

## **Overview of Social Studies Grades 6 – 12**

***History is furious debate informed by evidence and reason.***

— James Loewen

In the Social Studies Department, teachers and students do what historians, psychologists, geographers, sociologists, lawyers, economists, anthropologists, and archeologists do. We analyze, investigate, speculate, argue, classify, compare, generalize, hypothesize, question, and debate. Most of our courses are historical in nature. For us, studying history means asking questions, answering questions, testing and revising our answers in an ongoing attempt to know who we are and to understand how we got here.

We are developing a curriculum for grades 6 through 12 that accomplishes what Harvard's Howard Gardner describes in *The Unschooled Mind*: "If responsible learning is to take place .... curriculum should be based upon *understanding* and not upon thinly veiled ideology, isolated bits of knowledge, or rote, ritualized, or conventional performances."

Genuine understanding of history comes from seeing events in the context of the times, through the eyes and experiences of various contemporaries. Getting back into the minds of historical figures, asking questions about what happened and why things happened, carefully weighing the evidence, critically examining sources, wrestling with issues — all of these are the stuff of history. Memorizing someone else's interpretation is not a goal. Historian Tom Holt summarizes concisely: "History, then, becomes an ongoing conversation and debate rather than a dry compilation of 'facts' and dates, a closed catechism, or a set of questions already answered."

These are some questions Sharon students might ask or answer in a thought-provoking social studies classroom:

- Did American colonists have the right to kill pursuing their freedom? Did slaves?
- Why did righteous, honorable people (like Washington and Jefferson) own slaves?
- Was FDR the greatest president? Was Reagan?
- Should the United States be the policeman of the world?
- Should we limit technological growth?
- To what extent is history driven by ideas, great individuals, economic factors, geography, or popular movements?
- What does art tell about the civilization that creates it?
- How do news media, entertainment media, and the internet shape public opinion?
- What are the relationships between religions and governments?
- Why do civilizations flourish in certain environments?

Increasingly, our middle school and high school program places questions at the center of students' work. We want our history to be *alive*. We hope, as does Tom Holt, that students will be "active rather than passive readers of historical narratives, thinking about what is not in the historians' texts [or politicians' speeches, or producers' TV programs, or reporters' newscasts ...] and how what is there got there. In the end, perhaps they will be not only better students of history, but better, more critical thinkers and citizens."

***Thomas Jefferson surely had it right when he urged the teaching of political history so that Americans might learn "how to judge for themselves what will secure or endanger their freedom."***

***Citizens who are their own historians, willing to identify lies and distortions and able to use sources to determine what really went on in the past, become a formidable force for democracy.***

— James Loewen

## 8<sup>th</sup> Grade American History Overview

The 8<sup>th</sup> grade curriculum expands the study of colonial and early America by examining topics studied in 5<sup>th</sup> grade in more detail and on an academic level appropriate for older students. After a review of the exploration and colonial topics studied in 5<sup>th</sup> grade emphasizing regional differences and similarities (including economic, educational, political, religious, and ethnic factors), we begin by giving students opportunities to do what historians do by using primary and secondary sources. Students understand that various sources must be evaluated for usefulness and reliability. Students also understand the concepts of bias and perspective in sources. (Examples of primary sources: *Mayflower Compact*; indentured servant contract; slave diaries; excerpts from *The Federalist Papers*; Boston Massacre illustrations; *The Declaration of Independence*; 1848 *Declaration of Sentiments*; pioneer journals; Civil War journals; photographs; and contemporary music.) This early work sets the stage for students' understanding of the developing American character and the emerging American nation of the 1790's and 19<sup>th</sup> century.

Students study causes and effects of conflicts in the 18<sup>th</sup> and 19<sup>th</sup> centuries, in particular, the French and Indian War, the Revolution, the War of 1812, and of course, the Civil War. One goal is to see events, not through modern eyes, but from the perspectives of those who lived through them. To accomplish this, students take on the roles of patriots, loyalists, and neutral colonists during the Revolution. They examine causes of the Civil War from northern and southern perspectives. They read historical fiction such as *The Light in the Forest*; *My Brother Sam is Dead*; *The Blue Door*; *Liddy*; *Primrose Way*; and *Winter of the Dead*. Sometimes these books are read in conjunction with the English department. They always provide opportunities for differentiated learning, designed to accommodate students' varying academic levels.

The course focuses on the differing visions of America's future offered by Thomas Jefferson and Alexander Hamilton. To what extent would the new nation develop industry, cities, and a strong central government? This issue eventually became one major cause of the Civil War. The role of Andrew Jackson in establishing the power of the federal government and his advocacy of the common man are also emphasized.

19<sup>th</sup> century westward expansion focuses on the journey of Lewis and Clark, at which point geography becomes a major focus. Students understand the impact geography has on the development of history. The study the way the environment shapes society and individual people. The pioneer experiences and the migration of Mormons are also emphasized. Land acquisitions from 1803 to 1848 were essential in 19<sup>th</sup> century America because they led to conflict over the expansion of slavery (another important cause of the Civil War) and they led to the development of an idea that truly shaped U.S. history – Manifest Destiny.

Another enormous change was the Industrial Revolution. Students study early textile manufacturing and travel to Lowell for factory tours and lessons. What happened to workers and the reasons early unions were formed are the focus of much of the work. The shift from country to city, and the economic revolution tied to manufacturing and the factory system are studied. None of these changes could have occurred without the technological developments, especially in transportation. Students understand the connections among all of these factors and their implications for conflict with Native Americans, increased regional differences leading to the Civil War, and the second industrial revolution using oil, steel, and electricity.

The 19<sup>th</sup> century included the first major reform movements. Students study the early women's movement, abolitionism, temperance, and educational reform. A major focus in our course is the Seneca Falls Convention and the long-term effort for women's suffrage. Much of the year's work helps students understand the complex causes of the Civil War and the very long-term effects of the war's devastation. In particular, students grapple with the cause and effect nature of conflicts and compromises in the 1850's and the impact of slavery leading to the Civil War.

Topic	Calendar
<p><b>Facing History and Ourselves:</b> -- Identity / “We-They” –</p> <p><b>The Nature of History</b></p> <ul style="list-style-type: none"> <li>• Sources</li> <li>• Why Study History?</li> <li>• Fact, Opinion, Bias, Point of view</li> </ul> <p><b>Age of Exploration</b></p> <p><b>Colonial Review</b></p> <ul style="list-style-type: none"> <li>• First Settlements (New England &amp; Virginia)</li> <li>• Conflict &amp; Cooperation with Native Americans</li> <li>• Witchcraft</li> <li>• Two Types of Governments</li> <li>• Farming &amp; Geography of Three Regions</li> <li>• Development of Colonists’ Independence and Self Rule</li> </ul>	<p>First 5 days</p> <p>5 Days</p> <p>Mid-September to Early October</p>
<p><b>Impact of the French &amp; Indian War</b></p> <ul style="list-style-type: none"> <li>• Impact on American colonists</li> <li>• Impact of the British &amp; French</li> <li>• Impact on the Indians of North America</li> <li>• How the results led to Revolution</li> </ul>	<p>Mid-October</p>
<p><b>Steps to the American Revolution</b> <b>The War for Independence, to 1787</b></p> <ul style="list-style-type: none"> <li>• Tension With Great Britain</li> <li>• <i>The Declaration of Independence</i></li> <li>• Key Turning Points in the War for Independence</li> <li>• Successes &amp; Failures of The Articles of Confederation</li> </ul> <p><b>Creating The Constitution</b></p> <ul style="list-style-type: none"> <li>• Federalists &amp; Anti-Federalists</li> <li>• Major Debates</li> <li>• The Convention/Power to the People/Compromises</li> <li>• Founding Fathers</li> <li>• The Bill of Rights</li> <li>• Unresolved Issues</li> </ul> <p><b>Ben Franklin</b></p>	<p>Mid-October – End of December</p> <p>3 Weeks in January</p>
<p><b>Early Years</b></p> <ul style="list-style-type: none"> <li>• Hamilton and Jefferson</li> </ul>	<p>End of January – Early February</p>

<ul style="list-style-type: none"> <li>• Federalists and Republicans</li> <li>• The War of 1812</li> </ul>	
<b>The West</b>  <b>Manifest Destiny</b>  <b>Native Americans</b>	2 Weeks Mid-February – End of February
<b>The Industrial Revolution</b>  <b>North &amp; South</b>  <b>Slavery and The South</b>	March
<b>Reform Movements (Women’s &amp; Abolitionism)</b>	Early April
<b>Immediate Events Leading to Civil War (1846 – 1860)</b> <ul style="list-style-type: none"> <li>• Long-term Causes</li> <li>• Key People and Key Events after the Mexican War</li> <li>• Cause &amp; Effect/ Action-reaction Nature of the 1850’s</li> </ul>	Mid-April – End of April (Before and after vacation)
<b>Civil War</b> <ul style="list-style-type: none"> <li>• Nature of this war</li> <li>• Key Leaders</li> <li>• Major Battles</li> </ul> <b>Emancipation</b>  <b>Lincoln’s Assassination</b>	May & June

---

### **Enduring Understandings For Sharon Middle School (6<sup>th</sup>, 7<sup>th</sup>, & 8<sup>th</sup>) Based on Facing History and Ourselves**

1. What do students need to understand?

- ✓ Personal identities are the result of two things: assigned identities that can’t be controlled and personal choices.
- ✓ Factors that determine identity affect group membership. (Who you are determines where you are.)
- ✓ People belong to multiple groups.
- ✓ Group identity drives/influences/shapes choices.
- ✓ History includes many examples of “rebels” who act contrary to or inconsistent with their identity or role. (eg., Spartacus. Akhenaton, Hatshepsut, people who resisted racism, 6<sup>th</sup> graders who “buck the system” to do the right thing, Socrates)

- ✓ Labels (of people) can be positive or negative.
- ✓ People generalize and label.
- ✓ People, and society, pass judgments based on group membership and labels. These judgments affect behavior, choices, and a person's willingness to take risks.
- ✓ People judge others based on how the others are labeled.
- ✓ Your sense of identity affects what you do and where you are.
- ✓ It is a human tendency to separate people into we/they us/them groups.  
"We" are usually described in positive terms. "They" are usually described in negative terms.  
This tendency can lead to bullying, discrimination, exclusions, conflict, violence, and war.
- ✓ Labeling can lead to prejudice and discrimination.
- ✓ Sometimes groups are blamed for actions of individuals who are members of that group.
- ✓ Sometimes individuals are blamed for actions of others in a group they are identified with.
- ✓ Fear + Trigger (can lead to) Scapegoating.
- ✓ Scapegoated groups and individuals are usually vulnerable or persecuted "they/them" and they are usually innocent.
- ✓ Family training and other groups set the norms that establish "circles of behavior" Most people will only take forceful action to protect or help members of their inner circles.

2. What are key questions that frame understanding and focus teaching and learning?

- ✓ How does one maintain individual identity and still be part of a group?
- ✓ How does group identity influence your individual identity?
- ✓ How does a society determine who belongs and who is excluded?
- ✓ What factors shape our identities?
- ✓ Who determines who is "in" and who is "out"?
- ✓ What constitutes "moral" behavior?
- ✓ When is it acceptable or good to act outside your identity?
- ✓ When everyone around you is teaching that something is OK, how can you, as an individual, determine whether or not it is OK?

### **Important Knowledge & Skills**

- ✓ Assigned identities
- ✓ Group
- ✓ Labeling
- ✓ Prejudice
- ✓ Discrimination
- ✓ Segregation
- ✓ Scapegoating
- ✓ Participation
- ✓ Generalizing

### **What are likely student misunderstandings?**

- ✓ People can't change any groups they are in.
- ✓ We/us are always right.
- ✓ Scapegoats deserve to be blamed.
- ✓ Everyone in a group is the same as others in that group.
- ✓ Labels are facts.

## What should students only be familiar with?

- ✓ Self-fulfilling prophesy
- ✓ Relevant current events
- ✓ Circle of Responsibility (7<sup>th</sup> & 8<sup>th</sup> grades)

## What will students do to demonstrate their understanding?

1. Create an identity map.
2. Research examples of inaccurate labeling in history.
3. Create identity maps for historical figures.
4. Create identity maps for fictional characters to help understand their actions (in particular, from *The Giver* and *Roll of Thunder, Hear My Cry*).
5. Does *The Giver* portray a utopian society?
6. Using *Roll of Thunder, Hear My Cry*:
  - Identify examples of moral behavior.
  - Identify examples of labeling.
  - Identify examples of we/they thinking.
  - Identify examples of discrimination.
  - When is a character's sense of identity defined in a way that conflicts with white society's?
  - When does a character act outside his/her role or take risks?

---

## Social Studies Course: 8<sup>th</sup> Grade

### Enduring Understandings About The Nature of History

#### 1. What do students need to understand?

- ✓ Historians seek to separate fact from opinion.
- ✓ Historians use primary sources cautiously to learn accurate information.
- ✓ One primary source is not enough; corroborating sources from multiple points of view are needed.
- ✓ The understanding of historical events changes as more information or relevant material becomes available to historians.
- ✓ History illuminates the present; understanding the present can illuminate the past.
- ✓ History is often told from the "winner's" perspective; until the 1970's, American History was usually written by white men.
- ✓ There are advantages and disadvantages to both primary sources and secondary sources.
- ✓ Primary sources are often conflicting.
- ✓ Primary sources are usually open to interpretation.
- ✓ Events have multiple causes.
- ✓ Things did not have to turn out the way they did.

#### 2. What are key questions that frame understanding and focus teaching and learning?

- ✓ *P* rimary or secondary? *R* eason to lie? *O* ther sources that confirm? *P* rivate or public audience? *P* ROP

### Important Knowledge & Skills

- ✓ Definitions of primary / secondary sources

### **What are likely student misunderstandings?**

- ✓ All primary sources are reliable.
- ✓ All primary sources are accurate.
- ✓ Primary sources are always better to use than secondary sources.

### **What will students do to demonstrate their understanding?**

1. Interpret information in the “check” activity.
2. Create and interpret “Me Museums” and artifact bags:
  - a. What do these items tell us about the individual?
  - b. What does the composite of these artifacts tell us about the culture of this group of students?

---

## **Social Studies Course: 8<sup>th</sup> Grade**

### **Enduring Understandings About The Age of Exploration**

1. What do students need to understand?
  - ✓ Regional differences in contemporary America reflect patterns of exploration from centuries ago.
  - ✓ Explorers from different countries had varying motives and goals.
  - ✓ The Age of Exploration initiated the destruction of Native American cultures.
  - ✓ Exchanges between Europe and America were both positive and negative: diseases, food, animals, religion, etc.
  - ✓ Even with “state-of-the-art” technology and the best maps available, explorers faced enormous challenges, and they accomplished some heroic things.
  - ✓ The Native American perspective and European perspective on this period usually are very different.
2. What are key questions that frame understanding and focus teaching and learning?
  - ✓ Why explore?
  - ✓ What was the impact on North America?
  - ✓ To what extent are regional differences the result of patterns established during exploration?

### **Important Knowledge & Skills**

- |                          |             |
|--------------------------|-------------|
| ✓ Latitude and longitude | ✓ Pizarro   |
| ✓ Compass                | ✓ Coronado  |
| ✓ Astrolabe              | ✓ Cabot     |
| ✓ Sextant                | ✓ Hudson    |
| ✓ Columbus               | ✓ Cartier   |
| ✓ Magellan               | ✓ Marquette |
| ✓ De Leon                | ✓ La Salle  |
| ✓ Cortes                 |             |

### **What should students only be familiar with?**

- ✓ Vespucci
- ✓ Aztecs
- ✓ Incas

### **What are likely student misunderstandings?**

- ✓ Explorers were all born in the countries they sailed for.
- ✓ 15<sup>th</sup> century sailors thought the world was flat.
- ✓ Native American tribes were all hostile.
- ✓ The only advanced civilizations in the 15<sup>th</sup> and 16<sup>th</sup> centuries were in Europe.
- ✓ Native Americans' quality of life improved after contact with Europeans.

### **What will students do to demonstrate their understanding?**

1. Evaluate the first day's brainstorm web on explorers. Choose four items and explain why they should not have been on the web. Add two and explain why those two items should have been added.

---

## **Social Studies Course: 8<sup>th</sup> Grade**

### **Enduring Understandings About Colonial America**

What do students need to understand?

- ✓ Slavery evolved as black slavery for specific economic, cultural, and racial reasons.
- ✓ The following characteristics defined how regions developed: economy; geography; ethnicity; religion; government; structure of society.
- ✓ The idea of self-government originated and was developed in key founding documents.
- ✓ The ideas of self-government developed as a result of colonial political experiences.
- ✓ The ongoing conflict between Native Americans and settlers centered on extremely different values regarding land and property ownership.
- ✓ The mercantilist system worked well for a century, but it led to conflict after the French and Indian War.
- ✓ By the mid-1600's, Great Britain began to control the colonial trade through The Navigation Acts.
- ✓ Americans' familiarity with self-rule and preference for independence from England developed and increased throughout the colonial period.

### **Important Knowledge & Skills**

- ✓ Jamestown
- ✓ Plymouth
- ✓ Mayflower Compact
- ✓ Town Meetings
- ✓ Puritans
- ✓ Triangular Trade
- ✓ Navigation Acts
- ✓ Mercantilism
- ✓ Cash crop



- ✓ Similarities and differences among Southern Colonies, Middle Colonies, and New England Colonies regarding reasons for colonization, economy, education, religions, government
- ✓ King Philip's War
- ✓ Ben Franklin
- ✓ Salem Witch Trials

### **What are likely student misunderstandings?**

- ✓ All colonists were British.
- ✓ Plymouth colony was the first.
- ✓ The Pilgrims were Puritans.
- ✓ All Indian tribes were hostile.
- ✓ All Indian tribes worked together as a united group.
- ✓ The land was not cultivated before English settlers farmed.

### **What should students only be familiar with?**

- |                                  |                                    |
|----------------------------------|------------------------------------|
| ✓ Roanoke                        | ✓ House of Burgesses               |
| ✓ John Smith                     | ✓ Proprietary Colonies             |
| ✓ Separation of church and state | ✓ Royal Colonies                   |
| ✓ John Winthrop                  | ✓ Maryland Toleration Act          |
| ✓ Roger Williams                 | ✓ Joint Stock Company              |
| ✓ Anne Hutchinson                | ✓ Indentured servants              |
| ✓ William Penn                   | ✓ Time-line of colonial settlement |
| ✓ Quakers                        | ✓ Locations of key cities          |

---

## **Social Studies Course: 8<sup>th</sup> Grade**

### **Enduring Understandings About The French and Indian War**

#### 1. What do students need to understand?

- ✓ This war provides a good example of cause and effect in history.
- ✓ The war's effect on the French:
  - France gave all western lands to Spain to prevent those territories from falling into British hands.
- ✓ The war's effects on the British Empire:
  - England's territorial claims in the New World expanded.
  - England's debt increased.
  - British leaders developed substantial resentment towards Americans because of the following:
    - They considered the American military inept.
    - They were angry that American colonists had made few financial contributions to the struggle that was for the Americans' benefit.
    - They were bitter that colonists had been selling food and goods to the French during the conflict.
    - In the aftermath of the war, London increased authority over the colonies.
- ✓ The war's effects on the American colonists:
  - For the first time, Americans acted together against a common foe.

- During the war, Americans experienced independence in local affairs, leading to resentment when this autonomy was restricted in the 1760's.
- The Americans' experience as a people's army helped shape Americans' responses to British imperial policies.
- ✓ The war's effects on the Indians of the Ohio Valley:
  - The war was disastrous for the Indians of the Ohio Valley.
  - The tribes that fought with the French earned the hatred of the British.
  - The non-aligned Iroquois Confederacy began to crumble, and as a result, was never again united enough to resist the British.

2. What are key questions that frame understanding and focus teaching and learning?

- ✓ How did this war and its results lead to the American Revolution?

### **Important Knowledge & Skills**

- ✓ George Washington
- ✓ Benjamin Franklin
- ✓ Iroquois Confederacy
- ✓ The Ohio River Valley
- ✓ Albany Plan
- ✓ Proclamation of 1763

### **What should students only be familiar with?**

- ✓ Fort Necessity

---

## **Social Studies Course: 8<sup>th</sup> Grade**

### **Enduring Understandings About the Steps to Revolution**

What do students need to understand?

- ✓ Colonists based their demands on the rights of Englishmen.
- ✓ After about 1700, colonists increasingly saw themselves as Americans, not as British or other nationalities in North America.
- ✓ Political ideas and economic tensions led to gradual separation, and eventually, to the war for independence.

2. What are key questions that frame understanding and focus teaching and learning?

- ✓ How did England benefit from its American colonies?
- ✓ How did Americans benefit from their position as British colonists?
- ✓ What rights of Englishmen did the colonists think they possessed?
- ✓ How did the French and Indian War lead to the Revolution?
- ✓ How did colonial institutions encourage colonists to believe they could govern themselves?
- ✓ How did Patriots protest British rule?

## Important Knowledge & Skills

- ✓ Taxation without representation
- ✓ Mercantilism
- ✓ Balance of trade
- ✓ Navigation Acts
- ✓ Atlantic trade cycles
- ✓ Proclamation of 1763
- ✓ Pontiac's Rebellion
- ✓ Stamp Act
- ✓ Stamp Act Congress
- ✓ Sons of Liberty
- ✓ Lexington and Concord
- ✓ Sugar Act
- ✓ Intolerable Acts
- ✓ Admiralty Court
- ✓ Writs of Assistance
- ✓ Non-importation agreement
- ✓ First Continental Congress
- ✓ Townshend Acts
- ✓ Tea Act
- ✓ King George III
- ✓ Patrick Henry
- ✓ Sam Adams
- ✓ *Common Sense*
- ✓ Thomas Paine
- ✓ Ben Franklin
- ✓ John Adams
- ✓ Boston Massacre
- ✓ Quartering Act
- ✓ Paul Revere

## What are likely student misunderstandings?

- ✓ Colonists were all looking for independence.
- ✓ The majority of colonists were in favor of rebellion.
- ✓ Excessive taxation was debilitating the colonists.

## What should students only be familiar with?

- ✓ Suffolk Resolves
- ✓ Virginia Stamp Act Congress
- ✓ Olive Branch Petition

---

## Social Studies Course: 8<sup>th</sup> Grade

### Enduring Understandings About Westward Expansion

1. What do students need to understand?

- ✓ The belief in Manifest Destiny shaped Westward expansion.
- ✓ The settler's way of life was not compatible with the Indian lifestyle.
- ✓ Economic opportunities drove people West.

2. What are key questions that frame understanding and focus teaching and learning?

- ✓ How did the United States gain territories after the American Revolution?
- ✓ How did settlers handle Indians that were in their way?
- ✓ How did settlers travel West?

## Important Knowledge and Skills:

- ✓ Louisiana Purchase
- ✓ Mountain men
- ✓ Lewis and Clark
- ✓ Oregon Country
- ✓ Trail of Tears – Cherokee culture
- ✓ Mormons
- ✓ Mexican Cession
- ✓ Trails
- ✓ Plains Indians dependent on buffalo
- ✓ Texas Annexation
- ✓ Manifest Destiny
- ✓ Spanish Cession
- ✓ Gold rush
- ✓ Gadsden Purchase

---

## Social Studies Course: 8<sup>th</sup> Grade

### Enduring Understandings About The Industrial Revolution

1. What do students need to understand?

- ✓ This revolution presented advantages and disadvantages for people living through it.
- ✓ There was transformation from agricultural society and industrial society.
- ✓ Industrialization in New England depended on waterpower.
- ✓ Urbanization was a by-product of industrialization and transportation.
- ✓ Industrialization and transportation were interdependent.
- ✓ Slavery was prolonged as a result of the industrial revolution.

2. What are key questions that frame understanding and focus teaching and learning?

- ✓ Why are these events considered a revolution?
- ✓ In what ways were various groups better off or worse off?
- ✓ How did geography affect the revolutions?
- ✓ Why did the cotton gin encourage rather than discourage slavery?
- ✓ What were benefits and drawbacks of going from farm to market economy?
- ✓ How does mass production effect quality?

### Important Knowledge & Skills

- ✓ The definition of market economy
- ✓ Advantages of the revolution
- ✓ Disadvantages of the revolution
- ✓ Jobs that were created
- ✓ McCormick's reaper
- ✓ Telegraph
- ✓ Lowell
- ✓ Slater
- ✓ Textile manufacturing
- ✓ Interchangeable parts
- ✓ Cotton Gin
- ✓ Eli Whitney
- ✓ Steam engine
- ✓ Railroads
- ✓ Canals (esp. Erie Canal)
- ✓ Mills
- ✓ Pollution
- ✓ Unskilled labor vs. craftsmen

### What are likely student misunderstandings?

- ✓ Craftsmen were completely put out of work.
- ✓ Cotton gin put people out of work.
- ✓ The quality of products decreased.

## What should students only be familiar with?

- ✓ Carding
- ✓ Spinning
- ✓ Weaving
- ✓ Patents
- ✓ Robert Fulton, *Clermont*
- ✓ Water rights
- ✓ Locks

## What will students do to demonstrate their understanding?

1. Compare the way of life of people in a self-sufficient farm economy with that of workers in a capitalist market economy.

---

## Social Studies Course: 8<sup>th</sup> Grade

### Enduring Understandings About 19<sup>th</sup> Century Reform Movements

1. What do students need to understand?
  - ✓ Political and economic conditions of the 19<sup>th</sup> century encouraged many to seek social changes.
  - ✓ Movements had varying degrees of success and support from the general population.
2. What are key questions that frame understanding and focus teaching and learning?
  - ✓ What changes in society caused people to focus on reforms?
  - ✓ What were the problems that reformers wanted to solve?
  - ✓ How did reformers try to improve the quality of life for Americans?
  - ✓ What was the role of the church in reform?
  - ✓ How were women's rights restricted?
  - ✓ How were different reforms movements connected?

### Important Knowledge & Skills

- ✓ Women's Rights
  - Seneca Falls
  - Declaration of Sentiments
  - Restrictions: property, contracts, wills, custody, divorce
  - Susan B. Anthony
  - Elizabeth Cady Stanton
  - Lucretia Mott
  - Sojourner Truth
  - Grimke Sisters
- ✓ Abolition
  - Underground Railroad
  - Harriet Tubman

- Frederick Douglass
- William Lloyd Garrison
- *The Liberator*
- Colonization
- Gradual Emancipation
- Sojourner Truth
- *Uncle Tom's Cabin*

### **What should students only be familiar with?**

- ✓ Elizabeth Blackwell
- ✓ Lucy Stone

---

## **Social Studies Course: 8<sup>th</sup> Grade**

### **Enduring Understandings About Immediate Events Leading to The Civil War**

#### 1. What do students need to understand?

- ✓ For many, regional and state loyalties were more important than national loyalties.
- ✓ A major issue leading to conflict centered around maintaining the Congressional balance between slave states and free states.
- ✓ This topic shows action/reaction nature of history.
- ✓ Mistrust and misunderstandings were important causes of conflict.
- ✓ In the decades before the War, the success of the Southern economy depended on slaves and cotton.
- ✓ The issue of states rights vs. federal rights was not resolved between the 1780's and 1861, eventually leading to conflict.

#### 2. What are key questions that frame understanding and focus teaching and learning?

- ✓ Why were the issues that caused conflict not resolved at earlier dates avoiding war?

### **Important Knowledge & Skills**

- ✓ Missouri Compromise
- ✓ Nat Turner's Rebellion
- ✓ Compromise of 1850
- ✓ Fugitive Slave Act
- ✓ Uncle Tom's Cabin
- ✓ Harriet Beecher Stowe
- ✓ Kansas-Nebraska Act
- ✓ Bleeding Kansas
- ✓ Dred Scott decision
- ✓ Abraham Lincoln
- ✓ John Brown's Raid
- ✓ Harper's Ferry
- ✓ Underground Railroad
- ✓ States' rights

- ✓ Harriet Tubman
- ✓ William Lloyd Garrison
- ✓ Frederick Douglass
- ✓ Identify Union states, Border states, Confederate states.
- ✓ Frederick Douglass: “Independence Day Speech”
- ✓ Lincoln’s “House Divided” Speech

### **What should students only be familiar with?**

- ✓ Lincoln/Douglas Debates
- ✓ Stephen A. Douglas
- ✓ Henry Clay
- ✓ John C. Calhoun
- ✓ Daniel Webster
- ✓ Charles Sumner
- ✓ Wilmot Proviso
- ✓ 1832 Nullification Crisis

### **What are likely student misunderstandings?**

- ✓ The Civil War was fought for one reason: to free slaves.
- ✓ All Northerners were anti-slavery; most supported abolitionists.
- ✓ Most Southerners owned slaves.
- ✓ Racism existed only in the South.
- ✓ All Southern slave states fought for the Confederacy.
- ✓ The Underground Railroad was an actual railroad or a system of tunnels.
- ✓ Lincoln won landslide victories in 1860 and 1864; he was very popular in the North.

***The following teachers wrote or contributed to the development of  
the Sharon Public Schools Secondary Social Studies Department  
Curriculum Learning Standards:***

*Mara Ambrose; Steve Banno; Dan Blanchet; Fran Bourne; John Brande (Secondary Social Studies Department Curriculum Coordinator, 1993 – 2006); Gregg Bruno; Angela Burgess; Chuck Fazzio; Bill Fine; Nina Georges; Mara Georgi; Linda Kiley; Garland Kincaid; Patricia King; Charnay Kirsch; Dorothy Macoritto; Courtney Malcolm; Jen Martin; Ruthie Miller; Anna Mills; Linda Morse; Bernadette Murphy; Rebecca Nickerson; Sean O’Reilly; Tanya Perkins; David Philips; Sally Richards; Nancy Selchan; Minha Sheikh; Laura Smolcha; Michael Sullivan; Marybeth Walsh-Shinney; Jessie Winslow*