# Rhode Island Social Studies Standards

Kindergarten through High School



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## INTRODUCTION

During the 2019 legislative session, the Rhode Island legislature authorized a new round of standards review (RIGL 16-22-30). Based on this legislative directive, the Rhode Island Department of Education (RIDE) initiated a series of steps in the fall of 2019 that began with the formation of the Rhode Island History and Social Studies Advisory Committee (RIHSSAC). The RIHSSAC is a group of Rhode Island educators from the K-12 and postsecondary systems. It includes representation from various community, civic, and historical organizations and continues to meet.

In 2019, the first task of the RIHSSAC was to review the existing RI Social Studies Grade-Span Expectations (GSEs) against the criteria set by the legislature and to recommend to RIDE whether the GSEs be kept, revised, or replaced. To fulfill this task, starting in late summer of 2020, the RIHSSAC developed an interactive process to engage diverse communities throughout Rhode Island to provide input on the skills, content, and equity focus for the new standards, and to offer feedback on other content for inclusion in the curriculum frameworks. Participants providing input were encouraged to do so via a survey that RIDE developed. This process included proactively reaching out to individuals, organizations, associations, and groups representative of Rhode Island's ethnic, cultural, linguistic, and identity-based communities. This process was purposeful and included historically silenced or erased communities. In addition, the intent was to develop an active feedback process that engaged communities rather than a more traditional and passive approach to soliciting feedback. Thus, as part of this process, communities had options to participate in virtual feedback sessions using a presentation and survey provided, as well as to share the survey itself with their own memberships.

During this engagement process, the RIHSSAC received over 900 survey responses from communities, organizations, and individuals across Rhode Island, which were analyzed and summarized in a report provided to the RIHSSAC. Based on this activity, the RIHSSAC found that, although the GSEs met all the criteria to some extent, significant revisions were needed. In particular, the advisory committee recommended that the revised standards decrease the total number of standards, emphasize depth over breadth, and be more culturally responsive.

In the fall of 2021, RIDE convened a sub-committee of the RIHSSAC to begin developing a draft of revised social studies standards. These standards were designed to be fewer in number and to repeat at each grade level. They were also designed to be culturally responsive. To achieve this, the revised standards were designed to emphasize inquiry-based skills essential to helping students learn a wide range of social studies content. These standards were also designed to be part of a more comprehensive social studies curriculum framework that would provide scope and sequences of content from kindergarten through high school.

The development team completed a draft set of standards in the spring of 2022. Once these standards were completed, RIDE began the task of developing scope and sequences of social studies content for each grade level from kindergarten through middle school and for five courses in high school. In the fall of 2022, initial drafts of the scope and sequences were completed.

Once there were complete drafts of the standards and scope and sequences of content, RIDE began to share the drafts with and solicit feedback from a wide range of stakeholder groups through inperson and virtual sessions. A variety of stakeholder groups were consulted throughout the course of reviewing the standards and the scope and sequences of content. This included the following:

- The Rhode Island History and Social Studies Advisory Committee (RIHSSAC)
- Classroom educators
- RI Civic Learning Coalition
- Holocaust and Genocide Education Commission
- Civics Task Force
- Commissioner's Student Advisory Group
- RI Civic Learning Coalition Youth Ambassadors
- Rhode Island Historical Society Teen Advisory Board
- General public

As part of this feedback process, a variety of revisions were made. One substantive revision was to reorganize the standards and scope and sequences into anchor standards and content standards respectively. Next, the complete draft of the revised Rhode Island Social Studies standards was available for public review and input from November 21, 2022, to December 19, 2022. The standards were posted on the RIDE website and a feedback form was provided for stakeholders to share their feedback.

Based on the feedback provided by stakeholders and the public input, RIDE made numerous revisions and changes. As mentioned above, it is important to know that these standards are designed to be a component of the Social Studies Curriculum Framework that is yet to be developed. Included with the standards below is additional guidance on how to read and understand how the anchor standards and content standards work together to be the Rhode Island Social Studies Standards. Additional guidance documents will be developed to support districts and teachers in implementing the Rhode Island Social Studies Standards.

What is provided in this document is the culmination of all of this work: The complete set of Rhode Island Social Studies Anchor Standards and Content Standards.

## RHODE ISLAND'S SOCIAL STUDIES ANCHOR STANDARDS

#### **OVERVIEW**

The Rhode Island Social Studies Anchor Standards, which are displayed on the following pages, are intended to support the principle of depth over breadth by providing a consistent throughline from kindergarten through high school. To meet this objective, there are twelve anchor standards. These twelve standards are divided into four domains: Civics and Government, History, Geography, and Economics. These anchor standards apply across all grade levels and high school courses and are designed to inform teaching of all social studies content as identified in the content standards. The image below displays the four domains and the title of the three standards within each.

#### **Civics and Government**

Power Rules and Laws Rights and Responsibilities

#### **History**

Change / Continuity Historical Perspectives Individuals / Groups

#### Rhode Island's Social Studies Anchor Standards

#### Geography

Human, Physical, and Environmental Interactions Human Systems and Populations The World in Spatial terms

#### **Economics**

Scarcity / Abundance Producers / Consumers Economics / Government

#### **EMPHASIZING DEPTH OVER BREADTH**

Each of the twelve anchor standards has a consistent four-part hierarchy of cognitive skills designed to support a consistent approach to inquiry of social studies content. This hierarchy is applied to all anchor standards and content standards and is denoted through the consistent use of four verbs: *Identify, Explain, Analyze*, and *Argue*. This four-part hierarchy supports depth over breadth by providing a consistent and predictable approach to understanding complexity and rigor that benefits both teachers and students. Below is a brief description and definition of each level of rigor.

- 1. **Identify**: When the verb *identify* is used, students learn key concepts and ideas, such as knowledge of people and events, the ability to identify locations on a map, and the like.
- 2. **Explain**: When the verb *explain* is used, students understand how key ideas relate to each other conceptually. For example, this could include explaining the roles people fulfill, how things work, and the sequence or course of events.
- 3. **Analyze**: When the verb *analyze* is used, students examine how key concepts operate in real contexts. This can include understanding of differences and similarities, to make

- comparisons, and to communicate more complex relationships, and how they play out in real life. Being able to analyze also implies being able to evaluate evidence from primary and secondary sources, as well assessing complexity through multiple perspectives.
- 4. **Argue**: When the verb *argue* is used, students make logical, evidence-based assertions, and consider and rebut opposing arguments. Embedded within this understanding is the ability to analyze history and make evidence-based arguments that examine the impact of ideas and actions, unpack policy decisions, and support advocacy and innovative improvements to society and the world. It is important to mention here an explicit connection to Rhode Island's English Language Arts standards. In Kindergarten through 5th Grade, students focus on developing and supporting opinions by presenting one point of view supported by reasons and information from sources or personal experiences. In grades 6 through 12, students craft arguments, presenting multiple perspectives supported by evidence from sources. However, the macrostructure of both opinion and argument are the same: students share their thinking with reasons including examples and evidence. Argue is used throughout the K-12 standards to ensure the development of these critical thinking skills.

#### **EMPHASIZING CULTURAL RESPONSIVENESS**

As mentioned in the introduction, the Rhode Island Social Studies Standards are also designed to inform a culturally responsive and inquiry-based approach to Social Studies teaching and learning. One of the key criteria in the RIGL 16-22-30 legislation stipulates that academic standards and curriculum frameworks will "instill respect for the cultural, ethnic, and racial diversity of this state, and for the contributions made by diverse cultural, ethnic, and racial groups to the life of this state." Moreover, standards and curriculum guidance documents must "be designed to avoid perpetuating gender, cultural, ethnic, or racial stereotypes." To that end, the Rhode Island Social Studies Standards were written to meet these requirements.

Prior to engaging in the revision of Rhode Island's social studies standards, RIDE had developed multiple tools to support the adoption, creation, and utilization of high-quality curriculum materials, characterized by their cultural responsiveness. To stay consistent with this work, RIDE identified four CRSE design principles that were used to inform the development of the anchor standards and content standards. Below is a brief description of each principle:

**Diverse Identities:** The Rhode Island Social Studies Standards are intended to 1) validate and affirm individuals' diverse and intersectional identities, where the term *intersectional* refers to the interconnected nature of social categorizations such as race, class, gender, ability, religion, etc. as they apply to a given individual or group, and regarded as creating overlapping and interdependent systems of discrimination or disadvantage<sup>1</sup>, 2) elevate the voices and perspectives of traditionally excluded groups while ensuring the funds of knowledge and cultural capital of students, families,

<sup>&</sup>lt;sup>1</sup> Coomer, M. N., Skelton, S. M., Kyser, T. S., Warren, C., & Thorius, K. A. K. (2017). Assessing bias In standards and curricular materials. Equity Tool. Indianapolis, IN: Great Lakes Equity Center.; Hollie, S., & Allen, B. (2018). *Culturally and linguistically responsive teaching and learning: Classroom practices for student success*. Shell Education.

and their communities are central to the learning process<sup>2</sup> and 3) avoid minimizing or ignoring unpleasant realities (e.g., oppression, prejudice, racism, sexism, etc.)<sup>3</sup>.

**Cultural Awareness**: The Rhode Island Social Studies Standards are intended to 1) take into account, and leverage, student cultural dimensions that impact how they acquire and demonstrate learning<sup>4</sup>, 2) support students in understanding the ways their identities, culture, and experiences affect, and at times limit, their perspectives, 3) allow students to learn from their peers and from perspectives beyond their scope<sup>5</sup>.

**Instructional Engagement:** The Rhode Island Social Studies Standards are intended to 1) require educators to take into account the specific contexts within which they work, and students live (demographics, political context and popular culture; urban, rural, or suburban; school, community, town, city, state, country; state of the world)<sup>6</sup>, and 2) drive approaches that support healthy social-emotional development. The standards do not intend to stamp out differences, but instead strive to support approaches where students can utilize their prior knowledge, culture, language, and experiences as they acquire skills and knowledge and demonstrate learning<sup>7</sup>.

**Critical Consciousness:** The Rhode Island Social Studies Standards are intended to 1) help students make sense of and critique the world around them, naming and acting upon the "norms, values, mores, and institutions that produce and maintain inequities."<sup>8</sup>, 2) help build students' abilities as citizens<sup>9</sup> to recognize and move to act against bias, stereotypes, and inequities in their immediate environment, their communities, and the world around them<sup>10</sup>.

<sup>&</sup>lt;sup>2</sup>Moll et al., 1992; New York State Dept. of Education, 2018; Rhode Island Department of Education, 2021

<sup>&</sup>lt;sup>3</sup>Coomer, M. N., Skelton, S. M., Kyser, T. S., Warren, C., & Thorius, K. A. K. (2017). Assessing bias In standards and curricular materials. Equity Tool. Indianapolis, IN: Great Lakes Equity Center.

<sup>&</sup>lt;sup>4</sup> Gay, G. (2000). Culturally responsive teaching: Theory, research, and Practice. Teachers College Press.; Powell, R., Cantrell, S. C., & Rightmyer, E. (2013). Teaching and reaching all students: An instructional model for closing the gap. Middle School Journal, 44(5), 22–30.

<sup>&</sup>lt;sup>5</sup> New York State Dept. of Education. (2018). Culturally Responsive-Sustaining Education Framework. Retrieved 2021

<sup>&</sup>lt;sup>6</sup> Milner, R. H. (2020). Start Where You Are, But Don't Stay There, Second Edition: Understanding Diversity, Opportunity Gaps, and Teaching in Today's Classrooms (2nd Edition). Harvard Education Press.

<sup>&</sup>lt;sup>7</sup> New York State Dept. of Education. (2018). Culturally Responsive-Sustaining Education Framework. Retrieved 2021 <sup>8</sup>Ladson-Billings, G. (1995). But that's just good teaching! the case for culturally relevant pedagogy. Theory Into Practice, 34(3), 159–165.

<sup>&</sup>lt;sup>9</sup> Throughout this document, the term 'citizen' is not used in a strict legal sense. When used in this document, it typically refers to anyone who is an active and responsible participant in society. This civic-focused use of the word is not intended to discount the narrower use to individuals with full rights under a particular system of government. See page 26 of Educating for American Democracy: Excellence in History and Civics for All Learners report (2021) for more information about the dual meanings of "citizen" and 'citizenship.'

 $<sup>^{10}</sup>$  New York State Dept. of Education. (2018). Culturally Responsive-Sustaining Education Framework. Retrieved 2021

#### Power (CG.P)

Students act as informed citizens as they...

- 1. *Identify* what political power is and who has political power in a society.
- 2. *Explain* how political power is and has been obtained and used to govern communities and individuals with attention to their intersectional identities and lived experiences.
- 3. *Analyze* the purpose of government and the use of power, including balancing order and freedom, to advance and control different communities and individuals based on their intersectional identities and lived experiences.
- 4. *Argue* how power can be distributed and used to create a more equitable society for communities and individuals based on their intersectional identities and lived experiences.

#### Rules and Laws (CG.RL)

Students act as informed citizens as they...

- 1. *Identify* what rules and laws are, and who has the power to make them, in different settings and cultures that are familiar and unfamiliar to students.
- 2. *Explain* why rules and laws exist, and how they are implemented by and for individuals and communities based on their intersectional identities and lived experiences.
- 3. *Analyze* how rules and laws positively and/or negatively impact different individuals and communities based on their intersectional identities and lived experiences.
- 4. *Argue* how rules and laws can be used to create an equitable society.

#### Rights and Responsibilities (CG.RR)

Students act as informed citizens as they...

- 1. *Identify* what rights and responsibilities individuals and communities have in a society and who can take advantage of them.
- 2. *Explain* different ways communities and individuals inform themselves, exercise their rights and responsibilities, and engage formally and/or informally in political processes.
- 3. *Analyze* how individuals and communities have been included or excluded from the political process based on their intersectional identities and lived experiences and the impact these actions have had on their rights, responsibilities, and the functioning of a democratic society.
- 4. *Argue* for a possible solution to make rights equitable and the roles of those involved in pursuing that solution.

## **Change / Continuity (H.CC)**

Students act as historians as they...

- 1. *Identify* historical events that are culturally relevant to global, national, and local histories and connect to students' intersectional identities and lived experiences.
- 2. *Explain* multiple causes and effects of historical events, centering and representing the voices and experiences of individuals and communities who were agents of change and resistance.
- 3. *Analyze* multiple sources to compare and contrast historical events through the lenses of identity, power, and resistance.
- 4. *Argue* how social change, intersectional identities, and lived experiences are crucial to the study and practice of history.

## **Historical Perspectives (H.HP)**

Students act as historians as they...

- 1. *Identify* key people, central ideas, and the mechanisms by which stories are told and retold regarding an event or series of events, centering the voices of historical actors and groups engaged in resistance and change.
- 2. *Explain* the purpose, audience, and perspective of multiple types of sources (art, music, oral histories, pamphlets, film, texts, etc.) relating to a historical event or series of events, individual, or group of people, including indications of bias toward or against the subject portrayed.
- 3. *Analyze* multiple types of sources, including art, music, oral histories, pamphlets, film, texts, etc., through a critical reflection of the creators' and students' intersectional identities and lived experiences.
- 4. *Argue*, using multiple narratives rooted in identity, power, and resistance, how history itself is an interpretation of events.

### Individuals / Groups (H.IG)

Students act as historians as they...

- 1. *Identify* peoples, events, technologies, and ideas involved in historical and social change in various geographical and temporal locations.
- 2. *Explain* how historical and social change have been and continue to be accomplished in relation to systems of power, identity, and resistance.
- 3. *Analyze* historical change through the intersectional identities and lived experiences of people who have accomplished social change throughout history in relation to systems of power, identity, and resistance.
- 4. *Argue* how all individuals can act as local, national, and/or global agents of social change by using lessons learned from history.

#### Human, Physical, and Environmental Interactions (G.HPE)

Students act as geographers as they...

- 1. *Identify* the characteristics of human systems, physical systems, and the environment, and ways they interact at local, regional and/or global levels.
- 2. *Explain* how humans and their societies and institutions affect, modify and/or preserve the environment, as well as how the modifications of the physical environment affect physical, behavioral, and diverse cultural systems.
- 3. *Analyze* how individuals and societies at local, regional and/or global levels influence political, economic, and social decision-making.
- 4. *Argue* how decisions about resources and the environment made by individuals and/or communities impact current and future peoples differently and how those decisions might be made more equitable.

#### **Human Systems and Populations (G.HSP)**

Students act as geographers as they...

- 1. *Identify* the characteristics of populations based on their size, place, region, and cultural demographics, as well as identifying patterns of migration.
- 2. *Explain* how and why a population's characteristics, including their spatial distribution, growth, and movement, have divided, organized, and unified areas of Earth's surface and impacted both human and physical systems.
- 3. *Analyze* how human systems and the distribution of populations interact with and impact physical systems, and how conflict and access to resources influence physical systems.
- 4. *Argue* how the relationship between populations and physical systems influence decision-making about the equitable access to resources and land at the local, regional, and/or global levels.

#### The World in Spatial Terms (G.WST)

Students act as geographers as they...

- 1. *Identify* maps, globes, and other geographic tools and technologies that are used to describe where places are located both absolutely and relatively across time, space, and distance.
- 2. *Explain* how the characteristics and elements of maps, globes, geographic tools, and other technologies are used and selected to identify and describe local, regional and/or global locations
- 3. *Analyze* multiple types of maps, charts, and graphs and how they are used to interpret topographical information, draw inferences about the development of societies, and determine how places shape events and how places may be changed by events.
- 4. *Argue* how the systematic analysis of the spatial patterns provides an integral understanding of a place or region and supports equitable decisions about climate and land use.

## Scarcity / Abundance (E.SA)

Students act as economists as they...

- 1. *Identify* the choices communities make about how to use resources based on the scarcity of that resource, including those that are familiar and unfamiliar.
- 2. *Explain* how scarcity affects the cost and availability of desired goods and services, and who has the power to influence the factors related to cost and availability and why.
- 3. *Analyze* how decisions affecting access to goods and services are influenced by systems of power and cultural norms including how these effects of decisions create more equitable or inequitable outcomes.
- 4. *Argue* how a resource can be used differently to create a more equitable outcome for individuals and communities including how individuals and communities can influence systems of power to achieve that change.

### **Producers / Consumers (E.PC)**

Students act as economists as they...

- 1. *Identify* the individuals and communities involved in the production of any good or service, the materials needed for producing them, where and how the materials are obtained, and the various interrelationships among all of these elements.
- 2. *Explain* who has the power to make decisions related to the means of production and the effects those decisions have on individuals and communities
- 3. *Analyze* how individuals and communities acting through intersectional identities and lived experiences can affect the means of production.
- 4. *Argue* whether the costs and benefits of an aspect of the means of production equitably serve all individuals and communities.

#### **Economics / Government (E.EG)**

Students act as economists as they...

- 1. *Identify* the ways that different political systems utilize economic systems to organize and distribute goods and services to individuals and communities.
- 2. *Explain* how those traditionally privileged and marginalized across intersecting identities can influence and interact with economic systems.
- 3. *Analyze* how inequities within the economic system have been addressed or sustained by the actions of those traditionally privileged and marginalized.
- 4. *Argue* how different economic systems can create more equitable outcomes for individuals and communities, particularly for those traditionally marginalized from the economic system.

## RHODE ISLAND'S SOCIAL STUDIES CONTENT STANDARDS

#### **O**VERVIEW

The Rhode Island Social Studies Content Standards identify the social studies content students in Rhode Island are expected to learn from kindergarten through high school. When designing instruction and teaching, teachers are also expected to keep the anchor standards front and center to inform students' exploration of and engagement with concepts and topics within the content standards.

The social studies content standards are organized by grade-level from kindergarten through eighth grade and include five courses of study for high school. Although Rhode Island's Secondary Regulations require students to take three credits of Social Studies in high school for graduation, RIDE has provided standards progressions for five high school courses in Social Studies. RIDE understands that many high schools also provide electives in Social Studies to complement the requirements. Below is an outline of the K-8 grade level topics and the five high school courses:

#### **Kindergarten - Grade 8**

- Kindergarten Living and Working Together in Schools, Families, and Neighborhoods
- Grade 1 Living and Working Together in Local Communities
- Grade 2 Living and Working Together in Global Communities
- Grade 3 Living and Working Together in the Regions of the United States
- Grade 4 Living and Working Together in Rhode Island
- Grade 5 United States History: Pre-European Contact to Reconstruction
- Grade 6 Ancient to Medieval World History and Geography
- Grade 7 Early Modern to Modern World History and Geography
- Grade 8 Government and Civic Life in the United States and Rhode Island

#### **High School**

- Civics
- United States History I: Pre-European Contact to Reconstruction
- United States History II: Late 19th Century to the Present
- World History I: Ancient to Medieval
- World History II: Early Modern to Modern

#### How to Read the Standards

Every grade level and high school social studies course is organized in a similar fashion. First, each course has a clear title highlighting the focus of inquiry for that course. Within each course, content is organized into inquiry topics and subtopics. For each subtopic there is a single standard with additional guidance that is designed to help teachers understand and make decisions about how to teach the provided content. To assist with this, each subtopic is presented in table form. A sample table is provided below. Following it is a brief description of each element in the table.

#### SAMPLE STANDARD TABLE

Each course of study for social studies follows the same format. Each course is divided into Inquiry Topics, and each inquiry topic has multiple standards. Below is a sample table used for each content standard that illustrates how the content standards within each course are displayed and organized.

#### **Inquiry Topic 1: Families**

Compelling Question: Are all families the same?

SSK.1.1 Members of and roles in	Conne	ctions t	o the Rh	ode Isla	and Anc	hor Sta	ndards					
families Explain families, family roles, and	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
family rules through looking at their own, those of classmates, and those represented in literature	х	х	х		х	х					х	
In what ways are families unique or similar?      What are examples of family units?      What are the roles of different people in a family?      How are the roles within families similar and/or different from one another?      How do members of a family work together to help each other?	<ul> <li>a. Identify examples and configurations of a family unit and explain the characteristics of what makes a family (e.g., adopted families, foster families, heterosexual couple families, families with same sex caregivers, interracial families, families with a single caregiver, extended families)</li> <li>b. Identify roles people have in a family unit and explain how the roles relate to each other</li> <li>c. Identify what rules and norms families have and explain who makes them and why they</li> </ul>											other
together to help each other?	e.	Explair	ı ways to	help at	home							

#### **Inquiry Topic**

Each grade level and high school course consists of multiple inquiry topics. Each inquiry topic is numbered, titled for easy reference, and includes a compelling question. Each inquiry topic also includes multiple content standards, each of which has its own table.

#### **Compelling Question**

Each inquiry topic includes a compelling question that is intended to provide an overarching focus of study across the topic of inquiry. Compelling questions are not designed to have simple answers and students should be able to make a range of valid evidence-based arguments in response to these questions after they have completed the topic of inquiry.

#### **Content Standard**

The box in the top left-hand corner of each table identifies the content standard. Each table has only one standard and is numbered based on the grade, topic, and standard. For example, the standard SSK.1.1 refers to *Social Studies Grade Kindergarten, Inquiry Topic 1, Standard 1*. All content standards use the four verbs emphasized in the anchor standards. In addition, in most cases the level of rigor in any content standard matches the highest level of rigor in the learning assessment objectives.

#### **Connections to the Rhode Island Anchor Standards**

Adjacent to the content standard is information that identifies which anchor standards align with and inform the content standard for the subtopic. Teachers should keep these in mind when using the content standard, guiding questions for instruction, and learning assessment objectives to design instruction and assessment tasks.

#### **Guiding Questions for Instruction**

The guiding questions for instruction provide teachers with suggested questions to help prompt student inquiry into the subtopic. They align with the learning assessment objectives.

#### **Learning Assessment Objectives**

The learning assessment objectives are designed to help teachers know what to look for when students demonstrate their learning as it relates to the content standards. These objectives also function as indicators of what effective demonstration of the standard would look like. In a sense, the objectives are an 'unpacked' version of the content standard. The levels of rigor in the learning assessment objectives align with those of the anchor standards and point to the anchor standards levels that students are expected to achieve.

### KINDERGARTEN – LIVING AND WORKING TOGETHER IN SCHOOLS, FAMILIES, AND NEIGHBORHOODS

Students are introduced to social studies and citizenship by looking closely at their families, school, and neighborhoods. Students learn roles and rules, how people work together, and how to be good citizens in these contexts. Students also learn about the diversity of families and people represented in their school and community and gain an understanding of spatial relationships through the study of maps.

## Topics of Inquiry, Compelling Questions, and Standards

# **Inquiry Topic 1: Families**

Compelling Question: Are all families the same?

SSK.1.1: Members of and roles in families

SSK.1.2: Family locations in the local community

SSK.1.3: Family traditions

SSK.1.4: Family needs and wants

# **Inquiry Topic 2: Schools**

Compelling Question: What are a student's responsibilities at school?

SSK.2.1: School location in the local community

SSK.2.2: Roles and responsibilities in schools

SSK.2.3: Classroom citizenship

SSK.2.4: Shared holidays and traditions

# **Inquiry Topic 3: Neighborhoods**

Compelling Question: What makes a community, a community?

SSK.3.1: Neighborhood boundaries and nearby neighborhoods

SSK.3.2: Roles in the community and community citizenship

SSK.3.3: Neighborhood and community traditions and celebrations

# Inquiry Topic 4: Families, Schools, and Neighborhoods around the World

Compelling Question: What is unique about my family, school, or neighborhood?

SSK.4.1: Families around the world

SSK.4.2: Schools around the world

SSK.4.3: Neighborhoods around the world

# Standards Tables

# Inquiry Topic 1: Families Compelling Question: Are all families the same?

SSK.1.1 Members of and roles in families	Conne	ctions t	o the Rh	node Isla	and And	hor Sta	ndards					
Explain families, family roles, and	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
family rules through looking at the student's own, those of classmates, and those represented in literature	X	X	X		X	X					X	
Guiding Questions for Instruction:		_	ment Ol	-								
<ul> <li>In what ways are families unique or similar?</li> <li>What are examples of family units?</li> <li>What are the roles of different people in a family?</li> </ul>	a. <b>Identify</b> examples and configurations of a family unit, and <b>explain</b> the characteristics of what makes a family (e.g., adopted families, foster families, heterosexual couple families,											
<ul> <li>How are the roles within families similar and/or different from one another?</li> </ul>	c. d.	exist	y what ru n respons					-				•
How do members of a family work together to help each other?	e.	pets)	ı respons ı ways to			noers or	a family	nave to	me ram	iy uiiit (1	nciuaing	; 10

SSK.1.2 Family locations in the local community	Connec	tions t	o the Rh	ode Isl	and And	chor Sta	ndards					
Explain the physical location of students' and classmates' families	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
within the community and the relationships between families and the community							X		X		X	
Guiding Questions for Instruction:	Learning	g Assess	ment Ol	ojectives	<b>:</b>							
<ul> <li>What are the purposes of a map and a globe?</li> <li>What are the features of a map and a globe?</li> <li>Where are students' families located on a map?</li> <li>Where are places that provide goods and services located on a map?</li> <li>How close or how far do</li> </ul>	b. c. d. e.	Identify and the Identify services Identify relative Explain	y the purific classm y resource s for the position the phy	pose and ates live es near in authouse ation of a sical entities milies m	I feature: (e.g., ci families d, disabi the stude eir home vironmer ake up n	and reso lity serv ent's home at where	ap and a g state, an ources that ices) ne address students	d country at are fare as and ad	y) ther away	y (e.g., so to import	chools, s	tores,

neighborhood or community?

SSK.1.3 Family and Cultural traditions	Conne	ctions t	o the Rl	node Isla	and And	hor Sta	ndards						
Explain a variety of family and cultural	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
traditions through looking at the students' own, those of classmates, and those represented in literature				Х	Х		Х						
Guiding Questions for Instruction:  • What are traditions?		_	sment O	•									
<ul> <li>How are family and cultural traditions celebrated?</li> </ul>	<ul> <li>a. Identify the characteristics of culture (e.g., food, clothing, activities, holidays, religion)</li> <li>b. Identify family traditions as they relate to culture (e.g., food, clothing, activities, holidays, religion)</li> </ul>												
<ul> <li>What are similarities and differences in the celebrations of family and cultural traditions?</li> </ul>	c. d.	Explain	<b>n</b> ways ii		_	-	e can affe			le in thei	r commu	ınity	
• How can students explore different experiences or traditions of people in their community?	e.	Identif	y differe	nces and	similari	ties betw	veen the ted in liter	traditions				Ĭ	
<ul> <li>What are similarities and differences between the traditions of real-life families and those represented in fiction?</li> </ul>													

SSK.1.4 Family needs and wants Explain the differences between needs	Conne	ctions to	o the Rh	node Isla	and And	hor Sta	ndards					
and wants and how these concepts impact family units	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
impact family units			Х							Х		Х
<ul> <li>Guiding Questions for Instruction:</li> <li>What is the difference between a need and a want?</li> <li>How do families provide for basic needs?</li> <li>How do families balance wants and needs?</li> <li>How do people use jobs to obtain wants and needs?</li> </ul>	a. b. c. d. e.	Identify understa Explair Explair needs Identify ways jo Explair	anding the ways fare ways fare what jobs may continue to the ways fare ways jobs may continue to the ways jobs may continue to	wants are respondingles so and was are, do be are determined acome is	to:  ad needs, asibilities  hare and ys wants  ifferent to  etermine e where of and the re	and need by whome lives	plain how uals have te resour eds play of jobs, and ere one l s (e.g., m	e to each ces out with I how the lives (e.g	other ar limited r ey are us , closen be close	esources ed to obtess to the	mily as a tain want e family)	whole ts and

**Inquiry Topic 2: Schools**Compelling Question: What are a student's responsibilities at school?

SSK.2.1 School location in the local community	Conne	ctions t	o the Rh	node Isla	and And	chor Sta	ndards					
Analyze the school's place within the	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
local community geographically, socially, and economically	Х								Х			
<ul> <li>Guiding Questions for Instruction:</li> <li>Where is the school located?</li> <li>How is the school a part of the community?</li> </ul>		Identify Explain Explain stores, s	w the sch the related the related the related the related the related the rela	n ability ool's add tive loca tive loca etc.	to: dress and ation of the	he schoo	ol in relat	ion to w	ther near	by resou	rces sucl	

SSK.2.2 Roles and responsibilities in schools	Conne	ctions t	o the Rh	node Isla	and And	hor Sta	ndards					
Analyze rules, roles, and	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
responsibilities at school	Х	Х	Х									
<ul> <li>Guiding Questions for Instruction:</li> <li>Why do we go to school?</li> <li>Why do we need rules at school?</li> <li>What are the responsibilities of students in school?</li> <li>What are the responsibilities of teachers in school?</li> <li>What other people have responsibilities at school and what do those people do?</li> </ul>		Identify (e.g., ca Analyz Argue I teach ar Analyz to help	e different how the and how the	n ability and norms allways nces in r rules, no hey creat ponsibili to learn	to: s of scho ules in d rms, and te a way ties of pe	ifferent prights a for stude eople at	places like t school and ents to we school and teachers	ke at hon help stud ork toge and at hor	ne, at sch dents to l ther ne and h	nool, or integrated and ow they	n public teachers work tog	s to gether

SSK.2.3 Classroom citizenship Explain the roles and responsibilities of	Conne	ctions t	o the Rh	node Isla	and And	hor Sta	ndards					
being classroom citizens	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		Х	Х		Х						Х	
<ul> <li>Guiding Questions for Instruction:</li> <li>How do students act as citizens in the classroom?</li> <li>What does it mean to be part of a classroom community?</li> <li>Why is it important to learn to work with other students?</li> <li>Where do we see symbols used at school and how are they used to show school and national pride?</li> </ul>		Explain Explain Identif	y the Uni	n ability sibilities help in symbols ited State	to: that stud the class (e.g., ma	sroom an ascot, sc school a	d at scho hool colo as a way	ool ors) and to show	national	show sch pride d at scho	•	e

SSK.2.4 School holidays and traditions	Connections to the Rhode Island Anchor Standards													
Explain traditions and holidays that are	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG		
celebrated and recognized at school				Х	Х	Х								
<ul> <li>Guiding Questions for Instruction:</li> <li>What traditions are shared as a school?</li> <li>What school holidays and traditions are also shared with the community, state, or nation?</li> <li>How do we celebrate these holidays and traditions at school and at home?</li> </ul>		week)  Identify represent Martin  Identify	y school y people, nt (e.g., I Luther K	n ability tradition , holiday Labor Da Ling, Jr. I	to: as (e.g., s s, and tra ay, Indig Day, Pre and simi	aditions enous Po sidents'	that are of the coples' Day, Jur	celebrate Day / Col neteenth,	ditions li d and the umbus I Memori days and	e historic Day, Vete al Day)	cal events	s they		

# **Inquiry Topic 3: Neighborhoods**Compelling Question: What makes a community a community?

SSK.3.1 Neighborhood boundaries and nearby neighborhoods	Conne	ctions t	o the Rh	node Isla	and And	chor Sta	ndards						
Analyze the relationship between	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
geography, location, and resource availability in how neighborhoods and communities are defined							Х	Х	Х		Х	Х	
Guiding Questions for Instruction:		_	ment Ol	-									
What are notable places in local													
neighborhoods and communities?	worship, community centers), and <b>explain</b> their locations in relation to each other												
What are the geographical features	worship, community centers), and <b>explain</b> their locations in relation to each other												
of local neighborhoods and communities?	b.	Identify	y bounda	ries of a	neighbo	orhood vo	ersus the	larger c	ommunit	.y			
communities.	c.		_			ape of st	udents' r	neighbor	hoods (e	.g., urbaı	n, rural,		
What resources are available in		suburba	n, has tr	ees, hilly	<sup>'</sup> )								
local neighborhoods and communities?	d.	(e.g., sc		ees, store	es, rivers	s, health	tudents' services, m	_		_			
	e.	_					oetween s		_		and those	e of	

SSK.3.2 Roles in the community and	Conne	ctions t	o the Ri	node Isla	and And	hor Sta	ndards					
community citizenship	Conne		o the m									
Analyze the ways members of a	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
community interact, help each other, and contribute to the community as a whole		Х	Х						Х		Х	Х
Guiding Questions for Instruction:	Learnin	g Assess	ment O	ojectives	<b>::</b>							
What does it mean to be a good	Studen	ts demoi	nstrate a	n ability	to:							
community member?	a. <b>Explain</b> why people have responsibilities to each other, and <b>analyze</b> actions people take to show civility to each other											
Why are there community rules and	b.		•			rme wh	o makes	thom or	d wove	rulae and	norme	
norms?	0.	-	ite to the	•				uiciii, ai	iu ways i	uies and	HOIHIS	
Who are community helpers and what do they do?	c.		y differents), and an		•	•	g., mayoi people	;, police,	firefight	ters, teac	hers, doc	ctors,
How can people contribute to their community?	d.	Explain	<b>1</b> ways to	help pe	ople in t	he local	neighbor	hood or	commur	nity		
Where in the community can students go for help?	e.		•		•		s can go .g., call 9	•			_	gency

SSK.3.3 Neighborhood and
community traditions and
celebrations

Analyze similarities and differences between diverse traditions and celebrations from local neighborhoods, communities, and those represented in literature

<b>Connections to the Rhode Isla</b>	and Anchor Standards
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CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			Х	Х	Х	Х					

### **Guiding Questions for Instruction:**

- How are local cultural celebrations and traditions celebrated by people of diverse cultural backgrounds?
- What family or school celebrations are similar to the ones celebrated in the community?

### **Learning Assessment Objectives:**

Students demonstrate an ability to:

- a. **Identify** local traditions and celebrations, and **explain** how different communities observe them
- b. **Explain** differences and similarities between cultural celebrations and traditions (e.g., Dominican Festival and Parade, Veterans Day commemorations, Founders' Day celebrations, Fourth of July parades)
- c. **Analyze** similarities between celebrations and traditions learned in this unit to those learned during the unit on family and school and those learned through literature

# Inquiry Topic 4: Families, Schools, and Neighborhoods around the World

Compelling Question: What is unique about my family, school, or neighborhood?

SSK.4.1 Families around the world Analyze families and family traditions	Conne	ctions t	o the Rh	node Isla	and And	hor Sta	ndards					
in other parts of the world	CG.P	CG.RL	CG.RR	н.сс	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				Х		Х	Х	Х	Х	Х		Х
<ul> <li>Guiding Questions for Instruction:</li> <li>How are families similar and different in other parts of the world?</li> <li>What are similar or different traditions of families in other parts of the world?</li> <li>How does geography and environment influence the ways families live?</li> <li>(It is suggested that teachers use student backgrounds and/or student choice to pick areas of the world to study)</li> </ul>		Identify Analyz globe an Explain how tha	e similar  what the t influen  what re hose reso	ap or glo ities and udents' f e physic ces their	to: be where different amilies ( al environt ways of are avail	e.g., hor onment is f life	veen the mes, food s like for the famile	characte d, clothin the fam	ristics of ng, tradit ilies beir studied,	families ions)  ag studie  and exp	around d, and <b>a</b> r	the nalyze

SSK.4.2 Schools around the world Analyze the similarities and differences	Conne	ctions t	o the Rh	ode Isla	and And	hor Sta	ındards					
in what school is like around the world	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						Х	Х	Х	Х			
<ul> <li>Guiding Questions for Instruction:</li> <li>What is it like to go to school in different parts of the world?</li> <li>What are the similarities and differences between schools from around the world and our own?</li> <li>How does geography and environment influence the way a</li> </ul>		Identify globe Analyz globe as grades/a	<b>e</b> similar nd the strages)	n ability sical loc ities and udents' s	to: ations of differen chool (e	ces betw .g., scho	ools beir ween the ol buildi	character	ristics of edules, w	schools tho gets	around t to go,	he
school is organized?  (It is suggested that teachers use students' backgrounds and/or student choice to pick areas of the world to study. These can be the same areas as the standard on families	C.	_					nized and		or rocatio	ii, and <b>a</b>	naryze n	OW

around the world.)

SSK.4.3 Neighborhoods around the world	Conne	ctions t	o the Rh	node Isla	and And	hor Sta	ndards					
Analyze the similarities and differences	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
in what neighborhoods are like in places around the world				Х			Х	Х	Х	Х	Х	Х

#### **Guiding Questions for Instruction:**

- What are the characteristics of neighborhoods around the world?
- How are local neighborhoods similar and different from neighborhoods around the world?
- How does geography and environment influence the way a neighborhood is organized?

(It is suggested that teachers use students' backgrounds and/or student choice to pick areas of the world to study. These can be the same areas as the standard on families around the world.)

#### **Learning Assessment Objectives:**

Students demonstrate an ability to:

- a. **Identify** the physical locations of the neighborhoods being looked at and their locations on a map or globe
- b. **Analyze** similarities and differences between the characteristics of neighborhoods around the globe and the students' neighborhoods (e.g., the way the neighborhood is organized spatially, who neighborhood leaders are, what traditions are celebrated, what buildings and places are there)
- c. **Analyze** differences among urban, suburban, and rural neighborhoods around the globe and the relationship to population
- d. **Explain** what the physical environment is like for the neighborhoods being studied, and **analyze** how that influences the way a neighborhood is organized
- e. **Identify** what resources, goods, and services are available in the neighborhoods being studied, and **explain** how people obtain those resources and how the environment influences resource availability

#### GRADE 1 – LIVING AND WORKING TOGETHER IN LOCAL COMMUNITIES

In first grade, students build on what they learned in kindergarten by continuing their introduction to social studies and citizenship through the study of local communities. Students learn roles and rules within communities, how members of a community work together, community diversity, traditions and celebrations, and their place within their community. They also learn how they can contribute to their community and how to be good citizens. They look at other communities nearby, in other places in the United States, and around the world.

## Topics of Inquiry, Compelling Questions, and Standards

# **Inquiry Topic 1: Communities as Places**

Compelling Question: What is community?

SS1.1.1: Understanding Community

SS1.1.2: Reading maps and understanding directions

SS1.1.3: Physical features of the community

SS1.1.4: Natural Resources in the community

# **Inquiry Topic 2: People in the Community**

**Compelling Question:** Who lives around me? SS1.2.1: Culture and diversity in the community

SS1.2.2: How communities change

# **Inquiry Topic 3: Working in the Community**

Compelling Question: How do people get what they want and need?

SS1.3.1: Goods and services in the community

SS1.3.2: Jobs and careers SS1.3.3: How money works

# **Inquiry Topic 4: Governing in the Community**

Compelling Question: Why do we have rules and laws?

SS1.4.1: Community citizenship

SS1.4.2: Community leaders

SS1.4.3: Rules and responsibilities

SS1.4.4: Resolving problems

SS1.4.5: Creating positive social change

# **Inquiry Topic 5: Communities around the World**

Compelling Question: Are all communities the same?

SS1.5.1: Learning about communities nearby

SS1.5.2: Learning about other communities in the United States

SS1.5.3: Learning about other communities in the world

# Standards Tables

# **Inquiry Topic 1: Communities as Places**Compelling Question: What is community?

SS1.1.1 Understanding community Explain what makes a community a	Conne	ctions t	o the Rh	node Isla	and And	hor Sta	ndards					
community	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						Х	Х	Х			Х	
<ul> <li>Guiding Questions for Instruction:</li> <li>What is a community?</li> <li>What does it mean to be a member of a community?</li> <li>What are important places in a community?</li> <li>What communities do students belong to?</li> </ul>		Explair Identify Explair Explair	ment Olenstrate and the means of the people of the use on the available of	n ability aning of ple who of build ilability	to: commun make up ings and of resour	places the	hat are p			•	in a	

	SS1.1.2 Reading maps and understanding directions	Conne	ctions t	o the Rh	node Isla	and And	hor Sta	ndards					
<ul> <li>Guiding Questions for Instruction:         <ul> <li>What are the relative locations of home and school?</li> <li>What are students' home addresses?</li> </ul> </li> <li>What are the addresses of family members and close family friends?</li> <li>Learning Assessment Objectives:         <ul> <li>Students demonstrate an ability to:</li> <li>a. Identify students' home addresses and addresses for other family members and friends</li> <li>b. Identify components of maps (e.g., compass rose, where things are in relation to each other, taking a bird's eye view of a place)</li> <li>c. Identify places of the world on physical and electronic maps</li> </ul> </li></ul>	Explain how to read a map for various	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<ul> <li>What are the relative locations of home and school?</li> <li>What are students' home addresses for other family members and friends</li> <li>What are students' home addresses?</li> <li>What are the addresses of family members and close family friends?</li> <li>Students demonstrate an ability to:         <ul> <li>a. Identify students' home addresses and addresses for other family members and friends</li> <li>b. Identify components of maps (e.g., compass rose, where things are in relation to each other, taking a bird's eye view of a place)</li> <li>c. Identify places of the world on physical and electronic maps</li> </ul> </li> </ul>	• •									Х			
Why are directions useful?	<ul> <li>What are the relative locations of home and school?</li> <li>What are students' home addresses?</li> <li>What are the addresses of family members and close family friends?</li> </ul>	a. b.	Identify Identify other, ta	y student y compo aking a b	n ability s' home nents of ird's eye of the wo	to: addresse maps (e.e. view of	g., comp a place) hysical a	ass rose,	, where t	hings are	e in relat	ion to ea	ch

SS1.1.3 Physical features of the local community	Conne	ctions t	o the Rh	node Isla	and And	chor Sta	ındards					
Explain the physical features of the	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
local community and its available goods and services							Х				Х	Х
Guiding Questions for Instruction:		_	ment Ol	-								
• What is the landscape of the local community?	a. <b>Identify</b> the landscape around students' homes and in their communities (such as urban, rural, suburban, has trees, hilly)											ban,
What buildings are in the local community?	b.	Identify	y places	that prov	ride reso	•	oods, and				s and in t	the
What type of homes are in the local community?	c.		<b>n</b> the diff	-							s, apartm	ients,
<ul> <li>How do resources, goods, and services support the people in the local community?</li> </ul>	d.		y that the ers and s					sed in the	eir comm	nunities a	and there	may

SS1.1.4 Natural resources in the local community	Conne	ctions t	o the Rh	node Isl	and And	chor Sta	ındards					
Explain the use of available natural	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
resources in the local community							Х			Х		
<ul> <li>Guiding Questions for Instruction:</li> <li>What natural resources are in the local community?</li> <li>How does the local community use available natural resources?</li> <li>How do natural resources affect jobs?</li> </ul>		Identify how the Explain and fish expansi	sment Ol nstrate a y natural e commu n how hu neries, da ion over on n how na ning)	resource nity uses mans ca mming a open lan	to: es (e.g., fes those re n change a river to d)	e those romake a	esources reservoir	(e.g., by	adding t iking wat	things su ter, comi	ch as bu	ildings

# Inquiry Topic 2: People in the Community Compelling Question: Who lives around me?

SS1.2.1 Culture and diversity in the community	Conne	ctions t	o the Rh	node Isl	and And	hor Sta	ındards						
Analyze the culture and diversity in	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
local communities					Х	Х	Х	Х					
Guiding Questions for Instruction:		_	ment Ol	•									
What is culture and diversity?			nstrate a			e" and "	diversity	" and ex	mlain th	e charact	teristics (	of	
<ul> <li>What cultures are represented in local communities?</li> </ul>	a. <b>Identify</b> the meanings of "culture" and "diversity," and <b>explain</b> the characteristics of culture  b. <b>Identify</b> cultures represented in students' communities and where in the world those												
How are local cultures similar and different?	b. <b>Identify</b> cultures represented in students' communities and where in the world those cultures originated from, and <b>explain</b> characteristics of their cultures (e.g., food traditions, clothing traditions, art and musical traditions, religious beliefs, heritage celebrations)												
<ul> <li>How do people show pride in their cultures?</li> </ul>	c.	Eastern	Nehanti	ck (Nian	tic), Nip	muc, Ma	e.g., Nah anissean, of their c	Massac	huset, an	d Wamp	anoag		
<ul> <li>Why is it important to respect different cultures?</li> </ul>		-		-	eritage c			unuics (	e.g., 100	a traditio	nis, rega	na, art	
	d.	Analyz	<b>e</b> similar	ities and	differen	ces betv	veen cult	ures in tl	neir com	munities			
	e.	Explair	<b>n</b> ways p	eople sh	ow pride	or belo	nging to	their con	nmunity				

SS1.2.2 How communities change Analyze the ways communities change	Conne	ctions t	o the Rh	node Isl	and And	chor Sta	ndards					
That ye the ways communices change	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				Х	Х	Х	Х			Х	Х	
Guiding Questions for Instruction:	Learnin	g Assess	ment Ol	ojectives	;:	•	•	•	•			
<ul> <li>How does migration change communities?</li> <li>What factors lead people to move to the local community?</li> <li>What factors lead people to move out of the local community?</li> <li>What are human-environmental factors that change communities?</li> </ul>	a. b. c.	Identify brought from the Explain affordate goods at Explain jobs, con Analyzed damming	y narrative to the coeir home n factors ble housi and service n factors e human ng a river te housin	ves of important that may ng, acces, family that may ng, family environd to make	nmigrant ty (e.g., s ), and ho  attract p ss to par tly)  cause p ly)  mental f e a reserv	skills, cu ow immi- people to ks and g people to actors the voir, cutt	Itural ite gration c migrate reenspac migrate at have c ing down	ms from an change into a ces, qualiout of a changed	their horge what a community of sch	me count a community (e.g., a ools, ava	try, tradinity is lineccess to ailability change	tions ke jobs, of in

# **Inquiry Topic 3: Working in the Community**Compelling Question: How do people get what they want and need?

SS1.3.1 Goods and services in the community	Conne	ctions t	o the Rh	node Isla	and And	chor Sta	ndards					
Analyze the use of goods and services	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
in the local community							Х			Х	Х	Х
<ul> <li>Guiding Questions for Instruction:</li> <li>What goods are available in the community?</li> <li>What services are available in the community?</li> <li>What are some needs of the local community?</li> <li>How do goods and services fulfill community needs?</li> </ul>		Identify Identify students governs Explain commu	y individ s' comment) n scarcity nity need	n ability  cods and  uals, org  unities (of  and and  ds  cods and	to: I services ganization e.g., scho	ns and b ools, stor ays com	usinesses es, polic munity o	s that pro e, senior organizat	' community contents, ions and	ods and s shelters, business	town/ci	ty nd to

SS1.3.2 Jobs and careers Analyze different jobs and careers and	Conne	ctions t	o the Rh	node Isla	and And	hor Sta	ındards					
how they contribute to the community and economy	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
and economy			Х							Х	Х	Х
<ul><li>Guiding Questions for Instruction:</li><li>What are jobs and what are careers?</li></ul>		ts demoi	sment Ol nstrate a n the pur	n ability	to:							
Why do people need jobs?  What is because a provided in the	b.	Identif	•	nt types		nd caree	rs, and <b>e</b>	<b>xplain</b> tl	ne tools a	and resou	irces nee	eded to
What jobs are prevalent in the community?	c.	-					s' comm		•	•		•
Why do people have different jobs and careers and how do they contribute to the community?	d.	-	n how pe differen	•			an be dif ls	ferent ar	nd how d	ifferent i	ncomes	
How are wants and needs fulfilled through earning an income?												

SS1.3.3 How money works Explain the role of money and how	Conne	ctions t	o the Rh	node Isla	and And	hor Sta	ndards					
people handle scarcity and abundance	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
										Х	Х	Х
Guiding Questions for Instruction:		_	ment Ol	-								
<ul> <li>What is money?</li> <li>Why do people need money?</li> <li>How can people save money and why is that important?</li> <li>How do limitations set by scarcity</li> </ul>	a. b. c.	Explain scarcity Explain	n ways p	eople ma eople ma ey and/or	nke, buy, ny chang resourc have abu	e how thes	of money	et for nee	ces eds and v		·	
<ul><li>shape people's choices?</li><li>What is abundance?</li></ul>												

# Inquiry Topic 4: Governing in the Community Compelling Question: Why do we have rules and laws?

<b>SS1.4.1 Community citizenship</b> Analyze the rights and responsibilities	Conne	ctions t	o the Rl	node Isla	and And	chor Sta	ındards					
that come with being a citizen of a community	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Community	Х	Х	Х									
<ul> <li>Guiding Questions for Instruction:</li> <li>What is citizenship and what are the responsibilities that come with citizenship?</li> <li>What are human rights and civil rights?</li> <li>How can students serve within the community?</li> <li>Why is it important for people to participate in creating rules and laws?</li> </ul>		Identify Analyz and civil Identify explain running Explain town/ci Explain	e the diffill rights ( y the chain how stung a food on the role ty counce	n ability racterist ferences (e.g., vot racterist dents ca lrive, tra es of peo il) nat peopl	to: ics of, ar between ing right ics of hu n help to sh clean ple who	human rights, having man right promot up at a p make ru articipate	rights (e.g., re human park, other les and les	equality rights (e er service	lities of costs to food n govern, universe.g., volue project., mayor,	d, shelter nments) ality, inc nteering s) school c	, clean w lusivity) at a food	, and I bank, ee,
<ul> <li>What does it mean for things to be equal and/or fair?</li> </ul>												

SS1.4.2 Community leaders  Explain who community leaders are,	Conne	ctions t	o the Rl	node Isl	and And	chor Sta	ındards					
both elected and non-elected, and the characteristics of a community leader	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
characteristics of a community reader	Х	Х	Х									
<ul> <li>Guiding Questions for Instruction:</li> <li>What are characteristics of an effective leader?</li> <li>What are different types of leaders? (e.g., community organizer, social justice leader, elected officials like the mayor)</li> <li>How do community members elect or choose a leader?</li> <li>What are the responsibilities of a leader?</li> </ul>		Explain serving Explain commu Explain	sment Ol nstrate a n the elec the com n how lea nity n how lea n how lea	n ability etion pro munity) aders cre aders rep	to:  cess for that come ate and or come the come are the come are come as come	ne with le enforce in the member	eadership rules and ers of a c and gras	laws for	the comity	nmon goo	od of the	

• How do leaders make decisions?

SS1.4.3 Rules and responsibilities Analyze the norms, rules, and	Conne	ctions t	o the Ri	node Isla	and And	hor Sta	ndards					
responsibilities in a community and	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
how different rules and responsibilities apply in different settings	Х	Х	Х								Х	
<ul><li>Guiding Questions for Instruction:</li><li>What are school rules and responsibilities?</li></ul>		ts demoi	sment Ol nstrate a	n ability	to:	rights in	all settin	gs create	e a way f	or peopl	e to live	and
<ul> <li>What are family rules and responsibilities?</li> <li>What are community rules and</li> </ul>	a.	ways po	n the rule ower is d	istribute	d betwee	en people	e at school	ol, at hor		•	•	e the
<ul><li>responsibilities?</li><li>How and why do rules change depending on the setting?</li></ul>	b.	Analyz	<b>e</b> ways r	uies may	change	dependi	ng on the	e setting				

SS1.4.4 Resolving problems Explain how to resolve problems in	Conne	ctions t	o the Ri	node Isla	and And	hor Sta	ndards					
different settings	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			Х	Х	Х	Х						
<ul> <li>Guiding Questions for Instruction:</li> <li>How can leaders resolve problems when people do not agree with each other?</li> <li>How can people discuss and respect each other's viewpoints when disagreeing?</li> <li>How can we resolve problems at home and school?</li> </ul>		Identify Abraha Malala Explain trusted	sment Ol nstrate a y leaders m Lincol Yousafz n ways p adults, co	who have the manner of the man	to:  ye helped fartin Lu explain t at home cating)	ther Kin heir role or school	g, Jr., Sues in reso	isan B. A lution resolved	Anthony,	Mahatm	a Gandh	i, m

SS1.4.5 Creating positive social change	Conne	ctions t	o the Ri	node Isla	and And	chor Sta	ındards					
Explain how people create positive	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
social change and the ways students can contribute	Х	Х		Х	Х	Х						
<ul> <li>Guiding Questions for Instruction:</li> <li>What is social change?</li> <li>How does societal change happen?</li> <li>Who are people who have created change in society?</li> </ul>		Explain  Identify achieve  Explain  Explain	change  how to  how to	n ability aning of who hav create cl	to: social che re brough nange the	ht chang rough vo	e to socion oting orvice and d ways s	d commu	ınity acti	ons (e.g.	, town h	all

# **Inquiry Topic 5: Communities around the World** Compelling Question: Are all communities the same?

CG.P	CG.RL	CG.RR	н.сс	Н.НР	H.IG	G.HPE	G.HSP	CWST							
Learning				1											
Learning	Learning Assessment Objectives:														
b. ]	Identify city/tow map Identify beach), relation	y neighborn, an Ind y the topo and anal ship to p	n ability oring condigenous ography lyze diff opulatio ilability	to:  mmunitie commun  of the ne erences to  n  of resour	nity, a no eighboring petween rces in th	earby ething commurban, su	unities (unities), burban,	e.g., tree and rura	their loc s or no to	rations or rees, hill unities ar	n a s, nd the				
	b	b. Identify beach), relation c. Identify d. Analyz	b. <b>Identify</b> the top beach), and <b>ana</b> relationship to p	city/town, an Indigenous map  b. Identify the topography beach), and analyze differelationship to populations.  c. Identify the availability  d. Analyze the similarities	city/town, an Indigenous community map  b. Identify the topography of the new beach), and analyze differences be relationship to population  c. Identify the availability of resource.  d. Analyze the similarities and differences and differences be relationship to population	<ul> <li>city/town, an Indigenous community, a not map</li> <li>b. Identify the topography of the neighborin beach), and analyze differences between relationship to population</li> <li>c. Identify the availability of resources in the d. Analyze the similarities and differences of the similarities and differences of the similarities.</li> </ul>	city/town, an Indigenous community, a nearby eth map  b. Identify the topography of the neighboring comm beach), and analyze differences between urban, su relationship to population  c. Identify the availability of resources in the neighbor.  d. Analyze the similarities and differences of the neighbor.	<ul> <li>city/town, an Indigenous community, a nearby ethnic enclosing map</li> <li>b. Identify the topography of the neighboring communities (beach), and analyze differences between urban, suburban, relationship to population</li> <li>c. Identify the availability of resources in the neighboring conduction</li> <li>d. Analyze the similarities and differences of the neighboring</li> </ul>	<ul> <li>city/town, an Indigenous community, a nearby ethnic enclave) and map</li> <li>b. Identify the topography of the neighboring communities (e.g., tree beach), and analyze differences between urban, suburban, and rura relationship to population</li> <li>c. Identify the availability of resources in the neighboring communities.</li> <li>d. Analyze the similarities and differences of the neighboring communities.</li> </ul>	<ul> <li>city/town, an Indigenous community, a nearby ethnic enclave) and their loc map</li> <li>b. Identify the topography of the neighboring communities (e.g., trees or no to beach), and analyze differences between urban, suburban, and rural communicationship to population</li> <li>c. Identify the availability of resources in the neighboring communities</li> <li>d. Analyze the similarities and differences of the neighboring communities and</li> </ul>	<ul> <li>city/town, an Indigenous community, a nearby ethnic enclave) and their locations of map</li> <li>b. Identify the topography of the neighboring communities (e.g., trees or no trees, hills beach), and analyze differences between urban, suburban, and rural communities ar relationship to population</li> <li>c. Identify the availability of resources in the neighboring communities</li> <li>d. Analyze the similarities and differences of the neighboring communities and those of</li> </ul>				

SS1.5.2 Learning about other communities in the United States	Conne	ctions to	o the Rh	ode Isla	and And	hor Sta	ndards					
Analyze the similarities and differences in the characteristics of communities	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
throughout the United States							Х	Χ	Χ	Χ	Χ	Х
Guiding Questions for Instruction:	Learning Assessment Objectives:											

- What are the characteristics of communities in different parts of the United States?
- What are the similarities and differences between communities in other places and the local community?

(It is suggested that teachers use students' backgrounds and/or student choice to pick additional communities to study)

Students demonstrate an ability to:

- a. **Identify** the physical locations of the communities being studied and their locations on a map or globe, **explain** what the physical environment is like for the communities being looked at, and analyze the ways environment influences their ways of life
- b. **Identify** the resources, goods, and services available, and **explain** how people obtain those resources and the influences of environment on resource availability
- c. Analyze the similarities and differences of the communities being looked at and those of the students (e.g., ways of life, traditions, celebrations, the way communities are organized spatially, types of government)

SS1.5.3 Learning about other communities in the world	Connec	ctions t	o the Rh	ode Isla	and And	hor Sta	ndards					
Analyze the similarities and differences	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
in the characteristics of communities throughout the world							Х	Х	Х	Χ	Х	Х

#### **Guiding Questions for Instruction:**

- What are communities around the globe like?
- What is their geography like?
- What are the resources of the community?
- What language(s) do the people of those communities speak?
- What is their money called?
- Who are their community leaders?

(It is suggested that teachers use students' backgrounds and/or student choice to pick example areas to look at. These should be different from those looked at in kindergarten)

#### **Learning Assessment Objectives:**

Students demonstrate an ability to:

- a. **Identify** physical locations of the communities being looked at and their locations on a map, **explain** what the physical environment is like for the communities being looked at, and **analyze** the ways environment influences their ways of life
- b. **Identify** what resources, goods, and services are available to the communities being looked at, and **explain** ways they obtain those resources and the influences of environment on resource availability
- c. **Analyze** the similarities and differences of the communities being looked at and those of the students (e.g., ways of life, traditions, celebrations, the way communities are organized spatially, community leaders, language, currency)

#### GRADE 2 – LIVING AND WORKING TOGETHER IN GLOBAL COMMUNITIES

During the second grade, students expand their understanding of social studies and citizenship to explore how people in a sampling of communities around the world organize themselves, meet their needs and wants, and resolve problems. Students begin to look outward beyond their local communities to gain a global perspective and contextualize their place in the world before focusing back in on the Nation and State in subsequent grades.

### Topics of Inquiry, Compelling Questions, and Standards

### **Inquiry Topic 1: Global Places**

Compelling Question: How does geography determine where people live?

SS2.1.1: Understanding maps and globes

SS2.1.2: Physical features of the globe

SS2.1.3: Natural resources around the globe

SS2.1.4: Global environments

### **Inquiry Topic 2: People Around the World**

Compelling Question: What makes a culture, a culture?

SS2.2.1: Culture and diversity around the world

SS2.2.2: Human interactions with and effects on global environments

SS2.2.3: Migrations and movement

### **Inquiry Topic 3: Global Connections**

Compelling Question: How are we connected to others around the world?

SS2.3.1: Local cultures and their global connections

SS2.3.2: Global goods and services

SS2.3.3: Global communications

### **Inquiry Topic 4: Countries and Governments**

Compelling Question: What does it mean to be a global citizen?

SS2.4.1: Global citizenship

SS2.4.2: Global leaders

SS2.4.3: Rules and responsibilities of governments to each other

SS2.4.4: Conflicts and resolution

SS2.4.5: Creating change

### Standards Tables

Inquiry Topic 1: Global Places
Compelling Question: How does geography determine where people live?

SS2.1.1 Understanding maps and globes	Conne	ctions t	o the Rh	node Isla	and And	chor Sta	ndards					
Explain maps and globes, geographical	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
concepts pertaining to them, how to read them, and their uses							Х	Х	Х			
<ul> <li>Guiding Questions for Instruction:</li> <li>What are map and globe terms and concepts?</li> <li>What is the difference between a relative and absolute location?</li> <li>How are different types of maps and globes used?</li> </ul>		Identify longitude Identify location Identify between Explain	y latitude  y the rela  n absolut  the diff	phical m zones) e and lon ative locate e locatio	to:  ap and g  gitude in  ations of  on and recess of map	n geogra students lative loo ps and gl	ms (e.g., phical tent s' homes cations lobes and es, and t	rms as wand school	rays of shools, and	nowing a	bsolute the diffe	erence

SS2.1.2 Physical features of the globe	Conne	ctions t	o the Rh	node Isl	and And	chor Sta	andards					
Explain global physical and	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
geographical features							Х	Х	Х			
<ul> <li>Guiding Questions for Instruction:</li> <li>Where are the seven continents and five oceans?</li> <li>Where are mountains and why are they important?</li> <li>Where are deserts and why are they important?</li> <li>What are different types of bodies of water and how are they used?</li> </ul>	studen a. b.	Identify Identify explain Identify world ( explain how per	y the equal what the y the phy e.g., Aman how people adap	n ability ations of lator, Priose features vsical character rain pple interpt to living	to: The seve me Meri ares are aracterist aforest, S ract with ang in diff	dian, an tics and Sahara D those lo		of differount Ever (e.g., res	es on a n rent land crest, Gre ources av	l features eat Barrie vailable t	around er Reef), for huma	the and in use,
	d.						of differakes, Nile					

SS2.1.3 Natural resources around	Conne	ctions t	o the Rl	node Isl	and And	hor Sta	ndards					
the globe Analyze the use of natural resources	CG.P CG.RL CG.RR H.CC H.HP H.IG G.HPE G.HSP G.WST E.SA E.PC E.EG											
around the globe and how resources affect human settlement	X X X											
Guiding Questions for Instruction:		•	ment O	•								
• What are natural resources and	Studen	ts demo	nstrate a	n ability	to:							

- What are natural resources and where are they available around the globe?
- How are these resources important for plant and animal life, as well as humans?
- How do people obtain and use these resources?
- How does the presence or absence of natural resources affect human settlement patterns?

- a. **Identify** the different types of natural resources that are available around the world, and **analyze** who has access to them
- b. **Explain** ways that natural resources are important to plant and animal life, as well as humans
- c. **Explain** how people get and utilize natural resources (e.g., metals for technology, wood for housing, water for drinking, land for farming, sun for energy)
- d. Analyze how access to natural resources affects human population and settlement
- e. **Identify** resources that are man-made (e.g., reservoirs, hydroelectricity), and **analyze** how they help sustain human settlement

SS2.1.4 Global environments Analyze different global environments	Conne	ctions t	o the Rh	node Isla	and And	hor Sta	ındards					
and how the environment affects human settlement patterns and migration	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
settlement patterns and inigration				Х		Х	Х	Х		Х		
<ul> <li>What can different environments provide to humans and how does that affect human settlement?</li> <li>What are natural disasters and how can they affect human settlement and economics?</li> <li>How have human-environmental interactions and natural disasters influenced migration?</li> <li>How has the climate changed over the years?</li> </ul>		Analyz destruct Analyz from a l resource Analyz	ountains  In that differ how that  In types of types of types how  In types of types how  It ways that the environment of the properties of the types of typ	n ability hroughou, deserts ferent en at can en f natural w they ca hat natur roperty, a mmental to escape	to:  It time por rainfore vironme courage disasters an affect al disaster access to situation a natura	nts provents provents provents for the contents of the content	eve adapted different diff	rent resort  s, floods at and po e econor cess to c people t tion to a	nates, was purces for bulation mic situa elean wat o migrate location	r human  ds, droug  tion of p  er)  e (e.g., m  that has	habitation  tht, wildf  eople (e.)  higration access to	on, and ires), g., away o more ties

# **Inquiry Topic 2: People Around the World**Compelling Question: What makes a culture, a culture?

SS2.2.1 Culture and diversity around the world	Conne	ctions t	o the Ri	node Isl	and And	hor Sta	ndards					
Analyze the culture and diversity of	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
communities around the world				Х		Х	Х	Х				
Guiding Questions for Instruction:	Learnin	g Assess	ment O	bjectives	s:							
<ul> <li>What are the characteristics of culture?</li> <li>How are global cultures similar and different?</li> <li>What does it mean to be Indigenous and who are the Indigenous groups around the world?</li> <li>Why is it important to respect different cultures?</li> </ul>	a. b. c.	Identify different choose Identify of their Analyz experies	the channent)  y culture aces (it is groups to y Indiger cultures e the sha nce (e.g.	s from d s suggest to learn a nous peo , and and ared expendent	ifferent a ed that to bout)  ples from alyze the criences,	nreas of the achers under the achers under the achers under the achers of the achirology of the achirology of the achers of the achirology	he world use stude ant areas of trities and and ritual	I, and and the most of the world differents that m	music, and all all all all all all all all all al	eir similar student  lain the	arities and the character and the wo	to ristics orld

SS2.2.2 Human interactions with and effects on global environments	Conne	ctions t	o the Ri	node Isl	and And	chor Sta	ndards						
Analyze global environmental	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
challenges that happen as a result of human-environmental interactions						Х	Х	Х					
Guiding Questions for Instruction:		•	ment O	•									
In what ways can human activities	Student	ts demoi	nstrate a	n ability	to:								
affect the environment?	a. <b>Explain</b> human activities that change the environment (e.g., deforestation, damming rivers)												
• What is pollution and how does it affect the world?	rivers)												
How do human activities affect animals' natural environments?	it												
How do changes in the environment affect human	c.	-	•				nunities c se of plas		•		•	is such	
populations?	d.	Analyz	e ways tl	hat chan	ges in the	e enviro	nment af	fect anin	nal habita	ats and p	opulatio	ns	
<ul> <li>In what ways can humans help the environment?</li> </ul>	e.	•	•	•			changes r periods						
	f.	_	-			_	nvironme , planting	_	-		-		

SS2.2.3 Migrations and movement Analyze the reasons why people move	Conne	ctions t	o the Rh	node Isla	and And	chor Sta	ndards					
throughout the world and the effects of	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
migration				Х	Х	Х		Х		Х	Х	Х
<ul> <li>Guiding Questions for Instruction:</li> <li>Why do people migrate?</li> <li>What are the differences between voluntary and forced migration?</li> <li>What events and other factors lead people to migrate?</li> <li>What effects can migration have on environments or other peoples?</li> </ul>		Analyz to, want like dro Analyz Analyz a chang	t to, or an ought, end	n ability sons peo re forced slavemer nces betw nass mig environn	to:  ple have to (e.g., nt)  ween vol rations o nent) and	family, untary n of people	seasonal nigrants, can affe	work, we refugees	var, a chas, and peo	ces wheth ange in the ople who depletion effects o	ne enviro o are ensl on of reso	aved

# Inquiry Topic 3: Global Connections Compelling Question: How are we connected to others around the world?

SS2.3.1 Local cultures and their global connections	Conne	ctions to	o the Rh	node Isla	and And	hor Sta	ndards					
Analyze ways local communities are	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
influenced by global cultural heritages				Х	Х	Х	Х	Х				
<ul> <li>Guiding Questions for Instruction:</li> <li>What is cultural heritage?</li> <li>What cultural heritages are represented by the students in the classroom and by members of local communities?</li> <li>How do we celebrate global cultures in the local community?</li> </ul>	a. b.	Identify students  Explain influence  Explain clothing	s' familie n ways thees n the cha	n ability ultural he es and co nat local racteristi es, religi	to: eritage is sommunite tradition cs of location), idea	ies s, celebr cal traditi ntify wh	ations, a ions, celo at parts o	nd holida	ays have	s are rep global a lidays (e are from	nd cultur	ral

SS2.3.2 Global goods and services Analyze how goods and services are	Conne	ctions t	o the Rl	node Isl	and And	hor Sta	ındards					
traded around the world and contribute	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
to a global economy								Х		Х	Х	Х
<ul> <li>Guiding Questions for Instruction:</li> <li>What are imports and exports?</li> <li>How do imports and exports create a global economy?</li> <li>How do we as citizens contribute to a global economy?</li> </ul>		Explain services Explain that have Identify economics	s are dist n why are less are y ways in	n ability Ference be ributed to eas of the ad vice verendividua	to: etween i hroughou e world t ersa Is and go	ut the we	and expoorld e a surplu nts are in	us of cert	ain resou n an inte	rdepende	de with a	

SS2.3.3 Global communications Analyze how the world is	Conne	ctions t	o the Rh	node Isla	and And	hor Sta	ndards					
interconnected through global communications	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Communications				Х	Х	Х	Х					
<ul> <li>Guiding Questions for Instruction:</li> <li>How do people communicate around the world?</li> <li>How has the internet changed global communications?</li> <li>Why do people need to communicate globally?</li> </ul>		Identify (newspa	sment Ol nstrate a y the hist apers, bo e the infl e the diff mily, pla	n ability corical evoks), rac uences of	volution of the interpretation was people	hones, the ernet on le utilize	the intern the spee	et d of com communi	nmunicat	ion betw	een peop	

### **Inquiry Topic 4: Countries and Governments** Compelling Question: What does it mean to be a global citizen?

SS2.4.1 Global citizenship Analyze the responsibilities and actions	Conne	ctions t	o the Rh	node Isla	and And	hor Sta	ndards					
of a global citizen	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	Х		Х	Х		Х						
<ul> <li>Guiding Questions for Instruction:</li> <li>What is global citizenship?</li> <li>What are ways we can engage in global citizenship?</li> <li>How can we as humans resolve global problems together?</li> </ul>		Explain intercor Explain Analyz world (	nstrate and the respondent the respondent the respondent the december of the d	on ability consibility vorld consibility cisions the	ties peop ties gove at people vironmen	ernments e and go ntal)	around t	the world	d have to	each oth	ner e rest of	

SS2.4.2 Global leaders Analyze types of governments around	Conne	ctions t	o the Rh	node Isla	and And	hor Sta	ndards					
the world and what makes a person a	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
global leader	Х		Х			Х						
<ul> <li>Guiding Questions for Instruction:</li> <li>What are the different types of governments in the world?</li> <li>Who are the leaders of those governments?</li> <li>What are the characteristics of a global leader?</li> <li>Who are global leaders who are not government leaders?</li> </ul>		Identify analyze  Explain minister  Explain	sment Ol nstrate a by different the their str n the title or, empero n how ind cy for po	nn ability nt types of ructures es and res or/empre dividuals	to: of govern sponsibil ss, presid s and gro	lities of g	governm l <b>analyz</b>	ental glo	bal leade	ers such e responsit	as prime pilities	

SS2.4.3 Rules and responsibilities of governments to each other	Conne	Connections to the Rhode Island Anchor Standards												
Explain the rules and responsibilities	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG		
governments and individuals have to each other	Х	Х	Х	Х						Х		Х		
<ul> <li>Guiding Questions for Instruction:</li> <li>Why do countries use diplomacy to work together?</li> <li>How are global citizens responsible to each other?</li> </ul>		Identify resolve  Explain environ  Explain commu  World I Borders  Explain	problem  n ways leader ways leader ways the le	n ability nefits of as, prevented ar, and provernmenternation rganizat	diplomacent wars, a governmence (e.go atal and a ally deal ion, Workiduals ca	nent set g., United non-gov with isseld Trade	internation d Nations ernmenta sues such e Organiz	onal rule s, G-7 Su al organia scarcity zation, Po ne resolu	governments about it is about	ssues sud telp indivenvironr ps, Docto	ch as heaviduals a ment, etc	nd e. (e.g., out		

SS2.4.4 Conflicts and resolution Explain why governments experience	Connections to the Rhode Island Anchor Standards												
conflict with one another and ways they work together to resolve conflict	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
work together to resorve conflict	Х		Х	Х	Х	Х							
Guiding Questions for Instruction:  • What can happen when countries		_	<b>ment Ol</b> nstrate a	-									
don't work together?	a.	Identify	y mass c	onflicts (	e.g., civi	il wars, p	olitical	instabilit	y, and pe	ersecutio	n)		
• What is war and what are the major causes of war?	b.		•		. •	•			_	est for p pact peop		er	
<ul> <li>What are ways that governments resolve conflicts?</li> </ul>	c.	-	n ways g , signing			esolve c	onflicts (	(e.g., agr	reeing to	a cease f	Fire, nego	otiating	
• What is peace?	d.	Identif	y what po	eace is, a	and <b>expl</b>	ain ways	people i	try to acl	nieve it				

SS2.4.5 Creating Change Explain how people have brought social	Connections to the Rhode Island Anchor Standards													
change to the world and ways students can contribute to positive change	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG		
can contribute to positive change			Х	Х	Х	Х								
<ul> <li>Guiding Questions for Instruction:</li> <li>Who are people who have brought social change to the world and what was their impact?</li> <li>Do you have to be a leader in government to bring positive social change?</li> <li>In what ways can we bring change</li> </ul>		Identify Martin Goodal they face Identify (e.g., G	sment Olenstrate a  y historic Luther K  l), and exced  y contem reta Thu  nt-line w	n ability cal figure ling, Jr., caplain he	to:  s who be Mother fow they is  ndividuated	Teresa, I impacted ls and grawho wor	Nelson M I change coups wh	Iandela, through to are wo	Susan B out the working or	Anthony vorld and a positive rking for	y, Jane the chal esocial c human	llenges hange rights,		
to the local community and world around us?	c.	explain Explain	n how the n ways the their scl	ey impac nat stude	t change nts can c	and the	challeng e to posi	es they f	ace					

### GRADE 3 – LIVING AND WORKING TOGETHER IN THE REGIONS OF THE UNITED STATES

In third grade, students prepare for their upcoming studies in Rhode Island and United States history by learning about the regions of the United States and its territories. This regional study provides the context for understanding the land, peoples, resources, major industries, and the intersection between these concepts that make up the Nation.

### Topics of Inquiry, Compelling Questions, and Standards

### Inquiry Topic 1: An Overview of the United States of America

Compelling Question: What makes a nation, a nation?

SS3.1.1: Uses of social science

SS3.1.2: United States geography and environment

SS3.1.3: States and territories

SS3.1.4: National government

SS3.1.5: The United States today

### **Inquiry Topic 2: The Northeast**

Compelling Question: What makes the Northeast an important part of the United States?

SS3.2.1: Geography and environment of the Northeast

SS3.2.2: States in the Northeast

SS3.2.3: Peoples over time in the Northeast

SS3.2.4: The Northeastern region today

### **Inquiry Topic 3: The Southeast**

Compelling Question: What makes the Southeast an important part of the United States?

SS3.3.1: Geography and environment in the Southeast

SS3.3.2: States and territories in the Southeast

SS3.3.3: Peoples over time in the Southeast

SS3.3.4: The Southeastern region today

### **Inquiry Topic 4: The Midwest**

Compelling Question: What makes the Midwest an important part of the United States?

SS3.4.1: Geography and environment of the Midwest

SS3.4.2: States in the Midwest

SS3.4.3: Peoples over time in the Midwest

### **Inquiry Topic 5: The Southwest**

**Compelling Question:** What makes the Southwest an important part of the United States?

SS3.5.1: Geography and environment of the Southwest

SS3.5.2: States in the Southwest

SS3.5.3: Peoples over time in the Southwest

SS3.5.4: The Southwestern region today

### **Inquiry Topic 6: The West**

Compelling Question: What makes the West an important part of the United States?

SS3.6.1: Geography and environment of the West

SS3.6.2: States and territories in the West

SS3.6.3: Peoples over time in the West

SS3.6.4: The Western region today

### Standards Tables

### **Inquiry Topic 1: An Overview of the United States of America**

Compelling Question: What makes a nation, a nation?

SS3.1.1 Uses of social science Analyze the ways social scientists piece	Connections to the Rhode Island Anchor Standards											
together information to have knowledge of history and the world today	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
of instory and the world today				Х	Х	Х	Х	Х	Х			
<ul> <li>Guiding Questions for Instruction:</li> <li>What are the different types of social scientists?</li> <li>How do we know about the past?</li> <li>How do we understand the many cultures that make up the nation today?</li> </ul>		Explain inhabita Explain understa Explain seconda Explain Analyz Analyz	nuts of the ways the and hum approach ry source ways are ways the how the ment through the ways are ways the how the ment through the ment through the ways	n ability cographe e Earth nat arche an cultur ches hist es nthropol hat oral t	to: rs use too ologists re orians ta ogists wo raditions of these s	study the ke to and ork with s inform ocial sci	e physical alyze and people to what we entists es	al evidend interproduced in the stablishes all evidence and stablishes all evidence and stablishes all evidence all eviden	ures of the ce left be learn about the sout the with each	ehind by st using p out their of past edge of h	humans orimary a cultures	

SS3.1.2 United States geography and environment	Conne	ctions t	o the Rl	node Isla	and And	hor Sta	indards					
Explain the geography of the United	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
States and its neighbors							Х		Х			
Guiding Questions for Instruction:	Learnin	g Assess	ment O	ojectives	:	ı		1				
<ul> <li>How do individuals read a map?</li> <li>What are the major geographical features of North America?</li> <li>What countries border the United States?</li> </ul>	student a. b.	Explain longitud Identify water, I	de) y major y mountain y land bo ships the	s of a mageograph s, desert	ap (e.g., one ical feat s)	ures of N	direction  North An  United St , trade, v	nerica (e.	.g., clima ., Canad	ate zones a, Mexic	, bodies o), and <b>e</b>	of explain

SS3.1.3 States and territories Explain what states and territories are	Connections to the Rhode Island Anchor Standards													
and their locations within the United	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG		
States		Х	Х					Х	Х					
<ul> <li>Guiding Questions for Instruction:</li> <li>What are the regions of the United States?</li> <li>Where are the states and territories in the United States located?</li> <li>What are the differences between states and territories?</li> <li>What differences in rights do citizens in states have versus citizens of territories?</li> </ul>		Identify territori  Explain	les	n ability ions that	to: make up territori	es differ	and the		•					

SS3.1.4 National government Analyze components of the United	Conne	ctions t	o the Ri	node Isl	and And	hor Sta	ındards					
States government	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	Х	Х	Х						Х			
<ul> <li>Guiding Questions for Instruction:</li> <li>Where is the capital of the United States located?</li> <li>Who is the President of the United States?</li> <li>Who represents the states at the national government?</li> <li>What are rules and laws?</li> </ul>		Explair Secreta current Identify elected	y the locate the role  The	n ability ation of the lete, Secre who hold ate repress, and the	the capital President tary of the those possentative at they re-	e, Vice P ne Treas positions es are (e.	United Stresident, ury, Secreg., gover the peoped States	and other etary of mors, ser	er Cabino the Inter nators) and ir states	et leaders rior), and nd <b>expla</b>	s (e.g., identify in that th	ney are
	e. f.	Analyz  Identify Nationa	e the diff y the syn d anthem nce, Nati	ferences nbolism n, bald ea	between associate agle, Gre	rules and the rules and the rules are rules ar		d States	(e.g., Fla	ng of the	United S Pledge of	states,

SS3.1.5 The United States today Analyze the population and industries	Connections to the Rhode Island Anchor Standards													
in the United States today	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG		
								Х			Х	Х		
Guiding Questions for Instruction:		•	ment O	•										
<ul> <li>What is the population of the United States?</li> <li>What demographics are represented in the United States population?</li> <li>What are the United States' major industries?</li> </ul>	a. b.	Identify religions Identify and insurthe economic the economic religions.	y major in the symajor in the symajo	tion and United S ndustries nanufact	demogra States, ar s of the U uring, tea	nd <b>analy</b> United St	ze what tates (e.g	the data g., health nalyze th	er, ethnic describes care, edu ne ways t	s about the acation so	ne counti ervices, f port jobs	inance and		
What are the United States major imports and exports?	C.	•	y major i partners	•	and expo	rts of the	United	States, a	nd <b>expla</b>	i <b>n</b> which	i countri	es are		

### **Inquiry Topic 2: The Northeast**

Compelling Question: What makes the Northeast an important part of the United States?

SS3.2.1 Geography and environment of the Northeast	Conne	Connections to the Rhode Island Anchor Standards													
Explain the geography and environment	CG.P	CG.RL	CG.RR	н.сс	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG			
of the Northeastern region of the United States							Х		Х	Х					
<ul> <li>Guiding Questions for Instruction:</li> <li>What are the major geographical features of the Northeast?</li> <li>What are the climate zones of the Northeast?</li> <li>What are the main natural resources of the Northeast?</li> </ul>		Identify Appalae a map a  Explain	chian Mo and <b>expla</b> a differen	n ability geograph puntains, in their nt climat natural re	to:  nical feat woodlan importar e zones a	nds, Hud nce to the and weat in the N	lson Rive e region ther patte ortheast	er, easter erns in ar (e.g., gra	., Atlanti rn portion reas of th anite, iron e region	n of the O	Great La				

SS3.2.2 States in the Northeast Explain the states that make up the	Conne	ctions t	o the Rh	node Isl	and And	chor Sta	ndards					
Northeastern region including their admittance to the United States and	CG.P	CG.RL	CG.RR	н.сс	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
their identities	Х	Х		Х	Х	Х			Х			
Guiding Questions for Instruction:	Learnin	ng Assess	ment Ol	bjectives	;:	•	•	•	•			
<ul><li>What are the states in the Northeast and their capitals?</li><li>When did each state become a state and why?</li></ul>	Studen a.	Identify (Conne New Yo	cticut, D	tes and c elaware, nsylvania	apitals in Maine, a, Rhode	Marylan Island,	rtheastern d, Massa Vermont	chusetts	, New H	ampshire	e, New Je	•
<ul> <li>What are the symbols associated with each state and what do they represent?</li> </ul>	b. с.						t became		-	·		er, state
How are the identities of the states and region created?		bird), a	nd <b>expla</b>	<b>in</b> the re	asons th	ose sym	bols are u	ised				

SS3.2.3 Peoples over time in the	e
Northeast	

Analyze the ways diverse peoples have come to live in the Northeastern region of the United States over time

Conne	CG.P CG.RL CG.RR H.CC H.HP H.IG G.HPE G.HSP G.WST E.SA E.F									
CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.I

CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			Х		Х	Χ	Х	Χ		Χ	

#### **Guiding Questions for Instruction:**

- Who were the original Indigenous peoples of the region?
- Who moved into the region over time and why?
- Who lives in the region today?
- How has the region been shaped by the histories of these diverse peoples?
- How have diverse peoples contributed to the development of the region?

#### **Learning Assessment Objectives:**

- a. **Identify** different Indigenous groups in the Northeast (e.g., Mohawk, Oneida, Narragansett, Wampanoag, Massachuset, Wabanaki), their location on a map, and **explain** the ways they continue their cultural traditions today (e.g., through food, regalia, music, art, language, community gatherings and celebrations)
- b. **Explain** the reasons different early colonial European immigrants (e.g., Dutch, English, including Pilgrims, French, Germans) came to the Northeast, and **analyze** the patterns of their settlements
- c. **Explain** how people from Africa were forced to move to the United States through the transatlantic slave trade and **analyze** the effects of that trade in the Northeast
- d. **Identify** immigrant groups that have come to the Northeast over time (e.g., Brazilians, Cambodians, Cape Verdeans, Chinese, Colombians, Dominicans, French-Canadians, Guatemalans, Haitians, Hmong, Portuguese, Puerto Ricans, Indians, Irish, Mexicans, Salvadorans, Somalis, Vietnamese, and people from other regions of the world), **explain** their reasons for leaving their home country and coming to the United States, and **analyze** the ways they continue traditions today (e.g., through food, music, art, language, community gatherings and celebrations)
- e. **Identify** population and demographic statistics (e.g., gender, ethnic backgrounds, religions) of the Northeast, and **analyze** what the data describes about the region

SS3.2.4 The Northeastern region today	Conne	ctions t	o the Rh	node Isla	and And	hor Sta	ındards					
Argue how the geography and	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
environment of the Northeastern region contributed to its social, cultural, and economic development						Х		Х	Х	Х	Х	Х
Guiding Questions for Instruction:	Learnin	g Assess	ment Ol	bjectives	;:							
<ul> <li>What are major cities in the Northeast?</li> <li>What are notable landmarks in the Northeast?</li> <li>What are major industries in the Northeast?</li> </ul>	a. b.	Identify located impacted in impacted in impacted impacted in impacte	y major of where the ed the grown otable, Liberty a their im	cities of the period are, a court of the landma	the North and argu hese cition rks (e.g., es from t	e the wa es , the cou the Ame	nys that g ntry's ca rican Re	eograph pital in V	y and acc Washingt	ton D.C.	esources , Statue (	of
<ul> <li>How and why did geography and environment contribute to the development of this region?</li> </ul>	c.	healthca	y major i are, touri gue the w	sm, serv	ice indus	stry), <b>ex</b>	<b>plain</b> ho	w they si	upport jo	bs and th	ne econo	

## **Inquiry Topic 3: The Southeast**

Compelling Question: What makes the Southeast an important part of the United States?

SS3.3.1 Geography and environment in the Southeast	Connections to the Rhode Island Anchor Standards												
Explain the geography and environment	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
in the Southeastern region of the United States						Х	Х		Х	Х			
<ul> <li>• What are the major geographical features of the Southeast?</li> <li>• What are the climate zones of the Southeast?</li> <li>• What are the main natural resources of the region?</li> </ul>		Identify of Mex the regineration Explain Identify sugar care	y major good different ane, toba	n ability geograph sissippi I nt climat natural re	to: nical feat River, At e zones a esources nuts; oil;	lantic Oo and weat in the So ; natural	cean) on ther patte outheast gas; coa	a map, a erns in ar (e.g., agi	eas of th	ain their se Souther - rice, co	importai east otton, cit	rus,	

SS3.3.2 States and territories in the Southeast  Connections to the Rhode Island Anchor Standards													
Explain the states and territories that	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
make up the Southeastern region including their admittance or incorporation to the United States and their identities	x x x x x								Х				
<ul> <li>Guiding Questions for Instruction:</li> <li>What are the states and territories in the Southeast and their capitals?</li> <li>When did each state become a state and why?</li> </ul>		Learning Assessment Objectives:  Students demonstrate an ability to:  a. Identify the states and capitals in the Southeastern region of the United States (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia) and where they are located											
When did Puerto Rico and the U.S.     Virgin Islands become territories	b. <b>Identify</b> the U.S. territories and capitals considered part of the Southeastern region (Puerto Rico, United States Virgin Islands) and where they are located												

and why?

created?

• What are the symbols associated with each state and territory and

> How are the identities of the states, territories, and region as a whole

what do they represent?

- c. **Identify** when each state and territory in the Southeast became a state or joined the United States and explain why
- d. **Identify** the symbolism associated with the states and territories (e.g., flag, state motto, state flower, state bird), and explain the reasons those symbols are used

SS3.3.3 Peoples over time in th	е
Southeast	

Analyze the ways diverse peoples have come to live in the Southeastern region of the United States over time

<b>Connections to the Rhode Isla</b>	nd Anchor Standards
--------------------------------------	---------------------

CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			Χ		Χ	Χ	Х	Χ		Χ	

#### **Guiding Questions for Instruction:**

- Who were the original Indigenous peoples of the region?
- Who moved into the region over time?
- Who lives in the region today?
- How has the region been shaped by the histories of these diverse peoples?
- How have diverse peoples contributed to the development of the region?

#### **Learning Assessment Objectives:**

- a. **Identify** different Indigenous groups in the Southeast (e.g., Chickasaw, Choctaw, Cherokee, Creek, Natchez, Seminole, Taino), their location on a map, and **explain** the ways they continue their cultural traditions today (e.g., through food, regalia, music, art, language, community gatherings and celebrations)
- b. **Identify** the reasons different early colonial European immigrants (e.g., English, French, Spanish) came to the Southeast, and **analyze** the patterns of their settlements
- c. **Explain** how people from Africa were forced to move to the United States through the transatlantic slave trade, and **analyze** the effects of that trade in the Southeast
- d. **Identify** immigrant groups that have come to the Southeast over time (e.g., English, French, Scottish, Scotch-Irish, Germans, Mexicans, Spanish, and people from many Central American countries and other regions of the world), **explain** their reasons for leaving their home country and coming to the United States, and **explain** the ways they continue traditions today (e.g, through food, music, art, language, community gatherings and celebrations)
- e. **Identify** population and demographic statistics (e.g., gender, ethnic backgrounds, religions) of the Southeast and **analyze** what the data describes about the region

SS3.3.4 The Southeastern region today	Conne	ctions t	o the Rh	node Isl	and And	chor Sta	ındards					
Argue how the geography and	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
environment of the Southeastern region contributed to its social, cultural, and economic development					ļ	Х	Х	Х	Х	Х	Х	Х
Guiding Questions for Instruction:	Learnin	g Assess	sment Ol	bjectives	) <b>:</b>							
<ul> <li>What are major cities in the Southeast?</li> <li>What are notable landmarks in the Southeast?</li> <li>What are major industries in the Southeast?</li> </ul>	a.	Identify located impacted impacted Identify Music Control of the Identification Music Control of	y major of where the dathe grown table City, nations.	cities of they are, a cowth of the landma onal and	the South and <b>argu</b> hese citic rks (e.g.,	e the wa es , Kenned	nys that g	eograph Center,	y and acc	cess to re	esources Selma) B	sridge,
<ul> <li>How and why did geography and environment contribute to the development of this region?</li> </ul>	c.	mining,	y major i , lumber : ny, and <b>a</b> ndustries	industry	, service	industry	, tourism	n), expla	<b>in</b> how tl	hey supp	ort jobs	and the

## **Inquiry Topic 4: The Midwest**

Compelling Question: What makes the Midwest an important part of the United States?

SS3.4.1 Geography and environment of the Midwest	Connections to the Rhode Island Anchor Standards											
Explain the geography and environment	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
of the Midwestern region of the United States							Х		Х	Х		
<ul> <li>• What are the major geographical features of the Midwest?</li> <li>• What are the climate zones of the Midwest?</li> <li>• What are the main natural resources of the area?</li> </ul>		Explain Missou importa Explain	ri River, unce to the differency major interals, ag	n ability geograph Ohio Ri he region ht climat	to:  ical feativer, upper e zones a	er Missis and weat in the M	ssippi Ri ther patte Iidwest (	ver) on a erns of th e.g., coa	i map and ne Midwo l, petrole	d <b>explai</b> r est eum, natu	eat Lake n their ural gas, mportand	crude

SS3.4.2 States in the Midwest Explain the states that make up the	Conne	ctions t	o the Rh	node Isla	and And	hor Sta	andards					
Midwestern region including their admittance to the United States and	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
their identities	Х	Х		Х	Х	Х			Х			
Guiding Questions for Instruction:		_	ment Ol	-			•					
<ul><li>What are the states in the Midwest and their capitals?</li><li>When did each state become a state</li></ul>	Student a.	Identif	•	es and c	apitals ir		dwestern sota, Mis	•				
and why?		South I	Oakota, V	Visconsi	n) and w	here the	y are loc	ated on a	n map			
What are the symbols associated	b.	Identif	y when e	ach state	in the N	Aidwest	became	a state ar	nd <b>expla</b> i	in why		
with each state and what do they represent?	c.		•				he states ools are u	. •	ıg, state ı	motto, st	ate flowe	er, state
<ul> <li>How are the identities of the states and region created?</li> </ul>												

SS3.4.3 Peoples	over time in the
Midwest	

Analyze the ways diverse peoples have come to live in the Midwestern region of the United States over time

<b>Connections to</b>	the Rhode	Island	Anchor	Standards	

CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			Х		Х	Χ	Х	Х		Χ	

#### **Guiding Questions for Instruction:**

- Who were the original Indigenous peoples of the region?
- Who moved into the region over time?
- Who lives in the region today?
- How has the region been shaped by the histories of these diverse peoples?
- How have diverse peoples contributed to the development of the region?

#### **Learning Assessment Objectives:**

- a. **Identify** the different Indigenous groups in the Midwest (e.g., Dakota, Huron, Omaha, Kickapoo, Kiowa, Lakota, Osage, Ojibwa, Pawnee, Quapaw, Sioux), their location on a map, and **explain** the ways they continue their cultural traditions today (e.g., through food, regalia, music, art, language, community gatherings and celebrations), paying particular attention to the differences in traditions of groups living near the Great Lakes and those living on the Great Plains
- b. **Identify** the reasons different early colonial European immigrants (e.g., French, Spanish, English) came to the Midwest and **analyze** the patterns of their settlements
- c. **Identify** immigrant groups that came to the Midwest over time (e.g., Germans, Irish, Poles, Jews, Hungarians, Czechs, Swedes, Norwegians, Black Americans moving north, and people from other regions of the world), **explain** their reasons for leaving their home countries and coming to the United States, and **explain** the ways they continue traditions today (e.g., through food, music, art, language, community gatherings and celebrations)
- d. **Identify** population and demographic statistics (e.g., gender, ethnic backgrounds, religions) of the Midwest and **analyze** what the data describes about the region

CCO 4 4 TL ASIL	Commi	-4:	- 4h - Di		A	.h C! -						
SS3.4.4 The Midwestern region today	Conne	ctions t	o the Rh	ioae isi	ana And	nor Sta	inaaras					
Argue how the geography and	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
environment of the Midwestern region contributed to its social, cultural, and economic development		r				Х	Х	Х	Х	Х	Х	Х
Guiding Questions for Instruction:	Learnin	g Assess	ment Ol	ojectives	:							
<ul> <li>What are major cities in the Midwest?</li> <li>What are notable landmarks in the Midwest?</li> </ul>	Learning Assessment Objectives: Students demonstrate an ability to:  a. Identify major cities of the Midwest and their locations, analyze why the cities are located where they are, and argue the ways that geography and access to resources impacted the growth of these cities											
<ul> <li>What are the current major industries in the Midwest?</li> </ul>	b.		y notable olain thei		_	, Gatewa	y Arch,	Great Pla	ains, nati	onal and	state par	rks)
<ul> <li>How and why did geography and environment contribute to the development of this region?</li> </ul>	c.	banking	g, car ma	nufactur	ing), <b>exp</b>	<b>lain</b> hov	(e.g., ago w they su impacte	ipport jo	bs and th	e econor	ny, and	

## **Inquiry Topic 5: The Southwest**

Compelling Question: What makes the Southwest an important part of the United States?

SS3.5.1 Geography and environment of the Southwest	Conne	ctions t	o the Ri	node Isl	and And	hor Sta	ındards					
Explain the geography and environment	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
of the Southwestern region of the United States							Х		Х	Х		
<ul> <li>• What are the major geographical features of the Southwest?</li> <li>• What are the climate zones of the Southwest?</li> <li>• What are the main natural resources of the Southwest?</li> </ul>		Identify parts of map and Explain	the Moj d explain d different y major i	n ability geograph ave, Son their in their in at climat	to: nical feat foran, and inportance e zones a	d Chihua e to the rand weat in the So	he South ahuan de region ther patte outhwest I explain	serts, par	rt of the reas of the oal, copp	Rocky M ne Southv er, iron,	Iountain: west silver, si	s) on a

SS3.5.2 States in the Southwest Explain the states that make up the	Conne	ctions t	o the Rh	node Isla	and And	hor Sta	andards					
Southwestern region including their admittance to the United States and	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
their identities	Х	Х		Х	Х	Х			Х			
Guiding Questions for Instruction:		_	ment Ol	-			•					
<ul> <li>What are the states in the Southwest and their capitals?</li> <li>When did each state become a state and why?</li> <li>What are the symbols associated with each state and what do they represent?</li> <li>How are the identities of the states and region created?</li> </ul>	studen a. b. c.	Identify New M Identify Identify	exico, O  y when e  y the syn	es and c klahoma ach state	apitals ir, and Te	xas) and southwested with t	outhwester I where the st became the states pols are u	ney are lo	ocated or and <b>expl</b>	n a map <b>ain</b> why	`	·

SS3.5.3 Peoples over time in the Southwest	Conne	ctions to	o the Rh	node Isla	and And	hor Sta	ndards	
Analyze the ways diverse peoples have	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	
come to live in the Southwestern region								ĺ

CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			Х		Х	Х	Х	Х		Х	

#### **Guiding Questions for Instruction:**

of the United States over time

- Who were the original Indigenous peoples of the region?
- Who moved into the region over time?
- Who lives in the region today?
- How has the region been shaped by the histories of these diverse peoples?
- How have diverse peoples contributed to the development of the region?

#### **Learning Assessment Objectives:**

- a. **Identify** the different Indigenous groups in the Southwest (e.g., Ancestral Puebloans, Apache, Cherokee, Hopi, Kiowa, Diné, Zuni), their location on a map, and **explain** the ways they continue their cultural traditions today (e.g., through food, regalia, music, art, language, community gatherings and celebrations)
- b. **Identify** the reasons Spanish colonial immigrants moved into the Southwest and **analyze** the patterns of their settlements
- c. **Identify** immigrant groups that have come to the Southwest over time (e.g., white and Black Americans moving west, Mexicans, and people from other Central American countries and other regions of the world), **explain** their reasons for leaving their home country and coming to the United States, and the ways they continue traditions today (e.g, through food, music, art, language, community gatherings and celebrations)
- d. **Identify** population and demographic statistics (e.g., gender, ethnic backgrounds, religions) of the Southwest and **analyze** what the data describes about the region

SS3.5.4 The Southwestern region today	Conne	ctions t	o the Rh	node Isl	and And	hor Sta	ındards					
Argue how the geography and	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
environment of the Southwestern region contributed to its social, cultural, and economic development						Х	Х	Х	Х	Х	Х	Х
Guiding Questions for Instruction:	Learnin	g Assess	ment Ol	ojectives	;:							
<ul><li>What are major cities in the Southwest?</li><li>What are notable landmarks in the Southwest?</li></ul>	Student a.	<b>Identif</b> located		cities of a	the South and <b>argu</b>		d their lo		•	•		e
<ul><li>What are major industries in the Southwest?</li></ul>	b.		=				amos, Al (e.g., su					
<ul> <li>How and why did geography and environment contribute to the development of this region?</li> </ul>	c.	mining,	manufa	cturing,	oil, natur	al gas, t	st (e.g., a ourism), and the	explain	how the	y suppor	t jobs an	d the

## **Inquiry Topic 6: The West**

Compelling Question: What makes the West an important part of the United States?

SS3.6.1 Geography and environment of the West	Conne	ctions t	o the Rh	node Isl	and And	hor Sta	ndards					
Explain the geography and environment	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
of the Western region of the United States							Х		Х	Х		
<ul> <li>Guiding Questions for Instruction:</li> <li>What are the major geographical features of the West?</li> <li>What are the climate zones of the West?</li> <li>What are the major natural resources of the area?</li> </ul>		Identify Mounta Helens, Explain	ins, part Mauna l  differen  y major n	n ability geograph of the R Loa) on nt climat	to:  nical feation ocky Mona map and e zones a sesources	ountains, and explain the Winter	he West, Mojave in their in ther patte Vest (e.g., portance	and Gremportanderns in an	at Basin ce to the reas of th ls, crude	deserts, region he West	Mount S	Saint

SS3.6.2 States and territories in the West	Conne	ctions t	o the Rl	node Isl	and And	chor Sta	ındards					
Explain the states and territories that	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
make up the Western region including their admittance or incorporation to the United States and their identities	Х	Х		Х	Х	Х			Х			
Guiding Questions for Instruction:		_		bjectives								
<ul> <li>What are the states and territories in the West and their capitals?</li> <li>When did each state become a state and why?</li> <li>When did the U.S. territories in the Pacific become territories and why?</li> </ul>	a. b.	Identify Californ Wyomi Identify United Wake Is	y the star nia, Colo ng) and y the U.S States (A sland) ar	orado, Ha where th S. territon American and where	neir capine waii, Idaey are locales and constant of the samoa, they are	aho, Monocated capitals of Guam, is located		evada, O ed part o Islands,	regon, U f the We Northern	tah, Was stern reg Marian	shington, ion of th a Islands	e , and
<ul> <li>What are the symbols associated with each state and territory and what do they represent?</li> </ul>	c. d.	States a	nd <b>expla</b>	nin why		·	the West			·		
How are the identities of the states, territories, and the region as a  whole greated?		state flo	ower, sta	te bird) a	nd <b>expl</b>	ain the r	easons th	ose sym	bols are	used		

whole created?

SS3.6.3 Peoples over time in the	
West	

Analyze the ways diverse peoples have come to live in the Western region of the United States over time

Conne	ctions to	o the Rh	node Isla	and And	hor Sta	ndards				
CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.

CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			Х		Х	Х	Х	Х		Х	

#### **Guiding Questions for Instruction:**

- Who were the original Indigenous peoples of the region?
- Who moved into the region over time?
- Who lives in the region today?
- How has the region been shaped by the histories of these diverse peoples?
- How have diverse peoples contributed to the development of the region?

#### **Learning Assessment Objectives:**

- a. **Identify** the different Indigenous groups in the West (e.g., Athabaskan, Cahuilla, Chamorros, Chumash, Hawaiian, Haida, Paiute, Salish, Tlingit, Washoe, Yurok), their location on a map, and **explain** the ways they continue their cultural traditions today (e.g., through food, regalia, music, art, language, community gatherings and celebrations) including differences in traditions of groups living in the Pacific Northwest, the Great Basin, Alaska, Hawaii, southern California, and the territories
- b. **Identify** the reasons colonial European immigrants (e.g., Spanish, Russian) came to the West and **analyze** the patterns of their settlements
- c. Identify immigrant groups that came to the West over time (e.g., Chinese, Japanese, Mexicans, white and Black Americans moving west, and people from other Central American countries and other regions of the world), explain their reasons for leaving their home country and coming to the United States, and analyze the ways they continue traditions today (e.g, through food, music, art, language, community gatherings and celebrations)
- d. **Identify** population and demographic statistics (e.g., gender, ethnic backgrounds, religions) of the West and **analyze** what the data describes about the region

SS3.6.4 The Western region today Argue how the geography and	Connections to the Rhode Island Anchor Standards											
environment of the Western region contributed to its social, cultural, and	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
economic development						Х	Х	Х	Х	Х	Х	Х
Guiding Questions for Instruction:  • What are major cities in the West?		_	sment Ol nstrate a	-								
<ul> <li>What are major industries in the West?</li> </ul>	a. <b>Identify</b> major cities of the West and their locations, <b>analyze</b> why the cities are located where they are, and <b>argue</b> the ways that geography and access to resources impacted the growth of these cities											
<ul><li>What are notable landmarks in the West?</li><li>How and why did geography and</li></ul>	b. <b>Identify</b> notable landmarks (e.g., California missions, Hoover Dam, Route 66 national and state parks) and <b>explain</b> their importance (e.g., supports tourism community pride)											
environment contribute to the development of this region?	c. <b>Identify</b> the major industries in the West (e.g., mining, oil, gas, fores technology, tourism), <b>explain</b> how they support jobs and the econom ways geography and the environment impacted the growth of these in						my, and	argue tl				

#### GRADE 4 – LIVING AND WORKING TOGETHER IN RHODE ISLAND

Having looked at how people live and work together in a variety of contexts, fourth graders now turn their attention to the state of Rhode Island. Students learn about Indigenous communities past and present, Rhode Island's early formation as a state, people over time that made Rhode Island their home, and how diverse Rhode Islanders in the past and present respond to opportunities and challenges.

## Topics of Inquiry, Compelling Questions, and Standards

### **Inquiry Topic 1: Geography and Environment**

Compelling Question: Where are we?

SS4.1.1: City/Town Geography

SS4.1.2: Geography of Rhode Island

## Inquiry Topic 2: Indigenous Peoples, Roger Williams, and Rhode Island Colonists

Compelling Question: Do ways of life change when two cultures meet?

SS4.2.1: Indigenous peoples in Rhode Island

SS4.2.2: Roger Williams and the Massachusetts Bay and Plymouth Colonies

SS4.2.3: The founding of the Colony of Rhode Island and Providence Plantations

SS4.2.4: Indigenous peoples and relationships with the Rhode Island colonists

### **Inquiry Topic 3: Early Rhode Island**

Compelling Question: Were all people in early Rhode Island treated the same?

SS4.3.1: Colonial lifeways

SS4.3.2: Rhode Island economy and the maritime industry

SS4.3.3: Enslaved and free Africans

## Inquiry Topic 4: The American Revolution and Becoming a State

Compelling Question: Was freedom afforded to everyone after the American Revolution?

SS4.4.1: Activities leading to the American Revolution

SS4.4.2: Rhode Island participation in the American Revolution

SS4.4.3: Rhode Island becomes a state

## **Inquiry Topic 5: Immigration, Labor, and Industry**

Compelling Question: How did industry affect who wanted to live and work in Rhode Island?

SS4.5.1: Industrial Revolution

SS4.5.2: 19th and 20th century industries and peoples

# Inquiry Topic 6: Rhode Island Governments Compelling Question: How can I make change? SS4.6.1: The Rhode Island State House and government

SS4.6.2: Local town/city hall and government SS4.6.3: Government participation in the past

SS4.6.4: Participating in state and local governments today

### Standard Tables

## Inquiry Topic 1: Geography and Environment Compelling Question: Where are we?

SS4.1.1 City/Town Geography Explain the geography and features of	Conne	ctions t	o the Rh	node Isla	and And	hor Sta	ndards					
students' cities / towns	CG.P	CG.RL	CG.RR	н.сс	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
									Х	Х		
<ul> <li>• What are the geographical features of students' cities/towns?</li> <li>• What are the natural resources in students' cities/towns?</li> <li>• What and where are the parks in students' cities/towns?</li> <li>• What other cities and towns surround theirs?</li> </ul>		Identify each Explain	sment Ol nstrate a y the geo n the imp y the loca y cities a	n ability graphica cortance ations an	to:  al feature  of the na  ad explai	tural res	ources a	vailable of parks	in studer	nts' cities	s/towns	

SS4.1.2 Geography and environment of Rhode Island	Conne	ctions t	o the Rl	node Isl	and And	chor Sta	indards					
Explain the geography and environment	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
of Rhode Island including natural resources									Х	Х		
Guiding Questions for Instruction:		•	sment O	•								
<ul> <li>What are the major geographical features of Rhode Island?</li> <li>What is the environment and climate like in Rhode Island?</li> <li>What natural resources are available in Rhode Island?</li> <li>What states border Rhode Island?</li> </ul>	a. b.	Identification bodies	y the ma of water) y the nat , agricult y the stat	ior geogrand expural resoure) and	aphical lain the urces av explain	ir signifi ailable in their sig	cance n Rhode mificance	Island (e				

## Inquiry Topic 2: Indigenous Peoples, Roger Williams, and Rhode Island Colonists

Compelling Question: Do ways of life change when two cultures meet?

SS4.2.1 Indigenous peoples in
Rhode Island

Analyze the history and culture of the Indigenous peoples who live in what is now known as Rhode Island

Conne	Connections to the Rhode Island Anchor Standards										
CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				Х	X	Х	Х	X	X		

#### **Guiding Questions for Instruction:**

- What Indigenous groups lived in Rhode Island before European contact?
- How do we know about the early history of the peoples?
- What are the cultural characteristics of the Indigenous peoples in this area?
- How did Indigenous peoples utilize the natural resources available in this area?
- How did groups work together or negotiate conflict with each other?
- Who are the descendants of these peoples today?

#### **Learning Assessment Objectives:**

- a. **Identify** the locations of the Nahaganset (Narragansett), Nehantick and Eastern Nehantick (Niantic), Nipmuc, Manissean, Massachuset, and Wampanoag (Pokanoket) peoples on a map and **analyze** the relationship between geography and settlement patterns
- b. **Explain** cultural aspects of these Indigenous groups (e.g., language, art, clothing, homes, food, kinship system)
- c. Explain ways Indigenous groups used available resources (e.g., fish for food; deer for food, clothing, tools; trees for homes, canoes; stones for tools) and analyze the relationship between geography and resource availability
- d. **Analyze** the relationships among Indigenous groups, including those who lived nearby (e.g., Pequot, Mohegan)
- e. **Analyze** contemporary tribal governments and organizations of Indigenous people in Rhode Island today and ways the peoples today continue to practice cultural traditions
- f. **Analyze** different ways we know and understand the past (e.g., oral traditions from Indigenous descendants, documentation from early explorers and colonists including Roger Williams' *A Key into the Language of America*, historical records, archaeology, anthropology), and **identify** the biases of different types of sources

SS4.2.2 Roger Williams and the
<b>Massachusetts Bay and Plymouth</b>
Colonies

Analyze Roger Williams' leadership, banishment from the Massachusetts colonies, and relocation to what is now known as Rhode Island

<b>Connections to the Rhode</b>	<b>Island Anchor Standards</b>
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CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
					Х	Х			Х		

#### **Guiding Questions for Instruction:**

- Who was Roger Williams and what were some of his beliefs about religion?
- Who helped Roger Williams after he was banished from Massachusetts and Plymouth colonies and where did he settle?
- Who joined Roger Williams in Providence?

#### **Learning Assessment Objectives:**

- a. **Explain** Williams' beliefs about religion and **analyze** how those beliefs went against what leaders in Massachusetts Bay and Plymouth Bay colonies wanted colonists to believe and how they wanted them to worship
- b. **Explain** Williams' journey after banishment, who helped him, and **analyze** why he eventually settled in the location he named "Providence"
- e. **Explain** what the area of Providence was like and **analyze** the ways nearby resources supported the new settlement
- d. **Identify** other people who joined Roger Williams to settle Providence (e.g., Chad Brown, Alice Daniels, Richard Waterman, Thomas Olney) and **explain** their significance

# SS4.2.3 The founding of the Colony of Rhode Island and Providence Plantations

Argue how Williams' religious beliefs informed the establishment of Providence, the addition of more settlements, and the formation of its early government

Connections to the	Rhode Island	l Anchor Standards
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		-									
CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Х				Х	Х		X				

#### **Guiding Questions for Instruction:**

- What was Roger Williams' "Civil Compact" and his ideas of religious freedom?
- How was the town of Providence structured spatially and how did that reflect Williams' religious beliefs?
- When and how were other areas of Rhode Island settled by the English and different religious groups, and who led those settlements?
- What was the Royal Charter of 1663 and what was the "lively experiment"?

#### **Learning Assessment Objectives:**

- a. **Analyze** the components and rationale for Williams' "Civil Compact" and his ideas about religious freedom
- b. **Analyze** the similarities and differences between the town of Providence and other New England towns (e.g., religious beliefs, how home lots were divided) and **argue** the ways Williams' beliefs influenced the spatial layout of the town of Providence
- c. **Identify** the founders of other English settlements in the Rhode Island colony (e.g., Anne Hutchinson, William Coddington, Samuel Gorton, Richard Smith, and William Harris) and **analyze** their reasons for creating other settlements and the conditions of those settlements
- d. **Analyze** the rationale for and components of the charter John Clark and Roger Williams obtained from England (e.g., freedom of religion, elected government) and **argue** who benefited
- e. **Identify** the range of other religious groups who settled in the Rhode Island colony (e.g., Quakers, Jews) and **explain** why they were welcomed to do so

# SS4.2.4 Indigenous peoples and relationships with the Rhode Island colonists

Argue the impacts of the relationships and conflicts between the Indigenous peoples and the English colonists in Rhode Island

#### **Connections to the Rhode Island Anchor Standards**

CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			Х		Х	Х	Х			Х	

#### **Guiding Questions for Instruction:**

- How did early contact with Europeans affect the populations of Indigenous peoples?
- In what ways did colonists and Indigenous peoples work together?
- In what ways did cultural differences affect relationships?
- What major conflicts occurred between the two groups?

#### **Learning Assessment Objectives:**

- a. **Argue** the impacts early European explorers and tradesmen had on Indigenous populations (e.g., trade, diseases)
- Analyze major conflicts between the English colonists and the Indigenous people, identify who was involved, and argue who benefited from the outcomes (e.g., Pequot War, King Philip's War, Great Swamp Massacre, the sale of Indigenous people after the wars into slavery)
- c. **Argue** the impacts of colonial encroachment on Indigenous lands, culture, and activities (e.g., instances of English settlers allowing their pigs to stomp on and eat Indigenous crops, fencing off hunting areas)
- d. **Analyze** the range of perspectives on land use of the Indigenous peoples and the English colonists
- e. **Explain** the system of indenture and "binding out" Indigenous children for indentured service and **argue** who benefited from that system
- f. Analyze trade and land use "agreements" between Indigenous and English leaders (especially Roger Williams and the Narragansett) and argue who benefited from those agreements

## **Inquiry Topic 3: Early Rhode Island**

Compelling Question: Were all people in early Rhode Island treated the same?

<b>SS4.3.1 Colonial lifeways</b> Argue how the geography and environment	Conne	ctions t	o the Rh	node Isl	and And	chor Sta	ındards							
supported a new way of life for Rhode Island Colonists while their lifeways in turn	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG		
impacted the environment and Indigenous peoples							Х	Х			Х	Х		
Guiding Questions for Instruction:	Learnin	g Assess	ment Ol	ojectives	<b>:</b>									
	Learning Assessment Objectives: Students demonstrate an ability to:													
<ul> <li>How did the colonists use the natural resources in Rhode Island to support their lifeways?</li> </ul>	a.		_		=	•	the areas							
<ul> <li>What goods were imported from England into Rhode Island to</li> </ul>	L	·	g, and tra	•			F	مغمث المسام	41		Lincoto	1.		
support their lifeways?	port their lifeways?  b. Explain the uses of resources implification for the port of the p									•				
<ul> <li>How did the colonists use the natural features of Rhode Island?</li> </ul>	c.	lifeway  Identif		ural featı	ares of th	ne area a	nd <b>argu</b> e	e how the	ose featu	res are r	elated to	the		
	I		of the ec				1. 1 1 .		1 1	1. :	4	£		

- How did the population of English colonists grow during this time?
   c. Identify the natural features of the area and argue how those features are related to the growth of the economy (e.g., the ocean for shipping, travel, and fishing; waterways for travel, trade, and fishing; forests for wood; soapstone quarries for bowls)
  - d. **Explain** English-style forestry and agriculture and **argue** the ways those methods impacted the land
  - e. **Explain** the conditions for expansion of English settlement and the growth and establishment of the Rhode Island colony and **argue** its impact on colonists and the Indigenous peoples

## SS4.3.2 Rhode Island economy and maritime industry

Argue the impact of Rhode Island's relationship with the world through maritime trade, including participation in the trans-Atlantic slave trade

Conne	ctions to	o the Rh	node Isla	and And	hor Sta	ndards			
CC D	CC DI	CC DD	11.00	11.115	11.10	CHDE	CIICD	CANCT	

CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
					Х			Х		Х	

#### **Guiding Questions for Instruction:**

- What allowed Rhode Island to participate in trade throughout the world?
- What were the major port cities?
- What were the imports in the colonial period and where did they come from?
- What were exports in the colonial period and where did they go?
- In what ways did Rhode Islanders have a central role in the trans-Atlantic slave trade?
- Why is the trans-Atlantic slave trade also called the triangular trade and how is that connected to other imports and exports?

#### **Learning Assessment Objectives:**

- a. **Explain** the relationship between Rhode Island's geographic position and the development of cities and maritime trade, and **identify** the location of major port cities on a map (e.g., Providence, Newport, Bristol)
- b. **Identify** goods imported into Rhode Island through maritime trade (e.g., mahogany, cacao beans, molasses, silk, porcelain, tea) and where they came from (e.g., Europe, Africa, Caribbean, India, China), **explain** their significance in the development of Rhode island's economy, and **argue** the impacts of this trade on others
- c. **Identify** goods (e.g., chocolate, rum, spermaceti candles, cod, iron) exported to other parts of the world from Rhode Island, **explain** their significance in the development of Rhode Island's economy, and **argue** the impacts of this trade on others
- d. **Identify** goods (e.g., furniture, rice, cotton, tobacco, spermaceti oil) traded with other American colonies (e.g., Massachusetts, Connecticut, colonies in the American South, English colonies in the Caribbean), **explain** their significance in the development of Rhode Island's economy, and **argue** the impacts of this trade on others
- e. **Analyze** the conditions of the enslavement and trade of Africans, **explain** how the triangular trade functioned, and **argue** who benefited
- f. **Explain** Rhode Island's involvement in the trade of enslaved Africans, and **argue** who was complicit and who benefited

SS4.3.3 Enslaved and free Africans Analyze the lives of free and enslaved	Conne	ctions t	o the Rh	node Isla	and And	hor Sta	ndards					
Africans in Rhode Island	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				Х	Х	Х						
Guiding Questions for Instruction:		_	ment Ol	•								
<ul> <li>In what ways did enslaved people resist enslavement, both during the Middle Passage and while enslaved in Rhode Island?</li> <li>What types of work were enslaved</li> </ul>	a.	Analyzato work	nstrate a  e ways e  x, self-em  e the wo	enslaved . nancipation	Africans on) ved peop	le in Rho	ode Islan	d were f	orced to	do and v	what part	s of
Rhode Islanders made to do?			Island the househole	• • •				South Co	ounty pla	ntations,	domesti	c labor
How did some Black Rhode     Islanders obtain their freedom?	c.	_	<b>n</b> ways so members						freedom	(e.g., bu	ıy their o	r
<ul> <li>What was the population of Black Rhode Islanders during the colonial period?</li> <li>d. Analyze the ways enslaved and free Africans maintained culture and re-crea culture (e.g., naming traditions, foods, music, religion, forming of social org such as the African Free Union Society, Negro elections)</li> </ul>												
<ul> <li>In what ways did Black Rhode Islanders, enslaved and free,</li> </ul>	e.	Identify	y free an	d enslav	ed Black	Rhode l	Islanders	from thi	is time p	eriod and	d analyz	<b>e</b> their

develop a new culture?

contributions to society (e.g., Duchess Quamino, Newport Gardner)

## Inquiry Topic 4: The American Revolution and Becoming a State Compelling Question: Was freedom afforded to everyone after the American Revolution?

SS4.4.1 Activities leading to the American Revolution	Conne	ctions t	o the Rh	node Isl	and And	chor Sta	ndards					
Argue the impact of the acts and events	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
leading to Rhode Island's participation in the American Revolution	Х	Х		Х	Х	Х						
Guiding Questions for Instruction:		_	ment Ol	•								
What were the Sugar Act and Stamp Act and how did they affect the American colonies?	Students demonstrate an ability to:  a. Explain the rationale for and conditions of the Sugar and Stamp Acts, and analyze how Rhode Islanders responded											
<ul> <li>In what ways was Rhode Island affected by taxes on goods and trade?</li> </ul>	b.	-			eading to		spee Aff	air, and a	argue ho	w it was	signific	ant to
How did Rhode Islanders respond to the Acts?	c.	•					ation of Revolut	•	1776, and	d argue l	how it w	as
• What was the Gaspee Affair and why was it significant?	d.	Explain the Rev	•	ode Isla	nders joi	ined the	America	n Revoli	ution, and	d <b>analyz</b>	<b>e</b> the ide	eals of
• What is the Act of Renunciation and why was it significant?												

	CG.RL X	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	F F 6
		Х	Х							0	E.EG
	g Assess			Х	Х			Х	Х		
a. b. c. d. e.	Explain Newpool Identify happend Explain movem Explain enslave reasons	n the con rt's econo y the loca ed n the role in the eler ent was t n the form d Black l men dec	n ability rivateers ditions of omy ation and es Rhode ments of died to the mation of Rhode Is	were, are of the occurrence ideals of and recognition the Islanders, join the Islanders.	eupation stances of women f dual Em of the R cruitmen free Bla Regimer	of Newport the Barriage of the	oort, and ttle of Rl luring the n Act, and 1st Rhod indigenous	analyze hode Isla e Americ nd analy de Island as people	how it and and and Revolution Regimes and	explain  olution  the abole  nt (e.g.,  nalyze th	ition
	b. c. d. e.	<ul> <li>b. Explain Newpoor</li> <li>c. Identify happened</li> <li>d. Explain movem</li> <li>f. Explain enslave reasons</li> </ul>	<ul> <li>b. Explain the con Newport's economic.</li> <li>c. Identify the local happened</li> <li>d. Explain the role</li> <li>e. Explain the element was to the enslaved Black in reasons men deconomic series.</li> </ul>	<ul> <li>b. Explain the conditions of Newport's economy</li> <li>c. Identify the location and happened</li> <li>d. Explain the roles Rhode</li> <li>e. Explain the elements of movement was tied to the</li> <li>f. Explain the formation of enslaved Black Rhode Is reasons men decided to join</li> </ul>	<ul> <li>b. Explain the conditions of the occ Newport's economy</li> <li>c. Identify the location and circums happened</li> <li>d. Explain the roles Rhode Island v.</li> <li>e. Explain the elements of the Grad movement was tied to the ideals of the ideals of the Islanders, reasons men decided to join the Islanders.</li> </ul>	<ul> <li>b. Explain the conditions of the occupation Newport's economy</li> <li>c. Identify the location and circumstances of happened</li> <li>d. Explain the roles Rhode Island women f</li> <li>e. Explain the elements of the Gradual Emamovement was tied to the ideals of the Role</li> <li>f. Explain the formation of and recruitment enslaved Black Rhode Islanders, free Blatreasons men decided to join the Regiment</li> </ul>	<ul> <li>b. Explain the conditions of the occupation of Newp Newport's economy</li> <li>c. Identify the location and circumstances of the Ba happened</li> <li>d. Explain the roles Rhode Island women fulfilled dec.</li> <li>e. Explain the elements of the Gradual Emancipation movement was tied to the ideals of the Revolution</li> <li>f. Explain the formation of and recruitment for the enslaved Black Rhode Islanders, free Black and It reasons men decided to join the Regiment (e.g., p.</li> </ul>	<ul> <li>b. Explain the conditions of the occupation of Newport, and Newport's economy</li> <li>c. Identify the location and circumstances of the Battle of RI happened</li> <li>d. Explain the roles Rhode Island women fulfilled during the e. Explain the elements of the Gradual Emancipation Act, as movement was tied to the ideals of the Revolution</li> <li>f. Explain the formation of and recruitment for the 1st Rhode enslaved Black Rhode Islanders, free Black and Indigenous</li> </ul>	<ul> <li>b. Explain the conditions of the occupation of Newport, and analyze Newport's economy</li> <li>c. Identify the location and circumstances of the Battle of Rhode Island happened</li> <li>d. Explain the roles Rhode Island women fulfilled during the America.</li> <li>e. Explain the elements of the Gradual Emancipation Act, and analy movement was tied to the ideals of the Revolution</li> <li>f. Explain the formation of and recruitment for the 1st Rhode Island enslaved Black Rhode Islanders, free Black and Indigenous people reasons men decided to join the Regiment (e.g., promise of freedor</li> </ul>	<ul> <li>b. Explain the conditions of the occupation of Newport, and analyze how it a Newport's economy</li> <li>c. Identify the location and circumstances of the Battle of Rhode Island, and happened</li> <li>d. Explain the roles Rhode Island women fulfilled during the American Revole.</li> <li>e. Explain the elements of the Gradual Emancipation Act, and analyze ways movement was tied to the ideals of the Revolution</li> <li>f. Explain the formation of and recruitment for the 1st Rhode Island Regiment enslaved Black Rhode Islanders, free Black and Indigenous people), and an reasons men decided to join the Regiment (e.g., promise of freedom after the second content of the se</li></ul>	<ul> <li>b. Explain the conditions of the occupation of Newport, and analyze how it affected Newport's economy</li> <li>c. Identify the location and circumstances of the Battle of Rhode Island, and explain happened</li> <li>d. Explain the roles Rhode Island women fulfilled during the American Revolution</li> <li>e. Explain the elements of the Gradual Emancipation Act, and analyze ways the aboli movement was tied to the ideals of the Revolution</li> <li>f. Explain the formation of and recruitment for the 1st Rhode Island Regiment (e.g., enslaved Black Rhode Islanders, free Black and Indigenous people), and analyze the reasons men decided to join the Regiment (e.g., promise of freedom after the war for the second se</li></ul>

Islanders?

SS4.4.3 Rhode Island becomes a	Conne	ctions t	o the Rl	node Isla	and And	chor Sta	ındards					
Analyze the circumstances that lead to	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Rhode Island's eventual ratification of the <i>Constitution of the United States</i> and why it was the last of the thirteen colonies to do so	Х	Х		Х	Х							
<ul> <li>Guiding Questions for Instruction:</li> <li>Why was Rhode Island the last state to ratify the Constitution of the United States?</li> <li>When did Rhode Island become a state and why?</li> </ul>		Analyz of a sm Analyz	aller stat <b>e</b> the rea	n ability sons Rho e, fear of sons the	to: ode Islan a centra addition	al author of the <i>E</i>	not go to ity) Bill of Rig ome a sta	ghts led I			·	ights

## Inquiry Topic 5: Immigration, Labor, and Industry

Compelling Question: How did industry affect who wanted to live and work in Rhode Island?

<b>SS4.5.1 Industrial Revolution</b> Argue how the development of the	Conne	ctions to	o the Rh	ode Isla	and And	hor Sta	ndards					
textile industry impacted Rhode Island economically, socially, and	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
environmentally				Χ	Х	Х	Х		Х		Х	Х

#### **Guiding Questions for Instruction:**

- Who was Samuel Slater and how did he start the Industrial Revolution in America?
- How did Rhode Island's geography support the Industrial Revolution?
- What economic changes did the Industrial Revolution bring to Rhode Island?
- What was the connection between factories and child labor?
- What was the textile industry's connection to slavery in the South?
- What immigrant groups came to Rhode Island to work in the textile industry?

#### **Learning Assessment Objectives:**

- a. **Explain** Samuel Slater's role in starting the Industrial Revolution in America and the structure of the "Rhode Island System of Manufacture"
- b. **Analyze** the ways geography and the environment supported the development of a mill system, how Rhode Island's geography influenced the mill system and **argue** how this type of industry impacted the environment
- c. **Identify** reasons for changes in rural agricultural production to more factories and **argue** how this impacted families and communities
- d. **Explain** the rationale behind child labor, **analyze** labor conditions and efforts to end child labor (including Lewis Hine's visits to Rhode Island mills to document child labor), and **argue** who benefited
- e. **Explain** the textile industry's connection to southern slavery despite the end to slavery in the North
- f. **Identify** examples of immigration to Rhode Island during this era (e.g., Irish, French Canadians) and **analyze** the reasons people came to Rhode Island

SS4.5.2 19th and 20th century
industries and peoples

Analyze the major industries that contributed to Rhode Island's economy in the 19th and 20th centuries and how these industries encouraged people looking for opportunity to come to the area

#### **Connections to the Rhode Island Anchor Standards**

CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			Х		X				Х	Х	

#### **Guiding Questions for Instruction:**

- What industries were prominent in Rhode Island in the 19th and 20th centuries?
- What were the major immigrant groups who came to Rhode Island in the 19th and 20th centuries and what were their reasons for coming?

#### **Learning Assessment Objectives:**

- a. **Analyze** how major industries contributed to Rhode Island's economy into the late 20th century (e.g., fishing, agriculture, costume jewelry, textiles, banking, tourism)
- b. **Analyze** the conditions that led immigrant groups to come to Rhode Island to participate in those major industries and their contributions to the culture of Rhode Island (e.g., Cape Verdeans, Chinese, Dominicans, Guatemalans, Hmong, Italians, Irish, Portuguese, Puerto Ricans)

SS4.5.3 Peoples and industries in Rhode Island today	Connections to the Rhode Island Anchor Standards											
Argue how industries, diverse peoples, and landmarks impact the development of state identity	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				Х	Х	Х	Х		Х		Х	
<ul> <li>Guiding Questions for Instruction:</li> <li>What are the major industries in Rhode Island today?</li> <li>What and where are the major cities in Rhode Island and why were they established there?</li> <li>What is the population and demographics of Rhode Island?</li> </ul>	Learning Assessment Objectives: Students demonstrate an ability to:  a. Identify the industries and jobs in Rhode Island today (e.g., tourism, healthcare, education, military) and argue how they impact the state  b. Identify the location of Rhode Island's cities and explain the reasons for their locations  c. Analyze the population and demographics of Rhode Island (e.g., gender, age, ethnic background, race) and explain why there are areas where there are concentrations of people											

- e. **Explain** ways that diverse backgrounds influence the culture of Rhode Island today (e.g., Indigenous Johnny cakes, Italian calamari, Portuguese bread)
- f. **Identify** landmarks and monuments that honor historical events and people in Rhode Island and **explain** their importance

- How do people in Rhode Island continue to honor their cultural traditions?
- What landmarks or monuments honor historical events or people in Rhode Island?
- How have industries, peoples, and landmarks contributed to the identity of Rhode Island?

## Inquiry Topic 6: Rhode Island Governments Compelling Question: How can I make change?

SS4.6.1 The Rhode Island State House and government	Connections to the Rhode Island Anchor Standards													
Explain Rhode Island's state	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG		
government, rules, and laws	Х	Х				Х			Х					
Guiding Questions for Instruction:		_	ment Ol	•										
<ul> <li>Who are the leaders of the state of Rhode Island?</li> <li>Who represents Rhode Island in the United States government?</li> <li>Where is the Rhode Island State House and what happens there?</li> <li>How are state laws made?</li> <li>How can laws promote or inhibit freedom and equality?</li> <li>How can people participate in lawmaking?</li> </ul>	a. b. c.	Identify are elected are elected Identify Representation and the Explain	y the stat ted and v y the Rho entatives y the loca ere n how law ate in law	e-level lewhat issued the second second and expending of the second seco	eaders where they and representation what the Rhode at the addentition and the addentition where the Rhode addentition where the Rhode and the addentition where the Rhode and the addentition where the Rhode addentition where the addentition w	address entatives at issues le Island	s in the U they add State Ho evel, why	United Stress  Douse and  y we hav	explain e laws, a	what deand ways	House of cisions a people of	re		

SS4.6.2 Local town/city hall and government	Connections to the Rhode Island Anchor Standards												
Explain local city or town government,	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
rules, and laws	Х	Х				Х			Х				
<ul><li>Guiding Questions for Instruction:</li><li>Who are the leaders in the cities/towns of students?</li></ul>	Learning Assessment Objectives: Students demonstrate an ability to:  a. Identify city/town leaders and explain how they are elected and what issues they address												
<ul> <li>What political or economic challenges are addressed by leaders?</li> </ul>	<ul><li>a. Identify city/town leaders and explain how they are elected and what issues they address</li><li>b. Identify the location(s) of students' town/city hall(s) and explain what decisions are made there</li></ul>												
• Where is the town/city hall in the cities/towns of students?	c.	lawmak	n how looking at the meeting	e local le				•	• •	•	•	/city	
<ul><li>What happens at the students' town/city halls?</li></ul>													
How can people participate in local lawmaking?													

SS4.6.3 Government participation in the past	Conne	ctions t	o the Ri	node Isl	and And	chor Sta	ındards					
Analyze ways Rhode Islanders	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
participated in state government in the past		Х	Х									
<ul> <li>• What is the history of voting rights (suffrage) in Rhode Island?</li> <li>• What are the ways different groups of people worked to gain their civil rights in Rhode Island?</li> </ul>		Analyz those ri  Analyz gained t LGTBC on fair l  Explair (e.g., st 1960s, y High So	ghts (e.g e ways d those rig QIA+ rec housing I n ways ca udent ways young gi	n ability tory of v ., woman lifferent hts (e.g., ognition laws) hildren i ilkouts a rls partio dents for	to: oting rig n suffrag groups o Narraga and righ n Rhode t Hope a cipating i	f people insett people insett people its, textil Island hand Centrin woman in woman e Provid	hode Isla Rebellion gained coples reg le union s ave parti ral High n suffrage ence Stu today	n)  rivil right gaining to strikes, I cipated of Schools ge demon	ts in Rho ribal lanc Black Rh in some of for Black	ode Island I, Gay Prode Island of these re k student is in the 1	d and ho ride Para nders wo movement rights in 910s, Ho	w they de for rking nts n the ope

SS4.6.4 Participating in state and local governments today	Connections to the Rhode Island Anchor Standards												
Analyze ways Rhode Islanders can	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
participate in local and state governments today		Х	Х										
Guiding Questions for Instruction:	Learning Assessment Objectives: Students demonstrate an ability to:												
How does the voting process work in Rhode Island today?	a. <b>Explain</b> Rhode Island's voting process and who is allowed to vote												
Who can vote in Rhode Island today?	b.	being o	f voting		•	•	te in thei o state or		-	-	•		
How can children participate in their state and local governments?	c.	meeting <b>Identif</b>		that Rho	de Island	lers are	debating	today at	the local	and stat	e levels	(e.g.,	
What issues are Rhode Islanders debating today at the local and state levels?				•	•		n, taxes, a Rhode I				analyze	the	

#### GRADE 5 – UNITED STATES HISTORY: PRE-EUROPEAN CONTACT TO RECONSTRUCTION

In fifth grade, students begin their study of US history starting with Indigenous life and encounters with Europeans. Students then study the formation of the colonies, the American Revolution, the new United States government, and the growth of the republic through the Civil War and Reconstruction by understanding multiple and diverse perspectives.

## Inquiry Topics, Compelling Questions, and Standards

## Inquiry Topic 1: The Land and People Before Colonization

Compelling Question: Why do people live where they do?

SS5.1.1: North American geography

SS5.1.2: The Indigenous peoples of North America

## Inquiry Topic 2: European Arrival in North America and Colonial Growth

Compelling Question: Was North America a land of opportunity for everyone?

SS5.2.1: European colonization

SS5.2.2: Building the colonies

SS5.2.3: Indigenous peoples and European colonists

SS5.2.4: Development of slavery and the African slave trade

## **Inquiry Topic 3: The American Revolution**

Compelling Question: What makes people rebel against their government?

SS5.3.1: Road to revolution

SS5.3.2: Declaration of Independence

SS5.3.3: Open rebellion

SS5.3.4: Writing the Constitution of the United States and forming a new government

## Inquiry Topic 4: The Early Republic and its Growth

Compelling Question: Does expansion always mean progress?

SS5.4.1: The Early Republic

SS5.4.2: Expansion of United States territory

SS5.4.3: Movement of people

SS5.4.4: Growth of industry

## Inquiry Topic 5: Enslavement, the Civil War, and Reconstruction

**Compelling Question:** Why fight for other people's rights?

SS5.5.1: Resistance and abolition

SS5.5.2: Road to secession

SS5.5.3: The Civil War

SS5.5.4: Reconstruction

### Standards Tables

## **Inquiry Topic 1: The Land and People Before Colonization**

Compelling Question: Why do people live where they do?

SS5.1.1 North American geography Analyze the countries, geographic	Connections to the Rhode Island Anchor Standards												
features, and climates of North America	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
							Х	Х	Х				
Guiding Questions for Instruction:		_		•			•	•					
<ul> <li>What are the major geographical features of North America?</li> <li>What is the relationship between geographic features and human population and settlements?</li> <li>What countries make up North America today</li> </ul>	Learning Assessment Objectives: Students demonstrate an ability to:  a. Identify the major geographical features of North America (e.g., climate zones, bodies of water, mountains, deserts), and analyze their relationships with human settlement  b. Identify the countries that make up North America today and their locations on a map  c. Identify the locations people settled, and analyze the reasons people chose those areas over others (e.g., access to resources, fertile land)									nap			

SS5.1.2 The Indigenous peoples of North America	Connections to the Rhode Island Anchor Standards												
Analyze the lived experiences of	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
Indigenous peoples prior to European colonization	Х	Х		Х	Х	Х		Х				Х	

#### **Guiding Questions for Instruction:**

- How did geography determine where Indigenous peoples lived and how they lived?
- What were the cultures, government structures, and lived experiences of the Indigenous peoples living in what is now known as North America?
- How are Indigenous groups similar to and different from one another?
- How have Indigenous people continued traditional practices to today?

#### **Learning Assessment Objectives:**

- a. **Explain** the geographical spread of Indigenous communities and language families, and **analyze** the relationship between geography and location of settlements (e.g., access to resources, climate)
- b. Analyze the cultures, government structures, and lived experiences (e.g., trade networks, kinship system, spiritual practices) of groups of Indigenous peoples across North America prior to the arrival of Europeans (e.g., Haudenosaunee, Huron, Cherokee, Navajo, Creek, Apache, Paiute, Pueblo, Hopi, Lakota (Sioux), Seminole, Taino, Inuit, Maya), including those local to Rhode Island (e.g., Nahaganset (Narragansett), Wampanoag (Pokanoket), Nehantick and Eastern Nehantick (Niantic), Pequot, Nipmuc, Massachuset, Mohegan, Manissean)
- c. **Analyze** the cooperation and conflict between Indigenous nations prior to European arrival
- d. **Analyze** ways that Indigenous peoples continue their government and traditional practices today

## Inquiry Topic 2: European Arrival in North America and Colonial Growth

Compelling Question: Was North America a land of opportunity for everyone?

SS5.2.1 European colonization Argue the ways the motivations and	Connections to the Rhode Island Anchor Standards												
methods of European colonization in	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
North America affected the Indigenous peoples	Х			Х	Х		Х	Х		Х			
<ul> <li>What were the reasons for European colonization of North America?</li> <li>What were the short and long-term effects of European colonization on Indigenous communities?</li> <li>What is settler colonialism?</li> </ul>		Analyz Spanish initial re coloniz  Analyz introduce pigs and	a, Viking esponses ation  e the effection of id horses,	sons colors) sailed of the Invects of the nvasive impact of	to:  onial pov  to North  ndigenou  e Colum  plant spe  of diseas	n Americals people which the American Exception Except to N es such a	ea, their uses they en change, a North An as smallp	and argunerica, in	, French nding of ed, and a ne who b ntroducti ndigenou and argu	land owr argue the enefited on of ani s popular	e impacts (e.g., imals suctions)	and the s of ch as	

SS5.2.2 Building the colonies Analyze the similarities and differences	Connections to the Rhode Island Anchor Standards												
of the colonies throughout North	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
America		Х			Х		Х	Х	Х			Х	
<ul> <li>Guiding Questions for Instruction:</li> <li>In what ways did geography, climate, and natural resources influence where the colonists settled?</li> <li>What were the similarities and differences between the colonies?</li> <li>How and why did each colony rely on different sources of labor?</li> </ul>		Identify Middle colonist  Analyz includir	Colonies ts decide  e the simple popular  s, sources	n ability ations an s, Southe d to settl ailarities ation and	to: d geogra ern Color e in thos and diffe	nies, Nevelocation e location erences if for immi	w France ons n the con igration,	, New S <sub>I</sub> mposition governm	pain), an n and ide nental str	d <b>analyz</b> eologies	(New Enter the real of each conominous	colony	

SS5.2.3 Indigenous peoples and
European colonists
Analyze the relationships between

Analyze the relationships between Indigenous peoples and European colonists and the evolving nature of those relationships

Connections to the Rh	ode Island Ancho	r Standards
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CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			Х	Х	Х	Х	Х				Х

#### **Guiding Questions for Instruction:**

- How were views on land ownership, land use, and property rights different between Indigenous peoples and European colonists?
- What were the trade relationships between the different colonies and Indigenous communities?
- What conflicts arose between Indigenous peoples and Europeans?

#### **Learning Assessment Objectives:**

- a. **Analyze** the differences between Indigenous and European colonists' views on land ownership, land use, and property rights
- b. **Analyze** the similarities and differences between political, cultural, and trade relationships between French, Spanish, and English colonists with Indigenous communities
- c. **Analyze** the conflicts between Indigenous peoples and European colonists and their outcomes (e.g., Aztec Conquest 1520s, Pueblo Revolt 1680, Pequot War 1630s, King Philip's War 1670s, California Missions 1760s-1830s)

SS5.2.4 Development of slavery and the African slave trade	Conne	ctions to	o the Rh	node Isla	and And	hor Sta	ndards	
Argue the impacts the new system of	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	I
enslavement had on the economy and								i

#### **Guiding Questions for Instruction:**

the people involved

- Who were the first people enslaved in the local colonies?
- How did the practice of slavery change and what is chattel slavery?
- In what ways did slavery influence the economic development of the colonies?
- What is the difference between being enslaved and being indentured?
- What was slavery like in colonial Rhode Island?
- In what ways is race socially constructed?

#### **Learning Assessment Objectives:**

Χ

Students demonstrate an ability to:

Χ

Χ

Χ

Χ

a. **Explain** the rationale local colonists used to enslave Indigenous peoples (e.g., enslavement of Pequot, Narragansett, and Wampanoag after the Pequot War 1637 and King Philip's War 1676, connection to African enslavement), and explain the conditions of enslavement

G.HSP

G.WST

E.SA

E.PC

Χ

E.E

- b. Analyze the origins and course of African enslavement in the colonies and the development of chattel slavery, and **argue** who benefited from this new form of slavery
- **Explain** the role the system of slavery had in the economic development of the colonies, and argue who benefited
- d. Analyze laws and codes controlling enslaved Africans, free Blacks, indentured whites, and Indigenous peoples in the 1600-1700s and argue who benefited
- e. Explain the conditions of slavery in colonial Rhode Island (e.g., first enslaved African in Rhode Island 1696 from ship Seaflower, role of Rhode Islanders in the slave trade, rural v. urban slavery, 1652 law limiting terms of servitude)
- f. Identify the significant roles free Blacks had in the colonies (e.g., Anthony Johnson, John Quamino, Bristol Yamma), and explain their contributions
- Explain how race was socially constructed during this time, and argue the ways it can be traced to how race is socially constructed today

# Inquiry Topic 3: The American Revolution Compelling Question: What makes people rebel against their government?

SS5.3.1 Road to revolution Argue how Britain's response at the end	Connections to the Rhode Island Anchor Standards											
of the French and Indian War led to the	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
American Revolution	Х	Х	Х	Х	Х	Х						Х
<ul> <li>Guiding Questions for Instruction:</li> <li>What were the major events in the French and Indian War and how did it affect the colonies?</li> <li>How and why did Indigenous people participate in the French and Indian War?</li> <li>How did Great Britain attempt to recoup the financial costs of the War?</li> <li>In what ways did the colonists rebel against the British government leading up to the American Revolution?</li> </ul>		Identify the color Analyz Analyz recoup 1764, S Quarter Revolut Analyz Massac	e the role the Profinancial tamp Acting Action e protest re, Gaspe	ses and cooclamation costs of t 1765, Cooks and make Affair	to: course of ontribution on of 176 the Frer Fownshe percive A	ons Indig 53 and or ach and l and Act l Acts 1774 ats leadir Act riot	genous per ther acts of Indian W 1767) and 4) and ar arg up to the start of R	eoples hat of the Brifar (e.g., dissert constitution of the Amer Carolina	ad in the ritish government of these lesting rican Revenue of the Regulator	French avernment of 1764, wer the code to the second to th	meant to Currency colonies (estart of the central colonies)	n War o y Act e.g.,

SS5.3.2 Declaration of Independence	Conne	ctions t	o the Rh	node Isl	and And	hor Sta	ndards					
Analyze the ideals of the <i>Declaration of</i>	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Independence	Х		Х	Х	Х		Х					Х
<ul> <li>Guiding Questions for Instruction:</li> <li>How were liberty and natural rights defined at the time of the Revolution?</li> <li>What were the grievances and ideals laid out in the Declaration of Independence?</li> <li>Who were the signatories of the Declaration of Independence and what were their political views?</li> <li>What influence did Indigenous people have in the writing of the Declaration of Independence?</li> <li>In what ways do we see elements of the Declaration of Independence in the world today?</li> </ul>		Analyz Analyz Analyz Slavery and pol Analyz Declara	e the bace of the Internal of I	n ability perty and evances ekground Declarati ws (e.g., luences of	to: I natural and ideal as (race, good of Income In	Is laid ou gender, o depender (sland's s audenosa g., Great	occupation	Declaration, religitories, a Hopkins infederace of Peace	on, age, and expla and Wil	dependention, in their pliam Elle drafting	and view perspecti ery) of the	w of ves

SS5.3.3 Open rebellion Analyze the actions and activities of the		ctions t	o the Rh	node Isl	and And	hor Sta	ndards					
participants of the Revolution	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				Х	Х	Х						
<ul> <li>Guiding Questions for Instruction:</li> <li>Who were the patriots, loyalists, and those who stayed neutral and what arguments did they use to explain their positions?</li> <li>In what ways did Patriots resist the British?</li> <li>What were the major events of the war?</li> <li>In what ways did Indigenous people, free Blacks, enslaved peoples, and women participate in the war?</li> </ul>		Identify enslave rebelling loyalty Analyz tribes so Identify importation Yorkton Analyz	d people g against y the indirect Gazetto e the reaction as the y the evention Agreem 1781)	ersity of s, and In the Croividuals e, Joseph e Six Nants of the eements o, and and are so role a	patriots digenous wn and orga a Brant o  ividuals a tions) e war (e. , Siege o alyze the s patriots	nization r Thaye and grou g., Battl f Newpo	nite men s), and an as who re ndanegea aps remain e of Lexi ort 1778, ficance to	mained I  a), and a  ined neu  ington ar  Battle o  o the out	loyal to t nalyze th tral (e.g., nd Conco f Rhode come	he Crowne reason  , Quaker  ord 1775.  Island 17	n (e.g., as for the s, Indige , Non-	of ir nous
	f. <b>Analyze</b> the contributions of enslaved and free Blacks during this era (e.g., Rhode Island Black Regiment, Olaudah Equiano, Phillis Wheatley, Duchess Quamino, Newport											

Gardner)

SS5.3.4 Writing the Constitution of the United States and forming a
new government
Analyze the elements of the

Analyze the elements of the *Constitution of the United States* and its significance in forming a new United States

Connections to the Rhode Island Anchor Standards
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CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Х	Х	Х	Х		Х						

#### **Guiding Questions for Instruction:**

- What were the *Articles of Confederation* and why did they ultimately fail?
- How did the institution of slavery shape the *Constitution*?
- What are the elements of the *Constitution* and the purpose of the *Bill of Rights*?

#### **Learning Assessment Objectives:**

- a. **Analyze** the *Articles of Confederation* in terms of advantages and disadvantages
- b. **Analyze** the role of the institution of slavery in the drafting of the *Constitution* (e.g., 3/5th rule of representation, fugitive-slave clause, slave importation clause)
- c. **Identify** the elements of the *Constitution* (e.g., branches of government, checks and balances), and **explain** the purpose of the *Bill of Rights*

# Inquiry Topic 4: The Early Republic and its Growth Compelling Question: Does expansion always mean progress?

SS5.4.1 The Early Republic Argue the impacts of the political	Connections to the Rhode Island Anchor Standards											
changes and uncertainties immediately	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
following the ratification of the Constitution of the United States		Х	Х	Х								Х
<ul> <li>What political developments occurred during the Early Republic?</li> <li>What were the limits of political participation during the Early Republic?</li> <li>What laws in the Early Republic reflect changing views about slavery?</li> </ul>		Analyz adminis Explain Alexand Explain Alien at Analyz Ordinar Rhode	the device the character is limited to the character is li	n ability nilarities (i.e., Geo relopmer ilton v. T its of pot on Acts anging vi niting the Gradual	and difference was a second of the second of	shington two-party refferson rticipation and argue lavery in of slaver pation Ac	y system , Federal on (e.g., ve who be a legislati y, emand	dams, The and analysists, Derivoting renefited from (e.g., cipation at 4, "Act I	ree presi nomas Je alyze the mocratic quirement role of the acts in N	e resultin-Republi nts, hold the North	g debates cans) ing offic west States inc	e rules,

<b>SS5.4.2 Expansion of United States</b>	
territory	

Argue how the acquisition of land from the Atlantic to the Pacific had consequences for different peoples

Conne	ctions to	o the Rh	node Isla	and And	hor Sta	ndards					
CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Х	Х		Х	Χ	Х	Χ	Х				

#### **Guiding Questions for Instruction:**

- What was the belief of "manifest destiny" and how did people justify America's westward expansion?
- Why did people move west and what hardships did they endure?
- How did the United States government work to expand its territory in the first half of the 19th century?
- What were the rules for establishing free and slave states?

#### **Learning Assessment Objectives:**

- a. **Identify** the definition of manifest destiny and **analyze** the justification for westward expansion
- Analyze the efforts to gain land and expand territory (e.g., the Louisiana Purchase 1803, Spanish Florida 1810-1819, Texas Annexation 1845, Oregon Country from Great Britain 1846, Gadsden Purchase 1853), Indigenous response and resistance, and argue the ways Indigenous peoples were affected
- c. **Explain** the route, purpose, and events of the Lewis and Clark expedition 1804-1806
- d. **Analyze** the causes and course of the Mexican American War 1846-1848 (e.g., Mexican freedom from Spain in 1821, Treaty of Guadalupe-Hidalgo 1848, California Constitution 1849), and Indigenous response and resistance, and **argue** the impacts on Mexican citizens and Indigenous peoples
- e. **Analyze** the rationale and rules for establishing free and slave states, and **argue** the impacts on enslaved Africans

SS5.4.3 Movement of people Argue the ways that migration, laws	Conne	ctions t	o the Rh	node Isla	and And	hor Sta	ndards					
governing migration, and government actions forcing migration affected	CG.P	CG.RL	CG.RR	н.сс	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
different groups of people	Х	Х	Х	Х		Х	Х	Х				

#### **Guiding Questions for Instruction:**

- Why did people come to the United States?
- Why did some people move to different regions of the United States?
- How did the United States' expansion westward affect Indigenous peoples and how did that affect communities and families?

#### **Learning Assessment Objectives:**

- a. **Analyze** the laws governing immigration and citizenship (e.g., 14th Amendment 1868, Naturalization Act of 1870, Chinese Exclusion Act 1882, Rhode Island Bourn Amendment 1888, Immigration Act 1891) and **argue** how the laws impacted people
- b. **Analyze** the groups that immigrated and migrated to the East Coast, the Midwest, and the West Coast, **analyze** effects on immigrant community and family, and **argue** the impact on Indigenous peoples
- c. **Analyze** the effects of the removal of Indigenous peoples from their lands by the United States government (e.g., Andrew Jackson's Indian Removal Acts (1830), Trail of Tears (1838), Indian Appropriations Act 1851, Dawes Act 1887, Indian Boarding Schools), and **argue** the impacts on community and family and who benefited

SS5.4.4 Growth of industry Argue how changes to transportation	Conne	ctions t	o the Rh	node Isl	and And	hor Sta	ındards						
and industry in the first half of the 19th century impacted people's lives	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
century impacted people's rives				Х		Х	Х				Х		
Guiding Questions for Instruction:	Learnin	g Assess	sment Ol	bjectives	;:								
What was the transportation revolution and how did it impact the economy and infrastructure of the United States?	a.	United States (e.g., steamboats, canals, roads, bridges, turnpikes, railroads)											
<ul> <li>In what ways did daily life change because of the transportation and industrial revolutions?</li> </ul>	b.	agricult	tural to ir de Island,	ndustrial	econom	y shaped	l daily lif	fe prior t	o the Civ	il War (	e.g., Slat		
<ul> <li>How did the emerging factory system change working life, in particular for children?</li> </ul>	c.												
<ul> <li>What other industries besides those based on factories were prevalent at this time?</li> </ul>													

## Inquiry Topic 5: Enslavement, the Civil War, and Reconstruction

Compelling Question: Why fight for other people's rights?

SS5.5.1 Resistance and abolition Analyze the conditions of enslavement	Conne	ctions t	o the Rh	node Isla	and And	hor Sta	ndards					
and the many efforts of free and enslaved Blacks to obtain freedom for	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
enslaved Africans	Х	Х	Х	Х	Х	Х						

#### **Guiding Questions for Instruction:**

- How did conditions of slavery vary by state?
- How did enslaved people resist enslavement and maintain their culture?
- What was the mission of the abolition movement?
- In what way did the Fugitive Slave Law accelerate the abolition movement?
- In what ways did racism in the North continue in the 19th century?

#### **Learning Assessment Objectives:**

- a. **Identify** the conditions of enslavement for enslaved Africans, (e.g., types of labor, living accommodations, Slave Codes), and **analyze** differences across the states
- b. **Analyze** the ways enslaved people resisted enslavement (e.g., self-emancipation, slowing down work, destruction of property) and maintained and created culture (e.g., music, clothing, religious beliefs)
- c. **Analyze** the efficacy of resistance and revolts, (e.g., Stono Rebellion 1739, Nat Turner's Rebellion 1831) and stories of escape (e.g., Harriet Jacobs, Frederick Douglass, Harriet Tubman, Underground Railroad, including role of Elizabeth Buffum Chace in the Underground Railroad in Rhode Island)
- d. **Explain** the goals and strategies of the abolition movement (e.g., Olaudah Equiano, Frederick Douglass, Sojourner Truth, William Lloyd Garrison, Lydia Maria Child) and **argue** their impact
- e. **Analyze** the implications of the Fugitive Slave Law of 1850
- f. **Analyze** legal bids for freedom (e.g., Biddy Mason 1856, Dred Scott 1857, Archy Lee 1858), and **argue** their impact
- g. **Analyze** the continued racism against Black Americans in the North despite the end of slavery (e.g., limited access to education, turned away from employment, lack of suffrage, racial violence including the destruction of the neighborhoods of Hardscrabble and Snowtown in Rhode Island, personal stories like Elleanor Eldridge in Rhode Island)

SS5.5.2 Road to secession Analyze the political precursors to the	Conne	ctions t	o the Rl	node Isl	and And	chor Sta	ndards					
Southern secession from the Union and the start of the Civil War	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
the start of the Civil wai	Х	Х		Х	Х							Х
<ul> <li>What were the causes of the Civil War?</li> <li>What were the ideological differences between the North and the South?</li> <li>What reasons were given for the formation of the Confederate States of America?</li> </ul>		Analyz South ( Free So Analyz Fugitive Dougla Analyz country Analyz	e.g., Con oil Party e the 185 e Slave I s debates e the way	n ability s pre-185 stitution 1848-185 60s politicaw 1850 s, John B ys that sl	to: 50s and hal complete 54) 5cal crisic 0, Kansa rown's navery as	s as the os-Nebras raid on F	lded to th Missour catalyst f ska Act 1 Harpers F cal, econ	or secess 854, Dro Gerry 185 omic, an	omise 18 sion (e.g. ed Scott ( 9) d social	320, Wili , Compr decision	mot Provonise of 1857, Li	iso, 1850, incoln-

SS5.5.3 The Civil War Argue the impacts of the events and	Conne	ctions t	o the Ri	node Isla	and And	hor Sta	ndards					
participants of the Civil War	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			Х	Х	Х	Х						
<ul> <li>Guiding Questions for Instruction:</li> <li>What were the major battles and who led them?</li> <li>How did various individuals and groups experience the War?</li> <li>How did the Civil War become a war to end slavery?</li> <li>How is the Civil War remembered today?</li> </ul>	b. c. d.	Identify Grant, I argue t  Analyz Gettysb  Argue t capacity  Argue t enslave	Robert E their import the the bat the advant the impa d Africant the effica	n ability during t Lee, Steacts tles and ntages of centraliz ct of vari	to:  he war (conewall described from the Norwed governous indicates, children, childre	Jackson) ects on the th (e.g., rnment, viduals a ren, LGI nd's res	raham Li ), analyz ne course more me technolo and grou BTQIA+ ponse to red), Kat	e their act of the version of milingical develops in the individual.	var (e.g., itary age velopmen Civil W nals, Indi (e.g., An	Antietan , larger ints) far (e.g., genous p	m, Vicks  ndustrial  free Blace peoples)  E. Burnsi	burg,  cks and
	Howe, Rhode Island's factory production, Portsmouth Grove Military Hospital)  f. Argue the impact of the Emancipation Proclamation, General Order No.3, and Juneteenth  g. Argue the impact of how the Confederacy is remembered today											

#### SS5.5.4 Reconstruction

Argue the impact of the period immediately following the Civil War and the ways Black individuals and groups acted to resist white supremacy and advocate for their freedoms

#### **Connections to the Rhode Island Anchor Standards**

CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Х	Х	Х	Х	Х	Х				Х		Х

#### **Guiding Questions for Instruction:**

- How did the United States try to reconstruct itself after the Civil War?
- How did life change for free and newly emancipated people?
- How did the War's end affect where people lived?
- What were the economic impacts at the end of the war and with the end of slavery?
- What were different reactions to Reconstruction?

#### **Learning Assessment Objectives:**

- a. Analyze the components and impact of Reconstruction
- b. **Analyze** the political advancement of the Black community (e.g., Congressional members during Reconstruction, Black members of state legislatures, voting registration and practices) and what obstructions were placed in their path
- c. **Identify** the purpose for the 13th, 14th, and 15th Amendments, and **argue** their short- and long-term impacts
- d. **Analyze** the role of the Freedmen's Bureau and the Rhode Island Association for Freedmen in supporting formerly enslaved persons during Reconstruction (e.g., redistributing lands, establishing school systems, reuniting families, providing food and medical care), and **argue** how these organizations supported the work of bettering human rights
- e. **Analyze** the social and economic changes as a result of ending enslavement of African Americans (e.g., rebuilding of Black families and culture, reuniting families through advertisements, Southern Homestead Act, sharecropping, "40 acres and a mule")
- f. **Argue** the efficacy of the northern response to Reconstruction (e.g., Petition of Horace Greeley Wade 1866, Petition for equal rights 1870, Rhode Island General Law Chapter 508 in 1885, Reverend Mahlon Van Horne)
- g. **Explain** the backlash to Reconstruction and the violence aimed at Black officeholding, economic independence, and culture creation (e.g., white supremacy's role in the rise of the KKK, Black Codes, 1872 Amnesty Act, the election of 1876)

#### GRADE 6 – ANCIENT TO MEDIEVAL WORLD HISTORY AND GEOGRAPHY

In Grade 6, students will expand their worldview through a thematic investigation into early world history and geography. Students will study humankind from the beginnings of civilization to the Middle Ages and will recognize the diversity of cultures that make up the globe. In addition, students will gain an understanding of early world governments as they prepare for their studies of the United States and Rhode Island state government in eighth grade.

## Inquiry Topics, Compelling Questions, and Standards

## **Inquiry Topic 1: Researching the Past**

Compelling Question: Is it possible to ever know the whole truth about the past?

SS6.1.1: Experts of the past SS6.1.2: Sources of the past SS6.1.3: Understanding time

## Inquiry Topic 2: Human Origins and the Development of Complex Societies

Compelling Question: What makes a complex society complex?

SS6.2.1: Environment and early humans SS6.2.2: Expansion of early societies SS6.2.3: Development of complex societies

## Inquiry Topic 3: The First States (4000 - 1200 BCE)

**Compelling Question:** Are societies a product of their environments?

SS6.3.1: Early river valley civilizations SS6.3.2: Nomads and territorial states

## **Inquiry Topic 4: World Empires and Cultures (1200-350 BCE)**

Compelling Question: Did early empires serve everyone's needs?

SS6.4.1: Rise of empires and urban-based societies SS6.4.2: Spread of ideas and social transformations

## Inquiry Topic 5: Encounters in the Afro-Eurasian World (350 BCE - 300 CE)

Compelling Question: How do empires grow and collapse?

SS6.5.1: Solidification of major empires

SS6.5.2: Connecting the Afro-Eurasian Regions

## **Inquiry Topic 6: Rise and Influence of World Religions**

Compelling Question: Does religion define a people?

SS6.6.1: Comparison of world religions

SS6.6.2: Localized belief systems and cultures

## **Inquiry Topic 7: Global Trade (300 CE - 1300 CE)**

Compelling Question: What led to the rise in global trading and interconnection around the world?

SS6.7.1: Expansion of territory SS6.7.2: Expansion of Religion

### Standards Tables

## **Inquiry Topic 1: Researching the Past**

Compelling Question: Is it possible to ever know the whole truth about the past?

SS6.1.1 Experts of the past Analyze the jobs and necessary skills of	Connections to the Rhode Island Anchor Standards													
people who study the past	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG		
					Х		Х	Х	Х					
Guiding Questions for Instruction:	Learnin	g Assess	ment Ol	ojectives	:									
<ul> <li>What important questions do geographers explore and what tools do they use?</li> <li>How do archeologists use the physical evidence they find to understand the past?</li> <li>How do anthropologists work with people today to understand their</li> </ul>	understand the relationship between humans and planet earth, and <b>identify</b> the tools that they use  b. <b>Explain</b> ways archeologists study the physical evidence left behind by humans to understand human culture, and <b>identify</b> the tools that they use  c. <b>Explain</b> ways anthropologists work with people today to learn about their cultures and													
<ul><li>cultures and histories?</li><li>How and why do historians study the past?</li></ul>	<ul> <li>d. Explain the approaches historians use to analyze and interpret the past using primary and secondary sources, and analyze the advantages and disadvantages of those approaches</li> <li>e. Analyze similarities and differences in the ways that geographers, archeologists, anthropologists, and historians work to identify primary sources and artifacts, analyze evidence, and construct interpretations of the past</li> </ul>													

SS6.1.2 Sources of the past Analyze the sources scholars use to	Connections to the Rhode Island Anchor Standards													
study the past	CG.P	CG.RL	CG.RR	н.сс	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG		
					Х									
<ul> <li>What are different types of primary and secondary sources and how are they used to study the past?</li> <li>Why are oral traditions and storytelling important for understanding the past?</li> <li>What are the challenges of using different sources to understand the past?</li> </ul>		Identify past Identify past Identify past Analyz Analyz	y types o	f primary f second cortance	to: y source: ary source of using	ces, and	<b>analyze</b> litions w	ways that	at schola	use then rs use the tory .g., conte	em to stu	dy the		

SS6.1.3 Understanding time Explain the scale of time from today	Connections to the Rhode Island Anchor Standards													
back to early humans	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG		
				Х	Х									
<ul> <li>Guiding Questions for Instruction:</li> <li>How do we measure time?</li> <li>What time period are we living in now?</li> <li>How do you read a timeline?</li> </ul>		Identif BCE, C Identif Era, Co	EE) and <b>e</b> y terms formon E	n ability o express xplain v for histor ra) and t	to:  the scal  why time  ical period  the time v	s periods ods (e.g. we are li	s are nan , Paleolit ving in n	ned diffe thic Era, now	ge, era, c rently in Neolithi w to read	differen c Era, Bo	t context	cs		

# Inquiry Topic 2: Human Origins and the Development of Complex Societies Compelling Question: What makes a society complex?

SS6.2.1 Environment and early humans	Conne	ctions to	o the Rh	node Isla	and And	hor Sta	ndards					
Analyze the development of early	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
humans and the characteristics of early human societies				Х	Х	Х	Х	Х	Х	Х		
Guiding Questions for Instruction:		_	ment Ol	•								
<ul> <li>How do we know about early proto humans?</li> <li>What traits separated early hominids from other animal species?</li> <li>Why did hominid lines succeed in replacing their ancestors?</li> <li>What type of evidence do experts look for to explain the physical evolution of hominids?</li> <li>Why is it important to study hunter gatherer communities?</li> <li>What does evidence of art, language, and religion tell us about <i>Homo sapiens</i>?</li> </ul>	a. b. c. d. e.	Identify water, re Explain the grow Identify those fine evolution Analyze those many tha	nountain n enviror with and o y signific ndings, a on e the rea ovement the diff n reasons y the cha	geograph s, desert amental of developm cant arch and analy sons hun s ferences that hur racteristicse chara	ical featings) changes the type of the typ	that shap uman lif I sites ar ypes of e ps move Homo h	ed the earlie and their los vidence d around abilis, He es transfo	ocations found of the glob	g., clima analyze , the tech f human be and id ctus, Nea d replace t, langua g of how	how the aniques us ancestor.  Ientify the anderthan ded other age, relige	ey allowed as and the location of the location	ed for otain oir ons of lines

SS6.2.2 Expansion of early societies Analyze the lifeways and characteristics	s													
of early world societies and their	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG		
expansion into the Americas				Х		Х	Х		Х	Х				
<ul> <li>Guiding Questions for Instruction:</li> <li>What are the lifeways and cultural characteristics of early societies?</li> <li>How and why did humans expand into the Americas?</li> <li>How and why did geography and environment play a role in where early American societies settled and developed?</li> </ul>	Studen	Explain civiliza Analyz technol Explain	tion), and the culturate ogy, sociate the mig	n ability as of earl d identif d charact ial struct gration of	y societicy their local teristics of the true of the teristics of the true of true of true of true of true of true of the true of true	ocations of early: from As	Hunter-Caround to societies it is to the erer societies	he world around t America eties in t	the world as he Amer	l (e.g., la	nguage,			

SS6.2.3 Development of complex societies	Conne	ctions t	o the Rh	node Isla	and And	hor Sta	ındards					
Analyze the development of complex	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
societies, their characteristics, and interactions with one another				Х	Х	Х	Х	Х	Х	Х	Х	
Guiding Questions for Instruction:		_	ment Ol	•			•					
<ul> <li>How and why did geography impact the development of complex societies?</li> </ul>	a. <b>Identify</b> the characteristics of a complex society (e.g., economy that produces food surplus and ability to store food surplus, specialized jobs, systems for government, religion, art, technology) and <b>analyze</b> how those characteristics influenced social life											
<ul> <li>How and why did technology change how early people lived?</li> </ul>												
<ul> <li>What contributed to the domestication of animals and plants?</li> </ul>	<ul> <li>b. Analyze the impacts of the development of agriculture and herding on populations</li> <li>c. Analyze the interaction between and spread of complex societies (e.g., migration, trade, agriculture, exchange of culture and/or language, religious conversion, colonization)</li> </ul>											
<ul> <li>What is the relationship between the natural resources available in</li> </ul>	d. <b>Explain</b> the significance of the Fertile Crescent, <b>identify</b> its location, and <b>analyze</b> the role of natural resources in its development.											
the Fertile Crescent and the development of a complex society?  e. Analyze the influence of geography on the development of the social, economic, and political structure of Indigenous civilizations in the Americas									d			

• How and why did civilizations develop in the Americas?

# Inquiry Topic 3: The First States (4000 - 1200 BCE) Compelling Question: Are societies a product of their environment?

SS6.3.1 Early river valley civilizations	Conne	ctions t	o the Rh	node Isl	and And	hor Sta	ındards					
Analyze the development of early cities,	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
states, and empires, and the role of trade between the entities	Х					Х	Х	Х	Х	Х		Х
<ul> <li>Guiding Questions for Instruction:</li> <li>How and why did geography lead to the development of early river valley civilizations?</li> <li>In what ways did people's lives change as states and empires grew?</li> <li>What were the similarities and differences among the river valley civilizations?</li> <li>How and why did the growth of trade and exchange impact river valley societies?</li> <li>How and why did river valley societies collapse?</li> </ul>		Analyz societie seasons Identify Valley, laws, ec social in	s (e.g., ro, richer so, richer so, richer so, y early ri Yellow so conomic nnovation	n ability vironmer eliable woil for a ver citie and Yan systems, and recoffice of trade	to:  atal devel vater sour gricultur s on a maggi River religion elationsh	rce, irrige) ap (e.g., r basin), and belinip to the	s that acceptance and anales ief system environ ween earth	tamia, O lyze thei ms, socia ment ly river v	eather wi ld Kingd r govern al hierarc valley civ	th expandom Egyponent structures, tec	nded grov pt, Indus uctures, l hnologic	wing leaders,

SS6.3.2 Nomads and territorial	Conne	ctions t	o the Rh	node Isla	and And	chor Sta	ndards					
<b>states</b> Analyze the interaction between	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
nomads and their environments as well as the development of new states throughout Afro-Eurasia	Х					Х	Х	х	х		Х	Х
Guiding Questions for Instruction:		_	ment Ol	-								
How did nomadic groups change trade and interactions in Afro- Eurasia?	a. <b>Analyze</b> the role of nomads in the restructuring of the political landscape (e.g., establishment of regional trade networks, technological and social innovations such as horses and chariots)											
<ul> <li>What were territorial states and what led to their development?</li> </ul>	establishment of regional trade networks, technological and social innovations such as horses and chariots)  b. Identify the locations of territorial states (e.g., Middle Kingdom Egypt, Mesopotamia											
<ul> <li>What was a microsociety and how did it differ from territorial states?</li> </ul>	Kingship, Vedic peoples, Shang State), and analyze their ethnic identity, government, and											
How and why did long-distance trade influence cultural changes?												

advances

## **Inquiry Topic 4: World Empires and Cultures (1200-350 BCE)**

Compelling Question: Did early empires serve everyone's needs?

SS6.4.1 Rise of empires	and	urban-
based societies		

Argue the impacts of the establishment of major empires, smaller urban-based societies, and the ways they interacted with surrounding peoples

Connections to the Rhode Island Anchor Standards											
CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Х	Х		Х	ľ	Х	Х	Х				

#### **Guiding Questions for Instruction:**

- How is an empire different from a city or territory?
- What forces led to the rise of early empires?
- What were the similarities and differences of empires across Europe and Asia from 1200-350 BCE?
- What methods of government did leaders of empires develop?
- How did empires in this period interact with groups on their margins?
- What are the similarities and differences between the Empires across Europe and Asia and the urban spaces developing in sub-Saharan Africa and the Americas?

#### **Learning Assessment Objectives:**

- a. **Explain** the characteristics of empires and **analyze** the ways empires differed from the river valley civilizations or territorial states
- b. **Argue** the impacts of climate change, migrations, new technologies, and administrative innovations in the rise of new empires
- c. **Analyze** the similarities and differences in the methods of ruling an empire and the lived experiences of individuals in the Neo-Assyrian (911-612 BCE) and Persian (560-331 BCE) empires in West Asia (Middle East), Vedics (1500-600 BCE) in South Asia, and early Zhou Empire (1045-771 BCE) in East Asia
- d. **Identify** methods of government developed in the early empires, **analyze** how and why they developed, and **argue** who benefited
- e. **Analyze** the interaction of the early empires with peoples on the margins such as the Greeks and the Phoenicians in the Mediterranean, and **argue** the impacts of those interactions
- f. **Analyze** the similarities and differences of the complex urban-based societies in sub-Saharan Africa and the Americas, the lived experiences of the people of Nubia, the Nok in West Africa, the Chavín of the Andes, and the Olmecs of Mesoamerica

SS6.4.2 Spread of ideas and social							
transformations							

Argue the impacts of the cultural, intellectual, political, economic, and environmental changes happening across Africa, Europe, and Asia during this time period

#### **Connections to the Rhode Island Anchor Standards**

CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Х	х	Х	X	Х	Х	Х					

#### **Guiding Questions for Instruction:**

- How and why did state administration, warfare, thought, and culture transform across the world from 1000-350 BCE?
- What are the similarities and differences between the changes happening in different regions of Africa, Europe, and Asia?

#### **Learning Assessment Objectives:**

- a. **Analyze** cultural and environmental changes across Africa, Europe, and Asia (e.g., Vedic system of hierarchy in Northern India, Northern China's agriculture revolution, city growth on the Ganges plain), and **argue** the impacts of those changes
- b. **Analyze** the political and economic changes across Africa, Europe, and Asia (e.g., Shang Yang reforms in the Qin dynasty and new methods of military campaigns, development of *polis* in Greece or *civitas* in Rome, development of a system of money), and **argue** the impacts of those changes
- c. **Analyze** the intellectual changes across Africa, Europe, and Asia (e.g., Master Kong Fuzi or Confucius, Daoism, Siddhartha Gautama or the Buddha, Zoroastrianism, Greek philosophers and thinkers), and **argue** the impacts of those changes

## Inquiry Topic 5: Encounters in the Afro-Eurasian World (350 BCE - 300 CE)

Compelling Question: How do empires grow and collapse?

• What was the role of caste systems, forced labor, and slavery in these

three empires?

SS6.5.1 Solidification of major empires	Conne	ctions t	o the Rh	node Isla	and And	chor Sta	ındards					
Argue the reasons for the rise of the	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
globalizing empires of the Afro- Eurasian world and compare their characteristics	Х			Х		Х	Х	Х	Х			Х
<ul> <li>Guiding Questions for Instruction:</li> <li>In what ways did the Han Dynasty in China, the Roman Empire, and the Mauryan Empire become "globalizing empires"?</li> <li>How and why did geographic location and environment affect the expansion and influence of these three empires?</li> <li>How and why did these three empires exert far-reaching political, legal, economic, and cultural influences?</li> </ul>		Analyz  Identify and the the envi  Analyz and gov relation	e the def Mauryan ironment e the form vernment ship to the	n ability inition o ations of n Empire affected mation a n, labor sy he environ	f and con the emp e on a ma I their ex and cours systems, e conment, a	pires of the paper	he Han E analyze t and influ se global: c system	Dynasty i he ways hence dzing em	n China, their geo pires inc systems	the Rom ographic luding ac and hier	locations dministra	s and ation

SS6.5.2 Connecting the Afro- Eurasian Regions	Conne	ctions t	o the Rh	ode Isl	and And	hor Sta	ndards					
Argue the impact of the influence of												E.EG
trade routes in connecting the Afro- Eurasian regions	x x x											
Guiding Questions for Instruction:  • What political and geographic		ng Assess ts demo		•								

- What political and geographic motives did empires have to build road systems?
- How and why were road systems constructed and at what cost?
- What was the importance of the overland and oversea trade routes in connecting Africa, Europe, and Asia?
- a. **Analyze** the use of roads and highways for communication, trade, and control within empires (e.g., roads in the Persian Empire, Roman Empire, and Qin and Han China), and **argue** their impacts
- b. **Analyze** the development and use of the Silk Road and the role of caravan cities, and **argue** the impacts of the economic, cultural, and religious changes it brought
- c. **Identify** the routes of Red Sea and Indian Ocean trade, **analyze** the role of the environment on the success or failure of trade, and **argue** the economic and cultural influences and importance of navigational technology to the trade

## Inquiry Topic 6: Rise and Influence of World Religions Compelling Question: Does religion define a people?

SS6.6.1 Comparison of world religions	Connec	ctions t	o the Rh	ode Isla	and And	chor Sta	ndards					
Argue the impacts of the five major	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
world religions on the development of societies and cultures through time	Х			Х	Х	Х	Х					
Guiding Questions for Instruction:	Learnin	g Assess	ment Ol	ojectives	:							
<ul> <li>What were the beliefs and religious practices of each religion?</li> <li>How did religious practices change and develop over time?</li> <li>How did the environment, history of the religion's people, and their interactions with other societies shape the religion?</li> <li>How did each of the major religions influence the development of society and culture?</li> </ul>	a. b. c. d.	Analyz and Isla influence religious Analyz spread, Argue a develop	e the belom, their the of the stexts, rethe historie of the impactment of	inition a development of Hofemon eligious tory of Hofemore ets of Hi societies	religious ment, and ment on to observat finduism es on the nduism, and cult	practice d how the teaching tions) , Judaisn deir develor Judaism tures	es of Hin ey chang s, social m, Buddh opment, , Buddhi	duism, J ged over stratifica nism, Ch	g religion udaism, itime (e.g tion with ristianity, istianity,	Buddhising, central in the real in the rea	l teachin eligion, am, how m on the	they

SS6.6.2 Localized belief systems and cultures	Conne	ctions t	o the Rh	node Isla	and And	chor Sta	ındards					
Argue the influences of other belief	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
systems throughout the ancient world on society and culture	Х			Х	Х	Х	Х					
<ul> <li>What were the beliefs and religious practices of each religion and how did they change over time?</li> <li>How and why is there a relationship between political unity and religious development in these religions?</li> </ul>		Explain Teotihu analyze on teach observa Analyz Mesoan develop	e the hist nerica, a	n ability liefs and to liefs and to lief Mesoa ley chang ley cial strate litory and lind Maya	to: religious merica, a ed over t ification growth o ns in the	and May time (e.g within t of the Ba e Yucata	vans in th g., central the religion antus of S n, and ar	le Yucata I teachin on, religi Sub-Saha gue the	an and the gs, influe ious texts aran Afri	eir devel ence of tl s, religio ca, Teoti olitical u	opment, ne enviro us huacan o nity on t	onment of heir

Mayans in the Yucatan on society and culture

## Inquiry Topic 7: Global Trade (300 CE - 1300 CE)

on this part of the world?

Compelling Question: What led to the rise in global trading and interconnection around the world?

<b>SS6.7.1 Expansion of territory</b> Argue the impact of the expansion of	Conne	ctions t	o the Rh	node Isl	and And	hor Sta	ndards					
territorial influence across Afro-	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Eurasian regions from 300-1300 CE	Х			Х		Х	Х	Х	Х			
<ul> <li>What was the relationship between religion, empire, and commercial exchange across Africa, Europe, and Asia during this period?</li> <li>How and why did new crops contribute to population growth?</li> <li>How did maritime technological advances lead to expansion of trade and empire across Africa, Europe, and Asia?</li> <li>In what ways did trade affect the development of sub-Saharan African states and societies?</li> <li>What influence did the Tang Dynasty have over East Asia?</li> </ul>		Analyz Egypt, of technolo Analyz societie West A Analyz argue i	he impace the real Quilon in orgies and the influsion including the cause th	n ability tural cha ets on pe sons for India, I d empire luence of ing the K ase and c	to: anges acrople and the grow Melaka in expansion f trade or lingdom ourse of e culture	populated the of content of Malay on the development of Axurate the Tangas	ca, Europion numbersia, and Cargue the velopmer in, Swahii g Dynast vits impa	ders  I cities s  Quanzho  ne impac  nt of earl  li coastal  y's expa	uch as A u in Chir t of their y sub-Sa l societie nsion int	lexandriana (e.g., page growth the stand Times and Times Korea	a and Ca new mar frican sta imbuktu and Japa	iro in itime ates and in and, and

SS6.7.2 Expansion of religion	Conne	ctions t	o the Rh	node Isl	and And	chor Sta	andards						
Argue the impact of the expansion of		1	l		l	l		l	l				
religion across Afro-Eurasian regions from 300-1300 CE	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
110III 300-1300 CL	Х			Х		Х		Х					
Guiding Questions for Instruction:	Learning Assessment Objectives: Students demonstrate an ability to:												
<ul> <li>What regional distinctions arose in Islam because of its spread, and what impact did its spread have in Africa, Europe, and Asia?</li> <li>What influence did Christianity have over Europe?</li> <li>What was the political and cultural impact of Confucianism across Asia?</li> </ul>	studen a. b.	Analyz Ghana influence Analyz the Vik the Cru	e the dec in West A ce and di e the spr ings, Cha sades, an	eentraliza Africa, a vision read of C arlemagn ad <b>argue</b>	ntion and nd Baghe Christiani ne, the R its politi	dad in C ty acros oman Ca ical and	of Islam Jentral As s Africa, atholic C cultural i	Europe, hurch, thimpacts	and Asia ae Greek on societ	e impacts a includi Orthodo ies	s of its grong the roox Church	rowing le of h, and	

#### GRADE 7 – EARLY MODERN TO MODERN WORLD HISTORY AND GEOGRAPHY

In grade 7, students continue their thematic study of world history, cultures, and geography from the early modern period through present day globalization. In this continuation of grade 6, students gain an appreciation for the world's richness and diversity of societies and cultures while acquiring a fuller picture of how we as humans arrived in the present day. This background prepares them for their grade 8 study of civics, rights, and responsibilities and the deeper coursework they will engage with in high school.

## Inquiry Topics, Compelling Questions, and Standards

## Inquiry Topic 1: The World in 1300 CE

**Compelling Question:** What did the world look like on the eve of European colonization?

SS7.1.1: Population and geography of the world in 1300 CE

## **Inquiry Topic 2: Global Convergence (1300 - 1850 CE)**

Compelling question: Did everyone benefit from exploration?

SS7.2.1: Voyages of exploration SS7.2.2: Global commerce

337.2.2. Global collinerce

SS7.2.3: The Atlantic slave trade

## Inquiry Topic 3: Impact of Ideas (1500 - 1750 CE)

Compelling question: How can ideas change cultures?

SS7.3.1: Religious changes

SS7.3.2: Cultural and intellectual movement

## Inquiry Topic 4: Political and Social Revolutions (1750 - 1920 CE)

Compelling question: How did political and social revolutions reorder the world?

SS7.4.1: Political revolutions SS7.4.2: Economic reordering

## Inquiry Topic 5: Global Expansion and Imperialism (1850 - 1930 CE)

Compelling question: Did imperialism affect everyone in the same way?

SS7.5.1: Imperialism and colonialism SS7.5.2: Resistance to colonialism

## Inquiry Topic 6: Global Wars (1917 - 1989 CE)

Compelling question: Does anyone really win in a world war?

SS7.6.1: World War I (1914-1918) SS7.6.2: World War II (1939-1945) SS7.6.3: Cold War (1947-1991)

## **Inquiry Topic 7: Decolonization and Globalization (20th Century to Present)**

Compelling question: Is decolonization still occurring?

SS7.7.1: Decolonization and nation building

SS7.7.2: Globalization

### Standards Tables

## Inquiry Topic 1: The World in 1300 CE

Compelling Question: What did the world look like on the eve of European colonization?

SS7.1.1 Population and geography of the world in 1300 CE	Conne	ctions to	o the Rh	ode Isla	and And	hor Sta	ndards					
Analyze the status of population and	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
power centers around the world in 1300 CE	Х					Х	Х	Х	Х			

#### **Guiding Questions for Instruction:**

- How and why did geographical features such as water, mountains, and deserts influence where people settled?
- What was the role of the overland and oversea trade routes in connecting civilizations throughout Afro-Eurasia?
- What was the role of trade routes in connecting civilizations throughout the Americas?
- What role did each of the major religions play in the development of society and culture?

#### **Learning Assessment Objectives:**

- a. **Identify** major geographical features around the world (e.g., climate zones, bodies of water, mountains, deserts), and **analyze** the influence of geography on where people settled worldwide
- b. **Identify** populations and political power centers of the world in 1300 CE, and **explain** the importance of the trade routes that connected those locations
- c. **Identify** the five major world religions Hinduism, Judaism, Buddhism, Christianity, and Islam, and **analyze** their influences on society and culture in 1300 CE

# Inquiry Topic 2: Global Convergence (1300 - 1850 CE) Compelling question: Did everyone benefit from exploration?

SS7.2.1 Voyages of exploration Argue the impact of European	Conne	ctions t	o the Ri	node Isl	and And	chor Sta	ındards						
exploration and conquest across the globe on the people they encountered	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
grove on the people they encountered				Х	Х	Х	Х		Х				
Guiding Questions for Instruction:	Learnin	g Assess	ment O	bjectives	s:								
What were the practices and impact	Studen	ts demoi	nstrate a	n ability	to:								
of European explorers around the world and how were they similar to and different from one another?	a. <b>Analyze</b> the cause, course, figures, and responses to expansion by the Portuguese, Spanish, English, and French along the coasts of Africa, into the Indian Ocean, and to the China coast, and <b>argue</b> the impact on the people they encountered												
<ul> <li>How did individuals or groups affected by European exploration and conquest respond?</li> </ul>	b. Analyze the cause, course, figures, and responses to Spanish conquests of the Incan												
• What was the Columbian Exchange and how did it impact Indigenous population of the Americas?	c.	-			_		esponses ne Indige					ia and	
What was the connection between	d.	Explain	n the Col	umbian	Exchang	ge, and <b>a</b>	rgue wh	o benefit	ted				
colonization and genocide?	e.	Gama,	Sir France the ratio	es Drak	e, Christo	opher Co	He, Marcolumbus, es, and <b>a</b> n	Hernan	do Corte	s, James	Cook),		

SS7.2.2 Global commerce Argue the influence of worldwide trade	Conne	ctions t	o the Rl	node Isl	and And	chor Sta	ndards					
patterns in the expansion of territories and on societies and cultures	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
and on societies and cultures	Х			Х			Х	Х				
<ul> <li>What role did silver, sugar, and corn play in expanding trade patterns around the world?</li> <li>What were the effects of the exchanges at Majorca and Calicut?</li> <li>How and why did the gunpowder empires extend their power over people and territories?</li> </ul>		Analyz corn, si and Cal	lver, sug licut, and te the exp Ottoman	n ability patterns of ar, and of argue to pansion of	to: of trade a ther goo heir influ	ds with uences o	ne world is closer looser loos	oks at tra and culing, Mugh	nde and e ture nal Empir	exchange	s in Maj	orca id

SS7.2.3 The Atlantic slave trade Argue the impact of the solidification of	Conne	ctions t	o the Rh	node Isl	and And	hor Sta	ındards					
the Atlantic system of slavery on Indigenous and African peoples	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
indigenous and African peoples	Х			Х		Х			Х		Х	Х
<ul> <li>Guiding Questions for Instruction:</li> <li>What were the characteristics and conditions of enslavement in various times and places around the globe?</li> <li>In what ways was the pre-European African slave trade to the Indian Ocean different from the Atlantic slave trade in the Americas?</li> <li>What was the impact of the Atlantic slave trade on African and Indigenous peoples?</li> <li>What is racialized slavery?</li> <li>In what ways did enslaved peoples resist?</li> </ul>		Analyz Analyz Analyz Europea impact Analyz Explain	e the cha Egypt, the e the devan planta on Indige e the shift resistan	n ability aracterist e (e.g., a aracterist ne Red S velopmentions in enous an ft of ensi	ics and concient Good and South and exthe Carilla d Africa davement ts by ens	reece, are condition Swahili of pansion obean, N n people t from re	ns of pre- coast  of the A  forth Am  es and wh  eligious a	Europea tlantic sl erica, an no benefi	n Africate ave traded South ited from	n slave to e and cha America that imp	rade to Nattel slave and arguact	orth ery on ue the

# Inquiry Topic 3: Impact of Ideas (1500 - 1750 CE) Compelling question: How can ideas change cultures?

SS7.3.1 Religious changes Argue the influences of religious	Conne	ctions t	o the Rh	node Isla	and And	chor Sta	ndards					
transformations in the early modern period on society and culture	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
period on society and culture	Х			Х	Х	Х						
<ul> <li>Guiding Questions for Instruction:</li> <li>How and why did religions change and spread during the early modern period?</li> <li>What were the responses of ordinary individuals to religious changes around the world?</li> </ul>		Explain the Spa Explain influence	sment Ol nstrate a n the Pro nish Inqu n the fou ce n the refo and anal	n ability testant R nisition, a ndation of	to: Reformation and argument of Sikhis of neo-Control	<b>ie</b> their i	mpact or ıru Nana	n society k in Sou	th Asia,	and <b>anal</b>	l <b>yze</b> its	

SS7.3.2 Cultural and intellectual movements	Conne	ctions to	o the Rh	ode Isla	and And	hor Sta	ndards					
Argue the global impact of cultural and												
intellectual movements in the early modern period			Х		Х	Х						
Guiding Questions for Instruction:	Learnin	σ Δςςρςς	ment Ol	niectives								

- What were the effects of the Renaissance?
- In what ways were Enlightenment ideas a break from the past?
- What were the effects of the Scientific Revolution and what modern ideas or technologies came from this period?
- How and why did the cultural and intellectual movements affect ordinary people?

- a. Explain the ideas of the Enlightenment including concepts such the social contract, rule of law, citizenship, representation, liberty, equality, individual rights, and natural rights
- b. **Identify** advances in art and architecture during the Renaissance, and **argue** the impacts on society and culture
- c. **Explain** the historical roots of the Scientific Revolution in Greco-Roman rationalism, Jewish, Christian, and Muslim science, and Renaissance humanism, analyze their influences on astronomy, mathematics, engineering, and human anatomy, and argue the impacts on society and culture
- d. Analyze the technological advances of the time (e.g., the printing press, manufactured paper, microscope, telescope, thermometer, and barometer), and argue the impacts on society and culture and who benefited from those advances

## Inquiry Topic 4: Political and Social Revolutions (1750 - 1920 CE)

Compelling question: How did political and social revolutions reorder the world?

SS7.4.1 Political revolutions Argue the global impact of worldwide	Connections to the Rhode Island Anchor Standards												
revolutions during the late 18th to early 19th centuries	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
17th centuries	Х		Х	Х									
<ul> <li>Guiding Questions for Instruction:</li> <li>How were the American, French, and Haitian Revolutions similar and different?</li> <li>How and why did many Latin American colonies gain independence during the early 1800s?</li> </ul>		Analyz Americ Revolut	an Revoltion (179 <b>e</b> the 178	n ability nilarities lution (1 1-1803) 30s Tupa	to: and diffe 775-178 , and <b>arg</b> c Amaru	3), the F gue the in Revolu	n the cau rench Re mpact on tion of th pact on L	volution their res	(1789-1 spective an Indian	799), an societies and M	d the Ha		

SS7.4.2 Economic reordering
Argue the impact of societal
changes on global economies in the
late 18th and early 19th centuries

Conne	ections	to the I	Rhode	Island A	Anchor	Standa	rds				
CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Х			Х				Х		Х	Х	Х

### **Guiding Questions for Instruction:**

- How did the end of the Atlantic slave trade affect the continent of Africa?
- In what way did the industrial revolution push the balance of political power out of the east and toward the west?
- How did Egyptian reforms alter the place of Egypt in the Mediterranean world?
- How did the East India Company influence the shifting economy and culture of India in the early 19th century?
- How did the Opium Wars and the Taiping Rebellion change China's position in the world?

### **Learning Assessment Objectives:**

Students demonstrate an ability to:

a. Analyze the shift of African trade from the foreign slave trade to raw goods (e.g., palm oil and cloves) and the role of continued enslavement within Africa, and argue the impact of that trade

- b. Analyze advancements and consequences of the industrial revolution in the late 18th and early 19th century, and argue who benefited
- c. Analyze Egyptian reforms under Muhammad Ali after the French withdrawal in 1801 (e.g., reforms to the military, education, and agriculture), and argue the impact of those reforms
- d. Analyze the influence and consequence of the East India Company on commerce, population centers, and culture in India and the shift to new colonial power centers (e.g., Calcutta and Bombay, and argue who benefited
- e. Analyze the Opium Wars (1839-1860) and the Taiping Rebellion (1850-1864), and argue the impact on China's economy, politics, religions, and its population and who benefited

## **Inquiry Topic 5: Global Expansion and Imperialism (1850 - 1930 CE)**

Compelling question: Did imperialism affect everyone in the same way?

SS7.5.1 Imperialism and colonization	Connections to the Rhode Island Anchor Standards													
Argue the impacts of colonization by	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG		
European powers on countries around the world in the late 19th and early 20th centuries	Х			Х		Х		Х						
<ul> <li>• What methods were used by western colonial powers to colonize areas around the world?</li> <li>• What did imperialist nations gain from their actions?</li> </ul>		Explain  Analyz by the H argue v  Analyz French, that act	e the cau British (e Who bene the cau German ion the the cau	n ability inition and see, course, shift offited from the see, course, Italian, asee, course, see, see, see, see, see, see, see,	to:  and providese, and confrom Earm that makes, and confortugutese, and confortugutese, and confortugutese, and confortugutese, and confortugutese.	onseque est India novemen onseque ese, and	ples of innce of the Companit to the Spanish the Companish	e imperi y rule to artitionin in 1884 merican	al model British of g Africa , and arg coloniza	of color crown ru by Belg gue who	nization i le or "raj ian, Briti benefited	n India j"), and ish,		

SS7.5.2 Resistance to colonization Argue the ways that global resistance to	Connections to the Rhode Island Anchor Standards													
colonial powers led to societal and	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG		
cultural change			Х	Х		Х			Х					
<ul> <li>Guiding Questions for Instruction:</li> <li>How did Africans resist European Imperialism?</li> <li>How did the Chinese resist British imperialism?</li> <li>What were the causes and outcomes of the Mexican Revolution?</li> </ul>		Analyz 1931) ( Herero Analyz respons Analyz respons	e.g., Ang Uprising te the cause against	n ability use, cour glo-Boer glo, and an use, cour a foreign use, cour feudal sy	se, and co War in S rgue their se, and co influence se, and co extern of a	South Af r impact onseque te in Chi onseque	nces of a frica, Mats on the nces of tona, and a nces of Maienda and anienda and a frienda anienda ani	ji Maji ro peoples he Boxen rgue its Mexican	evolt, Ny affected r Uprisin impacts Revoluti	yasaland g (1899- on the C	uprising 1901) as Chinese p	, and s a eople as a		

# Inquiry Topic 6: Global Wars (1917 - 1989 CE) Compelling question: Does anyone really win in a world war?

SS7.6.1 World War I (1914-1918) Argue the global impacts of the cause,	Connections to the Rhode Island Anchor Standards											
course, and consequences of World War	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	Х			Х		Х		Х	Х			
Guiding Questions for Instruction:		g Assess		-								
<ul> <li>What were the causes of World War I, and what countries were or became involved?</li> <li>How was World War I a total war?</li> <li>What role did nationalism play in the Armenian genocide?</li> <li>In what ways did World War I lead to political and nation-state changes around the world?</li> </ul>	b.  c.  d.	the Otto each co  Analyz of techr explosive Analyz organiz  Analyz civilian "Fourte borders German Analyz communication of the Communic	e the cau oman Em untry and e the cou aclogical ves), and e the Arr ation, an e the cor casualtic en Point and its i reparati e how th	asses of Wapire and distate justified advances the blur menian gold argue assequences, the personal plant of t	Vorld Wa others, to stified energy was war in ements (energy energy of the enocide the impa- es, and an eace negother role of in Wester	the polition of the Le control	tactics of thine gun of soldie 15-1916 rmenian see impacts at Versa ague of Middle Eduding the	n the We as, poison r and civ and the society s of Wor ailles, Fra Nations, East), the	estern ve n gas, air vilian role of th ld War I ance, Wo the draw Balfour	ans, and rsus East crafts, and e Near I  (e.g., mi bodrow V ving of ne Declarate	East Relicitary an Wilson's ew nation, and	ons ts, role ef d n-state

SS7.6.2 World War II (1939-1945) Argue the global impacts of the cause, course, and consequences of World War II	Conne	Connections to the Rhode Island Anchor Standards										
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	Х			Χ		Х		Χ		Х		Χ
	Х			X		Х		Х		Х		>

#### **Guiding Questions for Instruction:**

- Why did communism and fascism appeal to Europeans in the 1930s?
- What was totalitarianism and how was it implemented in similar and different ways in Japan, Germany, Italy, and the Soviet Union?
- What were the causes of the War, and what countries were or became involved?
- How and why was the War mobilized on different fronts?
- What conditions, ideologies, and ideas led to the Holocaust?
- What were the consequences of the war on individuals, communities, and governments?

### **Learning Assessment Objectives:**

- a. **Explain** the definitions of totalitarianism, communism, socialism, fascism, and holocaust, and **analyze** where and why these ideas gained popularity
- b. **Analyze** the causes of World War II (e.g., the failure of the Weimar Republic, the rise of German Nazism and Adolph Hitler, installation of Italian Fascism and Benito Mussolini, a Militarist Japan's Sino-Japanese War with China, and the invasion of Poland by Germany)
- c. **Analyze** the course of World War II (e.g., the Stalin-Hitler Pact of 1939, differences between Eastern and Western Fronts warfare, use of technology and *blitzkrieg* warfare, role of North Africa and Western Asia (Middle East), the Pacific theater tactics and consequences, and dropping of the atomic bomb)
- d. Analyze the nature and course of the Holocaust (e.g., the history of antisemitism around the world, Nazi ideology and politics, Nuremberg Laws, Kristallnacht, ghettos, concentration camps, killing centers, Jewish and non-Jewish resistance, Warsaw Ghetto Uprising, other Nazi victims including LGBTQIA+ individuals, persons with disabilities, Roma, and political activists, and the final solution), and argue its impact on the people of Europe
- e. **Analyze** the consequences, and **argue** the impacts of World War II (e.g., the loss of Jewish life and community, military and civilian casualties, the Nuremberg Trials, the Yalta Conference, division of Germany and Austria into Soviet and allied sectors, and the "Iron Curtain")

SS7.6.3 The Cold War (1947-1991) Argue the global impact of the Cold	Connections to the Rhode Island Anchor Standards													
War and its growth out of the events of World War II	CG.P	CG.RL	CG.RR	н.сс	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG		
world war ii	Х		Х	Х	Х	Х	Х					Х		
<ul> <li>What ideologies led to the beginning of the Cold War?</li> <li>How was the Cold War waged all over the world?</li> <li>What was the role of new worldwide organizations during the Cold War?</li> <li>How did the Cold War end?</li> </ul>	a. b. c.	Explain either the War Analyze of Sovie human of Analyze Chi Mir Geneva Camboo its imparticipal Analyze Internation their im Analyze their im	n the defines of the ce n the aligne Soviet resaw Pacter Union cost of the cauch is, "Depace and is and Lucts on the yother Caua, Guatation on the role ional Monact on second is and many other of the cauch is a contract on the role ional Monact on second in the	n ability nition of Cold W nment of Union of the Course and China e conflict seconds, Course course cords, Course Vietna fold War emala, the civilian per of new onetary Foocieties lta Sumr	to: The Coldar, the defar, the defar, the defar, the defar United the defar and contains and con	onsequence onkin Reve, My I opple ots" include organ University	d colonizations the description of the description	en capita zed gove North A e Korear ration of on the F e Vietna Democra , Operat acre, eva ria, Afgl and Cub and idea ration of	rnments Atlantic T  The War (19 Atomic to the Korean point of the Repution Rollic cuation of the	and anal communication of the United Rights),	the world ganization (a.g., to ganization) (e.g., to ganization) (e.g., to ganization) (e.g., vietnam, der, invana), and ganization (a.g., to ganization) (e.g., to ganization)	d the d with on and the role he Ho "1954 asion of rgue bla, of their		

SS7.7.1 Decolonization and nation building	Connections to the Rhode Island Anchor Standards													
Argue the global societal and cultural	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG		
impacts of the four types of decolonization	Х			Х		Х			Х					
<ul> <li>Guiding Questions for Instruction:</li> <li>What are the different types of decolonization?</li> <li>To what degree were the goals of decolonized states achieved?</li> <li>Why did decolonization turn violent in some places, and proceed peacefully in others?</li> </ul>		Analyz Commu Analyz Europea Analyz countrie and arg Analyz populat	e the Chi unists led the Alg an settler the neg es from the true their the incoming of which	ilarities depende nese civ by Mao gerian wa populat cotiated i the Britis impact o complete nite settl	and difference, negotial war being Zedong ar for incommodepend the French on the Incommodepend independence colonic co	etween Notes and arguments, and a lence of the hortugation and dence of talism, the talism and talism and talism are talism.	among the ndepender various its in the control of t	ence, and sts led by npact on France i impact of Pakista panish, B ii people frica due tion of a	Chiang the Chir ncluding on Algeri n from E elgians, s e to the p	Kai-shelmese peop the role tans Britain an Italians,	k and ble of the ad Africa and Geri	n many, e Welson		

SS7.7.2 Globalization Argue the impacts of globalization on	Connections to the Rhode Island Anchor Standards ion on											
people and the environment	CG.P	CG.RL	CG.RR	н.сс	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	Х			Х		Х	Х	Х				
<ul> <li>• What is globalization?</li> <li>• How did globalization lead to the spread of cultural influences around the world?</li> <li>• What problems were created by globalization?</li> <li>• How did globalization impact the environment?</li> </ul>	a. b. c.	Analyz music, a their im  Explain Americ Amnest terrorist  Analyz wages a Maquila  Argue	the defination of the creation of the production of the creation of the creati	n ability nition of on version reased management of a society nition of a society nition of a society nition of a society ational, Cations), a society blems or working and arguets of glo	f globalizer of moderation of interest of the important o	to urbar internation tworks as (NAFT ace, nong yze how a globalizons, and pacts on on the	and internal A), transpovernment at they ser exploit at society e environces, rise in	spread of rts such a national national ental org ve the in r individation of w	of televisi as footba cooperat issues, C anization ternation uals (e.g orkers) e	ions (e.g. G-8 and Cas (NGO nal popular, child la exemplifi	s, films, FA, and, North G-20 sum ation abor, lowed by the volution,	and argue  nmits, nal and

#### GRADE 8 – GOVERNMENT AND CIVIC LIFE IN THE UNITED STATES AND RHODE ISLAND

Having looked at Rhode Island, the early United States, and global histories, Grade 8 students engage in a deeper exploration of civic life, and the roots, institutions, and structures of government at the national and state levels. Additionally, students look at the relationships between governmental roles and entities and the rights and responsibilities of citizens and the press. This course presents an opportunity for districts to implement the civics project requirement.

## Inquiry Topics, Compelling Questions, and Standards

## Inquiry Topic 1: The Philosophical Foundations of the United States Political System

Compelling Question: How do you know you have rights?

SS8.1.1: Natural rights

SS8.1.2: Civic participation

SS8.1.3: Constructing a rule of law

## Inquiry Topic 2: The Development of the United States Government

Compelling Question: How does the founding of the United States government reflect competing interests?

SS8.2.1: The Declaration of Independence

SS8.2.2: The Constitution of the United States and Bill of Rights

## **Inquiry Topic 3: The Institutions of the United States Government**

**Compelling Question:** How do historical events and circumstances shift and shape the balance of power between the branches of government?

SS8.3.1: The legislative branch

SS8.3.2: The executive branch

SS8.3.3: The judicial branch

SS8.3.4: Checks and balances

## Inquiry Topic 4: The Structure of Rhode Island State, Local, and Tribal Governments

**Compelling Question:** What is the tension between popular sovereignty and the need for cooperation between levels of government?

SS8.4.1: Local governments

SS8.4.2: Rhode Island state government

SS8.4.3: Tribal governments SS8.4.4: Government jurisdiction

## Inquiry Topic 5: The Constitution, Amendments, and Supreme Court decisions

Compelling Question: Should it be easier to change the Constitution?

SS8.5.1: Constitutional amendments, congressional bills, and executive orders

SS8.5.2: Judicial review

## Inquiry Topic 6: Rights and Responsibilities of Citizens

Compelling Question: Why should individuals participate in government?

SS8.6.1: Rights of a citizen

SS8.6.2: Responsibilities of a citizen

SS8.6.3: Political participation

SS8.6.4: Movements for Civil Rights

SS8.6.5: Human rights and global citizenship

## Inquiry Topic 7: Freedom of the press and news/media literacy

Compelling Question: Does a free press support a democratic government?

SS8.7.1: Function of media in a democracy

#### Standards Tables

## Inquiry Topic 1: The Philosophical Foundations of the United States Political System

Compelling Question: How do you know you have rights?

SS8.1.3	Natura	l rights
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Analyze the idea of natural rights and its roots to ancient Athens, the Roman Republic, Enlightenment thinkers, and Indigenous peoples

Connecti	ions to tl	ne Rhod	e Island	Anchor S	Standard	S

CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Х	Х	Х		Χ	Χ						

#### **Guiding Questions for Instruction:**

- What are "natural rights" and in what ways did people in the past define them (even if they did not call them natural rights)?
- What arguments did people make for the protection of natural rights?
- How did ideas about natural rights influence important founding documents (Declaration of Independence, Bill of Rights, Constitution of the United States)?
- Where do we see discussions of natural rights today?

#### **Learning Assessment Objectives:**

- a. Explain the difference between natural rights v. legal rights
- b. **Explain** the relationship between parts of the *Declaration of Independence*, *Bill of Rights*, the *Constitution of the United States*, and natural rights
- c. **Analyze** the similarities and differences among Athenians', Romans', and members of the Haudenosaunee Confederacy's views of the rights of individuals
- d. **Analyze** enlightenment thinker views on equality, enslavement, women's rights, education, habeas corpus, and protection from government
- e. **Analyze** the efficacy of varying perspectives from figures during this period (e.g., John Locke, Jean Jacques Rousseau, James Otis, Phillis Wheatley, Mary Wollstonecraft)
- f. Analyze discussions of natural rights today

SS8.1.2 Civic participation  Argue what it meant to be civically	Connections to the Rhode Island Anchor Standards											
engaged in the past and identify ways to	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
participate today			Х	Х		Х						
Guiding Questions for Instruction:	Learning Assessment Objectives:											
<ul> <li>How did people in the past define civic participation?</li> <li>What did governments expect from their citizens?</li> <li>What are the ways that individuals today can participate civically in addition to voting?</li> </ul>	a. b.	Hauden duty/coo organiza  Analyz access to Explain	e the sime osaunee mmon go ation, and e America o citizen ways st	can found chip, and	and differacy, and zenship a the impading docal who was an partic	d British and a citinets on the uments' as denied cipate in	citizens zen's res neir socie treatment d access their cor	'views or sponsibileties of a cirto civic ponnunities	', Roman on civic p ities, and tizen's re participat es today, argue th	participa I governi esponsibi tion analyze	tion, civi ment ilities, wh ways tha	ho had

SS8.1.3 Constructing a rule of law
Argue the impact of influences from
ancient Athens, the Roman Republic,
18 <sup>th</sup> century Britain, and Indigenous

Conne	ctions to	o the Rh	node Isla	and And	hor Sta	ndards					
CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<b>V</b>	V		V	>	<b>&gt;</b>						

#### **Guiding Questions for Instruction:**

communities in constructing laws

- What is the purpose of government and how was the rule of law defined and implemented?
- What forms of government and perspectives during this period influenced the American system of government?
- Why did the American political system prioritize the separation of powers?

#### **Learning Assessment Objectives:**

- a. **Explain** different types of governments (e.g., democracy, oligarchy, monarchy)
- b. **Explain** the purpose of government and the concepts of rule of law as defined by other governments (e.g., Ancient Athens, Roman Republic, 18<sup>th</sup> century Britain, Indigenous communities)
- c. **Analyze** ways other forms of representative governments influenced the American system (e.g., Ancient Athens, Roman Republic, 18<sup>th</sup> century Britain, Indigenous governments)
- d. **Identify** important documents and perspectives during this period including but not limited to the Haudenosaunee Confederacy, the *Constitution of the United States*, the *Magna Carta*, the *Mayflower Compact*, and **argue** the ways they influenced the construction of a rule of law in United States government
- e. **Argue** the necessity of separation of powers in the American political system

## Inquiry Topic 2: The Development of the United States government

Compelling Question: How does the founding of the United States government reflect competing interests?

SS8.2.1 The <i>D</i>	eclaration
Independence	•

Argue whether the United States has lived up to the ideals written in the *Declaration of Independence* by considering the authors, signers, and their ideals

Conne	Connections to the Rhode Island Anchor Standards													
CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG			
Х		Х	Х	Х	Х	Х					Х			

#### **Guiding Questions for Instruction:**

- According to the signers of the Declaration of Independence, what did "liberty" mean in the era of the American Revolution, and who was left out of these ideals?
- What were the grievances laid out in the Declaration and what ideals did it promote?
- How do the terms "liberty" and "equality" relate?
- How did the signatories of the document reconcile their definition of liberty while continuing to own enslaved people?
- In what ways has the United States lived up to or fallen short of the ideals in the Declaration of Independence?

#### **Learning Assessment Objectives:**

- a. Analyze the definition of liberty according to the Declaration of Independence
- b. Analyze the grievances and ideals laid out in the Declaration of Independence
- c. Analyze the backgrounds (race, gender, occupation, religion, age, location, and view of slavery) of the *Declaration of Independence* signatories, and argue the effect that their perspectives had on their political views
- d. **Analyze** events that were immediate influenced by the *Declaration of Independence* (e.g., French Revolution, Haitian Revolution, Grievance 27, continuation of slavery)
- e. **Analyze** the ways that the United States has lived up to and fallen short of the ideals in the *Declaration of Independence*, and **argue** ways that individuals were left out of the ideas of liberty
- f. **Identify** ways that students see the ideals of the *Declaration of Independence* represented in their lives

## SS8.2.2 The Constitution of the United States and Bill of Rights

Analyze the events of the Constitutional Convention and the issues raised during the debates

Connections to	the Rhode	<b>Island Anchor</b>	Standards
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CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Χ	Х	Х	Χ		Χ						

### **Guiding Questions for Instruction:**

- What can the Federalist Papers tell us about the debates within the Constitutional Convention?
- How did the drafters of the Constitution resolve their differences on critical issues and what are the implications of those decisions?
- What are the components of the *Constitution* and how do they impact life in the 21st century?
- Why was the *Bill of Rights* added to the *Constitution* in 1791 and what does that tell us about life at the end of the 18th century?

#### **Learning Assessment Objectives:**

- a. **Analyze** the conflicts that lead to compromises during the 1787 Constitutional Convention (e.g., The Virginia Plan, The New Jersey Plan, the Connecticut Compromise, Shays' Rebellion, Northwest Ordinance 1787, The Great Compromise, Rhode Island's initial resistance to ratifying the *Constitution of the United States*) and **argue** the impact of those compromises
- b. **Analyze** the views of the leaders of the Constitutional Convention on critical issues (e.g., slavery, rights of individuals, distribution of political power, representation, rights of states) and how these issues were resolved in the proposed *Constitution*
- c. **Analyze** the *Federalist Papers* and the Anti-Federalist responses and what they tell us about the new *Constitution* (e.g., federalism, factions, checks and balances, independent judiciary, republicanism, limited government) (Suggested *Federalist Papers* 9, 10, 39, 51, 70, 78, 84)
- d. **Explain** the amendments in the *Bill of Rights*, and **analyze** why they were added to the *Constitution*
- e. **Argue** the current challenges to and uses of the *Bill of Rights* (e.g., gun ownership, right to protest, right to online privacy, prayer in schools)

## Inquiry Topic 3: The Institutions of the United States Federal Government

Compelling Question: How do historical events and circumstances shift and shape the balance of power between the branches of government?

SS8.3.1 The legislative branch Argue the impact of Article I of the	Conne	ctions t	o the Rh	ode Isla	and And	hor Sta	ndards					
Constitution of the United States and the work of Congress with a focus on	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
the critical issues that Congress is debating today	Х	Х				Х						Х
Guiding Questions for Instruction:  Learning Assessment Objectives: Students demonstrate an ability to:												

- What is the structure of the two houses of Congress?
- How do people get elected to Congress?
- What influences exist on Congressional decision making?
- Which house of Congress is most effective?
- How can an individual citizen participate in the legislative process?

- a. Analyze the relationship between enumerated and implied powers
- b. **Explain** the structural components of Congress and its two houses (e.g., mechanics, specific powers, eligibility, and length of terms of members, how laws are passed)
- c. **Explain** the process for electing members to Congress
- d. Identify current legislative leaders for Rhode Island and analyze their positions/platforms
- e. **Argue** the importance and impact of recent issues brought before Congress (e.g., gun ownership, abortion, LGBTQIA+ rights, immigration)
- f. Explain the role of political parties and how they influence Congressional legislation
- g. **Explain** the relationships between legislators and professional lobbyists, and **analyze** the positive and negative effects that lobbying has on the legislative process (e.g., corporations, unions, nonprofit organizations, private citizens)
- h. Analyze ways that individual citizens can participate in the legislative process

SS8.3.2 The executive branch Argue the impact of Article II of the	Connections to the Rhode Island Anchor Standards												
Constitution of the United States and	CG.P	CG.RL	CG.RR	н.сс	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
how the power of the presidency has changed over time	Х	Х	Х	Х	Х	Х							
<ul> <li>Guiding Questions for Instruction:</li> <li>How has the role of the presidency changed over time?</li> <li>How does the president interact with the other branches of government, and how has that interaction changed over time?</li> <li>What are the factors that help presidents win elections?</li> </ul>		Explain powers, Argue I changed Explain changed Analyz recent e	nstrate a n the stru d over tir n the pro- d over tir te the role elections n the role	an ability acture of acture of al process scope an me access of p me e of the e	to: The exect the president the president in the presiden	of the prical election	e.g., how residency ions, and in preside	elected, (both fo	requirer oreign an e campaig	ments for d domes gns and h	tic) has	have	

SS8.3.3 The judicial branch Argue the importance of the role of the	Connections to the Rhode Island Anchor Standards												
Supreme Court and its influence on issues of today	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
issues of today	Х	Х	Х	Х	Х	Х							
<ul> <li>Guiding Questions for Instruction:</li> <li>What is the role of the Supreme Court in democracy?</li> <li>Why do justices have unlimited terms?</li> <li>What is judicial review, and how does it work?</li> <li>What makes a law or action unconstitutional and does that</li> </ul>		Explain confirm  Analyz  Analyz  Amend against	nstrate and the structure that ion proceeds the score how the ments over unreason	n ability acture of occess) ope of the e Suprer ver time on	the judice e Supremented Court (e.g., due arch and	has interprocess seizure),	and imporpreted to of law, and arg	ortant ru he <i>Bill o</i> free spee	lings, pa f Rights ech, equa their dec	st and pr and Con al protect isions in	esent stitutiona ion, prot apact soc	al ection iety	
determination ever change?  • How do rulings from the Supreme Court impact students' lives?	affect students  he Supreme									uld			

SS8.3.4 Checks and balances Analyze the ways the branches of	Connections to the Rhode Island Anchor Standards												
government provide checks on one another to limit the abuse of power	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
another to mint the abuse of power	Х	Х		Х									
Guiding Questions for Instruction:	Learning Assessment Objectives: Students demonstrate an ability to:												
<ul> <li>How do checks and balances work together?</li> </ul>	a.	_	how the			•	nment pr	ovide ch	ecks on	one anot	her, and		
• Why does the <i>Constitution of the United States</i> both grant power and limit it?	b.	<b>Explain</b> power	the Con	ıstitutior	ı's dual <sub>I</sub>	ourpose -	– to enur	nerate po	ower and	to limit	the abus	e of	

## Inquiry Topic 4: The Structure of Rhode Island State, Local, and Tribal Governments

Compelling Question: What is the tension between popular sovereignty and the need for cooperation between levels of government?

SS8.4.1 Local governments Argue the current and historic impacts	Connections to the Rhode Island Anchor Standards											
of the city or town government(s) local to students	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	Х	Х	Х	Х	Х		Х	Х	Х			Х
<ul> <li>Guiding Questions for Instruction:</li> <li>How and why does a local government serve its population?</li> <li>How are different groups of people supported by the local city or town and what resources are offered?</li> <li>What are local issues and how does the government respond?</li> </ul>		Explain government analyz unhouse treatme Analyz busines impacted Explain	e the treated, senion and re imports regulated these in	n ability ction, fur atment or r citizent sources ant local tion) and ssues eople car	to: nding, le f differer s, unemp have imp issues (e governm	nt groups ployed) a pacted th e.g., pub- nental re	nd the re ose grou lic schoo sponse, a	le in the clated res ps lls, public and <b>argu</b>	local city sources of c service te how lo	y or town offered, a les, housing ocal respond	or town  n (e.g., the standargue)  ng, land to conses have the standargue.	e how use, ve

SS8.4.2 Rhode Island state	Connections to the Rhode Island Anchor Standards											
<b>government</b> Argue the current and historic impact of the Rhode Island state government	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	Х	Х	Х				Х					Х
<ul> <li>What is the purpose of the state government?</li> <li>How do states make laws?</li> <li>How do different government agencies create, amend, and enforce policies?</li> </ul>	a. b. c. d.	amendanconstitut  Explain General  Explain executiv  Explain judiciar  Explain Analyz and crir impacte  Explain	n the hist nents), and tion  I the struct Assemble I he struct I he struct I how state I how state I importate I minal law I ded the iss I ways p I, protest,	ory of the danaly cture, or of the cture, or other cture, or other government state eys, land unues	to:  e Rhode ze the in ganization ganization ment is issues (e) use) and in create of	on, function, fu	Constitut of the ea tion, and tion, and astructure nental res hrough F	responsive, educates ponse, a	ibilities of ibili	he creation of Rhode of Rhode allation of e how re	on of the Island's Island's Island's Island's Island's Island's Island's Island's Island's	s, civil have te,

SS8.4.3 Tribal governments Argue the impact of the systems,	Conne	ctions t	o the Ri	node Isl	and And	hor Sta	ndards						
practices, and values of tribal	CG.P	CG.RL	CG.RR	н.сс	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
governments	Х	Х			Х			Х				Х	
Guiding Questions for Instruction:	Learning Assessment Objectives:  Students demonstrate an ability to:  A palvae the elements of sovereignty and how federal and state recognition of tribes is												
What is tribal sovereignty?	Students demonstrate an ability to:  a. Analyze the elements of sovereignty and how federal and state recognition of tribes is												
<ul> <li>How are tribal governments in or local to Rhode Island structured?</li> </ul>	handled, and <b>argue</b> the impacts to Indigenous groups that are and are not state or federally recognized												
<ul> <li>In what ways are tribal governments different from local or state</li> </ul>	b.	_			_		nts locate						
governments?	c.	values,	and expe	eriences	with col	onization	Rhode Isl n (e.g., N	arragans	sett in RI	, Mashar	ntucket P	equot	
<ul> <li>How do the tribal governments in or local to Rhode Island support, sustain, and serve the people and the</li> </ul>		and Mo MA)	hegan in	CT, and	1 Wampa	noag Tr	ribe of Ga	ay Head	and Mas	hpee Wa	mpanoa	g in	
land?	d.	=	-		_		of tribal g						
<ul> <li>How and why have the laws, treaties, and policies enacted by the United States government and Rhode Island local and state governments impacted local tribes?</li> </ul>							on their c		_	na respo	instonitue	es, ianu	

SS8.4.4 Government jurisdiction Analyze what happens when	Conne	ctions to	o the Rh	node Isla	and And	hor Sta	ındards					
jurisdictions overlap with opposing	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
views and goals	Х	Х	Х		Х							
<ul> <li>Guiding Questions for Instruction:</li> <li>How and why are powers divided among different levels of government?</li> <li>Where are the different powers recognized in the <i>Constitution of the United States</i>?</li> <li>What happens when there is overlapping jurisdiction and opposing views and goals?</li> <li>How is public policy made at different levels of government?</li> </ul>		Analyze and their Analyze health control Rhode I	e the siment powers the relation to the relation to the relation to the relation to the property of the proper	n ability cilarities ers ationship ets and w ationship s, and ar cess and sportation ate gover	s betwee ho benef s betwee gue the i goals fo in, educariment, a	en differentits en the Nampacts or addres tion, hou	among re ent levels arraganse of those i sing issu using) ind I governi	ett tribal relations es with o cluding l ments	and loca hips overlappi	and their  I and state  ing jurise  local gov	powers, te govern diction (e	nments

# Inquiry Topic 5: The *Constitution*, Amendments, and Supreme Court decisions

Compelling Question: Should it be easier to change the *Constitution*?

SS8.5.1 Constitutional amendments, congressional bills,	Conne	ctions t	o the Rh	node Isl	and And	hor Sta	indards						
and executive orders	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
Argue the historical significance of Federal laws enacted by Congress and the Executive branch to protect, expand, or limit individual rights		X	Х	Х		Х							
<ul> <li>Guiding Questions for Instruction:</li> <li>How have federal laws helped expand individual rights?</li> </ul>	Learning Assessment Objectives: Students demonstrate an ability to:  a. Identify how congressional laws are passed  b. Analyze the purpose, procedure, and limits of executive orders												
How have federal laws limited individual rights?	a. b. c. d.	Analyz Analyz 26 <sup>th</sup> Am Analyz religion rights (6 Employ 2022 Ex Analyz	e the pure signification of the law and gender, e.g., 1964 when the Acceptain of the laws	pose, proceedings or execution of the process of th	nges to the rgue the cutive or cy, and dights AcAmerican 4076), and we orders	and limited and limited and limited and limited argue and limited argue at that characteristics and limited argue argue at that characteristics and limited argue		e.g., 14 <sup>th</sup> changes ivil rightonstrate ights Act, 20 pacts	Amendn ts and eq the evol et, 1972 T 014 Exec	ual prote ving pro Fitle IX, cutive Or	ection for tections 1972 Eq der 1367 dividual	r race, to civil ual 72, rights	

SS8.5.2 Judicial review Analyze court decisions and	Conne	ctions t	o the Rh	node Isla	and And	chor Sta	ndards					
interpretations that affected freedoms and citizen rights	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
and Citizen fights	Х	Х	Х	Х								
Guiding Questions for Instruction:	Learnin	g Assess	ment Ol	bjectives	;:							
<ul> <li>What is judicial review and how does it work?</li> <li>What makes a law or an action unconstitutional, and does that determination ever change?</li> <li>How and why does the makeup of the Supreme Court influence the decisions?</li> <li>How and why do court decisions impact individuals?</li> <li>What is the impact of the doctrine of incorporation on states?</li> </ul>	a. b.	Explain come be dissents  Analyz assemble and the rights come be dissented.	n the process the effect of th	cess of justices of management of the control of th	udicial re e Court, najor cou , and spe clause o mmunity	rt interpresent und f the four or nation	y are arg retations er the fir rteenth A onal belie	addressi st Amen Amendm	ng freed dment; the	om of re	s decision ligion, rocess cl	ns and

# **Inquiry Topic 6: Rights and Responsibilities of Citizens**

Compelling Question: Why should individuals participate in government?

SS8.6.1 Rights of a citizen Argue the importance of the rights	Conne	ctions t	o the Rh	node Isl	and And	hor Sta	ndards						
citizens hold in a democracy and what it	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
means to protect those rights	Х	Х	Х	Х				Х					
Guiding Questions for Instruction:		<b>g Assess</b> ts demoi		•									
<ul> <li>What does it mean to be a citizen in the United States and are there different types of citizenships?</li> </ul>	a. <b>Explain</b> the differences between the term "citizen" as it pertains to being an active and responsible participant in society as opposed to being a legal citizen as an individual with full rights under a particular system of government												
<ul> <li>What rights do citizens have in a democracy?</li> </ul>	b. <b>Explain</b> the process for individuals to become legal citizens, and <b>analyze</b> how that is applied differently to groups												
<ul> <li>How and why are certain liberties restricted in a democratic process?</li> </ul>													
<ul> <li>How and why do government actions impact individual rights?</li> </ul>	e.	and oth equity, that app	e the differ laws folerance oly only t	or all ince, due presoned or all ince	lividuals ocess, fre itizens (e	living in eedom of e.g., voti	otected be noted the Uniference of the the University of University of University of University of University of Univers	ted State religion	es despite , and pri	e legal st vacy) an	atus (e.g d those r	., rights	
	<ul> <li>argue the impacts across different populations</li> <li>f. Analyze the freedoms for all individuals existing in civic, political, and private life despite legal citizenship (e.g., labor rights, children's rights, cultural freedoms, religious freedoms, rights to subsistence, education, health care), and argue the impacts across different populations</li> </ul>												
	g.	Argue	ways tha	t govern	ment act	ions help	and hin	der indi	vidual gr	oups' rig	ghts		

SS8.6.2 Responsibilities of a citizen Analyze the importance of the	Conne	ctions t	o the Ri	node Isl	and And	chor Sta	andards					
responsibilities and obligations of a citizen and how people can participate	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
in their communities	Х		Х					Х		Х		
<ul> <li>Guiding Questions for Instruction:</li> <li>What responsibilities do individuals have in a democracy?</li> <li>How can an individual participate in a democracy?</li> <li>What is an individual's role in ensuring everyone has access to basic rights and protections?</li> </ul>		Analyz obeying	g laws, m	n ability es and ex	to: xpectatio ervice, p	ublic sei	individu vice, vot actively p	ing, serv	ring on a	jury)		

SS8.6.3 Political participation Analyze the political process, how	Conne	ctions to	o the Rh	ode Isla	and And	hor Sta	ndards					
elections work, issues surrounding elections, and the ways people can get	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
involved	Х	Х	Х	Х		Х	Х			Х		Х
		_										

#### **Guiding Questions for Instruction:**

- How do people get elected to public office?
- In what ways does who is elected influence laws and policies?
- What impact do political parties, polls, PACs, and lobbyists have on elections?
- How can one serve in a campaign?
- How can individuals participate in the political process?

### **Learning Assessment Objectives:**

- a. **Explain** how to register to vote, find a polling place, and access voter information in Rhode Island
- b. **Analyze** the election process in Rhode Island, how that process differs in other states, and **argue** the ways that those different processes affect individuals (e.g., requirements for individuals, procedures, rules, regulations)
- c. **Explain** the role of primaries and the Electoral College
- d. **Explain** the methods of participation in elections (e.g., running for office, campaigning, lobbying, demonstrating, volunteering at polling places, voting, filing legal challenges)
- e. **Analyze** issues surrounding elections (e.g., redistricting, voter identification laws, campaign financing, campaign ads, voter turnout) and how they reflect voters' positions
- f. **Explain** career opportunities in public service at local, state, and federal levels

SS8.6.4 Movements for Civil Rights Argue the impacts individuals and	Conne	ctions to	o the Rh	node Isla	and And	hor Sta	ndards					
groups have made towards securing civil rights in the United States	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
civil rights in the Office States	Х		X	Х		Х						
Guiding Questions for Instruction:		_	ment Ol	-								
<ul> <li>What historical issues impacted communities leading to movements for rights?</li> </ul>			nstrate a  the con	·		nts						
<ul> <li>What strategies did different groups use to fight for change</li> </ul>	b.	and Pac	e the stra ific Islan ents (e.g.	nder, Ind	igenous,	Women	, LGBT0	QIA+, In	nmigrant	s, and D	isability	rights
• What were some of the people, organizations, and events in Rhode			efforts o				_					
Island pertaining to these movements?	c.	Delano	e the coo Grape St	•					0 0	•		_
<ul> <li>How did movements for equality build upon one another?</li> </ul>	d.	together	r y civil rig	ghts issu	es that co	ontinue t	o exist to	oday, <b>an</b>	<b>alyze</b> cui	rrent deb	ates	
What inequalities exist today?		-	ding thes					•	•			

e. **Explain** ways students can contribute to efforts for equality

What role can students have in efforts for equality?

SS8.6.5 Human rights and global citizenship	Conne	ctions t	o the Rh	node Isl	and And	chor Sta	ındards					
Argue the impacts individuals and	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
groups have made in securing human rights globally	Х	Х	Х	Х		Х						
Guiding Questions for Instruction:		_	ment Ol	•								
<ul> <li>What does the Universal Declaration of Human Rights address?</li> </ul>	a.	Explair		ıman rig	hts are,	-		ents of the	he Unive	ersal Dec	laration	of
• What role does the United Nations play in securing human rights?	Human Rights, and argue their impact globally											
<ul> <li>How do organizations strive for human rights?</li> </ul>	c.		· ·	-	•	•	es, and <b>a</b> nocides (e		•		•	
<ul> <li>What human rights violations and interventions have occurred throughout the world?</li> </ul>				_			an genoc d organiz			cking, cł	nild labo	r,
<ul><li>What are current global issues?</li></ul>	d.	ways pe		global ci	tizens ca	in be inv	ate chang olved (e.			-	_	
<ul> <li>How can people act as global citizens?</li> </ul>		omers),	and alg	ue me p		impacts						

# **Inquiry Topic 7: Freedom of the Press and News/Media Literacy**

Compelling Question: Does a free press support a democratic government?

SS8.7.1 Function of media in a democracy	Conne	ctions t	o the RI	node Isla	and And	hor Sta	ndards					
Argue the benefits and challenges of	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
media in a democracy			Х	Х	Х	Х						
Guiding Questions for Instruction:	Learnin	g Assess	ment O	ojectives	<b>::</b>							
<ul> <li>What is the purpose of a free press and who defines what a free press looks like?</li> <li>In what ways is the press of today different from that of the past and how does that change the electorate's relationship to it?</li> </ul>	a. b.	Explain respons	n the role ibilities  e the fun	of freeder of the point has to of the ction of	dom of the press, and the publication art	d <b>analyz</b> c icles, ne	its purpo e how th ws progr rgue the	at role h	as chang	ed over t		
<ul> <li>What are the effects of online media on the coverage of public affairs and current issues?</li> <li>How do we know if a source is credible?</li> </ul>	d. e.	J					ital news					

#### HIGH SCHOOL - CIVICS

In this course, students learn about the historical, cultural, and philosophical foundations of the United States government, grapple with the ideals and realities of civic participation, and debate the meanings of citizenship. Students also learn about local, state, and tribal governments, understand political parties, and how dissent and protest work in political systems and in the history of the United States. Students end the course looking beyond the United States to global human rights.

## Inquiry Topics, Compelling Questions, and Standards

## Inquiry Topic 1: Government and the Concept of Citizenship

Compelling Question: What does it mean to be a citizen?

SSHS.CVC.1.1: Earliest forms of government SSHS.CVC.1.2: Governmental power and role

SSHS.CVC.1.3: Citizenship and obligations of citizens

## **Inquiry Topic 2: Origins and Role of American Government**

Compelling Question: Did the Constitution fulfill the ideals of the Declaration of Independence?

SSHS.CVC.2.1: Ideological influences on the American Revolution

SSHS.CVC.2.2: Ideas expressed in Common Sense and the Declaration of Independence

SSHS.CVC.2.3: Structure, provisions, and limitations of the Articles of Confederation

SSHS.CVC.2.4: Creating the government of the new United States

## Inquiry Topic 3: The Constitution of the United States and Bill of Rights

Compelling Question: Did the *Bill of Rights* "fix" the *Constitution?* 

SSHS.CVC.3.1: Influences on the Constitution of the United States

SSHS.CVC.3.2: The *Constitution* as a product of compromise

SSHS.CVC.3.3: The *Constitution* and slavery

SSHS.CVC.3.4: Civil rights and civil liberties

## Inquiry Topic 4: The Separation of Powers and the Three Branches of Government

Compelling Question: Does the system of checks and balances always work?

SSHS.CVC.4.1: The concept and practice of checks and balances

SSHS.CVC.4.2: Role and powers of the legislative branch

SSHS.CVC.4.3: Role and powers of the executive branch

SSHS.CVC.4.4: Role and powers of the judicial branch SSHS.CVC.4.5: State, local, and tribal governments

## **Inquiry Topic 5: Political Parties, Interest Groups, and Politics**

Compelling Question: Is partisanship inevitable?

SSHS.CVC.5.1: The emergence of political parties in the United States

SSHS.CVC.5.2: The role of political parties

SSHS.CVC.5.3: The role of political interest groups

SSHS.CVC.5.4: Participation of citizens SSHS.CVC.5.5: Tactics to influence politics

## Inquiry Topic 6: Elections and the Politics of Voting

Compelling Question: Is the majority always right?

SSHS.CVC.6.1: Voting systems and their role in government

SSHS.CVC.6.2: Primary and general elections

SSHS.CVC.6.3: History of voting rights in the United States

SSHS.CVC.6.4: Contemporary controversies surrounding elections and voting

## **Inquiry Topic 7: Dissent and Protest in Political Systems**

Compelling Question: Is protest patriotic?

SSHS.CVC.7.1: Legal basis of dissent and protest

SSHS.CVC.7.2: Historical examples of different forms of dissent and protest

SSHS.CVC.7.3: Contemporary issues of disagreement with laws and policies

## **Inquiry Topic 8: Human Rights and Global Citizenship**

Compelling Question: Do we have an obligation to other peoples and other nations?

SSHS.CVC.8.1: Meaning of "human rights"

SSHS.CVC.8.2: The role the United States plays in securing human rights

SSHS.CVC.8.3: The concept of "global citizenship"

## Standards Tables

# **Inquiry Topic 1: Government and the Concept of Citizenship**

Compelling Question: What does it mean to be a citizen?

SSHS.CVC.1.1 Earliest forms of government	Conne	ctions t	o the Ri	node Isl	and And	hor Sta	ndards					
Analyze the history and philosophy of	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
different forms of government		Х			Х	Х						
<ul> <li>What are examples of the governments that existed and still exist around the world and what kinds of power did/do those governments have?</li> <li>What advantages and disadvantages do different types of governments have?</li> <li>Why might people want to change their form of government?</li> </ul>		Explain Greece, Explain Analyz democr Explain	Rome, on structure the advacy, more	n ability poses an res of go Ghana, M res of go vantages narchy), onale an	to: d uses of vernmen fali, Chi vernmen and disa and argu d conditi	nts in and na, India nts in mo dvantage ne who b	tient civi	merica) ieties h form o nder eac	(e.g., M f govern h form ange (e.g	ment (e.ş	g., oligar	chy,

SSHS.CVC.1.2 Governmental power and role	Conne	ctions t	o the Rh	node Isla	and And	chor Sta	ndards					
Analyze the functions of government	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
and ways that governments provide services and benefits to the population they serve	Х		Х									
<ul> <li>Guiding Questions for Instruction:</li> <li>Who creates laws?</li> <li>Who enforces laws?</li> <li>Who interprets laws?</li> <li>How do governments protect and serve their societies?</li> <li>How is governmental power limited by societies?</li> </ul>		Analyz Analyz Analyz Analyz those fu	e the jude e governunctions e ways gose limit	n ability islative for cutive function function mental f	to: function of grant on the control on	of governm governm that pro	ment and one tect and a	d checks checks u serve pe	upon it pon it ople, and	l argue t	·	

SSHS.CVC.1.3 Citizenship and	Connections to the Rhode Island Anchor Standards												
obligations of citizens  Argue how different definitions of	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
citizenship and how to act as a citizen have impacted different people over time			Х			Х							
<ul> <li>Guiding Questions for Instruction:</li> <li>How does the United States government define legal citizenship?</li> </ul>	Learning Assessment Objectives: Students demonstrate an ability to:  a. Explain the differences between "citizenship" as it pertains to being an active and responsible participant in any community or group and legal citizenship												
How have definitions of legal citizenship changed over time?	b. <b>Analyze</b> the changes in how legal citizenship has been defined over time, and <b>argue</b> the impacts and who has benefited												
<ul> <li>What are the obligations and responsibilities of citizenship?</li> </ul>	c.	Explai	n the resp	onsibili	ties of be	eing an a	ective and	d respons	sible par	ticipant i	n a comr	nunity	
<ul> <li>What barriers prevent people from fully practicing citizenship?</li> <li>When have citizenship rights been challenged in the past?</li> </ul>	d. e.	_	e the bar e instanced		-	-			_				

## **Inquiry Topic 2: Origins and Role of American Government**

Compelling Question: Did the Constitution fulfill the ideals of the Declaration of Independence?

SSHS.CVC.2.1 Ideological influences on the American Revolution	Conne	ctions to	o the Rh	node Isla	and And	hor Sta	ndards					
Argue the impact of 18th century	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
philosophical ideas about power and government on the American Revolution	Х	Х	Х			Х					Х	

#### **Guiding Questions for Instruction:**

- What were the political ideas of the Enlightenment?
- How does "republicanism" differ from "democracy"?
- How did the ideology of the revolution challenge the social and economic hierarchies of colonial society in North America?
- What were the primary conflicts regarding the extent of governmental power during the creation of first the Articles of Confederation and later the Constitution of the United States?
- Who participated in the creation of the government of the United States?

#### **Learning Assessment Objectives:**

- a. **Analyze** the ideas of Enlightenment figures (e.g., Hobbes, Locke, Rousseau, Voltaire, Montesquieu), and **argue** the impact of those ideas across societal groups
- b. **Analyze** the components of republicanism and democracy, and **argue** who benefits from each
- c. **Analyze** the impact of social and economic changes after the Revolutionary War, and **argue** who benefited
- d. **Explain** the challenges to the government created under the *Articles of Confederation* and the *Constitution of the United States*
- e. **Analyze** the social and economic status of the Founding Fathers, and **argue** their impacts to the creation of the United States

# SSHS.CVC.2.2 Ideas expressed in *Common Sense* and the *Declaration* of *Independence*

Argue how the ideas in *Common Sense* and the *Declaration of Independence* led to a redefinition of the political relationships between the American colonies and Britain

CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Х		Х	Х								

#### **Guiding Questions for Instruction:**

- Who was Thomas Paine and what were his main arguments in *Common Sense*?
- What political crises led the American colonies to declare independence from Great Britain?
- How did Thomas Jefferson shape the Declaration of Independence?
- What does the *Declaration of Independence* claim about natural rights and the role of government?

#### **Learning Assessment Objectives:**

- a. Analyze the ideas expressed in Common Sense, and argue its impact
- b. **Explain** events leading to a declaration of independence from Britain (e.g., Stamp Act, Sugar Act, Tea Act, Townshend Acts, Boston Massacre)
- c. **Explain** Jefferson's ideas about rights and responsibilities, and **analyze** how those compare with his personal life
- d. **Analyze** the perspectives on natural rights and the role of government outlined in the *Declaration of Independence*, and **argue** the impacts of those perspectives

SSHS.CVC.2.3 Structure, provisions, and limitations of the <i>Articles of</i>	Connections to the Rhode Island Anchor Standards												
Confederation	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
Argue the impacts of the issues and challenges to the <i>Articles of Confederation</i>	x x x x												
• What relationship did the <i>Articles</i> of <i>Confederation</i> establish between the states and the national government?	Learning Assessment Objectives:  Students demonstrate an ability to:  a. Analyze the rights and responsibilities given to the states and the national government under the <i>Articles of Confederation</i> , and argue who benefited from them										ent		
• How did the <i>Articles of</i> Confederation limit the power of the national government?	<ul> <li>b. Analyze the limitations of the national government under the Articles of Confederation and argue the impact of those limitations and who benefited from them</li> <li>c. Analyze the rationale for, and argue the impacts of Shays' Rebellion</li> </ul>									tion,			
• How did Shays' Rebellion create a crisis under the <i>Articles of Confederation</i> ?													

SSHS.CVC.2.4 Creating the
government of the new United
States

Argue the impacts of the challenges the founders faced to the creation of a new government under the *Constitution of the United States* 

CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Х		Х		Х	Х						

#### **Guiding Questions for Instruction:**

- What is federalism and why were the founders divided over that concept at the Constitutional Convention?
- What were the arguments in *The Federalist Papers*, specifically *Federalist 10?*
- What were the differences between the Virginia Plan and the New Jersey Plan?
- Whose interests were represented at the Constitutional Convention and how are they reflected in the *Constitution*?
- What were Rhode Island's objections to the Constitutional Convention?

#### **Learning Assessment Objectives:**

- a. **Analyze** the definition of and the rationale for federalism, and **argue** who benefited from that system
- b. **Analyze** the arguments and rationales found in the *Federalist Papers*, and **argue** who benefited (Suggested *Federalist Papers* 9, 10, 39, 51, 70, 78, 84)
- c. **Analyze** the distinctions between the Virginia and New Jersey plans, and **argue** who benefited under each plan
- d. **Analyze** the impact of the *Constitution* on different groups in American society, and **argue** who benefited
- e. **Analyze** the reasons why Rhode Island refused to send a delegate to the Constitutional Convention

# Inquiry Topic 3: The Constitution of the United States and Bill of Rights

Compelling Question: Did the *Bill of Rights* "fix" the *Constitution*?

SSHS.CVC.3.1 Influences on the	Conne	ctions t	o the Rh	ode Isl	and And	chor Sta	ndards					
Argue the impact of the structure of	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
government and law established by the Constitution of the United States and Bill of Rights	Х	Х	Х									
Guiding Questions for Instruction:	Learning Assessment Objectives: Students demonstrate an ability to:											
<ul><li>What is a representative government?</li></ul>	a. <b>Explain</b> the rationale for components of representative government, and <b>argue</b> who											
• How do the ideas of the Enlightenment appear in the <i>Constitution</i> ?	<ul> <li>benefits under that system</li> <li>b. Analyze the influence of Enlightenment ideas on the <i>Constitution of the United States</i> (e.g., social contract, separation of powers)</li> </ul>											
<ul> <li>How did the Haudenosaunee Confederation influence the way</li> </ul>	c. <b>Explain</b> the influence of the Haudenosaunee Confederacy on the <i>Constitution</i>											
government was established in the <i>Constitution</i> ?	d.	-	<b>e</b> the val	-	differing	percepti	ons of th	e <i>Consti</i>	tution, a	nd <b>argu</b> e	e who be	nefited
<ul> <li>How did the Constitution reflect potential economic, regional, and social divisions?</li> </ul>	• How did the <i>Constitution</i> reflect potential economic, regional, and  e. <b>Analyze</b> the elements of the <i>Constitution</i> and the structure of government they create and argue its impact.										ted,	
• What are the different sections of the <i>Constitution</i> and what structure does it create for the federal government?												

SSHS.CVC.3.2 The Constitution as a
product of compromise
Argue the impacts of the compromises

Argue the impacts of the compromises that went into the passage of the *Constitution of the United States*, including the addition of the *Bill of Rights* 

#### **Connections to the Rhode Island Anchor Standards**

CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Х		Х		Х							

#### **Guiding Questions for Instruction:**

- Who were the anti-federalists and what role did they have in shaping the *Constitution*?
- What were the reasons that Rhode Island delayed its ratification of the *Constitution*?
- What is the *Bill of Rights* and why was it added to the *Constitution*?
- What omissions in the *Constitution* does the *Bill of Rights* address?
- What is the amendment process and why was it built into the Constitution?
- How does the Constitution and Bill of Rights provide tools to address inequality in the United States today?

### **Learning Assessment Objectives:**

- a. **Explain** the influences of the anti-federalists on the *Constitution*
- b. **Analyze** the reasons for Rhode Island's reluctance to ratify the *Constitution*
- c. **Analyze** the rationale for and components of the *Bill of Rights*, and **argue** the impact and who benefited
- d. **Analyze** the relationship between the *Constitution* and the *Bill of Rights*

SSHS.CVC.3.3 The <i>Constitution</i> and slavery	Connections to the Rhode Island Anchor Standards												
Argue the impacts of how the authors of	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
the Constitution of the United States handled the system of slavery			Х			Х							
<ul> <li>Guiding Questions for Instruction:         <ul> <li>How did Enlightenment thinkers view the system of slavery?</li> </ul> </li> <li>What arguments around slavery emerged during the Constitutional Convention?</li> <li>How is slavery addressed in the Constitution?</li> </ul>		Explain that thin Analyz slavery Analyz impact Analyz	e the ma and who e how th the Impe	n ability ments of d argue uments a nner in v benefite e Consti	Enlighte who ber among rewhich slad from the tution re-	nefited epresenta every is a hose dec	addressed isions	the Cons  I in the C  em of sla	titutiona Constitut	I Convertion, and g., the Th	argue th	r e	

SSHS.CVC.3.4 Civil rights and civil liberties	Conne	ctions t	o the Rh	ode Isla	and And	hor Sta	ndards					
Argue the impacts of interpreting and	CG.P CG.RL CG.RR H.CC H.HP H.IG G.HPE G.HSP G.WST E.SA E.PC E.EG											
using the Constitution of the United States to expand freedom and opportunity	X X											
<ul> <li>Guiding Questions for Instruction:</li> <li>What is the relationship between civil rights and civil liberties?</li> </ul>		ts demor	ment Ol	n ability	to:	civil rig	ghts and	civil libe	erties			

- What challenges to civil rights have occurred in American history?
- What challenges to civil liberties have occurred in American history?
- What actions have expanded civil rights and liberties for Black Americans?
- What actions have expanded civil rights and liberties for women?

- b. Analyze challenges to civil rights (e.g., denial of voting rights to some groups, redlining) and **argue** their impacts
- Analyze challenges to civil liberties (e.g., segregation, the internment of Japanese Americans, discrimination against people based on their race, ethnicity, gender, sexual identity), and argue their impacts
- d. Analyze constitutional amendments, Supreme Court decisions, and legislation that had to do with the expansion of rights for Black Americans (e.g., 13th, 14th, and 15th Amendments, the Brown v. Board of Education Supreme Court Case, and the 1964 Civil Rights Act) and resistance to these measures, and argue the impacts
- e. Analyze constitutional amendments, Supreme Court decisions, and legislation that had to do with the expansion of rights for women (e.g., 19th amendment, proposed Equal Rights Amendment) and resistance to these measures. and **argue** the impacts

# **Inquiry Topic 4: The Separation of Powers and the Three Branches of Government**

Compelling Question: Does the system of checks and balances always work?

SSHS.CVC.4.1 The concept and practice of checks and balances	Conne	ctions t	o the Rh	node Isla	and And	hor Sta	ndards					
Argue the ways the Enlightenment idea	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
of checks and balances as a deterrent to tyranny influenced the <i>Constitution of the United States</i>	Х	X				ľ						
<ul> <li>Guiding Questions for Instruction:</li> <li>How did Montesquieu's <i>The Spirit of the Laws</i> (1748) explain the concept of checks and balances?</li> <li>How is the idea of checks and balances reflected in the structure of the national government?</li> <li>How is the idea of checks and balances incorporated into the relationship between the state and national governments?</li> </ul>		Explain Analyz governi Analyz	ment Olenstrate and Montes  e ways the ment, and  e ways the ments, and	n ability squieu's nat check d argue t	to: rationale  ss and ba the impa  ss and ba	lances a	re instan at inclusi re instan	tiated in on tiated be	the struc	eture of t		nal

SSHS.CVC.4.2 Role and powers of the legislative branch	Conne	ctions t	o the Rh	node Isla	and And	chor Sta	ındards					
Analyze the structure and role of the	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
legislative branch of the national government	Х	Х										
<ul><li>Guiding Questions for Instruction:</li><li>What functions define the legislative branch?</li></ul>		ts demoi	sment Ol nstrate a n the fun	n ability	to:	slative b	ranch					
<ul> <li>How does the role of the legislative branch differ in the formation of domestic and foreign policy?</li> </ul>	b.	<b>Analyz</b> foreign		tinctions	in the ro	oles play	ed by the	e legislat	ive brand	ch in don	nestic an	d
<ul> <li>How can the legislative branch check the power of the executive</li> </ul>	c.	<b>Analyz</b> branche		cks that	the legis	slative bi	anch exe	ercises or	n the exe	cutive ar	nd judici	al
and judicial branches?	d.	Analyz	<b>e</b> the cha	nges in	the powe	er of the	legislativ	e branch	n over tin	ne		
<ul> <li>How have the powers of the legislative branch changed since the ratification of the Constitution?</li> </ul>												

SSHS.CVC.4.3 Role and powers of the executive branch	Conne	ctions t	o the Rl	node Isl	and And	chor Sta	indards						
Analyze the structure and role of the	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
executive branch of the national government	Х	Х											
<ul><li>Guiding Questions for Instruction:</li><li>What functions define the</li></ul>			sment Ol nstrate a										
executive branch?	<ul> <li>a. Analyze the functions of the executive branch</li> <li>b. Analyze the distinctions in the roles of the executive branch in domestic and foreign</li> </ul>												
<ul> <li>How does the role of the executive branch differ in the formation of domestic and foreign policy?</li> </ul>	b.	<b>Analyz</b> policy	e the dis	tinctions	in the ro	oles of th	e execut	ive bran	ch in dor	nestic an	d foreigi	1	
<ul> <li>How can the executive branch check the power of the legislative</li> </ul>	c.	Analyz branche	e the che	ecks that	the exec	cutive bra	anch exe	rcises on	the legis	slative ar	nd judici	al	
and judicial branches?	d.	Analyz	e the cha	inges in	the powe	er of the	executiv	e branch	over tim	ne			
<ul> <li>How have the powers of the executive branch changed since the ratification of the <i>Constitution</i>?</li> </ul>													

SSHS.CVC.4.4 Role and powers of the judicial branch	Conne	ctions t	o the Rh	node Isl	and And	hor Sta	ndards					
Analyze the structure and role of the	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
judicial branch of the national government	Х	Х			i							
<ul> <li>Guiding Questions for Instruction:</li> <li>What functions define the judicial branch?</li> <li>How can the judicial branch check the power of the legislative and executive branches?</li> <li>How have the powers of the judicial branch changed since the ratification of the <i>Constitution</i>?</li> </ul>		Explain Analyz branche	e the che es (e.g., j	n ability ctions of cks that udicial re	to: the judicate t	cial brand	ch exercinent)		ne legisla	ative and	executiv	ve

SSHS.CVC.4.5 State, local, and tribal governments	Conne	ctions t	o the Rh	ode Isl	and And	chor Sta	andards							
Analyze other governmental systems of	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG		
the United States, including state, local, and tribal governments, and their interactions with each other and the federal government	Х	Х	Х											
Guiding Questions for Instruction:	Learnin	ng Assess	sment Ol	ojectives	<b>::</b>									
<ul> <li>How does Article IV of the Constitution of the United States explain the powers of states?</li> <li>How are the powers of local governments explained in the Constitution of the United States?</li> </ul>	<ul> <li>a. Explain the powers of state governments as explained in the Constitution of the United States</li> <li>b. Explain the powers of local governments as explained in the Constitution of the United States and the Bill of Rights</li> <li>c. Explain the definition of sovereignty and the role of federal and state recognition of tribes</li> </ul>													
• How does the United States federal government recognize the sovereignty of Indigenous tribal governments, and how are those governments structured?	c. d. e.	Explain Analyz	<ul><li>n the definent</li><li>n the power</li><li>e the power</li><li>and local</li></ul>	vers and	structure	es of trib	oal govern	nments	unicipali	ties, the	state of l	Rhode		
• How does the concept of territorial sovereignty, the plenary power doctrine, and the federal government's duty to protect Indigenous peoples define tribal governmental powers?	f. g.	Analyz Analyz	an in CT, the relation of the	utionship utionship	s betwee	en differ	ent levels	s of gove	ernment a	and their	powers	ŕ		

• How do local, state, and tribal governments interact?

# **Inquiry Topic 5: Political Parties, Interest Groups, and Politics**

Compelling Question: Is partisanship inevitable?

SSHS.CVC.5.1 The emergence of political parties in the United States	Conne	ctions t	o the Rh	node Isla	and And	hor Sta	ndards					
Argue the impacts of the ways that	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Americans have fought for greater control of the political system throughout history	Х				Х	Х						
<ul> <li>Guiding Questions for Instruction:</li> <li>What did the Federalist Papers say about factions in government?</li> <li>What were the First and Second Party Systems?</li> <li>How have political parties changed over time?</li> <li>How have third parties challenged the two-party system throughout American history?</li> </ul>		Analyz argue t Analyz impact Analyz their im	he impace the dist of each the cha apacts and the the rati	n ability ious persets of the tinctions anges in a d who be onale fo	to: spectives se views between nature an enefited r and thin	the First	ernmenta st and Sections of p challeng ace, Ross	cond Par political p	rty System parties or Theodor	ms, and a ver time, e Roosev	argue th and arg	e g <b>ue</b> pert La

SSHS.CVC.5.2 The role of political parties	Conne	ctions t	o the Rl	ode Isla	and And	hor Sta	ndards					
Argue the impacts of party platforms	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
and partisanship on the United States political party system			Х		Х	Х						
<ul> <li>Guiding Questions for Instruction:</li> <li>What is a party platform?</li> <li>How do Americans participate in political parties?</li> <li>Who do current political parties represent?</li> <li>What is partisanship?</li> </ul>		Explair Analyz politica Analyz Analyz	sment Olnstrate and the struce the nate of the derect the nate of the system of the derect the nate of the system of the system of the nate of the system of	n ability cture and ure of pa nographi ure of pa	to: d function rty platforces of ma	orms, id	entify ex	camples,	arties in t	he Unite	ed States	today

SSHS.CVC.5.3 The role of political interest groups	Conne	ctions t	o the Rl	node Isla	and And	hor Sta	ndards					
Argue the ways that political interest	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
groups influence policy and have gained power over time	Х				Х							
Guiding Questions for Instruction:		_	ment O	•								
• What is the purpose of an interest group?	a.		nstrate and the pur	ŕ		l interes	t group					
<ul> <li>What are the different types of interest groups?</li> </ul>	b.	-	<b>e</b> the age heir imp		nterest g	groups (e	e.g., publ	ic, econo	omic, rel	igious, io	deologica	al), and
<ul> <li>What tactics and strategies do interest groups use to influence public policy?</li> </ul>	c.	-				•		•	ublic pol nd <b>argue</b>	•	0 0	

SSHS.CVC.5.4 Participation of citizens	Conne	ctions t	o the Ri	node Isla	and And	hor Sta	ındards					
Argue the impacts people can have on	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
the American political system by becoming involved with political parties, interest groups, and politics	Х		Х			Х						
<ul> <li>Why do people become involved in political parties, interest groups, and other political organizations?</li> <li>What are the ways people get involved in politics on local and national levels?</li> <li>What barriers exist that prevent people from participating in the American political system?</li> </ul>		Analyz Explain involve Analyz	e the rea opportument e barrier	inities to	to:  / people become	politica	political lly invol involved arriers	ved, and	argue th	·		

SSHS.CVC.5.5 Tactics to influence politics	Conne	ctions t	o the Rl	node Isl	and And	chor Sta	ndards							
Argue the impacts people can have	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG		
when they use political processes outside of the governmental system to effect change	Х		Х		Х	Х						Х		
Guiding Questions for Instruction:		_	ment O	•										
<ul><li>What is the role of money in politics?</li></ul>	Students demonstrate an ability to:  a. Analyze how money is used to influence politics, and argue who benefits  b. Analyze how media influences politics, and argue who benefits													
<ul><li>What is the role of the media in politics?</li></ul>														
<ul><li>What is the role of polling in politics?</li></ul>	d.	Analyz	<b>e</b> the rati	onale fo	r laws re		the use	of money	y to influ	ence pol	itics, and	i		
<ul> <li>How do laws attempt to regulate the influence of financial donors on elections?</li> </ul>	e.	Analyz	e methodient's ma	ls people	have us		_		_	_	hts			
<ul> <li>What historical examples exist of people successfully affecting change in the political system outside of voting?</li> </ul>														

# Inquiry Topic 6. Elections and the Politics of Voting

Compelling Question: Is the majority always right?

SSHS.CVC.6.1 Voting systems and their role in government	Conne	ctions t	o the Rh	ode Isla	and And	hor Sta	ndards					
Analyze the different types of voting	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
systems and how people vote	Х		Х									
<ul> <li>• What are the different kinds of voting electoral systems?</li> <li>• What is the process of voter registration?</li> <li>• What is the concept of electoral integrity?</li> </ul>		Analyz proporti  Explain about el	e the similar the conditional in the conditional in the conditional in the interest of the int	n ability illarities ad <b>argue</b> ditions a	to: and diffe the adva nd proce	antages a	and disac	lvantage to vote (	s of each	ribility ar	nd debate	es

SSHS.CVC.6.2 Primary and general elections	Connections to the Rhode Island Anchor Standards											
Explain the functions of primary and general elections in the United States	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		Х	Х									
<ul> <li>Guiding Questions for Instruction:</li> <li>What is the purpose of primary elections and how do they vary?</li> <li>What is the purpose of a general election?</li> <li>How are elections monitored and reported?</li> </ul>	Learning Assessment Objectives: Students demonstrate an ability to:  a. Explain the purposes of different kinds of primary elections (e.g., open, closed, blanket)  b. Explain the purposes of general elections  c. Explain approaches to monitoring elections and reporting of results, and analyze debates questioning the integrity these processes											

SSHS.CVC.6.3 History of voting rights in the United States Argue the impact of the political marginalization of different groups in American history	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		Х	Х	Х	Х	Х						
<ul> <li>Guiding Questions for Instruction:</li> <li>How have requirements for voting changed over time?</li> <li>How have groups been barred from voting based on their identities?</li> <li>How have different groups fought for voting rights in American history?</li> </ul>		Analyz the Dor from th Analyz of those	r Rebelli em <b>e</b> the leg e approac	torical choon in Rhal and exches	to: nanges ir node Islan stra-legal	nd, relig l approacerences i	requirements ion, genote the control of the control	der, race)	, and <b>ar</b> ; voting,	gue who	has bend ue the im	efited

SSHS.CVC.6.4 Contemporary controversies surrounding elections	a. <b>Analyze</b> voting behavior and patterns of voting, and <b>argue</b> what influences the behavior and the impacts of that behavior on outcomes (e.g., on elections, on decisions over													
and voting	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG		
Argue the short- and long- term implications of voter turnout and participation on the outcomes of the political process		Х	Х			Х								
Guiding Questions for Instruction:	Learnin	g Assess	ment Ol	ojectives	<b>:</b> :									
<ul><li>What factors affect voter turnout?</li><li>What are the major historical voting patterns?</li></ul>														
What is gerrymandering and how can it influence elections?	b.	Analyz on outc	•	s of voti	ng over t	time, and	d <b>argue</b> t	the impa	cts chang	ges in pa	tterns ha	ve had		
<ul> <li>What issues around voting have emerged in the recent past?</li> </ul>	c. <b>Analyze</b> gerrymandering, and <b>argue</b> its effects on outcomes and who benefits													
	d.	to polls	, voter id Rhode Is	entificat	ion requ	irements	s around s includir l college,	ng the all	owance	of using	tribal ID	s to		

# **Inquiry Topic 7: Dissent and Protest in Political Systems**

Compelling Question: Is protest patriotic?

SSHS.CVC.7.1 Legal basis of dissent and protest	Conne	ctions t	o the Rh	node Isla	and And	hor Sta	ndards					
Argue the justifications for protest	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
movements in the United States		Х	Х			Х						
Guiding Questions for Instruction:	Learnin	g Assess	ment Ol	ojectives	;:							
<ul> <li>How does freedom of speech provide a legal basis for the right to protest and dissent?</li> <li>How does freedom of assembly provide a legal basis for the right to protest and dissent?</li> <li>How does the right to petition provide a legal basis for the right to protest and dissent?</li> <li>How does the Fourteenth Amendment provide a legal basis for the rights to protest and dissent?</li> </ul>	a. b. c. d.	Argue Argue	justificat justificat	ions for	protest a protest a protest a	nd disse	nt based	on freed	om of sp om of as ght to pe ourteentl	sembly	lment	

SSHS.CVC.7.2 Historical examples of different forms of dissent and	Conne	ctions t	o the Rh	node Isla	and And	chor Sta	ındards					
protest	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Argue the impacts of Americans who have acted to address social inequalities in the past	Х			Х	Х	Х						
<ul> <li>Guiding Questions for Instruction:</li> <li>How did people work toward the goal of abolition?</li> <li>How did people work toward the goal of equal rights for women?</li> <li>How did people work toward the goal of labor rights for workers?</li> </ul>		Analyz the imp Analyz those ef	e approa	n ability proaches ose effor ches take	to: taken by ts en by pec	ople wor	working rking for	women'	s rights,	and <b>arg</b> i	ue the im	npact of

SSHS.CVC.7.3 Contemporary issues of disagreement with laws and	Conne	ctions t	o the Rl	node Isla	and And	hor Sta	ndards					
policies Explain the ways Americans have tried	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
to assert control over the political system	Х			Х	Х	Х						
<ul> <li>• What issues are Americans debating today?</li> <li>• What are the different perspectives on those issues?</li> <li>• How do Americans express their perspectives on those issues?</li> </ul>	a. b. c.	Identify affordal Analyz	ble housi	of contents, immied perspose for and	to: emporary igration) ectives of the appr	on them	aken to r		eration,		ership,	

## **Inquiry Topic 8: Human Rights and Global Citizenship**

Compelling Question: Do we have an obligation to other peoples and other nations?

SSHS.CVC.8.1 Meaning of "human rights"	Conne	ctions t	o the Rh	ode Isl	and And	hor Sta	ndards					
Argue the impact of international	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
agreements to support global human rights		Х	Х			Х						
<ul> <li>Guiding Questions for Instruction:</li> <li>What is the Universal Declaration of Human Rights?</li> <li>How has the Universal Declaration of Human Rights affected the foreign policy of the United States?</li> <li>How do the United Nations and World Court support human rights?</li> <li>What extra-governmental organizations exist to fight for human rights?</li> <li>How is international law enforced?</li> </ul>		Analyz benefits Analyz policy Analyz particul Explain Watch)	e the infl e the fun ar, and a extra-g efforts to	n ability nponents uences of ctions of rgue whovernme of foster l	to: s of the Un f the Uni to beneficental organuman ri	ted Nations ted Nations ts anization ghts and	Declarations and variety (e.g., argue the of enforce	on of Hu World Co Amnesty neir impa	uman Rig ourt in te / Interna acts	erms of h	J.S. forei uman rig uman Ri	gn ghts in

SSHS.CVC.8.2 The role the United
States plays in securing human
rights

Argue the impacts of the role the United States has taken in influencing and intervening in the affairs of other nations in the name of human rights

## **Connections to the Rhode Island Anchor Standards**

CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Х		Х	Х	Х	Х						Х

### **Guiding Questions for Instruction:**

- Who decides how to allocate the resources of the United States?
- What is the history of American involvement in the affairs of other nations regarding human rights?
- How has the United States responded to incidents of genocide?
- What is the United States' own history of genocide?
- What are the political, social, and economic influences on foreign involvement?

## **Learning Assessment Objectives:**

- a. **Analyze** the people and positions in the United States government who make decisions on where and when to allocate resources to other countries (e.g., funds, military, weapons, food, medicine), and **argue** their impacts
- b. **Analyze** the rationales for and U.S. interventions around human rights and genocides in other countries (e.g., Armenian genocide, Jewish Holocaust, Cambodian genocide, Somalian genocide, Darfur genocide, Rwandan genocide), and **argue** their impacts
- c. **Analyze** genocides in the United States (e.g., both physical and cultural genocides of Indigenous peoples), and **argue** the impact
- d. **Analyze** the rationale for foreign intervention (e.g., the United States' involvement in the politics of Vietnam, Western Asia (Middle East), and other countries), and **argue** the impacts of those interventions

SSHS.CVC.8.3 The concept of "global citizenship"	Conne	ctions t	o the RI	node Isl	and And	chor Sta	ındards					
Argue the impacts of becoming increasingly connected to the people of	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
other nations			Х			Х	Х					
<ul> <li>Guiding Questions for Instruction:</li> <li>What issues connect people across the globe?</li> <li>How are local issues connected to the wider world?</li> <li>How can individuals and groups help build global citizenship?</li> <li>Why is it important to learn to work with other people?</li> </ul>		Analyz human Analyz health, Explain (e.g., vo	e issues trafficking local is ecological opportuniteering ations lile other was	that crosing), and ssues that al issues inities for or the Docto	s national argue that connects on and ar people ganizations.	eir impa t with gl gue thei to become ons like out Bordo	obal con r impact me invol Peace Co ers), and	cerns (e. ved in is orps, usin argue th	g., food sues bey ng career ne potent	ond the skills to	y, menta United S work fo	l tates r

## HIGH SCHOOL – UNITED STATES HISTORY I: PRE-EUROPEAN CONTACT TO RECONSTRUCTION

This course is a survey of United States History from Pre-European Contact to Reconstruction following the Civil War. In this course, following what was learned in fifth and eighth grades, students gain a deeper and more rigorous understanding of the Indigenous peoples, European colonies, the founding of the new Nation and its internal struggles, and the diversity of peoples that came or were forced to come to this country.

## Topics of Inquiry, Compelling Questions, and Standards

## **Inquiry Topic 1: Colonial North America**

Compelling Question: Does settler colonialism continue today?

SSHS.USI.1.1: Indigenous peoples of North America

SSHS.USI.1.2: The impact of European colonization on Indigenous life

SSHS.USI.1.3: Establishing the colonies

SSHS.USI.1.4: The emergence of the trans-Atlantic slave trade

## **Inquiry Topic 2: The Origins and Achievement of Independence**

Compelling Question: How did the English colonists become "Americans"?

SSHS.USI.2.1: Establishing colonial economies and governments

SSHS.USI.2.2: British imperial policies and colonial responses

SSHS.USI.2.3: Common Sense and the Declaration of Independence

SSHS.USI.2.4: People and events of the American Revolution

SSHS.USI.2.5: Effects of the American Revolution on society

## Inquiry Topic 3: The Constitution of the United States

Compelling Question: Is the Constitution still relevant today?

SSHS.USI.3.1: The Articles of Confederation and challenges to it

SSHS.USI.3.2: Influences on the United States political system

SSHS.USI.3.3: Main arguments of the Federalist Papers

SSHS.USI.3.4: The Constitution of the United States and Bill of Rights

SSHS.USI.3.5: The three branches of government

## **Inquiry Topic 4: The Politics of the Early Republic**

**Compelling Question:** Did the *Constitution* create a just government? SSHS.USI.4.1: The *Constitution* and different populations of society

SSHS.USI.4.2: Economic developments in the Early Republic Era

SSHS.USI.4.3: Foreign policy developments in the Early Republic Era

SSHS.USI.4.4: The emergence of political parties

## **Inquiry Topic 5: The Market Revolution and American Expansion**

Compelling Question: Does economic growth mean freedom?

SSHS.USI.5.1: Territorial expansion of the United States

SSHS.USI.5.2: Transformations of the Market Revolution

SSHS.USI.5.3: Meaning and impact of Jacksonian Democracy

SSHS.USI.5.4: Effects of early industrialization on workers

SSHS.USI.5.5: Westward movement of white Americans

SSHS.USI.5.6: Expansion of slavery and the lives of enslaved people

## Inquiry Topic 6: Competing Visions and Regionalism the Antebellum America

Compelling Question: Is reform always the same thing as change?

SSHS.USI.6.1: The Second Great Awakening

SSHS.USI.6.2: Antebellum reformers and social issues

SSHS.USI.6.3: Abolitionists and their arguments against slavery

SSHS.USI.6.4: Women's participation in public life

SSHS.USI.6.5: Growing regional differences between the North and South

## **Inquiry Topic 7: The Civil War and Reconstruction**

Compelling Question: Has the Civil War really ended?

SSHS.USI.7.1: Long-term causes of the Civil War

SSHS.USI.7.2: Resources the North and South had at the start of the Civil War

SSHS.USI.7.3: Roles of various individuals and groups in the Civil War

SSHS.USI.7.4: The Emancipation Proclamation

SSHS.USI.7.5: Leaders, decisive battles, and the reasons for Union victory

SSHS.USI.7.6: Management of Reconstruction

SSHS.USI.7.7: The effects of Reconstruction on Black Americans

## Standards Tables

# Inquiry Topic 1: Colonial North America Compelling Question: Does settler colonialism continue today?

SSHS.USI.1.1 Indigenous peoples of North America	Conne	ctions t	o the Rh	node Isla	and And	hor Sta	ndards					
Analyze the diversity of Pre-Columbian	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Indigenous civilizations in North America					Х	Х	Х	Х				
<ul> <li>What were the major Indigenous groups of the Northeast, Southeast, Plains, Southwest, Great Basin, California, Northwest Coast, and the Plateau?</li> <li>What were the different lifeways and traditions practiced by Indigenous peoples in North America?</li> <li>How did Indigenous groups interact with one another prior to the arrival of Europeans in North America?</li> <li>How do we know about the early history of Indigenous peoples?</li> </ul>		Analyz lifeway  Explain analyze  Analyz experies other pr (Pokano Nipmuo  Explain Indigen	the sime s, use of a interact e the way e similar nees of I into to the oket, Massacan differences described and the similar ous described and the similar to the oket, Massacan differences described and the oket, Massacan described an	n ability ations of allarities natural r tions amoves interact ities and indigenous e arrival shpee, A chuset, M at ways v	Indigendand differesources ong Indigetions informations informations differentiates people of Europquinnah Johegan, we know docume	genous g luenced ces acro es local t beans (e., ), Nehan , Maniss and und	groups (e cultural ss the cu o Rhode g., Naha; tick and ean)	.g., coop change of ltures, g Island a ganset (I Eastern	America ous group peration, over time overnme nd their Narragan Nehantic (e.g., ora ers, histo	alliances  nt structi interactic sett), Wa k (Niant	ares, and ons with ampanoa; ic), Pequals	t), and lived each

## SSHS.USI.1.2 The impact of Connections to the Rhode Island Anchor Standards **European colonization on** CG.P CG.RL CG.RR **Indigenous life** Argue the ways that European Χ colonization impacted the lifeways and populations of Indigenous peoples **Guiding Questions for Instruction:**

## **Learning Assessment Objectives:**

Students demonstrate an ability to:

H.CC

H.HP

H.IG

Χ

**Explain** the conditions and roles in the so-called Columbian Exchange, and **argue** who benefited from that situation (e.g., effects of disease on Indigenous populations, transplantation of plant and animal species)

G.HPE

Χ

G.HSP

Χ

G.WST

E.SA

E.PC

E.EG

- b. Explain the political interactions between Indigenous groups and English colonists, and argue who benefited from those interactions (e.g., alliances, trade, warfare - Bacon's Rebellion, Pequot War, King Philip's War)
- **Explain** the reasons for cultural change in Indigenous groups (e.g., effects on lifeways, access to resources), and analyze ways that Indigenous lifeways influenced European colonists
- d. Analyze the conditions of the enslavement of Narragansett people after King Philip's War and the system of indentured servitude of Indigenous people in New England colonies
- e. **Argue** the impact of mythmaking (e.g., Pocahontas and John Smith, the "First" Thanksgiving, Roger Williams, Anne Hutchinson, Squanto)

- What was the demographic impact of European colonization on Indigenous populations?
- What is settler colonialism and how is it connected to the genocide of Indigenous peoples?
- Why did Indigenous people sometimes build alliances with Europeans?
- In what ways did Indigenous and European cultures influence one another?
- How did some Indigenous people become enslaved?
- What was the system of Indigenous indentured servitude?
- How were colonists and Indigenous people portrayed in literature, fiction and nonfiction?

SSHS.USI.1.3 Establishing the colonies	Conne	ctions t	o the Rl	node Isla	and And	hor Sta	ndards					
Argue the impact of the conditions of	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
life in colonial North America	Х	Х	Х		Х	Х	Х	Х			Х	Х
Guiding Questions for Instruction:		_	ment O	-								
How were the new colonies funded?	a.	Explain		onale for	and cor	_	-			y (e.g., V	irginia	
What environmental challenges did colonists face in North America?	b.	•	ny, Plym n the geo						• •	sh coloni	ies	
How did religion influence the lives of colonists?	c.	Explain	the reli	gious inf	luences	on Engli	sh colon	ists				
What kind of governmental systems did colonists establish in	d.	-		•		_			•	hode Isla voting r		
North America?	e.	•								om the p	•	
What role did indentured servitude serve in colonization?			gue who							s in whic	n mey se	nveu),
• What role did enslavement serve in colonization?	f.	Analyz benefite		onale fo	r and cor	nditions	of Africa	an enslav	ement, a	and <b>argu</b>	e who	

SSHS.USI.1.5 The emergence of the trans-Atlantic slave trade	Conne	ctions t	o the Rh	node Isl	and And	hor Sta	ndards					
Argue the impacts of the transformation	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
of human beings into property and commodities within the Atlantic trading system and the emergence of chattel enslavement		Х				Х	Х	Х		Х	Х	
Guiding Questions for Instruction:	Learnin	g Assess	ment Ol	ojectives	<b>::</b>							
<ul> <li>How did Portugal establish the slavery system in Africa and how did African peoples resist that system?</li> <li>How did the Triangular Trade function?</li> </ul>	a. b.	Explainenslave Explainwho did	ment ser  the natu  not	lavemen ved ure and c	t and res	s of the	of Africa Triangle	Trade, a	and <b>anal</b> y	yze who	profited	and
What was the Middle Passage?	c.	<b>Explain</b> particip		are and o	condition	s of the	Middle I	Passage,	and <b>ana</b> l	l <b>yze</b> how	it affect	ed the
How did slavery emerge as a condition of birth as defined by law	d.	Explain	n chattel	slavery,	and <b>arg</b> i	ue whos	e interest	ts it serv	ed			
(i.e., chattel slavery)?	e.	-	n Rhode cit and w		• •	ition in t	the Africa	an slave	trade, an	d <b>argue</b>	who was	;

## **Inquiry Topic 2: The Origins and Achievement of Independence**

Compelling Question: How did the English colonists become "Americans"?

SSHS.USI.2.1 Establishing colonial economies governments	Conne	ctions t	o the Rh	node Isl	and And	chor Sta	ndards					
Argue the impacts of the colonies	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
establishing their own economies and governments separate from Great Britain	X	X	Х							X		X
<ul> <li>Guiding Questions for Instruction:</li> <li>What was mercantilism?</li> <li>How did North American colonists develop independent economies?</li> <li>How did North American colonists structure their local governments and develop a tradition of self-rule?</li> </ul>		Explain argue v Explain shipbui Explain	who bene  the eler  lding, tra	n ability ditions of fited ments of ide), and	to: of mercan colonial argue w	econom	e.g., tradices (e.g., terests the	subsiste ey serve	ence and	commer	cial farm	ing,

SSHS.USI.2.2 British imperial policies and colonial responses	Conne	ctions to	o the Rh	node Isla	and And	hor Sta	ndards					
Argue how British impositions after the	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Seven Years War led to opposition in the colonies	Х	Х	Х	Х		Х				Х		Х

## **Guiding Questions for Instruction:**

- Why did Great Britain and the colonists fight the Seven Years' War?
- Why did attempts to broker a compromise or conciliation between the colonies and Great Britain fail?
- How did the colonies begin to unify with each other in opposition to the British?
- How did women, workers, and Black Americans participate in protest against British policies?
- What were the Committees of Correspondence and the Continental Congresses?

## **Learning Assessment Objectives:**

- a. **Analyze** the causes and conditions of the Seven Years War (e.g., frontier tensions, Indigenous alliances), and **argue** the impacts (e.g., British victory, loss of French territory, Indigenous hopes to stall British expansion)
- b. **Explain** the rationale for British taxation policies (e.g., British economic issues due to cost of Seven Years War, tensions over land), and **analyze** colonial reactions to those policies (e.g., petitions, boycotts, protests, riots)
- c. **Analyze** how colonial individuals and groups resisted British policies (e.g., Sons and Daughters of Liberty, spinning bees, Samuel Adams, Crispus Attucks), and **argue** the impact of their actions
- d. **Analyze** the efficacy of the ways Rhode Island colonists resisted British policies (e.g., Stamp Act Riot, Gaspee Affair)
- e. **Explain** the rationale for and actions of the Committees of Correspondence and the Continental Congresses and Rhode Island's role in each

SSHS.USI.2.3 Common Sense and	Connections to the Rhode Island Anchor Standards												
Argue the impact of the intellectual and	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
philosophical arguments presented for independence from Great Britain	Х	Х	Х	Х	Х	Х							
Guiding Questions for Instruction:	Learnin	g Assess	ment Ol	ojectives	;:								
• What are the main components of the argument for independence in Thomas Paine's <i>Common Sense</i> ?	a.	Explair	nstrate a	gin of an	d argum								
<ul> <li>What were the colonists' grievances against the King of England?</li> </ul>	b. c.	Declard	y the nate ation of I e the effi	ndepend	ence		Č			C			
<ul> <li>What Enlightenment ideas were present in <i>Common Sense</i> and the</li> </ul>	d.	contrac	t, natural  e the rati	rights, s	eparatio	n of pov	ers)		_		_		
<ul> <li>Declaration of Independence?</li> <li>Why was the anti-slavery passage removed from the Declaration of Independence?</li> </ul>	e.	Analyz	ndence, a  e the ran  ositional	ge of co	lonial res	sponses	to the <i>De</i>	eclaratio	n of Inde	pendenc		o <b>n</b>	
How did colonists react to the Declaration of Independence?	f.	Analyz impact	<b>e</b> the use	s of the	Declarai	tion of Ir	adepende	ence in th	ne coloni	al cause,	and <b>arg</b>	ue its	

• Did the *Declaration of Independence* unify the colonies?

SSHS.USI.2.4 People and events of the American Revolution	Connections to the Rhode Island Anchor Standards												
Argue the impacts of people and battles	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
of the American Revolution on the course of the War				Х	Х	Х	Х					Х	
<ul> <li>Guiding Questions for Instruction:</li> <li>Who fought in the Continental Army?</li> <li>How did the American Revolution affect the lives of women, enslaved and free Black Americans, and Indigenous people?</li> </ul>		Identify Nathan  Explain  Black a	ael Green  the invend Indig	n ability y person ne), anal olvemen enous so	to: nel of the yze their t of diffe ldiers of	contriberent sociation	utions, a ial group ode Island	nd <b>argue</b> os in the A d Black I	e.g., George their im American Regiment opacts on	npacts or n Revolu t, female	the War ation (e.g		
• What were the pivotal battles of the American Revolution?	c.		y notable		and even	its of the	Revolut	ionary V	Var and a	argue the	eir impac	ets on	

the War

d. **Explain** Rhode Island's role in the Revolutionary War and the Battle of Rhode Island

e. Analyze European involvement in the War, and argue how they impacted the course of

• What role did foreign nations play in the American Revolution?

ı	SSHS.USI.2.5 Effects of the
	American Revolution on society
	Argue the impacts the outcomes of the
	Revolutionary War had on political,
I	cultural and economic life in North

Conne	ctions to	o the Rr	node Isla	and And	thor Sta	ndards					
CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Х	Х	Х		Х	Х				Х		

## **Guiding Questions for Instruction:**

America

- What were the economic and geographic effects of the American Revolution?
- What effects did the American Revolution have on systems of privilege and social standing in North America?
- How did new American governments reflect social changes created by the Revolution?
- How are these effects still relevant to today?

## **Learning Assessment Objectives:**

- a. **Analyze** the economic and geographic outcomes of the Revolutionary War, and **argue** who benefited from the American victory
- b. **Analyze** the effects of the Revolutionary War on social norms and structures
- c. **Analyze** the effects of the Revolutionary War on governmental practices, and **argue** who those practices benefited
- d. **Explain** gradual emancipation laws in northern colonies (e.g., Rhode Island's Gradual Emancipation Act of 1784, Pennsylvania's Act for the Gradual Abolition of Slavery of 1780), **analyze** the laws as a type of compromise, and **argue** who benefited from those laws
- e. Argue the ways the outcomes of the American Revolution are still relevant to today

# Inquiry Topic 3: The Constitution of the United States

Compelling Question: Is the *Constitution* still relevant today?

SSHS.USI.3.1 The <i>Articles of</i> Confederation and challenges to it	Connections to the Rhode Island Anchor Standards												
Argue the reasons why the structure of	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
government established by the <i>Articles</i> of <i>Confederation</i> was challenged		Х	Х			Х							
Guiding Questions for Instruction:	Learnin	g Assess	ment Ol	ojectives	<b>:</b> :								
<ul> <li>What were the main elements of the <i>Articles of Confederation</i>?</li> <li>What were the challenges and opportunities of the <i>Articles of Confederation</i>?</li> <li>How did Shay's Rebellion spotlight weaknesses of the <i>Articles of Confederation</i>?</li> </ul>	a. b. c.	Identify and the Analyz	national  e the cha  e the cau	ts of the governm llenges a	Articles nent, vot and oppo	ing and instructions are also and instructions and instructions and instructions are also and instructions and instructions are also and instructions and instructions and instructions are also also and instructions are also and instructions are also and instructions are also also also also also also also also	represents of the <i>A</i>	tation, and raticles of and wh	elationsh nd the str f Confed at it reve overnme	ructure of the control of the contro	f govern	ment)	

SSHS.USI.3.2 Influences on the
United States political system
Analyze the philosophical and
ideological influences embedded in

founding documents of the United

Connections to	the Rhode	Island A	nchor St	andards

CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Х	Х	Х			Х						Х

## **Guiding Questions for Instruction:**

States of America

- What Enlightenment ideas are reflected in the *Articles of Confederation* and *Constitution of the United States*?
- How did the Haudenosaunee Confederacy provide an example to the authors of the *Constitution of* the United States?
- What is the relationship between a democracy and a republic?
- What role did economics play in the creation of the *Constitution of the United States*?

## **Learning Assessment Objectives:**

- a. **Identify** enlightenment ideas represented in the *Articles of Confederation* and the *Constitution of the United States* (e.g., social contract theory, natural rights, religious tolerance)
- b. **Analyze** the similarities and differences between the Haudenosaunee Confederacy and the *Constitution of the United States*
- c. Analyze the similarities and differences between a democracy and a republic
- d. **Explain** the economic influences on the development of the *Constitution of the United States*

SSHS.USI.3.3 Main arguments of the Federalist Papers	Connections to the Rhode Island Anchor Standards												
Analyze the debate between the	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
Federalists and the Anti-Federalists	Х		Х	Х									
<ul> <li>Guiding Questions for Instruction:         <ul> <li>Why did Alexander Hamilton, John Jay, and John Adams write the Federalist Papers?</li> <li>Why did the Federalists support a stronger national government and weaker state governments, and why</li> </ul> </li> <li>Learning Assessment Objectives:         <ul> <li>Students demonstrate an ability to:</li> </ul> </li> <li>a. Identify the authors of the Federalist Papers, and explain their reasons for writing the power</li> <li>b. Analyze the Federalist and Anti-Federalists arguments over national v. state government power</li> <li>c. Analyze the influence of Federalist #10, including the idea of majority rule and minor</li> </ul>													
<ul> <li>did Antifederalists oppose that?</li> <li>Why is Federalist No. 10 considered the most influential of <i>The Federalist Papers</i>?</li> </ul>		rights (	Other sug	ggested l	Federalis	st Papers	-9, 39,	51, 70, 7	78, 84)			·	

SSHS.USI.3.4 The Constitution of	Connections to the Rhode Island Anchor Standards												
the United States and Bill of Rights Analyze the Constitution of the United	CG.P	CG.RL	CG.RR	н.сс	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
States and the Bill of Rights and the governmental powers and rights outlined in them	Х	Х	Х		Х								
<ul> <li>Guiding Questions for Instruction:</li> <li>How does the Preamble of the Constitution of the United States establish national goals and ideology?</li> <li>What are the three branches of government and how do they create a balance of power?</li> <li>What powers are delegated to the states?</li> <li>What civil rights and civil liberties does the Bill of Rights guarantee?</li> </ul>		Analyz Analyz Explain Explain those ri Explain	e the bra  n the pov  n the enu ghts and	n ability als outlin nches of vers rese inciation liberties Island's	to: ed in the governr rved to t of rights have ch	ment and he states s and libe anged or he drafti	erties un	ationshi <sub>l</sub>	ps to one	another	analyze		

SSHS.USI.3.5 The three branches of government	Connections to the Rhode Island Anchor Standards												
Analyze the powers and responsibilities	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
of the three branches of government	Х	Х											
<ul> <li>What are the powers and responsibilities of the executive branch of the United States government?</li> <li>What are the powers and responsibilities of the legislative branch of the United States government?</li> <li>What are the powers and responsibilities of the lunited States government?</li> <li>What are the powers and responsibilities of the judicial branch of the United States government?</li> <li>How do the three branches of government function as checks and balances against each other?</li> </ul>		Explain have che Explain changed Explain	nstrate a  the power anged over the power time.  the power time.	n ability vers and ver time vers and ver time vers and ver time tionship	to: responsi responsi responsi s among	bilities of bilities of the bran	of the leg	islative licial bra d <b>analy</b> z	branch, and net, and the the ben	and analy	yze how the how the	they ey have	

## **Inquiry Topic 4: The Politics of the Early Republic**

Compelling Question: Did the Constitution create a just government?

SSHS.USI.4.1 The <i>Constitution</i> and	Conne	ctions t	o the Ri	node Isl	and And	hor Sta	ndards					
Argue the impacts of the contradictions	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
between the <i>Constitution</i> 's guarantees of freedom and the realities of life for various populations of society in the Early National era		Х	Х		Х	Х						
Guiding Questions for Instruction:	Learnin	g Assess	ment O	ojectives	s:							
<ul> <li>What was the legal status of married and unmarried white women in the Early Republic?</li> </ul>	a. Analyze women's status and rights in the Early Republic, and argue the benefits and drawbacks from multiple perspectives (e.g., women, men, society as a whole)  b. Analyze the conditions of enslaved peoples during this time, and argue the benefits and											
• What did the <i>Constitution</i> establish about slavery?	b.	-					les during	_		_		
• What did the <i>Constitution</i> establish	sh socially and economically)											
about voting rights?	c. <b>Analyze</b> the nature and conditions of voting rights, and <b>argue</b> who benefited											
• How did the <i>Constitution</i> regulate the lives of Indigenous peoples?												

individuals, United States government)

SSHS.USI.4.2 Economic developments in the Early Republic	Conne	ctions t	o the Rh	node Isla	and And	chor Sta	ndards					
Era	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Argue how the United States established its economic independence following the American Revolution										Х	Х	Х
Guiding Questions for Instruction:	Learnin	g Assess	ment Ol	ojectives	:							
What economic problems did the new United States face following the Revolutionary War?	Student a.	Analyz	nstrate a  e the ran  ffected o	ge of eco	onomic i		ter the Re	evolutior	nary War	, and <b>ar</b> ş	<b>gue</b> how	those
<ul> <li>Why did Alexander Hamilton establish the Bank of the United States?</li> </ul>	b.	•	<b>e</b> the mo who bene				f establis	shing the	Bank of	the Unit	ed States	s and
How did the United States expand its trade networks in the Early	c.	•	<b>e</b> the adv at action	•	and disa	dvantag	es of exp	anding t	rade, and	l argue v	who bene	efited
Republic?  • What was the Whiskey Rebellion?	d.	•	<b>e</b> the rea			comes of	the Whi	skey Rel	pellion, a	nd <b>argu</b>	e who	

SSHS.USI.4.3 Foreign policy	Conne	ctions t	o the Rh	ode Isl	and And	chor Sta	ndards					
developments in the Early Republic Era	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Argue the short- and long-term impacts of the United States' involvement in foreign affairs in the Early Republic				Х		Х	Х					
<ul> <li>Guiding Questions for Instruction:</li> <li>How was the United States involved in the French and Haitian revolutions?</li> <li>How did American foreign policy develop from the creation of the Jay Treaty to the War of 1812?</li> <li>How did the <i>Monroe Doctrine</i> change American foreign policy?</li> </ul>		Explain Haitian Analyz of San Analyz	nstrate and the ration revolution the nate Lorenzo entre effective the e	onale for ons, and ure and of / Pincknotects of the	to: r and ana argue w condition ey's Trea	who bene ns of U.S aty), and	fited from S. foreign I <b>argue</b> v	m that in policy ( who bene	volveme (e.g., Joh efited fro	nt n Jay's T om those	Γreaty, T policies	reaty

SSHS.USI.4.4 The emergence of political parties	Conne	ctions t	o the Rh	node Isla	and And	hor Sta	ındards					
Argue the reasons for the growth of	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
factionalism and political division in the Early Republic	Х		Х			Х						
<ul> <li>• What were the beliefs of the Federalists and the Democratic-Republicans?</li> <li>• How did political parties function?</li> <li>• How did political parties affect the elections of 1796 and 1800?</li> </ul>		Explain they rep Explain actions Analyz	rational	n ability ets of the les for ar anged, ar	to: Federal ad action ad argue olitical p	s of poli	Democrate tical partine fited for the time time time time time time time tim	ties, <b>ana</b>	lyze how e actions	those ra	ntionales	and

## **Inquiry Topic 5: The Market Revolution and American Expansion**

Compelling Question: Does economic growth mean freedom?

SSHS.USI.5.1 Territorial expansion of the United States	Conne	ctions t	o the Rh	ode Isl	and And	chor Sta	ndards					
Argue the impact of the tactics used to	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
expand the physical boundaries of the United States in the early 19th century				Х		Х		Х				
Guiding Questions for Instruction:	Learnin	g Assess	ment Ol	ojectives	;:							
<ul> <li>How were Thomas Jefferson's foreign policy goals related to land acquisition?</li> <li>How did the First Seminole War and the Adams-Onís Treaty expand the territory of the United States?</li> </ul>	a. b.	Analyz benefite	e Jefferso ed e the effe ed from t	on's viev	ws of and he First S			•				who
<ul> <li>What was the impact of the ideology of Manifest Destiny and how is it related to settler colonialism?</li> </ul>	c.	and resi	n the rationstance, and 1810-18 of Guada	nd <b>argu</b> 19, Texa	e who be as Annex	enefited ation 18	(e.g., the 45, Oreg	Louisia on Cour	na Purch ntry from	ase 1803	3, Spanis	h
• How did the Mexican War expand the territory of the United States?	d.	Spain in	<b>e</b> the rati n 1821, T who bene	reaty of	Guadalı	ıpe-Hida	algo 1848	3, Califo	rnia Con	stitution	1849), a	nd

SSHS.USI.5.2 Transformations of the Market Revolution	Conne	ctions to	o the Rh	ode Isla	and And	hor Sta	ndards					
Argue the impacts of technological and	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
financial developments and the expansion of markets in the Early Republic Era										Х	Х	Х
Guiding Questions for Instruction:	Learnin	g Assess	ment Ol	jectives	:							

- What caused the Market Revolution?
- How did the American system support the growth of capitalism?
- What were the main features of industrialization in the early 19th century?
- How did mechanization cause changes in agricultural practices?
- How did immigrants participate in the Market Revolution and early industrialization?

- a. Analyze the rationale for, conditions of, and results of the Market Revolution, and argue who benefited from that situation
- b. Analyze the nature and conditions of capitalism, and argue who benefited from that system
- c. Analyze the nature and conditions of industrialization, and argue who benefited from that movement
- d. Analyze the nature and conditions of mechanization, and argue who benefited from that movement
- e. Explain Rhode Island's role in industry during this period
- f. Analyze the roles, conditions, and outcomes of immigrant participation in the United States economy (i.e., European and Asian immigrants), and argue who benefited

SSHS.USI.5.3 Meaning and impact of Jacksonian Democracy	Conne	ctions t	o the Rh	node Isl	and And	hor Sta	ndards					
Argue the impacts of the redefinition of	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
democracy in the early 19th century	Х		Х			Х						
<ul> <li>Guiding Questions for Instruction:</li> <li>What were Andrew Jackson's political ideologies?</li> <li>How did Jacksonian Democracy expand political representation?</li> <li>How did the Second Party System emerge?</li> <li>What was the relationship between Jackson's treatment of Indigenous people and democratic ideals?</li> </ul>		Analyz from the Explain approace Analyz	e the nations out of the rations out of the rations out of the rations of the rat	n ability ure of Ja ure and o omes onale for	to:  ckson's poutcomes  the Second control of the second control o	s of Jack ond Part	sonian E y Systen	Democracing and ar	ey, and <b>a</b> gue who	enefited  rgue wh  benefite  nous peo	o benefi	ted hat

SSHS.USI.5.4 Effects of early industrialization on workers	Connections to the Rhode Island Anchor Standards													
Argue the impacts of the Industrial Revolution on the ways workers lived	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG		
				Х		Х					Х			
<ul> <li>Guiding Questions for Instruction:</li> <li>How did the Textile Revolution affect the lives of white women, enslaved people, immigrants, and children?</li> <li>How did events in Europe change the demographics of workers in the United States?</li> <li>How did the emergence of corporations change economics in the United States?</li> <li>How did the American labor movement originate in the early</li> </ul>		Analyz groups from the Analyz the dem Analyz that mo	e the character at situation of people at situation of the imprographic ethe nativement ethe natinged over	n ability aracterist e (e.g., woon petus for es of woo ure and o	to: ics of the comen, e Europea rkers condition	nslaved an migra as leadin	people, i	mmigrai	nts, child I States a , and <b>arg</b>	ren) and and how gue who	who ber that char benefite	nefited nged d from		

SSHS.USI.5.5 Westward movement of white Americans	Conne	ctions t	o the Rl	node Isl	and And	hor Sta	ndards					
Argue the impacts of western expansion	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
on Indigenous peoples, immigration, and reshaping the United States				Х		Х	Х			Х	Х	
<ul><li>Guiding Questions for Instruction:</li><li>What motivated white easterners to move west?</li></ul>		ts demo	sment Olenstrate and the contract of the rational contract of the rational contract of the con	n ability	to:	tcomes o	of white i	nigratio	n west, a	nd <b>argue</b>	e who be	nefited
<ul> <li>How did women experience westward expansion?</li> </ul>	b.	•						•	peoples, and <b>arg</b>		•	
• How did the Gold Rush affect the development of the United States?	c.	-	•	. •			ons in re		f Indigen ted	ous grou	ıps (e.g.,	Trail
<ul> <li>How did the Indian Removal Act of 1830 and Trail of Tears affect Indigenous peoples?</li> </ul>	d. e.						nigration		ir commı	unitios (c	o rolio	ione
<ul> <li>How did the establishment of Indian boarding schools affect families and traditions?</li> </ul>	C.	-	•		•		othing, a			unities (e	z.g., ieng	nous
<ul> <li>How did Indigenous people resist American encroachment on their lands?</li> </ul>												
<ul> <li>How did Indigenous people re- establish communities in Indian Territory?</li> </ul>												

# SSHS.USI.5.6 Expansion of slavery and the lives of enslaved people Argue the effects of the conditions

Argue the effects of the conditions under which enslaved people lived and struggled for freedom in the early 19th century

Connections to the Rhode Island Anchor Sta	ndards
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CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				Х	Х	Х				X	

## **Guiding Questions for Instruction:**

- Where was slavery most prominent and what forms of labor did enslaved people perform?
- How did the Northwest Ordinance of 1787 and the Missouri Compromise of 1820 affect slavery?
- How was slavery a factor in the addition of new states to the union?
- How did enslaved people maintain connections to their African heritage and traditions?
- How did enslaved people resist slavery?

## **Learning Assessment Objectives:**

- a. **Analyze** the nature of slavery (e.g., types of labor, living accommodations, Slave Codes), and **argue** who benefited from that practice
- b. **Analyze** the relationship between cotton, U.S. expansion, and the expansion of slavery, and **argue** the impacts and who benefited
- c. Analyze governmental actions on expansion of slavery, and argue the impacts
- d. **Analyze** the relationship between slavery and the addition of new states (e.g., California, Missouri, Texas)
- e. **Analyze** the conditions and actions taken that led to the preservation and perpetuation of African traditions and people (e.g., music, clothing, religious beliefs)
- f. **Analyze** the efficacy of efforts to resist slavery (e.g., self-emancipation, slowing down work, destruction of property, Stono Rebellion 1739, Nat Turner's Rebellion 1831)

## Inquiry Topic 6: Competing Visions and Regionalism in Antebellum America

Compelling Question: Is reform always the same thing as change?

SSHS.USI.6.1 The Second Great Awakening	Conne	ctions t	o the Ri	node Isl	and And	hor Sta	ndards					
Argue the impacts of the Second Great	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Awakening on American thought and behavior				Х		Х						
<ul> <li>• What caused the Second Great Awakening?</li> <li>• What were the main religious ideas of the Second Great Awakening?</li> <li>• How did the Second Great Awakening foster an interest in social reform and participation by women in social and political issues?</li> </ul>		Explain benefite Explain Explain	ed from t n the fun	n ability onale for hat move damenta	to: r and natement l tenets outcomes	of the Se	e Second cond Gree econd Gr	eat Awal	kening		J	10

SSHS.USI.6.2 Antebellum reformers and social issues	Connections to the Rhode Island Anchor Standards											
Argue the impact of attempts by reformers to change American society in the antebellum period	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
					Х	Х						
<ul> <li>Guiding Questions for Instruction:</li> <li>How did reformers want to change American institutions such as prisons and schools?</li> <li>Why did antebellum reformers think temperance was important?</li> <li>What was the connection between the abolitionist and women's rights movement?</li> </ul>	Learning Assessment Objectives: Students demonstrate an ability to:  a. Analyze the goals for and outcomes of institutional reform movements (e.g., prisons, schools) and argue who benefited  b. Analyze the goals and outcomes for the temperance movement and argue who benefited  c. Analyze connections between the abolitionist and women's right movements and argue who benefited											

SSHS.USI.6.3 Abolitionists and their arguments against slavery	Connections to the Rhode Island Anchor Standards													
Argue the impact of the collaborative efforts of abolitionists to end slavery in the United States	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG		
			Х			Х					Х			
Guiding Questions for Instruction:	Learning Assessment Objectives: Students demonstrate an ability to:													
<ul> <li>What religious arguments did abolitionists use against slavery?</li> </ul>	a.	a. <b>Analyze</b> the religious and political rationales for abolition												
<ul> <li>What political arguments did abolitionists use against slavery?</li> </ul>	b. <b>Identify</b> the notable leaders and followers of the abolition movement (e.g., Olaudah Equiano, Frederick Douglass, Sojourner Truth, William Lloyd Garrison, Lydia Maria Child, including the role of Elizabeth Buffum Chace in the Underground Railroad in Rhode Island), <b>analyze</b> their contributions, and <b>argue</b> their impacts on the movement													
<ul> <li>How did free Blacks and white women participate in the</li> </ul>														
abolitionist movement?	c. <b>Analyze</b> the political and economic approaches to abolishing slavery ( Congress, literature, protests, boycotts), and <b>argue</b> the impact of those													
<ul> <li>What political and economic tactics did abolitionists use against slavery?</li> </ul>		2011.61	,	, pro-		, - 3 , .	w- <b></b>			uppi				

SSHS.USI.6.4 Women's	Conne	ctions t	o the Rl	node Isl	and And	chor Sta	ındards					
participation in public life Argue the impact of the increasingly	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
common participation of women in public life in antebellum America			Х			Х						
Guiding Questions for Instruction:		_	ment O	•		•						
<ul><li>What was the Cult of True Womanhood?</li><li>How did women use benevolent</li></ul>	Studen a.	Analyz	nstrate a  e the ass is concep	umption		the Cul	t of True	Woman	hood and	l argue v	who bene	efited
associations to participate in public life?	b.	•					ions to in oor Wido			• •	•	
How did educational opportunities for women expand in the		Associa particip		dies Cha	rleston V	/oluntee	r Aid So	ciety), ar	nd <b>argue</b>	the impa	acts of th	ıat
<ul><li>antebellum era?</li><li>What were the origins of the</li></ul>	c.	-	n the inciportunit		women's	s educati	onal opp	ortunitie	s and <b>ar</b> ;	gue who	benefite	d fron
women's suffrage and rights	d	Analyz	a the arc	with of v	zomen's	suffrage	movem	ent and s	rano ite	impacts		

movement?

d. **Analyze** the growth of women's suffrage movement and **argue** its impacts

SSHS.USI.6.5 Growing regional differences between the North and	Conne	ctions t	o the Rh	node Isl	and And	chor Sta	ndards					
South	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Argue the impacts of the growing regional antagonism in the United States between the North and the South in the antebellum period	X				Х	Х				Х	Х	Х
Guiding Questions for Instruction:	Learnin	g Assess	ment Ol	ojectives	:							
<ul> <li>How did pro-slavery advocates defend the system of slavery?</li> <li>How did the Missouri Compromise of 1820 and the Nullification Crisis divide the North and the South?</li> <li>What was the fear of a slave power conspiracy?</li> </ul>	a. b. c.	Analyz Analyz reaction	e the infl e white r	uments i	n favor of governito ensla	mental a	ctions on	regiona	benefite l differen d <b>argue</b>	nces	•	
<ul> <li>How did economic differences contribute to growing sectional division?</li> </ul>												

# **Inquiry Topic 7: The Civil War and Reconstruction**

Compelling Question: Has the Civil War really ended?

SSHS.USI.7.1 Long-term causes of the Civil War	Conne	ctions t	o the Rh	ode Isla	and And	hor Sta	ndards					
Argue how social, cultural, economic,	CG.P	CG.RL	CG.RR	н.сс	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
and political pressures and differences how led to the outbreak of civil war in the United States	Х	Х				Х	Х				Х	
Guiding Questions for Instruction:		•	ment Ol	•								

- What was sectionalism and how did it divide the United States?
- How did industrialization contribute to growing sectional differences?
- What was the Crisis of the 1850s?
- Why was the Republican Party created and why was the Election of 1860 pivotal in U.S. history?

- a. **Analyze** the nature and conditions of antebellum sectionalism and **argue** who benefited from this situation
- b. Analyze the implications of industrialization for sectionalism
- c. Analyze the effects of political decisions on sectionalism (e.g., Compromise of 1850, Fugitive Slave Law 1850, Kansas-Nebraska Act 1854, Dred Scott decision 1857, Lincoln-Douglas debates, John Brown's raid on Harpers Ferry 1859) and argue the impact of those actions
- d. Analyze the rationale for and the outcomes of the rise of the Republican party

SSHS.USI.7.2 Resources the North and South had at the start of the	Conne	ctions t	o the Rl	node Isla	and And	hor Sta	ndards					
Civil War	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Argue how the advantages and disadvantages that the North and South had at the start of the Civil War played a role in the outcome of the War				Х		Х				Х	X	
<ul> <li>• What role did industrialization and agriculture have in the Civil War?</li> <li>• What kinds of military training and experience did the leaders of the Union and Confederate armies have?</li> </ul>		Analyz impacts Analyz	on the c	n ability nents of levelopm	to: industry ent of th antages	ne Civil 'and disa	War dvantage	J	·	eriod, an	J	

• What is the difference between a war of offense and a war of

defense?

c. **Explain** the distinctions between a war of offense and a war of defense

SSHS.USI.7.3 Roles of various
individuals and groups in the Civil
War

Argue the impact of the roles and experiences of the multitude of individuals and groups during the Civil War

<b>Connections to the Rhode</b>	e Island Anchor Standards
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CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	ļ			Х	Х						

#### **Guiding Questions for Instruction:**

- How did free and enslaved black Americans experience the Civil War?
- How did Indigenous Americans experience the Civil War?
- How did women experience the Civil War?
- How did immigrants experience the Civil War?

#### **Learning Assessment Objectives:**

- a. **Explain** the roles fulfilled by Black Americans during the Civil War(e.g., roles of Black regiments including the 14th Rhode Island Heavy Artillery Unit (Colored)), **analyze** their experiences and contributions, and **argue** the impacts of their efforts
- b. **Explain** the roles fulfilled by Indigenous Americans during the Civil War, **analyze** their experiences and contributions, and **argue** the impacts of their efforts
- c. **Explain** the roles fulfilled by women during the Civil War (e.g., Kady Brownell, Katharine Prescott Wormeley, Julia Ward Howe), **analyze** their experiences and contributions, and **argue** the impacts of their efforts
- d. **Explain** the roles fulfilled by immigrants during the Civil War, **analyze** their experiences and contributions, and **argue** the impacts of their efforts

SSHS.USI.7.4 The Emancipation Proclamation	Conne	ctions t	o the Ri	node Isla	and And	hor Sta	ndards					
Argue the effects the Emancipation	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Proclamation had on the Civil War as policy and propaganda	Х	Х	Х	Х	Х	Х						
<ul> <li>Why did Abraham Lincoln write and deliver the Emancipation Proclamation?</li> <li>What effect did the Emancipation Proclamation have on the Civil War?</li> <li>How did Black Americans respond to the Emancipation Proclamation?</li> </ul>		Explair Analyz Analyz	<b>e</b> the sco	n ability onale for pe and o	to: and con utcomes	of the E	of the En Emancipa e Emanc	tion Pro	clamatio	n, and <b>a</b>	<b>rgue</b> its	•

Argue the impact of military components, leaders, and battles, on the course and end of the Civil War  Guiding Questions for Instruction:  How did the events at Fort Sumter start the Civil War?  What roles did military leaders on both sides perform during the War?  What battles led to turning points  X  Learning A  Students d  a. Ar		n ability		H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG				
components, leaders, and battles, on the course and end of the Civil War  Guiding Questions for Instruction:  How did the events at Fort Sumter start the Civil War?  What roles did military leaders on both sides perform during the War?  What battles led to turning points  X  Learning A  Students d  a. Ar  ar  Bu  What battles led to turning points	emonstrate a	<b>bjective</b> s		Х										
<ul> <li>How did the events at Fort Sumter start the Civil War?</li> <li>What roles did military leaders on both sides perform during the War?</li> <li>What battles led to turning points</li> </ul>	emonstrate a	n ability												
<ul> <li>How did the events at Fort Sumter start the Civil War?</li> <li>What roles did military leaders on both sides perform during the War?</li> <li>What battles led to turning points</li> </ul>			to:	Learning Assessment Objectives: Students demonstrate an ability to:										
during the War?  • Why is the Battle of Gettysburg an	gue the impartiple of the role of the role of the role of the Wurse of the W	ets of the es of mil ses S. Grand argue we battles	itary lead ant, Robe their im	e ders duri ert E. Lec apacts on	ng the wa e, Stonev the War	ar (e.g., A wall Jack	Abraham son), <b>an</b>	n Lincoln <b>alyze</b> the	ı, Ambro eir	se				

SSHS.USI.7.6 Management of Reconstruction	Conne	ctions t	o the Rl	node Isl	and And	hor Sta	ndards						
Argue the impact of the conflict	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
between the Reconstruction plans of Abraham Lincoln, the Radical Republicans, and Andrew Johnson				Х	Х	Х							
Guiding Questions for Instruction:		_	ment O	-									
<ul> <li>What position did Lincoln favor taking toward the former Confederate states?</li> </ul>	a. Analyze the rationale for and components of Lincoln's approach to Reconstruction, and argue who benefited from that approach												
What was the Radical Republican plan for Reconstruction?	<ul><li>argue who benefited from that approach</li><li>b. Analyze the rationale for and components of the Radical Republicans' plan for Reconstruction, and argue who benefited from that plan</li></ul>												
<ul> <li>Why did Congress impeach Andrew Johnson?</li> </ul>	c.	<b>Explai</b> Johnson	<b>n</b> the rati n	onale for	and <b>ana</b>	alyze the	outcom	e of the i	mpeachi	ment of A	Andrew		
What were the components of Reconstruction?	d.	Analyz the app	<b>e</b> the cor roach	mponents	s and out	comes o	f Recons	struction	, and <b>arg</b>	gue who	benefited	d from	

SSHS.USI.7.7 The effects of Reconstruction on Black Americans	Conne	ctions t	o the Rh	node Isl	and And	hor Sta	ındards					
Argue how Reconstruction affected	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Black Americans and the establishment of their lives after enslavement				Х		Х					Х	
<ul> <li>Guiding Questions for Instruction:</li> <li>What did the 13th, 14th, and 15th amendments do?</li> <li>Why have Black Americans celebrated Juneteenth and why has it recently become a national holiday?</li> </ul>	a. <b>Analyze</b> components and outcomes of the 13th, 14th, and 15th amendments, and <b>argue</b> who benefited from those amendments										gue	
<ul> <li>How important was education to formerly enslaved African Americans?</li> <li>What was sharecropping and how did it reconstitute the conditions of slavery?</li> </ul>	d. e.	roles of Freedm	institution  en  e the cor	ons such	as the F	reedmer	Black An's burea	u and Rh	ode Isla	nd Assoc	ciation fo	or

#### HIGH SCHOOL – UNITED STATES HISTORY II: LATE 19TH CENTURY TO THE PRESENT

This course is a survey of United States history from the late 19<sup>th</sup> century to the present day. Students build upon what was learned in their middle school studies to engage in this period of United States' history. Students will also enhance their analytical skills and be able to further recognize diverse and multiple perspectives in history.

# Topics of Inquiry, Compelling Questions, and Standards

# Inquiry Topic 1: Transformations of the Late 19th Century

**Compelling Question:** Did industrialization improve life for all people?

SSHS.USII.1.1: The Second Industrial Revolution and urbanization

SSHS.USII.1.2: Industry and westward expansion

SSHS.USII.1.3: Sharecropping and segregation

SSHS.USII.1.4: Second-wave immigration to the United States

SSHS.USII.1.5: Emergence of the Populist movement

SSHS.USII.1.6: Foreign policy

# Inquiry Topic 2: Progressivism and World War I

Compelling Question: Did World War I doom the Progressive Era?

SSHS.USII.2.1: Progressive reformers

SSHS.USII.2.2: Civil rights activism during the Progressive Era

SSHS.USII.2.3: Progressivism and woman suffrage

SSHS.USII.2.4: The United States and World War I

SSHS.USII.2.5: The home front

SSHS.USII.2.6: The effects of World War I on the global standing of the United States

# Inquiry Topic 3: The 1920s, the Great Depression, and the New Deal

Compelling Question: Did combating the Great Depression split the country?

SSHS.USII.3.1: Cultural shifts during the "roaring" twenties

SSHS.USII.3.2: Causes, effects, and solutions during the Great Depression

SSHS.USII.3.3: Distinctions between the First and Second New Deals

# **Inquiry Topic 4: World War II**

Compelling Question: Was the "good war" good for all?

- SSHS.USII.4.1: Isolationism and the eventual involvement of the United States in World War II
- SSHS.USII.4.2: The effects of the War on American society
- SSHS.USII.4.3: United States military during World War II
- SSHS.USII.4.4: Revelations of Nazi genocide against the European Jews

# Inquiry Topic 5: The Cold War

Compelling Question: When does a "cold" war end?

- SSHS.USII.5.1: The United States and the Soviet Union as global superpowers
- SSHS.USII.5.2: Foreign policy and domestic effects of the Cold War
- SSHS.USII.5.3: The American economy and post-war affluence
- SSHS.USII.5.4: Global decolonization and the expansion of American power

# **Inquiry Topic 6: Civil Rights Movements**

Compelling Question: Is protest patriotic?

- SSHS.USII.6.1: Conditions for Black Americans after World War II
- SSHS.USII.6.2: People and organizations of the Civil Rights Movement and their contributions
- SSHS.USII.6.3: The liberation and identity power movements of the 1960s and 1970s

# Inquiry Topic 7: The Ebb and Flow of Left and Right

Compelling Question: Is military strength a prerequisite for peace?

- SSHS.USII.7.1: Foreign and domestic policies of presidents Kennedy and Johnson
- SSHS.USII.7.2: American presence in Vietnam and opposition
- SSHS.USII.7.3: Economic shifts of the 1960s and 1970s
- SSHS.USII.7.4: Foreign and domestic policies of Presidents Nixon and Carter
- SSHS.USII.7.5: The New Right and the presidencies of Ronald Reagan and George H.W. Bush

# **Inquiry Topic 8: Contemporary United States**

Compelling Question: Could someone have predicted the divisions in America?

- SSHS.USII.8.1: The Clinton and George W. Bush presidencies
- SSHS.USII.8.2: The terrorist attacks of September 11, 2001
- SSHS.USII.8.3: The Obama and Trump presidencies
- SSHS.USII.8.4: The internet and the connected society

# Standards Tables

# **Inquiry Topic 1: Transformations of the Late 19th Century**

Compelling Question: Did industrialization improve life for all people?

SSHS.USII.1.1 The Second Industrial Revolution and urbanization	Conne	ctions t	o the Rh	node Isl	and And	hor Sta	ndards					
Argue the social and economic impacts	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
of industrialization and the urbanization of the United States after the Civil War			Х	Х		Х					Х	Х
<ul> <li>Guiding Questions for Instruction:</li> <li>What were the major inventions of the late 19th century and how did they further impact industrialization?</li> </ul>		they co	nstrate a y major i ntributed	n ability nvention to the e	to: ns and in xpansion	of indu	as from th strializat	ion				
<ul> <li>How did industrialization create great wealth for some people?</li> </ul>		(e.g., ch	nanges to	farming	g, mining	, and ma	anufactur ent ways	ing indu				
<ul> <li>How did industrialization change the relationship between workers and their labor?</li> </ul>	c.	-		_			ization a neir impl			_		
• What was the relationship between industrialization and urbanization?	d.	century	, analyz	e the rela	tionship	s betwee	haracteri en labor u ne impac	ınions aı	nd their r	nembers		
<ul> <li>How and why were labor unions formed and how did they meet the needs of their members?</li> </ul>	e.	Analyz	<b>e</b> the effe	ects of u	rbanizati	on on th	e enviror	nment				
• What effects did urbanization have on the environment?												

SSHS.USII.1.2 Industry and
westward expansion

Argue how government policies fueled the expansion of an industrial economy after the Civil War

Conne	ctions to	o the Rh	node Isla	and And	hor Sta	ndards					
CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
V	V	V		<b>Y</b>	<b>Y</b>	V					V

#### **Guiding Questions for Instruction:**

- Why did the United States government deploy federal troops to remove Indigenous peoples from western lands in the late 19th century and what were the longand short-term impacts?
- How did settler colonialism contribute to Indigenous genocide?
- How was the federal government involved in building the railroads?
- What role did tariffs play in the Industrial Revolution?
- What was the Sherman Antitrust Act and how did the federal government use it against workers?

#### **Learning Assessment Objectives:**

- a. **Analyze** the rationale behind the removal of Indigenous peoples from their lands, and **argue** how different groups of people were impacted both short- and long-term
- b. **Explain** the definition of settler colonialism, and **analyze** how it is similar and different from manifest destiny
- Explain the role of the federal government in supporting industrialization and westward expansion (e.g., Morrill Tariff and Land Grant Act 1862, Homestead Acts 1862, Pacific Railway Act of 1862)
- d. **Analyze** the efficacy of the policies and laws created after the Civil War related to industrialization (e.g., Sherman Antitrust Act, Sherman Silver Purchase Act, McKinley Tariff Act), and **argue** how they impacted society

SSHS.USII.1.3 Sharecropping and segregation	Connections to the Rhode Island Anchor Standards											
Argue how the system of sharecropping	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
and segregation affected the lives of Black Americans in the South after the Civil War		X	Х	Х								Х
<ul> <li>Guiding Questions for Instruction:</li> <li>How did sharecropping create a cycle of poverty?</li> <li>How did <i>Plessy v. Ferguson</i> (1896) create legal segregation?</li> <li>What was the Great Migration?</li> <li>How was segregation enforced?</li> </ul>		Analyz Americ Argue Explain	ans the impa n the rati	on ability onale for ct of <i>Ple</i> onale for	to: r and con ssy v. Fe and con actions	erguson (	of shared on segreg of the Gr enforce	gation eat Migr	ration			

SSHS.USII.1.4 Second-wave immigration to the United States	Connections to the Rhode Island Anchor Standards											
Argue the influence industrialization	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
had on second-wave immigration in the late 19th century, and the impacts of government responses		Х				Х	Х				Х	
Guiding Questions for Instruction:	Learning Assessment Objectives:											
<ul> <li>Who were the main immigrant groups in the late 19th century?</li> <li>How did the federal government manage immigration?</li> <li>What conditions did immigrants to the United States face in the late 19th century?</li> </ul>	a. b.	experiences of U.S. immigrants after the Civil War (e.g., those from Italy, Poland, Russ Portugal, Greece, Armenia, China, Japan, Korea, Punjab, Bengal, India, Mexico)										
<ul> <li>How are immigration, urbanization, and industrialization linked?</li> </ul>	C.	•	he impac	•	_		ration, ur	vamzan	ni, and n	iuusuran	ization, a	uiu
<ul> <li>Why did ethnic neighborhoods emerge in cities and what benefits did those ethnic neighborhoods offer immigrants?</li> </ul>	d. <b>Analyze</b> the patterns of immigration and urbanization during the late 19th century, and <b>explain</b> the formations of ethnic neighborhoods in cities and their benefits									and		

SSHS.USII.1.5 Emergence of the Populist movement	Connections to the Rhode Island Anchor Standards											
Argue the impacts of the Populist	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
movement on the United States	Х	Х	Х	Х	Х							
<ul> <li>Guiding Questions for Instruction:</li> <li>What were the goals and strategies of the Populists movement?</li> <li>How did Populists change over time?</li> <li>What were the successes and failures of the Populist movement?</li> </ul>		Explain Farmers Analyz Party, n	s' Allian  e the even	n ability pose and G ce and G clution of ith the D	role of I range m f Populis emocrat	ovement sm in the ic Party	s) late 19th in 1896)	h and ear	rly 20th o	y 20th ce centuries as and <b>ar</b>	(e.g., Pe	ople's

SSHS.USII.1.6 Foreign policy Argue how and why the United States	Connections to the Rhode Island Anchor Standards											
emerged as a global power in the early 20th century	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Zour century	Х	CG.P CG.RL CG.RR H.		Х	Х							
<ul> <li>Guiding Questions for Instruction:</li> <li>What were the causes and results of the Spanish-American war?</li> <li>How did the United States expand its territory in this era?</li> <li>What were the domestic and foreign impacts of United States' foreign policy in this era?</li> </ul>	a. b.	Explain outcom  Analyz centurie	n the raties  e Unitedes (e.g., I	n ability onale for States for Roosevel	to:  and cor  oreign po  t Corolla  licy at he	olicies of ary, "Big ome in t	f expansi g Stick" i he U.S.,	on in the deology) and <b>argu</b>	e late 19t ), and <b>ar</b> ie the im	h and ear gue their pacts	rly 20th impacts	

# Inquiry Topic 2: Progressivism and World War I

Compelling Question: Did World War I doom the Progressive Era?

SSHS.USII.2.1 Progressive reformers Argue how Progressive reform socially	Connections to the Rhode Island Anchor Standards											
and economically impacted the lives of	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
people in the United States	X											
<ul> <li>What was the impetus for the Progressive movement?</li> <li>Who was involved in the Progressive movement?</li> <li>What approaches did progressives use to further their goals?</li> <li>How did the United States government respond to the Progressive agenda?</li> <li>What Progressive reforms helped social welfare?</li> </ul>		Identify Progress Woodro Analyz change Analyz Progress and arg Analyz Progress their so Analyz individu	e the chasive moves the change sive Eracial and e events and	n ability ekground (e.g., Thon) and a n which unges in the esconomi from the different	s, and are leodore I argue the figures and e.g., chill and economic relationship re Food c impact e Progres a groups in	Rooseve e impact nd group I laws re d labor I mic imp hip betw and Dru s sive Era in societ	ne perspe lt, Jane A of the ro ps of Pro lated to l aws, safe acts veen prod g Act, Fe , and arg y (e.g., coxpansion	Addams, le(s) the gressive abor and er working lucers and ederal Muse the inhanges t	Ida Tarby fulfille s used the worning conditions of the education of the e	ell, Upto d eir powe kplace be tions, 8-h mers duri ection Ac	r to bring ecause or nour working the live ext, and a	ir, g about f the kday),

SSHS.USII.2.2 Civil rights activism
during the Progressive Era

Argue the impacts of civil rights activism during the Progressive Era on improving Black Americans' lives

CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Х		Х	Χ	Χ	Χ						

#### **Guiding Questions for Instruction:**

- What were the goals of civil rights leaders during the Progressive Era?
- What ideas and actions did leaders such as George Washington Carver and W.E.B. Du Bois advocate for?
- How did white Americans respond to the civil rights movement during the Progressive Era?

#### **Learning Assessment Objectives:**

- a. Identify the backgrounds, and analyze the perspectives of civil rights leaders during the Progressive Era (e.g., George Washington Carver and the Atlanta Compromise speech, W.E.B. Du Bois and "double consciousness," Ida B. Wells and anti-lynching), and argue the impacts of the role(s) they fulfilled
- b. **Analyze** the ways in which Progressive civil rights leaders used their power to bring about change (e.g., Tuskegee Institute, Anti-Lynching Campaign, Niagara Movement and National Association for Advancement of Colored People, National Urban League), and **argue** their effectiveness
- c. **Analyze** the ways white Americans responded to the civil rights movement (e.g., rise of the KKK, *Plessy v. Ferguson* 1896, Red Summer 1919, Tulsa Race Massacre 1921), and **argue** how those responses impacted the movement

SSHS.USII.2.3 Progressivism and
woman suffrage

Argue the impacts of woman suffrage activism during the Progressive Era on the passage of the 19th Amendment

ds

CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	Х	Х	Χ		Χ						

# **Guiding Questions for Instruction:**

- What were the connections between the abolition movement and the beginnings of the woman suffrage movement?
- How and why did the woman suffrage movement grow in the Progressive Era?
- How did women's suffrage progress at the state level?
- What circumstances led to women gaining full suffrage starting in 1920?
- Why were some women left out of suffrage?

#### **Learning Assessment Objectives:**

- a. **Analyze** the legacies of the woman suffrage movement before the Civil War, and **argue** its impact on the road to suffrage
- b. **Identify** the backgrounds, **analyze** the perspectives of people and organizations for and against woman suffrage (e.g., Elizabeth Cady Stanton, Susan B. Anthony, National Woman's Party, Woman's Anti-Suffrage Association, National Association Opposed to Woman Suffrage), and **argue** the impacts of the role(s) they played
- c. **Analyze** the strategies suffragists used to gain woman suffrage (e.g., pamphlets, protests, conventions), and **argue** their impacts
- d. **Identify** the states that began to extend suffrage to women (e.g., Illinois 1913, Rhode Island 1917), and **argue** the impacts of ratification of the 19th Amendment
- e. **Explain** why some women were left out of suffrage despite the 19th Amendment (e.g., Indigenous people were not considered citizens until 1924; gerrymandering, poll taxes, and voting exams prevented many Americans of color from voting until the Voting Rights Act of 1965)

SSHS.USII.2.4 The United States and World War I	Connections to the Rhode Island Anchor Standards													
Argue the impact of America's shift	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG		
from isolationism to involvement in World War I	Х			Х	Х	Х								
<ul> <li>Guiding Questions for Instruction:         <ul> <li>What caused World War I in Europe?</li> <li>How did Americans and the U.S. government respond to the Armenian genocide?</li> <li>What major events prompted U.S. involvement in World War I?</li> <li>How did American popular opinion towards World War I shift during the war?</li> </ul> </li> </ul>		Explain expansi  Analyz  Armeni involve  Explain World V  Zimmer	onism, n  e the respans durind  the ration  War I (e.,  rman Tel	onale for ationalis ponse by ng this timonale for g., submegram)	to:  and anam, alliar  Americ me, and  and ana arine atta	ans and argue the alyze the acks on a	the U.S. ne lasting e condition merchan	governm s impacts ons leadi t ships, s	ng to Wo	e genoci eople and U.S. inv	de of d commu volvemen itania,	nt in		

SSHS.USII.2.5 The home front Argue how America's regulation of the	Conne	ctions t	o the Rh	node Isla	and And	hor Sta	ndards						
home front impacted Americans during World War I	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
wond war i	Х		Х		Х	Х				Х			
Guiding Questions for Instruction:     How did the federal government regulate the economy during World War I?	Student	Learning Assessment Objectives:  Students demonstrate an ability to:  a. Analyze the efficacy of federal powers to mobilize for war (e.g., regulating the economy, selective service), and argue the impact these actions had  b. Analyze ways people were impacted by America's involvement in WWI (e.g., home											
<ul> <li>How did women, Black Americans, immigrants, and other groups experience World War I at home?</li> </ul>	b.	effort, e	extreme r	nativism,	racial b	acklash	against B	Black ser	vicemen)	WWI (e ) and hov ge and Se	w they ar	nd the	
What was the Committee on Public Information and Schenck v. United States (1919) and how were they	c.	•		•						g., Liberty iduals an	•		
used?	d.	-				•	•		•	opinion argue the		s of	

those attempts

SSHS.USII.2.6 The effects of World War I on the global standing of the	Connections to the Rhode Island Anchor Standards													
United States	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG		
Argue the impact of the emergence of the United States as a dominant global power	Х			Х	Х		Х		Х	Х				
Guiding Questions for Instruction:	Learnin	g Assess	ment Ol	ojectives	:									
<ul> <li>What did Woodrow Wilson mean by the term "self-determination for nations"?</li> </ul>	Student a.													
<ul> <li>Why did the United States refuse to join the League of Nations?</li> </ul>	b.	•	_			_		•	•		ons, and ter joinir	_		
How did the United States govern its colonial territories after World	c.	•	e how Waa respon		r I chang	ged Ame	rica's gl	obal stan	ding in t	he world	l and the	ways		
War I?	d.	Analyz	e the cha	nges Wo	orld War	I had or	n Americ	an globa	l policy					
<ul> <li>Why did the United States pursue isolationism and protectionism after achieving global power and</li> </ul>	e.	•	<b>e</b> the rati tectionis		r and <b>ar</b> g	<b>gue</b> the i	mplication	ons of th	e U.S.'s	position	of isolat	ionism		
prestige?	f.	Analyz	<b>e</b> the glo	bal econ	omic im	pact of the	he World	l War I						

• What was the global economic effect of World War I?

# Inquiry Topic 3: The 1920s, the Great Depression, and the New Deal

Χ

Compelling Question: Did combating the Great Depression split the country?

SSHS.USII.3.1 Cultural shifts during
the "roaring" twenties

Argue how cultural and migratory shifts at the end of World War I impacted society and changed the demographic and cultural landscape of the nation

Conne	ctions to	o the Rh	node Isla	and And	hor Sta	ndards					
CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

Х

#### **Guiding Questions for Instruction:**

- What economic and cultural factors drew people from the countryside to the cities?
- How and why were there shifts in social and cultural values during the 1920s?
- How and why were there backlashes against immigration and diversity during the 1920s?
- What role did the Great Migration, Pan-Africanism, and the "New Negro" movement have in redefining Black American life?
- Who were the leading figures of the Harlem Renaissance and how did they reshape popular understandings of Black American life?

# **Learning Assessment Objectives:**

Students demonstrate an ability to:

X

Х

- a. **Explain** the reasons individuals and groups migrated to more populated areas during the 1920s (e.g., technological advances such as plumbing, sewers, and electricity)
- b. **Analyze** ways that municipalities responded to the influx of individuals and groups, and **argue** the impact these approaches had
- c. **Explain** the differences and shifts in political, social, and/or cultural values during the 1920s, and **analyze** the impact these shifts had on society (e.g., Scopes Trial, flappers, Prohibition)
- d. **Analyze** varying perspectives on immigration and diversity during the 1920s (e.g., Red Scare, Ku Klux Klan, Sacco and Vanzetti trial, Asian Exclusion Act, National Origins Quota Act), and **argue** the impacts on society
- e. **Analyze** the range of lived experiences of Black Americans during the 1920s (e.g., Great Migration, Pan-Africanism, "New Negro" movement)
- f. **Analyze** the characteristics and **identify** leading figures of the Harlem Renaissance (e.g., Zora Neale Hurston, Langston Hughes), and **argue** how the movement impacted society in New York City and beyond

X

# SSHS.USII.3.2 Causes, effects, and solutions during the Great Depression

Argue how and why the Great Depression impacted the United States politically, socially, and economically

<b>Connections to the Rhode</b>	<b>Island Anchor Standards</b>
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CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Х			Х	Х	Х				Х	Х	Х

#### **Guiding Questions for Instruction:**

- What did farmers do to meet the needs of the military during World War I and how did that create financial difficulties for them?
- What economic safety nets existed for workers who lost their employment?
- How did Americans come to rely on credit in the early 20th century?
- What was "buying on margin" in the stock market and how was the stock market regulated in the 1920s?
- How did the Great Depression impact individuals and groups?
- How and why did Herbert Hoover and Franklin Delano Roosevelt respond differently to the Great Depression?

#### **Learning Assessment Objectives:**

- a. Analyze the ways World War I affected farmers and agriculture in America
- b. **Analyze** the burdens that existed for people when they lost employment (e.g., no unemployment pay, low percentage of married women in the workforce, business policies such as "last hired, first fired"), and **argue** how different groups were impacted
- c. **Explain** the system of credit in the early 20th century, **analyze** its impact on Americans, and **argue** who benefited from this system
- d. **Analyze** how the stock market operated in the 1920s and factors that contributed to the stock market crash of 1929 (e.g., buying on margin, excess bank loans)
- e. **Argue** the impacts of the Great Depression, and the ways individuals and groups responded (e.g., Hoovervilles, Bonus Army, westward migration due to the Dust Bowl)
- f. Analyze the political ideologies related to addressing the Great Depression
- g. **Analyze** the ways that the federal government responded to the Great Depression (e.g., National Credit Corporation, Smoot-Hawley Tariff, Federal Home Loan Bank Act, Emergency Relief and Construction Act), and **argue** the extent to which responses were successful and for whom

SSHS.USII.3.3 Distinctions between the First and Second New Deals	Conne	ctions t	o the Ri	node Isl	and And	chor Sta	ındards						
Argue how the New Deal's shift from	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
relief and recovery to long term economic reform impacted the Great Depression	Х	Х	Х		Х							Х	
<ul> <li>Guiding Questions for Instruction:</li> <li>What were the elements of and reactions to the first New Deal?</li> <li>What were the reactions to the first New Deal?</li> </ul>		First Hundred Days, Emergency Banking Act)											
<ul> <li>What were the elements of the second New Deal?</li> <li>What were the reactions to the second New Deal?</li> </ul>	c. d.	Social S  Analyz	n the rati Security, e the rea	the Nati	onal Lab	oor Relat	e actions ions Act	) g., polic	y change	s, politic	al shifts,		

# **Inquiry Topic 4: World War II**

Compelling Question: Was the "good war" good for all?

SSHS.USII.4.1 Isolationism and the eventual involvement of the United	Conne	ctions t	o the Rh	ode Isla	and And	chor Sta	ndards					
States in World War II	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Analyze the United States' attempts to remain isolated from global crises and the reasons for its eventual involvement in World War II	Х	Х		Х	X	Х						
Guiding Questions for Instruction:	Learnin	g Assess	ment Ol	ojectives	:							
<ul> <li>What was the difference between isolationism and internationalism?</li> <li>Why did the United States refuse to participate in the London Conference of 1933?</li> <li>What was Roosevelt's "Good Neighbor" policy?</li> <li>What were the causes of World War II?</li> <li>What were the origins of the Nazi racial state?</li> <li>What factors led to the US involvement in World War II?</li> </ul>	a. b. c. d.	Explain internat policy, Analyz appease Analyz Explain	Neutralit  e the impement, ris  e the ide	onale for a in the Usy Acts, I pact of fasce of fasce ologies a ditions of	r, and an United St Lend-Lea actors lea eism in C and cond	ates (e.g ase Act) ading to Germany itions lea	., Londo, and arg WWII (e , Italy, and ading to	n Confer tue how .g., Trea nd Japan the Nazi	rence of those po ty of Ve ) racial st	1933, Go licies aff rsailles, i	nd ood Neig ected soo failure of WWII (e	ciety

SSHS.USII.4.2 The effects of the War on American society	Connections to the Rhode Island Anchor Standards													
Argue how World War II impacted	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG		
different groups of people in the United States	Х	Х		Х		Х								
Guiding Questions for Instruction:		_	ment Ol	•										
What demographic changes occurred during World War II?	Studen <sup>a</sup>	a. <b>Analyze</b> demographic changes in the United States during World War II												
What was the Bracero program?	b.													
How did Black Americans use the Double V campaign to fight for civil rights during World War II?	c.	•	<b>e</b> ways la omen joi				d during	World V	Var II (e	.g., Brace	ero Prog	ram,		
What happened to Japanese     American during World War II?	d.	•	e the stat				n society	during V	World W	ar II, and	d argue v	what		
	e.	•			•		ment pol n Japane			II, and a	irgue the	e short-		

#### **Connections to the Rhode Island Anchor Standards** SSHS.USII.4.3 United States military actions during World War II Argue how military actions and the CG.P CG.RL CG.RR H.CC H.HP G.HPE H.IG experiences of American and Allied Χ soldiers in Asia and Europe during Χ Χ World War II affected the course and participants of the War **Learning Assessment Objectives: Guiding Questions for Instruction:** Students demonstrate an ability to: What challenges did the Allied forces face in defeating Japan during World War II?

- What challenges did the Allied powers face in defeating the Axis powers in Europe?
- What turning points distinguished the major phases of the war in Asia, Europe, and North Africa?
- What battle conditions did American soldiers face in Asia and Europe?
- How did Black Americans experience military service during World War II?
- What were the experiences of Indigenous Americans in the military during World War II?

- a. **Explain** the conditions of and actions taken by the U.S. military in Asia and Europe during World War II
- b. **Explain** the milestones and events of U.S. involvement in Asia during World War II (e.g., Battle of Midway, atomic bomb on Hiroshima), and argue the impact of that involvement

G.HSP

G.WST

E.SA

E.PC

E.EG

- **Explain** the milestones and events, of U.S. involvement in Europe during World War II (e.g., Battle of the Bulge, liberation of concentration camps, V-E Day), and argue the impact of that involvement
- d. Analyze the experiences of U.S. soldiers from different cultures and backgrounds during World War II (e.g., Navajo Code Talkers, Filipino soldiers, Tuskegee Airmen, 442nd Regimental Combat team), and argue the impacts of the war on soldiers

SSHS.USII.4.4 The revelations of Nazi genocide against the European	Connections to the Rhode Island Anchor Standards												
Jews	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
Argue the lasting effects of the causes, results, and response to the Holocaust	Х		Х	Х	Х	Х							
<ul> <li>Guiding Questions for Instruction:</li> <li>How did Nazi genocidal policies and actions develop in the 1930s and 1940s?</li> <li>What role did European nations. outside of Germany. play in perpetuating the Holocaust?</li> <li>How did the United States respond to the Holocaust?</li> </ul>	Student a.	Identify ideolog  Explain  Analyz	y  1 the eve  e the res	n ability racteristi nts, and	to: cs of, an analyze o Nazi e	the ideo	logies th	at led to	the Holo	se to Naz ocaust cross Eur commun	ope and		

# **Inquiry Topic 5: The Cold War**

Compelling Question: When does a "cold" war end?

SSHS.USII.5.1 The United States and the Soviet Union as global	Connections to the Rhode Island Anchor Standards												
superpowers	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
Argue how the political, economic, and ideological differences between the United States and the Soviet Union affected global policies	Х		Х	Х	Х								
Guiding Questions for Instruction:		Learning Assessment Objectives:											
<ul> <li>What was the Soviet Union's experience of World War II?</li> <li>What were the political and economic goals of the U.S. and U.S.S.R. after World War II?</li> <li>How did the development of the atomic bomb affect the relationship between the United States and the Soviet Union?</li> </ul>	a. b. c.	<ul> <li>a. Analyze the experiences of Soviets during World War II, and argue how those experiences impacted later policy</li> <li>b. Analyze the differences between American and Soviet goals and actions after World II</li> <li>c. Argue how the atomic bomb impacted American and Soviet relationships, policies, a actions</li> </ul>									and		
<ul> <li>Why were the United Nations, NATO, and the Warsaw Pact created?</li> </ul>		Pact, N	AIU)										

# **SSHS.USII.5.2** Foreign policy and domestic effects of the Cold War Argue the ways the Cold War and the fear of Communism affected Americans and domestic and foreign policy of the United States

# **Connections to the Rhode Island Anchor Standards**

CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Х	Х		Х	Х	Х						

#### **Guiding Questions for Instruction:**

- What were the domino theory and containment policies and how did they affect American foreign policy?
- How was the Korean War an outgrowth of American Cold War ideology?
- What were the domestic effects of the Cold War?
- How did American popular culture reflect Cold War anxieties?
- How did the Beat Generation writers signify an emergent oppositional culture in the United States?

#### **Learning Assessment Objectives:**

- a. **Explain** the rationale for and actions taken in U.S. foreign policy (e.g., domino theory, creation of the National Security Council 1947)
- b. **Analyze** U.S. foreign policy in reaction to the rise of communism (e.g., "cold war," Korean conflict, arms race), and **argue** the impact of those policies
- c. **Analyze** the ways the Cold War influenced domestic policies in the United States (e.g., Federal Loyalty Oath, "lavender scares," HUAC, rise of McCarthyism, domestic containment), and **argue** the impact of those policies
- d. **Analyze** the ways the Cold War influenced domestic culture (e.g., "atomic culture," depictions in art, movies, literature)
- e. **Analyze** the ideas, beliefs, and tensions that defined society in the United States during the Cold War years (e.g., generational conflicts, juvenile delinquency, conformity), identify individuals and groups involved (e.g., Beat writers such as Kerouac, Ginsberg, Kaufman, and Cassady), and **argue** how these cultural shifts impacted the lives of people

SSHS.USII.5.3 The American economy and post-war affluence	Connections to the Rhode Island Anchor Standards											
Argue how the ways the economy	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
changed after World War II affected different individuals and groups		Х	Х	Х		Х				Х	Х	
<ul> <li>Guiding Questions for Instruction:</li> <li>How did Truman and Eisenhower manage the transition from a war economy to a consumer economy?</li> <li>What factors defined the rise in</li> </ul>		ts demonstrated the seconomic secono	-	n ability ining ch	to: aracteris		and <b>analy</b> r econom		•			
<ul><li>suburbanization and redlining?</li><li>What were the effects of the "baby boom"?</li></ul>	b.											•
	c.											ation

**d. Analyze** the influences of the Baby Boom on individuals and different groups

SSHS.USII.5.4 Global decolonization and the expansion of American	Connections to the Rhode Island Anchor Standards											
power	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Argue the ways actions taken by the United States during the Cold War impacted nations around the world		Х		Х								
Guiding Questions for Instruction:	Learning Assessment Objectives: Students demonstrate an ability to:											
<ul> <li>How did the United States respond to Communist threats?</li> <li>How did the United States and the Soviet Union each try to influence and control newly decolonized nations in Africa, Asia, and South America?</li> </ul>	a. b.	Explain Cold W and acti Analyz impacts	the rational three rational three rations are U.S. are of those	onale for Marshall and Sovier actions	; and <b>an</b> I Plan, T t actions	ruman I	e actions Octrine), an, Asia,	and <b>arg</b>	gue the ir	npacts o	f those po	olicies e
What was the role of the proxy wars in both decolonization and the Cold War?	c. <b>Analyze</b> the conditions, and <b>argue</b> the impacts of proxy wars (e.g., decone Cuban missile crisis) on those involved							, decolor	nization e	efforts,		

# **Inquiry Topic 6: Civil Rights Movements**

Compelling Question: Is protest patriotic?

SSHS.USII.6.1 Conditions for Black	
Americans after World War II	

Argue the ways legal and social actions for and against civil rights affected the lives of Black Americans before the Civil Rights Act of 1964

Conne	ctions to	o the Rh	node Isla	and And	hor Sta	ndards					
CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Х	Х	Х	Х		Х						

#### **Guiding Questions for Instruction:**

- How did Truman and Eisenhower respond to increasing civil rights activities after World War II?
- What was the NAACP's long-term strategy toward dismantling segregation?
- What was the legal basis for the NAACP's argument in *Brown v*. *Board of Education* (1954)?
- How did de facto and de jure segregation contribute to racial oppression in the United States?
- How was racial violence used to intimidate and oppress Black Americans?
- What were the experiences of Black Americans in Northern states such as Rhode Island?

# **Learning Assessment Objectives:**

- a. **Analyze** the responses of Truman and Eisenhower to increasing civil rights concerns following World War II (e.g., Executive Order 9981, appointment of Herbert Brownell to Attorney General and Earl Warren as Chief Justice of the Supreme Court)
- b. **Explain** the rationale for, and **analyze** the actions taken by the NAACP and other groups toward segregation policies and actions
- c. **Argue** the impacts and legacy of the *Brown v. Board of Education* case
- d. **Analyze** the types of racial segregation and racial oppression in the United States leading up to the Civil Rights Act, and **argue** the impacts on individuals and groups, particularly Black Americans
- e. **Analyze** goals, strategies, and tactics of leading Civil Rights opponents during the Civil Rights Movement (e.g., the murders of Emmett Till, James Chaney, Michael Schwerner, and Andrew Goodman, the Reverse Freedom Rides, violence to churches and communities, Bloody Sunday), and **argue** how they affected the movement
- f. **Explain** the experiences of Black Americans through time, including in Northern states such as Rhode Island (e.g., George T. Downing, Elleanor Eldridge, Snowtown and Hardscrabble, fair housing, fair employment)

# SSHS.USII.6.2 People and groups of the Civil Rights Movement and their contributions

Argue the ways individuals and groups impacted the movement for the fight for civil rights in the 1950s and 1960s and how those impacts continue to have lasting global social, political, and economic effects

CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		Χ	Х	Х							

### **Guiding Questions for Instruction:**

- How did A. Philip Randolph continue his work as a civil rights activist from World War II to the 1960s?
- How did women such as Jo Ann Robinson, Rosa Parks, Ella Baker, and Fannie Lou Hamer contribute to the Civil Rights Movement?
- How did the approaches to the movement differ between Dr. Martin Luther King, Jr. and Malcolm X?
- What organizations and groups supported the Civil Rights Movement?
- Who were the Rhode Island people and organizations that contributed to the movement locally?
- Why are the Civil Rights Act of 1964 and the Voting Rights Act of 1965 significant?

#### **Learning Assessment Objectives:**

- a. **Identify** the people (e.g., A. Philip Randolph, Jr., Jo Ann Robinson, Rosa Parks, Ella Baker, Fannie Lou Hamer), **analyze** the actions (e.g., Greensboro sit-ins 1960, Freedom Rides 1961, Freedom Summer 1964, freedom schools) of civil rights leaders and organizations during the Civil Rights Movement of the 1950s and 1960s, and **argue** how they impacted the movement
- b. **Analyze** the similarities and differences among goals of civil rights leaders (e.g., Malcolm X, Dr. Martin Luther King, Jr., Black nationalism, Pan-Africanism, Black Panthers), and **argue** the ways their different approaches impacted the movement
- c. **Argue** the impacts of organizations and groups that supported the Civil Rights Movement (e.g., Student Nonviolent Coordinating Committee, NAACP, Congress of Racial Equality, Southern Christian Leadership Conference)
- d. **Analyze** the contributions of individuals and groups in Rhode Island during the Civil Rights Movement of the 1950s and 1960s (e.g., Irving J. Fain, Providence Urban League, Citizens United for a Fair Housing Law), and **argue** how they impacted the movement in Rhode Island and beyond
- e. **Explain** the rationale for, **analyze** the elements of, and **argue** the short- and long-term impacts of the Civil Rights Act of 1964 and the Voting Rights Act of 1965

# SSHS.USII.6.3 The liberation and identity power movements of the 1960s and 1970s

Argue the reasons why many civil rights movements emerged in the 1960s and 1970s and the ways they impacted society and culture

<b>Connections to the Rhode</b>	<b>Island Anchor Standards</b>
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CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	Х	Х							

#### **Guiding Questions for Instruction:**

- How did the Black Power movement revitalize Black culture and identity?
- What were the goals and tactics of the Women's Liberation movement?
- How did Gay Liberation challenge the cultural and legal standards of American society?
- How did the identity power movements of Asian Americans, Indigenous peoples, Chicano and Latino Americans, and other groups assert the importance of multicultural society?
- How did conservatives react to the liberation and identify power movements?

#### **Learning Assessment Objectives:**

- a. Analyze the factors contributing to civil rights movements in the 1960s and 70s
- b. **Explain** the characteristics, and **analyze** the perspectives of the civil rights movements in the 1960s and 1970s (e.g., Black Power movement, Women's Liberation movement, Gay liberation movement, identify power movements)
- c. **Explain** the ways that the civil rights movements challenged mainstream systems and beliefs
- d. **Argue** the impacts of the civil rights movements in the 1960s and 1970s on society
- e. **Explain** the rationale for, and **analyze** the actions taken by conservative leaders and groups in response to the liberation and identify power movements (e.g., Barry Goldwater, Phyllis Schlafly, New Right), and **argue** the impacts of those actions

# Inquiry Topic 7: The Ebb and flow of Left and Right

Compelling Question: Is military strength a prerequisite for peace?

SSHS.USII.7.1 Foreign and domestic policies of presidents Kennedy and	Connections to the Rhode Island Anchor Standards												
Johnson	CG.P	CG.RL	CG.RR	н.сс	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
Argue how policies and events during the Kennedy and Johnson presidencies impacted the direction of the country	Х	Х		Х									
<ul> <li>Guiding Questions for Instruction:</li> <li>How did President John F.</li> <li>Kennedy's foreign policy agenda</li> </ul>	Learning Assessment Objectives: Students demonstrate an ability to:  Applyze President John F. Kennedy's foreign and domestic policy agendas (e.g., Peace)												

- What was the Cuban Missile Crisis?
- How did Kennedy's assassination lead to the passage of the 25th Amendment to the Constitution of the United States?

complicate his domestic goals?

- How did President Johnson's foreign policy decisions affect his domestic agenda?
- What was the Immigration and Nationality Act of 1965?

- a. **Analyze** President John F. Kennedy's foreign and domestic policy agendas (e.g., Peace Corps, war in Vietnam, civil rights), and **argue** the impacts on American society
- b. **Analyze** the events leading to, and **argue** the impact of the Cuban Missile Crisis on American society and relations with the Soviets
- c. **Explain** how the assassination of John F. Kennedy led to the passage of the 25th Amendment
- d. **Analyze** President Lyndon B. Johnson's foreign and domestic policy agendas (e.g., war in Vietnam, Great Society programs), and **argue** the impacts on American society
- e. **Analyze** the rationale for, and **argue** the impact of the Immigration and Nationality Act of 1965 on American life

SSHS.USII.7.2 American presence in Vietnam and opposition	Connections to the Rhode Island Anchor Standards												
Argue the ways participation in and	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
criticism of the Vietnam War had lasting effects on American society	Х			Х	Х	Х							
<ul> <li>What ideological influences and foreign policies led the United States to become involved in Vietnam in the 1950s?</li> <li>What groups of Americans criticized and protested the involvement of the United States in the Vietnam War?</li> <li>What were the short- and long-term impacts of the War?</li> </ul>		Explain the Vie  Analyz War (e. and arg	tnam Wa  e the ran g., stude gue their the short	onale for or (e.g., to ge of door nt protes impacts	to:  c, and an coop buil mestic re ts, anti-v on Amer	ld-up, G esponses war and j rican soo	te conditiculf of To to Unite pro-war in ciety	onkin inconduction of the states of the stat	ident, Te involve cultural	ment in reaction	ive) the Vietr s to the v	nam var),	

SSHS.USII.7.3 Economic shifts of the 1960s and 1970s	Connections to the Rhode Island Anchor Standards												
Argue the causes and results of	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
changing economic conditions in the United States in the 1970s, including the energy crisis		1		Х		Х				Х		Х	
<ul> <li>Guiding Questions for Instruction:</li> <li>What caused the Great Inflation and energy crisis of the 1970s?</li> <li>What did the unemployment rate reveal about the state of the economy in the 1970s?</li> <li>Why was the Environmental Protection Agency formed and what did it do?</li> </ul>		Analyz energy East), C Explain Analyz the envi	crisis of OPEC, gan the relate the rati	n ability tors cont the 1960 asoline p ationship onale fo t (e.g., E	to: ributing s and 70 rices) on between r, and ar	American unemple	J.S. forean societe loyment impact o	ign polic y and the e	s of the C y in Wes economy nd federa Clean Ai	stern Asi 1 measur	a (Middl	e	

# SSHS.USII.7.4 Foreign and domestic policies of Presidents Nixon and Carter

Argue how policies and events during the Nixon and Carter presidencies impacted the ideological direction of the country

CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Х	Х		Х	Х							

### **Guiding Questions for Instruction:**

- How did President Richard Nixon's presidency represent both a continuation of and a break with the liberal consensus of the twentieth century?
- What defined President Richard Nixon's foreign policy?
- What was the Watergate break-in and why is it significant?
- What were the impacts of President Carter's actions to foreign events?
- How did President Carter include global human rights concerns in his foreign policy decisions?

#### **Learning Assessment Objectives:**

- a. **Analyze** President Richard Nixon's foreign and domestic policy agendas (e.g., end of Vietnam War, opening of relations with China, detente with the Soviet Union), and **argue** the impacts on American society and relations with the Soviets
- b. **Analyze** the events, and **argue** the impact of the Watergate break-in on American society (e.g., Congressional hearings, Nixon's resignation, Ford's pardon of Nixon)
- c. **Analyze** President Jimmy Carter's foreign and domestic policy agenda (e.g., Camp David Accords, Iranian Hostage Crisis, return of Panama Canal, response to Soviet invasion of Afghanistan), and **argue** the impacts on American relationships with other countries.
- d. **Analyze** the influence of President Carter's emphasis on global human rights and who benefited

# SSHS.USII.7.5 The New Right and the presidencies of Ronald Reagan and George H.W. Bush

Argue the effects that political and cultural conflicts during the George H.W. Bush and Reagan presidencies had on foreign and domestic policies of the United States

CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
X	Х			Х							

### **Guiding Questions for Instruction:**

- What were President Ronald Reagan's domestic and foreign goals?
- What elements of the Cold War continued into the 1980s?
- What were President George H.W. Bush's domestic and foreign policy goals?
- What happened when the Soviet Union collapsed?
- What were the circumstances that led to the Gulf War and Operation Desert Storm?

## **Learning Assessment Objectives:**

- a. **Analyze** President Ronald Reagan' foreign and domestic policy agendas (e.g., trickle-down economics, tax cuts, War on Drugs, confronting the Cold War), and **argue** the impacts on American society and relationships with the Soviets
- b. **Explain** the conditions and elements of the Cold War apparent in the 1980s (e.g., challenges to Communism, Reagan Doctrine)
- c. **Analyze** President George H.W. Bush's foreign and domestic policy agendas (e.g., ending the Cold War, Operation Just Cause, NAFTA, American with Disabilities Act 1990), and **argue** the impacts on American society
- d. **Analyze** the conditions leading to the Soviet Union's collapse, and **argue** the impact on world events
- e. **Explain** the circumstances that led to United States involvement in a war against Iraq, and **argue** the impacts at home and abroad

# **Inquiry Topic 8: Contemporary United States**

Compelling Question: Could someone have predicted the divisions in America?

SSHS.USII.8.1 The Clinton and George W. Bush presidencies	Connections to the Rhode Island Anchor Standards											
Argue how policies and events during	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
the Clinton and Bush presidencies indicated continued political divisions into the new millennium	Х	Х			Х							

#### **Guiding Questions for Instruction:**

- What were President Bill Clinton's domestic and foreign goals?
- How did controversies during the Clinton years impact politics?
- What were President George W. Bush's domestic and foreign goals?
- How did controversies surrounding the 2000 presidential election point to continued divisions between the left and right?

## **Learning Assessment Objectives:**

- a. **Analyze** President Bill Clinton's foreign and domestic policy agendas (e.g., Omnibus Budget Reconciliation Act 1993, "don't ask, don't tell," welfare reform, foreign military interventions, NATO), and **argue** the impacts at home and abroad
- b. **Explain** the circumstances that led to the government shutdowns of 1995/1996, and **argue** their impacts on American life
- c. **Explain** the circumstances that led to impeachment proceedings against President Clinton, and **analyze** the significance of such a proceeding
- d. **Analyze** President George W. Bush's foreign and domestic policy agendas (e.g., tax cuts, campaign finance reform, immigration reform, Hurricane Katrina, AIDS relief, free trade agreements, NATO, response to September 11, 2001, attacks), and **argue** the impacts at home and abroad
- e. **Analyze** the controversies surrounding the 2000 presidential election, and **argue** the effects on future elections

SSHS.USII.10.3 The terrorist attacks of September 11, 2001	Connections to the Rhode Island Anchor Standards												
Argue the impacts of the terrorist	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
attacks of September 11, 2001, on American society and foreign policy	Х	Х		Х		Х							
<ul> <li>Guiding Questions for Instruction:</li> <li>How was American foreign policy in Western Asia (Middle East) defined before the attacks on September 11, 2001?</li> <li>How did the American government respond to the attacks on September 11, 2001?</li> <li>How did domestic life change for Americans after the attacks of September 11, 2001?</li> </ul>		Explain on Sept Explain war in A	ember 1 the Am Afghanis Americ	n ability ts of U.S 1, 2001, erican g tan, Patr	to:  I. foreign and argument overnme iot Act of the control of the	ental reacher 2001),	in Weste penefited ctions to , and <b>arg</b> the attack <b>ue</b> their i	the attac ue their i	ks on Se impacts a	ptember at home at 11, 2001	11, 2001 and abro (e.g., inc	e (e.g., ad	

SSHS.USII.8.3 The Obama and	
Trump presidencies	

Argue how policies, actions, and events that occurred during the Obama and Trump presidencies led to the American political divide

Connections to the Rh	ode Island Anchor	Standards
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CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Х	Х		Х	Х	Х						

### **Guiding Questions for Instruction:**

- What were the domestic and foreign policy goals of President Barack Obama?
- What were the domestic and foreign policy goals of President Donald Trump?
- What events during the Obama and Trump presidencies renewed issues and controversies surrounding civil rights and how have those changed political narratives?
- How did the liberal and conservative politics of this time define American society?

#### **Learning Assessment Objectives:**

- a. **Analyze** President Obama's domestic and foreign policies and actions (e.g., Troubled Asset Relief Program, American Recovery and Reinvestment Act, Affordable Care Act, wars in Iraq and Afghanistan), and **argue** the impacts at home and abroad
- b. **Analyze** President Trump's domestic and foreign policies and actions (e.g., Tax Cuts and Jobs Act, disaster relief, response to Covid, withdrawal of U.S. troops from Afghanistan), and **argue** the impacts at home and abroad
- c. **Explain** the circumstances and events that led to impeachment proceedings against President Trump, and **analyze** the conclusions
- d. **Analyze** continued issues, challenges, and controversies surrounding civil liberties and civil rights (e.g., immigration, health care, mental health, education, gun ownership, racial issues, LGBTQIA+ rights, women's rights, environment, election integrity, mass incarceration), and **argue** the impacts and who is affected
- e. **Analyze** the distinctions between liberal and conservative idea and positions, and **argue** the continued impacts on domestic American life

SSHS.USII.8.4 The internet and the connected society	Connections to the Rhode Island Anchor Standards													
Argue the ways the proliferation of	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG		
online interactions both benefits global interconnectedness and contributes to the American political divide		Х		Х	Х	Х								
<ul> <li>Guiding Questions for Instruction:</li> <li>How has the internet and social media affected consumerism and small businesses?</li> <li>How have social interactions</li> </ul>	Learning Assessment Objectives: Students demonstrate an ability to:  a. Explain the history and evolution of the internet and social media  b. Argue the impacts that the internet and social media have on individuals and groups in society											s in		
changed with the advent of the internet?	c.	Analyz	<b>e</b> the rela	ationship	between	n the inte	ernet and	disinfor	mation,	and <b>arg</b> u	ie who b	enefits		
<ul> <li>How has the internet changed American political understanding and knowledge?</li> </ul>														
• How has the internet increased the spread of disinformation?														

#### HIGH SCHOOL - WORLD HISTORY I: ANCIENT TO MEDIEVAL

This is a survey course of the history of the world from the rise of civilization to the Middle Ages. Students will build upon what they learned in middle school to better understand the complexities and diversity of early civilizations, their interactions, and the bases for modern cultures and governments.

# Topics of Inquiry, Compelling Questions, and Standards

# **Inquiry Topic 1: The Rise of Civilization**

Compelling Question: What makes a civilization successful?

SSHS.WHI.1.1: Characteristics of a civilization SSHS.WHI.1.2: Early river valley civilizations

SSHS.WHI.1.3: Social and political structures of ancient Mesopotamian civilizations

SSHS.WHI.1.4: Social and political structures of ancient Egypt

# **Inquiry Topic 2: Ancient India and China**

Compelling Question: To what extent do early advancements and technology impact the modern world?

SSHS.WHI.2.1: Geography of ancient India

SSHS.WHI.2.2: Social and political structures of ancient India

SSHS.WHI.2.3: Major empires and achievements of ancient India

SSHS.WHI.2.4: Geography of ancient China

SSHS.WHI.2.5: Social and political structures of ancient China

SSHS.WHI.2.6: Role and influence of religion and philosophy in ancient China

SSHS.WHI.2.7: Major dynasties and their achievements in ancient China

# **Inquiry Topic 3: Ancient Greece and Rome**

Compelling Question: What leads to the rise and downfall of civilizations?

SSHS.WHI.3.1: Geography and its role in Greek civilization

SSHS.WHI.3.2: Social and political structures of Greek city-states

SSHS.WHI.3.3: Developments and expansion of ancient Greece

SSHS.WHI.3.4: Geography of ancient Rome

SSHS.WHI.3.5: Social and political structures of ancient Rome and Roman expansion

SSHS.WHI.3.6: Spread of Judaism and emergence of Christianity

SSHS.WHI.3.7: Causes of the Roman Empire's decline

# **Inquiry Topic 4: The Emergence of the Islamic Empire**

Compelling Question: How do civilizations gain, maintain, and lose power?

SSHS.WHI.4.1: Development of Islam and the role of Muhammad

SSHS.WHI.4.2: Expansion of the Islamic Empire

SSHS.WHI.4.3: Structure of Islamic government and society

SSHS.WHI.4.4: The Shia and Sunni split and its political consequences

SSHS.WHI.4.5: Achievements of the Islamic Golden Age

# **Inquiry Topic 5: Ancient Sub-Saharan African Kingdoms**

Compelling Question: To what extent does trade impact civilizations?

SSHS.WHI.5.1: Climates and environments of sub-Saharan Africa

SSHS.WHI.5.2: The development and structure of African kingdoms

SSHS.WHI.5.3: Achievements of Mansa Musa and the Kingdom of Mali

SSHS.WHI.5.4: The spread of Islam into Africa

# **Inquiry Topic 6: The Early Americas**

Compelling Question: What contributes to the development of culturally diverse civilizations?

SSHS.WHI.6.1: Peoples of North America

SSHS.WHI.6.2: The development of Mesoamerican civilizations

SSHS.WHI.6.3: Characteristics of the Caral-Supe civilization

SSHS.WHI.6.4: Empires of ancient Mesoamerica and their achievements

# **Inquiry Topic 7: Medieval Central and Western Asia**

Compelling Question: To what extent can the interconnectedness of civilizations impact a society?

SSHS.WHI.7.1: Geography of Central and Western Asia

SSHS.WHI.7.2: Central and Western Asian Empires

SSHS.WHI.7.3: The influence of cultural diffusion on the Tang Dynasty

SSHS.WHI.7.4: Developments and effects of the Silk Road

# **Inquiry Topic 8: Medieval Western Europe**

Compelling Question: How do different economic, social, and political structures impact relationships between civilizations?

SSHS.WHI.8.1: Continual expansion of Christianity after the fall of Rome

SSHS.WHI.8.2: European Middle Ages to the Renaissance

# Standards Tables

# **Inquiry Topic 1: The Rise of Civilization**

Compelling Question: What makes a civilization successful?

SSHS.WHI.1.1 Characteristics of a civilization	Connections to the Rhode Island Anchor Standards												
Analyze the development and	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
characteristics of early civilizations					Х	Х					Х		
<ul> <li>• What are the characteristics of a civilization?</li> <li>• What makes a civilization "advanced?"</li> <li>• What are the earliest examples of civilizations?</li> <li>• How do we know about the past?</li> </ul>	Student a.	Explain civilizar  Analyz art, arch  Analyz historic	e the cultinitecture, e the diff	oments in tural cha social si ferent wa s, oral tr	to:  n life and  racteristi  ructure,  ays we kn  aditions,	ics of civ job spec now abo cultural	vilization cialization ut the pa mytholo	ı (e.g., go n, major st (e.g., a	overnmen cities) archaeolo cumenta	Nomadic nt, langu ogy, writ tion by e	age, relig ten and xplorers	gion,	

SSHS.WHI.1.2 Early river valley civilizations	Connections to the Rhode Island Anchor Standards													
Argue the influences geography and	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG		
changes in life and culture had on the development and advancement of early river valley civilizations						Х	Х		Х		Х			
<ul> <li>Guiding Questions for Instruction:</li> <li>Where did the first complex civilizations develop?</li> <li>How and why did geographic characteristics contribute to the development of early river valley civilizations?</li> <li>What were the characteristics of the Neolithic Revolution</li> </ul>		Identify Kingdorelation needs Explain animals Analyz systems	ment Olenstrate a  y the loca m Egypt ships of the use contact sof gove ed the fur	n ability ation of a , Indus V and inter of advar areristics o	to:  Paraly cive Palley, Yeactions Inced fare of the Ne	Tellow are between ming techning techning technic I art, technic I	nd Yangt civilizat hniques ( Revolution	ze River ions and e.g., irri on (e.g., i	basin), a their envergation, the food surplue how the surplus of t	and analyvironmer  ne domes  plus, spec	yze the nt to mee stication	t their		

# SSHS.WHI.1.3 Social and political structures of ancient Mesopotamian civilizations

Argue the impacts of the social, political, and economic characteristics that developed in civilizations in early Mesopotamia and the achievements that came from those developments

Connections to the Rhode I	Island Anchor Standards
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CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Х	Х	Х		Х	X	Х		Х		Х	Х

# **Guiding Questions for Instruction:**

- What social and political characteristics made ancient Mesopotamia civilizations advanced?
- What contributed to the success of the Mesopotamian empire?
- What achievements emerged in the Mesopotamian region during this era?
- How and why did religion develop in Mesopotamian societies?
- How did other nearby societies contribute to the advancement of civilizations?

#### **Learning Assessment Objectives:**

- a. **Identify** the location of Mesopotamian civilizations (e.g., Sumerian, Akkadian, Babylonian, Hittite, Assyrian, Chaldean), and **argue** the impact geography and environment had on those societies
- b. **Analyze** the distinction between social classes within Mesopotamian and Babylonian societies, and **argue** how different groups of people were impacted by the social classes
- c. **Analyze** the creation of governments and laws (e.g., Code of Hammurabi, Code of Ur-Nammu), and **argue** their influences socially, economically, and politically
- d. **Explain** the development of advanced art and inventions (e.g., metalworking, architecture, the wheel, Babylonian mathematics)
- e. Explain the development and role of religion within Mesopotamian societies
- f. **Identify** the locations, and **explain** the chronological timeline of the creation and spread of Judaism, including the role of the Hebrews
- g. **Identify** the location of nearby ancient civilizations of the Fertile Crescent, and **explain** their contributions to the development of civilization and the ways they interacted with each other (e.g., Phoenician alphabet)

SSHS.WHI.1.4 Social and political
structures of ancient Egypt

Argue the impacts of the social, political, and economic characteristics that developed in the Egyptian civilization and the achievements that came from those developments

#### **Connections to the Rhode Island Anchor Standards**

CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Х	х	Х		Х	Х	Х		Х		Х	

## **Guiding Questions for Instruction:**

- What social and political characteristics made ancient Egypt an advanced civilization?
- How did ancient Egypt's class system impact the social and political developments of society?
- What contributed to the success of the Egyptian empire?
- What achievements emerged from the Egyptian empire?

# **Learning Assessment Objectives:**

- a. **Identify** the location of Egyptian civilizations, and **argue** the impact of the geography on that society
- b. **Analyze** the distinctions between social classes within Egyptian society, and **argue** who benefited from those distinctions
- c. **Analyze** the Egyptian government by divine kingship, and **argue** the social, political, and economic influences on society
- d. Explain the development and role of religion within Egyptian society
- e. **Analyze** the impact of language development through hieroglyphics
- f. **Explain** the development of advanced art and trade routes (e.g., the Egyptian Pyramids, trade throughout the Fertile Crescent)

# **Inquiry Topic 2: Ancient India and China**

Compelling Question: To what extent do early advancements and technology impact the modern world?

SSHS.WHI.2.1 Geography of ancient India	Connections to the Rhode Island Anchor Standards												
Argue the influences geography and	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
resources had on the development and advancements in early Indian civilizations						Х	Х	Х	Х	Х	Х	Х	
<ul> <li>What geographic regions did classical Indian civilizations develop in and why?</li> <li>How did geography influence the development of Indian civilizations?</li> <li>How does settlement in river valleys influence the development of advanced technology and ideas?</li> </ul>		Identify Argue includin Analyz civiliza Analyz and arg systems	sment Olenstrate a  y the locathe impains the ear e the impains e the relations e the relations the interpretation in the devi	n ability ation and ct of geo rly river bact of geo ationship afluence g and uti	to: I geographic valley circle cographics s between on the defilization	features ivilization of feature evelopm of natura	on the dons in the es on the eds of a ent of ne	evelopm Indus V expansion society a ew technology	valley on and li and the avology (e. ences like	mitations vailabilit g., comp	s of India	an ources,	

SSHS.WHI.2.2 Social and political structures of ancient India	Connections to the Rhode Island Anchor Standards												
Argue the role religion had on cultural	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
and political developments in ancient India	Х	Х	Х	Х		Х							
<ul> <li>Guiding Questions for Instruction:</li> <li>How did ancient India's caste system impact the social and political developments of society?</li> <li>What are the major beliefs and values of Hinduism?</li> <li>How did Hinduism impact social values in the Indus Valley civilizations?</li> </ul>		Analyz Sudras) Analyz Analyz Karma,	, and <b>arg</b> e the ind  the dev  Dharma	n ability ationship gue the i ividual j relopmen	to:  s betwee  mpact or  obs, wea  nt of soci	n society ulth, and ial stand	groups (e and who access to ards thro	benefit resourc	ed es based du belief	on caste	distinct	ion	
What led to the development of Buddhism?	e.	Ü	•				evelopm		•	and emp	oires		
<ul> <li>What are the similarities and differences of Hinduism and Buddhism?</li> </ul>	<ul> <li>f. Analyze the development of Buddhism and the Eightfold path</li> <li>g. Analyze the similarities and differences between the practices and ideas of Hinduism and Buddhism (e.g., perspectives on god, morality, human nature)</li> </ul>								m and				

SSHS.WHI.2.3 Major empires and	Connections to the Rhode Island Anchor Standards													
Argue the impact of technological	CG.P	CG.RL	CG.RR	H.CC	н.нР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG		
achievements during the Gupta Golden Age on political, social, and economic developments in ancient India and on modern history						Х	Х	Х		X		X		
<ul> <li>Guiding Questions for Instruction:</li> <li>What were the historical circumstances of the Gupta Golden Age?</li> </ul>		Learning Assessment Objectives: Students demonstrate an ability to:  a. Analyze military, social, and economic developments during the Gupta Golden Age										·		
	b. <b>Analyze</b> the development of advanced technology (e.g., sewer and drainage systems, wind catchers, roadways, infrastructure), and <b>argue</b> how they impacted the way civilizations survived and expanded and the importance of this technology on modern life													

structure

c. **Explain** ways that the availability of resources encouraged trade and cultural diffusion

d. Explain the ways innovations such as currency and taxes led to a more stable economic

SSHS.WHI.2.4 Geography of ancient China	Conne	ctions t	o the Ri	node Isl	and And	chor Sta	ndards					
Argue the influences geography and	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
resources had on the development and advancements of early civilizations in China						Х	Х	Х	Х	Х	Х	Х
<ul> <li>Guiding Questions for Instruction:</li> <li>What geographic regions did classical Chinese civilizations develop in and why?</li> <li>How did geography influence the development of Chinese civilizations?</li> <li>How did settlement in river valleys influence the development of</li> </ul>	a. b.	Identify Argue includin Analyz civiliza		n ability ation and ct of geo rly river pact of g	to: I geographic solution valley cie	features ivilization	on the do	evelopm expansio	on and li	mitations	s of Chir	nese
advanced technology and ideas?												

SSHS.WHI.2.5 Social and political structures of ancient China	Conne	ctions t	o the Rh	node Isla	and And	chor Sta	ndards					
Argue the impact that Confucianism	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
had on the development and structure of Chinese government	Х	Х	Х			Х						
Guiding Questions for Instruction:		_	sment Ol	-								
<ul> <li>How was ancient Chinese government structured?</li> <li>How did the structure of ancient</li> </ul>	Students demonstrate an ability to:  a. Analyze the impact the concept of dynasties and the Mandate of Heaven had on the structure of government											
<ul> <li>How did the structure of ancient Chinese government impact the people it ruled?</li> </ul>	<ul> <li>b. Analyze the development of civil service programs and how it allowed for a variety of individuals to hold office in government, and argue who benefited</li> </ul>											
<ul> <li>How did ancient China's class system impact the social and political developments of society?</li> </ul>	c.	-	<b>n</b> the poli					•		d <b>argue</b>	its influe	nce on
How did Confucianism affect the structure of government in Ancient	d.	•	the infl gue who			ianism o	n unders	tanding	the gove	rnment's	role in s	ociety,
China?	e.	Analyz	e the imp	pact of th	ne relatio	nships b	etween s	social cla	isses, and	l argue v	who bene	efited

SSHS.WHI.2.6 Role and influence of religion and philosophy in ancient	Conne	ctions t	o the Rh	node Isl	and And	hor Sta	ındards					
China	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Argue how the shift of religious and philosophical beliefs and practices in ancient China influenced its social and political structure		Х	Х		Х	Х						
Guiding Questions for Instruction:		•	ment Ol	•								
<ul> <li>What are the major beliefs and practices of Taoism (Daoism)?</li> <li>How did Taoism influence ancient Chinese culture?</li> <li>How and why did Buddhism take</li> </ul>	<ul> <li>a. Analyze the beliefs and practices associated Taoism, Confucianism, and the ways Buddhism in China differed from original Buddhist teachings</li> <li>b. Analyze the shift in cultural beliefs, and argue how that encouraged social unity</li> </ul>											
shape in China?	c.	practice		es of rein	gious and	a pmios	эршсаг б	eners on	governi	nent stru	cture and	u
<ul> <li>What are the major beliefs and values of Confucianism?</li> </ul>	d.	-	n the inte			•	etween r oism	eligious	, philosoj	phical, a	nd social	values
<ul> <li>How did Confucianism influence ancient Chinese socially and politically?</li> </ul>	e.	•	e legalism e society		_	impact (	on other p	philosop	hies such	as Conf	fucianism	n and

• How did Legalism impact other beliefs and philosophies?

SSHS.WHI.2.7 Major dynasties and their achievements in ancient China	Conne	ctions t	o the Rh	node Isla	and And	hor Sta	ndards					
Argue the social, political, and	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
economic influences that the ancient Chinese dynasties had on the achievements and advancements of modern history				Х		Х				Х	Х	Х
<ul> <li>Guiding Questions for Instruction:</li> <li>To what extent could the Han Dynasty be considered a Golden Age?</li> <li>How have the achievements of the Han dynasty influenced history?</li> <li>Who benefited from the advancements made from the Golden Ages?</li> </ul>		Explain time of Explain their inhistory  Argue econom  Identif	n the invertible of the impact by (e.g., S	n ability racteristi ty and ac entions f on the de ct of trac Silk Roac er dynas	to:  cs of a C hieveme  rom the l velopmer  e on the l, Tea Ho ies (e.g.,	ents)  Han Dyr  nt of Chi  expansionse Roa  , Qin, Jin	nasty (e.g., nasty	n, medic ture and pires, an	ine, pape their last d develog	r, compaing impa pment of	ss), and acts through a stable advance	argue ghout

# **Inquiry Topic 3: Ancient Greece and Rome**

Compelling Question: What leads to the rise and downfall of civilizations?

SSHS.WHI.3.1 Geography and its role in Greek civilization	Conne	ctions t	o the Rh	node Isla	and And	chor Sta	ndards					
Argue the influences geography and resources had on the development and	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
advancements of early Greek civilizations							Х	Х	Х	Х	X	
<ul> <li>What geographic characteristics contributed to the development of ancient Greek civilizations?</li> <li>How did geographic features help and hinder the development of Greek city-states?</li> </ul>		Identify Argue Greek of Explain and exp	sment Olenstrate and the imparticular the relations on the imparture and the impartu	n ability ations of ct of geo ons ationship	to: the Gree graphic between	features  n geograp	on the ecophic local	conomic tion near	and poli r major v	tical dev vater sou ains, isla	arces and	l trade

SSHSWHI.3.2 Social and political structures of Greek city-states	Conne	ctions t	o the Rh	node Isl	and And	chor Sta	ındards							
Argue the impacts the development of	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG		
different social and political structures among Greek city states had on societies	Х	Х	Х	Х	Х									
<ul> <li>Guiding Questions for Instruction:</li> <li>What political differences are seen between major Greek city-states?</li> </ul>														
<ul> <li>What social differences are seen between major Greek city-states?</li> <li>How did class systems within Greece's city-states impact the</li> </ul>	<ul> <li>b. Analyze the social differences among Greek city-states, and argue who benefited</li> <li>c. Analyze the similarities and differences between the role and involvement of women in Greek city-states</li> </ul>													
<ul> <li>social and political developments of society?</li> <li>How can cultural and political differences lead to conflict?</li> </ul>	d. e.	and adv	the relation to the relationship to the relati	ocieties ationship	s betwee	en social	classes a	and the d	lifference	es among	g city-sta	tes		
	f.	_	the impa fting pov	_	•	•		•	•		leas on c	onflict		

SSHS.WHI.3.3 Developments and expansion of ancient Greece	Conne	ctions t	o the Rl	node Isla	and And	chor Sta	andards					
Argue the impacts major social and	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
technological innovations of ancient Greece had throughout history				Х	Х	Х						
Guiding Questions for Instruction:		_	ment O	-								
• To what extent can Greek developments be considered a Golden Age?	Students demonstrate an ability to:  a. Analyze major developments in art, literature, and philosophy, and argue their lasting impacts throughout history											
<ul> <li>What lasting impacts did the Greek developments have throughout history?</li> </ul>	b.	•	e major of impacts	developr	nents in	mathem	atics, me	dicine, a	nd archit	tecture, a	and <b>argu</b>	e their
<ul> <li>Who was Alexander the Great and how did he influence civilizations politically, economically, and socially?</li> </ul>	c. d.	Argue		ct Alexa	nder the	Great ha	aracterist ad on pol			•		ents of

SSHS.WHI.3.4 Geography of ancient Rome	Conne	ctions t	o the Ri	node Isl	and And	hor Sta	ındards					
Argue the influences geography and	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
resources had on the social, political, and economic developments of ancient Roman civilizations						Х	Х	Х	Х	Х		
<ul> <li>Guiding Questions for Instruction:</li> <li>How and why did Rome develop and expand in specific geographic regions?</li> <li>What were the geographic characteristics of the early Roman Republic and the Roman Empire?</li> <li>How did geography encourage unity within the Roman Empire?</li> </ul>		Identify Analyz land Identify Argue	e the imp  y the geo  the influencements of	n ability ations of plication ographic ences of	to: The Ron s of Ron difference geograph	ne's devo	oire and it elopment een Romacteristic yze the r	t along contains and Grant Son poli	oastlines reece tical, soc	and flat	economi	

SSHS.WHI.3.5 Social and political structures of ancient Rome and	Connec	ctions to	the Rh	ode Isla	and And	hor Sta	ndards	
Roman expansion	CG.P	CG.RL	CG.RR	н.сс	H.HP	H.IG	G.HPE	
Argue the impacts the social and political characteristics of the Roman	Х	Х	Х			Х		

#### **Guiding Questions for Instruction:**

Empire had on groups and individuals

- What contributed to the rise of the Roman Empire?
- What was the social structure of Roman empires, and who benefited from these structures?
- What role did government fulfill in the rise of the Roman Empire, and who could participate?
- How is early Roman government considered a democratic republic?

#### **Learning Assessment Objectives:**

Students demonstrate an ability to:

a. Argue the influence trade had on cultural diffusion and the development of Roman culture

G.HSP

Χ

- b. Analyze the relationships between social classes, and argue the impact on society and who benefited
- c. Argue the impact of democratic government and rule of law on the structure of political power
- **Argue** the impact of citizen participation in a representative government
- **Analyze** the relationship between expanded power and the development of belief systems and systems of law and government, and **argue** who benefited from that relationship
- f. Argue the impact a strong military had on the expansion of empires (e.g., Punic wars) and who benefited

**G.WST** 

E.SA

E.PC

E.EG

SSHS.WHI.3.6 Spread of Judaism and emergence of Christianity	Conne	ctions t	o the Ri	node Isla	and And	hor Sta	ndards						
Argue the Roman Empire's influence	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
on the spread of Judaism and the development of the Christian religion		Х		Х	Х	Х							
Guiding Questions for Instruction:		_	ment O	-									
<ul> <li>How and why did the Roman</li> </ul>	Students demonstrate an ability to:												
Empire influence the spread of Judaism?	a. <b>Analyze</b> how the Roman Empire influenced the spread of Judaism												
	b.	Analyz	e the inf	luence of	a histor	ical figu	re on the	develop	ment of	a belief	system w	ithin	
What is the geographic and historical context of the		Roman	territory										
development of Christianity?	c.	Argue practice	•	ct of sac	red texts	on the e	stablishr	nent and	continua	ation of l	oeliefs ar	nd	
<ul> <li>What are the major beliefs and</li> </ul>		practice	. S										
practices of Christianity?	d.	Analyz	<b>e</b> the rela	ationship	between	n Christi	an ideas	and rule	s and soc	ial expe	ctations	within	
How did Christian ideas spread?		civiliza	tions										
	e.	Analyz	<b>e</b> the nat	ure, and	argue th	ne impac	t of cultu	ıral diffu	sion of r	eligious	practices	;	

SSHS.WHI.3.7 Causes of the Roman Empire's decline	Conne	ctions t	o the Ri	node Isl	and And	hor Sta	ndards					
Argue the influence expansion had on	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
the social, political, and economic stability of the Roman Empire, leading to its decline	Х	Х		Х		Х						Х
Guiding Questions for Instruction:  • What contributed to the fall of the	Learning Assessment Objectives: Students demonstrate an ability to:											

- Roman Empire?
- What were the benefits and the costs of expansion and innovation?
- How did the Roman Empire continue after the Fall of Rome?
- Who was Constantine, and how did he impact the Roman Empire?
- How did the Eastern Roman Empire benefit from the achievements of the Western Roman Empire?

- a. Analyze economic disparities, and argue how it impacted trade and economic activity and who benefited
- b. Analyze the challenges of overexpansion and of governing a large empire and the influence of new religious ideas on old political and social power, and argue who benefited
- c. Argue the impact of expansion of an empire on cultural diffusion and economic success and its effects on political and social instability
- d. **Identify** the location, and **explain** the continuation of the Eastern Roman Empire (Byzantine Empire) after the fall of the Western Roman Empire
- e. Argue the impact of Constantine and Justinian's rule on the Eastern Roman Empire
- f. Explain Eastern Roman use of Western Roman intellectual and technological achievements

# **Inquiry Topic 4: The Emergence of the Islamic Empire**

Compelling Question: How do civilizations gain, maintain, and lose power?

SSHS.WHI.4.1 Development of Islam and the role of Muhammad	Conne	ctions t	o the Rh	node Isla	and And	hor Sta	ndards					
Argue the impact of the prophet	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Muhammed on the development and expansion of the religion of Islam and its practices	Х	N	Х		Х	Х						
Guiding Questions for Instruction:  • What historical circumstances led		_	sment Ol nstrate a	-								
to the development of Islam?	a. Analyze the expansion of Arab civilizations and the expansion of Islamic ideas											
<ul> <li>How did Islam establish beliefs, practices, and social order?</li> </ul>	<ul> <li>a. Analyze the expansion of Arab civilizations and the expansion of Islamic ideas</li> <li>b. Analyze the social responsibilities and expectations of Muslims established by the Five Pillars</li> </ul>											
<ul> <li>What were the important leaders and influences of Islam?</li> </ul>	c.	-		and perso	onal valu	es and b	eliefs es	tablished	l by the l	noly boo	ks the Q	ur'an
<ul> <li>How did Muhammad influence the Islamic Empire?</li> </ul>	and Hadith  d. <b>Argue</b> the impact the prophet Muhammad had on the development of Islamic beliefs and political structure											
<ul> <li>What similarities and differences do Judaism, Islam, and Christianity have?</li> </ul>	e.	Explain and Isla		ities and	differen	ces in the	e beliefs	and prac	ctices of	Judaism,	, Christia	unity,

SSHS.WHI.4.2 Expansion of the Islamic Empire	Connections to the Rhode Island Anchor Standards											
Argue how geographic and political	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
influences led the Islamic Empire to gain and maintain power	Х	Х		Х		Х		Х				
<ul> <li>Guiding Questions for Instruction:</li> <li>How did geography impact the development of the Islamic Empire?</li> <li>How did Arab military conquests impact the spread of Islam?</li> <li>How were Islamic empires able to gain power?</li> </ul>		Analyz Analyz Analyz expansi Analyz	e the relation of Islands	n ability ntionship rgue its ntionship ntionship amic ide	between between as, and a	e on poli n religion n militar nrgue wh n politica	phic feat tical pow n and exp y campai no benefi al and mi benefited	ver pansionis gns, pol ted litary lea	st efforts itical and	l social c	changes,	

SSHS.WHI.4.3 Structure of Islamic
government and society

Argue how the sources of power and structure within Islamic government impacted the Arab territories in Western Asia (Middle East), the Mediterranean, and northern Africa socially, economically, and politically

# **Connections to the Rhode Island Anchor Standards**

CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
X		Х			Х		Х				Х

# **Guiding Questions for Instruction:**

- What are the characteristics of a caliphate government?
- How did the Caliphate impact social and political structure within Arab territories, and who benefited?
- How was the Islamic Empire able to consolidate and maintain power throughout its conquests?

## **Learning Assessment Objectives:**

- a. **Identify** the characteristics of Caliphs (e.g., pious, courageous, knowledgeable, male), and **explain** their role in government
- b. **Explain** the relationship between standardized political practices (e.g., taxes, language, government structure) and centralized government
- c. **Argue** the impact the Islamic government had on conquered territories
- d. **Analyze** the social, political, and economic differences between Muslim and non-Muslim individuals' experiences

SSHS.WHI.4.4 The Shia and Sunni split and its political consequences	Connections to the Rhode Island Anchor Standards											
Argue how the differences in	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
perspectives that led to the Sunni/Shia split impacted the Islamic faith				Х	Х	Х						
<ul> <li>• What circumstances led to the Sunni and Shia split?</li> <li>• What were the immediate and lasting impacts of the Sunni and Shia split?</li> </ul>		Analyz Muham Identif	sment On the constraint of the difference of the difference of the confliction of the impacts and division of the	ferences g., Shia, s ts and str	to: in perspo Sunni), a ruggles f	and <b>argu</b> For powe  es of idea	e the impressive ending	pacts of the Solid contin	those per unni/Shi	rspective a divide	s	ing

SSHS.WHI.4.5 Achievements of the
Islamic Golden Age

Argue immediate and lasting cultural, intellectual, scientific, and technological impacts left by the Islamic Golden Age and what led to its eventual loss of power

#### **Connections to the Rhode Island Anchor Standards**

CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Х			Х	Х	Х	Х		Х			

## **Guiding Questions for Instruction:**

- What technological advancements developed during different Caliphates of the Islamic Empire?
- What is the historical context behind the Abbasid Caliphate?
- Why is the Abbasid Caliphate considered an Islamic Golden Age?
- How does the Islamic Golden Age compare to other Golden Ages?
- What led to the downfall of the Islamic Empire?

# **Learning Assessment Objectives:**

- a. **Explain** the relationship between architecture and Islamic rule
- b. **Analyze** the conditions of the Abbasid Caliphate and the Islamic Golden Age, and **argue** how that led to stability, prosperity, and innovations
- c. **Explain** the role the geographic position of the Abbasid Caliphate had in cultural diffusion and wealth
- d. **Analyze** the developments in science, education, innovations, and ideas, and **argue** who benefited from those developments
- e. **Analyze** the similarities and differences between the Islamic Golden Age and other Golden Ages (e.g., Tang, Song, Mongol)
- f. **Analyze** overexpansion and military defeats, and **argue** how they led to the loss of power within the Islamic Empire

# **Inquiry Topic 5: Ancient Sub-Saharan African Kingdoms**

Compelling Question: To what extent does trade impact civilizations?

SSHS.WHI.5.1 Climates and environments of sub-Saharan Africa	Connections to the Rhode Island Anchor Standards											
Argue how the geography of Sub-	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Saharan Africa impacted settlement, trade, and the diffusion of ideas and resources							Х	Х	Х	Х		х
<ul> <li>Guiding Questions for Instruction:</li> <li>What are the geographic features of sub-Saharan Africa, and what is their impact?</li> </ul>	Learning Assessment Objectives: Students demonstrate an ability to:  a. Identify the location and explain the geography of early African civilizations in the sub-Saharan region										sub-	
<ul> <li>How did geography impact the development of trade networks in sub-Saharan Africa?</li> </ul>	b.											
<ul> <li>How did expansion of trade impact access to natural resources throughout Africa, Asia, and Europe?</li> </ul>	<ul> <li>c. Argue the influences geography also had on migration</li> <li>d. Analyze the relationship between the need for resources and the development of expansive trade networks</li> </ul>											
How did the Trans-Saharan trade routes connect civilizations?	e.	Argue	how exte	ensive tra	ade netw	orks led	to the di	ffusion o	of ideas			

SSHS.WHI.5.2 The development	Conne	ctions t	o the Rh	node Isl	and And	chor Sta	ndards					
Argue how social, political, cultural,	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
and economic developments of African kingdoms led to their prosperity and economic wealth					Х	Х		Х	Х		Х	
<ul> <li>Guiding Questions for Instruction:</li> <li>What social structures and beliefs developed throughout West African kingdoms?</li> <li>What ideas and achievements</li> </ul>	Studen a.	ts demo  Analyz  politica		n ability ationship	to: s betwee						•	of
emerged throughout West African kingdoms?	b.		y the locateristics a			•	ns, and <b>e</b>	<b>xplain</b> t	heir socia	al and cu	ıltural	
What role did the Kingdom of Great Zimbabwe play in complex	c.	_	the influction, and		-		_	_	_		ffusion,	
trade networks?	d.	Analyz	e the spr	ead of be	eliefs and	d religio	n through	nout Afri	ca, Asia	, and Eu	rope	
	e.	-	e comple kingdon owe					_				-
	f.	Analyz	e the dev	elopmei	nt of arch	nitecture	, art, and	luxury i	tems, an	d argue	how thei	r

development was influenced by economic success

SSHS.WHI.5.3 Achievements of
Mansa Musa and the Kingdom of
Mali

Argue the impact Mansa Musa and the Kingdom of Mali had on cultural, technological, and economic developments throughout Africa

CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	Х	Х		Х	Х		Х

### **Guiding Questions for Instruction:**

- What historical circumstances led to the rise of the Kingdom of Mali?
- What impact did Mansa Musa have on African kingdoms?
- What is the significance of the economic prosperity under the rule of Mansa Musa?

#### **Learning Assessment Objectives:**

- a. **Identify** the location of influential trading sites (e.g., Ghana, Timbuktu, Mali), and **explain** how those locations led to the development of economics and power
- b. **Analyze** the leadership of Mansa Musa, and **argue** what impacts his rulership had on African kingdoms
- c. **Analyze** the abundance of natural resources (e.g., salt, gold) in the area, and **argue** the impact they had on the spread of wealth and who benefited from that wealth
- d. **Analyze** the development of urban areas, infrastructure, and educational establishments, and **argue** who benefited from those developments

SSHS.WHI.5.4 The spread of Islam into Africa	Conne	ctions t	o the Rl	node Isl	and And	chor Sta	ndards					
Argue the social and political effects the	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
spread of Islam had on African kingdoms			Х		Х	Х						
<ul> <li>What circumstances led to the expansion of Islam into African kingdoms?</li> <li>How did Islam impact African kingdoms?</li> </ul>		Argue practice Argue Explain	sment Ol nstrate a the influces and be the influce the influce Travelo	n ability ence cult liefs ences Isl er Ibn Ba	to: ural diff am had o	on social	and poli	itical life	within A	African k	ingdoms	S

## **Inquiry Topic 6: The Early Americas**

Compelling Question: What contributes to the development of culturally diverse civilizations?

SSHS.WHI.6.1 Peoples of North America	Conne	ctions t	o the Rh	node Isla	and And	hor Sta	ndards					
Argue how geography influenced the	CG.P	CG.RL	CG.RR	н.сс	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
development of cultural diversity among early Indigenous groups throughout North America					Х	Х	Х	Х	X	X		
<ul> <li>Guiding Questions for Instruction:</li> <li>What historical and geographic circumstances led to the expansion of people into the Americas?</li> <li>How did early peoples migrate to the Americas?</li> <li>Where did civilizations develop in North America?</li> <li>How did geography impact the development of culture in North American civilizations?</li> </ul>		Identify relation  Explain  Analyz argue h  Analyz geograp  Pierce,	ship between ways per the socoow geogen the culphic region.	n ability higration ween tho eople too ial, econ graphy ar tural cha ons of No	patterns se migra ok advan omic, an nd resour racteristi orth Ame	tions and tage of g ad politic rees influ- ics and d erica (e.g	d global geograph al structi nenced w lifference g., Inuit,	climate of ic chang ure of In where peo es of var Haudeno	Americas changes es to mig digenous ople settle ious grou osaunee, ontribute	grate to to s civiliza ed ups locat Cheroke	he Amer tions, an ed in diff e, Navaj	icas d ferent o, Nez

SSHS.WHI.6.2 The development of Mesoamerican civilizations	Conne	ctions t	o the Ri	node Isla	and And	chor Sta	ındards					
Argue how geography and resources	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
influenced the development and rise of civilizations in Mesoamerican						Х	Х		Х			
<ul> <li>Guiding Questions for Instruction:</li> <li>Where did civilizations develop in early Mesoamerica?</li> <li>What geographic influences led to permanent settlements?</li> <li>What social, political, and economic characteristics distinguish the different time periods of Mesoamerican civilizations?</li> </ul>		Identify Toltecs Analyz network	e the relaces and peethe sim	n ability ations of gue the intionship ermanent atilarities	to: early M nfluence s betwee settleme	es geogra en resour ents erences l	rican civi aphy had rces, env between t Mesoan	on their ironment	develop t, and de	ment velopme	nt of trac	

SSHS.WHI.6.3 Characteristics of the Caral-Supe civilization	Conne	ctions t	o the Rh	node Isla	and And	hor Sta	ndards					
Argue how the social, political, and	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
economic advancements of the Caral- Supe (Norte Chico) civilization influenced its development and those of later Mesoamerican civilizations		X X X X X										
<ul><li>Guiding Questions for Instruction:</li><li>Where was the Caral-Supe civilization developed?</li></ul>		ts demo	sment Ol nstrate a	n ability	to:	pe and i	ts coastal	and inla	and civili	zations,	and <b>arg</b>	<b>ie</b> how

- What technological ideas and advancements emerged in Caral-Supe?
- How is the Caral-Supe civilization important to the understanding of Mesoamerican developments?
- geographic location lead to the development of this region
- b. **Argue** how the domestication of cotton impacted economic development
- c. Argue how the development of technology (e.g., irrigation, textiles) influenced economic growth
- d. Explain how the development of culture, social and political structure, and architecture in this region influenced later civilizations in Mesoamerica

SSHS.WHI.6.4 Empires of ancient Mesoamerica and their	Conne	ctions t	o the Rh	ode Isla	and And	hor Sta	ndards							
achievements	CG.P	CG.P CG.RL CG.RR H.CC H.HP H.IG G.HPE G.HSP G.WST E.SA E.PC E.EG												
Argue the impacts of the social, economic, and political developments of three Mesoamerican empires		X X X X												
Guiding Questions for Instruction:	Learning Assessment Objectives:													

- Where did major civilizations in Mesoamerica emerge?
- What circumstances led to the development of Mesoamerican empires?
- How were the Mayan, Incan, and Aztec empires structured politically, socially, and economically?
- What technology and advancements emerged from these empires?

- a. **Identify** the location of Mayan, Incan, and Aztec empires, and **explain** the geographic features of those locations
- b. **Analyze** the similarities and differences in the social, political, and cultural characteristics of the Maya, Inca, and Aztec empires
- c. **Identify** the features of large cities and regions related to Mesoamerican empires
- d. **Analyze** the influence of advancements in agriculture, architecture, mathematics, language, time, and science on the development of complex and diverse civilizations, and **argue** who benefited from those advancements

## **Inquiry Topic 7: Medieval Central and Western Asia**

Compelling Question: To what extent can the interconnectedness of civilizations impact a society?

SSHS.WHI.7.1 Geography of Central and Western Asia	Conne	ctions t	o the Rh	ode Isla	and And	hor Sta	ndards					
Argue the impacts of early Steppe empires on the civilizations within	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Central and Western Asia (Middle East)									Х	Χ		
<ul> <li>Guiding Questions for Instruction:</li> <li>Where did Central and Western Asian civilizations develop?</li> <li>How did geography influence the culture and development of Central and Western Asian civilizations?</li> <li>What is a steppe civilization, and how did it impact those living in the region?</li> </ul>		Identify the 16th Argue of Western power Analyz	n-19th ce the influe n Asian ( e the exp	n ability ations of nturies ences geo Middle	to: Central ographic Eastern)	features civilizat Steppe er	stern Asi s had on to ions in to mpires in mpacted t	the deve	lopment culture, e to chron	of major conomy,	Central, and pol	and itical

SSHS.WHI.7.2 Central and Western	Conne	ctions t	o the Rh	node Isl	and And	chor Sta	andards					
Asian Empires Argue the impacts of the social,	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
political, and economic and achievements of the two major empires of Asia, the Mongol and Ottoman empires	Х				Х	Х			Х		Х	Х
Guiding Questions for Instruction:	Learnin	g Assess	ment Ol	ojectives	;:							
<ul> <li>Where were Central and Western Asian (Middle Eastern) empires located?</li> <li>What geographic and historical circumstances influenced the development of major Asian empires?</li> <li>What social, political, and economic developments emerged in Asia?</li> <li>What were the cultural characteristics of Central and Western Asian empires?</li> </ul>	a. b. c. d.	Identifing geography Analyzing from the Analyzing different Analyzing developing Confucients	y the location of the political ose developments and the diffusion of the the diffusion of the the diffusion of the the diffusion of the the role of t	ations of al, social lopment allarities I and We ferences and influe	the Moron production, and ecoses and different Assian nces (e.g.	erences is an (Mica civiliza	goods a developm in social, ddle East tions due sm, Chris	political political tern) emple to their stianity,	Asia, and I, and eco pires religious Islam, Bo	I argue vonomic vonomi	who bene values ac ilosophic , and	efited ross
<ul> <li>How did religion influence the development of culture in Asian empires?</li> </ul>												

SSHS.WHI.7.3 The influence of cultural diffusion on the Tang	Conne	ctions t	o the Rh	node Isla	and And	hor Sta	ındards					
Dynasty	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Argue how cultural diffusion led to the advancements and lasting impacts of the Tang dynasty				Х	Х	ļ						
<ul> <li>Guiding Questions for Instruction:</li> <li>What were the historical circumstances of the Tang dynasty?</li> <li>What cultural influences impacted the emergence of the Tang Dynasty?</li> <li>What achievements emerged from the Tang dynasty?</li> </ul>		Explair Analyz politica develop Analyz	e the cull aspects oment  e the inn	n ability cumstance tural infl of the T	to: es of the uences ( ang Dyn  and tech	domestic asty, and nnology	sion of the cand for dargue of the Tasting imp	eign) on how thos	the socia	al, religionces imp	ous, and acted its	

SSHS.WHI.7.4 Developments and effects of the Silk Road	Conne	ctions t	o the Rh	ode Isla	and And	hor Sta	ındards							
Argue the impact and influence of the	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG		
Silk Road on civilizations and their cultural, economic, and political developments							Х		Х	Х	Х	Х		
Guiding Questions for Instruction:	Learnin	g Assess	ment Ol	ojectives	:									
What was the Silk Road and where are trade routes related to the Silk Road located?	Student a.	Students demonstrate an ability to:												
What goods and resources were traded along the Silk Road?	b.		=		_	-	pper, silv traded tl			-	ed goods	, and		
How did the Silk Road influence social classes?	c.	_	the influe			•	ad comm	erce had	on the s	ocial and	d econon	nic		
How did the Silk Road influence cultural diffusion?	d.	_	the influe ed from t			Road on	social, p	political,	and relig	gious ide	as and w	ho		

### **Inquiry Topic 8: Medieval Western Europe**

Compelling Question: How do different economic, social, and political structures impact relationships between civilizations?

SSHS.WHI.8.1 Continual expansion	Conne	ctions t	o the Rh	node Isl	and And	chor Sta	ındards					
of Christianity after the fall of Rome	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Argue the impacts the spread of Christianity after the fall of Rome and through the Crusades had on regions and civilizations		Х			Х	Х		Х				
<ul> <li>• What was the historical context to the spread of Christianity following the fall of Rome?</li> <li>• What was the Great Schism, and how did it impact the Christian religion?</li> <li>• What was the basis for and the outcomes of the Crusades?</li> </ul>		Explain Europe Analyz Analyz Eastern	e the ran the diff	n ability nristianit ge differ ferent po ex Churc	to: y spread ent relig litical str h, and an	ious beli ructures rgue the	iefs and a develope ir impact ts, and <b>a</b>	argue ho ed under ts	w they le	ead to the	e Great S	Schism

SSHS.WHI.8.2 European Middle
Ages to the Renaissance
Analyze the evolution of the political

Analyze the evolution of the political, social, and economic structures of Medieval Europe and the transition into the Renaissance

CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Х	X		X				Х				Х

#### **Guiding Questions for Instruction:**

- What are the Middle Ages, and what were the political, social, and economical changes of the era?
- What is the Renaissance and how did the ideas of the Renaissance develop European states politically, socially, and economically after the Middle Ages?

#### **Learning Assessment Objectives:**

- a. **Explain** the political, economic, and social characteristics of the European Middle Ages (e.g., feudalism, war, agriculture, technological advances)
- b. **Explain** the causes of disease (e.g., Bubonic Plague, dysentery, influenza), and **analyze** the effects it had on European populations
- c. **Explain** the characteristics of the Renaissance (e.g., creativity, humanism, innovation), and **analyze** the effects of social and economic prosperity in Europe after the Middle Ages

#### HIGH SCHOOL - WORLD HISTORY II: EARLY MODERN TO MODERN

This is a survey course of the history of the world from the end of the Middle Ages to the modern era. Students will investigate the formation of modern governments, their interactions, and topics such as genocide and global human rights. Students will understand the origins of major current events and better understand their place in our world.

### Topics of Inquiry, Compelling Questions, and Standards

### **Inquiry Topic 1: Medieval and Renaissance Europe**

Compelling Question: Can the separation of church and state really exist?

SSHS.WHII.1.1: Politics and religion in medieval Europe

SSHS.WHII.1.2: Rise of the Ottoman Empire and cultural diffusion

SSHS.WHII.1.3: The Renaissance

SSHS.WHII.1.4: The Protestant Reformation and Counter-Reformation

### Inquiry Topic 2: Medieval Asia, Africa, and South America

Compelling Question: What leads to the rise-and-fall of empires?

SSHS.WHII.2.1: Achievements and advancements in Asia

SSHS.WHII.2.2: Interactions between African kingdoms and Europeans

SSHS.WHII.2.3: European colonization in the Americas

### Inquiry Topic 3: The Age of Enlightenment and Revolution

Compelling Question: Does reason lead to progress?

SSHS.WHII.3.1: Intellectual revolutions

SSHS.WHII.3.2: The British Empire

SSHS.WHII.3.3: State building and absolutist Europe

SSHS.WHII.3.4: The American War for Independence

SSHS.WHII.3.5: The French Revolution

SSHS.WHII.3.6: European desires and global patterns of trade

### Inquiry Topic 4: The Era of Nationalism and Imperialism

**Compelling Question:** Is it possible to be too nationalistic? SSHS.WHII.4.1: The rise and impact of Napoleonic Europe SSHS.WHII.4.2: Nationalism and unification movements

### Inquiry Topic 5: Industrialization, Urbanization, and Modernization

Compelling Question: How did industrialization move society?

SSHS.WHII.5.1: Industrialization and its developments

SSHS.WHII.5.2: Life in the Industrial Age SSHS.WHII.5.3: Patterns of movement

### **Inquiry Topic 6: Global War and Cold War**

Compelling Question: Were the conflicts of the 20th century inevitable?

SSHS.WHII.6.1: World War I

SSHS.WHII.6.2: The Russian Revolution

SSHS.WHII.6.3: The Great Depression and the disruptive interwar years

SSHS.WHII.6.4: World War II and the Holocaust

SSHS.WHII.6.5: Post-war Europe and the Cold War

### **Inquiry Topic 7: Decolonization and Globalization**

Compelling Question: Does colonialism still exist today?

SSHS.WHII.7.1: Decolonization and self-determination

SSHS.WHII.7.2: Support and opposition to Communism

SSHS.WHII.7.3: Global oppression

SSHS.WHII.7.4: New globalism and the Technological Age

### Standards Tables

### **Inquiry Topic 1: Medieval and Renaissance Europe**

Compelling Question: Can the separation of church and state really exist?

SSHS.WHII.1.1 Politics and religion in medieval Europe	Conne	ctions t	o the Ri	node Isl	and And	hor Sta	ndards					
Argue the ways political and religious	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
ideas and structures during the Medieval period in Europe affected society	Х	Х			X	Х						
<ul> <li>What role did the papacy fulfill in the development and implementations of the Magna Carta?</li> <li>How did intellectual movements during the Medieval period promote and/or impede Christian teachings?</li> <li>How were feudal structures and the organization of the Church similar?</li> </ul>		Analyz Explain as well Analyz	<b>n</b> how So as huma <b>e</b> similar	n ability ction of cholastic n reason ities and	to: the Pope ism pron ing and c	noted babbservati	Iagna Ca lance in I ion veen feuc those circ	learning lal struct	through	both Div		

SSHS.WHII.1.2 Rise of the Ottoman Empire and cultural diffusion	Connections to the Rhode Island Anchor Standards													
Argue how the expansion of the	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG		
Ottoman Empire contributed to cultural diffusion to Medieval Europe	Х	Х	Х	Х				Х						
<ul> <li>Guiding Questions for Instruction:</li> <li>How did the Ottoman Empire develop?</li> <li>What was the relationship between political leaders and religious teachings?</li> <li>Why was the presence of both Jews and Muslims equally concerning for leaders of Spain and Portugal as well as the Church?</li> </ul>		Analyz Analyz the early Analyz connect	e the mo y Ottoma e change	n ability e Ottom derate to an Empires in mig	to: an Empiraleration re ration pa	of religi	ons (e.g. pecifical ion by b	, Christia	anity, Jud	daism) be	eyond Isl	lam in		

	1														
SSHS.WHII.1.3 The Renaissance Argue the influence Renaissance ideas	Connections to the Rhode Island Anchor Standards														
had on European philosophy, politics, art, and culture	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG			
art, and culture	Х				Х						Х	Х			
<ul> <li>Guiding Questions for Instruction:         <ul> <li>How did the growth of humanistic ideals challenge Christian teachings?</li> <li>How did the ideas of the Renaissance develop European states politically, socially, and economically?</li> <li>How did changes in art and culture reflect the ideals of the Renaissance?</li> </ul> </li> </ul>		Identify philoso	phy, rhete Renaissons, and works on angelo, Rance ethe idea	uence of oric) sance ide social or of writer caphael, or as develo	to: humani eas, and a ganizati s (e.g., P da Vinci	argue the on such etrarch, and ex	e impact as the Cl Machiav plain ho	ss on pol- nurch relli, Cas ow they i	tiglione) reflected	ory, poet wer, ecor and artic the ideal mass pro heir imp	nomic sts (e.g., s of the				

SSHS.WHII.1.4 The Protestant Reformation and Counter-	Connec	ctions t	o the Rh	node Isla	and And	hor Sta	ndards							
Reformation	CG.P	CG.P CG.RL CG.RR H.CC H.HP H.IG G.HPE G.HSP G.WST E.SA E.PC E.EG												
Argue how the tenets and goals of the Protestant Reformation impacted power relationships in Europe	Х	x x x x												
Guiding Questions for Instruction:  • What was the Protestant	Learning Assessment Objectives: Students demonstrate an ability to:													

- What was the Protestant Reformation?
- How did the teachings of Protestant Reformation leaders promote change?
- How did events of the Protestant Reformation lead to military conflicts?
- What was the response of the Roman Catholic Church to the Reformation?

a. **Explain** the rationale for, and **analyze** the conditions of the Reformation (e.g., selling indulgences, salvation, transubstantiation), and **argue** how it impacted different groups of

Henry VIII) associated with Church and political reform

- people (e.g., persecution of Jewish peoples, Catholics)b. Explain the roles of religious and secular leaders (i.e., Martin Luther, John Calvin, and
- c. **Analyze** the relationships between the Reformation and political and military changes (e.g., Peasants' Revolt) and wars (e.g., French Wars of Religion, Thirty Years' War) in both the 16th and 17th centuries
- d. **Identify** changes in religious and teachings of the Church, and **argue** the geo-political impacts that resulted from those changes

## Inquiry Topic 2: Medieval Asia, Africa, and South America

Compelling Question: What leads to the rise-and-fall of empires?

SSHS.WHII.2.1 Achievements and advancements in Asia	Conne	ctions t	o the Rh	node Isla	and And	hor Sta	ndards					
Argue how advancements and	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
achievements in Asia during the Medieval period impacted regions within Asia and beyond	Х	Х		Х		Х						
Guiding Questions for Instruction:     How did leaders of the Mughal (Mogul) Empire create long-term stability?		s demor	_	n ability ıl (Mogu	to: l) leaders	_	Sabur) an		_			
<ul> <li>How did internal disputes ultimately lead to Japanese unification?</li> <li>How did military tactics lead to the</li> </ul>	<ul> <li>conquests, modern administrative system of government), and how they created stability</li> <li>b. Analyze conditions of the Sengoku period, and argue the impact of those conditions</li> <li>c. Explain Mongol military tactics (e.g., intensive training and discipline, surprise attacks, use of light cavalry)</li> </ul>											
growth of the Mongol Empire?  • What was the influence of neo-Confucianism in China?	d. e.	China, a	and <b>argu</b>	e the im	pacts		an teachir ablishme	,		·	g Yangm	ning in
<ul> <li>How did changes in government and culture prop up the Qing Dynasty?</li> </ul>	<ul> <li>e. Analyze the conditions leading to the establishment of the Qing Dynasty</li> <li>f. Analyze the significance of trade within and between these civilizations and those in other regions of Afro-Eurasia, and argue who benefited from that trade</li> </ul>										n other	
• What was the influence of Sikhism in India?	g. <b>Analyze</b> the foundation and influence of Sikhism by Guru Nanak in South Asia											

SSHS.WHII.2.2 Interactions between African kingdoms and	Conne	ctions t	o the Ri	node Isla	and And	chor Sta	ndards					
Europeans	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Argue how interactions between European and African civilizations impacted the society, economy, and individuals in African kingdoms			Х			Х	Х			X	Х	Х
<ul> <li>Guiding Questions for Instruction:</li> <li>To what extent did African kingdoms interact with European empires?</li> <li>How did trade affect the African kingdoms?</li> <li>What are the impacts of interactions between African and European civilizations?</li> </ul>		Analyz Africa, Argue the regi	and <b>arg</b> thow rescone  e trade re	n ability de routes ue the im ources (e.	that con apacts the g., gold, ips betw	e routes , iron, ru veen Eur	Europe to had on the bber) in a ope and a defrom	nese regi Africa in Africa, a	ons Ifluenced	Europea	an settlei	nent in

SSHS.WHII.2.3 European colonization in the Americas	Conne	ctions t	o the Rh	ode Isla	and And	hor Sta	ndards							
Argue the ways European exploration	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG		
and colonization impacted American civilizations		x x x x x												
Guiding Questions for Instruction:	Learning Assessment Objectives:													

- What are the historical circumstances behind European exploration to the Americas?
- What led to the development of European colonies in the Americas and who benefited?
- How did European colonization impact Mesoamerican civilizations?
- To what extent did European colonization impact the decline of civilizations in the Americas?

- a. **Explain** changes in maritime technologies (e.g., caravel, compass, astrolabe), and **analyze** how the new technologies supported Spanish and Portuguese expansion followed by expansion by England, France, and the Netherlands
- b. **Analyze** the exploration for trade routes and resources, and **argue** how that influenced European settlements in the Americas
- c. **Analyze** the relationship between imperialistic goals (e.g., "God, Gold, and Glory") and European conquests in the Americas
- d. **Analyze** the advantages and disadvantages of the Columbian Exchange, and **argue** who benefited from that situation
- e. **Argue** how cultural diffusion impacted social, political, and economic aspects of American civilizations
- f. **Argue** how European disease, genocide, and conflict impacted American civilizations and their populations

# **Inquiry Topic 3: The Age of Enlightenment and Revolution**Compelling Question: Does reason lead to progress?

SSHS.WHII.3.1 Intellectual revolutions	Conne	ctions t	o the Rh	node Isl	and And	hor Sta	ndards						
Argue how the Scientific Revolution	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG	
impacted Enlightenment thinking, government, and society	Х			Х	Х	Х			Х			Х	
Guiding Questions for Instruction:		_	sment Ol nstrate a	-									
<ul> <li>How did the Scientific Revolution impact views on the universe?</li> </ul>	a. <b>Analyze</b> the development of changes related to natural philosophy with its initial emphasis on astronomy (i.e., geocentrism, heliocentrism), and <b>argue</b> how this impacted views of the												
<ul> <li>How did the Scientific Revolution challenge the Church?</li> </ul>	universe												
How did the ideas of the Scientific Revolution serve as a springboard	b. <b>Argue</b> how scientific discovery and ideas about the natural world impacted the Church's												
<ul> <li>for the Enlightenment?</li> <li>What were the foci of the Enlightenment?</li> </ul>	c.	historic		s (e.g., C	Salileo, N	lewton),	scientific , and <b>arg</b>				_		
<ul><li>Enlightenment?</li><li>How did ideas of the Enlightenment disrupt balances of</li></ul>	d.	·	<b>e</b> the ide				kers (e.g.	, Voltair	e, Didero	ot, Monte	esquieu,		
power?	e.	_			_		ns had on rcantilisn						

SSHS.WHII.3.2 The British Empire Argue how events within England and	Conne	ctions t	o the Rh	node Isla	and And	hor Sta	ndards					
throughout the British Empire created both times of instability and times of	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
expansion	Х	Х		Х	Х	Х	Х				Х	

### **Guiding Questions for Instruction:**

- How did changes in religious beliefs impact a change in government and rule of law?
- What were the impacts of changes in agriculture in England?
- How did the British government apply democratic and constitutional principles in its rule of its colonies?
- Where were Britain's colonies, and how did colonization affect the places and people that were colonized?

### **Learning Assessment Objectives:**

- a. **Analyze** the political and religious actions by the Stuart Monarchy, and **argue** how that led to two, separate overthrows of the government (English Civil War, Glorious Revolution) and new political institutions being established (Hanoverian Monarchy)
- b. **Analyze** the Enclosure Movement and the Agricultural Revolution, and **argue** the impacts on future industrialization
- c. Analyze how the British government applied the democratic and constitutional principles, theorized by John Locke and others, to select groups loyal to the Crown, and argue who benefited
- d. **Identify** the locations of the British Empire's colonies (e.g., India, parts of Africa, Australia, New Zealand, and parts of the Americas), **analyze** the effects of colonization on the places and people there, and **argue** who benefited from those effects

SSHS.WHII.3.3 State building and absolutist Europe	Conne	ctions t	o the Rh	ode Isla	and And	hor Sta	ındards					
Argue the political, economic, and	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
societal impacts related to the consolidation of power, state building, and absolutism	Х	Х	Х			Х						
<ul> <li>What were the most common forms of government in Europe during the 17th century?</li> <li>Why is France often considered the symbol of absolutism?</li> <li>How did changes in political thought both promote and challenge absolutism?</li> </ul>		Explair constitu Analyz largest	tionalism e aspects army, me	onales for an ability onales for and a sof King ercantilis	to: or differe orgue wh s Louis X ot princip	io benefa XIV's rei lles, resi	rnmental ited under gn that restance to eals on ab	er each sy eflected political	ystem absolutis	sm (e.g.,	Europe's	

	WHII.3.4 The American War	Conne	ctions t	o the Ri	node Isl	and And	chor Sta	ındards					
Argue	how the events and ideals of the	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Ameri	can Revolution impacted the can colonies socially, politically, onomically	Х	Х	Х	Х		Х						Х
Guidin	How did British imperial behaviors lead to discord with the American colonies?  What were the colonists' grievances against the King of England?  How did changes in thinking support actions that led to the American Revolution?	Learning Assessment Objectives: Students demonstrate an ability to:  a. Analyze British rationale for imposing policies on the American colonies  b. Explain colonial grievances (e.g., taxation, limited trade opportunities, troop quartering)  c. Identify how colonists challenged British taxation policies (e.g., Stamp and Sugar Acts), and analyze the rationale and outcomes of those challenges  d. Analyze the influences of Enlightenment ideals on colonial thinking and action (i.e., political, social, economic)  e. Analyze the outcome of the American Revolution, and argue how it politically, socially, and economically impacted the American colonies, including the formation of a new											Acts),
		e.	and eco		ly impac	ted the A				_	•		•

SSHS.WHII.3.5 The French Revolution	Conne	ctions t	o the Ri	node Isla	and And	chor Sta	ındards					
Argue how the events and results of the	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
French Revolution impacted France socially, politically, and economically	Х			Х	Х	Х				Х		Х
<ul> <li>Guiding Questions for Instruction:</li> <li>How did changes in thinking support actions that led to the French Revolution?</li> <li>What factors led to revolutionary behavior?</li> <li>How did the French Revolution lead to political changes?</li> <li>In what ways did revolutionary action transform France?</li> </ul>	a. b. c.	Analyz absoluti  Explain march t the Rigi  Explain and ana Commi  Analyz Robesp	enment v  e the cor ism) that  n the acti to Versai hts of Ma  n the lead alyze vio ttee of P	n ability ys revolu writers (e aditions ( undersc ons take lles), and an, Cons dership s lent beha ublic Saf that took	to:  ationaries e.g., Volt (e.g., dispored read n during l analyze titution of tyles of l aviors an fety) c place at the Direct	parity in ctions to the Frence the polor 1791) Revoluting moves the end ctory, rise	onary learnents (e.	Montesque, inequitated monablution (eanges that aders (e.g., guillowench Re	able hiera arch a.g., storm at occurre g., Robes otine, Rei	ning of the ded (e.g., figure of Te	political he Bastil Declarat  Danton, Merror,	lle, ion of

SSHS.WHII.3.6 European desires	Conne	ctions t	o the Rh	node Isl	and And	chor Sta	ındards					
and global patterns of trade Argue the effects the Atlantic System of	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
trade had on enslaved Africans an on the regions of the world that participated						Х	Х		Х		Х	
Guiding Questions for Instruction:		_	ment Ol	-								
• What was the Atlantic System?				·		.1	11	C 1	1	1 (*	. 16	.1
<ul> <li>How did new patterns of trade increase the slave trade?</li> </ul>	a.	-	the ration of the System		•		nditions rade)	or, and <b>a</b>	<b>rgue</b> wn	io benefi	ted from	tne
<ul> <li>How did Enlightenment thinking affect the African slave trade?</li> </ul>	b.	-	•			•	trade in nd how i	•			mericas,	, and
	c.	-	<b>e</b> the infl ical issue		•		thinking	g on the A	African s	lave trac	le (e.g., 1	moral

## **Inquiry Topic 4: The Era of Nationalism and Imperialism**

Compelling Question: Is it possible to be too nationalistic?

SSHS.WHII.4.1 The rise and impact of Napoleonic Europe	Conne	ctions t	o the Rl	node Isla	and And	hor Sta	ndards					
Argue how the rise of Napoleon	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Bonaparte and his defeats led to events such as the Congress of Vienna as well as long-term philosophical and geo- political changes	Х	Х		Х		Х	Х					
<ul> <li>What factors supported Napoleon's rise to power and changed Europe's balance of power?</li> <li>How did Napoleon embrace the ideals of the Enlightenment?</li> <li>How did the Haitian Revolution affect French foreign policy?</li> </ul>		Identify explain and resing Analyz establis	how the nape Eur  the the influence the influence of the	n ability anges in passe support tope luence of the Civi	to:  political forted Nap  enlighted Code of the code	poleon's ened legan of 1804 alyze th	rule, allo	owed hir	, First Co n to cond nquered ne Haitian	quer num	nerous co	ountries s the
<ul> <li>What were the goals of the Congress of Vienna?</li> </ul>	d.	•					mpact of	the Con	gress of	Vienna		

SSHS.WHII.4.2 Nationalism and unification movements	Conne	ctions t	o the Rh	node Isla	and And	chor Sta	ndards					
Argue how political philosophies during	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
the 19th century impacted the growth and unification of some nations while destabilizing others	Х			Х	Х	Х	Х					
<ul> <li>Guiding Questions for Instruction:</li> <li>Why is nationalism often considered the most powerful political ideology of the 19th century?</li> <li>What were the roles of other political ideologies during the 19th century?</li> <li>What was the role of nationalism in the growth of certain nation-states and the destruction of others?</li> </ul>		Analyz develop Analyz Marxisi Analyz unificat	e politica m) in Eur e the nat	n ability ology of l on dem al and so rope, the ionalistic	national ographic cial phile America c ideas an	osophies as, and V	the belies on alities of these second these	e.g., lan peralism, Asia (Mi ary (i.e., mificatio	guage, e conserv ddle Eas Revolut n) throug	thnicity, atism, na t) ions of 1 ghout the	religion) ationalisi 848) and	) m, 1

SSHS.WHII.4.3 Imperialism, expansion, and influence	Conne	ctions t	o the Rh	node Isla	and And	hor Sta	ndards					
Argue how political and economic	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
interests of western states impacted non-western territories in Asia and Africa	Х				Х	Х	Х	Х		Х		Х

#### **Guiding Questions for Instruction:**

- How were western interests and feelings of superiority imposed on Chinese sovereignty?
- How did western influence lead to political, social, and economic changes in Japan?
- Why were African nations not represented during the Berlin Conference in 1884?
- What was Manifest Destiny, and how did its promotion change the United States of America's relationship with other countries?

#### **Learning Assessment Objectives:**

- a. **Analyze** the influence of western values and economic interests of Great Britain on the development of the Opium Wars and the Treaty of Nanjing, and **argue** how these impacted the Chinese government
- b. **Analyze** the Meiji Restoration, how fear of western powers lead to it, and argue how it impacted the political and social structure of Japan
- c. **Analyze** imperialist beliefs, specifically Social Darwinism, and **argue** how that led to the "Scramble for Africa" (Berlin Conference)
- d. **Analyze** the doctrine of Manifest Destiny, and **argue** how it caused the United States to create measures that would prevent European involvement in the United States and colonization in the Western Hemisphere

### **Inquiry Topic 5: Industrialization, Urbanization, and Modernization**

Compelling Question: How did industrialization move society?

SSHS.WHII.5.1 Industrialization and	Conne	ctions t	o the Rh	node Isl	and And	hor Sta	ndards					
Argue how progress and innovation	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
associated with industrialization also led certain groups to prosper while others struggled				Х	Х	Х				Х	Х	Х
Guiding Questions for Instruction:	Learnin	g Assess	ment Ol	ojectives	<b>:</b> :							
<ul> <li>How did economic and cultural movements develop in response to waves of industrialization?</li> <li>How did changes in transportation advance industrialization?</li> <li>How did industrialization spread?</li> <li>How did industrialization reshape society?</li> <li>How did artistic and literary movements respond to conditions related to industrialization?</li> </ul>	a. b. c. d.	Analyz socialis those pro Analyz Analyz benefite Analyz changes Explain	e the efferm, Ricar ractices e the related from the of industres, and and and the social of the soci	ects of indo's "ironationship ial spreachat actionstrial ground the mantic community of the	dustrial on law of between d across n bowth (e.g ways it is oncerns	wages,' n railroad Europe g., cottag impacted and liter	ds, steam (e.g., Be e industral society ary depic	anism), a machin rlin, Sax ries, indu	es, and in ony, Boh	ne who be ndustrial nemia), a prking cl	develop and argu	from ment e who cultural

SSHS.WHII.5.2 Life in the Industrial	Conne	ctions t	o the Ri	node Isla	and And	hor Sta	ndards					
Argue how industrialization and	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
urbanization led to dramatic changes in lifestyles for people in Great Britain and other nations in the 18th and 19th centuries			Х	Х		Х	Х					Х
<ul> <li>What were the causes of, and consequences related to, increases in urbanization?</li> <li>How were the lives of women impacted as a result of industrialization?</li> <li>How did reformers try to address the social problems created by industrialization?</li> </ul>		Analyz movem Analyz argue h Argue Analyz	e the advent of percent of the character and those the rational terms of the character and the charact	vancement ople out teristics of the impact onales for a strialization on the impact of the impact on the impact of	to:  Its in agrowing of rural  of urbaniced societ  tion and in	areas and ization (exy urbanization)	d into the	e cities rerowdin	g, diseas	ee, child	labor), ar	nd

SSHS.WHII.5.4 Patterns of movement	Conne	ctions t	o the Rh	ode Isl	and And	hor Sta	andards					
Argue how industrialization caused a	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
need for expansion for those in need of new marketplaces and natural resources to cultivate greater economic growth				Х	ļi	Х		Х				Х
<ul> <li>Guiding Questions for Instruction:</li> <li>How did the push toward free market systems lead to changes in global migration patterns?</li> <li>Which nations sought resources in other global areas?</li> <li>How did industrialization create shifts in global economic autonomy?</li> </ul>		Identify Africa a growth  Explai	and Asia and thes	ions invo for rubb e expans	to:  olved in of er, ivory ionist in of Europ	, manga terests, a	onist effo nese), <b>ex</b> and <b>argu</b> kets, <b>ana</b> ie who be	<b>e who be</b>	e relation enefited to w that led	nship bet from that I to form	ween eco	onomic ship

# **Inquiry Topic 6: Global War and Cold War**Compelling Question: Were the conflicts of the 20th century inevitable?

SSHS.WHII.6.1 World War I Argue how the causes, events, and	Conne	ctions to	o the Rh	node Isla	and And	hor Sta	ndards					
results of World War I had long lasting political, social, and economic effects	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
pointical, social, and economic effects	X X X X X									Х		
<ul> <li>Guiding Questions for Instruction:</li> <li>What were the causes of World War I?</li> <li>What role did nationalism play in the Armenian genocide?</li> <li>How did advancements in military strategy and technology impact the war?</li> <li>How did World War I become a global conflict?</li> <li>What were the goals and results of the Treaty of Versailles?</li> </ul>		Explain national Explain 1915-19 Analyz and tech of the w	the cau the cau for the cau for the effection of the effection of the estate the the estate the estate for the	ses and a perialism ses and a the role of ects of ch (i.e., che argue the	analyze of analyze of the Ne manges in mical we e impact	ism, and the cond ar East I military eaponry, of those ances be	itions an alliance itions an Relief organized airplane changes etween contation with	d events ganization y (e.g., S s, tanks,	of the A on chlieffen machine and arg	rmenian Plan, tre guns) o	genocidench war the exp	e from rfare) pansion
the freaty of versames?	f.	their pa	rticipatio	on to the	War r and cor	·	n colonia				-	

SSHS.WHII.6.2 The Russian Revolution	Conne	ctions t	o the Rl	node Isl	and And	chor Sta	ındards					
Argue how the Russian Revolution led	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
to the rise of a communist regime	Х		Х		Х	Х						
<ul> <li>Guiding Questions for Instruction:</li> <li>How did World War I serve as a catalyst for revolution in Russia?</li> <li>How did the Russian people respond to political issues?</li> <li>How did communism gain ground in Russia and other European countries?</li> </ul>		Analyz revoluti Explain Revoluti Explain	sment Ol nstrate a se the relations prior in the exp tion in the ration and the ration	n ability ntionship r to Wor eriences	between ld War I of the R	(e.g., Ro tussian p	evolutior eople du	of 1905 ring Wo	ommunis	I and the	Russian	

SSHS.WHII.6.3 T	he	Gre	eat	
<b>Depression and</b>	the	di	sruptiv	e
interwar years				
				_

Argue how economic instability led, in part, to changes in political thinking and increasing disruptions in the 1920s and 1930s

<b>Connections t</b>	o the Rhode	e Island Anchor	<b>Standards</b>
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CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			Х	Х	Х	Х					Х

### **Guiding Questions for Instruction:**

- What led to the Great Depression?
- How did changes in political thinking create disruption in Europe?
- How did the League of Nations, and its member countries, respond to increasing aggressions?

#### **Learning Assessment Objectives:**

- a. **Identify** the factors leading to the Great Depression (e.g., crash of the New York Stock Exchange, unemployment), **analyze** its effects, and **argue** how it impacted society
- b. **Analyze** the influence of extremist ideologies (e.g., fascism, socialism) on European countries (e.g., Germany, Italy), and **argue** the impacts and who benefited
- c. **Analyze** the rationale for and goals of the League of Nations, and **analyze** its effects on global aggressions

SSHS.WHII.6.4 World War II and the Holocaust	Conne	ctions t	o the Rh	node Isla	and And	chor Sta	ındards					
Argue how the events of World War II,	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
and atrocities associated with the Holocaust and other crimes against humanity, led to lasting social, political, and economic impacts globally			Х	Х		Х	Х	Х				
Guiding Questions for Instruction:		_	sment Ol	-								
How did the aggression of certain countries create the conditions for global war?	Student a.	a. <b>Identify</b> the causes and <b>analyze</b> the conditions and events that lead to World War II (e.g., appearement, militarism, alliances)										
What event led to World War II?	b.	_	n the agre		_		-	o Axis, l	Nazi-Sov	iet Pact)	that led	to the
How did advancements in military		invasio	n of forei	ign natio	ns such	as Polan	d.					
technology impact the War?	c.	=	e innova		•				nemical a	and atom	ic weapo	onry,
How did social and political beliefs lead to the Holocaust and other												
crimes against humanity?	d. <b>Analyze</b> the development of concentration camps that targeted certain segments of the population (e.g., Jews, Communists, Slavs, and "racial inferiors") during the War											
What led to the conclusion of war in the Pacific?	e. <b>Explain</b> the causes and <b>analyze</b> the conditions and events leading to the end of World War II (e.g., atomic weapons, military superiority), and <b>argue</b> the lasting social, political and economic impacts of the war worldwide											

SSHS.WHII.6.5 Post-war Europe and the Cold War	Conne	ctions t	o the Rh	node Isla	and And	chor Sta	ındards					
Argue how the perceived impact of	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
communism on established democratic systems led to the Cold War	Х	Х		Х	Х	Х						
<ul> <li>Guiding Questions for Instruction:</li> <li>What efforts were made to rebuild Europe?</li> <li>How did the battle of "communism versus democracy" take shape in post-war Europe and throughout the Cold War?</li> <li>Why did communism become</li> </ul>	Student	Explain Doctrin Analyz Atlantic	sment Ol nstrate a n the ratione, Marsh te the con te Treaty ( te commu- ts impact	n ability onale for nall Plan, nditions of Organiza	to: and ana Berlin A of and re ation, Wa	Airlift), a actions t arsaw Pa	and <b>argu</b> to concer act)	e the imp	pacts of t	those act	ions e.g., Nor	rth
popular in China and how did its presence challenge global balances of power?		<b></b>	1									

### **Inquiry Topic 7: Decolonization and Globalization**

Compelling Question: Does colonialism still exist today?

the creation of new nations in

Africa, Asia, and Western Asia

(Middle East)?

SSHS.WHII.7.1 Decolonization and self-determination	Conne	ctions t	o the RI	node Isla	and And	chor Sta	ındards					
Argue how long-range implications of	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
World War II led to an era of decolonization as well as an era of new nations being established and re- established after decades of colonial rule	Х			Х	Х	Х						Х
<ul> <li>Guiding Questions for Instruction:</li> <li>What were factors that led to decolonization in Africa, Asia, and Western Asia (Middle East)?</li> </ul>	Learning Assessment Objectives: Students demonstrate an ability to:  a. Analyze the rise in tensions related to the Cold War, and argue how that intensified demands for independence											
<ul> <li>How did the relationship between Great Britain and the Indian subcontinent become contentious?</li> </ul>	b. <b>Explain</b> the conditions leading to protest by Indians against British colonial rule, and <b>argue</b> their impacts (e.g., civil unrest and disobedience, rise of Mohandas Gandhi, independence in India and Pakistan)											
How did post-war Europe lead to the creation of new nations, in	c. <b>Explain</b> global post-war settlements and decolonizing efforts, and <b>argue</b> the positive and											

negative impacts

SSHS.WHII.7.2 Support and opposition to Communism	Conne	ctions t	o the Rh	node Isl	and And	chor Sta	ndards					
Argue the impacts of imperialism,	CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
World War II, and the Cold War on domestic and global support for and challenges against communism	Х		Х	Х	Х	Х		Х		_	_	Х
<ul> <li>Guiding Questions for Instruction:</li> <li>How did lingering imperialistic and ideological battles manifest into more military conflict in Korea and Vietnam?</li> <li>How did communism create periods of political stability in China and the Soviet Union?</li> <li>What factors led to the collapse of</li> </ul>		<ul> <li>b. Argue how communism impacted the Soviet Union and China</li> <li>c. Identify examples and analyze the conditions of rebellions, protests, and revolutions (e Prague Spring, Poland, Revolutions of 1989) that challenged communism</li> </ul>								ns (e.g.,		
<ul><li>communism in the Soviet bloc?</li><li>What attempts at reform were made in the Soviet Union?</li></ul>		•										

SSHS.WHII.7.3 Global oppression Argue how nation-building and shifts in	Conne	ctions t	o the Rl	node Isl	and And	chor Sta	andards								
power to unstable leaders led to the maintenance of racially oppressive legal	CG.P	CG.RL	CG.RR	H.CC	Н.НР	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG			
codes and outright acts against humanity	Х	Х	Х		Х	Х						Х			
<ul> <li>What circumstances allowed for a rise in dictatorships in Asia, Africa, and Western Asia (Middle East)?</li> <li>What led to continued racially oppressive behaviors in the United States and South Africa?</li> <li>How did the fall of the Soviet Union create political instability?</li> </ul>		Explain leaders Darfur, their co  Identify identify Nelson countries  Explain Soviet laggress	in Asia, Rwanda Juntries a Ly actions y leaders Mandela es as a w In the con- bloc (e.g.	n ability les for an Africa, a ), and an s a whole related and acti a), and an hole ditions s ., Miloše antrol their	nd analy and West rgue the e to the de ons of re rgue the supporting ević, Puti	enial of cesistance social ang the ristin), analtive countries	ircumstanta (Middle oblitical, divided in the movement of the political of	e East) (e and economics in the lents (e.g. cal impactatorial lents of the dargue	United S  , Dr. Ma ets on the	nbodia, Inpacts on tates and artin Luthe people Russia a ctive pow	saq, Iran, the peop South Aner King, and their	ole and ofrica, Jr.,			

SSHS.WHII.7.4 New globalism and	
the Technological Age	

Argue the ways that ever-changing facets of 20th and 21st century technologies have led to global interconnectedness and interdependence

<b>Connections to the Rhode Isla</b>	nd Anchor Standards
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CG.P	CG.RL	CG.RR	H.CC	н.нр	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X		X						Х

### **Guiding Questions for Instruction:**

- What agreements and organizations were created to increase political and economic stability in the Americas and in Europe?
- How have technological advancements led to political, economic, and societal changes around the globe?

#### **Learning Assessment Objectives:**

- a. **Explain** supranational organizations that support stability and financial regulation (e.g., World Bank, International Monetary Fund), **analyze** the ways they were at times challenged by other organizations (e.g., ATTAC), and **argue** their positive and negative impacts
- b. **Identify** organizations that were created to promote unity (e.g., NAFTA, European Union), **analyze** their efforts, and **argue** their impacts
- Analyze the conditions that led to the development of new technologies (e.g., computers, mobile phones, internet), and argue their social, political, and economic impacts on society
- d. Analyze global issues of today, and argue a position on one or more of the issues