

The Commonwealth of Massachusetts  
Department of Education

HISTORY AND SOCIAL SCIENCE  
CURRICULUM FRAMEWORK

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*The members of the Massachusetts Board of Education wish to thank the many teachers, parents, scholars, and interested citizens who contributed to the completion of this important document.*

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Commissioner of Education.

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The Commonwealth of Massachusetts  
**Department of Education**

350 Main Street, Malden, Massachusetts 02148

September, 1997

**Dear Colleagues:**

I am pleased to present to you the Massachusetts History and Social Science Curriculum Framework which was adopted by the Board of Education in June 1997 and approved for distribution in August 1997. This is the first statewide guideline for learning, teaching, and assessment in history and social science for the Commonwealth's public schools.

This framework is based on sound research and effective practice, and reflects a vision of how classrooms can and should look to assist all students to achieve high standards of excellence. It offers exciting opportunities to strengthen curriculum and instruction from Pre-Kindergarten through grade 12, as well as in adult basic education programs across the Commonwealth.

I am proud of the work that has been accomplished. The thousands of comments and suggestions received on the previous working drafts have strengthened this curriculum framework. I want to thank all of you for working with us to create a high quality document that provides challenging learning standards for Massachusetts students. We will continue to work with you as you implement the framework in your district.

I encourage you to offer comments on this and the other curriculum frameworks as you use them in schools to develop curriculum and programs. We want to keep them current and vibrant so that they will continue to bring education reform alive in our classrooms.

Thank you again for your ongoing support and commitment to achieving the goals of education reform.

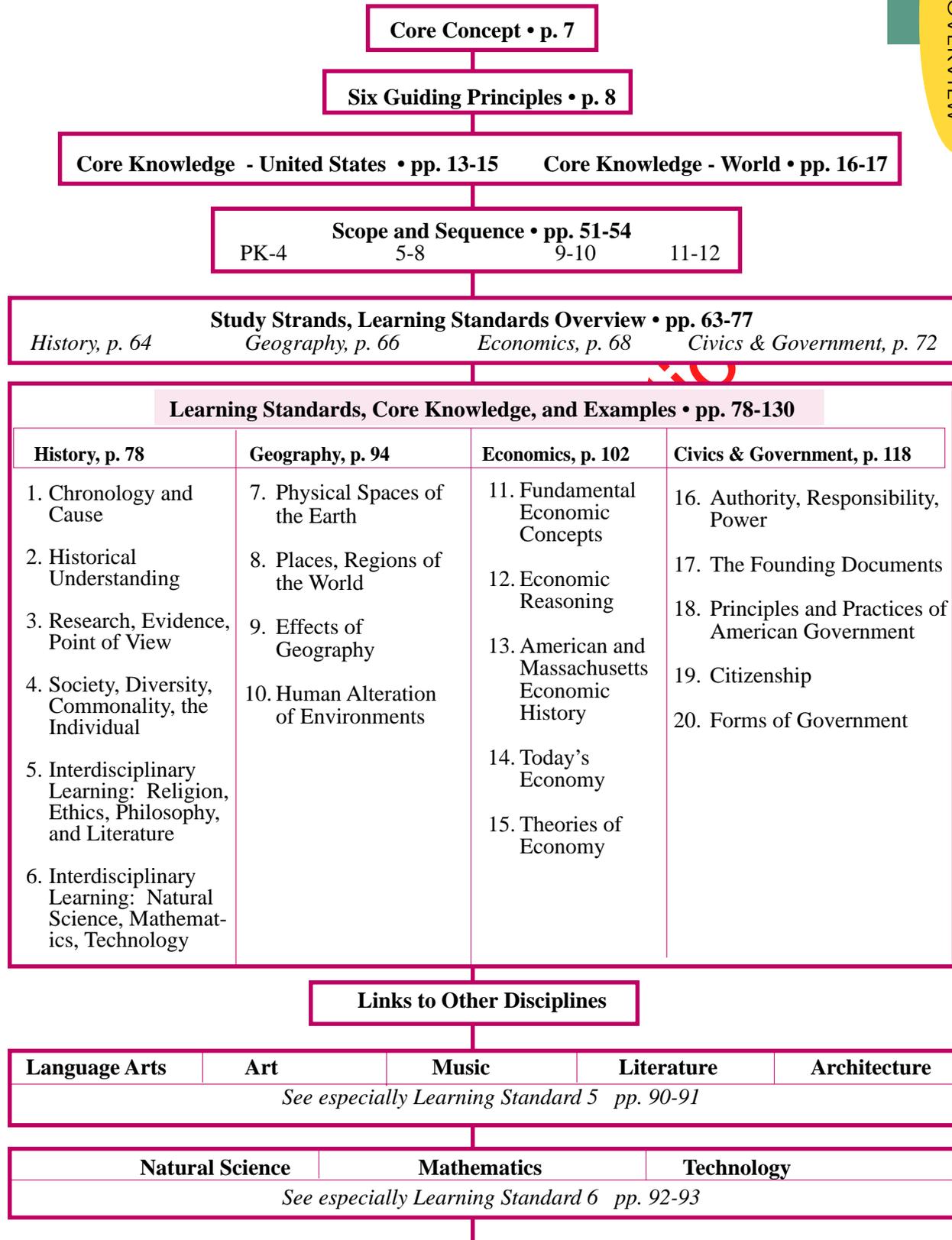
Sincerely,

Robert V. Antonucci, Commissioner  
Massachusetts Department of Education

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**Massachusetts History and Social Science Curriculum Framework**

**VISUAL OVERVIEW**



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## INTRODUCTION

In accordance with the Massachusetts Education Reform Act of 1993, this History and Social Science curriculum framework presents the academic content and skills in the four areas of History, Geography, Economics, and Civics and Government that are essential to the study of human experience past and present, and to the development of educated and responsible citizens. It draws in part on the work of others, including the Bradley Commission, the several national standards documents, and frameworks from California, Virginia, and other states. It incorporates research suggestions, and ideas of educators, parents, and other concerned citizens from across the state.

In conjunction with frameworks for curricula in other disciplines, the History and Social Science framework is designed to provide guidance for the reform of public education in Massachusetts by raising the standards and expectations of our schools and students. The framework is intended to help all schools ensure that they promote a high level of academic rigor and provide sound opportunities for all students to learn.

The framework comprises ten sections and three appendices:

The first section, the **Core Concept**, states the fundamental purposes of a curriculum in history and social science: to enable students to acquire knowledge, skills, and judgment so as to continue to learn for themselves, participate intelligently in civic life, and avail themselves of historical and cultural resources—historic sites, museums, parks, libraries, multimedia information sources—wherever they may live or travel.

The second section, **Guiding Principles**, enumerates the principles on which this framework is based. Foremost among these principles is the need for schools to include history and social science in their curricula every year, from Pre-Kindergarten to grade 12. The Guiding Principles also emphasize the importance of learning both content and skills as complementary elements of history and social science; the study of the United States and world history; the integration of history study with studies in other fields; and the study of current events in the perspective of history. The Guiding Principles emphasize the need for teachers in elementary, middle, and high schools to be allowed time to work together to frame coherent curricula and instruction across all grade spans.

The third section, **Reasoning, Reflection, Research, and Content in History and Social Science**, discusses the application of intellectual skills to the study of subject matter content in History and Social Science. The practice of reason and reflection, together with the basic skills of study, writing, and speaking, is not to be separated from specific events, ideas, institutions, or people under consideration at the several grade levels.

The fourth section, **Core Knowledge in United States and World History, Geography, Economics, and Civics and Government**, presents the core of major topics around which the study of history and social science is to be organized throughout the elementary, middle, and high school years. This overview of the main eras, events, and ideas of human experience in the United States and the world represents the collective memory of educated citizens, a body of knowledge that all students should be expected to learn.

The fifth section, **Commonly Taught Subtopics Related to Core Knowledge in United States and World History, Geography, Economics, and Civics and Government**, offers, for the convenience of teachers and curriculum planners, a selection of additional and commonly taught particulars related to the **Core Knowledge** topics presented above, and aligned with the PreK-12 order of instruction. These will suggest important specific events, issues, ideas, and personalities that may be chosen to engage students in reaching the desired **Learning Standards**.

The sixth section, **PreK-12 Scope and Sequence of History and Social Science Instruction**, sets forth the order in which the **Core Knowledge** topics are expected to be introduced, presented, and revisited across the grades. The order of instruction is described in two ways: 1) the content as it is to be presented within the grade spans PreK-4, 5-8, 9-10, and 11-12, to prepare students for the statewide assessments called for by the Education Reform Act of 1993 and for any additional statewide assessments; 2) the content as it appears in a recommended grade-by-grade order of instruction reflecting common practices in the Commonwealth and other states, and aligned with available teaching materials.

The seventh section discusses the special character of **History and Social Science in PreK and Elementary Grades**. This framework sets the expectation that PreK-4 teachers will integrate substantive concepts, events, ideas, and personalities from history, geography, civics and government, and economics into every student's education each year. This foundation will prepare students for the more formal work to follow in later grades and for successful performance in the post-grade 4 assessment of their learning.

The eighth section is **Study Strands and Learning Standards: History, Geography, Economics, and Civics and Government Overview**. This portion of the framework presents the four strands, or areas, of study required for student competence in the fields of History, Geography, Economics, and Civics and Government, together with the twenty **Learning Standards** expressing general knowledge and skills students should acquire from their study of these subjects.

The ninth section, **Learning Standards and Examples, PreK-12**, applies Learning Standard components by grade spans, includes **Core Knowledge and Skills** in Geography, Economics, and Civics and Government, and provides examples of specific questions, exercises, and assignments suited to students at the several grade levels.

The tenth section, **Using the History and Social Science Curriculum Framework in Schools**, offers suggestions for design of curriculum and courses, use of textbooks and other materials, assessment, and variation of pedagogical approaches.

The following vignettes suggest how this curriculum framework can be applied to teaching and learning in history and social science in various grade spans and grade levels:

Four-year-old Matthew eagerly anticipates his first day of school, and coaxes his older sister Amanda to tell him how soon it will come. She patiently explains to him that it will be five days from now, on Tuesday, after the weekend. Together they make a calendar of those five days, so that Matthew can check off one each day until the beginning of school.

Matthew is learning to understand time, lengths of time, and order of events. **Sequencing activities in early childhood** can provide the foundation for a later understanding of past, present, and future as they relate to history and social science. Throughout the preschool, kindergarten, and elementary grades, Matthew's sense of time and space will expand as he

studies people and events in the distant and more recent past and in the present. His understanding will be enriched as he learns to plan activities for tomorrow's school day and to look forward to events scheduled for the future.

Mitra, a fourth grader, is fascinated when her teacher asks her to draw from memory a map showing the route from her home to school. She makes a sketch, but she knows that she has left lots of things out. "That's OK," says her teacher, "this is just a beginning of the project—our maps will get more detailed as we make more observations." As she rides the bus home that day, Mitra starts to notice the street signs at the corners. When she gets home and talks to her father about her project, he helps Mitra orient herself to the locations of their house and the school on a local street map. On the weekend, they walk parts of the route together, and Mitra records where they turn left and right, where the traffic lights are, and the locations of elements such as her friends' houses, favorite stores, a historic church, and a playground. In school, she and the other children learn about mapping techniques, and develop their maps from initial sketches into final accurate versions, drawn to scale and lavishly annotated and illustrated. When her parents visit school for a conference, Mitra proudly shows them the stages of her maps, and her teacher explains how Mitra has learned how to do geography, reading, writing, mathematics, history, and visual art through this project.

Mitra's teacher and her parents have worked together to help her *learn basic skills* in an interesting project and become reflective about how to apply her learning as she acquires geographic and historical knowledge of her community.

As Mrs. Markham's middle school class (a well-designed course, or unit, or elective in civics and government) studies the electoral process in the United States, and several other countries, she draws to her students' attention a bond issue on school funding to be decided in a coming election. She composes three groups of students to study and report to the class on 1) past and 2) current patterns of public funding of schools, and 3) the substance of the bond issue as presented in media accounts. Each group of students drafts a letter to a public official, asking for an explanation of the official's stance on the bond issue. After discussing the reports of the three groups, students appraise the evidence in the replies of public officials to their letters, in newspaper articles and editorials, and in fliers distributed by supporters and opponents of the bond issue. The class then conducts a mock election on the bond issue. After the results of the actual election are known, students compare and contrast the two elections—in terms of voter turnout and percent-

ages of voters for and against. They consider together plausible consequences of the public election's results for their own school and its students.

Mrs. Markham's students are learning about *participation in civic affairs and responsibilities of citizenship* at the same time that they learn about economic issues in public funding that bear directly on their own school. They conduct relevant research, assess evidence, learn the benefits of dividing the labor among the three groups of students, and grasp connections between present and past.

Today, in Mr. Hewey's American history class, eleventh grade students Betsy and Bruce are giving an oral presentation on Dorothea Dix and her involvement in the mental health and prison reform movement during the antebellum period. The two students have spent a week researching their topic, concentrating on Dix's own accounts and other contemporary and secondary accounts of her work. Their classmates have also worked in teams, investigating such reforms as temperance, antislavery and abolition, utopianism, religious sects and communes, women's rights, public education, and the peace crusade. During that week, Mr. Hewey has delivered to the class several carefully prepared lectures on the second Great Awakening, social and demographic shifts in the United States, immigration, and the rise of nativism during this period.

As they organized the results of their investigation, Betsy and Bruce were careful to ask themselves the questions Mr. Hewey and the class had decided were important:

When and where did these reforms take place?

Who were involved in these reforms?

Why did these reforms happen at this time and place?

What were the outcomes?

Were the effects of their reform efforts what the reformers intended?

When all groups have presented their research on the different movements, the students begin to synthesize what they have learned. In addition to presenting their work orally, students must write an outline of the presentation and a list of primary and secondary sources used. They must also write an essay which explains the emergence of so many reform movements in this period, and connect this question to their studies of democratic reform and the impact of the Industrial Revolution, topics covered in the previous unit. Next week they will read selections from Transcendentalist authors, and discuss them in the context of the reform movements they have just finished investigating.

In organizing this section, Mr. Hewey has employed *a rich array of teaching and learning methods* and sources of relevant information—readings in primary and secondary sources, student collaboration on research and oral reports, his lectures, class discussion, and the writing of individual essays. He has drawn into the project subject matter and questions from politics; civics; economics; social, cultural, and religious history—while helping his students learn to apply their skills of reading, organizing, writing, memorizing, speaking, listening, and conducting detailed factual research. This kind of teaching brings vitality to an *effective curriculum in history and social science*.

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## I. THE CORE CONCEPT OF THE HISTORY AND SOCIAL SCIENCE FRAMEWORK

The previous vignettes describe a few of the many good practices for teaching and learning in history and social science. By engaging students in the acquisition of skills and methods of learning, study, reasoning, and expression through concentration on important subject-matter content, teachers lead them to become knowledgeable in history, geography, economics, and civics and government.

### *Core Concept*

**The goal of a history and social science curriculum is to enable students by systematic study to acquire the knowledge, skill, and judgment to continue to learn for themselves; to participate intelligently, justly, and responsibly in civic life, and in deliberation about local, national, and international issues; and to avail themselves of historical and cultural resources—historic sites, museums, parks, libraries, multimedia information sources—wherever they may live or travel.**

A sound curriculum taught by good teachers in well-managed classrooms gives students the opportunity to understand themselves and others in time and place. In their course of study through the school years, students learn to read, listen, write, frame relevant questions and reasoned arguments, engage in discussion and debate, conduct research, and interpret and present evidence and data.

By becoming skillful and competent in history and social science, students come to understand the foundations, principles, and institutional practices of the United States as a representative democracy and a constitutional republic. They learn traditions and ideals of other nations and cultures. They learn how different people, in many circumstances, used their intelligence and the resources available to them to establish and sustain ways of life for themselves and their posterity.

By learning how others have discovered, identified, and tried to contend with questions of human affairs in their time and place, students have the chance to understand them, to see matters from their points of view. With such insight and understanding, students can conduct their own lives and further learning thoughtfully, knowledgeably, and with the consideration for others that marks responsible citizens.

## II. GUIDING PRINCIPLES

### *Guiding Principle One*

**History and social science should be studied by every student every year.**

Learning history and social science takes time. Students should be introduced to these subjects early in their schooling, when they are learning to read and write. Elementary school pupils can begin to learn historical content through exposure to the drama of the past; they can become familiar with the settings in which history has unfolded; they can learn something of economics by studying history and geography; and they can learn stories and form habits suited to citizenship. Middle school students can learn more about reasoning logically as they study history and social science in greater detail. High school students can then undertake increasingly sophisticated study and interpretation. Study of history and social science can improve job opportunities, encourage civic participation, and enrich private life.

Course content in each grade span and grade level should be developmentally appropriate, increasing in complexity as students learn and mature. Important topics, texts, and documents should be restudied at several grade levels. Students should, for example, study the United States Constitution several times during their school years, each time achieving deeper understanding by considering, through reading, writing, and discussion, progressively more demanding questions.

### *Guiding Principle Two*

**PreK-12 instruction in history and social science is made coherent by teachers from all grade levels working together to achieve a properly sequenced course of study. Such a sequence prevents major gaps and needless repetitions.**

Thus, every school district should provide time and resources for the needed collaboration, including partnerships with local college and university faculty members.

### *Guiding Principle Three*

**An effective history and social science curriculum emphasizes learning through the study of United States and world history, geography, economics, and civics and government.**

Students need to learn of events, ideas, individuals, groups, ideals, dreams, and limitations that have shaped our country and the world. Intellectual and political freedom, informed judgment in the present and the future, and a reliable sense of one's rights, opportunities, and responsibilities depend on such learning.

In these pursuits, students should study primary and secondary sources, learn to use electronic media and to read and interpret data, become familiar with specialized vocabulary in the subject areas, and learn to draw conclusions logically from available evidence. Asking important questions, and framing reasoned opinions and arguments based on evidence depend on regular practice of reading, writing, speaking, and listening.

### *Guiding Principle Four*

**An effective history and social science curriculum recognizes each person as an individual, encourages respect for the human and civil rights of all people, and also emphasizes students' shared heritage as citizens, residents, and future citizens of the United States.**

Citizens and residents of the United States need to know its history, traditions, ideals and principles, system of government, successes and failures, and its varied regions. The curriculum should include study of the rich and diverse contributions people of many backgrounds have made to American life and institutions.

An effective history and social science curriculum embraces study of historical interactions among individuals, groups, and institutions. Through studies in geography, economics and social history, civics and government, the arts and humanities, students learn the historical explanations for differences among people in the past and today. They learn of differences in human experience and imagination among individuals and peoples. Students also learn that individuals cannot be reduced simply to members of groups and that we are all individuals whose human and civil rights deserve respect.

*Guiding Principle Five*

**An effective curriculum in history and social science draws on and integrates several disciplines and fields of study.**

The study of history, geography, economics, and government is severely incomplete without study of the fine arts, literature, religions, ethics, and developments in science, technology, and mathematics. For example, scholarship and research in many social sciences, including anthropology and archaeology, have been advanced by discoveries in biology and chemistry, and each has expanded knowledge of ancient history. Students should learn that framing and answering questions and organizing thought often require knowledge in a number of subject areas.

Because most United States institutions and ideals trace their origins through Europe, the study of Western civilization is a central feature of a history and social science curriculum. Students must also learn by the study of other civilizations that non-Western sources have made significant contributions to Western civilization, and that the history of Western civilization includes efforts to learn about non-Western cultures, peoples, institutions, and geography.

*Guiding Principle Six*

**The historical narrative should provide the continuous setting for learning in social science, as well as the frame of reference from which teachers choose the current events and public policy issues for student study, presentations, and classroom discussion.**

The deep study of history and social science can be informed and enlivened by considering current events and issues that students perceive as significant to their own lives and to the life of their society. Current events should be chosen for their significant relation to important historical themes or turning points already under study. Assignments for papers or oral presentations should enhance student understanding of the possibilities and the limits of comparing past to present and present to past.

### III. REASONING, REFLECTION, RESEARCH, AND CONTENT IN HISTORY AND SOCIAL SCIENCE

To become well grounded in history and social science, and to continue learning for themselves long after they have finished school, students need to acquire both core knowledge and a firm grasp of reasoning and practice in inquiry and research. They must learn how to frame and test hypotheses, to distinguish logical from illogical reasoning, and to grasp the superiority of reflective thinking and evaluation over the impulsive and uninformed rush to judgment and decision.

In the course of helping students to identify, ask, and begin to answer important questions in history, geography, economics, and civics and government, knowledgeable teachers *decide* which specific content and skills merit greatest emphasis and practice. Teachers ought to give sustained, consistent attention to distinctions among the following: knowledge (judgment verified, proven, demonstrated, or confirmed by evidence); informed opinion (judgment supported by evidence); uninformed or mere opinion (belief without evidence); bias and prejudice (belief in spite of contravening evidence); scapegoating and stereotyping (prejudice based on radical and unfair oversimplification); open mindedness (receptiveness to new evidence); narrow mindedness (receptiveness only to evidence in favor of one's opinions, special pleading); and closed mindedness (unwillingness to seek, heed, or listen to evidence). Over time, students who have become familiar with these distinctions will learn to reflect thoughtfully and to conduct reliable research.

Good teachers explain such distinctions explicitly, as developmentally appropriate, but they illuminate them also by concentrating on the specific “how to” knowledge students need in order to understand subject matter content:

- how to understand and use maps, globes, and visual representations of quantitative data (including graphs, charts, and tables);
- how to speak and write clearly and accurately;
- how to understand and distinguish cause, effect, sequence, and correlation; long-term and short-term causal relations; and limitations on determining causes and effects;
- how to gather, interpret, and assess evidence from multiple and sometimes conflicting sources; how to distinguish relevant evidence from irrelevant information; how to assess the applicability of different forms of analysis, such as costs and benefits, to specific cases;
- how to distinguish knowledge from various forms of opinion; how to minimize avoidable error; how to identify valid and fallacious arguments; how to test hypotheses; how to identify and avoid bias and prejudice; how and how not to compare present and past and infer lessons from the past; how to distinguish sound generalizations from false oversimplifications;
- how to enter in thought and imagination the point of view of others; how to memorize with understanding rather than merely by rote [Teachers may find it useful to refer to p. 36 of the English Language Arts Curriculum Framework: “Memorizing poetry, speeches, or dialogue

from plays can engage students in listening closely to the sounds and rhythmic sequences of words. Young children delight in making a poem their own by committing it to memory. Since memorization and recitation or performance require repeated reading of a poem or speech, these techniques can often help older students find layers of meaning that they might not discover in a single reading. As many adults know, the poems, songs, and speeches learned in the classroom often last in memory long after they graduate.” The same points hold for history, social science, and other subject areas.];

- how to distinguish intentions and intended consequences of action from unanticipated and unpredicted effects; how to recognize and appreciate the force of accident, confusion, oversight, error, and unreason in human affairs;
- how to pay sufficient heed to the limits of our understanding and knowledge in matters of great complexity without underestimating the extent to which we may come to know, or at least to reach, judgments supported by evidence.

“How to” knowledge cannot be acquired in a vacuum divorced from subject matter content. Skills must be learned through the detailed study of subject matter. A map has to be a map of *someplace*, whether real or fictional. An hypothesis is intended to explain *specific* phenomena. The limitations of our knowledge vary with the *particulars* of *specific* cases—the availability of *specific* artifacts, documents, and records; the survival of *particular* ruins; the *specific* technology needed to reach a *particular* sunken ship. The relevance of a form of analysis depends on the *specific* questions to be answered, just as which sources of information are useful varies with the *specific* subjects and issues to be addressed. Comparisons of present and past require concentration on parallel *details* of each.

Knowing *how* to frame a problem or conduct research in history and social science depends on knowing *that* some important facts are well established—when and where certain events occurred, who was involved or affected, and other matters of consequence that students need to learn. Students must also learn proper definitions of words and concepts. This curriculum framework deliberately emphasizes both knowing “how” and knowing “that,” because becoming knowledgeable and adept at learning calls for both.

Knowing when and how to apply a particular technique of research in inquiry is achieved in the course of acquiring relevant factual knowledge in the subject area. A good curriculum develops how-to knowledge hand in hand with the learning of specific and detailed subject matter content. Students who study such a curriculum come to understand enduring questions and emerging issues in history and social science in progressively greater depth. By properly designing curricula, courses, and instruction in history, social science, humanities, arts, languages, natural sciences, and mathematics—and paying heed to their integration and natural overlap—teachers can lead students toward understanding of humanity and human events.

As students practice applying intellectual skills to academic content, they are positioned to discern our common humanity and our individual differences as well as the importance of individuals and associations of individuals in the drama of history. By learning the rights that governments should be designed to secure—and forms of government that have trampled human rights—they are enabled to grasp the responsibilities of citizens in exercising and protecting human and civil rights for everyone.

## IV. CORE KNOWLEDGE IN UNITED STATES AND WORLD HISTORY, GEOGRAPHY, ECONOMICS, AND CIVICS AND GOVERNMENT

The following topics, grouped under commonly recognized eras of United States and world history, have been selected and adapted for History/Social Science instruction in Massachusetts from the relevant national standards reports, the state frameworks in California and Virginia, and curriculum guidelines of the National Council for History Education. They also address particular requirements in the Massachusetts Education Reform Act of 1993. As a required common core of essentials around which study of history and social science is to be organized, these topics are to be offered to all students. Which of them are studied in depth, and which are more briefly considered in their larger historical and geographical context, is left for local schools and teachers to determine.

Patterns of instruction in these topics across the grades appear in Section V below. The full range of required topics is presented here, so that teachers throughout the grades may recognize their own and each other's distinct, interdependent responsibilities in introducing their students to the collective memory of educated people. Readers should see also Section IX, which contains further **Core Knowledge** in Geography, Economics, and Civics and Government. Suggestions of commonly taught subtopics appear in Section V.

### A. CORE KNOWLEDGE: THE UNITED STATES

1. Early America and Americans (Beginnings to 1650)
  - a. The setting: geography and resources of the Western hemisphere
  - b. Native Americans: differing economics and politics; peace and war
  - c. Major European societies, rivalries; 15th and 16th century explorations
  - d. African geography, societies, politics; backgrounds of the slave trade
  - e. First encounters between Americans and Europeans; the consequences
  - f. Early English settlements and daily life in Massachusetts
  
2. Settlements, Colonies, and Emerging American Identity (1600 to 1763)
  - a. Political, religious, and economic motives of European colonizers
  - b. Coexistence and conflict between Europeans and Native Americans
  - c. Massachusetts town government, religion, and schooling in colonial times
  - d. Colonial era labor and the advent of North American slavery
  - e. Family life across classes, races, and regions of colonial America
  - f. Intellectual and religious heritage of Anglo-American colonials
  - g. Growing social and political divergence from England

3. The American Revolution: Creating a New Nation (1750 to 1815)
  - a. Events and interests behind the American Revolution
  - b. First battles in Massachusetts; the Declaration of Independence
  - c. Leaders, turning points, and deciding factors of the Revolutionary War
  - d. The Anglo-American political heritage: Greco-Roman history, Magna Carta, evolution of Parliament, Mayflower Compact, the English Revolution, colonial governments, and ideas of the Enlightenment era
  - e. Leading Founders, founding documents and debates: Adams, Hamilton, Jefferson, Madison; state constitutions, Articles of Confederation, Northwest Ordinance, Constitution, Federalists, Anti-Federalists, the Bill of Rights
  - f. The Constitution: the federal system at its origins; union; separation of powers; the three-fifths compromise
  - g. The early Republic: Washington as a founding statesman
  - h. The birth of party politics: the conflict between the Federalists and the Republicans; the political transformation brought on by the election of 1800
  - i. Expansion and conflict: the Louisiana Purchase; War of 1812
4. Expansion, Reform, and Economic Growth (1800 to 1861)
  - a. Evolution of the Supreme Court; John Marshall; *Marbury v. Madison*
  - b. Industrialization in New England; invention and enterprise
  - c. The Northern economic system: capital, industry, labor, trade
  - d. The Southern economic system: land, agriculture, slavery, trade
  - e. Jacksonian Democracy: the expansion of popular politics and the creation of a two-party system
  - f. Pre-Civil War reformers: abolitionism, labor, women's rights, schooling
  - g. The emergence of distinctly American religion, art, and literature
  - h. New immigrants; migration patterns; nativist hostility
  - i. Westward migration; Indian removals; war against Mexico
5. The Civil War and Reconstruction (1850 to 1877)
  - a. Slave life; families, religion, and resistance in the American South
  - b. A nation divided; the failed attempts at compromise over slavery
  - c. Abraham Lincoln: beliefs, election; secession and war
  - d. Scenes of war: battlefield, farm, factory, home, and hospital
  - e. Massachusetts soldiers; Fort Wagner, the Wilderness
  - f. Leaders, deciding factors, turning points, and human toll of the Civil War
  - g. Emancipation Proclamation; the 13th, 14th, and 15th Amendments
  - h. Lincoln's Gettysburg Address, Second Inaugural, and assassination
  - i. Reconstruction: aims, obstacles, and phases

6. The Advent of Modern America (1865 to 1920)
  - a. Changes and constraints for African-Americans; *Plessy v. Ferguson*
  - b. Industrial expansion; inventions, resources, government supports
  - c. Modern business: corporation, banking, stock exchange; the Gospel of Wealth
  - d. Organizing 19th century labor: aims, strikes, and obstacles
  - e. New immigration and internal demographic shifts; African-American migration to the North and West; life in growing American cities
  - f. Settlements and diversity: the West, Southwest, Pacific coast, Alaska
  - g. Crises and losses on American farms; the Populist movement
  - h. The United States as world power; the Spanish-American War
  - i. Progressivism: results and limits; Theodore Roosevelt, Woodrow Wilson
  
7. The United States and Two World Wars (1914 to 1945)
  - a. World War I: causes and stages; American economic, military, political roles
  - b. The war and the peace: short and long term consequences for 20th century America
  - c. Campaign for women's suffrage; the 19th Amendment
  - d. Jazz Age: optimism, new industries, mass consumption and entertainment; arts and letters; the Lost Generation; the Harlem Renaissance
  - e. The underside of the 1920s: race conflict, nativism, urban and farm poverty
  - f. Causes of the Great Depression, domestic and international
  - g. Massachusetts in the Depression: joblessness, poverty, relief, family life
  - h. American artists, writers, and popular culture of the 'thirties and 'forties
  - i. FDR's New Deal; business regulation; Social Security; protests Left and Right
  - j. The transformation of the Democratic Party; the advent of the New Deal Coalition
  - k. Labor's advances; the Wagner Act, NLRB; the CIO and UAW
  - l. American isolationism; Axis aggression and conquest in Asia and Europe
  - m. From Pearl Harbor to victory; the course and human costs of World War II
  
8. The Contemporary United States (1945 to the Present)
  - a. Postwar America: prosperity, new suburbs, education, optimism
  - b. Continuity and dislocation in the Massachusetts economy since 1945; cases of poverty and its causes
  - c. Widespread ruin and the Cold War call forth new American foreign policies
  - d. The 'fifties: advent of television; domestic anti-communism; war in Korea; rising demands for desegregation; *Brown v. Board of Education*
  - e. The 'sixties and 'seventies: assassinations, trauma; civil rights struggles and laws; war in Vietnam; moon landing; the women's movement: advances and limits
  - f. The 'eighties and 'nineties: racial tensions and culture wars; effects of technological change and the global economy on American business and labor
  - g. The end of the Cold War; new world disorders and American responses
  - h. Waves of newcomers to the American promise; debates over immigration
  - i. Renewed disputes over government's role in the economy, culture, and schools
  - j. Promises and questions from science, technology, medicine, and mass culture

## B. CORE KNOWLEDGE: THE WORLD

1. Human Beginnings and Early Civilizations (Prehistory to 1000 B.C.)
  - a. Human origins and early life; the work and findings of archaeologists
  - b. Earth's geography: climate, soil, waters, topography, and human migration
  - c. The agricultural revolution; Neolithic technology and its effects on human life
  - d. Early civilizations in Mesopotamia, Egypt, China, India
  
2. Classical Civilizations of the Ancient World (1000 B.C. to c. 500 A.D.)
  - a. Ancient Israelites; central teachings and legacies of Judaism
  - b. Greek civilization: literature, philosophy, arts, and science
  - c. Athenian democracy: principles, practices, and legacy
  - d. Alexander the Great and the spread of Hellenism
  - e. Institutions, culture, and legacies of the Roman Republic and Empire
  - f. The classical civilization of India; Hinduism, Buddhism
  - g. The classical civilization of China; Confucianism, Taoism
  - h. Origins, central teachings, and spread of Christianity
  - i. The decline and fall of the Roman Empire; historians' debates
  
3. Growth of Agricultural and Commercial Civilizations (500 to 1500 A.D.)
  - a. The Byzantine Empire: institutions, religion, and culture
  - b. The origins and principles of Islam; spread of Muslim power
  - c. Components of early European civilization: Roman, Christian, invaders
  - d. Western feudalism, manorialism, religion; the three social estates
  - e. The Middle Empire in China; trade and arts; Chinese Buddhism
  - f. Japan's classical age; Shintoism, Buddhism, Sino-Japanese culture
  - g. Kiev and Muscovy; Russia and the Mongol Empire
  - h. Africa: cities and states; gold, salt, and slave trade; Muslim expansion
  - i. Societies of pre-Columbian America: Mayan, Incan, Aztec
  - j. Europe in the high Middle Ages; monarchs, parliaments, church, and culture
  
4. Emergence of a Global Age (1450 to 1750)
  - a. The Italian Renaissance: economic, social, and political bases
  - b. Works and legacies of Renaissance artists and humanists, South and North
  - c. Leaders, ideas, contending forces, and religious change in the Reformation era
  - d. China under Ming and Manchu dynasties; agriculture, trade, and cities
  - e. Japanese unity under the Tokugawa Shogunate; the closing inward
  - f. European expansion and exploration; economic and technological forces
  - g. European conquests, colonization, and consequences in the Americas
  - h. Absolute monarchies and constitutional governments

5. The Age of Revolutionary Change (1700 to 1914)
  - a. The Scientific Revolution; earlier discoveries; new “laws” of nature
  - b. The Enlightenment in Europe and America
  - c. Origins, stages, and consequences of the American and French Revolutions
  - d. Latin America; wars for independence; economic and social stratification
  - e. Agricultural and Industrial Revolutions in the Western world
  - f. Cities and urban life of the 19th century
  - g. Democratic and social reform in Europe; evolutions and revolutions
  - h. Rising European nationalism; motives for the new Western imperialism
  - i. Chinese resistance to colonialism; the Chinese Revolution
  - j. Japan’s modernization and rise to world power
  - k. Dawn of the 20th century; Western optimism and counter-currents
  
6. The World in the Era of Great Wars (1900 to 1945)
  - a. World War I: causes, military course, and consequences
  - b. The Russian Revolutions of 1917; ideas and practices of Bolsheviks
  - c. Paris Conference, Versailles Treaty; aims and conflicts of divided Allies
  - d. After-effects of war and colonialism, West and East
  - e. The Great Depression: causes and worldwide consequences
  - f. International Communism; Leninist/Stalinist totalitarianism in Russia
  - g. International Fascism; Italy, Spain; Nazi totalitarianism in Germany
  - h. Liberal democracies in danger; economic, social, and political crises
  - i. Origins and responsibilities for World War II in Europe and Asia
  - j. World War II: geography, leaders, military factors, and turning points
  - k. The human toll of 20th century wars and genocides; the Holocaust
  
7. The World from 1945 to the Present
  - a. Origins of the Cold War; the divided victors of World War II
  - b. Rebuilding and reform in postwar Europe and Japan
  - c. New nations in Africa and Asia; the end of European colonialism
  - d. Cold War in Europe; Marshall Plan; NATO; Iron Curtain, Warsaw Pact
  - e. Cold War in Asia; Chinese Communist Revolution; wars in Korea and Vietnam
  - f. East/West duels for the non-aligned: Asia, Africa, Central and South America
  - g. The Soviet Empire collapses; post-Cold War locales of world disorder
  - h. Persistent nationalism, militarism; conflicts of race, religion, and ethnicity
  - i. Democracy and human rights; advances and retreats since 1945
  - j. The changing world economy; limits on national sovereignty and priorities
  - k. New boundaries and issues in science, technology, and culture

## V. COMMONLY TAUGHT SUBTOPICS RELATED TO CORE KNOWLEDGE IN UNITED STATES AND WORLD HISTORY, GEOGRAPHY, ECONOMICS, AND CIVICS AND GOVERNMENT

The following subtopics in United States and World History, Geography, Economics, and Civics and Government offer, for the convenience of teachers and curriculum planners, a selection of additional and commonly taught particulars related to the **Core Knowledge** topics presented above, and aligned with the PreK-12 order of instruction. The subtopics suggest important specific events, issues, ideas, and personalities that may be chosen to engage students in reaching the desired **Learning Standards**. Teachers must decide how best to spend the structured learning time dedicated in their schools to study of history and social sciences. Designing curriculum and courses includes deciding which elements of **Core Knowledge** should be treated in depth and at length and also studied at several grade levels, because it is impossible to study every element of **Core Knowledge** in depth. The **Commonly Taught Subtopics** do not exhaust the items that teachers might reasonably decide to emphasize in a curriculum, but they may be used to guide curriculum and course design.

**GRADE SPAN PREK-4** Many of the subtopics for grades 5-12 may be introduced to children in earlier grades, in ways appropriate to their ages and in support of their work in English and other languages, in the arts, in science, and in mathematics. The following are familiar examples:

### THE UNITED STATES:

**PreK-K:** selected elements of grades 1-4 topics

- Important figures of U.S. history (for example, George Washington, Thomas Jefferson, Ben Franklin and “Poor Richard,” Abraham Lincoln)
- People and events celebrated in major national holidays, symbols, monuments (for example, Independence Day, Thanksgiving, Martin Luther King Day, Labor Day, Memorial Day; stars and stripes on the field of the American flag)
- People of other lands and times; their fables, folk tales, and fairy tales
- Location on the globe of major global features (continents, oceans, poles, axis, equator) and the places of “people of other lands”
- Patriotic symbols and songs (such as Pledge of Allegiance, “Star Spangled Banner,” Statue of Liberty, “America”)
- The national capital city, Washington D.C.; the state capital city, Boston

**Grades 1-4:** selected elements of grades 5-12 (with emphasis on the 5-8 grade span)

### **1. Early America and Americans (Beginnings to 1650)**

- Waters, topography, and climate of Massachusetts and North America; locations on globe and maps
- Resources of North America: animal, vegetable, mineral
- Ice Age migrations of earliest Americans
- Life in North America before European settlement of selected North American peoples (for example, Pueblo, Apache, Inuit, Cherokee, Wampanoag, Iroquois, Huron): their food, homes, environmental influences, arts and oral traditions, and inter-tribal contacts such as common Algonquin language, Iroquois confederacy
- Routes of early European explorers seeking routes to the Indies, seeking a Northwest passage through the continent, seeking wealth and trade; where they went and what they found (for example, Columbus in 1492, Balboa, Ponce de Leon and the “fountain of youth,” Magellan, Cabots, Hudson, Cartier, Coronado and the “Seven Cities of Cibola/Gold,” Drake)
- Locations of routes on globe and maps; climates of the journeys; foods of the “New World”; introduction of the horse
- First encounters between Europeans and Americans in North America and first settlements (for example, St. Augustine; Roanoke, the “lost colony”; Jamestown, John Smith and Pocahontas, Powhatan; Plimoth, the Pilgrims, Squanto and Massasoit; Quebec; Manhattan Island “purchased” by Dutch)
- The Pilgrims and Plimoth settlement, 1620: important events, figures, and ideas (the Mayflower Compact—consent of the governed; William Bradford; the first winter; daily life and work of the colony; religious purpose)
- The Puritans and the growth of Massachusetts Bay colony and Boston: important figures and events and ideas (John Winthrop, “a city upon a hill”; town government, and the colonial legislature, the General Court; daily life and occupations, school—the primer; Roger Williams and the founding of Rhode Island colony, Anne Hutchinson)
- Cooperation, coexistence, and conflict with Native Americans (for example, Pequot and “King Philip’s” Wars)

### **2. Settlements, Colonies, and Emerging American Identity (1600 to 1763)**

- Settlement of other colonies for religious purposes; wealth; new trade sources and products; freer, better lives:
- Jamestown/Virginia colony (introduction of slavery, representative assembly—House of Burgesses)
- Pennsylvania colony (William Penn and Quaker settlement; relations with Native Americans; Philadelphia; a two-chambered legislature)
- South Carolina (expansion of agriculture and slavery)
- Thirteen original colonies; geography of the Eastern seaboard
- Colonial occupations (fishing and whaling; small farming; artisanship, including the work of colonial women; and small manufacture)

- Ports: Boston, Philadelphia, New York, Charles Towne/Charleston (trade patterns with West Indies, Africa, England, and the Continent)
- Family and community life, folklore and patterns of colonial life (life in a New England town, including town government and religion; the youth of Ben Franklin in Boston and Philadelphia; John Singleton Copley's portraits)
- Emerging religious toleration and the idea of religious freedom in the colonies (for example, George Washington's Letter to the Hebrew Congregation in Newport, and the Touro Synagogue in Newport, Rhode Island)
- Emerging ideas of political rights (to English liberties) and representative government
- Exploration across the Appalachians: trapping and trading, clearing and farming (for example, Daniel Boone and the Wilderness Road)

### **3. The American Revolution: Creating a New Nation (1750 to 1815)**

- French and Indian War: Britain wins Canada from France; colonial taxes rise
- People and events in Massachusetts (Sam Adams, John Hancock, Stamp Act, Boston Massacre, Crispus Attucks, John Adams, Boston Tea Party)
- People, battles, and events of the Revolutionary War, (Paul Revere; Lexington and Concord; the militia and the Redcoats; Bunker Hill, "don't shoot till..."; Patrick Henry, "give me liberty..."; Ben Franklin, "we must all hang together..."; General George Washington in Boston with cannon from Ft. Ticonderoga—Evacuation Day; crossing the Delaware; Valley Forge; John Paul Jones, "I have not yet begun..."; Nathan Hale, "I regret that..."; Benedict Arnold; the loyalists—Tories; foreign assistance, Lafayette; Yorktown; Deborah Sampson, "Molly Pitcher")
- Thomas Jefferson and the Declaration of Independence, 1776: "We hold these truths..." (natural right and equal liberty); "right of People to..." (change governments if necessary to secure and protect rights)
- The first constitution, Articles of Confederation; the Constitutional Convention and the writing of the Constitution in 1787, a limited national government; Madison, the "Father of the Constitution"; "We the People..." (self-government)
- Louisiana Purchase; explorations of Lewis and Clark, Sacajawea; major features of mid-continent geography, Mississippi to Rocky Mountains
- War of 1812 (Francis Scott Key and the "Star Spangled Banner," the *Constitution*—"Old Ironsides," Washington burns, Dolley Madison)

### **4. Expansion, Reform, and Economic Growth (1815 to 1861)**

- Important inventions (Eli Whitney and cotton gin, Robert Fulton's steamboat, "clipper" ships, Morse code and telegraph, sewing machine) and important enterprises (canals, railroads, the mills and Lowell, Mississippi travel and trade, pony express, China trade, "King Cotton")
- American literature: Washington Irving, James Fenimore Cooper, Longfellow, Edgar Allan Poe; folk tales
- Westward migration (pioneers, covered wagon trains, Santa Fe Trail, Davy Crockett, Sam Houston and the Alamo, the gold rush, the Oregon Trail)

- Forced removal of Native Americans (Cherokee “Trail of Tears”; removal to reservations; Sequoyah, an alphabet for native American languages)
- Geography: Rocky Mountains to the Pacific; the Continental Divide

#### **5. The Civil War and Reconstruction (1850 to 1877)**

- Working against slavery (Sojourner Truth, Harriet Beecher Stowe and *Uncle Tom’s Cabin*, Harriet Tubman and the Underground Railway)
- Abraham Lincoln (youth, education, what Lincoln stood for in public life: Union, “a house divided...”; “a nation conceived in liberty and dedicated to the proposition that all men are created equal”)
- The Civil War (effects of the war on families; important battles; destruction of life and property; local monuments—Shaw monument on Boston Common; Grant and Lee; the Emancipation Proclamation; Gettysburg Address, 1863; Appomattox)
- Struggle of freed African-Americans for livelihoods, education, and full citizenship (“40 acres and a mule” withheld, Freedmen’s Bureau schools, Booker T. Washington, Frederick Douglass, “Jim Crow” laws, and segregation)

#### **6. The Advent of Modern America (1865 to 1920)**

- Inventions (Thomas Edison, Alexander Graham Bell) and industry (railroads; first oil wells; steel and “John Henry”; ranches and cowboys, prairie farming)
- Effects on Native Americans (for example, elimination of buffalo and destruction of Plains Indians: Sitting Bull, Crazy Horse, Geronimo, Chief Joseph, Wounded Knee)
- Immigrant lives (Ellis Island; immigration waves; beginning with Irish in 1830s; city tenements and new skyscrapers)
- Life of Theodore Roosevelt (conservation; Panama canal)

#### **7. The United States and Two World Wars (1914 to 1945)**

- The story of flight, of the automobile, of radio and movies
- Susan B. Anthony, Elizabeth Cady Stanton and women’s suffrage; the 19th Amendment to the Constitution
- The Jazz Age (African-American origins of jazz; Langston Hughes, poet)
- The Great Depression (stories and photos)
- Franklin and Eleanor Roosevelt

#### **8. The Contemporary United States (1945 to the Present)**

- The struggle for full citizenship for African-Americans (schooling, Rosa Parks and civil rights marches, Martin Luther King, Jr., “I have a dream...”)
- Farm labor, Cesar Chavez
- Eisenhower and Kennedy leadership
- Sputnik, the first satellite; United States to the moon and beyond
- Current immigration patterns (newcomers from all continents)

**THE WORLD:****1. Human Beginnings and Early Civilizations (Prehistory to 1000B.C.)**

- Human beginnings probably in Africa (the fossils that the Leakeys and Johanson found)
- Geography of Africa (waters, mountains, deserts, rain forests, savannah, animals)
- Early people (tools for hunting, fire, weapons; kept graves and made cave paintings—Lascaux; Neolithic man: **invented language**, domesticated animals, produced agricultural surplus and gathered in cities, made pottery)
- Tigris and Euphrates and the Mesopotamian peoples: used wheel, built cities and palaces (ziggurat and hanging gardens of Babylon, one of the “seven wonders of the world”), developed codes of law (code of Hammurabi) and cuneiform writing
- Chief features of Middle Eastern geography
- Egypt and the Nile (hieroglyphic writing, pyramids, and religious arts)

**2. Classical Civilizations of the Ancient World (1000B.C. to ca. 500A.D.)**

- Hebrew belief in one God and teachings about God’s law for people (the Ten Commandments, given to Moses); the kings, David and Solomon; the city of Jerusalem
- Greek myths and Homer’s *Iliad* and *Odyssey*; what archaeologists—Heinrich Schliemann and Arthur Evans—found
- Greek city-states: Athens and Sparta (different views of the citizen); the Olympic games; slavery; how the Greeks resisted the Persians and remained a free people (Marathon, Xerxes, and Salamis); Parthenon; Greek science; Greek knowledge of world geography
- Alexander the Great
- Virgil’s *Aeneid* and Romulus and Remus (the mythical origins of Rome); republican citizenship, *Horatius at the Bridge*; Julius Caesar; roads—the Appian Way, aqueducts, and baths; the teachings of Christianity first suppressed, then adopted by Rome
- Jesus of Nazareth (the *Sermon on the Mount* and the Golden Rule; the parable of the good Samaritan)
- Chief features of European geography
- India (Indus River valley; Hinduism; the zero; Buddhism and its spread; Islam in India)
- China (Confucius on mutual responsibilities of parents and children, brother and brother, friend and friend, husband and wife, ruler and subject; arts and technology, such as paper-making and invention of gunpowder; the Silk Road)
- Chief features of Asian geography

**3. Growth of Agricultural and Commercial Civilizations (500 to 1500A.D.)**

- Muhammed and the teachings of Islam (Islamic medicine, arabic numerals—from India—*Scheherazade*, the Alhambra palace)
- Charlemagne and the Saracens (Muslims), *The Song of Roland*

- Monks and monasteries; illuminated manuscripts
- Celtic and Saxon England (legend of King Arthur and Knights of the Round Table, the Anglo Saxon legend of *Beowulf*)
- Viking invasions of Europe and Anglo-Saxon England and explorations of Eric the Red and Leif Erikson to Greenland, Newfoundland, and “Vinland”—the *Vinland Saga*
- Norman Conquest, 1066 (William the Conqueror, Battle of Hastings, Bayeux Tapestry)
- Lords and ladies, knights, vassals and serfs; castles and manors
- Cathedrals (romanesque and gothic)
- Crusades to recapture Jerusalem from Islam (Richard the Lionhearted and Saladin)
- King John and Magna Carta, 1215; the legend of Robin Hood
- Medieval towns, guilds, and commerce; Marco Polo’s travels to China for silks and spices
- Japan (samurai warrior-knights; Shinto and Buddhism)
- Empires of Ghana, Mali, and Songhai; city-states of East Africa

#### **4. Emergence of a Global Age (1450 to 1750)**

- Renaissance: new interests in ancient learning and in the world around us (the art of Florence: Michelangelo, Leonardo da Vinci)
- Gutenberg printing press, 1454, and Bible reading; Martin Luther
- Explorations for discovery and trade—around Muslim-controlled trade routes (Prince Henry the Navigator’s support for Diaz and da Gama; Ferdinand’s and Isabella’s support for Columbus; the conquistadores, Pizarro and Cortes)
- Incan, Mayan, and Aztec societies
- Elizabeth I; the Spanish Armada; ships and sail
- Copernicus and Galileo

#### **5. The Age of Revolutionary Change (1700 to 1914)**

- Great scientific discoveries: William Harvey and the circulatory system; Newton and light, motion, gravity; van Leeuwenhoek and the microscope
- Enlightenment ideas: natural rights to life, liberty, and property
- French Revolution (Bastille Day, July 14, 1789; Robespierre; Napoleon)
- Charles Darwin and the voyage of the Beagle; Louis Pasteur

#### **6. The World in the Era of Great Wars (1900 to 1945)**

- World Wars of the 20th century (World War I and II)
- Great Depression (worldwide)
- Great statesmen and tyrants of 20th century (Winston Churchill, Gandhi; Hitler and Stalin)
- Great scientists and discoveries of 20th century (Marie Curie, Einstein, penicillin, polio vaccine)

**GRADE SPANS 5-8 AND 9-12: THE UNITED STATES****1. Early America and Americans (Beginnings to 1650)**

- a. The setting: geography and resources of the Western Hemisphere**
  - Recapitulation of PreK-4 learning in geography
  - Coastlines, river valleys, plains, mountains, and climates of North America
  - Major resources for food, clothing, shelter, war, and trade
- b. Native Americans: differing economics and politics; peace and war**
  - Recapitulation of PreK-4 learning on first inhabitants of Massachusetts
  - North American tribal groups; differing relations to natural environment
  - Different modes of law and government; differing relations to neighbors
- c. Major European societies, rivalries; 15th and 16th century explorations**
  - Recapitulation of PreK-4 learning of European explorations
  - Spain, France, England in competition; the Spanish Armada 1588
  - Commercial revolution; mercantilism; traders and bankers; finance explorations
- d. African geography, societies, politics; backgrounds of the slave trade**
  - Highly varied geographical regions; highly varied economic and social life
  - Political variations, from villages to empires; Ghana, Mali, Songhai
  - 15th century Portuguese enter African-Muslim slave trade
- e. First encounters between Americans and Europeans; the consequences**
  - The intercontinental exchange of plants, animals, technology, and disease
  - Native American societies destabilized by epidemic and European conquest; weaker groups and cultures perish in wars with stronger native groups; European colonists arrive and settle amid widespread upheavals
- f. Early English settlements; daily life in Massachusetts**
  - Jamestown Colony
  - The Mayflower Compact; Pilgrims and the Plimoth Plantation
  - The Puritans, Massachusetts Bay Colony, 1630
  - The clustered village or town; security and social life
  - Centrality of work, the family, and religious observance

**2. Settlements, Colonies, and Emerging American Identity (1600 to 1763)**

- a. Political, religious, and economic motives of European colonizers**
  - Spanish in present-day California, Texas, New Mexico, Arizona, Colorado, Utah; seekers of precious metals, traders, ranchers, missionaries
  - French along the St. Lawrence and Mississippi rivers: Quebec, Montreal, Detroit, St. Louis, New Orleans; fur traders, farmers, merchants, and missionaries
  - English merchant-investors, landlords, farmers; refugees from civil war and political upheavals of the 17th century
  - For religious freedom; Puritans, Catholics, Huguenots, Jews, Quakers and William Penn

- b. Coexistence and conflict between Europeans and Native Americans**
- Exchange of foods, tools, weapons, farming and fishing techniques
  - Advances into Indian habitats and hunting grounds; rising hostility
  - Pequot War 1637; King Philip’s War 1675; exchange of massacres
  - In sparsely-populated French areas, conversions and intermarriage
- c. Massachusetts town government, religion, and schooling in colonial times**
- The town meeting; church and town elders; propertied voters
  - The General School Act of 1647; free town schools for boys
  - High rate of male literacy; reading the Bible and the laws
  - Growth of newspapers and almanacs; Ben Franklin’s *Poor Richard*
- d. Colonial era labor and the advent of North American slavery**
- Effects of geography and climate; cash crops vs. self-sufficient farming
  - By mid-17th century, hereditary slavery of Africans established in Virginia
  - The Atlantic slave trade; the “middle passage”
  - Limited use of slaves in northern colonies; first anti-slavery societies
- e. Family life across classes, races, and regions of colonial America**
- Widespread Christianization of African slaves; strong family patterns
  - In New England, strict Puritan child-rearing; patriarchal authority
  - Labor of women and children essential to family farms and shops
  - Quakers insulate children from others; women’s status higher than elsewhere
- f. Intellectual and religious heritage of Anglo-American colonials**
- The centrality of the Bible; Judaic-Christian principles of spiritual equality, individual responsibility for moral choice, community responsibility
  - Shakespeare; King James Bible; Milton, John Locke
  - For schooling: Aesop’s *Fables*, Virgil, Cicero, Horace
  - Founding of colleges to train clergymen; Harvard, Yale, William & Mary
- g. Growing social and political divergence from England**
- Social mobility, expectations loosen class lines
  - Unlike French and Spanish, English imperial rule limited by local colonial power
  - Town and colonial assemblies and voters often challenge royal governors
  - Until mid-18th century, “salutary neglect” accustoms colonists to freedom from direct taxation and strict enforcement of trade and navigation laws

### 3. The American Revolution: Creating a New Nation (1750 to 1815)

#### a. Events and interests behind the American Revolution

- British victory in Seven Years' War frees colonies from outside threats
- Colonists protest direct British taxes to recoup war costs, cite Magna Carta: "no taxation without representation"
- Americans defy British prohibition of settlements west of Appalachians
- Rising cooperation and patriotism among colonies; British goods boycotted
- Boston Massacre 1770; Boston Tea Party 1773; Boston occupied by British

#### b. First battles in Massachusetts; the Declaration of Independence

- April 1775: Lexington and Concord; "the shot heard round the world"
- June 1775: Battle of Bunker Hill
- Thomas Paine's *Common Sense*, January 1776
- July 4, 1776: Continental Congress votes the Declaration of Independence
- The Declaration's principles "heard round the world," inspiring the quest for freedom and justice in America and elsewhere down to the present

#### c. Leaders, turning points, and deciding factors of the Revolutionary War

- George Washington's strategy, fortitude, and personal example
- Defeat of the British at Saratoga wins French alliance and support
- The bitter saga of Valley Forge, 1778; an army survives to fight again
- Rochambeau and Washington capture British army at Yorktown, 1781
- Factors in British defeat: distance from England; unpopularity of war at home; American patriotism and military ingenuity; foreign mercenaries undependable; inferior leadership; losses to guerilla attacks; French money, troops, and fleet sent to support Americans against the British.

#### d. The Anglo-American political heritage

- Lessons from Athenian democracy and the Roman Republic
- Magna Carta: principles of limitation of royal power, and consent to taxation
- The Common Law; English Parliament from 13th century to Elizabeth I
- The Mayflower Compact; consent of the governed; rule of law
- The Glorious Revolution; the Bill of Rights, 1689
- Practices of the several colonial governments
- 17th and 18th century ideas: Hobbes; Locke; Montesquieu

#### e. Founding documents and debates

- Basic provisions of state constitutions for free self-government: separation of powers; bills of rights
- Articles of Confederation; weaknesses vis-à-vis the problems of the day
- The Northwest Ordinance, 1787; slavery banned in the territories
- The United States Constitution; the Philadelphia Convention of 1787; James Madison, "Father of the Constitution"
- Ratification debates; the Federalist and Anti-Federalist positions
- The Bill of Rights (1791); models from England and the states

**f. The Constitution**

- The balance of powers between national and state authorities (federalism)
- The separation of powers: executive, legislative, judicial
- Bicameral legislature
- Major compromises: between large states and small; the three-fifths compromise on counting slaves for determining seats in the House of Representatives and direct taxation
- Change and continuity in the amending and interpreting of the Constitution

**g. The early Republic: Washington, Adams, Jefferson**

- Washington's unique stature; his cabinet balanced among factions
- The "first American party system" emerges; the conflicting views of Hamilton and Jefferson on national power and the economy
- The French Revolution further divides "Federalists" and "Republicans"
- John Adams, Federalist, first President from Massachusetts
- The "peaceful revolution" of the Jefferson election, 1800

**h. Expansion and conflict: the Louisiana Purchase; War of 1812**

- 1803 Louisiana Purchase from Napoleon, after French disaster in Haiti at the hands of rebel general Toussaint L'Ouverture
- Louisiana Purchase doubles the size of the country, assures domination of North America
- The expeditions of Lewis and Clark, and Zebulon Pike
- British capture and burn city of Washington, are defeated at Baltimore; birth of the "Star Spangled Banner"; brief supremacy of American navy; "Old Ironsides"
- Andrew Jackson wins fame defeating British at New Orleans, 1815, two weeks after signature of peace in Belgium
- The Monroe Doctrine

**4. Expansion, Reform, and Economic Growth (1800-1861)****a. Evolution of the Supreme Court**

- John Marshall's "nationalist" aims; strengthening federal powers
- The Court establishes judicial review of the constitutionality of legislation in *Marbury v. Madison*, 1803
- The Court expresses "implied powers" of the federal government, or "loose construction," in *McCulloch v. Maryland*, 1819
- The Court extends federal power through the commerce clause in *Gibbons v. Ogden*, 1824

- b. Industrialization in New England; invention and enterprise**
- English origins of the Industrial Revolution; the factory system
  - Samuel Slater, copier of British machinery; the first mill in Pawtucket
  - Bankers provide capital; rivers, canals provide power; Lowell and Lawrence mills
  - Farming decline provides disciplined, dependable labor; the mill girls
  - Eli Whitney; development of interchangeable parts for mass production
- c. The Northern economic system: capital, industry, labor, trade**
- Capital: profits from trade and shipping available for new industries
  - Industry: mass production of textiles, shoes, rails, and farm machinery
  - Labor: sources of cheap labor; the early and divided union movement
  - Trade and shipping; the great East Coast ports; Yankee Clippers
  - Transport: rivers; canals (Erie); by 1850, 25,000 miles of railroad
- d. The Southern economic system: land, agriculture, slavery, trade**
- Cotton, king of cash crops; tobacco, rice, and sugar plantations
  - Mass demand from markets in the Northern states and Europe
  - Mass supply: Eli Whitney's cotton gin; roads, rails, steamboats
  - Slave labor enriches some Southern landowners; slave and Northern labor's contributions to national economic growth
  - Growth of free black workers and farmers slowed by state laws of 1840s
- e. Pre-Civil War reformers: abolitionism; labor; women's rights; schooling**
- Garrison's *The Liberator*, 1831; Harriet Beecher Stowe, *Uncle Tom's Cabin*, 1852
  - Frederick Douglass' *Narrative*, 1845; the Underground Railroad; Harriet Tubman
  - Women's rights proclaimed; *Declaration of Sentiments*, Seneca Falls, 1848: "all men and women are created equal"
  - Horace Mann and the common public school; his "Massachusetts theory" of education as "the great equalizer"; Emma Willard and women's education
  - Reform of prisons, hospitals, and asylums; Dorothea Dix
- f. The emergence of distinctly American religion, art, and literature**
- Webster's dictionary and *American Spelling Book*; McGuffey's Readers
  - American Methodism; Unitarianism; Shakers; Mormons; distinctly immigrant and African-American influences on Catholicism and Protestantism
  - American Romantic painters; Thomas Cole and the Hudson River School
  - Writers' version of Romanticism; Emerson, *Self-Reliance*; Thoreau, *Walden*, *Civil Disobedience*; Poe's poetry and tales; Cooper; Longfellow; Hawthorne; Melville, *Moby Dick*

- g. New immigrants; migration patterns; nativist hostility**
- Irish famine, German revolutions, poverty in England spur waves of newcomers
  - Nativist hostility found in all socio-economic classes
  - Labor movement divided along racial, ethnic, native/newcomer, religious lines
  - The Know-Nothing party; discrimination and segregation.
  - Immigrants double the free labor force for mines, factories, railroads, docks
- h. Westward migration; Indian removals; war against Mexico**
- Pre-Civil War settlements between Appalachians and Mississippi River
  - Since Louisiana Purchase, Indians forced to sell or abandon lands; Jackson defies Supreme Court, forces the Cherokee “Trail of Tears”
  - Beyond the Mississippi; the Oregon Trail by wagon train
  - Lure of the West Coast; China trade, rich land, fisheries, and gold
  - Mexican War adds Spanish and Indian lands and population to the United States
- 5. The Civil War and Reconstruction (1850 to 1877)**
- a. Slave life; families, religion, and resistance in the American South**
- Range of slave experiences: regimented plantation labor; skilled crafts; docks, fisheries, and factories
  - Historians’ debates on slave family life and intrusions on it by law and owners
  - Sources of cohesion: kinship networks; black church-going, both open and secret; sermons, stories, and music; oral tradition in absence of forbidden education
  - Variations of passive resistance, Nat Turner’s rebellion and retaliations
- b. A nation divided; the failed attempts at compromise over slavery**
- Missouri Compromise, Compromise of 1850; the Fugitive Slave Act vs. Northern “liberty laws”
  - Kansas-Nebraska Act of 1854; deadly struggles in “Bleeding Kansas”
  - The Dred Scott decision further divides Congress and the country
  - The Lincoln-Douglas debates of 1858 focus attention on slavery
  - John Brown’s raid on Harper’s Ferry; Brown, a monster to Southern slave-owners, a martyr to Northern abolitionists
- c. Abraham Lincoln; beliefs, election; secession and war**
- Lincoln: early life and work; his reading and use of language; his vision of the United States as “the last, best hope of earth”
  - Views of slavery; debates with Douglas; Lincoln’s “right makes might” speech at Cooper Union in 1860
  - Inaugural address pleads for peace from “the better angels of our nature”
  - Eleven Southern states secede; the attack on Fort Sumter

- d. Scenes of war: battlefield, farm, factory, home, hospital, prison**  
(the uses here of original sources; letters, diaries, reports, and memoirs)
- e. Massachusetts soldiers; Fort Wagner, the Wilderness**  
(°uses here of letters, diaries, memoirs, regimental histories)
- The 54th Massachusetts black regiment; its valor and casualties in frontal assault on Fort Wagner, 1863, transforms Northern view of black soldiers
  - The 57th and other Massachusetts units suffer slaughter in Grant’s campaign of attrition from the Wilderness to Petersburg in 1864
- f. Leaders, deciding factors, turning points, and human toll of the Civil War**
- Lincoln versus Davis; Lee and Jackson; Grant and Sherman
  - Disadvantages of the South: 1/3 of free population; 1/5 of industrial capacity; weak transport; lack of navy; isolation from foreign markets and supplies
  - Military turning points of Vicksburg and Gettysburg, 1863
  - Union blockade drains Southern economy and civilian morale
  - 620,000 dead, the equivalent of 5 million out of today’s population
- g. Emancipation Proclamation; the 13th, 14th, and 15th Amendments**
- Proclamation of January 1, 1863; Lincoln uses war powers to declare slaves free in areas under Confederate control
  - Historians debate the limits, implications, and circumstances of the Proclamation
  - 13th Amendment, 1865, bans slavery everywhere in the United States
  - 14th Amendment, 1868, declares former slaves are citizens with equal rights
  - 15th Amendment, 1870, declares right of citizens to vote regardless of “race, color, or previous condition of servitude”
- h. Lincoln’s Gettysburg Address, Second Inaugural, and assassination**
- At Gettysburg cemetery dedication, November 1863, Lincoln reasserts the basic principle of the Declaration of Independence: “all men are created equal”
  - His Second Inaugural address, March 1865, attributes the scourge of war to “the judgments of the Lord” on the nation’s “offense” of slavery, and calls for healing “with malice toward none, with charity for all”
  - First assassination of an American President, Ford’s Theatre, April 14, 1865
- i. Reconstruction: aims, obstacles, and phases**
- Postwar chaos in South; defeat, destruction, fears, hatreds, and social upheaval
  - Short period of Republican and black political power in Southern states
  - Congress unwilling to distribute land; promises broken to former slaves
  - North unwilling to commit resources to enforce the Civil War Amendments
  - Compromise of 1877 over disputed election of 1876; Federal troops withdrawn from South; Reconstruction ends

## 6. The Advent of Modern America (1865 to 1920)

**NOTE: This era represents a “hinge” between the main topics to be treated in grade span 5-8 and those for grade spans 9-10 and 11-12. Portions of the era may be treated in both spans and portions may be reviewed.**

- a. Changes and constraints for African-Americans; *Plessy v. Ferguson***
- Southern white power returns; 14th and 15th Amendments ignored
  - Black voting blocked by force and fear; emergence of Klan; lynch law
  - Racial segregation of “Jim Crow” laws; legitimized in *Plessy v. Ferguson*, 1896
  - Independent black farming limited and precarious; share-cropping develops
  - Independent black churches; new social and educational institutions emerge
- b. Industrial expansion; inventions, resources, government support**
- Civil War as stimulant and shaper of the national economy
  - United States as a “developing country”; massive foreign investments
  - New industries: oil, steel, electricity (Thomas Edison), office machines; growth in railroads, steel, ore and coal, machine tools, shipbuilding
  - Communications: Atlantic cable, telephone, Marconi’s “wireless” radio
  - Government supports: tariffs; tax policies; limits on union activity; liberal immigration laws; sale of public mineral lands; federal and state subsidies to railroads; state and local concessions to new businesses
  - Portent of the air age: the Wright Brothers
- c. Modern business: corporation, banking, stock exchange; the Gospel of Wealth**
- The corporation; limited liability; sale of stock to accumulate investment capital
  - Horizontal combinations: railroads; vertical: Carnegie steel; both: Rockefeller oil
  - Investment bankers, with industrialists, control access to capital; J. P. Morgan
  - Ideas of: Social Darwinism, survival of the fittest; Gospel of Wealth, using wealth for social and educational purposes; Carnegie libraries; universities and foundations
  - Images of business: great builders; “Robber Barons”; Horatio Alger heroes
- d. Organizing 19th century labor; aims, strikes, and obstacles**
- Protested long hours at forced pace; unsafe, unhealthy conditions in mines, factories, railroads; depressed wages; sudden layoffs; insecurity in illness, accident, old age
  - The Knights of Labor; the American Federation of Labor
  - Suppressions of the 1877 railroad strike, 1892 Homestead strike, and the 1894 Pullman strike; federal and state troops intervene
  - Obstacles to peaceful, effective union action: workers mobile and diverse; internal divisions over aims; employer lockouts, blacklists, and retaliation; hostile press; public fear of radicals; courts, police, political authorities side with employers

- e. New immigration and migration; life in growing American cities**
- Between 1865 and 1914, millions move from farm to city and town; over 25 million immigrants arrive; southern blacks begin migration to North and Midwest
  - Resurgence of nativist hostility; the Chinese Exclusion Act 1882 follows upon the completion of western railroads, built by Chinese labor
  - Attraction of city: lights, water, sewers, schools, libraries, entertainments
  - The underside: noise, crime, poverty, squalid tenements; violent racial, ethnic, and religious conflicts; start of flight to the “streetcar suburbs”
  - Need for services, defenders; rise of ethnic political bosses and machines
- f. Settlements and diversity; the West, Southwest, Pacific coast, Alaska**
- In the pre-Civil War period, settlement had leapt over the Plains, from the Mississippi basin to the promising regions of California and Oregon
  - Slaughter of the buffalo; final defeat of Plains Indians, confinement to reservations
  - Rapid settlement of the plains followed; frontier declared “closed” in 1890
  - Struggles and compromises among cattlemen, sheepmen, and farmers
  - Alaska purchased from Russia in 1868; gold rush of 1896 drew population
- g. Crises and losses on American farms; the Populist movement**
- Mechanization of agriculture; productivity depresses prices
  - Weakness of farmers versus banks, railroads, processors, distributors
  - Agrarian rebellion; the Grange and Farmers’ Alliances
  - Populist party platform: graduated income tax, government-run railroads and utilities; people’s banks, end of monopolies
  - Populism weakened, divided over race, errant leaders, failure to draw in the industrial workers and Eastern liberal leaders
- h. The United States as World Power; the Spanish-American War**
- War with Spain over Cuba; Theodore Roosevelt sends Admiral Dewey to victory in Manila Bay, and leads battle at San Juan Hill in Cuba
  - Spain frees Cuba, cedes Puerto Rico and Philippines to United States
  - Congress, public divided; opponents see imperialism betraying American democracy
  - Imperial arguments: “white man’s burden” to “civilize” and democratize; Social Darwinism; needs of expanding trade; global balance of power
  - U. S. forces crush Philippine independence forces of Aguinaldo
  - The Open Door Policy
  - The Panama Canal; saga of imagination, engineering, and medicine
- i. Progressivism; results and limits; Theodore Roosevelt, Woodrow Wilson**
- Progressive creed of middle class professionals: reform of society through science, reason, education, expert management, civic and political reform
  - The muckrakers: Tarbell on Standard Oil; Steffens on shame of the cities
  - The Progressives in education; intelligence testing, socialization, and “practical” schooling for the masses; rejection of academic tradition
  - Theodore Roosevelt vs. “malefactors of great wealth”; antitrust cases, aid to 1902 coal miners strike, Pure Food and Drug Act; proposes 8-hour day and income tax
  - The environmental White House and conservation: Theodore Roosevelt, Pinchot, John Muir
  - Woodrow Wilson; wins lower tariff, graduated income tax, anti-child labor laws

## 7. The United States and Two World Wars (1914-1945)

### a. **World War I; causes, stages; American economic, military, political roles**

- Long term accumulation of explosive forces in Europe; European diplomacy fails in July 1914, following murder of Austrian Archduke in Sarajevo
- Stalemate at the Marne, 1914 is followed by four-year war of attrition
- Wide American sympathy for Allies: loans, arms, and raw materials go to them
- The Lusitania, 1915; German submarine warfare; Wilson's 1916 campaign promise to keep U.S. out of war; U.S. declares war, 1917
- "Lafayette, we are here!" American Expeditionary Force (AEF) critical in final battles; British-American Atlantic convoys frustrate German submarine fleet

### b. **The war, the peace: short- and long-term consequences for 20th century America**

- Americans, British, French buoyed by common cause against autocracies
- Women and blacks enter the arms industries; black migration to northern cities; experiences of black soldiers in segregated army, at home and in France
- Xenophobia; anti-German vandalism; anti-Bolshevik fear; Americanization programs in schools and communities
- Wilson's 14 Points seek to address the apparent causes of war; his struggle for them and the League of Nations at Paris; clash of Allied interests forces compromise
- The United States Senate battle over Versailles Treaty and League; Wilson's cross-country speech campaign; his collapse; failure of the Treaty in the Senate
- Effects of World War I bring Communists to power in Russia; open Italy to Fascists and Germany to Nazis, and Europe to crises of 1930's, WWII and Cold War

### c. **Campaign for women's suffrage; the 19th Amendment**

- Evolution from Seneca Falls, 1848; Susan B. Anthony; Elizabeth Cady Stanton
- Women's vote a central reform of the Progressive era; National American Woman Suffrage Association has 2 million members by 1917
- Gains in many states accompany wartime entry of women into work force
- In 1920, pro-suffragists win ratification of the 19th Amendment
- Division of movement between accepting women's "separate sphere" and National Women's Party demand for equal rights, for a ban on discrimination in all spheres of life

### d. **Jazz Age: optimism, new industries, mass consumption and entertainment; arts and letters; the Lost Generation; the Harlem Renaissance**

- Mass production; Ford's Model T, the "worker's car"; automobile industry stirs boom in oil, steel, machine tools, services; suburbs grow beyond the trolley lines
- Social and cultural implications of America's "love affair with the automobile"
- Mass advertising, easy credit, rise of mass consumption economy; increase in prosperity and standard of living

- Mass entertainment across generations: Hollywood and movie palaces; spectator sports; football, baseball; 12 million radios in American homes by 1929
  - Literary style of postwar disillusion, self-indulgence: Fitzgerald, Hemingway, Dos Passos, O’Neill; the Paris expatriates
  - Harlem Renaissance: Zora Neale Hurston, Langston Hughes, James Weldon Johnson
  - Black musicians create American jazz, its many forms destined to dominate popular music in the Western world.
- e. The underside of the 1920s; race conflict, nativism; urban and farm poverty**
- Black migration northward continues, into ghettos and mostly segregated schools; excluded from labor unions; Marcus Garvey and black separatism; Ku Klux Klan grows nationwide, extending its threats to hyphenated Americans, Jews, Catholics, labor organizers
  - Immigration quotas imposed; in 1924, 2% based on 1890 Census
  - Most workers unorganized, unprotected by legislation; Supreme Court invalidates anti-child labor laws: women’s entry into law, medicine; advanced professional education for women resisted
  - Fall of farm incomes; rural poverty and foreclosures are harbingers of depression even as other sectors of the economy grow and prosper
  - Prohibition divides society; defiance of law; criminal conspiracies become more organized and powerful with profits from illegal liquor trade
- f. Causes of the Great Depression, domestic and international**
- Low incomes of farmers and industrial workers prior to the Depression; continuing low incomes limit mass purchasing power and slow the boom in automobiles, appliances, real estate, and construction
  - Unregulated and highly leveraged speculation on Wall Street grows to popular craze; stock prices soar beyond profits and value of firms
  - The Crash: October 1929, stocks plummet, ruining investors big and small; panic and retrenchment spread
  - Post-crash events: purchasing cut, factories close, jobs eliminated; Federal Reserve policies, the Smoot-Hawley Tariff, and their effects
  - By 1932, 60% drop in farm and labor income; 10 million jobless; 25% of farm homes lost; 7,000 banks fail, with 9 million bank accounts
  - American tariffs, effects of European inflations and depressions hobble trade
- g. Massachusetts in the Depression; joblessness, poverty relief, family life**  
(uses here of original sources; and oral history; memoirs, local records, interviews)
- Massachusetts largely reflects the nation; vagrancy; homelessness, malnutrition; stricken families undermined; desertion, divorce, decline in marriages and births
  - Other families, some with country relatives, survive and draw closer
  - Some employers strive to keep workers on, by dividing tasks and hours
  - Private and religious charities, local relief agencies struggle to meet the crisis

- h. American artists, writers, and popular culture of the ‘thirties and ‘forties**
- Depression years in photography; Dorothea Lange, Walker Evans (in James Agee’s *Let Us Now Praise Famous Men*), Margaret Bourke-White, Russ Lee
  - John Steinbeck’s *In Dubious Battle* relates trials of California migrant labor, his *Grapes of Wrath*, the trek of a dispossessed “Okie” family fleeing the Dust Bowl
  - Richard Wright’s *Native Son* pictures life in a poor black city neighborhood
  - Popular culture; filling workless hours; radio music, comedy, drama
  - Movies both take and avoid the Depression as theme; screwball comedy, musicals
  - Sports, stunts, contests; ballroom dancing in the Big Band era
- i. FDR’s New Deal; business regulation; social security; protests Left and Right**
- Restoration of hope: “The only thing we have to fear is—fear itself”
  - New Deal coalition of labor, farmers, urban ethnics, and blacks; “the Fireside Chats”
  - Eleanor Roosevelt and the “Black Cabinet” oppose racial discrimination and segregation in New Deal agencies, promote black appointments to federal posts
  - Restoring investor confidence: Federal Deposit Insurance Corporation; Securities and Exchange Commission
  - Spurring investment, economic development: Rural Electrification Administration
  - Jobs: Civilian Conservation Corps; Works Progress Administration, building schools, libraries, parks, beaches, airports, roads, and bridges
  - Social Security Act, 1935; retirement pensions, unemployment insurance, aid to elderly poor, the disabled, and dependent children
  - From the Left, Socialist and Communist parties; neo-Populist Huey Long demands “redistribution of wealth”; from the Right, conservative Republicans and Democrats in the Liberty League denounce “attacks on business” and “dictatorship”; the debate over whether government intervention was economically beneficial or harmful
- j. Labor’s advances; the Wagner Act, NLRB; the CIO and UAW**
- Hoover had signed Norris-LaGuardia Act establishing freedom to join a union
  - Frances Perkins, the first woman cabinet officer, as Secretary of Labor
  - Wagner Act, 1935 outlaws unfair anti-union practices; sets up National Labor Relations Board to investigate violations
  - John L. Lewis, the Congress of Industrial Organizations, organizing all workers in given industries, e.g., steel, automobiles
  - The United Automobile Workers: the sit-down strikes
  - “Memorial Day Massacre” in 1937 at Republic Steel of ten workers only temporarily delays unionization of steel companies.
- k. American isolationism: Axis aggression and conquest in Asia and Europe**
- Geography and American confidence in national security
  - American memories of entry into World War I; Neutrality Acts prohibit arms sales to all belligerents
  - Neutrality strained; Japanese rape of Nanking; Nazi terrorism, rearmament, and threats; Italy crushes Ethiopians; Franco destroys Spanish republic

- Appeasement in Europe; Hitler seizes Rhineland, Austria; British and French capitulate at Munich; American rearmament begins; Nazis attack Poland, 1939, and Second World War is opened
- Fall of France and Battle of Britain allow Roosevelt openly to aid British; Lend-Lease supplies and American Navy cooperation against German submarines

### **1. From Pearl Harbor to victory; the course and human costs of World War II**

- Japan attacks Pearl Harbor, December 7, 1941; Germany and Italy declare war on the United States; the isolationists discredited
- Japanese seize Philippines; Bataan Death March
- Anti-Axis fervor; anti-Japanese hysteria on West coast; FDR approves internment camps for over 100,000 Japanese-Americans; their property taken
- Effects of wartime production on U.S. economic growth
- Armed forces stay segregated; war industries opened to blacks by Fair Employment Practices Commission, set up after black leaders threaten march on Washington
- Women serve in army and navy; women are vital to weapons industries; “Rosie the Riveter”
- Vast majority of all Americans see a “good” and necessary war; Anglo-American defeat appears possible through 1942
- Early turning points: Russian victories at Stalingrad and Leningrad; U.S. naval and air victories of Coral Sea and Midway; British victories in North Africa
- The costly battles of Atlantic, Italy, and the Pacific islands; critical supplying of the Soviet Union; massive air strikes against German cities
- June 1944, Normandy invasion opens second front against German armies; the Battle of the Bulge
- May 1945, convergence of Anglo-French-American forces with those of Russia forces the unconditional surrender of Germany; scenes of the Holocaust
- Death of Roosevelt; succeeded by Harry Truman; invasion of Japan ready; Truman orders atomic bombing of Hiroshima and Nagasaki; Japanese surrender, August 1945

### **8. The Contemporary United States (1945 to the Present)**

#### **a. Postwar America: prosperity, new suburbs, education, optimism**

- Postwar economy spurred by pent-up demand for goods and by foreign aid/exports
- Effects of greater spending power of elderly, farmers, and labor
- The GI Bill finances post-high school education for millions of veterans
- Housing boom, suburban developments sustained by federal mortgage support for veterans’ home ownership
- New highway systems; the automobile and public transit
- Decay of the inner city begins
- Early steps to racial equality; Truman desegregates armed forces by executive order; his “Fair Deal” for national health insurance and civil rights laws is blocked

**b. Continuity and dislocation in the Massachusetts economy since 1945; cases of poverty and its causes**

(uses here of local and oral history; town, city, state government archives; business and labor records; visits to industrial, commercial, and agricultural sites, both active and inactive; interviews of entrepreneurs, managers, workers)

**c. Widespread ruin and the Cold War call forth new American foreign policies**

- American leaders revise post-World War I isolationism; United Nations as the reincarnation of the League
- Russian takeover of Eastern Europe, pressure on Berlin and Turkey; militant Communist parties in France and Italy; European economy in chaos
- The “containment” policy emerges; Truman sends aid to Greece and Turkey
- The Marshall Plan to rebuild Western Europe, resist Marxist imperialism, and support American export trade
- Soviet blockade of Berlin; the saga of the successful Berlin airlift
- The North Atlantic Treaty Organization (NATO), first mutual security alliance in United States history; urgency rises from Soviet detonation of its own atomic bomb

**d. The ‘fifties: suburbs; advent of television; domestic anti-communism; war in Korea; rising demands for desegregation, *Brown v. Board of Education***

- The spread of the suburbs, causes and effects; television portrayal of suburban life and the nuclear family, later mocked in caricatures by some social commentators
- High wartime wage and profit levels continue in absence of foreign competitors
- China’s “loss” to the communists blamed on Truman and the Democrats; hunt for communists and sympathizers in government, universities, and media intensifies; communist spies in government discovered
- Debate on subsequent issues, domestic or foreign, constricted by each party’s fear of either being or seeming “soft on communism”
- Soviet suppression of uprisings in Hungary, Poland, East Germany; Chinese suppression in Tibet and Chinese mainland; communist violations of human rights
- Communist North Korea, with Soviet encouragement, invades South; Truman sends U.S. troops under UN mandate; General MacArthur and the Inchon Landing; Chinese intervene across Yalu against Americans in North Korea
- Bloody seesaw battles end in stalemate; General MacArthur demands war with China, challenges civilian authority over the military; Truman removes him
- In *Brown v. Board of Education*, 1954, Supreme Court unanimously rules against school segregation
- Rosa Parks and the Montgomery bus boycott, 1955; emergence of Martin Luther King, Jr.; militant non-violence, Christian and Gandhian
- Eisenhower signs Civil Rights Act of 1957, first since Reconstruction, creating Civil Rights Commission; he federalizes Arkansas National Guard to force desegregation of Little Rock Central High School

- e. **The ‘sixties and ‘seventies: assassinations; civil rights struggles and laws; war in Vietnam; moon landing; the women’s movement: advances and limits**
- John F. Kennedy and Cold War: Bay of Pigs fiasco; Cuban missile crisis; under theory of “flexible response,” 16,000 servicemen sent to Vietnam
  - Freedom Riders force desegregation of interstate transportation; Kennedy uses troops to open Universities of Mississippi and Alabama
  - Television shows Birmingham police brutality against men, women, and children in peaceful demonstration led by Martin Luther King, Jr.
  - August 1963 civil rights march on Washington; King’s “I have a dream” speech
  - JFK assassination in Dallas, November 1963; first trauma of the ‘sixties
  - Lyndon B. Johnson signs Civil Rights Act of 1964, Voting Rights Act of 1965
  - Television rouses opposition to Vietnam War; casualties shake official credibility
  - Assassination of Martin Luther King, Jr. stirs nationwide black rioting
  - Election of Richard Nixon, promising to end Vietnam War; war prolonged by four years to 1973; Nixon opens relations with China, detente with Soviet Union
  - Constitutional crisis of Watergate; first American president to resign from office
  - Feminism and the women’s movement; gains in professions, business, and political office; tensions along class and racial lines
  - The federal judiciary and judicial activism; affirmative action
- f. **The ‘eighties and ‘nineties: racial tensions and culture wars; effects of technological change and the global economy on American business and labor**
- Political rise of Christian fundamentalists: opposition to abortion, earlier given Constitutional sanction by *Roe v. Wade*; feminism; and Supreme Court ban on school prayer
  - Rise of divorce, single-parent families, and illegitimate births raise fears about the decline of the traditional nuclear family
  - 1983 education report, *A Nation at Risk*, declares American schools falling behind foreign competitors; movement for national academic standards launched
  - Penetration of illegal drugs and narcotics into all socio-economic classes and localities; a rising debate over national values and relations with drug-supplying countries
  - Job losses to automation, “downsizing,” “outsourcing,” and export of operations to cheap labor countries, raise fears of blue-collar and middle classes; rise of new United States corporations and exports, and related new job opportunities and broader economic opportunity in the United States
  - Inner city poverty, black underemployment, unequal school funding raise new racial tensions; Nation of Islam; the million-man march on Washington
- g. **The end of the Cold War; new world disorders and American responses**
- Iran hostage crisis during Carter administration; guerilla warfare in El Salvador
  - Soviet Union weakened by economic failings, border wars, embargoes, pressures of arms race with the United States in the Carter and Reagan years; Reagan’s “Evil Empire” speech; effects of Reagan policies on decline of the Soviet Union
  - Gorbachev opens era of Soviet liberalization; Berlin Wall pulled down; Germany unified and Communist regimes ousted across Central and Eastern Europe

- Soviet Union collapses and breaks into component nations and regions
  - Iraq invades oil-rich Kuwait; President Bush wins international coalition including Russia for UN sanctions; American power quickly expels Iraqi forces in “Gulf War”
  - Civil wars, bombardment of civilians, “ethnic cleansing” in former Yugoslavia; Clinton administration moves slowly towards intervention; the Dayton accords
  - North Korean threat to South Korea; American attempts to defuse
  - Relations with China; human rights vs. enlarged trade; failure to curb Chinese sale of arms to rogue nations
- h. Waves of newcomers to the American promise; debates over immigration**
- Despite internal tensions and self-questioning among Americans, the United States continues to attract newcomers from all parts of the world
  - Recent debates over costs to states of schooling, health care, welfare needs of rising numbers of immigrants
  - Variety of languages and cultures raises questions of multi-cultural and bilingual education; divisive issues for educators, legislators, and general public
- i. Renewed disputes over government’s role in the economy, culture, and schools**
- In 1980s, reduced tax rates and increased spending on defense and entitlements (such as Social Security and Medicare) make for largest peacetime budget deficits in American history; choices made on discretionary domestic spending; subsequent Reagan administration tax increases, reductions in defense spending; stock market boom, and expansion of national wealth
  - Mixed results of government deregulation; freer competition among airlines, trucking firms, telecommunications companies, oil and gas companies, and in utilities promises lower prices, Savings and Loan failures, arising from effectively unlimited government insurance combined with deregulation and subsequent corruption, require massive bailout by taxpayers
  - Liberal/conservative wars fuel debates over federal support of National Endowments for the Arts and for the Humanities, and the public broadcasting system
  - Disagreements over federal role in school financing, in setting academic standards, and in enforcing school reforms
- j. Promises and questions from science, technology, medicine, and mass culture**
- Genetic engineering, cloning, AIDS and other epidemics; responses to them
  - Issues of medical costs, health insurance, and health care in an era of advance and discovery in medicine
  - The costs and benefits of various methods of agricultural production and manufacturing, including effects on the environment
  - The mixed effects of technology on the amount and quality of leisure; its provision of passive amusements, of “virtual reality” rather than reflection, activity, and self improvement immersed in reality itself
  - Debates over the content and effects of movies, television, music, lyrics, and exploitative advertising images; the “loss of childhood”
  - In education, questions of overload from the “information highway” and ways of gaining time and perspective with which to reflect upon meaning and significance

**GRADE SPANS 5-8 AND 9-10: THE WORLD****1. Human Beginnings and Early Civilizations (Prehistory to 1000 B.C.)****a. Human origins and early life; the work and findings of archaeologists**

- African origins; work of the Leakeys and others
- Fishing, hunting, and gathering
- Lascaux to Stonehenge

**b. Earth's geography: climate, soil, waters, topography, and human migration**

- Recapitulation and extension of geography learning in PreK-4
- Motives for moving elsewhere; the great treks
- The Bering bridge from Asia to North America

**c. The agricultural revolution; Neolithic technology and its effects on human life**

- Tools of the New Stone Age
- Geographical conditions; survival and work; from roving to settled life
- Localized fishing, hunting, gathering; herders and farmers

**d. Early civilizations in Mesopotamia, Egypt, China, India**

- River valley civilizations; water, climate, location
- First urban societies; literacy and its significance
- Economic and military functions of cities

**2. Classical Civilizations of the Ancient World (1000 B.C. to c. 500 A.D.)****a. The origins, central teachings, and legacies of Judaism**

- The Torah; the people of Israel
- Monotheism; Abraham, Moses, the Commandments
- The Hebrew prophets; Amos, Jeremiah, Isaiah
- Individual and social responsibility; spiritual equality before God

**b. Greek civilization: literature, philosophy, arts, and science**

- Homer, *Iliad*, *Odyssey*; the ethic of the hero
- Classicism in art, architecture, and behavior; moderation, balance
- Philosophers of human life and society: Socrates, Plato, Aristotle
- The theatre as social and moral commentary; Sophocles, Aristophanes

**c. Athenian democracy; principles, practices, and legacy**

- Athens and Sparta; contrasting views of the citizen
- Aristotle's six forms of government
- Strengths and limits of Athenian democracy
- The Persian and Peloponnesian wars; Athenian empire and decline

- d. Alexander the Great and the spread of Hellenism**
- Geographical and military basis of Alexander’s empire
  - Alexandria: center of Hellenistic and Jewish culture; the great libraries
  - Science and medicine; Hippocrates
  - Philosophical currents; Epicureans, Stoics
- e. Institutions, culture, and legacies of the Roman Republic and Empire**
- The republican constitution; Senate, separation of powers
  - Weaknesses and fall of the Republic; Cicero
  - Imperial Rome; geography, armies, peoples, citizens, slavery
  - Roman law, administration; architecture; engineering: roads and aqueducts
  - Literature: Virgil, *Aeneid*; histories: Livy, Tacitus
- f. The classical civilization of India; Hinduism, Buddhism**
- Hinduism; karma, reincarnation; epic of *Ramayana*
  - Origins, teachings of Buddhism; Siddhartha, Nirvana
  - Buddhism as reform of Hinduism; the Emperor Ashoka
  - Buddhism’s expansion to Southeast Asia, China, Korea, and Japan
- g. The classical civilization of China; Confucianism, Taoism**
- Two shaping traditions; teachings of Confucius and Lao-tse
  - Centrality of the family; the Mandate of Heaven
  - Crafts and trades; paper; the Silk Road across Asia to Middle East
  - Comparisons and contrasts; fall of Roman and Han empires
- h. Origins, central teachings, and spread of Christianity**
- Sources and teachings from Judaism
  - Jesus of Nazareth; the Gospels; Sermon on the Mount
  - Preachers and organizers; Sts. Peter and Paul; St. Augustine; St. Patrick
  - From Roman persecution to official religion; Emperor Constantine
  - Church doctrine; the Nicene Creed; monasticism
- i. The decline and fall of the Roman Empire; historians’ debates**
- Economic and social crises; ecology, class chasms, fear and alienation
  - Political and military instability; corruption, assassination, palace coups
  - Exterior forces; provincial disorder, loss of trade, invaders
  - The debate over the effects of Christian beliefs and behavior
  - The fall of Rome as object lesson; enduring historical questions
- 3. Growth of agricultural and commercial civilizations (c. 500 A.D. to 1500)**
- a. The Byzantine Empire; institutions, religion, and culture**
- Empire shifts to the East; Constantinople; Code of Justinian
  - Preservation of heritage of antiquity
  - Establishment of Eastern Orthodox Church; conversion of the Slavs
  - The arts: Hagia Sophia; mosaics; icons
  - Weaknesses; ultimate fall of Constantinople to the Turks
- b. The origins and principles of Islam; spread of Muslim power**
- Mohammed, the Koran; relations to Judaism and Christianity
  - The Five Pillars of Islam; Mecca and Medina

- Islamic expansion; caliphs; religious toleration and its limits
  - Preservation and transmittal of ancient Greek and Indian works
  - Advances in science, mathematics, and medicine
- c. Components of early European civilization: Roman, Christian, invaders**
- Conditions following the collapse of Roman authority in Europe
  - Invading German peoples: Huns, Franks, Angles, Saxons
  - Early medieval church; allegiance to Rome; monasteries
  - Charlemagne; Carolingian Empire
  - Viking invasions; Norman Conquest (1066)
- d. Western feudalism, manorialism, religion; the three social estates**
- Early medieval agricultural inventions; plough, mill, crop rotation
  - Feudal contract; lord and vassal; fiefs and obligations
  - Manorialism; self-sufficient units of production; manorial contract; lord and serf
  - Parallel systems of justice: civil and ecclesiastical
  - The estates, or statuses: clergy, nobility, commoners
- e. The Middle Empire in China; trade and arts; Chinese Buddhism**
- Unbroken continuity of civilization; contrast with West after Rome's fall
  - Great dynasties: T'ang, Sung; economic and technological advances
  - Golden age of arts and culture; painting, porcelain, poetry
  - Expansion of trade, domestic and foreign; place of the merchant class
  - Mongol invasion; Kublai Khan; Marco Polo; importance of geography
- f. Japan's classical age; Shintoism, Buddhism, Sino-Japanese culture**
- China's influence on Japan; Buddhism, writing, law, civil service, the arts
  - Early development of feudalism; *daimyo* and *samurai*
  - Unification under the Kamakura; Mongol invasion fails; the "divine wind"
  - Shinto, native Japanese religion; coexistence with Buddhism, Confucianism
  - Japanese art, architecture, drama, literature; Noh plays; Lady Murasaki
- g. Kiev and Muscovy; Russia and the Mongol Empire**
- Kiev; conversion to Eastern Orthodox Christianity
  - Geography and peoples of Central Asia
  - Mongol conquest; Russia under the "Tartar Yoke"
  - Muscovy; Ivan the Great; Moscow as the "third Rome"
  - Early transcontinental trade systems
- h. Africa; cities and states; gold, salt, and slave trade; Muslim expansion**
- Varied geography; varied societies: village, city, states, and empires
  - Economics factors: trans-Saharan camel trade; gold, salt, and slaves
  - Spread of Islamic religion into Africa; Christianity in Ethiopia
  - Empires of Ghana, Mali, and Songhai
  - Great Zimbabwe; Bantu settlement and languages; Swahili
- i. Societies of pre-Columbian America: Mayan, Incan, Aztec**
- Geography and climates of Central and South America
  - Mayan civilization: crops, trade, architecture, the zero, astronomy, calendar
  - The Aztec empire; public works, status of women, warriors; slavery

- Incan empire of the Andes; Machu Picchu; architecture, textiles
- Comparisons of Aztec and Incan civilizations; roles of family, class, priests, warriors and governors

**j. Europe in the high Middle Ages; monarchs, parliaments, church, and culture**

- France: kingship, the Estates, Parlements; St. Louis IX as model monarch
- England: Norman kings; Magna Carta as feudal contract; Model Parliament
- Church doctrine on war: Truce and Peace of God; on economics: the “just price”
- Rivalries and struggles; Church and state; Church and emerging “middle” class
- Gothic art, cathedrals; schools, universities; philosophy; St. Thomas Aquinas
- Christendom and Islam; coexistence and exchanges; Crusades and consequences

**4. Emergence of a Global Age (1450 to 1750)**

**a. The Italian Renaissance; economic, social, and political bases**

- Backgrounds: rise of European agricultural productivity and trade
- Importance of geography; the relative security of Italy in the era
- Positive economic effects of the Crusades; prosperity of Italian peninsula
- Church preservation of Roman learning; Islamic science and culture
- Politics and patronage of culture; city-states, magnates, and Papacy

**b. Works and legacies of Renaissance artists and humanists, South and North**

- Arts and literature; Leonardo da Vinci, Michelangelo, Dante, Petrarch, Rabelais
- Machiavelli as historian and political reformer; *The Discourses*, *The Prince*
- Humanism’s two faces: study of the ancients; individualism and innovation
- Christian humanism: Erasmus, Thomas More
- The Elizabethan Renaissance; William Shakespeare

**c. Leaders, ideas, contending forces, and religious change in the Reformation era**

- Worsening conflicts between religious and secular authorities; decline of the Papacy
- Martin Luther: salvation by faith; break with Rome; the Lutheran church
- John Calvin: predestination; puritanism; austerity of church and rites
- Reformation in the Roman Catholic church; Ignatius Loyola; Teresa of Avila
- The English Reformation; Henry VIII; Elizabeth I
- The European wars of religion; ideas and beginnings of religious toleration

**d. China under Ming and Manchu dynasties; agriculture, trade, and cities**

- Growth of commerce, cities, and merchant class in China
- Great Ming naval expeditions and expansion of trade across Indian Ocean
- Chinese turn inward; restriction of expeditions, trade, and merchants
- Conquest of Ming by Manchu dynasty, 1644; survives until 1911
- Traditional Chinese civilization under challenge; European influences

**e. Japanese unity under the Tokugawa Shogunate; the closing inward**

- After feudal disorder, Japan reunified under Tokugawa Shogunate
- Hostility to Western influences; Japanese Christians persecuted
- Trade and travel cut; ban on seagoing vessels; single port open to Dutch alone
- Rising internal production in agriculture and commerce
- Continued development of uniquely Japanese art and literature; kabuki theatre

- f. European expansion and exploration; economic and technological forces**
- Commercial revolution and early capitalism
  - Growth of trade; the search for routes to East Asia
  - Borrowings and innovations: maps, compass, astrolabe, ship and sail design
  - Routes of explorers; Prince Henry, Vasco da Gama, Columbus, Magellan, Cartier
- g. European conquests, colonization, and consequences in the Americas**
- Mercantilism in theory and practice
  - The intercontinental exchange of plants, animals, technology, diseases
  - Extension of African slavery to the Western hemisphere
  - Spanish America; Cortes and Montezuma; las Casas; the search for gold
  - French America; fur traders, merchants, missionaries
  - British America; the diverse motivations of the Atlantic coast colonizers
- h. Absolute monarchies and constitutional governments**
- Scale of armies and economy demand centralized administrations
  - Theory and practice of divine right monarchy: Louis XIV at Versailles
  - Russia and Prussia; Peter the Great and Catherine the Great; Frederick the Great
  - England: 17th century revolution; Stuart kings lose power to Parliament
  - The “Glorious Revolution” of 1688-89; English Bill of Rights
- 5. The Age of Revolutionary Change (1750 to 1914)**
- a. The Scientific Revolution; earlier discoveries; new “laws” of nature**
- Prior advances in theory: Copernicus, Bacon, Galileo, Descartes, Newton
  - Technological advances; microscopes, telescopes, laboratory equipment
  - Spread of knowledge; advances in publishing since Gutenberg
  - Patronage of scientists; royal science societies of Europe
  - New faiths in scientific observation, reason, laws of nature, harmony, progress; the Newtonian view of the universe as peaceful, balanced, predictable
- b. The Enlightenment in Europe and America**
- Ideas of “natural laws” in politics and economics; Hobbes, Locke, Adam Smith
  - The “Philosophes” in France; Voltaire, Rousseau; the *salon* and roles of women
  - Neo-classicism in music, art, and architecture; harmony, balance, restraint
  - Negative effects of the Enlightenment on older, traditional faiths and religion
  - New religious currents; Deists, Quakers, Methodists
- c. Origins, stages, and consequences of the American and French Revolutions**
- Anglo-American political heritage and experience
  - Leaders and stages of the American Revolution; constitutional settlement
  - In contrast: causes, setting, and factions of the French Revolution; class and religious hatreds; economic crises; foreign invasions; Terror and Thermidor
  - The call for order; Napoleon: the first modern-style dictator?
  - Lasting world wide effects of the two revolutions: universal drives to national independence, liberty, political democracy, social and economic justice

- d. Latin America; wars for independence; economic and social stratification**
- Haitian revolution; Toussaint L'Ouverture; Napoleon abandons the Americas
  - Colombia and Venezuela; Simon Bolivar the "Liberator"
  - Argentina, Chile, Mexico: San Martin, O'Higgins, Hidalgo, Morelos
  - Abiding power of church, landlords, caudillos, racial and social inequalities
  - 19th century shift to cash, export crops; growth of commerce and cities
  - The Mexican Revolution, 1910-20: Madero, Zapata, Obregon
- e. Agricultural and Industrial Revolution in the Western world**
- Rural preconditions in England and Europe; the enclosure movement
  - Inventions, technological advances; steam, factory and mining machinery, machine tools, canals, roads and railroads
  - Transformation of daily life for men, women, and children in conditions of work, housing, diet, health, illness, and old age
  - Class changes: new upper-middle class of industrialists, bankers, merchants; new factory working masses, the "proletariat"
  - Resistance to industrialization and its effects; landed gentry, Luddites, Romantics
- f. Cities and urban life of the 19th century**
- Factory city: Manchester, Lowell; growing metropolis: London, Paris, New York
  - Tenements crowded, cold, damp, dark; dirty streets and water; disease, crime
  - Toward public health and modernization; water, sewers, lights, parks, police
  - Contrasting conditions among social classes; housing, education, recreation
  - Leadership of women in social services; Florence Nightingale, Jane Addams
  - Subjects for Romantics and Realists; Wordsworth, Delacroix, Dickens, Daumier
- g. Democratic and social reform in Europe; evolutions and revolutions**
- 19th century ideologies and social movements: Liberalism, Conservatism, radical republicanism, socialism, Marxism, labor unionism, social democracy
  - Europe-wide revolutions in 1848; failed, from classes and ideologies in conflict
  - Irish famine, German revolutions, Russian pogroms, poverty in Southern and Eastern Europe press millions to emigrate to the United States and Canada
  - Czarist emancipation of Russian serfs, 1861, with access to land
  - Universal manhood suffrage common by 1900
  - Struggle for women's rights; the suffragettes; the Pankhursts in England
  - Legalization of unions and strikes, social legislation for workers in Germany, England, and Scandinavia—in contrast to France, Italy, Russia, United States
- h. Rising European nationalism; motives for new European imperialism**
- Unification of Italy; of Germany: Bismarck and the policy of "Blood and Iron"
  - Nationalist agitation and violence in Eastern Europe and the Balkans
  - Imperialist ideology: national pride, military power, profits, Social Darwinism
  - European colonialism and growing rivalries in Africa, Asia, the Middle East
  - Imperialism's consequences for both the colonized and the colonizers
- i. Chinese resistance to colonialism; the Chinese Revolution**
- Defeat and humiliation in the Opium War
  - The Taiping Rebellion; egalitarian, anti-Manchu, anti-foreign
  - Defeat and humiliation in Sino-Japanese War, 1894-95
  - Sun Yat-sen; campaign for national unity, democracy, economic security
  - 1911 Nationalist revolution ends the Manchu dynasty; fails to unite China

**j. Japan's modernization and rise to world power**

- Commodore Perry “opens” Japan in the 1850s
- The Meiji “Restoration”: the drive to modern industry
- New army and constitution based on German imperial model
- The urbanization of Japan; government-business corporatism
- Russo-Japanese War; the first Asian victory over a European power
- The Emperor as the nation’s unifying figure and head of government

**k. Dawn of the 20th century; Western optimism and counter-currents**

- Measurable progress in medicine, health, infant survival, life expectancy
- Progress and promises of science and technology for easing human labor
- Progress in living standards: diet, clothing, public schools, recreation
- Progress of democracy, social reform, peace efforts; the Hague Tribunal
- Optimism: Enlightenment faith in reason, education, possibility of human harmony still dominant, alongside continuing religious practice and tradition
- The dark side: abiding destitution, disease, imperial clashes, armaments races, terrorism and assassinations; the Armenian genocide
- Dark visions of human nature: Dostoyevsky, Chekhov, Ibsen, Nietzsche, Freud

**6. The World in the Era of Great Wars (1900 to 1945)****a. Causes, military course, and consequences of World War I**

- Balkan nationalism; Sarajevo; Franz Ferdinand assassinated; the Black Hand
- Long-range causes; national fears, memories, and interests; alliances, arms races, economic and imperialist rivalries; the military dominates “autocrats” in Vienna, Berlin, and St. Petersburg
- Geography and the new technologies of war; the grandiose plans for victory
- Failure of all plans; stalemate at the Marne; trench warfare of attrition ensues
- Total war; slaughter of a generation; trauma on the home front
- Memoirs, poetry, novels; Owen, Graves, Vera Brittain, Remarque

**b. The Russian Revolutions of 1917; ideas and practices of the Bolsheviks**

- Russian humiliation in Japanese war; revolution of 1905; the Duma
- Defeat, carnage, economic and political disability during World War I
- Spring revolution of 1917; moderate leaders caught between Right and Left
- Bolshevik revolution of October; Russian Marxism; Lenin promises “bread, peace, land” and freedom for the Baltic states
- January 1918; crushing of elected assembly; armed dictatorship of Communist party; civil war; emergence of terror

**c. Paris Conference, Versailles Treaty; aims and conflicts of divided allies**

- American army and economic support of the Allies; Woodrow Wilson’s 14 Points
- Brief Allied intervention against Bolsheviks in the Russian civil war
- American, British, and French in conflict at Paris: fears, wants, and interests
- Treaty of Versailles; promises, problems, consequences; historians’ debates
- The struggle over the League of Nations, in Paris and Washington
- Geography and politics; new, exhausted nations in Eastern and Central Europe

- d. After-effects of war and colonialism, West and East**
- Economic supremacy passes to the United States; economic instability and social unrest throughout Europe; legacies of war: widows, orphans, the disabled
  - Weimar Republic; weak democracy; defeat and inflation drain morale
  - 1920s culture of disillusion; Brecht, Grosz; Berlin of the 1920's
  - Colonial rebellions in the Middle East, North Africa, South Africa
  - China: Kuomintang vs. Communists, Chiang Kai-shek; Indo-China: Ho Chi Minh
  - Indian nationalism; the Congress party; Gandhi; Muslim Pakistan
- e. The Great Depression: causes and worldwide consequences**
- The effects of prolonged war; dislocation of trade, investment; war debts
  - United States stock market crash of 1929 opens a widening crisis
  - Different policies of democracies: British retrenchment; American New Deal; French Popular Front; German inflation/depression assault working and middle classes
  - Mass unemployment; despair, family breakdowns, postwar burdens on women
  - Depression-era arts, literature: Kollwitz, Shahn, Lange, Orwell, Steinbeck; popular culture: radio, movies, spectator sports, dance
  - Stagnation and destitution in non-industrial societies
- f. International Communism; Leninist/Stalinist totalitarianism in Russia**
- Lenin and the Third International; doctrine of violent world revolution
  - World leftist parties and labor both divided by internal communist/socialist conflict
  - In the Soviet Union, Stalin takes power; forced industrialization; agriculture collectivized; “liquidation” of kulak farmers
  - Stalinist terror and mass purges of the 1930s; Siberia and the Gulags
- g. International Fascism; Italy, Spain, Nazi totalitarianism in Germany**
- Fear of the left drives many to choose fascism as “lesser evil”
  - Mussolini imposes one-party military dictatorship of Italy
  - Franco and army attack Spanish Republic; Civil War; Picasso’s *Guernica*
  - German democrats, socialists, trade unions divided, demoralized by depression; rightists and nationalists open Hitler’s way to power, 1933
  - Hitler and Nazis promise to restore German prosperity, power, and pride
  - German Nazism; economic control; one-party terror; anti-Semitism, pogroms, concentration and death camps
- h. Liberal democracies in danger; economic, social, political crises**
- Continuing depression socially demoralizing; joblessness, poor diet and health, class resentments in Britain
  - In France, labor violence, right/left street riots; apparent failure of democratic parties pushes voters to parties of left and right
  - Abiding disillusion, distrust of leaders blamed for catastrophes of 1914-18
  - British and French drift apart since Paris Conference: quarrels over military cooperation, over treatment of Germany, Italy, Spain, League of Nations
- i. Origins and responsibilities for World War II in Europe and Asia**
- Programs of conquest in Tokyo, Rome, Berlin
  - Democracies’ failure to use League of Nations; Manchuria, Ethiopia
  - Hitler’s violations of Versailles unanswered: re-armament, seizure of Austria, Munich crisis and seizure of Czechoslovakia

- Appeasement's roots: trauma of World War; domestic distractions; distrust of military, fear of communism; fear of inflation; disbelief in Hitler's intentions
- The turn to war: Hitler's invasion of Poland; Japanese attack on Pearl Harbor
- The Allies, Churchill and Roosevelt; the Atlantic Charter

**j. World War II: geography, leaders, military factors; turning points**

- Nazis take Poland, Low Countries, Norway; fall of France; Japanese sweep through Southeast Asia, Philippines
- Life in Nazified Europe; deportation of Jews; resistance movements distract German military; German resistance: among some churchmen; the officers' plot
- Turning-points: battles of Britain and the Atlantic, El Alamein, Stalingrad, Leningrad, the Normandy invasion, air superiority
- Victory in the Pacific; Midway, the relentless, sanguinary island campaigns; Leyte Gulf, the atomic bombing of Hiroshima and Nagasaki

**k. The human toll of 20th century wars and genocides; the Holocaust**

- The Armenian genocides, mid-1890s and 1915
- World War I: 20 million soldier and civilian deaths; 20 million more from flu
- World War II: new weapons and disease, scale of fighting in Russia and Asia bring soldier and civilian deaths near 40 million; first use of atomic bomb
- The Holocaust; Nazi racism and eugenics; the Warsaw ghetto; mass plunder and destruction of European Jews; postwar Nuremberg trials

**7. The World from 1945 to the Present**

**a. Origins of the Cold War; the divided victors of World War II**

- Communism replaces fascism as main world rival of democracy and economic freedom
- Yalta and Potsdam agreements reflect end-of-war troop deployment; Soviets eliminate non-communist parties in their zones of occupation
- Communist threats to Greece and Turkey; the Truman Doctrine
- The "Iron Curtain" comes down as Soviet regimes are installed in Central and Eastern Europe; mass Communist parties in France and Italy

**b. Rebuilding and reform in postwar Europe and Japan**

- Post-World War I American policies reversed; the United Nations; Marshall Plan; NATO military alliance; military preparedness at home
- Economic recovery leads to political stability in Western Europe; first steps to European union; Monnet, Adenauer, de Gaulle
- Reconstruction and a new constitution for Japan
- Struggles for democracy in the Philippines and India

**c. New nations in Africa and Asia; the end of European colonialism**

- European authority dissolves in Africa, Asia, and the Middle East
- Leaders and conditions in the new nations: India; Gandhi and the Nehrus; Muslim Pakistan; Indonesia; economic straits; religious wars
- Ghana's independence leads the way for new African nations constructed, often constricted, along boundaries of former European colonies
- Creation of Israel; Israeli-Arab wars; Arab refugees; Golda Meir

- d. Cold War in Europe: Marshall Plan, NATO, Iron Curtain, Warsaw Pact**
- Czech Communist coup
  - Berlin blockade, American-led airlift and the Wall
  - Polish, Hungarian, and Czech revolts crushed by Soviet forces, 1956-1968
  - Spread of nuclear weapons; the “balance of terror”
  - The Cuban missile crisis; Kennedy and Khrushchev
- e. Cold War in Asia: Chinese Communist Revolution, wars in Korea and Vietnam**
- Maoism triumphant in China, 1949; Nationalists pushed to Taiwan
  - Invasion of South Korea by Communist North; Americans fight Korean War; intervention by Chinese ends in stalemate between North and South Korea
  - The Vietnam War; massive American effort; losses, defeat, and withdrawal
- f. East/West duels for the non-aligned; Asia, Africa, and South America**
- Soviet campaigns for communist influence in developing societies
  - American military and economic aid to anti-communist parties and regimes
  - Covert operations of both sides; case studies of Iran, Chile, Central America
- g. The Soviet Empire collapses; post-Cold War locales of disorder**
- Soviet economic failures; pressures of arms race with the United States
  - Economic superiority of Western Europe erodes Soviet authority in East; modern media penetrate closed borders
  - Resistance and new leaders: in Poland, Lech Walesa, the church, and the unions; in Czechoslovakia, Vaclav Havel
  - Gorbachev; glasnost; the reunification of Germany
  - Russia’s struggle for democracy and free economic development; emergence of organized crime
- h. Persistent nationalism; militarism; conflicts of race, religion, and ethnicity**
- The Middle East; religion, oil, dictatorships; the Gulf War
  - Collapse of Yugoslavia into civil wars, “ethnic cleansing”; the Dayton accords
  - Civil wars and genocide in Rwanda and Zaire
  - New forms of terrorism; continued arms races; proliferation of nuclear, chemical, and biological weapons
  - American, Russian steps toward reduction of nuclear arms
- i. Democracy and human rights; advances and retreats since 1945**
- Universal Declaration of Human Rights; role of Eleanor Roosevelt
  - A divided United Nations; economic and humanitarian achievements and their limits; peacekeeping efforts lost and won; case study of Crete
  - Expansion of women’s rights and responsibilities; near-universal suffrage; women legislators and prime ministers, East and West
  - Contrasting cases: South Africa; de Klerk and Nelson Mandela; China: militarism, persecution of neighbors and dissenters; prison labor
  - Democratic gains and continuing struggles; Eastern Europe, South Asia, Russia, Central and South America, the Caribbean

- j. The changing world economy; limits on national sovereignty and priorities**
- The effects of worldwide technology and communications
  - The workings of multinational corporations and financial markets
  - Search for cheaper labor shifts manufacture from former industrial societies to other areas of the world; case studies: Indonesia, China, India, Mexico
  - Developing crises in European welfare states; problems for European unity
- k. New boundaries and issues in science, technology, and culture**
- Genetic engineering; cloning; DNA; epidemics and responses
  - Tensions between production and environment; air, soils, forests, waters
  - World population growth; dislocation of agriculture in developing areas
  - Space and oceanographic explorations; 1969 Moon landing
  - Cosmopolitan currents of ideas and literature since 1945: Wiesel, Solzhenitsyn, Achebe; Existentialism: Camus, Sartre; Nobel laureates Pasternak, Neruda, Soyinka, Milosz, Brodsky, Gordimer, Walcott
  - Challenges to liberal education, and thereby to self-government: the information flood, workplace specialization; mass amusements and pop culture

Archived Information

## VI. PREK-12 SCOPE AND SEQUENCE OF HISTORY AND SOCIAL SCIENCE INSTRUCTION

The curriculum in history and social science needs to be arranged as a coherent progression from pre-kindergarten through the high school years. The success of PreK-12 instruction depends upon avoiding the widespread problems of major gaps and needless repetitions in the teaching of history, social sciences, and the humanities. Again, the core content of all courses should be sequenced by teachers collaborating across elementary, middle, and high school grades, no longer operating solely within the limits of their own grade and school levels. Collaboration is also vital for planning the kind of repetition that is needed for effective and increasingly sophisticated learning.

As they design course sequences that satisfy grade span requirements, teachers will want to preserve existing exemplary programs and to enable implementation of new ones. The grade span requirements can be met by different grade level sequences of instruction designed at the school and district level.

### A. Required studies across grade spans PreK-4, 5-8, 9-10, and 11-12:

By adopting a sequence of instruction that has students completing assigned grade span studies by the end of grades 4, 8, 10, and 12, school districts will prepare their students for the regularly scheduled statewide assessments of performance called for by the Education Reform Act of 1993, and for their local high school graduation requirements.

#### Grade Span PreK-4

Introduction to topics and skills of history, geography, economics, and civics and government, to be integrated with reading, writing, speaking, and numeracy.

Introduction to local and Massachusetts history, geography, economic and civic life.

Introduction to the physical, economic, and human geography of the early Americas.

Introduction to major events, persons, and institutions in United States history.

Introduction to world geography and history.

#### Grade Span 5-8

Geography and history of the United States from its origins to c. 1880, with studies of political/civic, economic, social, religious, intellectual, and cultural life of the eras. This assumes two full years of instruction in this grade span on United States history, geography, economics, and civics, including appropriate review and deepening of earlier learning.

World geography and history from human origins to c. 700 A.D., and related studies of political/civic, economic, social, religious, intellectual, and cultural life. This may be done in either one or one and one-half years of instruction.

Elective studies in geography, economics, and/or civics and government or special units of study developed by local school systems.

Grade Span 9-10

World geography, history, and related studies from c. 500 A.D. to the present. This assumes two full years of instruction in world history and geography, including appropriate review and deepening of earlier learning. The study of world history in this grade span should include substantial consideration of United States individuals and events that helped shape world affairs since the 17th century, with a special focus on topics previously studied in grade span 5-8, such as the American Revolution, development of United States constitutional government, and the United States Civil War.

Grade Span 11-12

History of the United States from c. 1865 to the present. This assumes retaining the commonly offered 11th grade course, including appropriate reviews of earlier learning.

History/Social Science electives: (Recommended: a 12th grade capstone course in civics/government, with intensive review of the United States Constitution, including readings in basic sources such as selected *Federalist* papers).

**B. The recommended pattern of instruction, grade by grade:**

Adoption of the PreK-12 course order below would allow easier student and family mobility from district to district across the Commonwealth and to other states. Together with lessening disruption for students and their families, it would minimize arbitrary changes and unpredictability of course assignments for teachers. Its grade level placement of courses in United States and world history and geography, and of social science electives, reflects practices of many Massachusetts school districts and resembles PreK-12 patterns already in place or emerging in other states and districts in the nation. Overlapping of course dates is intentional, to allow reviews of prior material as determined by teachers.

Grade Span PreK-4

**K** Living, Learning, and Working, Now and Long Ago, Near and Far

**NOTES:**

- Topics in history, geography, economics, and civics in grades PreK-4 to be integrated with instruction in reading, writing, and speaking
- Stories, readings, projects, and exercises should be chosen in cooperation with teachers from all elementary grades

**Grade 1**

Families and Communities, Now and Long Ago, Near and Far

**NOTES:**

- The physical geography of local and regional communities
- Family and community-related topics in history, economics, and civics; local, national, and from selected continents
- Above topics to be integrated with reading, writing, and speaking, and chosen in collaboration with teachers from all elementary grades

**Grade 2**

The Early Americas: Narrative and Literature; Physical, Economic, and Human Geography

**NOTES:**

- a) Topics in: Native American life before European arrivals
- b) Topics in: European explorers and settlers
- c) Topics to be integrated with reading, writing, and speaking, and coordinated with teachers in other grades

**Grade 3**

Local, Massachusetts, and United States History, Geography, Economics, and Civics and Government

**NOTES:**

- a) With frequent, though not necessarily constant, attention to the chronological order of events, persons, holidays, etc.
- b) Topics to be integrated with reading, writing, and speaking, and coordinated with teachers in other grades

**Grade 4**

People and Civilizations in World History; Aspects of World Geography, Economics, and Civics and Government

**NOTES:**

- a) Selected early, ancient, and pre-modern civilizations (civilizations such as Mesopotamia, China, Greece, feudal era)
- b) Above items to be integrated with reading, writing, and speaking, and chosen in collaboration with teachers from all elementary grades

Grade Span 5-8

For grades 5 through 11, the relevant **Core Knowledge** topics from Section IV are indicated under each course title; the total number of topics is set in parentheses.

**Grade 5**

United States History and Geography, Origins to c.1815

Treating United States **Core Knowledge** topics 1a through 3h (21 **Core Knowledge** topics)

**NOTES:**

- a) Linked to American art, literature, music, and local architecture of the colonial and revolutionary periods, with Massachusetts examples
- b) “Origins” allows teachers to begin with, or revisit, the eras and peoples of their choice, whether pre-Columbian America, or the European explorers, or first European settlers

**Grade 6**

A year of elective studies in geography, economics, or civics/government, or for special study units developed by schools

**NOTE:**

- a) No time period assigned for electives in this grade, but selection of times, places, and topics requires coordination with teachers in grades 7-12

**Grade 7**

World History and Geography, Prehistory to c. 700 A.D.

Treating World **Core Knowledge** topics 1a through 3c (16)

**NOTES:**

- a) Includes study of the major world religions, and the arts, architecture, literature, and thought of early and classical civilizations
- b) The scope of this course would necessarily limit the time spent on pre-classical societies

**Grade 8**

United States History and Geography, the Constitution to c. 1877  
 Reviewing United States **Core Knowledge** topics 3d through 3h (5)  
 Treating United States **Core Knowledge** topics 4a through 6g (24)

**NOTES:**

- a) Linked to the arts, architecture, and literature of the period
- b) The starting point allows teachers to review the writing of the Constitution, the Bill of Rights, the early parties and governmental practices

Grade Span 9-10**Grade 9**

World History and Geography, c. 500 to c. 1815  
 Reviewing World **Core Knowledge** topics 2h through 3c (5)  
 Treating World **Core Knowledge** topics 3d through 5f (21)

**NOTES:**

- a) Linked to arts, literature, etc. of major civilizations
- b) Course allows review of major world religions; concludes with the American and French Revolutions

**Grade 10**

World History, Geography, and Cultures, c. 1800 to the Present  
 Treating World **Core Knowledge** topics 5g through 7k (27)

**NOTES:**

- a) Linked to arts, literature, etc. of major world societies
- b) Starting point allows revisiting revolutions in Europe and the Americas that stirred worldwide expectations of independence and democracy
- c) Includes substantial consideration of United States individuals and events that helped shape world affairs in the 19th and 20th centuries, with a special focus on topics previously studied in grade 8, such as the development of United States constitutional government and the United States Civil War

Grade Span 11-12**Grade 11**

United States History and Government, 1865 to the Present  
 Reviewing United States **Core Knowledge** topics 6a through 6g (7)  
 Treating United States **Core Knowledge** topics 6h through 8k (24)

**NOTES:**

- a) Linked to arts, literature, etc. of the period
- b) The course should revisit the origins and evolution of the Constitution, and changes in executive, legislative, and judicial powers
- c) Starting point allows teachers to review post-Civil War industrialization, immigration, urbanization, Populism, etc.
- d) This course and the preceding World History course may be combined into a two-year amalgam of United States and World History of the 19th and 20th centuries

**Grade 12**

Fall term: Capstone course in civics/government, including intensive review of the United States Constitution, including readings in basic sources, such as selected *Federalist* papers  
 Spring term: Social Science electives

## VII. HISTORY AND SOCIAL SCIENCE IN PRE-KINDERGARTEN AND ELEMENTARY GRADES

By the terms of Guiding Principle One, history and social science education is the work of all grades without distinction as to age. Research findings corroborate the Framework expectation that young children can absorb and use engaging history content in their thinking and learning. This section is intended to assist primary grade teachers to explore and use the Framework, considering their particular concerns and responsibilities for presenting substantive content in developmentally appropriate ways and for providing the best beginning opportunities, upon which later learning will build to meet the specific learning standards at each level.

History instruction in the lower grades has a *distinct elementary form dictated both by considerations of children's developmental levels and by considerations of where and how study and learning in history begins*. These considerations are implicit in the Framework selections of **Core Knowledge** and choice of **Learning Standard** components in Section VIII. It is important to make explicit some of those considerations and to anticipate questions teachers will have as they begin to work with the Framework to refine existing history/social science curricula or implement new programs.

**The Key to History Learning: Historical Narrative.** The Framework's selection of core knowledge is based on a collaboration of historians and teachers that aimed to determine what is **historically significant** matter for study, and **accessible** in some ways to young children. The basic work of the primary grades in history is devoted to hearing and reading about what happened in the course of human history and why, who was involved, and why they thought and acted so. The ability to follow and absorb historical accounts so as to reflect thoughtfully upon them must be the focus of the history/social science program, with activities planned to support and reinforce this work.

It should be kept in mind that it is *by following the logic and the evidence presented in good narrative accounts that children begin to form for themselves* the fundamental thinking habits of the disciplines. Such study will require enriched academic content in many school programs, not to produce scholars in the disciplines but to serve all children in learning to sort out what is real and valuable from what is neither.

To succeed in history study through thoughtful learning, young children need to acquire a mental picture of history from *the language of stories*—fictional, and increasingly non-fictional, narrative accounts of increasing subtlety. The mental picture—a modest store of facts and their arrangement and significance—grows from repeated and varied telling of stories and overlapping accounts of especially significant historical events, persons, and ideas.

**Expression of Understanding.** Concrete exercises in expressing understanding are developmentally appropriate means of assisting young children to grasp the historical importance of persons, ideas, and events. Writing is the primary way into concentrated learning and study of history; it can, of course, be undertaken in very simple ways, from children's

dictated summary sentences in the earliest grades to “newspaper” articles covering late-breaking (historical) events. Also important is oral discussion, prepared by teachers’ thoughtful questions about significance and interpretation, so as to direct attention to evidence in the narrative. Other good ways into history include illustrations of the narrative for the youngest grades, simple map-making and timeline construction for historical periods, memorization of poetry and portions of speeches and documents, and choral reciting. Primary teachers are well-prepared to conduct such exercises; they need only keep in mind that effective expression stays close to the topics and texts under study rather than wandering into activities that merely add color or fun.

**Getting Started.** For teachers with little historical knowledge of their own on which to draw for the design of classroom history curricula, a textbook is essential. It will assist the teacher to select **Core Knowledge** subject matter from the Framework and arrange it for class study in proper narrative sequence—usually chronological—so as to suggest historically significant themes and turning points that address the **Learning Standards**. Teachers can compose an effective and engaging course of study for class presentation by filling in this textbook outline with good readings that go beyond the one-thing-after-another style of too many textbooks. Teachers know that many of the best readings are not textbook accounts but are found in good children’s literature and sometimes in work specifically produced for young people by historians. These would be read aloud in earliest grades, using class globes and maps where possible. Thus, teachers using the Framework to introduce history study, perhaps for the first time, can *lean heavily on available resources—textbooks and children’s literature—to both plan and present it.*

**Time for History.** Proceeding as suggested above will also help primary teachers, of lower grades especially, to solve difficulties of finding time for history study, when all acknowledge that the central pedagogical objective of the earliest grades is and must remain language literacy, along with mathematics. Where well-chosen texts are *routinely* read aloud, an important opportunity opens to employ in the classroom somewhat more complex and richer language than children’s own, providing badly needed language models. And as children use good texts for history study, following the story and looking for themes, drama, turning points, and evidence, they have at hand the material for writing exercises which may build in sophistication of style and content. Where the same texts can serve both English language arts and history programs, history is transformed from a time competitor to an ally of English.

**Developmental Considerations: First Things First.** Historical narrative is to be distinguished from the abstract discipline language of concepts—theories of causation, patterns of challenge and conflict, change and continuity—that have no real meaning for the young child when separated from the story that tells it. Moreover, it is from a narrative structure imposed on the selection and arrangement of facts that the *themes, patterns, and general ideas, or concepts of history will begin to emerge for older children*—or will not in the absence of a strong narrative. Without a story to tell it, an abstract concept is grasped by young children only as a formula. Formulas do not help children learn to make sound judgments about history. The favored “similarities and differences” exercise, for example, will indeed amount to only a meaningless formula unless it is based on well-studied, *historically significant* similarities and differences.

History learning cannot begin or advance by leading children into premature attempts to identify, describe, explain, analyze, research, hypothesize, problem-solve, or predict. History learning begins by direct, thoughtful questioning of clear narrative accounts which may lend themselves to the above abstract discipline techniques as children mature and simultaneously acquire systematic thinking habits.

The lack of fully developed capacities in young children—a sense of time, sequence, and space, an ability to distinguish between fiction and non-fiction, myth and reality, literature and life, unsupported opinions (personal preferences) and opinions supported or confirmed by evidence (informed opinion or reasoned knowledge)—is no obstacle to history study and learning. Teachers can do much to coach students as students practice and refine those skills over time in encounters with and responses to engaging narrative texts and globe and map study.

**Integration of Subjects.** The most difficult task initially imposed on teachers by the Framework will be the integration of its separately expressed learning standards for each social science discipline. The direct study of well-arranged historical narrative is still the general answer. Within the narrative are the geographical and economic shaping forces and chosen effects in civics: geography in explorers' distant travels; economics in the trade born of prized or newly discovered goods; civics and government in the Mayflower experiment in securing the common good by compact. Narrative provides the occasion and interest for an elementary introduction.

For example, in one elementary classroom, students read *The Discovery of the Americas* by Betsy and Giulio Maestro, and then *I, Columbus: My Journal 1492 - 1493*, edited by Peter and Connie Roop. Learning the historical chronology of explorations leading to the settling of the Americas provides a context for simultaneous study in geography of oceans, continents, and directionality on a globe or map. *The Discovery of the Americas* invites students to apply concepts of geography such as human migration as a result of dwindling resources and adaptation to the geography of regions for survival.

*I, Columbus* is an engaging study, based on primary sources, of an early European voyage to North America, and the purposes and intentions of the voyagers and their sponsors. Early technology and navigational terminology mentioned in the journal enrich the historical detail of the journal entries. Attitudes of the sailors toward each other and their leaders during the voyages make for lively discussion. A timeline construction of the events studied in these two pieces of literature provides a vivid representation of the chronology of this time period and graphically illustrates key events representing concepts in geography, history, and economics.

**Pre-Kindergarten-Kindergarten.** A curriculum designed to meet the learning objectives of this Framework will be distinct on yet another level, in PreK and K. There, the focus will be on setting out and practicing the general learning conditions of formal schooling rather than on going forward in a straight history line. First, like other curricula and more than most, history/social sciences education requires an introduction to the world, pushing out the boundaries of the observed world in all directions by the broadest spectrum of stories

and materials. Young children’s natural propensity for asking questions accords perfectly with, and should be an integral part of, learning about the world outside the home setting.

Second, history like other curricula requires the ground rules of learning to be established. The pursuit of common learning objectives requires habits of group listening, turn-taking in expression, and attending to the opinions of each. In PreK and K, children acquire such habits through practice in listening to stories that we want them to absorb and possess. This is a comprehensive and demanding task that requires very little in the way of formal expression. Where the substance is engaging, expression will naturally emerge in drawing and painting, acting and singing, making things, and games. Acquiring the broad habits of listening is not only essential for undertaking formal learning but invaluable for expanding and refining the language capacities.

**The Next Step: Implementing the Framework.** The work cut out for primary grade teachers by the History and Social Science Curriculum Framework is primarily:

- across-grade planning with grade span colleagues (to avoid gaps and repetitions) of an integrated and sequential course of study following the **Core Knowledge** topics (although PreK and K curricula are distinct, as above, teachers should be included in planning groups);
- individual grade level planning using **Learning Standards** and **Examples** as guides to the selection and sequencing of grade **Core Knowledge** topics and reading.

Archived Information

## THE DEVELOPMENT OF SELECTED HISTORY AND SOCIAL SCIENCE LEARNING CAPACITIES PREK-4

**History:** learning capacities in Chronology and Causality; Historical Understanding; Research, Evidence and Point of View; Society, Diversity, Commonality, and the Individual; Interdisciplinary Learning: Religion, Ethics, Philosophy, and Literature in History; Interdisciplinary Learning: Natural Science, Mathematics, and Technology in History

Pre-K-K students can	Grade 1 students can	Grade 2-3 students can	Grade 4 students can
<ul style="list-style-type: none"> <li>+ practice and acquire habit of listening to and following stories</li> <li>+ learn to recognize narrative story elements:                             <ul style="list-style-type: none"> <li>- chronology (“now,” “long ago”)</li> <li>- narrative order (first, next, last)</li> </ul> </li> <li>+ attend with teacher assistance to causal factors in stories:                             <ul style="list-style-type: none"> <li>- character, ideas, family/social/economic settings</li> <li>- geography, seasons</li> <li>- accident, etc.</li> </ul> </li> <li>+ dictate sentences about story elements of character, event, setting</li> <li>+ memorize historical poetry, songs portions of documents and speeches</li> </ul>	<ul style="list-style-type: none"> <li>+ recognize and describe more complex story elements of chronology and narrative sequences</li> <li>+ describe story elements of character, event, setting</li> <li>+ with teacher assistance, draw simple inferences from story:                             <ul style="list-style-type: none"> <li>- about character, events, or setting</li> <li>- about causal factors</li> </ul> </li> <li>+ with teacher assistance, identify/seek evidence for inferences</li> <li>+ with teacher assistance, make comparative oral connections between stories, between stories and life experiences</li> <li>+ write properly sequenced descriptions and summaries</li> <li>+ memorize historical poetry, songs, portions of documents and speeches</li> </ul>	<ul style="list-style-type: none"> <li>+ refine sense of time (“now” and “in the past”) and recognize in discussion existence of changing historical periods (“other times, other places”)</li> <li>+ begin to construct historical timelines</li> <li>+ with teacher assistance, begin to recognize similarities and differences of character, action, and setting: between now and period depicted: between periods depicted</li> <li>+ with teacher assistance, begin to discuss causal factors of narrative, actions, events,</li> <li>+ incorporate these capacities in simple writing exercises</li> <li>+ continue memorization</li> </ul>	<ul style="list-style-type: none"> <li>+ identify events by date and historical period and begin to associate period with chronological order in time</li> <li>+ construct timelines</li> <li>+ use reading skills for independent study on historical topics, attending to chronology, causality, and evidence</li> <li>+ begin to understand that historical inquiry employs a variety of assistance, primary and character secondary sources</li> <li>+ with teacher assistance, begin to understand that narrative accounts of historical events, ideas, and people vary in emphasis and point of view according to author’s understanding of cause or significance</li> <li>+ begin to understand that good evidence requires consulting multiple sources</li> <li>+ develop versatile means of expressing understanding: oral, written, dramatic, artistic</li> <li>+ continue memorization</li> </ul>

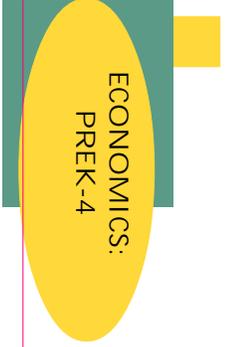
HISTORY:  
PREK-4

**Geography:** learning capacities in Physical Spaces of the Earth; Places and Regions of the World; The Effects of Geography; Human Alteration of Environments

PreK-K students can	Grade 1 students can	Grade 2-3 students can	Grade 4 students can
<ul style="list-style-type: none"> <li>+ practice being careful observers of natural surroundings,* with teacher assistance, note regular changes/patterns:               <ul style="list-style-type: none"> <li>- length of day/night</li> <li>- seasons</li> <li>- features of local topography, geology, biology</li> </ul> </li> <li>+ with teacher assistance, notice connections between geography and the way people live “now” and “long ago” as depicted in stories</li> <li>+ follow as teacher traces stories on large globe</li> <li>+ learn basic global features (continents, oceans, poles, axis)</li> </ul> <p>*regular “tours” of school grounds or local park</p>	<ul style="list-style-type: none"> <li>+ continue regular observation “tours”* and record changes:               <ul style="list-style-type: none"> <li>- ecology (plant and animal)</li> <li>- sky, weather</li> </ul> </li> <li>+ with teacher assistance, begin to understand effect of geography on the way people live “now” and “in the past” as depicted in stories (effect on shelter, diet, arts, technologies)</li> <li>+ continue to learn global features (hemispheres, rivers, mountains)</li> <li>+ with teacher assistance, follow stories on globe and maps</li> <li>+ begin to learn map-reading vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>+ enlarge globe and map-reading skills (following narrative accounts on globe and maps)</li> <li>+ make simple maps on paper and relief maps</li> <li>+ begin to identify and express understanding of geographical effects/cause in history under study (effect on shelter, diet, arts, technologies; cause of event)</li> <li>+ continue to learn global features (latitude and longitude) and local features in conjunction with history under study (political units, natural resources)</li> <li>+ practice skills by making maps from memory of basic global/continental/select nation and state shapes and features</li> </ul>	<ul style="list-style-type: none"> <li>+ use proper globe and map vocabulary</li> <li>+ continue to learn geographic features of areas under study</li> <li>+ use reading and writing skills to identify/describe geographical effects/cause in history under study</li> </ul>

**Economics:** learning capacities in Fundamental Economic Concepts; Economic Reasoning; American and Massachusetts Economic History; Today’s Economy; Theories of Economy

PreK-K students can	Grade 1 students can	Grade 2-3 students can	Grade 4 students can
<p>IN CONJUNCTION WITH STORIES</p> <ul style="list-style-type: none"> <li>+ notice with teacher assistance:</li> <li>- basic needs of people “now” and “long ago” for food, clothing, shelter</li> <li>- their resources, plentiful and scarce, to satisfy needs</li> <li>- the family “economy” for meeting needs (family tasks)</li> <li>- the community “economy” (mutual assistance and exchange)</li> </ul>	<p>IN CONJUNCTION WITH HISTORY STORIES AND GEOGRAPHY STUDY</p> <ul style="list-style-type: none"> <li>+ begin to notice, with teacher assistance, changing and developing resources depicted in narrative accounts:               <ul style="list-style-type: none"> <li>- gathering/hunting and fishing/exchange/agricultural production/trade and money commerce/manufacturing/service</li> </ul> </li> <li>+ begin to notice, with teacher assistance, complexity of needs:               <ul style="list-style-type: none"> <li>- leisure for practice of religion, arts and sciences, sociability; community security</li> <li>- accumulation of wealth, individual and community, to provide for these needs</li> </ul> </li> </ul>	<p>IN CONJUNCTION WITH HISTORY STORIES AND GEOGRAPHY STUDY</p> <ul style="list-style-type: none"> <li>+ continue to note and identify, with teacher assistance, individual and community needs, as distinguished from wants               <ul style="list-style-type: none"> <li>+ with teacher assistance, begin to develop an appreciation of changing and developing resources—and their distribution—specifically connected with historical event/period under study</li> <li>+ with teacher assistance, notice varied global distribution of resources</li> </ul> </li> </ul>	<p>IN CONJUNCTION WITH HISTORY STORIES AND GEOGRAPHY STUDY</p> <ul style="list-style-type: none"> <li>+ use reading, writing, and geography skills to begin to incorporate basic economic questions (needs, resources, accumulation, exchange, distribution) in considering causality in events/period under study</li> <li>+ begin to notice, with teacher assistance, basic economic questions as factors in community responsibilities for security and the general welfare</li> </ul>
<p>Teachers should also recognize that student acquisition of an early grasp of events, ideas, and words of economic import is not limited solely to the context of study in history and geography. Historical narrative and geography study disclose economic effects as well as ideas; so do many other instances of early learning in economics:</p> <ul style="list-style-type: none"> <li>• Giving students a word problem in mathematics constructed around the value of coins might equally lead to more than superficial discussion of the concept of money.</li> <li>• Having students compile a list of materials to purchase in order to make a gift for a friend might frame questions and discussion of specific economic terms, such as “consumer,” “producer,” “buyer,” “seller,” “cash,” and “credit.”</li> <li>• Helping students learn to be respectful of the rights of others usually requires some attention to the ideas of ownership and property.</li> </ul>			



**Civics and Government:** learning capacities in Authority, Responsibility, and Power; The Founding Documents; Principles and Practices of American Government; Citizenship; Forms of Government

PreK-K students can	Grade 1 students can	Grade 2-3 students can	Grade 4 students can
<ul style="list-style-type: none"> <li>+ learn and practice rules and precepts of the learning community:</li> <li>- respect for persons and property (courtesy and consideration, taking turns)</li> <li>- take part by being cooperative and helpful to others</li> <li>- share responsibility for keeping classroom in order</li> <li>- work with diligence and honesty</li> <li>+ begin to understand reasons for following rules at home, in the classroom, on the playground</li> <li>+ be touched in their aspirations by stories of good, just, noble actions</li> </ul>	<ul style="list-style-type: none"> <li>+ observe and practice rules and precepts of the learning community</li> <li>+ begin to work in groups with defined tasks and responsibilities for the work of classroom</li> <li>+ from stories, myths, narrative accounts, biographies, learn more about qualities of character to emulate or to avoid</li> <li>+ be introduced in story and narrative to ideas of liberty and justice</li> </ul>	<ul style="list-style-type: none"> <li>+ observe and practice rules and precepts of learning community</li> <li>+ begin to assume leadership for specific class responsibilities</li> <li>+ undertake community service within the school (participate in school “buddy system”)</li> <li>+ participate in appropriate all-class decisions and abide by majority decision; begin to learn that they will sometimes be in and sometimes out of the majority</li> <li>+ explore in stories, biographies and historical narrative the character of historical figures</li> <li>+ begin to distinguish acting justly, for the common good, or acting unjustly, for selfish ends</li> <li>+ begin to learn from stories, biographies, and narrative accounts about high value we place on liberty and justice for all</li> </ul>	<ul style="list-style-type: none"> <li>+ observe rules and practice precepts of learning community and participate in community responsibilities</li> <li>+ begin to understand that rules/precepts of learning community are connected - <i>through habits of observing rules and participation-</i> to laws which secure human and civil rights and confer political and civic responsibilities</li> <li>+ use reading skills to learn about high value we place on liberty and justice for all; begin to learn about how these are secured by limited government (representative democracy and constitutional government)</li> </ul>

## VIII. STUDY STRANDS AND LEARNING STANDARDS: HISTORY, GEOGRAPHY, ECONOMICS, AND CIVICS AND GOVERNMENT OVERVIEW

To explore some of the important subjects and questions of human concern, we study history and social sciences—geography, economics, and civics and government. These subjects overlap other social sciences as well as natural sciences and the humanities. A systematic and related study of these subjects is essential to a sound education and to an informed grasp of realities and possibilities in life. The four **Study Strands** and the twenty related **Learning Standards** below reflect these facts.

We can understand what has happened to people, and what they have thought and done, only by taking into account the circumstances of their own time and place. In Section IV, the main eras and events of United States and world history, geography, economics, and civic life, are presented in chronological order, as the essential **Core Knowledge** topics around which school curricula and courses in history and social science are to be designed.

The **Study Strands** and **Learning Standards** describe the main avenues of study in history and social science, including their relations to other subject matter fields. Events, past and present, are influenced by developments in every sphere of human life, and students who are aware of interdisciplinary connectedness will be best safeguarded from oversimplification.

The **Study Strands** and **Learning Standards** present teachers and students with significant subject matter to be learned, important skills to be acquired, and challenging questions to be asked, as they address the **Core Knowledge** topics in Section IV. Applied across the grades at rising levels of sophistication, the standards knit together teaching and learning in elementary, middle, and high schools. Taken together, the **Core Knowledge** topics, the **Study Strands**, and the **Learning Standards** identify much of what students should know and be able to do by their study of history and social science.

## HISTORY STRAND

Historical time is the lens through which we see change and continuity in human affairs. History allows us to know our place in time, the first mark of educated citizens. To know ourselves and others, we compare our lives with those of people in other eras and other circumstances. Ignorance of history isolates us from human realities, a mortal weakness in a democratic society, leaving us prey to mere nostalgia, or censored versions of the past spread by partisan interests that tempt us to self-delusion, unreasonable expectations, and simplistic and mistaken answers to hard problems.

School instruction in history should, of course, pay attention to the principles and techniques of the discipline itself: standards of objectivity, practice with original sources, weighing evidence, forming and testing hypotheses. But much of the emphasis in schools should be on what historians can agree has happened in the past. What have men and women done, and thought, and suffered, and accomplished? Without stories of real people, the study of history shrinks to lists of isolated facts and barren concepts, empty of the human drama that moves students to see why facts and concepts are worth the work it takes to learn them.

The study of history helps students to take the point of view of others in the past and, while holding to their own moral principles, to exercise historical empathy rather than rushing to uninformed judgments. Students also confront ideas, people, and forces that work for change, and others that work for continuity. They understand why the two are often seen by contemporaries as opposed and mutually exclusive. Longer perspective tells them that change often depends upon continuity, and continuity upon change, as in the alteration and duration of the United States Constitution, or in the historian Macaulay's plea to the British House of Commons in 1831 to "reform that you may preserve."

Perhaps most important, the study of history—in conjunction with biography, literature, and philosophy—enriches the opportunities of students to choose their own paths in public and private life. The dignity of free choice depends upon their knowing alternatives open to them, the immense range of ways in which people in the past have tried to order their political, economic, and social lives, and to pursue personal integrity, meaningful work, and private happiness. A democratic education seeks to enable as many citizens as possible to choose wisely for themselves. Knowing the past is a precondition to making responsible choices in the present.

### The Learning Standards for History are:

- 1. Chronology and Cause.** Students will understand the chronological order of historical events and recognize the complexity of historical cause and effect, including the interaction of forces from different spheres of human activity, the importance of ideas, and of individual choices, actions, and character.
- 2. Historical Understanding.** Students will understand the meaning, implications, and import of historical events, while recognizing the contingency and unpredictability of history—how events could have taken other directions—by studying past ideas as they were thought, and past events as they were lived, by people of the time.

3. **Research, Evidence, and Point of View.** Students will acquire the ability to frame questions that can be answered by historical study and research; to collect, evaluate, and employ information from primary and secondary sources, and to apply it in oral and written presentations. They will understand the many kinds and uses of evidence; and by comparing competing historical narratives, they will differentiate historical fact from historical interpretation and from fiction.
4. **Society, Diversity, Commonality, and the Individual.** As a vast nation, the overwhelming majority of whose population derives from waves of immigration from many lands, the United States has a citizenry that exhibits a broad diversity in terms of race, ethnic traditions, and religious beliefs. The history of the United States exhibits perhaps the most important endeavor to establish a civilization founded on the principles that all people are created equal, that it is the purpose of government to secure the inalienable rights of all individuals, and that government derives “its just powers from the consent of the governed.” It is also true, however, that federal, state, and local governments, as well as the people themselves, have often fallen short in practice of actualizing these high ideals, the most egregious violation being the acceptance of slavery in some states until the Civil War. Students should be expected to learn of the complex interplay that has existed from the beginning of our country between American ideals and American practice in the pursuit of realizing the goals of the Declaration of Independence for all people. While attending to the distinct contributions that immigrants from various lands and of various creeds, along with Native Americans, have made to our nationhood, students should be taught above all the importance of our common citizenship and the imperative to treat all individuals with the respect for their dignity called for by the Declaration of Independence.
5. **Interdisciplinary Learning: Religion, Ethics, Philosophy, and Literature in History.** Students will describe and explain fundamental tenets of major world religions; basic ideals of ethics, including justice, consideration for others, and respect for human rights; differing conceptions of human nature; and influences over time of religion, ethics, and ideas of human nature in the arts, political and economic theories and ideologies, societal norms, education of the public, and the conduct of individual lives. (See also relevant strands in the Massachusetts English Language Arts Curriculum Framework.)
6. **Interdisciplinary Learning: Natural Science, Mathematics, and Technology in History.** Students will describe and explain major advances, discoveries, and inventions over time in natural science, mathematics, and technology; explain some of their effects and influences in the past and present on human life, thought, and health, including use of natural resources, production and distribution and consumption of goods, exploration, warfare, and communication. (See also relevant strands in the Massachusetts Mathematics and Science/Technology Curriculum Frameworks.)

## GEOGRAPHY STRAND

Geography, like the other social sciences, requires substantive knowledge, intellectual skills, and concepts. A student must acquire substantive knowledge such as the names and locations of major cities; intellectual skills such as accurate reading of maps; and concepts such as longitude and latitude. These components of geography, however, are best taught together. Thus, students learning the names and locations of major cities should learn how to find those cities on maps and to fix their location by the standard references of longitude and latitude.

The teaching of geography has sometimes been unnecessarily limited by overemphasis on “sense of place,” “global connectedness,” and “environment.” Geography is not primarily about gaining a “sense of place.” Children easily place themselves in relation to their home, family, friends, school, and neighborhood. By instruction in geography, teachers may build upon the natural interest children have in learning more about familiar places so as to cultivate their interest in the larger, unfamiliar world. Most students will never know from direct experience what it is like to grow up on another continent. Geography, like history, will open new experiences of mind and imagination, and help students to discern both the humanity they share with people who once seemed strange and distant and also very real individual and cultural differences.

In studying geography, students learn of people trying to deal with environmental limitations and opportunities, and making consequential decisions in other matters. The study of geography includes learning details that have little to do with physical environment, such as what languages people speak, just as it offers the opportunity to learn about the choices societies make, such as to inhabit flood-prone areas to exploit fertile soils or to take advantage of a coast to engage in trade rather than fishing. Geography should therefore not be taught as though human communities are no more than responses to environmental conditions.

Although the study of geography may serve as preparation for “our new global realities—the interconnected, integrated, and interdependent character of our lives,” (Geography for Life “National Geography Standards,” 1994), geography does not treat differences of time and place as merely superficial. The study of geography is as much about the effects of distance, isolation, inaccessibility, and adaptation to particular circumstances as it is about proximity, connection, and commonality.

Geography is historical in two important ways: Our knowledge of world geography developed slowly over the course of human history, and geography itself is a study of historical change. As part of the study of geography, students must learn about the development of scientific observation, mapping, exploration, intercultural contact, and instrumentation. Students must also learn about population growth, prehistoric and historical human migrations, settlement patterns, and economic adaptations to diverse environments. For such reasons, the National Geography Standards define a “geographically informed person” as one who “can explain the world in terms of what is where and why it is there . . . can identify places in terms of location, distance, shape, pattern, and arrangement . . . [and who] understands how Earth’s physical and human systems are connected and interact.”

The attraction of geographical study lies in its broad application, from students' own region to the nation and the continent, and beyond. Students begin with theories of the earth's origin and geologic change and proceed to the latest scientific findings and technological devices for dealing with distance, climate, and resources. Geography builds a range of skills with maps, globes, charts, and photos, with instruments for navigation, weather reporting, geological and astronomical exploration. Students examine and weigh evidence from many sources—data on trade patterns, population, migrations, epidemics, and environmental changes.

**The Learning Standards for Geography are:**

- 7. Physical Spaces of the Earth.** Students will describe earth's natural features and their physical and biological characteristics; they will be able to visualize and map oceans and continents; mountain chains and rivers; forest, plain, and desert; resources both above and below ground; and conditions of climate and seasons.
- 8. Places and Regions of the World.** Students will identify and explain the location and features of places and systems organized over time, including boundaries of nations and regions; cities and towns; capitals and commercial centers; roads, rails, and canals; dams, harbors, and fortifications; and routes of trade and invasion.
- 9. The Effects of Geography.** Students will learn how physical environments have influenced particular cultures, economies, and political systems, and how geographic factors have affected population distribution, human migration, and other prehistoric and historical developments, such as agriculture, manufacturing, trade, and transportation.
- 10. Human Alteration of Environments.** Students will describe the ways in which human activity has changed the world, such as removing natural barriers; transplanting some animal and plant species, and eliminating others; increasing or decreasing the fertility of land; and the mining of resources. They explain how science, technology, and institutions of many kinds have affected human capacity to alter environments.

## ECONOMICS STRAND

The purpose of the economics strand in the history and social science curriculum framework is to teach students the essential facts, forms of reasoning, and concepts required to understand economic realities. A student should, for example, acquire substantive knowledge such as the names and denominations of currency, forms of reasoning such as calculation of costs and benefits (including marginal costs and benefits), and concepts such as saving, borrowing, and debt. Where possible, these components should be taught together. Thus, students learning the names of currency should learn that money can be used to measure the value of work, and that money earned from working can be saved, loaned, used to pay debt.

Economics is an inherently difficult subject for students in the PreK-12 grades. Unlike history, economics does not naturally unfold as narrative. Much of economics concerns relations among things happening almost in a single moment and calculations of things that might occur but do not, in fact, happen. To a large extent, economics deals with the mundane and practical realities of human existence.

To succeed, a PreK-12 economics curriculum must begin in the naturally developing intellectual interests of the child and must connect those interests with other concerns to which the child will give sustained attention. The learning standards in economics therefore are explicitly developmental. In each standard, the focus for the early grades is telling stories and laying other groundwork for later more systematic exploration of economic themes. The focus for the later grades is connecting the economics facts, reasoning, and concepts to the work that students are pursuing in history, geography, and civics and government.

Economics in its most rudimentary sense is the study of how scarce means are allocated among competing ends. Even very young children have an excellent intuitive grasp of such allocation. If wishing to play conflicts with wishing to eat or sleep, the child must choose to allocate time among competing ends. Playing alone with a toy or sharing it with others, the child is naturally obliged to make a choice that has a certain economic character.

Children do not need to study economics to learn that their choices are influenced by many things, such as their sense of right and wrong, their friendships, the impositions of external authority, and calculation of self-interest. By studying economics, however, they learn that choosing among competing ends and the most effective means to their achievement and responding to incentives are essential human activities; that an important component of the life of every individual consists of making economic choices; that some important economic choices are made by individuals and others by communities; and that human societies are formed around the economic choices available to individuals and communities. These are among the fundamental concepts of microeconomics and macroeconomics.

Similarly, very young children have a sense of personal possession, which usually serves as the foundation for later ideas of property and ownership. Children do not need to study economics to learn that there are limits on what use they can make of the objects and places around them. By studying economics, however, they learn that rights in property are an essential aspect of human communities, that different communities organize these rights in dissimilar ways; that ideas about property influence the formation of government and laws;

and that property is best understood as an essential component of a larger social and economic order.

Other fundamental economic concepts are also rooted in experience familiar to every child. Children learn at an early age basic ideas about individual effort, the importance of independence and inescapable areas of dependence, exchange, fairness, cooperation, purposive effort, and reward. We teach economics not to train children to become economic actors. They will become economizers regardless of how they are educated, because that is part of human nature. Rather, we teach economics to help children understand a complex aspect of the broader world which existed before they were born and which lies beyond what they can discover for themselves.

These lessons are best taught not as timeless abstractions but as reflections on the actual choices made by individuals and communities. In teaching history, geography, and civics and government, teachers will have many opportunities to direct students to important economic considerations, such as the nature of incentives, the resources available to people in a particular situation, the amount of capital and labor needed to exploit a resource, the nature of contemporary markets for what people can produce, the constraints of climate, transportation, storage, and security, the effects of laws, taxes, the honesty of government officials, and the reliability of courts, and the degree to which economic activity reflected private and public investment in such things as roads, canals, public order, and protection of frontiers.

The economy in which today's students are beginning to participate is profoundly rooted in choices made in the past. Thus, the study of the economic components of history, geography, and civics is not merely illustrative. Instruction in economics must include explicit instruction in the economic history of Massachusetts, New England, and the United States. Students should know the size of populations at intervals in our history, the relative concentration on agriculture, industry, and commerce, the rise and decline of particular industries, the history of labor, including organized labor, the growth of banking and finance, the record of economic expansions and recessions over the course of American history from early colonial times, and the influence of various views on how government can best serve the economic interests of the state and the nation.

Students must also understand the economy of the present. Their knowledge of economic history will assist them, but students will also have to learn facts and concepts that have limited historical precedents. Students should learn, for example, what the Federal Reserve Bank does, how the Bureau of Labor calculates unemployment statistics, and the relative size of the components of the federal budget. Students must also learn about the increase in the speed of modern commerce, the rising importance of intellectual property, and the emergence of multinational and global markets.

The study of economics in the PreK-12 curriculum differs significantly from the discipline of economics as it is pursued at higher educational levels. Economists who work at those levels generally conceive of their discipline as the development of abstract models of selected aspects of human behavior. These models are frequently presented in mathematical form (including calculus) and always subsume ideas and terms that require familiarity with

an advanced set of concepts about economic realities. Because of the natural hierarchy of knowledge, a student cannot proceed with study of the formal discipline of economics without first having mastered knowledge and skills required in a sound senior high school curriculum.

There are, however, many important pre-disciplinary components of economics that are teachable at the PreK-12 level and that form a coherent body of knowledge, skills, and concepts that ready an individual to become a competent participant in our society. The learning standards in this strand lay the foundation for students to become intelligent workers, employers, consumers, and citizens. The economics standards also aim to cultivate students' understanding of the broader choices faced by individuals and by the communities in which they participate. Knowledge of economics should inform participation at every level of civic activity from neighborhood and township matters to the concerns of our state and our nation, and our relations with other nations.

**The Learning Standards for Economics are:**

- 11. Fundamental Economic Concepts.** Students will understand fundamental economic concepts, including choice, ownership, exchange, cooperation, competition, purposive effort, entrepreneurship, incentive, and money. The emphasis in the lower grades will be on clarity of understanding, not terminology. Instruction in fundamental economics concepts will continue through grade 12, and will develop progressively to include mastery of more complex concepts and accurate use of important terms.
- 12. Economic Reasoning.** Students will demonstrate understanding of supply and demand, price, labor markets, the costs of capital, factors affecting production, distribution, and consumption, relations among such factors, the nature of goods and services, incentives, financial markets, cost-benefit (including marginal cost-benefit) analysis, fairness, and the value of trade. The emphasis in the lower grades will be on teaching children how to recognize the components of a successful project and to identify the elements of progressively more complex stories that describe work, industry, or other economic activity. Instruction in economic reasoning will continue through grade 12, and will develop to include understanding of the complex nature of economic reasoning and accurate use of important terms.
- 13. American and Massachusetts Economic History.** Students will describe the development of the American economy, including Massachusetts and New England, from colonial times to the present. The subjects the students will master will include the size of populations at intervals in our history; the relative concentration on agriculture, industry, and commerce; the rise and decline of particular industries; the history of labor, including organized labor; the growth of banking and finance; the record of economic expansions and recessions; and the influence of various views on how government can best serve the economic interests of the state and the nation. The emphasis in the lower grades will be on teaching children stories about American economic history. Instruction in American economic history in later grades will focus on detailed knowledge of place, event, circumstance, and relation to other historical, geographic, and civic matters.

- 14. Today's Economy.** Students will describe the distinctive aspects of the contemporary economy of the United States and the world. The subjects the students will master will include the historically unprecedented speed of economic transactions, the role of quickly-disseminated information in the contemporary world economy, the growth in the size and scale of markets, the role of modern technology, the rise of service industries, and changes in the role of labor.
- 15. Theories of Economy.** Students will describe and compare the major theories of economy, and will identify the individuals and historical circumstances in which these theories were developed. Students will explain, for example, the theories of feudalism, mercantilism, communism, capitalism, and free-market economies, and will be able to describe and explain the differences among several instances of each.

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## CIVICS AND GOVERNMENT STRAND

Civics is a part of political science: the study of the rights and duties of citizens and the nature of civic virtue. To exercise their rights and fulfill their duties responsibly, citizens must learn what their rights and duties are and acquire respect for the equal rights of others. Civic knowledge and civic virtue have long been fundamental aims of the education of the public in representative democracies and constitutional republics.

However, even knowledgeable and responsible citizens cannot all by themselves secure or safeguard human and civil rights. The fundamental ideals of democracy—liberty and justice for all—depend also for their security on institutions of government; laws that apply equally to those who govern and the governed; and nongovernmental religious, social, and economic institutions.

Students need to learn, then, not only the equal rights and the duties of citizens, but also the purposes, form, and limited extent of their government and its authority. They should learn as well fundamental differences between this form and other forms of government.

Students must learn concepts and principles essential to American constitutionalism—representative government, the purposes of a written constitution, citizenship, rights (including property, freedoms of speech, assembly, religion, and the press), duties, ordered liberty, justice, privacy, law, authority, power, government. And they must learn facts—the history of constitutional and democratic ideals and how they have fared, sacrifices made and suffering endured for the sake of liberty and justice, advances in the achievement of justice for all and grim failures and unjust discrimination. Students should become familiar with reasoning about the principles of American constitutionalism by considering the case that has been made for the principles by statesmen such as Madison, Hamilton, Adams, Jefferson, and Lincoln, and also arguments offered by Antifederalists and positions taken later by Southern Secessionists.

The Founding Documents of the United States and the Constitution of the Commonwealth of Massachusetts, including its Declaration of the Rights of the Inhabitants, are not mere relics to be treasured because they are old. They are the living foundation of the United States as an experiment in ordered liberty, vital safeguards of the rights of the public, including students, and, imperfect though their implementation may be, they are the basis of this country's never-ending quest for justice.

The yearning for freedom and justice transcends national and temporal boundaries. But the achievement of these goals has varied dramatically depending on political systems, traditions, popular education, and such factors as religion, geographical conditions, and patterns of prejudice.

The narrative of the history of government, including government by consent of the people, is long and suspenseful. It never ends. Students need to learn that the future of freedom can never be taken for granted.

**The Learning Standards for Civics and Government are:**

- 16. Authority, Responsibility, and Power.** Students will explain forms of authority in government and other institutions; explain purposes of authority and distinguish authority from mere power, as in “a government of laws, but not of men”; and describe responsible and irresponsible exercise of both authority and power.
- 17. The Founding Documents.** Students will learn in progressively greater detail the content and the history of the Founding Documents of the United States—the Declaration of Independence, United States Constitution, and selected *Federalist* papers (as required by the Massachusetts Education Reform Act of 1993). They will assess the reasoning, purposes, and effectiveness of the documents; and, similarly, elements of the Constitution of the Commonwealth of Massachusetts.
- 18. Principles and Practices of American Government.** Students will describe how the United States government functions at the local, state, national, and international levels, with attention to the Constitution of the Commonwealth of Massachusetts, its Declaration of the Rights of the Inhabitants, and the basic elements of its Frame of Government; analyze the background and evolution of constitutional and democratic government in the United States to the present day; and explain the place of institutions of government in securing the rights of citizens.
- 19. Citizenship.** Students will learn the rights and duties of citizens and the principle of equal rights for all; consider the nature of civic virtue in a school, a community, a nation; and identify major obstacles and threats to civil rights.
- 20. Forms of Government.** Students will study, compare, contrast, and analyze diverse forms of government; the ways of life and opportunities they permit, promote, and prohibit; and their effects on human rights. They will evaluate forms of government in terms of justice, ordered liberty, efficiency, public safety, educational opportunity, and economic and social mobility.

## OVERVIEW - LEARNING STANDARDS

**The Learning Standards for History are:**

- 1. Chronology and Cause.** Students will understand the chronological order of historical events and recognize the complexity of historical cause and effect, including the interaction of forces from different spheres of human activity, the importance of ideas, and of individual choices, actions, and character.
- 2. Historical Understanding.** Students will understand the meaning, implications, and import of historical events, while recognizing the contingency and unpredictability of history—how events could have taken other directions—by studying past ideas as they were thought, and past events as they were lived, by people of the time.
- 3. Research, Evidence, and Point of View.** Students will acquire the ability to frame questions that can be answered by historical study and research, to collect, evaluate, and employ information from primary and secondary sources, and to apply it in oral and written presentations. They will understand the many kinds and uses of evidence; and by comparing competing historical narratives, they will differentiate historical fact from historical interpretation and from fiction.
- 4. Society, Diversity, Commonality, and the Individual.** As a vast nation, the overwhelming majority of whose population derives from waves of immigration from many lands, the United States has a citizenry that exhibits a broad diversity in terms of race, ethnic traditions, and religious beliefs. The history of the United States exhibits perhaps the most important endeavor to establish a civilization founded on the principles that all people are created equal, that it is the purpose of government to secure the inalienable rights of all individuals, and that government derives “its just powers from the consent of the governed.” It is also true, however, that federal, state, and local governments, as well as the people themselves, have often fallen short in practice of actualizing these high ideals, the most egregious violation being the acceptance of slavery in some states until the Civil War. Students should be expected to learn of the complex interplay that has existed from the beginning of our country between American ideals and American practice in the pursuit of realizing the goals of the Declaration of Independence for all people. While attending to the distinct contributions that immigrants from various lands and of various creeds, along with Native Americans, have made to our nationhood, students should be taught above all the importance of our common citizenship and the imperative to treat all individuals with the respect for their dignity called for by the Declaration of Independence.
- 5. Interdisciplinary Learning: Religion, Ethics, Philosophy, and Literature in History.** Students will describe and explain fundamental tenets of major world religions; basic ideals of ethics, including justice, consideration for others, and respect for human rights; differing conceptions of human nature; and influences over time of religion, ethics, and ideas of human nature in the arts, political and economic theories and ideologies, societal norms, education of the public, and the conduct of individual lives. (See also relevant strands in the Massachusetts English Language Arts Curriculum Frameworks.)

- 6. Interdisciplinary Learning: Natural Science, Mathematics, and Technology in History.** Students will describe and explain major advances, discoveries, and inventions over time in natural science, mathematics, and technology; explain some of their effects and influences in the past and present on human life, thought, and health, including use of natural resources, production and distribution and consumption of goods, exploration, warfare, and communication. (See also relevant strands in the Massachusetts Mathematics, Science, and Technology Curriculum Frameworks.)

**The Learning Standards for Geography are:**

- 7. Physical Spaces of the Earth.** Students will describe earth's natural features and their physical and biological characteristics; they will be able to visualize and map oceans and continents; mountain chains and rivers; forest, plain, and desert; resources both above and below ground; and conditions of climate and seasons.
- 8. Places and Regions of the World.** Students will identify and explain the location and features of places and systems organized over time, including boundaries of nations and regions; cities and towns; capitals and commercial centers; roads, rails, and canals; dams, harbors, and fortifications; and routes of trade and invasion.
- 9. The Effects of Geography.** Students will learn how physical environments have influenced particular cultures, economies, and political systems, and how geographic factors have affected population distribution, human migration, and other prehistoric and historical developments, such as agriculture, manufacturing, trade, and transportation.
- 10. Human Alteration of Environments.** Students will describe the ways in which human activity has changed the world, such as removing natural barriers; transplanting some animal and plant species, and eliminating others; increasing or decreasing the fertility of land; and the mining of resources. They explain how science, technology, and institutions of many kinds have affected human capacity to alter environments.

**The Learning Standards for Economics are:**

- 11. Fundamental Economic Concepts.** Students will understand fundamental economic concepts, including choice, ownership, exchange, cooperation, competition, purposive effort, entrepreneurship, incentive, and money. The emphasis in the lower grades will be on clarity of understanding, not terminology. Instruction in fundamental economics concepts will continue through grade 12, and will develop progressively to include mastery of more complex concepts and accurate use of important terms.
- 12. Economic Reasoning.** Students will demonstrate understanding of supply and demand, price, labor markets, the costs of capital, factors affecting production, distribution, and consumption, relations among such factors, the nature of goods and services, incentives, financial markets, cost-benefit (including marginal cost-benefit) analysis, fairness, and the value of trade. The emphasis in the lower grades will be on teaching children how to recognize the components of a successful project and to

identify the elements of progressively more complex stories that describe work, industry, or other economic activity. Instruction in economic reasoning will continue through grade 12, and will develop to include understanding of the complex nature of economic reasoning and accurate use of important terms.

13. **American and Massachusetts Economic History.** Students will describe the development of the American economy, including Massachusetts and New England, from colonial times to the present. The subjects the students will master will include the size of populations at intervals in our history; the relative concentration on agriculture, industry, and commerce; the rise and decline of particular industries; the history of labor, including organized labor; the growth of banking and finance; the record of economic expansions and recessions; and the influence of various views on how government can best serve the economic interests of the state and the nation. The emphasis in the lower grades will be on teaching children stories about American economic history. Instruction in American economic history in later grades will focus on detailed knowledge of place, event, circumstance, and relation to other historical, geographic, and civic matters.
14. **Today's Economy.** Students will describe the distinctive aspects of the contemporary economy of the United States and the world. The subjects the students will master will include the historically unprecedented speed of economic transactions, the role of quickly-disseminated information in the contemporary world economy, the growth in the size and scale of markets, the role of modern technology, the rise of service industries, and changes in the role of labor.
15. **Theories of Economy.** Students will describe and compare the major theories of economy, and will identify the individuals and historical circumstances in which these theories were developed. Students will explain, for example, the theories of feudalism, mercantilism, communism, capitalism, and free-market economies, and will be able to describe and explain the differences among several instances of each.

**The Learning Standards for Civics and Government are:**

16. **Authority, Responsibility, and Power.** Students will explain forms of authority in government and other institutions; explain purposes of authority and distinguish authority from mere power, as in “a government of laws, but not of men”; and describe responsible and irresponsible exercise of both authority and power.
17. **The Founding Documents.** Students will learn in progressively greater detail the content and the history of the Founding Documents of the United States—the Declaration of Independence, United States Constitution, and selected *Federalist* papers (as required by the Massachusetts Education Reform Act of 1993). They will assess the reasoning, purposes, and effectiveness of the documents; and, similarly, elements of the Constitution of the Commonwealth of Massachusetts.

18. **Principles and Practices of American Government.** Students will describe how the United States government functions at the local, state, national, and international levels, with attention to the Constitution of the Commonwealth of Massachusetts, its Declaration of the Rights of the Inhabitants, and the basic elements of its Frame of Government; analyze the background and evolution of constitutional and democratic government in the United States to the present day; and explain the place of institutions of government in securing the rights of citizens.
19. **Citizenship.** Students will learn the rights and duties of citizens and the principle of equal rights for all; consider the nature of civic virtue in a school, a community, a nation; and identify major obstacles and threats to civil rights.
20. **Forms of Government.** Students will study, compare, contrast, and analyze diverse forms of government; the ways of life and opportunities they permit, promote, and prohibit; and their effects on human rights. They will evaluate forms of government in terms of justice, ordered liberty, efficiency, public safety, educational opportunity, and economic and social mobility.

For all **Learning Standards** as they apply in PreK-4, see also, *The Development of Selected History and Social Science Learning Capacities, PreK-4, Section VII, pp. 59-62.*

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**Strand One History**  
**Learning Standard 1: Chronology and Cause.**

## IX. LEARNING STANDARDS AND EXAMPLES, PREK-12

### **Strand One: History**

**Learning Standard 1: Chronology and Cause.** Students will understand the chronological order of historical events and recognize the complexity of historical cause and effect, including the interaction of forces from different spheres of human activity, the importance of ideas, and of individual choices, actions, and character.

Learning Standard Components (Core Knowledge and Skills)	Examples
<p><b>PreK-4</b> Students put events in temporal order.</p> <p>Students understand cause and effect, the relations between events.</p> <p>Students grasp importance of individual action and character.</p>	<p>Students learn to use the calendar. They make timelines of days, weeks, months, years, and decades, showing the order and relations of people and events, such as the Boston Tea Party, Paul Revere's ride, and the Valley Forge winter, that are important or interesting to them.</p> <p>They identify the people, events, and times, such as the Pilgrims' first harvest, at the origins of holidays observed in Massachusetts.</p> <p>They explain how people and events caused us to celebrate these holidays.</p> <p>They examine buildings, parks, and streets of their community, and explain forces that have changed, or preserved, their built environment.</p> <p>They explain forces that caused Native American people to change their locales and economic life before the coming of the Europeans.</p> <p>From a biographical excerpt, they explain how a single historical character, such as John Chapman ("Johnny Appleseed") or Sojourner Truth, made a difference to other people.</p>
<p><b>Grades 5-8</b> Students understand multiple causes, how forces from different spheres of life can cause or shape an event.</p>	<p>Students explain the economic, social, cultural, and political causes for the American Revolution.</p>



Learning Standard Components	Examples
<p><b>Grades 5-8</b> (continued)</p> <p>Students understand the power of ideas behind important events.</p> <p>Students recognize the importance of individual choices, action, and character.</p>	<p>They explain the various factors that shaped the main compromises in the writing of the U. S. Constitution.</p> <p>They compare and contrast the causes for the decline and fall of the Han and Roman empires.</p> <p>They explain the causes of our Civil War, both long term and short term, and the several reasons for the defeat of the Confederacy.</p> <p>They explain why John Adams said the American Revolution was “made in the minds and hearts of the people” before hostilities commenced.</p> <p>They explain why democratic revolutionaries from 1776 to Prague and Beijing in recent times have repeatedly quoted Jefferson’s words in the Declaration of Independence.</p> <p>They discuss how the ideas of Moses, Jesus and Muhammed could motivate entire peoples to action.</p> <p>They describe historians’ views of the effects on Northern opinion of Harriet Beecher Stowe’s <i>Uncle Tom’s Cabin</i>.</p> <p>They explain the reasons that guided Jefferson’s decision to undertake the Louisiana Purchase, despite his doubts about its constitutionality.</p> <p>They explain the significance of the choices of career made by Horace Mann, Dorothea Dix, and Frederick Douglass.</p>
<p><b>Grades 9-10</b></p> <p>Students grasp the multiplicity of factors from each sphere of life in both the long term and short term causes of historical turning points.</p>	<p>They explain how a revolution in religion—the Protestant Reformation — was hastened and shaped by economic, cultural, social, and political influences, as well as by the individual acts of Martin Luther and his protector, Frederick the Wise of Saxony.</p>

Learning Standard Components	Examples
<p><b>Grades 9-10</b> (continued)</p> <p>Students recognize the role of chance, accident, or confusion in important events, when seemingly minor acts bring forth enormous consequences.</p>	<p>They distinguish between the long-developing explosive forces—economic, social, religious, political—building up over the long term, and the immediate “sparks” that ignited them to launch the French Revolution or World War I.</p> <p>They describe the succession of personal feelings, casual decisions, confusions, and mistakes that resulted in the assassination of Archduke Franz Ferdinand in 1914, the “spark” setting off World War I.</p> <p>They discuss the tragic consequences of the sheer length and casualties of World War I to hundreds of millions of ordinary men, women, and children down through the end of the century, in the postwar flu epidemic, and during the Second World War, the Holocaust, and the Cold War.</p>
<p><b>Grades 11-12</b></p> <p>Students recognize the occasions on which the collaboration of different kinds of people, often with different motives, has accomplished important changes.</p>	<p>They explain the successes of the Progressive movement as well as its limits and failures by the degree to which it succeeded or failed to win and keep a broad coalition of allies.</p> <p>They describe the combination of ideas, events, conditions, and leaders that won the 1964 Civil Rights Act and the 1965 Voting Rights Act.</p>

**Learning Standard 2: Historical Understanding.** Students will understand the meaning, implications, and import of historical events, while recognizing the contingency and unpredictability of history—how events could have taken other directions—by studying past ideas as they were thought, and past events as they were lived, by people of the time.

<b>Learning Standard Components (Core Knowledge and Skills)</b>	<b>Examples</b>
<p><b>PreK-4</b></p> <p>Students understand that people often have good evidence for predicting the outcome of their actions but that actions can also have unintended consequences.</p> <p>Students consider ideas and concerns expressed by thoughtful individuals of the past that may differ from their own.</p>	<p>From tales and biographies, students explain how good intentions have sometimes yielded good results and sometimes led to unexpected, contrary, and unhappy results. They discuss the likely consequences of choices they make.</p> <p>From their study of early life in Massachusetts, they describe the kinds of behavior English settlers could hope or fear from the Indians, and what the Indians could hope or fear from the newcomers.</p> <p>They read pieces from Benjamin Franklin’s <i>Poor Richard’s Almanack</i> that seem contrary to prevailing ideas today and consider Franklin’s reasons for holding his views.</p> <p>They explain why John Adams took on the task of defending the British soldiers who took part in the Boston Massacre.</p>
<p><b>Grades 5-8</b></p> <p>Students understand how people in the past could believe themselves justified in excluding others from their community or privileges.</p>	<p>Students explain the reasons why the citizens of Athens, under the circumstances of their time, could convict Socrates of impiety and corrupting the young and put him to death. They contrast freedom of religion in the</p>

Learning Standard Components	Examples
<p><b>Grades 5-8</b> (continued)</p> <p>Students recognize the contingency of history and how it must be taken into account when passing judgment on people and actions of the past.</p>	<p>United States with governmentally sanctioned religion in ancient Athens and contemporary theocracies such as Iran; and they discuss current Massachusetts laws and regulations against educational malpractice.</p> <p>They explain why, in the 18th century, despite the fact that by 1789 the United States was the most democratic large nation in the world, most political leaders believed it was reasonable to exclude women, Native Americans, slaves, and men without property from voting and public office. They discuss the power of the Declaration of Independence to show the injustice of slavery, oppression, and discrimination; and they discuss reasonable contemporary qualifications for voting, including age, citizenship, and absence of felony convictions.</p> <p>They explain references to historical contingency in Lincoln’s Second Inaugural Address, and how his words demonstrate both empathy and strict moral judgment.</p> <p>They explain both the intended and the unintended consequences of Radical Republican activism in the defeated South, early in Reconstruction years.</p>
<p><b>Grades 9-10</b></p> <p>Students understand past ideas as they were thought, and past events as they were lived, by people at different times and places.</p>	<p>Students explain why particular scientific discoveries of the 17th century encouraged Enlightenment thinkers toward more confidence in the possibility of peace, harmony, and practicability in human affairs.</p> <p>From sources published in 1900, students explain why American and European writers and leaders were so optimistic over the coming of the 20th century, and how our expectations of the 21st century are both similar and different.</p>

Learning Standard Components	Examples
<b>Grades 9-10</b> (continued)	Students explain how appeasement of Hitler’s Germany in the 1930s by the leaders of Britain and France arose in part from their memories of World War I and their ideas about its causes.
<b>Grades 11-12</b> Students understand the use of historical events as warnings to us, and the dangers of regarding them as lessons to copy as we confront our own problems.	Students describe the advocates and the reasons for passing the 18th Amendment to the Constitution, establishing Prohibition, explain the unexpected consequences of this attempted reform, and debate what warnings they may have for us today.  They review arguments for American entry into the Vietnam War that were based on the lessons of appeasement in the 1930s, and explain the extent to which they were a) accurate history, and b) applicable to 1960s Asia, in the context of expansionary international communism.

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**Strand One History****Learning Standard 3: Research, Evidence, and Point of View**

**Learning Standard 3: Research, Evidence, and Point of View.** Students will acquire the ability to frame questions that can be answered by historical study and research; to collect, evaluate, and employ information from primary and secondary sources, and to apply it in oral and written presentations. They will understand the many kinds and uses of evidence; and by comparing competing historical narratives, they will differentiate historical fact from historical interpretation and from fiction.

Learning Standard Components (Core Knowledge and Skills)	Examples
<p><b>PreK-4</b></p> <p>Students differentiate among the kinds of texts they read.</p>	<p>From various narratives, students explain the difference between statements of fact and statements of opinion, and between factual and fictional scenes. They understand the use of artifacts in studying the past. They describe different kinds of evidence we have from both Native American and English settlements in Massachusetts that show how each people lived.</p>
<p><b>Grades 5-8</b></p> <p>Students explain differences in the points of view in historical accounts of controversial events.</p> <p>Students understand ways of finding and testing evidence from societies leaving no written records.</p> <p>Students recognize relationships between primary and secondary sources, and the uses of each.</p>	<p>Students explain how Americans and the British gave differing accounts of the Boston Massacre, and how portions of each might be used to reconstruct the event as it most likely happened.</p> <p>They describe conflicting views of pre-Civil War Northern and Southern authors and statesmen on slavery as an institution and its effects on the lives and thoughts of slaves.</p> <p>They explain methods of archaeologists, and what may be learned from their discoveries of human remains, artifacts, and cave paintings.</p> <p>They explain the conflicting views of historians on the reasons for the decline and fall of the Roman Empire, and how some Roman writers viewed the major dangers and identified major problems facing the Empire.</p>
<p><b>Grades 9-10</b></p> <p>Students understand how various historical interpretations can vary according to prevailing orthodoxies of the period of their writing.</p>	<p>They examine and explain historians' arguments over Columbus and about the positive and negative effects of the European discovery of America.</p>

Learning Standard Components	Examples
<p><b>Grades 9-10</b> (continued)</p> <p>Students compose a research paper, using conflicting primary sources, and explain the degree to which they are able, or unable, to establish which is the more credible source.</p>	<p>They examine and explain changing historical viewpoints on the motives and effects—on conquered and conquering peoples alike—of European imperialism of the 19th century.</p> <p>They choose among the following:</p> <ul style="list-style-type: none"><li>a) a Christian and a Muslim account of an episode in the Crusades;</li><li>b) a Calvinist and a Catholic view of the causes of the Reformation;</li><li>c) a Royalist and a Puritan view of the beheading of Charles I, 1649;</li><li>d) a French and a German memoir on the outbreak of either World War.</li></ul>
<p><b>Grades 11-12</b></p> <p>Students recognize the need to identify and account for partisan pleading in competing accounts of the past.</p> <p>Students weigh the usefulness and relative credibility of newspaper accounts of an historical event against those of eyewitnesses and of historians writing after the time.</p>	<p>They examine and evaluate present-day debates over the justification and merits of Franklin D. Roosevelt’s policies on business and labor in the New Deal.</p> <p>They examine and evaluate historians’ and political scientists’ debates over the origins and responsibilities for the Cold War between the Soviet Union and the Western democracies.</p> <p>Examples might be drawn from:</p> <ul style="list-style-type: none"><li>a) the Haymarket Riot of 1886;</li><li>b) 1915 sinking of the <i>Lusitania</i>;</li><li>c) Stock Market Crash, 1929;</li><li>d) Cuban missile crisis, 1962;</li><li>e) Watts riot, Los Angeles, 1965.</li></ul>

**Learning Standard 4: Society, Diversity, Commonality, and the Individual.** As a vast nation, the overwhelming majority of whose population derives from waves of immigration from many lands, the United States has a citizenry that exhibits a broad diversity in terms of race, ethnic traditions, and religious beliefs. The history of the United States exhibits perhaps the most important endeavor to establish a civilization founded on the principles that all people are created equal, that it is the purpose of government to secure the inalienable rights of all individuals, and that government derives “its just powers from the consent of the governed.” It is also true, however, that federal, state, and local governments, as well as the people themselves, have often fallen short in practice of actualizing these high ideals, the most egregious violation being the acceptance of slavery in some states until the Civil War. Students should be expected to learn of the complex interplay that has existed from the beginning of our country between American ideals and American practice in the pursuit of realizing the goals of the Declaration of Independence for all people. While attending to the distinct contributions that immigrants from various lands and of various creeds, along with Native Americans, have made to our nationhood, students should be taught above all the importance of our common citizenship and the imperative to treat all individuals with the respect for their dignity called for by the Declaration of Independence.

Learning Standard Components (Core Knowledge and Skills)	Examples
<p><b>PreK-4</b></p> <p>Students learn about the diversity of backgrounds of American citizens. They learn of their similarities and differences in likes, dislikes, skills, favored activities, names, and experience; and teachers help them to learn from one another and compare experiences.</p> <p>Students learn about the contributions of all parts of the American population to the nation’s economic and political development and to its cultural store. They learn that when working in groups, they have individual and shared responsibilities, and that it is important not to let others down.</p> <p>Students learn that their school is a community in which they are equals, and that all must be considerate of others for the school to be a good place to play, work, and learn.</p>	<p>PreK-2: Students hear stories of immigrant children in successive immigrant groups: the difficulties and successes they experienced in their lives in a new country. They look for differences, likenesses, and similarities of thought, feeling, and action among the characters.</p> <p>Grades 3-4: Students hear about the correspondence of Benjamin Banneker, surveyor, and Thomas Jefferson on preparation of the Washington D.C. site.</p> <p>Students read narratives of people who, like Harriet Tubman, have been ill-treated because of prejudice against them and who have defended the cause of equality and justice.</p> <p>Students prepare a report explaining the need for mutual trust in a community and the means by which mutual trust can be achieved.</p>

Learning Standard Components	Examples
<p><b>Grades 5-8</b></p> <p>Students learn the nature of stereotyping, commonly from racial, ethnic, religious identifications; they learn the reasons stereotypes are logically and factually mistaken, and the reasons stereotyping is morally wrong. They consider the capacity of determined individuals sometimes to achieve success even amidst adversity and in the face of unjust treatment.</p> <p>Students explain the importance of our common citizenship in the United States and imperative of the Declaration of Independence to treat all individuals as equals and with respect for their dignity and rights.</p> <p>Drawing on studies in history, geography, and economics, students learn of religious, ethnic, gender, and class persecution, of individual and group achievements despite adversity, of unjust laws and their reform, and of patterns of emigration from other lands in search of liberty and equality.</p>	<p>Students read “The Education of Frederick Douglass” and write essays on Douglass’ success in covertly learning to read and write, despite all efforts to prevent literacy among slaves.</p> <p>Students write essays explaining both the meaning of “all men are created equal” and the reasons this proposition does not mean or imply that everyone is equal to everyone else in every respect.</p> <p>Students memorize the inscriptions on the Statue of Liberty and the <i>Iwo Jima</i> Memorial (“Uncommon Valor Was A Common Virtue”), explain the meaning of each, and consider each in the light of <i>E Pluribus Unum</i>. Students consider the unifying bonds of American citizenship appealed to by James Madison in <i>Federalist</i> 14.</p>
<p><b>Grades 9-10</b></p> <p>Students understand the rights of individuals in conjunction with the ideals of community participation and public service.</p>	<p>A student reads the autobiography of Golda Meir and describes and analyzes the conclusions she drew from suffering anti-Semitic persecution in Russia, gaining educational opportunity in the United States, and becoming a political leader of profound international stature.</p>

Learning Standard Components	Examples
<p><b>Grades 9-10</b> (continued)</p> <p>In considering the individual and societal benefits and difficulties of homogeneous and heterogeneous populations and traditions, students study, offer, and test hypotheses for causes of hostility, prejudicial contempt, intolerance, exploitation, and indifference to the common good; assess the complicity of government and private institutions in perpetuation of economic injustice and affronts to liberty; and contrast them with the history of individual, civic, institutional, and political efforts to frame government, law, and civil society so as to advance justice.</p> <p>Students recognize the transmission of learning and enlightenment through geographical exploration and cultural interactions.</p>	<p>Students read, analyze, and present reports on essays that attempt to address our common humanity and the fact that we sometimes overlook the points of view and feelings of others, such as William James' "On A Certain Blindness in Human Beings."</p> <p>Students describe European learning from Islamic science, mathematics, and medicine, and Islamic preservation of ancient Greek works.</p> <p>Students prepare a report on how the 19th century European exploration of central Africa, by making Europeans aware of the slave trade and slave markets in Khartoum and Zanzibar, contributed to the abolition of slavery there under British pressure.</p>
<p><b>Grades 11-12</b></p> <p>Students consider how the cardinal American principles of respect for the rights of all individuals and constitutionally limited government can coexist fruitfully with the flourishing of particular religious and ethnic traditions among our population.</p>	<p>Students read and present reports on autobiographies and correspondences of individuals such as Helen Keller and Anne Sullivan Macy, Frederick Douglass, Richard Rodriguez, and Anne Frank, whose lives testify to our common humanity amidst differences.</p>

Learning Standard Components	Examples
<p><b>Grades 11-12</b> (continued)</p> <p>Students understand the political, civic, and moral principles underpinning written constitutions and laws, that need to be widely observed in order to extend liberty, equality, and justice to all citizens: principles of respect for the individual and property rights of others, and of active participation in the political life of the nation (jury service, informed voting, contributions to one’s community).</p> <p>Students return to the principle of the Declaration of Independence that “all men are created equal” and explain how this principle provides the foundations of our common citizenship. They appraise the truth in principle and in practice of alternative claims about the fundamental purpose of government and civic society.</p>	<p>Preparing a report on the purposes of government and of a free society, a student addresses Madison’s statement in <i>Federalist 51</i>, “Justice is the end of government. It is the end of civil society.”</p>

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**Strand One History****Learning Standard 5: Interdisciplinary Learning: Religion, Ethics, Philosophy, and Literature in History**

**Learning Standard 5: Interdisciplinary Learning: Religion, Ethics, Philosophy and Literature in History.** Students will describe and explain fundamental tenets of major world religions; basic ideals of ethics, including justice, consideration for others, and respect for human rights; differing conceptions of human nature; and influences over time of religion, ethics, and ideas of human nature in the arts, political and economic theories and ideologies, societal norms, education of the public, and the conduct of individual lives.

Learning Standard Components (Core Knowledge and Skills)	Examples
<p><b>PreK-4</b></p> <p>Students learn formulations of the Golden Rule as expressed in major religions and ethical teachings; they practice applying it in their treatment of others.</p>	<p>PreK-2: Students read, discuss, and make up stories and fables, such as Aesop's, in which some characters do and some do not treat others as they would wish to be treated.</p> <p>Grades 3-4: Students discuss and then write paragraphs on the point of asking ourselves, when deciding what to do and not do, "How would I feel if someone treated me that way?" and "What if everyone behaved like that?"</p>
<p><b>Grades 5-8</b></p> <p>Students learn and compare basic tenets of world religions and their influence on individual and public life as well as the course of history.</p>	<p>Following a three-part lecture in which the teacher a) identifies the major religions in world history; b) describes the research and scholarship on which the lecture is based; and c) explains the criteria for a <i>religion</i>, and for a <i>world</i> religion, students form small study groups. Each group selects a religion to study and conducts research on its basic tenets, spiritual leaders, and sacred documents. The groups prepare reports for other students to read. The class as a whole then discusses the meaning of the word "religion" and identifies similarities and differences in the tenets of the religions studied.</p>
<p><b>Grades 9-10</b></p> <p>Returning to the study of world religions, students examine the influences of religions in law, education, the arts, and social norms.</p>	<p>Students conduct research on the religious history and meaning of scenes depicted in paintings. They visit museums to study paintings, or study reproductions of paintings, in detail, writing essays explaining the depiction of religious themes in specific paintings.</p>

Learning Standard Components	Examples
<p><b>Grades 9-10</b> (continued)</p> <p>Students contrast accounts of human nature given in defense of tyranny with accounts of human nature that underlie government by consent of the governed.</p>	<p>Students explain the attempts of the clergy in Medieval and Reformation Europe to apply the Mosaic Code and Christian Gospels to business and trade through principles such as “just price” and “just wage.”</p> <p>Students explain and assess Machiavelli’s assertion, “the only durable bond among men is fear,” and its implication for government in the light of conflicting evidence that human beings, while not angels, can govern themselves.</p>
<p><b>Grades 11-12</b></p> <p>Students recognize limits to the pursuit of individual happiness and gratification implicit in the ideals of justice and respect for the human dignity and rights of others.</p> <p>Students understand the use of the principles of justice and human dignity in identifying forms of conduct as right or wrong, and as tolerable or intolerable. They distinguish toleration from respect and assess alternatives for addressing, through law, policy, and personal engagement, persistent but intolerable conditions, circumstances, practices, and behavior.</p>	<p>Students read original works in ethics and write essays explaining such concepts as virtue, integrity, justice, conscientiousness, courage, altruism, egoism, selfishness. They explain and assess arguments for ethical principles which say, for example, that we should always treat persons as ends in themselves and never as means <i>merely</i>.</p> <p>Students explore and explain the meaning of “absolutely wrong” and consider in discussion and writing whether any form of conduct by individuals or institutions—drunk driving, slavery, genocide, perjury—is absolutely wrong.</p>

**Strand One History**

**Learning Standard 6: Interdisciplinary Learning: Natural Science, Mathematics, and Technology in History**

**Learning Standard 6: Interdisciplinary Learning: Natural Science, Mathematics, and Technology in History.** Students will describe and explain major advances, discoveries, and inventions over time in natural science, mathematics, and technology; explain some of their effects and influences in the past and present on human life, thought, and health, including use of natural resources, production and distribution and consumption of goods, exploration, warfare, and communication.

Learning Standard Components (Core Knowledge and Skills)	Examples
<p><b>PreK-4</b></p> <p>Students learn the story of inventions and discoveries that make their lives different from lives of people of long ago and of even the recent past.</p>	<p>PreK-2: Students compare the tools they use in schools for projects and assignments with the tools available to children in times past and learn how and by whom the older and newer tools were invented.</p> <p>Grades 3-4: Students study and explain how paved roads, motorized vehicles, electric lights, printed books, color reproductions of paintings and sculpture, computers, and other inventions have changed distribution of educational opportunity for the public as well as life in schools. They examine advances in medicine, such as vaccination against dread diseases, and their effects on health.</p>
<p><b>Grades 5-8</b></p> <p>Students understand the importance of technological advances for the spread of literacy in the Republic, and for citizen access to information.</p> <p>Drawing on their studies in geography, students learn of inventions that have revolutionized exploration—such as the compass, the mechanical clock, the sextant, the telescope—and how they are used.</p>	<p>Students read Abraham Lincoln’s 1858-59 address, “Discoveries and Inventions”; reconstruct his arguments about the effects of printing and literacy on the aspiration of members of the broad public; and assess his view on fundamental purposes of education of the public.</p> <p>From accounts of voyages of explorers and traders, students explain the uses of navigational instruments.</p>

Learning Standard Components	Examples
<p><b>Grades 5-8</b> (continued)</p> <p>Students understand the effects of inventions and discoveries that have altered, for better or worse over time, working and safety conditions in agriculture, mining, manufacturing, and transportation; and discoveries and inventions that have transformed medicine, education, daily life, and free time.</p>	<p>Students study the effects of technology on the availability and uses of free time and consider the extent to which they use free time for self-improvement as distinguished from mere amusement.</p>
<p><b>Grades 9-10</b></p> <p>Students learn of technological advances in food production and distribution and test hypotheses to explain the persistence of hunger, starvation, and localized famine.</p> <p>Students understand essentials and effects of major 19th and 20th century scientific theories.</p>	<p>Three student groups identify through research countries where famine persists; each group selects one country for study. The groups then report their findings and evidence for their hypotheses as to natural and man-made causes, and propose feasible remedies.</p> <p>Students prepare reports on Charles Darwin's <i>The Origin of Species</i> and 20th century developments in biology and medicine.</p>
<p><b>Grades 11-12</b></p> <p>Students learn of the technology by which news media broadcast live coverage of events worldwide and assess the effects of such coverage.</p>	<p>Students conduct research on types of events and phenomena most frequently covered in television news; establish criteria for genuine newsworthiness; and test the extent to which actual news coverage meets the criteria.</p>

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*Strand Two Geography*  
*Learning Standard 7: Physical Spaces of the Earth*

**Strand Two: Geography**

**Learning Standard 7: Physical Spaces of the Earth.** Students will describe earth's natural features and their physical and biological characteristics; they will be able to visualize and map oceans and continents; mountain chains and rivers; forest, plain, and desert; resources both above and below ground; and conditions of climate and seasons.

Learning Standard Components (Core Knowledge and Skills)	Examples
<p><b>PreK-4</b></p> <p>Students know and locate the cardinal directions, poles, equator, hemispheres, continents, oceans, major mountain ranges, and other major geographical features of the earth.</p> <p>Students know and locate principal features of New England's physical geography.</p>	<p>PreK-2: Students use a compass to locate north, east, south, and west.</p> <p>Students examine a relief map of the United States, discuss how mountain ranges are indicated, and make a list of their names.</p> <p>Students learn stories about the European exploration of North and South America and follow the routes of explorers on a globe.</p> <p>Grades 3-4: Students examine how latitude affects the climate of continents.</p> <p>Students make a physical map of New England and describe its topography, waters, coastline, and climate.</p>
<p><b>Grades 5-8</b></p> <p>Students learn and locate the principal ocean currents and wind patterns.</p> <p>They learn and locate the watersheds, ecological regions, and resources of the United States.</p>	<p>Students trace the Gulf Stream and the Jet Stream on a globe.</p> <p>Students trace the Great Divide, the Great Lakes, and the areas where iron ore, coal, and oil are found.</p>

Learning Standard Components	Examples
<p><b>Grades 9-10</b></p> <p>Students recognize the natural distribution of plants and animals in the world</p> <p>They recognize natural barriers to human access to and movement within major geographic regions.</p> <p>They learn of Massachusetts' major fisheries and other ocean resources.</p>	<p>Students identify the origins of potatoes, cotton, horses, and chickens.</p> <p>Students explain geographic factors affecting the rate at which European colonization of North America proceeded.</p> <p>Students locate Georges Bank and identify the principal fish native to the area.</p>
<p><b>Grades 11-12</b></p> <p>Students compare the potential of various regions for increased agricultural production.</p>	<p>Students explain the conditions that would have to be met to increase cereal production in Africa, the Middle East, and South Asia.</p>

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**Strand Two Geography****Learning Standard Learning Standard 8: Places and Regions of the World**

**Learning Standard 8: Places and Regions of the World.** Students will identify and explain the location and features of places and systems organized over time, including boundaries of nations and regions; cities and towns; capitals and commercial centers; roads, rails, and canals; dams, harbors, and fortifications; and routes of trade and invasion.

Learning Standard Components (Core Knowledge and Skills)	Examples
<p><b>PreK-4</b></p> <p>Students locate their own community in relation to important geographical features of Massachusetts.</p> <p>They learn and locate Massachusetts' major cities. Name and locate the states and major cities of the United States.</p> <p>They learn and locate the major countries of the world.</p>	<p>PreK-2: Using photographs, pictures, stories, and field trips, students explore the question, "How has my community changed over time?"</p> <p>Grades 3-4: Students locate their school and their homes on a city or town map, and write directions explaining how to travel from school to home.</p> <p>From memory, students draw maps of Massachusetts and the United States and compare them to standard maps.</p> <p>They name and locate the original 13 colonies.</p> <p>Students create maps of the world showing national boundaries.</p>
<p><b>Grades 5-8</b></p> <p>Students map the historical migrations of the American people.</p> <p>They map the growth and decline of empires.</p> <p>They map the diffusion of ideas across regions of the globe.</p>	<p>Students compare patterns of immigration in eastern and western states during the 19th century.</p> <p>Students map the conquests of Alexander the Great and of the Romans.</p> <p>Students make maps of the spread of Judaism, Christianity, Islam, Hinduism, and Buddhism from their origins to the present.</p>

Learning Standard Components	Examples
<p><b>Grades 9-10</b></p> <p>Students understand how regions may be identified by economic activities.</p> <p>They consider historical and contemporary world events using evidence from maps, globes, and other geographic data.</p>	<p>Students analyze relations between agricultural and commercial sectors in a particular nation.</p> <p>Students analyze the geographical aspects of the conflicts in the former Yugoslavia.</p>
<p><b>Grades 11-12</b></p> <p>Students recognize geographic factors in political decisions.</p> <p>They understand geographic factors in economic development.</p>	<p>Students examine the factors in Hawaii's decision to seek statehood.</p> <p>Students describe and explain the development of Route 128 since 1950.</p>

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**Learning Standard 9: The Effects of Geography.** Students will learn how physical environments have influenced particular cultures, economies, and political systems, and how geographic factors have affected population distribution, human migration, and other prehistoric and historical developments, such as agriculture, manufacturing, trade, and transportation.

Learning Standard Components (Core Knowledge and Skills)	Examples
<p><b>PreK-4</b></p> <p>Students understand reasons why people move from one place to another.</p>	<p>PreK-2: Drawing on personal experiences and reading, students discuss the possible reasons for a family’s decision to move.</p> <p>Grades 3-4: Students study farming in Massachusetts and make a list of the important requirements of the industry.</p>
<p><b>Grades 5-8</b></p> <p>Students understand how physical characteristics, transportation routes, climate, and specialization influenced the variety of crops, products, and industries and the general pattern of economic growth in Massachusetts.</p> <p>Students recognize the settlement patterns, migration routes, and cultural influence of racial, ethnic, and religious groups.</p>	<p>Grades 5-6: Students describe how the geography of Massachusetts influenced the location of communities, the forms of shelter, and the economic life of Native Americans and English settlers in the 17th century.</p> <p>Using maps, climate data, narratives, pictures, and archaeological data, students explain how geography shaped continental movements of Native American groups, 1600-1800.</p> <p>By interviewing parents, older friends, and relatives, and by reading primary sources such as newspapers, students gather information on how and why the ethnic composition of some neighborhoods in their city or town has changed since the 1940s.</p>

Learning Standard Components	Examples
<p><b>Grades 5-8</b> (continued)</p> <p>Students understand the reasons for the distribution of cities over a region.</p> <p>Students understand how technology has increased human capacity for modifying the environment and acquiring resources, and analyze the impact of increased technology on the environment.</p>	<p>Students locate the major cities in ancient history on a map of the Mediterranean, and hypothesize reasons for their locations.</p> <p>Students show how water was managed in Egyptian and Mesopotamian civilizations, in prehistoric Pueblo cities of the Southwest, and in modern agriculture.</p>
<p><b>Grades 9-10</b></p> <p>Students learn the relationships between locations of resources and patterns of population distribution.</p> <p>Students recognize, locate, and describe major changes in national boundaries and names brought about by the outcomes of war, revolution, and independence movements.</p> <p>Students understand the importance of geographic factors in military decisions and outcomes.</p>	<p>As they study ancient civilizations, students make maps that indicate archaeological sites in relation to bodies of water.</p> <p>Students create maps showing the changes in country names and borders in Africa since World War II.</p> <p>Students explain the role of topography, waterways, distance, and climate in the major turning points for the contending forces in the two World Wars.</p>

Learning Standard Components	Examples
<p><b>Grades 11-12</b></p> <p>Students understand how geography and climate affect the development of social, economic, and political patterns of human life.</p>	<p>Students describe the physical geography of South and Central America and the Caribbean, and explain its effects upon social and economic life, and trade with the United States.</p> <p>Students describe and explain the reasons behind major 20th century population shifts among the regions of the United States.</p>

**Learning Standard 10: Human Alteration of Environments.** Students will describe the ways in which human activity has changed the world, such as removing natural barriers; transplanting some animal and plant species, and eliminating others; increasing or decreasing natural fertility of land; and the mining of resources. They explain how science, technology, and institutions of many kinds have affected human capacity to alter environments.

Learning Standard Components (Core Knowledge and Skills)	Examples
<p><b>PreK-4</b> Students learn the native and non-native species in Massachusetts domesticated and wild, and describe the natural resources of New England.</p>	<p>Students learn from stories about how and why species were introduced to the New World.</p> <p>Students learn stories about how Indians and European settlers learned to exploit the natural resources of New England.</p>
<p><b>Grades 5-8</b> Students recognize the intended and unintended consequences of technological advances on the environment.</p>	<p>Students examine social and environmental changes brought about by the technological advances in transportation, food production, and preservation in the 19th century.</p>
<p><b>Grades 9-10</b> Students understand economic and social changes that affect the physical world and evaluate efforts to manage their consequences in developed and less developed regions of the world.</p>	<p>Students describe the environmental changes caused by rapid urbanization in selected developing countries, explain resulting social problems, and consider possible solutions for the future.</p>
<p><b>Grades 11-12</b> Students evaluate the economic, social, and ecological impact of governmental environmental policies.</p>	<p>Students describe and explain the impact of policies such as fishing and timber cutting restrictions.</p>

*Strand Three Economics*  
*Learning Standard 11: Fundamental Economic Concepts*

**Strand Three: Economics**

**Learning Standard 11: Fundamental Economic Concepts.** Students will understand fundamental economic concepts, including choice, ownership, exchange, cooperation, competition, purposive effort, entrepreneurship, incentive, and money.

Learning Standard Components (Core Knowledge and Skills)	Examples
<p><b>PreK-4</b></p> <p>Students understand how natural limits require people to choose among conflicting goals.</p> <p>They understand differences between work and play.</p> <p>They understand how natural limits favor people working together.</p> <p>They understand that some tasks are better accomplished by individuals working alone.</p> <p>They understand that some work is accomplished only when an individual takes initiative.</p>	<p><i>All of these should be taught through stories (e.g., fairy tales, historical events) and without specialized vocabulary.</i></p> <p>PreK-2: Students learn and explain traditional stories and popular sayings (“You can’t have your cake and eat it too”; “A stitch in time saves nine”) that embody economic reasoning.</p> <p>Students discuss when characters in stories are working or playing.</p> <p>Students study tasks that are impossible to accomplish individually, such as moving a heavy stone to build a pyramid, and discuss proverbs such as “Many hands make light work.”</p> <p>Students discuss proverbs such as “Too many cooks spoil the broth,” and are assigned for a group task something that is best done individually.</p> <p>Students discuss stories about situations that seem unresolvable until an individual takes initiative.</p>

Learning Standard Components	Examples
<b>PreK-4 (continued)</b>	
Students understand that there is often more than one way to accomplish a goal, and that people can compare the ways and choose the one that provides the greatest benefit.	Students compare the advantages and disadvantages of different methods of allocating various goods and services, such as cookies, or student time on playground equipment at recess.
They understand that people can work together in different ways to accomplish different goals.	Student identify producers of five different types of goods and five different types of services in their community.
They understand how both parties to a transaction may benefit.	Students describe a trade they have made, as in collecting cards or stickers or stamps or coins, and explain why they agreed to trade.
They understand differences between possessing things and owning them.	Students explain that books borrowed from the library still are owned by the library.
They understand gradations and variations in ownership.	Students explain how two people can own one thing.
They understand the concept of incentives.	Students discuss the costs and benefits of reading a book, the rewards and punishments for returning library books when they are due or late, and the incentives to submit homework assignments on time.
They understand the idea of money.	Grade 4: Students explain saving money and earning interest and borrowing money and paying interest.
They understand that money makes trading and saving easier.	Students list five goods and services they want, and describe ways of obtaining these goods and services, without using money. Then explain why using money makes it easier to get the same five items.
	Students demonstrate their understanding of money as a “store of value” in responding to the following: A tomato farmer wants to save money

*Strand Three Economics*  
*Learning Standard 11: Fundamental Economic Concepts*

Learning Standard Components	Examples
<p><b>PreK-4 (continued)</b></p>	<p>for his five-year old daughter’s college education. Why is he better off selling his tomatoes for money and saving the money than he would be if he saved tomatoes to exchange for his daughter’s tuition when she reached age 18?</p>
<p><b>Grades 5-8</b></p> <p>Students name, define, and use correctly the common terms of economic life.</p> <p>Students understand basic ideas of financial record keeping.</p> <p>They understand how financial record-keeping is applied by business.</p> <p>Students understand that individuals or organizations working separately—in competition with one another—lower costs and prices, encouraging producers to produce more of what consumers are willing and able to buy.</p> <p>They understand differences between individual and institutional aims of economic activity; they understand differences between private and government interests in economic activity.</p>	<p>Students show practical use of terms such as goods and services; natural human, and capital resources; scarcity, production, distribution, consumption; consumer, buyer, producer; product, seller, labor, wage, salary, competition, money, wealth, capital, income, profit, loss, supply, and demand.</p> <p>Students keep track of their expenses in a one-month period, compare it to their income, and project a monthly budget in which their expenses will not exceed their income.</p> <p>They analyze simple profit and loss statements to see that profits are earned when total revenues exceed total costs.</p> <p>Students explain how the opening of a second pizza shop in a small community or neighborhood affects prices, service, and quality.</p> <p>Students explain why government prohibits some behavior which would be profitable to individuals.</p>

Learning Standard Components	Examples
<p><b>Grades 9-10</b></p> <p>Students name, define, and use correctly the common terms used to discuss a national economy, relating them to historical and contemporary events.</p> <p>Students describe differences among national economies.</p> <p>Students describe factors affecting the behavior of a market.</p> <p>Students understand that interaction between buyers and sellers can affect market prices and allocation of scarce goods and services.</p>	<p>Students show practical use of terms such as Gross Domestic Product, Consumer Price Index, national income accounting, inflation, deflation, depression, recession, interest rates, exchange rates, balance of payments, fiscal and monetary policy, and balanced budget.</p> <p>Students gather data on Gross Domestic Product for the U.S., Japan, Brazil, and South Korea and identify relationships between GDP and standards of living.</p> <p>Students track changes in the value of three different foreign currencies over six months and attempt to find explanations for changes.</p> <p>Students identify examples of products for which the price fell because sellers were unable to sell all they had produced; identify examples of other products for which the price rose because consumers wanted to buy more than producers were producing.</p>

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*Strand Three Economics*  
*Learning Standard 11: Fundamental Economic Concepts*

Learning Standard Components	Examples
<p><b>Grades 11-12</b></p> <p>Name, define, and use correctly the common terms used to discuss contemporary economics.</p> <p>Students compare ways to save money.</p> <p>Students compare ways to invest money.</p>	<p>Students show practical use of terms such as Federal Reserve Bank, central banks, microeconomics and macroeconomics, foreign trade, money supply, trade restrictions, cost-benefit analysis, economic development, developing nations.</p> <p>Students examine differences between accumulating, saving, and investing money; and compare investments in tools, education, and financial instruments.</p> <p>In September each student invests a hypothetical \$500 and makes a chart of weekly earnings or losses. At the end of the year, each student reports on the profits or losses. Students collaborate on a report comparing the performance of the stocks and mutual funds they have followed.</p>

**Learning Standard 12: Economic Reasoning.** Students will demonstrate understanding of supply and demand, price labor markets, the cost of capital, factors affecting production, distribution, and consumption, relations among such factors, the nature of goods and services, incentives, financial markets, cost-benefit (including marginal cost-benefit) analysis, fairness, and the value of trade.

Learning Standard Components (Core Knowledge and Skills)	Examples
<p><b>PreK-4</b></p> <p>Students understand that some things can be bought and sold and others cannot.</p> <p>They understand differences between the price of something, its intrinsic worth, and its value to particular people.</p> <p>They understand that price may be determined by bargaining.</p> <p>They understand difference between the price someone pays to buy a good or service and the cost of making or providing it.</p> <p>Students learn that demand can affect price.</p>	<p><i>All these should be taught through stories (e.g., fairy tales, historical events) and without specialized vocabulary.</i></p> <p>Students discuss things that can be purchased with money (e.g., food) and things that cannot (e.g., people).</p> <p>Students explain the relation of scarcity to price, as when people would be willing to pay more for diamonds than for water, and when they would pay more for water than for diamonds.</p> <p>Students listen to and discuss stories about people bargaining (e.g., “Jack and the Beanstalk”).</p> <p>Students compare the costs a farmer incurs to raise a crop and the price the crop sells for.</p> <p>Give each student a small tied baggie of 5 M&amp;Ms—the “money.” Present a fixed supply of Rolos to be sold off. Ask how many students are willing to buy a Rolo for a “price” of 1 M&amp;M. Put the answer on a sideways bar graph. Continue raising the “price,” and graphing the answers, until a market-clearing “price” is established. Untie the baggies, execute the sales and consume the goods (including the “money”).</p>

Learning Standard Components	Examples
<p><b>Grades 5-8</b></p> <p>Students explain law of supply and demand.</p> <p>Students explain how labor markets work.</p> <p>Students explain why it costs money to borrow money.</p> <p>Students explain how someone running a business thinks about the cost of money.</p> <p>Students evaluate the advantages of different kinds of distribution channels.</p>	<p>Students explain how an increase in the supply of wheat can cause a decrease in the price of bread.</p> <p>Students analyze the “help wanted” pages in the newspaper.</p> <p>Students discuss the various ways a bank might use the money it holds.</p> <p>They explain why the purchase of a car to use for delivering pizzas may be less attractive when interest rates are higher.</p> <p>Students discuss advantages and disadvantages for a producer of selling door-to-door, to a retail shop, through the mail, to a distributor, locally, across the country, and overseas.</p>
<p><b>Grades 9-10</b></p> <p>Students identify <i>elements</i> of production, distribution, and consumption.</p> <p>Students explain <i>relations</i> among production, distribution, and consumption.</p> <p>Students trace relations among sectors of an economy.</p> <p>Students describe the scale of production in different societies.</p>	<p>Students identify these elements in the economy of 16th century Venice.</p> <p>Students explain relations among these elements in the economy of 16th century Venice.</p> <p>Students explain how transportation systems affect farmers’ choices about what crops to plant.</p> <p>Students compare subsistence farming, subsistence farming that produces surplus sold at market, cash crop farming, and industrial farming.</p>

Learning Standard Components	Examples
<b>Grades 11-12</b>	
Students explain the economic reasoning behind hedging, i.e., protecting one's interests if things do not go as one expects.	Students examine how a farmer guards against fluctuations in the price of crops.
Students understand that changes in supply or demand cause prices to change; in turn, buyers and sellers adjust their purchase and sales decisions.	Students identify products that have become more or less expensive compared to other products as a result of changes in supply and demand.
Students explain how monopolies work and how they differ from competitive markets.	Using line graphs of supply and demand for a particular product, they explain how the price changes affected production and consumption decisions.
Students explain various types of taxes, their aims, their costs, and their benefits.	Students compare the history of the telephone industry with the cable television industry.
Students explain reactions to inflation in various sectors of the economy.	Students debate advantages and disadvantages of raising revenue through sales, income, or inheritance taxes. They explain how entrepreneurial activity is affected by taxes on income from profits and capital investment.
	Students compare the situations of people who have mortgages to people who rent; those who earn most of their income from wages, investments, or fixed pensions.
	For each of the following cases, students tell who would be harmed by an unexpected 10% inflation rate, who would benefit, and explain why: 1) Mike's retirement income is \$24,000 a year; 2) Bonnie borrowed \$5,000 last year and must pay it back at the end of this year; 3) John lent the \$5,000 to Bonnie last year and will be paid back at the end of this year; and 4) Bob and Mary bought several houses as an investment 10 years ago, and now they plan to sell them.

*Strand Three Economics*  
*Learning Standard 12: Economic Reasoning*

Learning Standard Components	Examples
<p><b>Grades 11-12 (continued)</b></p> <p>Students explain cost-benefit analysis.</p> <p>Students explain marginal cost-benefit analysis, whereby effective decisions are made by comparing the additional costs of alternatives with the additional benefits.</p> <p>Students understand the basics of running a business.</p>	<p>Students compare the costs of a luxury car to the benefits that it provides to the purchaser.</p> <p>Students apply the concepts of marginal benefit and marginal cost to evaluate proposals for a pollution control ordinance aimed at maximizing economic efficiency. They then select the best proposal and explain the evidence for concluding that it is best.</p> <p>Students collaborate to write a business plan. They decide how many workers to hire for a profit-maximizing car wash by comparing the cost of hiring each additional worker to the additional revenues derived from hiring each additional worker.</p>

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**Learning Standard 13: American and Massachusetts Economic History.** Students will describe the development of the American economy, including Massachusetts and New England, from colonial times to the present.

Learning Standard Components (Core Knowledge and Skills)	Examples
<p><b>Grades PreK-4</b></p> <p>Students understand technological progress.</p> <p>Students understand population growth.</p> <p>Students understand that pursuit of economic opportunity often required people to make journeys and to establish new homes.</p>	<p>Students learn stories that show some things have to develop in sequence, e.g., people must control fire before they can make metal, and must make metal before they can plow effectively.</p> <p>Students read stories that show there were far fewer people in the past and that growth of population allowed for new occupations.</p> <p>Students read biographies of people who left home to find new work.</p>
<p><b>Grades 5-8</b></p> <p>Students describe the stages of economic change in New England from the 1600s to the present.</p> <p>Students describe effect of changing modes of transportation and communication on the distribution of goods and services.</p> <p>Students describe differing views of how government may affect an economy.</p> <p>Students analyze the effects of American inventions on the U.S. economy in the 18th and early 19th centuries.</p>	<p>Students draw timelines of New England industries: fishing and farming in 17th century; textiles and whaling in 18th century; large-scale manufacturing in 19th and early 20th centuries; and recent emphases on technology, education, tourism, and health care.</p> <p>Students trace connections between coastal, road, canal, railroad, and air transport and rise and fall of Massachusetts towns and industries.</p> <p>Students explain conflicts between Jefferson and Hamilton on the relation of government to the economy.</p> <p>Students examine the effect of the cotton gin and interchangeable parts manufacturing on American trade and the development of New England industry.</p>

**Strand Three Economics****Learning Standard 13: American and Massachusetts Economic History**

Learning Standard Components	Examples
<p><b>Grades 9-10</b></p> <p><i>Note: American history is not required, though it may be taught, in 9th and 10th grades. The world history and geography sequence, however, provides some areas of important background to the American economy.</i></p>	
<p>Students explain the development of coinage and currency.</p>	<p>Students examine the role of coinage in the Roman Empire.</p>
<p>Students understand how war and political instability affect economic development.</p>	<p>Students compare the fall of Rome to the rise of Islam.</p>
<p>Students explain systems of inheritance.</p>	<p>Students examine how property was transmitted in feudal society.</p>
<p>Students describe the economics of the slave trade.</p>	<p>Students examine the role of European and African states in the slave trade.</p>
<p>Students describe the rise and fall of international trading patterns and markets.</p>	<p>Students examine China's overland silk trade, and England's position in 18th and 19th century overseas trade.</p>
<p>Students describe the economics of World War II.</p>	<p>Students examine Lend/Lease and the Marshall Plan.</p>
<p>Students describe the rise and fall of particular national economies.</p>	<p>Students compare economies in Eastern and Western Europe since 1945.</p>

Learning Standard Components	Examples
<b>Grades 11-12</b> Students describe the rise and fall of particular industries.	Students examine such New England industries as shoe manufacture, whaling, and biotechnology.
Students describe the effects of slavery on the U.S. economy in the 19th century.	Students report on segments of the economy in the North and South during the antebellum period and Reconstruction.
Students describe how the state and federal governments encouraged business expansion in the 19th century.	Students examine tariffs, banking, land grants, franchising, railroad subsidies, taxation, and labor policies.
Students describe the new industries, manufacturing techniques, and lending practices of the early 20th century.	Students examine the rise of the automobile industry, assembly-line manufacturing, and the creation of the Federal Reserve Bank.
Students describe the causes of the Great Depression.	Students distinguish between initial causes and factors that prolonged the Depression.
Students describe the rise of government economic and social policies intended to alleviate poverty.	Students examine the Works Progress Administration, Social Security, the Great Society, and 1980s deregulatory policies.

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**Strand Three Economics**  
**Learning Standard 14: Today's Economy**

**Learning Standard 14: Today's Economy.** Students will describe the distinctive aspects of the contemporary economy of the United States and the world.

Learning Standard Components (Core Knowledge and Skills)	Examples
<p><b>PreK-4</b></p> <p>Students understand that some things are made locally, some elsewhere in the U.S., and some abroad.</p> <p>Students understand obsolescence: things wear out or need to be replenished at different rates.</p> <p>Students explain why traders and explorers in the past were willing to go great distances and overcome obstacles.</p>	<p>Students discuss where their favorite fruits, vegetables, clothing, and toys come from.</p> <p>Students discuss what happens when things wear out and how long each item mentioned in a story is likely to last before it has to be replaced.</p> <p>Grades 3-4: A student reads a biography of Marco Polo, traces his journey on a map, and creates a display about the goods that he discovered or traded in his travels.</p>
<p><b>Grades 5-8</b></p> <p>Students describe international trade in Massachusetts.</p> <p>Students describe the role of information in the contemporary economy.</p> <p>Students describe how the pace of economic transactions has quickened.</p> <p>Students explain differences and similarities between producing for local and for international markets.</p> <p>Students describe the changing role of labor in the global economy and the rise of service industries.</p>	<p>Students describe Massachusetts' trade with foreign countries in the 18th and 19th centuries.</p> <p>Students discuss how the Internet, newspapers, and television affect business decisions.</p> <p>Students discuss how many transactions take less time today than in the past.</p> <p>Students discuss changes a Massachusetts computer manufacturer might make in products to be sold in Vietnam.</p> <p>Students discuss the rise and fall of membership in American trade unions in relation to new technology and global markets.</p>

Learning Standard Components	Examples
<p><b>Grades 9-10</b>            Students explain how government policies foster or inhibit various kinds of international trade.</p> <p>Students explain the effects of international trade on domestic employment, income, and price level and understand that economic conditions and policies in one nation affect economic conditions and policies in other nations.</p> <p>Students explain comparative advantage.</p>	<p>Students discuss how a tariff on olives might have affected Roman olive oil producers and foreign olive growers and compare how a tariff on imported cacao beans affects the production of chocolate candy in the United States and how it affects people in the cacao-growing countries.</p> <p>Students discuss the textile, shipbuilding, and arms industries in the 18th century. In the context of current events, they analyze the following scenario: the United States allows Taiwan to export shirts to this country without placing a tariff on the imports. The Taiwanese can produce shirts at half the cost of shirts produced by American manufacturers. What groups in the United States and in Taiwan will be helped and what groups will be hurt if the United States continues the present free-trade policy toward Taiwan?</p> <p>Students discuss why the automobile industry declined in France but flourished in Japan in the 20th century. They apply the concepts of opportunity cost and comparative advantage to the following problem: The Netherlands can produce in one day either four drill presses or eight embroidered tablecloths. Using the same amount of resources, Portugal can produce either two drill presses or seven embroidered tablecloths. Which country should specialize in drill presses and import tablecloths, and why? Which country should specialize in tablecloths and import drill presses, and why?</p>
<p><b>Grades 11-12</b>            Students describe the relationship between trade balance and capital flow.</p> <p>Students describe international lending and investment.</p>	<p>Students compare the balance of trade between the U.S. and China, and the flow of international capital of each. They examine how a nation pays for its imports, as with exports and borrowing.</p> <p>Students compare the actions of private banks and international agencies such as the World Bank in fostering development in Zimbabwe.</p>

**Strand Three Economics**  
**Learning Standard 15: Theories of Economy**

**Economics Strand**

**Learning Standard 15: Theories of Economy.** Students will describe and compare the major theories of economy, and will identify the individuals and historical circumstances in which these theories were developed.

Learning Standard Components (Core Knowledge and Skills)	Examples
<p><b>PreK-4</b>            Students understand the causes and effects of divisions of labor by sex, class, and skill.</p> <p>Students understand differences between the economic effects of individual choices and government policies.</p>	<p>Students listen to and discuss stories that point out that in most historically-known societies, men and women generally were required to pursue different occupations; that many societies are based on groups of people who pursue different occupations; and that differences in skill also lead to different occupations.</p> <p>Students contrast situations shaped by individual decisions with those shaped by group decisions.</p>
<p><b>Grades 5-8</b>            Students distinguish between money and barter economies.</p> <p>Students explain the relationships among the elements of the United States economy.</p>	<p>Students read about societies without money and discuss what Americans would have to give up if they had to barter for all their needs.</p> <p>Students examine how private property, banking, contracts, labor agreements, federalism, and environmental regulations interact.</p>

Learning Standard Components	Examples
<p><b>Grades 9-10</b></p> <p>Students describe how feudalism, mercantilism, communism, capitalism, and free-market economies have operated and how participants in these systems would describe them.</p> <p>Students describe the criticisms of these systems made by their opponents.</p> <p>Students analyze historical cases of each system.</p>	<p>Students read and analyze excerpts from the writings of important defenders and proponents of these systems.</p> <p>Students read and analyze excerpts from the writings of important critics of these systems.</p> <p>Students examine feudalism in medieval Europe; mercantilism in the 18th century; Soviet communism; and capitalist and other free-market societies.</p>
<p><b>Grades 11-12</b></p> <p>Students analyze social and political consequences of economic systems.</p> <p>Students analyze differences among free-market economies.</p> <p>Students understand how economic systems can combine elements of free markets and government regulation.</p>	<p>Students compare the economic and political system of the United States with those of other nations, and evaluate these systems in terms of:</p> <ul style="list-style-type: none"> <li>• the degree of governmental control over the economy;</li> <li>• entrepreneurship, labor, productivity, health, and standards of living;</li> <li>• the extent of individual political freedom.</li> </ul> <p>Students compare Canadian and U.S. tax systems; or labor relations in England and Germany.</p> <p>Students explain the government’s monetary role in pollution control, vaccinations, and medical research. They recommend what the government’s role should be in these areas.</p> <p>Students assess evidence in a particular locale for and against removal of rent controls. Also, they explain who would gain and who would lose as a result of a 10% ceiling on credit card interest rates.</p>

**Strand Four Civics and Government**  
**Learning Standard 16: Authority, Responsibility, and Power**

**Strand Four: Civics and Government**

**Learning Standard 16: Authority, Responsibility, and Power.** Students will explain forms of authority in government and other institutions; explain purposes of authority and distinguish authority from mere power, as in “a government of laws, but not of men”; and describe responsible and irresponsible exercise of both authority and power.

Learning Standard Components (Core Knowledge and Skills)	Examples
<p><b>PreK-4</b></p> <p>Students learn school and classroom rules and individual responsibilities:</p> <ul style="list-style-type: none"> <li>• who makes rules;</li> <li>• reasons for specific rules;</li> <li>• comparisons with rules at home and in going to and from schools;</li> <li>• why rules apply to all.</li> </ul>	<p>PreK-2: As they read stories, such as “The Boy Who Cried Wolf,” students describe interactions of characters and explain differences between fair and selfish characters.</p> <p>Grades 3-4: Students write short essays explaining specific school rules of traffic and pedestrian laws; read biographies of government or civic leaders and describe their responsibilities, exercise of authority, and contributions.</p> <p>Students describe authority and responsibilities of custodians, teachers, librarians, principals, public servants, and historical figures in government and other walks of life.</p>
<p><b>Grades 5-8</b></p> <p>Drawing on <b>Core Knowledge</b> in History, students:</p> <ul style="list-style-type: none"> <li>• identify elected and appointed officials and their authority and responsibilities;</li> <li>• learn laws that specify duties and limits to authority of public servants;</li> <li>• learn the nature, purposes, and limits of majority rule;</li> <li>• describe and compare legitimate exercise of authority, abuse of office and power, historical effects of and public responses to each.</li> </ul>	<p>Students correspond with elected or appointed officials, asking how and why they have applied their authority to specific problems.</p> <p>Students research the differences between a government of laws and a government of men and assess the reasons historically given for each.</p>

Learning Standard Components	Examples
<p><b>Grades 9-10</b></p> <p>Drawing on <b>Core Knowledge</b> in History, students:</p> <ul style="list-style-type: none"> <li>• compare democracy with tyranny; describe and appraise government by the one, the few, and the many, and their consequences;</li> <li>• describe relations among governmental authority, social justice, individual liberty, and public safety.</li> <li>• compare and contrast ways of life under limited and unlimited government in specific times and places.</li> </ul>	<p>Students explain how and why, in various stages of the French Revolution, power shifted from moderates to extremists, and finally into the hands of the military dictatorship of Napoleon Bonaparte.</p> <p>They explain the spread of democratic and constitutional government in the 20th century, along with obstacles to its advance.</p> <p>As they study the Holocaust, students explain the irreconcilability of unlimited government power with justice. Returning to consideration of governments and laws and of men, they explain and appraise Lord Acton’s assertion, “Power tends to corrupt, and absolute power corrupts absolutely.”</p>
<p><b>Grades 11-12</b></p> <p>Drawing on <b>Core Knowledge</b> in History, students:</p> <ul style="list-style-type: none"> <li>• describe, analyze, and appraise uses of governmental authority to alter social conditions, such as labor laws that legalized union organizing, collective bargaining, and democratic voting in workplaces.</li> </ul>	<p>Students describe the part of government in the 20th century gains in power made by women, minority groups, and grassroots movements, and explain the political and economic conditions, leaders, and methods aiding their causes in the United States.</p> <p>Students explain the imbalance between the political power of American workers and their employers up to the 1940s, despite universal manhood suffrage, and explain subsequent steps by government to redress that imbalance.</p>

**Strand Four Civics and Government**  
**Learning Standard 16: Authority, Responsibility, and Power**

Learning Standard Components	Examples
<p><b>Grades 11-12 (continued)</b>            Distinguish right from power and assess the assertion “might makes right.”</p>	<p>Students prepare a report on the incidence of violent crime in Massachusetts since 1975 and consider the merits of specific laws and policies intended to reduce violent crime.</p>

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**Learning Standard 17: The Founding Documents.** Students will learn in progressively greater detail the content and the history of the Founding Documents of the United States—the Declaration of Independence, United States Constitution, and selected *Federalist* papers (as required by the Massachusetts Education Reform Act of 1993). They will assess the reasoning, purposes, and effectiveness of the documents; and, similarly, elements of the Constitution of the Commonwealth of Massachusetts.

Learning Standard Components (Core Knowledge and Skills)	Examples
<p><b>PreK-4</b></p> <p>Students learn appropriate classroom conduct, such as sharing, taking turns (and related habits that implicitly involve treating others as equals, irrespective of individual differences.)</p> <p>As developmentally appropriate, students learn of efforts by individuals and groups to secure fair and equal treatment for everyone and efforts of others to thwart justice.</p>	<p>PreK-2: As they read stories, such as the “Ugly Duckling,” students discuss how everyone feels when treated badly or unfairly.</p> <p>Grades 3-4: Students read biographies of women and men who have contributed to the cause of equal rights for all; learn to recognize them in pictures; write essays on their sacrifices, achievements, and perseverance against obstacles.</p>
<p><b>Grades 5-8</b></p> <p>Students identify authors and other key figures in drafting and signing the Declaration of Independence, and in drafting and ratifying the United States Constitution:</p> <ul style="list-style-type: none"> <li>• They describe the circumstances in which each was written and the basic content of each document.</li> <li>• They explain the meaning of “all men are created equal,” the differences between granting rights and securing them, the relations between “just powers” and “consent of the governed,” and the principle of separation of powers and checks and balances.</li> </ul>	<p>As they learn the elements of the Declaration of Independence, students study John Trumbull’s painting, “The Declaration of Independence” (reproduced on the reverse side of the two-dollar Federal Reserve Note or “two-dollar bill”); explain that the painting does not depict the signing of the Declaration; and identify the persons depicted in the painting and their respective parts in the drafting and adoption of the Declaration of Independence.</p> <p>As students memorize the Preamble, they explain the meaning of each reason given for ordaining and establishing the Constitution.</p>

**Strand Four Civics and Government**  
**Learning Standard 17: The Founding Documents**

Learning Standard Components	Examples
<p><b>Grades 9-10</b></p> <p>Drawing on <b>Core Knowledge</b> in History, students:</p> <ul style="list-style-type: none"> <li>• describe influences of the Founding Documents on other declarations of rights and constitutions since 1789;</li> <li>• learn of differing views of human nature, legitimate authority, purposes of government, and regard for human rights in world history and in contemporary nations.</li> </ul>	<p>Students compare the Preamble and selected portions of the Charter of the United Nations, and one or more twentieth century constitutions, to the U.S. Constitution. In studying world history and current events, they write essays on the extent to which human rights are secure in specific places.</p>
<p><b>Grades 11-12</b></p> <p>Students acquire in-depth understanding of the Founding Documents, including selected <i>Federalist</i> papers and Anti-Federalist positions, key addresses and papers by political and civic leaders, and changes in law designed to fulfill more justly the promise of the Founding Documents.</p> <p>Students explain the ideals of human dignity and the rights of individuals fundamental to the arguments of the Declaration of Independence.</p>	<p>As they reread the Declaration of Independence line by line and portions of the Constitution, including the Bill of Rights, students write essays and make presentations on selected <i>Federalist</i> papers, assessing their arguments. (Papers assigned by teachers might include: <i>Federalist</i> 1 on the plan of the papers; <i>Federalist</i> 10 and 51 on human nature, the meaning of “faction,” the means of avoiding the worst effects of faction, including violence and both majority and minority tyranny, and the ultimate purpose of government and civil society; <i>Federalist</i> 14 on the value of union; <i>Federalist</i> 23 on the need for a strong central government; <i>Federalist</i> 39 on the meaning of “republic”; <i>Federalist</i> 47 and 48 on reasons for the necessity of separation of powers; <i>Federalist</i> 57, 62, 70 and 78 on the House of Representatives, Senate, the executive branch, and the judiciary, respectively; and <i>Federalist</i> 84 on the question of the need for a Bill of Rights.) Students also discuss reasons given for opposition to ratification of the U.S. Constitution.</p> <p>Students describe in detail relationships between the arguments of the Declaration of Independence and the content of Lincoln’s Gettysburg Address, and write essays on the question of whether a nation “conceived in liberty and dedicated to the proposition that all men are created equal can long endure.”</p>

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**Learning Standard 18: Principles and Practices of American Government.** Students will describe how the United States government functions at the local, state, national, and international levels, with attention to the Constitution of the Commonwealth of Massachusetts, its Declaration of the Rights of the Inhabitants, and the basic elements of its Frame of Government; analyze the background and evolution of constitutional and democratic government in the United States to the present day; and explain the place of institutions of government in securing the rights of citizens.

Learning Standard Components (Core Knowledge and Skills)	Examples
<p><b>PreK-4</b></p> <p>Students identify patriotic symbols, pledges, songs, portions of speeches and documents, poetry, such as:</p> <ul style="list-style-type: none"> <li>• American and Massachusetts flags;</li> <li>• Pledge of Allegiance;</li> <li>• “The Star Spangled Banner.”</li> </ul> <p>They explain the meaning of the words, symbols, and ideas in the songs, pledges, texts.</p>	<p>PreK-2: Students describe historical figures, holidays, and monuments that have to do with people’s quests for freedom, justice, equality, and self-government.</p> <p>Grades 3-4: In their music class, students research the origins of several American patriotic and folk songs, then sing and play them on instruments; memorize and discuss poems, parts of speeches and documents; and write poems.</p>
<p><b>Grades 5-8</b></p> <p>Students describe how the ideals expressed in key documents relate to the structures, functions, and powers of national, state, and local governments, including:</p> <ul style="list-style-type: none"> <li>• the division of powers among levels of government;</li> <li>• the units of Massachusetts government —cities, towns, counties, and regional authorities;</li> <li>• the election and appointment of officials;</li> <li>• the history and practice of the town meeting form of local government.</li> </ul>	<p>Students debate opposing arguments of the Federalists and Anti-Federalists during the struggle for ratification of the Constitution.</p> <p>Students read portions of the Massachusetts Constitution and explain their applications in state government today.</p>

Learning Standard Components	Examples
<p><b>Grades 5-8 (continued)</b></p> <p>Students describe the establishment of the judicial system in the United States and Massachusetts Constitutions, including:</p> <ul style="list-style-type: none"> <li>• the organization and jurisdiction of the courts;</li> <li>• the process of judicial review;</li> <li>• the process of criminal and civil suits;</li> <li>• the process of the juvenile justice system in Massachusetts.</li> </ul> <p>Students compare the election process at the national, state, and local levels of government.</p> <p>They describe the process of:</p> <ul style="list-style-type: none"> <li>• nomination and promotion of candidates for elective office;</li> <li>• the role and functioning of the Electoral College;</li> <li>• similarities and differences among the major political parties.</li> </ul> <p>Students describe and evaluate data and materials related to voter turnout, media coverage and editorializing, campaign advertising, campaign financing.</p> <p>They compare the policy-making process at the national state, and local levels.</p> <p>They describe and compare:</p> <ul style="list-style-type: none"> <li>• the basic legislative process at all levels;</li> <li>• the interaction between chief executives and legislative bodies;</li> <li>• the role of political parties;</li> <li>• how lobbyists, academics, individuals, private foundations, cultural, ethnic, and other interest groups, and the media can influence policy-makers and legislative agenda;</li> </ul>	<p>Students visit a local court and interview judges and lawyers about their authority and responsibilities.</p> <p>Students hold a mock election in their school and compare the results with those of their community.</p> <p>Students collect data on campaign financing in the nation, state, city, and town and estimate how much money is spent nationally on political campaigns in a presidential election year.</p> <p>Students in a school district governed by a town meeting study that form of government. They participate in a mock town meeting in which they prepare, debate, and vote on warrant articles. They interview town meeting members and local government officials about the process, and attend town meeting sessions to document how issues are presented, debated, and</p>

Learning Standard Components	Examples
<p><b>Grades 5-8 (continued)</b></p> <ul style="list-style-type: none"> <li>• effects of the media on public opinion and public policy;</li> <li>• the function of departments, agencies, and regulatory bodies.</li> </ul> <p>Students understand tensions over the Constitution and the Bill of Rights in history.</p>	<p>resolved. They then compare this local process with descriptions and analyses of the legislative process at the state and national level.</p> <p>Students explain the degree to which the provisions of the Constitution and the Bill of Rights were overridden during the Civil War, and the degree to which they were respected under dangerous conditions.</p>
<p><b>Grades 9-10</b></p> <p>Drawing on <b>Core Knowledge</b> in History for this and earlier grade spans, students trace the origins and shaping of western democracy.</p>	<p>Students describe the influences of the Magna Carta, Renaissance, Reformation, Scientific Revolution, and the Enlightenment on the evolution of democratic and constitutional forms of government.</p> <p>They compare the fundamental principles of American government and law to the political philosophies of such leading European political thinkers as Hobbes, Locke, Montesquieu, and Rousseau.</p>
<p><b>Grades 11-12</b></p> <p>Students analyze and compare primary source documents such as the Magna Carta, English Bill of Rights, Mayflower Compact, Declaration of Independence, Articles of Confederation, Constitutions of the United States and Massachusetts.</p> <p>They understand the reasons for the adoption of amendments to the United States Constitution.</p>	<p>Students debate issues where the ideals of liberty and equality may conflict, and why such conflict is natural in a democracy, and why a measure of each is necessary to preserve the other.</p>

**Strand Four Civics and Government**  
**Learning Standard 18: Principles and Practices of American Government**

Learning Standard Components	Examples
<p><b>Grades 11-12</b></p> <p>Students understand landmark interpretations of the U.S. Constitution and its amendments, including the importance of <i>Marbury v. Madison</i>, <i>McCulloch v. Maryland</i>, <i>Dred Scott v. Sanford</i>, <i>Plessy v. Ferguson</i>, <i>National Labor Relations Board v. Jones &amp; Laughlin Steel Corporation</i>, <i>Brown v. Board of Education</i>, and <i>Roe v. Wade</i>.</p> <p>They understand and analyze political and legal issues in contemporary American society and how Supreme Court decisions have affected these issues.</p>	<p>Students read and discuss portions of the original decisions and opinions.</p> <p>Students examine how the work of individuals and organizations influenced the achievement of equal rights. They study the contributions of African-Americans such as Booker T. Washington, W.E.B. DuBois, Ida B. Wells, A. Philip Randolph, Martin Luther King, Jr.; they study the actions of the NAACP, the Freedom Riders, and the effects of the Civil Rights laws of the 1960s, and current campaigns for equal opportunities.</p>

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**Strand Four Civics and Government**  
**Learning Standard 19: Citizenship**

**Learning Standard 19: Citizenship.** Students will learn the rights and duties of citizens and the principle of equal rights for all; consider the nature of civic virtue in a school, a community, a nation; and identify major obstacles and threats to civil rights.

<b>Learning Standard Components (Core Knowledge and Skills)</b>	<b>Examples</b>
<p><b>PreK-4</b></p> <p>Students learn that they are citizens of their school, and the school's expectations of its citizens:</p> <ul style="list-style-type: none"><li>• how to give consideration to others;</li><li>• fairness;</li><li>• courage, as distinguished from needlessly taking dangerous risks or exposing others to harm;</li><li>• self-control and patience with oneself and others;</li><li>• how to work effectively alone and in cooperation with others.</li></ul> <p>They recognize and explain individual conduct that makes life better for everyone, and learn of people whose contributions deserve to be admired.</p>	<p>PreK-2: As students read stories of girls and boys they would like to know, they discuss their qualities and achievements, and how they became who they are.</p> <p>Grades 3-4: Students read biographies of people who were involved in conflicts over rights, such as Abraham Lincoln, Susan B. Anthony, and Rosa Parks, and discuss their contributions to justice and the reasons their conduct has consequences. Students also write paragraphs about people they know and admire.</p>
<p><b>Grades 5-8</b></p> <p>Students learn the ways in which individuals participate in the political process and in civic life.</p>	<p>From their experience in classroom and schoolwide deliberations, students explain the needs, both practical and principled, for rules of order in group discussion and for parliamentary procedure in legislative debate and votes.</p> <p>They practice skills necessary for participatory citizenship, such as respecting the rights and privacy of others, using the school library properly, deciding when compromise is appropriate and when not, and doing homework to prepare for discussion of a problem to be solved.</p>

Learning Standard Components	Examples
<p><b>Grades 5-8 (continued)</b></p> <p>Students understand the relationship between rights and responsibilities in a democratic society.</p> <p>Students trace the development of the idea of citizenship, with a focus on ancient Greece and Rome, and the American Revolutionary period, and the history of opposition to universal suffrage.</p> <p>They identify the contributions of leaders and people who made a positive difference in the community, state, nation, or world.</p>	<p>Students hold a debate about the meaning and implications of specific Amendments in the Bill of Rights for laws against public nuisances, regulation of controlled substances, and gun control legislation.</p> <p>Students examine the courage, conviction, and works of women in the anti-slavery movement, focusing on the life of Sojourner Truth.</p>
<p><b>Grades 9-10</b></p> <p>Students identify contributions of citizens and civic groups to public policy, legal reform, justice, and public safety.</p>	<p>Students read and trace the history of civil disobedience through the life and work of Henry David Thoreau, Mahatma Gandhi, and Martin Luther King, Jr. They write essays on the nature of civil disobedience and the circumstances under which civil disobedience is a) justified, b) has a chance to be effective.</p> <p>Students research and appraise the position and reasoning of a citizens' group in their community.</p>
<p><b>Grades 11-12</b></p> <p>Drawing on <b>Core Knowledge</b> in History, students describe and appraise the current condition of democracy and human and civil rights in selected nations, including the United States.</p>	<p>Students compare and contrast the condition of civil rights and civic life in the Soviet Union with conditions since the collapse of the Soviet Empire.</p> <p>Students conduct research and present reports on the power of the Ku Klux Klan in the United States in the 20th century.</p>

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**Learning Standard 20: Forms of Government.** Students will study, compare, contrast, and analyze diverse forms of government; the ways of life and opportunities they permit, promote, and prohibit; and their effects on human rights. They will evaluate forms of government in terms of justice, ordered liberty, efficiency, public safety, educational opportunity, and economic and social mobility.

Learning Standard Components (Core Knowledge and Skills)	Examples
<p><b>PreK-4</b></p> <p>Students learn to divide labor in projects and to elect project group leaders. They contrast electing leaders with having the teachers approve leaders, and compare choosing their own groups with being assigned to groups.</p>	<p>PreK-2: Students experiment with making rules only by unanimous agreement and also by majority agreement, and consider the advantages and disadvantages of each.</p> <p>Grades 3-4: Students read stories and biographies of people living under different kinds of political regimes, in different times, and write essays on whether they would like to live as those people lived.</p>
<p><b>Grades 5-8</b></p> <p>Drawing on <b>Core Knowledge</b> in History for this and earlier grade spans, students identify the characteristics of a democratic government.</p>	<p>Students explain Aristotle’s classical formulation of the six forms of government, and explain why he held “polity” best, and what social conditions he believed necessary to maintain it.</p> <p>Students discuss the Confucian view of the virtues necessary in rulers and their people to make any form of government stable, just, and effective.</p>
<p><b>Grades 9-10</b></p> <p>Drawing on <b>Core Knowledge</b> in History for this and earlier grade spans, students compare the U.S. political system with those of major democratic and authoritarian nations.</p>	<p>Students describe contrasts between 17th century English and French governments and explain why “divine right” absolutism was defeated by Parliamentary forces in England and remained dominant in France.</p> <p>Students compare and contrast the governments of East and West Germany during and after the Cold War.</p>

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Learning Standard Components	Examples
<p><b>Grades 9-10</b> (continued)            Students recognize different reasons for revolutions in different times and places.</p>	<p>Students identify, compare, and distinguish major long and short-term causes for the French Revolution of 1789, the Chinese Revolution of 1911, and the Russian Revolution, Spring 1917.</p>
<p><b>Grades 11-12</b>            Drawing on <b>Core Knowledge</b> in History of this and earlier grade spans, students compare and contrast the legitimacy of various governments.</p> <p>Students recognize and explain instances in which the United States has sought to create or support democratic governments.</p>	<p>Students explain how post-World War II American foreign economic and military aid was aimed at supporting resistance to communism.</p> <p>Students examine the part of the United States in shaping and sustaining the post-World War II government and economy of Japan.</p>

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## X. USING THE HISTORY AND SOCIAL SCIENCE CURRICULUM FRAMEWORK IN SCHOOLS

A curriculum framework is not a curriculum. It is a guide to the design of curricula for schools framed in terms of **Core Knowledge** in subject areas or disciplines, **Learning Standards** describing reasonable expectations for student learning in the grade spans, and **intellectual skills** students must acquire to become independent learners.

The design of curriculum and the selection of patterns of instruction and methods of teaching necessarily rest with schools and their teachers. By working together and with partners in higher education, they can design and implement programs of study for all their students that are coherent from grade to grade—free of useless repetition, but laced with provisions for progressively deeper and more sophisticated study of subject matter.

Teachers at different grade levels need to know what they may expect of one another, what their colleagues in different grades will try to accomplish with their students in terms of **Core Knowledge** and **skills of reasoning and research**. No school can succeed where teacher expectations of each other remain unclear.

By grades 3, 4, and 5, teachers should have the following expectations for students:

By the end of grade 3, students should listen with attention, speak out clearly, write in readable script, do basic arithmetic, read for understanding and memory, and put together simple timelines, charts, and maps.

By the end of grade 4, students should know the keyboards and basic functions of word processors; they should use common reference works such as dictionaries, encyclopedia, atlases, and almanacs; they should be starting to take notes on their reading in biographical and literary works significant to their studies.

By the end of grade 5, students should be competent in their use of the library and word processor, able to collect and organize information relevant to topics assigned in the classroom and to write coherent paragraphs and short essays on such topics. They should distinguish between, and know how to use, primary and secondary sources. They should consult manuals on English composition. They should be able to construct substantial timelines, charts, graphs, tables, and maps, and append explanations in their own words.

With such clear expectations, teachers can discern specific difficulties individual students are having and intervene early with extra instruction, so that the student’s later schooling does not decline into repeated remediation and feelings of futility.

Obviously, students do not all mature and develop at the same pace—one of the reasons teachers need a strong repertoire of instructional methods—and few students can make good progress without instruction, guidance, and encouragement at home. Teachers and the parents of their students need to share clear and explicit mutual expectations for student homework and student conduct at school. Schools do not bring students to solid levels of accomplishment in a vacuum.

#### A. Designing PreK-12 Curriculum

Every curriculum inevitably omits much important subject matter. The challenge of curriculum design is not to cover everything worth studying. It is rather, first, to avoid spending *any* time on the inconsequential and trivial; and, second, to select material for inclusion that is directly relevant to the fundamental aims of study in history and social science. The following questions can serve as guideposts for teachers working together to design a coherent PreK-12 curriculum:

- Does study of the topic contribute to any part of the goals expressed in the framework’s **Core Concept**?
- Does the choice of topics for a grade level strengthen **reflective thinking** and **research skills**?
- Is this choice consistent with the **Core Knowledge** and **skills** listed for the grade span?
- Is this choice central to one or more of the **Strands**?
- Does it directly address one or more of the **Learning Standards**?
- Does it present facts and explain concepts in a matrix of history and social science?
- Is it better than others might be in explaining insights of a given social science?
- Does it build upon and deepen, but not needlessly repeat, prior learning?
- Can it reinforce, or be enriched by, concurrent study of the arts and literature, mathematics, languages, or science and technology?
- Does it help students address continuing themes and questions across the grades?

## B. Designing and Teaching Individual Courses

Teachers may find it helpful to ask the following questions as they work together on the structure and content of individual courses, grade by grade:

- Is the course syllabus entirely clear about subject matter content to be learned, skills to be acquired?
- Does the syllabus enable the teacher to give students a succinct initial overview of the course? To describe straightforwardly what is expected of students?
- Does the syllabus include worthwhile homework assignments? Does it enable in-class exercises and examinations that address both content and skills? Does it make provision for students to write second and third drafts of their papers?
- Does the course take advantage of opportunities for alliance with courses and teachers in other subjects, such as English Language Arts?
- Is the promised course coverage likely to be achieved in the teaching hours and homework time available?
- Has the selection of what to teach been shaped in light of content in earlier courses and the likely content of courses to follow?
- Does the course schedule allow for needed review of critical ideas, events, and institutions introduced in earlier courses?
- Are course topics chosen and shaped so that breadth of coverage permits treatment of selected topics in real depth?
- Do the topics touch upon continuing themes and questions to be carried across grades?
- Has it been decided which topics are worth extended treatment and which may be touched upon more briefly? Which lend themselves to student inquiry, to use of primary sources, and which to other pedagogical approaches?

**A Note on Textbooks.** It is now commonplace that teaching exclusively from a textbook is not enough; other materials are indispensable. But it is equally clear, though not yet commonplace, that a well-written, balanced, and inclusive textbook gives students a frame within which to locate particular questions, topics, personalities, and episodes that teachers choose to stress. A textbook can serve as a time and story line students can carry with them and can be a useful reference. When used in conjunction with other sources, textbooks

can help students to gain perspective, acquire knowledge, and refine their intellectual powers.

**Choosing Pedagogical Approaches.** Teachers should have the authority to choose and vary their methods of instruction and pedagogical approaches. To choose wisely—in light of the students at hand and of the content knowledge and skills to be acquired or refined, rather than because of idiosyncratic teacher preferences—teachers need to have genuine command of artistry in teaching.

In practice, one teacher may be particularly skillful at leading discussion, another at lecture, a third at coaching, a fourth at providing critical but encouraging commentary on student work; one may be particularly deft in teaching reading, another inspiring because of passionate love of the subject, a third splendid in teaching debate because especially skillful in logic and argumentation; one may be most at home in a science laboratory, still another especially deft in helping students learn to memorize and dramatize. But it is not enough for teachers to be skillful in only one or two approaches.

In the arts of teaching, as elsewhere, teachers need to learn from one another. Released time should be provided for teachers to attend classes of other teachers who are distinguished by their accomplishments, to learn from them how to command and apply different pedagogical approaches effectively. Obviously, teachers must also have attained the **Core Knowledge and skills of reasoning, reflection, and research** they expect their students to learn.

Once a teacher has acquired a rich pedagogical repertoire, he or she can make appropriate changes of pace and method, thereby avoiding stultifying overuse of any particular method and reducing the risk of student boredom and distraction. Combining a pedagogical repertoire with **Core Knowledge and reasoning skills**, a teacher can move adeptly among the subject areas and **Study Strands**, demonstrating interconnectedness and inviting thoughtful initiatives by students. *In the work of such teachers with students and colleagues, more than in any state-developed curriculum framework, a curriculum and the courses in it come to life.*

### C. Assessment

Curriculum and course planning and implementation, as well as teaching, aim above all at high-quality educational opportunity and expectations and solid student achievement. Teachers tell how well students are learning by daily observation; review of assigned classroom work and homework, including writing and rewriting, quizzes, examinations; and by portfolios that disclose change and progress over time—and sometimes inspire ongoing or renewed effort.

Every good teacher knows that although all student work can be graded, some assessment can be quantified, and some is qualitative. Misspellings, grammatical mistakes, logical errors, and mistakes of simple fact can be counted.

But beyond counting, it requires good literary judgment and taste to appreciate the difference between a student essay that is free of such errors and a student essay that is well organized, adds depth and complexity, and that reaches to the eloquent turn of phrase and the insightful choice of vocabulary. Leading students to the highest levels of achievement depends on a teacher's refined sense of quality as well as a clear sense of the relevance of the quantifiable.

The Massachusetts Comprehensive Assessment System examinations for grades 4, 8, and 10 are to be based on the **Core Knowledge, Learning Standards, and skills** of the curriculum frameworks in the subject areas. Designing curricula and courses, and teaching students, with a focus on the **Core Knowledge, Learning Standards, and skills** of the frameworks—some of them quantifiable and some not—should therefore both contribute to student progress and prepare students for the state assessments. If curricula across grades and grade spans, course syllabi, and teaching are informed by the frameworks, the state assessments should complement teaching and learning and provide valuable information to teachers, parents, schools, and citizens of the Commonwealth.

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## SOURCES

*Building a History Curriculum: Guidelines for Teaching History in Schools.* Washington, DC: Bradley Commission on History in Schools, 1995.

*English Language Arts and History Curriculum Framework.* Washington, DC: District of Columbia Public Schools, 1996.

*Geography for Life: National Geography Standards.* Washington, DC: National Council for Geographic Education, 1994.

*History/Social Science Framework for California Public Schools,* updated edition. Sacramento, CA: California Department of Education, 1997.

*Learning Standards for the Social Studies.* Albany, NY: The State Education Department, 1996.

*National Standards for Civics and Government.* Calabasas, CA: Center for Civic Education, 1994.

*National Standards for History,* basic edition. Los Angeles, CA: National Center for History in the Schools, 1996.

*Standards of Learning for Virginia Public Schools.* Richmond, VA: Board of Education, Commonwealth of Virginia, 1995.

*Voluntary National Content Standards in Economics.* New York, NY: National Council on Economic Education, 1997.

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## APPENDIX A

### American Political Documents Recommended for Study in History and Social Science

- Section and page numbers refer to location in History/Social Science Framework.
- Some authors are represented by other documents - e.g., Frederick Douglass, “The Education of Frederick Douglass” excerpted from *A Narrative of the Life of Frederick Douglass, An American Slave and Franklin D. Roosevelt, First Inaugural Address*.
- \* Item appears in English Language Arts Framework.

The Declaration of Independence\* IV 15; V 21, 27; IX 87, 90, 129, 130, 133

The Constitution of the United States\* IV 15; V 21, 28; IX 87, 129-133

Selected *Federalist* papers,\* Nos. 1, 9, 10, 14, 23, 39, 47, 48, 51, 57, 58, 62, 63, 70-72, 78, 84  
IX 95, 97, 130

Excerpts from “Letters from the Federal Farmer,” or some other prominent Anti-Federalist author; V 28; IX 130

George Washington, Letter to the Hebrew Congregation of Newport (1790); v 21

\_\_\_\_\_, Farewell Address (1796)

Thomas Jefferson, First Inaugural Address (1800)

Webster-Hayne Debate (excerpts, 1830)

Alexis de Tocqueville, *Democracy in America*\* (one-volume abridged edition edited by Richard Heffner, New American Library paperback)

Abraham Lincoln, “On the Perpetuation of Our Political Institutions” (Address to the Young Men’s Lyceum of Springfield, Illinois, 1838)\*

\_\_\_\_\_, Gettysburg Address (1863)\*; IV 15; V 22, 31; IX 130

\_\_\_\_\_, Second Inaugural Address (1865); IV 15; V 31; IX 90

Frederick Douglass, Fourth of July Oration (1852)

\_\_\_\_\_, Oration in Memory of Abraham Lincoln (1876)\*

Woodrow Wilson, Fourteen Points Address (1918); v 34

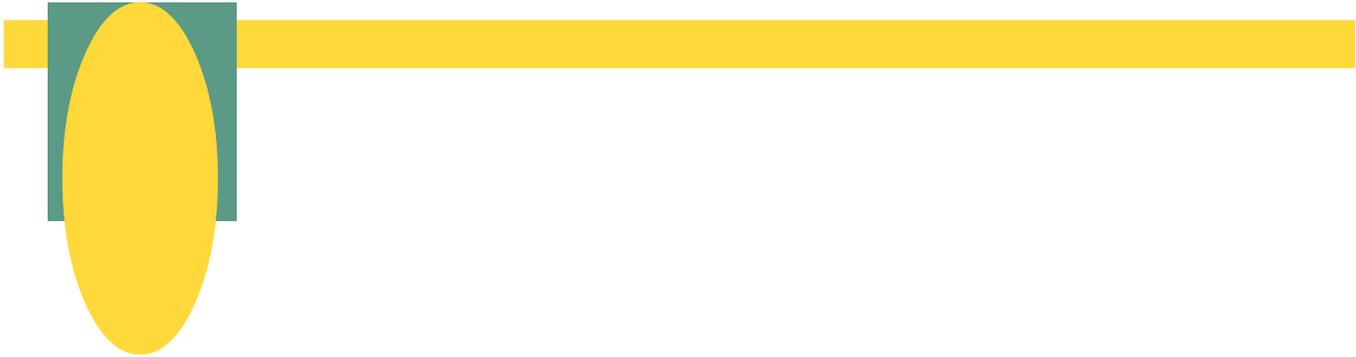
Franklin D. Roosevelt, Commonwealth Club Address (1932)

Martin Luther King, Jr., Letter from Birmingham City Jail (1963)\*

John F. Kennedy, Inaugural Address (1961)\*

Ronald Reagan, Speech at the Berlin Wall (1982)

Excerpts from some major opinions of the U.S. Supreme Court (including major concurring and dissenting opinions), including *Marbury v. Madison*, *McCulloch v. Maryland*, *Dred Scott v. Sanford*, *Plessy v. Ferguson*, *National Labor Relations Board v. Jones & Laughlin*, *Schenk v. United States*, *Brown v. Board of Education*, *Roe v. Wade*, *Univ. of California Regents v. Bakke*; IV 15, 16; V 29, 32, 39; IX 134



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## APPENDIX B

### Recommended Reading

The following are lists of readings, and historical or legendary figures whom children may learn about through biography and history narrative. Most of the figures in the first list (1), prepared by Diane Ravitch, appear in **Section V, Subtopics** and in **Section IX, Examples**. The second list (2) is drawn directly from these sections.

Many list items, in particular the first section of tales, belong to the study of both history and English language arts; teachers should also consult the English Language Arts Framework.

#### 1. Curriculum readings for young children prepared by Diane Ravitch

The early grades—from pre-kindergarten through grade three—are a time in which young children begin to learn about the wider world. They enjoy learning the stories, songs, symbols, and poems that have delighted children for generations and that serve as a sturdy foundation for future learning; these stories also provide the basis for class projects and activities. They also need to learn about the lives of men and women who have helped to shape the world; by learning about these people, children find out how adults have made choices in their lives, how they have chosen careers and embarked on journeys that have had large consequences for themselves and others.

##### **Folk Tales, Fairy Tales, common allusions**

Aesop Fables ✓ \*

Mother Goose rhymes \*

Hans C. Andersen, Fairy Tales, e.g., Emperor's New Clothes, Ugly Duckling ✓ \*

Aladdin and the Wonderful Lamp ✓

The Boy Who Cried Wolf ✓ \*

Chicken Little

Tortoise and the Hare \*

Greek and Roman myths ✓ \*

Humpty-Dumpty

Goldilocks and the Three Bears

Jack and the Beanstalk ✓

Pied Piper of Hamelin

Robinson Crusoe \*

✓ Item appears in the body of the Framework, although not all are included for study by young children.

\* Item appears in the English Language Arts Framework, although not all are included for study by young children.

##### **Legends, Tall Tales, Heroes of the Frontier**

Billy the Kid

Pecos Bill

Mike Fink

John Henry ✓ \*

Johnny Appleseed ✓

## APPENDIX B (CONTINUED)

**Legends, Tall Tales, Heroes of the Frontier (continued)**

Jesse James  
 Belle Starr  
 Geronimo ✓  
 Paul Bunyan \*  
 Ethan Allan  
 William Cody/Buffalo Bill \*  
 Daniel Boone ✓ \*  
 Kit Carson  
 Wild Bill Hickok  
 Davy Crockett ✓ \*

**Biographies: Lives of People Whom Children Should Know About**

Christopher Columbus ✓  
 George Washington ✓  
 Thomas Jefferson ✓ \*  
 Patrick Henry ✓  
 Nathan Hale ✓  
 Paul Revere ✓ \*  
 Benjamin Franklin ✓ \*  
 Benjamin Banneker ✓  
 Francis Scott Key ✓  
 Andrew Jackson ✓  
 Meriwether Lewis and William Clark ✓  
 John Paul Jones ✓  
 Susan B. Anthony ✓ \*  
 Clara Barton  
 Alexander Graham Bell ✓ \*  
 Marie Curie ✓ \*  
 Louis Pasteur ✓  
 George Washington Carver  
 Frederick Douglass ✓ \*  
 Jane Addams ✓  
 Thomas Alva Edison ✓ \*  
 Sojourner Truth ✓  
 Albert Einstein ✓  
 Robert Fulton ✓  
 Ulysses S. Grant ✓  
 Robert E. Lee ✓  
 Abraham Lincoln ✓ \*  
 Elizabeth Cady Stanton ✓  
 Harriet Tubman ✓  
 Sacajawea ✓  
 Booker T. Washington ✓ \*  
 W.E.B. DuBois ✓ \*  
 Theodore Roosevelt ✓ \*

✓ *Item appears in the body of the Framework, although not all are included for study by young children.*

\* *Item appears in the English Language Arts Framework, although not all are included for study by young children.*

APPENDIX B (CONTINUED)**Biographies: Lives of People Whom Children Should Know About (continued)**

Wright Brothers √ \*  
 Langston Hughes √ \*  
 Zora Neale Hurston √ \*  
 Amelia Earhart  
 Marion Anderson  
 Helen Keller √ \*  
 John F. Kennedy √ \*  
 Thurgood Marshall  
 Florence Nightingale √  
 Rosa Parks √  
 Winston Churchill √ \*  
 Eleanor Roosevelt √ \*  
 Franklin D. Roosevelt √ \*  
 Albert Schweitzer  
 Ralph Bunche  
 Jackie Robinson  
 Martin Luther King, Jr. √ \*  
 Cesar Chavez √

Patriotic Symbols and Songs

Statue of Liberty √  
 Liberty Bell  
 My Country 'Tis of Thee  
 America the Beautiful √  
 Star Spangled Banner √  
 Pledge of Allegiance √

Folk Songs

O Susanna; On Top of Old Smoky; etc.

**2. Additional Historical Figures Cited in the PreK-4 Sections of the Framework**

John Hancock  
 John Adams  
 Sam Adams  
 Crispus Attucks  
 Balboa  
 Magellan  
 The Cabots  
 Hudson  
 Cartier  
 Squanto and Massasoit  
 John Smith  
 Pocahontas  
 Powhatan  
 William Bradford

√ *Item appears in the body of the Framework, although not all are included for study by young children.*

\* *Item appears in the English Language Arts Framework, although not all are included for study by young children.*

APPENDIX B (CONTINUED)**2. Additional Historical Figures Cited in the PreK-4 Sections of the Framework (continued)**

Roger Williams  
 Anne Hutchinson  
 John Winthrop  
 William Penn  
 Metacomet, “King Philip”  
 John Singleton Copley  
 Deborah Sampson  
 Molly Pitcher  
 James Madison  
 Dolley Madison  
 Eli Whitney  
 Henry Wadsworth Longfellow \*  
 James Fenimore Cooper \*  
 Washington Irving \*  
 Sam Houston  
 Crazy Horse  
 Sitting Bull  
 Chief Joseph  
 Moses  
 David & Solomon  
 Xerxes  
 Alexander the Great  
 Julius Caesar  
 Jesus of Nazareth \*  
 Muhammed  
 Charlemagne  
 King John  
 Marco Polo  
 Michelangelo  
 Leonardo da Vinci  
 Martin Luther  
 Copernicus  
 Galileo  
 Napoleon  
 Charles Darwin  
 Gandhi  
 Adolf Hitler  
 Joseph Stalin

√ *Item appears in the body of the Framework, although not all are included for study by young children.*

\* *Item appears in the English Language Arts Framework, although not all are included for study by young children.*

## APPENDIX C

### Massachusetts Museums, Historic Sites, and State Parks

Adams National Historic Park  
P.O. Box 531  
Quincy, MA 02269-0531  
(617) 773-1177

Addison Gallery of American Art  
Chapel Avenue  
Andover, MA 01810  
(978) 749-4017, FAX 749-4025

Arrowhead  
Berkshire Country Historical Society  
780 Holmes Road  
Pittsfield, MA 01201  
(413) 442-1793

The Berkshire Museum  
39 South Street  
Pittsfield, MA 01201  
(413) 443-7171, FAX (413) 443-2135

Blackstone Valley National Historical  
Corridor  
One Depot Square  
Woonsocket, RI 02895  
(401) 762-0250

Boston National Historic Park  
The People and Places Program  
15 State Street  
Boston, MA 02109  
(617) 242-5690, FAX (617) 223-5022

Boston Tea Party Ship and Museum  
Congress Street Bridge  
Boston, MA 02210  
(617) 338-1773

Bostonian Society/Old State House  
206 Washington Street  
Boston, MA 02109  
(617) 720-3292, FAX (617) 720-3289

Cape Cod Museum of Natural History  
PO Box 1710  
Brewster, MA 02631  
(508) 896-3867, FAX (508) 896-8844

Charles River Museum  
154 Moody Street  
Waltham, MA 02154  
(781) 893-5410

Chesterwood  
P. O. Box 48  
Stockbridge, MA 01262  
(413) 298-3579

The Children's Museum  
300 Congress Street  
Boston, MA 02210  
(617) 426-6550, FAX (617) 426-1944

Children's Museum at Holyoke  
444 Dwight Street  
Holyoke, MA 01040  
(413) 536-7048, FAX (413) 533-2999

Sterling and Francine Clark Art Institute  
Smith Street  
Williamstown, MA 01267  
(413) 458-8109

The Commonwealth Museum and State  
Archives  
220 Morrissey Boulevard  
Boston, MA 02125  
(617) 727-9268

The Computer Museum  
300 Congress Street  
Boston, MA 02210  
(617) 426-2800 x 329

## APPENDIX C (CONTINUED):

## Massachusetts Museums and Historic Sites, and State Parks

Concord Museum  
200 Lexington Road, Box 146  
Concord, MA 01742  
(978) 369-9763, FAX (978) 369-9660

DeCordova Museum and Sculpture Park  
51 Sandy Pond Road  
Lincoln, MA 01773-2600  
(978) 259-3604

Essex Shipbuilding Museum  
Waterlane Center  
66 Main Street, PO Box 277  
Essex, MA 01929  
(978) 768-6441

Fitchburg Art Museum  
185 Elm Street  
Fitchburg, MA 01420  
(978) 345-4207, FAX (508) 345-2319

Fruitlands Museum  
Prospect Hill  
Harvard, MA 0451  
(978) 456-3924

Fuller Museum of Art  
455 Oak Street  
Brockton, MA 02401-1399  
(508) 588-6000

Hancock Shaker Village  
P.O. Box 927  
Pittsfield, MA 01202  
(413) 443-0188

Harvard University Museums  
• Cultural and Natural History  
26 Oxford Street  
Cambridge, MA 02138  
(617) 496-5402, FAX (617) 495-7535

• Busch-Reisinger, Fogg, and Sackler Art  
Museums  
32 Quincy Street  
Cambridge, MA 02138  
(617) 495-9400

Heritage Plantation  
P.O. Box 566  
Sandwich, MA 02563  
(508) 888-3300

Higgins Armory Museum  
100 Barber Avenue  
Worcester, MA 01606  
(508) 853-6015

Historic Deerfield, Inc.  
Box 321  
Deerfield, MA 01342-0321  
(413) 774-5581

House of Seven Gables  
54 Turner Street  
Salem, MA 01970  
(978) 744-0981

Isabella Stewart Gardner Museum  
2 Palace Road  
Boston, MA 02115-5897  
(617) 278-5123, FAX (617) 232-8039

The Jackson Homestead  
527 Washington Street  
Newton, MA 02158-1433  
(617) 552-7238

John F. Kennedy Library & Museum  
Columbia Point  
Boston, MA 02125  
(617) 929-4553, FAX (617) 929-4538

Kendall Whaling Museum  
(781) 784-5642  
27 Everett Street  
Sharon, MA 02067

Lexington Historical Society  
Hancock-Clarke House, Buckman Tavern,  
Munroe Tavern  
P. O. Box 514, Lexington, MA 02173  
(781) 861-0928

**APPENDIX C (CONTINUED):****Massachusetts Museums and Historic Sites, and State Parks**

Marine Museum at Fall River  
70 Water Street  
Fall River, MA 02721  
(508) 674-3533

Mead Art Gallery, Amherst College  
Amherst, MA 01002  
(413) 542-2335

Minuteman National Historic Park  
Battle Road-Route 2A  
Lexington, MA 02173  
(617) 862-7753

Mount Holyoke Art Museum  
South Hadley, MA 01075  
(413) 538-224

Museum of Afro-American History/  
African Meeting House  
46 Joy Street/8 Smith Court  
Boston, MA 02114  
(617) 742-1854

Museum of American Textile History  
491 Dutton Street  
Lowell, MA 01854  
(978) 441-0400

Museum of Fine Arts, Boston  
465 Huntington Avenue  
Boston, MA 02115  
(617) 369-3309, FAX (617) 267-9328

Museum of the National Center of  
Afro-American Artists  
300 Walnut Avenue  
Boston, MA 02119  
(617) 442-8614

Museum of Our National Heritage  
33 Marrett Road  
Lexington, MA 02173  
(781) 861-6559

Museum of Science  
Science Park  
Boston, MA 02114-1099  
(617) 723-2511

Nantucket Historical Association  
Nantucket, MA 02554  
(508) 228-1736

New Bedford Whaling Museum  
18 Johnny Cake Hill  
New Bedford, MA 02740  
(508) 997-0046

New England Aquarium  
Central Wharf  
Boston, MA 02110  
(617) 973-5232, FAX (617) 720-5098

New England Science Center  
222 Harrington Way  
Worcester, MA 01604-1899  
(508) 791-9211

Norman Rockwell Museum  
9 Glendike Road  
PO Box 308  
Stockbridge, MA 01262  
(413) 298-4100 x 260

Old Colony Historical Society  
66 Church Green  
Taunton, MA 02780  
(508) 822-1622

Old South Meeting House  
310 Washington Street  
Boston, MA 02108  
(617) 482-6439

Old Sturbridge Village  
Museum Education Department  
One Old Sturbridge Village Road  
Sturbridge, MA 01566  
(508) 347-3362, FAX (508) 347-5375

Orchard House/Home of the Alcotts  
399 Lexington Road  
Box 343  
Concord, MA 01742  
(978) 369-5617, FAX (978) 369-1367

## APPENDIX C (CONTINUED):

## Massachusetts Museums and Historic Sites, and State Parks

Paul Revere House  
19 North Square  
Boston, MA 02113  
(617) 523-1676

Peabody Museum/ Essex Institute  
East India Square  
Salem, MA 01970  
(978) 745-1876

Pilgrim Hall Museum  
75 Court Street  
Plymouth, MA 02360  
(508) 746-1620

Plimoth Plantation  
P.O. Box 1620  
Plymouth, MA 02362  
(508) 746-1622

Salem Maritime National Parks and  
Historic Site  
174 Derby Street  
Salem, MA 01970  
(978) 740-1680

Saugus National Park Ironworks  
244 Central Street  
Saugus, MA 01906  
(781) 233-0050

Schooner Ernestina Commission  
State Pier, P.O. Box 2010  
New Bedford, MA 02741-2010  
(508) 992-4900, FAX (508) 984-7719

Shirley Eustis House  
33 Shirley Street  
Roxbury, MA 02119  
(617) 442-2275

Smith College Art Museum  
Tyron Hall  
Elm Street at Bedford Terrace  
Northampton, MA 01063  
(413) 584-2700

Society for the Preservation of New  
England Antiquities  
141 Cambridge Street  
Boston, MA 02114  
(617) 227-3956

Springfield Armory  
One Armory Square  
Springfield, MA 01105-1299  
(413) 734-8551

Springfield Museums

- Museum of Fine Arts  
G.W.V. Smith Museum
- Connecticut Valley Historical Museum  
Springfield Science Museum  
220 State Street  
Springfield, MA 01103  
(413) 739-8871

Storrowton Village Museum  
1305 Memorial Avenue  
West Springfield, MA 01089  
(413) 787-0316

Tsongas Industrial History Center,  
Boott Cotton Mills Museum  
400 Foot of John Street  
Lowell, MA 01852  
(978) 970-5080, FAX 970-5085

U.S.S. Constitution & Museum  
Charlestown Navy Shipyard  
P.O. Box 1812  
Boston, MA 02129  
(617) 426-1812

Wellesley College Art Museum, Jewett  
Center  
Wellesley, MA 02181  
(781) 235-0320

Williams College Museum of Art  
Main Street  
Williamstown, MA 01267  
(413) 597-2429

Worcester Art Museum  
55 Salisbury Street  
Worcester, MA 01609-3196  
(508) 799-4406, FAX (508) 798-5646

**Division of Forests and Parks**

100 Cambridge Street

Boston, MA 02202

(617) 727-3180

toll-free in Massachusetts (800)831-0569

These parks include natural reservations, monuments, historical estates, and historical industrial, agricultural, and maritime sites. A brochure is available from the Division of Forests and Parks describing the sites in greater detail.

**Berkshires**

- Mt. Greylock State Reservation

Lanesborough (natural)

(413) 499-4262

- Natural Bridge State Park
- Western Gateway Heritage State Park (Hoosac Tunnel)

North Adams (industrial)

(413) 663-6312

**Connecticut River Valley**

- Gardner Heritage State Park

Gardner (industrial)

(978) 630-1497

- Holyoke Heritage State Park

Holyoke (industrial)

(413) 534-1723

- Skinner State Park

Hadley (natural)

(413) 586-0350

**Central**

- Blackstone River and Canal Heritage State Park

Uxbridge (industrial)

(508) 278-6486

- Moore State Park

Paxton (industrial)

**Northeast**

- Bradley Palmer State Park

Topsfield (estate)

(978) 887-5931

- Great Brook Farm State Park

Carlisle (natural, agricultural)

(978) 369-6312

**Northeast (continued)**

- Halibut Point State Park

Rockport (industrial)

(978) 546-2997

- Lawrence Heritage State Park

Lawrence (industrial)

(978) 794-1655

- Lowell Heritage State Park

Lowell (industrial)

(978) 453-0592

- Maudslay State Park

Newburyport (estate)

(978) 465-7223

**Greater Boston**

- Borderland State Park

Easton (estate)

(508) 238-6566

- Boston Harbor Islands Park

Hingham (natural)

(781) 740-1605

- Lynn Heritage State Park

Lynn (industrial)

(781) 598-1974

- Roxbury Heritage State Park

Roxbury (house museum)

(617) 445-3399

- Walden Pond State Reservation

Concord (natural)

(978) 369-3254

**Southeast**

- Dighton Rock State Park

Berkley (museum)

(508) 644-5522

- Fall River Heritage State Park

Fall River (industrial, maritime)

(508) 675-5759

- Myles Standish Monument State Reservation

Duxbury (monument)

(781) 866-2580

- Pilgrim Memorial State Park

Plymouth (monument)

(508) 866-2580

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## Massachusetts Department of Education

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*Dr. Robert V. Antonucci, Commissioner of Education*

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