20th_century/wilson14.asp">http://avalon.law.yale.edu/20th_century/wilson14.asp</a> and <a href="https://edsitement.neh.gov/lesson-plan/wilson-and-american-entry-world-war-i">https://edsitement.neh.gov/lesson-plan/wilson-and-american-entry-world-war-i</a>)</p>	<p>U.S. History I U.S. Government and Politics</p>
<p>20. <b>Franklin Roosevelt, “Four Freedoms” speech (1941)</b> Roosevelt’s argument for support of Britain in World War II and the freedoms that must be preserved. The site contains draft versions of the speech. (see also <a href="https://fdrlibrary.org/four-freedoms">https://fdrlibrary.org/four-freedoms</a>)</p>	<p>U.S. History II and U.S. Government and Politics</p>
<p>21. <b>Harry S. Truman, “Address Before the Joint Session of Congress” (The Truman Doctrine) (1947)</b> Truman’s speech laid out the policy of the United States’ responsibility to support the freedom of people throughout the world (see also <a href="https://www.ourdocuments.gov/doc.php?flash=false&amp;doc=81">https://www.ourdocuments.gov/doc.php?flash=false&amp;doc=81</a>)</p>	<p>United States History II</p>
<p>22. <b>Brown v. the Board of Education of Topeka (1954)</b> Supreme Court decision that overturned the “separate but equal” principle in schools (see also <a href="https://www.archives.gov/education/lessons/brown-v-board">https://www.archives.gov/education/lessons/brown-v-board</a>)</p>	<p>United States History II</p>
<p>23. <b>John F. Kennedy, “Inaugural Address” (1961)</b> A statement of the idea of freedom in the United States and the world. The site includes both the written text and an audio version of the speech (see also <a href="https://www.jfklibrary.org/Research/Research-Aids/Ready-Reference/JFK-Quotations/Inaugural-Address">https://www.jfklibrary.org/Research/Research-Aids/Ready-Reference/JFK-Quotations/Inaugural-Address</a>)</p>	<p>U.S. History II U.S. Government and Politics</p>
<p>24. <b>Martin Luther King, Jr., “Letter from Birmingham City Jail” (1963)</b> The Stanford University site includes the text and audio of King’s reading of the letter (see also <a href="https://kinginstitute.stanford.edu/king-papers/documents/letter-birmingham-jail">https://kinginstitute.stanford.edu/king-papers/documents/letter-birmingham-jail</a>)</p>	<p>U.S. History II U.S. Government and Politics Grade 5</p>
<p>25. <b>Martin Luther King, Jr., “I Have a Dream” speech (text version) (1963)</b> <a href="#">Audio</a> version; <a href="#">video</a> version; Speech from the March on Washington; King’s argument for racial equality (see also <a href="https://www.archives.gov/files/press/exhibits/dream-speech.pdf">https://www.archives.gov/files/press/exhibits/dream-speech.pdf</a>, <a href="https://kinginstitute.stanford.edu/king-papers/documents/i-have-dream-address-delivered-march-washington-jobs-and-freedom">https://kinginstitute.stanford.edu/king-papers/documents/i-have-dream-address-delivered-march-washington-jobs-and-freedom</a> and <a href="https://www.youtube.com/watch?v=smEgnnkIfYs">https://www.youtube.com/watch?v=smEgnnkIfYs</a>)</p>	<p>U.S. History II U.S. Government and Politics Grade 5</p>
<p>26. <b>Lyndon Johnson, “And We Shall Overcome” Special Message to Congress (1965)</b> Speech calling for stronger civil rights legislation, resulting in the Voting Rights Act (see also <a href="http://historymatters.gmu.edu/d/6336/">http://historymatters.gmu.edu/d/6336/</a>)</p>	<p>U.S. History II U.S. Government and Politics Grade 8</p>
<p>27. <b>Barack Obama, “A More Perfect Union” speech (text, video, commentary, lesson plan) (2008)</b> A speech about race in the United States (see also <a href="https://constitutioncenter.org/amoreperfectunion/">https://constitutioncenter.org/amoreperfectunion/</a>)</p>	<p>U.S. History II</p>

## United States History and Civics

<p>1. <b><a href="#">Magna Carta (1215)</a></b> British Library site that includes the text, articles and videos by scholars on the Magna Carta, and teaching resources (<i>see also</i> <a href="https://www.bl.uk/magna-carta">https://www.bl.uk/magna-carta</a>)</p>	Grade 8 U.S. and Politics
<p>2. <b><a href="#">“The Iroquois Confederacy Constitution,” The Great Binding Laws (circa 1451, passed along orally, but written down in 1700s)</a></b> Agreement among Native Peoples for collaboration, considered by some historians to have influenced the United States Constitution. (<i>see also</i> <a href="https://sourcebooks.fordham.edu/mod/iroquois.asp">https://sourcebooks.fordham.edu/mod/iroquois.asp</a>)</p>	Grade 8
<p>3. <b><a href="#">Asian Export Art (16<sup>th</sup>–19<sup>th</sup> centuries)</a></b> Porcelain, furniture, and textiles made for export to Europe and the United States Peabody Essex Museum, Salem (<i>see also</i> <a href="https://www.pem.org/explore-art/asian-export-art">https://www.pem.org/explore-art/asian-export-art</a>)</p>	Grade 5 U. S. History I World History I
<p>4. <b><a href="#">The Case for Ending Slavery (1620s–1865)</a></b> Massachusetts Historical Society document collection on the legality of slavery in the Massachusetts Bay Colony, court cases, runaway slave posters, Abolitionist documents. <i>see also</i> <a href="http://www.masshist.org/teaching-history/loc-slavery/index.php">http://www.masshist.org/teaching-history/loc-slavery/index.php</a>)</p>	U.S. History I
<p>5. <b><a href="#">Massachusetts Body of Liberties (1641)</a></b> Considered to be the first European legal code in the colonies and the precursor of the Massachusetts General Laws. <a href="#">Background essay</a> on the document (<i>see also</i> <a href="http://www.mass.gov/anf/docs/lib/body-of-liberties-1641.pdf">http://www.mass.gov/anf/docs/lib/body-of-liberties-1641.pdf</a> and <a href="http://www.mass.gov/anf/research-and-tech/legal-and-legislative-resources/body-of-liberties.html">http://www.mass.gov/anf/research-and-tech/legal-and-legislative-resources/body-of-liberties.html</a>)</p>	U.S. Government and Politics
<p>6. <b><a href="#">English Bill of Rights (1689)</a></b> Outline of the rights of English citizens; precursor of the United States Bill of Rights (<i>see also</i> <a href="http://avalon.law.yale.edu/17th_century/england.asp">http://avalon.law.yale.edu/17th_century/england.asp</a>)</p>	World History I, U.S. Government and Politics
<p>7. <b><a href="#">John Locke, <i>Two Treatises of Civil Government</i> (1690)</a></b> English political philosophy that influenced the founders of the United States. The second treatise outlines ideas about the natural state of human society as one of equality and his conception of ideal government based on the consent of the people. (<i>see also</i> <a href="http://oll.libertyfund.org/titles/locke-the-two-treatises-of-civil-government-hollis-ed">http://oll.libertyfund.org/titles/locke-the-two-treatises-of-civil-government-hollis-ed</a>)</p>	U.S. Government and Politics World History I Grade 8
<p>8. <b><a href="#">Benjamin Franklin on the Iroquois League in a Letter to James Parker (1751)</a></b> Benjamin Franklin’s comment that if Native Peoples could join together in a union that held for many years, the British colonies should also be able to do so. (<i>see also</i> <a href="http://www.smithsoniansource.org/display/primarysource/viewdetails.aspx?PrimarySourceid=1198">http://www.smithsoniansource.org/display/primarysource/viewdetails.aspx?PrimarySourceid=1198</a>)</p>	Grade 8
<p>9. <b><a href="#">Colonial Williamsburg: History and Citizenship (1700s)</a></b> Online exhibits, including videos and podcasts from Virginia’s living history museum, capital of Virginia in the 1700s (<i>see also</i> <a href="http://www.history.org/media/index.cfm">http://www.history.org/media/index.cfm</a>)</p>	Grade 5
<p>10. <b><a href="#">John Singleton Copley, <i>Paul Revere</i> (1768)</a></b> Portrait of silversmith and Revolutionary War messenger, oil on canvas, Museum of Fine Arts, Boston. The museum holds a number of other portraits by Copley. (<i>see also</i> <a href="http://www.mfa.org/collections/object/paul-revere-32401">http://www.mfa.org/collections/object/paul-revere-32401</a>)</p>	Grade 5 U. S. History I

<p>11. <b><u><a href="#">The Suffolk Resolves (1774)</a></u></b>  Declaration written largely by Joseph Warren and endorsed by the leaders of Suffolk County, Massachusetts, that protested the Intolerable Acts and that resulted in a boycott of British prior to the start of the American Revolution (<i>see also</i> <a href="https://www.nps.gov/mima/learn/education/upload/The%20Suffolk%20Resolves.pdf">https://www.nps.gov/mima/learn/education/upload/The%20Suffolk%20Resolves.pdf</a>)</p>	Grade 5
<p>12. <b><u><a href="#">Virginia Declaration of Rights (1776)</a></u></b>  Declaration by George Mason of Virginia that states the concepts of rights and liberty (<i>see also</i> <a href="http://avalon.law.yale.edu/18th_century/virginia.asp">http://avalon.law.yale.edu/18th_century/virginia.asp</a>)</p>	U.S. Government and Politics
<p>13. <b><u><a href="#">The Virginia Statute for Religious Freedom (1786)</a></u></b>  An act declaring religious freedom, drafted by Thomas Jefferson (<i>see also</i> <a href="https://encyclopediavirginia.org/An_Act_for_establishing_religious_freedom_1786">https://encyclopediavirginia.org/An_Act_for_establishing_religious_freedom_1786</a>)</p>	U.S. Government and Politics
<p>14. <b><u><a href="#">The Northwest Ordinance (1787)</a></u></b>  An act of the Confederation Congress that established the first United States territory beyond the Appalachian Mountains and the precedent for the United States to be sovereign as it moved west (<i>see also</i> <a href="https://www.ourdocuments.gov/doc.php?flash=false&amp;doc=8">https://www.ourdocuments.gov/doc.php?flash=false&amp;doc=8</a>)</p>	U.S. Government and Politics U.S. History I Grade 4
<p>15. <b><u><a href="#">Selected Federalist Papers, such as numbers 1, 9, 39, 51, and 78 (1787–1788)</a></u></b>  85 essays written by James Madison and Alexander Hamilton to explain and promote the proposed constitution (<i>see also</i> <a href="https://www.congress.gov/resources/display/content/The+Federalist+Papers">https://www.congress.gov/resources/display/content/The+Federalist+Papers</a>)</p>	Grade 8 U.S. History I U.S. Government and Politics
<p><i>Selected responses by Anti-Federalists (1787–1789)</i></p> <p>16. <b><u><a href="#">The Federal Farmer (Richard Henry Lee) and Centinel</a></u></b>  These two documents are included in a <a href="#">National Endowment for the Humanities curriculum unit</a> on the debates between Federalists and anti-Federalists (<i>see also</i> <a href="http://oll.libertyfund.org/?option=com_staticxt&amp;staticfile=show.php%3Ftitle=690&amp;chapter=102313&amp;layout=html&amp;Itemid=27">http://oll.libertyfund.org/?option=com_staticxt&amp;staticfile=show.php%3Ftitle=690&amp;chapter=102313&amp;layout=html&amp;Itemid=27</a>, and <a href="http://www.teachingamericanhistory.com/library/index.asp?document=1635">http://www.teachingamericanhistory.com/library/index.asp?document=1635</a> and <a href="https://edsitement.neh.gov/curriculum-unit/federalist-and-anti-federalist-debates-diversity-and-extended-republic">https://edsitement.neh.gov/curriculum-unit/federalist-and-anti-federalist-debates-diversity-and-extended-republic</a>)</p>	Grade 8 U.S. History I U.S. Government and Politics
<p>17. <b><u><a href="#">George Washington’s Mount Vernon: Slavery (c. 1790s)</a></u></b>  Research on the lives of enslaved people at the Mt. Vernon historic site in Virginia (<i>see also</i> <a href="http://www.mountvernon.org/george-washington/slavery/">http://www.mountvernon.org/george-washington/slavery/</a>)</p>	Grade 5 U. S. History I
<p>18. <b><u><a href="#">Slavery at Monticello: Paradox of Liberty (c. 1790s)</a></u></b>  Research on the lives of enslaved people at the Monticello historic site in Virginia (<i>see also</i> <a href="https://www.monticello.org/slavery-at-monticello">https://www.monticello.org/slavery-at-monticello</a>)</p>	Grade 5 U. S. History I
<p>19. <b>Thomas Jefferson, <u><a href="#">First Inaugural Address (1801)</a></u></b>  In this first inauguration to be held in the United States Capitol in Washington DC, Jefferson called for unit in the nation and the end to enmity between the two main political parties of the day, the Federalists and the Republicans. (<i>see also</i> <a href="http://avalon.law.yale.edu/19th_century/jefinau1.asp">http://avalon.law.yale.edu/19th_century/jefinau1.asp</a>)</p>	U.S. Government and Politics
<p>47. <b><u><a href="#">The Lewis and Clark Expedition (1803–1806)</a></u></b>  National Park Service/National Register of Historic Places site with links to sites of the expedition, essays and excerpts from the journals. (<i>see also</i> <a href="https://www.nps.gov/nr/travel/lewisandclark/">https://www.nps.gov/nr/travel/lewisandclark/</a>)</p>	Grade 5 U. S. History I

<p>48. <a href="#"><b><i>The Star-Spangled Banner: The Flag that Inspired a Nation</i></b></a> (1814)          Smithsonian website on the history of the Battle of Baltimore, the flag, and the anthem (<i>see also</i> <a href="http://amhistory.si.edu/starspangledbanner/">http://amhistory.si.edu/starspangledbanner/</a>)</p>	Grade 5
<p>49. <a href="#"><b>Whaling History</b></a> (19<sup>th</sup> century)          New Bedford Whaling Museum and Mystic Seaport. Histories and data on New England whaling voyages (<i>see also</i> <a href="https://whalinghistory.org/">https://whalinghistory.org/</a>)</p>	Grade 5
<p>50. <a href="#"><b>David Walker, <i>Appeal, in Four Articles; Together with a Preamble, to the Coloured Citizens of the World, but in Particular, and Very Expressly, to Those of the United States of America, Written in Boston, State of Massachusetts, September 28, 1829</i></b></a> (1829)          Pamphlet published by an African American abolitionist living in Boston (<i>see also</i> <a href="http://www.davidwalkermemorial.org/appeal">http://www.davidwalkermemorial.org/appeal</a>)</p>	U. S. History I
<p>51. <a href="#"><b>Abraham Lincoln, “The Perpetuation of Our Political Institutions”</b></a> Address before the Young Men’s Lyceum of Springfield, Illinois (1838)          One of Lincoln’s earliest published speeches; discusses the importance of the Revolution and the Constitution to national unity. (<i>see also</i> <a href="http://abrahamlincolnonline.org/lincoln/speeches/lyceum.htm">http://abrahamlincolnonline.org/lincoln/speeches/lyceum.htm</a>)</p>	U.S. History I
<p>52. <a href="#"><b>Alexis de Tocqueville, <i>Democracy in America, Volumes I and II</i></b></a> (1835, 1839)          The link provides excerpts from the Introduction to these two large volumes about a Frenchman’s observations of an 1831 trip to the United States. A <a href="#">video series that follows the trip</a> and provides discussions with scholars is available (<i>see also</i> <a href="https://edsitement.neh.gov/feature/democracy-america-alexis-de-tocquevilles-introduction">https://edsitement.neh.gov/feature/democracy-america-alexis-de-tocquevilles-introduction</a> and <a href="https://www.c-span.org/series/?tocqueville">https://www.c-span.org/series/?tocqueville</a>)</p>	U.S. History I U.S. Government and Politics
<p>53. <a href="#"><b>Dorothea Dix, “Memorial to the Massachusetts Legislature”</b></a> (1843)          A petition to the Legislature to expand the state insane asylum at Worcester, with descriptions of the harsh conditions of how indigent people with disabilities were treated in Massachusetts towns such as Concord, Lincoln, Dedham (<i>see also</i> <a href="http://www.disabilitymuseum.org/dhm/lib/catcard.html?id=737">http://www.disabilitymuseum.org/dhm/lib/catcard.html?id=737</a>)</p>	U.S. History I
<p>54. <a href="#"><b><i>Factory Life as It Is, by an Operative, Lowell, Massachusetts</i></b></a> (1845)          Text of the description of harsh working conditions for young women in the Lowell Mills, published as a tract pamphlet; from <a href="#">the Voice of Industry</a>, a newspaper published by women in Lowell about workers’ rights and the need for reform (<i>see also</i> <a href="http://library.uml.edu/clh/All/fac2.htm">http://library.uml.edu/clh/All/fac2.htm</a> and <a href="http://industrialrevolution.org/">http://industrialrevolution.org/</a>)</p>	U.S. History I
<p>55. <a href="#"><b>Henry David Thoreau, “Civil Disobedience”</b></a> (1849)          Essay on political philosophy that justifies resistance to laws on the basis of personal conscience; significant for its influence on Gandhi and the resistance to colonialism in India, and Gandhi’s influence on Martin Luther King, Jr. and the Civil Rights Movement (<i>see also</i> <a href="https://edsitement.neh.gov/launchpad-henry-david-thoreaus-essay-civil-disobedience">https://edsitement.neh.gov/launchpad-henry-david-thoreaus-essay-civil-disobedience</a>)</p>	U.S. History I U. S. History II World History II
<p>56. <a href="#"><b>Norman Asing, “To His Excellency, Governor Bigler: We Are Not the Degraded Race You Would Make Us”</b></a> (1852)          A challenge by a leader of the Chinese American community in San Francisco to the Governor of California in opposition to restrictions on Chinese immigration. (<i>see also</i> <a href="http://historymatters.gmu.edu/d/6561/">http://historymatters.gmu.edu/d/6561/</a>)</p>	U.S. History I



<p>57. <b>Abraham Lincoln, “House Divided” speech (1858)</b>  Lincoln’s speech on slavery after he had been nominated to be the Republican candidate for senator from Illinois (see also <a href="https://www.nps.gov/liho/learn/historyculture/housedivided.htm">https://www.nps.gov/liho/learn/historyculture/housedivided.htm</a>)</p>	U.S. History I U.S. Government and Politics
<p>58. <b>Maps of Women’s Voting Rights in 1880 and 1910</b>  Maps of the United States showing states where women had full, partial, or no voting rights in 1880 and 1910 (see also <a href="https://herb.ashp.cuny.edu/files/original/map-voting-1880-1910_7779b28927.pdf">https://herb.ashp.cuny.edu/files/original/map-voting-1880-1910_7779b28927.pdf</a>)</p>	Grade 5, U. S. History I and II
<p>59. <b>Emma Lazarus, “The New Colossus” (1883)</b>  The poem about the United States as a welcoming nation for immigrants; the Poetry Foundation site has links to other poems by Lazarus (see also <a href="http://www.poetryfoundation.org/poems/46550/the-new-colossus/">http://www.poetryfoundation.org/poems/46550/the-new-colossus/</a>)</p>	U.S. History I
<p>60. <b>Booker T. Washington, “The Atlanta Exposition Address” (1895)</b>  A speech proposing how African Americans would work within the segregated system (see also <a href="http://historymatters.qmu.edu/d/39">http://historymatters.qmu.edu/d/39</a>)</p>	U.S. History II
<p>61. <b>W. E. B. DuBois and William Monroe Trotter, primary authors: <u>The Niagara Movement Declaration of Principles</u> (1905)</b>  Declaration of the need for African Americans to protest segregation and discrimination actively, and to have free compulsory education. (see also <a href="http://scua.library.umass.edu/collections/etext/dubois/niagara.pdf">http://scua.library.umass.edu/collections/etext/dubois/niagara.pdf</a>)</p>	U.S. History II
<p>62. <b>Lewis Hine, <u>Photographs of child laborers</u> (1908–1909)</b>  Photographs documenting children working in factories that contributed to the passage of laws restricting child labor (see also <a href="https://www.archives.gov/education/lessons/hine-photos">https://www.archives.gov/education/lessons/hine-photos</a>)</p>	U. S. History I
<p>63. <b><u>Jane Addams collection</u> (1860–1935)</b>  Documents by and about Jane Addams from Harvard University collections, with links to other sources (see also <a href="http://ocp.hul.harvard.edu/ww/addams.html">http://ocp.hul.harvard.edu/ww/addams.html</a>)</p>	U. S. History I
<p>64. <b>The <u>Indian Citizenship Act</u> (1924)</b>  Act granting citizenship to all Native Americans, enacted by Congress to promote assimilation of tribal members (see also <a href="https://www.nps.gov/jame/learn/historyculture/upload/Native-American-Citizenship-2.pdf">https://www.nps.gov/jame/learn/historyculture/upload/Native-American-Citizenship-2.pdf</a>)</p>	U. S. History I
<p>65. <b>Luther Standing Bear, Lakota, “<u>Life in the Carlisle Boarding School</u>” account of life in an Indian Boarding School in 1879, from <i>Land of the Spotted Eagle</i> (1933) (see also <a href="http://faculty.washington.edu/joyann/EDLPS549Bwinter2008/Standing_Bear_final.pdf">http://faculty.washington.edu/joyann/EDLPS549Bwinter2008/Standing_Bear_final.pdf</a>)</b></p>	U.S. History I
<p>66. <b>Franklin Roosevelt, <u>First Annotated Typed Draft of War Address</u> (1941)</b>  Radio address to the people of the United States at the outbreak of World War II (see also <a href="http://www.archives.gov/education/lessons/day-of-infamy">http://www.archives.gov/education/lessons/day-of-infamy</a>)</p>	U.S. History II World History II
<p>67. <b>Gordon Parks, <u>Photographs of Ella Watson</u> (1942)</b>  Photographs by an African American photographer that document aspects of the life of Ella Watson, an African American cleaned government buildings. (see also <a href="https://www.loc.gov/pictures/collection/fsa/docchap7.html">https://www.loc.gov/pictures/collection/fsa/docchap7.html</a>)</p>	U.S. History II

<p>68. <b>Justice Robert M. Jackson: <a href="#">Opinion for the Supreme Court in <i>West Virginia State Board of Education v. Barnette</i> (1943)</a></b>  The Supreme Court ruled that students are protected from having to salute the flag or recite the Pledge of Allegiance under the free exercise clause of the First Amendment (<i>see also</i> <a href="https://www.oyez.org/cases/1940-1955/319us624">https://www.oyez.org/cases/1940-1955/319us624</a>)</p>	Grade 8 U.S. Government and Politics
<p>69. <b>Margaret Chase Smith, “<a href="#">Declaration of Conscience” Speech (1950)</a></b>  Speech in which Senator Chase denounced McCarthyism (<i>see also</i> <a href="http://eloquentwoman.blogspot.com/2012/10/famous-speech-friday-margaret-chase.html">http://eloquentwoman.blogspot.com/2012/10/famous-speech-friday-margaret-chase.html</a>)</p>	U.S. History II
<p>70. <b>Lyndon Johnson, “<a href="#">Great Society Speech</a>” (1964)</b>  Speech outlining a vision for domestic programs with the aim of eliminating poverty, extending civil rights, and improving education, providing health care for the elderly, and establishing funding for the arts, humanities, and public broadcasting. (<i>see also</i> <a href="http://www.americanrhetoric.com/speeches/lbjthegreatsociety.htm">http://www.americanrhetoric.com/speeches/lbjthegreatsociety.htm</a>)</p>	U.S. History II
<p>71. <b><a href="#">American Experience: Stonewall Uprising Trailer</a></b>(event 1969; video, 2010)  Video series on LGBTQ rights (<i>see also</i> <a href="https://www.bing.com/videos/search?q=American+Experience+Stonewall+Uprising+Part+8+A+Movement+is+Born&amp;view=detail&amp;mid=1BAAF8CF02E4FD24B6D41BAAF8CF02E4FD24B6D4&amp;FORM=VIRE">https://www.bing.com/videos/search?q=American+Experience+Stonewall+Uprising+Part+8+A+Movement+is+Born&amp;view=detail&amp;mid=1BAAF8CF02E4FD24B6D41BAAF8CF02E4FD24B6D4&amp;FORM=VIRE</a>)</p>	U.S. History II
<p>72. <b>Ed Roberts, “<a href="#">Speech on Disability Rights</a>” (1977)</b>  Speech to protest discrimination against people with disabilities. The activism of Roberts and his peers led to the passage of the Americans with Disabilities Act of 1990 (<i>see also</i> <a href="https://ollibean.com/ed/">https://ollibean.com/ed/</a>)</p>	Grade 8, U.S. History II
<p>73. <b>César Chávez, “<a href="#">Address to the Commonwealth Club of California</a>” (1984)</b>  Speech by the President of the United Farm Workers of America about the unsafe conditions for farm workers. A <a href="#">video version of the speech</a> is available (<i>see also</i> <a href="https://m.youtube.com/watch?v=qB1jwR1h9qo">https://m.youtube.com/watch?v=qB1jwR1h9qo</a>)</p>	U.S. History II
<p>74. <b>Ronald Reagan, “<a href="#">Speech at Moscow State University</a>” (1988)</b>  Speech delivered to university students in Moscow, Russia, on the need for freedom of thought, information, and communication and democracy. (<i>see also</i> <a href="http://www.americanrhetoric.com/speeches/ronaldreaganmoscowstateuniversity.htm">http://www.americanrhetoric.com/speeches/ronaldreaganmoscowstateuniversity.htm</a>)</p>	U.S. History II
<p>75. <b>George W. Bush, “<a href="#">Address to the Joint Session of the 107<sup>th</sup> Congress</a>” (2001)</b>  Speech after the terrorist attack on the Twin Towers in New York City (<i>see also</i> <a href="https://georgewbush-whitehouse.archives.gov/">https://georgewbush-whitehouse.archives.gov/</a>)</p>	U.S. History II
<p>76. <b>Henry Louis Gates, Jr., <a href="#">The African Americans: Many Rivers to Cross</a> (2013)</b>  Video series on African American history (<i>see also</i> <a href="http://www.pbs.org/show/african-americans-many-rivers-cross/">http://www.pbs.org/show/african-americans-many-rivers-cross/</a>)</p>	U.S. History I and II
<p>77. <b>Elizabeth Maurer, <a href="#">Legislating History: 100 Years of Women in Congress</a> (2017)</b>  online exhibition of text and photographs of women legislators (<i>see also</i> <a href="http://www.womenshistory.org/exhibits/legislating-history">http://www.womenshistory.org/exhibits/legislating-history</a>)</p>	U.S. History II
<p>78. <b>Lacey Schwartz and Mehret Mandefro, directors and producers (2018) <a href="#">The Loving Generation</a></b>  Four video documentaries with interviews of adults who were born to biracial parents in the United States, created for the 50<sup>th</sup> anniversary of the Supreme Court decision in <i>Loving v. Virginia</i>, which overturned laws against biracial marriage (<i>see also</i> <a href="https://www.topic.com/the-loving-generation">https://www.topic.com/the-loving-generation</a>)</p>	U.S. History II

## World History

Ancient and Classical Civilizations, c 2500 BCE–500 CE	
<p>1. <b><a href="#">Epic of Gilgamesh (c.2150–1400 BCE)</a></b>            Article on Gilgamesh with maps and photographs and link to 10-minute video animation. <a href="#">Full text of the epic</a> illustrated with photographs of Assyrian sculpture. First written epic. (see also <a href="https://www.ancient.eu/gilgamesh/">https://www.ancient.eu/gilgamesh/</a> and <a href="http://www.aina.org/books/eog/eog.pdf">http://www.aina.org/books/eog/eog.pdf</a>)</p>	Grade 6
<p>2. <b><a href="#">The Code of Hammurabi (c. 1754 BCE)</a></b>            Article with photograph of stele (stone relief sculpture) showing Hammurabi from the Louvre. <a href="#">Full text</a>. <a href="#">Video interpretation of the stele with the Code of Hammurabi</a>. First written set of laws, carved on a stone sculpture in the Louvre Museum, Paris (see also <a href="https://www.ancient.eu/article/68/hammurabis-code-babylonian-law-set-in-stone/">https://www.ancient.eu/article/68/hammurabis-code-babylonian-law-set-in-stone/</a> and <a href="https://www.khanacademy.org/humanities/ancient-art-civilizations/ancient-near-east1/babylonian/v/stele-of-hammurabi">https://www.khanacademy.org/humanities/ancient-art-civilizations/ancient-near-east1/babylonian/v/stele-of-hammurabi</a>)</p>	Grade 6
<p>3. <b><a href="#">The Egyptian Hymn to the Nile (c.2100 BCE)</a></b>            Hymn praising the Nile as the source of life in Egypt (see also <a href="https://sourcebooks.fordham.edu/Halsall/ancient/hymn-nile.asp">https://sourcebooks.fordham.edu/Halsall/ancient/hymn-nile.asp</a>)</p>	Grade 6
<p>4. <b><a href="#">King Menkaura (Mycerinus) and queen (2490–2472 BCE)</a></b>            Stone sculpture of a pharaoh and queen from the Museum of Fine Arts Boston (see also <a href="http://www.mfa.org/collections/object/king-menkaura-mycerinus-and-queen-230">http://www.mfa.org/collections/object/king-menkaura-mycerinus-and-queen-230</a>)</p>	Grade 6
<p>5. <b><a href="#">The Egyptian Book of the Dead, Negative Confessions (c.1570–1069 BCE)</a></b>            Text and article with illustrations: <a href="#">Text alone</a>. A list of sins that the speaker had not committed; an indication of the cultural values of the Egyptians (see also <a href="https://www.ancient.eu/The_Negative_Confession/">https://www.ancient.eu/The_Negative_Confession/</a> and <a href="http://www.mircea-eliade.com/from-primitives-to-zen/110.html">http://www.mircea-eliade.com/from-primitives-to-zen/110.html</a>)</p>	Grade 6
<p>6. <b>The Torah (first five books of the Bible), <a href="#">Exodus, Chapter 20, the Ten Commandments (c.600 BCE, based on earlier oral tradition)</a></b>            Code of religious commandments; an indication of the cultural values of the ancient Israelites. <a href="#">Background and analysis</a> of the text. (see also <a href="http://www.bartleby.com/108/02/20.html">http://www.bartleby.com/108/02/20.html</a> and <a href="http://www.bibleodyssey.org/en/passages/main-articles/the-decalogue">http://www.bibleodyssey.org/en/passages/main-articles/the-decalogue</a>)</p>	Grade 6
<p>7. <b><a href="#">The Vedas: The Rig Veda (c.1500–500 BCE)</a></b>            Article and excerpts. <a href="#">Text alone</a>. Central texts of Hinduism; hymns (see also <a href="https://www.ancient.eu/The_Vedas/">https://www.ancient.eu/The_Vedas/</a> and <a href="http://www.sacred-texts.com/hin/riqveda/">http://www.sacred-texts.com/hin/riqveda/</a>)</p>	Grade 7 World History I
<p>8. <b>Homer, <a href="#">The Iliad</a> and <a href="#">The Odyssey</a> (c. 800 BCE based on earlier oral tradition)</b>            Greek epics that present the story of the warrior Achilles and the Trojan War (Iliad) and the journey of the warrior Odysseus home from the war (Odyssey) (see also <a href="http://classics.mit.edu/Homer/iliad.html">http://classics.mit.edu/Homer/iliad.html</a> and <a href="http://classics.mit.edu/Homer/odyssey.html">http://classics.mit.edu/Homer/odyssey.html</a>)</p>	Grade 7
<p>9. <b>Confucius, <a href="#">The Analects</a> (thought to have been compiled in the 5<sup>th</sup> century BCE, completed in a final form in the 3<sup>rd</sup> century CE)</b>            Central text of Confucianism; a collection of sayings and philosophical thoughts about virtue and ethics (see also <a href="http://classics.mit.edu/Confucius/analects.html">http://classics.mit.edu/Confucius/analects.html</a>)</p>	Grade 7 World History I

10. <b>Buddhism, <a href="#">the Four Noble Truths</a> (c. 500 BCE)</b> Central text of Buddhism, relating to the cycle of human life and suffering ( <i>see also</i> <a href="https://www.ancient.eu/Four_Noble_Truths/">https://www.ancient.eu/Four_Noble_Truths/</a> )	Grade 7 World History I
11. <b>Thucydides, <a href="#">History of the Peloponnesian War</a> (431 BCE)</b> Greek historian's account of the war between Athens and Sparta ( <i>see also</i> <a href="http://classics.mit.edu/Thucydides/pelopwar.html">http://classics.mit.edu/Thucydides/pelopwar.html</a> )	Grade 7
12. <b>Plato, <a href="#">The Republic</a> (360 BCE)</b> Greek account of a Socratic dialogue about justice, virtue, and the ideal city and its ruler, the philosopher-king ( <i>see also</i> <a href="http://classics.mit.edu/Plato/republic.html">http://classics.mit.edu/Plato/republic.html</a> )	Grade 7 Grade 8
13. <b>Aristotle, <a href="#">Politics</a> (350 BCE)</b> Greek book of political philosophy about the role of a citizen, ruler, democratic constitutions and institutions, and the ideal state ( <i>see also</i> <a href="http://classics.mit.edu/Aristotle/politics.html">http://classics.mit.edu/Aristotle/politics.html</a> )	Grade 7 Grade 8
14. <b><a href="#">Examples of Greek Art</a></b> Sixteen examples of Aegean and Greek sculpture, vase painting, and objects from c.2300 BCE to 100 BCE, Museum of Fine Arts, Boston ( <i>see also</i> <a href="http://www.mfa.org/collections/ancient-world/tour/greek-art">http://www.mfa.org/collections/ancient-world/tour/greek-art</a> )	Grade 7
15. <b>Julius Caesar, <a href="#">War Commentaries</a> (58–47 BCE)</b> Caesar's account of Roman conquest in Europe ( <i>see also</i> <a href="http://mcadams.posc.mu.edu/txt/ah/Caesar/index.html">http://mcadams.posc.mu.edu/txt/ah/Caesar/index.html</a> )	Grade 7
16. <b>The Bible, New Testament, Gospel of <a href="#">Matthew, Chapters 5-7: Sermon on the Mount</a> (c. 80–110 CE).</b> Key text for Christianity of Jesus' philosophy; <a href="#">analysis and interpretation</a> of the selection ( <i>see also</i> <a href="http://www.bartleby.com/108/40/5.html">http://www.bartleby.com/108/40/5.html</a> and <a href="http://www.bibleodyssey.org/passages/main-articles/sermon-on-the-mount">http://www.bibleodyssey.org/passages/main-articles/sermon-on-the-mount</a> )	Grade 6 World History I
17. <b><a href="#">Standing Shakyamuni Buddha</a> (3<sup>rd</sup> century CE)</b> <i>Gandharan Buddhist sculpture showing the fusion of Greco-Roman and Buddhist imagery; stone sculpture, Worcester Art Museum (see also</i> <a href="http://www.worcesterart.org/collection/Indian/1926.2.html">http://www.worcesterart.org/collection/Indian/1926.2.html</a> )	World History I
<b>6<sup>th</sup>–10<sup>th</sup> Centuries CE</b>	
18. <b><a href="#">Mosaic: Hunting Scene</a> (Antioch, early 6th CE)</b> Antioch was a city on the eastern coast of the Mediterranean and this example shows the influence of Greco-Roman and Persian styles. Worcester Art Museum ( <i>see also</i> <a href="http://worcesterart.org/collection/Ancient/1936.30.html">http://worcesterart.org/collection/Ancient/1936.30.html</a> )	Grade 7
19. <b><a href="#">Hagia Sophia</a> (532–537 CE, video and article by William Allen, 2015)</b> Photographs, text and video about the art and history of Hagia Sophia in Istanbul, formerly Constantinople ( <i>see also</i> <a href="https://smarthistory.org/hagia-sophia-istanbul/">https://smarthistory.org/hagia-sophia-istanbul/</a> )	World History I
20. <b><a href="#">The Code of Justinian</a> (535 CE)</b> Code of law of the Byzantine Empire under Emperor Justinian ( <i>see also</i> <a href="https://sourcebooks.fordham.edu/basis/535institutes.asp">https://sourcebooks.fordham.edu/basis/535institutes.asp</a> )	World History I

21. <a href="#">The Longmen Caves, Loyang</a> (c. 5 <sup>th</sup> to 8 <sup>th</sup> centuries CE. Essay by Jennifer McIntire, 2015) Cave complex of early Buddhist art in China (see also <a href="https://smarthistory.org/longmen-caves-luoyang/">https://smarthistory.org/longmen-caves-luoyang/</a> )	Grade 7 World History I
22. Martin Amster and Lier Chen, <a href="#">Buddhist Art Styles and Cultural Exchange along the Silk Road</a> (c.200 BCE to 1000 CE) Article(2004) that compares images of the Buddha in Asia (see also <a href="http://aas2.asian-studies.org/EAA/EAA-Archives/9/1/553.pdf">http://aas2.asian-studies.org/EAA/EAA-Archives/9/1/553.pdf</a> )	Grade 7 World History I
23. <a href="#">Selections from the Qu’ran, 1, 47</a> (609-632 CE) Central text of Islam, centering on the belief in one God, Allah (see also <a href="https://sourcebooks.fordham.edu/halsall/source/koran-sel.asp">https://sourcebooks.fordham.edu/halsall/source/koran-sel.asp</a> )	World History I
24. Al-Tanûkhî (c. 980 CE) <a href="#">Ruminations and Reminiscences: Acts of Piety</a> Writings of a judge and legal scholar of the Abbasid Caliphate (see also <a href="https://sourcebooks.fordham.edu/halsall/source/980al-atanukhi.asp">https://sourcebooks.fordham.edu/halsall/source/980al-atanukhi.asp</a> )	World History I
<b>11<sup>th</sup>–15<sup>th</sup> Centuries CE</b>	
25. Pope Urban II, <a href="#">Speech at the Council of Clermont</a> (c.1095) Video version of the speech that launched the Christian crusades against Islam or <a href="#">text</a> versions (see also <a href="https://www.bing.com/videos/search?q=pope+urban+speech+at+clermont+1095&amp;view=detail&amp;mid=E4F301C6197CBC22B22EE4F301C6197CBC22B22E&amp;FORM=VIRE">https://www.bing.com/videos/search?q=pope+urban+speech+at+clermont+1095&amp;view=detail&amp;mid=E4F301C6197CBC22B22EE4F301C6197CBC22B22E&amp;FORM=VIRE</a> )	World History I
26. Roger of Hoveden, <a href="#">The Fall of Jerusalem, 1187</a> (c. 1190) Chronicle by a medieval English historian who was present at the Third Crusade (see also <a href="https://sourcebooks.fordham.edu/halsall/source/hoveden1187.asp">https://sourcebooks.fordham.edu/halsall/source/hoveden1187.asp</a> )	World History I
27. “ <a href="#">Court Ladies Preparing Newly Woven Silk</a> ” (12 <sup>th</sup> century) attributed to Emperor Huizong, Song Dynasty. Scroll painting, ink, color, and gold on silk, Museum of Fine Arts, Boston (see also <a href="http://www.mfa.org/collections/object/court-ladies-preparing-newly-woven-silk-28127">http://www.mfa.org/collections/object/court-ladies-preparing-newly-woven-silk-28127</a> )	World History I
28. <a href="#">Magna Carta</a> (1215) Foundational British document on government (see also <a href="https://www.bl.uk/magna-carta">https://www.bl.uk/magna-carta</a> ) <i>This document also appears in the primary source list for Grade 8, U. S. History I, and U.S. Government and Politics.</i>	World History I
29. <a href="#">Sainte-Chapelle</a> (1248 CE) Paris Royal chapel, example of high Gothic architecture; video, 2017 (see also <a href="https://smarthistory.org/sainte-chapelle-paris/">https://smarthistory.org/sainte-chapelle-paris/</a> )	World History I
30. <a href="#">View of Florence, detail of Madonna della Misericordia (1342) and Palazzo Vecchio (1299–1310)</a> from “ <a href="#">Florence in the Late Gothic Period: an Introduction</a> ,” essay by Joanna Milk MacFarland, 2015 (see also <a href="https://smarthistory.org/florence-in-the-late-gothic-period-an-introduction/">https://smarthistory.org/florence-in-the-late-gothic-period-an-introduction/</a> )	World History I
31. Zhao Yong (1347), <a href="#">Horse and Groom after Li Gonglin</a> Scroll painting, ink and watercolor on paper, Freer/Sackler Gallery, Smithsonian Institution. For additional images, see <a href="#">Song and Yuan Dynasty Painting and Calligraphy</a> (see also <a href="http://archive.asia.si.edu/collections/edan/object.php?q=fsq_F1945.32">http://archive.asia.si.edu/collections/edan/object.php?q=fsq_F1945.32</a> and <a href="https://www.freersackler.si.edu/publications/songyuan/">https://www.freersackler.si.edu/publications/songyuan/</a> )	World History I

32. <b>Ibn Battuta, <i>The Rihla</i> (1354)</b> African scholar’s account of his travels in Africa and Asia ( <i>see also</i> <a href="https://sourcebooks.fordham.edu/halsall/source/1354-ibnbattuta.asp">https://sourcebooks.fordham.edu/halsall/source/1354-ibnbattuta.asp</a> )	World History I
33. <b>Cresques Abraham, <i>Map showing Africa and King Mansa Musa, from the Catalán Atlas (1375)</i></b> (from <a href="#">The African Diaspora in the Indian Ocean World</a> ); <i>see</i> <a href="#">The Cresques Project</a> ; for other pages and translations of the text Paint and gold on vellum, mounted on wood, Bibliothecque Nationale, Paris, France ( <i>see also</i> <a href="http://exhibitions.nypl.org/africansindianocean/img/Gallery%20Breakdown/Cairo/large/12_44.jpg">http://exhibitions.nypl.org/africansindianocean/img/Gallery%20Breakdown/Cairo/large/12_44.jpg</a> , <a href="http://exhibitions.nypl.org/africansindianocean">http://exhibitions.nypl.org/africansindianocean</a> and <a href="http://www.cresquesproject.net/home">http://www.cresquesproject.net/home</a> )	World History I
34. <b><i>The Art of the Benin Kingdom</i> (c. 900–17<sup>th</sup> centuries CE)</b> Bronze sculptures from the Benin Palace in Nigeria, Museum of Fine Arts, Boston ( <i>see also</i> <a href="http://www.mfa.org/collections/art-of-the-benin-kingdom">http://www.mfa.org/collections/art-of-the-benin-kingdom</a> )	World History I
35. <b><i>The Great Mosque at Djenne</i> (c. 800–1250 CE; article by Elisa Dainese, 2015)</b> , mosque in West Africa in present-day Mali ( <i>see also</i> <a href="https://smarthistory.org/great-mosque-of-djenne/">https://smarthistory.org/great-mosque-of-djenne/</a> )	World History I
36. <b>Geoffrey Chaucer, <i>Canterbury Tales</i> (1387–1400)</b> Prologue to tales about a group of people on a pilgrimage; in Old English ( <i>see also</i> <a href="https://sourcebooks.fordham.edu/halsall/source/CT-prolog-para.html">https://sourcebooks.fordham.edu/halsall/source/CT-prolog-para.html</a> )	World History I
37. <b><i>The Alhambra</i> (14<sup>th</sup> century) Photographs and essay by Shadieh Mirmobiny, 2015</b> ( <i>see also</i> <a href="https://smarthistory.org/the-alhambra/">https://smarthistory.org/the-alhambra/</a> )	World History I
38. <b><i>“China and the World History of Science, 1450–1770”</i> by Benjamin Elman, 2007</b> Article about Chinese science and technology ( <i>see also</i> <a href="https://www.princeton.edu/~elman/documents/China_and_the_World_History_of_Science.pdf">https://www.princeton.edu/~elman/documents/China_and_the_World_History_of_Science.pdf</a> )	World History I
39. <b><i>Golden Kingdoms: Luxury and Legacy in the Ancient Americas</i> (500 BCE–1500 CE)</b> Objects of gold, turquoise, feathers, and clay made and traded by South and Central American civilizations; video, Metropolitan Museum of Art, 2018 ( <i>see also</i> <a href="https://www.metmuseum.org/metmedia/video/collections/aaa/qgolden-kingdoms">https://www.metmuseum.org/metmedia/video/collections/aaa/qgolden-kingdoms</a> )	Grade 6 World History I
40. <b>Images and text about Mayan architecture and culture (c. 900 BCE to 1500 CE)</b> in <a href="#">Tikal National Park</a> , Guatemala ( <i>see also</i> <a href="http://tikalnationalpark.org/">http://tikalnationalpark.org/</a> )	Grade 6 World History I
41. <b><i>City of Cusco</i> (c. 1440–1540 CE) Peru, essay by Sarahh Scher, 2015</b> Article on monumental architecture of the Inca regional empire ( <i>see also</i> <a href="https://smarthistory.org/city-of-cusco">https://smarthistory.org/city-of-cusco</a> )	World History I
42. <b><i>Unearthing the Aztec Past: the Destruction of the Templo Mayor</i> (c.1325–1519)</b> Mexico; video by Lauren Kilroy-Ewbank and Stephen Zucker, 2017; Aztec architecture, Mexico City ( <i>see also</i> <a href="https://smarthistory.org/unearthing-the-aztec-past-the-destruction-of-the-templo-mayor-2/">https://smarthistory.org/unearthing-the-aztec-past-the-destruction-of-the-templo-mayor-2/</a> )	World History I
<b>16<sup>th</sup>–17<sup>th</sup> Centuries CE</b>	
43. <b><i>Maps from the 1500s</i></b> A collection of historical maps in the public domain such as the Waldseemuller Map; links to other decades before and after (e.g., 1490s, 1510s, 1520s) and other centuries (e.g., 1600s, 1700s, 1800s) ( <i>see also</i> <a href="https://commons.m.wikimedia.org/wiki/Category:1500s_maps_of_the_world">https://commons.m.wikimedia.org/wiki/Category:1500s_maps_of_the_world</a> )	Grade 4 World History I



<p>44. <b>Kilwa Kisiwani</b> (16<sup>th</sup>–17<sup>th</sup> centuries; video by Stephen Battle, World Monuments Fund and Stephen Becker, 2016). East African trade center on the Indian Ocean in present-day Tanzania (<i>see also</i> <a href="https://smarthistory.org/kilwa-kisiwani-tanzania/">https://smarthistory.org/kilwa-kisiwani-tanzania/</a>)</p>	World History I
<p>45. <b>Leonardo da Vinci, Notebooks</b> (c. 1508) Renaissance artist and inventor’s notebooks of sketches and texts Ink on paper, British Library, London, UK (<i>see also</i> <a href="http://www.bl.uk/onlinegallery/ttp/leonardo/accessible/introduction.html">http://www.bl.uk/onlinegallery/ttp/leonardo/accessible/introduction.html</a>)</p>	World History I
<p>46. <b>Machiavelli, The Prince</b> (1513) Renaissance book on government and the rights of rulers (<i>see also</i> <a href="http://www.bartleby.com/36/1/prince.pdf">http://www.bartleby.com/36/1/prince.pdf</a>)</p>	World History I
<p>47. <b>Bartolomé de Las Casas, A Short Account of the Destruction of the Indies (1552)</b>. See also <b>Bartolomé de Las Casas Debates the Subjugation of the Indians</b> (Spanish document); <b>the work in Latin</b> This text is a summary of a debate concerning the subjugation of Native Peoples, contains the arguments of Las Casas, the Bishop of Chiapas, Mexico, and Juan Gines Sepulveda, an influential Spanish philosopher, concerning the treatment of Native Peoples in the New World. It offers one of the earliest written accounts as well as images on this topic. (<i>see also</i> <a href="http://www.columbia.edu/~daviss/work/files/presentations/casshort/">http://www.columbia.edu/~daviss/work/files/presentations/casshort/</a>, <a href="https://www.gilderlehrman.org/content/bartolom%C3%A9-de-las-casas-debates-subjugation-indians-1550">https://www.gilderlehrman.org/content/bartolom%C3%A9-de-las-casas-debates-subjugation-indians-1550</a> and <a href="https://www.loc.gov/resource/rbc0001.2008kislak20219/?st=gallery">https://www.loc.gov/resource/rbc0001.2008kislak20219/?st=gallery</a>)</p>	World History I
<p>48. <b>Tughra, official signature of Süleiman the Magnificent</b>, (1555–60, video 2013, Metropolitan Museum of Art). Video about close reading of an example of imperial Islamic calligraphy. Ink, opaque watercolor and gold on paper, Metropolitan Museum of Art, New York (<i>see also</i> <a href="https://smarthistory.org/tughra-official-signature-of-sultan-suleiman-the-magnificent-from-istanbul/">https://smarthistory.org/tughra-official-signature-of-sultan-suleiman-the-magnificent-from-istanbul/</a>)</p>	World History I
<p>49. <b>Pieter Bruegel the Elder, The Tower of Babel</b> (1563) Video 2015 by Beth Harris and Stephen Zucker. Northern Renaissance painting, oil on canvas, Kunsthistorisches Museum, Vienna, Austria (<i>see also</i> <a href="https://smarthistory.org/pieter-bruegel-the-elder-the-tower-of-babel/">https://smarthistory.org/pieter-bruegel-the-elder-the-tower-of-babel/</a>)</p>	World History I
<p>50. <b>“The Spy Zambur Brings Mahiya to the City of Tawariq,”</b> (c. 1570) folio from a Hamzanama (Book of Hamza) attributed to Kesav Das, example of Mughal painting. Illustration of a scene from the life of the uncle of the Prophet Mohammed, who traveled the world preaching Islam. Ink, watercolor, and gold on cloth mounted on paper, Metropolitan Museum of Art, New York (<i>see also</i> <a href="https://www.metmuseum.org/toah/works-of-art/23.264.1/">https://www.metmuseum.org/toah/works-of-art/23.264.1/</a>)</p>	World History I
<p>51. <b>Bernal Diaz del Castillo, excerpts from The True History of the Conquest of New Spain</b> (1576) Spanish account of the conquest of Mexico (<i>see also</i> <a href="http://chnm.gmu.edu/worldhistorysources/sources/conquestofnewspain.html">http://chnm.gmu.edu/worldhistorysources/sources/conquestofnewspain.html</a>)</p>	World History I
<p>52. <b>Rembrandt van Rijn, (1632) The Anatomy Lesson of Dr. Nicolaes Tulp</b> Group portrait of attendants at a dissection, one of many paintings made for the prosperous middle class of the Dutch Republic (video, 2015). Oil on canvas, Rijksmuseum, Amsterdam, the Netherlands (<i>see also</i> <a href="https://smarthistory.org/rembrandt-anatomy-lesson-of-dr-tulp/">https://smarthistory.org/rembrandt-anatomy-lesson-of-dr-tulp/</a>)</p>	World History I



53. <b>Evlīya Çelebi, <i>Seyahatname (Book of Travels)</i> (1630–1672)</b> Accounts by a Muslim traveler in Asia, Africa, and Europe. Virtual exhibition with text, images, video, London, 2010. (see also <a href="http://www.thebookoftravels.org/exhibition">http://www.thebookoftravels.org/exhibition</a> )	World History I
54. <b>Louis le Vau, André le Nôtre and Charles le Brun, <i>Château de Versailles</i> (1664–1710)</b> Article by Rachel Ropeik, 2015. Article on the buildings and grounds built for King Louis XIV of France at Versailles (see also <a href="https://smarthistory.org/chateau-de-versailles/">https://smarthistory.org/chateau-de-versailles/</a> )	World History II
55. <b>English Bill of Rights (1689)</b> Foundational English document on rights (see also <a href="http://avalon.law.yale.edu/17th_century/england.asp">http://avalon.law.yale.edu/17th_century/england.asp</a> )	World History I; World History II
56. <b>John Locke, <i>Two Treatises of Civil Government</i> (1690)</b> Foundational documents on government (see also <a href="http://oll.libertyfund.org/titles/locke-the-two-treatises-of-civil-government-hollis-ed">http://oll.libertyfund.org/titles/locke-the-two-treatises-of-civil-government-hollis-ed</a> )	U. S. History I World History I U.S. Government and Politics
<b>18<sup>th</sup>–19<sup>th</sup> Centuries CE</b>	
57. <b>Charles de Montesquieu, <i>The Spirit of the Laws</i> (1748)</b> Legal philosophy of the French Enlightenment (see also <a href="https://sourcebooks.fordham.edu/halsall/mod/montesquieu-spirit.asp">https://sourcebooks.fordham.edu/halsall/mod/montesquieu-spirit.asp</a> )	World History I
58. <b>Jean-Jacques Rousseau, <i>The Social Contract</i> (1763)</b> Legal philosophy of the French Enlightenment (see also <a href="https://sourcebooks.fordham.edu/halsall/mod/rousseau-soccon.asp">https://sourcebooks.fordham.edu/halsall/mod/rousseau-soccon.asp</a> )	World History I Grade 8
59. <b>Adam Smith, <i>The Wealth of Nations</i> (1775)</b> Foundational text on free market economics based on competition (see also <a href="http://www.econlib.org/library/Smith/smWN.html">http://www.econlib.org/library/Smith/smWN.html</a> )	World History II Grade 8
60. <b>National Assembly of France, <i>The Declaration of the Rights of Man and Citizen</i> (1789)</b> Declaration of Rights of the French Revolution (see also <a href="http://avalon.law.yale.edu/18th_century/rightsof.asp">http://avalon.law.yale.edu/18th_century/rightsof.asp</a> )	World History II
61. <b>Mary Wollstonecraft, <i>Vindication of the Rights of Women</i> (1792)</b> Declaration of women’s rights and equality to men (see also <a href="http://www.bartleby.com/144/">http://www.bartleby.com/144/</a> )	World History II
62. <b>Simón Bolívar, <i>Letter from Jamaica</i> (1815)</b> Letter about the movements for independence in South American nations (see also <a href="https://library.brown.edu/create/modernlatinamerica/chapters/chapter-2-the-colonial-foundations/primary-documents-with-accompanying-discussion-questions/document-2-simon-bolivar-letter-from-jamaica-september-6-1815/">https://library.brown.edu/create/modernlatinamerica/chapters/chapter-2-the-colonial-foundations/primary-documents-with-accompanying-discussion-questions/document-2-simon-bolivar-letter-from-jamaica-september-6-1815/</a> )	World History II
63. <b>Charles Dickens, <i>Oliver Twist</i> (1837–1838)</b> with illustrations by George Cruikshank; novel showing the effects of urban poverty and the Industrial Revolution in England (see also <a href="http://www.gutenberg.org/files/46675/46675-h/46675-h.htm">http://www.gutenberg.org/files/46675/46675-h/46675-h.htm</a> )	World History II
64. <b>Karl Marx, Friedrich Engels: <i>The Communist Manifesto</i> (1848)</b> Political pamphlet about class struggle in capitalism between the proletariat and owners of companies and factories and a call for revolution by the working class (see also <a href="http://avalon.law.yale.edu/subject_menus/mancont.asp">http://avalon.law.yale.edu/subject_menus/mancont.asp</a> )	World History II

65. <a href="#">Images of the Crystal Palace for the Grand International Exhibit in London (1851)</a> Massive Steel and glass pavilions built in London in the Victorian Era, destroyed in 1930s (see also <a href="https://commons.m.wikimedia.org/wiki/Crystal_Palace">https://commons.m.wikimedia.org/wiki/Crystal_Palace</a> )	World History II
66. John Stuart Mill, <a href="#">On Liberty (1869)</a> Essay on the importance of personal liberty, social liberty, and freedom of speech (see also <a href="http://www.bartleby.com/130">http://www.bartleby.com/130</a> )	World History II
67. Rudyard Kipling, <a href="#">“Take Up the White Man’s Burden” poem (1899)</a> Poem written to encourage American colonization of the Philippines (see also <a href="https://sourcebooks.fordham.edu/halsall/mod/Kipling.asp">https://sourcebooks.fordham.edu/halsall/mod/Kipling.asp</a> )	World history II United States History II
<b>20<sup>th</sup>–21<sup>st</sup> Centuries CE</b>	
68. Edward D. Morel, <a href="#">“The Black Man’s Burden,” essay (1903)</a> Critique of colonial exploitation in Africa (see also <a href="http://www.csun.edu/~jaa7021/hist434/Morel.pdf">http://www.csun.edu/~jaa7021/hist434/Morel.pdf</a> )	World History II
69. <a href="#">World War I posters (1914–1920)</a> Library of Congress collection of recruiting and inspirational posters from around the world (see also <a href="https://www.loc.gov/pictures/collection/wwipos/">https://www.loc.gov/pictures/collection/wwipos/</a> )	World History II United States History II
70. <a href="#">The Treaty of Versailles (1919)</a> Treaty at the end of World War I that forced Germany to pay reparations (see also <a href="https://www.loc.gov/law/help/us-treaties/bevans/m-ust000002-0043.pdf">https://www.loc.gov/law/help/us-treaties/bevans/m-ust000002-0043.pdf</a> )	World History II United States History II
71. Sun Yat-Sen, <a href="#">The Principle of Democracy (1924)</a> Founder of the Chinese Republic, philosophy of nationalism, democracy, and social welfare (see also <a href="http://afe.easia.columbia.edu/ps/cup/sun_yatsen_democracy.pdf">http://afe.easia.columbia.edu/ps/cup/sun_yatsen_democracy.pdf</a> )	World History II
72. Erich Maria Remarque, Excerpts from <a href="#">All Quiet on the Western Front (1928)</a> . Novel, account of warfare in World War I (see also <a href="http://web.archive.org/web/19980116133459/http://pluto.clinch.edu/history/wciv2/civ2ref/aqwf.htm">http://web.archive.org/web/19980116133459/http://pluto.clinch.edu/history/wciv2/civ2ref/aqwf.htm</a> )	World History II
73. Adolf Hitler, Excerpts from <a href="#">Mein Kampf (1925)</a> Hitler’s autobiography in which he presents his philosophy of anti-Semitism and a plan for the future of Germany. (see also <a href="https://archive.org/stream/meinkampf035176mbp/meinkampf035176mbp_djvu.txt">https://archive.org/stream/meinkampf035176mbp/meinkampf035176mbp_djvu.txt</a> )	World History II
74. <a href="#">Paul Troost, The House of German Art (1933–1937)</a> , video by Beth Harris and Stephen Zucker, 2015. Hitler’s use of art exhibitions as a form of propaganda (see also <a href="http://smarthistory.org/paul-troost-house-of-german-art">http://smarthistory.org/paul-troost-house-of-german-art</a> )	World History II
75. Leni Riefenstahl, <a href="#">Triumph of the Will film (1935)</a> . Nazi propaganda film (see also <a href="https://archive.org/details/TriumphOfTheWillgermanTriumphDesWillens">https://archive.org/details/TriumphOfTheWillgermanTriumphDesWillens</a> )	World History II
76. Henryk Ross, <a href="#">Photographs of the Lodz Ghetto, a Collection of Holocaust Photographs (1939–1945)</a> . The Lodz Ghetto in Poland was under German rule in World War II, liberated by Russian troops in 1945 (see also <a href="http://agolodzghetto.com/">http://agolodzghetto.com/</a> )	World History II

77. <b>Holocaust Survivor Stories (20<sup>th</sup> century)</b> Videotaped interviews with survivors of the Holocaust in the U.K., c.2010 ( <i>see also</i> <a href="http://holocaustlearning.org/survivors">http://holocaustlearning.org/survivors</a> )	World History II
78. <b>Neville Chamberlain, “Peace in Our Time” (1938)</b> Speech given in defense of the Munich agreement ( <i>see also</i> <a href="http://www.wwnorton.com/college/history/ralph/workbook/ralprs36.htm">http://www.wwnorton.com/college/history/ralph/workbook/ralprs36.htm</a> )	World History II
79. <b>Winston Churchill, “A Disaster of the First Magnitude” speech (1938)</b> Speech in response to Chamberlain, calling for Britain to fight Germany ( <i>see also</i> <a href="https://www.nationalchurchillmuseum.org/disaster-of-the-first-magnitude.html">https://www.nationalchurchillmuseum.org/disaster-of-the-first-magnitude.html</a> )	World History II
80. <b>Franklin Roosevelt, First Annotated Typed Draft of War Address (1941)</b> Roosevelt’s speech to the nation on the Japanese bombing of Pearl Harbor ( <i>see also</i> <a href="http://www.archives.gov/education/lessons/day-of-infamy">http://www.archives.gov/education/lessons/day-of-infamy</a> )	World History II
81. <b>Winston Churchill, excerpts from “The Iron Curtain,” speech (1946)</b> Speech in which Churchill describes the divisions between the Western Allies and Russia, the beginning of the Cold War ( <i>see also</i> <a href="https://sourcebooks.fordham.edu/halsall/mod/churchill-iron.asp">https://sourcebooks.fordham.edu/halsall/mod/churchill-iron.asp</a> )	World History II, United States History II
82. <b>Joseph Stalin, “Response to Churchill’s Iron Curtain Speech” (1946)</b> Stalin’s assertion that the Soviet Union must protect its security ( <i>see also</i> <a href="https://sourcebooks.fordham.edu/Halsall/mod/1946stalin.asp">https://sourcebooks.fordham.edu/Halsall/mod/1946stalin.asp</a> )	World History II, United States History II
83. <b>United Nations, “Universal Declaration of Human Rights” (1948)</b> A declaration of human rights for all nations in the United Nations ( <i>see also</i> <a href="http://www.un.org/en/universal-declaration-human-rights/index.html">http://www.un.org/en/universal-declaration-human-rights/index.html</a> )	World History II
84. <b>The Geneva Conventions (1949)</b> Conventions adopted by the Diplomatic Conference of Geneva that set international standards for the humanitarian treatment of individuals in war ( <i>see also</i> <a href="https://www.icrc.org/enq/assets/files/publications/icrc-002-0173.pdf">https://www.icrc.org/enq/assets/files/publications/icrc-002-0173.pdf</a> )	World History II
85. <b>Nikita Khrushchev, Secret Speech to the Closed Session of the Twentieth Party Congress (1956);</b> Khrushchev’s denunciation of Stalin ( <i>see also</i> <a href="https://sourcebooks.fordham.edu/halsall/mod/krushchev-secret.asp">https://sourcebooks.fordham.edu/halsall/mod/krushchev-secret.asp</a> )	World History II
86. <b>Soviet political posters, postcards, and photographs (c. 1918–1981)</b> ( <i>see also</i> <a href="https://library.brown.edu/cds/Views_and_Reviews/index2.html">https://library.brown.edu/cds/Views_and_Reviews/index2.html</a> )	World History II
87. <b>Mao Tse-Tung, Quotations from Chairman Mao Tse-Tung (1966)</b> Sayings and political philosophy of Chinese Communist leader	World History II United States History II
88. <b>Nelson Mandela, “I am prepared to die” statement at the Rivonia Trial (1964).</b> Mandela’s speech against apartheid in South Africa at the trial in which he was sentenced to life imprisonment ( <i>see also</i> <a href="https://www.bl.uk/collection-items/nelson-mandelas-speech-i-am-prepared-to-die-at-the-rivonia-trial">https://www.bl.uk/collection-items/nelson-mandelas-speech-i-am-prepared-to-die-at-the-rivonia-trial</a> )	World History II

89. <b>Vaclav Havel, “The Power of the Powerless,” essay (1978)</b> Essay about freedom and power in Eastern Europe ( <i>see also</i> <a href="http://www.vaclavhavel.cz/showtrans.php?cat=eseje&amp;val=2_aj_eseje.html&amp;typ=HTML">http://www.vaclavhavel.cz/showtrans.php?cat=eseje&amp;val=2_aj_eseje.html&amp;typ=HTML</a> )	World History II
90. <b>Lech Walesa, Nobel Peace Prize lecture (1983)</b> Speech about the importance of the Solidarity movement in Poland ( <i>see also</i> <a href="https://www.nobelprize.org/nobel_prizes/peace/laureates/1983/walesa-acceptance.html">https://www.nobelprize.org/nobel_prizes/peace/laureates/1983/walesa-acceptance.html</a> )	World History II
91. <b>In pictures: Beijing’s Tiananmen Square protests (1989)</b> BBC News photo gallery, 2014. Photographs of student protests in China ( <i>see also</i> <a href="http://www.bbc.com/news/in-pictures-27410482">http://www.bbc.com/news/in-pictures-27410482</a> )	World History II
92. <b>Malala Yousafzai, Nobel Peace Prize Lecture (2014)</b> Text and video of speech on girls’ right to education ( <i>see also</i> <a href="https://www.nobelprize.org/nobel_prizes/peace/laureates/2014/yousafzai-lecture.html">https://www.nobelprize.org/nobel_prizes/peace/laureates/2014/yousafzai-lecture.html</a> )	World History II

## Resources for History and Social Science: Supplement to the 2018 Massachusetts History and Social Science Curriculum Framework

**Please note: There is a [companion document](#) to this Framework. It contains these sections:**

- Resources Consulted: A Selected Bibliography
- Recommended Websites for Students and Teachers
- Massachusetts and Major New England Museums, Historic Sites, Archives, and Libraries
  - Civic Holidays and Commemorations
- Massachusetts Civic Education History, 2011–2018