## Massachusetts

## History and Social Science

## Curriculum Framework

# Massachusetts Department of Elementary and Secondary Education

Public Comment Draft

January 11, 2018

Copyediting incomplete

Text in black indicates material that has not changed in introductory material, or a grade or course from the 2003 Framework.

Text in red indicates rewording of text from 2003 or clarification examples

Text in red highlighted in yellow indicates new content for introductory material or standards for a grade or course

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***Massachusetts Department of***

***Elementary and Secondary Education***

| Jeff Wulfson*Acting Commissioner*January 11, 2018Dear Colleagues: I am pleased to present to you the 2018 Public Comment Draft of the revised *Massachusetts History and Social Science Curriculum Framework.* This draft Framework is built upon the foundation of the 2003 and 1997 *Massachusetts History and Social Science Curriculum Frameworks.*The draft 2018 Framework is based in research on effective practice and represents the contributions of members of the History and Social Science Curriculum Framework Review Panel and the Content Advisors listed in the Acknowledgements Section.This draft 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;
* 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 education;
* Expanded examples of primary sources representing people of diverse backgrounds in United States and world history;
* Revised appendices of resources that reflect the wealth of digital primary sources and curriculum materials; and
* Increased attention to the importance of news and media literacy.

The Standards and other sections of this Framework are open for public comment until April 2, 2018. We welcome your comments and suggestions. You will find contact information for submitting comments and an online public comment survey on our [website](http://www.doe.mass.edu/instruction/). Thank you again for your ongoing support and for your commitment to a strong curriculum for all students.Sincerely,Jeff WulfsonActing Commissioner of Elementary and Secondary Education |  |
| --- | --- |

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## Vision

## All students in the Commonwealth of Massachusetts must be educated 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.

**The Origins of this Framework**

The Massachusetts Education Reform Act of 1993 directed the Commissioner and the Department of Education to create academic standards in a variety of areas, including history and social science. The Act specified that all students should learn about “major principles of the Declaration of Independence, the United States Constitution, and the Federalist Papers.” It also specified that standards “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.”[[1]](#footnote-1)

Massachusetts adopted its first set of standards for history and social science in 1997 and revised them in 2003. The 2003 document presented standards for history social and science content for individual elementary and middle school grades and high school courses. The content in that document served as the basis for the content and organization of the current framework. Work on the current framework began in 2016 with the selection of a History and Social Science Curriculum Framework Review Panel, consisting of 43 members drawn from PK-12 schools and districts and higher education institutions. The group met for six working sessions during the course of 2017, consulting research in the field of teaching history and social science as well as frameworks from other states, provinces and nations. [[2]](#footnote-2)

The 2003 Framework began with an essay adapted from *Education for Democracy*, *A Statement of Principles*: *Guidelines for Strengthening the Teaching of Democratic Values.* Written to commemorate the 200th anniversary of the signing of the United States Constitution in 1987, the full essay was an argument for the humanities as the core of a liberal education. Signed by 100 educators, legislators, scholars, and other distinguished citizens, the essay explained why knowledge of history and government was an indispensable precursor for informed civic engagement. An excerpt from the essay in the 2003 *Massachusetts History and Social Science Curriculum Framework* is included below, as an acknowledgement of the legacy of the Commonwealth’s work in curriculum standards in history and social science.

## Education for Democracy[[3]](#footnote-3)

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.

To protect that vision, Thomas Jefferson prescribed a general education not just for the few, but for all citizens, “to enable every man to judge for himself what will secure or endanger his freedom.” A generation later, Alexis de Tocqueville reminded us that our first duty was to “educate democracy.” He believed that all politics were but the playing out of the “notions and sentiments dominant in a people.” These, he said, are the “real causes of all the rest.” Ideas, good and bad, have their consequences in every sphere of a nation’s life.

Our call for schools to purposely impart to their students the learning necessary for an informed, reasoned allegiance to the ideals of a free society rests on three convictions:

First, that democracy is the worthiest form of human governance ever conceived.

Second, that we cannot take democracy’s survival or its spread or its perfection in practice for granted. …

Third, we are convinced that democracy’s survival depends upon our transmitting to each new generation the political vision of liberty and equality that unites us as Americans. …

Liberal and humane values are neither revealed truths nor natural habits. There is no evidence that we are born with them. Devotion to human dignity and freedom, equal rights, justice, the rule of law, civility and truth, tolerance of diversity, mutual assistance, personal and civic responsibility, self-restraint and self-respect – all these must be taught and learned and practiced. They cannot be taken for granted or regarded as merely one set of options against which any other may be accepted as equally worthy. …

The kind of critical thinking we wish to encourage must rest on a solid base of factual knowledge. The central ideas, events, people, and works that have shaped our world, for good and ill, are not at all obsolete. Instead, the quicker the pace of change, the more critical it will be for us to remember them and understand them well. We insist that without this knowledge, citizens remain helpless to make the wise judgments hoped for by Jefferson.

First, citizens must know the fundamental ideas central to the vision of the 18th century founders, the vision that holds us together as one people of many diverse origins and cultures. …

Second, citizens must know how democratic ideas have been turned into institutions and practices, the history of the origins and growth and adventures of democratic societies on earth, past and present. …

Third, citizens in our society need to understand the current condition of the world and how it got that way, and be prepared to act upon the challenges to democracy in our own day. …

This is no small order. It requires systematic study of American government and society, of comparative ideologies and political, economic, and social systems; of the religious beliefs that have shaped our values and those that have shaped others; and of physical and human geography. How can we avoid making all of this into nothing more than just another, and perhaps longer, parade of facts, smothering the desire to learn?

We believe that the answer is to focus upon the fateful drama of the historical struggle for democracy. The fate of real men and women, here and abroad, who have worked to bring democratic ideas to life deserves our whole attention and that of our students. It is a suspenseful, often tragic, drama that continues today, often amid poverty and social turmoil. Advocates of democracy remain, as before, prey to extremists of Left and Right, who are well-armed with force and simple answers. The ongoing, worldwide struggle for a free center of “broad, sunlit uplands,” in Churchill’s phrase, is the best hope of the earth, and we would make it the heart of a reordered curriculum for history and social science.

##

## 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 be thoughtful and active participants in a democratic society and a multinational world. Throughout their pre-kindergarten to high school years, students must become aware that “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 the knowledge, skills, and dispositions of citizens who embrace democracy’s potential and its challenges.

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

* Know the fundamental ideas central to the vision of the 18th century founders, the vision that holds us together as one people of many diverse origins and cultures.
* Know how democratic ideas have been turned into institutions and practices, and the history of the origins and growth and adventures 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 evolved through amendments and decisions of the federal courts.
* Understand how individuals, groups, organizations, and federal, state, and local governments have addressed obstacles and challenges to democratic principles by working within the structure set forth in the Constitution.
* Are knowledgeable about local, state, and national politics and policies, understand the current condition of the world and how it got that way. They are prepared to discuss, and when called upon, to act on the challenges to democracy in our own day.

# Guiding Principles for Effective History and Social Science Curriculum

**Guiding Principle 1**

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

Study of history and social science prepares students to understand their rights and responsibilities as informed citizens of a democratic society and the shared values of this country. To become informed citizens, students need to acquire knowledge 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 freedom, equality, 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 and influence government within the democratic system
* the importance of public discourse and public speaking in a democracy.

**Guiding Principle 2**

**An effective history and social science curriculum incorporates diverse perspectives and acknowledges that historical and current events are affected by race, ethnicity, culture, religion, gender, disability, and personal experience.**

The traditional motto of the United States is “*e pluribus unum*” – out of many, one. A history and social science curriculum 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 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. It celebrates the progress the United States has made in embracing diversity, while at the same time encouraging honest and informed academic discussions about instances of prejudice, racism, and bigotry in the past and present.

**Guiding Principle 3**

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

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 curriculum is given adequate time in the school day to build knowledge and skills of increasing complexity. 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 are written to deepen students’ capacity to think logically and conduct research. At the high school level, where students should take at least four full-year courses in United States and world history, the Standards require interpretation and synthesis of complex ideas about individuals, groups and institutions.

**Guiding Principle 4**

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

By examining primary and secondary sources from elementary through high school, students develop an understanding of the importance of historical context, chronological sequences of events, the difference between cause-and-effect relationships and correlation of events, and the role chance plays in history. They learn to recognize the importance of point of view, particularly as they try to understand events as people in the past saw them. Their readings should make them aware of the differences among opinions, facts, and historical interpretation.

**Guiding Principle 5**

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

The fields of history, geography, civics, and economics form the core of a history and social science curriculum. 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 World Religions, Sociology, Anthropology, Constitutional Law, area studies, or other topics. The Content Standards of this framework are designed to include this breadth of knowledge, not as isolated facts to be memorized, but as useable knowledge to be integrated in logical ways.

**Guiding Principle 6**

**An effective history and social science curriculum builds students’ abilities to reason, make logical arguments, support claims with valid evidence, and think for themselves.**

In an effective history and social science curriculum, 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/social science disciplines to English language arts and literacy. In the course of applying these practices, students learn 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, using such approaches as close reading of texts, visual analysis, spatial/geographical analysis, or quantitative reasoning.

**Guiding Principle 7**

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

A rich curriculum 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 that “teaching content is teaching reading.” [[4]](#footnote-4) Content knowledge improves reading comprehension because it enables a child 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 them 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 curriculum 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 current events in a broader historical, geographical, or economic context. Using the grade or course Content Standards as a guide, students and teachers can choose relevant news stories that are significant to them and to society. Reading about and discussing events as they unfold, when outcomes are still uncertain, can sharpen students’ sense of curiosity and inquiry, and listening and communication skills. Incorporating current events also builds the habit of following local, national, and global journalism in order to be a well-informed and engaged citizen. Students also learn to take a critical stance toward what they read, hear, and view in news stories and editorials, and on websites, television, and social media, by evaluating information, distinguishing fact from opinion, reasoned judgment supported by evidence from bias, and reliable sources of information from unreliable ones.

**Guiding Principle 9**

**An effective history and social science curriculum teaches students about using data analysis as a social science research technique.**

History and social science teachers have a long history of teaching students to read, interpret, and create graphs, charts, maps, and other visual displays of data. New opportunities for answering questions with data are available in the ever-expanding supply of online databases. Teachers can play a powerful role is helping students find and use reliable sources of data to support inquiry. Effective history and social science programs, particularly at the high school level, provide opportunities for students to apply their mathematical knowledge of quantitative reasoning and statistics to inquiries on topics in history and social science. Teachers also make students aware of how social scientists use modeling and computing and “big data” to answer questions, solve problems, and create effective visual displays to communicate complex relationships among variables.

**Guiding Principle 10**

**In an effective history and social science curriculum, students develop social and emotional skills.**

Social and emotional learning can increase academic achievement, improve attitudes and behaviors, and reduce emotional distress. Examples of how teachers can use history and social science to develop students’ social and emotional learning include:

* helping students understand how their own unique experiences, imagination, and ideas influence their perceptions of and feelings about history and current situations (self-awareness);
* encouraging and further developing students’ own power to take thoughtful action (self-management);
* increasing students’ understanding of others’ human needs and civil rights (social awareness);
* encouraging students to collaborate respectfully with diverse peers (relationship skills); and
* providing opportunities for students to make informed choices when participating in democratic practices (responsible decision making).

# 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 rules); geography (understanding the connections between places and people); history (recalling personal experiences); and economics (understanding working, earning money, and buying things).

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

Students learn about classroom democracy, local geography, the histories of United States 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, reading 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.

# Grade 2: Global Geography: Places and Peoples, Culture, 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 of Native Peoples and European explorers and settlers and the Massachusetts people who led the American Revolution. The standards introduce students to primary sources such as the founding documents of Massachusetts and United States so that they may begin to discuss ideas about self-government.

# 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 their map reading and mapmaking skills and approaches to geographic reasoning introduced in grades 2 and 3, applying concepts of how geography affects human settlement and resource use, and how the United States grew from its original 13 colonies to a 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 about the history of the colonies, the Revolution, the development of the Constitution and the early Republic, the expansion of the United States, sectional conflicts over slavery that led to the Civil War, and the Civil Rights Movement of the 20th century.

**Grades 6 and 7: World Geography and Cultures 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 the Middle East/North Africa, Sub-Saharan Africa, and Central America, the Caribbean Islands, and South America. Grade 7 continues the sequence focusing on the ancient civilizations and physical and political geography of Asia, Oceania and Europe. Grade 7 concludes with a study of government in classical 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, early 18th Century to the Present**

These are two full-year courses. Students begin their high school study of United States history with a review of the causes of the Revolution, constitutional principles and events of the early Republic. They examine the causes and consequences of the Civil War, industrialization, immigration, America’s entry into World War I and its impact on the United States, and the early 20th 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, concluding with an examination of domestic and global policies and politics of the United States in the first two decades of the 21st century.

**High School: World History I and II, 6th Century to the Present**

These are two full-year courses. 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 examineshow modern world history, beginning with the 19th 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, and Personal Financial 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 Economicselective, also a full-year course, examines the concepts of scarcity, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade. The standards for financial literacy address practical applications of economics in our lives, and are to be taught for one-quarter to one-half of the school year. They may be used as a stand-alone elective or integrated into courses for mathematics, family and consumer science, business, or college and career readiness, or history and social science.

High schools may include other electives such as Advanced Placement or International Baccalaureate courses, or locally-developed courses in World Religions, Sociology, Psychology, Cultural History, Current Affairs, International Issues, Constitutional Law, or area studies of specific regions or countries.

# The Organization of the Standards and Appendices

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

The seven history and social science practices are designed to encompass civic knowledge, dispositions, and skills and the elements of the inquiry and research process that are integral to a robust and rich social science experience and curriculum.

**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 are written so that the standards for each grade build on the knowledge and skills of previous grades. Related Content Standards are grouped 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 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, writing, and speaking and listening, drawn from the *Massachusetts English Language Arts and Literacy Curriculum Framework* (2017).

**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.

**Appendix C: A Renewed Emphasis on Civics, 2011-2018** traces policies and legislation related to civics education in Massachusetts in the early 21st century.

**Primary Sources: Appendices D, E, and F**alladdress the selection and use of important primary sources for United States History, Civics, and World History; individual primary sources are also cited in the Content Standards for the grades and courses.

**Other Resources: Appendices G, H, and I** address other relevant and significant resources for history and social science education. **Appendix G** provides links to websites of digital collections of primary sources and curriculum materials. **Appendix H** lists Massachusetts and New England museums and historical societies that offer resources for students and teachers. **Appendix I** provides brief histories of the historic events and people commemorated by civic holidays and observances.

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

# 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-K, 1-2, 3-5, 6-8, 9-10, 11-12 6-8

# Standards for History and Social Science Practice

# Pre-Kindergarten to Grade 12

The following Standards for History and Social Science Practice can be applied from Pre-K-12 and across all of the social science disciplines. The seven practices are designed to reflect the work of political scientists, economists, geographers, historians, and ordinary citizens. The history and social science practices were intentionally designed to be integrated with the Content Standards and Standards for Literacy in the Content Areas. They encompass all of the elements of the research process, and are integral to a robust and rich social science curriculum.

1. **Demonstrate civic knowledge, skills, and dispositions.[[5]](#footnote-5)**
* **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 to communicate in ways accessible to others.
1. **Develop focused questions or problem statements and conduct inquiries.** The ability to develop focused research questions in history/social science or define the dimensions of a particular policy problem is central to learning in these disciplines. They 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 the Content Areas.

1. **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 were 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). Secondary sources are later interpretations or commentaries that build upon the 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 the Content Areas.
2. **Analyze the purpose and point of view of each source; distinguish opinion from fact.** Students need to be exposed 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 for answers to questions such as *What really happened in Lexington and Concord on April 19, 1775?*, the key distinction between verifiable fact and various forms of opinion becomes very important to them. This Standard corresponds to Reading Standard 6 for Literacy in the Content Areas.
3. **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 Standard 8 for Literacy in the Content Areas.
4. **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 and 2 and Speaking and Listening Standards 1-6 for Literacy in the Content Areas.
5. **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 beyond the classroom through social media, letters to the editor, oral presentations in public settings, or community service learning projects on public policy issues. This Standard corresponds to Writing Standards 1 and 2 and Speaking and Listening Standards 1-6 for Literacy in the Content Areas.

# 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 develop students’ understanding of characteristics of leadership
* 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
* 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 20th century Civil Rights periods.

The topics within this seven-year sequence offer rich opportunities for students to learn about their world and the place of the United States within it. 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 and historical societies.

While it is important for Pre-K-5 instruction in history/social science to address all the Content Standards for each grade, teachers, administrators and their schools and districts should not feel bound to address the standards exactly as they appear in the Framework. Teachers may, for example, change the order of grade-level topics in Pre-K, K, grades 1, 2, and 4 (but should preserve the chronological structure of the standards 3 and 5). They may introduce relevant current events or integrate language arts and history and social science, selecting informational and literary texts that reflect concepts, regions, or time periods in their grade’s history and social science standards.

In order to build a coherent 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.

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# Pre-Kindergarten

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

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| **[Standards for](#_Standards_for_History_1)****[History and Social Science Practice, Pre-K-12\*](#_Standards_for_History_1)** 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](#_Standards_for_History_1) section. |

Students are introduced to ideas from the four major fields of social studies: **civics** (respecting one another, cooperating, and obeying rules); **geography** (understanding where places, people, and things are located); **history** (what happened in the past), and **economics** (how and why people work, earn money, and buy things) They study these topics by exploring guiding questions to initiate inquiry such as *“Why are there rules?”* and *“What is my own story?”.* Each topic has a related supporting question. These two types of 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**

**Civics: fairness, friendship, responsibility, and respect**

**Geography in the context of home, school, and city or town**

**History in the context of personal experiences and memories**

**Economics in the context of working and buying**

**Literacy in History and Social Science**

# In studying these topics, students apply [pre-K to K reading, writing, and speaking and listening skills](#_Grades_PK-K_Literacy), 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, stories behind national holidays and symbols, the differences between maps and globes, and reasons for working, using money, and purchasing goods and services.

**Pre-Kindergarten Content Standards**

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

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).

Clarification Statement: *Standards 1-3 reflect Standards 6 and 11 of the* [*Massachusetts Standards for Preschool and Kindergarten Social and Emotional Learning*](http://www.doe.mass.edu/sfs/earlylearning/)*.*

1. 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, 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.*

**Topic 2: Geography in the context of home, school, and city or town**

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

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

*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.*

1. 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.*

1. 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 in the context of personal experiences and memories**

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

1. With guidance and support, recall and describe events that happened in the classroom (e.g., describe something that happened earlier in the day, yesterday, 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.*

1. With guidance and support, point out days, months, and holidays on a calendar.
2. With guidance and support, participate in short shared research projects to gather information about ways in which groups of diverse backgrounds within the community, state, and nation celebrate holidays and traditions.

Clarification Statement: *The emphasis should be on celebrations and traditions of members of the local community.*

1. With guidance and support, using drawing and dictation to put events (from their personal lives or from social studies books read aloud) in temporal order, using words and phrases relating to chronology and time, including *first, next, last.*

**Topic 4: Economics in the context of working and buying (shared with kindergarten)**

Supporting Question:*What kinds of work do people do?*

Working

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

Buying Goods and Services

1. With prompting and support, ask and answer questions about buying or purchasing something and explain how people choose to purchase the things they need and want.
2. 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.*

# Kindergarten

# Many Roles in Living, Learning, and Working Together

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| **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](#_Standards_for_History_1). |

Students learn about classroom democracy, local geography, United States national holidays and community traditions, 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?”* and *“Why do people make maps?”* 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**

**Civics in the context of the classroom citizenship and stories**

**Geography in the context of home, school, and city or town**

**History in the context of time, family, school, and community**

**Economics in the context of working and buying**

**Literacy in History and Social Science**

# In studying these topics, students apply [pre-K to K reading, writing, and speaking and listening skills](#_Grades_PK-K_Literacy), 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/social science learning was primarily in the context of their own and family experiences. ***In grade 1,*** students will learn about leadership on many levels, the meaning of citizenship, a wide range of map types, the use of cardinal directions, and explore how the concepts of unity and diversity shape life in the United States.

**Kindergarten Content Standards**

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

**Topic 1: Civics in the context of classroom citizenship and stories**

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 (e.g., volunteer for and carry out tasks in the classroom and at home).

Clarification Statement: *Standards 1and 2 reflect Standards 6 and 11 of the* [*Massachusetts Standards for Preschool and Kindergarten Social and Emotional Learning.*](http://www.doe.mass.edu/sfs/earlylearning/)

1. With prompting and support, give examples from literature and informational texts read or read aloud of characters who show authority, fairness, justice, responsibility, or provide models of 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.*

**Topic 2: Geography in the context of home, school, and city or town**

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

1. 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.*

1. 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.*

1. 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.*

1. 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.
2. 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.*

1. Construct maps, drawings, and models that show physical features of familiar places.

**Topic 3: History in the context of time, family, school, and community**

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

1. Describe how some days, called holidays, are special because they celebrate important events or people in national or world history (See Appendix I for a list of state, national, and international civic holidays).
2. 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.*

1. Ask and answer questions to gain information about national symbols, songs, and texts of the United States:
	1. The United States of America flag, its shapes (stars and stripes) and colors (red, white, and blue).
	2. The United States national emblem (the Bald Eagle)
	3. The melody of the national anthem (“The Star-Spangled Banner”)
	4. The picture and name of the current president
	5. The words of the Pledge of Allegiance

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.*

1. 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:
	1. Sequential actions: *first, next, last;*
	2. 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 in the context of working and buying (shared with pre-kindergarten)**

Supporting Question:*Why do people work?*

Working

1. With guidance and support, describe and illustrate some of the things people do when they work in 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.*

Buying Goods and Services

1. With guidance and support, explain what it means to buy or purchase something and explain how people choose to purchase 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.*

1. 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.*

## Grades Pre-K-K Literacy Standards for History and Social Science

## Pre-K-K Reading Standards for Literacy in the Content Areas:

## History/ Social Science

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 social studies text.

Craft and Structure

1. With prompting and support, ask and answer questions about the meaning of unknown words in a text about history/social studies.
2. Identify the title and cover page of a book on a social studies topic.
3. Name the author and illustrator of a social studies text and tell what authors and illustrators do to create books about social studies topics.

Integration of Knowledge and Ideas

1. With prompting and support, describe information in illustrations of social studies books.
2. With prompting and support, explain how an author uses reasons and details to support ideas.
3. With prompting and support, describe similarities and differences between two texts on the same history/social studies topic.

Range of Reading and Level of Text Complexity

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

## Pre-K-K Writing Standards for Literacy in the Content Areas

Text Types and Purposes

1. Use a combination of drawing, dictating, and writing to compose opinion pieces that tell the reader the social studies topic and state an opinion or preference about the topic (e.g., “My favorite place to go to is…”).
2. Use a combination of drawing, dictating, and writing to name a topic and supply some information about it.
3. Narrative Writing (Not applicable as a separate requirement. Narratives may be integrated into explanations or opinion pieces.)

Production and Distribution of Writing

1. (Begins in grade 1.)
2. With guidance and support, respond to questions and suggestions from peers.
3. With guidance and support, explore a variety of digital tools to produce and publish writing about social studies topics.

Research to Build and Present Knowledge

1. Participate in shared short investigations and research projects.
2. With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
3. (Begins in grades 3-5)

Range of Writing

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

## Pre-K-K Speaking and Listening Standards for Literacy in the Content Areas

Comprehension and Collaboration

1. Participate in collaborative discussions with peers and adults in small and larger groups on history/social science topics.
	1. Follow agreed-upon rules for discussions (e.g., listening to others, speaking one at a time, and taking turns).
	2. Continue a conversation through multiple exchanges.
2. Confirm understanding by asking and answering questions about a text read aloud or a media presentation.
3. Ask and answer questions to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

1. Describe familiar people, places and things related to history/social studies; with prompting and support, add more detailed information.
2. Add drawings and visual displays to provide additional detail.
3. Speak audibly to express thoughts and feelings clearly.

# Grade 1

# Leadership, Cooperation, Unity and Diversity

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| **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](#_Standards_for_History_1) section. |

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 citizen?”* and *“What unites us as a nation?”* 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**

**Civics in the context of being a member and a leader**

**Geography in the context of the world**

**History in the context of the diverse backgrounds of the people of the United States**

**Economics/financial literacy in the context of goods, services, and choices**

**Literacy in History and Social Science**

# In studying these topics, students apply Grade 1 and 2 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 Kindergarten and Grade 2**

***Kindergartners*** learned about taking responsibility, how geography teaches about places and locations, the origins of national holidays, and the relationship of work, buying, and selling. ***Second graders*** will build on their pre-k-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.

**Grade 1 Content Standards**

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

**Topic 1: Civics in the context of being a good member and a good leader of a group**

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

1. Demonstrate understanding of what it means to be a member of a group and follow its rules, limits, responsibilities and expectations; 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.*

1. 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.
2. Give 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, unselfish, show courage, 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.*

1. Give examples of how members of a group 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.*

1. 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.*

1. Explain the role of the elected President of the United States.

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

1. 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.
2. Describe the qualities of a good citizen, 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. They should be able to describe connections and interactions between characters 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 citizen, (e.g., well-informed, honest, reliable, respectful, polite, yet firm in speaking up to defend fairness).*

**Topic 2: Geography in the context of the world**

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

1. Define a map as a representation of space and a tool for identifying 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 describe factors that explain why they are located where they are.

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 literary and informational 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.*

1. Explain that a city that is called a *capital* is the center of government for a state or nation.
2. Locate and explain physical features (e.g., continents, oceans, rivers, lakes, mountains) on maps and construct maps and other representations of local places.

**Topic 3: History in the context of the diverse backgrounds of the people of the United States**

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

1. 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 others’ families and other types of families and 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.*
1. 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:
	1. national symbols (e.g., the United States flag, the bald eagle, the White House, and the Statue of Liberty);
	2. words, mottoes, phrases, and sentences associated with the United States (e.g., “U.S.A.” 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);
	3. 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”).
2. Recognize and document sequential patterns in seasonal events or personal experiences, using a calendar and words and phrases relating to chronology and time, including:
	1. Sequential actions: *first, second, third, next, last*
	2. Chronology and time: *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 provided to them to identify relationships among seasonal patterns of change, including relative sunrise and sunset time changes, seasonal temperature and rainfall or snowfall patterns, and seasonal changes to the environment.*

**Topic****4: Economics in the context of goods, services, and choices (shared with grade 2)**

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, that natural resources can be specific to the geography of a place and can influence its economic activities.*

1. Distinguish a renewable resource from a non-renewable resource.
2. 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

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

Buying Goods and Services

1. Give examples of products (goods) that people buy and use.
2. Give examples of services people do for each other.
3. Give examples of the choices people have to make about goods and services they buy (e.g., a pair of sneakers or a video game; a haircut or a ticket to the movies) and why they have to make choices (e.g., because they only have enough money for one purchase, not both).

Saving

1. Explain how and why people save some of their money (e.g., by deciding to put some of it aside for later for a future purchase, for a charitable donation or for an emergency).

# Grade 2

# Global Geography: Places and Peoples, Culture, and Resources

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| **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](#_Standards_for_History_1) section. |

Students build on their Pre-K-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**

**Geography in the context of its effects on people**

**Civics in the context of geography: countries and governments**

**History in the context of geography: migration and culture**

**Economics in the context of goods, services, and choices**

**Literacy in History and Social Science**

# In studying these topics, students apply [grades 1-2 reading, writing, and speaking and listening skills](#_Grades_1-2_Literacy), 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 Native Peoples through early 1800s while ***fourth graders*** will examine the physical and political geography of North America, including Canada, Mexico, and the United States.

**Grade 2 Content Standards**

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

**Topic 1: Geography in the context of its effects on people**

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

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. On a map of the world and on a globe, locate all the continents: Africa, Antarctica, Asia Australia, Europe, North America, South America) and the subcontinent of India.
3. On a map of the world and on a globe, locate the oceans of the world: the Arctic, Atlantic, Indian, Pacific, and Southern Oceans.
4. Describe and locate on a map and a globe some major physical characteristics of each continent and give examples of bodies of water (e.g., lakes, seas, bays), rivers and tributaries, mountains and mountain ranges, and other landform features (e.g., river basins, peninsulas, islands, deserts, plains).
5. Explain the importance of oceans and how they make the world habitable.
6. Explain how the location of landforms and bodies of water helps determine conditions (i.e., climate, weather, vegetation) for habitable living.
7. 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 2: Civics in the context of geography: countries and governments**

Supporting Question:*How does geography help us understand why countries exist?*

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, each with its own leaders and government (political geography).*

1. Explain how and why countries (as political units) exist.

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).*

1. Pose questions and conduct research on the physical features and resources of the country or countries from which they, their families, or their ancestors came**.**

**Topic 3: History in the context of geography: migration and culture**

Supporting Question:*Why do different people settle in our community?*

1. Explain reasons why people migrate (move) to different places around the world.
2. 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 how 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 attracts people to a certain location (i.e., “pull factors”) and what forces people to move to a new location (i.e., “push factors”).*

1. Identify what people bring with them (e.g., cultural traits, goods, and ideas) when they move to a different place and identify the significant impact of migration; identify elements that define the culture of a society (e.g., language, literature, religion, beliefs, traditions, customs).

Clarification Statement: *Students should be able to give examples of traditions or customs from other countries in the United States today; describe traditional foods, customs, games, and music of the place they, their family, and ancestors came.*

**Topic****4: Economics in the context of goods, services, and choices (shared with grade 1)**

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, that natural resources can be specific to the geography of a place and can influence its economic activities.*

1. Distinguish a renewable resource from a non-renewable resource.
2. 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

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

Buying Goods and Services

1. Give examples of products (goods) that people buy and use.
2. Give examples of services people do for each other.
3. Give examples of the choices people have to make about goods and services they buy (e.g., a pair of sneakers or a video game; a haircut or a ticket to the movies) and why they have to make choices (e.g., because they only have enough money for one purchase, not both).

Saving

1. Explain how and why people save some of their money (e.g., by deciding to put some of it aside for later for a future purchase, for a charitable donation or for an emergency).

## Grades 1-2 Literacy Standards for History and Social Science

## Grades 1-2 Reading Standards for Literacy in the Content Areas:

## History/Social Science

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, or ideas in a civics, geography, economics, or history text.

Craft and Structure

1. Ask and answer questions to determine the meaning of words in a text about history/social studies.
2. Know and use text features (e.g., headings, tables of contents, glossaries, icons) to find information in a text.
3. Distinguish between information provided by illustrations, maps, and words in a text.

Integration of Knowledge and Ideas

1. Use information in illustrations, maps, and charts to describe key ideas.
2. Explain how an author uses reasons and details to support ideas.
3. Describe similarities and differences between two texts on the same history/social studies topic.

Range of Reading and Level of Text Complexity

1. With prompting and support, read and comprehend history/social studies texts exhibiting complexity appropriate for the grades 1-2.

## Grades 1-2 Writing Standards for Literacy in the Content Areas

Text Types and Purposes

1. Write opinion pieces on topics or texts in history/social science in which they introduce the topic, state an opinion, give reasons for the opinion, and provide a sense of closure.
2. Write informative/explanatory texts, including the narration of historical events, that name a topic, supply some facts about it, and provide a sense of closure.
3. Narrative Writing (Not applicable as a separate requirement. Narratives may be integrated into explanations or opinion pieces.)

Production and Distribution of Writing

1. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
2. With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing.
3. With guidance and support, use a variety of digital tools to produce and publish writing.

Research to Build and Present Knowledge

1. Participate in shared short investigations and research projects.
2. With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
3. (Begins in grades 3-5)

Range of Writing

1. Write routinely over for a range of discipline-specific tasks, purposes, and audiences.

## Grades 1-2 Speaking and Listening Standards for Literacy in the Content Areas

Comprehension and Collaboration

1. Participate in collaborative discussions with peers and adults in small and larger groups on history/social science topics.
	1. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time, staying on topic).
	2. Build on other’s talk in conversations by responding to comments through multiple exchanges.
	3. Ask question to clear up confusion about the topics and texts under discussion.
2. Ask and answer questions about a text read aloud or a media presentation.
3. Ask and answer questions about what a speaker says to clarify information.

Presentation of Knowledge and Ideas

1. Describe people, places and things related to history/social studies; speak clearly at an understandable pace and use appropriate vocabulary.
2. Add drawings and visual displays to clarify information.
3. Produce complete sentences when appropriate to task and situation.

# Grade 3

# Massachusetts, Home to Many Different People

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| **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](#_Standards_for_History_1) section. |

Students study Massachusetts and New England: interactions of Native Peoples with European explorers and settlers; ideas about self-government in the colony of Massachusetts that led to rebellion against Great Britain, and 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 possible avenues for discussion and research.

**Grade 3 History and Social Science Topics**

**Massachusetts cities and towns today and in history**

**The geography and Native People of Massachusetts**

**Native Peoples’ contacts with European explorers**

**The Pilgrims, the Plymouth Colony, and Native Peoples**

**The Puritans, the Massachusetts Bay Colony, and Native Peoples**

**Massachusetts before, during, and after the American Revolution**

**Literacy in History and Social Science**

# In studying these topics, students apply grades 3-5 [reading, writing, and speaking and listening skills,](#_Grades_3-5_Literacy) 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 20th century Civil Rights Movement.

**Grade 3 Content Standards[[6]](#footnote-6)**

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

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

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 class’s home town or city, its local geographic features and historic landmarks, and explain their purpose and significance.
2. Research the origins of the home town or city (e.g., when it was founded, by whom, how it grew) and describe its current population size; 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 the city or town.*

1. Explain what it means for the classroom and school they attend and city or town in which they live to have a government.

Clarification statement: *In grade1, students considered the meaning of being a member and leader of a group and how groups make decisions by voting.*

* 1. Give examples of how a classroom or school can have a form of government (e.g., a system in which students can participate to make decisions, establish rules of conduct and respect, resolve conflicts, or make contributions to the common good).
	2. Explain why it is necessary for a city or town to have a government (e.g., to provide order, protect rights, and provide services).
	3. Explain the type of government in the city or town where students live or attend school (e.g., cities are governed by elected mayors and city council members; towns are governed by an elected board of selectpersons, 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).
	4. Give examples of ways people can influence their local government and contribute to the quality of life in their community (e.g., by voting, running for office, serving on boards or committees, attending committee meetings, volunteering for community service such as monitoring water quality in a river, or growing and sharing produce from a school or community garden) and neighborhood (e.g., running errands or shoveling snow for neighbors).
	5. Explain what a tax is and give examples of some of the municipal services funded by taxes (e.g., public schools and libraries, city/town planning, street lighting).

**Topic 2: The geography and Native Peoples of Massachusetts**

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.*

1. Explain the diversity of Native Peoples[[7]](#footnote-7), present and past, in Massachusetts and the New England region by
	1. naming at least three native groups (e.g., Abenaki/Wabanaki, Massachusett, Mohican/Stockbridge, Narragansett, Nipmuc, Wampanoag)
	2. identifying the locations of their tribal territories in the state
	3. explaining how physical features affected their traditional settlements and
	4. researching and reporting on contributions of their cultures (e.g., language, literature, arts, trade routes, food such as corn, beans, and squash, useful items such as baskets, canoes, wampum, and knowledge of medicinal plants, words such as *powwow* and *moccasin*)

Clarification statement: *Students should focus on researching the Native Peoples people who lived and live near their own town or city.* In grade 4, students will be introduced to Native Peoples in different regions of the United States.

**Topic 3: Native People’s first contacts with European explorers**

Supporting Question:*How did Native Peoples and European explorers respond to one another*

1. Locate Europe and North America on a map and explain why European explorers of the 16th to 17th centuries wanted to find new trade routes and new supplies of natural resources such as timber and fish.
2. Trace the sea voyages of European explorers who explored the Northeast coast of North America (e.g., Giovanni Caboto [John Cabot], Bartholomew Gosnold, Giovanni de Verrazano, John Smith, Samuel de Champlain) on a map.
3. Research and report on what each explorer sought when he began his journey, what he and his crew found, how they communicated their discoveries to other Europeans, and how their discoveries affected indigenous populations of America and changed European ideas about the world.

**Topic 4: The Pilgrims, the Plymouth Colony, and Native Communities**

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

1. Explain who the Pilgrims 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, their relationships with the Wampanoag and Abenaki/Wabanaki people.
	1. the purpose of the Mayflower Compact and the principle of self-government
	2. challenges of settling in America
	3. 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.[[8]](#footnote-8)

**Topic 5: The Puritans, the Massachusetts Bay Colony, and Native Communities**

Supporting Question:*What was life like in European and native communities in the 1600s?*

1. Explain the roles 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).
2. Explain why the Puritans migrated in great numbers to Massachusetts in the 17th century and the consequences of their migration for the indigenous peoples of the region (e.g., loss of territory, susceptibility to European diseases, religious conversion, conflicts over different ways of life such as the Pequot War and King Philip’s War).
3. From viewing visual primary sources such as paintings, artifacts, buildings, or books, describe details of daily life, housing, education, and work of the Puritan men, women, and children of the Massachusetts Bay Colony.
4. 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 and exploring these topics:
5. the fishing and shipbuilding industries
6. trans-Atlantic and Caribbean trade
7. the development of seaport cities of New Bedford, Newburyport, Gloucester, Salem, and Boston

**Topic 6: Massachusetts in the 18th century through the American Revolution**

Supporting Question:*Why is Massachusetts important to the nation’s history?*

1. Using a historical map, explain the extent of the Province of Massachusetts in the 17th and 18th 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 growth of their own city or town in the period before the Revolution.*

**Suggested Primary Source in Appendix E:** *“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*

1. 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.*

1. the Boston Massacre (1770), including the role of the British Army soldiers, Crispus Attucks, Paul Revere, and John Adams
2. 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
3. the Intolerable Acts (1774), laws passed by the British Parliament as a result of the Boston Tea Party, designed to punish colonists
4. the First Continental Congress (1774), a meeting of representatives from the 13 colonies in response to the Intolerable Acts
5. 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 Adams, and Samuel Adams
6. the roles of Native Peoples in the Revolution, some serving as allies of the British, some Wampanoag, Pequot, and Narragansett peoples serving in American units
7. the roles of women in the Revolutionary period
8. Analyze how the colonists’ anger led to the Declaration of Independence, and what the purpose of the Declaration was.
9. 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.

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, 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).*

1. Explain that states also 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.

# Grade 4

# North American Geography, History, and Peoples

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| **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](#_Standards_for_History_1) section. |

Students learn about North America (Canada, Mexico, and the United States) and its peoples from a geographic perspective. They expand map reading, mapmaking and geographic reasoning skills. They study these topics by exploring guiding questions such as *“How do we know about the history of North America?”* 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 two types of 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**

**North America: geography and map skills**

**Ancient civilizations of North America**

**Early European exploration of North America**

**Regions of the United States:**

**the Northeast**

**the Southeast**

**the Midwest**

**the Southwest**

**the West**

**Literacy in History and Social Science**

# In studying these topics, students apply grades 3-5 [reading, writing, and speaking and listening skills,](#_Grades_3-5_Literacy) 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 American history from the Revolution through the 1840s, then study the mid-20th century Civil Rights Movement. ***Sixth and seventh graders*** will study world geography and history.**Grade 4 Content Standards**

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

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

Supporting Question:*What are the physical and political features 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 Caribbean Sea).

Clarification Statement: *Note that the grade 4 Earth and Space Science standards* *of the 2016* Massachusetts Curriculum Framework for Science and Technology/Engineering address topics such as landforms, landscapes, erosion, volcanoes, earthquake epicenters, and oceans, as well as natural events such as blizzards earth quakes, and floods.

1. 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 difference between a continent, a country, a state or province, and a city.
2. Research and convey information about Canada and Mexico by
* consulting maps, atlases, encyclopedias and other data sources, satellite images, and photographs,
* 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 in those countries.

Clarification statement: *These standards are designed to be a review from grade 2, when students learned about the difference between physical geography and political geography, and a transition from grade 3, when students studied the relationships between geography and human activity in Massachusetts and New England.*

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

Supporting Question:*How do archaeologists develop theories about early migrations to the Americas and early civilizations there?*

1. Using websites such as the [National Park Service Bering Land Bridge site,](https://www.nps.gov/bela/learn/historyculture/bering-land-bridge.htm) research 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.
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 civilizations existed. They should be able to explore cultures such as the Inuit, Hopewell, Adena, Hohokam, Puebloan, Missisippian, and Iroquois, but should not be held responsible for identifying the names, locations, and dates of these cultures.*

1. Explain how archaeologists conduct research (e.g., by participating in excavations, studying artifacts and organic remains, climate and astronomical data, and collaborating with other scholars) to develop theories about migration, settlement patterns, and cultures in prehistoric periods.
2. Give examples of some archaeological sites 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) and explain their importance in presenting a comprehensive history of Americans.

**Topic 3: Early European exploration**

Supporting Question: *What were the reasons for European exploration?*

1. Explain who the Vikings were and describe evidence of their early exploration of the North American Atlantic Coast.
2. Trace on a map European explorations of North America and the Caribbean Islands in the 15th and 16th centuries (e.g., voyages of Vasco Nun͂es de Balboa, Jacques Cartier, Cristobal Colon [Christopher Columbus], Ferdinand Magellan, Juan Ponce De Leon, Amerigo Vespucci), explain the reasons for the voyages, and make a timeline of their voyages and discoveries. *[[9]](#footnote-9)*

*Clarification Statement: Students studied New England explorers Giovanni Caboto (John Cabot), Bartholomew Gosnold, Giovanni de Verrazano, John Smith, Samuel de Champlain in grade 3.*

**Topic 4: Regions of the United States[[10]](#footnote-10)**

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

**The Northeast**

1. On a political map of the United States, locate the states in the Northeast (Maine, New Hampshire, Vermont, New York, Massachusetts, Connecticut, Rhode Island Pennsylvania and New Jersey).
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, major rivers, lakes, and mountain ranges, and a title, scale, compass, and map key.
3. Explain the benefits in the 18th 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 (New Hampshire-1788, Vermont-1791, New York-1788, Massachusetts-1788 and Maine as a separate state in 1820, Connecticut-1788, Rhode Island-1790, Pennsylvania -1787 and New Jersey-1787).

 Clarification statement: *This is the beginning of a cumulative timeline that will eventually include all the states. This ongoing project is designed to heighten understanding of how the United States grew and sets the foundation for learning about U.S. history through 1840 in grade 5.*

1. Develop research questions about 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; conduct research and report findings.
2. Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Wampanoag, Iroquois, Abenaki), African Americans, Europeans (e.g., the settlement of the Dutch in early New York, the English in other colonies) and various immigrant groups over time.

**The Southeast**

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 (Delaware, Maryland, Washington, D.C., Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Arkansas, Tennessee, Kentucky, Puerto Rico, and the United States Virgin Islands).
2. Using resources such as print and online atlases, historical sources, or national or state resources, construct a map of a state in the Southeast region that provides information about physical features such as waterways and mountains and that includes a title, scale, compass, and map key.
3. Building on the timeline established for when states in the Northeast were admitted to the United States, add the states and admission dates for the states in the Southeast

(Delaware-1787, Maryland-1788, Virginia-1788, West Virginia-1863, North Carolina-1789, South Carolina-1788, Georgia-1788, Florida -1845, Alabama -1819, Mississippi-1817, Louisiana-1812, Arkansas-1836, Tennessee-1796, and Kentucky-1792).

1. 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 various immigrant groups.
2. Explain how natural disasters, such as hurricanes and floods, have affected the region, and how government and citizens have responded to catastrophic natural events.
3. Describe the role of Washington, D.C. as the national capital, and give visual examples of its national cultural and civic resources such as the White House, the U.S. Capitol Building, the Supreme Court, National Archives, Library of Congress, the Smithsonian Institution, national cemeteries and monuments.

**The Midwest**

1. On a political map of the United States, locate the states in the Midwest (North Dakota, South Dakota, Nebraska, Kansas, Minnesota, Iowa, Missouri, Wisconsin, Illinois, Michigan, Ohio, and Indiana).
2. Using resources such as print and online atlases, current data from the [United States Census Bureau](https://factfinder.census.gov/bkmk/cf/1.0/en/nation/UnitedStates/ALL), historical sources, or national or state resources, construct a map of a state in the Midwest region that provides information about natural resources and industries such as agriculture and that includes a title, scale, compass, and map key.
3. Building on the timeline established for when states in the Northeast and Southeast were admitted to the United States, explain why people in the Midwest wanted to become part of the Union; add the Midwestern states and admission dates (North Dakota-1889, South Dakota-1889, Nebraska-1867, Kansas-1861, Minnesota-1858, Iowa-1846, Missouri-1821, Wisconsin-1848, Illinois-1818, Michigan-1838, Ohio-1803, and Indiana-1816).
4. Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Sioux, Mandan, Ojibwe/Chippewa) African Americans, and various immigrant groups over time.
5. Explain how natural disasters, such as tornadoes and drought, have affected the region, and how government and citizens have responded to catastrophic natural events.

**The Southwest**

1. On a political map of the United States, locate the states in the Southwest (Arizona, New Mexico, Oklahoma, and Texas).
2. Using resources such as print and online atlases, historical sources, or national or state resources, construct a map of a state in the Southwest region that provides information about climate, settlements and movements of Native Peoples (including current reservation lands), European exploration and pioneer settlements of the 17th-19th centuries and that includes a title, scale, compass, and map key.
3. Building on the timeline established for when states in the Northeast, Southeast, and Midwest were admitted to the United States, add the Southwestern states and admission dates (Arizona-1912, New Mexico-1912, Oklahoma-1907, and Texas-1845).
4. Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Pueblo, Navajo, Comanche), African Americans, Europeans (e.g., the Spanish in New Mexico), Mexicans, and various immigrant groups over time.
5. Explain how natural disasters, such as hurricanes and drought, have affected the region, and how government and citizens have responded to catastrophic natural events.

**The West**

1. On a political map of the United States, locate the states in the West and the U.S. territories in the Pacific Ocean (Washington, Oregon, Idaho, Montana, Wyoming, Colorado, Utah, Nevada, California, Hawaii, Alaska, and American Samoa, Guam, Midway Islands, Northern Mariana Islands, and Wake Island).
2. Using resources such as print and online atlases, historical sources, or national or state resources, construct a map of a state in the West region that provides information about important landmarks, national parks, and historic sites and that includes a title, scale, compass, and map key.
3. Building on the timeline established for when states in the Northeast, Southeast, Midwest, and Southwest were admitted to the United States, add the Western states and their admission dates (Washington-1889, Oregon-1859, Idaho-1890, Montana-1889, Wyoming-1890, Colorado-1876, Utah-1896, Nevada-1864, California-1850, Hawaii-1959, and Alaska-1959).
4. 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, and various immigrant groups over time.
5. Explain how disasters, such as drought and forest fires, have affected the region, and how government and citizens have responded to catastrophic events.

**Grade 5**

**United States History to the Civil War**

**and the Modern 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](#_Standards_for_History_1) section. |

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 19th century, and the Civil Rights Movement of the mid-20th century. They study these topics by exploring guiding questions such as, “What do perspectives on the early settlement and founding of the United States tell us about where we came from as a nation?” and “What is the meaning of the statement, ‘All men are created equal’?” 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 5 History and Social Science Topics**

**Early colonization and growth of colonies**

**Reasons for revolution, the Revolutionary War, and the formation of government**

**Principles of United States Government**

**Growth of the Republic**

**Slavery, the legacy of the Civil War and the struggle for civil rights**

# Literacy in History and Social Science

# In studying these topics, students apply grades 3-5 [reading, writing, and speaking and listening skills](#_Grades_3-5_Literacy), 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, ancient civilizations, regional issues in the world of today, and selected topics in the history of each region.

**Grade 5 Content Standards[[11]](#footnote-11)**

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

**Topic 1: Early colonization and growth of colonies**

Supporting Question: *To what extent was America a land of opportunity?*

1. Explain the early relationships of English settlers to Native Peoples in the 1600s and 1700s, including 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).
2. Conduct research and report on one of the major leaders and groups responsible for the founding of the original colonies (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.
	1. The relatively small number of colonists from nations other than England (e.g., the Dutch in New York and their ouster by the English in 1664)
	2. England’s long history of self government and the high rates of literacy and education among English colonial leaders
	3. England’s strong economic, intellectual, and military position in the 16th-18th centuries
4. On a map of the United States, locate the first 13 colonies and describe the impact of regional differences in climate, types of farming, populations, and sources of labor (e.g., indentured servants, free African Americans, and enslaved African Americans) on Northern, mid-Atlantic, and Southern economies and societies through the 18th century.

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

1. Explain the reasons for the institution of slavery in North America and the Caribbean Islands, including the importance to the British Empire of the trade in slaves, tobacco, and sugar; describe the harsh conditions of trans-Atlantic voyages for enslaved Africans (called the Middle Passage).
2. Compare and contrast the living and working conditions of enslaved and free African Americans in the 18th century.
3. Enslaved African Americans were property that could be bought, sold, and separated from their families by their white owners; they were generally not taught to read or write, and generally owned no property; they suffered many kinds of abuse and if they ran away from their masters, they could be punished.
4. Some Africans came to America as indentured servants or sailors and were freed when their service was completed; some former slaves were granted freedom; states in the North adopted gradual emancipation (no enslaved people appear in the 1790 Massachusetts census); free African Americans could have families, own property, and earn a living.
5. 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.

**Topic 2: Reasons for revolution, the Revolutionary War, and the formation of government**

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

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.
2. 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)
3. the slogan, “no taxation without representation”
4. 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)
5. 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)
6. On a historic map of the Boston area in the 1770s, locate important sites in the pre- Revolutionary period and explain the role and the significance of Massachusetts people such Samuel Adams, Crispus Attucks, John Hancock, James Otis, Paul Revere, John and Abigail Adams, Mercy Warren, and Phillis Wheatley.

**Key Primary Sources in Appendix E:** *Letter from Abigail Adams to her husband, John, of March 31-April 5, 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*

1. Read the Declaration of Independence (1776), explain its main argument, the reasons given for seeking independence, and the meaning of the key ideas on equality and natural and legal rights, and the rule of law; make the connection between the Declaration and the celebration of Independence Day on July 4 as a United States national holiday.

**Key Primary Source in Appendix E:** *The Declaration of Independence (1776)*

1. Describe the impact of events outside of Massachusetts on the Revolution, locate the sites on a map, and explain the factors leading to American victory and British defeat.
2. The Battles of Trenton in New Jersey (1776) and Saratoga in New York (1777)
3. The winter encampment of the Continental Army at Valley Forge in Delaware (1777-1778)
4. The battle of Yorktown in Virginia(1781)
5. Explain the role of Native Peoples and free and enslaved African Americans in fighting on both sides in the Revolution.

For example, students read and report on Native Peoples’ role in the Revolution on the National Park Service website, <https://www.nps.gov/revwar/about_the_revolution/american_indians.html>

1. 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.
2. 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.
3. Describe the causes of Shays’ Rebellion of 1786-1787 and explain why it was one of the crucial events leading to the Constitutional Convention.
4. Explain 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, slavery and the question of how slaves were to be counted in the Census; explain why the Great Compromise, also known as the Connecticut or Three-Fifths Compromise, was necessary in keeping the states united.

**Topic 3: Principles of United States Government**

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

1. 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).
2. Read the Preamble to and sections of the Constitution and explain how these writings reflect and preserve the following political principles: individual rights and responsibilities, equality, the rule of law, 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.*

1. 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, and identify the features of the Constitution that were unique at the time (e.g., the Presidency and the independent judiciary).
2. Read the Bill of Rights and explain the freedoms it guarantees; research the historical background of **one** of the first ten Amendments and give a report on the reasons for its inclusion in the Constitution in 1791.

**Key Primary Sources in Appendix E:** *The Constitution (1787) and the Bill of Rights (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.*

**Topic 4: The growth of the Republic**

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); make a timeline of and explain political developments and conflicts during their time (e.g., the founding of the Federalist and Democratic-Republican political parties in the 1790s, disagreements about the role of the federal government, and the Alien and Sedition Acts in 1798).
2. Explain why France was willing to sell the Louisiana Territory, why President Jefferson wanted to buy it, and the opposition to its purchase; construct a map that shows the United States before and after the Louisiana Purchase of 1803.
3. On a map of North America, trace the route of the expedition of Lewis and Clark and the Corps of Discovery through the Louisiana Territory to the West Coast from 1803 to 1806; explain the role of Sacagawea in the expedition, give examples of what was learned, and explain the impact of the expedition on the growth of the United States.
4. Describe the significance and consequences of the abolition of slavery in the Northern states and of the 1808 law that banned the importation of slaves into the United States.
5. Describe the causes of the war of 1812 and how events during the war contributed to a sense of American nationalism.
6. British restrictions on trade and impressment
7. 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
8. On a map of New England, locate cities and towns that played important roles in the development of the textile, machinery, and whaling industries and the China trade in the 18th and 19th centuries and give examples of the short- and long-term benefits and costs of these industries.
9. Explain 19th century conflicts between Native Peoples and national, state, and local governments in the United States over land ownership and rights to self-government.
10. Shawnee leader Tecumseh’s call for Native Peoples to unify in resistance to the taking of their land (1810)
11. 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
12. the Mashpee Revolt (1833), a dispute over self-government in the Mashpee Indian district in Massachusetts
13. the significance of the Trail of Tears (1838) for the Cherokee and other native communities in the Southeast

**Key Primary Source in Appendix E:** *Tecumseh, Call for Pan-Indian Resistance (1810)*

1. Explain some reasons why men and women who lived in the Eastern part of the United States wanted to move West in the 19th 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).

**Topic 5: Slavery, the legacy of the Civil War, and the struggle for civil rights**

Supporting Question:*What ideas and events led to the abolition of slavery in the 19th century and the expansion of civil rights in the 20th century?*

1. 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 its most important outcomes (e.g., end of slavery, Reconstruction, expanded role of the federal government, industrial growth in the North).
2. Describe the role of Abraham Lincoln in the development of the Republican Party and his actions as President during the Civil War.
3. 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).
4. Research some of the African Americans of the pre-Civil War era who led the struggle against slavery (e.g., Harriet Tubman, Nat Turner, Sojourner Truth, Frederick Douglass).
5. Research the history of organizations such as the National Association for the Advancement of Colored People (NAACP) and individuals that fought for civil rights and against racial segregation in the 19th and 20th centuries, and give examples of separate facilities used by African Americans and Caucasian Americans in the early to mid-20th century (e.g., separate schools and colleges, separate neighborhoods, separate sections in buses, trains, restaurants, and movie theaters).
6. Research the people and events in the mid-20th century that contributed to decreasing racial segregation and expanding civil rights in the United States.

**Key Primary Source in Appendix E:** *excerpts from Martin Luther King, Jr., “I Have a Dream” speech (1963)*

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

* *biographies of people such as Martin Luther King, Jr., Rosa Parks, Ruby Bridges, Thurgood Marshall, Edward Brooke, Jackie Robinson, Marian Anderson or Bayard Rustin*
* *accounts of events such as the 1963 March on Washington*
* *accounts of efforts of the 1960s and 1970s to desegregate city public school systems in Massachusetts*
* *individuals’ efforts to combat racial discrimination in professions such as law, politics, science, medicine, professional sports, or the arts*

Clarification Statement: *These 20th century standards are designed to make students aware that the issue of extending equality to all*

* *remains central in the collective civic life of the nation*
* *is connected to the history of slavery, and*
* *is the reason the foundational documents are relevant to all periods of United States history*

**Grades 3-5 Literacy Standards for History and Social Science**

# Reading Standards for Literacy in the Content Areas:

# History/Social Science

Key Ideas and Details

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences (See grades 3-5 Writing Standard 8 for more on paraphrasing.)
2. Determine the main ideas of a text and explain how it is supported by key details; summarize a text.
3. Explain events, ideas, and concepts in a civics, geography, economics, or history text, based on specific information in the text.

Craft and Structure

1. Determine the meaning of general academic and words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
2. Describe the overall structure of how a text presents information (e.g., chronological, compare/contrast, problem/solution, cause effect), including how written texts incorporate features such as headings.
3. Compare and contrast a firsthand and secondhand account of the same event.

Integration of Knowledge and Ideas

1. Interpret information presented in charts, graphs, timelines, and illustrations and explain what that information contributes to the overall text.
2. Explain how an author uses reasons and evidence to support ideas.
3. Integrate information from two texts in order to write or speak about a history/social science topic.

Range of Reading and Level of Text Complexity

1. Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grades 3-5.

## Grades 3-5 Writing Standards for Literacy in the Content Areas

Text Types and Purposes

1. Write opinion pieces on topics or texts in history/social science.

* 1. Introduce a topic or text, state an opinion, and use paragraphs and sections to organize related ideas.
	2. Provide reasons supported by facts and details.
	3. Use linking words (e.g., *because, since, for example*) to connect reasons, and evidence.
	4. Provide a concluding statement or section that follows from the opinion presented.
1. Write informative/explanatory texts, including the narration of historical events.
	1. Introduce a topic clearly; 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, maps, illustrations) to aid comprehension.
	2. Develop the topic with relevant, facts, definitions, concrete details, quotations, or other information and examples.
	3. Link ideas using words and phrases (e.g., *also, another, but*).
	4. Use precise language and domain-specific vocabulary to inform about or explain the topic.
	5. Provide a concluding statement or section that follows from the explanation presented.
2. Narrative Writing (Not applicable as a separate requirement. Narratives may be integrated into explanations or opinion pieces.)

Production and Distribution of Writing

1. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
2. Develop and strengthen writing as needed by planning, revising, and editing.
3. Use technology to produce and publish writing.

Research to Build and Present Knowledge

1. Conduct short investigations and research projects to answer a question.
2. When conducting research, gather relevant information from multiple print and digital sources, take notes and organize information, provide a list of resources.
3. Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 3-5 Reading Standard 1 for more on the use of textual evidence.)

Range of Writing

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

## Grades 3-5 Speaking and Listening Standards for Literacy in the Content Areas

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on history/social science topics, building on others’ ideas and expressing their own clearly.
	1. Come to discussions prepared, having read or studies required material under study; explicitly draw on that preparation to explore ideas.
	2. Follow agreed-upon rules for discussions and carry out assigned roles.
	3. Pose and respond to questions to clarify information or contribute to the discussion.
	4. Review key ideas expressed, 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.
3. Identify the reasons a speaker gives to support a point.

Presentation of Knowledge and Ideas

1. Report on a topic using well-chosen details; speak clearly at an understandable pace and use appropriate vocabulary.
2. Add audio recordings and visual displays to clarify information.
3. Differentiate between contexts that call for formal English and those where more informal conversational English is appropriate.

# 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 and the Middle East
* Sub-Saharan Africa
* Central America, the Caribbean, South America
* South and Central Asia
* North and 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 and struggles. Teachers, administrators and 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.

While it is important for grades 6-7 instruction in history/social science to address all the World Geography and Cultures Content Standards, teachers, administrators and their schools and districts should not feel bound to address them exactly as they appear in the Framework. They may, for example, choose to retain the regional approach, but change the order in which regions are taught, or they may choose to focus one year of instruction on world geography and the other on ancient and classical civilizations. 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.

While it is important for civics instruction to address all the Content Standards for grade 8, teachers, administrators and their schools and districts should not feel bound to address them exactly as they appear in the Framework. They may, for example, choose to teach about local and Massachusetts and local government or freedom of the press 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.

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.

# Grade 6

# World Geography and Cultures I

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| --- |
| [**Standards for**](file:///C%3A%5CUsers%5CAdministrator%5CDesktop%5CHistorySocial%20Science%5CDrafts%207%20December-January%5CWorking%20Draft%2012.4.2017SYW_DB-19.docx#_Standards_for)[**History and Social Science Practice, Pre-K-12\***](file:///C%3A%5CUsers%5CAdministrator%5CDesktop%5CHistorySocial%20Science%5CDrafts%207%20December-January%5CWorking%20Draft%2012.4.2017SYW_DB-19.docx#_Standards_for)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](#_Standards_for_History_1) section. |

As the first part of a two-year sequence, students study the development of civilizations and then focus on physical geography and history in the Middle East/North Africa, Sub-Saharan Africa, Central America/the Caribbean, and South America. They study these topics by exploring guiding questions such as *“What makes a civilization?” and “How does geography affect historical events?”* 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**

**Studying complex societies past and present**

**Foundations of civilizations: human origins through the Neolithic Age**

**The Middle East and North Africa**

**Sub-Saharan Africa**

**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,](file:///C%3A%5CUsers%5CAdministrator%5CDesktop%5CHistorySocial%20Science%5CDrafts%207%20December-January%5CWorking%20Draft%2012.4.2017SYW_DB-19.docx#_Grades_6-8_Literacy) 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 of the United States, Mexico and Canada, including archaeological evidence of civilizations of Native Peoples.  ***Fifth graders*** learned about U.S. history from the colonial period through the Civil War and the 20th century Civil Rights Movement. ***Seventh graders*** will continue the study of World Geography and Civilizations, focusing on Asia, Oceania and Europe.

**Grade 6 Content Standards**

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

**Topic 1: Studying complex societies, past and present**

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 aspects of studying societies in the past and present, and how scholars in these fields collaborate to produce knowledge.
* Political science: structures and institutions of governments, rights and responsibilities, political authority and power
	+ uses sources such as policies, news reports, statistical data on voting, maps showing demographic information and political boundaries
* Economics: decisions about resource use, forces that affect production, consumption, trade, national and global economies, and standard of living
	+ uses sources such as statistics on labor, income, capital, supply, demand, stock market reports, charts on economic trends over time, maps showing human, natural and capital resources
* Geography: Earth’s physical features, political boundaries, and human alteration of the environment; how location and resources affect settlement and migration and cultural diffusion, the complexity of ecosystems
	+ uses sources such as spatial and environmental data, map and GIS data, data on climate change, migration data, city and regional planning data
* History: change and continuity over time, causes and consequences of events, and connections among individuals, their contexts, and events; changes caused by interactions among societies such as conflict, conquest, colonization
	+ uses sources such as documents, artifacts, photographs, paintings, music, oral histories, diaries
* Archaeology: explanations of how people lived in the past and the evolution of complex societies reconstructed from artifacts and other data
	+ uses sources such as artifacts, organic remains, climate data, maps and GIS data, and documents

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 and regions.*

**Topic 2 Foundations of complex societies: human origins through the Neolithic Age**

Supporting Question:*Why do people form complex societies?*

1. Describe the great climatic and environmental changes that shaped the earth and eventually permitted the growth of human life.
2. Identify sites in Africa 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.
3. Describe the characteristics of the hunter-gatherer societies of the Paleolithic Age (the

use of tools and fire, hunting weapons, beads and other jewelry)

1. Explain the importance of the invention of metallurgy (the mining and working of metals) and agriculture (the growing of crops and the domestication of animals).
2. Describe how the invention of agriculture led to settlement, population growth, and the emergence of complex societies.
3. Explain the importance of the characteristics of complex societies, as identified by historians and archaeologists.
4. the presence of geographic boundaries and political institutions
5. an economy that produces food surpluses
6. a concentration of population in distinct areas or cities
7. the existence of social classes
8. developed systems of religion and learning
9. achievements in art, architecture, and technology
10. systems of record keeping
11. Explain the ways in which complex societies interact and spread from one region to another (e.g., by conquest, trade, colonization, religious conversion, adoption of new foreign words into the native language, adoption of new cultural practices).
12. Using worldmaps of key early archaeological sites and photographs of archaeological evidence (e.g., stone tools, evidence of fire, carved or painted marks or images, other artifacts), explain theories about the origins of modern human beings and their migrations.
13. Construct and interpret a timeline that shows some of the key periods in the development of early human beings. 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 is the beginning of a cumulative timeline that may be in a digital or other format. It will eventually include all the civilizations studied in grades 6 and 7. This ongoing project is designed to heighten understanding of the long history of complex societies and the relationship of civilizations to each other. It is intended to provide a foundation for learning about world history in high school.*

**Topic 3: The Middle East and North Africa**

**Modern countries in the Middle East**

[Armenia](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Carm.htm), [Azerbaijan](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Cazr.htm), [Bahrain](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Cbhr.htm), [Cyprus](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Ccyp.htm), [Georgia](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Cgeo.htm), [Iran](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Cirn.htm), [Iraq](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Cirq.htm), [Israel](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Cisr.htm), [Jordan](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Cjor.htm), [Kuwait](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Ckuw.htm), [Lebanon](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Cleb.htm), [Oman](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Coma.htm), area governed by the Palestinian Authority, [Qatar](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Cqat.htm), [Saudi Arabia](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Csdi.htm), [Syria](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Csyr.htm), [Turkey](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Ctur.htm), [United Arab Emirates](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Cuae.htm), [Yemen](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Cyem.htm)

**Modern countries in North Africa**

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

**Significant ancient civilizations in the Middle East and North Africa**

Mesopotamia, ancient Egypt and Nubia, Phoenicia, ancient Israel

**Physical and political geography of the Middle East and North Africa**

1. On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate the Middle East and North Africa and important physical features of the region (e.g. the Black Sea, Mediterranean Sea, Red Sea, Indian Ocean, Arabian Peninsula, the Persian Gulf, the Nile River, Atlantic Ocean, Sahara Desert).
2. On a political map of the world, locate the current countries and major cities of the region.
3. Explain how major physical characteristics, climate and natural resources in this region have influenced settlement, population size, and the economies of the countries.
4. Select a country in the region; research and report on a current issue in that country related to cultural, religious, social, political, economic, or environmental conditions; use primary and secondary sources such as geographic and demographic databases, news articles, editorials, photographs, videos, maps, or artifacts to add interest, illustrate ideas, and support arguments.

**The Middle East and North Africa:**

**Early civilizations of Mesopotamia, Egypt, Phoenicia, and Ancient Israel**

**Mesopotamia, c. 3500-1200 BCE**

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

1. On a historical map, locate the Tigris and Euphrates Rivers and identify Sumer, Babylon, and Assyria as successive civilizations and empires in this region, and explain why the region is sometimes called “the Fertile Crescent.” On a modern map of western Asia, identify the modern countries in the region (Iraq, Iran, and Turkey).
2. Identify polytheism (the belief that there are many gods) as the religious belief of the people in Mesopotamian civilizations.
3. Describe how irrigation, metalsmithing, slavery, the domestication of animals, and inventions such as the wheel, the sail, and the plow contributed to the growth of Mesopotamian civilizations.
4. Describe the important achievements of Mesopotamian civilization.
5. its system of writing (and its importance in record keeping and tax collection)
6. monumental architecture (the ziggurat)
7. the creation of the first epic stories (the Epic of Gilgamesh) and art (large relief sculpture, mosaics, and cylinder seals)
8. the first set of written laws in the Code of Hammurabi (“an eye for an eye”).

**Suggested Primary Sources in Appendix F:** *excerpts from The Epic of Gilgamesh (c.2150-1400 BCE); excerpts from the Code of Hammurabi (c. 1754 BCE)*

**Egypt, c. 3000-1200 BCE**

Supporting Question: Who benefitted most from ancient Egypt’s rigid system of classes?

1. On a historical map of the Mediterranean region, locate the Mediterranean and Red Seas, the Nile River and Delta, and the areas of ancient Nubia and Egypt. Identify the locations of ancient Upper and Lower Egypt and explain what the terms mean. On a modern map, identify the modern countries of Egypt and Sudan.
2. Describe the significance of the Nile River to ancient Egyptians.

**Suggested Primary Source in Appendix F:** *The Hymn to the Nile (c.2100 BCE)*

1. Describe 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.
2. Describe the role of the pharaoh as god/king, the concept of dynasties, significant acts of at least one Egyptian pharaoh, and 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).
3. Describe the polytheistic religion of ancient Egypt with respect to beliefs about death, proper behavior, the afterlife, mummification, and the roles of different deities.

**Suggested Primary Source in Appendix F:** *excerpts from The Egyptian Book of the Dead, Negative Confessions (c. 1570-1069 BCE)*

1. Summarize important achievements of Egyptian civilization.
2. the agricultural system
3. the invention of a calendar
4. the invention of papyrus and hieroglyphic writing
5. monumental architecture and sculpture such as the Pyramids and Sphinx at Giza

**Phoenicia, c. 1000-300 BCE**

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. On a modern map, locate Greece, Crete, Turkey, Lebanon, and Syria.
2. Explain how the location of Phoenicia contributed to its domination of maritime trade in the Mediterranean from c. 1000-300 BCE/BC. Describe how the Phoenician writing system was the first alphabet (with 22 symbols for consonants) and the precursor of the first complete alphabet developed by the ancient Greeks.

**Ancient Israel, c. 2000 BCE -70 CE**

*Supporting question: How were the religious beliefs of the ancient Israelites different from those of other civilizations in the region?*

1. On a historical map of the Mediterranean, locate Asia Minor, Greece and Mesopotamia, the kingdoms of the Hittites and ancient Israel, and ancient Egypt. On a modern map, locate Egypt, Greece, Israel, Jordan, Lebanon, the area governed by the Palestinian Authority, Syria, and Turkey.
2. Identify the ancient Israelites, or Hebrews, and trace their migrations from Mesopotamia to the land called Canaan, and explain the role of Abraham and Moses in their history.
3. Describe the history of ancient Israel and early Christianity:
4. the monotheistic religion of the Israelites (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)

1. the Hebrew Bible’s accounts of the history of early Israel: the unification of the tribes of Israel under Kings Saul, David, and Solomon; David’s founding of Jerusalem as his capital city (c. 1000 BCE), the building of the first temple by Solomon (c. 900-800 BCE), the destruction of the first temple (c. 400BCE), the annexation of Judea by the Roman Empire and the Roman destruction of the second temple (c. 70 CE)
2. the subsequent separation of the followers of Jesus as Christians and the dispersion of the Jews to other lands (referred to as the Diaspora)

**Suggested Primary Sources in Appendix F:** *The Torah, Exodus, Chapter 20, The Ten Commandments (c. 600 BCE, based on earlier oral tradition) and the New Testament, Gospel of Matthew, Chapters 5-7, the Sermon on the Mount*

**Interactions among Mesopotamia, ancient Egypt, Phoenicia, and ancient Israel**

*Supporting Question: Why did all these ancient civilizations develop writing and codes of conduct?*

1. Describe the impact of encounters through trade and conquest among the civilizations of Mesopotamia, ancient Egypt, Phoenicia, and ancient Israel.
2. Using the characteristics of complex societies for guidance (See Standard 7), develop questions and use information from primary and secondary sources to research the contributions of the civilizations of Mesopotamia, ancient Egypt, Phoenicia, and ancient Israel to the modern world.
3. Building on the timeline established for the development of early human beings, add some of the key periods in the development of the civilizations of Mesopotamia, ancient Egypt, Phoenicia, and ancient Israel. Use correctly the words or abbreviations for identifying time periods or dates.(See Standard 9.)

**Topic 4: Sub-Saharan Africa**

**Modern countries in Sub-Saharan Africa**

[Angola](file:///E%3A%5CHSS-civics%5CInfo%5Cang.htm), [Benin](file:///E%3A%5CHSS-civics%5CInfo%5Cben.htm), [Botswana](file:///E%3A%5CHSS-civics%5CInfo%5Cbot.htm), [Burkina Faso](file:///E%3A%5CHSS-civics%5CInfo%5Cbkf.htm), [Burundi](file:///E%3A%5CHSS-civics%5CInfo%5Cbur.htm), [Cameroon](file:///E%3A%5CHSS-civics%5CInfo%5Ccam.htm), [Cape Verde](file:///E%3A%5CHSS-civics%5CInfo%5Ccpv.htm), [Central African Republic](file:///E%3A%5CHSS-civics%5CInfo%5Ccar.htm), [Chad](file:///E%3A%5CHSS-civics%5CInfo%5Cchd.htm), [Comoros](file:///E%3A%5CHSS-civics%5CInfo%5Ccom.htm), [Congo](file:///E%3A%5CHSS-civics%5CInfo%5Ccrp.htm), [Côte d’Ivoire](file:///E%3A%5CHSS-civics%5CInfo%5Ccdi.htm), [Democratic Republic of the Congo](file:///E%3A%5CHSS-civics%5CInfo%5Czai.htm), [Djibouti](file:///E%3A%5CHSS-civics%5CInfo%5Cdji.htm), [Equatorial Guinea](file:///E%3A%5CHSS-civics%5CInfo%5Ceqg.htm), [Eritrea](file:///E%3A%5CHSS-civics%5CInfo%5Ceri.htm), [Ethiopia](file:///E%3A%5CHSS-civics%5CInfo%5Ceth.htm), [Gabon](file:///E%3A%5CHSS-civics%5CInfo%5Cgab.htm), [Gambia](file:///E%3A%5CHSS-civics%5CInfo%5Cgam.htm), [Ghana](file:///E%3A%5CHSS-civics%5CInfo%5Cgha.htm), [Guinea](file:///E%3A%5CHSS-civics%5CInfo%5Cgin.htm), [Guinea-Bissau](file:///E%3A%5CHSS-civics%5CInfo%5Cgbs.htm), [Kenya](file:///E%3A%5CHSS-civics%5CInfo%5Cken.htm), [Lesotho](file:///E%3A%5CHSS-civics%5CInfo%5Cles.htm), [Liberia](file:///E%3A%5CHSS-civics%5CInfo%5Clbr.htm), [Madagascar](file:///E%3A%5CHSS-civics%5CInfo%5Cmad.htm), [Malawi](file:///E%3A%5CHSS-civics%5CInfo%5Cmwi.htm), [Mali](file:///E%3A%5CHSS-civics%5CInfo%5Cmal.htm), [Mauritania](file:///E%3A%5CHSS-civics%5CInfo%5Cmtn.htm), [Mauritius](file:///E%3A%5CHSS-civics%5CInfo%5Cmau.htm), [Mayotte (Fr.)](file:///E%3A%5CHSS-civics%5CInfo%5Cmyt.htm), [Mozambique](file:///E%3A%5CHSS-civics%5CInfo%5Cmoz.htm), [Namibia](file:///E%3A%5CHSS-civics%5CInfo%5Cnam.htm), [Niger](file:///E%3A%5CHSS-civics%5CInfo%5Cnig.htm), [Nigeria](file:///E%3A%5CHSS-civics%5CInfo%5Cngr.htm), [Reunion (Fr.)](file:///E%3A%5CHSS-civics%5CInfo%5Creu.htm), [Rwanda](file:///E%3A%5CHSS-civics%5CInfo%5Crwa.htm), [Sao Tome and Principe](file:///E%3A%5CHSS-civics%5CInfo%5Csao.htm), [Senegal](file:///E%3A%5CHSS-civics%5CInfo%5Csen.htm), [Seychelles](file:///E%3A%5CHSS-civics%5CInfo%5Csey.htm), [Sierra Leone](file:///E%3A%5CHSS-civics%5CInfo%5Csal.htm), [Somalia](file:///E%3A%5CHSS-civics%5CInfo%5Csom.htm), [South Africa](file:///E%3A%5CHSS-civics%5CInfo%5Csaf.htm), South Sudan, [Swaziland](file:///E%3A%5CHSS-civics%5CInfo%5Cswz.htm), [Tanzania](file:///E%3A%5CHSS-civics%5CInfo%5Ctan.htm), [Togo](file:///E%3A%5CHSS-civics%5CInfo%5Ctog.htm), [Uganda](file:///E%3A%5CHSS-civics%5CInfo%5Cuga.htm), [Zambia](file:///E%3A%5CHSS-civics%5CInfo%5Czam.htm), Zimbabwe

**Significant ancient civilizations in Sub-Saharan Africa**

ancient Ghana, ancient Mali, and Songhai

**Physical and political geography of Sub-Saharan Africa**

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 a map key to locate countries and major cities in Africa.
2. Explain absolute and relative locations, climate, including drought and desertification, and major physical characteristics and natural resources influenced settlement, population size, and the economies of major African Sub-Saharan countries.
3. Select a country in the region; research and report on a current issue in that country related to cultural, religious, social, political, economic, or environmental conditions; use primary and secondary sources such as geographic and demographic databases, news articles, editorials, photographs, videos, maps, or artifacts to add interest, illustrate ideas, and support arguments.

**Early Sub-Saharan African empires**

*Supporting Question: How did the geography of Sub-Saharan Africa affect the locations of its early cities and empires?*

1. Identify the locations, sources of wealth, and importance of the city of Timbuktu (c.5th-17th centuries CE), and the empires of ancient Ghana (c. 700-1240 CE), ancient Mali (c.1230-1670 CE), and Songhai (15th-17th centuries CE).
2. Using the timeline established for the development of early human beings and early civilizations, the Middle East, and North Africa, add early Sub-Saharan African civilizations. Use correctly the words or abbreviations for identifying time periods or dates. (See Standard 9)

**Topic 5: Central America, the Caribbean Islands, and South America**

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

[Anguilla (U.K.)](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Cagl.htm), [Antigua and Barbuda](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Canb.htm), [Bahamas](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Cbah.htm), [Barbados](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Cbar.htm), [Belize](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Cblz.htm), [Bermuda (U.K.)](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Cber.htm), [British Virgin Islands (U.K.)](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Cbvi.htm), [Cayman Islands (U.K.)](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Ccay.htm), [Costa Rica](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Ccos.htm), [Cuba](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Ccub.htm), [Dominica](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Cdom.htm), [Dominican Republic](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Cdre.htm), [Grenada](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Cgnd.htm), [Guadeloupe (Fr.)](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Cgua.htm), [Guatemala](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Cgtm.htm), [Haiti](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Chai.htm), [Honduras](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Chon.htm), [Jamaica](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Cjam.htm), [Martinique (Fr.)](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Cmnq.htm), [Montserrat (U.K.)](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Cmst.htm), [Netherlands Antilles (Saint Maarten, Saba, Saint Eustatius, Aruba, Bonaire, Curaçao)](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Cnan.htm), [Nicaragua](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Cnic.htm), [Panama](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Cpan.htm), [Puerto Rico (U.S.)](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Cpro.htm), [St. Kitts and Nevis](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Ckit.htm), [St. Lucia](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Cluc.htm), [St.-Pierre and Miquelon (Fr.)](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Cspm.htm), [St. Vincent and the Grenadines](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Cstv.htm), [Trinidad and Tobago](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Ctrt.htm), [Turks and Caicos Islands (U.K.)](file:///C%3A%5CDOCUME~1%5CHILLEL~1%5Cwindows%5CInfo%5Ctci.htm), Virgin Islands (U.S.)

**Modern countries in South America**

[Argentina](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Carg.htm), [Bolivia](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cbol.htm), [Brazil](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cbrz.htm), [Chile](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cchi.htm), [Colombia](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Ccol.htm), [Ecuador](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cecu.htm), [Falkland Islands (U.K. territory)](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cfal.htm), [French Guiana (Fr.)](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cfrg.htm), [Guyana](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cguy.htm), [Paraguay](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cpar.htm), [Peru](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cper.htm), [Suriname](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Csur.htm), [Uruguay](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Curu.htm), Venezuela

**Significant ancient civilizations in Central and South America**

Maya, Aztec, Olmec, Toltec, Zapotec, Chavin, Moche, Nazca, Inca

**Physical and political geography and indigenous populations of Central America and the Caribbean Islands**

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. Caribbean Sea, Gulf of Mexico, Yucatan Peninsula).
2. On a political map of the region, use a map key to locate islands, countries, and major cities of Central America and the Caribbean Islands.
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]) and their initial contacts with European explorers and settlers.

**Physical and political geography of South America**

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).
2. On a political map of the region, use a map key to locate countries and major cities of South America.
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 South America.
4. Select a country in the region; research and report on a current issue in that country related to cultural, religious, social, political, economic, or environmental conditions; use primary and secondary sources such as geographic and demographic databases, news articles, editorials, photographs, videos, maps, or artifacts to add interest, illustrate ideas, and support arguments.

**Major ancient civilizations in Central America and South America**

*Supporting question: What are the most important contributions of ancient civilizations in the Americas to the modern world?*

1. Research and report on one of the major ancient civilizations that existed in Central America (Maya, Aztec, and other civilizations such as the Olmec, Toltec, and Zapotec), or one of the major pre-Columbian Andean civilizations (Chavin, Moche, Nazca, Inca), their locations, and their cultural characteristics. (See Standard 7.)
2. Using for reference the timeline established for the development of early human beings, and complex societies in North Africa and the Middle East, and Sub-Saharan Africa, add information about the historical periods of the Maya, Aztec, Inca and other South and Central American civilizations. Use correctly the words or abbreviations for identifying time periods or dates. (See Standard 9.)
3. Develop questions and use information from primary and secondary sources to research, analyze and report orally or in writing on the encounter between one major Central or South American civilization and European explorers/conquerors:
	1. reasons why European nations sent explorers westward across the Atlantic
	2. the impact of the encounter on the indigenous populations
	3. how European overseas expansion led to the growth of commerce and the development of the trans-Atlantic slave trade

**Suggested Primary Source in Appendix F:** *excerpts and images from Bartolomé de Las Casas, A Short Account of the Destruction of the Indies (1552)*

# Grade 7

# World Geography and Cultures II

|  |
| --- |
| **[Standards for](#_Standards_for)****[History and Social Science Practice, Pre-K-12\*](#_Standards_for)** 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](#_Standards_for_History_1) section. |

Grade 7 continues the sequence from grade 6, studying the development of ancient civilizations and then focusing on physical geography and history of Asia, Oceania and Europe today. The course includes a study of the physical geography, settlement patterns, indigenous peoples, and encounters/conflicts that shaped the regions in terms of their history, economics and culture. Students study these topics by exploring guiding questions such as, *“How did early forms of government influence those in the modern day?”* 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**

**Central and South Asia**

**North and East Asia**

**Southeast Asia and Oceania**

**Europe**

**Literacy in History and Social Science**

In studying these topics, students apply grades 6-8 [reading, writing and speaking and listening skills](#_Grades_6-8_Literacy), 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 21st century.

**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**

**Modern countries in Central and South Asia**

[Afghanistan](file:///C%3A%5CUsers%5Ckbabini%5CInfo%5Cafg.htm), [Bangladesh](file:///C%3A%5CUsers%5Ckbabini%5CInfo%5Cbng.htm), [Bhutan](file:///C%3A%5CUsers%5Ckbabini%5CInfo%5Cbht.htm), India, [Kazakhstan](file:///C%3A%5CUsers%5Ckbabini%5CInfo%5Ckaz.htm), [Kyrgyzstan](file:///C%3A%5CUsers%5Ckbabini%5CInfo%5Ckyr.htm), [Nepal](file:///C%3A%5CUsers%5Ckbabini%5CInfo%5Cnpl.htm), [Pakistan](file:///C%3A%5CUsers%5Ckbabini%5CInfo%5Cpak.htm), [Tajikistan](file:///C%3A%5CUsers%5Ckbabini%5CInfo%5Ctaj.htm), [Turkmenistan](file:///C%3A%5CUsers%5Ckbabini%5CInfo%5Ctkm.htm), Uzbekistan

**Significant ancient civilizations, religions, and cultures in Central and South Asia**

Indus Valley civilization, cultures along the Silk Road, Hinduism, Buddhism, Islam[[12]](#footnote-12)

**Physical and political geography of Central and South Asia**

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 Deccan Plateau, the Himalayan Mountains, and the Steppes). Use other kinds of maps (e.g., landform, population, climate) to determine the characteristics of this region.
2. On a political map of the world, locate the current countries and major cities of the region. Locate the absolute and relative location of countries that make up the region.
3. Explain how major physical characteristics, climate and natural resources in this region have influenced settlement, population size, and the economies of the countries.
4. Select a country in the region; research and report on a current issue in that country related to cultural, religious, social, political, economic, or environmental conditions; use primary and secondary sources such as geographic and demographic databases, news articles, editorials, photographs, videos, maps, or artifacts to add interest, illustrate ideas, and support arguments.

**Early Indian and Central Asian civilizations, religions, and cultures**

*Supporting question: What was the most significant contribution of early civilizations in India and Central Asia to mathematics, science, and technology in the modern world?*

1. Explain the importance of the characteristics of complex societies, as identified by historians and archaeologists.
	1. the presence of geographic boundaries and political institutions
	2. an economy that produces food surpluses
	3. a concentration of population in distinct areas or cities
	4. the existence of social classes
	5. developed systems of religion and learning
	6. achievements in art, architecture and technology
	7. a system of record keeping
2. Explain the ways in which early Indian and Central Asian societies interacted with other regions of Asia (e.g., by conquest, trade, colonization, religion, language, and culture).

Clarification statement: *Standard 5 is repeated from grade 6 to support student learning throughout the two-year sequence of world geography and history.*

1. 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 civilizations in other regions of the world.
	1. the origins of Indian civilization in the Indus Valley, c. 3000-1300 BCE
	2. the evolution and central principles of Hinduism
	3. the teachings of Gautama Buddha in India in the 6th to 4th centuries BCE and the spread of Buddhism in Asia in the Gandharan civilization through c.200 CE
	4. the development of the caste system in India
	5. achievements in sculpture, architecture, technology, and mathematics
	6. the role topography and geography played in making trade along the several routes of the Silk Road viable and lucrative

**Suggested Primary Sources in Appendix F:** *Hinduism,* *The Vedas - excerpts from the Rig Veda (c. 1500-500 BCE); Buddhism, the Four Noble Truths (c. 500 BCE)*

1. Construct and interpret a timeline that shows some of the key periods in the early history of India and Central Asia. 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 is a continuation of the use of timelines of ancient civilizations introduced in grade 6. It is intended to provide a common understanding that sets the foundation for learning about modern world history in high school.*

**Topic 2: North and East Asia**

**Modern countries in North and East Asia**

[China](file:///C%3A%5CUsers%5Ckbabini%5CInfo%5Cchn.htm), Japan, Mongolia, North Korea, [South Korea](file:///C%3A%5CUsers%5Ckbabini%5CInfo%5Cskr.htm), Taiwan

**Significant ancient civilizations, religions, and cultures in North and East Asia**

ancient China, ancient Japan, ancient Korea, Confucianism, Taoism, Buddhism, Shintoism

**Physical and political geography of North and East Asia**

1. On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate North and East Asia. Use topographic, landform, population, and climate maps of North and East Asia to locate important physical features (e.g. the Huang He [Yellow] River and Chang Jiang [Yangtze] Rivers, and the Himalayan Mountains) and characteristics of the region.
2. On a political map of the world, locate the current countries and major cities of the region. Locate the absolute and relative location of countries that make up the region.
3. Explain how major physical characteristics, climate and natural resources in this region have influenced settlement, population size, and the economies of the countries.
4. Select a country in the region; research and report on a current issue in that country related to cultural, religious, social, political, economic, or environmental conditions; use primary and secondary sources such as geographic and demographic databases, news articles, editorials, photographs, videos, maps, or artifacts to add interest, illustrate ideas, and support arguments.

**Early North and East Asian civilizations, religions, and cultures**

**Ancient China**

*Supporting Question: What was the influence of the Qin Dynasty in China and what caused its fall?*

1. Describe the topography and climate of eastern Asia, including the importance of mountain ranges and deserts, and explain how geography influenced the growth of Chinese civilization.
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 civilizations in other regions of the world.
	1. the continuity of rule and encouragement of learning in the Shang and Zhou dynasties (c. 1600-256 BCE)
	2. 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

**Suggested Primary Sources in Appendix F:**  *excerpts from Confucius, The Analects (c. 500 BCE)*

1. 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
2. The Chinese ideographic writing system (characters, which are symbols for concepts/ideas) and how it differs from an alphabetic writing system
3. important technologies of China such as bronze casting, silk manufacture, and manufacture of gunpowder
4. China’s role in trade across Asia along the Silk Road

**Ancient Japan and Korea**

*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 4th century BCE to China and Korea and thence to Japan, c. 538 CE.
2. Describe the impact of encounters, such as through trade, religion, and conquest, among the ancient civilizations of China, Japan, and Korea.
3. Using the timeline established for India for reference, create a timeline of the periods in history of the civilizations studied this year, adding some of the key periods in the development of China, Japan and Korea. Use correctly the words or abbreviations for identifying time periods or dates. (See Standard 6)

**Topic 3: Southeast Asia and Oceania**

**Modern countries in Southeast Asia and Oceania**

Australia, [Brunei](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cbrn.htm), [Cambodia](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Ccmb.htm), [Guam (U.S.)](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cgum.htm), [Indonesia](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cidn.htm), [Laos](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Clao.htm), [Malaysia](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cmly.htm), [Maldives](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cmdv.htm), [Myanmar](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cmya.htm), New Zealand, [Northern Mariana Islands (U.S.)](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cnmi.htm), [Palau](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cpal.htm), [Philippines](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cphl.htm), [Singapore](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Csng.htm), [Sri Lanka](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Csri.htm), [Thailand](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Ctha.htm), [Vietnam](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cvnm.htm)

**Significant ancient religions, civilizations, and cultures in Southeast Asia and Oceania**

Hinduism, Buddhism, the ancient Khmer civilization, Aborigine and Maori cultures

**Physical and political geography of Southeast Asia and Oceania**

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. Use topographic, landform, population, and climate maps of Southeast Asia and Oceania to 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.
2. On a political map of the world, locate the current countries and major cities of Southeast Asia, Australia and the major Pacific Islands. Locate the absolute and relative location of countries that make up the region.
3. Explain how major physical characteristics, climate and natural resources in this region have influenced settlement, population size, and the economies of the countries.

**First People of Australia and New Zealand**

1. Identify and describe the major social features of the indigenous peoples in Australia (the Aborigines) and New Zealand (the Maoris). Describe archaeological evidence from the region and explain what it indicates about early Aboriginal and Maori cultures.
2. Select a country in the region; research and report on a current issue in that country related to cultural, religious, social, political, economic, or environmental conditions; use primary and secondary sources such as geographic and demographic databases, news articles, editorials, photographs, videos, maps, or artifacts to add interest, illustrate ideas, and support arguments.

**Topic 4: Europe**

**Modern countries in Europe**

[Albania](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Calb.htm), [Andorra](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cand.htm), [Austria](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Caus.htm), [Belarus](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cbrs.htm), [Belgium](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cbel.htm), [Bosnia-Herzegovina](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cbos.htm), [Bulgaria](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cbul.htm), [Channel Islands (U.K.)](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Ccis.htm), [Croatia](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Ccro.htm), [Czech Republic](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Ccze.htm), [Denmark](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cden.htm), [Estonia](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cest.htm), [Finland](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cfin.htm), [France](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cfra.htm), [Germany](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cger.htm), [Gibraltar (U.K.)](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cgib.htm), [Greece](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cgre.htm), [Hungary](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Chun.htm), [Iceland](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cice.htm), [Ireland](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cire.htm), [Italy](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cita.htm), [Latvia](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Clat.htm), [Liechtenstein](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Clie.htm), [Lithuania](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Clit.htm), [Luxembourg](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Clux.htm), [Macedonia](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cmac.htm), [Malta](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cmlt.htm), [Moldova](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cmld.htm), [Monaco](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cmon.htm), [Netherlands](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cnth.htm), [Norway](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cnor.htm), [Poland](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cpol.htm), [Portugal](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cpor.htm), [Romania](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Crom.htm), [Russia](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Crus.htm), [San Marino](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Csnm.htm), [Slovakia](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cslk.htm), [Slovenia](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cslv.htm), [Spain](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cspa.htm), [Sweden](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cswe.htm), [Switzerland](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cswi.htm), [Ukraine](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cukr.htm), [United Kingdom](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cgbr.htm), [Vatican City](file:///E%3A%5CHSS-civics%5CHSS%20revision%5CInfo%5Cvat.htm)

**Significant ancient civilizations, religions, and cultures in Europe** Paleolithic societies in Spain and France, Celtic civilizations in northern Europe, Neolithic to Bronze Age sites in Eastern Europe; Minoan and Mycenaean civilizations in Greece, ancient Athens and Sparta, Etruscan civilization in Italy, ancient Rome: the Roman Republic and the Roman Empire[[13]](#footnote-13)

**Physical and political geography of Europe**

1. On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate Europe. Use topographic, landform, population, and climate maps of Europe to 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) and characteristics of the region.
2. On a political map of the world, locate the current countries and major cities of the region. Locate the absolute and relative location of countries that make up the region.
3. Explain how major physical characteristics, climate and natural resources in this region have influenced settlement and the economies of the countries.
4. Compare historical maps of the world created by Europeans with those from Asian cultures, and explain what the differences between them reveal about the respective views of the world.
5. 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.*

1. Select a country in the region; research and report on a current issue in that country related to cultural, religious, social, political, economic, or environmental conditions; use primary and secondary sources such as geographic and demographic databases, news articles, editorials, photographs, videos, maps, or artifacts to add interest, illustrate ideas, and support arguments.

**Ancient and Classical Greece**

*Supporting Question: Was Athens truly a democratic society?*

1. On a historical map of the Mediterranean area, locate Greece and trace the extent of its influence to 300 BC/BCE.
2. Explain how the geographical location of ancient Athens and other city-states contributed to their role in maritime trade, their colonies in the Mediterranean, and the expansion of their cultural influence.
3. Explain why the government of ancient Athens is considered the beginning of democracy and explain the democratic political concepts developed in ancient Greece.
	1. the “polis” or city-state
	2. civic participation and voting rights
	3. legislative bodies
	4. constitution writing
	5. rule of law
4. Compare and contrast life in Athens and Sparta.
5. Describe the status of women and the functions of slaves in ancient Athens.
6. Analyze the causes, course, and consequences of the Persian Wars, including the origins of marathons.
7. Analyze the causes, course, and consequences of the Peloponnesian Wars between Athens and Sparta.
8. Describe the rise of Alexander the Great and the spread of Greek culture.
9. Describe the myths of classical Greece; 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*).
10. Explain why the city-states of Greece instituted a tradition of athletic competitions and describe the kinds of sports they featured.
11. Describe the purposes and functions of the lyceum, the gymnasium, and the Library of Alexandria, and identify the major accomplishments of the ancient Greeks by researching and reporting on one of the following.
	1. Thales (science)
	2. Pythagoras and Euclid (mathematics)
	3. Hippocrates (medicine)
	4. Socrates, Plato, and Aristotle (philosophy)
	5. Herodotus and Thucydides (history)
	6. Homer, Aeschylus, Sophocles, Aristophanes, and Euripides (poetry and drama)
	7. the Parthenon, the Acropolis, and the Temple of Apollo (architecture)
	8. the development of the first complete alphabet with symbols for consonants and vowels (writing)
	9. the development of ideals of beauty and proportions in the human body (sculpture)

**Suggested Primary Sources in Appendix F:** *excerpts from any of the following: 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)*

**Ancient and Classical Rome, the Roman Republic, and the Roman Empire**

*Supporting Question: How did the government of the Roman Empire treat the peoples it conquered?*

1. On a historical map, identify ancient Rome and trace the extent of the Roman Empire to 500 CE.
2. Explain how the geographical location of ancient Rome contributed to the shaping of Roman society and expansion of its political power in the Mediterranean and beyond.
3. Explain the rise of the Roman Republic and the role of mythical and historical figures in Roman history.
	1. Romulus and Remus
	2. Hannibal and the Carthaginian Wars
	3. Cicero
	4. Julius Caesar and Augustus
	5. Hadrian
4. Describe the government of the Roman Republic and its contribution to the development of democratic principles, including separation of powers, rule of law, representative government, and the notion of civic duty.
5. 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.
	1. Military organization, tactics, and conquests; and decentralized administration
	2. the purpose and functions of taxes
	3. 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

**Suggested Primary Sources in Appendix F:** *excerpts from Julius Caesar, War Commentaries (58-47 BCE)*

1. Describe the characteristics of the system of classes and slavery under the Romans.
2. Explain how inner forces (including the rise of autonomous military powers, political corruption, and economic and political instability) and external forces (shrinking trade, attacks, and invasions) led to the disintegration of the Roman Empire.
3. Describe the contribution of Roman civilization to architecture, engineering, and technology (e.g., roads, bridges, arenas, baths, aqueducts, central heating, plumbing, and sanitation).
4. Explain the spread and influence of the Roman alphabet and the Latin language, the use of Latin as the language of education for more than 1,000 years, and the role of Latin and Greek in scientific and academic vocabulary.
5. Using the timelines established for other regions for reference, create a timeline that includes some of the key periods in the development of ancient/classical Greece and Rome. Use correctly the words or abbreviations for identifying time periods or dates. (See Standard 6.)
6. Describe how ancient Greece and Rome interacted with other regions of the world and spread their influence from one region to another (e.g., conquest, trade, colonization, religion, language, and culture).
7. Drawing from content studied in grades 6 and 7, explain why ancient and classical civilizations around the Mediterranean (i.e., Greece, Rome, Mesopotamia, and Israel) are described by some historians as “the roots of Western Civilization.”

**Grade 8**

**United States and Massachusetts Government and Civic Life**

## A Renewed Vision: 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 be thoughtful and active participants in a democratic society and multinational world. Throughout their pre-kindergarten to high school years, students must become aware that “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 the knowledge, skills, and dispositions of citizens who embrace democracy’s potential and its challenges.

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

* Know the fundamental ideas central to the vision of the 18th century founders, the vision that holds us together as one people of many diverse origins and cultures.
* Know how democratic ideas have been turned into institutions and practices, and the history of the origins and growth and adventures 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 evolved through amendments and decisions of the federal courts.
* Understand how individuals, groups, organizations, and federal, state, and local governments have addressed obstacles and challenges to democratic principles by working within the structure set forth in the Constitution.
* Are knowledgeable about local, state, and national politics and policies, understand the current condition of the world and how it got that way. They are prepared to discuss, and when called upon, to act on the challenges to democracy in our own day.

**Grade 8**

**United States and Massachusetts Government and Civic Life**

|  |
| --- |
| **[Standards for](#_Standards_for)****[History and Social Science Practice, Pre-K-12\*](#_Standards_for)** 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](#_Standards_for_History_1) section. |

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**

**The philosophical foundations of the United States political system**

**The development of the United States government**

**The institutions of the United States government**

**Rights and responsibilities of citizens**

**The Constitution, Amendments, and Supreme Court decisions**

**The structure of Massachusetts state and local government**

**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](#_Grades_6-8_Literacy), 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 Revolution to the Civil War and were introduced to the 20th 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.

**Grade 8 Content Standards[[14]](#footnote-14)**

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

**Topic 1: The philosophical foundations of the United States political system**

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 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., Locke, Montesquieu).
4. Explain how British ideas and practices about government influenced American colonists and the political institutions that developed in colonial America (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*).
5. Analyze similarities between the principles of the system of government in the United States and governing structures of Native Peoples (e.g. the Iroquois Confederacy).

**Key Primary Source in Appendix E:** *Mayflower Compact (1620)*

**Suggested Primary Sources in Appendix E:** *Magna Carta (1215); The Iroquois Confederacy Constitution, The Great Binding Laws (circa 1451, passed orally, but written down in 1700s)*

**Topic 2: The development of the United States government**

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 Revolutionary period to determine the experiences and events that led the colonists to declare independence and explain the key ideas about equality, representative government, limited government, rule of law,natural rights, common good, and the purpose of government as contained in the Declaration of Independence.
2. 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.
3. 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.
4. 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*).[[15]](#footnote-15)

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.

1. Summarize 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.
2. Explain the constitutional principles of limited government (e.g., *federalism, separation of powers, checks and balances, rule of law*), popular sovereignty, natural rights and republican government.

**Key Primary Sources in Appendix E:** *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 in Appendix E:** Excerpts from *selected Federalist Papers, such as 1, 9, 39, 51, and 78 (1787-1788); Selected responses by Anti-Federalists (1787-1789)*

**Topic 3: The institutions of United States government**

Supporting Question: *How do the institutions of the U.S. political system work?*

1. 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.
1. 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 within the legislative branch, such as the Speaker of the House, the President of the Senate, minority leaders; the system for accomplishing legislation, including committees, hearings and legislative procedures
* 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
1. Describe the respective roles of each of the branches of government.
2. 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)
1. Describe the structure and role of political parties at the state and national levels.

**Topic 4: Rights and responsibilities of citizens**

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 roles and responsibilities of citizens (e.g., voting, serving as a juror, paying taxes, serving in the military, running for and holding elected office).
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. Examine how citizens become informed about freedoms and rights while maintaining social responsibility to others (e.g., media/news literacy, common good).
6. Describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups.
7. 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).
8. 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.
9. Explain the importance of individuals working cooperatively with their elected leaders.
10. Explain the importance of public service, and identify career and other opportunities in public service locally as well as at the state and national levels.
11. 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.
12. Examine the actions of citizens or political leaders who have demonstrated political courage for the greater good or those whose actions have failed to live up to the ideals of the Constitution.
13. Examine the actions of whistleblowers and political protesters to determine whether their actions are motivated to uphold the common good.
14. Examine the influence of public and private interest groups in a democracy.
	1. Describe how lobbyists both shape and reflect regulatory, military, political and social interests.
	2. Explain how new technologies broaden the influence of the media and corporate or public interest groups.
	3. Explain the role of 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[[16]](#footnote-16)**

Supporting Question: *How has the content and interpretation of the Constitution evolved over time?*

1. Explain why the “necessary and proper” clause[[17]](#footnote-17) was included in the Constitution and describe the process created by the Framers that enables the Constitution to change over time through Acts of Congress.
2. Explain the historical context and significance of changes in the Constitution, including key amendments. Examples of amendments include the:
3. Fourteenth Amendment (1868): citizenship rights, equal protection of laws
4. Nineteenth Amendment (1920):women’s right to vote in federal and state elections
5. Twenty-Sixth Amendment (1971): lowering the voting age from 21 to 18 in federal elections
6. Analyze the underlying Constitutional issues that caused the Civil War and led to the eventual expansion of the power of the Federal government and the expansion of

 civil rights for individuals.

1. Explain the historical context and significance of laws enacted by Congress that have expanded the civil rights and equal protection of individuals over time (race, gender, disability). Examples of laws relating to civil rights:: the Civil Rights Act (1964), the Voting Rights Act (1965), the Americans with Disabilities Act (1990), the Individuals with Disabilities Education Act (1990).
2. 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.
3. 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.
	1. 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.

*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.

* 1. Interpretations of the due process clause and the equal protection clause of the Fourteenth 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 the due process clause prohibits 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)

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, 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.

*Obergefell v. Hodges* (2015)

The Court held, 5-4, that same sex marriage is protected under the Fourteenth Amendment.

* 1. Interpretations in cases where individual rights versus the common good 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[[18]](#footnote-18)**

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. Identify and describe provisions ofthe United States Constitution and the Massachusetts Constitution that define and distribute powers and authority of the federal or state government.

**Key Primary Source in Appendix E:** *The Massachusetts Constitution (1780)*

1. Distinguish among the enumerated and implied powers in the United States Constitution and the Massachusetts Constitution.
2. Compare core documents associated with the protection of individual rights, including the Bill of Rights, the Fourteenth Amendment to the United States Constitution, and Article I of the Massachusetts Constitution.
3. 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.
4. Identify additional protections provided by the Massachusetts Constitution that are not provided by the U.S. Constitution.
5. 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).
6. Explain the leadership structure of the government of the Commonwealth of Massachusetts and the function of each branch
	1. The executive branch (governor and agencies)
	2. The legislative branch (state representatives and state senators)
	3. Courts of law (Supreme Judicial Court, lower court system)
7. Give examples of tax-supported facilities and services provided by the Massachusetts state government and by local governments.
8. 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, boards of selectpersons, representative and open town meetings and school committees, in towns, and courts and sheriff’s departments in counties.

**Topic 7: Freedom of the Press and News/Media Literacy[[19]](#footnote-19)**

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).[[20]](#footnote-20)
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).
7. Select a public policy issue at the local, state, or national level and write a news article and an editorial, editorial cartoon, or commentary on the issue.[[21]](#footnote-21)

## Grades 6-8 Literacy Standards for History and Social Science

## Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Science

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

1. 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.
2. Describe how a text presents information (e.g., sequentially, comparatively, causally), including how written texts incorporate features such as headings.
3. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

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

Range of Reading and Level of Text Complexity

1. 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

Text Types and Purposes

1. Write arguments focused on *discipline-specific content.*
	1. 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.
	2. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
	3. Use words, phrases, and clauses with precision to create cohesion and clarify the relationships among claim(s), counterclaims/critiques, reasons, and evidence.
	4. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
	5. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
3. 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.
4. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
5. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures.
6. Use precise language and domain-specific vocabulary to inform about or explain the topic.
7. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
	1. Provide a concluding statement or section that follows from and supports the information or explanation presented.
8. (See note; not applicable as a separate requirement.)[[22]](#footnote-22)

Production and Distribution of Writing

1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
2. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
3. Use technology, including 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

1. 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.
2. 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.
3. 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

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

## Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas

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.
	1. 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.)
	2. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
	3. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
	4. 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

1. 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.
2. Integrate multimedia components and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
3. 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

The Framework recommends that students take at least four courses in United States and world history, civics, economics, or geography or other social science electives in the high school grades.

**United States History**

The purposes of the High School United States History standards are to:

* extend students’ knowledge of United States history from the late 18th to early 21st 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 one-year courses. The standards are arranged chronologically.

* United States History I builds on Grade 8 Civics and extends to the early 20th 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.

While it is important for high school instruction in United States History to address all the Content Standards, teachers, administrators and their schools and districts should not feel bound to address them exactly as in the two-year sequence in the Framework. They may, for example, choose to teach an overview chronological survey from the Founding period to the present as a one-year course, followed by a series of case studies for deep inquiry into particular periods or topics. They may choose to design humanities courses that 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. They may combine standards from U. S. 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.

**World History**

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 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 6th century CE to the present into two one-year courses.

* The World History I standards are arranged chronologically by region and end in the late 18th century
* World History II builds on the previous year, beginning with the French Revolution of 1789 and the development of nation-states and extending to the present.

While it is important for high school instruction in World History to address the Content Standards, teachers, administrators and their schools and districts should not feel bound to address them exactly as the two-year sequence in the Framework does, or to give equal emphasis to all the standards. In the interests of developing the skills of inquiry and critical analysis of sources, teachers and administrators should be strategic in selecting topics, regions, and historical periods that allow students to examine critical issues in depth.

Instead of teaching all the standards as a survey course, teachers and administrators may, for example, use the standards as a starting point for a chronological or comparative study of regional history (such as Asia, Africa, or the Middle East). They may apply a particular approach or focus for historical study (such as emphasizing intellectual, cultural, scientific, or industrial history). They may choose to design humanities courses that integrate language arts, the arts, and history and social science, selecting works of literature, music, dance, and visual art that illuminate periods or themes in World History. They may combine standards from World History and U.S. History in order to examine interactions in a global context or use the World History standards as a lens for investigating current global events and connecting them to past events.

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**

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 are included and may be used as a stand-alone course or incorporated into a course in mathematics, business, family and consumer science, or college and career readiness. High schools may include other electives such as Advanced Placement or International Baccalaureate courses, or locally-developed courses in World Religions, Sociology, Psychology, Current Affairs, International Issues, Constitutional Law, or area studies of specific regions or countries.

**High School**

**United States History I**

|  |
| --- |
| **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](#_Standards_for_History_1) section. |

Students begin their study of United States history with a review of the Revolution, constitutional principles, and events of the early Republic. They examine the causes and consequences of the Civil War, industrialization, immigration, Progressivism and America’s entry into World War I. They study these topics by exploring guiding questions such as *“How do governments promote the common good and protect rights?”* and *“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**

# Political, economic, and intellectual origins of the Revolution and the Constitution

**Democratization and expansion**

**Economic growth in the North and South**

**Social, political, and religious change**

**The Civil War and Reconstruction: causes and consequences**

**Rebuilding America: immigration and industry**

U. S. expansion, progressivism, and World War I

**Literacy in History and Social Science**

In studying these topics, students apply 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. ***In high school***, ***US History I*** is followed by ***US History II (1920 to present)***; the global counterpart to this course is ***World History II***. There are two high school electives, ***United States Government and Politics*** and ***Economics***as well as standards for ***personal financial literacy*** that may be taught as a stand-alone course or integrated into courses such as mathematics, business, or family and consumer science.

**United States History I Content Standards[[23]](#footnote-23)**

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

# Topic I: Political, economic, and intellectual origins of the Revolution and the Constitution

Supporting Questions: Was the Revolution driven primarily by political, economic, or intellectual factors? What was the primary factor in the development of the US Constitution?

1. Analyze the political, economic and intellectual perspectives that contributed to the American Revolution.
	1. The dependence of the colonies on Great Britain for trade and commerce, military protection, political stability, and culture
	2. The competition between Great Britain and France and its ally Spain for territory in North America as part of an international struggle for empire
	3. The impact on the colonies of the French and Indian War, including how the war led to an overhaul of British imperial policies from1763 to 1775
	4. The political divisions in the colonies between Loyalists and Patriots
	5. The response of Patriots to increases in British taxation
	6. the Continental Congress
	7. The political theories of Europeans such as John Locke and Montesquieu.
	8. how freedom from European feudalism and aristocracy and the widespread ownership of property fostered individualism and contributed to the Revolution
2. Explain the reasons for the French and Indian War and how it led to an overhaul of British imperial policies from 1763-1775; explain what these policies were and compare British and some colonists’ perspectives on them. Important policies include: the Proclamation of 1763, the Sugar Act (1764), the Stamp Act (1765),the Townsend Duties (1767),the Tea Act (1773) and the Intolerable Acts (1774); colonists’ responses include: the slogan, “no taxation without representation,” the actions of the Stamp Act Congress, the Sons of Liberty, and the Boston Tea Party(1773), the Suffolk Resolves (1774), the early Massachusetts battles between colonists and British soldiers (1775-76), and the Declaration of Independence (1776).
3. Explain the role and the significance of Massachusetts people in resisting British policies during the pre-Revolutionary period, focusing on Samuel Adams, Crispus Attucks, John Hancock, James Otis, Paul Revere, and John and Abigail Adams, and Judith Sargent Murray.

**Key Primary Source in Appendix E:** *Letter from Abigail Adams, to John Adams 31 March-5 April 1776*

1. Explain the main argument of the Declaration of Independence, explain its main argument, the reasons given for seeking independence, and the meaning of the key ideas on equality and natural and legal rights, and the rule of law.

**Key Primary Source in Appendix E:** *The Declaration of Independence (1776)*

**Suggested Primary Sources in Appendix E:** *John Locke, Two Treatises on Civil Government (1690), the Suffolk Resolves (1774), Virginia Declaration of Rights (1776)*

1. Describe the impact of the following events on the course and outcome of the Revolution: the battles of Lexington, Concord, and Bunker Hill (1775), the battle of Trenton (1776), the battle of Saratoga (1777); the winter encampment of the Continental Army at Valley Forge (1777-1778), the battle of Yorktown (1781).
2. Explain the reasons for the adoption of the Articles of Confederation in 1781. 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.

**Suggested Primary Source in Appendix E:** *The Northwest Ordinance (1787)*

1. Explain the roles of various founders at the Constitutional Convention, including Benjamin Franklin, Alexander Hamilton, James Madison, George Washington. Analyze the major arguments made in the debates that occurred at the Convention and that resulted in the “Great Compromise” that determined how slaves were to be counted in the Census.
2. Describe the roles and responsibilities of the three branches of United States national government (executive, legislative, and judiciary).
3. Read the Bill of Rights and explain the reasons it was passed. Explain the freedoms it guarantees and its significance nationally and internationally.

**Key Primary Sources in Appendix E:** *The Constitution of the United States (1787); the United States Bill of Rights (1791)*

1. Analyze the debate over the ratification of the Constitution between Federalists and Anti-Federalists and explain the key ideas contained in the Federalist Papers on federalism, factions, checks and balances, and the importance of an independent judiciary.

**Key Primary Sources in Appendix E:** *Federalist Paper Number 10 (1787)*

**Suggested Primary Sources in Appendix E:** *Federalist Papers Numbers 1, 9, 39, 51, 78; selected responses by anti-Federalists, such as “The Federal Farmer” (Richard Henry Lee) and “Centinel.”(1787-1789)*

Clarification statement: *For example, students use the National Endowment for the Humanities EDSITEment website to find primary documents by the Anti-Federalists and learn how they regarded the idea of an extended republic. They become familiar with the larger issues surrounding this debate, including the difficulties of uniting a vast territory with diverse interests and the challenges of maintaining a free republic as America moved toward becoming a nation rather than a mere confederation of individual states.*

**Topic 2: Democratization and expansion**

Supporting Question:*How did the early years of the Republic test the balance between Federal and state authority?*

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: the origins of the Federalist and Democratic-Republican parties in the 1790s; the conflicting ideas of Thomas Jefferson and Alexander Hamilton; the Alien and Sedition Acts; and the Louisiana Purchase.

**Suggested Primary Sources in Appendix E:** *George Washington, Farewell Address (1796); Thomas, Jefferson, First Inaugural Address (1801)*

1. Analyze the rising levels of political participation and the expansion of suffrage in antebellum America.

**Suggested Primary Source in Appendix E:** Alexis de Tocqueville, *Democracy in America, Volume I* (1835) and *Volume II* (1839)

1. Trace the influence and ideas of Supreme Court Chief Justice John Marshall and the importance of the doctrine of judicial review as manifested in *Marbury v. Madison* (1803).
2. Evaluate the importance of Andrew Jackson’s actions as President, including the spoils system, his veto of the National Bank, and his policy of Indian removal.
3. Analyze the causes, course, and consequences of America’s westward expansion from 1800 to 1854, including growing diplomatic assertiveness after the Monroe Doctrine of 1823; the concept of Manifest Destiny, the effects of expansion on Native Peoples, and responses to the rapid rise of Chinese immigration in California.

**Key Primary Source in Appendix E:** *Tecumseh, Call for Pan-Indian Resistance (1810)*

**Suggested Primary Source in Appendix E:** *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 and South**

Supporting Question:*What were the economic forces that contributed to the Civil War?*

1. Explain the importance of the Transportation Revolution of the 19th century (the introduction of the steamboat, the building of canals, roads, bridges, turnpikes, and railroads); including the stimulus larger transportation networks provided to trade between the east and the west, the growth of towns and cities, and a market economy.
2. Analyze the effects of the growth of the textile and machinery industries and maritime commerce in New England, and industrial growth throughout antebellum America.
3. the technological improvements and inventions that contributed to industrial growth and maritime commerce
4. impact of the cotton gin on the economics of Southern agriculture and slavery and Northern textile industries
5. the causes and impact of the wave of immigration from Northern Europe to America in the 1840s and 1850s
6. the rise of a business class of merchants and manufacturers
7. the role of women as the primary workforce in New England textile factories and their role in advocating for reform of working conditions and for the abolition of slavery.

**Suggested Primary Source in Appendix E:** *Factory Tracts: Factory Life as It is, by an Operative, Lowell, Massachusetts (1845)*

1. Describe the rapid growth of slavery in the South after 1800 because of the boom in cotton; analyze slave life and resistance on plantations and farms across the South, and evaluate the reasons for the African American Colonization Society movement to deport and resettle freed African Americans in a colony in West Africa, drawing on primary sources such as slave narratives, accounts of slave auctions, accounts of escapes from slavery via the Underground Railroad, photographs, the Fugitive Slave Act (1850), posters advertising rewards for runaway slaves, and other artifacts.

**Key Primary Sources in Appendix E:** *The Interesting Narrative of the Life of Olaudah Equiano (1789);* *Frederick Douglass, Independence Day speech, “What to the Slave is the Fourth of July?” at Rochester, New York (1852)*

**Topic 4: Social, political, and religious change**

Supporting Question:*How did religious and ethical beliefs shape the Reform Movement?*

1. Describe important religious =and social trends that shaped antebellum America.
2. the increase in the number of Protestant denominations
3. the Second Great Awakening
4. hostility to Catholic immigration and the rise of the Native American Party, also known as the “Know-Nothing” Party
5. Summarize the growth of the American education system and Horace Mann’s campaign for free compulsory public education.
6. Summarize the 19th century movements 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.

**Suggested Primary Source in Appendix E:** *Dorothea Dix, “Memorial to the Massachusetts Legislature” (1843)*

1. Describe the formation of the abolitionist movement, the roles of various men and women in the movement, and the response of southerners and northerners to abolitionism, choosing among the following people to answer the question, *“What compelled these people to fight for their cause?”*
2. Frederick Douglass
3. William Lloyd Garrison
4. Sojourner Truth
5. Harriet Tubman
6. Theodore Weld
7. Henry Ward Beecher
8. Harriet Beecher Stowe
9. Charles Lennox Remond
10. Analyze the goals and effect of the antebellum women’s suffrage movement and its interconnections with abolitionism.
11. the 1848 Seneca Falls convention
12. Boston Marriages
13. Susan B. Anthony
14. Margaret Fuller
15. Lucretia Mott
16. Elizabeth Cady Stanton

**Key Primary Source in Appendix E:**  *Elizabeth Cady Stanton, primary author: The Declaration of Sentiments of the Seneca Falls Conference (1848)*

1. Analyze the emergence of the Transcendentalist movement through the writings of Ralph Waldo Emerson, Henry David Thoreau and Margaret Fuller, and analyze examples of their writings that deal with concepts of materialism, liberty, the natural world, self-reliance, abolitionism, and civil disobedience.

**Topic 5: The Civil War and Reconstruction: causes and consequences**

Supporting Question:W*hat made the Civil War inevitable?*

1. Describe how the different economies and cultures of the North and South contributed to the growing importance of sectional politics in the early 19th century.

Clarification statement: *To answer the question “How did sectional differences contribute to the Civil War?” students may need to review that the roots of these differences lie in the colonial history of the nation.*

1. Analyze critical policies and events leading to the Civil War, researching and reporting on one of the following policies or events.
2. the Missouri Compromise (1820)
3. the South Carolina Nullification Crisis (1832-1833)
4. the Wilmot Proviso (1846)
5. the Compromise of 1850
6. the popularization of Harriet Beecher Stowe’s *Uncle Tom’s Cabin* (1851-1852)
7. the Kansas-Nebraska Act (1854)
8. the Dred Scott Supreme Court case (1857)
9. the Lincoln-Douglas debates (1858)
10. John Brown’s raid on Harper’s Ferry (1859)
11. the election of Abraham Lincoln (1860)
12. Analyze Abraham Lincoln’s presidency, the Emancipation Proclamation (1863), his views on slavery and national unity, and the political obstacles he encountered.

**Key Primary Sources in Appendix E:** *Abraham Lincoln, “Gettysburg Address” (1863) and Second Inaugural Address (1865)*

**Suggested Primary Sources in Appendix E:** *Abraham Lincoln, “Lyceum Speech” (1838) and “A House Divided” speech (1858)*

1. Analyze the roles and policies of Civil War leaders Jefferson Davis, Robert E. Lee, and Ulysses S. Grant.
2. Evaluate the short-term and long-term impact of important Civil War Battles (e.g., the Massachusetts 54th Regiment at the Battle at Ft. Wagner, and the Battles of Bull Run, Shiloh, Fredericksburg, Antietam, Vicksburg, Gettysburg, and Appomattox).
3. Using primary sources such as diaries, reports in newspapers and periodicals, photographs, and cartoons/illustrations, document the roles of men and women who fought in the Civil War or served the troops, explain the physical and economic destruction of the South, the loss of life of both Southern and Northern troops, and the increased role of the federal government in the Civil War.
4. Research and evaluate the policies and long term social, political and economic consequences of Reconstruction, using as a case history one of the following topics:
5. Presidential and Congressional Reconstruction
6. the impeachment of President Johnson
7. the13th, 14th, and 15th

Amendments

1. the opposition of Southern whites to Reconstruction
2. violence against African Americans
3. the accomplishments and failures of Radical Reconstruction
4. the presidential election of 1876 and the end of Reconstruction
5. the rise of Jim Crow laws
6. the decision in the Supreme Court case, *Plessy v. Ferguson* (1896)

**Topic 6: Rebuilding America: immigration and industry**

Supporting Question: *How did developments following the Civil War increase tensions between private gain and the public good?*

1. Explain the various causes of the Industrial Revolution.
2. the economic impetus provided by the Civil War
3. important technological and scientific advances
4. 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

*For example, industrialists have been called “Captains of Industry” and “Robber Barons.” Which title is more appropriate for them? Students must find evidence to support their claims and provide their own conclusions about the legacy of these industrialists. Possible primary sources for students are the 19th century stories of Horatio Alger and Ida Tarbell’s articles on Rockefeller and Standard Oil in McClure’s Magazine, 1902 to 1904. Students will need to understand the convergence of available capital and scientific advances that made business in this period unique.*

1. Explain the important consequences of the Industrial Revolution
2. economic growth and the rise of big business
3. environmental impact
4. the expansion of cities
5. the emergence of labor unions
6. workers’ distrust of monopolies
7. Describe the causes of the immigration of Southern and Eastern Europeans, Chinese, Koreans, and Japanese to America in the late 19th and early 20th centuries, and describe the major roles of these immigrants in the industrialization of America.
8. Analyze primary source images, data, and documents of immigrants who arrived to build expanding U.S. cities and transportation networks and to work in expanding factories.

Clarification Statement*: To answer the question, “Who decides who can be an American?” students examine research materials such as political cartoons with caricatures of immigrants, photographs of immigrants in the workplace and tenements, the census data from Ellis Island or Angel Island, diaries, or works of literature.*

**Suggested Primary Source in Appendix E:** *Emma Lazarus, “The New Colossus” poem (1883)*

Topic 7: U. S. Expansion, Progressivism, and World War I

Supporting Question: *How did the concept of Manifest Destiny change in the early 20th century?*

1. Analyze the consequences of the continuing westward expansion of the American people after the Civil War and evaluate the impact of the 14th Amendment on Native Peoples and Asian and European immigrants.

*Clarification Statement: Examples of research materials include the Treaty of Fort Laramie (1868), the Chinese Exclusion Act (1882), the Dawes Act (1887), and cartoons by Thomas Nast for Harper’s Weekly Magazine.*

1. Explain the formation and goals of unions as well as the rise of radical political parties during the Industrial era.

*For example, students analyze the differences between the Knights of Labor and the American Federation of Labor under Samuel Gompers as well as the political impact of the Populist Party under the leadership of William Jennings Bryan or the Socialist Party under Eugene Debs.*

1. Explain what Progressivism meant in the early 20th century and analyze a text by a Progressive leader (e.g., Jane Addams, William Jennings Bryan, John Dewey, Robert LaFollette, Theodore Roosevelt, Upton Sinclair, William H. Taft, Ida Tarbell, Woodrow Wilson) to determine the main ideas and the extent to which claims are supported by evidence.

**Key Primary Sources in Appendix E:** *Theodore Roosevelt, “The New Nationalism” speech (1910)*

1. 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 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 ratification of the Nineteenth Amendment (1920).
2. Analyze the strategies of women and African Americans to achieve basic civil rights in the early 20th century, and determine the extent to which they met their goals by researching leaders such as Carrie Chapman Catt, Alice Paul, Ida B. Wells, W. E. B. DuBois, Marcus Garvey, Booker T, Washington, and the National Association for the Advancement of Colored People (NAACP).

**Suggested Primary Sources in Appendix E:** *Booker T. Washington, “The Atlanta Exposition Address,” speech (1895) and W. E. B. DuBois and William Monroe Trotter, primary authors, “The Niagara Movement Declaration of Principles” (1905)*

1. Analyze the causes and course of America’s growing role in world affairs from the Civil War to World War I, researching and reporting on one of the following ideas, policies, or events.
2. the influence of ideas associated with Social Darwinism
3. the purchase of Alaska from Russia
4. America’s growing influence in Hawaii leading to annexation
5. the Spanish-American War and resulting changes in sovereignty for Cuba, Guam, Puerto Rico and the Philippines
6. the Philippine-American War
7. U.S. expansion into Asia under the Open Door policy
8. President Roosevelt’s Corollary to the Monroe Doctrine
9. America’s role in the building of the Panama Canal
10. President Taft’s Dollar Diplomacy
11. President Wilson’s intervention in Mexico
12. American entry into World War I
13. Explain the course and significance of President Wilson’s wartime diplomacy, including his Fourteen Points, the League of Nations, and the failure of the Versailles Treaty.

**Key Primary Source in Appendix E:** *Woodrow Wilson, “Fourteen Points” speech (1918)*

*For example, students take on the roles of legislators and debate whether or not the United States should join the League of Nations, basing their arguments on the domestic debate between President Wilson and Congress. 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.*

**High School**

**United States History II**

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| **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](#_Standards_for_History_1) section. |

Students continue their study of United States history of the 20th and 21st 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 first two decades of the 21st century. Students research and 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**

**The role of economics in modern United States history**

# American modernity: ideologies and economies

**Defending democracy: fascism and communism**

**Defending democracy:**

**the Cold War and civil rights at home**

**Global America: conservatism, terrorism, and the Constitution**

**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](#_Grades_9-10_and), 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 early part of the 19th century to circa 1920. ***World History II*** presents the 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*** that may be taught as a stand-alone course or integrated into subjects such as mathematics, business, or family and consumer science.

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**United States History II Content Standards[[24]](#footnote-24)**

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

**Topic 1: The role of economics in modern United States history**

Clarification Statement: *These standards are grouped together to provide a background in economics for the study of 20th to 21st  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?*

1. 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.
2. Explain and give examples of the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure.
3. Identify factors that cause changes in market supply and demand and explain how changes in supply and demand influence the price and quantity of goods and services.
4. Explain how financial markets, such as the stock market, channel funds from savers to investors and what function investment has in the economy.

Financial Investing

Supporting Question: *What are the benefits and drawbacks of investments?*

1. Explain what a financial investment (e.g., a bank deposit, stocks, bonds, mutual funds, real estate) is; explain why the value of investments can go up or down over time, and track the gains or losses in value of financial investments such as stocks, bonds, and mutual funds over time.
2. Explain how buyers and sellers in financial markets determine the prices of financial assets and therefore influence the rate of return on those assets.
3. Explain the role of the stock market in economic booms (such as the period of economic growth during the 1920s) and crises (such as in the Great Depression of the 1930s).
4. Analyze the role of and the rationale for the establishment of the Securities and Exchange Commission in 1934 to regulate financial markets.

Money and the Role of Financial Institutions

Supporting Question: *Why are banks and stock markets regulated by the government?*

1. Explain the role of banks and other financial institutions in the market economy of the United States, and analyze the reasons for banking crises, such as the “run on the banks” following the stock market crash in 1929 and the banking crisis of 2008.
2. 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?*

1. Explain how a country’s overall level of income, employment, and prices are determined by the individual spending and production decisions of households, firms, and that government measures such as Gross Domestic Product (GDP) describe these factors at the national level.
2. Analyze the impact of events such as wars and technological developments on business cycles. Examples:
	1. the impact of the Civil War and the two World Wars
	2. the impact of the expansion of canals and railroads in the 19th century and the invention of space-age technology and the Internet in the 20th century
3. Evaluate the merits and contradictions among the various theories and interpretations of the causes of the Great Depression of the 1930s, including Keynesian, monetarist and other perspectives.

The Role of Government

Supporting Questions: *How much of a role should government have in regulating the economy?*

*Which factor played a greater role in ending the Great Depression – the policies of the New Deal or the entry of the U.S. into World War II?*

1. 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.
2. Define and explain examples of fiscal and monetary policies that support these roles.
3. Analyze how the government uses taxing and spending decisions (fiscal policy) to promote

price stability, full employment, and economic growth, using historical examples, such as the policies enacted under the New Deal, and contemporary examples, such as the government policies established to address the economic crisis of 2008.

1. Analyze the effectiveness of government agencies such as the Federal Reserve System, the Federal Deposit Insurance Corporation, Consumer Financial Protection Bureau, and state banking departments in protecting the safety of the banking system and consumer interests.
2. Make an argument, using historical or contemporary examples and the rationale found in Keynesian, monetarist and other interpretations, about the role that government should play in preventing economic crises in the future.

# Topic 2: American Modernity: Ideologies and Economies

Supporting Question: *How did the nation balance new ideas with the interests of traditional values?*

1. Analyze primary sources (e.g., documents, audio or film recordings, 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 20th century. Trends and events students might research include:
	* 1. the arts and entrepreneurship of the Harlem Renaissance
		2. exhibitions of avant-garde modern art (e.g., cubism, futurism)from Europe
		3. the influx of World War I refugees leading to the Red Scare and the 1924 restrictions on immigration
		4. 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
		5. 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 Fourteenth Amendment
		6. 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
		7. Prohibition of the manufacture, transport or sale of alcoholic beverages under the Eighteenth Amendment (1920-1933) and “the Jazz Age”
		8. The growing prominence of same-sex relationships, especially in urban areas
		9. 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.*

1. Describe the multiple causes (fall in stock market prices, restrictive monetary and trade policies) and consequences of the global depression of the 1930s (unemployment, decline of personal income, support for social and political reform, decline in trade).
2. Gather, evaluate, and analyze primary sources (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 in the United States.
3. Explain how John Maynard Keynes’s theory of the circular flow of income may be used to describe the rise and fall of the American economy during the 1920s and 30s.

*Clarification statement:* Students should explore the question, *How did markets, tariffs, banking policies, drought, subsidies, and government policies work before, during, and after the Stock Market Crash of 1929?*

1. 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 New Deal Era (e.g., Presidents Herbert Hoover and Franklin D. Roosevelt, Eleanor Roosevelt, Frances Perkins, Huey Long, Charles Coughlin, Charles Lindbergh). Students may research any of the following policies , institutions, or trends as an example:
2. the Federal Deposit Insurance Corporation
3. the Securities and Exchange Commission
4. the Tennessee Valley Authority
5. the Social Security Act
6. the National Labor Relations Act
7. the Works Progress Administration
8. the Fair Labor Standards Act
9. the American Federation of Labor
10. the Congress of Industrial Organizations
11. the American Communist Party
12. the America First movement and anti-Semitism in the United States
13. 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**

Supporting Question:  *How large a role should the U.S. play in world affairs?*

1. Develop an argument which analyzes the effectiveness of American isolationism after World War I 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.

Clarification Statement: *Students examine the question, “Why do extreme ideologies gain support in a society?”*

**Suggested Primary Sources in World History in Appendix F:** *Selections from Adolf Hitler,* Mein Kampf *(1925); Leni Riefenstahl,* Triumph of the Will *film(1935); Henryk Ross, Photographs of the Lodz Ghetto (1939-45)Note that these sources need to be carefully curated and explained to students; Winston Churchill, “Disaster of the First Magnitude” speech to Parliament (1938)*

1. 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.

**Key Primary Sources in Appendix E:** *Franklin Roosevelt, “Four Freedoms,” speech (1941)*

**Suggested Primary Sources in Appendix E:** *Franklin Roosevelt, First typed draft of the war address: the “Day of Infamy” speech delivered on radio (1941); Justice Robert M. Jackson’s opinion for the Supreme Court in West Virginia State Board of Education v. Barnette (1943)*

1. 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).
2. 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.
3. German rearmament and militarization of the Rhineland
4. Germany’s seizure of Austria and Czechoslovakia
5. the Nazi-Soviet Pact of 1939 and the invasion of Poland
6. Japan’s invasion of China and the Nanjing Massacre
7. Pearl Harbor, Midway, D-Day, Okinawa, the Battle of the Bulge, Iwo Jima
8. the Yalta and Potsdam conferences
9. Describe the Allied response to the persecution of the Jews by the Nazis before, during, and after the war.
10. Explain the reasons the Allies 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.
11. Explain the long-term consequences of important domestic events during the war.
12. the War’s stimulus to economic growth
13. the beginning of the second Great Migration of African Americans from the South to industrial cities of the North and to California
14. A. Philip Randolph and the efforts to eliminate employment discrimination
15. the entry of large numbers of women into the workforce
16. the internment of West Coast Japanese-Americans in the U.S. and Canada
17. how the two world wars led to greater demands for civil rights for women, the African American community, and the LGBTQ community

**Suggested Primary Source in Appendix E:** *Gordon Parks, Photographs of Ella Watson, African American resident of Washington, D.C., cleaning woman in government buildings (1942)*

1. Analyze the factors that contributed to the Cold War and describe the policy of containment as America’s response 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 Truman Doctrine, the Marshall Plan, NATO, and the Warsaw Pact.

Clarification Statement: *Students address this standard in the context of the guiding question, “How should the United States respond to extreme ideologies?"*

**Key Primary Source in Appendix E:**  *Harry S. Truman, Address before the Joint Session of Congress [The Truman Doctrine] (1947)*

**Suggested Primary Source in World History in Appendix F:** Winston Churchill, *“The Iron Curtain” speech (1946)*

1. 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, and Vietnam.*

1. Analyze Eisenhower’s response to the Soviet Union’s launching of Sputnik (1957) and the nation’s increased commitment to space exploration and science in education.
2. Summarize the diplomatic and military policies on the War in Vietnam of Presidents Eisenhower, Kennedy, Johnson, and Nixon and explain the intended and unintended consequences of the Vietnam War for the Vietnamese and Americans.
3. Analyze how the failure of communist economic policies and U.S.-sponsored resistance to Soviet military and diplomatic initiatives contributed to ending the Cold War.

**Key Primary Source in Appendix E:** *John F. Kennedy, Inaugural Address (1961)*

**Suggested Primary Source in Appendix E:** *Ronald Reagan, Speech at Moscow State University (1988)*

**Topic 4 Defending Democracy: the Cold War and Civil Rights at Home**

Supporting Question: *How did the United States respond to challenges to freedom at home during the Cold War?*

1. Research and analyze **one** of the following domestic policies of Presidents Truman and Eisenhower: Truman’s Fair Deal, the Taft-Hartley Act (1947), or the Social Security Disability Insurance Act (1956).
2. Analyze the roots of domestic anticommunism in the 1950s, the origins and consequences of, and the resistance to McCarthyism, researching and reporting on people, situations, and institutions such as Whittaker Chambers, Alger Hiss, FBI Director Edgar Hoover, Senator Joseph McCarthy, Senator Margaret Chase Smith, Julius and Ethel Rosenberg, the American Communist Party, the Federal Bureau of Investigation, the House Committee on Un-American Activities, and congressional investigations into the Lavender Scare.

**Suggested Primary Source in Appendix E:** *Margaret Chase Smith, “Declaration of Conscience” speech (1950)*

1. Analyze the causes and consequences of important domestic Cold War trends in the United States, including economic growth and declining poverty, the G. I. Education bill, the baby boom, the growth of suburbs and home ownership, the increase in education levels, and the development of mass media and consumerism).
2. Analyze the origins, goals, and key events of the African American Civil Rights Movement, researching the work of people such as Robert F. Kennedy, Martin Luther King, Jr., Thurgood Marshall, Rosa Parks, Malcolm X, Bayard Rustin, and institutions such as the National Association for the Advancement of Colored People (NAACP).
3. Using primary sources such as news articles/analyses, editorials, and radio/television coverage, research and analyze the resistance to integration in some white communities, protests to end segregation, and Supreme Court decisions on civil rights.
4. The Supreme Court decision in *Brown v. Board of Education* (1954) and resistance to it
5. the 1955-1956 Montgomery Bus Boycott, the 1957-1958 Little Rock School Crisis, and Eisenhower’s civil rights record
6. the sit-ins and freedom rides of the early 1960s
7. the 1963 civil rights protest in Birmingham and the March on Washington
8. the 1965 civil rights protest in Selma
9. the 1968 assassination of Martin Luther King, Jr.

**Key Primary Source in Appendix E:** *Martin Luther King, Jr., “I Have a Dream” speech (1963) and “Letter from Birmingham City Jail” (1963); Lyndon Johnson “And We Shall Overcome” Special message to Congress on voting rights (1965)*

**Suggested Primary Source in Appendix E:** *Lyndon Johnson, “Great Society Speech” (1964)*

1. Evaluate the short- and long-term accomplishments of the Civil Rights movement e.g., the 1964 Civil Rights Act and the 1965 Voting Rights Act; 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.
2. 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:
3. the establishment of the Metropolitan Council for Educational Opportunity (METCO) busing plan involving Boston, Springfield, and suburban school districts
4. Court-ordered desegregation and “busing” in the public schools of Boston and other Massachusetts cities
5. Analyze the causes and course of 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).
6. Analyze the causes and course of the women’s rights movement in the 1960s and 1970s, including the writings on feminism by Betty Friedan, Gloria Steinem, and others, the availability of convenient and reliable birth control methods, the increasing number of women working outside the home, the National Organization of Women, the debate over the Equal Rights Amendment, the 1973 Supreme Court case, *Roe v. Wade*; and opposition to the women’s movement.
7. Analyze the growth of the Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Civil Rights Movement, the Stonewall Rebellion of 1969, the Gay Pride Movement, and activism and medical research to slow the spread of AIDS in the 1980s.
8. 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 (the confrontation with Cuba over missile bases, the space exploration program, and the assassination of the President), Lyndon Johnson (the Great Society programs, the Vietnam War and anti-war movements, the 1965 Immigration and Nationality Act), and Nixon (the creation of the Environmental Protection Act, diplomacy with China, the Watergate scandal and the resignation of the President).
9. Analyze and evaluate the impact of economic liberalism on mid-20th 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.
10. Analyze and evaluate the impact of the environmental movement in the United States and Massachusetts.
11. the publication of Rachel Carson’s *Silent Spring* documenting the detrimental effects of pesticides on wildlife and water (1962)
12. the federal Clean Air Act (1970)
13. the Massachusetts Wetlands Protection Act (1972)
14. the federal Water Pollution Control Act (Clean Water Act, 1977)
15. Analyze the role of citizens’ active participation in protest to bring about changes in legislation on civil rights, gay rights, women’s rights, disability rights, consumer rights, immigrants’ rights, and environmental protection in the 20th and 21st centuries.

**Suggested Primary Sources in Appendix E:** *Stonewall Rising: the First Gay Pride March (video, 1970); Ed Roberts, Speech on disability rights at a Sit-In Rally in San Francisco (1977); Cesar Chavez, Address to the Commonwealth Club of California (1984)*

**Topic 5: Global America: Conservatism, Terrorism, and the Constitution**

Supporting Question:*How can Americans use the Constitution to unite the nation?*

Clarification Statement: *Students should use primary sources such as campaign literature, speeches, debates, print and multimedia news articles/analyses, editorials, and demographic and economic data to research topics in the late 20th and early 21st centuries.*

1. Analyze the presidency of Ronald Reagan (1981-89) and the rise of the conservative movement in American politics, researching policies such as tax rate cuts, anti-communist foreign and defense policies, Supreme Court appointments, and the replacement of striking air traffic controllers with non-union personnel.
2. Analyze some of the major technological and social trends of the late 20th and early 21st centuries (e.g., the computer and technological revolution beginning in the 1980s, scientific and medical discoveries, legislation on disability rights, and major immigration and demographic changes such as the rise in Asian and Hispanic immigration).
3. Evaluate the consequences of some of the major federal economic policies from the late 20th through the early 21st century (e.g., the North American Free Trade Agreement [NAFTA] in 1993, welfare reform legislation and expansion of the earned income tax credit, the response to the banking crisis of 2008, the Patient Protection and Affordable Care Act of 2010 and tax reform legislation of 2017).
4. Evaluate the effectiveness of the federal government’s response to international terrorism, mass shootings, natural disasters, and computer vulnerability in the 21st century.

Clarification Statement: *Students can research* ***one*** *of topics below:*

1. 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 Iraq War)

**Suggested Primary Source in Appendix E:** *George W. Bush, Address to the Joint Session of the 107th Congress on the September 11 attack (September, 2001)*

1. mass shootings in public places (e.g., at Virginia Technical University in 2007, the Sandy Hook [New Jersey] Elementary School in 2012, at a county office in San Bernardino, California in 2015, at an Orlando, Florida nightclub in 2016, at a Texas church and at a Nevada outdoor concert in 2017, and debates about federal gun legislation)
2. natural disasters such as Hurricane Katrina in Louisiana (2005) and Hurricanes Harvey in Texas and Maria in Puerto Rico (2017)
3. protection of government, corporate, and personal computer systems from cyber attacks
4. Analyze the gradual change in public attitudes toward the legalization of same-sex marriage in the 21st century by examining cases such as the *Lawrence v. Texas* Supreme Court decision (2003), 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 United States Supreme Court decision in *Obergefell v. Hodges* (2015).
5. Research and analyze issues related to race relations in the United States in the 21st century, including the election of the first African American president, Barack Obama, in 2008 and 2012, debates about race relations, and renewed interest in African American history.

**Key Primary Source in Appendix E:** *Barack Obama, “A More Perfect Union” speech on race at the National Constitution Center in Philadelphia (2008)*

**Suggested Primary Source in Appendix E:** *Henry Louis Gates, Jr.,* The African Americans: Many Rivers to Cross *(video series, 2013)*

1. Research and analyze cycles in United States policies toward immigration from the early 20th to the early 21st centuries.
2. Research the presidential and congressional elections of 2000 to 2016 and analyze the effects of corporate political donations, congressional redistricting, social media, and the increasing polarization of the Democratic and Republican parties in Congress.
3. Evaluate the effectiveness of the presidency of Barack Obama and the first year of the presidency of Donald Trump.
4. Explain why the United States Constitution remains relevant in the 21st century as a plan for government founded on the concepts of separation of powers, checks and balances, federalism, and the rule of law, and support the explanation with examples from recent political 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](#_Standards_for_History_1) section. |
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**High School**

**World History I**

Building on their understanding of world geography and civilizations from middle school, students study world history from approximately 500 to 1800. 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**

**The emergence and expansion of Islam to c.1500**

**Indian history to c.1700**

**African history to c. 1700**

**North and East Asian history to 1800**

**European history to 1450**

**European western expansion and its impact on civilizations of Central and South America**

**The Renaissance and Reformation in Europe**

**Scientific Revolution and the Enlightenment in Europe**

**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](#_Grades_9-10_and), 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 geography, civilizations and modern world issues in all the world regions. ***World History II*** examines world events from the early1800s to the present. ***United States History II*** concentrates on the period from the Civil War 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*** *that may be taught as a stand-alone course or integrated into courses such as mathematics, business, or family and consumer science.*

**World History I Content Standards**

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

**Topic 1: The emergence and expansion of Islam to c.1500**

Supporting Question: *What were the routes of transmission of Islam?*

1. On a map, identify where Islam began, trace its expansion, and analyze the causes and effects of Islamic expansion through North Africa, the Iberian Peninsula, and Central Asia.

Clarification Statement: *Teachers may choose to highlight the following when teaching this standard: the strength of the Islamic world’s economy and culture, Islamic achievements in mathematics, science, and the arts, the training of Muslim soldiers and the use of advanced military techniques, the disorganization and internal divisions of Islam’s enemies, the resistance and/or assimilation of Christianized peoples in the Mediterranean.*

1. Describe significant aspects of Islamic belief.
	1. the life and teachings of Muhammad
	2. the significance of the Qur’an as the primary source of Islamic belief
	3. Islam’s historical relationship to Judaism and Christianity
	4. the relationship between government and religion in Muslim societies.
2. Describe the central political, economic, and religious developments in major periods of Islamic history and analyze the effects of those developments on the expansion of Islamic empires.

Clarification Statement: *Teachers may choose to highlight the following when teaching this standard:*

*Political: the sources of disagreement between Sunnis and Shiites*

*Economic: the importance of the trade routes connecting the Far East and Europe and the role of the Mongols in increasing trade along these routes, including the silk routes to China; the relationship of trade to the growth of Central Asian and Middle Eastern cities; the sources and uses of slaves in Islamic societies as well as the extent of the Islamic slave trade across Africa from 700 CE on.*

*Intellectual: the preservation and expansion of ancient Greek philosophy and learning; Islamic science, philosophy, and mathematics; Islamic architecture and decoration based on mathematical visual patterns.*

**Suggested Primary Source in Appendix F:** *Selections from the Qu’ran (c. 609-632 CE)*

1. Describe the expansion of the Ottoman Empire in the 15th and 16th centuries into North Africa, Eastern Europe, and throughout the Middle East, including the capture of Constantinople.

**Topic 2: Indian history to c. 1700**

Supporting Question: *How did the geography of the Indian subcontinent affect India’s development?*

1. Describe the important economic, political, and religious developments in Indian history to c. 1700, including the origins of Indian civilization in the Indus valley, the evolution and central principles of Hinduism and Buddhism, the development of the caste system, and artistic and intellectual achievements, including Buddhist, Hindu, and Mughal sculpture, architecture, painting, and literature and the development of a decimal system in mathematics.

**Suggested Primary Sources in Appendix F:** *Hinduism, the Rig Veda (c. 1500-500 BCE); Buddhism, the Four Noble Truths (c.500 BCE)*

1. Describe the expansion of Islam into India from the 13th through the 17th centuries, the role of the Mongols, the rise and fall of the Mughal Empire, and the relationships between Hindus and Muslims.

**Topic 3: African history to c. 1700**

Supporting Question: *How did Africa’s empires interact with other world powers?*

1. Describe the religious/cultural practices observed by early Africans before contact with Islam and Christianity, and evaluate how extended family/kinship and tribal relationships have shaped indigenous African cultures, and their effects on the political and economic development of African countries.
2. Describe the different ways in which Islam and Christianity influenced indigenous African cultures.
3. Identify the locations and time periods of major civilizations in Sub-Saharan Africa, including Ghana, Mali, and Songhai and the Swahili city-states.
4. Analyze the important political and economic aspects of the African empires including the gold-salt trade, the development of the trans-African slave trade, the political power of leaders such as Sundiata and Mansa Musa and the importance of Timbuktu as a center of trade and learning.

**Suggested Primary Source in Appendix F:** *Ibn Batuta, The Rihla (1354)*

**Topic 4: North and East Asian history to 1800**

Supporting Question: *What were some of the forces that brought about change in North and East Asia?*

1. Analyze the political and cultural aspects of Chinese civilization and evaluate the impact of these elements on the growth and continuity of Chinese civilization to the beginning of the 19th century.

**Suggested Primary Source in Appendix F:** *Confucius, The Analects (c. 500 BCE)*

ClarificationStatement*: Teachers may choose to highlight the following when teaching this standard: the role of kinship and Confucianism in maintaining order and hierarchy; the political order established by the various dynasties that ruled China; the role of civil servants/scholars in maintaining a stable political and economic order.*

1. Identify major scientific and intellectual developments of Chinese civilization and evaluate their impact on the development of the Chinese economy to 1800.
2. Analyze the various ways in which Chinese civilization interacted with and influenced other societies before 1800.
3. Summarize the major religious, economic, and political developments in Japanese history to 1800, including the evolution of Shinto and Japanese Buddhism; the development of feudalism; the rise of the Shoguns and the role of the samurai in the Edo (Tokugawa) Period.
4. Analyze the reasons for and consequences of Japanese isolationism to 1800.
5. Analyze the development of Korean society to 1800, including how Korea has been both a battleground and a cultural bridge between China and Japan.
6. Compare and contrast the similarities/differences between Japanese, Korean, and Chinese societies and identify the various ways these societies interacted.

**Topic 5: European history to 1450**

Supporting Question: *What was the impact of religion on political power in Europe?*

1. Describe the rise of Christianity and its teachings, achievements and fall of the Byzantine Empire, including the influence of Constantine, and the establishment of Christianity as an officially sanctioned religion, Emperor Justinian and the Code of Justinian, the preservation of Greek and Roman traditions, and the construction of the Church of the Holy Wisdom (Hagia Sophia).

ClarificationStatement*: Teachers should also connect this Standard to Standards1-4 and the portions of Standards 5-8 that address the growth of Islamic Empires and spread of Islamic culture.*

**Suggested Primary Sources in Appendix F:** *The New Testament, Gospel of Matthew, Chapters 5-7, The Sermon on the Mount (c. 80-110 CE); The Code of Justinian (535 CE)*

1. Analyze the major political, economic, and social developments that took place in medieval Europe.

ClarificationStatement*: Teachers should use the following examples to teach this Standard.*

*Political: the growing influence of Christianity and the Catholic Church,; the political structure of feudalism; the growth and development of the English and French nations; and political and religious responses to the Bubonic Plague*

*Economic: the initial emergence of a modern economy, including the growth of banking, technological and agricultural improvements, commerce, towns, and a merchant class; the economic features of feudalism; the economic impact of the Bubonic Plague*

*Social: the differing orders of medieval society and the social structures of feudalism; the massive involvement of builders and craftsmen in the construction of cathedrals throughout Europe, and the influence of literature written in vernacular Italian by Dante Alighieri.*

1. Describe developments in medieval English legal and constitutional history and their importance in the rise of modern democratic institutions and procedures, including the Magna Carta, parliament, and *habeas* *corpus*.

**Suggested Primary Source in Appendix F:** *Magna Carta (1215)*

1. Describe the religious and political origins of conflicts between Islam and Christianity, including the causes, course, and consequences of the European Crusades against Islam in the 11th, 12th, and 13th centuries.

**Suggested Primary Source in Appendix F:** *Pope Urban II, Speech to launch the Crusades (1088)*

**Topic 6: European western expansion and its impact on civilizations of Central and South America**

Supporting Question: *How did exploration and colonization affect both Europe and the Americas?*

1. Identify the three major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, and Inca) and their locations. Describe their political structures, religious practices, economies, art and architecture, and use of slaves.
2. Explain the political, economic, technological, and social motivations for European nations to explore North, Central, and South America and the Caribbean Islands, and how overseas expansion led to the growth of commerce and the development of the trans-Atlantic slave trade.
3. Identify the major economic, political, and social effects of the European colonial period in South and Central America, including the major decline in population due to disease and warfare, the enslavement of indigenous peoples, and the impact of Christian missionaries on existing religious and social structures.

**Suggested Primary Source in Appendix F:** *Bernal Diaz del Castillo, excerpts from The True History of the Conquest of New Spain (1576)*

**Topic 7: Renaissance and the Reformation in Europe**

Supporting Question: *How did the Renaissance and Reformation change Europe?*

1. Describe the decline of Muslim rule in the Iberian Peninsula and the subsequent rise of Spanish and Portuguese Kingdoms after the Re-conquest of 1492.
2. Describe the origins and development of the Renaissance, including the fall of Constantinople, the emerging concept of humanism, and the influence and accomplishments of key artists, writers, and inventors of the Italian Renaissance and the Renaissance in Northern Europe.

ClarificationStatement*: Teachers may use the following examples to teach this Standard:*

Italian Renaissance: Michelangelo, Leonardo da Vinci, Raphael, Machiavelli,

Northern Renaissance: Jan van Eyck, Albrecht Durer, Pieter Bruegel the Elder, Hieronymus Bosch, William Shakespeare, Erasmus, Johannes Gutenberg.

**Key Primary Sources in Appendix F:** *Leonardo da Vinci, Notebooks (1509); Machiavelli,* The Prince *(1513)*

1. Describe 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 spread of Protestantism across Europe, and the formation of the Anglican Church.
2. Explain the purposes and policies of the Catholic Counter-Reformation, including the influence and ideas of Ignatius Loyola.
3. Identify the role that the Protestant Reformation and Catholic Counter-Reformation played on shifting political power in Europe, resulting in the persecution of religious minorities and wars among European nations in the 15th and 16th centuries.

**Topic 8: Scientific Revolution and the Enlightenment in Europe**

Supporting Question: *In what ways was the Enlightenment a break with the past?*

1. Summarize how the Scientific Revolution and the scientific method led to new theories of the universe and describe the accomplishments of leading figures of the Scientific Revolution, including Bacon, Copernicus, Descartes, Galileo, Kepler, and Newton.
2. Identify the origins and the ideals of the Enlightenment, such as happiness, reason, progress, liberty, and nature, and how intellectuals of the movement exemplified these ideals in their work.

ClarificationStatement*: Teachers may include the following individuals as examples to address this standard:* Diderot, Kant, Locke, Montesquieu, Rousseau, Wollstonecraft, Hogarth, Beccaria, and Voltaire.

**Suggested Primary Sources in Appendix F:** *John Locke,* Two Treatises on 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)*

1. Analyze how the Enlightenment was a shift from prior thinking about society and how it challenged existing political, economic, social, and religious structures in Europe.
2. Evaluate how the cumulative political, economic, and intellectual developments in Europe of the 16th, 17th, and 18th centuries affected other societies, including the decline of the Ottoman Empire in Eastern Europe during the late 17th century.

**High School**

**World History II**

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| **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](#_Standards_for_History_1) section. |

Building on their understanding of world geography and civilizations from middle school and World History I, students study world history from approximately 1800 to the present by researching guiding questions such as, *“How has the past shaped the world of today?”* = 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**

**The legacy of the Renaissance, Scientific Revolution, and the Enlightenment in Europe**

**The growth of nation states**

**The Agricultural and Industrial Revolutions and social and political reactions in Europe**

**The global effects of 19th century imperialism**

**The Great Wars 1914-1945**

**The Cold War Era 1945-1991**

**The era of globalization 1991-present**

**Ethnic and religious 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](#_Grades_9-10_and), and learn vocabulary and concepts related to history and social science.

**Looking Back to Middle School, Connecting to other High School History and Social Science Courses**

***Sixth and seventh graders*** studied all the world regions. ***Eighth graders*** studied the principles and institutions of democratic societies. ***United States History II*** concentrates on 20th and 21st century history. There are also two high school electives: ***United States Government and Politics*** and ***Economics,*** *as well as standards for* ***personal financial literacy*** *that may be taught as a stand-alone course or integrated into courses such as mathematics, business, or family and consumer science.*

**World History II Content Standards**

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

**Topic I:** **The legacy of the Renaissance, Scientific Revolution, and Enlightenment in Europe**

Supporting Question: *How did developments in science, culture, and religion influence Europe during the Renaissance, Scientific Revolution, and the Enlightenment?*

1. Explain how changes in European thought (e.g., Renaissance humanism, the Protestant Reformation, and the Scientific Revolution) affected European society in the 16th to mid 18th centuries.
2. Describe the concept of Enlightenment in European history and describe the accomplishments of major Enlightenment thinkers, including Diderot, Kant, Locke, Montesquieu, Rousseau, and Voltaire.

Clarification statement: *These standards are intended as a bridge from World History I.*

1. Explain how the Enlightenment contributed to the growth of democratic principles of government, an emphasis on reason and progress, and the replacement of a theocentric interpretation of the universe with a secular interpretation.

**Topic 2: The growth of nation states**

Supporting Question: *What connections exist among revolutions in different empires in this era?*

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.
	* 1. the rise of the French monarchy, including the policies and influence of Louis XIV
		2. the Thirty Years War and the Peace of Westphalia
		3. the growing power of Russian tsars, including the attempts at Westernization by Peter the Great, the growth of serfdom, and Russia’s rise as an important force in Eastern Europe and Asia
		4. the rise of Prussia
		5. Poland and Sweden
2. Explain why England was the main exception to the growth of absolutism in royal power in Europe.
3. the causes and essential events of the English Civil War and the Glorious Revolution of 1688
4. the effect of the Glorious Revolution on the development of constitutional government and liberty in England, including the importance of the English Bill of Rights and how it limited the power of the monarch to act without the consent of Parliament

**Suggested Primary Source in Appendix F:** *The English Bill of Rights (1689)*

1. Analyze the various political, social, intellectual, and economic causes of the French Revolution, such as the effects of the Enlightenment, the rising influence of the middle class, the growing economic struggles of the French monarchy, and the incompetence and corruption of the monarchy and government officials.
2. Summarize the main events of the French Revolution and analyze whether the revolution achieved its desired goals.

Clarification Statement: *Teachers may choose to highlight the following events to address this standard.*

1. the role of the Estates General and the National Assembly
2. the storming of the Bastille on July 14, 1789
3. the 1789 Declaration of the Rights of Man and the Citizen
4. the execution of Louis XVI in 1793
5. the Terror
6. the rise and fall of Napoleon
7. the Congress of Vienna

**Suggested Primary Source in Appendix F:** *National Assembly of France, “The Declaration of the Rights of Man and Citizen” (1789)*

1. Compare the goals and outcomes of the French and American Revolutions and analyze the short-term and long-term impact of the French Revolution on world history.

Clarification Statement: *Teachers may choose to highlight the following events to address this standard.*

1. its contribution to modern nationalism and its relationship to totalitarianism
2. the abolition of theocratic absolutism in France
3. the abolition of remaining feudal restrictions and obligations
4. its support for the ideas of popular sovereignty, religious tolerance, and legal equality
5. Analyze the causes and methods of the unification of both Italy and Germany and the effect that such unification had on the balance of power in 19th century Europe.
6. Identify the major political, social, and economic developments of Central and South America n history in the 19th century and analyze how these developments were similar to or different from those in Europe during the same time period.

Clarification Statement: *Teachers may choose to use the following as examples to address this standard.*

* + 1. the wars for independence, including the influence and ideas of Simón Bolívar, José de San Martin, the Mexican Revolution, and their connections to the American and French Revolutions
		2. economic and social stratification
		3. the role of the church
		4. the importance of trade

**Topic 3: The Agricultural and Industrial Revolutions and social and political reactions in Europe**

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, and technological factors that led to the Agricultural and Industrial Revolutions.

Clarification Statement: *Teachers may choose to use the following as examples to address this standard.*

1. the technological advancements in agricultural practices during the 18th century and their impact on productivity
2. the technological advancements of the textile, energy and transportation industries in the 18th and 19th centuries
3. the impact of Adam Smith’s economic theories and the investment of capital by entrepreneurs on the development of new industries

**Suggested Primary Source in Appendix F:** *Adam Smith,* The Wealth of Nations *(1775)*

1. Evaluate the economic and social impact of the Agricultural and Industrial Revolutions, 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 within cities.
2. Analyze how the Industrial Revolution gave rise to new political and economic philosophies such as socialism and communism, including ideas and influence of Robert Owen and Karl Marx.

**Suggested Primary Source in Appendix F:***Karl Marx and Friedrich Engels,* The Communist Manifesto *(1848)*

1. Explain the impact of economic and political reform movements such as labor unions on creating political reforms during the 19th century.

Clarification Statement: *Teachers may choose to use the following as examples to address this standard.*

1. the expansion of suffrage for women and men throughout the 19th century through various popular movements and the emergence of political liberalism
2. the development of labor laws and social reform laws such as the Factory Act of 1833 and the Mines Act of 1842
3. the development of government-provided social welfare programs such as unemployment insurance and old age pensions

**Suggested Primary Source in Appendix F:** *John Stuart Mill, “On Liberty” (1869)*

1. Explain how industrialization spread from Great Britain to continental Europe and the United States and how industrial development affected the political balance of power.

**Topic 4: The global effects of 19th century imperialism**

Supporting Question: *How did the Industrial Revolution lead to European imperial ambitions and what were the effects of imperialism on nations and peoples of the world?*

1. Describe the causes of 19th century European imperialism.
2. the desire of England, Spain, Portugal, the Netherlands, and Belgium beginning in the 15th century for economic gain and resources
3. the lingering effects of the trans-Atlantic slave trade
4. the missionary impulse and the search for strategic advantage and national pride
5. the need for inexpensive raw materials and new commercial markets for Europe as a result of the Industrial Revolution
6. the impact of new technologies of the Second Industrial Revolution on the development of European global empires
7. the impact of social Darwinism and beliefs about racial superiority on the motives for colonization
8. Analyze the impact of imperialism on India and South Asia, including the economic and political relationship between India and Britain, the development of new infrastructure in India, the rise of Indian nationalism and the influence and ideas of Gandhi.
9. Analyze the impact of imperialism on Africa, including the impact of European direct and indirect control of the existing political structure of African countries, the exploitation of African people for European economic gain, agricultural changes and new patterns of employment, and the effects of assimilation on the people of Africa.
10. Analyze the impact of imperialism on China, including the spheres of influence and extraterritorial rights for European nations, the impact of the opium trade on Chinese society and politics, and the rise of anti-Western and nationalist movements in China during the 19th century.
11. Analyze the impact of imperialism on Japan, including the Meiji Restoration, the rapid modernization and industrialization of Japan, and the emergence of a growing Japanese empire in Asia by the early 20th century.
12. Compare and contrast the similarities and differences regarding 19th century imperialism’s impact in various regions of the world.

**Topic 5: The Great Wars, 1914-1945**

Supporting Question: *What were the causes and consequences of the 20th century’s two world wars?*

1. Analyze the factors that led to the outbreak of World War I, including the emergence of Germany as a great power, the rise of nationalism and weakening of multinational empires, industrial and colonial competition, militarism, and the complex alliance systems of Europe.
2. Evaluate the ways in which World War I was a total war and its impact on the warring countries and beyond.
3. The use of industrial weapons and prolonged trench warfare and how they led to massive casualties and loss of life
4. The expansion of World War I beyond Europe into a global conflict (including the reasoning for and impact of United States involvement)
5. The impact of war on the home front in Europe, including the conscription, war propaganda, rationing, and government control of wartime industries
6. Analyze the various political, social, and economic consequences of World War I
7. the vast economic destruction resulting from the war
8. the emergence of a “Lost Generation” in European countries
9. the collapse of the Russian, Ottoman, and Austrian Empires
10. the establishment of European mandates in the Middle East
11. the Armenian genocide in Turkey
12. the proceedings of the Paris Peace Conference and the Treaty of Versailles
13. 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: *Teachers may choose to address this standard by comparing and contrasting the Paris Peace Conference and the Congress of Vienna.*

**Suggested Primary Source in Appendix F:** *The Treaty of Versailles (1919)*

1. Analyze the various developments of early 20th century Russian history and the developments of the Russian Revolution within the context of World War I, including the growing political and social unrest under Nicholas II, the emergence of the Bolshevik movement, the political revolutions of 1917, and the Russian Civil War.
2. 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.
3. 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.
4. restrictive monetary policies
5. unemployment and inflation
6. political instability in weak democracies such as Germany
7. 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.
	* 1. 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 dissention and persecuted minorities.

Clarification Statements: *Teachers could use the following examples of conditions leading to the rise of dictators to address this standard:*

1. the lingering resentment over World War I and the Treaty of Versailles
2. the devastation of the Great Depression and the inability of fragile democracies to address those effects
3. the rise of anti-Semitism and racist ideologies in Europe during the last 19th and early 20th centuries
4. the rise of militarists within the Japanese government after World War I

*They could use the following examples of how each dictator repressed dissention and persecuted minorities:*

1. the arrest and execution of political opponents to Mussolini in Italy
2. censorship of the press and propaganda
3. the great purges under Stalin, the development and maintenance of the gulag system, and it impact on Soviet society
4. forced collectivization in Russia and the Ukrainian Genocide
5. the Enabling Act, Night of the Long Knives, and Nuremburg Laws in Germany
6. the use of paramilitary groups and youth movements
7. Analyze the aggression of Germany, Italy, and Japan in the 1930s and the lack of response by the League of Nations and Western democracies.

Clarification Statement: *Teachers could use the following examples to address this standard:*

1. Italy’s invasion of Ethiopia (1935)
2. the Spanish Civil War (1936-39)
3. the Japanese invasion of China (1931), the Manchukuo State and the Nanjing Massacre (1937)
4. 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

**Suggested Primary Sources in Appendix F:** *Selections from Adolf Hitler,* Mein Kampf *(1925); Leni Riefenstahl,* Triumph of the Will *film(1935); Neville Chamberlain, ”Peace in Our Time” speech to Parliament(1938), Winston Churchill, ”Disaster of the First Magnitude” speech to Parliament (1938), Franklin Roosevelt, First typed draft of the war address: the “Day of Infamy” speech delivered on radio (1941)*

1. Summarize the key battles of World War II and analyze the effects of these battles on the outcome of the war and the countries involved.
	* 1. Clarification Statement: *Teachers could use the following battles to address this standard: the Battle of Britain, Pearl Harbor, Dunkirk, the Battle of Berlin, the Bataan Death March, Midway, Stalingrad, D-Day, the Battle of the Bulge, Iwo Jima, or Okinawa.*
2. Identify the goals, leadership, strategies, and post-war plans of the Allied leaders (i.e., Winston Churchill, Franklin D. Roosevelt, Joseph Stalin) and how this alliance affected the outcome of the war.
	* 1. Clarification Statement: *Teachers could use this standard to frame the issues of dropping atomic bombs on Japan, the decision to execute the Normandy invasion, and the proceedings of the Yalta, Potsdam, and Tehran Conferences.*

**Suggested Primary Sources in Appendix F:** *Winston Churchill, “The Iron Curtain” speech (1946); Joseph Stalin, Response to “The Iron Curtain’ speech (1946)*

1. Describe the background, course, and consequences of the Holocaust, including its roots in the long tradition of Christian anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization and planned extermination of the Jews.

**Suggested Primary Sources in Appendix F:** *Henryk Ross, Photographs of the Lodz Ghetto (1939-45); Holocaust Survivor Stories (20th century)*

1. Evaluate the political, economic, and social consequences of World War II globally, including the physical and economic destruction, the enormous loss of life, including millions of civilians through the bombing of population centers and the slaughter of political opponents and ethnic minorities, support in Europe for political reform and decolonization, the emergence of the U.S. and the Soviet Union as the world’s two superpowers, the establishment of the United Nations in 1945 and the Universal Declaration of Human Rights.

**Suggested Primary Source in Appendix F:** *The Universal Declaration of Human Rights (1948)*

**Topic 6: The Cold War Era, 1945-1991**

Supporting Question: *How did the Cold War manifest itself in conflicts and shifting alliances in the second half of the 20th 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), the Warsaw Pact, 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.
	1. the policy of containment and its relation to the Korean War and the Vietnam War
	2. the emergence of the People’s Republic of China as a major power
	3. life in the USSR after Stalin’s death in 1953, popular uprisings in Soviet-controlled countries such as the 1956 uprising in Hungary and the “Prague Spring” of 1968
	4. Soviet-US competition in the Middle East and the Soviet War in Afghanistan
	5. conflicts involving Cuba and Berlin
	6. the arms race and arms control agreements (including the ABM and SALT treaties)
	7. détente and diplomatic efforts between the USSR and the West
4. Analyze the major developments in Chinese history during the second half of the 20th 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.

**Suggested Primary Source in Appendix F:** *Mao Tse-Tung, Quotations of Chairman Mao (1964)*

1. Analyze the development and goals of nationalist movements in Africa, Asia, Central and South America, and the Middle East, and evaluate how these movements and their leaders (e.g., Fidel Castro in Cuba, Patrice Lumumba in Congo, Ho Chih Minh in Vietnam, Gamel Abdul Nasser in Egypt, Jawaharlal Nehru in India, and Juan Peron in Argentina) brought about decolonization and independence for nations in the second half of the 20th century.
2. Explain the reasons for 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.

**Suggested Primary Source in Appendix F:** Nelson Mandela, “I am prepared to die” statement at the Rivonia trial (1964)

1. Explain the background for the establishment of the modern state of Israel in 1948, and the subsequent military and political conflicts between Israel and the Arab world.
2. the growth of Zionism, and 19th and early 20th century immigration by Eastern European Jews to Palestine
3. anti-Semitism and the Holocaust
4. the United Nations (UN) vote in 1947 to partition the western part of the Palestine Mandate into two independent countries
5. the rejection of surrounding Arab countries of the UN decision and the invasion of Israel by Arab countries
6. the various wars between Israel and neighboring Arab states since 1947, (e.g., the Six Day War and the Yom Kippur War)
7. the 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 impact on people’s lives of the weakness of the Soviet economy, the toll of the unending military conflict in Afghanistan, and the resistance to communism in the Soviet Union and Eastern Europe.
	* 1. Clarification Statement: *Teachers could choose to use the following examples to address this standard:*
9. the Solidarity movement in Poland
10. the Velvet Revolution in Czechoslovakia
11. the rise of nationalist sentiment in the Soviet bloc and USSR
12. the policies of the Reagan presidency and the fall of the Berlin Wall
13. Mikhail Gorbachev’s leadership and policies of *glasnost* and *perestroika*
14. the Russian opposition movement to Boris Yeltsin

**Suggested Primary Sources in Appendix F:** *Vaclav Havel, “The Power of the Powerless” essay (1978); Lech Walesa, Nobel Peace Prize lecture (1983)*

1. Evaluate the consequences of the Soviet Union’s breakup in Russia on the development of market economies, political and social instability, the danger of 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 21st century.
2. 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.
3. Evaluate how scientific developments of the 20th century altered understanding of the natural world, changed the lives of the general populace, and led to further scientific research.
	* 1. Clarification Statement: *Teachers could choose to use the following examples to address this standard:*
4. Albert Einstein and the Theory of Relativity
5. Enrico Fermi, J. Robert Oppenheimer, Edward Teller, and the development of nuclear energy
6. Wernher von Braun and space exploration
7. Jonas Salk , the polio vaccine, and other medical breakthroughs
8. James Watson, Francis Crick, the discovery of DNA, and the Human Genome Project
9. The development of the first integrated circuit in 1958
10. The invention of the computer-based ARPAnet as a military and scientific communication tool and its evolution into the Internet as a tool used for commerce, communication, entertainment, and social media
11. Analyze how various social and intellectual movements of the second half of the 20th century changed traditional assumptions about race, ethnicity, class, gender, the environment, and religion.
	* 1. Clarification Statement: *Teachers could choose to use the following examples to address this standard:*
12. The modern feminist movement
13. The Lesbian Gay Bisexual Transgender Queer(LGBTQ) rights movement
14. The environmentalist movement and emergence of Green parties in democratic nations

**Topic 7: The era of globalization 1991-present**

Supporting Question: *What are the factors that brought about globalization in the 21st century?*

1. Analyze reasons for globalization – an international network of economic systems - in and explain its consequences for workers in highly developed and less developed countries.
2. Explain the role of populist political movements, their strength in European political parties in the early 21st century and their role in the 2016 vote that led to the withdrawal of the United Kingdom from the European Union (“Brexit”).
3. 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).
4. Evaluate the impact of international efforts to address global issues.
5. humanitarian efforts to slow the spread of the Acquired Immunodeficiency Syndrome (AIDS) epidemic, lower childhood mortality, provide solutions to recurring refugee crises, and increase the availability of education
6. environmental efforts to slow climate change, preserve wildlife habitat, and increase agricultural production

**Topic 8: Ethnic and religious conflicts, genocide, and terrorism**

Supporting Question: *Why do poor and dispossessed people sometimes turn to terrorism?*

1. Distinguish between the concepts of genocide and mass atrocity and analyze the causes and consequences of genocide and mass atrocities in the modern world.

Clarification Statement: *Teachers could choose to use the following events to address this standard:*

1. conflict between Catholics and Protestants in Northern Ireland
2. the Bosnian War and the persecution of ethnic Albanians in Kosovo in the Balkans
3. the Cambodian genocide carried out by the Khmer Rouge
4. the Rwandan Genocide and ethnic conflicts in the Democratic Republic of Congo
5. the Darfur crisis and South Sudan
6. conflict between India and Pakistan in Kashmir
7. ethnic tension in Sri Lanka
8. mass atrocities in Guatemala, and Syria
9. conflict between Shi’ite and Sunni Muslims in the wake of the Iraq War
10. the treatment of Rohingya people in Myanmar
11. Analyze the major forces in the Middle East since 1980, including the rise of Islamic fundamentalism, how fundamentalism affects women and girls, the political challenges of the oil-rich Persian Gulf states, the Iranian Revolution of 1978-1979 and the Iran-Iraq War, the origins of the Persian Gulf War and the post-war actions of Saddam Hussein, the Iraq War, the Arab Spring, the growth of the Islamic State of Iraq and Syria (ISIS).

**Suggested Primary Source in Appendix F:** *Malala Yousafzai, Nobel Peace Prize speech (2014)*

1. Analyze the conditions that have given rise to international terrorism including the rise of the global terror network Al-Qaeda, the Taliban, separatist movements such as ETA (Basque Separatist Movement in Spain), and ISIS, and evaluate responses by governments and societies to international terrorist activity.

# High School Elective

# United States Government and Politics

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| **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](#_Standards_for_History_1) section. |

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**

**Foundations of government in the United States**

**Purposes, principles, and institutions of government**

**Civil rights and civil liberties**

**Political parties, interest groups, media, and public policy**

**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](#_Grades_9-10_and), 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 developments in countries outside the United States in the 19th through early 21st centuries. Another elective, ***Economics,*** *deals with economic theory. There are also standards for* ***personal financial literacy*** *that may be taught as a stand-alone course or integrated into courses such as mathematics, business, or family and consumer science.*

**United States Government and Politics Content Standards[[25]](#footnote-25)**

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

* describe and compare important facts, concepts, and theories pertaining to US government, politics, and the role of the US in world affairs
* explain typical patterns of political processes and behavior and their consequences, including the principles that lie provide the foundation for various government structures and procedures, and the
* political effects of these structures and procedures
* interpret basic data relevant to US 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 the content

**Topic 1: Foundations of Government in the United States**

Supporting Question: *How has the nation acted to narrow discrepancies between the founding ideals and reality?*

Students identify and define ideas at the core of government and politics in the United States, interpret founding-era documents and events associated with the core ideas, and explain how perspectives on these foundational ideas have developed over time. They also analyze issues about the meaning and application of these core ideas to government, politics, and civic life, and demonstrate how citizens use these foundational ideas in civic and political life.

Clarification statement: The study of these historical events, concepts and founding documents are based on those studied in the eighth grade civics course and US History I, but with a focus on reading across multiple texts to deepen understanding and to synthesize 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 and civil associations with their 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 the arguments that evaluate the functions and values of voluntary participation by citizens in the civil associations that constitute civil society.

For example, students analyze the views expressed by Alexis de Tocqueville in *Democracy in America* in the early19th century and compare them to those from contemporary writers on this topic.

**Suggested Primary Source in Appendix E:** *Alexis de Tocqueville, Democracy in America, Volume I (1835) and Volume II (1839)*

1. 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.

**Key Primary Sources in Appendix E:** *Declaration of Independence (1776); the Massachusetts Constitution (1780)’ United States Constitution (1787); United States Bill of Rights (1791); George Washington, Farewell Address (1796)*

**Suggested Primary Source in Appendix E:** *The Virginia Declaration of Rights (1776); the Virginia Statute for Religious Freedom (1786); the Northwest Ordinance (1787); Thomas Jefferson, First Inaugural Address (1801)*

1. Compare and contrast ideas on government of the Federalists and the Anti-Federalists during their debates on ratification of the U.S. Constitution.

**Key Primary Source in Appendix E:** *Federalist Papers, Number 10 (1787)*

**Suggested Primary Source in Appendix E:** *Federalist Papers such as numbers 1, 9, 39, 51, and 78 (1787–1788); selected responses by Anti-Federalists (1787-1789)*

1. Research, analyze, and present orally, in writing or through a multimedia presentation how the principles of US 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 the 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 analyze and explain ideas about liberty, equality, and justice in American society using documents such as in Reverend Martin Luther King’s “I Have A Dream” speech and *Letter from Birmingham City Jail*, and compare King’s ideas to those in such founding-era documents as the Virginia Declaration of Rights, the Declaration of Independence, Massachusetts Declaration of Rights, and the Federalist Papers.

**Key Primary Sources in Appendix E:** *The Declaration of Sentiments and of the Seneca Falls Conference (1848); Abraham Lincoln, Gettysburg Address (1863) and Second Inaugural Address (1865); Theodore Roosevelt, “The New Nationalism” speech (1910); Woodrow Wilson, “Fourteen Points” speech (1917); Franklin Roosevelt, “Four Freedoms” speech (1941); John F. Kennedy, inaugural address (1961), Martin Luther King, Jr., “I Have a Dream” speech and Letter from Birmingham City Jail (1963)*

**Suggested Primary Source in Appendix E:** Justice Robert Jackson’s opinion for the Court in *West Virginia Board of Education v. Barnette* (1943)

1. 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.
2. Evaluate, take, and defend positions on issues concerning foundational ideas or values in tension or conflict.

For example,evaluate issues involving liberty in conflict with equality, liberty in conflict with authority, individual rights in conflict with the common good, or majority rule in conflict with minority rights.

**Topic 2: Purposes, Principles, and Institutions of Government in the United States**

Supporting Question: *How are the founding principles reflected in contemporary debates over the role of government?*

Students explain how purposes, principles, and institutions of government for the American people are established in the United States Constitution and reflected in the Massachusetts Constitution. They also describe the structures and functions of United States constitutional government at national, state, and local levels, and practice skills of citizenship in relationship to their constitutional government.

Clarification statement: *The study of the purposes, principles and institutions of government in the United States builds on material studied in the eighth grade 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. 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 departments or agencies of the executive branch in the governments of the United States and the state of Massachusetts. Conduct research on a given governmental agency to determine the reasons that it was established and a contemporary example of the function it serves. Examples include:

United States Department of Defense

United States Environmental Protection Agency

United States Department of the Treasury

Massachusetts Executive Office of Education

Massachusetts Executive Office of Labor and Workforce Development

Massachusetts Executive Office of Health and Human Services

1. Examine the constitutional principles of federalism, separation of powers among three branches of government described in the Constitution, the system of checks and balances, republican government or representative democracy, and popular sovereignty. Analyze and evaluate a particular United States Supreme Court case, and make an argument orally, in writing, or in a multimedia presentation for either the majority or dissenting opinion in the case and what the case demonstrates about the relationship between the branches of government:

Example 1, analyze and evaluate decisions by the United States Supreme Court about the constitutional principles of separation of powers and checks and balances in 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 in cases such as *McCulloch v. Maryland* (1819), *Texas v. White* (1869), *Alden v. Maine* (1999)

1. Examine the relationships among the four main institutions of the US government in the current system of government, Congress, the Presidency, the Bureaucracy and the Federal Courts 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:
	1. the Judicial Procedures Reform Bill(1937), President Franklin Delano Roosevelt’s attempt to alter the political balance of the Supreme Court
	2. the so called “Saturday Night Massacre” (1973), President Richard Nixon’s firing of independent special prosecutor Archibald Cox during the Watergate Scandal
	3. historical attempts to make use of “reconciliation,” a legislative process that allows expedited passage of certain budgetary legislation on spending, revenues, and the federal debt limit with a simple majority vote, to pass legislation with larger policy implications
	4. debate over the shared authority to declare war
2. Research the course of the movement to 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.

**Topic 3: Civil Rights and Civil Liberties**

Supporting Question: *How have court decisions defined the balance between the common good and the rights of the individual?*

Students gain an understanding of the development of individual rights and liberties and their impact on citizens. This focus includes an analysis of the workings of the United States Supreme Court, study of its most significant decisions, and how these decisions mark the evolution of perspectives on the rights of the individual.

1. Compare core documents associated with the protection of individual rights, including the Bill of Rights, the Fourteenth Amendment to the United States Constitution, and Article I of the Massachusetts Constitution.
2. Research, analyze andpresent 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**

Supporting Question: *What are the roles of political parties, interest groups, and media in influencing public policy?*

Students gain an understanding of the mechanisms that allow citizens and other entities to organize and communicate their interests. Students study the evolution and impact of political parties, elections, political action committees (PACs), interest groups, and media in shaping 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 role of media in politics, including how new technologies broaden the influence of media and public interest groups and the benefits and challenges they pose to democratic society.
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:
	* + 1. Labor - reforms to improve workplace safety, workers’ hours, and limit child labor
			2. Environment – the establishment of the National Parks System, legislation to promote clean air and water
			3. Disability rights – independent living, deinstitutionalization, right to education
			4. Voting - women’s suffrage
			5. 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. Use data and information from a variety of sources to evaluate the accuracy, credibility and relevance of claims and sources to debate the merits of the various perspectives represented.
8. Together 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, examine ways of participating in the decision making process about the issue, and draft a position paper, oral or multimedia presentation on how the issue may be resolved.

**Topic 5: The Relationship of the United States to Other Nations in World Affairs**

Supporting Question: *How does the U.S. exercise power in world affairs?*

Students analyze the relationship of the United States and other nations and evaluate the role of the United States 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 system 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, and military intervention.

1. Examine the different forces that influence U.S. foreign policy, including business and labor organizations, interest groups, public opinion, and ethnic and religious organizations.
2. Differentiate among various governmental and nongovernmental international organizations, and describe their purposes and functions.

Examples: Major governmental international organizations include the North Atlantic Treaty Organization (NATO), the World Court, and the Organization of American States (OAS); The International Red Cross and the Catholic Relief Services are examples of nongovernmental organizations.

1. Explain and evaluate participation by the United States government in international organizations such as the United Nations.
2. Use a variety of sources, including newspapers, magazines, and the internet to identify a significant world political, demographic, or environmental issue. Analyze ways that this issue may affect United States foreign policy in specific regions of the world, and evaluate, take, and defend a position, orally, in writing or through a multimedia presentation that addresses alternate perspectives on the issue.

**High School Elective**

**Economics**

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| **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](#_Standards_for_History_1) section. |

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**

**Scarcity and economic reasoning**

**Supply and demand**

**Market structures**

**The role of government**

**National economic performance**

**Money and the role of financial institutions**

**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](#_Grades_9-10_and), 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*** *that may be taught as a stand-alone course or integrated into courses such as mathematics, business, or family and consumer science.*

**Economics Content Standards**

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

**Topic 1: Scarcity and Economic Reasoning**

Supporting Question:*How do individuals and corporations make choices about saving or spending?*

Students understand that productive resources are limited, therefore, people cannot have all the goods and services they want. As a result, they must choose some things and give up others.

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?*
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**

Supporting Question:*What factors affect the prices of goods and services?*

Students understand the role that supply and demand, prices, and profits play in determining

production and distribution in a market economy.

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).

1. Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure.
2. Demonstrate how supply and demand determine equilibrium price and quantity in the product, resource, and financial markets.
3. Identify factors that cause changes in market supply and demand.
4. Demonstrate how changes in supply and demand influence equilibrium price and quantity in the product, resource, and financial markets.
5. Demonstrate how government wage and price controls, such as rent controls and minimum wage laws, create shortages and surpluses.
6. Use concepts of price elasticity of demand and supply to explain and predict changes in quantity as price changes.
7. Explain how financial markets, such as the stock market, channel funds from savers to investors.

**Topic 3: Market Structures**

Supporting Question: *What impact does competition have on businesses?*

Students understand the organization and role of business firms and analyze the various types

of market structures in the United States economy.

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**

Supporting Question: *What is government’s responsibility in providing for social needs?*

Students understand the roles of government in a market economy are the provision of

public goods and services, redistribution of income, protection of property rights, and resolution of market failures.

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.

1. Analyze how the Federal Reserve uses monetary tools to promote price stability, full employment, and economic growth.

**Topic 5: National Economic Performance**

Supporting Question:*What factors affect patterns of income distribution in the United States?*

Students understand the means by which economic performance is measured.

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**

Supporting Question: *Why are banks and stock markets regulated by the government?*

Students will understand the role of money and financial institutions in a market economy.

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**

Supporting Question: *Why are the costs and benefits of trade agreements among nations?*

Students understand why individuals, businesses, and governments trade goods and services and how trade affects the economies of the world.

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**

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| **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](file:///C%3A%5CUsers%5CAdministrator%5CDesktop%5CHistorySocial%20Science%5CDrafts%207%20December-January%5CEconomics%20and%20Personal%20Financial%20Literacy%20Electives1.2.18.docx#_Standards_for_History_1) section. |

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**

**Earning and Spending Income**

**Saving Money**

**Using Credit and Making Investments**

**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](file:///C%3A%5CUsers%5CAdministrator%5CDesktop%5CHistorySocial%20Science%5CDrafts%207%20December-January%5CEconomics%20and%20Personal%20Financial%20Literacy%20Electives1.2.18.docx#_Grades_9-10_and), 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

**Topic 1: Earning and Spending Income**

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**

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. Using websites such as the Federal Reserve Bank of San Francisco ([www.frbsf.org](http://www.frbsf.org)) for reference, explain the difference between the real interest rate of return on savings (adjusted for inflation) and the nominal interest rate.
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).

**Topic 3: Using Credit and Making Investments**

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.

Financial Investing

1. 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.
2. Explain how buyers and sellers in financial markets determine the prices of financial assets and therefore influence the rate of return on those assets.
3. Analyze the role of diversification – having an investment portfolio with different kinds of assets – in lowering risk for the individual investor.
4. Analyze the role of the Securities and Exchange Commission in regulating financial markets.

**Topic 4: Protecting and Insuring Assets**

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.

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

## Grades 9-10 Reading Standards for Literacy in the Content Areas: History/Social Science

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

1. 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.
2. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
3. 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

1. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
2. Assess the extent to which the reasoning and evidence in a text support the author’s claims.
3. Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity

1. 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

Text Types and Purposes

1. Write arguments focused on *discipline-specific content.*
	1. 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.
	2. 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.
	3. 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.
	4. 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.
	5. 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.
	1. 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.
	2. 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.
	3. 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.
	4. 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.
	5. 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.
	6. 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.)[[26]](#footnote-26)

Production and Distribution of Writing

1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
2. 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.
3. 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

1. 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.
2. 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.
3. 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

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

## Grades 9-10 Speaking and Listening Standards for Literacy in the Content Areas

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.
	1. 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.)
	2. 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.
	3. 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.
	4. 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

1. 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.
2. 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.
3. 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/Social Science

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

1. 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).
2. 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.
3. 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

1. 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.
2. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
3. 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

1. 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

Text Types and Purposes

1. Write arguments focused on *discipline-specific content*.
	1. 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.
	2. 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.
	3. 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.
	4. 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.
	5. 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.
	1. 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.
	2. 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.
	3. 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.
	4. 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.
	5. 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.
	6. 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.)[[27]](#footnote-27)

Production and Distribution of Writing

1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
2. 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.
3. 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

1. 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.
2. 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.
3. 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

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

## Grades 11-12 Speaking and Listening Standards for Literacy in the Content Areas

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.
	1. 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.)
	2. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
	3. 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.
	4. 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

1. 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.
2. 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.
3. 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](https://www.wida.us/standards/eld.aspx) and the Frameworks as outlined in [state guidelines for EL programs](http://www.doe.mass.edu/ele/guidance/). 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.[[28]](#footnote-28)

**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.
* **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](http://www.doe.mass.edu/ele/guidance/).

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](http://www.doe.mass.edu/ele/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:[[29]](#footnote-29)

* **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](http://www.doe.mass.edu/ele/) (OELAAA) offers a number of [resources](http://www.doe.mass.edu/ele/resources/) to help districts meet these expectations, including a [Next-Generation ESL Curriculum Resource Guide](http://www.doe.mass.edu/ele/instruction/), a set of ESL [Model Curriculum Units](http://www.doe.mass.edu/ele/instruction/mcu/) and [videos](http://www.doe.mass.edu/ele/instruction/mcu/) with connections to ESE Model Curriculum Units (MCUs) in various content areas, and a [Collaboration Tool](http://www.doe.mass.edu/ele/instruction/) that supports WIDA standards implementation in conjunction with the Massachusetts Curriculum Frameworks.

The Massachusetts ESL [Model Curriculum Units](http://www.doe.mass.edu/ele/instruction/mcu/) (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](https://www.wida.us/standards/CAN_DOs/). 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 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](https://www.youtube.com/watch?v=ighs_u2tBDY&feature=youtu.be)
	+ Grade 7: ESL MCU: Access to Clean Water unit and [video](https://www.youtube.com/watch?v=hD3Pl-ZYB30&index=2&list=PLTuqmiQ9ssqvx_Yjra4nBfqQPwc4auUBu)

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## 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)](http://www.doe.mass.edu/lawsregs/603cmr28.html?section=05). 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., Amanda B. Morse, Michael Sharpe, and Sharon Hall. “Accommodations Manual: How to Select, Administer and Evaluate Use of Accommodations and Assessment for Students with Disabilities,” 2nd Edition. Council for Chief State School Officers, 2005. http://www.ccsso.org/content/pdfs/AccommodationsManual.pdf. (Accessed January 29, 2010)

# 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.[[30]](#footnote-30)

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.

**Designing Student-Developed Questions to Promote Inquiry**

Researchers Dan Rothstein and Luz Santana, who study questioning techniques in education and other fields, recommend that teachers and students follow a simple protocol to formulate rich conceptual questions in any subject area. [[31]](#footnote-31) Their work 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. Their 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...”). [[32]](#footnote-32)

* 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 likely to have definite answers, such as “When was this written? Who wrote it”) from the open-ended ones (those likely to require more research, synthesis, reasoning, and argumentation, such as “Did all ancient civilizations have laws?” “What is the purpose of laws?” “How do today’s laws compare in fairness to those long ago?”). Students might find that they can improve questions by rephrasing or combining them.

* Prioritize the questions

After the initial improving and narrowing step, students choose the three most important ones, and explain why they are the most important.

* 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.

**Sources of Answers to History and Social Science Questions[[33]](#footnote-33)**

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
* autobio-graphies,
* oral histories,
* diaries
* journals
* social media entries
 | * photographs
* paintings
* sculptures
* cartoons
* advertise-ments
* 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, environ-mental, 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.[[34]](#footnote-34)

**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.[[35]](#footnote-35)

**Putting Media Literacy to Use in History and Social Science**

The [*Massachusetts Digital Literacy and Computer Science Standards*](http://www.doe.mass.edu/frameworks/dlcs.docx) (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.

**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

**Emphasis on Civic Learning, 2011-2018**

Between 2011 and 2018, the Massachusetts Legislature and the Massachusetts Boards of Elementary and Secondary Education demonstrated persistent interest in strengthening civic education at the elementary, secondary, and college level in the Commonwealth.

**2011**

* The Massachusetts Legislature enacted legislation to revive and continue the Special Commission on Civic Engagement and Learning.

**2012**

* The Special Commission submitted a report, [*Renewing the Social Compact*](http://www.masscouncil.org/wp-content/uploads/Civic-Ed-Commission-Report-complete.pdf), to the State Legislature. The report included recommendations for improving civics education from kindergarten through adulthood, as well as examples of civics in action across Massachusetts.
* The Board of Higher Education (BHE) established a Study Group on Civic Learning and Engagement that was charged with formulating a definition of and goals and objectives for civic learning in public higher education.

**2013-2014, 188th Legislative Session**

* Six pieces of legislation were filed relative to civics course requirements, personal finance, civic responsibility, and legal curriculum, and involving youth in civic engagement.[[36]](#footnote-36)

**2014**

* The BHE Study Group on Civic Learning and Engagement produced a report titled, [*Preparing Citizens Report on Civic Learning and Engagement*](http://www.mass.edu/bhe/lib/documents/2014-03PreparingCitizensReportOnCivicLearningAndEngagement.pdf)which included six recommendations designed to “embed civic learning as an expectation of all students.” With the advent of this report, civic learning and engagement was integrated into ongoing college-readiness initiatives.
* Informed by the work of the Legislature’s Special Commission and BHE’s Study Group on Civic Learning and Engagement, the Board of Elementary and Secondary Education (BESE) established the Working Group on Civic Learning and Engagement.

**2015-2016, 189th Legislative Session**

* Ten pieces of legislation were filed relative to civics education, civics course requirements, personal finance, civic responsibility, and legal curriculum, and involving youth in civic engagement.

**2015**

* BESE’s Working Group published a report, [*Preparing Citizens: Report on Civic Learning and Engagement*,](https://www.mass.edu/bhe/lib/documents/2014-03PreparingCitizensReportOnCivicLearningAndEngagement.pdf) summarizing its findings among which was the recommendation to “Initiate a process to revise the 2003 History and Social Science Curriculum Framework and consider other ways to use the Framework to enhance the effectiveness of civics instruction.”
* The Departments of Elementary and Secondary Education and Early Education and Care, with the University of Massachusetts, published [Standards for Preschool and Kindergarten Social and Emotional Learning,](http://www.doe.mass.edu/sfs/earlylearning/) which include standards that set the foundation for civic learning in the early years of schooling.

**2016**

* BESE and BHE jointly approved a new [definition of college and career readiness and civic preparation:](http://www.doe.mass.edu/ccte/)

To be college and career ready and prepared for civic life, students must also possess a deep understanding and knowledge of U.S. history and its foundational documents, along with the knowledge, intellectual skills, and applied competencies that citizens need for informed and effective participation in civic and democratic life. They must also acquire an understanding of the social values that underlie democratic structures and practices. Civic knowledge, skills, and competencies can be obtained in a variety of settings and ways, including in the classroom, across content areas, through service-learning, discussion of controversial issues, student government, and extracurricular opportunities. Key knowledge, skills, and dispositions that students should possess to be prepared to engage as active citizens include:

* Core civic content knowledge and the ability to apply that knowledge to different circumstances and settings.
* Civic intellectual skills, including the ability to identify, assess, interpret, describe, analyze and explain matters of concern in civic life.
* Civic participatory skills, including knowing how to work collaboratively in groups and organizational settings, interface with elected officials and community representatives, communicate perspectives and arguments, and plan strategically for civic change.
* Civic dispositions including interpersonal and intrapersonal values, virtues and behaviors respect for freedom of speech and thought, respect for others, commitment to equality, capacity for listening, capacity to communicate in ways accessible to others, etc.).

**2017-2018, 190th Legislative Session**

* Thirteen pieces of legislation were filed relative to civics education, civics course requirements, media literacy, citizenship, personal finance, civic responsibility, and legal curriculum, civics test requirements for high school graduation, and involving youth in civic engagement.

**2017**

* The Department of Elementary and Secondary Education published a [Civic Learning and Engagement Strategic Plan](http://www.doe.mass.edu/bese/docs/fy2017/2017-04/item1.html), which included the revision of the standards, work with civic education partners, and increased emphasis on civics from preschool through college and career readiness levels.
* The Commissioner of Elementary and Secondary Education convened a panel of history and social science educators from preK-12 schools and higher education to [review](http://www.doe.mass.edu/instruction/) the Massachusetts History and Social Science Curriculum Framework. A public comment survey was conducted to gather information on the usefulness of the 2003 Framework and results from that survey were shared with the panel. Work commenced on revisions, with the key goals of creating a new full-year civics course at the middle school level and creating a coherent progression of content based on existing standards that highlighted civic learning in each grade.
* The Review Panel met six times and presented an abbreviated draft of the revised History and Social Science Curriculum Framework to the Board of Elementary and Secondary Education in November 2017. This abbreviated draft included an Introduction and Guiding Principles that establish the qualities of effective history and social science education and a new set of standards on civics designed to be taught in grade 8.

**2018**

* The full draft of the History and Social Science Curriculum Framework was presented to the Board of Elementary and Secondary Education in January 2018, with a request that the draft be released for public comment until April. The full draft included the grade 8 civics course, civics-related content in each grade or course, as well as standards and resources that address news and media literacy and personal finance literacy. The Board was scheduled to vote on the final version of the framework in June 2018.
* The Department of Elementary and Secondary Education created an implementation plan for 2018 that included outreach to the public, professional organizations, the Department’s statewide Student Advisory Council, and cultural institutions during the February-April public comment period. The Department also planned to offer professional development in civics in the summer of 2018.

# Appendix D

**Selecting and Using Primary Sources**

The Massachusetts Curriculum Frameworks for History and Social Science 0f 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 number of primary sources available on the Internet has increased enormously since the publication of the 2003 framework. **Appendices E and F** present a selection of primary sources that the History and Social Science Framework Revision Panel recommended as material with which students should become acquainted. These selections also are highlighted at appropriate places in the content standards. In many cases where documents are long, teachers may want to use excerpts, and in lower grades, to guide students through complex texts by reading them aloud or reading alongside students.

**Appendix E** 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, photographs - that can supplement, contrast with, or shed a new perspective on the **Key Sources.**

**Appendix F** 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 21st century. **Appendix F** is intended to be a guide, not a prescription: teachers may, of course, substitute other primary sources that they believe will be better choices for their students. **Appendix G** listswebsites of organizations such as the National Archives, on which teachers and students find and research many other primary sources. **Appendix H** includes a list of Massachusetts museums and historical societies that have useful collections to visit in person on online.

Many websites in **Appendix G** offer instructional strategies for using primary sources in the classroom, as well as full curriculum units. Of particular interest are the instructional materials on these sites

* *American Memory from the Library of Congress*
* *The Stanford History Education Group (Stanford University)*
* *EDSITEment from the National Endowment for the Humanities*
* *The Gilder Lehrman Institute of American History*
* *Historical Inquiry (Virginia Polytechnic Institute and State University)*
* *History Matters and World History Matters (George Mason University)*

# Appendix E

**Primary Sources for United States History and Civics**

**Note that is a companion to Appendix F, Primary Sources for World History**

**Key Sources Recommended for All Students**

1. **Mayflower Compact (1620)**

<http://www.pilgrimhall.org/mayflower_compact_text.htm> or <http://ushistory.org/documents/mayflower.htm>. 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 William Bradford’s handwritten manuscript copy of his *Of Plimoth Plantation* (1630-1650) is held by State Library of Massachusetts at the State House in Boston and available [online](http://www.mass.gov/lib) through its DSpace Online Repository. *Grades 3 and 8*

1. **The Declaration of Independence (1776)**

<https://www.archives.gov/founding-docs/declaration> 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. *Grades 3, 5, 8, United States History I and II, United States Government and Politics*

1. **An accurate map of the country round Boston in New England from the best authorities (1776)**

[https://collections.leventhalmap.org/search/commonwealth:z603vr582](https://collections.leventhalmap.org/search/commonwealth%3Az603vr582) Map of Boston and surrounding areas, with inset map of Boston and Charlestown dated 1771; a political map showing the context of the Boston area at the time of the Revolution *Grades 3 and 5*

1. **Letter from Abigail Adams to John Adams 31 March-5 April 1776**

*Adams Family Papers: An Electronic Archive.* Massachusetts Historical Society, <http://www.masshist.org/digitaladams/> 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…” *Grade 5 and United States History I*

1. **The Massachusetts Constitution (1780)**

<https://malegislature.gov/Laws/Constitution> A model for the United States Constitution

*Grade 3, 5, 8, United States Government and Politics*

1. **The Federalist, Number 10 (1787)**

[https://www.congress.gov/resources/display/content/The+Federalist+Papers](https://www.congress.gov/resources/display/content/The%2BFederalist%2BPapers) 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.

*Grade 8, United States History I, and United States Government and Politics*

1. **The Constitution of the United States (1787)**

<https://www.archives.gov/founding-docs/constitution> 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. *Grades 3, 5, 8, United States History I and II, United States Government and Politics*

1. **The Interesting Narrative of the Life of Olaudah Equiano (1789)**

<https://www.gilderlehrman.org/history-by-era/origins-slavery/resources/olaudah-equiano> Equiano was an African sold to be a slave who later bought his freedom and wrote a book about his experiences. In the excerpt on the site above he writes about his experience on his voyage across the Atlantic. His book was widely read and is said to have been a factor in Parliament’s prohibition of the British slave trade in 1807. *Grade 5, United States History I*

1. **The United States Bill of Rights (1791)**

<https://www.archives.gov/founding-docs/bill-of-rights> 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.

*Grades 3, 5, 8, United States History I and II, United States Government and Politics*

1. **George Washington, Farewell Address (1796)** <https://www.loc.gov/resource/mgw2.024/?sp=229> Washington’s speech declaring that he would not run for a third term as President, and warning against sectionalism, factions, and the influence of foreign governments. The Library of Congress site includes the text and the handwritten manuscript.

*United States History I and United States Government and Politics; Grade 5*

1. **Tecumseh, Call for Pan-Indian Resistance (1810)**

<http://www.americanyawp.com/reader/the-early-republic/tecumseh-letter-to-william-henry-harrison-1810/> Shawnee leader Tecumseh’s call for all Native Peoples to unify in resistance to the taking of land by white people *Grade 5*

1. **Elizabeth Cady Stanton, primary author: The Declaration of Sentiments of the Seneca Falls Conference(1848)**

<https://sourcebooks.fordham.edu/halsall/mod/senecafalls.asp> 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 National Endowment EDSITEment website has a lesson plan and a large list of associated resources: <https://edsitement.neh.gov/feature/declaration-sentiments-seneca-falls-conference-1848>

*United States History I and United States Government and Politics*

1. **Frederick Douglass: “What to the Slave is the Fourth of July?” Independence Day Speech at Rochester, New York (1852)** (abridged)

<http://masshumanities.org/files/programs/douglass/speech_abridged_med.pdf>

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.

*United States History I and United States Government and Politics*

1. **Abraham Lincoln: Gettysburg Address (1863)**

<http://abrahamlincolnonline.org/lincoln/speeches/gettysburg.htm> The site gives the text of five versions of the speech Lincoln gave at the Gettysburg Battlefield and has links to other resources.

*United States History I and United States Government and Politics; Lincoln is also in the standards for grade 5*

1. **Abraham Lincoln: Second Inaugural Address (1865)**

<http://www.abrahamlincolnonline.org/lincoln/speeches/inaug2.htm> The site gives the text of the speech Lincoln gave at his second inauguration and has links to other resources, including images from the period from the Library of Congress.

*United States History I and United States Government and Politics; Lincoln is also in the standards for grade 5*

1. **Theodore Roosevelt, “The New Nationalism,” speech (1910)**

<http://teachingamericanhistory.org/library/document/new-nationalism-speech/> The speech lays out the ideas of Progressivism. *United States History I and United States Government and Politics*

1. **Woodrow Wilson, “Fourteen Points,” speech (1918)**

<http://avalon.law.yale.edu/20th_century/wilson14.asp> Wilson lays out his plan for peace after the end of World War I. See also the National Endowment for the Humanities EDSITEment Lesson plan on Wilson an American entry into World War I, <https://edsitement.neh.gov/lesson-plan/wilson-and-american-entry-world-war-i>. The site offers documents and other lessons about the 1914-1917 period in United States history. *United States History I and United States Government and Politics*

1. **Franklin Roosevelt, “Four Freedoms,” speech (1941)**

<https://fdrlibrary.org/four-freedoms> Roosevelt argues for support of Britain in World War II and the freedoms that must be preserved. The site contains draft versions of the speech.

*United States History II and United States Government and Politics*

1. **Harry S. Truman, Address Before the Joint Session of Congress (The Truman Doctrine) (1947)**

<https://www.ourdocuments.gov/doc.php?flash=false&doc=81> Truman’s speech laid out the policy of the United States’ responsibility to support the freedom of people throughout the world.

*United States History II*

1. **John F. Kennedy: Inaugural Address (1961)**

<https://www.jfklibrary.org/Research/Research-Aids/Ready-Reference/JFK-Quotations/Inaugural-Address> 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.

*United States History II and United States Government and Politics*

1. **Martin Luther King, Jr.: “Letter from Birmingham City Jail” (1963)**

<https://kinginstitute.stanford.edu/king-papers/documents/letter-birmingham-jail> The site includes the text and audio of King’s reading of the letter

*United States History II and United States Government and Politics; King is mentioned in grade5*

1. **Martin Luther King, Jr.: “I Have a Dream” speech (1963)**

text alone at<https://www.archives.gov/files/press/exhibits/dream-speech.pdf>audio available at <https://kinginstitute.stanford.edu/king-papers/documents/i-have-a-dream-address-delivered-march-washington-jobs-and-freeedom> and <http://americanrhetoric.com>; video available at <https://www.youtube.com/watch?v=smEqnnklfYs> Speech from the March on Washington; King’s argument for racial equality

*United States History II and United States Government and Politics; King is mentioned in grade 5*

1. **Lyndon Johnson, “And We Shall Overcome” Special Message to Congress (1965)**

<http://historymatters.gmu.edu/d/6336/> Speech calling for stronger civil rights legislation, resulting in the Voting Rights Act

*United States History II and United States Government and Politics; the Voting Rights Act is mentioned in grade 8*

1. **Barack Obama, “A More Perfect Union” speech (2008)**

<https://constitutioncenter.org/amoreperfectunion/> A speech about race in the United States. The site contains a video, the written text, commentary, and a lesson plan *United States History II*

**Suggested Primary Sources for United States History and Civics**

1. Magna Carta (1215)

<https://www.bl.uk/magna-carta> British Library site that includes the text, articles and videos by scholars on the Magna Carta, and teaching resources

 *Grade 8 and United States Government and Politics*

1. The Iroquois Confederacy Constitution, The Great Binding Laws (circa 1451, passed orally, but written down in 1700s)

<http://www.constitution.org/cons/iroquois.htm> considered to have influenced the United States Constitution.

1. Massachusetts Body of Liberties (1641)

[www.mass.gov/anf/research-and-tech/legal-and-legislative-resources](http://www.mass.gov/anf/research-and-tech/legal-and-legislative-resources)considered to be the first European legal code in the colonies and the precursor of the Massachusetts General Laws

 *United States Government and Politics*

1. English Bill of Rights (1689)

<http://avalon.law.yale.edu/17th_century/england.asp>

*World History I, United States Government and Politics*

1. John Locke, Two Treatises of Civil Government (1690)

<http://oll.libertyfund.org/titles/locke-the-two-treatises-of-civil-government-hollis-ed> English political philosophy that influenced the founders of the United States The second treatise outlines Locke’s ideas about the natural state of human society as one of equality and his conception of the ideal government that exists with the consent of the people.

*United States Government and Politics; World History I; Locke is mentioned at grade 8*

1. The Suffolk Resolves (1774)

<https://www.nps.gov/mima/learn/education/upload/The%20Suffolk%20Resolves.pdf>.

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; endorsed by the First Continental Congress *Grade 5*

1. Virginia Declaration of Rights (1776)

<http://avalon.law.yale.edu/18th_century/virginia.asp> Declaration drafted by George Mason of Virginia that states the concepts of rights and liberty *United States Government and Politics*

1. The Virginia Statute for Religious Freedom (1786)

<https://encyclopediavirginia.org/An_Act_for_establishing_religious_Freedom_1786>

The Encyclopedia Virginia is a project of the Virginia Foundation for the Humanities and the Library of Virginia and contains a comprehensive collection of online text and visual resources about Virginia history from the founding period through the present *United States Government and Politics*

1. The Northwest Ordinance (1787)

<https://www.ourdocuments.gov/doc.php?flash=false&doc=8>

An act of the Confederation Congress that established the first United States territory beyond the Appalachian Mountains; it established the precedent for the United States to be sovereign as it moved west with the admission of new states. The site contains text and facsimiles of 100 important United States documents with explanations.

*United States Government and Politics; the move westward is mentioned in Grade 5 and United States History I*

1. Selected Federalist Papers, such as numbers 1, 9, 39, 51, and 78 (1787–1788)

[https://www.congress.gov/resources/display/content/The+Federalist+Papers](https://www.congress.gov/resources/display/content/The%2BFederalist%2BPapers) Essays written by James Madison and Alexander Hamilton to explain and promote the proposed constitution. The site includes all of the 85 essays published in newspapers of the period.

*Grade 8, United States History I, and United States Government and Politics*

1. Selected responses by Anti-Federalists (1787-1789)

The Federal Farmer (Richard Henry Lee)

<http://oll.libertyfund.org/?option=com_staticxt&staticfile=show.php%3Ftitle=690&chapter=102313&layout=html&Itemid=27>

Centinel

 <http://www.teachingamericanhistory.com/library/index.asp?document=1635>

These two documents are included in a National Endowment for the Humanities curriculum unit of the debates between Federalists and anti-Federalists

<https://edsitement.neh.gov/curriculum-unit/federalist-and-anti-federalist-debates-diversity-and-extended-republic> *Grade 8, United States History I, and United States Government and Politics*

1. Thomas Jefferson’s First Inaugural Address (1801)

<http://avalon.law.yale.edu/19th_century/jefinau1.asp> 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.

*United States Government and Politics*

1. Abraham Lincoln, “The Perpetuation of Our Political Institutions” Address before the Young Men’s Lyceum of Springfield, Illinois (1838)

<http://abrahamlincolnonline.org/lincoln/speeches/lyceum.htm>

One of Lincoln’s earliest published speeches; discusses the importance of the Revolution and the Constitution to national unity. *United States History I*

1. Alexis de Tocqueville, *Democracy in America, Volume I* (1835) and *Volume II* (1839)

<https://edsitement.neh.gov/feature/democracy-america-alexis-de-tocquevilles-introduction> provides excerpts from the Introduction to these two large volumes about a Frenchman’s observations of an 1831 trip to the United States. <https://www.c-span.org/series/?tocqueville> is a video series that follows the trip and provides discussions with scholars. The full texts are available from Project Gutenberg, #815 and #816 *United States Government and Politics*

1. Dorothea Dix, “Memorial to the Massachusetts Legislature” (1843) <http://www.disabilitymuseum.org/dhm/lib/catcard.html?id=737> 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, and others *United States History I*
2. Factory Tracts: *Factory Life as It is, by an Operative*, Lowell, Massachusetts (1845)

<http://library.uml.edu/clh/All/fac2.htm> text of the description of harsh working conditions for young women in the Lowell Mills, published as a tract pamphlet; the Voice of Industry website, <http://industrialrevolution.org>, reproduces text and engravings from the Voice of Industry, a newspaper published by women in Lowell about workers’ rights and the need for reform in the 19th century; the site includes full copies of the newspaper as well as articles, excerpts, and illustrations.

*United States History I*

1. Norman Asing, “To His Excellency, Governor Bigler: We Are Not the Degraded Race You Would Make Us” (1852) <http://historymatters.gmu.edu/d/6561/> 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*. United States History I*
2. Abraham Lincoln, “House Divided,” speech (1858)

<https://www.nps.gov/liho/learn/historyculture/housedivided.htm> Lincoln’s speech on slavery after he had been nominated to be the Republican candidate for senator from Illinois

*United States History I, United States Government and Politics, Lincoln is mentioned in grade 5*

1. Emma Lazarus, “The New Colossus” (1883)

<http://www.poetryfoundation.org/poems/46550/the-new-colossus/> The poem about the United States as a welcoming nation for immigrants; the site has links to other poems by Lazarus.

*United States History II*

1. Booker T. Washington, The Atlanta Exposition Address (1895)

<http://historymatters.gmu.edu/d/39> A speech by Washington, president of the Tuskegee Institute, to a largely white audience in Atlanta. Georgia, proposing how African Americans would work within the segregated system, rather than protest against it. *United States History II*

1. W. E. B. DuBois and William Monroe Trotter, primary authors: The Niagara Movement Declaration of Principles (1905)

<http://scua.library.umass.edu/collections/etext/dubois/niagara.pdf>. Declaration of the need for African Americans to protest segregation and discrimination actively, and to have free compulsory education Often compared and contrasted with Washington’s speech above. *United States History II*

1. Franklin Roosevelt, First Annotated Typed Draft of War Address (1941)

<http://www.archives.gov/education/lessons/day-of-infamy> Roosevelt’s radio address to the people of the United States at the outbreak of World War II *United States History II, World History II*

1. Gordon Parks, Photographs of Ella Watson (1942) <https://www.loc.gov/pictures/collection/fsa/docchap7.html>. A series of photographs by an African American photographer that document aspects of the life of Ella Watson, an African American whose job was to clean government buildings. The website includes photographs, the history of Parks’ work in Washington, and excerpts from his memoirs and interviews that reveal his desire to show what life in the nation’s capital was really like for one of its African American citizens. *United States History II*
2. Justice Robert M. Jackson: Opinion for the Supreme Court in *West Virginia State Board of Education v. Barnette* (1943)

<https://www.oyez.org/cases/1940-1955/319us624>. Courts ruled that students are protected from having to salute the flag r recite the Pledge of Allegiance under the free exercise clause of the First Amendment. *Grade 8, United States Government and Politics*

1. Margaret Chase Smith, Declaration of Conscience Speech (1950)

<http://eloquentwoman.blogspot.com/2012/10/famous-speech-friday-margaret-chase.html>

Speech in which Senator Chase denounced McCarthyism *United States History II*

1. Lyndon Johnson, Great Society Speech (1964)

[www.americanrhetoric.com/speeches/lbjthegreatsociety.htm](http://www.americanrhetoric.com/speeches/lbjthegreatsociety.htm) Johnson outlined his vision for domestic programs with the aim of eliminating poverty, extending civil rights, and improving education for the young, providing health care for those over 65, and establishing national endowments for the arts and humanities and a network for public broadcasting. *United States History II*

1. Stonewall Uprising: the First Gay Pride March (1970)

[https://mass.pbslearningmedia.org/resource/arct.socst.ush.stonewall26march/stonewall-the-first-gay-pride-march/?#.WIUfi9FOmhB](https://mass.pbslearningmedia.org/resource/arct.socst.ush.stonewall26march/stonewall-the-first-gay-pride-march/#.WIUfi9FOmhB) Video of march in New York City on the first anniversary of the Stonewall Rebellion and later interviews with participants. *United States History II*

1. Ed Roberts, Speech on Disability Rights at a Sit-In Rally in San Francisco (1977)

 <https://ollibean.com/ed/> Roberts and his colleagues protested to enforce section 504 of the Rehabilitation Act of 1973, which stated that people with disabilities should not be discriminated against in any program that receives federal funds. The activism of Roberts and his peers led to the passage of the Americans with Disabilities Act of 1990. *Grade 8, United States History II*

1. Cesar Chaves, Address to the Commonwealth Club of California (1984)

<http://www.chavezfoundation.org/_cms.php?mode=view&b_code=0010080000000000&b_no=16&page=1&field=&key=&n=7> Speech by the President of the United Farm Workers of America about the unsafe conditions for farm workers in the United States. A video version of the speech is available at <https://m.youtube.com/watch?v=qB1jwR1h9qo> *United States History II*

1. Ronald Reagan, Speech at Moscow State University (1988)

<http://www.americanrhetoric.com/speeches/ronaldreaganmoscowstateuniversity.htm> Reagan’s speech delivered to university students in Moscow, Russia, emphasized the need for freedom of thought, information, and communication and the importance of democracy. *United States History II*

1. George W. Bush, Address to the Joint Session of the 107th Congress (2001)

[https://georgewbush-whitehouse.archives.gov](https://mail.doe.mass.edu/owa/redir.aspx?C=FK6x1muB_H-Yf1eCY_XEd7WYRMEeG9tuq986hpQjQjs09UGC0UDVCA..&URL=https%3a%2f%2fgeorgewbush-whitehouse.archives.gov%2f) Bush’s speech after the terrorist attack on the Twin Towers in New York City on September 11, 2001 *United States History II*

1. Henry Louis Gates, Jr., *The African Americans: Many Rivers to Cross* (video series 2013)

[www.pbs.org/show/african-americans-many-rivers-cross/](https://mail.doe.mass.edu/owa/redir.aspx?C=go3ROS93vWVvVpuqYvDGd8UoLnARBCG58VBMd9ub93MhWlSp1EDVCA..&URL=http%3a%2f%2fwww.pbs.org%2fshow%2fafrican-americans-many-rivers-cross%2f) Video series on African history

*United States History II*

# Appendix F

**Suggested Primary Sources for World History**

**Note that is a companion to Appendix E, Primary Sources for United States History**

| **Ancient and Classical Civilizations** |
| --- |
| * 1. Epic of Gilgamesh (c.2150-1400 BCE)

<https://www.ancient.eu/gilgamesh/> article on Gilgamesh with maps and photographs and link to 10-minute video animation; <http://www.aina.org/books/eog/eog.pdf> full text of the Epic illustrated with photographs of Assyrian sculpture First recorded epic, includes an account of a great flood similar to that in the Bible  | Grade 6 |
| * 1. The Code of Hammurabi (c. 1754 BCE)

<https://www.ancient.eu/article/68/hammurabis-code-babylonian-law-set-in-stone/> article with photograph of stone sculpture showing Hammurabi from the Louvre; text alone: <http://avalon.law.yale.edu/ancient/hamframe.asp> First recorded set of laws and often compared to the Ten Commandments of the Bible and/or the Egyptian Negative Confessions  | Grade 6 |
| * 1. The Egyptian Hymn to the Nile (c.2100 BCE)

<https://sourcebooks.fordham.edu/Halsall/ancient/hymn-nile.asp> Hymn praising the Nile as the source of life in Egypt | Grade 6 |
| * 1. The Egyptian Book of the Dead, Negative Confessions (c.1570-1069 BCE) text and article with illustrations: <https://www.ancient.eu/The_Negative_Confession/>; text alone: <http://www.mircea-eliade.com/from-primitives-to-zen/110.html>

A list of sins that the speaker had not committed; an indication of the cultural values of the Egyptians similar to the Code of Hammurabi for the Mesopotamians, or the Ten Commandments for the ancient Israelites | Grade 6 |
| 1. The Torah (first five books of the Bible), Exodus, Chapter 20, the Ten Commandments (c.600 BCE, based on earlier oral tradition)

<https://www.jewishvirtuallibrary.org/shemot-exodus-chapter-20>Code of religious commandments often compared with the Code of Hammurabi or the Egyptian Negative Confessions; background and analysis: <http://www.bibleodyssey.org/en/passages/main-articles/the-decalogue>  |  Grade 6 |
| 1. The Vedas: The Rig Veda (c.1500-500 BCE) <https://www.ancient.eu/The_Vedas/> article and excerpts; text alone: <http://www.sacred-texts.com/hin/rigveda/>

Central texts of Hinduism; hymns  | Grade 7World History I |
| 1. Homer, *The Iliad* and *The Odyssey* (c. 800 BCE based on earlier oral tradition)

<http://classics.mit.edu/Homer/iliad.html> and <http://classics.mit.edu/Homer/odyssey.html>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) | Grade 7 |
| 1. Confucius, *The Analects* (thought to have been compiled in the 5th century BCE, completed in a final form in the 3rd century CE)

<http://classics.mit.edu/Confucius/analects.html>Central text of Confucianism; A collection of sayings and philosophical thoughts virtue and ethics | Grade 7World History I |
| 1. Buddhism, the Four Noble Truths (c. 500 BCE) <https://www.ancient.eu/Four_Noble_Truths/>

Central text of Buddhism, relating to the cycle of human life and suffering | Grade 7World History I |
| 1. Thucydides, *History of the Peloponnesian War* (431 BCE)

<http://classics.mit.edu/Thucydides/pelopwar.html>Greek historian’s account of the war between Athens and Sparta | Grade 7 |
| 1. Plato, *The Republic* (360 BCE)

<http://classics.mit.edu/Plato/republic.html>Greek account of a Socratic dialogue about justice, virtue, and the ideal city and its ruler, the philosopher-king | Grade 7 Grade 8 |
| 1. Aristotle, *Politics* (350 BCE)

<http://classics.mit.edu/Aristotle/politics.html>Greek Books of political philosophy about the role of a citizen, ruler, democratic constitutions and institutions, and the ideal state | Grade 7Grade 8 |
| 1. Julius Caesar, *War Commentaries* (58-47 BCE)

<http://mcadams.posc.mu.edu/txt/ah/Caesar/index.html>Caesar’s account of Roman conquest in Europe  | Grade 7 |
| 1. The Bible, New Testament, Gospel of Matthew, Chapters 5-7: Sermon on the Mount (c. 80-110 CE)

<http://www.bartleby.com/108/40/5.html>Key text for Christianity of Jesus’ philosophy; for analysis and interpretation see <http://www.bibleodyssey.org/passages/main-articles/sermon-on-the-mount>  | World History I |
| **6th-14th Centuries** |
| 1. The Code of Justinian (535 CE)

<https://sourcebooks.fordham.edu/basis/535institutes.asp>Code of law of the Byzantine Empire under Emperor Justinian | World History I |
| 1. Selections from the Qu’ran, 1, 47 (609-632 CE)

<https://sourcebooks.fordham.edu/halsall/source/koran-sel.asp>Central text of Islam, centering on the belief in one God, Allah | World History I |
| 1. Pope Urban II Speech at the Council of Clermont (c.1095)

<https://sourcebooks.fordham.edu/Halsall/source/urban2-5vers.asp>Speech that launched the Christian crusades against Islam | World History I |
| 1. Magna Carta (1215)

<https://www.bl.uk/magna-carta> Foundational British document on government | Grade 8World History IU. S. History I U.S. Government and Politics |
| 1. Ibn Battuta, *The Rihla* (1354)

<https://sourcebooks.fordham.edu/halsall/source/1354-ibnbattuta.asp>African scholar’s account of his travels in Africa and Asia | World History I |
| **16th-17th Centuries CE** |
| 1. Machiavelli, *The Prince*(1513)

<http://www.bartleby.com/36/1/prince.pdf> Renaissance book on government and the rights of rulers | World History I |
| 1. Leonardo da Vinci, Notebooks (c. 1508)

<http://www.bl.uk/onlinegallery/ttp/leonardo/accessible/introduction.html>Renaissance artist and inventor’s notebooks of sketches and texts  | World History I |
| 1. Bartolomé de Las Casas, A Short Account of the Destruction of the Indies (1552)

<http://www.columbia.edu/~daviss/work/files/presentations/casshort/> (English)<https://www.gilderlehrman.org/content/bartolom%C3%A9-de-las-casas-debates-subjugation-indians-1550> (Spanish) <https://www.loc.gov/resource/rbc0001.2008kislak20219/?st=gallery> (Latin translation)This text is a summary of a debate concerning the subjugation of Native Peoples, contains the arguments of Bartolomé de 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. | Grades 4, 6, World History I  |
| 1. Bernal Diaz del Castillo, excerpts from *The True History of the Conquest of New Spain* (1576)

<http://chnm.gmu.edu/worldhistorysources/sources/conquestofnewspain.html>*Spanish account of the conquest of Mexico* | World History I |
| 1. English Bill of Rights (1689)

<http://avalon.law.yale.edu/17th_century/england.asp>Foundational English document on rights | U. S. History IWorld History II U.S. Government and Politics |
| 1. John Locke, Two Treatises of Civil Government (1690)

<http://oll.libertyfund.org/titles/locke-the-two-treatises-of-civil-government-hollis-ed>Foundational documents on government  | U. S. History IWorld History II U.S. Government and Politics |
| **18th-19th Centuries CE** |
| 1. Charles de Montesquieu, *The Spirit of the Laws* (1748)

<https://sourcebooks.fordham.edu/halsall/mod/montesquieu-spirit.asp>Legal philosophy of the French Enlightenment | World History IIGrade 8 |
| 1. Jean-Jacques Rousseau, *The Social Contract* (1763)

<https://sourcebooks.fordham.edu/halsall/mod/rousseau-soccon.asp> Legal philosophy of the French Enlightenment | World History II Grade 8 |
| 1. Adam Smith, *The Wealth of Nations* (1775)

<http://www.econlib.org/library/Smith/smWN.html>Foundational text on free market economics based on competition | World History II |
| 1. National Assembly of France, “The Declaration of the Rights of Man and Citizen” (1789)

<http://avalon.law.yale.edu/18th_century/rightsof.asp>Declaration of the French Revolution | World History II |
| 1. Mary Wollstonecraft, *Vindication of the Rights of Women* (1792)

<http://www.bartleby.com/144/>Declaration of women’s rights and equality to men | World History II |
| 1. Karl Marx, Friedrich Engels: The Communist Manifesto (1848)

<http://avalon.law.yale.edu/subject_menus/mancont.asp>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  | World History II |
| 1. John Stuart Mill, *On Liberty* (1869) <http://www.bartleby.com/130/>

Essay on the importance of personal liberty, social liberty, and freedom of speech  | World History II |
| **20th-21st Centuries CE** |
| 1. The Treaty of Versailles (1919)

<https://www.loc.gov/law/help/us-treaties/bevans/m-ust000002-0043.pdf> Treaty at the end of World War I that forced Germany to pay reparations | World History II |
| 1. Sun Yat-Sen, *The Principle of Democracy* (1924)

<http://afe.easia.columbia.edu/ps/cup/sun_yatsen_democracy.pdf> Founder of the Chinese Republic, philosophy of nationalism, democracy, and social welfare | World History II |
| 1. Erich Maria Remarque, Excerpts from *All Quiet on the Western Front* (1928)

[http://web.archive.org/web/19980116133459/http://pluto.clinch.edu/history/wciv2/civ2ref/aqwf.htm](http://web.archive.org/web/19980116133459/http%3A/pluto.clinch.edu/history/wciv2/civ2ref/aqwf.htm)Account of warfare in World War I | World History II |
| 1. Adolf Hitler, Excerpts from *Mein Kampf* (1925)

<https://archive.org/stream/meinkampf035176mbp/meinkampf035176mbp_djvu.txt>Hitler’s autobiography in which he presents his philosophy of anti-Semitism and a plan for the future of Germany | World History II, United States History II |
| 1. Leni Riefenstahl, *Triumph of the Will* film (1935)

<https://www.youtube.com/verify_controversy?next_url=/watch%3DGHs2coAzLJ8>Nazi propaganda film Note: Items 30 and 31 address anti-Semitic Nazi propaganda; excerpts need to be carefully curated and well-framed by the teacher. They are included for the purposed of illustrating Nazi fascist ideology  | World History II, United States History II |
| 1. Henryk Ross, Photographs of the Lodz Ghetto, a Collection of Holocaust Photographs (1939-1945)

<http://agolodzghetto.com>Photographs of the Lodz Ghetto in Poland under German rule in World War II, liberated by Russian troops in 1945 | World History II, History II |
| 1. Holocaust Survivor Stories (20th century)

<http://holocaustlearning.org/survivors> Videotaped interviews with survivors of the Holocaust in the United Kingdom, c.2010 | World History IIU.S. History II |
| 1. Neville Chamberlain, “Peace in Our Time” (1938)

<http://www.wwnorton.com/college/history/ralph/workbook/ralprs36.htm>Speech given in defense of the Munich agreement  | World History II |
| 1. Winston Churchill, “A Disaster of the First Magnitude” speech (1938)

<https://www.nationalchurchillmuseum.org/disaster-of-the-first-magnitude.html>Speech in response to Chamberlain, calling for Britain to fight Germany  | World History II |
| 1. Franklin Roosevelt, First Annotated Typed Draft of War Address (1941)

<http://www.archives.gov/education/lessons/day-of-infamy>Roosevelt’s speech to the nation on the Japanese bombing of Pearl Harbor | World History II, United States History II |
| 1. Winston Churchill, excerpts from “The Iron Curtain,” speech (1946)

<https://sourcebooks.fordham.edu/halsall/mod/churchill-iron.asp>Speech in which Churchill describes the divisions between the Western Allies and Russia, the beginning of the Cold War | World History II, United States History II |
| 1. Joseph Stalin, “Response to Churchill’s Iron Curtain Speech”(1946)

<https://sourcebooks.fordham.edu/Halsall/mod/1946stalin.asp>Stalin’s assertion that the Soviet Union must protect its security  | World History II |
| 1. United Nations, “Universal Declaration of Human Rights” (1948)

<http://www.un.org/en/universal-declaration-human-rights/index.html>A declaration of human rights for all nations in the United Nations | World History II United States History II |
| 1. Mao Tse-Tung

[Http://www.marx2mao.com/PDFs/QCM66.pdf](http://www.marx2mao.com/PDFs/QCM66.pdf)Sayings and political philosophy of Chinese Communist leader  | World History I |
| 1. Nelson Mandela, “I am prepared to die” statement at the Rivonia Trial (1964)

<https://www.bl.uk/collection-items/nelson-mandelas-speech-i-am-prepared-to-die-at-the-rivonia-trial>Mandela’s speech against apartheid in South Africa at the trial in which he was sentenced to life imprisonment | World History II |
| 1. Vaclav Havel, “The Power of the Powerless,” essay (1978)

<http://www.vaclavhavel.cz/showtrans.php?cat=eseje&val=2_aj_eseje.html&typ=HTML> Essay of freedom and power in Eastern Europe | World History II |
| 1. Lech Walesa, Nobel Peace Prize Lecture (1983)

<https://www.nobelprize.org/nobel_prizes/peace/laureates/1983/walesa-acceptance.html>Speech by the Polish leader of the Solidarity movement for workers’ rights  | World History II |
| 1. Malala Yousafzai Nobel Peace Prize speech (2014)

<https://www.nobelprize.org/nobel_prizes/peace/laureates/2014/yousafzai-lecture.html> Text and video of speech on girls’ right to education  | World History II |

# Appendix G

**Recommended History and Social Science Websites for Students and Teachers**

**Elementary Grades**

***American Centuries***

[*www.americancenturies.mass.edu*](http://www.americancenturies.mass.edu)

*Materials focused on Western Massachusetts in a site designed for elementary school students; topics include daily life in the colonies, Shays’ Rebellion, African Americans in rural New England, the Civil War, and the discovery of dinosaur tracks in Massachusetts.*

***Center for Civic Education***

[*www.civiced.org*](http://www.civiced.org)

*Resources on teaching civics; publications on civics for early childhood through high school; sponsor of the We the People, the Citizen and the Constitution civics program*

***Discovering Justice, John Joseph Moakley U.S. Courthouse, Boston***

[*www.discoveringjustice.org*](http://www.discoveringjustice.org)

*Civics resources including a K-5 civics/literacy curriculum and a grades 6-8 program on understanding citizens’ rights*

***EDSITEment from the National Endowment for the Humanities***

[*www.edsitement.neh.gov*](http://www.edsitement.neh.gov)

*Comprehensive collections of primary sources and curriculum units and links to other sites in the humanities*

***Federal Reserve Education***

[*https://www.federalreserveeducation.org*](https://www.federalreserveeducation.org)

*K-12 curriculum materials on economics from all the Federal Reserve Banks, searchable by grade and topic*

## *Norman B. Leventhal Map Center, Boston Public Library*

[*http://collections.leventhalmap.org*](http://collections.leventhalmap.org)

*Digitized historic map collection searchable by location and historical period*

***Matters of Education***

[*http://mattersofeducation.org*](http://mattersofeducation.org)

*Curriculum materials for K-2, 3-5, 6-8, 9-12 linked to standards and primary sources*

***National Geographic Society***

[*https://www.nationalgeographic.org/education*](https://www.nationalgeographic.org/education)

*Curriculum materials including interactive maps, mapmaking software, articles, videos*

[*www.nationalgeographic.com*](http://www.nationalgeographic.com)

*Articles and photographs from National Geographic Magazine*

***Newsela***

[*www.newsela.com*](http://www.newsela.com)

*Current events articles and primary sources adapted for different reading levels, grades 2-12*

***PBS Learning Media***

[*https://mass.pbslearningmedia.org/socialstudies*](https://mass.pbslearningmedia.org/socialstudies)

*Videos, interactive media resources, lesson plans searchable by grade level, standard and/or topic; includes student site*

***Primary Source***

[*www.primarysource.org*](http://www.primarysource.org)

*Massachusetts organization offering professional development and curriculum materials based on primary sources.*

***Resourcesforhistoryteachers***

[*http://resourcesforhistoryteachers.wikispaces.com*](http://resourcesforhistoryteachers.wikispaces.com)

*Site with links to primary sources, multicultural sources, and multimedia with pages linked to the Massachusetts History and Social Science Curriculum Framework; created and maintained by the faculty and students in the history/social science education program at the University of Massachusetts Amherst*

***Smithsonian Institution***

[*www.si.edu*](http://www.si.edu)

*Extensive online collections of artifacts and texts*

***Smithsonian Learning Lab***

[*https://learninglab.si.edu*](https://learninglab.si.edu)

*A site designed to give teachers access to all images in all Smithsonian collections, searchable by topic or collection; includes the ability to curate a personal collection of annotated images and create curriculum*

**Middle and High School Grades**

**General: United States History, World History, Geography, Civics and Economics**

***Blackpast.org***

[*http://www.blackpast.org*](http://www.blackpast.org)

*Primary sources related to global African and African American history*

***Choices Program at Brown University***

[*http://www.choices.edu*](http://www.choices.edu)

*A program designed to empower young people with the skills and knowledge to address international and public policy issues*

***Digital History***

[*www.digitalhistory.uh.edu*](http://www.digitalhistory.uh.edu)*, contains many primary documents, images, multimedia*

***EDSITEment from the National Endowment for the Humanities***

[*www.edsitement.neh.gov*](http://www.edsitement.neh.gov)

*Comprehensive collections of primary sources and curriculum units and links to other sites in the humanities*

## *Facing History and Ourselves*

## [*http://facinghistory.org*](http://facinghistory.org)

## *Curriculum materials on topics such as democratic and civic engagement, racism, anti-Semitism, the Holocaust, genocide and massviolence*

## *Google Arts and Culture*

## [*https://www.google.com/culturalinstitute/beta/*](https://www.google.com/culturalinstitute/beta/)

*Collections of artwork from many museums worldwide, cultural heritage sites, film, biography*

***Historical Inquiry***

## [*http://www.historicalinquiry.com*](http://www.historicalinquiry.com)

## *Virginia Polytechnic Institute and State University site devoted to historical inquiry using primary sources such as texts, artifacts, photographs, audio, video, multimedia; describes a instructional strategy for inquiry and interpretation: summarizing, contextualizing, inferring, monitoring, and corroborating.*

## *Internet History Sourcebooks Project*

<https://sourcebooks.fordham.edu/>

Collection of documents from world and US history, searchable by topic, period, civilization

## *Norman B. Leventhal Map Center, Boston Public Library*

[*http://collections.leventhalmap.org*](http://collections.leventhalmap.org)

*Digitized historic map collection searchable by location and historical period*

***Matters of Education***

[*http://mattersofeducation.org*](http://mattersofeducation.org)

*Curriculum materials for K-2, 3-5, 6-8, 9-12 linked to standards and primary sources*

***Metropolitan Museum of Art, New York***

[*https://www.metmuseum.org*](https://www.metmuseum.org)

*Extensive online collection of art from all time periods, all over the world A collection of over 100 videos in which curators discuss works of art*

[*https://www.metmuseum.org/metmedia*](https://www.metmuseum.org/metmedia)

***National History Education Clearinghouse***

[*http://www.teachinghistory.org*](http://www.teachinghistory.org)

*Sections on content in world and US history and effective practices such as historical thinking, using primary sources*

***PBS Learning Media***

[*https://mass.pbslearningmedia.org/socialstudies*](https://mass.pbslearningmedia.org/socialstudies)

*Videos, interactive media resources, lesson plans searchable by grade level, standard and/or topic; includes student site*

***Primary Source***

[*www.primarysource.org*](http://www.primarysource.org)

*Professional development and grades 2-12 curriculum materials based on primary sources.*

***Resourcesforhistoryteachers***

[*http://resourcesforhistoryteachers.wikispaces.com*](http://resourcesforhistoryteachers.wikispaces.com)

*Site with links to primary sources, multicultural sources, and multimedia with pages linked to the Massachusetts History and Social Science Curriculum Framework; created and maintained by the faculty and students in the history/social science education program at the University of Massachusetts Amherst*

***Stanford History Education Group (Stanford University)***

[*https://sheg.stanford.edu*](https://sheg.stanford.edu)

*Sections on content in world and US history and effective practices such as historical thinking, using primary sources and assessment*

*Sections:*

***Reading Like a Historian***

[*https://sheg.stanford.edu/history-lessons*](https://sheg.stanford.edu/history-lessons)

***Beyond the Bubble (assessment)***

[*https://sheg.stanford.edu/history-assessments*](https://sheg.stanford.edu/history-assessments)

***Civic Online Reasoning (news and media literacy)***

[*https://sheg.stanford.edu/civic-online-reasoning*](https://sheg.stanford.edu/civic-online-reasoning)

***Time Maps***

[*https://www.timemaps.com*](https://www.timemaps.com)

*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*

**United States History and Geography**

***American Archive of Public Broadcasting***

[*http://americanarchive.org*](http://americanarchive.org)

*Primary interviews and other materials from Public Broadcasting documentaries; curated exhibits on topics such as elections, Watergate, Civil Rights A project of WGBH and the Library f Congress*

***American Memory at the Library of Congress***

[*www.memory.loc.gov*](http://www.memory.loc.gov)

*Primary sources, including photographs, texts, cartoons*

***The American Yawp, Open Source United States History Textbook***

[*www.americanyawp.com*](http://www.americanyawp.com)

*Collaboratively written U.S. textbook with extensive primary sources; updated annually*

***Disability History Museum***

[*http://www.disabilitymuseum.org*](http://www.disabilitymuseum.org)

*An online collection of documents and videos related to the history of the recognition and treatment of disabilities in the United States*

***Emerging America***

[*http://emergingAmerica.org*](http://emergingAmerica.org)

*Collection of curriculum units using primary sources; professional development; includes material on the history of political and social responses to people with disabilities and industrial history*

***Gilder Lehrman Institute of American History***

[*www.gilderlehrman.org*](http://www.gilderlehrman.org)

*Archive of American history with primary sources and curriculum units*

***Harvey Goldberg Series for Understanding and Teaching History (University of Wisconsin)***

[*https://goldbergseries.org*](https://goldbergseries.org)

*Books in the series include, American Slavery, the Cold War, U. S. Lesbian, Gay and Transgender History, the Vietnam War; books include primary sources and interpretation, links to other resources.*

***Billy Ireland Cartoon Library and Museum, Ohio State University***

[*http://cartoons.osu.edu*](http://cartoons.osu.edu)

*Collection of printed cartoon art, including editorial cartoons, comic strips, comic books, graphic novels, sport and magazine cartoons; large digital collection searchable by subject, topic or creator’s name; mostly United States; some world history, including Japanese manga collection.*

***The Opper Project*** *has lesson plans on editorial cartoons searchable by subject (e.g., Lincoln, American Imperialism, the Great Depression)* [*http://hti.osu.edu/opper/opper-lesson-plans*](http://hti.osu.edu/opper/opper-lesson-plans)

***Click! The Ongoing Feminist Revolution***

[*http://www.cliohistory.org*](http://www.cliohistory.org)

*Resources on women’s history in the United States from the 1940s to the present*

***History Matters***

[*www.historymatters.gmu.edu*](http://www.historymatters.gmu.edu)

*George Mason University online U.S. history course with links to multiple resources*

***LGBT Resources at the Library of Congress***

[*https://www.loc.gov/lgbt-pride-month/resources/Audio*](https://www.loc.gov/lgbt-pride-month/resources/Audio) *and Video collections from Story Corps, the Veterans History Project, and American Archive of Public Broadcasting*

***National Archives***

[*https://www.archives.gov*](https://www.archives.gov)

*United States documents, including photographs and film, curriculum units*

***Presidential Libraries and Museums***

[*https://www.archives.gov/presidential-libraries*](https://www.archives.gov/presidential-libraries)

*Documents, images and artifacts of Presidents from Herbert Hoover to Barack Obama*

***Process: a Blog for American History***

[*http://processhistory.org*](http://processhistory.org)

*Blog of the Organization of American historians*

*Articles on teaching, public history, research*

***Smithsonian Institution***

[*www.si.edu*](http://www.si.edu)

*Extensive online collections of artifacts and texts*

***Smithsonian Learning Lab***

[*https://learninglab.si.edu*](https://learninglab.si.edu)

*A site designed to give teachers access to all images in all Smithsonian collections, searchable by topic or collection; includes the ability to curate a personal collection of annotated images and create curriculum*

***Smithsonian Museums on the United States***

***National Air and Space Museum***

[*https://airandspace.si.edu*](https://airandspace.si.edu)

*History of flight and space exploration*

***National Museum of African American History and Culture***

[*https://nmaahc.si.edu*](https://nmaahc.si.edu)

*African American history*

***National Museum of American Art and Renwick Gallery***

[*https://americanart.si.edu*](https://americanart.si.edu)

*American art; videos of artists*

***National Museum of American History***

[*https://americanhistory.si.edu*](https://americanhistory.si.edu)

*United States history, with site for educators:*

[*https://historyexplorer.si.edu/*](https://historyexplorer.si.edu/)

***National Museum of the American Indian***

[*https://americanindian.si.edu*](https://americanindian.si.edu)

*History of Native Peoples*

***National Museum of Natural History***

[*https://naturalhistory.si.edu*](https://naturalhistory.si.edu)

***National Portrait Gallery***

[*https://npg.si.edu*](https://npg.si.edu)

*American portraits; lesson plans for grades 4-12*

[*http://npg.si.edu/teachers/classroom-resources*](http://npg.si.edu/teachers/classroom-resources)

***National Postal Museum***

[*https://postalmuseum.si.edu*](https://postalmuseum.si.edu)

*History of the postal system and its role in communication*

***National Zoo and Conservation Biology Institute***

[*https://nationalzoo.si.edu*](https://nationalzoo.si.edu)

***Story Corps***

[*https://storycorps.org*](https://storycorps.org)

*A searchable collection of audiotapes of oral histories recorded from 2003 to the present by participants all over the United States*

***Teaching Tolerance***

*https://www.tolerance.org*

*Curriculum materials on topics such as race and ethnicity, gender, class, religion, and civil rights*

***White House Historical Association Digital Library***

[*https://www.whitehousehistory.org/digital-library*](https://www.whitehousehistory.org/digital-library)

Images and documents related to the White House and documents of Presidents and their families while in the White House

**World History and Geography**

***Ancient World Mapping Center***

[*http://awmc.unc.edu/wordpress/*](http://awmc.unc.edu/wordpress/)

*University of North Carolina site that provides free downloadable maps of ancient civilizations in the Mediterranean and promotes innovations in cartography, historical geography, and geographical information science*

***Ancient History Encyclopedia***

[*https://www.ancient.eu*](https://www.ancient.eu)

*Comprehensive site for ancient civilizations which includes texts, maps, illustrations and can be searched by region, topic, or period*

***BBC News World Country Profiles***

[*http://www.bbc.co.uk/search?q=country+profiles*](http://www.bbc.co.uk/search?q=country+profiles)

*Current and historical information on countries around the world*

***Bible Odyssey***

[*http://www.bibleodyssey.org*](http://www.bibleodyssey.org)

*Articles on historical and literary research of key passages, people, and placed in the Bible*

***Bridging World History***

[*http://www.learner.org/courses/worldhistory/*](http://www.learner.org/courses/worldhistory/)

*Annenberg online world history units*

***British Library Online Gallery***

[*http://www.bl.uk/onlinegallery/index.html*](http://www.bl.uk/onlinegallery/index.html)

*Primary sources in British history, including the Magna Carta, early photography, Black Europeans*

***Hill Museum and Manuscript Library***

[*http://www.hmml.org*](http://www.hmml.org)

*Digital collection of historical religious manuscripts from museums, libraries, and monasteries in 20 countries in Europe, Africa, the Middle East and South India Many of the items were preserved from destruction in war zones.*

***Jewish Virtual Library***

[*https://jewishvirtuallibrary.org*](https://jewishvirtuallibrary.org)

*Materials related to Jewish history from earl archaeological periods to the present*

***Pelagios Commons***

[*http://pelagios.org*](http://pelagios.org)

*A site that provides tools to link historical and geographic data*

***Perseus Digital Library***

[*http://www.perseus.tufts.edu/hopper/*](http://www.perseus.tufts.edu/hopper/)

*Texts, photographs, and information about ancient history and linking digital information*

***Pleiades***

[*https://pleiades.stoa.org*](https://pleiades.stoa.org)

*A site that provides tools for linking information about the ancient world from atlases, GIS data, historical geographic maps, and other primary sources*

***Smithsonian Institution***

[*www.si.edu*](http://www.si.edu)

*Extensive online collections of artifacts*

***Smithsonian Learning Lab***

[*https://learninglab.si.edu*](https://learninglab.si.edu)

*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*

***Individual Smithsonian Museums focusing on world cultures***

***Cooper Hewitt Design Museum***

[*www.cooperhewitt.org*](http://www.cooperhewitt.org)

***Freer Gallery of Art and Arthur Sackler Museum***

[*www.freersackler.si.edu*](http://www.freersackler.si.edu)

*The arts of West, Central, South, North, and East Asia*

***Hirshhorn Museum and Sculpture Garden***

[*https://hirshhorn.si.edu/*](https://hirshhorn.si.edu/)

*Contemporary art*

***National Museum of African Art***

[*https://africa.si.edu/*](https://africa.si.edu/)

*The arts of Africa*

***United Nations Educational, Scientific and Cultural Organization***

[*www.unesco.org*](http://www.unesco.org)

*Information on countries and projects around the world*

***United Nations Refugee Agency***

[*www.unhcr.org*](http://www.unhcr.org)

*Information on refugees throughout the world*

*Current statistics on refugees*

[*http://www.unhcr.org/en-us/figures-at-a-glance.html*](http://www.unhcr.org/en-us/figures-at-a-glance.html)

***World Factbook***

[*https://www.cia.gov/library/publications/the-world-factbook*](https://www.cia.gov/library/publications/the-world-factbook)

*Current information and maps for countries around the world*

***World History for Us All (San Diego State University in cooperation with the National Center for History in the Schools, University of California Los Angeles)***

[*http://worldhistoryforusall.ss.ucla.edu*](http://worldhistoryforusall.ss.ucla.edu)

*Curriculum units organized around essential questions; the curriculum materials span from prehistory to the present.*

***World History Matters (George Mason University)***

[*http://worldhistorymatters.org*](http://worldhistorymatters.org)

*Links to many sites for world history and history of the arts*

**Civics**

***American Political Science Association***

[*http://www.apsanet.org/RESOURCES/For-Faculty/Civic-Education-amp-Engagement*](http://www.apsanet.org/RESOURCES/For-Faculty/Civic-Education-amp-Engagement)

*Curriculum materials on civic engagement*

***Avalon Project (Yale University)***

[*http://avalon.law.yale.edu/default.asp*](http://avalon.law.yale.edu/default.asp)

*Documents in law, history and diplomacy*

***Bill of Rights Institute***

[*www.billofrightsinstitute.org*](http://www.billofrightsinstitute.org)

*Resources on the Bill of Rights, Supreme Court decisions*

***Center for Civic Education***

[*www.civiced.org*](http://www.civiced.org)

*Resources on teaching civics; publications on civics for early childhood through high school; sponsor of the We the People, the Citizen and the Constitution civics program*

***CIRCLE, the Center for Information and Research on Civic Learning & Engagement, Tisch Center, Tufts University***

[*www.civicyouth.org*](http://www.civicyouth.org)

*Research on youth voting and involvement in civic matters*

***Discovering Justice, John Joseph Moakley U.S. Courthouse, Boston***

[*www.discoveringjustice.org*](http://www.discoveringjustice.org)

*Civics resources including a K-5 civics/literacy curriculum and a grades 6-8 program on understanding citizens’ rights*

***iCivics***

[*www.icivics.org*](http://www.icivics.org)

*Online interactive civics curriculum and resources; online game about civics available in English and Spanish*

***Landmark Cases of the Supreme Court***

[*http://landmarkcases.org/en/landmark/home*](http://landmarkcases.org/en/landmark/home)

*A site developed for teachers by the Supreme Court Historical Society and Street Law, Inc. Summaries of 16 significant cases from Marbury v. Madison (1803) to Texas v. Johnson (1989)*

***League of Women Voters***

[*www.lwv.org*](http://www.lwv.org)

*Civic action organization with information on topics such as voter rights, redistricting, money in politics*

***National Constitution Center***

[*https://constitutioncenter.org*](https://constitutioncenter.org)

*Museum in Philadelphia with an extensive website devoted to the Constitution*

***Pew Research Center***

[*http://pewresearch.org*](http://pewresearch.org)

*Non-partisan public opinion polling and research*

***Supreme Court of the United States***

[*https://www.supremecourt.gov*](https://www.supremecourt.gov)

*Information about current and historical cases; transcripts and audio versions of arguments*

***The Supreme Court for Educators***

[*https://www.thirteen.org/wnet/supremecourt/educators/index.html*](https://www.thirteen.org/wnet/supremecourt/educators/index.html)

*Website developed for a 2006 Public Broadcasting System series on the Supreme Court. Includes multimedia lesson plans, links to resources on Supreme Court Decisions*

**Economics**

***Council for Economic Education***

[*http://councilforeconed.org*](http://councilforeconed.org)

*K-12 curriculum materials on economics, including the Voluntary National Standards on Economics and the National Standards for Financial Literacy*

***Federal Reserve Education***

[*https://www.federalreserveeducation.org*](https://www.federalreserveeducation.org)

*K-12 curriculum materials from all the Federal Reserve Banks, searchable by grade and topic*

***Federal Reserve Bank of San Francisco***

[*https://frbsf.org/education/*](https://frbsf.org/education/)

*Middle and high school curriculum materials on economic education DataPost section provides current presentations of economic data that can be downloaded as PowerPoint slides, videos, and articles*

[*https://www.frbsf.org/education/teacher-resources/datapost/*](https://www.frbsf.org/education/teacher-resources/datapost/)

***Organisation for Economic Co-operation and Development (OECD)***

[*http://www.oecd.org*](http://www.oecd.org)

*International economic organization with databases, data displays, and analyses on World and country economics and topics such as education, employment, environment, GDP, health*

***World Bank***

[*www.worldbank.com*](http://www.worldbank.com)

*Information on countries, regions, economic development projects worldwide; data displays for the current year on topics such as income distribution, education, natural disasters, carbon dioxide emissions*

**Geography**

***National Geographic Society***

[*https://www.nationalgeographic.org/education*](https://www.nationalgeographic.org/education)

*Curriculum materials including interactive maps, mapmaking software, articles, videos*

[*www.nationalgeographic.com*](http://www.nationalgeographic.com)

*Articles and photographs from National Geographic Magazine*

**Massachusetts**

***American Centuries***

[*www.americancenturies.mass.edu*](http://www.americancenturies.mass.edu)

*Materials focused on Western Massachusetts; topics include daily life in the colonies, Shays’ Rebellion, African Americans in rural New England, the Civil War, and the discovery of dinosaur tracks in Massachusetts.*

***Center for the Teaching of History at the Massachusetts Historical Society***

[*http://www.masshist.org/teaching-history/?goto=teaching-history*](http://www.masshist.org/teaching-history/?goto=teaching-history)

*Links to online resources about Massachusetts history and curriculum materials*

***Massachusetts Government***

[*https://www.mass.gov/topics/your-government*](https://www.mass.gov/topics/your-government)

*Links to institutions of Massachusetts state government*

***Massachusetts Maps (Massachusetts Historical Society)***

[*https://www.masshist.org/online/massmaps/index.html*](https://www.masshist.org/online/massmaps/index.html)

*Online collection of historic maps of Massachusetts from 1670-1949*

*Massachusetts Studies Project*

[*www.ms**p.umB.edu*](http://www.msp.umb.edu/)

*Resources on the history of the Commonwealth and its cities and towns*

***Museum of African American History Boston and Nantucket***

[*https://www.google.com/culturalinstitute/beta/partner/museum-of-african-american-history-boston-nantucket*](https://www.google.com/culturalinstitute/beta/partner/museum-of-african-american-history-boston-nantucket)

***Primaryresearch.org***

[*http://primaryresearch.org*](http://primaryresearch.org)

*Curriculum units, primary sources and student research related to Massachusetts history*

See also the list of Massachusetts Museums and their websites in Appendix H

**News and Media Literacy**

**and Current Events**

***AllSides***

[*https://www.allsides.com/unbiased-balanced-news*](https://www.allsides.com/unbiased-balanced-news)

*Provides sets of articles that reflect different political perspectives on current events and issues*

*Curriculum materials on news and media literacy*

[*https://www.allsides.com/schools*](https://www.allsides.com/schools)

***BBC News***

[*http://www.bbc.com/news*](http://www.bbc.com/news)

*Video and print resources on world news*

***Center for News Literacy, Stony Brook University School of Journalism***

[*http://www.centerfornewsliteracy.org*](http://www.centerfornewsliteracy.org)

*See the Resources section of the website for lesson plans and a full curriculum on news literacy*

***Columbia Journalism Review***

[*https://www.cjr.org*](https://www.cjr.org)

*Website of the Columbia University School of Journalism; articles on journalism ethics, media coverage of Congress and the Presidency.*

***Center for Media Literacy***

[*http://www.medialit.org*](http://www.medialit.org)

*Research, articles, and curriculum materials on media literacy*

***C-Span***

[*https://www.c-span.org*](https://www.c-span.org)

*Site that provides live coverage of United States Congress legislative hearings and other events, related to public policy, audios of oral arguments before the Supreme Court, and documentary series on topics such as Presidential libraries*

***Factcheck.org (Annenberg Public Policy Center, University of Pennsylvania)***

[*https://www.factcheck.org*](https://www.factcheck.org)

*Project that monitors the factual accuracy of U.S. political players in TV ads, speeches, debates, interviews and news releases*

***History News Network (George Washington University)***

[*http://historynewsnetwork.org*](http://historynewsnetwork.org)

*Selection of articles and analyses that place current events in United States and world history in historical context; reviews of current books and news about history and historians*

***Media Literacy Now***

[*https://medialiteracynow.org*](https://medialiteracynow.org)

*Resources for media, news, visual, and digital literacy and digital citizenship*

***Newsela***

[*www.newsela.com*](http://www.newsela.com)

*Current events articles and primary sources adapted for different reading levels, grades 2-12*

***Newseum***

[*http://newsmuseum.org*](http://www.newseum.org)

*Journalism museum in Washington, DC; daily posting of front pages of more than 800 national and international newspapers, searchable by continent and country*

*Education section has middle and high school curriculum materials searchable by country and topic (e.g., politics, women’s rights) or theme* [*https://newseumed.org*](https://newseumed.org)

*Media Literacy section has units on the First Amendment, evaluating information, detecting propaganda, separating fact from opinion*

***PBS Newshour***

[*https://www.pbs.org/newshour*](https://www.pbs.org/newshour)

*Full broadcast videos and individual video news stories and features*

***Stanford History Education Group***

*Civic Online Reasoning (news and media literacy)*

[*https://sheg.stanford.edu/civic-online-reasoning*](https://sheg.stanford.edu/civic-online-reasoning)

*Assessments of news and media literacy and research*

**Professional Organizations**

***American Federation of Teachers***

[*www.aft.org*](http://www.aft.org)

*Professional organization for teachers; searchable database of its periodical,* The American Educator *(essays on history, philosophy, science, practice, and politics of education, curriculum)*

[*https://www.aft.org/our-news/periodicals/american-educator*](https://www.aft.org/our-news/periodicals/american-educator)

*Articles are searchable by author or subject* [*https://www.aft.org/ae/subject-index*](https://www.aft.org/ae/subject-index)

Section on History, Democracy, and Civics

<https://www.aft.org/ae/subject-index#subject-694>

***American Historical Association***

[***https://www.historians.org***](https://www.historians.org)

*Professional organization of historians*

***American Political Science Association***

[*www.apsanet.org*](http://www.apsanet.org)

*Professional association for political scientists*

***C3 Teachers***

[*http://www.c3teachers.org/inquiries*](http://www.c3teachers.org/inquiries)

*New York State site by teachers about using inquiry based on the C3 Framework of the National Council for the Social Studies*

***Massachusetts Council for the Social Studies***

[*http://www.masscouncil.org*](http://www.masscouncil.org)

*Professional organization for Massachusetts social studies teachers*

***Massachusetts Geographic Alliance***

[*www.massgeo.org*](http://www.massgeo.org)

*Professional organization for Massachusetts teachers of geography*

***National Council for the Social Studies***

[*www.ncss.org*](http://www.ncss.org)

*Professional Organization for Social Studies teachers with many resources, including yearly collections of best social studies books for children and young adults.*

***Organization of American Historians***

[*http://oah.org*](http://oah.org)

*Professional organization for historians; several publications, including*

***Process: a Blog for American History***

[*http://processhistory.org*](http://processhistory.org)

*Articles on teaching, public history, research*

***World History Association***

[*https://thewha.org*](https://thewha.org)

*Professional organization for world history teachers*

# Appendix H

**Massachusetts and Major New England Museums, Historic Sites, Archives, and Libraries**

**Adams National Historic Park**

135 Adams Street

Quincy, MA 02169

(617) 773-1177

[www.nps.gov/adam](http://www.nps.gov/lowe)

House and grounds of four generations of the Adams family, including President John and his wife, Abigail, President John Quincy Adams, and Civil War Congressman Charles Francis Adams, Jr.

**Addison Gallery of American Art**

Phillips Academy

Andover, MA 01810

(978) 749-4017

[www.addisongallery.org](http://www.addisongallery.org/)

Permanent collection of American painting, sculpture, photography, and works on paper from colonial times to the present; and changing exhibitions of historical and contemporary art.

**Alden House Museum and Historic Site**

Box 2754

Duxbury, MA 02331

(781) 934-9092

[www.alden.org](http://www.alden.org/)

17th century house, home of John Alden, a Pilgrim who came on the Mayflower to settle in Plymouth

**American Antiquarian Society**

185 Salisbury Street

Worcester, MA 01609

(508) 755-5221

[www.americanantiquarian.org](http://www.americanantiquarian.org/)

Research library on the colonial period through 1876 Education programs on colonial printer/patriot Isaiah Thomas, and on the experiences of adolescents growing up in the mid-19th century.

**American Textile History Museum**

491 Dutton Street

Lowell, MA 01854-4221

(978) 441-0400 x 244

[www.athm.org](http://www.athm.org/)

American history and the evolution of the cloth-making industry from the colonial period through the present

**Amherst History Museum**

67 Amity Street

Amherst, MA 01002

(413) 256-0678

[www.amhersthistory.org](http://www.amhersthistory.org/)

An 18th century building housing artifacts and stories from Amherst history from the colonies to the present

**Armenian Museum of America**

65 Main Street
Watertown, MA 02472
(617) 926-2562

<https://www.armenianmuseum.org>

Collections and programs that reflect Armenian-American heritage

**Art Complex Museum at Duxbury**

189 Alden Street

Duxbury, MA

(781) 934-6634

[www.artcomplex.com](http://www.artcomplex.com/)

Collections feature Asian art, American paintings, prints, and Shaker furniture.

**Berkshire Country Historical Society**

780 Holmes Road

Pittsfield, MA 01201

(413) 442-1793

[www.berkshirehistory.org](http://www.berkshirehistory.org/)

Manuscripts, photographs, decorative and fine art, clothing, and household goods from the 18th through 20th centuries, and Arrowhead, author Herman Melville’s home where *Moby-Dick* was written.

**The Berkshire Museum**

39 South Street

Pittsfield, MA 01201

(413) 443-7171

[www.berkshiremuseum.org](http://www.berkshiremuseum.org/)

Collections include art of ancient civilizations, 18th through20th century American art, with special emphasis on the Hudson River School.

**Boston African American National Historic Site**

14 Beacon Street, Room 206

Boston, MA 02129

(617) 742-5415

[www.nps.gov/boaf](http://www.nps.gov/boaf)

This site and walking tour includes 15 pre-Civil War structures relating to the history of Boston’s 19th century African American community.

**Boston Athenæum**

10 1/2 Beacon Street

Boston, MA 02108

(617) 227-0270

[www.bostonathenaeum.org](http://www.bostonathenaeum.org/)

Founded in 1807, the Boston Athenæum has particular strengths in Boston history, New England state and local history, biography, English and American literature, and the fine and decorative arts.

**Boston Harbor Islands National Recreation Area**

408 Atlantic Avenue

Boston, MA 02110-3349

(617) 223-8667

[www.BostonIslands.com](http://www.bostonislands.com/)

Provides information on the history and ecology of the Boston Harbor Islands

**Boston National Historical Park**

15 State Street

Boston, MA 02109

(617) 242-5688

[www.nps.gov/bost](http://www.nps.gov/bost)

The Boston National Historical Park includes sites in Boston (Old South Meeting House, Old State House, Faneuil Hall, the Paul Revere House, Old North Church, and the Dorchester Heights Monument) and http://www.bostonchildrensmuseum.org/learning-resources/east-asia-resourcesCharlestown (the Bunker Hill Monument, the Charlestown Navy Yard, and the U.S.S. Constitution).

**Bostonian Society/Old State House Museum**

206 Washington Street Boston, MA 02109

(617) 720-1713

[www.bostonhistory.org](http://www.bostonhistory.org/)

Located in the 1713 Old State House, the Bostonian Society is the historical society for the city of Boston, with collections that date from the 1630s to the 21st century and exhibitions on the American Revolution and Boston’s neighborhoods.

**Bunker Hill Monument**

See Boston National Historical Park

**Cape Ann Historical Museum**

27 Pleasant Street

Gloucester, MA 01930

(978) 283-0455

[www.cape-ann.com/historical-museum](http://www.cape-ann.com/historical-museum)

Permanent collection of documents and artwork relating to North Shore maritime history, fishing industry, people, and events, as well as temporary exhibitions of Cape Ann artists.

**John H. Chafee Blackstone Valley**

**National Historical Corridor**

(Massachusetts and Rhode Island)

One Depot Square

Woonsocket, RI 02895

(401) 762-0250

[www.nps.gov/blac](http://www.nps.gov/blac)

Sites in Worcester County, MA, and RI; examples of mills from the beginning of the Industrial Revolution, such as the Slater Mill of Pawtucket, Rhode Island, America’s first cotton-spinning mill.

**Chesterwood**

Williamsville Road

Stockbridge, MA 01262

413-298-3579

<http://www.chesterwood.org/>

Summer home and studio of Daniel Chester French, sculptor of *Abraham Lincoln* at the Lincoln Memorial in Washington and *The Minute Man* in Concord

**The Children’s Museum Boston**

300 Congress Street

Boston, MA 02210

(617) 426-6550

<http://www.bostonchildrensmuseum.org>

Interactive exhibits for children; educator resources, including extensive website on Native Peoples of the Northeast

<http://www.bostonchildrensmuseum.org/learning-resources/native-voices>

and one on East Asia <http://www.bostonchildrensmuseum.org/learning-resources/east-asia-resources>

**Children’s Museum at Holyoke**

44 Dwight Street

Holyoke, MA 01040

(413) 536-7048

<http://www.childrensmuseumholyoke.org>

Interactive exhibits for children

**Sterling and Francine Clark Art Institute**

225 South Street

Williamstown, MA 01267

(413) 458-2303

[www.clarkart.edu](http://www.clark.williams.edu/)

Significant collections of art from 18th and 19th century Europe and America, Italian and Northern Renaissance, from old masters to French Impressionists, as well as prints, drawings, and early photographs. Gallery talks can be geared to specific themes or interests. Transportation-reimbursement program offered.

**The Commonwealth Museum**

**and State Archives**

220 Morrissey Boulevard

Boston, MA 02125

(617) 727-9268

[www.state.mA.us/sec/mus/musidx.htm](http://www.state.ma.us/sec/mus/musidx.htm)

Collection related to Massachusetts history, George Washington, the Civil War, and the archaeology of the Big Dig in Boston. The museum offers field trips for school groups and workshops for teachers.

 **Concord Museum**

200 Lexington Road, PO Box 146

Concord, MA 01742-0146

(978) 369-9763

[www.concordmuseum.org](http://www.concordmuseum.org/)

Chronicling life in Concord from Native American habitation to the present, the museum’s collection includes Paul Revere’s lantern, Ralph Waldo Emerson’s study, Henry David Thoreau’s desk, and Concord-made clocks, silver, and furniture.

**Currier Museum of Art**

150 Ash Street

Manchester, New Hampshire 03104

(603) 669-6144

<http://currier.org/>

European and American art

**Davis Museum and Cultural Center**

Wellesley College

106 Central Street

Wellesley, MA 02481-8203

[www.wellesley.edu/DavisMuseum/davismenu.html](http://www.wellesley.edu/DavisMuseum/davismenu.html)

Exhibits American, European Medieval, Renaissance, Baroque, Greek, Roman, African, Asian, Pre-Columbian, and contemporary art

**DeCordova Museum and Sculpture Park**

*51 Sandy Pond Road*

*Lincoln, MA 01773-2699*

[*www.dec**ordo**vA.org*](http://www.decordova.org/)

Features modern and contemporary art highlighting New England artists Holds teacher workshops and lends exhibitions to schools.

**Ecotarium**

222 Harrington Way

Worcester, MA 01604

(508) 929-2700

[www.ecotarium.org](http://www.ecotarium.org/)

Exhibits about the New England environment

**Edward M. Kennedy Institute for the U. S. Senate**

210 Morrissey Boulevard, Boston, MA 02125

(617) 740-7000

[www.emkinstitute.org](http://www.emkinstitute.org)

Interactive museum exhibits on the workings of the senate and the career of Senator Edward Kennedy; representation of the U.S. Senate chamber; programs that invite visitors to participate as senators

**Emily Dickinson Homestead**

280 Main Street

Amherst, MA 01002

(413) 542-8161

[www.dickinsonhomestead.org](http://www.dickinsonhomestead.org/)

The 19th century home of poet Emily Dickinson.

**Eric Carle Museum of Picture Book Art**

125 West Bay Road

Amherst, MA 01002

(413) 559-6300

<https://www.carlemuseum.org>

Collections and programs on original illustrations in children’s books

**Essex National Heritage Area**

140 Washington Street

Salem, MA 01970

(978) 740-0444

[www.essexheritage.org](http://www.essexheritage.org/)

A collection of historic sites in Essex County

**Essex Historical Society and Shipbuilding Museum**

66 Main Street, PO Box 277

Essex, MA 01929

(978) 768-7541

[www.essexshipbuildingmuseum.org](http://www.essexshipbuildingmuseum.org/)

History of the town of Essex and its maritime industry

**Fitchburg Art Museum**

185 Elm Street

Fitchburg, MA 01420

(978) 345-4207

[www.fitchburgartmuseum.org](http://www.fitchburgartmuseum.org/)

Includes ancient, medieval, and 19th century art

**Fitchburg Historical Society**

50 Grove Street

Fitchburg, MA 01420

(978) 345-1157

<http://www.fitchburghistoricalsociety.org/>

Collections relating to Fitchburg history, particularly the Civil War and immigrant history

**Framingham Historical Society and Museum**

16 Vernon Street

PO Box 2032

Framingham, MA 01703-2032

508-872-3780

[www.framinghamhistory.org](http://www.framinghamhistory.org/)

Permanent walk-through timeline of Framingham’s history and changing temporary exhibitions

**Fruitlands Museums**

102 Prospect Hill Road

Harvard, MA 0451

(978) 456-3924

[www.fruitlands.org](http://www.fruitlands.org/)

The collections center on New England Indians, the Alcotts and Transcendentalism, Shakers, and 19th century portraiture.

**Fuller Museum of Art**

455 Oak Street

Brockton, MA 02301

(508) 588-6000

[www.fullermuseum.org](http://www.fullermuseum.org/)

Exhibits of contemporary fine crafts

**Gibson House Museum**

137 Beacon Street

Boston, MA 02116

(617) 267-6338

[www.thegibsonhouse.org](http://www.thegibsonhouse.org/)

A Victorian house museum that shows how a wealthy Boston family lived in the 19th century

**Golden Ball Tavern Museum**

662 Boston Post Road (PO Box 223)

Weston, MA 02493

(781) 894-1751

[www.goldenballtavern.org](http://www.goldenballtavern.org/)

Built in 1768, the Golden Ball Tavern was first a home and from 1770 to 1793 an inn for travelers on the Boston Post Road.

**Hancock Shaker Village**

PO Box 927

Pittsfield, MA 01202

(413) 443-0188

[www.hancockshakervillage.org](http://www.hancockshakervillage.org/)

Highlights artifacts of the Shaker Community from the 18th to the mid-20th centuries

**Harnden Tavern and Wilmington Town Museum**

Wilmington, MA 01887

(978) 658-5475

18th century tavern and collections relating to the history of Wilmington

**Harvard University Art Museums**

**Busch-Reisinger, Fogg, and Sackler Art Museums**

32 Quincy Street

Cambridge, MA 02138

(617) 495-9400

<https://www.harvardartmuseums.org>

Collections of Asian, Greek/Roman, medieval, American, and European art; study centers for the collections and materials lab

**Harvard Museums of Science and Culture**

**Harvard University Museum of Natural History**

26 Oxford Street

Cambridge, MA 02138

(617) 496-5402

[www.hmnh.harvard.edu](http://www.hmnh.harvard.edu/)

Natural history collections and programs on geology, botany (including the glass flower collections), and animals

**Peabody Museum of Archaeology and Ethnology at Harvard University**

11 Divinity Street

Cambridge, MA 02148

(617) 496-5402

[www.peabody.Harvard.edu](http://www.peabody.harvard.edu/)

Collections of art and artifacts of North American Indians and Pre-Columbian civilizations in South and Central America and extensive online exhibitions

**Harvard Semitic Museum**

6 Divinity Avenue

Cambridge, MA 02138

(617) 495-4631

<https://semiticmuseum.fas.harvard.edu>

Exhibits on cultures and archaeology of Ancient Near East

**Haverhill Historical Society/Buttonwoods Museum**

240 Water Street

Haverhill, MA 01830

(978) 374-4626

[www.haverhillhistory.org](http://www.haverhillhistory.org/)

Museum of Haverhill culture and history; site has 3 historic properties overlooking the Merrimack River. Extensive archaeology and Native American collections

**Heritage Plantation**

P.O. Box 566

Sandwich, MA 02563

(508) 888-3300

[www.heritageplantation.org](http://www.heritageplantation.org/)

Collections of military and automobile history and historic gardens

**Historic Deerfield, Inc.**

P. O. Box 321, Deerfield, MA 01342-0321

(413) 774-5581

[www.historic-deerfield.org](http://www.historic-deerfield.org/)

18th and 19th century buildings and decorative arts collections from central Massachusetts

**Historic New England**

[www.historicnewengland.org](http://www.historicnewengland.org)

Historic New England is a museum of cultural history that preserves landscapes, historic homes, and material culture of New England from the 17th century to the present. Extensive website of artifacts from the collection

Houses include the **Codman House, “The Grange,” Lincoln; Harrison Gray Otis House, Boston; Josiah Quincy House, Quincy; Pierce House**

141 Cambridge Street, Boston, MA 02114

(617) 227-3956

**Spencer-Pierce-Little Farm, Newbury;**

**Coffin House Museum, Newbury**

5 Littles Lane, Newbury, MA 01951

(978) 462-2634

**Historic Northampton Museum and Education Center**

46 Bridge Street

Northampton, MA 01060-2428

(413) 584-6011

[www.historic-northampton.org](http://www.historic-northampton.org/)

Art and artifacts from Northampton and environs from the 17th to 20th centuries

**Historic Salem, Inc.**

P. O. Box 865

Salem, MA 01971

(978) 745-0799

[www.historicsalem.org](http://www.historicsalem.org/)

Activities include preservation of historic architecture in Salem and education about Salem’s history.

**History Institute, History Department**

University of Massachusetts-Amherst

710 Herter Hall

Amherst, MA 01003-9312

(413) 545-6771

[www.umass.edu/history](http://www.umass.edu/history)

Offers institutes for teachers on New England history, especially the Connecticut River Valley.

**House of the Seven Gables Settlement Association**

54 Turner Street

Salem, MA 01970

(978) 744-0991 x 118

[www.7gables.org](http://www.7gables.org/)

A 17th century house museum with a focus on colonial New England. Also sponsors a recreated Salem pioneer village of the 1630s.

**Immigrant City Archives**

6 Essex Street

Lawrence, MA 01840-1710

(978) 686-9230

[www.Lawrencehistorycenter.org](http://www.lawrencehistorycenter.org/)

Collection contains business, individual, and family records and photographs from Lawrence history.

**International Museum of World War II**

8 Mercer Road

Natick, MA 01760

(508) 651-1944

<https://museumofworldwarii.org>

Exhibits and online resources on World War II

**Isabella Stewart Gardner Museum**

2 Palace Road

Boston, MA 02115

(617) 278-5149

[www.gardnermuseum.org](http://www.gardnermuseum.org/)

Collection of medieval, Italian Renaissance, and 17th through 19th century art Highlights include works by Botticelli, Titian, Rembrandt, and John Singer Sargent.

**The Jackson Homestead Museum**

527 Washington Street

Newton, MA 02458

(617) 796-1450

[www.ci.newton.mA.us/jackson](http://www.ci.newton.ma.us/jackson)

An 1809 farmhouse in which lived generations of the Jackson family, who were among the earliest settlers of Newton In the 19th century, served as a station on the Underground Railroad.

**John Adams Courthouse**

Pemberton Square

Boston, MA 02108

(617) 557-1114

<http://www.mass.gov/courts/court-info/courthouses/adams-court/visit-the-john-adams-courthouse.html>

Houses the Massachusetts Supreme Judicial Court, the Massachusetts Appeals Court, and the Social Law Library Established in 1692, the Massachusetts Supreme Judicial Court, the state’s highest court, is the oldest appellate court in continuous existence in the Western Hemisphere. Offers tours and educational programs.

**John F. Kennedy Library & Museum**

Columbia Point

Boston, MA 02125

(877) 616-4599

[www.jfklibrary.org](http://www.jfklibrary.org/)

Focus on the life and presidency of John F. Kennedy.

**John F. Kennedy National Historic Site**

83 Beals Street

Brookline, MA 02146

(617) 566-7937

[www.nps.gov/jofi](http://www.nps.gov/jofi)

The birthplace of President John F. Kennedy

**Lawrence Heritage State Park**

1 Jackson Street

Lawrence, MA 01840

(978) 794-1655

[www.state.mA.us/dem/parks/lwhp.htm](http://www.state.ma.us/dem/parks/lwhp.htm)

A restored boarding house with interactive exhibits on the site of one of the nation’s first planned industrial cities and the 1912 Bread and Roses Strike.

**Norman B. Leventhal Map Center, Boston Public Library**

700 Boylston St, Copley Square, Boston MA 02116
617-859-2387

<http://collections.leventhalmap.org>

Historic map collection; large digital collection with section for teachers with maps listed by period of US or World history; onsite exhibitions

**Lexington Historical Society**

P. O. Box 514, Lexington, MA 02420

(781) 861-1703

[www.lexingtonhistory.org](http://www.lexingtonhistory.org/)

Operates four historic house museums from the Revolutionary War period

**Longfellow National Historical Park**

105 Brattle Street

Cambridge, MA 02138

(617) 876-4491

[www.nps.gov/long](http://www.nps.gov/long)

Home and property of Henry Wadsworth Longfellow

**Lowell National Historic Park**

67 Kirk Street, Lowell, MA 01852

(978) 275-1700

[www.nps.gov/lowe](http://www.nps.gov/lowe)

Industrial Revolution sites, including 19th century textile mills, canals, and boarding houses of the “mill girls”

**The Lynn Museum/Lynn Historical Society**

125 Green Street

Lynn, MA 01904

781-592-2465

[www.lynnmuseum.org](http://www.lynnmuseum.org/)

The history of Lynn from 1629 to the present

**Mapparium,** Mary Baker Eddy Library

200 Massachusetts Avenue

Boston, MA 02115

(617) 450-7000

[www.marybakereddylibrary.org](http://www.marybakereddylibrary.org/)

Interactive exhibits and large globe of the world

**Marblehead Historical Society**

170 Washington Street

Marblehead, MA 01945

(781) 631-1768

[www.essexheritage.org/jeremiah\_lee.htm](http://www.essexheritage.org/jeremiah_lee.htm)

The museum is in the mansion of an 18th century shipbuilder, and collections include artifacts of maritime history and decorative arts.

**Marine Museum at Fall River**

70 Water Street

Fall River, MA 02721

(508) 674-3533

[www.marinemuseum.org](http://www.marinemuseum.org/)

The collections include ship models, photographs, and artifacts related to maritime history, including exhibits on the *Titanic*, Fall River Line, Lightships, World War II vessels, U. S. Frigate *Hancock,* whaling, the *Andrea Doria,* etc.

**Massachusetts Historical Society**

1154 Boylston Street

Boston, MA 02215

(617) 536-1608 (main number)

(617) 646-0519 (education coordinator)

[www.masshist.org](http://www.masshist.org/)

A research library for Massachusetts history, the Society has an on-line catalog, presents on-line exhibitions and curricula

**Massachusetts Museum of Contemporary Art**

87 Marshall Street

North Adams, MA 01247

(413) 664-4481

[www.massmocA.org](http://www.massmoca.org/)

Contemporary art from around the world and changing exhibitions in the “Kidspace” Gallery

**Maudslay State Park**

Curzon Mill Road

Newburyport, MA 01950

(978) 465-7223

[www.state.mA.us/dem/parks/maud.htm](http://www.state.ma.us/dem/parks/maud.htm)

19th century gardens and plantings

**Mead Art Gallery, Amherst College**

Amherst, MA 01002

(413) 542-2335

[www.amherst.edu/~mead/](http://www.amherst.edu/~mead/)

Ancient, Renaissance, baroque, and 19th century European art; Asian, Pre-Columbian, and African art; American art

**Minuteman National Historic Park**

174 Liberty Street

Concord, MA 01742

(978) 369-6993

[www.nps.gov/mima](http://www.nps.gov/mima)

Preserves parts of the site and tells the story of the Battles of Lexington and Concord.

**Mount Holyoke Art Museum**

South Hadley, MA 01075

(413) 538-2245

[www.mtholyoke.edu/offices/artmuseum/](http://www.mtholyoke.edu/offices/artmuseum/)

Includes Asian, European and American, Egyptian, Greek, Roman, and Renaissance art

**Museum of Fine Arts, Boston**

465 Huntington Avenue

Boston, MA 02115-5997

(617) 269-9300

[www.mfa.org](http://www.mfa.org)

A comprehensive collection of art from every part of the world, ancient and modern

**Museum of the National Center for**

**Afro-American Artists**

300 Walnut Avenue

Boston, MA 02119

(617) 442-8614

[www.ncaaA.org](http://www.ncaaa.org/)

Collections of African, Caribbean, and African American art and a recreation of a Nubian burial chamber from the 25th Dynasty of Egypt

**Museum of Russian Icons**

203 Union Street

Clinton, MA 01510

(978) 598-5000

<http://www.museumofrussianicons.org>

Museum of Russian culture with an extensive collection of icons and special exhibitions on aspects of Russian history

**Museum of Science**

Science Park

Boston, MA 02114-1099

617-723-2500

[www.mos.org](http://www.mos.org/)

Frequently has exhibitions and films that feature countries, civilizations, and the history of science.

**Nahant Historical Society**

PO Box 42

Nahant, MA 01908-0042

[www.nahant.org](http://www.nahant.org/)

**Nantucket Historical Association**

PO Box 1016

Nantucket, MA 02554

(508) 228-1894

[www.nhA.org](http://www.nha.org/)

Features a whaling museum and historic sites that tell the story of Nantucket history

**New Bedford Whaling Museum,**

18 Johnny Cake Hill

New Bedford, MA 02740-6398

(508) 997-0046

[www.whalingmuseum.org](http://www.whalingmuseum.org/)

A leading interpreter of the global whaling story, this museum’s exhibitions feature the port of New Bedford, the history of adjacent communities, and regional maritime activities.

**New Bedford Whaling National Historic Park**

33 William Street

New Bedford, MA 02740

(508) 996-4469

[www.nps.gov/nebe](http://www.nps.gov/nebe)

Includes a 13-city-block National Historic Landmark District and works with a variety of local partners to preserve and interpret America’s whaling and maritime history.

**New England Aquarium**

Central Wharf

Boston, MA 02110-3399

(617) 973-5200

[www.neaq.org](http://www.neaq.org/)

Has exhibits, films, and programs that can be used in a geography curriculum

**Newburyport Maritime Society**

**House Maritime Museum**

25 Water Street, Newburyport, MA 0195

Lowell’s Boat Shop

459 Main Street, Amesbury, MA 01913

(978) 388-0162

[www.lowellsboatshop.org](http://www.lowellsboatshop.org/)

Maritime heritage of the Merrimack River Valley

**Norman Rockwell Museum**

P.O. Box 308, Route 183

Stockbridge, MA 01262

(413) 298-4100 x 220

[www.normanrockwellmuseum.org](http://www.normanrockwellmuseum.org/)

Features the work of Norman Rockwell, whose paintings and illustrations helped to define American identity in the 20th century, and has temporary exhibitions of other magazine and book illustrators.

**Old Colony Historical Society**

66 Church Green

Taunton, MA 02780

(508) 822-1622

[www.oldcolonyhistoricalsociety.org](http://www.oldcolonyhistoricalsociety.org/)

Collections of artifacts, documents, and archives related to the history of the Taunton area.

**Old South Meeting House**

310 Washington Street

Boston, MA 02108

(617) 482-6439

[www.oldsouthmeetinghouse.org](http://www.oldsouthmeetinghouse.org/)

Built in 1729, Old South Meeting House was an important site of the American Revolution.

**Old Sturbridge Village**

One Old Sturbridge Village Road

Sturbridge, MA 01566

(508) 347-3362

[www.osv.org](http://www.osv.org/)

At the largest living history museum in the Northeast, students of all ages interact with authentically costumed interpreters as they demonstrate and discuss daily life, work, and celebrations of the early 19th century. The website’s History Learning Laboratory includes primary sources and curriculum material.

**Frederick Law Olmsted Historic Site**

99 Warren Street

Brookline, MA 02445

(617) 566-1689

[www.nps.gov/frla](http://www.nps.gov/frla)

Olmsted or his firm designed Boston’s Emerald Necklace, the U. S. Capitol and White House Grounds, Great Smoky Mountains and Acadia National Parks, Yosemite Valley, and New York’s Central Park.

**Orchard House**

Louisa May Alcott Memorial Association

399 Lexington Road

Box 343

Concord, MA 01742

(978) 369-4118

[www.louisamayalcott.org](http://www.louisamayalcott.org/)

Orchard House belonged to the Alcotts and was the setting for Little Women. Has programs on their lives and involvement in 19th century reform movements.

**Paul Revere House**

19 North Square

Boston, MA 02113

(617) 523-1676

[www.paulreverehouse.org](http://www.paulreverehouse.org/)

Originally built in 1680, this house was owned by Paul Revere from 1770 to 1800.

**Peabody Essex Museum**

East India Square

Salem, MA 01970

(978) 745-9500 or

(800) 745-4054 x 3060

[www.pem.org](http://www.pem.org/)

Collection of maritime instruments and Asian export, African, and Oceanic art Many examples brought to New England by 18th and 19th century ship captains.

**Pilgrim Hall Museum**

75 Court Street

Plymouth, MA 02360

(508) 746-1620

[www.pilgrimhall.org](http://www.pilgrimhall.org/)

Collection includes items owned by the Pilgrims Website provides primary documents, including the *Mayflower Compact*, the ship’s passenger list, provisions lists, and William Bradford’s journal.

**Plimoth Plantation**

P.O. Box 1620

Plymouth, MA 02362

(508) 746-1622

[www.plimoth.org](http://www.plimoth.org/)

A living history museum that recreates the Pilgrim village of 1627 and a Wampanoag homesite of the same period; also portrays life at sea through the recreated 17th century ship, *Mayflower II* Extensive online collections

**Pocumtuck Valley Memorial Association**

10 Memorial Street

P.O. Box 428

Deerfield, MA 01342

(413) 774-7476 x 28

[www.americancenturies.mass.edu](http://www.americancenturies.mass.edu/)

Website features New England history from 17th through 20th centuries through images, artifacts, and documents Museum collections include inquiry into family life, native peoples, African Americans, landscape, immigration, and the 1704 attack on Deerfield.

**Quinebaug-Shetucket Heritage Corridor**

107 Providence Street

Putnam, CT 02620

860-963-7226

[www.nps.gov/qush](http://www.nps.gov/qush)

[www.thelastgreenvalley.org](http://www.thelastgreenvalley.org/)

This area of Connecticut and Massachusetts is composed of 35 small towns; has the mission of preserving the natural landscape of the rivers.

**Rhode Island School of Design Museum**

224 Benefit Street

Providence, RI 02903

(401) 454-6500

[www.risd.edu/museum.cfm](http://www.risd.edu/museum.cfm)

Ancient, European, Asian, and American art

**Rotch-Jones-Duff House and Garden Museum**

396 County Street

New Bedford, MA 02740

(508) 997-1401

[www.rjdmuseum.org](http://www.rjdmuseum.org/)

An 1834 house and formal gardens, this museum interprets 150 years of New Bedford history.

**Salem Maritime National Historic Site**

174 Derby Street

Salem, MA 01970

(978) 740-1660

[www.nps.gov/sama](http://www.nps.gov/sama)

Contains documents on the Atlantic triangular trade during the colonial period, privateering during the Revolutionary War, and the international maritime trade, especially with the Far East, which established American economic independence after the Revolution

**Saugus Iron Works National Historic Site**

244 Central Street

Saugus, MA 01906

(781) 233-0050

[www.nps.gov/sair](http://www.nps.gov/sair)

Site of first ironworks in Massachusetts, 1646-1668, shows technology of colonial iron making.

**Shelburne Museum**

6000 Shelburne Road

PO Box 10

Shelburne, VT 05482

<https://shelburnemuseum.org>

American art and historic buildings

**Shirley Place**

33 Shirley Street

Roxbury, MA 02119

(617) 442-2275

[www.shirleyeustishouse.org](http://www.shirleyeustishouse.org/)

Built in 1747 by William Shirley, Royal Governor of Massachusetts Bay Colony for 15 years, the mansion was occupied by, among others, William Eustis, the 10th Governor of Massachusetts.

**Slater Mill Historic Site**

P.O. Box 696

67 Roosevelt Avenue
Pawtucket, RI 02862

(401) 725-8638
www.slatermill.org

Museum dedicated to the study of industrial manufacturing in America, featuring historic Samuel Slater Mill

**Smith College Art Museum**

Northampton, MA 01063

(413) 584-2700

[www.smith.edu/artmuseum](http://www.smith.edu/artmuseum)

Collection of ancient, Asian, African, European, American and American Indian art and artifacts

**Spellman Museum of Stamps and Postal History**

235 Wellesley Street at Regis College

Weston, MA 02493

781-768-8367

[www.spellman.org](http://www.spellman.org/)

Focuses on stamps and postal history; includes stamps from around the world.

**Springfield Armory National Historic Site**

One Armory Square

Springfield, MA 01105-1299

(413) 734-6477

[www.nps.gov/spar](http://www.nps.gov/spar)

Site of the first national armory, it focuses on firearms, the industrial revolution, and military history.

**Springfield Museums**

220 State Street

Springfield, MA 01103

(413) 739-3871

[www.quadrangle.org](http://www.quadrangle.org/)

The Museum of Fine Arts has collections of 18th to 20th century American art and 14th to 20th century European art. The George Walter Smith Museum exhibits his collection of Japanese arms and armor, one of the largest collections of cloisonné outside China, plaster casts of the great sculptures of the world from antiquity to the Renaissance, and 19th-century American paintings. The Connecticut Valley Historical Museum has collections related to local history. The Science Museum includes exhibits on North American Native Peoples.

**The Stephen Phillips Trust House**

34 Chestnut Street

Salem, MA 01970

(978) 744-0440

[www.phillipsmuseum.org](http://www.phillipsmuseum.org/)

This Federal Period mansion has collections from five generations of Salem history.

**Stonehurst, the Robert Treat Paine Estate**

100 Robert Treat Paine Drive

Waltham, MA 02452

(781) 314-3290

[www.stonehurstwaltham.org](http://www.stonehurstwaltham.org/)

A prime example of late 19th century architecture designed by Henry Hobson Richardson, designer of Trinity Church in Boston, with grounds by Frederick Law Olmsted.

**Storrowton Village Museum**

1305 Memorial Avenue

West Springfield, MA 01089

(413) 205-5051

[www.thebige.com/storrowton.html](http://www.thebige.com/storrowton.html)

Recreation of a 19th century New England village

**Tsongas Industrial History Center**

Boott Cotton Mills Museum

400 Foot of John Street

Lowell, MA 01852

(978) 970-5080

[www.uml.edu/tsongas](http://www.uml.edu/tsongas)

Provides activities and tours for students and curriculum materials and workshops for teachers Themes include immigration, invention, technology, water power, labor history, and industrial pollution. Website includes teaching activities and documents.

**U.S.S. Constitution Museum**

Charlestown Navy Shipyard

P.O. Box 1812

Boston, MA 02129

(617) 426-1812

[www.ussconstitutionmuseum.org](http://www.ussconstitutionmuseum.org/)

The museum collects, preserves, and interprets the stories of the nation’s oldest commissioned warship, “Old Ironsides,” and the people associated with her.

**Wadsworth Athenæum**

Hartford, Connecticut 06103

(860) 278-2670

[www.wadsworthatheneum.org/](http://www.wadsworthatheneum.org/)

Established in 1842, the Wadsworth Athen**æ**um is America’s oldest public art museum. Its collections include ancient Egyptian to modern works, Hudson River School painters, American decorative arts, and the Amistad Foundation African American collection.

**Walden Woods Project at the Thoreau Institute**

44 Baker Farm

Lincoln, MA 01773-3004

(781) 259-4700

[www.walden.org](http://www.walden.org/)

Programs for landscape preservation and research collections and programs related to Henry David Thoreau and his legacy in the areas of social action, conservation, literature, and ethics.

**Wenham Museum**

132 Main Street

Wenham, MA 01984

(978) 468-2377

[www.wenhammuseum.org](http://www.wenhammuseum.org/)

A 17th century house provides exhibits on 17th century life; also collections of dolls, model trains, and toys.

**Williams College Museum of Art**

15 Lawrence Hall Drive, Suite 2

Williamstown, MA 01267

(413) 597-2429

[www.williams.edu/WCMA](http://www.williams.edu/WCMA)

Collections of American, Asian, European, ancient, and contemporary art

**Worcester Art Museum**

55 Salisbury Street

Worcester, MA 01609-3196

(508) 799-4406

[www.worcesterart.org](http://www.worcesterart.org/)

Paintings, prints, photographs, sculpture, and multimedia works that include American (from Pre-Columbian to Native American to Colonial to contemporary times), Greek, Roman, Egyptian, Chinese, European, Indian, Islamic, Japanese, Korean, and contemporary art.

**Worcester Historical Museum**

30 Elm Street

Worcester, MA 01609-2504

(508) 753-8278

[www.worcesterhistory.org](http://www.worcesterhistory.org/)

Exhibits on Worcester history

**Yale University Art Gallery**

1111 Chapel Street

New Haven, Connecticut 06520

(204) 432-0600

<https://artgallery.yale.edu>

Comprehensive collections of art from all over the world; online annotated selected images from the collection

# Appendix I

**Civic Holidays and Observances**

January

Martin Luther King, Jr. Day (federal holiday on the third Monday in January, commemorating the achievements and birthday of civil rights leader Martin Luther King, Jr. on January 15, 1929; signed into law as a holiday by President Ronald Reagan in 1983; first celebrated in some states in 1986; celebrated in all 50 states since 2000)

February

Presidents’ Day (a federal holiday on the third Monday in February, commemorating the achievements and birthdays of Presidents George Washington on February 22, 1731 and Abraham Lincoln on February 12, 1809; first celebration of Washington’s birthday in Washington, D.C. in 1879; expanded in 1885 to include all federal offices; Presidents’ Day began in the 1980s)

March

International Women’s Day (United Nations Day for Women’s Rights and World Peace; March 8; first celebrated in 1909; adopted as a celebration by the United Nations 1975)

Evacuation Day (holiday observed in Suffolk County, Massachusetts on March 17 to celebrate the evacuation of British forces from the city of Boston in 1776; made an official Suffolk County holiday by the state in 1938; was promoted by the Irish-American community in Massachusetts and coincides with St. Patrick’s Day)

April

Patriots Day (state holiday, celebrated on the third Monday in April, commemorating the Battles of Lexington and Concord, Massachusetts, April 19, 1775 and the start of the American Revolutionary War; observed as a state holiday in Massachusetts , Maine, and Wisconsin)

Earth Day (April 22, begun in 1970 to stimulate environmental awareness; supported by a coalition of international environmental organizations to promote knowledge of the environment and to encourage citizen participation in projects such as global reforestation)

May

Cinco de Mayo (May 5; commemorates the Mexican Army’s victory over the French in 1862; observed in Mexico and celebrated informally in a number of countries as a cultural festival to emphasize Mexican food, music, and art)

Armed Forces Day (observed in the United States on the third Saturday in May; first observed in the U.S. in 1950 to honor Americans serving in the Army, Navy, Air Force, Marine Corps, and Coast Guard; many countries have similar celebrations on different days)

Memorial Day or Decoration Day (fourth Monday in May; a federal holiday in remembrance of people who died while serving in the United States Armed Services; first observed in 1868 )

June

Flag Day (June 14, a day to observe the importance of the American flag as a patriotic symbol; first observed in some states in 1892; officially established by President Woodrow Wilson in 1916 and designated as National Flag Day by President Harry Truman in 1949)

Bunker Hill Day (local holiday on June 17; in Suffolk County, Massachusetts to commemorate the Battle of Bunker Hill in Charlestown on June 17, 1775)

July

Independence Day (July 4, a federal holiday commemorating the signing of the Declaration of Independence in 1776)

September

Labor Day (first Monday in September, federal holiday celebrating the importance of American workers; celebrated first in New York City in 1882; became a federal legal holiday in 1894)

Constitution Day (observed on September 17 to commemorate the adoption of the United States Constitution on September 17, 1787; officially established as a holiday by Congress in 2004)

International Day of Peace (Observed by many countries of the United Nations on September 21; dedicated to world peace and the absence of war and violence; first celebrated in 1982;, dedicated to peace education by the United Nations in 2013)

October

Columbus Day (second Monday in October, commemorating the arrival of Christopher Columbus in the Americas on October 12, 1492; a national holiday in the United States and many countries in the Americas; first celebrations documented in 1792; became an official federal holiday in 1937; observed in the 19th and 20th centuries as a celebration of Italian-American heritage). The same day is observed as Indigenous Peoples Day by a number of states and municipalities; there are multiple days of thanks recognized within Native American cultures.

November

Veterans Day (November 11; federal holiday that honors all military veterans; first celebrated in 1918 to mark the end of World War I; symbolic significance of the 11th hour of the 11th day of the 11th month, when the Armistice with Germany formally went into effect)

Thanksgiving (fourth Thursday in November, commemorating a day of thanksgiving for harvests in Plymouth in 1621 and earlier English harvest celebrations, established by President George Washington in 1789 and declared a national holiday by President Abraham Lincoln in 1868)

1. See Massachusetts General Laws, Chapter 71, Section 1D. [↑](#footnote-ref-1)
2. Materials consulted in the development of the Framework include publications of the Center for Civic Education, the Advanced Placement Program of the College Board, the International Baccalaureate Program, the Stanford University History Education Group, the Fordham Foundation, the College, Career, and Civic Life Framework of the National Council for the Social Studies, the National Standards for Financial Literacy, Massachusetts Curriculum Frameworks for English Language Arts and Literacy, Mathematics, and Science and Technology/Engineering, curriculum frameworks for history and social science from California, Connecticut, Delaware, Georgia, Hawai’i, Illinois, Indiana, Iowa, Michigan, Mississippi, New York State, New York City, Utah, and Virginia, the social studies, history and geography curriculum of Ontario, Canada, the social studies curriculum of British Columbia, Canada and the National Curriculum Programmes for history, geography, and citizenship of the United Kingdom See Appendix D. [↑](#footnote-ref-2)
3. Excerpted and adapted from *Education for Democracy: A Statement of Principles*. *Guidelines for Strengthening the Teaching of Democratic Values,* Paul A. Gagnon, primary author. Publication of the Education for Democracy Project, a joint project of the American Federation of Teachers, the Education Excellence Network, and Freedom House (Washington, D.C. American Federation of Teachers, 1987). The publication is available from files.eric.ed.gov, publication ED313271. [↑](#footnote-ref-3)
4. 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. [http://www.ascd.org/publications/books/104017.aspx](https://mail.doe.mass.edu/owa/redir.aspx?C=owFNmUayjh7sUKC4eZ2GXk7CArE0F2VjmueW1ypmo7warsXiCC3VCA..&URL=http%3a%2f%2fwww.ascd.org%2fpublications%2fbooks%2f104017.aspx); Liana Heitin in *Education Week* ([Cultural Literacy Creator Carries on Campaign](http://www.edweek.org/ew/articles/2016/10/12/cultural-literacy-creator-carries-on-campaign.html?_ga=1.171279712.1366275149.1446124290), (October 12, 2016) and Daniel Willingham in *American Educator* ([How Knowledge Helps](http://www.aft.org/periodical/american-educator/spring-2006/how-knowledge-helps), (Spring 2006), and Daniel Willingham in the New York *Times*, [How to Get Your Mind to Read](https://www.nytimes.com/2017/11/25/opinion/sunday/how-to-get-your-mind-to-read.html?smid=tw-nytopinion&smtyp=cur) (November 25, 2017). [↑](#footnote-ref-4)
5. This definition of civic knowledge, skills, and dispositions is taken from the definition of college and career readiness and preparation for civic life adopted by the Massachusetts Board of Elementary and Secondary Education in 2013 and amended in 2016. [↑](#footnote-ref-5)
6. See Appendix E for links to key primary documents for United States History and Civics; consider using some excerpts as read-alouds to introduce the concept of primary sources. [↑](#footnote-ref-6)
7. \*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 European explorers 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 Native Voices website of the Childrens Museum Boston, which has links to New England Native tribal groups; see Appendix G* [↑](#footnote-ref-7)
8. See Appendix I for the history of Thanksgiving as a national holiday. [↑](#footnote-ref-8)
9. For the history of the United States holiday Columbus Day, see Appendix I. [↑](#footnote-ref-9)
10. The Framework follows the National Geographic Society’s division of states into regions. [↑](#footnote-ref-10)
11. See Appendix E for links to key primary documents for United States History and Civics [↑](#footnote-ref-11)
12. Note that Islam, which developed in the 7th century CE, is beyond the time period for grade 7. Its development and influence is addressed in the World History I and II standards; teachers who wish to include the history of Islam in middle school should consult standards World History I Standards 1-4. [↑](#footnote-ref-12)
13. Note that the Byzantine Empire is addressed in High School World History I. [↑](#footnote-ref-13)
14. See Appendix E for links to key primary documents for United States History and Civics [↑](#footnote-ref-14)
15. Students may need help in reading these documents closely because the 18th-century language and sentence structure is complex and unfamiliar. [↑](#footnote-ref-15)
16. Useful resources for this section include [Landmark Cases of the Supreme Court](http://www.landmarkcases.org) (Street Law, Inc., and the Supreme Court Historical Society), the [Official Website of the Supreme Court](http://www.supremecourt.gov), [The Supreme Court for Educators](http://www.pbs.org/wnet/supremecourt/educators.html) (Public Broadcasting System/WNET), the [Bill of Rights Institute](http://www.billofrightsinstitute.org), and the [National Constitution Center](http://www.constitutioncenter.org). [↑](#footnote-ref-16)
17. 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.” [↑](#footnote-ref-17)
18. Useful websites include [Commonwealth of Massachusetts: Your Government](https://www.mass.gov/topics/your-government) and the [Massachusetts Municipal Association](https://www.mma.org) [↑](#footnote-ref-18)
19. For resources in teaching this topic, see websites under News and Media Literacy and Current Events in Appendix F. [↑](#footnote-ref-19)
20. For implementing standards 51 and 52, see the Reading Standards for Literacy in History and Social Science for grades 6-8 [↑](#footnote-ref-20)
21. For implementing standard 53, see the Writing Standards for Literacy in History and Social Science for grades 6-8. [↑](#footnote-ref-21)
22. 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. [↑](#footnote-ref-22)
23. See Appendix E for links to key primary documents for United States History and Civics [↑](#footnote-ref-23)
24. See Appendix E for links to key primary documents for United States History and Civics [↑](#footnote-ref-24)
25. See Appendix E for links to key primary documents for United States History and Civics [↑](#footnote-ref-25)
26. Students’ narrative skills continue to grow in these grades. The standardsrequire 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. [↑](#footnote-ref-26)
27. Students’ narrative skills continue to grow in these grades. The standardsrequire 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. [↑](#footnote-ref-27)
28. 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](http://www.doe.mass.edu/ele/guidance/). For more on ESL in Massachusetts, please see the ESL Next Generation Project’s [Curriculum Resource Guide](http://www.doe.mass.edu/ele/instruction/). [↑](#footnote-ref-28)
29. For more on the Six Key Principles for EL Instruction, please see [Principles for ELL Instruction](http://ell.stanford.edu/content/principles-ell-instruction-january-2013) (2013, January). Understanding Language. [↑](#footnote-ref-29)
30. See Swan, Kathy, et al. (2013). *The College, Career, and Civic Life Framework*. Silver Spring, MD: National Council for the Social Studies. [↑](#footnote-ref-30)
31. Rothstein, Dan and Santana, Luz (2014). “The Right Questions” in Educational Leadership, Volume 72, Number 2, and Rothstein and Santana (2011). “Teaching Students to Ask Their Own Questions,” *Harvard Education Newsletter*, Volume 27, Number 5. [↑](#footnote-ref-31)
32. Two of 282 laws in the Code of Hammurabi, translated by L.W. King. See Yale School of Law, the Avalon Project, avalon.law.yale.edu [↑](#footnote-ref-32)
33. Adapted from Swan, et al, p. 67. [↑](#footnote-ref-33)
34. See Ness, Molly (2016). “When Readers Ask Questions: Inquiry-Based Reading Instruction,” in *The Reading Teacher*, Volume 70, Number 2, 2016, 189-196. [↑](#footnote-ref-34)
35. See McGrew, Sarah, Ortega Teresa, Breakstone, Joel, and Wineburg, Sam (2017), “The Challenge that’s Bigger than Fake News,” in *American Educator*, www.aft.org/ae/fall2017 [↑](#footnote-ref-35)
36. Source: PoliticoPro Legislative Compass, <https://politicopro.com/legislative-compass> [↑](#footnote-ref-36)