

# Rhode Island Social Studies Standards

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Kindergarten through High School



**RIDE** Rhode Island  
Department  
of Education

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## INTRODUCTION

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### BACKGROUND

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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 in-person 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 will be published in the fall of 2023. Included in the following pages 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 this work: The complete set of Rhode Island Social Studies Anchor Standards and Content Standards.

## EMPHASIZING ACADEMIC RIGOR

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The Rhode Island Social Studies Standards use a 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 by using four verbs: *Identify*, *Explain*, *Analyze*, and *Argue*. This four-part hierarchy supports depth by providing a consistent and predictable approach to understanding complexity and rigor that benefits both teachers and students. Next 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 locate places on a map, and the like.
2. **Explain:** When the verb *explain* is used, students articulate 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, making comparisons, and communicating 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 various 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

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As mentioned in the background section, the Rhode Island Social Studies Standards are 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 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. Next 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, 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>

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<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.

<sup>2</sup>Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*, 31(2), 132–141  
<https://www.tandfonline.com/doi/abs/10.1080/00405849209543534>; New York State Dept. of Education. (2018). Culturally Responsive-Sustaining Education Framework. Retrieved 2021 from <https://www.nysed.gov/crs/framework>; Rhode Island Department of Education. (2021). Review Tools to Support Selection of HQCM. Rhode Island Department of Education: Instruction & Assessment. Retrieved November 2021, from <https://www.ride.ri.gov/InstructionAssessment/Curriculum.aspx#4379310-hqcm-review-tools>.

<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.

**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.

**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>7</sup>, and
2. help build students’ abilities as citizens<sup>8</sup> to recognize and move to act against bias, stereotypes, and inequities in their immediate environment, their communities, and the world around them<sup>9</sup>.

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<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>5</sup> New York State Dept. of Education. (2018).

<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>7</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>8</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.'

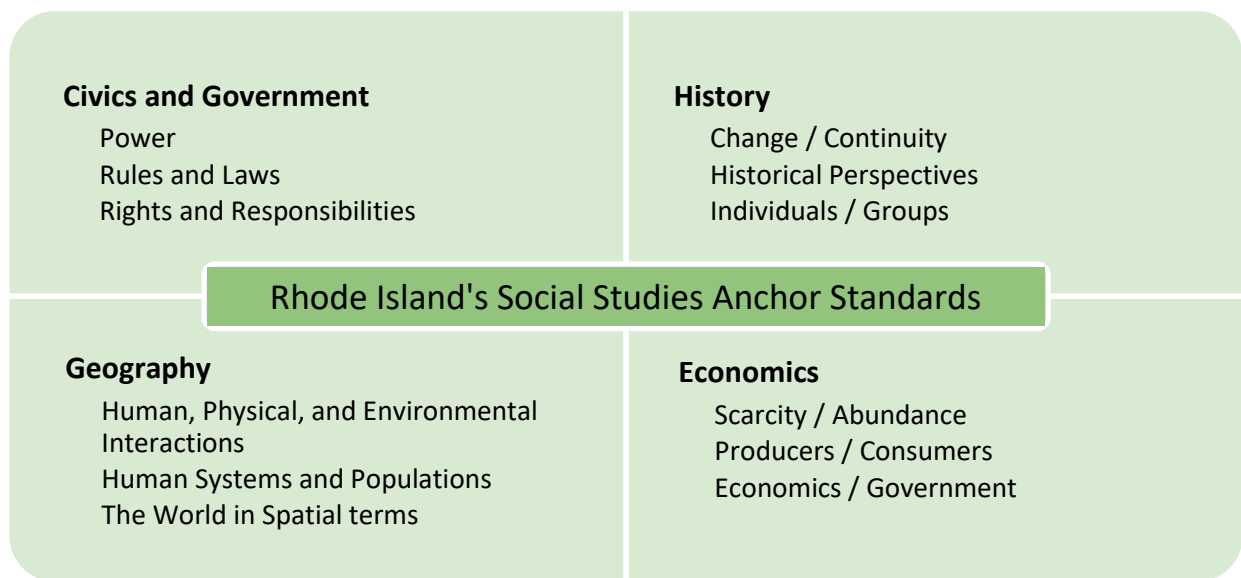
<sup>9</sup> New York State Dept. of Education. (2018).

# RHODE ISLAND'S SOCIAL STUDIES ANCHOR STANDARDS

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## 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 following image displays the four domains and the title of the three standards within each.



The following pages outline the anchor standards in full by domain. Each of the anchor standards include the four-part hierarchy of rigor – *identify, explain, analyze, and argue* – as explained earlier in this document and cultural responsiveness is woven within the hierarchy. The codes following the anchor standards will appear again later in this document within the standards tables for easy reference back to the following list of anchor standards. For example, CG.P refers to the Civics and Government – Power anchor standard.



### **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

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## OVERVIEW

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. Next is an outline of the K-8 grade level topics and the five high school courses:

### Kindergarten to Grade 8

#### **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.

#### **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.

#### **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 on the Nation and State in subsequent grades.

### **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. They are also introduced to the United States government.

### **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 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 who made Rhode Island their home, and how diverse Rhode Islanders in the past and present respond to opportunities and challenges. They are also introduced to state and local government.

### **Grade 5 - United States History: Pre-European Contact to Reconstruction**

In fifth grade, students begin their study of United States 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.

### **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 to study the United States and Rhode Island state government in eighth grade.

### **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 to 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.

### **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.

## 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.

### **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.

### **United States History II: Late 19th Century to the Present**

This course is a survey of United States history from the late 19th 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.

### **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.

### **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.

## HOW TO READ THE STANDARDS

As mentioned earlier, the anchor standards and content standards work together, in concert, to create a cohesive social studies curriculum of study from kindergarten through high school. 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 each inquiry topic has multiple standards. Each standard is presented in table form with components that are designed to help teachers understand and make decisions about how to teach the provided content. A sample table is provided below. Following the table is a brief description of each element in the table.

### Inquiry Topic 1: Families

Compelling Question: Are all families the same?

SSK.1.1 Members of and roles in families Explain families, family roles, and family rules through looking at their own, those of classmates, and those represented in literature	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
	X	X	X		X	X					X	
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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> <li>How are the roles within families similar and/or different from one another?</li> <li>How do members of a family work together to help each other?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><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, families with same sex caregivers, interracial families, families with a single caregiver, extended families)</li> <li><b>Identify</b> roles people have in a family unit and <b>explain</b> how the roles relate to each other</li> <li><b>Identify</b> what rules and norms families have and <b>explain</b> who makes them and why they exist</li> <li><b>Explain</b> responsibilities that members of a family have to the family unit (including to pets)</li> <li><b>Explain</b> ways to help at home</li> </ol>											

### 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 that emphasize academic rigor, giving depth to the standard. In addition, in most cases the level of rigor in any content standard matches the highest level of rigor in the learning assessment objectives and the level expected of the anchor standards.

### **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 standard. 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 exemplify the content standard and point to the anchor standards levels that students are expected to achieve.

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

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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?

<p><b>SSK.1.1 Members of and roles in families</b></p> <p>Explain families, family roles, and family rules through looking at the student’s own, those of classmates, and those represented in literature</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X		X	X						X
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <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> <li>• How are the roles within families similar and/or different from one another?</li> <li>• How do members of a family work together to help each other?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><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, families with same sex caregivers, interracial families, families with a single caregiver, extended families)</li> <li><b>Identify</b> roles people have in a family unit, and <b>explain</b> how the roles relate to each other</li> <li><b>Identify</b> what rules and norms families have, and <b>explain</b> who makes them and why they exist</li> <li><b>Explain</b> responsibilities that members of a family have to the family unit (including to pets)</li> <li><b>Explain</b> ways to help at home</li> </ol>											

<b>SSK.1.2 Family locations in the local community</b> Explain the physical location of students' and classmates' families within the community and the relationships between families and the community	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
							X		X		X	
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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 classmates live relative to each other and/or relative to places that provide goods and services?</li> <li>● How do places together make a neighborhood or community?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> the purpose and features of a map and a globe and the locations of where students and their classmates live (e.g., city/town, state, and country)</li> <li>b. <b>Identify</b> resources near families and resources that are farther away (e.g., schools, stores, services for the unhoused, disability services)</li> <li>c. <b>Identify</b> the location of the student's home address and addresses to important places and relative locations near their home</li> <li>d. <b>Explain</b> the physical environment where students live</li> <li>e. <b>Explain</b> how families make up neighborhoods and neighborhoods create, are a part of, and influence the larger community</li> </ol>											

<b>SSK.1.3 Family and Cultural traditions</b> Explain a variety of family and cultural traditions through looking at the students' own, those of classmates, and those represented in literature	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X		X					
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What are traditions?</li> <li>● How are family and cultural traditions celebrated?</li> <li>● What are similarities and differences in the celebrations of family and cultural traditions?</li> <li>● How can students explore different experiences or traditions of people in their community?</li> <li>● What are similarities and differences between the traditions of real-life families and those represented in fiction?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> the characteristics of culture (e.g., food, clothing, activities, holidays, religion)</li> <li>b. <b>Identify</b> family traditions as they relate to culture (e.g., food, clothing, activities, holidays, religion)</li> <li>c. <b>Explain</b> ways in which where people live can affect traditions</li> <li>d. <b>Identify</b> ways students can explore the different traditions of people in their community</li> <li>e. <b>Identify</b> differences and similarities between the traditions of their families, their classmates' families, and those represented in literature</li> </ol>											

<b>SSK.1.4 Family needs and wants</b> Explain the differences between needs and wants and how these concepts impact family units	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X							X		X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> family wants and needs, and <b>explain</b> how wants and needs are important in understanding the responsibilities individuals have to each other and the family as a whole</li> <li>b. <b>Explain</b> ways families share and distribute resources</li> <li>c. <b>Explain</b> scarcity and ways wants and needs play out with limited resources</li> <li>d. <b>Explain</b> what jobs are, different types of jobs, and how they are used to obtain wants and needs</li> <li>e. <b>Identify</b> ways jobs are determined by where one lives (e.g., closeness to the family) or ways jobs may determine where one lives (e.g., moving to be closer to a job)</li> <li>f. <b>Explain</b> what income is and the role of money in obtaining goods and services</li> <li>g. <b>Explain</b> ways jobs provide resources to the community</li> </ol>											

## Inquiry Topic 2: Schools

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

<b>SSK.2.1 School location in the local community</b> Analyze the school’s place within the local community geographically, socially, and economically	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X								X			
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● Where is the school located?</li> <li>● How is the school a part of the community?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> the school’s address and its location on a map</li> <li>b. <b>Explain</b> the relative location of the school in relation to where the students live</li> <li>c. <b>Explain</b> the relative location of the school in relation to other nearby resources such as stores, services, etc.</li> <li>d. <b>Analyze</b> what the school provides for the local community socially and how the local community helps the school</li> </ol>											

<b>SSK.2.2 Roles and responsibilities in schools</b> Analyze rules, roles, and responsibilities at school	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X									
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> rules and norms of school within the classroom and in other spaces at school (e.g., cafeteria, hallways)</li> <li>b. <b>Analyze</b> differences in rules in different places like at home, at school, or in public</li> <li>c. <b>Argue</b> how the rules, norms, and rights at school help students to learn and teachers to teach and how they create a way for students to work together</li> <li>d. <b>Analyze</b> the responsibilities of people at school and at home and how they work together to help students to learn effectively (e.g., teachers, principal, class helpers, custodian, family caregivers)</li> </ol>											



<b>SSK.2.3 Classroom citizenship</b> Explain the roles and responsibilities of being classroom citizens	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	X		X						X	
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> responsibilities that students have to each other</li> <li>b. <b>Explain</b> ways to help in the classroom and at school</li> <li>c. <b>Identify</b> school symbols (e.g., mascot, school colors) and ways to show school pride</li> <li>d. <b>Identify</b> the United States flag at school as a way to show national pride</li> <li>e. <b>Explain</b> the words in the Pledge of Allegiance and why it is recited at school</li> </ol>											

<b>SSK.2.4 School holidays and traditions</b> Explain traditions and holidays that are celebrated and recognized at school	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> school traditions (e.g., special school-specific traditions like field day, spirit week)</li> <li>b. <b>Identify</b> people, holidays, and traditions that are celebrated and the historical events they represent (e.g., Labor Day, Indigenous Peoples’ Day / Columbus Day, Veterans Day, Dr. Martin Luther King, Jr. Day, Presidents’ Day, Juneteenth, Memorial Day)</li> <li>c. <b>Identify</b> the differences and similarities between how holidays and traditions are celebrated at school and at home</li> </ol>											

# Inquiry Topic 3: Neighborhoods

Compelling Question: What makes a community a community?

<p><b>SSK.3.1 Neighborhood boundaries and nearby neighborhoods</b> Analyze the relationship between geography, location, and resource availability in how neighborhoods and communities are defined</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
							X	X	X		X	X
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• What are notable places in local neighborhoods and communities?</li> <li>• What are the geographical features of local neighborhoods and communities?</li> <li>• What resources are available in local neighborhoods and communities?</li> </ul>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Identify</b> buildings and places in students’ neighborhoods (e.g., school, library, places of worship, community centers), and <b>explain</b> their locations in relation to each other</li> <li><b>Identify</b> boundaries of a neighborhood versus the larger community</li> <li><b>Identify</b> the geographical landscape of students’ neighborhoods (e.g., urban, rural, suburban, has trees, hilly)</li> <li><b>Explain</b> what resources are available in students’ neighborhoods and larger communities (e.g., schools, trees, stores, rivers, health services, recreation), and <b>analyze</b> how those resources are made available, and to whom</li> <li><b>Analyze</b> the similarities and differences between students’ neighborhoods and those of their classmates (e.g., landscape, population, availability of resources)</li> </ol>											

<b>SSK.3.2 Roles in the community and community citizenship</b> Analyze the ways members of a community interact, help each other, and contribute to the community as a whole	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	X						X		X	X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• What does it mean to be a good community member?</li> <li>• Why are there community rules and norms?</li> <li>• Who are community helpers and what do they do?</li> <li>• How can people contribute to their community?</li> <li>• Where in the community can students go for help?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Explain</b> why people have responsibilities to each other, and <b>analyze</b> actions people take to show civility to each other</li> <li><b>Explain</b> community rules and norms, who makes them, and ways rules and norms contribute to the health of the community</li> <li><b>Identify</b> different community helpers (e.g., mayor, police, firefighters, teachers, doctors, cashiers), and <b>analyze</b> the ways they help people</li> <li><b>Explain</b> ways to help people in the local neighborhood or community</li> <li><b>Identify</b> where in the community students can go for help (e.g., trusted adult, emergency services), and <b>explain</b> how to get help (e.g., call 911, talk to school counselor)</li> </ol>											

<p><b>SSK.3.3 Neighborhood and community traditions and celebrations</b></p> <p>Analyze similarities and differences between diverse traditions and celebrations from local neighborhoods, communities, and those represented in literature</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X	X	X					
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>● How are local cultural celebrations and traditions celebrated by people of diverse cultural backgrounds?</li> <li>● What family or school celebrations are similar to the ones celebrated in the community?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li>a. <b>Identify</b> local traditions and celebrations, and <b>explain</b> how different communities observe them</li> <li>b. <b>Explain</b> differences and similarities between cultural celebrations and traditions (e.g., Dominican Festival and Parade, Veterans Day commemorations, Founders’ Day celebrations, Fourth of July parades)</li> <li>c. <b>Analyze</b> similarities between celebrations and traditions learned in this unit to those learned during the unit on family and school and those learned through literature</li> </ol>											

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

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

<p><b>SSK.4.1 Families around the world</b> Analyze families and family traditions in other parts of the world</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X	X	X	X	X		X
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <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> </ul> <p>(It is suggested that teachers use student backgrounds and/or student choice to pick areas of the world to study)</p>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Identify</b> on a map or globe where the families being studied live throughout the world</li> <li><b>Analyze</b> similarities and differences between the characteristics of families around the globe and the students' families (e.g., homes, food, clothing, traditions)</li> <li><b>Explain</b> what the physical environment is like for the families being studied, and <b>analyze</b> how that influences their ways of life</li> <li><b>Identify</b> what resources are available to the families being studied, and <b>explain</b> how they obtain those resources and how environment influences resource availability</li> </ol>											

<p><b>SSK.4.2 Schools around the world</b> Analyze the similarities and differences in what school is like around the world</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X	X	X	X			
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <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 school is organized?</li> </ul> <p>(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.)</p>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Identify</b> the physical locations of the schools being studied and their locations on a map or globe</li> <li><b>Analyze</b> similarities and differences between the characteristics of schools around the globe and the students' school (e.g., school buildings, schedules, who gets to go, grades/ages)</li> <li><b>Explain</b> what the physical environment is like at the school location, and <b>analyze</b> how that influences the ways a school is organized and run</li> </ol>											

<p><b>SSK.4.3 Neighborhoods around the world</b></p> <p>Analyze the similarities and differences in what neighborhoods are like in places around the world</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X			X	X	X	X	X	X
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• What are the characteristics of neighborhoods around the world?</li> <li>• How are local neighborhoods similar and different from neighborhoods around the world?</li> <li>• How does geography and environment influence the way a neighborhood is organized?</li> </ul> <p>(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.)</p>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Identify</b> the physical locations of the neighborhoods being looked at and their locations on a map or globe</li> <li><b>Analyze</b> 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)</li> <li><b>Analyze</b> differences among urban, suburban, and rural neighborhoods around the globe and the relationship to population</li> <li><b>Explain</b> what the physical environment is like for the neighborhoods being studied, and <b>analyze</b> how that influences the way a neighborhood is organized</li> <li><b>Identify</b> what resources, goods, and services are available in the neighborhoods being studied, and <b>explain</b> how people obtain those resources and how the environment influences resource availability</li> </ol>											



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

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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?

<b>SS1.1.1 Understanding community</b> Explain what makes a community a community	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X	X	X			X	
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the meaning of community</li> <li>b. <b>Identify</b> the people who make up a community</li> <li>c. <b>Explain</b> the use of buildings and places that are part of a community</li> <li>d. <b>Explain</b> the availability of resources, goods, and services that are available in a community (e.g., stores, library, schools)</li> </ol>											

<b>SS1.1.2 Reading maps and understanding directions</b> Explain how to read a map for various purposes such as identifying addresses and sharing directions	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
									X			
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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> <li>● Why are directions useful?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> students' home addresses and addresses for other family members and friends</li> <li>b. <b>Identify</b> 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. <b>Identify</b> places of the world on physical and electronic maps</li> <li>d. <b>Explain</b> how to give directions using a physical map and an electronic mapping tool</li> </ol>											

<b>SS1.1.3 Physical features of the local community</b> Explain the physical features of the local community and its available goods and services	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
							X				X	X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What is the landscape of the local community?</li> <li>● What buildings are in the local community?</li> <li>● What type of homes are in the local community?</li> <li>● How do resources, goods, and services support the people in the local community?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> the landscape around students’ homes and in their communities (such as urban, rural, suburban, has trees, hilly)</li> <li>b. <b>Identify</b> places that provide resources, goods, and services near their homes and in the community, and <b>explain</b> how those resources are made available, and to whom</li> <li>c. <b>Explain</b> the different types of homes in students’ communities (e.g., houses, apartments, shelters)</li> <li>d. <b>Identify</b> that there may be people who are unhoused in their communities and there may be shelters and services that are available to them</li> </ol>											

<b>SS1.1.4 Natural resources in the local community</b> Explain the use of available natural resources in the local community	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
							X			X		
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> natural resources (e.g., forests, water, land) in the local community, and <b>explain</b> how the community uses those resources</li> <li>b. <b>Explain</b> how humans can change those resources (e.g., by adding things such as buildings and fisheries, damming a river to make a reservoir for drinking water, community expansion over open land)</li> <li>c. <b>Explain</b> how natural resources can contribute to jobs (e.g., forestry, construction, fishing, and mining)</li> </ol>											

## Inquiry Topic 2: People in the Community

Compelling Question: Who lives around me?

<b>SS1.2.1 Culture and diversity in the community</b> Analyze the culture and diversity in local communities	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
					X	X	X	X				
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What is culture and diversity?</li> <li>● What cultures are represented in local communities?</li> <li>● How are local cultures similar and different?</li> <li>● How do people show pride in their cultures?</li> <li>● Why is it important to respect different cultures?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> the meanings of “culture” and “diversity,” and <b>explain</b> the characteristics of culture</li> <li>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)</li> <li>c. <b>Identify</b> local Indigenous communities (e.g., Nahaganset (Narragansett), Nehantick and Eastern Nehantick (Niantic), Nipmuc, Manissean, Massachuset, and Wampanoag (Pokanoket), and <b>explain</b> characteristics of their cultures (e.g., food traditions, regalia, art and musical traditions, heritage celebrations)</li> <li>d. <b>Analyze</b> similarities and differences between cultures in their communities</li> <li>e. <b>Explain</b> ways people show pride or belonging to their community</li> </ol>											

<b>SS1.2.2 How communities change</b> Analyze the ways communities change	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X	X	X			X	X	
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> narratives of immigrant populations within the local community, what they brought to the community (e.g., skills, cultural items from their home country, traditions from their home country), and how immigration can change what a community is like</li> <li>b. <b>Explain</b> factors that may attract people to migrate into a community (e.g., access to jobs, affordable housing, access to parks and greenspaces, quality of schools, availability of goods and services, family)</li> <li>c. <b>Explain</b> factors that may cause people to migrate out of a community (e.g., change in jobs, cost of living, family)</li> <li>d. <b>Analyze</b> human-environmental factors that have changed the local community (e.g., damming a river to make a reservoir, cutting down trees for buildings and to make space for more housing, severe weather events)</li> </ol>											



## Inquiry Topic 3: Working in the Community

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

<b>SS1.3.1 Goods and services in the community</b> Analyze the use of goods and services in the local community	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
							X			X	X	X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Identify</b> what goods and services are available in students' communities</li> <li><b>Identify</b> individuals, organizations and businesses that provide goods and services within students' communities (e.g., schools, stores, police, senior centers, shelters, town/city government)</li> <li><b>Explain</b> scarcity, and <b>analyze</b> ways community organizations and businesses respond to community needs</li> <li><b>Explain</b> how goods and services are distributed in times of emergency (e.g., clean water, community shelters)</li> </ol>											

<b>SS1.3.2 Jobs and careers</b> Analyze different jobs and careers and how they contribute to the community and economy	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X							X	X	X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What are jobs and what are careers?</li> <li>● Why do people need jobs?</li> <li>● What jobs are prevalent in the community?</li> <li>● Why do people have different jobs and careers and how do they contribute to the community?</li> <li>● How are wants and needs fulfilled through earning an income?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the purpose of jobs</li> <li>b. <b>Identify</b> different types of jobs and careers, and <b>explain</b> the tools and resources needed to fulfill these jobs</li> <li>c. <b>Explain</b> job opportunities within students' communities and why some jobs are not locally available, and <b>analyze</b> how different jobs make different contributions to the community</li> <li>d. <b>Explain</b> how people's wants and needs can be different and how different incomes support different types of wants and needs</li> </ol>											

<b>SS1.3.3 How money works</b> Explain the role of money and how people handle scarcity and abundance	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
										X	X	X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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 shape people’s choices?</li> <li>● What is abundance?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> ways people make, buy, and sell goods and services</li> <li>b. <b>Explain</b> ways people may change how they budget for needs and wants if they face a scarcity of money and/or resources</li> <li>c. <b>Explain</b> how people can have abundance of money and/or resources that may allow them to save for the future and/or share with others</li> </ol>											

# 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 that come with being a citizen of a community	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X									
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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> <li>● What does it mean for things to be equal and/or fair?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> the characteristics of, and <b>explain</b> the responsibilities of citizenship</li> <li>b. <b>Analyze</b> the differences between human rights (e.g., access to food, shelter, clean water) and civil rights (e.g., voting rights, having representation in governments)</li> <li>c. <b>Identify</b> the characteristics of human rights (e.g., equality, universality, inclusivity), and <b>explain</b> how students can help to promote human rights (e.g., volunteering at a food bank, running a food drive, trash clean up at a park, other service projects)</li> <li>d. <b>Explain</b> the roles of people who make rules and laws (e.g., mayor, school committee, town/city council)</li> <li>e. <b>Explain</b> ways that people who participate in making the laws and rules can help to create equality and fairness for all people</li> </ol>											

<b>SS1.4.2 Community leaders</b> Explain who community leaders are, both elected and non-elected, and the characteristics of a community leader	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X									
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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> <li>● How do leaders make decisions?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the election process for leaders and the responsibilities (e.g., decision making, serving the community) that come with leadership</li> <li>b. <b>Explain</b> how leaders create and enforce rules and laws for the common good of the community</li> <li>c. <b>Explain</b> how leaders represent the members of a community</li> <li>d. <b>Explain</b> how leaders such as community and grassroots leaders are leaders not through elections, but because they have worked to bring change to their communities</li> </ol>											

<b>SS1.4.3 Rules and responsibilities</b> Analyze the norms, rules, and responsibilities in a community and how different rules and responsibilities apply in different settings	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X								X	
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What are school rules and responsibilities?</li> <li>● What are family rules and responsibilities?</li> <li>● What are community rules and responsibilities?</li> <li>● How and why do rules change depending on the setting?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> ways rules, norms, and rights in all settings create a way for people to live and work together</li> <li>b. <b>Explain</b> the rules and norms of home, school, and the local community, and <b>analyze</b> the ways power is distributed between people at school, at home, and in public</li> <li>c. <b>Analyze</b> ways rules may change depending on the setting</li> </ol>											

<b>SS1.4.4 Resolving problems</b> Explain how to resolve problems in different settings	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X	X	X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Identify</b> leaders who have helped people resolve their problems (e.g., mayor, judge, Abraham Lincoln, Dr. Martin Luther King, Jr., Susan B. Anthony, Mahatma Gandhi, Malala Yousafzai), and <b>explain</b> their roles in resolution</li> <li><b>Explain</b> ways problems at home or school can be resolved (e.g., asking for help from trusted adults, communicating)</li> <li><b>Explain</b> ways people in a society work together to resolve conflicts in the community</li> </ol>											

<b>SS1.4.5 Creating positive social change</b> Explain how people create positive social change and the ways students can contribute	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X	X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the meaning of social change</li> <li>b. <b>Identify</b> people who have brought change to society, and <b>explain</b> the actions they took to achieve change</li> <li>c. <b>Explain</b> how to create change through voting</li> <li>d. <b>Explain</b> how to create change through service and community actions (e.g., town hall meetings, peaceful protests, marches), and ways students can be a part of those actions</li> </ol>											



# Inquiry Topic 5: Communities around the World

Compelling Question: Are all communities the same?

<b>SS1.5.1 Learning about nearby communities</b> Analyze the similarities and differences in the characteristics of nearby local communities	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
							X		X		X	X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• What communities are near the local community?</li> <li>• What are the geographical characteristics of those communities?</li> <li>• What are resources within those communities?</li> <li>• How are the communities similar and different from one another and from the students' communities?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Identify</b> neighboring communities around students' homes and school (e.g., another city/town, an Indigenous community, a nearby ethnic enclave) and their locations on a map</li> <li><b>Identify</b> the topography of the neighboring communities (e.g., trees or no trees, hills, beach), and <b>analyze</b> differences between urban, suburban, and rural communities and the relationship to population</li> <li><b>Identify</b> the availability of resources in the neighboring communities</li> <li><b>Analyze</b> the similarities and differences of the neighboring communities and those of the students</li> </ol>											

<b>SS1.5.2 Learning about other communities in the United States</b> Analyze the similarities and differences in the characteristics of communities throughout the United States	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
							X	X	X	X	X	X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• What are the characteristics of communities in different parts of the United States?</li> <li>• What are the similarities and differences between communities in other places and the local community?</li> </ul> <p>(It is suggested that teachers use students' backgrounds and/or student choice to pick additional communities to study)</p>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Identify</b> the physical locations of the communities being studied and their locations on a map or globe, <b>explain</b> what the physical environment is like for the communities being looked at, and <b>analyze</b> the ways environment influences their ways of life</li> <li><b>Identify</b> the resources, goods, and services available, and <b>explain</b> how people obtain those resources and the influences of environment on resource availability</li> <li><b>Analyze</b> 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)</li> </ol>											

<b>SS1.5.3 Learning about other communities in the world</b> Analyze the similarities and differences in the characteristics of communities throughout the world	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
							X	X	X	X	X	X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What are communities around the globe like?</li> <li>● What is their geography like?</li> <li>● What are the resources of the community?</li> <li>● What language(s) do the people of those communities speak?</li> <li>● What is their money called?</li> <li>● Who are their community leaders?</li> </ul> <p>(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)</p>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> physical locations of the communities being looked at and their locations on a map, <b>explain</b> what the physical environment is like for the communities being looked at, and <b>analyze</b> the ways environment influences their ways of life</li> <li>b. <b>Identify</b> what resources, goods, and services are available to the communities being looked at, and <b>explain</b> ways they obtain those resources and the influences of environment on resource availability</li> <li>c. <b>Analyze</b> 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)</li> </ol>											

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

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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 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?

<b>SS2.1.1 Understanding maps and globes</b> Explain maps and globes, geographical concepts pertaining to them, how to read them, and their uses	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
							X	X	X			
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> geographical map and globe terms (e.g., compass rose, map key, latitude, and longitude, time zones)</li> <li>b. <b>Identify</b> latitude and longitude in geographical terms as ways of showing absolute location</li> <li>c. <b>Identify</b> the relative locations of students' homes and schools, and <b>explain</b> the difference between absolute location and relative locations</li> <li>d. <b>Explain</b> the different uses of maps and globes and how they show different features such as populations, culture, socio-political lines, and topographies</li> </ol>											

<b>SS2.1.2 Physical features of the globe</b> Explain global physical and geographical features	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
							X	X	X			
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Identify</b> the locations of the seven continents and the five oceans</li> <li><b>Identify</b> the equator, Prime Meridian, and four hemispheres on a map and globe, and <b>explain</b> what those features are</li> <li><b>Identify</b> the physical characteristics and locations of different land features around the world (e.g., Amazon rainforest, Sahara Desert, Mount Everest, Great Barrier Reef), and <b>explain</b> how people interact with those locations (e.g., resources available for human use, how people adapt to living in different places)</li> <li><b>Identify</b> the characteristics and locations of different types of bodies of water around the globe (e.g., Mediterranean Sea, Great Lakes, Nile River), and <b>explain</b> how humans use them</li> </ol>											

<b>SS2.1.3 Natural resources around the globe</b> Analyze the use of natural resources around the globe and how resources affect human settlement	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
							X	X	X	X		
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• What are natural resources and where are they available around the globe?</li> <li>• How are these resources important for plant and animal life, as well as humans?</li> <li>• How do people obtain and use these resources?</li> <li>• How does the presence or absence of natural resources affect human settlement patterns?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Identify</b> the different types of natural resources that are available around the world, and <b>analyze</b> who has access to them</li> <li><b>Explain</b> ways that natural resources are important to plant and animal life, as well as humans</li> <li><b>Explain</b> how people get and utilize natural resources (e.g., metals for technology, wood for housing, water for drinking, land for farming, sun for energy)</li> <li><b>Analyze</b> how access to natural resources affects human population and settlement</li> <li><b>Identify</b> resources that are man-made (e.g., reservoirs, hydroelectricity), and <b>analyze</b> how they help sustain human settlement</li> </ol>											

<b>SS2.1.4 Global environments</b> Analyze different global environments and how the environment affects human settlement patterns and migration	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X	X	X		X		
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> ways throughout time people have adapted to living in different environments (e.g., mountains, deserts, rainforests, woodlands, cold climates, warm climates)</li> <li>b. <b>Explain</b> that different environments provide different resources for human habitation, and <b>analyze</b> how that can encourage human settlement</li> <li>c. <b>Explain</b> types of natural disasters (e.g., hurricanes, floods, blizzards, drought, wildfires), and <b>analyze</b> how they can affect human settlement and population</li> <li>d. <b>Analyze</b> ways that natural disasters can change the economic situation of people (e.g., destruction of property, access to food sources, access to clean water)</li> <li>e. <b>Analyze</b> environmental situations that may cause people to migrate (e.g., migration away from a location to escape a natural disaster, migration to a location that has access to more resources)</li> <li>f. <b>Analyze</b> ways recent changes in the Earth’s climate have affected various communities (e.g., erosion and flooding of coastal Alaskan villages, droughts in the Western United States)</li> </ol>											



## Inquiry Topic 2: People Around the World

Compelling Question: What makes a culture, a culture?

<b>SS2.2.1 Culture and diversity around the world</b> Analyze the culture and diversity of communities around the world	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X	X	X				
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the characteristics of culture (e.g., food, clothing, music, art, education, government)</li> <li>b. <b>Identify</b> cultures from different areas of the world, and <b>analyze</b> their similarities and differences (it is suggested that teachers use student backgrounds or student choice to choose groups to learn about)</li> <li>c. <b>Identify</b> Indigenous peoples from different areas of the world, <b>explain</b> the characteristics of their cultures, and <b>analyze</b> their similarities and differences</li> <li>d. <b>Analyze</b> the shared experiences, values, and rituals that many people around the world experience (e.g., popular culture such as movies, music, fast food restaurants, shared historical events, sports, fandoms)</li> </ol>											

<b>SS2.2.2 Human interactions with and effects on global environments</b> Analyze global environmental challenges that happen as a result of human-environmental interactions	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X	X	X				
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● In what ways can human activities affect the environment?</li> <li>● What is pollution and how does it affect the world?</li> <li>● How do human activities affect animals' natural environments?</li> <li>● How do changes in the environment affect human populations?</li> <li>● In what ways can humans help the environment?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> human activities that change the environment (e.g., deforestation, damming rivers)</li> <li>b. <b>Identify</b> the different types of pollution caused by humans, and <b>analyze</b> the ways pollution can affect the environment (e.g., smoke from wildfires, remnants of plastics in landfills and ocean waters, carbon dioxide emissions from industrialization)</li> <li>c. <b>Explain</b> ways that individuals and communities can combat pollution through means such as reducing, reusing, and recycling the use of plastics, rubbers, glasses, and paper</li> <li>d. <b>Analyze</b> ways that changes in the environment affect animal habitats and populations</li> <li>e. <b>Analyze</b> ways large-scale environmental changes can lead to an increase in natural disasters (e.g., stronger hurricanes, longer periods of drought, increase in wildfires)</li> <li>f. <b>Explain</b> ways that people can help the environment (e.g., recycling, creating renewable energy such as solar energy, composting, planting trees, urban gardening, ecotourism)</li> </ol>											

<b>SS2.2.3 Migrations and movement</b> Analyze the reasons why people move throughout the world and the effects of migration	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X	X		X		X	X	X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the reasons people have moved and migrated to other places whether they need to, want to, or are forced to (e.g., family, seasonal work, war, a change in the environment like drought, enslavement)</li> <li>b. <b>Analyze</b> differences between voluntary migrants, refugees, and people who are enslaved</li> <li>c. <b>Analyze</b> ways mass migrations of people can affect locations (e.g., depletion of resources, a change in the environment) and other people (e.g., colonialism’s effects on Indigenous peoples, additional strain on resources)</li> </ol>											

## Inquiry Topic 3: Global Connections

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

<b>SS2.3.1 Local cultures and their global connections</b> Analyze ways local communities are influenced by global cultural heritages	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X	X	X	X				
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Identify</b> what cultural heritage is, and <b>explain</b> ways global cultures are represented by students' families and communities</li> <li><b>Explain</b> ways that local traditions, celebrations, and holidays have global and cultural influences</li> <li><b>Explain</b> the characteristics of local traditions, celebrations, and holidays (e.g., food, clothing, activities, religion), <b>identify</b> what parts of the world they are from, and <b>analyze</b> the similarities and differences between them</li> </ol>											

<b>SS2.3.2 Global goods and services</b> Analyze how goods and services are traded around the world and contribute to a global economy	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
								X		X	X	X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the difference between imports and exports, and <b>identify</b> ways goods and services are distributed throughout the world</li> <li>b. <b>Explain</b> why areas of the world that have a surplus of certain resources trade with areas that have less and vice versa</li> <li>c. <b>Identify</b> ways individuals and governments are involved in an interdependent global economy</li> <li>d. <b>Analyze</b> the influences of the global economy on peoples' jobs and who benefits</li> </ol>											

<b>SS2.3.3 Global communications</b> Analyze how the world is interconnected through global communications	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X	X	X					
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> the historical evolution of communications such as the printing press (newspapers, books), radio, telephones, the internet</li> <li>b. <b>Analyze</b> the influences of the internet on the speed of communication between people</li> <li>c. <b>Analyze</b> the different ways people utilize global communications (e.g., keeping in touch with family, playing video games with distant friends, for commerce)</li> </ol>											

# Inquiry Topic 4: Countries and Governments

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

<b>SS2.4.1 Global citizenship</b> Analyze the responsibilities and actions of a global citizen	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X	X		X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the responsibilities people around the world have to each other in an interconnected world</li> <li>b. <b>Explain</b> the responsibilities governments around the world have to each other</li> <li>c. <b>Analyze</b> the decisions that people and governments make that can affect the rest of the world (e.g., medical, environmental)</li> <li>d. <b>Analyze</b> ways people work together to resolve global issues such as climate change, wars, and disease</li> </ol>											

<b>SS2.4.2 Global leaders</b> Analyze types of governments around the world and what makes a person a global leader	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X			X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> different types of governments (e.g., monarchies, oligarchies, democracies), and <b>analyze</b> their structures</li> <li>b. <b>Explain</b> the titles and responsibilities of governmental global leaders such as prime minister, emperor/empress, president, and <b>analyze</b> their roles and responsibilities</li> <li>c. <b>Explain</b> how individuals and groups have become global leaders through their actions and advocacy for positive change</li> </ol>											



<b>SS2.4.3 Rules and responsibilities of governments to each other</b> Explain the rules and responsibilities governments and individuals have to each other	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X						X		X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● Why do countries use diplomacy to work together?</li> <li>● How are global citizens responsible to each other?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> the benefits of diplomacy, and <b>explain</b> ways that governments work together to resolve problems, prevent wars, and keep peace</li> <li>b. <b>Explain</b> ways leaders in government set international rules about issues such as health, the environment, war, and peace (e.g., United Nations, G-7 Summit)</li> <li>c. <b>Explain</b> how governmental and non-governmental organizations help individuals and communities internationally deal with issues such scarcity, health, environment, etc. (e.g., World Health Organization, World Trade Organization, Peace Corps, Doctors Without Borders)</li> <li>d. <b>Explain</b> ways that individuals can contribute to the resolution of world issues (e.g., by working for or volunteering their time at the above-named organizations)</li> </ol>											

<b>SS2.4.4 Conflicts and resolution</b> Explain why governments experience conflict with one another and ways they work together to resolve conflict	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X	X	X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What can happen when countries don't work together?</li> <li>● What is war and what are the major causes of war?</li> <li>● What are ways that governments resolve conflicts?</li> <li>● What is peace?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> mass conflicts (e.g., civil wars, political instability, and persecution)</li> <li>b. <b>Identify</b> the causes of wars (e.g., history of unresolved conflict, quest for power over people, quest for power over resources), and <b>explain</b> how they impact people</li> <li>c. <b>Explain</b> ways governments can resolve conflicts (e.g., agreeing to a cease fire, negotiating a treaty, signing an agreement)</li> <li>d. <b>Identify</b> what peace is, and <b>explain</b> ways people try to achieve it</li> </ol>											

<b>SS2.4.5 Creating Change</b> Explain how people have brought social change to the world and ways students can contribute to positive change	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X	X	X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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 to the local community and world around us?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Identify</b> historical figures who brought positive social change (e.g., Mahatma Gandhi, Dr. Martin Luther King, Jr., Mother Teresa, Nelson Mandela, Susan B Anthony, Jane Goodall), and <b>explain</b> how they impacted change throughout the world and the challenges they faced</li> <li><b>Identify</b> contemporary individuals and groups who are working on positive social change (e.g., Greta Thunberg, scientists who work on vaccines, people working for human rights, and front-line workers such as firefighters, police, teachers, doctors, and nurses) and <b>explain</b> how they impact change and the challenges they face</li> <li><b>Explain</b> ways that students can contribute to positive change on small and large scales (e.g., in their schools, community, country, or world)</li> </ol>											

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

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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. They are also introduced to the United States government.

### ***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

SS3.4.4: The Midwestern region today

## **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 together information to have knowledge of history and the world today	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
				X	X	X	X	X	X			
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Explain</b> how geographers use tools to understand the features of the globe and the inhabitants of the Earth</li> <li><b>Explain</b> ways that archeologists study the physical evidence left behind by humans to understand human culture</li> <li><b>Explain</b> approaches historians take to analyze and interpret the past using primary and secondary sources</li> <li><b>Explain</b> ways anthropologists work with people today to learn about their cultures</li> <li><b>Analyze</b> ways that oral traditions inform what we know about the past</li> <li><b>Analyze</b> how the work of these social scientists establishes knowledge of human development throughout time and peoples' relationships with each other and the environment</li> </ol>											

<b>SS3.1.2 United States geography and environment</b> Explain the geography of the United States and its neighbors	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
							X		X			
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> features of a map (e.g., cardinal directions, key/legends, map scales, latitude and longitude)</li> <li>b. <b>Identify</b> major geographical features of North America (e.g., climate zones, bodies of water, mountains, deserts)</li> <li>c. <b>Identify</b> land bordering countries to the United States (e.g., Canada, Mexico), and <b>explain</b> relationships the U.S. has with them (e.g., trade, ways leaders work together, sharing resources)</li> </ol>											

<b>SS3.1.3 States and territories</b> Explain what states and territories are and their locations within the United States	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	X					X	X			
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> the regions that make up the United States on a map including their states and territories</li> <li>b. <b>Explain</b> ways states and territories differ and the rights afforded to those born in each area (e.g., political rights, voting rights)</li> </ol>											



<b>SS3.1.4 National government</b> Analyze components of the United States government	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X						X			
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> the location of the capital of the United States and the White House</li> <li>b. <b>Explain</b> the role of the President, Vice President, and other Cabinet leaders (e.g., Secretary of State, Secretary of the Treasury, Secretary of the Interior), and <b>identify</b> the current people who hold those positions</li> <li>c. <b>Identify</b> who state representatives are (e.g., governors, senators) and <b>explain</b> that they are elected positions, and that they represent the people of their states</li> <li>d. <b>Identify</b> the type of government the United States has and <b>analyze</b> the reasons we have a government</li> <li>e. <b>Analyze</b> the differences between rules and laws</li> <li>f. <b>Identify</b> the symbolism associated with the United States (e.g., Flag of the United States, National anthem, bald eagle, Great Seal of the United States, words of the Pledge of Allegiance, National motto), and <b>explain</b> the reasons those symbols are used and their meanings</li> </ol>											

<b>SS3.1.5 The United States today</b> Analyze the population and industries in the United States today	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
								X			X	X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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> <li>• What are the United States major imports and exports?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Identify</b> population and demographic statistics (e.g., gender, ethnic backgrounds, religions) of the United States, and <b>analyze</b> what the data describes about the country</li> <li><b>Identify</b> major industries of the United States (e.g., healthcare, education services, finance and insurance, manufacturing, technology), and <b>analyze</b> the ways they support jobs and the economy</li> <li><b>Identify</b> major imports and exports of the United States, and <b>explain</b> which countries are trading partners</li> </ol>											

## Inquiry Topic 2: The Northeast

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

<b>SS3.2.1 Geography and environment of the Northeast</b> Explain the geography and environment of the Northeastern region of the United States	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
							X		X	X		
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> major geographical features of the Northeast (e.g., Atlantic coastline, Appalachian Mountains, woodlands, Hudson River, eastern portion of the Great Lakes) on a map and <b>explain</b> their importance to the region</li> <li>b. <b>Explain</b> different climate zones and weather patterns in areas of the Northeast</li> <li>c. <b>Identify</b> major natural resources in the Northeast (e.g., granite, iron ore, lumber, fish - freshwater and marine) and <b>explain</b> their importance to the region</li> </ol>											

<b>SS3.2.2 States in the Northeast</b> Explain the states that make up the Northeastern region including their admittance to the United States and their identities	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X	X	X			X			
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What are the states in the Northeast 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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> the states and capitals in the Northeastern region of the United States (Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, and the District of Columbia) and where they are located on a map</li> <li>b. <b>Identify</b> when each state in the Northeast became a state, and <b>explain</b> why</li> <li>c. <b>Identify</b> the symbolism associated with the states (e.g., flag, state motto, state flower, state bird), and <b>explain</b> the reasons those symbols are used</li> </ol>											

<b>SS3.2.3 Peoples over time in the Northeast</b> Analyze the ways diverse peoples have come to live in the Northeastern region of the United States over time	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X	X	X	X		X	
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● Who were the original Indigenous peoples of the region?</li> <li>● Who moved into the region over time and why?</li> <li>● Who lives in the region today?</li> <li>● How has the region been shaped by the histories of these diverse peoples?</li> <li>● How have diverse peoples contributed to the development of the region?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> different Indigenous groups in the Northeast (e.g., Mohawk, Oneida, Narragansett, Wampanoag, Massachuset, Wabanaki), their location on a map, and <b>explain</b> the ways they continue their cultural traditions today (e.g., through food, regalia, music, art, language, community gatherings and celebrations)</li> <li>b. <b>Explain</b> the reasons different early colonial European immigrants (e.g., Dutch, English, including Pilgrims, French, Germans) came to the Northeast, and <b>analyze</b> the patterns of their settlements</li> <li>c. <b>Explain</b> how people from Africa were forced to move to the United States through the transatlantic slave trade and <b>analyze</b> the effects of that trade in the Northeast</li> <li>d. <b>Identify</b> 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), <b>explain</b> their reasons for leaving their home country and coming to the United States, and <b>analyze</b> the ways they continue traditions today (e.g., through food, music, art, language, community gatherings and celebrations)</li> <li>e. <b>Identify</b> population and demographic statistics (e.g., gender, ethnic backgrounds, religions) of the Northeast, and <b>analyze</b> what the data describes about the region</li> </ol>											

<b>SS3.2.4 The Northeastern region today</b> Argue how the geography and environment of the Northeastern region contributed to its social, cultural, and economic development	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X		X	X	X	X	X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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> <li>● How and why did geography and environment contribute to the development of this region?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> major cities of the Northeast 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</li> <li>b. <b>Identify</b> notable landmarks (e.g., the country’s capital in Washington D.C., Statue of Liberty, Liberty Bell, sites from the American Revolution, national and state parks) and <b>explain</b> their importance (e.g., supports tourism, creates community pride)</li> <li>c. <b>Identify</b> major industries in the Northeast (e.g., technology, manufacturing, education, healthcare, tourism, service industry), <b>explain</b> how they support jobs and the economy, and <b>argue</b> the ways geography and the environment impacted the growth of these industries</li> </ol>											

# Inquiry Topic 3: The Southeast

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

<b>SS3.3.1 Geography and environment in the Southeast</b> Explain the geography and environment in the Southeastern region of the United States	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X	X		X	X		
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Identify</b> major geographical features of the Southeast (e.g., Appalachian Mountains, Gulf of Mexico, Mississippi River, Atlantic Ocean) on a map, and <b>explain</b> their importance to the region</li> <li><b>Explain</b> different climate zones and weather patterns in areas of the Southeast</li> <li><b>Identify</b> major natural resources in the Southeast (e.g., agriculture - rice, cotton, citrus, sugar cane, tobacco, peanuts; oil; natural gas; coal; phosphate; fish - freshwater and marine), and <b>explain</b> their importance to the region</li> </ol>											

<b>SS3.3.2 States and territories in the Southeast</b> Explain the states and territories that make up the Southeastern region including their admittance or incorporation to the United States and their identities	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X	X	X			X			
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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> <li>● When did Puerto Rico and the U.S. Virgin Islands become territories and why?</li> <li>● What are the symbols associated with each state and territory and what do they represent?</li> <li>● How are the identities of the states, territories, and region as a whole created?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> 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</li> <li>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</li> <li>c. <b>Identify</b> when each state and territory in the Southeast became a state or joined the United States and <b>explain</b> why</li> <li>d. <b>Identify</b> the symbolism associated with the states and territories (e.g., flag, state motto, state flower, state bird), and <b>explain</b> the reasons those symbols are used</li> </ol>											



<b>SS3.3.3 Peoples over time in the Southeast</b> Analyze the ways diverse peoples have come to live in the Southeastern region of the United States over time	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X	X	X	X		X	
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● Who were the original Indigenous peoples of the region?</li> <li>● Who moved into the region over time?</li> <li>● Who lives in the region today?</li> <li>● How has the region been shaped by the histories of these diverse peoples?</li> <li>● How have diverse peoples contributed to the development of the region?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> different Indigenous groups in the Southeast (e.g., Chickasaw, Choctaw, Cherokee, Creek, Natchez, Seminole, Taino), their location on a map, and <b>explain</b> the ways they continue their cultural traditions today (e.g., through food, regalia, music, art, language, community gatherings and celebrations)</li> <li>b. <b>Identify</b> the reasons different early colonial European immigrants (e.g., English, French, Spanish) came to the Southeast, and <b>analyze</b> the patterns of their settlements</li> <li>c. <b>Explain</b> how people from Africa were forced to move to the United States through the transatlantic slave trade, and <b>analyze</b> the effects of that trade in the Southeast</li> <li>d. <b>Identify</b> 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), <b>explain</b> their reasons for leaving their home country and coming to the United States, and <b>explain</b> the ways they continue traditions today (e.g., through food, music, art, language, community gatherings and celebrations)</li> <li>e. <b>Identify</b> population and demographic statistics (e.g., gender, ethnic backgrounds, religions) of the Southeast and <b>analyze</b> what the data describes about the region</li> </ol>											

<b>SS3.3.4 The Southeastern region today</b> Argue how the geography and environment of the Southeastern region contributed to its social, cultural, and economic development	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X	X	X	X	X	X	X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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> <li>• How and why did geography and environment contribute to the development of this region?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Identify</b> major cities of the Southeast 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</li> <li><b>Identify</b> notable landmarks (e.g., Kennedy Space Center, Edmund Pettus (Selma) Bridge, Music City, national and state parks) and <b>explain</b> their importance (e.g., supports tourism, creates community pride)</li> <li><b>Identify</b> major industries in the Southeast (e.g., agriculture, steel manufacturing, coal mining, lumber industry, service industry, tourism), <b>explain</b> how they support jobs and the economy, and <b>argue</b> the ways geography and the environment impacted the growth of these industries</li> </ol>											

## Inquiry Topic 4: The Midwest

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

<b>SS3.4.1 Geography and environment of the Midwest</b> Explain the geography and environment of the Midwestern region of the United States	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
							X		X	X		
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Explain</b> major geographical features of the Midwest (e.g., Great Plains, Great Lakes, Missouri River, Ohio River, upper Mississippi River) on a map and <b>explain</b> their importance to the region</li> <li><b>Explain</b> different climate zones and weather patterns of the Midwest</li> <li><b>Identify</b> major natural resources in the Midwest (e.g., coal, petroleum, natural gas, crude oil, minerals, agriculture - hogs, corn, soybeans, wheat) and <b>explain</b> their importance to the region</li> </ol>											

<b>SS3.4.2 States in the Midwest</b> Explain the states that make up the Midwestern region including their admittance to the United States and their identities	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X	X	X			X			
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What are the states in the Midwest 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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> the states and capitals in the Midwestern region of the United States (Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin) and where they are located on a map</li> <li>b. <b>Identify</b> when each state in the Midwest became a state and <b>explain</b> why</li> <li>c. <b>Identify</b> the symbolism associated with the states (e.g., flag, state motto, state flower, state bird) and <b>explain</b> the reasons those symbols are used</li> </ol>											

<b>SS3.4.3 Peoples over time in the Midwest</b> Analyze the ways diverse peoples have come to live in the Midwestern region of the United States over time	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X	X	X	X		X	
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● Who were the original Indigenous peoples of the region?</li> <li>● Who moved into the region over time?</li> <li>● Who lives in the region today?</li> <li>● How has the region been shaped by the histories of these diverse peoples?</li> <li>● How have diverse peoples contributed to the development of the region?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> 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 <b>explain</b> 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</li> <li>b. <b>Identify</b> the reasons different early colonial European immigrants (e.g., French, Spanish, English) came to the Midwest and <b>analyze</b> the patterns of their settlements</li> <li>c. <b>Identify</b> 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), <b>explain</b> their reasons for leaving their home countries and coming to the United States, and <b>explain</b> the ways they continue traditions today (e.g., through food, music, art, language, community gatherings and celebrations)</li> <li>d. <b>Identify</b> population and demographic statistics (e.g., gender, ethnic backgrounds, religions) of the Midwest and <b>analyze</b> what the data describes about the region</li> </ol>											

<b>SS3.4.4 The Midwestern region today</b> Argue how the geography and environment of the Midwestern region contributed to its social, cultural, and economic development	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X	X	X	X	X	X	X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What are major cities in the Midwest?</li> <li>● What are notable landmarks in the Midwest?</li> <li>● What are the current major industries in the Midwest?</li> <li>● How and why did geography and environment contribute to the development of this region?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> major cities of the Midwest 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</li> <li>b. <b>Identify</b> notable landmarks (e.g., Gateway Arch, Great Plains, national and state parks) and <b>explain</b> their importance</li> <li>c. <b>Identify</b> major industries in the Midwest (e.g., agriculture - beef, wheat, corn, soybeans, banking, car manufacturing), <b>explain</b> how they support jobs and the economy, and <b>argue</b> the ways geography and the environment impacted the growth of these industries</li> </ol>											

# Inquiry Topic 5: The Southwest

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

<b>SS3.5.1 Geography and environment of the Southwest</b> Explain the geography and environment of the Southwestern region of the United States	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
							X		X	X		
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Identify</b> major geographical features of the Southwest (e.g., Rio Grande, Colorado River, parts of the Mojave, Sonoran, and Chihuahuan deserts, part of the Rocky Mountains) on a map and <b>explain</b> their importance to the region</li> <li><b>Explain</b> different climate zones and weather patterns in areas of the Southwest</li> <li><b>Identify</b> major natural resources in the Southwest (e.g., coal, copper, iron, silver, silicon, lumber, fish - freshwater and marine) and <b>explain</b> their importance to the region</li> </ol>											

<b>SS3.5.2 States in the Southwest</b> Explain the states that make up the Southwestern region including their admittance to the United States and their identities	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X	X	X			X			
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> the states and capitals in the Southwestern region of the United States (Arizona, New Mexico, Oklahoma, and Texas) and where they are located on a map</li> <li>b. <b>Identify</b> when each state in the Southwest became a state and <b>explain</b> why</li> <li>c. <b>Identify</b> the symbolism associated with the states (e.g., flag, state motto, state flower, state bird) and the <b>explain</b> reasons those symbols are used</li> </ol>											



<b>SS3.5.3 Peoples over time in the Southwest</b> Analyze the ways diverse peoples have come to live in the Southwestern region of the United States over time	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X	X	X	X		X	
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● Who were the original Indigenous peoples of the region?</li> <li>● Who moved into the region over time?</li> <li>● Who lives in the region today?</li> <li>● How has the region been shaped by the histories of these diverse peoples?</li> <li>● How have diverse peoples contributed to the development of the region?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> the different Indigenous groups in the Southwest (e.g., Ancestral Puebloans, Apache, Cherokee, Hopi, Kiowa, Diné, Zuni), their location on a map, and <b>explain</b> the ways they continue their cultural traditions today (e.g., through food, regalia, music, art, language, community gatherings and celebrations)</li> <li>b. <b>Identify</b> the reasons Spanish colonial immigrants moved into the Southwest and <b>analyze</b> the patterns of their settlements</li> <li>c. <b>Identify</b> 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), <b>explain</b> 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)</li> <li>d. <b>Identify</b> population and demographic statistics (e.g., gender, ethnic backgrounds, religions) of the Southwest and <b>analyze</b> what the data describes about the region</li> </ol>											

<b>SS3.5.4 The Southwestern region today</b> Argue how the geography and environment of the Southwestern region contributed to its social, cultural, and economic development	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X	X	X	X	X	X	X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• What are major cities in the Southwest?</li> <li>• What are notable landmarks in the Southwest?</li> <li>• What are major industries in the Southwest?</li> <li>• How and why did geography and environment contribute to the development of this region?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Identify</b> major cities of the Southwest 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 cities</li> <li><b>Identify</b> notable landmarks (e.g., Los Alamos, Alamo Mission, numerous national and state parks) and <b>explain</b> their importance (e.g., supports tourism, creates community pride)</li> <li><b>Identify</b> major industries in the Southwest (e.g., agriculture - cattle, sheep, alfalfa, hay, mining, manufacturing, oil, natural gas, tourism), <b>explain</b> how they support jobs and the economy, and <b>argue</b> the ways geography and the environment impacted the growth of these industries</li> </ol>											

## Inquiry Topic 6: The West

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

<b>SS3.6.1 Geography and environment of the West</b> Explain the geography and environment of the Western region of the United States	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
							X		X	X		
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> major geographical features of the West (e.g., Pacific Ocean, Sierra Nevada Mountains, part of the Rocky Mountains, Mojave and Great Basin deserts, Mount Saint Helens, Mauna Loa) on a map and <b>explain</b> their importance to the region</li> <li>b. <b>Explain</b> different climate zones and weather patterns in areas of the West</li> <li>c. <b>Identify</b> major natural resources in the West (e.g., minerals, crude oil, fish - freshwater and marine, timber) and <b>explain</b> their importance to the region</li> </ol>											

<b>SS3.6.2 States and territories in the West</b> Explain the states and territories that make up the Western region including their admittance or incorporation to the United States and their identities	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X	X	X			X			
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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> <li>• What are the symbols associated with each state and territory and what do they represent?</li> <li>• How are the identities of the states, territories, and the region as a whole created?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Identify</b> the states and their capitals in the Western region of the United States (Alaska, California, Colorado, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, Washington, and Wyoming) and where they are located</li> <li><b>Identify</b> the U.S. territories and capitals considered part of the Western region of the United States (American Samoa, Guam, Midway Islands, Northern Mariana Islands, and Wake Island) and where they are located</li> <li><b>Identify</b> when each state and territory in the West became a state or joined the United States and <b>explain</b> why</li> <li><b>Identify</b> the symbolism associated with the states and territories (e.g., flag, state motto, state flower, state bird) and <b>explain</b> the reasons those symbols are used</li> </ol>											

<b>SS3.6.3 Peoples over time in the West</b> Analyze the ways diverse peoples have come to live in the Western region of the United States over time	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X	X	X	X		X	
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● Who were the original Indigenous peoples of the region?</li> <li>● Who moved into the region over time?</li> <li>● Who lives in the region today?</li> <li>● How has the region been shaped by the histories of these diverse peoples?</li> <li>● How have diverse peoples contributed to the development of the region?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> 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 <b>explain</b> 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</li> <li>b. <b>Identify</b> the reasons colonial European immigrants (e.g., Spanish, Russian) came to the West and <b>analyze</b> the patterns of their settlements</li> <li>c. <b>Identify</b> 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), <b>explain</b> their reasons for leaving their home country and coming to the United States, and <b>analyze</b> the ways they continue traditions today (e.g., through food, music, art, language, community gatherings and celebrations)</li> <li>d. <b>Identify</b> population and demographic statistics (e.g., gender, ethnic backgrounds, religions) of the West and <b>analyze</b> what the data describes about the region</li> </ol>											

<b>SS3.6.4 The Western region today</b> Argue how the geography and environment of the Western region contributed to its social, cultural, and economic development	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X	X	X	X	X	X	X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What are major cities in the West?</li> <li>● What are major industries in the West?</li> <li>● What are notable landmarks in the West?</li> <li>● How and why did geography and environment contribute to the development of this region?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>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</li> <li>b. <b>Identify</b> notable landmarks (e.g., California missions, Hoover Dam, Route 66, numerous national and state parks) and <b>explain</b> their importance (e.g., supports tourism, creates community pride)</li> <li>c. <b>Identify</b> the major industries in the West (e.g., mining, oil, gas, forestry, health care, technology, tourism), <b>explain</b> how they support jobs and the economy, and <b>argue</b> the ways geography and the environment impacted the growth of these industries</li> </ol>											

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

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Having looked at how people live and work together in a variety of contexts, fourth graders 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 who made Rhode Island their home, and how diverse Rhode Islanders in the past and present respond to opportunities and challenges. They are also introduced to state and local government.

### ***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

SS4.5.3: Peoples and industries in Rhode Island today

## **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 students' cities / towns	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
										X	X	
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <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>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Identify</b> the geographical features of students' cities/towns and <b>explain</b> the significance of each</li> <li><b>Explain</b> the importance of the natural resources available in students' cities/towns</li> <li><b>Identify</b> the locations and <b>explain</b> the importance of parks in students' cities/towns</li> <li><b>Identify</b> cities and towns that border those of the students</li> </ol>											

<b>SS4.1.2 Geography and environment of Rhode Island</b> Explain the geography and environment of Rhode Island including natural resources	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
									X	X		
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> the major geographical features and environment of Rhode Island (e.g., climate, bodies of water) and <b>explain</b> their significance</li> <li>b. <b>Identify</b> the natural resources available in Rhode Island (e.g., freshwater and marine fish, lumber, agriculture) and <b>explain</b> their significance</li> <li>c. <b>Identify</b> the states that border Rhode Island</li> </ol>											

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

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

<b>SS4.2.1 Indigenous peoples in Rhode Island</b> Analyze the history and culture of the Indigenous peoples who live in what is now known as Rhode Island	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
					X	X	X	X	X	X		
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• What Indigenous groups lived in Rhode Island before European contact?</li> <li>• How do we know about the early history of the peoples?</li> <li>• What are the cultural characteristics of the Indigenous peoples in this area?</li> <li>• How did Indigenous peoples utilize the natural resources available in this area?</li> <li>• How did groups work together or negotiate conflict with each other?</li> <li>• Who are the descendants of these peoples today?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Identify</b> the locations of the Nahaganset (Narragansett), Nehantick and Eastern Nehantick (Niantic), Nipmuc, Manissean, Massachuset, and Wampanoag (Pokanoket) peoples on a map and <b>analyze</b> the relationship between geography and settlement patterns</li> <li><b>Explain</b> cultural aspects of these Indigenous groups (e.g., language, art, clothing, homes, food, kinship system)</li> <li><b>Explain</b> ways Indigenous groups used available resources (e.g., fish for food; deer for food, clothing, tools; trees for homes, canoes; stones for tools) and <b>analyze</b> the relationship between geography and resource availability</li> <li><b>Analyze</b> the relationships among Indigenous groups, including those who lived nearby (e.g., Pequot, Mohegan)</li> <li><b>Analyze</b> contemporary tribal governments and organizations of Indigenous people in Rhode Island today and ways the peoples today continue to practice cultural traditions</li> <li><b>Analyze</b> different ways we know and understand the past (e.g., oral traditions from Indigenous descendants, documentation from early explorers and colonists - including Roger Williams' <i>A Key into the Language of America</i>, historical records, archaeology, anthropology), and <b>identify</b> the biases of different types of sources</li> </ol>											

<b>SS4.2.2 Roger Williams and the Massachusetts Bay and Plymouth Colonies</b> Analyze Roger Williams’ leadership, banishment from the Massachusetts colonies, and relocation to what is now known as Rhode Island	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X	X			X		
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● Who was Roger Williams and what were some of his beliefs about religion?</li> <li>● Who helped Roger Williams after he was banished from Massachusetts and Plymouth colonies and where did he settle?</li> <li>● Who joined Roger Williams in Providence?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> Williams’ beliefs about religion and <b>analyze</b> 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</li> <li>b. <b>Explain</b> Williams’ journey after banishment, who helped him, and <b>analyze</b> why he eventually settled in the location he named “Providence”</li> <li>c. <b>Explain</b> what the area of Providence was like and <b>analyze</b> the ways nearby resources supported the new settlement</li> <li>d. <b>Identify</b> other people who joined Roger Williams to settle Providence (e.g., Chad Brown, Alice Daniels, Richard Waterman, Thomas Olney) and <b>explain</b> their significance</li> </ol>											

<p><b>SS4.2.3 The founding of the Colony of Rhode Island and Providence Plantations</b></p> <p>Argue how Williams’ religious beliefs informed the establishment of Providence, the addition of more settlements, and the formation of its early government</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X				X	X		X				
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>● What was Roger Williams’ “Civil Compact” and his ideas of religious freedom?</li> <li>● How was the town of Providence structured spatially and how did that reflect Williams’ religious beliefs?</li> <li>● When and how were other areas of Rhode Island settled by the English and different religious groups, and who led those settlements?</li> <li>● What was the Royal Charter of 1663 and what was the “lively experiment”?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the components and rationale for Williams’ “Civil Compact” and his ideas about religious freedom</li> <li>b. <b>Analyze</b> the similarities and differences between the town of Providence and other New England towns (e.g., religious beliefs, how home lots were divided) and <b>argue</b> the ways Williams’ beliefs influenced the spatial layout of the town of Providence</li> <li>c. <b>Identify</b> 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 <b>analyze</b> their reasons for creating other settlements and the conditions of those settlements</li> <li>d. <b>Analyze</b> the rationale for and components of the charter John Clark and Roger Williams obtained from England (e.g., freedom of religion, elected government) and <b>argue</b> who benefited</li> <li>e. <b>Identify</b> the range of other religious groups who settled in the Rhode Island colony (e.g., Quakers, Jews) and <b>explain</b> why they were welcomed to do so</li> </ol>											

<p><b>SS4.2.4 Indigenous peoples and relationships with the Rhode Island colonists</b></p> <p>Argue the impacts of the relationships and conflicts between the Indigenous peoples and the English colonists in Rhode Island</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X	X	X			X	
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>● How did early contact with Europeans affect the populations of Indigenous peoples?</li> <li>● In what ways did colonists and Indigenous peoples work together?</li> <li>● In what ways did cultural differences affect relationships?</li> <li>● What major conflicts occurred between the two groups?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li>a. <b>Argue</b> the impacts early European explorers and tradesmen had on Indigenous populations (e.g., trade, diseases)</li> <li>b. <b>Analyze</b> major conflicts between the English colonists and the Indigenous people, <b>identify</b> who was involved, and <b>argue</b> 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)</li> <li>c. <b>Argue</b> 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)</li> <li>d. <b>Analyze</b> the range of perspectives on land use of the Indigenous peoples and the English colonists</li> <li>e. <b>Explain</b> the system of indenture and “binding out” Indigenous children for indentured service and <b>argue</b> who benefited from that system</li> <li>f. <b>Analyze</b> trade and land use “agreements” between Indigenous and English leaders (especially Roger Williams and the Narragansett) and <b>argue</b> who benefited from those agreements</li> </ol>											

## 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 supported a new way of life for Rhode Island Colonists while their lifeways in turn impacted the environment and Indigenous 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
							X	X			X	X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>How did the colonists use the natural resources in Rhode Island to support their lifeways?</li> <li>What goods were imported from England into Rhode Island to support their lifeways?</li> <li>How did the colonists use the natural features of Rhode Island?</li> <li>How did the population of English colonists grow during this time?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Identify</b> examples and <b>analyze</b> the ways the areas' natural resources were used to support settlement and a way of life (e.g., wood for building homes, available resources for food, clothing, and trade)</li> <li><b>Explain</b> the uses of resources imported from England into the colony (e.g., livestock, furniture, grains, metal pots, weapons) and <b>analyze</b> the ways resources contributed to their lifeways</li> <li><b>Identify</b> the natural features of the area and <b>argue</b> 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)</li> <li><b>Explain</b> English-style forestry and agriculture and <b>argue</b> the ways those methods impacted the land</li> <li><b>Explain</b> the conditions for expansion of English settlement and the growth and establishment of the Rhode Island colony and <b>argue</b> its impact on colonists and the Indigenous peoples</li> </ol>											

<b>SS4.3.2 Rhode Island economy and maritime industry</b> Argue the impact of Rhode Island’s relationship with the world through maritime trade, including participation in the trans-Atlantic slave trade	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X			X		X	
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What allowed Rhode Island to participate in trade throughout the world?</li> <li>● What were the major port cities?</li> <li>● What were the imports in the colonial period and where did they come from?</li> <li>● What were exports in the colonial period and where did they go?</li> <li>● In what ways did Rhode Islanders have a central role in the trans-Atlantic slave trade?</li> <li>● Why is the trans-Atlantic slave trade also called the triangular trade and how is that connected to other imports and exports?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the relationship between Rhode Island’s geographic position and the development of cities and maritime trade, and <b>identify</b> the location of major port cities on a map (e.g., Providence, Newport, Bristol)</li> <li>b. <b>Identify</b> 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), <b>explain</b> their significance in the development of Rhode island’s economy, and <b>argue</b> the impacts of this trade on others</li> <li>c. <b>Identify</b> goods (e.g., chocolate, rum, spermaceti candles, cod, iron) exported to other parts of the world from Rhode Island, <b>explain</b> their significance in the development of Rhode Island’s economy, and <b>argue</b> the impacts of this trade on others</li> <li>d. <b>Identify</b> 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), <b>explain</b> their significance in the development of Rhode Island’s economy, and <b>argue</b> the impacts of this trade on others</li> <li>e. <b>Analyze</b> the conditions of the enslavement and trade of Africans, <b>explain</b> how the triangular trade functioned, and <b>argue</b> who benefited</li> <li>f. <b>Explain</b> Rhode Island’s involvement in the trade of enslaved Africans, and <b>argue</b> who was complicit and who benefited</li> </ol>											



<b>SS4.3.3 Enslaved and free Africans</b> Analyze the lives of free and enslaved Africans in Rhode Island	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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 Rhode Islanders made to do?</li> <li>● How did some Black Rhode Islanders obtain their freedom?</li> <li>● What was the population of Black Rhode Islanders during the colonial period?</li> <li>● In what ways did Black Rhode Islanders, enslaved and free, develop a new culture?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> ways enslaved Africans resisted enslavement (e.g., insurrection on ships, refusal to work, self-emancipation)</li> <li>b. <b>Analyze</b> the work enslaved people in Rhode Island were forced to do and what parts of Rhode Island they supported (e.g., farm labor on South County plantations, domestic labor in city households, labor on merchant shops)</li> <li>c. <b>Explain</b> ways some Black Rhode Islanders obtained their freedom (e.g., buy their or family members' freedom, enslavers granting freedom)</li> <li>d. <b>Analyze</b> the ways enslaved and free Africans maintained culture and re-created a new culture (e.g., naming traditions, foods, music, religion, forming of social organizations such as the African Free Union Society, Negro elections)</li> <li>e. <b>Identify</b> free and enslaved Black Rhode Islanders from this time period and <b>analyze</b> their contributions to society (e.g., Duchess Quamino, Newport Gardner)</li> </ol>											

## 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 Argue the impact of the acts and events leading to Rhode Island’s participation in the American Revolution	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
	X	X		X	X	X						
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• What were the Sugar Act and Stamp Act and how did they affect the American colonies?</li> <li>• In what ways was Rhode Island affected by taxes on goods and trade?</li> <li>• How did Rhode Islanders respond to the Acts?</li> <li>• What was the Gaspee Affair and why was it significant?</li> <li>• What is the Act of Renunciation and why was it significant?</li> </ul>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Explain</b> the rationale for and conditions of the Sugar and Stamp Acts, and <b>analyze</b> how Rhode Islanders responded</li> <li><b>Analyze</b> the conditions leading to the Gaspee Affair, and <b>argue</b> how it was significant to the lead up to the American Revolution</li> <li><b>Analyze</b> the cause of The Act of Renunciation of May 4, 1776, and <b>argue</b> how it was significant to the lead up to the American Revolution</li> <li><b>Explain</b> why Rhode Islanders joined the American Revolution, and <b>analyze</b> the ideals of the Revolution</li> </ol>											

<b>SS4.4.2 Rhode Island participation in the American Revolution</b> Analyze Rhode Islanders’ participation in the American Revolution	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	X	X	X	X			X	X		
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What was the role of Rhode Island privateers in the War and in establishing the Navy?</li> <li>● What happened when the British occupied Newport?</li> <li>● What battle occurred in Rhode Island?</li> <li>● What were the roles of Rhode Island women in the American Revolution?</li> <li>● What was the Gradual Emancipation Act and how is it connected to the ideals of the Revolution?</li> <li>● What was the 1st Rhode Island Regiment and how did participation affect enslaved and free Black and Indigenous Rhode Islanders?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> what privateers were, and <b>analyze</b> their role in establishing the Navy</li> <li>b. <b>Explain</b> the conditions of the occupation of Newport, and <b>analyze</b> how it affected Newport’s economy</li> <li>c. <b>Identify</b> the location and circumstances of the Battle of Rhode Island, and <b>explain</b> what happened</li> <li>d. <b>Explain</b> the roles Rhode Island women fulfilled during the American Revolution</li> <li>e. <b>Explain</b> the elements of the Gradual Emancipation Act, and <b>analyze</b> ways the abolition movement was tied to the ideals of the Revolution</li> <li>f. <b>Explain</b> the formation of and recruitment for the 1st Rhode Island Regiment (e.g., enslaved Black Rhode Islanders, free Black and Indigenous people), and <b>analyze</b> the reasons men decided to join the Regiment (e.g., promise of freedom after the war for enslaved soldiers, belief in the ideals of the Revolution)</li> </ol>											

<p><b>SS4.4.3 Rhode Island becomes a state</b></p> <p>Analyze the circumstances that lead to 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</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X	X							
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>Why was Rhode Island the last state to ratify the <i>Constitution of the United States</i>?</li> <li>When did Rhode Island become a state and why?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Analyze</b> the reasons Rhode Islanders did not go to the Constitutional Convention (rights of a smaller state, fear of a central authority)</li> <li><b>Analyze</b> the reasons the addition of the <i>Bill of Rights</i> led Rhode Island to ratify the <i>Constitution of the United States</i> and become a state</li> </ol>											

## 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 textile industry impacted Rhode Island economically, socially, and environmentally	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
				X	X	X	X		X		X	X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>Who was Samuel Slater and how did he start the Industrial Revolution in America?</li> <li>How did Rhode Island’s geography support the Industrial Revolution?</li> <li>What economic changes did the Industrial Revolution bring to Rhode Island?</li> <li>What was the connection between factories and child labor?</li> <li>What was the textile industry’s connection to slavery in the South?</li> <li>What immigrant groups came to Rhode Island to work in the textile industry?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Explain</b> Samuel Slater’s role in starting the Industrial Revolution in America and the structure of the “Rhode Island System of Manufacture”</li> <li><b>Analyze</b> the ways geography and the environment supported the development of a mill system, how Rhode Island’s geography influenced the mill system and <b>argue</b> how this type of industry impacted the environment</li> <li><b>Identify</b> reasons for changes in rural agricultural production to more factories and <b>argue</b> how this impacted families and communities</li> <li><b>Explain</b> the rationale behind child labor, <b>analyze</b> labor conditions and efforts to end child labor (including Lewis Hine’s visits to Rhode Island mills to document child labor), and <b>argue</b> who benefited</li> <li><b>Explain</b> the textile industry’s connection to southern slavery despite the end to slavery in the North</li> <li><b>Identify</b> examples of immigration to Rhode Island during this era (e.g., Irish, French Canadians) and <b>analyze</b> the reasons people came to Rhode Island</li> </ol>											

<p><b>SS4.5.2 19th and 20th century industries and peoples</b></p> <p>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</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X				X	X	
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>● What industries were prominent in Rhode Island in the 19th and 20th centuries?</li> <li>● What were the major immigrant groups who came to Rhode Island in the 19th and 20th centuries and what were their reasons for coming?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li>a. <b>Analyze</b> how major industries contributed to Rhode Island’s economy into the late 20th century (e.g., fishing, agriculture, costume jewelry, textiles, banking, tourism)</li> <li>b. <b>Analyze</b> 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)</li> </ol>											

<b>SS4.5.3 Peoples and industries in Rhode Island today</b> Argue how industries, diverse peoples, and landmarks impact the development of state identity	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X	X	X		X		X	
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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> <li>● How do people in Rhode Island continue to honor their cultural traditions?</li> <li>● What landmarks or monuments honor historical events or people in Rhode Island?</li> <li>● How have industries, peoples, and landmarks contributed to the identity of Rhode Island?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> the industries and jobs in Rhode Island today (e.g., tourism, healthcare, education, military) and <b>argue</b> how they impact the state</li> <li>b. <b>Identify</b> the location of Rhode Island’s cities and <b>explain</b> the reasons for their locations</li> <li>c. <b>Analyze</b> the population and demographics of Rhode Island (e.g., gender, age, ethnic background, race) and <b>explain</b> why there are areas where there are concentrations of people</li> <li>d. <b>Explain</b> ways that Rhode Islanders celebrate and continue cultural traditions (e.g., Narragansett August Meeting, Columbus Day Parade on Federal Hill, 4th of July Parade in Bristol)</li> <li>e. <b>Explain</b> ways that diverse backgrounds influence the culture of Rhode Island today (e.g., Indigenous Johnny cakes, Italian calamari, Portuguese bread)</li> <li>f. <b>Identify</b> landmarks and monuments that honor historical events and people in Rhode Island and <b>explain</b> their importance</li> </ol>											

# Inquiry Topic 6: Rhode Island Governments

Compelling Question: How can I make change?

<b>SS4.6.1 The Rhode Island State House and government</b> Explain Rhode Island’s state government, rules, and laws	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X				X			X			
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Identify</b> the state-level leaders who represent students’ district(s) and <b>explain</b> how they are elected and what issues they address</li> <li><b>Identify</b> the Rhode Island representatives in the United States Senate and House of Representatives and <b>explain</b> what issues they address</li> <li><b>Identify</b> the location of the Rhode Island State House and <b>explain</b> what decisions are made there</li> <li><b>Explain</b> how laws are made at the state level, why we have laws, and ways people can participate in lawmaking (e.g., sign a petition, write a letter to a representative, testify at a hearing, vote)</li> </ol>											



<b>SS4.6.2 Local town/city hall and government</b> Explain local city or town government, rules, and laws	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X				X			X			
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● Who are the leaders in the cities/towns of students?</li> <li>● What political or economic challenges are addressed by leaders?</li> <li>● Where is the town/city hall in the cities/towns of students?</li> <li>● What happens at the students' town/city halls?</li> <li>● How can people participate in local lawmaking?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> city/town leaders and <b>explain</b> how they are elected and what issues they address</li> <li>b. <b>Identify</b> the location(s) of students' town/city hall(s) and <b>explain</b> what decisions are made there</li> <li>c. <b>Explain</b> how local laws are made and enforced, and ways people can participate in lawmaking at the local level (e.g., vote, send an email to the mayor, speak at a town/city council meeting)</li> </ol>											

<b>SS4.6.3 Government participation in the past</b> Analyze ways Rhode Islanders participated in state government in the past	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	X									
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Analyze</b> the history of voting rights in Rhode Island and how people participated to gain those rights (e.g., woman suffrage, Dorr Rebellion)</li> <li><b>Analyze</b> ways different groups of people gained civil rights in Rhode Island and how they gained those rights (e.g., Narragansett peoples regaining tribal land, Gay Pride Parade for LGTBQIA+ recognition and rights, textile union strikes, Black Rhode Islanders working on fair housing laws)</li> <li><b>Explain</b> ways children in Rhode Island have participated in some of these movements (e.g., student walkouts at Hope and Central High Schools for Black student rights in the 1960s, young girls participating in woman suffrage demonstrations in the 1910s, Hope High School students forming the Providence Student Union in the 2010s), and <b>analyze</b> the role children can play in government today</li> </ol>											

<b>SS4.6.4 Participating in state and local governments today</b> Analyze ways Rhode Islanders can participate in local and state governments today	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	X									
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• How does the voting process work in Rhode Island today?</li> <li>• Who can vote in Rhode Island today?</li> <li>• How can children participate in their state and local governments?</li> <li>• What issues are Rhode Islanders debating today at the local and state levels?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Explain</b> Rhode Island’s voting process and who is allowed to vote</li> <li><b>Analyze</b> ways that students can participate in their local and state governments despite not being of voting age (e.g., writing letters to state or local leaders, speaking at local council meetings)</li> <li><b>Identify</b> issues that Rhode Islanders are debating today at the local and state levels (e.g., affordable housing, funding for education, taxes, access to healthcare), and <b>analyze</b> the reasons why these issues are important to Rhode Island communities</li> </ol>											

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

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In fifth grade, students begin their study of United States 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 features, and climates of North America	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
								X	X	X		
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <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>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Identify</b> the major geographical features of North America (e.g., climate zones, bodies of water, mountains, deserts), and <b>analyze</b> their relationships with human settlement</li> <li><b>Identify</b> the countries that make up North America today and their locations on a map</li> <li><b>Identify</b> the locations people settled, and <b>analyze</b> the reasons people chose those areas over others (e.g., access to resources, fertile land)</li> </ol>											

<b>SS5.1.2 The Indigenous peoples of North America</b> Analyze the lived experiences of Indigenous peoples prior to European colonization	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X	X	X		X				X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● How did geography determine where Indigenous peoples lived and how they lived?</li> <li>● What were the cultures, government structures, and lived experiences of the Indigenous peoples living in what is now known as North America?</li> <li>● How are Indigenous groups similar to and different from one another?</li> <li>● How have Indigenous people continued traditional practices to today?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the geographical spread of Indigenous communities and language families, and <b>analyze</b> the relationship between geography and location of settlements (e.g., access to resources, climate)</li> <li>b. <b>Analyze</b> 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)</li> <li>c. <b>Analyze</b> the cooperation and conflict between Indigenous nations prior to European arrival</li> <li>d. <b>Analyze</b> ways that Indigenous peoples continue their government and traditional practices today</li> </ol>											

## 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 methods of European colonization in North America affected the Indigenous 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
	X			X	X		X	X		X		
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Analyze</b> the reasons colonial powers (e.g., Dutch, English, French, Portuguese, Russian, Spanish, Vikings) sailed to North America, their understanding of land ownership, and the initial responses of the Indigenous peoples they encountered, and <b>argue</b> the impacts of colonization</li> <li><b>Analyze</b> the effects of the Columbian Exchange, and <b>argue</b> who benefited (e.g., introduction of invasive plant species to North America, introduction of animals such as pigs and horses, impact of diseases such as smallpox on Indigenous populations)</li> <li><b>Identify</b> the economic motivations of settler colonialism, and <b>argue</b> who benefited</li> </ol>											



<b>SS5.2.2 Building the colonies</b> Analyze the similarities and differences of the colonies throughout North America	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X			X		X	X	X			X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Identify</b> the locations and geography of the colonies across North America (New England, Middle Colonies, Southern Colonies, New France, New Spain), and <b>analyze</b> the reasons colonists decided to settle in those locations</li> <li><b>Analyze</b> the similarities and differences in the composition and ideologies of each colony including population and reason for immigration, governmental structures, economic systems, sources of labor, lifeways, religion, and relationships with Indigenous communities</li> </ol>											

<b>SS5.2.3 Indigenous peoples and European colonists</b> Analyze the relationships between Indigenous peoples and European colonists and the evolving nature of those relationships	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X	X	X	X				X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● How were views on land ownership, land use, and property rights different between Indigenous peoples and European colonists?</li> <li>● What were the trade relationships between the different colonies and Indigenous communities?</li> <li>● What conflicts arose between Indigenous peoples and Europeans?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the differences between Indigenous and European colonists' views on land ownership, land use, and property rights</li> <li>b. <b>Analyze</b> the similarities and differences between political, cultural, and trade relationships between French, Spanish, and English colonists with Indigenous communities</li> <li>c. <b>Analyze</b> 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)</li> </ol>											

<b>SS5.2.4 Development of slavery and the African slave trade</b> Argue the impacts the new system of enslavement had on the economy and the people involved	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.E
		X	X	X	X	X					X	
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● Who were the first people enslaved in the local colonies?</li> <li>● How did the practice of slavery change and what is chattel slavery?</li> <li>● In what ways did slavery influence the economic development of the colonies?</li> <li>● What is the difference between being enslaved and being indentured?</li> <li>● What was slavery like in colonial Rhode Island?</li> <li>● In what ways is race socially constructed?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> 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 <b>explain</b> the conditions of enslavement</li> <li>b. <b>Analyze</b> the origins and course of African enslavement in the colonies and the development of chattel slavery, and <b>argue</b> who benefited from this new form of slavery</li> <li>c. <b>Explain</b> the role the system of slavery had in the economic development of the colonies, and <b>argue</b> who benefited</li> <li>d. <b>Analyze</b> laws and codes controlling enslaved Africans, free Blacks, indentured whites, and Indigenous peoples in the 1600-1700s and <b>argue</b> who benefited</li> <li>e. <b>Explain</b> the conditions of slavery in colonial Rhode Island (e.g., first enslaved African in Rhode Island 1696 from ship <i>Seaflower</i>, role of Rhode Islanders in the slave trade, rural v. urban slavery, 1652 law limiting terms of servitude)</li> <li>f. <b>Identify</b> the significant roles free Blacks had in the colonies (e.g., Anthony Johnson, John Quamino, Bristol Yamma), and <b>explain</b> their contributions</li> <li>g. <b>Explain</b> how race was socially constructed during this time, and <b>argue</b> the ways it can be traced to how race is socially constructed today</li> </ol>											

## 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 of the French and Indian War led to the American Revolution	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
	X	X	X	X	X	X						
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <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>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Identify</b> the causes and course of the French and Indian War, and <b>argue</b> how it impacted the colonies</li> <li><b>Analyze</b> the roles and contributions Indigenous peoples had in the French and Indian War</li> <li><b>Analyze</b> the Proclamation of 1763 and other acts of the British government meant to recoup financial costs of the French and Indian War (e.g., Sugar Act 1764, Currency Act 1764, Stamp Act 1765, Townshend Act 1767) and assert control over the colonies (e.g., Quartering Act 1765, Coercive Acts 1774) and <b>argue</b> how these led to the start of the Revolution</li> <li><b>Analyze</b> protests and major events leading up to the American Revolution (e.g., Boston Massacre, Gaspee Affair, Stamp Act riots, North Carolina Regulators, various Tea Parties), and <b>argue</b> how these led to the start of Revolution</li> </ol>											

<b>SS5.3.2 Declaration of Independence</b> Analyze the ideals of the <i>Declaration of Independence</i>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X	X	X		X					X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> how liberty and natural rights are defined in the <i>Declaration of Independence</i></li> <li>b. <b>Analyze</b> the grievances and ideals laid out in the <i>Declaration of Independence</i></li> <li>c. <b>Analyze</b> the backgrounds (race, gender, occupation, religion, age, location, and view of slavery) of the <i>Declaration of Independence</i> signatories, and <b>explain</b> their perspectives and political views (e.g., Rhode Island’s Stephen Hopkins and William Ellery)</li> <li>d. <b>Analyze</b> the influences of the Haudenosaunee Confederacy on the drafting of the <i>Declaration of Independence</i> (e.g., Great League of Peace)</li> <li>e. <b>Explain</b> ways that students see the ideals of the <i>Declaration of Independence</i> represented in their lives today</li> </ol>											

<b>SS5.3.3 Open rebellion</b> Analyze the actions and activities of the participants of the Revolution	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> the diversity of patriots (e.g., white men and women from all classes, free Blacks, enslaved peoples, and Indigenous peoples), and <b>analyze</b> their reasons for and ways of rebelling against the Crown</li> <li>b. <b>Identify</b> the individuals and organizations who remained loyal to the Crown (e.g., Newport Gazette, Joseph Brant or Thayendanegea), and <b>analyze</b> the reasons for their loyalty</li> <li>c. <b>Analyze</b> the reasons individuals and groups remained neutral (e.g., Quakers, Indigenous tribes such as the Six Nations)</li> <li>d. <b>Identify</b> the events of the war (e.g., Battle of Lexington and Concord 1775, Non-importation Agreements, Siege of Newport 1778, Battle of Rhode Island 1778, Battle of Yorktown 1781), and <b>analyze</b> their significance to the outcome</li> <li>e. <b>Analyze</b> women’s role as patriots (e.g., Deborah Sampson, Phillis Wheatley, homespun, spinning bees, camp followers)</li> <li>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)</li> </ol>											

<p><b>SS5.3.4 Writing the <i>Constitution of the United States</i> and forming a new government</b></p> <p>Analyze the elements of the <i>Constitution of the United States</i> and its significance in forming a new United States</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X		X						
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>● What were the <i>Articles of Confederation</i> and why did they ultimately fail?</li> <li>● How did the institution of slavery shape the <i>Constitution</i>?</li> <li>● What are the elements of the <i>Constitution</i> and the purpose of the <i>Bill of Rights</i>?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the <i>Articles of Confederation</i> in terms of advantages and disadvantages</li> <li>b. <b>Analyze</b> the role of the institution of slavery in the drafting of the <i>Constitution</i> (e.g., 3/5th rule of representation, fugitive-slave clause, slave importation clause)</li> <li>c. <b>Identify</b> the elements of the <i>Constitution</i> (e.g., branches of government, checks and balances), and <b>explain</b> the purpose of the <i>Bill of Rights</i></li> </ol>											

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

Compelling Question: Does expansion always mean progress?

<b>SS5.4.1 The Early Republic</b> Argue the impacts of the political changes and uncertainties immediately following the ratification of the <i>Constitution of the United States</i>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	X	X								X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Analyze</b> the similarities and differences among the first three presidents and their administrations (i.e., George Washington, John Adams, Thomas Jefferson)</li> <li><b>Explain</b> the development of the two-party system, and <b>analyze</b> the resulting debates (e.g., Alexander Hamilton v. Thomas Jefferson, Federalists, Democratic-Republicans)</li> <li><b>Explain</b> the limits of political participation (e.g., voting requirements, holding office rules, Alien and Sedition Acts 1798), and <b>argue</b> who benefited</li> <li><b>Analyze</b> the changing views of slavery in legislation (e.g., role of the Northwest Ordinance in limiting the spread of slavery, emancipation acts in Northern States including Rhode Island’s Gradual Emancipation Act of 1784, “Act Prohibiting Importation of Slaves” 1807), and <b>argue</b> the impacts of those views</li> </ol>											



SS5.4.2 Expansion of United States territory Argue how the acquisition of land from the Atlantic to the Pacific had consequences for different 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
	X	X		X	X	X	X	X				
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• What was the belief of “manifest destiny” and how did people justify America’s westward expansion?</li> <li>• Why did people move west and what hardships did they endure?</li> <li>• How did the United States government work to expand its territory in the first half of the 19th century?</li> <li>• What were the rules for establishing free and slave states?</li> </ul>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li>a. <b>Identify</b> the definition of manifest destiny and <b>analyze</b> the justification for westward expansion</li> <li>b. <b>Analyze</b> 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 <b>argue</b> the ways Indigenous peoples were affected</li> <li>c. <b>Explain</b> the route, purpose, and events of the Lewis and Clark expedition 1804-1806</li> <li>d. <b>Analyze</b> 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 <b>argue</b> the impacts on Mexican citizens and Indigenous peoples</li> <li>e. <b>Analyze</b> the rationale and rules for establishing free and slave states, and <b>argue</b> the impacts on enslaved Africans</li> </ol>											

<b>SS5.4.3 Movement of people</b> Argue the ways that migration, laws governing migration, and government actions forcing migration affected different groups of people	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X		X	X	X				
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● Why did people come to the United States?</li> <li>● Why did some people move to different regions of the United States?</li> <li>● How did the United States' expansion westward affect Indigenous peoples and how did that affect communities and families?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> 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 <b>argue</b> how the laws impacted people</li> <li>b. <b>Analyze</b> the groups that immigrated and migrated to the East Coast, the Midwest, and the West Coast, <b>analyze</b> effects on immigrant community and family, and <b>argue</b> the impact on Indigenous peoples</li> <li>c. <b>Analyze</b> 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 <b>argue</b> the impacts on community and family and who benefited</li> </ol>											

<b>SS5.4.4 Growth of industry</b> Argue how changes to transportation and industry in the first half of the 19th century impacted people’s lives	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X	X				X	
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What was the transportation revolution and how did it impact the economy and infrastructure of the United States?</li> <li>● In what ways did daily life change because of the transportation and industrial revolutions?</li> <li>● How did the emerging factory system change working life, in particular for children?</li> <li>● What other industries besides those based on factories were prevalent at this time?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the definition of the Transportation Revolution, and <b>argue</b> its impact on the United States (e.g., steamboats, canals, roads, bridges, turnpikes, railroads)</li> <li>b. <b>Analyze</b> the events of the Industrial Revolution, and <b>argue</b> how the shift from an agricultural to industrial economy shaped daily life prior to the Civil War (e.g., Slater Mill in Rhode Island, Rhode Island System, Lowell Mill Girls, child labor, technological developments)</li> <li>c. <b>Analyze</b> other industries, and <b>argue</b> their influence on the United States (e.g., whaling, shipping, international trade)</li> </ol>											

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

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

<b>SS5.5.1 Resistance and abolition</b> Analyze the conditions of enslavement and the many efforts of free and enslaved Blacks to obtain freedom for enslaved Africans	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X	X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● How did conditions of slavery vary by state?</li> <li>● How did enslaved people resist enslavement and maintain their culture?</li> <li>● What was the mission of the abolition movement?</li> <li>● In what way did the Fugitive Slave Law accelerate the abolition movement?</li> <li>● In what ways did racism in the North continue in the 19th century?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> the conditions of enslavement for enslaved Africans, (e.g., types of labor, living accommodations, Slave Codes), and <b>analyze</b> differences across the states</li> <li>b. <b>Analyze</b> 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)</li> <li>c. <b>Analyze</b> 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)</li> <li>d. <b>Explain</b> the goals and strategies of the abolition movement (e.g., Olaudah Equiano, Frederick Douglass, Sojourner Truth, William Lloyd Garrison, Lydia Maria Child) and <b>argue</b> their impact</li> <li>e. <b>Analyze</b> the implications of the Fugitive Slave Law of 1850</li> <li>f. <b>Analyze</b> legal bids for freedom (e.g., Biddy Mason 1856, Dred Scott 1857, Archy Lee 1858), and <b>argue</b> their impact</li> <li>g. <b>Analyze</b> 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)</li> </ol>											

<b>SS5.5.2 Road to secession</b> Analyze the political precursors to the Southern secession from the Union and the start of the Civil War	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X	X							X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> politics pre-1850s and how it added to the tensions between the North and the South (e.g., Constitutional compromises, Missouri Compromise 1820, Wilmot Proviso, Free Soil Party 1848-1854)</li> <li>b. <b>Analyze</b> the 1850s political crisis as the catalyst for secession (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)</li> <li>c. <b>Analyze</b> the ways that slavery as a political, economic, and social institution divided the country</li> <li>d. <b>Analyze</b> the formation of the Confederate States of America, the states involved, and their reasons for secession</li> </ol>											

SS5.5.3 The Civil War Argue the impacts of the events and participants of the Civil War	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
			X	X	X	X						
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <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>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Identify</b> leaders during the war (e.g., Abraham Lincoln, Ambrose Burnside, Ulysses S. Grant, Robert E. Lee, Stonewall Jackson), <b>analyze</b> their actions and contributions, and <b>argue</b> their impacts</li> <li><b>Analyze</b> the battles and their effects on the course of the war (e.g., Antietam, Vicksburg, Gettysburg)</li> <li><b>Argue</b> the advantages of the North (e.g., more men of military age, larger industrial capacity, strong centralized government, technological developments)</li> <li><b>Argue</b> the impact of various individuals and groups in the Civil War (e.g., free Blacks and enslaved Africans, women, children, LGBTQIA+ individuals, Indigenous peoples)</li> <li><b>Argue</b> the efficacy of Rhode Island’s response to the war, (e.g., Ambrose E. Burnside, 14th Rhode Island Heavy Artillery (Colored), Katharine Prescott Wormeley, Julia Ward Howe, Rhode Island’s factory production, Portsmouth Grove Military Hospital)</li> <li><b>Argue</b> the impact of the Emancipation Proclamation, General Order No.3, and Juneteenth</li> <li><b>Argue</b> the impact of how the Confederacy is remembered today</li> </ol>											

<p><b>SS5.5.4 Reconstruction</b> 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</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X	X	X				X		X
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>● How did the United States try to reconstruct itself after the Civil War?</li> <li>● How did life change for free and newly emancipated people?</li> <li>● How did the War’s end affect where people lived?</li> <li>● What were the economic impacts at the end of the war and with the end of slavery?</li> <li>● What were different reactions to Reconstruction?</li> </ul>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the components and impact of Reconstruction</li> <li>b. <b>Analyze</b> 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</li> <li>c. <b>Identify</b> the purpose for the 13th, 14th, and 15th Amendments, and <b>argue</b> their short- and long-term impacts</li> <li>d. <b>Analyze</b> 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 <b>argue</b> how these organizations supported the work of bettering human rights</li> <li>e. <b>Analyze</b> 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”)</li> <li>f. <b>Argue</b> 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)</li> <li>g. <b>Explain</b> 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)</li> </ol>											

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

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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 to study 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 people who study the past	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
					X		X	X	X			
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <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 cultures and histories?</li> <li>• How and why do historians study the past?</li> </ul>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Explain</b> ways geographers study the Earth, its land, features, and inhabitants to understand the relationship between humans and planet earth, and <b>identify</b> the tools that they use</li> <li><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</li> <li><b>Explain</b> ways anthropologists work with people today to learn about their cultures and histories</li> <li><b>Explain</b> the approaches historians use to analyze and interpret the past using primary and secondary sources, and <b>analyze</b> the advantages and disadvantages of those approaches</li> <li><b>Analyze</b> 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> </ol>											

<b>SS6.1.2 Sources of the past</b> Analyze the sources scholars use to study the past	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
					X							
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Identify</b> types of primary sources, and <b>analyze</b> ways that scholars use them to study the past</li> <li><b>Identify</b> types of secondary sources, and <b>analyze</b> ways that scholars use them to study the past</li> <li><b>Analyze</b> the importance of using oral traditions when studying history</li> <li><b>Analyze</b> the challenges in using primary and secondary sources (e.g., contextualization, corroboration, bias)</li> </ol>											

<b>SS6.1.3 Understanding time</b> Explain the scale of time from today back to early humans	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X							
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> ways to express the scale of time (e.g., decade, age, era, century, millennium, BCE, CE) and <b>explain</b> why times periods are named differently in different contexts</li> <li>b. <b>Identify</b> terms for historical periods (e.g., Paleolithic Era, Neolithic Era, Before Common Era, Common Era) and the time we are living in now</li> <li>c. <b>Identify</b> linear and comparative timelines, and <b>explain</b> how to read and use them</li> </ol>											

## 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 Analyze the development of early humans and the characteristics of early human societies	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
				X	X	X	X	X	X	X	X	
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <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>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Identify</b> major geographical features around the world (e.g., climate zones, bodies of water, mountains, deserts)</li> <li><b>Explain</b> environmental changes that shaped the earth, and <b>analyze</b> how they allowed for the growth and development of human life</li> <li><b>Identify</b> significant archeological sites and their locations, the techniques used to obtain those findings, and <b>analyze</b> the types of evidence found of human ancestors and their evolution</li> <li><b>Analyze</b> the reasons human groups moved around the globe and <b>identify</b> the locations of those movements</li> <li><b>Explain</b> the differences between <i>Homo habilis</i>, <i>Homo erectus</i>, <i>Neanderthals</i>, and <i>Homo sapiens</i></li> <li><b>Explain</b> reasons that human ancestor lines transformed and replaced other hominid lines</li> <li><b>Identify</b> the characteristics of early <i>Homo sapiens</i> (e.g., art, language, religion), and <b>explain</b> how these characteristics lead to our understanding of how they lived and how culture developed</li> </ol>											

<b>SS6.2.2 Expansion of early societies</b> Analyze the lifeways and characteristics of early world societies and their expansion into the Americas	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X	X		X	X		
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> lifeways of early societies (e.g., Hunter-Gatherer, Nomadic, permanent civilization), and <b>identify</b> their locations around the world</li> <li>b. <b>Analyze</b> cultural characteristics of early societies around the world (e.g., language, art, technology, social structure)</li> <li>c. <b>Explain</b> the migration of people from Asia to the Americas</li> <li>d. <b>Identify</b> the location of early hunter gatherer societies in the Americas, and <b>analyze</b> the roles of geography and environment on their settlement and development</li> </ol>											

<b>SS6.2.3 Development of complex societies</b> Analyze the development of complex societies, their characteristics, and interactions with one another	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X	X	X	X	X	X	X	
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● How and why did geography impact the development of complex societies?</li> <li>● How and why did technology change how early people lived?</li> <li>● What contributed to the domestication of animals and plants?</li> <li>● What is the relationship between the natural resources available in the Fertile Crescent and the development of a complex society?</li> <li>● How and why did civilizations develop in the Americas?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>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</li> <li>b. <b>Analyze</b> the impacts of the development of agriculture and herding on populations</li> <li>c. <b>Analyze</b> the interaction between and spread of complex societies (e.g., migration, trade, agriculture, exchange of culture and/or language, religious conversion, colonization)</li> <li>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</li> <li>e. <b>Analyze</b> the influence of geography on the development of the social, economic, and political structure of Indigenous civilizations in the Americas</li> </ol>											

## 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 Analyze the development of early cities, states, and empires, and the role of trade between the entities	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
	X						X	X	X	X	X	
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <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>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Analyze</b> the environmental developments that accompanied the rise of urban river basin societies (e.g., reliable water source, irrigation, warmer weather with expanded growing seasons, richer soil for agriculture)</li> <li><b>Identify</b> early river cities on a map (e.g., Mesopotamia, Old Kingdom Egypt, Indus Valley, Yellow and Yangzi River basin), and <b>analyze</b> their government structures, leaders, laws, economic systems, religion and belief systems, social hierarchies, technological and social innovations, and relationship to the environment</li> <li><b>Explain</b> the role of trade and contact between early river valley civilizations</li> <li><b>Analyze</b> the reasons for the decline of the river valley civilizations</li> </ol>											



<b>SS6.3.2 Nomads and territorial states</b> Analyze the interaction between nomads and their environments as well as the development of new states throughout Afro-Eurasia	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X					X	X	x	x		X	X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• How did nomadic groups change trade and interactions in Afro-Eurasia?</li> <li>• What were territorial states and what led to their development?</li> <li>• What was a micro-society and how did it differ from territorial states?</li> <li>• How and why did long-distance trade influence cultural changes?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><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)</li> <li><b>Identify</b> the locations of territorial states (e.g., Middle Kingdom Egypt, Mesopotamia Kingship, Vedic peoples, Shang State), and analyze their ethnic identity, government, and techniques of coexistence with other territorial states, response to environmental changes, trade networks, labor systems, and religion</li> <li><b>Identify</b> the location of small-scale political entities (e.g., micro-societies such as Austronesians, Mycenaeans, Minoans), <b>analyze</b> their cultural beliefs and social hierarchies, and <b>argue</b> how their role in trade impacted economies and technological advances</li> </ol>											

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

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

<b>SS6.4.1 Rise of empires and urban-based societies</b> Argue the impacts of the establishment of major empires, smaller urban-based societies, and the ways they interacted with surrounding peoples	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X		X	X	X				
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● How is an empire different from a city or territory?</li> <li>● What forces led to the rise of early empires?</li> <li>● What were the similarities and differences of empires across Europe and Asia from 1200-350 BCE?</li> <li>● What methods of government did leaders of empires develop?</li> <li>● How did empires in this period interact with groups on their margins?</li> <li>● 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?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the characteristics of empires and <b>analyze</b> the ways empires differed from the river valley civilizations or territorial states</li> <li>b. <b>Argue</b> the impacts of climate change, migrations, new technologies, and administrative innovations in the rise of new empires</li> <li>c. <b>Analyze</b> 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</li> <li>d. <b>Identify</b> methods of government developed in the early empires, <b>analyze</b> how and why they developed, and <b>argue</b> who benefited</li> <li>e. <b>Analyze</b> the interaction of the early empires with peoples on the margins such as the Greeks and the Phoenicians in the Mediterranean, and <b>argue</b> the impacts of those interactions</li> <li>f. <b>Analyze</b> 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</li> </ol>											

<p><b>SS6.4.2 Spread of ideas and social transformations</b></p> <p>Argue the impacts of the cultural, intellectual, political, economic, and environmental changes happening across Africa, Europe, and Asia during this time period</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X	X	X	X					
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• How and why did state administration, warfare, thought, and culture transform across the world from 1000-350 BCE?</li> <li>• What are the similarities and differences between the changes happening in different regions of Africa, Europe, and Asia?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Analyze</b> 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 <b>argue</b> the impacts of those changes</li> <li><b>Analyze</b> 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 <i>polis</i> in Greece or <i>civitas</i> in Rome, development of a system of money), and <b>argue</b> the impacts of those changes</li> <li><b>Analyze</b> 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 <b>argue</b> the impacts of those changes</li> </ol>											

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

Compelling Question: How do empires grow and collapse?

<p><b>SS6.5.1 Solidification of major empires</b> Argue the reasons for the rise of the globalizing empires of the Afro-Eurasian world and compare their characteristics</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X		X	X	X	X			X
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <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> <li>• What was the role of caste systems, forced labor, and slavery in these three empires?</li> </ul>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Analyze</b> the definition of and conditions of a “globalizing empire”</li> <li><b>Identify</b> the locations of the empires of the Han Dynasty in China, the Roman Empire, and the Mauryan Empire on a map, and <b>analyze</b> the ways their geographic locations and the environment affected their expansion and influence</li> <li><b>Analyze</b> the formation and course of these globalizing empires including administration and government, labor systems, economic systems, social systems and hierarchies, and relationship to the environment, and <b>argue</b> the impacts of these developments and who benefited in these societies</li> </ol>											

<b>SS6.5.2 Connecting the Afro-Eurasian Regions</b> Argue the impact of the influence of trade routes in connecting the Afro-Eurasian regions	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X						X	X				
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• What political and geographic motives did empires have to build road systems?</li> <li>• How and why were road systems constructed and at what cost?</li> <li>• What was the importance of the overland and oversea trade routes in connecting Africa, Europe, and Asia?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Analyze</b> 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 <b>argue</b> their impacts</li> <li><b>Analyze</b> the development and use of the Silk Road and the role of caravan cities, and <b>argue</b> the impacts of the economic, cultural, and religious changes it brought</li> <li><b>Identify</b> the routes of Red Sea and Indian Ocean trade, <b>analyze</b> the role of the environment on the success or failure of trade, and <b>argue</b> the economic and cultural influences and importance of navigational technology to the trade</li> </ol>											

# Inquiry Topic 6: Rise and Influence of World Religions

Compelling Question: Does religion define a people?

<p><b>SS6.6.1 Comparison of world religions</b> Argue the impacts of the five major world religions on the development of societies and cultures through time</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X	X	X	X					
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <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>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Analyze</b> the definition and characteristics of universalizing religion</li> <li><b>Analyze</b> the beliefs and religious practices of Hinduism, Judaism, Buddhism, Christianity, and Islam, their development, and how they changed over time (e.g., central teachings, influence of the environment on teachings, social stratification within the religion, religious texts, religious observations)</li> <li><b>Analyze</b> the history of Hinduism, Judaism, Buddhism, Christianity, and Islam, how they spread, the role of empires on their development,</li> <li><b>Argue</b> the impacts of Hinduism, Judaism, Buddhism, Christianity, and Islam on the development of societies and cultures</li> <li><b>Argue the ways</b> Hinduism, Judaism, Buddhism, Christianity, and Islam continue to influence society and culture today</li> </ol>											

<b>SS6.6.2 Localized belief systems and cultures</b> Argue the influences of other belief systems throughout the ancient world on society and culture	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X	X	X	X					
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Explain</b> the beliefs and religious practices of Bantus of Sub-Saharan Africa, Teotihuacanos of Mesoamerica, and Mayans in the Yucatan and their development, and <b>analyze</b> how they changed over time (e.g., central teachings, influence of the environment on teachings, social stratification within the religion, religious texts, religious observations)</li> <li><b>Analyze</b> the history and growth of the Bantus of Sub-Saharan Africa, Teotihuacan of Mesoamerica, and Mayans in the Yucatan, and <b>argue</b> the role of political unity on their development</li> <li><b>Argue</b> the impacts of Bantus of Sub-Saharan Africa, Teotihuacan of Mesoamerica, and Mayans in the Yucatan on society and culture</li> </ol>											

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

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 territorial influence across Afro-Eurasian regions from 300-1300 CE	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
	X			X		X	X	X	X			
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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> <li>• How did the Black Death take a toll on this part of the world?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Analyze</b> agricultural changes across Africa, Europe, and Asia from 300-600 CE, and <b>argue</b> the impacts on people and population numbers</li> <li><b>Analyze</b> the reasons for the growth of commercial cities such as Alexandria and Cairo in Egypt, Quilon in India, Melaka in Malaysia, and Quanzhou in China (e.g., new maritime technologies and empire expansion), and <b>argue</b> the impact of their growth</li> <li><b>Analyze</b> the influence of trade on the development of early sub-Saharan African states and societies including the Kingdom of Axum, Swahili coastal societies, and Timbuktu in West Africa</li> <li><b>Analyze</b> the cause and course of the Tang Dynasty’s expansion into Korea and Japan, and <b>argue</b> its impact on those cultures</li> <li><b>Explain</b> the Black Death, and <b>argue</b> how its impacts were felt across Africa, Europe, and Asia</li> </ol>											



<b>SS6.7.2 Expansion of religion</b> Argue the impact of the expansion of religion across Afro-Eurasian regions from 300-1300 CE	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X		X		X				
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the decentralization and spread of Islam in places such as Cordoba in Spain, Ghana in West Africa, and Baghdad in Central Asia, and <b>argue</b> the impacts of its growing influence and division</li> <li>b. <b>Analyze</b> the spread of Christianity across Africa, Europe, and Asia including the role of the Vikings, Charlemagne, the Roman Catholic Church, the Greek Orthodox Church, and the Crusades, and <b>argue</b> its political and cultural impacts on societies</li> <li>c. <b>Explain</b> the philosophy of Confucianism, <b>analyze</b> its spread across Asia, and <b>argue</b> its impact</li> </ol>											

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

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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 to 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

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 movements

#### **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?

<b>SS7.1.1 Population and geography of the world in 1300 CE</b> Analyze the status of population and power centers around the world in 1300 CE	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
	X						X	X	X	X		
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>How and why did geographical features such as water, mountains, and deserts influence where people settled?</li> <li>What was the role of the overland and oversea trade routes in connecting civilizations throughout Afro-Eurasia?</li> <li>What was the role of trade routes in connecting civilizations throughout the Americas?</li> <li>What role did each of the major religions play in the development of society and culture?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Identify</b> major geographical features around the world (e.g., climate zones, bodies of water, mountains, deserts), and <b>analyze</b> the influence of geography on where people settled worldwide</li> <li><b>Identify</b> populations and political power centers of the world in 1300 CE, and <b>explain</b> the importance of the trade routes that connected those locations</li> <li><b>Identify</b> the five major world religions Hinduism, Judaism, Buddhism, Christianity, and Islam, and <b>analyze</b> their influences on society and culture in 1300 CE</li> </ol>											

## 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 exploration and conquest across the globe on the people they encountered	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
				X	X	X	X		X			
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• What were the practices and impact of European explorers around the world and how were they similar to and different from one another?</li> <li>• How did individuals or groups affected by European exploration and conquest respond?</li> <li>• What was the Columbian Exchange and how did it impact Indigenous population of the Americas?</li> <li>• What was the connection between colonization and genocide?</li> </ul>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><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</li> <li><b>Analyze</b> the cause, course, figures, and responses to Spanish conquests of the Incan Empire, Aztec Empire, and the Taíno people, and <b>argue</b> the impact on the people they encountered</li> <li><b>Analyze</b> the cause, course, figures, and responses to British colonization of Australia and New Zealand, and <b>argue</b> the impact on the Indigenous peoples of those lands</li> <li><b>Explain</b> the Columbian Exchange, and <b>argue</b> who benefited</li> <li><b>Identify</b> explorers (e.g., Admiral Zheng He, Marco Polo, Ferdinand Magellan, Vasco de Gama, Sir Frances Drake, Christopher Columbus, Hernando Cortes, James Cook), <b>analyze</b> the rationale behind their voyages, and <b>argue</b> the impact they had on existing populations</li> </ol>											

<b>SS7.2.2 Global commerce</b> Argue the influence of worldwide trade patterns in the expansion of territories and on societies and cultures	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X			X	X				
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Analyze</b> broad patterns of trade across the world in 1400 including the importance of corn, silver, sugar, and other goods with closer looks at trade and exchanges in Majorca and Calicut, and <b>argue</b> their influences on society and culture</li> <li><b>Analyze</b> the expansion of gunpowder empires (e.g., Mughal Empire in India, Safavid Persia, Ottoman Empire, and Ming China), and <b>argue</b> their influences on society and culture</li> </ol>											

<b>SS7.2.3 The Atlantic slave trade</b> Argue the impact of the solidification of the Atlantic system of slavery on Indigenous and African peoples	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X		X			X		X	X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Analyze</b> the characteristics and conditions of enslavement in different times and places around the globe (e.g., ancient Greece, ancient Rome, Han China)</li> <li><b>Analyze</b> the characteristics and conditions of pre-European African slave trade to North Africa, Egypt, the Red Sea, and Swahili coast</li> <li><b>Analyze</b> the development and expansion of the Atlantic slave trade and chattel slavery on European plantations in the Caribbean, North America, and South America and <b>argue</b> the impact on Indigenous and African peoples and who benefited from that impact</li> <li><b>Analyze</b> the shift of enslavement from religious and culturally based to race based</li> <li><b>Explain</b> resistance efforts by enslaved peoples including everyday actions, rebellions, maintaining culture, and building new traditions</li> </ol>											

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

Compelling question: How can ideas change cultures?

<b>SS7.3.1 Religious changes</b> Argue the influences of religious transformations in the early modern period on society and culture	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X	X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Explain</b> the Protestant Reformation, counter-Reformation from the Catholic Church, and the Spanish Inquisition, and <b>argue</b> their impact on society</li> <li><b>Explain</b> the foundation of Sikhism by Guru Nanak in South Asia, and <b>analyze</b> its influence</li> <li><b>Explain</b> the reformation of neo-Confucian teachings and practices of Wang Yangming in China, and <b>analyze</b> its influence</li> </ol>											



<b>SS7.3.2 Cultural and intellectual movements</b> Argue the global impact of cultural and intellectual movements in the early modern period	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X		X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What were the effects of the Renaissance?</li> <li>● In what ways were Enlightenment ideas a break from the past?</li> <li>● What were the effects of the Scientific Revolution and what modern ideas or technologies came from this period?</li> <li>● How and why did the cultural and intellectual movements affect ordinary people?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the ideas of the Enlightenment including concepts such the social contract, rule of law, citizenship, representation, liberty, equality, individual rights, and natural rights</li> <li>b. <b>Identify</b> advances in art and architecture during the Renaissance, and <b>argue</b> the impacts on society and culture</li> <li>c. <b>Explain</b> the historical roots of the Scientific Revolution in Greco-Roman rationalism, Jewish, Christian, and Muslim science, and Renaissance humanism, <b>analyze</b> their influences on astronomy, mathematics, engineering, and human anatomy, and <b>argue</b> the impacts on society and culture</li> <li>d. <b>Analyze</b> the technological advances of the time (e.g., the printing press, manufactured paper, microscope, telescope, thermometer, and barometer), and <b>argue</b> the impacts on society and culture and who benefited from those advances</li> </ol>											

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

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

<p><b>SS7.4.1 Political revolutions</b> Argue the global impact of worldwide revolutions during the late 18th to early 19th centuries</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X	X								
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <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>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Analyze</b> the similarities and differences in the causes, courses, and consequences of the American Revolution (1775-1783), the French Revolution (1789-1799), and the Haitian Revolution (1791-1803), and <b>argue</b> the impact on their respective societies</li> <li><b>Analyze</b> the 1780s Tupac Amaru Revolution of the Andean Indians and Mexican Independence in 1821, and <b>argue</b> the impact on Latin American nation building</li> </ol>											

<b>SS7.4.2 Economic reordering</b> Argue the impact of societal changes on global economies in the late 18th and early 19th centuries	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X				X		X	X	X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● How did the end of the Atlantic slave trade affect the continent of Africa?</li> <li>● In what way did the industrial revolution push the balance of political power out of the east and toward the west?</li> <li>● How did Egyptian reforms alter the place of Egypt in the Mediterranean world?</li> <li>● How did the East India Company influence the shifting economy and culture of India in the early 19th century?</li> <li>● How did the Opium Wars and the Taiping Rebellion change China's position in the world?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> 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 <b>argue</b> the impact of that trade</li> <li>b. <b>Analyze</b> advancements and consequences of the industrial revolution in the late 18th and early 19th century, and <b>argue</b> who benefited</li> <li>c. <b>Analyze</b> Egyptian reforms under Muhammad Ali after the French withdrawal in 1801 (e.g., reforms to the military, education, and agriculture), and <b>argue</b> the impact of those reforms</li> <li>d. <b>Analyze</b> 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 <b>argue</b> who benefited</li> <li>e. <b>Analyze</b> the Opium Wars (1839-1860) and the Taiping Rebellion (1850-1864), and <b>argue</b> the impact on China's economy, politics, religions, and its population and who benefited</li> </ol>											

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

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

<p><b>SS7.5.1 Imperialism and colonization</b></p> <p>Argue the impacts of colonization by European powers on countries around the world in the late 19th and early 20th centuries</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X		X		X				
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <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>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Explain</b> the definition and provide examples of imperialism, colonialism, and partitioning</li> <li><b>Analyze</b> the cause, course, and consequence of the imperial model of colonization in India by the British (e.g., shift from East India Company rule to British crown rule or “raj”), and <b>argue</b> who benefited from that movement</li> <li><b>Analyze</b> the cause, course, and consequence of partitioning Africa by Belgian, British, French, German, Italian, Portuguese, and Spanish in 1884, and <b>argue</b> who benefited from that action</li> <li><b>Analyze</b> the cause, course, and consequence of American colonization of Caribbean and Pacific Islands, and <b>argue</b> who benefited from that action</li> </ol>											

<b>SS7.5.2 Resistance to colonization</b> Argue the ways that global resistance to colonial powers led to societal and cultural change	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X	X		X			X			
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Analyze</b> the cause, course, and consequences of anti-colonial uprisings in Africa (1874-1931) (e.g., Anglo-Boer War in South Africa, Maji Maji revolt, Nyasaland uprising, and Herero Uprising), and <b>argue</b> their impacts on the peoples affected</li> <li><b>Analyze</b> the cause, course, and consequences of the Boxer Uprising (1899-1901) as a response against foreign influence in China, and <b>argue</b> its impacts on the Chinese people</li> <li><b>Analyze</b> the cause, course, and consequences of Mexican Revolution (1910-1920) as a response to the feudal system of <i>la encomienda</i> and the unequal social structure, and <b>argue</b> its impacts on Mexican society</li> </ol>											

## 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, course, and consequences of World War I	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
	X			X		X		X	X			
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <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>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Analyze</b> the causes of World War I including alliances between European powers, Russia, the Ottoman Empire and others, the political instability of the Balkans, and the reasons each country and state justified entry into the War</li> <li><b>Analyze</b> the course of the War including tactics on the Western versus Eastern fronts, role of technological advancements (e.g., machine guns, poison gas, aircrafts, and high explosives), and the blurring of the roles of soldier and civilian</li> <li><b>Analyze</b> the Armenian genocide from 1915-1916 and the role of the Near East Relief organization, and <b>argue</b> the impact on Armenian society</li> <li><b>Analyze</b> the consequences, and <b>argue</b> the impacts of World War I (e.g., military and civilian casualties, the peace negotiations at Versailles, France, Woodrow Wilson’s “Fourteen Points” plan, the role of the League of Nations, the drawing of new nation-state borders and its impact on Western Asia (Middle East), the Balfour Declaration, and German reparations)</li> <li><b>Analyze</b> how the Russian Revolution, including the rise of Joseph Stalin and the communist party, was a consequence of the War, and <b>argue</b> who benefited from these political changes</li> </ol>											

<b>SS7.6.2 World War II (1939-1945)</b> Argue the global impacts of the cause, course, and consequences of World War II	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X		X		X		X		X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● Why did communism and fascism appeal to Europeans in the 1930s?</li> <li>● What was totalitarianism and how was it implemented in similar and different ways in Japan, Germany, Italy, and the Soviet Union?</li> <li>● What were the causes of the War, and what countries were or became involved?</li> <li>● How and why was the War mobilized on different fronts?</li> <li>● What conditions, ideologies, and ideas led to the Holocaust?</li> <li>● What were the consequences of the war on individuals, communities, and governments?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the definitions of totalitarianism, communism, socialism, fascism, and holocaust, and <b>analyze</b> where and why these ideas gained popularity</li> <li>b. <b>Analyze</b> 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)</li> <li>c. <b>Analyze</b> 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 <i>blitzkrieg</i> warfare, role of North Africa and Western Asia (Middle East), the Pacific theater tactics and consequences, and dropping of the atomic bomb)</li> <li>d. <b>Analyze</b> 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 <b>argue</b> its impact on the people of Europe</li> <li>e. <b>Analyze</b> the consequences, and <b>argue</b> 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”)</li> </ol>											

<b>SS7.6.3 The Cold War (1947-1991)</b> Argue the global impact of the Cold War and its growth out of the events of World War II	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X	X	X	X	X					X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the definition of the Cold War and the term “superpower,” and <b>analyze</b> the ideologies of the Cold War, the differences between capitalism and communism, and the arms race</li> <li>b. <b>Explain</b> the alignment of independent and colonized governments all over the world with either the Soviet Union or United States using the North Atlantic Treaty Organization and the Warsaw Pact</li> <li>c. <b>Analyze</b> the cause, course, and consequence of the Korean War (1950-1953) (e.g., the role of Soviet Union and China, 38th parallel, consideration of atomic technology, and the human cost of the conflict), and <b>argue</b> its impacts on the Korean people</li> <li>d. <b>Analyze</b> the cause, course, and consequence of the Vietnam War (1955-1975) (e.g., Ho Chi Minh’s, “Declaration of Independence of the Democratic Republic of Vietnam,” 1954 Geneva peace accords, Gulf of Tonkin Resolution, Operation Rolling Thunder, invasion of Cambodia and Laos, Tet Offensive, My Lai massacre, evacuation of Saigon), and <b>argue</b> its impacts on the Vietnamese people</li> <li>e. <b>Identify</b> other Cold War “hot spots” include Algeria, Afghanistan, Cambodia, Angola, Nicaragua, Guatemala, the Congo, Iran, Hungary, and Cuba, and <b>argue</b> the impact of their participation on civilian populations</li> <li>f. <b>Analyze</b> the role of new worldwide organizations and ideals (e.g., the United Nations, the International Monetary Fund, the Universal Declaration of Human Rights), and <b>argue</b> their impact on societies</li> <li>g. <b>Analyze</b> the Malta Summit (1989) and the fall of the Soviet Union (1991), and <b>argue</b> the impact of those events</li> </ol>											



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

Compelling question: Is decolonization still occurring?

<b>SS7.7.1 Decolonization and nation building</b> Argue the global societal and cultural impacts of the four types of decolonization	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X		X			X			
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Analyze</b> the similarities and differences among the four types of decolonization - civil wars, wars of independence, negotiated independence, and incomplete decolonization</li> <li><b>Analyze</b> the Chinese civil war between Nationalists led by Chiang Kai-shek and Communists led by Mao Zedong, and <b>argue</b> its impact on the Chinese people</li> <li><b>Analyze</b> the Algerian war for independence from France including the role of the European settler population <i>colons</i>, and <b>argue</b> its impact on Algerians</li> <li><b>Analyze</b> the negotiated independence of India and Pakistan from Britain and African countries from the British, French, Portuguese, Spanish, Belgians, Italians, and Germany, and <b>argue</b> their impact on the Indian and Pakistani peoples</li> <li><b>Analyze</b> the incomplete independence of South Africa due to the presence of a large population of white settler colonialism, the institution of apartheid, and the role of Nelson Mandela and the African National Congress, and <b>argue</b> the impact of the movement</li> </ol>											

SS7.7.2 Globalization Argue the impacts of globalization on people and the environment	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
	X			X		X	X	X				
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <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>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Explain</b> the definition of globalization as the convergence of people, resources, and ideas around a common version of modernity</li> <li><b>Analyze</b> the increased migration to urban spaces, spread of television shows, films, and music, and the popularization of international sports such as football and FIFA, and <b>argue</b> their impacts on society</li> <li><b>Explain</b> the creation of global networks and international cooperations (e.g., North American Free Trade Agreement (NAFTA), transnational issues, G-8 and G-20 summits, Amnesty International, Greenpeace, nongovernmental organizations (NGOs), criminal and terrorist organizations), and <b>analyze</b> how they serve the international population</li> <li><b>Analyze</b> the problems created by globalization for individuals (e.g., child labor, low-wages and poor working conditions, and exploitation of workers) exemplified by the <i>Maquiladoras</i>, and <b>argue</b> the impacts on society</li> <li><b>Argue</b> the impacts of globalization on the environment (e.g., the Green Revolution, increased consumption of natural resources, rise in pollution, and climate change)</li> </ol>											

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

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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?

SS8.1.1 Natural rights Analyze the idea of natural rights and its roots to ancient Athens, the Roman Republic, Enlightenment thinkers, and Indigenous 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
	X	X	X		X	X						
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• What are “natural rights” and in what ways did people in the past define them (even if they did not call them natural rights)?</li> <li>• What arguments did people make for the protection of natural rights?</li> <li>• How did ideas about natural rights influence important founding documents (<i>Declaration of Independence, Bill of Rights, Constitution of the United States</i>)?</li> <li>• Where do we see discussions of natural rights today?</li> </ul>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Explain</b> the difference between natural rights v. legal rights</li> <li><b>Explain</b> the relationship between parts of the <i>Declaration of Independence, Bill of Rights, the Constitution of the United States</i>, and natural rights</li> <li><b>Analyze</b> the similarities and differences among Athenians’, Romans’, and members of the Haudenosaunee Confederacy’s views of the rights of individuals</li> <li><b>Analyze</b> enlightenment thinker views on equality, enslavement, women’s rights, education, habeas corpus, and protection from government</li> <li><b>Analyze</b> the efficacy of varying perspectives from figures during this period (e.g., John Locke, Jean Jacques Rousseau, James Otis, Phillis Wheatley, Mary Wollstonecraft)</li> <li><b>Analyze</b> discussions of natural rights today</li> </ol>											

<b>SS8.1.2 Civic participation</b> Argue what it meant to be civically engaged in the past and identify ways to participate today	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X	X		X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Analyze</b> the similarities and differences among Athenians', Romans', members of the Haudenosaunee Confederacy, and British citizens' views on civic participation, civic duty/common good, citizenship and a citizen's responsibilities, and government organization, and <b>argue</b> the impacts on their societies</li> <li><b>Analyze</b> American founding documents' treatment of a citizen's responsibilities, who had access to citizenship, and who was denied access to civic participation</li> <li><b>Explain</b> ways students can participate in their communities today, <b>analyze</b> ways that young people have made contemporary contributions, and <b>argue</b> their impacts</li> </ol>											

<b>SS8.1.3 Constructing a rule of law</b> Argue the impact of influences from ancient Athens, the Roman Republic, 18 <sup>th</sup> century Britain, and Indigenous communities in constructing laws	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X	X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What is the purpose of government and how was the rule of law defined and implemented?</li> <li>● What forms of government and perspectives during this period influenced the American system of government?</li> <li>● Why did the American political system prioritize the separation of powers?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> different types of governments (e.g., democracy, oligarchy, monarchy)</li> <li>b. <b>Explain</b> 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)</li> <li>c. <b>Analyze</b> ways other forms of representative governments influenced the American system (e.g., Ancient Athens, Roman Republic, 18<sup>th</sup> century Britain, Indigenous governments)</li> <li>d. <b>Identify</b> important documents and perspectives during this period including but not limited to the Haudenosaunee Confederacy, the <i>Constitution of the United States</i>, the <i>Magna Carta</i>, the <i>Mayflower Compact</i>, and <b>argue</b> the ways they influenced the construction of a rule of law in United States government</li> <li>e. <b>Argue</b> the necessity of separation of powers in the American political system</li> </ol>											

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

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

<b>SS8.2.1 The <i>Declaration of Independence</i></b> Argue whether the United States has lived up to the ideals written in the <i>Declaration of Independence</i> by considering the authors, signers, and their ideals	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
	X		X	X	X	X	X	X				
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>According to the signers of the <i>Declaration of Independence</i>, what did “liberty” mean in the era of the American Revolution, and who was left out of these ideals?</li> <li>What were the grievances laid out in the Declaration and what ideals did it promote?</li> <li>How do the terms “liberty” and “equality” relate?</li> <li>How did the signatories of the document reconcile their definition of liberty while continuing to own enslaved people?</li> <li>In what ways has the United States lived up to or fallen short of the ideals in the Declaration of Independence?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Analyze</b> the definition of liberty according to the <i>Declaration of Independence</i></li> <li><b>Analyze</b> the grievances and ideals laid out in the <i>Declaration of Independence</i></li> <li><b>Analyze</b> the backgrounds (race, gender, occupation, religion, age, location, and view of slavery) of the <i>Declaration of Independence</i> signatories, and <b>argue</b> the effect that their perspectives had on their political views</li> <li><b>Analyze</b> events that were immediate influenced by the <i>Declaration of Independence</i> (e.g., French Revolution, Haitian Revolution, Grievance 27, continuation of slavery)</li> <li><b>Analyze</b> the ways that the United States has lived up to and fallen short of the ideals in the <i>Declaration of Independence</i>, and <b>argue</b> ways that individuals were left out of the ideas of liberty</li> <li><b>Identify</b> ways that students see the ideals of the <i>Declaration of Independence</i> represented in their lives</li> </ol>											



<p><b>SS8.2.2 The <i>Constitution of the United States and Bill of Rights</i></b> Analyze the events of the Constitutional Convention and the issues raised during the debates</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X		X						
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>● What can the <i>Federalist Papers</i> tell us about the debates within the Constitutional Convention?</li> <li>● How did the drafters of the <i>Constitution</i> resolve their differences on critical issues and what are the implications of those decisions?</li> <li>● What are the components of the <i>Constitution</i> and how do they impact life in the 21st century?</li> <li>● Why was the <i>Bill of Rights</i> added to the <i>Constitution</i> in 1791 and what does that tell us about life at the end of the 18th century?</li> </ul>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li>a. <b>Analyze</b> 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 <i>Constitution of the United States</i>) and <b>argue</b> the impact of those compromises</li> <li>b. <b>Analyze</b> 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 <i>Constitution</i></li> <li>c. <b>Analyze</b> the <i>Federalist Papers</i> and the Anti-Federalist responses and what they tell us about the new <i>Constitution</i> (e.g., federalism, factions, checks and balances, independent judiciary, republicanism, limited government) (Suggested <i>Federalist Papers</i> – 9, 10, 39, 51, 70, 78, 84)</li> <li>d. <b>Explain</b> the amendments in the <i>Bill of Rights</i>, and <b>analyze</b> why they were added to the <i>Constitution</i></li> <li>e. <b>Argue</b> the current challenges to and uses of the <i>Bill of Rights</i> (e.g., gun ownership, right to protest, right to online privacy, prayer in schools)</li> </ol>											

# 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?

<p><b>SS8.3.1 The legislative branch</b> Argue the impact of Article I of the <i>Constitution of the United States</i> and the work of Congress with a focus on the critical issues that Congress is debating today</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X				X						X
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>● What is Congress’ role?</li> <li>● What is the structure of the two houses of Congress?</li> <li>● How do people get elected to Congress?</li> <li>● What influences exist on Congressional decision making?</li> <li>● Which house of Congress is most effective?</li> <li>● How can an individual citizen participate in the legislative process?</li> </ul>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the relationship between enumerated and implied powers</li> <li>b. <b>Explain</b> 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)</li> <li>c. <b>Explain</b> the process for electing members to Congress</li> <li>d. <b>Identify</b> current legislative leaders for Rhode Island and <b>analyze</b> their positions/platforms</li> <li>e. <b>Argue</b> the importance and impact of recent issues brought before Congress (e.g., gun ownership, abortion, LGBTQIA+ rights, immigration)</li> <li>f. <b>Explain</b> the role of political parties and how they influence Congressional legislation</li> <li>g. <b>Explain</b> the relationships between legislators and professional lobbyists, and <b>analyze</b> the positive and negative effects that lobbying has on the legislative process (e.g., corporations, unions, nonprofit organizations, private citizens)</li> <li>h. <b>Analyze</b> ways that individual citizens can participate in the legislative process</li> </ol>											

<b>SS8.3.2 The executive branch</b> Argue the impact of Article II of the <i>Constitution of the United States</i> and how the power of the presidency has changed over time	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X	X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the structure of the executive branch (e.g., cabinet, departments)</li> <li>b. <b>Explain</b> the structure of the presidency (e.g., how elected, requirements for office, specific powers, removal process)</li> <li>c. <b>Argue</b> how the scope and limits of the presidency (both foreign and domestic) has changed over time</li> <li>d. <b>Explain</b> the process of presidential elections, and <b>analyze</b> campaigns and how they have changed over time</li> <li>e. <b>Analyze</b> the role of the electoral college in presidential elections, and <b>argue</b> its impact in recent elections</li> <li>f. <b>Explain</b> the role and responsibilities of the Vice President</li> </ol>											

<b>SS8.3.3 The judicial branch</b> Argue the importance of the role of the Supreme Court and its influence on issues of today	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X	X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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 determination ever change?</li> <li>● How do rulings from the Supreme Court impact students' lives?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the structure of the judiciary (e.g., eligibility, length of service, selection, and confirmation process)</li> <li>b. <b>Analyze</b> the scope of the Supreme Court and important rulings, past and present</li> <li>c. <b>Analyze</b> how the Supreme Court has interpreted the <i>Bill of Rights</i> and Constitutional Amendments over time (e.g., due process of law, free speech, equal protection, protection against unreasonable search and seizure), and <b>argue</b> how their decisions impact society</li> <li>d. <b>Analyze</b> current cases before the Supreme Court, and <b>argue</b> how their decisions could affect students</li> </ol>											

<b>SS8.3.4 Checks and balances</b> Analyze the ways the branches of government provide checks on one another to limit the abuse of power	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X								
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● How do checks and balances work together?</li> <li>● Why does the <i>Constitution of the United States</i> both grant power and limit it?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> how the three branches of government provide checks on one another, and <b>analyze</b> how effective those checks are</li> <li>b. <b>Explain</b> the <i>Constitution's</i> dual purpose – to enumerate power and to limit the abuse of power</li> </ol>											

# 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?

<b>SS8.4.1 Local governments</b> Argue the current and historic impacts of the city or town government(s) local to students	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X	X		X	X	X			X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the function, funding, leadership, and administration of local city or town government</li> <li>b. <b>Analyze</b> the treatment of different groups of people in the local city or town (e.g., the unhoused, senior citizens, unemployed) and the related resources offered, and <b>argue</b> how treatment and resources have impacted those groups</li> <li>c. <b>Analyze</b> important local issues (e.g., public schools, public services, housing, land use, business regulation) and governmental response, and <b>argue</b> how local responses have impacted these issues</li> <li>d. <b>Explain</b> ways people can create change in their local government (e.g., vote, petition, voice opinions at a hearing)</li> </ol>											

<b>SS8.4.2 Rhode Island state government</b> Argue the current and historic impact of the Rhode Island state government	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X				X					X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the history of the Rhode Island Constitution (e.g., drafting, signing, amendments), and <b>analyze</b> the influence of the earlier Charter on the creation of the state constitution</li> <li>b. <b>Explain</b> the structure, organization, function, and responsibilities of Rhode Island’s General Assembly</li> <li>c. <b>Explain</b> the structure, organization, function, and responsibilities of Rhode Island’s executive branch</li> <li>d. <b>Explain</b> the structure, organization, function, and responsibilities of Rhode Island’s judiciary</li> <li>e. <b>Explain</b> how state government is funded</li> <li>f. <b>Analyze</b> important state issues (e.g., infrastructure, education, regulation of business, civil and criminal laws, land use) and governmental response, and <b>argue</b> how responses have impacted the issues</li> <li>g. <b>Explain</b> ways people can create change through Rhode Island government (e.g., vote, petition, protest, write a letter to a representative) and how the state Constitution can be amended</li> </ol>											

<b>SS8.4.3 Tribal governments</b> Argue the impact of the systems, practices, and values of tribal governments	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X			X			X				X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What is tribal sovereignty?</li> <li>● How are tribal governments in or local to Rhode Island structured?</li> <li>● In what ways are tribal governments different from local or state governments?</li> <li>● How do the tribal governments in or local to Rhode Island support, sustain, and serve the people and the land?</li> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the elements of sovereignty and how federal and state recognition of tribes is handled, and <b>argue</b> the impacts to Indigenous groups that are and are not state or federally recognized</li> <li>b. <b>Analyze</b> the diversity of tribal governments located in North America</li> <li>c. <b>Analyze</b> the tribal governments local to Rhode Island including their cultural practices, values, and experiences with colonization (e.g., Narragansett in RI, Mashantucket Pequot and Mohegan in CT, and Wampanoag Tribe of Gay Head and Mashpee Wampanoag in MA)</li> <li>d. <b>Analyze</b> the systems, laws, and policies of tribal governments in and local to Rhode Island (e.g., constitutions, infrastructure, leadership, constituent’s rights and responsibilities, land use, economies), and <b>argue</b> the impacts on their constituents</li> </ol>											



<b>SS8.4.4 Government jurisdiction</b> Analyze what happens when jurisdictions overlap with opposing views and goals	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X		X							
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the similarities and differences among reserved, expressed, implied, and concurrent powers</li> <li>b. <b>Analyze</b> the relationships between different levels of government and their powers, and <b>argue</b> the impacts and who benefits</li> <li>c. <b>Analyze</b> the relationships between the Narragansett tribal and local and state governments and their powers, and <b>argue</b> the impacts of those relationships</li> <li>d. <b>Analyze</b> the process and goals for addressing issues with overlapping jurisdiction (e.g., health care, transportation, education, housing) including between local governments, Rhode Island state government, and tribal governments</li> <li>e. <b>Analyze</b> the development and implementation of public policy at each level of government</li> </ol>											

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

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

<p><b>SS8.5.1 Constitutional amendments, congressional bills, and executive orders</b></p> <p>Argue the historical significance of Federal laws enacted by Congress and the Executive branch to protect, expand, or limit individual rights</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X			X						
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• How have federal laws helped expand individual rights?</li> <li>• How have federal laws limited individual rights?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Identify</b> how congressional laws are passed</li> <li><b>Analyze</b> the purpose, procedure, and limits of executive orders</li> <li><b>Analyze</b> significant changes to the <i>Constitution</i> (e.g., 14<sup>th</sup> Amendment, 19<sup>th</sup> Amendment, 26<sup>th</sup> Amendment), and <b>argue</b> the impacts of those changes</li> <li><b>Analyze</b> the laws or executive orders expanding civil rights and equal protection for race, religion, gender, sexuality, and disability that demonstrate the evolving protections to civil rights (e.g., 1964 Civil Rights Act, 1965 Voting Rights Act, 1972 Title IX, 1972 Equal Employment Act, 1990 American with Disabilities Act, 2014 Executive Order 13672, 2022 Executive Order 14076), and <b>argue</b> their impacts</li> <li><b>Analyze</b> laws or executive orders that challenged civil rights by limiting individual rights (e.g., 1942 Executive order 9066, 1953 Executive order 10450), and <b>argue</b> their impacts</li> <li><b>Analyze</b> the implications of the “necessary and proper” clause to the <i>Constitution</i></li> </ol>											

<b>SS8.5.2 Judicial review</b> Analyze court decisions and interpretations that affected freedoms and citizen rights	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X								
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the process of judicial review established in <i>Marbury v. Madison</i> – how cases come before the Supreme Court, how they are argued, how the Court issues decisions and dissents</li> <li>b. <b>Analyze</b> the effects of major court interpretations addressing freedom of religion, assembly, press, petition, and speech under the first Amendment; the due process clause and the equal protection clause of the fourteenth Amendment; and cases where individual rights conflicted with community or national beliefs</li> <li>c. <b>Analyze</b> the impact of the doctrine of incorporation on states</li> </ol>											

# Inquiry Topic 6: Rights and Responsibilities of Citizens

Compelling Question: Why should individuals participate in government?

<p><b>SS8.6.1 Rights of a citizen</b> Argue the importance of the rights citizens hold in a democracy and what it means to protect those rights</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X				X				
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• What does it mean to be a citizen in the United States and are there different types of citizenships?</li> <li>• What rights do citizens have in a democracy?</li> <li>• How and why are certain liberties restricted in a democratic process?</li> <li>• How and why do government actions impact individual rights?</li> </ul>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><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</li> <li><b>Explain</b> the process for individuals to become legal citizens, and <b>analyze</b> how that is applied differently to groups</li> <li><b>Explain</b> the history of when groups or individuals legally became citizens</li> <li><b>Analyze</b> ways that individuals live in the United States as participatory citizens but not as legal citizens</li> <li><b>Analyze</b> the difference between rights protected by the <i>Constitution of the United States</i> and other laws for all individuals living in the United States despite legal status (e.g., equity, tolerance, due process, freedom of speech, religion, and privacy) and those rights that apply only to legal citizens (e.g., voting, running for and holding elected office), and <b>argue</b> the impacts across different populations</li> <li><b>Analyze</b> 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 <b>argue</b> the impacts across different populations</li> <li><b>Argue</b> ways that government actions help and hinder individual groups’ rights</li> </ol>											

<b>SS8.6.2 Responsibilities of a citizen</b> Analyze the importance of the responsibilities and obligations of a citizen and how people can participate in their communities	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X					X		X		
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the roles and expectations of all individuals in a democracy (e.g., paying taxes, obeying laws, military service, public service, voting, serving on a jury)</li> <li>b. <b>Explain</b> ways that every individual can actively participate in their local communities</li> </ol>											

<b>SS8.6.3 Political participation</b> Analyze the political process, how elections work, issues surrounding elections, and the ways people can get involved	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X		X	X			X		X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● How do people get elected to public office?</li> <li>● In what ways does who is elected influence laws and policies?</li> <li>● What impact do political parties, polls, PACs, and lobbyists have on elections?</li> <li>● How can one serve in a campaign?</li> <li>● How can individuals participate in the political process?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> how to register to vote, find a polling place, and access voter information in Rhode Island</li> <li>b. <b>Analyze</b> the election process in Rhode Island, how that process differs in other states, and <b>argue</b> the ways that those different processes affect individuals (e.g., requirements for individuals, procedures, rules, regulations)</li> <li>c. <b>Explain</b> the role of primaries and the Electoral College</li> <li>d. <b>Explain</b> the methods of participation in elections (e.g., running for office, campaigning, lobbying, demonstrating, volunteering at polling places, voting, filing legal challenges)</li> <li>e. <b>Analyze</b> issues surrounding elections (e.g., redistricting, voter identification laws, campaign financing, campaign ads, voter turnout) and how they reflect voters' positions</li> <li>f. <b>Explain</b> career opportunities in public service at local, state, and federal levels</li> </ol>											

<b>SS8.6.4 Movements for Civil Rights</b> Argue the impacts individuals and groups have made towards securing civil rights in the United States	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X	X		X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What historical issues impacted communities leading to movements for rights?</li> <li>● What strategies did different groups use to fight for change</li> <li>● What were some of the people, organizations, and events in Rhode Island pertaining to these movements?</li> <li>● How did movements for equality build upon one another?</li> <li>● What inequalities exist today?</li> <li>● What role can students have in efforts for equality?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the concept of equal rights</li> <li>b. <b>Analyze</b> the strategies and outcomes of the African American, Latinx, Asian American and Pacific Islander, Indigenous, Women, LGBTQIA+, Immigrants, and Disability rights movements (e.g., root inequities, legal challenges, social movements, role of community leaders, efforts of ordinary people, any legal changes as a result of the movements, Rhode Island connections), and <b>argue</b> the impacts of the outcomes to different groups of people</li> <li>c. <b>Analyze</b> the cooperation between movements (e.g., school segregation legal challenges, Delano Grape Strike 1965, Section 504 Sit-in 1977), and <b>argue</b> the impacts of working together</li> <li>d. <b>Identify</b> civil rights issues that continue to exist today, <b>analyze</b> current debates surrounding these issues, and <b>argue</b> their position on one or more of the issues</li> <li>e. <b>Explain</b> ways students can contribute to efforts for equality</li> </ol>											

<b>SS8.6.5 Human rights and global citizenship</b> Argue the impacts individuals and groups have made in securing human rights globally	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X		X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• What does the Universal Declaration of Human Rights address?</li> <li>• What role does the United Nations play in securing human rights?</li> <li>• How do organizations strive for human rights?</li> <li>• What human rights violations and interventions have occurred throughout the world?</li> <li>• What are current global issues?</li> <li>• How can people act as global citizens?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Explain</b> what human rights are, <b>analyze</b> the elements of the Universal Declaration of Human Rights, and <b>argue</b> their impact globally</li> <li><b>Explain</b> how the United Nations and other organizations (e.g., Human Rights Watch, Anti-Slavery International, Save the Children, Amnesty International) secure human rights across the globe, <b>analyze</b> their approaches, and <b>argue</b> their impacts globally</li> <li><b>Analyze</b> human rights violations and genocides (e.g., Armenian genocide, Jewish Holocaust, Cambodian genocide, Rwandan genocide, human trafficking, child labor, modern slavery) and the ways nations and organizations intervene</li> <li><b>Analyze</b> current global issues (e.g., climate change, disease, food insecurity), <b>explain</b> ways people as global citizens can be involved (e.g., volunteering, advocacy, educating others), and <b>argue</b> the potential impacts</li> </ol>											



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

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

<b>SS8.7.1 Function of media in a democracy</b> Argue the benefits and challenges of media in a democracy	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
			X	X	X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Explain</b> the idea of freedom of the press, its purpose, and its origins</li> <li><b>Explain</b> the role of the press, and <b>analyze</b> how that role has changed over time, and the responsibilities it has to the public</li> <li><b>Analyze</b> the function of news articles, news programs, websites, editorials, cartoons, advertisements, social media posts, and <b>argue</b> the impacts of those venues</li> <li><b>Argue</b> the benefits and challenges of digital news and social media</li> <li><b>Identify</b> methods for evaluating the credibility of online and print sources</li> </ol>											

## HIGH SCHOOL – CIVICS

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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?

<b>SSHS.CVC.1.1 Earliest forms of government</b> Analyze the history and philosophy of different forms of government	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X			X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Explain</b> the purposes and uses of government</li> <li><b>Explain</b> structures of governments in ancient civilizations (e.g., Mesopotamia, Egypt, Greece, Rome, Ghana, Mali, China, India, Mesoamerica)</li> <li><b>Explain</b> structures of governments in modern societies</li> <li><b>Analyze</b> the advantages and disadvantages of each form of government (e.g., oligarchy, democracy, monarchy), and <b>argue</b> who benefits under each form</li> <li><b>Explain</b> the rationale and conditions for governmental change (e.g., elections, protests, insurrections, revolutions)</li> </ol>											

<b>SSHS.CVC.1.2 Governmental power and role</b> Analyze the functions of government and ways that governments provide services and benefits to the population they serve	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X									
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the legislative function of government and checks upon it</li> <li>b. <b>Analyze</b> the executive function of government and checks upon it</li> <li>c. <b>Analyze</b> the judicial function of government and checks upon it</li> <li>d. <b>Analyze</b> governmental functions that protect and serve people, and <b>argue</b> the impact of those functions</li> <li>e. <b>Analyze</b> ways governmental power can be limited by societies, and <b>argue</b> who benefits from those limits</li> </ol>											

<b>SSHS.CVC.1.3 Citizenship and obligations of citizens</b> Argue how different definitions of citizenship and how to act as a citizen have impacted different people over time	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X			X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● How does the United States government define legal citizenship?</li> <li>● How have definitions of legal citizenship changed over time?</li> <li>● What are the obligations and responsibilities of citizenship?</li> <li>● What barriers prevent people from fully practicing citizenship?</li> <li>● When have citizenship rights been challenged in the past?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the differences between “citizenship” as it pertains to being an active and responsible participant in any community or group and legal citizenship</li> <li>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</li> <li>c. <b>Explain</b> the responsibilities of being an active and responsible participant in a community</li> <li>d. <b>Analyze</b> the barriers to full participation as citizens, and <b>argue</b> who benefits from them</li> <li>e. <b>Analyze</b> instances when citizenship has been challenged or denied, and <b>argue</b> who benefited</li> </ol>											

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

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

<p><b>SSHS.CVC.2.1 Ideological influences on the American Revolution</b> Argue the impact of 18th century philosophical ideas about power and government on the American Revolution</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X			X					X	
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• What were the political ideas of the Enlightenment?</li> <li>• How does “republicanism” differ from “democracy”?</li> <li>• How did the ideology of the revolution challenge the social and economic hierarchies of colonial society in North America?</li> <li>• What were the primary conflicts regarding the extent of governmental power during the creation of first the <i>Articles of Confederation</i> and later the <i>Constitution of the United States</i>?</li> <li>• Who participated in the creation of the government of the United States?</li> </ul>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Analyze</b> the ideas of Enlightenment figures (e.g., Hobbes, Locke, Rousseau, Voltaire, Montesquieu), and <b>argue</b> the impact of those ideas across societal groups</li> <li><b>Analyze</b> the components of republicanism and democracy, and <b>argue</b> who benefits from each</li> <li><b>Analyze</b> the impact of social and economic changes after the Revolutionary War, and <b>argue</b> who benefited</li> <li><b>Explain</b> the challenges to the government created under the <i>Articles of Confederation</i> and the <i>Constitution of the United States</i></li> <li><b>Analyze</b> the social and economic status of the Founding Fathers, and <b>argue</b> their impacts to the creation of the United States</li> </ol>											

<p><b>SSHS.CVC.2.2 Ideas expressed in <i>Common Sense</i> and the <i>Declaration of Independence</i></b></p> <p>Argue how the ideas in <i>Common Sense</i> and the <i>Declaration of Independence</i> led to a redefinition of the political relationships between the American colonies and Britain</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X	X								
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>● Who was Thomas Paine and what were his main arguments in <i>Common Sense</i>?</li> <li>● What political crises led the American colonies to declare independence from Great Britain?</li> <li>● How did Thomas Jefferson shape the <i>Declaration of Independence</i>?</li> <li>● What does the <i>Declaration of Independence</i> claim about natural rights and the role of government?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the ideas expressed in <i>Common Sense</i>, and <b>argue</b> its impact</li> <li>b. <b>Explain</b> events leading to a declaration of independence from Britain (e.g., Stamp Act, Sugar Act, Tea Act, Townshend Acts, Boston Massacre)</li> <li>c. <b>Explain</b> Jefferson’s ideas about rights and responsibilities, and <b>analyze</b> how those compare with his personal life</li> <li>d. <b>Analyze</b> the perspectives on natural rights and the role of government outlined in the <i>Declaration of Independence</i>, and <b>argue</b> the impacts of those perspectives</li> </ol>											



<b>SSHS.CVC.2.3 Structure, provisions, and limitations of the <i>Articles of Confederation</i></b> Argue the impacts of the issues and challenges to the <i>Articles of Confederation</i>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X								
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What relationship did the <i>Articles of Confederation</i> establish between the states and the national government?</li> <li>● How did the <i>Articles of Confederation</i> limit the power of the national government?</li> <li>● How did Shays' Rebellion create a crisis under the <i>Articles of Confederation</i>?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the rights and responsibilities given to the states and the national government under the <i>Articles of Confederation</i>, and <b>argue</b> who benefited from them</li> <li>b. <b>Analyze</b> the limitations of the national government under the <i>Articles of Confederation</i>, and <b>argue</b> the impact of those limitations and who benefited from them</li> <li>c. <b>Analyze</b> the rationale for, and <b>argue</b> the impacts of Shays' Rebellion</li> </ol>											

<b>SSHS.CVC.2.4 Creating the government of the new United States</b> Argue the impacts of the challenges the founders faced to the creation of a new government under the <i>Constitution of the United States</i>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X		X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What is federalism and why were the founders divided over that concept at the Constitutional Convention?</li> <li>● What were the arguments in <i>The Federalist Papers</i>, specifically <i>Federalist 10</i>?</li> <li>● What were the differences between the Virginia Plan and the New Jersey Plan?</li> <li>● Whose interests were represented at the Constitutional Convention and how are they reflected in the <i>Constitution</i>?</li> <li>● What were Rhode Island’s objections to the Constitutional Convention?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the definition of and the rationale for federalism, and <b>argue</b> who benefited from that system</li> <li>b. <b>Analyze</b> the arguments and rationales found in the <i>Federalist Papers</i>, and <b>argue</b> who benefited (Suggested <i>Federalist Papers</i> – 9, 10, 39, 51, 70, 78, 84)</li> <li>c. <b>Analyze</b> the distinctions between the Virginia and New Jersey plans, and <b>argue</b> who benefited under each plan</li> <li>d. <b>Analyze</b> the impact of the <i>Constitution</i> on different groups in American society, and <b>argue</b> who benefited</li> <li>e. <b>Analyze</b> the reasons why Rhode Island refused to send a delegate to the Constitutional Convention</li> </ol>											

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

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

<p><b>SSHS.CVC.3.1 Influences on the Constitution of the United States</b> Argue the impact of the structure of government and law established by the <i>Constitution of the United States</i> and <i>Bill of Rights</i></p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X									
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• What is a representative government?</li> <li>• How do the ideas of the Enlightenment appear in the <i>Constitution</i>?</li> <li>• How did the Haudenosaunee Confederation influence the way government was established in the <i>Constitution</i>?</li> <li>• How did the <i>Constitution</i> reflect potential economic, regional, and social divisions?</li> <li>• What are the different sections of the <i>Constitution</i> and what structure does it create for the federal government?</li> </ul>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Explain</b> the rationale for components of representative government, and <b>argue</b> who benefits under that system</li> <li><b>Analyze</b> the influence of Enlightenment ideas on the <i>Constitution of the United States</i> (e.g., social contract, separation of powers)</li> <li><b>Explain</b> the influence of the Haudenosaunee Confederacy on the <i>Constitution</i></li> <li><b>Analyze</b> the validity of differing perceptions of the <i>Constitution</i>, and <b>argue</b> who benefited from each position</li> <li><b>Analyze</b> the elements of the <i>Constitution</i> and the structure of government they created, and <b>argue</b> its impact</li> </ol>											

<p><b>SSHS.CVC.3.2 The <i>Constitution</i> as a product of compromise</b></p> <p>Argue the impacts of the compromises that went into the passage of the <i>Constitution of the United States</i>, including the addition of the <i>Bill of Rights</i></p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X		X							
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>● Who were the anti-federalists and what role did they have in shaping the <i>Constitution</i>?</li> <li>● What were the reasons that Rhode Island delayed its ratification of the <i>Constitution</i>?</li> <li>● What is the <i>Bill of Rights</i> and why was it added to the <i>Constitution</i>?</li> <li>● What omissions in the <i>Constitution</i> does the <i>Bill of Rights</i> address?</li> <li>● What is the amendment process and why was it built into the <i>Constitution</i>?</li> <li>● How does the <i>Constitution</i> and <i>Bill of Rights</i> provide tools to address inequality in the United States today?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li>a. <b>Explain</b> the influences of the anti-federalists on the <i>Constitution</i></li> <li>b. <b>Analyze</b> the reasons for Rhode Island’s reluctance to ratify the <i>Constitution</i></li> <li>c. <b>Analyze</b> the rationale for and components of the <i>Bill of Rights</i>, and <b>argue</b> the impact and who benefited</li> <li>d. <b>Analyze</b> the relationship between the <i>Constitution</i> and the <i>Bill of Rights</i></li> </ol>											

<b>SSHS.CVC.3.3 The <i>Constitution</i> and slavery</b> Argue the impacts of how the authors of the <i>Constitution of the United States</i> handled the system of slavery	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X			X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● How did Enlightenment thinkers view the system of slavery?</li> <li>● What arguments around slavery emerged during the Constitutional Convention?</li> <li>● How is slavery addressed in the <i>Constitution</i>?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the elements of Enlightenment thinking related to slavery, <b>analyze</b> the impact of that thinking, and <b>argue</b> who benefited</li> <li>b. <b>Analyze</b> the arguments among representatives at the Constitutional Convention over slavery</li> <li>c. <b>Analyze</b> the manner in which slavery is addressed in the <i>Constitution</i>, and <b>argue</b> the impact and who benefited from those decisions</li> <li>d. <b>Analyze</b> how the <i>Constitution</i> reinforced the system of slavery (e.g., the Three-Fifths Clause, the Importation Clause, the Slave Insurrection Clause, and the Fugitive Slave Clause)</li> </ol>											

<b>SSHS.CVC.3.4 Civil rights and civil liberties</b> Argue the impacts of interpreting and using the <i>Constitution of the United States</i> to expand freedom and opportunity	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X			X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What is the relationship between civil rights and civil liberties?</li> <li>● What challenges to civil rights have occurred in American history?</li> <li>● What challenges to civil liberties have occurred in American history?</li> <li>● What actions have expanded civil rights and liberties for Black Americans?</li> <li>● What actions have expanded civil rights and liberties for women?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the distinctions between civil rights and civil liberties</li> <li>b. <b>Analyze</b> challenges to civil rights (e.g., denial of voting rights to some groups, redlining) and <b>argue</b> their impacts</li> <li>c. <b>Analyze</b> challenges to civil liberties (e.g., segregation, the internment of Japanese Americans, discrimination against people based on their race, ethnicity, gender, sexual identity), and <b>argue</b> their impacts</li> <li>d. <b>Analyze</b> 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 <b>argue</b> the impacts</li> <li>e. <b>Analyze</b> 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 <b>argue</b> the impacts</li> </ol>											

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

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

<p><b>SSHS.CVC.4.1 The concept and practice of checks and balances</b></p> <p>Argue the ways the Enlightenment idea of checks and balances as a deterrent to tyranny influenced the <i>Constitution of the United States</i></p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X										
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <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>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Explain</b> Montesquieu’s rationale for check and balances in government</li> <li><b>Analyze</b> ways that checks and balances are instantiated in the structure of the national government, and <b>argue</b> the impacts of that inclusion</li> <li><b>Analyze</b> ways that checks and balances are instantiated between state and national governments, and <b>argue</b> the impacts of that inclusion</li> </ol>											

<b>SSHS.CVC.4.2 Role and powers of the legislative branch</b> Analyze the structure and role of the legislative branch of the national government	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X										
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What functions define the legislative branch?</li> <li>● How does the role of the legislative branch differ in the formation of domestic and foreign policy?</li> <li>● How can the legislative branch check the power of the executive and judicial branches?</li> <li>● How have the powers of the legislative branch changed since the ratification of the <i>Constitution</i>?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the functions of the legislative branch</li> <li>b. <b>Analyze</b> the distinctions in the roles played by the legislative branch in domestic and foreign policy</li> <li>c. <b>Analyze</b> the checks that the legislative branch exercises on the executive and judicial branches</li> <li>d. <b>Analyze</b> the changes in the power of the legislative branch over time</li> </ol>											



<b>SSHS.CVC.4.3 Role and powers of the executive branch</b> Analyze the structure and role of the executive branch of the national government	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X										
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What functions define the executive branch?</li> <li>● How does the role of the executive branch differ in the formation of domestic and foreign policy?</li> <li>● How can the executive branch check the power of the legislative and judicial branches?</li> <li>● How have the powers of the executive branch changed since the ratification of the <i>Constitution</i>?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the functions of the executive branch</li> <li>b. <b>Analyze</b> the distinctions in the roles of the executive branch in domestic and foreign policy</li> <li>c. <b>Analyze</b> the checks that the executive branch exercises on the legislative and judicial branches</li> <li>d. <b>Analyze</b> the changes in the power of the executive branch over time</li> </ol>											

<b>SSHS.CVC.4.4 Role and powers of the judicial branch</b> Analyze the structure and role of the judicial branch of the national government	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X										
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Explain</b> the functions of the judicial branch</li> <li><b>Analyze</b> the checks that the judicial branch exercises on the legislative and executive branches (e.g., judicial review, impeachment)</li> <li><b>Analyze</b> the changes in the power of the judicial branch over time</li> </ol>											

<b>SSHS.CVC.4.5 State, local, and tribal governments</b> Analyze other governmental systems of the United States, including state, local, and tribal governments, and their interactions with each other and the federal government	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X									
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● How does Article IV of the <i>Constitution of the United States</i> explain the powers of states?</li> <li>● How are the powers of local governments explained in the <i>Constitution of the United States</i>?</li> <li>● How does the United States federal government recognize the sovereignty of Indigenous tribal governments, and how are those governments structured?</li> <li>● 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?</li> <li>● How do local, state, and tribal governments interact?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the powers of state governments as explained in the <i>Constitution of the United States</i></li> <li>b. <b>Explain</b> the powers of local governments as explained in the <i>Constitution of the United States</i> and the <i>Bill of Rights</i></li> <li>c. <b>Explain</b> the definition of sovereignty and the role of federal and state recognition of tribes</li> <li>d. <b>Explain</b> the powers and structures of tribal governments</li> <li>e. <b>Analyze</b> the powers, structures, and authorities of local municipalities, the state of Rhode Island, and local tribal governments (e.g., Narragansett in RI, Mashantucket Pequot and Mohegan in CT, and Wampanoag Tribe of Gay Head and Mashpee Wampanoag in MA)</li> <li>f. <b>Analyze</b> the relationships between different levels of government and their powers</li> <li>g. <b>Analyze</b> the relationships between the Narragansett tribal and local and state governments and their powers</li> </ol>											

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

Compelling Question: Is partisanship inevitable?

<p><b>SSHS.CVC.5.1 The emergence of political parties in the United States</b> Argue the impacts of the ways that Americans have fought for greater control of the political system throughout history</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X				X	X						
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• What did the <i>Federalist Papers</i> 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>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Analyze</b> the various perspectives on governmental factions in the <i>Federalist Papers</i>, and <b>argue</b> the impacts of those views</li> <li><b>Analyze</b> the distinctions between the First and Second Party Systems, and <b>argue</b> the impact of each</li> <li><b>Analyze</b> the changes in nature and conditions of political parties over time, and <b>argue</b> their impacts and who benefited</li> <li><b>Analyze</b> the rationale for and third-party challenges (e.g., Theodore Roosevelt, Robert La Follette, Strom Thurmond, George Wallace, Ross Perot), and <b>argue</b> the impact of those challenges</li> </ol>											

<b>SSHS.CVC.5.2 The role of political parties</b> Argue the impacts of party platforms and partisanship on the United States political party system	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X		X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the structure and functions of political parties</li> <li>b. <b>Analyze</b> the nature of party platforms, <b>identify</b> examples, and <b>argue</b> the impacts on the political system</li> <li>c. <b>Analyze</b> the demographics of major and minor political parties in the United States today</li> <li>d. <b>Analyze</b> the nature of partisanship, <b>identify</b> examples, and <b>argue</b> the impacts on the political system and who benefits</li> </ol>											

<b>SSHS.CVC.5.3 The role of political interest groups</b> Argue the ways that political interest groups influence policy and have gained power over time	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X				X							
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• What is the purpose of an interest group?</li> <li>• What are the different types of interest groups?</li> <li>• What tactics and strategies do interest groups use to influence public policy?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Explain</b> the purpose of a political interest group</li> <li><b>Analyze</b> the agendas of interest groups (e.g., public, economic, religious, ideological), and <b>argue</b> their impacts</li> <li><b>Analyze</b> the approaches interest groups use to influence public policy (e.g., engage politicians, engage media, lobby, donate to campaigns), and <b>argue</b> their impacts</li> </ol>											

<b>SSHS.CVC.5.4 Participation of citizens</b> Argue the impacts people can have on the American political system by becoming involved with political parties, interest groups, and politics	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X			X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the reasons why people become politically involved</li> <li>b. <b>Explain</b> opportunities to become politically involved, and <b>argue</b> the impacts of that involvement</li> <li>c. <b>Analyze</b> barriers to becoming politically involved (e.g., voting restrictions, intimidation, lack of support) and resistance to those barriers</li> </ol>											

<b>SSHS.CVC.5.5 Tactics to influence politics</b> Argue the impacts people can have when they use political processes outside of the governmental system to effect change	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X		X	X						X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What is the role of money in politics?</li> <li>● What is the role of the media in politics?</li> <li>● What is the role of polling in politics?</li> <li>● How do laws attempt to regulate the influence of financial donors on elections?</li> <li>● What historical examples exist of people successfully affecting change in the political system outside of voting?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> how money is used to influence politics, and <b>argue</b> who benefits</li> <li>b. <b>Analyze</b> how media influences politics, and <b>argue</b> who benefits</li> <li>c. <b>Explain</b> the role of polling in politics</li> <li>d. <b>Analyze</b> the rationale for laws regulating the use of money to influence politics, and <b>argue</b> the impact of those laws</li> <li>e. <b>Analyze</b> methods people have used to influence politics (e.g., the Civil Rights Movement’s marches, sit-ins), and <b>argue</b> their impact on effecting change</li> </ol>											



# Inquiry Topic 6. Elections and the Politics of Voting

Compelling Question: Is the majority always right?

<b>SSHS.CVC.6.1 Voting systems and their role in government</b> Analyze the different types of voting systems and how people vote	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X									
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the similarities and differences among voting systems (e.g., plurality, majority, proportional), and <b>argue</b> the advantages and disadvantages of each</li> <li>b. <b>Explain</b> the conditions and process of registering to vote (e.g., eligibility and debates about eligibility)</li> <li>c. <b>Analyze</b> the international principles of electoral integrity, and <b>argue</b> who benefits from them</li> </ol>											

<b>SSHS.CVC.6.2 Primary and general elections</b> Explain the functions of primary and general elections in the United States	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	X									
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Explain</b> the purposes of different kinds of primary elections (e.g., open, closed, blanket)</li> <li><b>Explain</b> the purposes of general elections</li> <li><b>Explain</b> approaches to monitoring elections and reporting of results, and <b>analyze</b> debates questioning the integrity these processes</li> </ol>											

<b>SSHS.CVC.6.3 History of voting rights in the United States</b> Argue the impact of the political marginalization of different groups in American history	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	X	X	X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the historical changes in voting requirements (e.g., property ownership including the Dorr Rebellion in Rhode Island, religion, gender, race), and <b>argue</b> who has benefited from them</li> <li>b. <b>Analyze</b> the legal and extra-legal approaches to restricting voting, and <b>argue</b> the impacts of those approaches</li> <li>c. <b>Analyze</b> the similarities and differences in approaches groups have taken to fight for voting rights, and <b>argue</b> their impacts</li> </ol>											

<b>SSHS.CVC.6.4 Contemporary controversies surrounding elections and voting</b> Argue the short- and long- term implications of voter turnout and participation on the outcomes of the political process	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	X			X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• What factors affect voter turnout?</li> <li>• What are the major historical voting patterns?</li> <li>• What is gerrymandering and how can it influence elections?</li> <li>• What issues around voting have emerged in the recent past?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><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 controversial issues)</li> <li><b>Analyze</b> patterns of voting over time, and <b>argue</b> the impacts changes in patterns have had on outcomes</li> <li><b>Analyze</b> gerrymandering, and <b>argue</b> its effects on outcomes and who benefits</li> <li><b>Analyze</b> contemporary debates and issues around voting (e.g., voting hours, transportation to polls, voter identification requirements including the allowance of using tribal IDs to vote in Rhode Island, role of the electoral college, absentee voting) and <b>argue</b> a stance on an issue</li> </ol>											

# Inquiry Topic 7: Dissent and Protest in Political Systems

Compelling Question: Is protest patriotic?

<b>SSHS.CVC.7.1 Legal basis of dissent and protest</b> Argue the justifications for protest movements in the United States	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	X			X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Argue</b> justifications for protest and dissent based on freedom of speech</li> <li>b. <b>Argue</b> justifications for protest and dissent based on freedom of assembly</li> <li>c. <b>Argue</b> justifications for protest and dissent based on the right to petition</li> <li>d. <b>Argue</b> justifications for protest and dissent based on the Fourteenth Amendment</li> </ol>											

<b>SSHS.CVC.7.2 Historical examples of different forms of dissent and protest</b> Argue the impacts of Americans who have acted to address social inequalities in the past	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X	X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the approaches taken by people working for the abolition of slavery, and <b>argue</b> the impact of those efforts</li> <li>b. <b>Analyze</b> approaches taken by people working for women’s rights, and <b>argue</b> the impact of those efforts</li> <li>c. <b>Analyze</b> approaches taken by people working for the rights of laborers, and <b>argue</b> the impact of those efforts</li> </ol>											

<b>SSHS.CVC.7.3 Contemporary issues of disagreement with laws and policies</b> Explain the ways Americans have tried to assert control over the political system	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X	X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> a range of contemporary issues (e.g., mass incarceration, gun ownership, affordable housing, immigration)</li> <li>b. <b>Analyze</b> the varied perspectives on them</li> <li>c. <b>Analyze</b> options for and the approaches taken to resolve those issues</li> <li>d. <b>Argue</b> a position on one or more of the issues</li> </ol>											

# Inquiry Topic 8: Human Rights and Global Citizenship

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

<b>SSHS.CVC.8.1 Meaning of “human rights”</b> Argue the impact of international agreements to support global human rights	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	X			X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the components of the Universal Declaration of Human Rights, and <b>argue</b> who benefits</li> <li>b. <b>Analyze</b> the influences of the Universal Declaration of Human Rights on U.S. foreign policy</li> <li>c. <b>Analyze</b> the functions of the United Nations and World Court in terms of human rights in particular, and <b>argue</b> who benefits</li> <li>d. <b>Explain</b> extra-governmental organizations’ (e.g., Amnesty International, Human Rights Watch) efforts to foster human rights and <b>argue</b> their impacts</li> <li>e. <b>Analyze</b> responsibilities for and process of enforcing international law, and <b>argue</b> who benefits</li> </ol>											



<p><b>SSHS.CVC.8.2 The role the United States plays in securing human rights</b></p> <p>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</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X	X	X	X						
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>● Who decides how to allocate the resources of the United States?</li> <li>● What is the history of American involvement in the affairs of other nations regarding human rights?</li> <li>● How has the United States responded to incidents of genocide?</li> <li>● What is the United States' own history of genocide?</li> <li>● What are the political, social, and economic influences on foreign involvement?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li>a. <b>Analyze</b> 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 <b>argue</b> their impacts</li> <li>b. <b>Analyze</b> 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 <b>argue</b> their impacts</li> <li>c. <b>Analyze</b> genocides in the United States (e.g., both physical and cultural genocides of Indigenous peoples), and <b>argue</b> the impact</li> <li>d. <b>Analyze</b> the rationale for foreign intervention (e.g., the United States' involvement in the politics of Vietnam, Western Asia (Middle East), and other countries), and <b>argue</b> the impacts of those interventions</li> </ol>											

<b>SSHS.CVC.8.3 The concept of “global citizenship”</b> Argue the impacts of becoming increasingly connected to the people of other nations	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X			X	X					
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> issues that cross national and cultural boundaries (e.g., climate change, disease, human trafficking), and <b>argue</b> their impact</li> <li>b. <b>Analyze</b> local issues that connect with global concerns (e.g., food insecurity, mental health, ecological issues), and <b>argue</b> their impact</li> <li>c. <b>Explain</b> opportunities for people to become involved in issues beyond the United States (e.g., volunteering for organizations like Peace Corps, using career skills to work for organizations like Doctors Without Borders), and <b>argue</b> the potential impacts</li> <li>d. <b>Explain</b> other ways to act as responsible citizens of the globe, and <b>argue</b> the potential impacts</li> </ol>											

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

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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 Analyze the diversity of Pre-Columbian Indigenous civilizations in North America	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
					X	X	X	X				
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <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>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Identify</b> the locations of Indigenous groups across North America</li> <li><b>Analyze</b> the similarities and differences between Indigenous groups (e.g., social norms, lifeways, use of natural resources)</li> <li><b>Explain</b> interactions among Indigenous groups (e.g., cooperation, alliances, conflict), and <b>analyze</b> the ways interactions influenced cultural change over time</li> <li><b>Analyze</b> similarities and differences across the cultures, government structures, and lived experiences of Indigenous peoples local to Rhode Island and their interactions with each other prior to the arrival of Europeans (e.g., Nahaganset (Narragansett), Wampanoag (Pokanoket, Mashpee, Aquinnah), Nehantick and Eastern Nehantick (Niantic), Pequot, Nipmuc, Massachuset, Mohegan, Manissean)</li> <li><b>Explain</b> different ways we know and understand the past (e.g., oral traditions from Indigenous descendants, documentation from early explorers, historical records, archaeology), and <b>analyze</b> associated biases</li> </ol>											

<b>SSHS.USI.1.2 The impact of European colonization on Indigenous life</b> Argue the ways that European colonization impacted the lifeways and populations of Indigenous peoples	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X					X	X	X				
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What was the demographic impact of European colonization on Indigenous populations?</li> <li>● What is settler colonialism and how is it connected to the genocide of Indigenous peoples?</li> <li>● Why did Indigenous people sometimes build alliances with Europeans?</li> <li>● In what ways did Indigenous and European cultures influence one another?</li> <li>● How did some Indigenous people become enslaved?</li> <li>● What was the system of Indigenous indentured servitude?</li> <li>● How were colonists and Indigenous people portrayed in literature, fiction and nonfiction?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the conditions and roles in the so-called Columbian Exchange, and <b>argue</b> who benefited from that situation (e.g., effects of disease on Indigenous populations, transplantation of plant and animal species)</li> <li>b. <b>Explain</b> the political interactions between Indigenous groups and English colonists, and <b>argue</b> who benefited from those interactions (e.g., alliances, trade, warfare - Bacon's Rebellion, Pequot War, King Philip's War)</li> <li>c. <b>Explain</b> the reasons for cultural change in Indigenous groups (e.g., effects on lifeways, access to resources), and <b>analyze</b> ways that Indigenous lifeways influenced European colonists</li> <li>d. <b>Analyze</b> 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</li> <li>e. <b>Argue</b> the impact of mythmaking (e.g., Pocahontas and John Smith, the "First" Thanksgiving, Roger Williams, Anne Hutchinson, Squanto)</li> </ol>											

<b>SSHS.USI.1.3 Establishing the colonies</b> Argue the impact of the conditions of life in colonial North America	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X		X	X	X	X			X	X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● How were the new colonies funded?</li> <li>● What environmental challenges did colonists face in North America?</li> <li>● How did religion influence the lives of colonists?</li> <li>● What kind of governmental systems did colonists establish in North America?</li> <li>● What role did indentured servitude serve in colonization?</li> <li>● What role did enslavement serve in colonization?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the rationale for and components of a joint-stock company (e.g., Virginia Company, Plymouth Company, Massachusetts Bay Company)</li> <li>b. <b>Explain</b> the geographic and environmental conditions of the English colonies</li> <li>c. <b>Explain</b> the religious influences on English colonists</li> <li>d. <b>Explain</b> the nature of government in English colonies, including Rhode Island, and <b>analyze</b> whose interests were served (e.g., governmental structure, voting rights)</li> <li>e. <b>Analyze</b> the rationale for and conditions of indentured servitude from the perspectives of all involved (e.g., indentured servants, the people in the households in which they served), and <b>argue</b> who benefited and the impacts on societal structure</li> <li>f. <b>Analyze</b> the rationale for and conditions of African enslavement, and <b>argue</b> who benefited</li> </ol>											

<p><b>SSHS.USI.1.4 The emergence of the trans-Atlantic slave trade</b></p> <p>Argue the impacts of the transformation of human beings into property and commodities within the Atlantic trading system and the emergence of chattel enslavement</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X				X	X	X		X	X	
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <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> <li>• What was the Middle Passage?</li> <li>• How did slavery emerge as a condition of birth as defined by law (i.e., chattel slavery)?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Explain</b> the enslavement and resistance of African peoples, and <b>argue</b> whose interests enslavement served</li> <li><b>Explain</b> the nature and conditions of the Triangle Trade, and <b>analyze</b> who profited and who did not</li> <li><b>Explain</b> the nature and conditions of the Middle Passage, and <b>analyze</b> how it affected the participants</li> <li><b>Explain</b> chattel slavery, and <b>argue</b> whose interests it served</li> <li><b>Explain</b> Rhode Island’s participation in the African slave trade, and <b>argue</b> who was complicit and who benefited</li> </ol>											



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

Compelling Question: How did the English colonists become “Americans”?

<p><b>SSHS.USI.2.1 Establishing colonial economies governments</b> Argue the impacts of the colonies establishing their own economies and governments separate from Great Britain</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X							X		X
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <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>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Explain</b> the conditions of mercantilism (e.g., trade, wealth, governmental protection), and <b>argue</b> who benefited</li> <li><b>Explain</b> the elements of colonial economies (e.g., subsistence and commercial farming, shipbuilding, trade), and <b>argue</b> whose interests they served</li> <li><b>Explain</b> the rationales for and elements of colonial governments, and <b>argue</b> whose interests they served</li> </ol>											

<b>SSHS.USI.2.2 British imperial policies and colonial responses</b> Argue how British impositions after the Seven Years War led to opposition in the colonies	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X		X				X		X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● Why did Great Britain and the colonists fight the Seven Years' War?</li> <li>● Why did attempts to broker a compromise or conciliation between the colonies and Great Britain fail?</li> <li>● How did the colonies begin to unify with each other in opposition to the British?</li> <li>● How did women, workers, and Black Americans participate in protest against British policies?</li> <li>● What were the Committees of Correspondence and the Continental Congresses?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the causes and conditions of the Seven Years War (e.g., frontier tensions, Indigenous alliances), and <b>argue</b> the impacts (e.g., British victory, loss of French territory, Indigenous hopes to stall British expansion)</li> <li>b. <b>Explain</b> the rationale for British taxation policies (e.g., British economic issues due to cost of Seven Years War, tensions over land), and <b>analyze</b> colonial reactions to those policies (e.g., petitions, boycotts, protests, riots)</li> <li>c. <b>Analyze</b> how colonial individuals and groups resisted British policies (e.g., Sons and Daughters of Liberty, spinning bees, Samuel Adams, Crispus Attucks), and <b>argue</b> the impact of their actions</li> <li>d. <b>Analyze</b> the efficacy of the ways Rhode Island colonists resisted British policies (e.g., Stamp Act Riot, Gaspee Affair)</li> <li>e. <b>Explain</b> the rationale for and actions of the Committees of Correspondence and the Continental Congresses and Rhode Island's role in each</li> </ol>											

<p><b>SSHS.USI.2.3 <i>Common Sense</i> and the <i>Declaration of Independence</i></b> Argue the impact of the intellectual and philosophical arguments presented for independence from Great Britain</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X	X	X						
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• What are the main components of the argument for independence in Thomas Paine’s <i>Common Sense</i>?</li> <li>• What were the colonists’ grievances against the King of England?</li> <li>• What Enlightenment ideas were present in <i>Common Sense</i> and the <i>Declaration of Independence</i>?</li> <li>• Why was the anti-slavery passage removed from the <i>Declaration of Independence</i>?</li> <li>• How did colonists react to the <i>Declaration of Independence</i>?</li> <li>• Did the <i>Declaration of Independence</i> unify the colonies?</li> </ul>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Explain</b> the origin of and arguments made in <i>Common Sense</i></li> <li><b>Identify</b> the nature and conditions of colonial grievances against King George III in the <i>Declaration of Independence</i></li> <li><b>Analyze</b> the efficacy of enlightenment ideas evident in founding documents (e.g., social contract, natural rights, separation of powers)</li> <li><b>Analyze</b> the rationale behind the removal of the anti-slavery passage in the <i>Declaration of Independence</i>, and <b>argue</b> who benefited and the impacts of that action</li> <li><b>Analyze</b> the range of colonial responses to the <i>Declaration of Independence</i> based on one’s positionality (e.g., Frederick Douglass, Abigail Adams, Patriots, Loyalists)</li> <li><b>Analyze</b> the uses of the <i>Declaration of Independence</i> in the colonial cause, and <b>argue</b> its impact</li> </ol>											

<b>SSHS.USI.2.4 People and events of the American Revolution</b> Argue the impacts of people and battles of the American Revolution on the course of the War	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X	X	X					X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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> <li>● What were the pivotal battles of the American Revolution?</li> <li>● What role did foreign nations play in the American Revolution?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> military personnel of the American Revolution (e.g., George Washington, Nathanael Greene), <b>analyze</b> their contributions, and <b>argue</b> their impacts on the War</li> <li>b. <b>Explain</b> the involvement of different social groups in the American Revolution (e.g., Black and Indigenous soldiers of the Rhode Island Black Regiment, female camp followers), <b>analyze</b> their contributions, and <b>argue</b> their impacts on the War</li> <li>c. <b>Identify</b> notable battles and events of the Revolutionary War and <b>argue</b> their impacts on the course of the War</li> <li>d. <b>Explain</b> Rhode Island’s role in the Revolutionary War and the Battle of Rhode Island</li> <li>e. <b>Analyze</b> European involvement in the War, and <b>argue</b> how they impacted the course of the War</li> </ol>											

<b>SSHS.USI.2.5 Effects of the American Revolution on society</b> Argue the impacts the outcomes of the Revolutionary War had on political, cultural, and economic life in North America	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X		X	X				X		
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What were the economic and geographic effects of the American Revolution?</li> <li>● What effects did the American Revolution have on systems of privilege and social standing in North America?</li> <li>● How did new American governments reflect social changes created by the Revolution?</li> <li>● How are these effects still relevant to today?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the economic and geographic outcomes of the Revolutionary War, and <b>argue</b> who benefited from the American victory</li> <li>b. <b>Analyze</b> the effects of the Revolutionary War on social norms and structures</li> <li>c. <b>Analyze</b> the effects of the Revolutionary War on governmental practices, and <b>argue</b> who those practices benefited</li> <li>d. <b>Explain</b> 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), <b>analyze</b> the laws as a type of compromise, and <b>argue</b> who benefited from those laws</li> <li>e. <b>Argue</b> the ways the outcomes of the American Revolution are still relevant to today</li> </ol>											

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

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

<p><b>SSHS.USI.3.1 The <i>Articles of Confederation</i> and challenges to it</b> Argue the reasons why the structure of government established by the <i>Articles of Confederation</i> was challenged</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	X			X						
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <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>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Identify</b> elements of the <i>Articles of Confederation</i> (e.g., relationship between the states and the national government, voting and representation, and the structure of government)</li> <li><b>Analyze</b> the challenges and opportunities of the <i>Articles of Confederation</i></li> <li><b>Analyze</b> the cause and course of Shays’ Rebellion and what it revealed about the <i>Articles of Confederation</i>, and <b>argue</b> the impacts of the event on government</li> </ol>											

<b>SSHS.USI.3.2 Influences on the United States political system</b> Analyze the philosophical and ideological influences embedded in the founding documents of the United States of America	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X			X						X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What Enlightenment ideas are reflected in the <i>Articles of Confederation</i> and <i>Constitution of the United States</i>?</li> <li>● How did the Haudenosaunee Confederacy provide an example to the authors of the <i>Constitution of the United States</i>?</li> <li>● What is the relationship between a democracy and a republic?</li> <li>● What role did economics play in the creation of the <i>Constitution of the United States</i>?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> enlightenment ideas represented in the <i>Articles of Confederation</i> and the <i>Constitution of the United States</i> (e.g., social contract theory, natural rights, religious tolerance)</li> <li>b. <b>Analyze</b> the similarities and differences between the Haudenosaunee Confederacy and the <i>Constitution of the United States</i></li> <li>c. <b>Analyze</b> the similarities and differences between a democracy and a republic</li> <li>d. <b>Explain</b> the economic influences on the development of the <i>Constitution of the United States</i></li> </ol>											

<b>SSHS.USI.3.3 Main arguments of the <i>Federalist Papers</i></b> Analyze the debate between the Federalists and the Anti-Federalists	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X	X								
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● Why did Alexander Hamilton, John Jay, and John Adams write the <i>Federalist Papers</i>?</li> <li>● Why did the Federalists support a stronger national government and weaker state governments, and why did Antifederalists oppose that?</li> <li>● Why is Federalist No. 10 considered the most influential of <i>The Federalist Papers</i>?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> the authors of the <i>Federalist Papers</i>, and <b>explain</b> their reasons for writing them</li> <li>b. <b>Analyze</b> the Federalist and Anti-Federalists arguments over national v. state governmental power</li> <li>c. <b>Analyze</b> the influence of Federalist #10, including the idea of majority rule and minority rights (Other suggested Federalist Papers – 9, 39, 51, 70, 78, 84)</li> </ol>											



<b>SSHS.USI.3.4 The <i>Constitution of the United States and Bill of Rights</i></b> Analyze the <i>Constitution of the United States</i> and the <i>Bill of Rights</i> and the governmental powers and rights outlined in them	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X		X							
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● How does the Preamble of the <i>Constitution of the United States</i> 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 <i>Bill of Rights</i> guarantee?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the goals outlined in the Preamble to the <i>Constitution of the United States</i></li> <li>b. <b>Analyze</b> the branches of government and their relationships to one another</li> <li>c. <b>Explain</b> the powers reserved to the states</li> <li>d. <b>Explain</b> the enunciation of rights and liberties under the <i>Bill of Rights</i>, and <b>analyze</b> how those rights and liberties have changed over time</li> <li>e. <b>Explain</b> Rhode Island’s role in the drafting of the <i>Bill of Rights</i> and its ratification of the <i>Constitution of the United States</i></li> </ol>											

<b>SSHS.USI.3.5 The three branches of government</b> Analyze the powers and responsibilities of the three branches of government	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X										
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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 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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the powers and responsibilities of the executive branch, and <b>analyze</b> how they have changed over time</li> <li>b. <b>Explain</b> the powers and responsibilities of the legislative branch, and <b>analyze</b> how they have changed over time</li> <li>c. <b>Explain</b> the powers and responsibilities of the judicial branch, and <b>analyze</b> how they have changed over time</li> <li>d. <b>Explain</b> the relationships among the branches, and <b>analyze</b> the benefits and drawbacks of how checks and balances operate amongst the branches</li> </ol>											

# Inquiry Topic 4: The Politics of the Early Republic

Compelling Question: Did the *Constitution* create a just government?

<p><b>SSHS.USI.4.1 The <i>Constitution</i> and different populations of society</b> Argue the impacts of the contradictions between the <i>Constitution</i>'s guarantees of freedom and the realities of life for various populations of society in the Early National era</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	X		X	X						
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>● What was the legal status of married and unmarried white women in the Early Republic?</li> <li>● What did the <i>Constitution</i> establish about slavery?</li> <li>● What did the <i>Constitution</i> establish about voting rights?</li> <li>● How did the <i>Constitution</i> regulate the lives of Indigenous peoples?</li> </ul>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li>a. <b>Analyze</b> women's status and rights in the Early Republic, and <b>argue</b> the benefits and drawbacks from multiple perspectives (e.g., women, men, society as a whole)</li> <li>b. <b>Analyze</b> the conditions of enslaved peoples during this time, and <b>argue</b> the benefits and drawbacks from multiple perspectives (e.g., the enslaved, enslavers, society as a whole - socially and economically)</li> <li>c. <b>Analyze</b> the nature and conditions of voting rights, and <b>argue</b> who benefited</li> <li>d. <b>Analyze</b> the constitutional implications for Indigenous peoples, and <b>argue</b> the benefits and drawbacks from multiple perspectives (e.g., Indigenous governments, Indigenous individuals, United States government)</li> </ol>											

<b>SSHS.USI.4.2 Economic developments in the Early Republic Era</b> Argue how the United States established its economic independence following the American Revolution	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
										X	X	X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What economic problems did the new United States face following the Revolutionary War?</li> <li>● Why did Alexander Hamilton establish the Bank of the United States?</li> <li>● How did the United States expand its trade networks in the Early Republic?</li> <li>● What was the Whiskey Rebellion?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the range of economic issues after the Revolutionary War, and <b>argue</b> how those issues affected different groups differently</li> <li>b. <b>Analyze</b> the motivations and outcomes of establishing the Bank of the United States and <b>argue</b> who benefited of that action</li> <li>c. <b>Analyze</b> the advantages and disadvantages of expanding trade, and <b>argue</b> who benefited from that action</li> <li>d. <b>Analyze</b> the reasons for and outcomes of the Whiskey Rebellion, and <b>argue</b> who benefited from that event</li> </ol>											

<b>SSHS.USI.4.3 Foreign policy developments in the Early Republic Era</b> Argue the short- and long-term impacts of the United States’ involvement in foreign affairs in the Early Republic	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X	X					
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the rationale for and <b>analyze</b> the outcomes of U.S. involvement in the French and Haitian revolutions, and <b>argue</b> who benefited from that involvement</li> <li>b. <b>Analyze</b> the nature and conditions of U.S. foreign policy (e.g., John Jay’s Treaty, Treaty of San Lorenzo / Pinckney’s Treaty), and <b>argue</b> who benefited from those policies</li> <li>c. <b>Analyze</b> the effects of the Monroe Doctrine on U.S. foreign policy and how the doctrine has changed over time</li> </ol>											

<b>SSHS.USI.4.4 The emergence of political parties</b> Argue the reasons for the growth of factionalism and political division in the Early Republic	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X			X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the tenets of the Federalist and Democratic-Republican parties, and <b>analyze</b> who they represented</li> <li>b. <b>Explain</b> rationales for and actions of political parties, <b>analyze</b> how those rationales and actions have changed, and <b>argue</b> who benefited from those actions</li> <li>c. <b>Analyze</b> the actions of political parties during the 1796 and 1800 elections, and <b>argue</b> their impacts on the elections</li> </ol>											

# Inquiry Topic 5: The Market Revolution and American Expansion

Compelling Question: Does economic growth mean freedom?

<b>SSHS.USI.5.1 Territorial expansion of the United States</b> Argue the impact of the tactics used to expand the physical boundaries of the United States in the early 19th century	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X		X				
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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> <li>● What was the impact of the ideology of Manifest Destiny and how is it related to settler colonialism?</li> <li>● How did the Mexican War expand the territory of the United States?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> Jefferson’s views of and actions toward land acquisition, and <b>argue</b> who benefited</li> <li>b. <b>Analyze</b> the effects of the First Seminole War and Adams-Onís Treaty, and <b>argue</b> who benefited from those actions</li> <li>c. <b>Explain</b> the rationale for and results of Manifest Destiny, <b>analyze</b> Indigenous response and resistance, and <b>argue</b> who benefited (e.g., the Louisiana Purchase 1803, Spanish Florida 1810-1819, Texas Annexation 1845, Oregon Country from Great Britain 1846, Treaty of Guadalupe-Hidalgo 1848, Gadsden Purchase 1853)</li> <li>d. <b>Analyze</b> the rationale for and outcomes of the Mexican War (e.g., Mexican freedom from Spain in 1821, Treaty of Guadalupe-Hidalgo 1848, California Constitution 1849), and <b>argue</b> who benefited (e.g., effects on Mexican citizens, Indigenous response) from that action</li> </ol>											

<b>SSHS.USI.5.2 Transformations of the Market Revolution</b> Argue the impacts of technological and financial developments and the expansion of markets in the Early Republic Era	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
										X	X	X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What caused the Market Revolution?</li> <li>● How did the American system support the growth of capitalism?</li> <li>● What were the main features of industrialization in the early 19th century?</li> <li>● How did mechanization cause changes in agricultural practices?</li> <li>● How did immigrants participate in the Market Revolution and early industrialization?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the rationale for, conditions of, and results of the Market Revolution, and <b>argue</b> who benefited from that situation</li> <li>b. <b>Analyze</b> the nature and conditions of capitalism, and <b>argue</b> who benefited from that system</li> <li>c. <b>Analyze</b> the nature and conditions of industrialization, and <b>argue</b> who benefited from that movement</li> <li>d. <b>Analyze</b> the nature and conditions of mechanization, and <b>argue</b> who benefited from that movement</li> <li>e. <b>Explain</b> Rhode Island’s role in industry during this period</li> <li>f. <b>Analyze</b> the roles, conditions, and outcomes of immigrant participation in the United States economy (i.e., European and Asian immigrants), and <b>argue</b> who benefited</li> </ol>											



<b>SSHS.USI.5.3 Meaning and impact of Jacksonian Democracy</b> Argue the impacts of the redefinition of democracy in the early 19th century	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X			X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the nature of Jackson’s political beliefs, and <b>argue</b> who benefited from those beliefs</li> <li>b. <b>Analyze</b> the nature and outcomes of Jacksonian Democracy, and <b>argue</b> who benefited from those outcomes</li> <li>c. <b>Explain</b> the rationale for the Second Party System, and <b>argue</b> who benefited from that approach</li> <li>d. <b>Analyze</b> the nature and outcomes of Jackson’s treatment of Indigenous people, and <b>argue</b> who benefited from those outcomes</li> </ol>											

<b>SSHS.USI.5.4 Effects of early industrialization on workers</b> Argue the impacts of the Industrial Revolution on the ways workers lived	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X					X	
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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 19th century?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the characteristics of the Textile Revolution, and <b>argue</b> the impacts on different groups of people (e.g., women, enslaved people, immigrants, children) and who benefited from that situation</li> <li>b. <b>Analyze</b> the impetus for European migration to the United States and how that changed the demographics of workers</li> <li>c. <b>Analyze</b> the nature and conditions leading to corporations, and <b>argue</b> who benefited from that movement</li> <li>d. <b>Analyze</b> the nature, conditions, and outcomes of the American labor movement and how it has changed over time</li> </ol>											

<b>SSHS.USI.5.5 Westward movement of white Americans</b> Argue the impacts of western expansion on Indigenous peoples, immigration, and reshaping the United States	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X	X			X	X	
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What motivated white easterners to move west?</li> <li>● How did women experience westward expansion?</li> <li>● How did the Gold Rush affect the development of the United States?</li> <li>● How did the Indian Removal Act of 1830 and Trail of Tears affect Indigenous peoples?</li> <li>● How did the establishment of Indian boarding schools affect families and traditions?</li> <li>● How did Indigenous people resist American encroachment on their lands?</li> <li>● How did Indigenous people re-establish communities in Indian Territory?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the rationale for and outcomes of white migration west, and <b>argue</b> who benefited</li> <li>b. <b>Analyze</b> the effects of the Gold Rush (e.g., on Indigenous peoples, on immigration of people from China, on the environment, on the economy), and <b>argue</b> who benefited</li> <li>c. <b>Analyze</b> the impact of governmental actions in removal of Indigenous groups (e.g., Trail of Tears, Indian boarding schools), and <b>argue</b> who benefited</li> <li>d. <b>Analyze</b> Indigenous resistance to white migration</li> <li>e. <b>Explain</b> Indigenous efforts to preserve and perpetuate their communities (e.g., religious practices, traditions surrounding food, clothing, art, ceremony)</li> </ol>											

<p><b>SSHS.USI.5.6 Expansion of slavery and the lives of enslaved people</b> Argue the effects of the conditions under which enslaved people lived and struggled for freedom in the early 19th century</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
					X	X	X				X	
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• Where was slavery most prominent and what forms of labor did enslaved people perform?</li> <li>• How did the Northwest Ordinance of 1787 and the Missouri Compromise of 1820 affect slavery?</li> <li>• How was slavery a factor in the addition of new states to the union?</li> <li>• How did enslaved people maintain connections to their African heritage and traditions?</li> <li>• How did enslaved people resist slavery?</li> </ul>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Analyze</b> the nature of slavery (e.g., types of labor, living accommodations, Slave Codes), and <b>argue</b> who benefited from that practice</li> <li><b>Analyze</b> the relationship between cotton, U.S. expansion, and the expansion of slavery, and <b>argue</b> the impacts and who benefited</li> <li><b>Analyze</b> governmental actions on expansion of slavery, and <b>argue</b> the impacts</li> <li><b>Analyze</b> the relationship between slavery and the addition of new states (e.g., California, Missouri, Texas)</li> <li><b>Analyze</b> the conditions and actions taken that led to the preservation and perpetuation of African traditions and people (e.g., music, clothing, religious beliefs)</li> <li><b>Analyze</b> 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)</li> </ol>											

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

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

<b>SSHS.USI.6.1 The Second Great Awakening</b> Argue the impacts of the Second Great Awakening on American thought and behavior	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the rationale for and nature of the Second Great Awakening, and <b>argue</b> who benefited from that movement</li> <li>b. <b>Explain</b> the fundamental tenets of the Second Great Awakening</li> <li>c. <b>Analyze</b> the goals and outcomes of the Second Great Awakening, and <b>argue</b> who benefited from that movement</li> </ol>											

<b>SSHS.USI.6.2 Antebellum reformers and social issues</b> Argue the impact of attempts by reformers to change American society in the antebellum period	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
					X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Analyze</b> the goals for and outcomes of institutional reform movements (e.g., prisons, schools) and <b>argue</b> who benefited</li> <li><b>Analyze</b> the goals and outcomes for the temperance movement and <b>argue</b> who benefited</li> <li><b>Analyze</b> connections between the abolitionist and women’s right movements and <b>argue</b> who benefited</li> </ol>											

<b>SSHS.USI.6.3 Abolitionists and their arguments against slavery</b> Argue the impact of the collaborative efforts of abolitionists to end slavery in the United States	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X			X					X	
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• What religious arguments did abolitionists use against slavery?</li> <li>• What political arguments did abolitionists use against slavery?</li> <li>• How did free Blacks and white women participate in the abolitionist movement?</li> <li>• What political and economic tactics did abolitionists use against slavery?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Analyze</b> the religious and political rationales for abolition</li> <li><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</li> <li><b>Analyze</b> the political and economic approaches to abolishing slavery (e.g., petitions to Congress, literature, protests, boycotts), and <b>argue</b> the impact of those approaches</li> </ol>											

<b>SSHS.USI.6.4 Women’s participation in public life</b> Argue the impact of the increasingly common participation of women in public life in antebellum America	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X			X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• What was the Cult of True Womanhood?</li> <li>• How did women use benevolent associations to participate in public life?</li> <li>• How did educational opportunities for women expand in the antebellum era?</li> <li>• What were the origins of the women’s suffrage and rights movement?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Analyze</b> the assumptions behind the Cult of True Womanhood and <b>argue</b> who benefited from this concept</li> <li><b>Analyze</b> the value of benevolent associations to increase women’s participation in public life (e.g., The Society for the Relief of Poor Widows and Small Children, Female Humane Association, Ladies Charleston Volunteer Aid Society), and <b>argue</b> the impacts of that participation</li> <li><b>Explain</b> the increase in women’s educational opportunities and <b>argue</b> who benefited from those opportunities</li> <li><b>Analyze</b> the growth of women’s suffrage movement and <b>argue</b> its impacts</li> </ol>											



<p><b>SSHS.USI.6.5 Growing regional differences between the North and South</b></p> <p>Argue the impacts of the growing regional antagonism in the United States between the North and the South in the antebellum period</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X				X	X				X	X	X
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <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> <li>● How did economic differences contribute to growing sectional division?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the arguments in favor of slavery and <b>argue</b> who benefited from this practice</li> <li>b. <b>Analyze</b> the influence of governmental actions on regional differences</li> <li>c. <b>Analyze</b> white reactions to enslaved people’s uprisings and <b>argue</b> the impacts of those reactions</li> <li>d. <b>Explain</b> the role of economics in regional divisions</li> </ol>											

# Inquiry Topic 7: The Civil War and Reconstruction

Compelling Question: Has the Civil War really ended?

<p><b>SSHS.USI.7.1 Long-term causes of the Civil War</b></p> <p>Argue how social, cultural, economic, and political pressures and differences how led to the outbreak of civil war in the United States</p>	<p><b>Connections to the Rhode Island Anchor Standards</b></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
	X	X				X	X				X	
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• What was sectionalism and how did it divide the United States?</li> <li>• How did industrialization contribute to growing sectional differences?</li> <li>• What was the Crisis of the 1850s?</li> <li>• Why was the Republican Party created and why was the Election of 1860 pivotal in U.S. history?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Analyze</b> the nature and conditions of antebellum sectionalism and <b>argue</b> who benefited from this situation</li> <li><b>Analyze</b> the implications of industrialization for sectionalism</li> <li><b>Analyze</b> 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 <b>argue</b> the impact of those actions</li> <li><b>Analyze</b> the rationale for and the outcomes of the rise of the Republican party</li> </ol>											

<p><b>SSHS.USI.7.2 Resources the North and South had at the start of the Civil War</b></p> <p>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</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X				X	X	
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <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> <li>● What is the difference between a war of offense and a war of defense?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li>a. <b>Analyze</b> components of industry and agriculture during this time period, and <b>argue</b> their impacts on the development of the Civil War</li> <li>b. <b>Analyze</b> the relative advantages and disadvantages of Union and Confederate military leadership and <b>argue</b> their impacts to the War</li> <li>c. <b>Explain</b> the distinctions between a war of offense and a war of defense</li> </ol>											

<b>SSHS.USI.7.3 Roles of various individuals and groups in the Civil War</b> Argue the impact of the roles and experiences of the multitude of individuals and groups during the Civil War	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
					X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● How did free and enslaved black Americans experience the Civil War?</li> <li>● How did Indigenous Americans experience the Civil War?</li> <li>● How did women experience the Civil War?</li> <li>● How did immigrants experience the Civil War?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> 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)), <b>analyze</b> their experiences and contributions, and <b>argue</b> the impacts of their efforts</li> <li>b. <b>Explain</b> the roles fulfilled by Indigenous Americans during the Civil War, <b>analyze</b> their experiences and contributions, and <b>argue</b> the impacts of their efforts</li> <li>c. <b>Explain</b> the roles fulfilled by women during the Civil War (e.g., Kady Brownell, Katharine Prescott Wormeley, Julia Ward Howe), <b>analyze</b> their experiences and contributions, and <b>argue</b> the impacts of their efforts</li> <li>d. <b>Explain</b> the roles fulfilled by immigrants during the Civil War, <b>analyze</b> their experiences and contributions, and <b>argue</b> the impacts of their efforts</li> </ol>											

<b>SSHS.USI.7.4 The <i>Emancipation Proclamation</i></b> Argue the effects the <i>Emancipation Proclamation</i> had on the Civil War as policy and propaganda	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X	X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● Why did Abraham Lincoln write and deliver the <i>Emancipation Proclamation</i>?</li> <li>● What effect did the <i>Emancipation Proclamation</i> have on the Civil War?</li> <li>● How did Black Americans respond to the <i>Emancipation Proclamation</i>?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the rationale for and conditions of the <i>Emancipation Proclamation</i></li> <li>b. <b>Analyze</b> the scope and outcomes of the <i>Emancipation Proclamation</i>, and <b>argue</b> its impact</li> <li>c. <b>Analyze</b> Black American responses to the <i>Emancipation Proclamation</i> (e.g., General Order No.3 and Juneteenth)</li> </ol>											

<b>SSHS.USI.7.5 Leaders, decisive battles, and the reasons for Union victory</b> Argue the impact of military components, leaders, and battles, on the course and end of the Civil War	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X		X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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 during the War?</li> <li>● Why is the Battle of Gettysburg an important historical event?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the role and implications of the attack on Fort Sumter for the Civil War, and <b>argue</b> the impacts of the outcome</li> <li>b. <b>Explain</b> the roles of military leaders during the war (e.g., Abraham Lincoln, Ambrose Burnside, Ulysses S. Grant, Robert E. Lee, Stonewall Jackson), <b>analyze</b> their contributions, and <b>argue</b> their impacts on the War</li> <li>c. <b>Analyze</b> decisive battles (e.g., Antietam, Vicksburg), and <b>argue</b> their impacts on the course of the War</li> <li>d. <b>Analyze</b> the relevance of the battle of Gettysburg</li> </ol>											

<b>SSHS.USI.7.6 Management of Reconstruction</b> Argue the impact of the conflict between the Reconstruction plans of Abraham Lincoln, the Radical Republicans, and Andrew Johnson	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What position did Lincoln favor taking toward the former Confederate states?</li> <li>● What was the Radical Republican plan for Reconstruction?</li> <li>● Why did Congress impeach Andrew Johnson?</li> <li>● What were the components of Reconstruction?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the rationale for and components of Lincoln’s approach to Reconstruction, and <b>argue</b> who benefited from that approach</li> <li>b. <b>Analyze</b> the rationale for and components of the Radical Republicans’ plan for Reconstruction, and <b>argue</b> who benefited from that plan</li> <li>c. <b>Explain</b> the rationale for and <b>analyze</b> the outcome of the impeachment of Andrew Johnson</li> <li>d. <b>Analyze</b> the components and outcomes of Reconstruction, and <b>argue</b> who benefited from the approach</li> </ol>											

<b>SSHS.USI.7.7 The effects of Reconstruction on Black Americans</b> Argue how Reconstruction affected Black Americans and the establishment of their lives after enslavement	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X					X	
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> components and outcomes of the 13th, 14th, and 15th amendments, and <b>argue</b> who benefited from those amendments</li> <li>b. <b>Argue</b> ways that the 15th Amendment was limited</li> <li>c. <b>Analyze</b> the reactions of Black Americans to the end of the Civil War</li> <li>d. <b>Explain</b> the importance of education for Black Americans after the Civil War, including roles of institutions such as the Freedmen’s bureau and Rhode Island Association for Freedmen</li> <li>e. <b>Analyze</b> the components and outcomes of sharecropping, and <b>argue</b> who benefited from that practice</li> </ol>											



## HIGH SCHOOL – UNITED STATES HISTORY II: LATE 19<sup>TH</sup> CENTURY TO THE PRESENT

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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 19<sup>th</sup> 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 Argue the social and economic impacts of industrialization and the urbanization of the United States after the Civil War	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
			X	X			X					X
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• What were the major inventions of the late 19th century and how did they further impact industrialization?</li> <li>• How did industrialization create great wealth for some people?</li> <li>• How did industrialization change the relationship between workers and their labor?</li> <li>• What was the relationship between industrialization and urbanization?</li> <li>• How and why were labor unions formed and how did they meet the needs of their members?</li> <li>• What effects did urbanization have on the environment?</li> </ul>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Identify</b> major inventions and innovations from the late 19th Century, and <b>analyze</b> how they contributed to the expansion of industrialization</li> <li><b>Analyze</b> how industrialization changed how people lived their lives and earned their living (e.g., changes to farming, mining, and manufacturing industries), and <b>argue</b> how different groups of people were impacted in different ways</li> <li><b>Analyze</b> the relationships between urbanization and industrialization (e.g., urban crowding, sanitation issues), and <b>argue</b> their implications for people in society</li> <li><b>Explain</b> the purpose, role, and defining characteristics of labor unions in the late 19th century, <b>analyze</b> the relationships between labor unions and their members and labor unions and business owners, and <b>argue</b> the impacts and who benefited</li> <li><b>Analyze</b> the effects of urbanization on the environment</li> </ol>											

<b>SSHS.USII.1.2 Industry and westward expansion</b> Argue how government policies fueled the expansion of an industrial economy after the Civil War	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X		X	X	X					X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● 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 long- and short-term impacts?</li> <li>● How did settler colonialism contribute to Indigenous genocide?</li> <li>● How was the federal government involved in building the railroads?</li> <li>● What role did tariffs play in the Industrial Revolution?</li> <li>● What was the Sherman Antitrust Act and how did the federal government use it against workers?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the rationale behind the removal of Indigenous peoples from their lands, and <b>argue</b> how different groups of people were impacted both short- and long-term</li> <li>b. <b>Explain</b> the definition of settler colonialism, and <b>analyze</b> how it is similar and different from manifest destiny</li> <li>c. <b>Explain</b> 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)</li> <li>d. <b>Analyze</b> 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 <b>argue</b> how they impacted society</li> </ol>											

<b>SSHS.USII.1.3 Sharecropping and segregation</b> Argue how the system of sharecropping and segregation affected the lives of Black Americans in the South after the Civil War	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	X	X								X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the rationale for and conditions of sharecropping, and <b>argue</b> its impact on Black Americans</li> <li>b. <b>Argue</b> the impact of <i>Plessy v. Ferguson</i> on segregation</li> <li>c. <b>Explain</b> the rationale for and conditions of the Great Migration</li> <li>d. <b>Analyze</b> the policies and actions taken to enforce segregation, and <b>argue</b> the impact of those policies and actions</li> </ol>											

<b>SSHS.USII.1.4 Second-wave immigration to the United States</b> Argue the influence industrialization had on second-wave immigration in the late 19th century, and the impacts of government responses	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X				X	X				X	
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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> <li>● How are immigration, urbanization, and industrialization linked?</li> <li>● Why did ethnic neighborhoods emerge in cities and what benefits did those ethnic neighborhoods offer immigrants?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the similarities and differences in the backgrounds, cultures, and lived experiences of U.S. immigrants after the Civil War (e.g., those from Italy, Poland, Russia, Portugal, Greece, Armenia, China, Japan, Korea, Punjab, Bengal, India, Mexico)</li> <li>b. <b>Analyze</b> the policies and practices of the U.S. government toward immigration (e.g., Chinese Exclusion Act 1882, Alien Land Act 1913, Immigration Act of 1924), and <b>argue</b> who benefited from those policies and practices</li> <li>c. <b>Analyze</b> the relationships among immigration, urbanization, and industrialization, and <b>argue</b> the impacts of those relationships</li> <li>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</li> </ol>											

<b>SSHS.USII.1.5 Emergence of the Populist movement</b> Argue the impacts of the Populist movement on the United States	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X	X							
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Explain</b> the purpose and role of Populism in the late 19th and early 20th centuries (e.g., Farmers’ Alliance and Grange movements)</li> <li><b>Analyze</b> the evolution of Populism in the late 19th and early 20th centuries (e.g., People’s Party, merger with the Democratic Party in 1896)</li> <li><b>Analyze</b> the influence of Populism on politics and social conditions and <b>argue</b> the legacy of that movement</li> </ol>											

<b>SSHS.USII.1.6 Foreign policy</b> Argue how and why the United States emerged as a global power in the early 20th century	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X			X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the rationale for and conditions of the Spanish-American War, and <b>analyze</b> its outcomes</li> <li>b. <b>Analyze</b> United States foreign policies of expansion in the late 19th and early 20th centuries (e.g., Roosevelt Corollary, “Big Stick” ideology), and <b>argue</b> their impacts</li> <li>c. <b>Analyze</b> U.S. foreign policy at home in the U.S., and <b>argue</b> the impacts</li> <li>d. <b>Analyze</b> U.S. foreign policy on relations with other countries, and <b>argue</b> the impacts</li> </ol>											



## Inquiry Topic 2: Progressivism and World War I

Compelling Question: Did World War I doom the Progressive Era?

<b>SSHS.USII.2.1 Progressive reformers</b> Argue how Progressive reform socially and economically impacted the lives of people in the United States	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X	X	X					X	X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> the backgrounds, and <b>analyze</b> the perspectives of individuals and groups of the Progressive Era (e.g., Theodore Roosevelt, Jane Addams, Ida Tarbell, Upton Sinclair, Woodrow Wilson) and <b>argue</b> the impact of the role(s) they fulfilled</li> <li>b. <b>Analyze</b> ways in which figures and groups of Progressives used their power to bring about change</li> <li>c. <b>Analyze</b> the changes in rules and laws related to labor and the workplace because of the Progressive movement (e.g., child labor laws, safer working conditions, 8-hour workday), and <b>argue</b> their social and economic impacts</li> <li>d. <b>Analyze</b> changes in the relationship between producers and consumers during the Progressive Era (e.g., Pure Food and Drug Act, Federal Meat Inspection Act), and <b>argue</b> their social and economic impacts</li> <li>e. <b>Analyze</b> events from the Progressive Era, and <b>argue</b> the impact they had on the lives of individuals and different groups in society (e.g., changes to the education system, development of parks and playgrounds, expansion of LGBTQIA+ communities)</li> </ol>											

<b>SSHS.USII.2.2 Civil rights activism during the Progressive Era</b> Argue the impacts of civil rights activism during the Progressive Era on improving Black Americans' lives	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X	X	X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What were the goals of civil rights leaders during the Progressive Era?</li> <li>● What ideas and actions did leaders such as George Washington Carver and W.E.B. Du Bois advocate for?</li> <li>● How did white Americans respond to the civil rights movement during the Progressive Era?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> the backgrounds, and <b>analyze</b> 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 <b>argue</b> the impacts of the role(s) they fulfilled</li> <li>b. <b>Analyze</b> 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 <b>argue</b> their effectiveness</li> <li>c. <b>Analyze</b> the ways white Americans responded to the civil rights movement (e.g., rise of the KKK, <i>Plessy v. Ferguson</i> 1896, Red Summer 1919, Tulsa Race Massacre 1921), and <b>argue</b> how those responses impacted the movement</li> </ol>											

<b>SSHS.USII.2.3 Progressivism and woman suffrage</b> Argue the impacts of woman suffrage activism during the Progressive Era on the passage of the 19th Amendment	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	X	X		X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What were the connections between the abolition movement and the beginnings of the woman suffrage movement?</li> <li>● How and why did the woman suffrage movement grow in the Progressive Era?</li> <li>● How did women’s suffrage progress at the state level?</li> <li>● What circumstances led to women gaining full suffrage starting in 1920?</li> <li>● Why were some women left out of suffrage?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the legacies of the woman suffrage movement before the Civil War, and <b>argue</b> its impact on the road to suffrage</li> <li>b. <b>Identify</b> the backgrounds, <b>analyze</b> 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 <b>argue</b> the impacts of the role(s) they played</li> <li>c. <b>Analyze</b> the strategies suffragists used to gain woman suffrage (e.g., pamphlets, protests, conventions), and <b>argue</b> their impacts</li> <li>d. <b>Identify</b> the states that began to extend suffrage to women (e.g., Illinois 1913, Rhode Island 1917), and <b>argue</b> the impacts of ratification of the 19th Amendment</li> <li>e. <b>Explain</b> 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)</li> </ol>											

<b>SSHS.USII.2.4 The United States and World War I</b> Argue the impact of America’s shift from isolationism to involvement in World War I	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X	X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Explain</b> the rationale for and <b>analyze</b> the conditions leading to World War I (e.g., expansionism, nationalism, alliances)</li> <li><b>Analyze</b> the response by Americans and the U.S. government to the genocide of Armenians during this time, and <b>argue</b> the lasting impacts to the people and communities involved</li> <li><b>Explain</b> the rationale for and <b>analyze</b> the conditions leading to the U.S. involvement in World War I (e.g., submarine attacks on merchant ships, sinking of the Lusitania, Zimmerman Telegram)</li> <li><b>Analyze</b> differing perspectives about America’s involvement in World War I, and <b>argue</b> the impacts of those perspectives</li> </ol>											

<b>SSHS.USII.2.5 The home front</b> Argue how America’s regulation of the home front impacted Americans during World War I	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X		X	X				X		
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● How did the federal government regulate the economy during World War I?</li> <li>● How did women, Black Americans, immigrants, and other groups experience World War I at home?</li> <li>● What was the Committee on Public Information and <i>Schenck v. United States</i> (1919) and how were they used?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the efficacy of federal powers to mobilize for war (e.g., regulating the economy, selective service), and <b>argue</b> the impact these actions had</li> <li>b. <b>Analyze</b> ways people were impacted by America’s involvement in WWI (e.g., home effort, extreme nativism, racial backlash against Black servicemen) and how they and the federal government responded (e.g., draft administration, Espionage and Sedition Acts)</li> <li>c. <b>Analyze</b> the efficacy of methods the U.S. used to fund the war (e.g., Liberty Bonds, War Revenue Acts), and <b>argue</b> the impacts these methods had on individuals and groups</li> <li>d. <b>Explain</b> the rationale for and <b>analyze</b> the attempts to corral public opinion (e.g., Committee on Public Information, <i>Schenck v. United States</i>), and <b>argue</b> the impacts of those attempts</li> </ol>											

<p><b>SSHS.USII.2.6 The effects of World War I on the global standing of the United States</b></p> <p>Argue the impact of the emergence of the United States as a dominant global power</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X	X		X		X	X		
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>● What did Woodrow Wilson mean by the term “self-determination for nations”?</li> <li>● Why did the United States refuse to join the League of Nations?</li> <li>● How did the United States govern its colonial territories after World War I?</li> <li>● Why did the United States pursue isolationism and protectionism after achieving global power and prestige?</li> <li>● What was the global economic effect of World War I?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li>a. <b>Explain</b> the components of Wilson's idea of national self-determination</li> <li>b. <b>Analyze</b> the arguments for and against the U.S. joining the League of Nations, and <b>argue</b> how different groups of people were impacted both short- and long-term after joining</li> <li>c. <b>Analyze</b> how World War I changed America’s global standing in the world and the ways America responded</li> <li>d. <b>Analyze</b> the changes World War I had on American global policy</li> <li>e. <b>Analyze</b> the rationale for and <b>argue</b> the implications of the U.S.’s position of isolationism and protectionism</li> <li>f. <b>Analyze</b> the global economic impact of the World War I</li> </ol>											

# Inquiry Topic 3: The 1920s, the Great Depression, and the New Deal

Compelling Question: Did combating the Great Depression split the country?

<p><b>SSHS.USII.3.1 Cultural shifts during the “roaring” twenties</b></p> <p>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</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X	X	X	X				X		
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• What economic and cultural factors drew people from the countryside to the cities?</li> <li>• How and why were there shifts in social and cultural values during the 1920s?</li> <li>• How and why were there backlashes against immigration and diversity during the 1920s?</li> <li>• What role did the Great Migration, Pan-Africanism, and the “New Negro” movement have in redefining Black American life?</li> <li>• Who were the leading figures of the Harlem Renaissance and how did they reshape popular understandings of Black American life?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Explain</b> the reasons individuals and groups migrated to more populated areas during the 1920s (e.g., technological advances such as plumbing, sewers, and electricity)</li> <li><b>Analyze</b> ways that municipalities responded to the influx of individuals and groups, and <b>argue</b> the impact these approaches had</li> <li><b>Explain</b> the differences and shifts in political, social, and/or cultural values during the 1920s, and <b>analyze</b> the impact these shifts had on society (e.g., Scopes Trial, flappers, Prohibition)</li> <li><b>Analyze</b> 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 <b>argue</b> the impacts on society</li> <li><b>Analyze</b> the range of lived experiences of Black Americans during the 1920s (e.g., Great Migration, Pan-Africanism, “New Negro” movement)</li> <li><b>Analyze</b> the characteristics and <b>identify</b> leading figures of the Harlem Renaissance (e.g., Zora Neale Hurston, Langston Hughes), and <b>argue</b> how the movement impacted society in New York City and beyond</li> </ol>											

<b>SSHS.USII.3.2 Causes, effects, and solutions during the Great Depression</b> Argue how and why the Great Depression impacted the United States politically, socially, and economically	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X	X	X				X	X	X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What did farmers do to meet the needs of the military during World War I and how did that create financial difficulties for them?</li> <li>● What economic safety nets existed for workers who lost their employment?</li> <li>● How did Americans come to rely on credit in the early 20th century?</li> <li>● What was “buying on margin” in the stock market and how was the stock market regulated in the 1920s?</li> <li>● How did the Great Depression impact individuals and groups?</li> <li>● How and why did Herbert Hoover and Franklin Delano Roosevelt respond differently to the Great Depression?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the ways World War I affected farmers and agriculture in America</li> <li>b. <b>Analyze</b> 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 <b>argue</b> how different groups were impacted</li> <li>c. <b>Explain</b> the system of credit in the early 20th century, <b>analyze</b> its impact on Americans, and <b>argue</b> who benefited from this system</li> <li>d. <b>Analyze</b> 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)</li> <li>e. <b>Argue</b> 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)</li> <li>f. <b>Analyze</b> the political ideologies related to addressing the Great Depression</li> <li>g. <b>Analyze</b> 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 <b>argue</b> the extent to which responses were successful and for whom</li> </ol>											



<b>SSHS.USII.3.3 Distinctions between the First and Second New Deals</b> Argue how the New Deal’s shift from relief and recovery to long term economic reform impacted the Great Depression	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X		X							X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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> <li>● What were the elements of the second New Deal?</li> <li>● What were the reactions to the second New Deal?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the rationale for, and <b>analyze</b> the actions taken during the first New Deal (e.g., First Hundred Days, Emergency Banking Act)</li> <li>b. <b>Analyze</b> the reactions to the First Hundred Days (e.g., popular responses, Supreme Court challenges)</li> <li>c. <b>Explain</b> the rationale for, and <b>analyze</b> the actions taken during the second New Deal (e.g., Social Security, the National Labor Relations Act)</li> <li>d. <b>Analyze</b> the reactions to the second New Deal (e.g., policy changes, political shifts, Southern Tenant Farmers Union), and <b>argue</b> the short- and long-term social and economic impacts</li> </ol>											

## Inquiry Topic 4: World War II

Compelling Question: Was the “good war” good for all?

<p><b>SSHS.USII.4.1 Isolationism and the eventual involvement of the United States in World War II</b></p> <p>Analyze the United States’ attempts to remain isolated from global crises and the reasons for its eventual involvement in World War II</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X	X	X						
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>● What was the difference between <i>isolationism</i> and <i>internationalism</i>?</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>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li>a. <b>Explain</b> the rationale for, and <b>analyze</b> the policies related to <i>isolationism</i> and <i>internationalism</i> in the United States (e.g., London Conference of 1933, Good Neighbor policy, Neutrality Acts, Lend-Lease Act), and <b>argue</b> how those policies affected society</li> <li>b. <b>Analyze</b> the impact of factors leading to WWII (e.g., Treaty of Versailles, failure of appeasement, rise of fascism in Germany, Italy, and Japan)</li> <li>c. <b>Analyze</b> the ideologies and conditions leading to the Nazi racial state</li> <li>d. <b>Explain</b> the conditions of and factors leading to the United States entering WWII (e.g., Pearl Harbor, German militarism)</li> </ol>											

<b>SSHS.USII.4.2 The effects of the War on American society</b> Argue how World War II impacted different groups of people in the United States	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X		X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What demographic changes occurred during World War II?</li> <li>● What was the Bracero program?</li> <li>● How did Black Americans use the Double V campaign to fight for civil rights during World War II?</li> <li>● What happened to Japanese American during World War II?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> demographic changes in the United States during World War II</li> <li>b. <b>Explain</b> ways individuals and groups responded to the impacts of World War II</li> <li>c. <b>Analyze</b> ways labor needs were addressed during World War II (e.g., Bracero Program, more women joining the workforce)</li> <li>d. <b>Analyze</b> the status of Black Americans in society during World War II, and <b>argue</b> what conditions led to the Double V campaign</li> <li>e. <b>Analyze</b> the rationale for Japanese internment policies World War II, and <b>argue</b> the short- and long-term impacts of those policies on Japanese communities</li> </ol>											

<p><b>SSHS.USII.4.3 United States military actions during World War II</b></p> <p>Argue how military actions and the experiences of American and Allied soldiers in Asia and Europe during World War II affected the course and participants of the War</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X	X							
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>● What challenges did the Allied forces face in defeating Japan during World War II?</li> <li>● What challenges did the Allied powers face in defeating the Axis powers in Europe?</li> <li>● What turning points distinguished the major phases of the war in Asia, Europe, and North Africa?</li> <li>● What battle conditions did American soldiers face in Asia and Europe?</li> <li>● How did Black Americans experience military service during World War II?</li> <li>● What were the experiences of Indigenous Americans in the military during World War II?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li>a. <b>Explain</b> the conditions of and actions taken by the U.S. military in Asia and Europe during World War II</li> <li>b. <b>Explain</b> the milestones and events of U.S. involvement in Asia during World War II (e.g., Battle of Midway, atomic bomb on Hiroshima), and <b>argue</b> the impact of that involvement</li> <li>c. <b>Explain</b> 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 <b>argue</b> the impact of that involvement</li> <li>d. <b>Analyze</b> 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 <b>argue</b> the impacts of the war on soldiers</li> </ol>											

<b>SSHS.USII.4.4 The revelations of Nazi genocide against the European Jews</b> Argue the lasting effects of the causes, results, and response to the Holocaust	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X	X	X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> the characteristics of, and <b>analyze</b> the factors that gave rise to Nazi racial ideology</li> <li>b. <b>Explain</b> the events, and <b>analyze</b> the ideologies that led to the Holocaust</li> <li>c. <b>Analyze</b> the responses to Nazi expansionism and the Holocaust across Europe and the U.S. government, and <b>argue</b> the lasting impacts to the people and communities involved</li> </ol>											

# Inquiry Topic 5: The Cold War

Compelling Question: When does a “cold” war end?

<p><b>SSHS.USII.5.1 The United States and the Soviet Union as global superpowers</b></p> <p>Argue how the political, economic, and ideological differences between the United States and the Soviet Union affected global policies</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X	X	X							
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <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> <li>• Why were the United Nations, NATO, and the Warsaw Pact created?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Analyze</b> the experiences of Soviets during World War II, and <b>argue</b> how those experiences impacted later policy</li> <li><b>Analyze</b> the differences between American and Soviet goals and actions after World War II</li> <li><b>Argue</b> how the atomic bomb impacted American and Soviet relationships, policies, and actions</li> <li><b>Analyze</b> the reactions to the aftermath of World War II (e.g., United Nations, Warsaw Pact, NATO)</li> </ol>											

<b>SSHS.USII.5.2 Foreign policy and domestic effects of the Cold War</b> Argue the ways the Cold War and the fear of Communism affected Americans and domestic and foreign policy of the United States	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X	X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• What were the domino theory and containment policies and how did they affect American foreign policy?</li> <li>• How was the Korean War an outgrowth of American Cold War ideology?</li> <li>• What were the domestic effects of the Cold War?</li> <li>• How did American popular culture reflect Cold War anxieties?</li> <li>• How did the Beat Generation writers signify an emergent oppositional culture in the United States?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Explain</b> the rationale for and actions taken in U.S. foreign policy (e.g., domino theory, creation of the National Security Council 1947)</li> <li><b>Analyze</b> U.S. foreign policy in reaction to the rise of communism (e.g., "cold war," Korean conflict, arms race), and <b>argue</b> the impact of those policies</li> <li><b>Analyze</b> 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 <b>argue</b> the impact of those policies</li> <li><b>Analyze</b> the ways the Cold War influenced domestic culture (e.g., "atomic culture," depictions in art, movies, literature)</li> <li><b>Analyze</b> 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 <b>argue</b> how these cultural shifts impacted the lives of people</li> </ol>											

<b>SSHS.USII.5.3 The American economy and post-war affluence</b> Argue how the ways the economy changed after World War II affected different individuals and groups	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	X	X		X				X	X	
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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 suburbanization and redlining?</li> <li>• What were the effects of the "baby boom"?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Identify</b> the defining characteristics of, and <b>analyze</b> the key differences between the war economy during WWII and the consumer economy that followed, and <b>argue</b> the impacts on middle-class life</li> <li><b>Analyze</b> the characteristics of suburbanization in the 1940s and the factors influencing this movement, including federal and local policies (e.g., William Levitt Towns, redlining, white flight)</li> <li><b>Argue</b> the impacts mass migration to the suburbs had on different groups (e.g., isolation of women, northern segregation, voting patterns)</li> <li><b>Analyze</b> the influences of the Baby Boom on individuals and different groups</li> </ol>											



<p><b>SSHS.USII.5.4 Global decolonization and the expansion of American power</b></p> <p>Argue the ways actions taken by the United States during the Cold War impacted nations around the world</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X		X								
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <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> <li>• What was the role of the proxy wars in both decolonization and the Cold War?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Explain</b> the rationale for, and <b>analyze</b> the actions taken by the United States during the Cold War (e.g., Marshall Plan, Truman Doctrine), and <b>argue</b> the impacts of those policies and actions</li> <li><b>Analyze</b> U.S. and Soviet actions in African, Asia, and South America, and <b>argue</b> the impacts of those actions</li> <li><b>Analyze</b> the conditions, and <b>argue</b> the impacts of proxy wars (e.g., decolonization efforts, Cuban missile crisis) on those involved</li> </ol>											

# Inquiry Topic 6: Civil Rights Movements

Compelling Question: Is protest patriotic?

<p><b>SSHS.USII.6.1 Conditions for Black Americans after World War II</b> 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</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X		X						
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>How did Truman and Eisenhower respond to increasing civil rights activities after World War II?</li> <li>What was the NAACP’s long-term strategy toward dismantling segregation?</li> <li>What was the legal basis for the NAACP’s argument in <i>Brown v. Board of Education</i> (1954)?</li> <li>How did <i>de facto</i> and <i>de jure</i> segregation contribute to racial oppression in the United States?</li> <li>How was racial violence used to intimidate and oppress Black Americans?</li> <li>What were the experiences of Black Americans in Northern states such as Rhode Island?</li> </ul>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Analyze</b> 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)</li> <li><b>Explain</b> the rationale for, and <b>analyze</b> the actions taken by the NAACP and other groups toward segregation policies and actions</li> <li><b>Argue</b> the impacts and legacy of the <i>Brown v. Board of Education</i> case</li> <li><b>Analyze</b> the types of racial segregation and racial oppression in the United States leading up to the Civil Rights Act, and <b>argue</b> the impacts on individuals and groups, particularly Black Americans</li> <li><b>Analyze</b> 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 <b>argue</b> how they affected the movement</li> <li><b>Explain</b> 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)</li> </ol>											

<b>SSHS.USII.6.2 People and groups of the Civil Rights Movement and their contributions</b> 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	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
			X	X	X							
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>How did A. Philip Randolph continue his work as a civil rights activist from World War II to the 1960s?</li> <li>How did women such as Jo Ann Robinson, Rosa Parks, Ella Baker, and Fannie Lou Hamer contribute to the Civil Rights Movement?</li> <li>How did the approaches to the movement differ between Dr. Martin Luther King, Jr. and Malcolm X?</li> <li>What organizations and groups supported the Civil Rights Movement?</li> <li>Who were the Rhode Island people and organizations that contributed to the movement locally?</li> <li>Why are the Civil Rights Act of 1964 and the Voting Rights Act of 1965 significant?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Identify</b> the people (e.g., A. Philip Randolph, Jr., Jo Ann Robinson, Rosa Parks, Ella Baker, Fannie Lou Hamer), <b>analyze</b> 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 <b>argue</b> how they impacted the movement</li> <li><b>Analyze</b> 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 <b>argue</b> the ways their different approaches impacted the movement</li> <li><b>Argue</b> 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)</li> <li><b>Analyze</b> 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 <b>argue</b> how they impacted the movement in Rhode Island and beyond</li> <li><b>Explain</b> the rationale for, <b>analyze</b> the elements of, and <b>argue</b> the short- and long-term impacts of the Civil Rights Act of 1964 and the Voting Rights Act of 1965</li> </ol>											

<p><b>SSHS.USII.6.3 The liberation and identity power movements of the 1960s and 1970s</b></p> <p>Argue the reasons why many civil rights movements emerged in the 1960s and 1970s and the ways they impacted society and culture</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	X	X								
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• How did the Black Power movement revitalize Black culture and identity?</li> <li>• What were the goals and tactics of the Women’s Liberation movement?</li> <li>• How did Gay Liberation challenge the cultural and legal standards of American society?</li> <li>• How did the identity power movements of Asian Americans, Indigenous peoples, Chicano and Latino Americans, and other groups assert the importance of multicultural society?</li> <li>• How did conservatives react to the liberation and identity power movements?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Analyze</b> the factors contributing to civil rights movements in the 1960s and 70s</li> <li><b>Explain</b> the characteristics, and <b>analyze</b> 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)</li> <li><b>Explain</b> the ways that the civil rights movements challenged mainstream systems and beliefs</li> <li><b>Argue</b> the impacts of the civil rights movements in the 1960s and 1970s on society</li> <li><b>Explain</b> the rationale for, and <b>analyze</b> 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 <b>argue</b> the impacts of those actions</li> </ol>											

# Inquiry Topic 7: The Ebb and flow of Left and Right

Compelling Question: Is military strength a prerequisite for peace?

<p><b>SSHS.USII.7.1 Foreign and domestic policies of presidents Kennedy and Johnson</b></p> <p>Argue how policies and events during the Kennedy and Johnson presidencies impacted the direction of the country</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X								
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• How did President John F. Kennedy’s foreign policy agenda complicate his domestic goals?</li> <li>• What was the Cuban Missile Crisis?</li> <li>• How did Kennedy’s assassination lead to the passage of the 25th Amendment to the <i>Constitution of the United States</i>?</li> <li>• How did President Johnson’s foreign policy decisions affect his domestic agenda?</li> <li>• What was the Immigration and Nationality Act of 1965?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Analyze</b> President John F. Kennedy’s foreign and domestic policy agendas (e.g., Peace Corps, war in Vietnam, civil rights), and <b>argue</b> the impacts on American society</li> <li><b>Analyze</b> the events leading to, and <b>argue</b> the impact of the Cuban Missile Crisis on American society and relations with the Soviets</li> <li><b>Explain</b> how the assassination of John F. Kennedy led to the passage of the 25th Amendment</li> <li><b>Analyze</b> President Lyndon B. Johnson’s foreign and domestic policy agendas (e.g., war in Vietnam, Great Society programs), and <b>argue</b> the impacts on American society</li> <li><b>Analyze</b> the rationale for, and <b>argue</b> the impact of the Immigration and Nationality Act of 1965 on American life</li> </ol>											

<b>SSHS.USII.7.2 American presence in Vietnam and opposition</b> Argue the ways participation in and criticism of the Vietnam War had lasting effects on American society	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X	X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Explain</b> the rationale for, and <b>analyze</b> the conditions of the United States’ involvement in the Vietnam War (e.g., troop build-up, Gulf of Tonkin incident, Tet Offensive)</li> <li><b>Analyze</b> the range of domestic responses to United States’ involvement in the Vietnam War (e.g., student protests, anti-war and pro-war marches, cultural reactions to the war), and <b>argue</b> their impacts on American society</li> <li><b>Argue</b> the short- and long-term impacts of the Vietnam War on Americans and returning soldiers</li> </ol>											

<b>SSHS.USII.7.3 Economic shifts of the 1960s and 1970s</b> Argue the causes and results of changing economic conditions in the United States in the 1970s, including the energy crisis	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X				X		X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the factors contributing to, and <b>argue</b> the impacts of the Great Inflation and energy crisis of the 1960s and 70s (e.g., U.S. foreign policy in Western Asia (Middle East), OPEC, gasoline prices) on American society</li> <li>b. <b>Explain</b> the relationship between unemployment and the economy</li> <li>c. <b>Analyze</b> the rationale for, and <b>argue</b> the impact of state and federal measures to protect the environment (e.g., Environmental Protection Agency, Clean Air Act, Clean Water Act) on American society</li> </ol>											

<p><b>SSHS.USII.7.4 Foreign and domestic policies of Presidents Nixon and Carter</b></p> <p>Argue how policies and events during the Nixon and Carter presidencies impacted the ideological direction of the country</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X	X							
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>● How did President Richard Nixon’s presidency represent both a continuation of and a break with the liberal consensus of the twentieth century?</li> <li>● What defined President Richard Nixon’s foreign policy?</li> <li>● What was the Watergate break-in and why is it significant?</li> <li>● What were the impacts of President Carter’s actions to foreign events?</li> <li>● How did President Carter include global human rights concerns in his foreign policy decisions?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li>a. <b>Analyze</b> 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 <b>argue</b> the impacts on American society and relations with the Soviets</li> <li>b. <b>Analyze</b> the events, and <b>argue</b> the impact of the Watergate break-in on American society (e.g., Congressional hearings, Nixon’s resignation, Ford’s pardon of Nixon)</li> <li>c. <b>Analyze</b> 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 <b>argue</b> the impacts on American relationships with other countries.</li> <li>d. <b>Analyze</b> the influence of President Carter’s emphasis on global human rights and who benefited</li> </ol>											



<p><b>SSHS.USII.7.5 The New Right and the presidencies of Ronald Reagan and George H.W. Bush</b></p> <p>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</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X			X							
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>● What were President Ronald Reagan's domestic and foreign goals?</li> <li>● What elements of the Cold War continued into the 1980s?</li> <li>● What were President George H.W. Bush's domestic and foreign policy goals?</li> <li>● What happened when the Soviet Union collapsed?</li> <li>● What were the circumstances that led to the Gulf War and Operation Desert Storm?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li>a. <b>Analyze</b> President Ronald Reagan' foreign and domestic policy agendas (e.g., trickle-down economics, tax cuts, War on Drugs, confronting the Cold War), and <b>argue</b> the impacts on American society and relationships with the Soviets</li> <li>b. <b>Explain</b> the conditions and elements of the Cold War apparent in the 1980s (e.g., challenges to Communism, Reagan Doctrine)</li> <li>c. <b>Analyze</b> 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 <b>argue</b> the impacts on American society</li> <li>d. <b>Analyze</b> the conditions leading to the Soviet Union's collapse, and <b>argue</b> the impact on world events</li> <li>e. <b>Explain</b> the circumstances that led to United States involvement in a war against Iraq, and <b>argue</b> the impacts at home and abroad</li> </ol>											

# Inquiry Topic 8: Contemporary United States

Compelling Question: Could someone have predicted the divisions in America?

<p><b>SSHS.USII.8.1 The Clinton and George W. Bush presidencies</b> Argue how policies and events during the Clinton and Bush presidencies indicated continued political divisions into the new millennium</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X			X							
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• What were President Bill Clinton's domestic and foreign goals?</li> <li>• How did controversies during the Clinton years impact politics?</li> <li>• What were President George W. Bush's domestic and foreign goals?</li> <li>• How did controversies surrounding the 2000 presidential election point to continued divisions between the left and right?</li> </ul>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Analyze</b> 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 <b>argue</b> the impacts at home and abroad</li> <li><b>Explain</b> the circumstances that led to the government shutdowns of 1995/1996, and <b>argue</b> their impacts on American life</li> <li><b>Explain</b> the circumstances that led to impeachment proceedings against President Clinton, and <b>analyze</b> the significance of such a proceeding</li> <li><b>Analyze</b> 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 <b>argue</b> the impacts at home and abroad</li> <li><b>Analyze</b> the controversies surrounding the 2000 presidential election, and <b>argue</b> the effects on future elections</li> </ol>											

<b>SSHS.USII.8.2 The terrorist attacks of September 11, 2001</b> Argue the impacts of the terrorist attacks of September 11, 2001, on American society and foreign policy	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X		X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> elements of U.S. foreign policy in Western Asia (Middle East) before the attacks on September 11, 2001, and <b>argue</b> who benefited</li> <li>b. <b>Explain</b> the American governmental reactions to the attacks on September 11, 2001 (e.g., war in Afghanistan, Patriot Act of 2001), and <b>argue</b> their impacts at home and abroad</li> <li>c. <b>Explain</b> American peoples' reactions to the attacks on September 11, 2001 (e.g., increased patriotism, attacks on mosques), and <b>argue</b> their impacts on fellow Americans</li> </ol>											

<p><b>SSHS.USII.8.3 The Obama and Trump presidencies</b></p> <p>Argue how policies, actions, and events that occurred during the Obama and Trump presidencies led to the American political divide</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X	X	X						
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• What were the domestic and foreign policy goals of President Barack Obama?</li> <li>• What were the domestic and foreign policy goals of President Donald Trump?</li> <li>• What events during the Obama and Trump presidencies renewed issues and controversies surrounding civil rights and how have those changed political narratives?</li> <li>• How did the liberal and conservative politics of this time define American society?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Analyze</b> 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 <b>argue</b> the impacts at home and abroad</li> <li><b>Analyze</b> 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 <b>argue</b> the impacts at home and abroad</li> <li><b>Explain</b> the circumstances and events that led to impeachment proceedings against President Trump, and <b>analyze</b> the conclusions</li> <li><b>Analyze</b> 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 <b>argue</b> the impacts and who is affected</li> <li><b>Analyze</b> the distinctions between liberal and conservative idea and positions, and <b>argue</b> the continued impacts on domestic American life</li> </ol>											

<p><b>SSHS.USII.8.4 The internet and the connected society</b></p> <p>Argue the ways the proliferation of online interactions both benefits global interconnectedness and contributes to the American political divide</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X	X	X							
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>● How has the internet and social media affected consumerism and small businesses?</li> <li>● How have social interactions changed with the advent of the internet?</li> <li>● How has the internet changed American political understanding and knowledge?</li> <li>● How has the internet increased the spread of disinformation?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li>a. <b>Explain</b> the history and evolution of the internet and social media</li> <li>b. <b>Argue</b> the impacts that the internet and social media have on individuals and groups in society</li> <li>c. <b>Analyze</b> the relationship between the internet and disinformation, and <b>argue</b> who benefits</li> </ol>											

## HIGH SCHOOL – WORLD HISTORY I: ANCIENT TO MEDIEVAL

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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 Analyze the development and characteristics of early civilizations	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
					X	X						X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Explain</b> developments in life and culture. (e.g., Hunter-Gatherer, Nomadic, permanent civilization)</li> <li><b>Analyze</b> the cultural characteristics of civilization (e.g., government, language, religion, art, architecture, social structure, job specialization, major cities)</li> <li><b>Analyze</b> the different ways we know about the past (e.g., archaeology, written and historical records, oral traditions, cultural mythologies, documentation by explorers and travelers, ethnologies), and <b>argue</b> the importance of understanding associated biases</li> </ol>											



<b>SSHS.WHI.1.2 Early river valley civilizations</b> Argue the influences geography and changes in life and culture had on the development and advancement of early river valley civilizations	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X	X		X		X	
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Identify</b> the location of early civilizations along river valleys (e.g., Mesopotamia, Old Kingdom Egypt, Indus Valley, Yellow and Yangtze River basin), and <b>analyze</b> the relationships of and interactions between civilizations and their environment to meet their needs</li> <li><b>Explain</b> the use of advanced farming techniques (e.g., irrigation, the domestication of animals)</li> <li><b>Analyze</b> characteristics of the Neolithic Revolution (e.g., food surplus, specialized jobs, systems of government, religion, art, technology), and <b>argue</b> how these advances impacted the further development of river valley civilizations</li> </ol>											

<p><b>SSHS.WHI.1.3 Social and political structures of ancient Mesopotamian civilizations</b></p> <p>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</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X		X	X	X		X		X	X
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>● What social and political characteristics made ancient Mesopotamia civilizations advanced?</li> <li>● What contributed to the success of the Mesopotamian empire?</li> <li>● What achievements emerged in the Mesopotamian region during this era?</li> <li>● How and why did religion develop in Mesopotamian societies?</li> <li>● How did other nearby societies contribute to the advancement of civilizations?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li>a. <b>Identify</b> the location of Mesopotamian civilizations (e.g., Sumerian, Akkadian, Babylonian, Hittite, Assyrian, Chaldean), and <b>argue</b> the impact geography and environment had on those societies</li> <li>b. <b>Analyze</b> the distinction between social classes within Mesopotamian and Babylonian societies, and <b>argue</b> how different groups of people were impacted by the social classes</li> <li>c. <b>Analyze</b> the creation of governments and laws (e.g., Code of Hammurabi, Code of Ur-Nammu), and <b>argue</b> their influences socially, economically, and politically</li> <li>d. <b>Explain</b> the development of advanced art and inventions (e.g., metalworking, architecture, the wheel, Babylonian mathematics)</li> <li>e. <b>Explain</b> the development and role of religion within Mesopotamian societies</li> <li>f. <b>Identify</b> the locations, and <b>explain</b> the chronological timeline of the creation and spread of Judaism, including the role of the Hebrews</li> <li>g. <b>Identify</b> the location of nearby ancient civilizations of the Fertile Crescent, and <b>explain</b> their contributions to the development of civilization and the ways they interacted with each other (e.g., Phoenician alphabet)</li> </ol>											

<p><b>SSHS.WHI.1.4 Social and political structures of ancient Egypt</b> Argue the impacts of the social, political, and economic characteristics that developed in the Egyptian civilization and the achievements that came from those developments</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X		X	X	X		X		X	
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• What social and political characteristics made ancient Egypt an advanced civilization?</li> <li>• How did ancient Egypt's class system impact the social and political developments of society?</li> <li>• What contributed to the success of the Egyptian empire?</li> <li>• What achievements emerged from the Egyptian empire?</li> </ul>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Identify</b> the location of Egyptian civilizations, and <b>argue</b> the impact of the geography on that society</li> <li><b>Analyze</b> the distinctions between social classes within Egyptian society, and <b>argue</b> who benefited from those distinctions</li> <li><b>Analyze</b> the Egyptian government by divine kingship, and <b>argue</b> the social, political, and economic influences on society</li> <li><b>Explain</b> the development and role of religion within Egyptian society</li> <li><b>Analyze</b> the impact of language development through hieroglyphics</li> <li><b>Explain</b> the development of advanced art and trade routes (e.g., the Egyptian Pyramids, trade throughout the Fertile Crescent)</li> </ol>											

## Inquiry Topic 2: Ancient India and China

Compelling Question: To what extent do early advancements and technology impact the modern world?

<b>SSHS.WHI.2.1 Geography of ancient India</b> Argue the influences geography and resources had on the development and advancements in early Indian civilizations	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X	X	X	X	X	X	X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Identify</b> the location and geographic features of India</li> <li><b>Argue</b> the impact of geographic features on the development of culture and economy, including the early river valley civilizations in the Indus Valley</li> <li><b>Analyze</b> the impact of geographic features on the expansion and limitations of Indian civilizations</li> <li><b>Analyze</b> the relationships between the needs of a society and the availability of resources, and <b>argue</b> the influence on the development of new technology (e.g., complex irrigation systems, tracking and utilization of natural weather occurrences like flooding)</li> <li><b>Explain</b> the development of job specialization and trading</li> </ol>											

<b>SSHS.WHI.2.2 Social and political structures of ancient India</b> Argue the role religion had on cultural and political developments in ancient India	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X		X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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> <li>• What led to the development of Buddhism?</li> <li>• What are the similarities and differences of Hinduism and Buddhism?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Analyze</b> the relationships between caste groups (e.g., Brahmin, Kshatriyas, Vaishyas, Sudras), and <b>argue</b> the impact on society and who benefited</li> <li><b>Analyze</b> the individual jobs, wealth, and access to resources based on caste distinction</li> <li><b>Analyze</b> the development of social standards through Hindu beliefs (e.g., Samsara, Karma, Dharma)</li> <li><b>Argue</b> the impact Hinduism had on the maintenance of the rigidity of the caste system</li> <li><b>Argue</b> the impact Hinduism had on the development of city-states and empires</li> <li><b>Analyze</b> the development of Buddhism and the Eightfold path</li> <li><b>Analyze</b> the similarities and differences between the practices and ideas of Hinduism and Buddhism (e.g., perspectives on god, morality, human nature)</li> </ol>											

<b>SSHS.WHI.2.3 Major empires and achievements of ancient India</b> Argue the impact of technological achievements during the Gupta Golden Age on political, social, and economic developments in ancient India and on modern history	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X	X	X		X		X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• What were the historical circumstances of the Gupta Golden Age?</li> <li>• To what extent do technological advancements from the Gupta Golden age impact modern history?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Analyze</b> military, social, and economic developments during the Gupta Golden Age</li> <li><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</li> <li><b>Explain</b> ways that the availability of resources encouraged trade and cultural diffusion</li> <li><b>Explain</b> the ways innovations such as currency and taxes led to a more stable economic structure</li> </ol>											

<b>SSHS.WHI.2.4 Geography of ancient China</b> Argue the influences geography and resources had on the development and advancements of early civilizations in China	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X	X	X	X	X	X	X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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 advanced technology and ideas?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Identify</b> the location and geographic features of China</li> <li><b>Argue</b> the impact of geographic features on the development of culture and economy, including the early river valley civilizations</li> <li><b>Analyze</b> the impact of geographic features on the expansion and limitations of Chinese civilizations</li> <li><b>Analyze</b> the impact of the relationships between the needs of a society and the availability of resources, and <b>argue</b> the influence on the development of new technology (e.g., complex irrigation systems like the dragon backbone pump)</li> <li><b>Explain</b> the development of job specialization and trading</li> </ol>											

<b>SSHS.WHI.2.5 Social and political structures of ancient China</b> Argue the impact that Confucianism had on the development and structure of Chinese government	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X			X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• How was ancient Chinese government structured?</li> <li>• How did the structure of ancient Chinese government impact the people it ruled?</li> <li>• How did ancient China’s class system impact the social and political developments of society?</li> <li>• How did Confucianism affect the structure of government in Ancient China?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Analyze</b> the impact the concept of dynasties and the Mandate of Heaven had on the structure of government</li> <li><b>Analyze</b> the development of civil service programs and how it allowed for a variety of individuals to hold office in government, and <b>argue</b> who benefited</li> <li><b>Explain</b> the political focus on the military during the dynasties, and <b>argue</b> its influence on the development of warfare defense tactics and technology</li> <li><b>Analyze</b> the influence of Confucianism on understanding the government's role in society, and <b>argue</b> who benefited</li> <li><b>Analyze</b> the impact of the relationships between social classes, and <b>argue</b> who benefited</li> </ol>											



<b>SSHS.WHI.2.6 Role and influence of religion and philosophy in ancient China</b> Argue how the shift of religious and philosophical beliefs and practices in ancient China influenced its social and political structure	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	X		X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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 shape in China?</li> <li>● What are the major beliefs and values of Confucianism?</li> <li>● How did Confucianism influence ancient Chinese socially and politically?</li> <li>● How did Legalism impact other beliefs and philosophies?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the beliefs and practices associated Taoism, Confucianism, and the ways Buddhism in China differed from original Buddhist teachings</li> <li>b. <b>Analyze</b> the shift in cultural beliefs, and <b>argue</b> how that encouraged social unity</li> <li>c. <b>Argue</b> influences of religious and philosophical beliefs on government structure and practices</li> <li>d. <b>Explain</b> the intersectional relationships between religious, philosophical, and social values developed through Confucianism and Taoism</li> <li>e. <b>Analyze</b> legalism, and <b>argue</b> its impact on other philosophies such as Confucianism and Chinese society as a whole</li> </ol>											

<p><b>SSHS.WHI.2.7 Major dynasties and their achievements in ancient China</b></p> <p>Argue the social, political, and economic influences that the ancient Chinese dynasties had on the achievements and advancements of modern history</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X				X	X	X
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <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>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Explain</b> the characteristics of a Golden Age (e.g., innovations in art, science, technology, a time of prosperity and achievements)</li> <li><b>Explain</b> the inventions from the Han Dynasty (e.g., medicine, paper, compass), and <b>argue</b> their influence on the development of Chinese culture and their lasting impacts throughout history</li> <li><b>Argue</b> the impact of trade on the expansion of empires, and development of a stable economy (e.g., Silk Road, Tea Horse Road)</li> <li><b>Identify</b> the other dynasties (e.g., Qin, Jin, Sui, Tang) that contributed to the advancements and developments of civilization, and <b>argue</b> the impacts of those contributions</li> </ol>											

## Inquiry Topic 3: Ancient Greece and Rome

Compelling Question: What leads to the rise and downfall of civilizations?

<p><b>SSHS.WHI.3.1 Geography and its role in Greek civilization</b> Argue the influences geography and resources had on the development and advancements of early Greek civilizations</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
							X	X	X	X	X	
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <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>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Identify</b> the locations of the Greek civilizations and geographic features</li> <li><b>Argue</b> the impact of geographic features on the economic and political development of Greek civilizations</li> <li><b>Explain</b> the relationship between geographic location near major water sources and trade and expansion</li> <li><b>Argue</b> the impact that geographic features (e.g., rocky soil, mountains, islands) had on agriculture and the development of a trade economy and isolated city-states</li> </ol>											

<b>SSHSWHI.3.2 Social and political structures of Greek city-states</b> Argue the impacts the development of different social and political structures among Greek city states had on societies	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X	X							
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• What political differences are seen between major Greek city-states?</li> <li>• What social differences are seen between major Greek city-states?</li> <li>• How did class systems within Greece’s city-states impact the social and political developments of society?</li> <li>• How can cultural and political differences lead to conflict?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Analyze</b> the differences between the political structure of Athens and Sparta</li> <li><b>Analyze</b> the social differences among Greek city-states, and <b>argue</b> who benefited</li> <li><b>Analyze</b> the similarities and differences between the role and involvement of women in Greek city-states</li> <li><b>Analyze</b> the relationship between leadership and cultural structures and well-functioning and advanced societies</li> <li><b>Analyze</b> the relationships between social classes and the differences among city-states (e.g., male citizens, laborers, women, children, enslaved), and <b>argue</b> who benefited</li> <li><b>Argue</b> the impact of expanding empires and differing social and political ideas on conflict and shifting power (e.g., Trojan War, Persian War, Peloponnesian War)</li> </ol>											

<b>SSHS.WHI.3.3 Developments and expansion of ancient Greece</b> Argue the impacts major social and technological innovations of ancient Greece had throughout history	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● To what extent can Greek developments be considered a Golden Age?</li> <li>● What lasting impacts did the Greek developments have throughout history?</li> <li>● Who was Alexander the Great and how did he influence civilizations politically, economically, and socially?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> major developments in art, literature, and philosophy, and <b>argue</b> their lasting impacts throughout history</li> <li>b. <b>Analyze</b> major developments in mathematics, medicine, and architecture, and <b>argue</b> their lasting impacts</li> <li>c. <b>Identify</b> the location, and <b>explain</b> the characteristics of the Persian Empire</li> <li>d. <b>Argue</b> the impact Alexander the Great had on political, economic, and social elements of Macedonia and surrounding areas</li> </ol>											

<b>SSHS.WHI.3.4 Geography of ancient Rome</b> Argue the influences geography and resources had on the social, political, and economic developments of ancient Roman civilizations	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X	X	X	X	X		
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Identify</b> the locations of the Roman Empire and its geological features</li> <li><b>Analyze</b> the implications of Rome’s development along coastlines and flat, accessible land</li> <li><b>Identify</b> the geographic differences between Rome and Greece</li> <li><b>Argue</b> the influences of geographic characteristics on political, social, and economic developments of ancient Rome, and <b>analyze</b> the relationships between those developments</li> </ol>											

<p><b>SSHS.WHI.3.5 Social and political structures of ancient Rome and Roman expansion</b></p> <p>Argue the impacts the social and political characteristics of the Roman Empire had on groups and individuals</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X			X		X				
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• What contributed to the rise of the Roman Empire?</li> <li>• What was the social structure of Roman empires, and who benefited from these structures?</li> <li>• What role did government fulfill in the rise of the Roman Empire, and who could participate?</li> <li>• How is early Roman government considered a democratic republic?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Argue</b> the influence trade had on cultural diffusion and the development of Roman culture</li> <li><b>Analyze</b> the relationships between social classes, and <b>argue</b> the impact on society and who benefited</li> <li><b>Argue</b> the impact of democratic government and rule of law on the structure of political power</li> <li><b>Argue</b> the impact of citizen participation in a representative government</li> <li><b>Analyze</b> the relationship between expanded power and the development of belief systems and systems of law and government, and <b>argue</b> who benefited from that relationship</li> <li><b>Argue</b> the impact a strong military had on the expansion of empires (e.g., Punic wars) and who benefited</li> </ol>											

<b>SSHS.WHI.3.6 Spread of Judaism and emergence of Christianity</b> Argue the Roman Empire’s influence on the spread of Judaism and the development of the Christian religion	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X		X	X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● How and why did the Roman Empire influence the spread of Judaism?</li> <li>● What is the geographic and historical context of the development of Christianity?</li> <li>● What are the major beliefs and practices of Christianity?</li> <li>● How did Christian ideas spread?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> how the Roman Empire influenced the spread of Judaism</li> <li>b. <b>Analyze</b> the influence of a historical figure on the development of a belief system within Roman territory</li> <li>c. <b>Argue</b> the impact of sacred texts on the establishment and continuation of beliefs and practices</li> <li>d. <b>Analyze</b> the relationship between Christian ideas and rules and social expectations within civilizations</li> <li>e. <b>Analyze</b> the nature, and <b>argue</b> the impact of cultural diffusion of religious practices</li> </ol>											



<b>SSHS.WHI.3.7 Causes of the Roman Empire’s decline</b> Argue the influence expansion had on the social, political, and economic stability of the Roman Empire, leading to its decline	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X		X						X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What contributed to the fall of the Roman Empire?</li> <li>● What were the benefits and the costs of expansion and innovation?</li> <li>● How did the Roman Empire continue after the Fall of Rome?</li> <li>● Who was Constantine, and how did he impact the Roman Empire?</li> <li>● How did the Eastern Roman Empire benefit from the achievements of the Western Roman Empire?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> economic disparities, and <b>argue</b> how it impacted trade and economic activity and who benefited</li> <li>b. <b>Analyze</b> the challenges of overexpansion and of governing a large empire and the influence of new religious ideas on old political and social power, and <b>argue</b> who benefited</li> <li>c. <b>Argue</b> the impact of expansion of an empire on cultural diffusion and economic success and its effects on political and social instability</li> <li>d. <b>Identify</b> the location, and <b>explain</b> the continuation of the Eastern Roman Empire (Byzantine Empire) after the fall of the Western Roman Empire</li> <li>e. <b>Argue</b> the impact of Constantine and Justinian’s rule on the Eastern Roman Empire</li> <li>f. <b>Explain</b> Eastern Roman use of Western Roman intellectual and technological achievements</li> </ol>											

# Inquiry Topic 4: The Emergence of the Islamic Empire

Compelling Question: How do civilizations gain, maintain, and lose power?

<p><b>SSHS.WHI.4.1 Development of Islam and the role of Muhammad</b> Argue the impact of the prophet Muhammed on the development and expansion of the religion of Islam and its practices</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X		X	X						
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• What historical circumstances led to the development of Islam?</li> <li>• How did Islam establish beliefs, practices, and social order?</li> <li>• What were the important leaders and influences of Islam?</li> <li>• How did Muhammad influence the Islamic Empire?</li> <li>• What similarities and differences do Judaism, Islam, and Christianity have?</li> </ul>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Analyze</b> the expansion of Arab civilizations and the expansion of Islamic ideas</li> <li><b>Analyze</b> the social responsibilities and expectations of Muslims established by the Five Pillars</li> <li><b>Analyze</b> social and personal values and beliefs established by the holy books the Qur’an and Hadith</li> <li><b>Argue</b> the impact the prophet Muhammad had on the development of Islamic beliefs and political structure</li> <li><b>Explain</b> similarities and differences in the beliefs and practices of Judaism, Christianity, and Islam</li> </ol>											

<b>SSHS.WHI.4.2 Expansion of the Islamic Empire</b> Argue how geographic and political influences led the Islamic Empire to gain and maintain power	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X		X		X				
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the relationship between geographic features and the expansion of trade networks, and <b>argue</b> its influence on political power</li> <li>b. <b>Analyze</b> the relationship between religion and expansionist efforts</li> <li>c. <b>Analyze</b> the relationship between military campaigns, political and social changes, and the expansion of Islamic ideas, and <b>argue</b> who benefited</li> <li>d. <b>Analyze</b> the relationship between political and military leadership and law and order throughout the empires, and <b>argue</b> who benefited from that relationship</li> </ol>											

<p><b>SSHS.WHI.4.3 Structure of Islamic government and society</b></p> <p>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</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X			X		X				X
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• What are the characteristics of a caliphate government?</li> <li>• How did the Caliphate impact social and political structure within Arab territories, and who benefited?</li> <li>• How was the Islamic Empire able to consolidate and maintain power throughout its conquests?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Identify</b> the characteristics of Caliphs (e.g., pious, courageous, knowledgeable, male), and <b>explain</b> their role in government</li> <li><b>Explain</b> the relationship between standardized political practices (e.g., taxes, language, government structure) and centralized government</li> <li><b>Argue</b> the impact the Islamic government had on conquered territories</li> <li><b>Analyze</b> the social, political, and economic differences between Muslim and non-Muslim individuals' experiences</li> </ol>											

<b>SSHS.WHI.4.4 The Shia and Sunni split and its political consequences</b> Argue how the differences in perspectives that led to the Sunni/Shia split impacted the Islamic faith	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the differences in perspectives on who was the successor to the prophet Muhammad (e.g., Shia, Sunni), and <b>argue</b> the impacts of those perspectives</li> <li>b. <b>Identify</b> conflicts and struggles for power caused by the Sunni/Shia divide</li> <li>c. <b>Argue</b> the impacts the differences of ideas had and continues to have on long-standing conflicts and divides in Western Asia (Middle East)</li> </ol>											

<p><b>SSHS.WHI.4.5 Achievements of the Islamic Golden Age</b></p> <p>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</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X	X	X	X		X			
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• What technological advancements developed during different Caliphates of the Islamic Empire?</li> <li>• What is the historical context behind the Abbasid Caliphate?</li> <li>• Why is the Abbasid Caliphate considered an Islamic Golden Age?</li> <li>• How does the Islamic Golden Age compare to other Golden Ages?</li> <li>• What led to the downfall of the Islamic Empire?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Explain</b> the relationship between architecture and Islamic rule</li> <li><b>Analyze</b> the conditions of the Abbasid Caliphate and the Islamic Golden Age, and <b>argue</b> how that led to stability, prosperity, and innovations</li> <li><b>Explain</b> the role the geographic position of the Abbasid Caliphate had in cultural diffusion and wealth</li> <li><b>Analyze</b> the developments in science, education, innovations, and ideas, and <b>argue</b> who benefited from those developments</li> <li><b>Analyze</b> the similarities and differences between the Islamic Golden Age and other Golden Ages (e.g., Tang, Song, Mongol)</li> <li><b>Analyze</b> overexpansion and military defeats, and <b>argue</b> how they led to the loss of power within the Islamic Empire</li> </ol>											

# Inquiry Topic 5: Ancient Sub-Saharan African Kingdoms

Compelling Question: To what extent does trade impact civilizations?

<p><b>SSHS.WHI.5.1 Climates and environments of sub-Saharan Africa</b> Argue how the geography of Sub-Saharan Africa impacted settlement, trade, and the diffusion of ideas and resources</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
							X	X	X	X		X
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• What are the geographic features of sub-Saharan Africa, and what is their impact?</li> <li>• How did geography impact the development of trade networks in sub-Saharan Africa?</li> <li>• How did expansion of trade impact access to natural resources throughout Africa, Asia, and Europe?</li> <li>• How did the Trans-Saharan trade routes connect civilizations?</li> </ul>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Identify</b> the location and explain the geography of early African civilizations in the sub-Saharan region</li> <li><b>Analyze</b> the movement of early African civilizations, and <b>argue</b> the how lack of resources and conflict led to migration and the subsequent diversity of settlement patterns and communities throughout Africa</li> <li><b>Argue</b> the influences geography also had on migration</li> <li><b>Analyze</b> the relationship between the need for resources and the development of expansive trade networks</li> <li><b>Argue</b> how extensive trade networks led to the diffusion of ideas</li> </ol>											

<b>SSHS.WHI.5.2 The development and structures of African kingdoms</b> Argue how social, political, cultural, and economic developments of African kingdoms led to their prosperity and economic wealth	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
					X	X		X	X		X	
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What social structures and beliefs developed throughout West African kingdoms?</li> <li>● What ideas and achievements emerged throughout West African kingdoms?</li> <li>● What role did the Kingdom of Great Zimbabwe play in complex trade networks?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the relationships between transregional trade routes and the development of political states</li> <li>b. <b>Identify</b> the locations of African kingdoms, and <b>explain</b> their social and cultural characteristics and political structures</li> <li>c. <b>Argue</b> the influences complex language (e.g., Bantu languages), cultural diffusion, innovation, and resources had on the prosperity and wealth of Africa</li> <li>d. <b>Analyze</b> the spread of beliefs and religion throughout Africa, Asia, and Europe</li> <li>e. <b>Analyze</b> complex trade for resources (e.g., cattle, gold, copper) and technology throughout African kingdoms, and <b>argue</b> the impact of that trade on the economic success of Great Zimbabwe</li> <li>f. <b>Analyze</b> the development of architecture, art, and luxury items, and <b>argue</b> how their development was influenced by economic success</li> </ol>											



<b>SSHS.WHI.5.3 Achievements of Mansa Musa and the Kingdom of Mali</b> Argue the impact Mansa Musa and the Kingdom of Mali had on cultural, technological, and economic developments throughout Africa	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
					X	X	X		X	X		X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• What historical circumstances led to the rise of the Kingdom of Mali?</li> <li>• What impact did Mansa Musa have on African kingdoms?</li> <li>• What is the significance of the economic prosperity under the rule of Mansa Musa?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Identify</b> the location of influential trading sites (e.g., Ghana, Timbuktu, Mali), and <b>explain</b> how those locations led to the development of economics and power</li> <li><b>Analyze</b> the leadership of Mansa Musa, and <b>argue</b> what impacts his rulership had on African kingdoms</li> <li><b>Analyze</b> the abundance of natural resources (e.g., salt, gold) in the area, and <b>argue</b> the impact they had on the spread of wealth and who benefited from that wealth</li> <li><b>Analyze</b> the development of urban areas, infrastructure, and educational establishments, and <b>argue</b> who benefited from those developments</li> </ol>											

<b>SSHS.WHI.5.4 The spread of Islam into Africa</b> Argue the social and political effects the spread of Islam had on African kingdoms	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X		X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• What circumstances led to the expansion of Islam into African kingdoms?</li> <li>• How did Islam impact African kingdoms?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Argue</b> the influence cultural diffusion and trade had on the development of religious practices and beliefs</li> <li><b>Argue</b> the influences Islam had on social and political life within African kingdoms</li> <li><b>Explain</b> Traveler Ibn Battuta’s perspectives and insight into the development of trade and cultural diffusion</li> </ol>											

## Inquiry Topic 6: The Early Americas

Compelling Question: What contributes to the development of culturally diverse civilizations?

<p><b>SSHS.WHI.6.1 Peoples of North America</b> Argue how geography influenced the development of cultural diversity among early Indigenous groups throughout North America</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
					X	X	X	X	X	X		
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <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>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Identify</b> early migration patterns into and throughout the Americas, and <b>analyze</b> the relationship between those migrations and global climate changes</li> <li><b>Explain</b> ways people took advantage of geographic changes to migrate to the Americas</li> <li><b>Analyze</b> the social, economic, and political structure of Indigenous civilizations, and <b>argue</b> how geography and resources influenced where people settled</li> <li><b>Analyze</b> the cultural characteristics and differences of various groups located in different geographic regions of North America (e.g., Inuit, Haudenosaunee, Cherokee, Navajo, Nez Pierce, Sioux), and <b>argue</b> how their geographic location contributed to their cultural development and lifeways</li> </ol>											

<b>SSHS.WHI.6.2 The development of Mesoamerican civilizations</b> Argue how geography and resources influenced the development and rise of civilizations in Mesoamerica	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X	X		X			
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Identify</b> the locations of early Mesoamerican civilizations (e.g., Olmecs, Zapotecs, Toltecs), and <b>argue</b> the influences geography had on their development</li> <li><b>Analyze</b> the relationships between resources, environment, and development of trade networks and permanent settlements</li> <li><b>Analyze</b> the similarities and differences between the Preclassical (Formative), Classical, and Postclassical civilizations throughout Mesoamerica</li> </ol>											

<p><b>SSHS.WHI.6.3 Characteristics of the Caral-Supe civilization</b></p> <p>Argue how the social, political, and economic advancements of the Caral-Supe (Norte Chico) civilization influenced its development and those of later Mesoamerican civilizations</p>	<b>Connections to the Rhode Island Anchor Standards</b>										
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC
			X	X		X		X	X	X	
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>● Where was the Caral-Supe civilization developed?</li> <li>● What technological ideas and advancements emerged in Caral-Supe?</li> <li>● How is the Caral-Supe civilization important to the understanding of Mesoamerican developments?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li>a. <b>Identify</b> the location of Caral-Supe and its coastal and inland civilizations, and <b>argue</b> how geographic location lead to the development of this region</li> <li>b. <b>Argue</b> how the domestication of cotton impacted economic development</li> <li>c. <b>Argue</b> how the development of technology (e.g., irrigation, textiles) influenced economic growth</li> <li>d. <b>Explain</b> how the development of culture, social and political structure, and architecture in this region influenced later civilizations in Mesoamerica</li> </ol>										

<p><b>SSHS.WHI.6.4 Empires of ancient Mesoamerica and their achievements</b></p> <p>Argue the impacts of the social, economic, and political developments of three Mesoamerican empires</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X	X	X	X			
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>● Where did major civilizations in Mesoamerica emerge?</li> <li>● What circumstances led to the development of Mesoamerican empires?</li> <li>● How were the Mayan, Incan, and Aztec empires structured politically, socially, and economically?</li> <li>● What technology and advancements emerged from these empires?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li>a. <b>Identify</b> the location of Mayan, Incan, and Aztec empires, and <b>explain</b> the geographic features of those locations</li> <li>b. <b>Analyze</b> the similarities and differences in the social, political, and cultural characteristics of the Maya, Inca, and Aztec empires</li> <li>c. <b>Identify</b> the features of large cities and regions related to Mesoamerican empires</li> <li>d. <b>Analyze</b> the influence of advancements in agriculture, architecture, mathematics, language, time, and science on the development of complex and diverse civilizations, and <b>argue</b> who benefited from those advancements</li> </ol>											

# Inquiry Topic 7: Medieval Central and Western Asia

Compelling Question: To what extent can the interconnectedness of civilizations impact a society?

<b>SSHS.WHI.7.1 Geography of Central and Western Asia</b> Argue the impacts of early Steppe empires on the civilizations within Central and Western Asia (Middle East)	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
									X	X		
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Identify</b> the locations of Central and Western Asian (Middle Eastern) civilizations from the 16th-19th centuries</li> <li><b>Argue</b> the influences geographic features had on the development of major Central and Western Asian (Middle Eastern) civilizations in terms of culture, economy, and political power</li> <li><b>Analyze</b> the expansion of early Steppe empires in relation to chronological time and location, and <b>argue</b> how the expansion impacted the peoples already living in the region</li> </ol>											

<p><b>SSHS.WHI.7.2 Central and Western Asian Empires</b></p> <p>Argue the impacts of the social, political, and economic and achievements of the two major empires of Asia, the Mongol and Ottoman empires</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X				X	X			X		X	X
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <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> <li>• How did religion influence the development of culture in Asian empires?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Identify</b> the locations of the Mongol and Ottoman empires, and <b>argue</b> the influence geographic features had on production of goods and trade</li> <li><b>Analyze</b> political, social, and economic developments of Asia, and <b>argue</b> who benefited from those developments</li> <li><b>Analyze</b> the similarities and differences in social, political, and economic values across different Central and Western Asian (Middle Eastern) empires</li> <li><b>Analyze</b> the differences in Asian civilizations due to their religious and philosophical developments and influences (e.g., Judaism, Christianity, Islam, Buddhism, and Confucianism)</li> <li><b>Analyze</b> the role of the Ottoman Empire as a haven for the practice of Judaism</li> </ol>											



<b>SSHS.WHI.7.3 The influence of cultural diffusion on the Tang Dynasty</b> Argue how cultural diffusion led to the advancements and lasting impacts of the Tang dynasty	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X							
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Explain</b> the circumstances of the succession of the Sui Dynasty to the Tang Dynasty</li> <li><b>Analyze</b> the cultural influences (domestic and foreign) on the social, religious, and political aspects of the Tang Dynasty, and <b>argue</b> how those influences impacted its development</li> <li><b>Analyze</b> the innovations and technology of the Tang dynasty (e.g., paper money, gunpowder, porcelain), and <b>argue</b> the lasting impacts</li> </ol>											

<b>SSHS.WHI.7.4 Developments and effects of the Silk Road</b> Argue the impact and influence of the Silk Road on civilizations and their cultural, economic, and political developments	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
							X		X	X	X	X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• What was the Silk Road and where are trade routes related to the Silk Road located?</li> <li>• What goods and resources were traded along the Silk Road?</li> <li>• How did the Silk Road influence social classes?</li> <li>• How did the Silk Road influence cultural diffusion?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Analyze</b> the interconnectedness of civilizations and geographic regions through vast trade networks known as the Silk Road</li> <li><b>Identify</b> natural resources, (e.g., gold, copper, silver, iron, salt) and produced goods, and <b>explain</b> how they were bought, sold, and traded throughout the Silk Road</li> <li><b>Argue</b> the influences trade and widespread commerce had on the social and economic standings of individuals and groups</li> <li><b>Argue</b> the influences of the Silk Road on social, political, and religious ideas and who benefited from those influences</li> </ol>											

# Inquiry Topic 8: Medieval Western Europe

Compelling Question: How do different economic, social, and political structures impact relationships between civilizations?

<p><b>SSHS.WHI.8.1 Continual expansion of Christianity after the fall of Rome</b> Argue the impacts the spread of Christianity after the fall of Rome and through the Crusades had on regions and civilizations</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X			X	X		X				
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <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>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Explain</b> how Christianity spread throughout the Eastern Roman Empire and Western Europe</li> <li><b>Analyze</b> the range different religious beliefs and argue how they lead to the Great Schism</li> <li><b>Analyze</b> the different political structures developed under the Roman Catholic Church and Eastern Orthodox Church, and <b>argue</b> their impacts</li> <li><b>Explain</b> the objectives, <b>analyze</b> the events, and <b>argue</b> the impacts of the Crusades</li> </ol>											

<b>SSHS.WHI.8.2 European Middle Ages to the Renaissance</b> Analyze the evolution of the political, social, and economic structures of Medieval Europe and the transition into the Renaissance	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X				X				X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• What are the Middle Ages, and what were the political, social, and economical changes of the era?</li> <li>• What is the Renaissance and how did the ideas of the Renaissance develop European states politically, socially, and economically after the Middle Ages?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Explain</b> the political, economic, and social characteristics of the European Middle Ages (e.g., feudalism, war, agriculture, technological advances)</li> <li><b>Explain</b> the causes of disease (e.g., Bubonic Plague, dysentery, influenza), and <b>analyze</b> the effects it had on European populations</li> <li><b>Explain</b> the characteristics of the Renaissance (e.g., creativity, humanism, innovation), and <b>analyze</b> the effects of social and economic prosperity in Europe after the Middle Ages</li> </ol>											

## HIGH SCHOOL – WORLD HISTORY II: EARLY MODERN TO MODERN

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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

SSHS.WHII.4.3: Imperialism, expansion, and influence

## **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 Argue the ways political and religious ideas and structures during the Medieval period in Europe affected society	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
	X	X			X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Analyze</b> the reaction of the Pope to the Magna Carta and through his Bull</li> <li><b>Explain</b> how Scholasticism promoted balance in learning through both Divine Revelation as well as human reasoning and observation</li> <li><b>Analyze</b> similarities and differences between feudal structures and the organization of the Church, and <b>argue</b> who benefited under those circumstances</li> </ol>											

<b>SSHS.WHII.1.2 Rise of the Ottoman Empire and cultural diffusion</b> Argue how the expansion of the Ottoman Empire contributed to cultural diffusion to Medieval Europe	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X				X				
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> how the Ottoman Empire developed, and <b>argue</b> how it impacted the region</li> <li>b. <b>Analyze</b> the moderate toleration of religions (e.g., Christianity, Judaism) beyond Islam in the early Ottoman Empire</li> <li>c. <b>Analyze</b> changes in migration patterns, specifically for Jews and Muslims, and the connections to violent episodes of alienation by both the Church and leaders throughout the Iberian Peninsula</li> </ol>											



<b>SSHS.WHII.1.3 The Renaissance</b> Argue the influence Renaissance ideas had on European philosophy, politics, art, and culture	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X				X						X	X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> the influence of humanism on religious thought (e.g., history, poetry, moral philosophy, rhetoric)</li> <li>b. <b>Analyze</b> Renaissance ideas, and <b>argue</b> the impacts on political power, economic institutions, and social organization such as the Church</li> <li>c. <b>Identify</b> works of writers (e.g., Petrarch, Machiavelli, Castiglione) and artists (e.g., Michelangelo, Raphael, da Vinci), and <b>explain</b> how they reflected the ideals of the Renaissance</li> <li>d. <b>Analyze</b> the ideas developed in literature, art, and music that were mass produced and widespread due to the innovation of the printing press, and <b>argue</b> their impacts</li> </ol>											

<b>SSHS.WHII.1.4 The Protestant Reformation and Counter-Reformation</b> Argue how the tenets and goals of the Protestant Reformation impacted power relationships in Europe	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X	X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• What was the Protestant Reformation?</li> <li>• How did the teachings of Protestant Reformation leaders promote change?</li> <li>• How did events of the Protestant Reformation lead to military conflicts?</li> <li>• What was the response of the Roman Catholic Church to the Reformation?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Explain</b> the rationale for, and <b>analyze</b> the conditions of the Reformation (e.g., selling indulgences, salvation, transubstantiation), and <b>argue</b> how it impacted different groups of people (e.g., persecution of Jewish peoples, Catholics)</li> <li><b>Explain</b> the roles of religious and secular leaders (i.e., Martin Luther, John Calvin, and Henry VIII) associated with Church and political reform</li> <li><b>Analyze</b> 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</li> <li><b>Identify</b> changes in religious and teachings of the Church, and <b>argue</b> the geo-political impacts that resulted from those changes</li> </ol>											

## 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 Argue how advancements and achievements in Asia during the Medieval period impacted regions within Asia and beyond	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
	X	X		X		X						
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• How did leaders of the Mughal (Mogul) Empire create long-term stability?</li> <li>• How did internal disputes ultimately lead to Japanese unification?</li> <li>• How did military tactics lead to the growth of the Mongol Empire?</li> <li>• What was the influence of neo-Confucianism in China?</li> <li>• How did changes in government and culture prop up the Qing Dynasty?</li> <li>• What was the influence of Sikhism in India?</li> </ul>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Analyze</b> Mughal (Mogul) leaders (e.g., Babur) and actions (e.g., alliances that supported conquests, modern administrative system of government), and how they created stability</li> <li><b>Analyze</b> conditions of the Sengoku period, and <b>argue</b> the impact of those conditions</li> <li><b>Explain</b> Mongol military tactics (e.g., intensive training and discipline, surprise attacks, use of light cavalry)</li> <li><b>Analyze</b> the reformation of neo-Confucian teachings and practices of Wang Yangming in China, and <b>argue</b> the impacts</li> <li><b>Analyze</b> the conditions leading to the establishment of the Qing Dynasty</li> <li><b>Analyze</b> the significance of trade within and between these civilizations and those in other regions of Afro-Eurasia, and <b>argue</b> who benefited from that trade</li> <li><b>Analyze</b> the foundation and influence of Sikhism by Guru Nanak in South Asia</li> </ol>											

<b>SSHS.WHII.2.2 Interactions between African kingdoms and Europeans</b> Argue how interactions between European and African civilizations impacted the society, economy, and individuals in African kingdoms	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X			X	X			X	X	X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the trade routes that connected Europe to India through the geographic region of Africa, and <b>argue</b> the impacts the routes had on these regions</li> <li>b. <b>Argue</b> how resources (e.g., gold, iron, rubber) in Africa influenced European settlement in the region</li> <li>c. <b>Analyze</b> trade relationships between Europe and Africa, and <b>argue</b> the impact on the enslavement of Africans and who benefited from that practice</li> </ol>											

<b>SSHS.WHII.2.3 European colonization in the Americas</b> Argue the ways European exploration and colonization impacted American civilizations	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X			X	X	X	X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What are the historical circumstances behind European exploration to the Americas?</li> <li>● What led to the development of European colonies in the Americas and who benefited?</li> <li>● How did European colonization impact Mesoamerican civilizations?</li> <li>● To what extent did European colonization impact the decline of civilizations in the Americas?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> changes in maritime technologies (e.g., caravel, compass, astrolabe), and <b>analyze</b> how the new technologies supported Spanish and Portuguese expansion followed by expansion by England, France, and the Netherlands</li> <li>b. <b>Analyze</b> the exploration for trade routes and resources, and <b>argue</b> how that influenced European settlements in the Americas</li> <li>c. <b>Analyze</b> the relationship between imperialistic goals (e.g., “God, Gold, and Glory”) and European conquests in the Americas</li> <li>d. <b>Analyze</b> the advantages and disadvantages of the Columbian Exchange, and <b>argue</b> who benefited from that situation</li> <li>e. <b>Argue</b> how cultural diffusion impacted social, political, and economic aspects of American civilizations</li> <li>f. <b>Argue</b> how European disease, genocide, and conflict impacted American civilizations and their populations</li> </ol>											

# Inquiry Topic 3: The Age of Enlightenment and Revolution

Compelling Question: Does reason lead to progress?

<b>SSHS.WHII.3.1 Intellectual revolutions</b> Argue how the Scientific Revolution impacted Enlightenment thinking, government, and society	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X	X	X			X			X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• How did the Scientific Revolution impact views on the universe?</li> <li>• How did the Scientific Revolution challenge the Church?</li> <li>• How did the ideas of the Scientific Revolution serve as a springboard for the Enlightenment?</li> <li>• What were the foci of the Enlightenment?</li> <li>• How did ideas of the Enlightenment disrupt balances of power?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><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 universe</li> <li><b>Argue</b> how scientific discovery and ideas about the natural world impacted the Church’s position</li> <li><b>Analyze</b> the Scientific Revolution (e.g., scientific methods, observation, reasoning) and its historical figures (e.g., Galileo, Newton), and <b>argue</b> how it influenced Enlightenment thinking (e.g., authority, individualism)</li> <li><b>Analyze</b> the ideas of Enlightenment thinkers (e.g., Voltaire, Diderot, Montesquieu, Rousseau)</li> <li><b>Argue</b> the influences Enlightenment ideas had on traditional perspectives related to government (monarchy), economics (mercantilism), and society (structured hierarchies)</li> </ol>											

<b>SSHS.WHII.3.2 The British Empire</b> Argue how events within England and throughout the British Empire created both times of instability and times of expansion	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X	X	X	X				X	
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● How did changes in religious beliefs impact a change in government and rule of law?</li> <li>● What were the impacts of changes in agriculture in England?</li> <li>● How did the British government apply democratic and constitutional principles in its rule of its colonies?</li> <li>● Where were Britain’s colonies, and how did colonization affect the places and people that were colonized?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the political and religious actions by the Stuart Monarchy, and <b>argue</b> how that led to two, separate overthrows of the government (English Civil War, Glorious Revolution) and new political institutions being established (Hanoverian Monarchy)</li> <li>b. <b>Analyze</b> the Enclosure Movement and the Agricultural Revolution, and <b>argue</b> the impacts on future industrialization</li> <li>c. <b>Analyze</b> how the British government applied the democratic and constitutional principles, theorized by John Locke and others, to select groups loyal to the Crown, and <b>argue</b> who benefited</li> <li>d. <b>Identify</b> the locations of the British Empire’s colonies (e.g., India, parts of Africa, Australia, New Zealand, and parts of the Americas), <b>analyze</b> the effects of colonization on the places and people there, and <b>argue</b> who benefited from those effects</li> </ol>											

<p><b>SSHS.WHII.3.3 State building and absolutist Europe</b> Argue the political, economic, and societal impacts related to the consolidation of power, state building, and absolutism</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X			X						
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <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>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Explain</b> the rationales for different governmental systems (e.g., absolutism, constitutionalism), and <b>argue</b> who benefited under each system</li> <li><b>Analyze</b> aspects of King Louis XIV’s reign that reflected absolutism (e.g., Europe’s largest army, mercantilist principles, resistance to political and religious opposition)</li> <li><b>Analyze</b> the influence of Enlightened ideals on absolutist regimes</li> </ol>											



<b>SSHS.WHII.3.4 The American War for Independence</b> Argue how the events and ideals of the American Revolution impacted the American colonies socially, politically, and economically	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X		X						X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• How did British imperial behaviors lead to discord with the American colonies?</li> <li>• What were the colonists' grievances against the King of England?</li> <li>• How did changes in thinking support actions that led to the American Revolution?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Analyze</b> British rationale for imposing policies on the American colonies</li> <li><b>Explain</b> colonial grievances (e.g., taxation, limited trade opportunities, troop quartering)</li> <li><b>Identify</b> how colonists challenged British taxation policies (e.g., Stamp and Sugar Acts), and <b>analyze</b> the rationale and outcomes of those challenges</li> <li><b>Analyze</b> the influences of Enlightenment ideals on colonial thinking and action (i.e., political, social, economic)</li> <li><b>Analyze</b> the outcome of the American Revolution, and <b>argue</b> how it politically, socially, and economically impacted the American colonies, including the formation of a new United States government</li> </ol>											

<b>SSHS.WHII.3.5 The French Revolution</b> Argue how the events and results of the French Revolution impacted France socially, politically, and economically	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X	X	X				X		X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the ways revolutionaries of the French Revolution were inspired by the ideas of Enlightenment writers (e.g., Voltaire, Rousseau, Montesquieu)</li> <li>b. <b>Analyze</b> the conditions (e.g., disparity in taxation, inequitable hierarchies, political absolutism) that underscored reactions to the French monarch</li> <li>c. <b>Explain</b> the actions taken during the French Revolution (e.g., storming of the Bastille, march to Versailles), and <b>analyze</b> the political changes that occurred (e.g., Declaration of the Rights of Man, Constitution of 1791)</li> <li>d. <b>Explain</b> the leadership styles of Revolutionary leaders (e.g., Robespierre, Danton, Marat) and <b>analyze</b> violent behaviors and movements (e.g., guillotine, Reign of Terror, Committee of Public Safety)</li> <li>e. <b>Analyze</b> events that took place at the end of the French Revolution (e.g., the fall of Robespierre, creation of the Directory, rise of Napoleon Bonaparte), and <b>argue</b> the impacts of these events and who benefited</li> </ol>											

<p><b>SSHS.WHII.3.6 European desires and global patterns of trade</b> Argue the effects the Atlantic System of trade had on enslaved Africans and on the regions of the world that participated</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X	X		X		X	
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• What was the Atlantic System?</li> <li>• How did new patterns of trade increase the slave trade?</li> <li>• How did Enlightenment thinking affect the African slave trade?</li> </ul>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Explain</b> the rationale for, <b>analyze</b> the conditions of, and <b>argue</b> who benefited from the Atlantic System (i.e., transatlantic slave trade)</li> <li><b>Analyze</b> the implications of the Triangle trade in Europe, Africa, and the Americas, and <b>argue</b> who benefited from that practice and how it impacted each region</li> <li><b>Analyze</b> the influences of Enlightenment thinking on the African slave trade (e.g., moral and ethical issues; racial taxonomy)</li> </ol>											

## Inquiry Topic 4: The Era of Nationalism and Imperialism

Compelling Question: Is it possible to be too nationalistic?

<b>SSHS.WHII.4.1 The rise and impact of Napoleonic Europe</b> Argue how the rise of Napoleon Bonaparte and his defeats led to events such as the Congress of Vienna as well as long-term philosophical and geo-political changes	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
	X	X		X		X	X					
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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> <li>• What were the goals of the Congress of Vienna?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Identify</b> the changes in political structure (e.g., Consulate, First Consul, Emperor), and <b>explain</b> how these supported Napoleon’s rule, allowed him to conquer numerous countries and reshape Europe</li> <li><b>Analyze</b> the influence of enlightened legal standards in conquered territories such as the establishment of the Civil Code of 1804</li> <li><b>Explain</b> the rationale for, and <b>analyze</b> the conditions of the Haitian Revolution, <b>argue</b> the impacts on French foreign policy</li> <li><b>Analyze</b> the rationale for and <b>argue</b> the impact of the Congress of Vienna</li> </ol>											

<p><b>SSHS.WHII.4.2 Nationalism and unification movements</b></p> <p>Argue how political philosophies during the 19th century impacted the growth and unification of some nations while destabilizing others</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X	X	X	X					
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <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>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Analyze</b> the ideology of nationalism and the belief that political boundaries should be developed based on demographic commonalities (e.g., language, ethnicity, religion)</li> <li><b>Analyze</b> political and social philosophies (e.g., liberalism, conservatism, nationalism, Marxism) in Europe, the Americas, and Western Asia (Middle East)</li> <li><b>Analyze</b> the nationalistic ideas and the revolutionary (i.e., Revolutions of 1848) and unification movements (i.e., Italian and German unification) throughout the 19th century, and <b>argue</b> the political and social impacts of these events and movements</li> </ol>											

<b>SSHS.WHII.4.3 Imperialism, expansion, and influence</b> Argue how political and economic interests of western states impacted non-western territories in Asia and Africa	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X				X	X	X	X		X		X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● How were western interests and feelings of superiority imposed on Chinese sovereignty?</li> <li>● How did western influence lead to political, social, and economic changes in Japan?</li> <li>● Why were African nations not represented during the Berlin Conference in 1884?</li> <li>● What was Manifest Destiny, and how did its promotion change the United States of America’s relationship with other countries?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the influence of western values and economic interests of Great Britain on the development of the Opium Wars and the Treaty of Nanjing, and <b>argue</b> how these impacted the Chinese government</li> <li>b. <b>Analyze</b> the Meiji Restoration, how fear of western powers lead to it, and argue how it impacted the political and social structure of Japan</li> <li>c. <b>Analyze</b> imperialist beliefs, specifically Social Darwinism, and <b>argue</b> how that led to the “Scramble for Africa” (Berlin Conference)</li> <li>d. <b>Analyze</b> the doctrine of Manifest Destiny, and <b>argue</b> how it caused the United States to create measures that would prevent European involvement in the United States and colonization in the Western Hemisphere</li> </ol>											

# Inquiry Topic 5: Industrialization, Urbanization, and Modernization

Compelling Question: How did industrialization move society?

<p><b>SSHS.WHII.5.1 Industrialization and its developments</b></p> <p>Argue how progress and innovation associated with industrialization also led certain groups to prosper while others struggled</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X	X				X	X	X
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <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>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Analyze</b> the effects of industrial practices on new economic philosophies (e.g., utopian socialism, Ricardo’s “iron law of wages,” utilitarianism), and <b>argue</b> who benefited from those practices</li> <li><b>Analyze</b> the relationship between railroads, steam machines, and industrial development</li> <li><b>Analyze</b> industrial spread across Europe (e.g., Berlin, Saxony, Bohemia), and <b>argue</b> who benefited from that action</li> <li><b>Analyze</b> of industrial growth (e.g., cottage industries, industrial working class, agricultural changes), and <b>argue</b> the ways it impacted society</li> <li><b>Explain</b> how romantic concerns and literary depictions of social conditions began to promote social change related to industrialization</li> </ol>											

<b>SSHS.WHII.5.2 Life in the Industrial Age</b> Argue how industrialization and urbanization led to dramatic changes in lifestyles for people in Great Britain and other nations in the 18th and 19th centuries	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X	X		X	X					X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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 and urbanization?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Analyze</b> the advancements in agriculture in this period, and <b>argue</b> how that impacted the movement of people out of rural areas and into the cities</li> <li><b>Analyze</b> characteristics of urbanization (e.g., overcrowding, disease, child labor), and <b>argue</b> how those impacted society</li> <li><b>Argue</b> how industrialization and urbanization impacted the lives of women</li> <li><b>Analyze</b> the rationales for and influence of social reformers (e.g., religion, education, temperance) in response to urbanization</li> </ol>											



<p><b>SSHS.WHII.5.3 Patterns of movement</b></p> <p>Argue how industrialization caused a need for expansion for those in need of new marketplaces and natural resources to cultivate greater economic growth</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X		X				X
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <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>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li>a. <b>Identify</b> the nations involved in expansionist efforts (e.g., global resources locations in Africa and Asia for rubber, ivory, manganese), <b>explain</b> the relationship between economic growth and these expansionist interests, and <b>argue</b> who benefited from that relationship</li> <li>b. <b>Explain</b> the expansion of European markets, <b>analyze</b> how that led to forms of economic imperialism in Asia and Africa, and <b>argue</b> who benefited from that expansion</li> </ol>											

# Inquiry Topic 6: Global War and Cold War

Compelling Question: Were the conflicts of the 20th century inevitable?

<b>SSHS.WHII.6.1 World War I</b> Argue how the causes, events, and results of World War I had long lasting political, social, and economic effects	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X	X	X	X					X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Explain</b> the causes and <b>analyze</b> the conditions and events that led to World War I (e.g., nationalism, imperialism, militarism, and alliance-building)</li> <li><b>Explain</b> the causes and <b>analyze</b> the conditions and events of the Armenian genocide from 1915-1916 and the role of the Near East Relief organization</li> <li><b>Analyze</b> the effects of changes in military strategy (e.g., Schlieffen Plan, trench warfare) and technology (i.e., chemical weaponry, airplanes, tanks, machine guns) on the expansion of the war, and <b>argue</b> the impact of those changes</li> <li><b>Analyze</b> the establishment of alliances between countries, and <b>argue</b> their impacts</li> <li><b>Analyze</b> the expansion of global participation with the entrance of the United States into the War and the mobilization of European colonial territories, and argue the <b>impacts</b> of their participation to the War</li> <li><b>Analyze</b> the rationale for and conditions of the Treaty of Versailles, and <b>argue</b> who benefited from that treaty</li> </ol>											

<b>SSHS.WHII.6.2 The Russian Revolution</b> Argue how the Russian Revolution led to the rise of a communist regime	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X		X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the relationship between World War I and the Russian Revolution including revolutions prior to World War I (e.g., Revolution of 1905)</li> <li>b. <b>Explain</b> the experiences of the Russian people during World War I and the Russian Revolution</li> <li>c. <b>Explain</b> the rationale for and <b>analyze</b> the conditions of communism (e.g., “Peace, Land, and Bread”) in Russia and beyond, and <b>argue</b> who benefited under this system</li> </ol>											

<p><b>SSHS.WHII.6.3 The Great Depression and the disruptive interwar years</b></p> <p>Argue how economic instability led, in part, to changes in political thinking and increasing disruptions in the 1920s and 1930s</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X	X	X					X
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>● What led to the Great Depression?</li> <li>● How did changes in political thinking create disruption in Europe?</li> <li>● How did the League of Nations, and its member countries, respond to increasing aggressions?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li>a. <b>Identify</b> the factors leading to the Great Depression (e.g., crash of the New York Stock Exchange, unemployment), <b>analyze</b> its effects, and <b>argue</b> how it impacted society</li> <li>b. <b>Analyze</b> the influence of extremist ideologies (e.g., fascism, socialism) on European countries (e.g., Germany, Italy), and <b>argue</b> the impacts and who benefited</li> <li>c. <b>Analyze</b> the rationale for and goals of the League of Nations, and <b>analyze</b> its effects on global aggressions</li> </ol>											

<p><b>SSHS.WHII.6.4 World War II and the Holocaust</b></p> <p>Argue how the events of World War II, and atrocities associated with the Holocaust and other crimes against humanity, led to lasting social, political, and economic impacts globally</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X	X		X	X	X				
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• How did the aggression of certain countries create the conditions for global war?</li> <li>• What event led to World War II?</li> <li>• How did advancements in military technology impact the War?</li> <li>• How did social and political beliefs lead to the Holocaust and other crimes against humanity?</li> <li>• What led to the conclusion of war in the Pacific?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Identify</b> the causes and <b>analyze</b> the conditions and events that lead to World War II (e.g., appeasement, militarism, alliances)</li> <li><b>Explain</b> the agreements (e.g., Rome-Berlin-Tokyo Axis, Nazi-Soviet Pact) that led to the invasion of foreign nations such as Poland.</li> <li><b>Analyze</b> innovations in military technology (e.g., radar, chemical and atomic weaponry, tanks, aircraft), and <b>argue</b> their impacts on the War</li> <li><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</li> <li><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</li> </ol>											

<b>SSHS.WHII.6.5 Post-war Europe and the Cold War</b> Argue how the perceived impact of communism on established democratic systems led to the Cold War	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X	X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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 popular in China and how did its presence challenge global balances of power?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Explain</b> the rationale for and <b>analyze</b> actions taken to rebuild Europe (e.g., Truman Doctrine, Marshall Plan, Berlin Airlift), and <b>argue</b> the impacts of those actions</li> <li><b>Analyze</b> the conditions of and reactions to concerns of communist threats (e.g., North Atlantic Treaty Organization, Warsaw Pact)</li> <li><b>Analyze</b> communism in China (e.g., Mao Zedong and the Chinese Communist Party), and <b>argue</b> its impacts</li> </ol>											

# Inquiry Topic 7: Decolonization and Globalization

Compelling Question: Does colonialism still exist today?

<p><b>SSHS.WHII.7.1 Decolonization and self-determination</b></p> <p>Argue how long-range implications of 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</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X	X	X						
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• What were factors that led to decolonization in Africa, Asia, and Western Asia (Middle East)?</li> <li>• How did the relationship between Great Britain and the Indian subcontinent become contentious?</li> <li>• How did post-war Europe lead to the creation of new nations in Africa, Asia, and Western Asia (Middle East)?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Analyze</b> the rise in tensions related to the Cold War, and <b>argue</b> how that intensified demands for independence</li> <li><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)</li> <li><b>Explain</b> global post-war settlements and decolonizing efforts, and <b>argue</b> the positive and negative impacts</li> </ol>											

<b>SSHS.WHII.7.2 Support and opposition to Communism</b> Argue the impacts of imperialism, World War II, and the Cold War on domestic and global support for and challenges against communism	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X	X	X	X		X				X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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 communism in the Soviet bloc?</li> <li>● What attempts at reform were made in the Soviet Union?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the conditions supporting proxy battles over communism in Korea and Vietnam</li> <li>b. <b>Argue</b> how communism impacted the Soviet Union and China</li> <li>c. <b>Identify</b> examples and <b>analyze</b> the conditions of rebellions, protests, and revolutions (e.g., Prague Spring, Poland, Revolutions of 1989) that challenged communism</li> <li>d. <b>Explain</b> reform efforts (e.g., perestroika, glasnost) initiated by Gorbachev, and <b>argue</b> the impact of those efforts</li> </ol>											



<b>SSHS.WHII.7.3 Global oppression</b> Argue how nation-building and shifts in power to unstable leaders led to the maintenance of racially oppressive legal codes and outright acts against humanity	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X		X	X						X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <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>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> rationales for and <b>analyze</b> the circumstances supporting the rise of dictatorial leaders in Asia, Africa, and Western Asia (Middle East) (e.g., Cambodia, Iraq, Iran, Darfur, Rwanda), and <b>argue</b> the social, political, and economic impacts on the people and their countries as a whole</li> <li>b. <b>Identify</b> actions related to the denial of civil rights in the United States and South Africa, <b>identify</b> leaders and actions of resistance movements (e.g., Dr. Martin Luther King, Jr., Nelson Mandela), and <b>argue</b> the social and political impacts on the people and their countries as a whole</li> <li>c. <b>Explain</b> the conditions supporting the rise in dictatorial leaders in Russia and the former Soviet bloc (e.g., Milošević, Putin), <b>analyze</b> the use of their respective power to aggressively control their respective countries, and <b>argue</b> the social, political, and economic impacts on people and their country as a whole</li> </ol>											

<p><b>SSHS.WHII.7.4 New globalism and the Technological Age</b> Argue the ways that ever-changing facets of 20th and 21st century technologies have led to global interconnectedness and interdependence</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X						X
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• What agreements and organizations were created to increase political and economic stability in the Americas and in Europe?</li> <li>• How have technological advancements led to political, economic, and societal changes around the globe?</li> </ul>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Explain</b> supranational organizations that support stability and financial regulation (e.g., World Bank, International Monetary Fund), <b>analyze</b> the ways they were at times challenged by other organizations (e.g., ATTAC), and <b>argue</b> their positive and negative impacts</li> <li><b>Identify</b> organizations that were created to promote unity (e.g., NAFTA, European Union), <b>analyze</b> their efforts, and <b>argue</b> their impacts</li> <li><b>Analyze</b> the conditions that led to the development of new technologies (e.g., computers, mobile phones, internet), and <b>argue</b> their social, political, and economic impacts on society</li> <li><b>Analyze</b> global issues of today, and <b>argue</b> a position on one or more of the issues</li> </ol>											