

MELROSE PUBLIC SCHOOLS

HISTORY AND SOCIAL SCIENCE DOCUMENTS



INTRODUCTION

The following History and Social Science documents were created by Melrose staff and administrators in 2003. This work was generated through collegial discussion about classroom practice following a review of current curriculum documents in light of the 2003 Massachusetts History and Social Science Curriculum Frameworks.

In keeping with the goals of the frameworks, through the study of History and Social Science, we hope to give our students a deep understanding and appreciation of our cultural and political heritage. Learning to value diversity and the vision of freedom sought by our founding fathers, is key to the course. It is also key to the attainment and survival of the just and ideal society we all hope for.

Our goal for students can be accomplished by giving them, “....a solid base of factual knowledge about the central ideas, events, people, places and works...”¹ that have shaped their world and the world of others. Good instruction will weave this factual knowledge into the fascinating fabric of ideals, and beliefs that have either threatened or uplifted our human race. In this way, we hope to encourage our students to become not only good citizens, but also independent and critical thinkers who can and will positively influence the course of events in their own lifetime.

Pat Muxie, Director of Curriculum, Fall 2003

1. p.2, Massachusetts History and Social Science Framework, August 2003.

PRE-K HISTORY AND SOCIAL SCIENCE BENCHMARKS
LIVING, LEARNING, AND WORKING TOGETHER

History and Geography

- Identify sequential actions, such as *first, next, last*, in stories and use them to describe personal experiences.
- Use correctly words and phrases related to chronology and time (*now, long ago, before, after, morning, night, today, tomorrow*).
- Use correctly words and phrases that indicate location and direction, such as *up, down, near, far, left, right, straight, back, behind, and in front of*.
- Tell or show what a map is and what a globe is.
- Identify and describe the events or people celebrated during United States national holidays and why we celebrate them.
 - a. Columbus Day
 - b. Thanksgiving
 - c. Martin Luther King, Jr. Day
 - d. Presidents' Day
 - e. Independence Day
- Describe events in their own and their families' lives.

Civics and Government

- Demonstrate an understanding of the following concepts: fairness, responsibility, following rules, and respect for peers.
- Demonstrate honesty, friendship, respect, responsibility, and fairness in response to stories read.
- Identify family or community members who promote the welfare and safety of children and adults.
- Recognize the American flag and its colors and shapes as an important American symbol.

Economics

- Use words relating to work, such as *classroom jobs*.
- Recognize that money is used to buy things people need or want.
- Give examples of different kinds of jobs that people do, including the work they do at home.

KINDERGARTEN HISTORY AND SOCIAL SCIENCE BENCHMARKS
LIVING, LEARNING, AND WORKING TOGETHER

*Some repetition of pre-K concepts may be noted due to the fact that not all students attend pre-school.

History and Geography

- Identify sequential actions, such as *first, next, last*, in stories and use them to describe personal experiences.
- Use correctly words and phrases related to chronology and time (*now, long ago, before, after, morning, night, today, tomorrow*).
- Use correctly the word *because* in the context of stories or personal experiences.
- Identify and describe the events or people celebrated during United States national holidays and why we celebrate them.
 - a. Columbus Day
 - b. Thanksgiving
 - c. Martin Luther King, Jr. Day
 - d. Presidents' Day
 - e. Independence Day
- Put events in his/her own and his/her family's life in temporal order.
- Use correctly words and phrases that indicate location and direction, such as *up, down, near, far, left, right, straight, back, behind, and in front of*.
- Tell or show what a map is and what a globe is.
- Identify the student's street address, city or town. Identify and locate Massachusetts as the state, and the United States as the country, in which he or she lives. Identify the name of the student's school and the city or town in which it is located. (Identify phone number and birthday as well.)
- Describe the location and features of places in the immediate neighborhood of the student's home or school.

Civics and Government

- Describe the student's family structure. Recognize and respect diversity in the families of others.
- Give examples that show the meaning of the following concepts: *authority, fairness, responsibility, and rules*.
- Retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities.
- Identify and describe family or community members who promote the welfare and safety of children and adults. Describe their roles and responsibilities.
- Demonstrate understanding that there are important American symbols by recognizing:
 - a. the American flag and its colors and shapes
 - b. the melody of the national anthem
 - c. the picture and name of the current President
 - d. the words of the Pledge of Allegiance

Economics

- Use words relating to work, such as *jobs, money, buying, and selling*.
- Give examples of how family members, friends, or acquaintances use money directly or indirectly (e.g., credit card or check) to buy things they want.
- Give examples of different kinds of jobs that people do, including the work they do at home.
- Explain why people work (e.g., to earn money in order to buy the things they want).
- Give examples of the things that people buy with the money they earn from work.

GRADE 1 HISTORY AND SOCIAL SCIENCE BENCHMARKS
TRUE STORIES AND FOLK TALES FROM AMERICA AND FROM AROUND THE WORLD

History and Geography

- Identify temporal sequences such as days, weeks, months, years, and seasons. Use correctly words and phrases related to time (*now, in the past, in the future*) and recognize the existence of changing historical periods (*other times, other places*).
- Place events in students' own lives in chronological order.
- Read dates on a calendar and associate them with days of the week.
- Describe a map as a representation of a space, such as the classroom, the school, the neighborhood, town, city, state, country, or world.
- Identify cardinal directions (north, east, south, west) and apply them to maps, locations in the classroom, school, playground, and community.
- Define and locate the North and South Poles and the equator.
- Define and give examples of a continent, mountain, river, lake, and ocean.

Civics and Government

- Give examples that show the meaning of the following words: *politeness, achievement, courage, honesty, and reliability*.

Economics

- Give examples of products (goods) that people buy and use.
- Give examples of services that people do for each other.
- Give examples of the choices people have to make about the goods and services they buy (e.g., a new coat, a tie, or a pair of shoes) and why they have to make choices (e.g., because they have a limited amount of money).

United States Leaders, Symbols, Events, and Holidays

- On a map of the United States, locate Washington, D.C. and identify it as the capital of the United States of America. Locate Boston and identify it as the capital of Massachusetts.
- Identify the current President of the United States. Describe what presidents do, and explain that they get their authority from a vote by the people.
- Identify and explain the meaning of American national symbols:
 - a. the American flag
 - b. the bald eagle
 - c. the White House
 - d. the Statue of Liberty
- Demonstrate the ability to recite the Pledge of Allegiance, and to explain its general meaning. Demonstrate the ability to sing national songs such as *America the Beautiful; My Country, 'tis of Thee; God Bless America*, and *The Star Spangled Banner*, and explain the general meaning of the lyrics.
- Give reasons for celebrating the events or people commemorated in national and state holidays. On a calendar for the current year, identify the months for Labor Day, Columbus Day, Veterans' Day, Thanksgiving, Martin Luther King, Jr. Day, Presidents' Day, Patriots' Day, Memorial Day, Flag Day, and Independence Day.
- Give reasons for noting the days that mark the changes in seasons.

Individuals, Families, and Communities Now and Long Ago

- After reading or listening to folktales, legends, and stories from America (John Henry, Johnny Appleseed, Davy Crockett, Paul Bunyan, and Annie Oakley) and from around the world (Lon Po Po, Issun Boshi, Medio Pollito, Anansi, and the Knee-High Man), describe the main characters and their qualities.

Grade 1 continued:

- After reading or listening to stories about famous Americans of different ethnic groups, faiths, and historical periods (*Sacagawea, the Wright Brothers, Thomas Edison, Bill Gates, Harriett Beecher Stowe, Neil Armstrong, Booker T. Washington, Daniel Inouye, Cesar Chavez, Roberto Clemente, Jonas Salk, Thurgood Marshall, Rosa Parks, Colin Powell, and Clarence Thomas*), describe their qualities or distinctive traits.
- Explain that Americans have a variety of different religious, community, and family celebrations and customs, and describe celebrations or customs held by members of the class and their families.

GRADE 2 HISTORY AND SOCIAL SCIENCE BENCHMARKS
E. PLURIBUS UNUM: FROM MANY, ONE

History and Geography

- Use a calendar to identify days, weeks, months, years, and seasons.
- Use correctly words and phrases related to time (*now, in the past, in the future*), changing historical periods (*other times, other places*), and causation (*because, reasons*).
- Explain the information that historical timelines convey and then put in chronological order events in the student's life (such as the year he or she was born, started school, or moved to a new neighborhood) or in the history of countries studied.
- Describe how maps and globes depict geographical information in different ways. Use maps and globes to do the following:
 - a. Identify and label all continents (North America, South America, Europe, Asia, Africa, Australia, and Antarctica)
 - b. Identify and label the boundaries of the United States, Canada, and Mexico.
 - c. Locate and label the four major oceans (Arctic, Atlantic, Indian, and Pacific)
 - d. Locate and label major rivers of the world (the Mississippi, Amazon, Volga, Yangtze, and Nile Rivers)
 - e. Locate and label major mountains and mountain ranges of the world (Mt. Everest and Mt. McKinley, and the Andes, Alps, Himalayas, and Rocky Mountains)
 - f. Locate the country/countries of students' ancestors.
- Compare and contrast attributes of continents and countries, with examples.
- Identify cardinal directions (north, east, south, west) and apply them to maps, locations in the classroom, school, playground, and community.
- Identify and locate landmarks in Melrose.
- Explain what traditions and customs are. With the help of a librarian or another adult, give examples of traditions or customs in American culture today that come from or have their roots in other countries.
- Create representations of a specific custom or tradition (ex. traditional food, ceremony, dance, items (i.e., pinata)).
- Understand and identify how traditions found around the world are found in American tradition.
 - a. Identify three different countries and include a landmark, tradition, or custom for each country.
 - b. With the help of family members and/or a librarian, identify the place(s) students and their families came from. Describe traditional food, customs, sports and games, and music of these places.

Civics and Government

- Give examples of the rights and responsibilities of students in the school.
- Give examples of fictional characters or real people in the school or community who were good leaders and good citizens, and explain the qualities that made them admirable (e.g., honesty, dependability, modesty, trustworthiness, courage).
- After reading or listening to a variety of stories about individuals recognized for their achievements, describe and compare different ways people have achieved great distinction (e.g., scientific, professional, political, religious, commercial, military, athletic, or artistic).

Economics

- Define producers, consumers, buyers, and sellers, and give examples of each. Give examples of goods and services that are produced, bought, and sold.

GRADE 3 HISTORY AND SOCIAL SCIENCE BENCHMARKS
MASSACHUSETTS AND ITS CITIES AND TOWNS: GEOGRAPHY AND HISTORY

History

- Define decade and century. Recognize different ways of representing time periods and explain the meaning of those representations (e.g., the 16th century refers to the 1500s). Use a timeline to represent the chronology of events in a given time period.
- Observe visual sources such as historic paintings, photographs, or illustrations accompanying historical narratives, and describe details such as clothing, setting, or action.
- Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance. (e.g., Plymouth Plantation, Old South Meeting House, U.S.S. Constitution, Bunker Hill Memorial, Saugus Iron Works)
- Identify and describe the way of life of the Wampanoags.
- Compare and contrast the Puritans and Pilgrims.
- Identify who the Pilgrims were and explain why they left Europe; describe their journey and their early years in the Plymouth Colony, including the challenges they faced, the establishment of a government, and their interactions with the Wampanoags.
- Understand and communicate the important events leading to and during the American Revolution: (e.g., taxes imposed by British government, Stamp Act, Boston Tea Party, Battle of Bunker Hill, growth of towns and cities).
- Recognize and understand key American documents resulting from the American Revolution. (e.g., Declaration of Independence, Constitution, Bill of Rights)
- Write and present a summary of the life and achievements of an influential Massachusetts historical figure. (Ex. John Adams, Paul Revere, Nathaniel Bowditch, Susan B. Anthony)
Note to teachers: For other examples of influential Massachusetts historical figures, see page 21 of the 2003 Massachusetts History and Social Science Frameworks.
- Identify the founding date of Melrose and different groups of settlers who settled in Melrose. Discuss the origins of the word *Melrose*.

Geography

- Identify and apply/use the following features of a map:
 - a. cardinal directions
 - b. distance scale
 - c. legend
 - d. titles.
- On a map of the United States, locate and label the New England states and the Atlantic Ocean.
- On a map of Massachusetts, locate Melrose and major cities and towns; also locate important geographic features of Massachusetts (e.g., Cape Cod, important rivers) and historical landmarks.

Government

- Give examples of why it is necessary for communities to have governments (e.g., governments provide order and protect rights).
- Give examples of the parts and functions of state and local government (e.g., Mayor, board of aldermen, town councils).
- Give examples of different ways people in a community can influence their state and local government (e.g., voting, running for office, attending council meetings).
- Define and give examples of democracy in state and local government (e.g., petitions, bills, laws, etc.).
- Be familiar with origin and symbolism of American Flag. Describe the official procedure for the care and display of the flag.

Grade 3 continued:

Economics

- Define taxes, explain the purpose for taxes and give examples of different types of taxes (ex., property, sales, income). Give examples of tax-supported facilities and services provided by the local government (Ex. public schools, library).
- Give examples of different businesses in the community and describe how they contribute to the community.
- Define barter. Give examples of bartering (ex. Native Americans traded with Europeans for fine fabrics, jewels, by offering local goods. Include real life scenarios: trading baseball cards or other collectible cards.).
- Understand the origin of the exchange of money for goods and services.

GRADE 4 HISTORY AND SOCIAL SCIENCE BENCHMARKS **NORTH AMERICAN GEOGRAPHY**

History and Geography

- Use map and globe skills to determine absolute locations (latitude and longitude) of places studied.
- Identify the locations of the North and South Poles, the Equator, Prime Meridian, and the Northern, Southern, Eastern, and Western Hemispheres.
- Interpret a map using information from its title, compass rose, scale, and legend.
- Observe and describe national historic sites and describe their function and significance.

Cities and Government

- Give examples of the major rights that immigrants have acquired as citizens of the United States (e.g., the right to vote, and freedom of religion, speech, assembly, and petition).
- Give examples of the different ways immigrants can become citizens of the United States.

Economics

- Define and give examples of natural resources in the United States.
- Give examples of limited and unlimited resources and explain how scarcity compels people and communities to make choices about goods and services, giving up some things to get other things.
- Give examples of how the interaction of buyers and sellers influences the price of goods and services in markets.

Regions of the United States

- On a map of the world, locate North America. On a map of North America, locate the United States, the Atlantic and Pacific Oceans, Gulf of Mexico, Mississippi and Rio Grande Rivers, the Great Lakes, Hudson Bay, the Rocky and Appalachian Mountain Ranges.
- On a map of North America, locate the present boundaries of the United States (including Alaska and Hawaii). Locate the Northeastern, Middle Atlantic, Southeastern, and Northwestern regions of the United States, and the Commonwealth of Puerto Rico.
- Identify the states, state capitals, and major cities in each region.
- Describe the climate, major physical features, and major natural resources in each region.
- Identify and describe unique features of the United States (the Grand Canyon, the Everglades, the Redwood Forest, Mount Rushmore, Yellowstone National Park, and Yosemite National Park).
- Identify major monuments and historical sites in and around Washington, D.C. (e.g., the Jefferson and Lincoln Memorials, the Smithsonian Museums, the Library of Congress, the White House, the Capitol, the Washington Monument, the National Archives, Arlington National Cemetery, the Vietnam Veterans' Memorial, the Iwo Jima Memorial, and Mount Vernon).
- Identify the five different European countries (France, Spain, England, Russia, and the Netherlands) that influenced different regions of the present United States at the time the New World was being explored and describe how their influence can be traced to place names, architectural features, and language.
- Describe the diverse nature of the American people by identifying the distinctive contributions to American culture of:
 - a. several indigenous peoples in different areas of the country (e.g., Navajo, Seminoles, Sioux, the Hawaiians, and the Inuits).
 - b. African Americans, including an explanation of their early concentration in the South as a result of slavery, the Great Migration to northern cities in the 20th century, and recent African immigrant groups (e.g., Ethiopian) and where they tended to settle in large numbers.
 - c. major European immigrant groups who have come to America, locating their countries of origin and where they tended to settle in large numbers (e.g., English, German, Italians, Scottish,

Grade 4 continued:

Irish, Jewish, Polish, and Scandinavian).

d. major Spanish speaking (e.g., Cubans, Mexicans) and Asian (e.g., Chinese, Japanese, Korean, Vietnamese) immigrant groups who have come to America in the 19th and 20th centuries, locating their countries of origin and where they tended to settle in large numbers.

- Identify major immigrant groups that live in Massachusetts and where they now live in large numbers (e.g., English, Irish, Italian, French Canadian, Armenian, Greek, Portuguese, Haitians, and Vietnamese).

Canada

- On a map of North America, locate Canada, its provinces, and major cities.
- Describe the climate, major physical characteristics, and major natural resources for Canada, and explain the relationship to settlement, trade, and the Canadian economy.
- Describe the major ethnic and religious groups of modern Canada.
- Identify when Canada became an independent nation, and explain how independence was achieved.
- Identify the location of at least two Indian tribes in Canada (e.g., Kwakiutl and Micmac) and also the Inuit nation; describe the major social features of each group.
- Identify the major language groups in Canada, their geographic location, and the relations among them.

Mexico

- On a map of North America, locate Mexico and its major cities.
- Describe the climate, major physical characteristics, and major natural resources of Mexico and explain their relationship to the Mexican economy.
- Identify the language, major religion, and people of Mexico.
- Identify when Mexico became an independent nation and describe how independence was achieved.

[Note to teachers: For optional unit on Ancient China, see page 23 of the Massachusetts 2003 History and Social Science Frameworks. For an optional unit on Central America and the Caribbean Islands, see page 26 of the same document.]

GRADE 5 HISTORY AND SOCIAL SCIENCE BENCHMARKS
UNITED STATES HISTORY, GEOGRAPHY, ECONOMICS, AND GOVERNMENT:
EARLY EXPLORATION TO WESTWARD

History and Geography

- Identify different ways of dating historical narratives (*17th century, seventeenth century, 1600s, colonial period*).
- Create and interpret timelines of events studied.
- Observe and identify details of cartoons, photographs, charts, and graphs relating to a historical narrative.
- Use maps and globes to identify absolute locations (latitude and longitude).
- Identify the location of the North and South Poles, the Equator, the Prime Meridian, Northern, Southern, Eastern, and Western Hemispheres.
- Interpret a map using information from its title, compass rose, scale, and legend.
- Distinguish between political and topographical maps and identify specialized maps that show information such as population, income, or climate change.
- Compare maps of the modern world with historical maps of the world **before** the Age of Exploration, and describe the changes in 16th and 17th century maps of the world.

Civics and Government

- Define and use correctly words related to government: citizen, suffrage, rights, representation, federal, state, county, and municipal.
- Give examples of the responsibilities and powers associated with major federal and state officials (e.g., the president, chief justice of the U.S. Supreme Court, governor, state senators, and state representatives).
- Explain the structure of our city government.

Economics

- Give examples of the ways people save their money and explain the advantages and disadvantages of each.
- Define what an entrepreneur is (a person who has started a business seeking a profit) and give examples from colonial history of an entrepreneur (Peter Faneuil and Benjamin Franklin).
- Define profit and describe how profit is an incentive for entrepreneurs.
- Give examples of how changes in supply and demand affected prices in colonial history (e.g., fur, lumber, fish, and meat).

Pre-Columbian Civilizations of the New World and European Exploration, Colonization, and Settlement to 1700

- Describe the earliest explorations of the New World by the Vikings; identify the period and locations of their explorations; and describe the evidence of those explorations as found by archaeologists and historians.
- Identify the three major pre-Columbian civilizations that existed in Central and South America (**Maya, Aztec, and Inca**) and their locations. Describe their political structures, religious practices, and use of slaves.
- Explain why trade routes to Asia had been closed in the 15th century and trace the voyages of **at least four** of the explorers listed below. For each explorer, describe what they sought when they began their journeys, what they found, and how their discoveries changed the image of the world, especially the maps used by explorers.
 - a. the Cabots
 - b. Balboa
 - c. Ponce de Leon
 - d. Christopher Columbus
 - e. Amerigo Vespucci
 - f. Champlain
 - g. Henry Hudson

Grade 5 continued:

- h. Cartier
- i. Ferdinand Magellan
- Explain why the Aztec and Inca civilizations declined in the 16th century.
 - a. the encounter between Cortez and Montezuma
 - b. the encounter between Pizarro and the Incas
 - c. The goals of the Spanish conquistadors
 - d. the effects of European diseases, particularly smallpox, throughout the Western Hemisphere
- Describe the goals and extent of the Dutch settlement in New York, the French settlements in Canada, and the Spanish settlements in Florida, the Southwest, and California.
- Explain the early relationship of the English settlers to the indigenous peoples, or Indians, in North America. Describe their differing views about ownership and/or use of land and also the conflicts between them, such as the Pequot and King Philip's Wars in New England.
- Identify some of the major leaders and groups responsible for the founding of the original colonies in North America.
 - a. John Smith in Virginia
 - b. William Penn in Pennsylvania
 - c. Lord Baltimore in Maryland
 - d. John Winthrop in Massachusetts
 - e. Roger Williams in Rhode Island
- Identify the links between the political institutions and practices developed in ancient Greece and the political institutions and practices of the Puritans (e.g., written constitutions, town meetings).
- Explain the reasons why the language, political institutions, and political principles of what became the United States of America were largely shaped by English colonists even though other major European nations also explored the New World:
 - a. the relatively small number of colonists who came from other nations besides England
 - b. long experience with self-government
 - c. the high rates of literacy and education among the English colonial leaders
 - d. England's strong economic, intellectual, and military position.

The Political, Intellectual, and Economic Growth of the Colonies, 1700-1775

- On a map of North America, identify the first 13 colonies and describe how regional differences in climate, types of farming, population, and sources of labor shaped their economies and societies through the 18th century.
- Explain the importance of maritime commerce in the development of the economy of colonial Massachusetts:
 - a. the fishing and ship building industries
 - b. trans-Atlantic trade
 - c. the port cities of New Bedford, Newburyport, Gloucester, Salem, and Boston.
(Teachers: Draw on the services of historical societies and museums as needed.)
- Explain the causes of the establishment of slavery in North America. Describe the harsh conditions of the Middle Passage and slave life, and the responses of slaves to their condition. Describe the life of free African Americans in the colonies.
- Identify the founders and the reasons for the establishment of educational institutions in the colonies (e.g., grammar schools and colleges, such as Harvard University and the College of William and Mary).
- Explain the development of colonial governments and describe how these developments contributed to the Revolution:
 - a. legislative bodies
 - b. town meetings
 - c. charters on individual freedom and rights.
- Explain the reasons for the French and Indian War, how it led to an overhaul of British imperial policy, and the colonial response to these policies:

Grade 5 continued:

- a. the 1764 Sugar Act
- b. the 1765 Stamp Act
- c. the 1767 Townsend Duties
- d. the 1773 Tea Act and 1774 Intolerable Acts
- e. the slogan “no taxation without representation”
- f. the roles of the Stamp Act Congress, the Sons of Liberty, and the 1773 Boston Tea Party.

The Revolution and the Formation of a Federal Government under the Constitution, 1775-1789

- Explain the meaning of the key ideas on equality, natural rights, the rule of law, and the purpose of government contained in the Declaration of Independence.
- Describe the major battles of the Revolution and explain the factors leading to American victory and British defeat:
 - a. the Battles of Lexington and Concord
 - b. Bunker hill
 - c. Saratoga
 - d. Valley Forge
 - e. Yorktown.
- Describe the life and achievements of important leaders during the Revolution and the early years of the United States:
 - a. King George III
 - b. George Washington
 - c. Thomas Jefferson
 - d. John Adams
 - e. James Madison
 - f. Alexander Hamilton
 - g. Benjamin Franklin.
- Identify the Constitution of the Commonwealth of Massachusetts, its date of ratification, its primary author (John Adams), and the basic rights it gives to citizens of the Commonwealth.
- Explain the reasons for the adoption of the Articles of Confederation in 1781 and for its later failure.
- Describe Shay’s Rebellion of 1786-1787 and explain why it was one of the crucial events leading to the Constitutional Convention.
- Identify the various leaders of the Constitutional Convention and describe the major issues they debated:
 - a. the distribution of political power
 - b. the rights of individuals
 - c. the rights of states
 - d. the Great Compromise
 - e. slavery.

The Principles and Institutions of American Constitutional Government

- Describe the responsibilities of the government at the federal, state, and local levels (e.g., protection of individual rights, the provision of services such as law enforcement, and the building and funding of schools).
- Describe the basic political principles of American democracy and explain how the Constitution and Bill of Rights reflect and preserve these principles:
 - a. individual rights and responsibilities
 - b. equality
 - c. the rule of law
 - d. limited government
 - d. representative democracy.

Grade 5 continued:

- Identify the three branches of the United States government as outlined in the Constitution, describe their functions and relationships, and identify what features of the Constitution were unique at the time (e.g., the presidency and the independent judiciary).
- Identify the Bill of Rights and explain the reasons for its inclusion in the Constitution of 1791.
- Explain how American citizens were expected to participate in, monitor, and bring about changes in their government over time, and give examples of how they continue to do so today.

The Growth of the Republic

- Identify the changes in voting qualifications between 1787 and 1820 (e.g., the abolition of property requirements), and compare who could vote in local, state, and national elections in the U.S. with who could vote in England, France, and Russia.
- Explain the events leading up to, and the significance of, the Louisiana Purchase of 1803.
- Describe the expedition of Lewis and Clark from 1803 to 1806.
- Describe the significance and consequences of the abolition of slavery in the northern states after the Revolution and of the 1808 law that banned the importation of slaves into the United States.
- Describe the causes of the War of 1812 and how events during the war contributed to a sense of American nationalism:
 - a. British restrictions on trade and impressments
 - b. Major battles and events of the war, including the role of the USS Constitution, the burning of the Capitol and the White House, and the Battle of New Orleans.
- Explain the importance of the China trade and the whaling industry to 19th century New England and give examples of imports from China.
- Explain the reasons why pioneers moved west from the beginning to the middle of the 19th century and describe their lives on the frontier:
 - a. wagon train journeys on the Oregon and Santa Fe Trails
 - b. their settlement in the western territories.
- Identify the key issues that contributed to the onset of the Civil War:
 - a. the debate over slavery and westward expansion
 - b. diverging economic interests.

GRADE 6 HISTORY AND SOCIAL SCIENCE BENCHMARKS
WORLD GEOGRAPHY

History and Geography

- Review the seven continents and four major oceans and label them accurately on a map.
- Use map and globe skills learned in pre-kindergarten to grade five to interpret different kinds of projections, as well as topographic, landform, political, population, and climate maps. Evaluate the climate of a region compared to the geographic features (desert, coastal areas, tropical forests) of that region .
- Read, interpret, and apply information from map keys, charts, and graphs. Use correctly geographic terms, such as: *delta, glacier, location, settlement, region, natural resources, human resources, mountain, hill, plain, plateau, river, island, isthmus, peninsula, erosion, climate, drought, monsoon, hurricane, ocean and wind currents, tropics, rain forest, tundra, desert, continent, region, country, nation, and urbanization.*
- Explain the difference between a continent and a country, and give examples of each.
- Explain the difference between absolute and relative location and give examples of different ways to indicate relative location for countries or cities around the world.
- Identify how current world atlases are organized and the kind of information they provide for each continent.
- For each continent, identify the major bodies of water and landforms.
- Identify what time zones are, the function and location of the international date line, and the function of the Royal Observatory in Greenwich, England. Give examples of time differences in countries in different parts of the world.
- Use the following demographic terms correctly: ethnic group, religious group, and linguistic group.

Civics and Government

- Explain what constitutes a nation and the different ways nations are formed.
- Give examples of several well-known international organizations (e.g., the North Atlantic Treaty Organization, the World Bank, the International Monetary Fund, the British Commonwealth, the United Nations) and explain their purposes and functions.

Economics

- Provide examples of currencies from several countries and explain why international trade requires a system for exchanging currency between nations.
- Give examples of products that are traded among nations, and examples of barriers to trade for these or other products.
- Define supply and demand and describe how changes in supply and demand affect prices of specific products.
- Identify the key elements of different economic systems (traditional, command, market, mixed) and describe how each tries to answer the basic economic questions of what to produce, how to produce, and for whom to produce.
- Explain how major natural resources influence economic factors in different regions.
- Define standard of living and compare the standard of living in various countries today using **gross domestic product per capita** as an indicator.

Africa

- On a map of the world, locate the continent of Africa, the Atlantic Ocean, the Indian Ocean, the Mediterranean Sea, and the great Rift Valley. On a map of Africa, locate the Northern, Eastern, Western, Central, and Southern regions of Africa, the Sahara Desert, the Nile River, Lake Victoria, Mount Kilimanjaro, and the Cape of Good Hope.
- Use a map key to locate countries and major cities in Africa.
- Explain how the following five factors have influenced settlement and the economies of major African regions and countries:

Grade 6 continued:

- a. absolute and relative locations
 - b. climate
 - c. major physical characteristics
 - d. major natural resources
 - e. population size.
- Identify when modern African countries became independent nations and explain how independence was achieved.

[Note to teachers: For optional topics of study for Africa, see page 35 of the 2003 Massachusetts History and Social Science Frameworks.]

Western Asia (the Middle East)

- On a map of the world, locate Western Asia, or the Middle East. On a map of the Middle East, locate the Black Sea, Mediterranean Sea, Caspian Sea, Red Sea, Indian Ocean, Arabian Peninsula, and the Persian Gulf.
- Use a map key to locate countries and major cities in the Middle East.
- Explain how the following five factors have influenced settlement and the economies of major Middle Eastern countries:
 - a. absolute and relative locations
 - b. climate
 - c. major physical characteristics
 - d. major natural resources
 - e. population size.
- Identify when the countries in the Middle East became independent nations and explain how independence was achieved.

[Note to teachers: For optional topics of study for Western Asia, see page 36 of the 2003 Massachusetts History and Social Science Frameworks.]

Central and Southern Asia

- On a map of the world, locate Central and Southern Asia. On a map of Central and Southern Asia, locate the Indian Ocean, the Arabian Sea, the Bay of Bengal, the Ganges River, the Indo-Gangetic Plain, the Northern Mountains, the Deccan Plateau, the Himalayan Mountains, and the Steppes.
- Use a map key to locate the countries and major cities in Central and Southern Asia.
- Explain how the following five factors have influenced settlement and the economies of major Central and Southern Asian countries:
 - a. absolute and relative locations
 - b. climate
 - c. major physical characteristics
 - d. major natural resources
 - e. population size.
- Identify when India, Pakistan, Bhutan, Nepal, Bangladesh, Sri Lanka, and the Central Asian republics first became independent countries and explain how independence was achieved. Explain the relationship of the Central Asian republics to the former Soviet Union.

[Note to teachers: For optional topics of study for Central and Southern Asia, see page 37 of the 2003 Massachusetts History and Social Science Frameworks.]

Grade 6 continued:

Southeastern Asia and Oceania

- On a map of the world, locate Southeast Asia, the Indian Ocean, Australia, New Zealand, Antarctica, the major Pacific Islands, the Pacific Ocean, and the Coral Sea. On a map of Southeast Asia and Oceania, locate the Bay of Bengal, the South China Sea, the Great Victoria Desert, and the Great Barrier.
- Use a map key to locate countries and major cities in the various regions of Southeast Asia, Australia, and the major Pacific Islands.
- Explain how the following five factors have influenced settlement and the economies of major countries of Southeast Asia and Oceania:
 - a. absolute and relative locations
 - b. climate
 - c. major physical characteristics
 - d. major natural resources
 - e. population size.
- Identify when countries in Southeast Asia and Oceania became independent countries and describe how independence was achieved.

[Note to teachers: For optional topics of study for Southeastern Asia and Oceania, see pages 38 of the 2003 Massachusetts History and Social Science Frameworks.]

Northern and Eastern Asia

- On a map of the world, locate Northern and Eastern Asia, the Pacific Ocean, and the Arctic Ocean. On a map of Eastern Asia, locate the Sea of Japan, the Yellow Sea, the East China Sea, the Gobi Desert, the Himalayas, and the Huang He (Yellow) and Chang Jiang (Yangtze) Rivers. On a map of Northern Asia, locate Siberia and the Yenisey, Lena, and Kolyma Rivers.
- Use a map key to locate the countries and major cities in various regions of Eastern Asia.
- Explain how the following five factors have influenced settlement and the economies of major Eastern Asian countries:
 - a. absolute and relative locations
 - b. climate
 - c. major physical characteristics
 - d. major natural resources
 - e. population size.
- Identify when North Korea, and Mongolia became independent nations and describe how independence was achieved.

[Note to teachers: For optional topics of study for Northern and Eastern Asia, see page 39 of the 2003 Massachusetts History and Social Science Frameworks.]

Europe

- On a map of the world, locate the continent of Europe. On a map of Europe, locate the Atlantic Ocean, Arctic Ocean, Norwegian Sea, Mediterranean Sea, and Barents Sea. Locate the Volga, Danube, Ural, Rhine, Elbe, Seine, Po, and Thames Rivers. Locate the Alps, Pyrenees, and Balkan Mountains. Locate the countries in the Northern, Southern, Central, Eastern, and Western regions of Europe.
- Use a map key to locate countries and major cities in Europe.
- Explain how the following five factors have influenced settlement and the economies of major European countries:
 - a. absolute and relative locations
 - b. climate

Grade 6 continued:

- c. major physical characteristics
- d. major natural resources
- e. population size.

[Note to teachers: For optional topics of study for Europe, see page 40 of the 2003 Massachusetts History and Social Science Frameworks.]

South America

- On a map of the world, locate South America, the Atlantic and Pacific Oceans. On a map of South America,
- (Grade 6 continued)
- locate the Amazon, the Andes Mountains, Cape Horn, and the Southern, Northern, Eastern, and Western regions of South America.
- Use a map key to locate the countries and major cities of South America.
- Explain how the following five factors have influenced settlement and the economies of major South American countries:
 - a. absolute and relative locations
 - b. climate
 - c. major physical characteristics
 - d. major natural resources
 - e. population size.
- Identify when South American countries became independent nations and explain how independence was achieved.

(Note to teachers: For optional topics of study for South America, see page 41 of the 2003 Massachusetts History and Social Science Frameworks.)

GRADE 7 HISTORY AND SOCIAL SCIENCE BENCHMARKS
ANCIENT AND CLASSICAL CIVILIZATIONS IN THE MEDITERRANEAN TO THE FALL OF THE
ROMAN EMPIRE: IDEAS THAT SHAPED HISTORY

History and Government

- Compare information shown on modern and historical maps of the same region (e.g., compare the map of the Roman Empire to the modern map of the Mediterranean region).
- Use correctly the words or abbreviations for identifying time periods or dates in historical narratives (*decade, age, era, century, millennium, AD/CE, BC/BCE, c. and circa*). Recognize that in BC/BCE dates, the higher numbers indicate the older years (i.e. 3000 BC/BCE is earlier than 2000 BC/BCE).
- Construct and interpret timelines of events and civilizations studied.
- Distinguish between primary and secondary sources and describe how each kind of source is used in interpreting history.
- Describe ways of interpreting archaeological evidence from societies leaving no written records.
- Identify multiple causes and effects when explaining historical events.

Civics and Government

- Define and use correctly words and terms relating to governments, such as *city-state, dynasty, kingdom, empire, republic, separation of powers, civic duty, rule of law, and military*.

Economics

- Review and apply economic concepts such as: *producers, consumers, goods, services, buyers, sellers, natural resources, taxes, specialization, savings, entrepreneur, prices, markets, scarcity, trade, barter, money, medium of exchange, and supply and demand*.

Human Origins in Africa through the Neolithic Age

- Describe the great climatic and environmental changes that shaped the earth and eventually permitted the growth of human life.
- Identify the locations in Africa where human origins are believed to have begun. Describe the evidence archaeologists have found to support these beliefs.
- Describe the characteristics of the hunter-gatherer societies of the Paleolithic Age, including their use of tools and fire, basic hunting weapons, beads and other jewelry.
- Explain the importance of the invention of metallurgy and agriculture (the growing of crops and the domestication of animals).
- Understand the importance of agriculture in the progression of early civilization.
- Identify the characteristics of civilization:
 - a. the presence of geographic boundaries and political institutions
 - b. an economy that produces food surpluses
 - c. a concentration of population in distinct areas or cities
 - d. the existence of social classes
 - e. developed systems of religion, learning, art, and architecture
 - f. a system of record keeping.

Mesopotamia: Ancient Civilizations

- On a historical map of western Asia, locate the Tigris and Euphrates Rivers and identify Sumer, Babylon, and Assyria as successive civilizations and empires in this region. Explain why the region is sometimes called “the Fertile Crescent.” On a modern map of western Asia, identify the modern countries in the region (Iraq, Iran, Turkey).

Grade 7 continued:

- Identify polytheism (the belief that there are many gods) as a religious belief of the people in Mesopotamian civilizations.
- Describe how irrigation, metal-smithing, slavery, the domestication of animals, and inventions such as the wheel, the sail, and the plow contributed to the growth of Mesopotamian civilizations.
- Describe the important achievements of Mesopotamian civilization:
 - a system of writing, and its importance in record keeping and tax collection
 - monumental architecture (specifically the **ziggurat**)
 - art (specifically large relief sculpture, mosaics, and cylinder seals)
- Describe who Hammurabi was and explain the basic principle of justice in Hammurabi’s Code (“an eye for an eye”).

Egypt: An Ancient River Civilization, c. 3000-1200 BC/BCE

- On a historical map of the Mediterranean region, locate the Mediterranean and Red Seas, the Nile River and delta, and the areas of ancient Nubia and Egypt. Identify the locations of ancient Upper and Lower Egypt and explain what the terms mean. On a modern map, identify the modern countries that occupy the same region (Egypt and Sudan).
- Describe the kinds of evidence that have been used by archaeologists and historians to draw conclusions about the social and economic characteristics of ancient Nubia (the Kingdom of Kush) and their relationship to the social and economic characteristics of ancient Egypt.
- Describe the role of the pharaoh as god/king, the concept of dynasties, the importance of at least one Egyptian ruler, the relationship of pharaohs to peasants, and the role of slaves in ancient Egypt.
- Describe the polytheistic religion of ancient Egypt with respect to beliefs about death, the afterlife, mummification, and the roles of different deities.
- Summarize the important achievements of ancient Egyptian civilization:
 - a. the Egyptian agricultural system
 - b. the invention of a calendar
 - c. Egyptian monumental architecture and art, such as the Pyramids and Sphinx at **Giza**
 - d. hieroglyphic writing
 - e. the invention of papyrus.

Phoenicia, c. 1000-300 BC/BCE

- On a map of the ancient Mediterranean world, locate Greece, Asia Minor, Crete, Phoenicia, and the Aegean and Red Seas. On a modern map of the Mediterranean region, identify the modern countries that occupy the same region (Greece, Crete, Turkey, Lebanon, and Syria).
- Identify the Phoenicians as the successors to the Minoans in dominating maritime trade in the Mediterranean from c. 1000-300 BCE. Describe how the Phoenician writing system was the first alphabet (with 22 symbols for consonants) and the precursor of the first complete alphabet, developed by the ancient Greeks (with symbols representing both consonants and vowels).

Ancient Israel, c. 2000BC/BCE - 70 AD/CE

- On a historical map of western Asia and the Mediterranean region, locate Mesopotamia, Greece, Asia Minor, Egypt, the kingdom of the Hittites, and ancient Israel. On a modern map, identify the modern countries that occupy the same regions (Greece, Turkey, Egypt, Jordan, Lebanon, Syria, Israel, and the area governed by the Palestinian Authority).
- Identify the ancient Israelites, or Hebrews, and trace their migration from Mesopotamia to the land called Canaan. Explain the roles of Abraham and Moses in their history.
- Describe the monotheistic religion of the Israelites:
 - a. the belief that there is one god

Grade 7 continued:

- b. the Ten Commandments
 - c. the emphasis on individual worth and personal responsibility
 - d. the belief that all people must adhere to the same moral obligations, whether ruler or ruled
 - e. the Hebrew Bible (Old Testament) as part of the history of early Israel.
- Describe the unification of the tribes of Israel under Kings Saul, David, and Solomon, including David's founding of Jerusalem as his capital city in 1000 BCE and the building of the first temple by Solomon.
 - Explain the expulsion/dispersion of the Jews to other lands (referred to as the Diaspora) after the destruction of the second temple in Jerusalem in 70 AD, and the renaming of the country by the Romans.

Ancient Greece, c. 800-30 BC/BCE

- On a historical map of the Mediterranean region and Asia, locate Greece and trace the extent of its influence and conquest to 30 BC/BCE. On a modern map of Europe and Asia, locate Spain, England, France, Italy, Greece, countries in the Balkan Peninsula, Egypt, Crete, Turkey, countries of the Middle East, Pakistan and India. Identify which modern countries were fully or partly under the control of the ancient Greeks at the height of their power.
- Explain how the geographical location of ancient Athens and other city-states contributed to their role in maritime trade, their colonies in the Mediterranean, and the expansion of their cultural influence.
- Explain why the government of ancient Athens is considered the beginning of democracy, and explain the democratic political concepts developed in ancient Greece:
 - a. the "polis" or city-state
 - b. civic participation and voting rights
 - c. legislative bodies
 - d. constitution writing
 - e. rule of law.
- Compare and contrast life in Athens and Sparta.
- Describe the status of women and the functions of slaves in ancient Athens.
- Analyze the causes, course, and consequences of the Persian Wars, including the origins of marathons.
- Analyze the causes, course, and consequences of the Peloponnesian Wars between Athens and Sparta.
- Describe the rise of Alexander the Great and the spread of Greek culture.
- Describe the myths and stories of classical Greece; give examples of Greek gods and goddesses, heroes, and events, and identify places and ways that their names are used today.
- Explain why the city-states of Greece instituted a tradition of athletic competitions and describe the kinds of sports they featured.
- Describe the purposes and functions of the lyceum, the gymnasium, and the Library of Alexandria.
- Identify some of the major historical figures and accomplishments of the ancient Greeks:
 - a. Thales (science)
 - b. Pythagoras and Euclid (mathematics)
 - c. Hippocrates (medicine)
 - d. Socrates, Plato, and Aristotle (philosophy)
 - e. Herodotus, Thucydides, Homer, Aeschylus, Sophocles, Aristophanes, and Euripides (history, poetry, and drama)
 - f. the Parthenon, the Acropolis, and the Temple of Apollo (architecture)
 - g. the development of the first complete alphabet, with symbols for consonants and vowels.

Ancient Rome, c. 500 BC/BCE - 500 AD/CE

- On a historical map of Europe and the Mediterranean region, identify ancient Rome and trace the extent of the Roman Empire to 500 AD. On a modern map of Europe and the Mediterranean region, identify the modern countries that occupy the region once controlled by the Roman Empire.
- Explain how the geographical location of ancient Rome contributed to the shaping of Roman society and the expansion of its political power in the Mediterranean region and beyond.

Grade 7 continued:

- Explain the rise of the Roman Republic and the role of mythical and historical figures in Roman history:
 - a. Romulus and Remus
 - b. Hannibal and the Carthaginian Wars
 - c. Cicero
 - d. Julius Caesar and Augustus
 - e. Hadrian.
- Describe the government of the Roman Republic and its contribution to the development of democratic principles, including separation of powers, rule of law, representative government, and the notion of civic duty.
- Describe the influence of Julius Caesar and Augustus in Rome's transition from a republic to an empire.
- Explain the reasons for the growth and long life of the Roman Empire:
 - a. military organization, tactics, and conquests, and decentralized administration
 - b. the purpose and functions of taxes
 - c. the promotion of economic growth through the use of standard currency, road construction, and the protection of trade routes
 - d. the benefits of the Pax Romana.
- Describe the characteristics of slavery under the Romans.
- Describe the origins of Christianity and its central features:
 - a. monotheism
 - b. the belief in Jesus as the Messiah and God's son who redeemed humans from sin
 - c. the concept of salvation
 - d. the Old and New Testament of the Bible
 - e. the lives and teachings of Jesus and St. Paul
 - f. the relationship of early Christians to officials of the Roman Empire.
- Explain how inner forces (including the rise of autonomous military powers, political corruption, and economic and political instability) and external forces (including declining trade, attacks, and invasions) led to the disintegration of the Roman Empire.
- Describe the contributions of Roman civilization to law, literature, poetry, architecture, engineering, and technology (e.g., roads, bridges, arenas, baths, aqueducts, central heating, plumbing, and sanitation).
- Explain the spread and influence of the Roman alphabet and the Latin language, the use of Latin as the language of education for over 1000 years, and the role of Latin and Greek in scientific and academic vocabulary.

GRADE 8 HISTORY AND SOCIAL SCIENCE BENCHMARKS
WORLD HISTORY I: THE WORLD FROM THE FALL OF ROME
THROUGH THE ENLIGHTENMENT

The Byzantine Empire

- Review the disintegration of the Roman Empire and the contributions of the Romans to western civilization.
- Describe the rise and achievements of the Byzantine Empire:
 - a. the influence of Constantine, including the establishment of Christianity as an officially sanctioned religion
 - b. the importance of Justinian and the Code of Justinian
 - c. the preservation of Greek and Roman traditions
 - d. the construction of the Church of the Holy Wisdom (Hagia Sophia).

The Medieval Period in Western Europe

- Define medieval and the Middle Ages (476-1500 AD/CE).
- Describe the major economic, social, and political developments that took place in medieval Western Europe:
 - a. the growing influence of Christianity and the Catholic Church
 - b. the differing orders of medieval society, the development of feudalism, and the development of private property as a distinguishing feature of western civilization
 - c. the initial emergence of a modern economy, including the growth of banking, technological and agricultural improvements, commerce, towns, and a merchant class
 - d. the economic and social effects of the spread of the Black Death or Bubonic Plague
 - e. the growth and development of the English and French nations
- Describe developments in medieval English legal and constitutional history, including the Magna Carta, parliament, and habeas corpus; explain their importance in the rise of modern democratic institutions and procedures.

The Emergence and Expansion of Islam to 1500

- On a map of Europe, Africa, and Asia, identify where Islam began, and trace the course of its expansion to 1500 AD.
- Describe the significant aspects of Islamic belief.
 - a. the life and teachings of Muhammad
 - b. the significance of the Qur'an as the primary source of Islamic belief
 - c. Islam's historical relationship to Judaism and Christianity
 - d. the relationship between government and religion in Muslim societies
- Analyze the causes, course, and effects of Islamic expansion through North Africa, the Iberian Peninsula, and Central Asia.
 - a. the strength of the Islamic world's economy and culture
 - b. the training of Muslim soldiers and the use of advanced military techniques
 - c. the disorganization and internal divisions of Islam's enemies
 - d. the resistance and/or assimilation of Christianized peoples in the Mediterranean region
- Describe the central political, economic, and religious developments in major periods of Islamic history:
 - a. the sources of disagreement between Sunnis and Shi'ites
 - b. the importance of the trade routes connecting the Far East and Europe and the role of the Mongols in increasing trade along these routes, including the silk routes to China
 - c. the relationship of trade to the growth of Central Asian and Middle Eastern cities
 - d. the sources and uses of slaves in Islamic societies, as well as the extent of the Islamic slave trade across Africa from 700 AD .
- Analyze the influence and achievements of Islamic civilization during its "Golden Age:"
 - a. the preservation and expansion of Greek thought
 - b. Islamic science, philosophy, and mathematics

Grade 8 continued:

- c. Islamic architecture.

The Encounters Between Christianity and Islam to 1500

- Describe the religious and political origins of conflicts between Islam and Christianity, including the causes, course, and consequences of the European Crusades against Islam in the 11th, 12th, and 13th centuries.
- Describe the rise of the Ottoman Empire in the 14th and 15th centuries, including the capture of Constantinople in 1453.
- Describe the decline of Muslim rule in the Iberian Peninsula, and the subsequent rise of Spanish and Portuguese kingdoms after the Reconquest of 1492.

The Renaissance and the Reformation in Europe

- Describe the origins and development of the Renaissance, including the influence and accomplishments of:
 - a. Machiavelli
 - b. Michelangelo
 - c. Leonardo da Vinci
 - d. Raphael
 - e. William Shakespeare
 - f. Johannes Gutenberg.
- Describe the origins and effects of the Protestant Reformation:
 - a. the reasons for the growing discontent with the Catholic Church, including the main ideas of Martin Luther and John Calvin
 - b. the spread of Protestantism across Europe, including the reasons and consequences of England's break with the Catholic Church
 - c. the weakening of a uniform Christian faith
 - d. the consolidation of royal power.
- Explain the purposes and policies of the Catholic Counter-Reformation, including the influence and ideas of Ignatius Loyola.
- Explain the role of religion in the wars between European nations in the 15th and 16th centuries.

The Scientific Revolution and the Enlightenment in Europe

- Summarize how the Scientific Revolution and the scientific method led to new theories of the universe, and describe the accomplishments of leading figures of the Scientific Revolution:
 - a. Sir Francis Bacon
 - b. Nicolaus Copernicus
 - c. Rene Descartes
 - d. Galileo Galilei
 - e. Johan Kepler
 - f. Sir Isaac Newton.
- Describe the concept of Enlightenment in European history, and describe the accomplishments of major Enlightenment thinkers, including:
 - a. Diderot
 - b. Emmanuel Kant
 - c. John Locke
 - d. Montesquieu
 - e. Jean-Jacques Rousseau
 - f. Voltaire.
- Explain how the Enlightenment contributed to the growth of democratic principles of government, with a stress on reason and progress, and the replacement of a theocentric interpretation of the universe with a secular interpretation.

Grade 8 continued:

The Civilizations of Central and South America, and the Origins of European Western Expansion

- Identify the three major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, and Inca). On a map of Central and South America, locate the regions where each of these civilizations existed. Describe their political structures, religious beliefs and practices, economies, art and architecture, and use of slaves.
- Explain why European nations sent explorers westward, and how overseas expansion led to the growth of commerce and the development of the trans-Atlantic slave trade.
- Explain the consequences of European expansion on the civilizations of the Mayas, Aztecs, and Incas.

African History to 1800

- Describe the indigenous religious practices observed by early African, before contact with Islam and Christianity.
- Explain how extended family/kinship and tribal relationships shaped indigenous African cultures, and analyze their effects on the political and economic development of African countries.
- Describe the different ways in which Islam and Christianity influenced indigenous African cultures.
- Identify the locations and time periods of the empires of Ghana, Mali, and Songhay.
- Describe important political and economic aspects of these African empires:
 - a. the economies of these empires (gold, salt, and slaves as commodities for trade by African kings)
 - b. leaders such as Sundiata and Mansa Musa
 - c. Timbuktu as a center of trade and learning.
- Describe the development and effects of the trans-African slave trade to the Middle East from the 8th century on, and the trans-Atlantic slave trade to the Western hemisphere from the 16th century on.

The Growth and Decline of Islamic Empires

- Describe the expansion of the Ottoman Empire into North Africa and Eastern Europe and throughout the Middle East in the 15th and 16th centuries.
- Describe the expansion of Islam into India from the 13th through the 17th centuries, the role of the Mongols, the rise and fall of the Moghul Empire, and the relationship between Muslims and Hindus.
- Analyze and explain the declining strength of the Ottoman Empire beginning in the 17th century. Include the failed siege of Vienna in 1683 and the rapid pace of modernization in European economic, political, religious, scientific, and intellectual life resulting from the ideas embedded in the Renaissance, the Reformation, the Scientific Revolution, the Enlightenment, and the Industrial Revolution.

GRADE 9 HISTORY AND SOCIAL SCIENCE BENCHMARKS
WORLD HISTORY II: THE RISE OF THE NATION STATE TO THE PRESENT

The Growth of the Nation State in Europe

- Describe the growing consolidation of political power in Europe from 1500 to 1800 as manifested in the rise of nation states ruled by monarchs:
 - a. the rise of the French monarchy including the policies and influence of Louis XIV
 - b. the Thirty Years War and the Peace of Westphalia
 - c. the growing power of Russian tsars, including the attempts at Westernization by Peter the Great, the growth of serfdom, and Russia's rise as an important force in eastern Europe and Asia
 - d. the rise of Prussia
 - e. Poland and Sweden.
- Explain why England was the main exception to the growth of absolutism in royal power in Europe:
 - a. the causes and essential events of the English Civil War and the Glorious Revolution of 1688
 - b. the effect of the Glorious Revolution on the development of constitutional government and liberty in England, including the importance of the English Bill of Rights and how it limited the power of the monarch to act without the consent of Parliament.
- Summarize the important causes and events of the French Revolution.
 - Causes:*
 - a. the effect of Enlightenment political thought
 - b. the influence of the American Revolution
 - c. economic troubles and the rising influence of the middle class
 - d. government corruption and incompetence
 - Events:*
 - a. the role of the Estates General and the National Assembly
 - b. the storming of the Bastille on July 14, 1789
 - c. the 1789 Declaration of the Rights of Man and the Citizen
 - d. the execution of Louis XVI in 1793
 - e. the Reign of Terror
 - f. the rise and fall of Napoleon
 - g. the Congress of Vienna
- Summarize the major effects of the French Revolution:
 - a. its contribution to modern nationalism and its relationship to totalitarianism
 - b. the abolition of theocratic absolutism in France
 - c. the abolition of remaining feudal restrictions and obligations
 - d. its support for the ideas of popular sovereignty, religious toleration, and legal equality.

Industrial Revolution and Social and Political Change in Europe, 1800-1914

- Identify the causes of the Industrial Revolution.
 - a. the rise in agricultural productivity
 - b. transportation improvements such as canals and railroads
 - c. the influence of the ideas of Adam Smith
 - d. new sources of energy such as coal and technological and mechanical innovations.
- Summarize the social and economic impact of the Industrial Revolution.
 - a. the vast increases in productivity and wealth
 - b. population and urban growth
 - c. the growth of a middle class
 - d. problems caused by urbanization and harsh working conditions
- Describe the rise of unions and socialism, including the ideas and influence of Robert Owen and Karl Marx.
- Explain the impact of various social and political reforms and reform movements in Europe:
 - a. liberalism
 - b. child labor laws, and social legislation such as old age pensions, health and unemployment insurance

Grade 9 continued:

- c. the expansion of voting rights
 - d. antislavery sentiments in Britain and the abolition of slavery within the British Empire.
- Summarize the causes, course, and consequences of the unification of Italy and Germany:
 - a. the role of Cavour and Bismarck in the unification of Italy and Germany
 - b. Germany's replacement of France as the dominant power in continental Europe.
- Describe the causes of 19th century European imperialism:
 - a. the desire for economic gain
 - b. the search for strategic advantage and national pride
 - c. the missionary impulse.

Asian, African, and Latin American History in the 19th and early 20th centuries

- Identify major developments in Indian history in the 19th and early 20th century:
 - a. the economic and political relationship between India and Britain
 - b. the building of roads, canals, railroads, and universities
 - c. the rise of Indian nationalism and the influence and ideas of Gandhi.
- Identify major developments in Chinese history in the 19th and early 20th century:
 - a. China's explosive population growth between 1750 and 1850
 - b. decline of the Manchu dynasty beginning in the late 18th century
 - c. growing Western influence
 - d. the Opium War
 - e. the Taiping Rebellion from 1850 to 1864
 - f. the Boxer Rebellion
 - g. Sun Yat-Sen and the 1911 nationalist movement.
- Identify major developments in Japanese history in the 19th and early 20th century:
 - a. the Meiji Restoration
 - b. the abolition of feudalism
 - c. the borrowing and adaptation of western technology and industrial growth
 - d. Japan's growing role in international affairs.
- Identify major developments in African history in the 19th and early 20th century:
 - a. Africa's interactions with European imperialism
 - b. agricultural changes and new patterns of employment
 - c. the origins of African nationalism.
- Identify major developments in Latin American history in the 19th and early 20th century:
 - a. the wars for independence, including the influence and ideas of Simon Bolivar, Jose de San Martin, and the American and French Revolutions
 - b. economic and social stratification
 - c. the role of the church
 - d. the importance of trade
 - e. the growing influence of the United States, as demonstrated by the Spanish-American War and the building of the Panama Canal
 - f. the Mexican Revolution.

World War I, 1914-1919

- Describe the relative importance of economic and imperial competition, Balkan nationalism, German militarism and aggression, and the power vacuum in Europe due to the declining power of the Russian, Austrian, and Ottoman Empires in causing World War I.
- Summarize the major events and consequences of WWI:
 - a. physical and economic destruction
 - b. the unprecedented loss of life from prolonged trench warfare and new innovations in weaponry
 - c. the collapse of the Romanov dynasty and the subsequent Bolshevik Revolution and Civil War

Grade 9 continued:

- in Russia
- d. the end of WWI and the Treaty of Versailles
- e. the League of Nations and attempts at disarmament
- f. post-war economic and political instability in Germany
- g. the Armenian genocide in Turkey.

Between the World Wars, 1919-1939

- Identify the major developments in the Middle East between World War I and World War II:
 - a. the end of the Ottoman Empire
 - b. the Balfour Declaration of 1917
 - c. the expulsion of the Greeks from Asia Minor
 - d. the establishment of a secular Turkish state under Mustafa Kemal Ataturk
 - e. the establishment of the Kingdom of Transjordan in the eastern part of the Palestine Mandate by the British
 - f. the growing importance of Middle Eastern oil fields to world politics and the world economy.
- Describe the various causes and consequences of the global depression of the 1930s, and analyze how governments responded to the Great Depression:
 - a. Stock Market Crash of 1929
 - b. restrictive monetary policies
 - c. unemployment and inflation
 - d. political instability
 - e. the influence of the ideas of John Maynard Keynes, Ludwig von Mises, Friedrich von Hayek, and Milton Friedman.
- Describe the rise and goals of totalitarianism in Italy, Germany, and the Soviet Union, and analyze the policies and main ideas of Mussolini, Hitler, Lenin, and Stalin.
- Summarize the rise of Soviet communism to 1945:
 - a. the establishment of a one-party dictatorship under Lenin
 - b. the suffering in the Soviet Union caused by Stalin's policies of collectivization of agriculture and break-neck industrialization
 - c. the destruction of individual rights and the use of mass terror against the population
 - d. the Soviet Union's emergence as an industrial power.

World War II, 1939-1945

- Describe the German, Italian, and Japanese drives for empire in the 1930s:
 - a. Italy's invasion of Ethiopia in 1935
 - b. the Japanese invasion of China and the Rape of Nanking
 - c. Germany's militarization of the Rhineland, annexation of Austria, and aggression against Czechoslovakia, the Stalin-Hitler Pact of 1939, and the German attack on Poland.
- Summarize the key battles and events of World War II:
 - a. the German conquest of continental Europe
 - b. the Battle of Britain
 - c. Pearl Harbor
 - d. the Bataan Death March
 - e. El Alamein
 - f. Midway
 - g. Stalingrad
 - h. D-Day
 - i. the Battle of the Bulge
 - j. Iwo Jima
 - k. Okinawa.

Grade 9 continued:

- Explain the use of atomic bombs and its consequences and the surrender of Japan.
- Identify the goals, leadership, and post-war plans of the Allied leaders:
 - a. Churchill
 - b. Roosevelt
 - c. Stalin.
- Describe the background, course, and consequences of the Holocaust, including its roots in the long tradition of Christian anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews.
- Explain the consequences of World War II:
 - a. physical and economic destruction
 - b. the enormous loss of life, including millions of civilians through the bombing of population centers and the slaughter of political dissidents and ethnic minorities
 - c. support in Europe for political reform and de-colonization
 - d. the emergence of the U.S. and the Soviet Union as the world's two superpowers.
- Describe reasons for the establishment of the United Nations in 1945 and summarize the main ideas of the Universal Declaration of Human Rights.

Cold War Era, 1945-1989

- Summarize the factors that contributed to the Cold War, including Soviet expansion in Eastern Europe and the differences between democracy and communism.
- Describe the policy of containment, including the Truman Doctrine, the Marshall Plan, and NATO, as America's response to Soviet expansionist policies.
- Describe the development of the arms race and the key events of the Cold War era:
 - a. the Korean War
 - b. the emergence of the People's Republic of China as a major power
 - c. the 1956 uprising in Hungary
 - d. Soviet-U.S. competition in the Middle East
 - e. conflicts involving Cuba and Berlin
 - f. The Vietnam War
 - g. the "Prague Spring"
 - h. arms control agreements (including the ABM and SALT treaties) and détente under Nixon
 - i. The Soviet was in Afghanistan.
- Describe the Chinese Civil War, the rise of Mao Tse-tung, and the triumph of the Communist Revolution in China in 1949.
- Identify political and economic upheavals in China after the Chinese Revolution:
 - a. the Communist Party's attempt to eliminate internal opposition
 - b. the Great Leap Forward and its consequences (famine)
 - c. the Cultural Revolution and its consequences (the terror of the Red Guards and the expansion of labor camps)
 - d. the 1989 Tiananmen Square demonstration
 - e. China's economic modernization and its growing involvement in world trade.
- Describe the global surge in economic productivity during the Cold War and describe its consequences:
 - a. the rise in living standard
 - b. the economic recovery and development of Germany and Japan.
- Explain the various factors that contributed to post-World War II economic and population growth:
 - a. the long post-war peace between democratic nations
 - b. the policies of international economic organizations
 - c. scientific, technological, and medical advances.
- Describe how the work of scientists in the 20th century influenced historical events, changed the lives of the general populace, and led to further scientific research:
 - a. Albert Einstein and the Theory of Relativity
 - b. Enrico Fermi, J. Robert Oppenheimer, Edward teller and nuclear energy

Grade 9 continued:

- c. Wernher von Braun and space exploration
 - d. Jonas Salk and the polio vaccine
 - e. James Watson and Francis Crick, the discovery of DNA, and the Human Genome Project.
- Describe the development and goals of nationalist movements in Africa, Asia, Latin America, and the Middle East, including the ideas and importance of nationalist leaders:
 - a. Nehru (India)
 - b. Ho Chi Minh (Vietnam)
 - c. Nasser (Egypt)
 - d. Patrice Lumumba (Congo)
 - e. Peron (Argentina)
 - f. Castro (Cuba).
- Explain the background for the establishment of the modern states of Israel in 1948, and the subsequent military and political conflicts between Israel and the Arab world:
 - a. the growth of Zionism, and the 19th and early 20th century emigration by Eastern European Jews to Palestine
 - b. the UN vote in 1947 to partition the western part of the Palestine Mandate into two independent countries
 - c. the rejection of surrounding Arab countries to the UN decision and the invasion of Israel by Arab countries (reword - also, countries may not be the correct word at the end)
 - d. the 1967 and 1973 war between Israel and neighboring Arab states
 - e. the on-going conflicts between the Palestinians and the Israelis, and various attempts to secure peace between those groups.

The Contemporary World, 1989-2003

- Identify the causes for the decline and collapse of the Soviet Union and the Communist regimes of Eastern Europe:
 - a. the weaknesses of the Soviet command economy
 - b. the burdens of Soviet military commitments
 - c. the anticommunist policies of U.S. President Ronald Reagan
 - d. the resistance to communism in the Soviet Union and Eastern Europe
 - e. the fall of the Berlin Wall.
- Explain the role of various leaders in transforming the Soviet Union and Eastern Europe:
 - a. Mikhail Gorbachev
 - b. Vaclav Havel
 - c. Andrei Sakharov
 - d. Aleksander Solzhenitsyn
 - e. Lech Walesa.
- Analyze the consequences of the Soviet Union's breakup:
 - a. the development of market economies
 - b. political and social instability
 - c. the danger of the spread of nuclear technology and other technologies of mass destruction to rogue states and terrorist organizations.
- Identify the sources of ethnic and religious conflicts in the following nations and regions:
 - a. Northern Ireland
 - b. the Balkans
 - c. Sudan, Rwanda, and other African countries
 - d. Sri Lanka
 - e. the conflict between India and Pakistan over Kashmir.
- Define apartheid and explain the reasons for the fall of apartheid in South Africa, including the influence and ideas of Nelson Mandela.
- Explain the social and economic effects of the spread of AIDS in Asian and African countries.

Grade 9 continued:

- Explain how the computer revolution contributed to economic growth and advances in science, medicine, and communication.
- Identify the major events and forces in the Middle east over the last several decades:
 - a. the weakness and fragility of the oil-rich Persian Gulf states (including Saudi Arabia, Kuwait, and others)
 - b. the Iranian Revolution of 1978-1979
 - c. defeat of the Soviet Union by the Mujahideen in Afghanistan
 - d. the origins of the first Persian Gulf War and the post-war actions of Saddam Hussein.
- Analyze the increase in global terrorism:
 - a. the rise in Islamic extremism
 - b. the terrorist attacks on the World Trade Center in New York City and the Pentagon in Washington, D.C. on September 11, 2001
 - c. U.S. actions in Afghanistan against terrorism.
- Explain the reasons for the U.S. invasion and occupation of Iraq in 2003 and subsequent attempts at rebuilding. **(Teachers are urged to use the most up-to-date resources to complete this section.)**

GRADE 10 HISTORY AND SOCIAL SCIENCE BENCHMARKS
UNITED STATES HISTORY I: THE REVOLUTION THROUGH RECONSTRUCTION, 1763-1877

[Note to teachers: Suggestions made in the 2003 Massachusetts History and Social Science Frameworks regarding useful supporting documents have been rearranged in the following way: Documents listed as *primary documents* within a bullet are identified by the Frameworks as *Seminal Primary Documents to Read*. Due to their importance, they have been left **within** the body of the benchmarks. Other helpful documents for each section are identified by the Frameworks as *Seminal Primary Documents to Consider*. These have been moved to the **end** of the section to better facilitate the flow of content information.]

The Political and Intellectual Origins of the American Nation: the Revolution to the Constitution, 1763-1789

- On a map of North America, identify the original 13 colonies.
- Explain the political and economic factors that contributed to the American Revolution:
 - a. the impact on the colonies of the French and Indian War, including how the war led to an overhaul of British imperial policy from 1763 to 1775
 - b. how freedom from European feudalism and aristocracy and the widespread ownership of property fostered individualism and contributed to the Revolution.
- Explain historical and intellectual influences on the American Revolution and the formation of the framework of the American government:
 - a. the legacy of ancient Greece and Rome
 - b. the political theories of such European philosophers as Locke and Montesquieu.

Primary document: Mayflower Compact (1620)

- Explain the influence and ideas of the Declaration of Independence and the political philosophy of Thomas Jefferson.

Primary document: the Declaration of Independence (1776)

- Analyze how Americans resisted British policies before 1775 and analyze the reasons for the American victory over the British during the Revolutionary War:
 - a. opposition to unfair taxation
 - b. strengths and weaknesses of the American and British armies
 - c. major battles and military leaders
 - d. the role of the French in the American Revolution
 - e. the British surrender at Yorktown.
- Explain the role of Massachusetts in the Revolution, including important events that took place in Massachusetts and important leaders from Massachusetts:
 - a. the Boston Massacre
 - b. the Boston Tea Party
 - c. the Battles of Lexington and Concord and Bunker Hill
 - d. Sam Adams, John Adams, and John Hancock.
- Explain the reasons for the adoption of the Articles of Confederation in 1781, including why its drafters created a weak central government; analyze the shortcomings of the national government under the Articles; and describe the crucial events (e.g., Shay's rebellion) leading to the Constitutional Convention.

Primary document: the Northwest Ordinance (1787)

Grade 10 continued:

- Explain the roles of various Founding Fathers at the Constitutional Convention; describe the major debates that occurred at the Convention and the “Great Compromise” that was reached.

Founding Fathers:

- a. George Washington
- b. Alexander Hamilton
- c. James Madison
- d. Benjamin Franklin

Major debates:

- a. the distribution of political power
- b. the rights of individuals
- c. the rights of states
- d. slavery

Primary document: the U.S. Constitution

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

Primary document: Federalist Paper Number 10

- Explain the reasons for the passage of the Bill of Rights:
 - a. the influence of the British concept of limited government
 - b. the particular ways in which the Bill of Rights protects basic freedoms, restricts government power, and insures rights to persons accused of crimes.

Primary documents: the Bill of Rights (1791), the Magna Carta (1215), and the English Bill of Rights (1689)

Other documents to consider when teaching this section:

Massachusetts Body of Liberties (1641); John Locke’s Treatise of Civil Government (1690); the Suffolk Resolves (1774) and the Virginia Statute for Religious Freedom (1786); the Massachusetts Constitution (1780) Federalist Papers, numbers 1, 9, 39, 51, and 78.

The Formation and Framework of American Democracy

- Describe the purpose and functions of government.
- Explain and provide examples of different forms of government, including democracy, monarchy, oligarchy, theocracy, and autocracy.
- Explain why the United States’ government is classified as a democratic government.
- Explain the characteristics of American democracy, including the concepts of popular sovereignty and constitutional government (which includes representative institutions, federalism, separation of powers, shared powers, checks and balances, and individual rights).
- Explain the varying roles and responsibilities of federal, state, and local governments in the United States. Describe the roles of the 3 branches of the federal government (executive, legislative, and judicial).
- Describe the evolution of the role of the federal government, including public services, taxation, economic policy, foreign policy, and common defense.
- Explain the major components of Massachusetts’ state government, including the roles and functions of the Governor, state legislature, and other constitutional officers. Explain the major components of local government within Massachusetts, including the roles of school boards, town meetings, mayors and the city council, and the board of selectmen.

Grade 10 continued:

- Explain the rights and the responsibilities of citizenship and describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups.
- Explain the evolution and function of political parties, including their role in federal, state, and local elections.
- Describe how decisions are made in a democracy, including the role of legislatures, courts, executives, and the public.

Political Democratization, Westward Expansion, and Diplomatic Developments, 1790-1860

- Summarize the major policies and political developments that took place during the presidencies of George Washington (1789-1797), John Adams (1797-1801), and Thomas Jefferson (1801-1809):
 - a. the origins of the Federalist and Democratic-Republican parties in the 1790s
 - b. the conflicting ideas of Thomas Jefferson and Alexander Hamilton
 - c. formation of the Bank of the United States
 - d. the Alien and Sedition Acts
 - e. the Louisiana Purchase.
- Analyze the rising levels of political participation and the expansion of suffrage in antebellum America.
- Describe the election of 1828, the importance of Jacksonian democracy, and Jackson's actions as President:
 - a. the spoils system
 - b. Jackson's veto of the National Bank
 - c. Jackson's policy of Indian Removal.
- Trace the influence and ideas of Supreme Court Chief Justice John Marshall and the importance of the doctrine of judicial review as manifested in *Marbury v. Madison* (1803).
- Describe the causes, course, and consequences of American's westward expansion and its growing diplomatic assertiveness:
 - a. the Louisiana Purchase and the explorations of Lewis and Clark
 - b. the War of 1812
 - c. the purchase of Florida in 1819
 - d. the 1823 Monroe Doctrine
 - e. the Cherokees' Trail of Tears
 - f. the annexation of Texas in 1845
 - g. the concept of Manifest Destiny and its relationship to westward expansion
 - h. the acquisition of the Oregon Territory in 1846
 - i. The territorial acquisitions resulting from the Mexican War
 - j. the search for gold in California
 - k. the Gadsden Purchase of 1854.
- Use a map of North America to trace America's expansion to the Civil War, including the location of the Santa Fe and Oregon Trails.

Documents to consider when teaching this section:

Washington's Farewell Address (1796); Jefferson's First Inaugural Address (1801); Alexis de Tocqueville, Democracy in America, Volume I (1835) and Volume II (1839).

Economic Growth in the North and South, 1800-1860

- Explain the importance of the Transportation Revolution of the 19th century (the building of canals, roads, bridges, turnpikes, steamboats, and railroads), including the stimulus it provided to the growth of a market economy:
 - a. the technological improvements and inventions that contributed to industrial growth
 - b. the causes and impact of the wave of immigration from Northern Europe to America in the 1840s and 1850s
 - c. the rise of a business class of merchants and manufacturers

Grade 10 continued:

- d. the roles of women in New England textile factories.
- Explain the emergence and impact of the textile industry in New England and industrial growth generally throughout antebellum America.
- Describe the rapid growth of slavery in the South after 1800; analyze slave life and resistance on plantations and farms across the South, as well as the impact of the cotton gin on the economics of slavery and Southern agriculture.

Primary document: Frederick Douglass, Independence Day Speech at Rochester, New York (1852).

Social, Political, and Religious Change, 1800-1860

- Summarize the growth of the American education system and Horace Mann's campaign for free compulsory public education.
- Describe the formation of the abolitionist movement, the roles of various abolitionists, the Underground Railroad, and the response of Southerners and Northerners to abolitionism:
 - a. Harriet Tubman
 - b. Frederick Douglass
 - c. Theodore Weld
 - d. William Lloyd Garrison
 - e. Sojourner Truth.
- Describe important religious trends that shaped antebellum America:
 - a. increase in the number of Protestant denominations
 - b. the Second Great Awakening
 - c. the influence of these trends on the reaction of Protestants to the growth of Catholic immigration.
- Analyze the goals and effects of the antebellum women's suffrage movement:
 - a. the 1848 Seneca Falls convention
 - b. Elizabeth Cady Stanton
 - c. Susan B. Anthony
 - d. Margaret Fuller
 - e. Lucretia Mott.

Primary document: the Seneca Falls Declaration of Sentiments and Resolutions (1848)

- Analyze the emergence of the Transcendentalist movement through the writings of Ralph Waldo Emerson and Henry David Thoreau.

The Civil War and Reconstruction, 1860-1877

- Describe how the different economies and cultures of the North and South contributed to the growing importance of sectional politics in the early 19th century.
- Summarize the critical developments leading to the Civil War:
 - a. the Missouri Compromise (1820)
 - b. the South Carolina Nullification Crisis (1832-1833)
 - c. the Wilmot Proviso (1846)
 - d. the Compromise of 1850
 - e. the publication of Harriet Beecher Stowe's Uncle Tom's Cabin (1851-1852)
 - f. the Kansas-Nebraska Act (1854)
 - g. the Dred Scott Supreme Court case (1857)
 - h. the Lincoln-Douglas debates (1858)
 - i. John Brown's raid on Harper's Ferry (1859)
 - j. the election of Abraham Lincoln in 1860

Grade 10 continued:

- On a map of North America, identify Union and Confederate states at the outbreak of the war.
- Analyze Abraham Lincoln’s presidency, his views on slavery, and the political obstacles he encountered:
 - a. the Emancipation Proclamation (1863).

Primary documents: the Emancipation Proclamation (1863); the Gettysburg Address (1863); and Lincoln’s Second Inaugural Address (1865)

- Analyze the roles and policies of various Civil War leaders and describe the important battles and events of the Civil War.

Leaders:

- a. Ulysses S. Grant
- b. Jefferson Davis
- c. Robert E. Lee

Battles:

- a. Fort Sumter
- b. Antietam
- c. Vicksburg
- d. Gettysburg
- e. the Massachusetts 54th Regiment and the Battle at Fort Wagner

- Provide examples of the effects of the Civil War:
 - a. physical and economic destruction
 - b. the increased role of the federal government
 - c. the greatest loss of life on a per capita basis of any U.S. was before or since.
- Explain the policies and consequences of Reconstruction:
 - a. Presidential and Congressional Reconstruction
 - b. the impeachment of President Andrew Johnson
 - c. the 13th, 14th, and 15th Amendments
 - d. the opposition of Southern whites to Reconstruction
 - e. the accomplishments and failures of Radical Reconstruction
 - f. the presidential election of 1876 and the end of Reconstruction
 - g. the rise of Jim Crow laws
 - h. the Supreme Court case Plessy v. Ferguson (1896).

Other documents to consider when teaching this section:

Lincoln’s “House Divided” speech (1858)

GRADE 11 HISTORY AND SOCIAL SCIENCE BENCHMARKS
UNITED STATES HISTORY II: RECONSTRUCTION TO PRESENT, 1877-2003

[Note to teachers: Suggestions made in the 2003 Massachusetts History and Social Science Frameworks regarding useful supporting documents have been rearranged in the following way. Documents listed as *primary documents* within a bullet are identified by the Frameworks as *Seminal Primary Documents to Read*. Due to their importance, they have been left **within** the body of the benchmarks. Other documents *to consider when teaching a section* are identified by the Frameworks as *Seminal Primary Documents to Consider*. These have been moved to the **end** of the section to better facilitate the flow of content information.]

Industrial America and Its Emerging Role in International Affairs, 1870-1920

- Explain the various causes of the Industrial Revolution in the United States:
 - a. the economic impetus provided by the Civil War
 - b. important technological and scientific advances
 - c. the role of business leaders, entrepreneurs, and inventors such as Thomas Edison, Alexander Graham Bell, Andrew Carnegie, John D. Rockefeller, J.P. Morgan, and Cornelius Vanderbilt.
- Explain the important consequences of the Industrial Revolution in the United States:
 - a. the growth of big business
 - b. the environmental impact of the Industrial Revolution
 - c. the expansion of cities.
- Describe the causes of the immigration of Southern and Eastern Europeans, and Chinese, Koreans, and Japanese to America in the late 19th and early 20th century, and describe the major roles of these immigrants in the industrialization of America.
- Analyze the causes of the continuing westward expansion of the American people after the Civil War.
- Analyze the impact of westward migration on Native Americans:
 - a. Native cultures of the US in the 19th century
 - b. Native American resistance to westward expansion
 - c. the Wounded Knee massacre
 - d. confinement to reservations.
- Explain the formation and goals of unions as well as the rise of radical political parties during the Industrial era:
 - a. the Knights of Labor
 - b. the American Federation of Labor headed by Samuel Gompers
 - c. the Populist Party
 - d. the Socialist Party headed by Eugene Debs.
- Analyze the causes and course of America's growing role in world affairs from the Civil War to World War I:
 - a. the influence of the ideas associated with Social Darwinism
 - b. the purchase of Alaska from Russia
 - c. America's growing influence in Hawaii, leading to annexation
 - d. the Spanish-American War
 - e. U.S. expansion into Asia under the Open Door Policy
 - f. President Theodore Roosevelt's Corollary to the Monroe Doctrine
 - g. America's role in the building of the Panama Canal
 - h. President Taft's Dollar Diplomacy
 - i. President Wilson's intervention in Mexico
 - j. America's role in World War I.
- Explain the course and significance of President Woodrow Wilson's wartime diplomacy, including his Fourteen Points, the League of Nations, and the failure of the Versailles Treaty.

Documents to consider when teaching this section:

Emma Lazarus, "The New Colossus" (1883); Younghill Kang, East Goes West (1937).

Grade 11 continued:

The Age of Reform: Progressivism and the New Deal, 1900-1940

- Analyze the origins of Progressivism and important Progressive leaders, and summarize the major accomplishments of Progressivism.
 - People:*
 - a. William Jennings Bryant
 - b. President Theodore Roosevelt
 - c. President William H. Taft
 - d. President Woodrow Wilson
 - e. Upton Sinclair
 - f. Ida Tarbell
 - g. Jane Addams
 - h. Robert La Follette
 - i. John Dewey
 - Policies:*
 - a. bans against child labor
 - b. the initiative, referendum, and recall
 - c. the Sherman anti-Trust Act (1890)
 - d. the Pure Food and Drug Act (1906)
 - e. the Meat Packing Act (1906)
 - f. the Federal Reserve Act (1913)
 - g. the Clayton Anti-Trust Act (1914)
 - h. ratification of the Nineteenth Amendment (1920)
- Analyze the post-Civil War struggles of African Americans and women to gain basic civil rights:
 - a. Booker T. Washington
 - b. W.E.B. DuBois
 - c. the National Association for the Advancement of Colored People (NAACP)
 - d. Marcus Garvey
 - e. Carrie Chapman Catt
 - f. Alice Paul.
- Define traditionalism and modernity. Describe how the battle between traditionalism and modernity manifested itself in the major historical trends and events after World War I and throughout the 1920s:
 - a. the Boston police strike in 1919
 - b. the Red Scare and the Sacco and Vanzetti trial
 - c. racial and ethnic tensions
 - d. the Scopes trial and the debate over Darwin's On the Origin of Species
 - e. Prohibition.
- Describe the various causes and consequences of the global depression of the 1930s, and analyze how Americans responded to the Great Depression:
 - a. the Stock Market crash of 1929
 - b. restrictive monetary policies
 - c. unemployment
 - d. support for political and economic reform
 - e. the influence of the ideas of John Maynard Keynes, and the critique of centralized economic planning and management by Ludwig von Mises, Friedrich von Hayek, and Milton Friedman.
- Analyze the important policies, institutions, and personalities of the New Deal era.
 - People:*
 - a. President Herbert Hoover
 - b. President Franklin D. Roosevelt
 - c. Eleanor Roosevelt
 - d. Huey Long
 - e. Charles Coughlin

Grade 11 continued:

Policies:

- a. the establishment of the Federal Deposit Insurance Corporation
- b. the Securities and Exchange Commission
- c. the Tennessee Valley Authority
- d. the Social Security Act
- e. the national Labor Relations Act
- f. the Works Progress Administration
- g. the Fair Labor Standards Act

Institutions:

- a. the American Federation of Labor
 - b. the Congress of Industrial Organizations
 - c. the American Communist Party
- Explain how the Great Depression and the New Deal affected American society:
 - a. the increased importance of the federal government in establishing economic and social policies
 - b. the emergence of a “New Deal coalition” consisting of blacks, blue-collar workers, poor farmers, Jews, and Catholics.

Documents to consider when teaching this section:

Booker T. Washington, the Atlanta Exposition Address (1895) and the Niagara Movement Declaration of Principles (1905); Upton Sinclair, The Jungle (1906).

World War II, 1939-1945

- Explain the strength of American isolationism after World War I and analyze its impact on U.S. foreign policy.
- Analyze how German aggression in Europe and Japanese aggression in Asia contributed to the start of World War II and summarize the major battles and events of the war. On a map of the world, locate the Allied powers (France, Britain, the Soviet Union, and the United States) and the Axis powers (Germany, Italy, and Japan).
 - a. Fascism in Germany and Italy
 - b. German rearmament and militarization of the Rhineland
 - c. Germany’s seizure of Austria and Czechoslovakia, and invasion of Poland
 - d. Japan’s invasion of China and the Rape of Nanking
 - e. major battles of the European theater and the defeat of Germany
 - f. major battles of the Pacific theater and the defeat of Japan

Primary document: President Franklin Roosevelt’s “Four Freedoms” speech (1941)

- Explain the use of atomic bombs and its consequences, and the surrender of Japan.
- Explain important domestic events that took place during World War II:
 - a. war-inspired economic growth ended the Great Depression
 - b. A. Philip Randolph and the efforts to eliminate employment discrimination
 - c. the entry of large numbers of women into the workforce
 - d. the internment of West Coast Japanese-Americans in the U.S. and Canada.

Other documents to consider when teaching this section:

Justice Robert M. Jackson’s opinion for the Supreme Court in *West Virginia State Board of Education v. Barnette* (1943); Learned Hand, “The Spirit of Liberty” (1944).

Grade 11 continued:

The Cold War Abroad, 1945-1989

- Analyze the factors that contributed to the Cold War and describe the policy of containment as America's response to Soviet expansionist policies:
 - a. the differences between the Soviet and American political and economic systems
 - b. Soviet aggression in Eastern Europe
 - c. the Truman Doctrine, the Marshall Plan, and NATO.
- Analyze the sources of Cold War conflict between the U.S. and the Soviet Union.
- On a map of the world, locate the events and areas where Cold War conflicts between the United States and the Soviet Union were manifested:
 - a. the Korean War
 - b. Germany
 - c. China
 - d. the Middle East
 - e. the arms race
 - f. Latin America
 - g. Africa
 - h. the Vietnam War.
- Explain the causes, course, and consequences of the Vietnam War, and summarize the diplomatic and military policies of Presidents Eisenhower, Kennedy, Lyndon Johnson, and Nixon.
- Analyze how the failure of communist economic policies, as well as U.S. sponsored resistance to Soviet military and diplomatic initiatives, contributed to ending the Cold War.

Documents to consider when teaching this section:

President John F. Kennedy, Inaugural Address (1961); President Ronald Reagan, Speech at Moscow State University (1988).

Cold War America at Home: Economic Growth and Optimism, Anticommunism, and Reform, 1945-1980

- Analyze the causes and consequences of important domestic Cold War trends:
 - a. economic growth and declining poverty
 - b. the baby boom (should this be caps?)
 - c. the growth of suburbs and home-ownership
 - d. the increase in education levels
 - e. the development of mass media and consumerism.
- Analyze the following domestic policies of Presidents Truman and Eisenhower:
 - a. Truman's Fair Deal
 - b. the Taft-Hartley Act (1947)
 - c. Eisenhower's response to the Soviet launching of Sputnik
 - d. Eisenhower's civil rights record.
- Analyze the roots of domestic anticommunism, as well as the origins and consequences of McCarthyism.
 - People:*
 - a. Senator Joseph McCarthy
 - b. Whittaker Chambers
 - c. Alger Hiss
 - d. J. Edgar Hoover
 - e. Julius and Ethel Rosenberg
 - Institutions:*
 - a. the American Communist Party (including its close relationship to the Soviet Union)
 - b. the Federal Bureau of Investigation (FBI)
 - c. the House Committee on Un-American Activities (HUAC)
- Analyze the origins, goals, and key events of the Civil Rights movement.

Grade 11 continued:

People:

- a. Rosa Parks
- b. Thurgood Marshall
- c. Martin Luther King, Jr.
- d. Malcolm X
- e. Robert Kennedy

Institutions:

- a. the National Association for the Advancement of Colored People (NAACP)
- b. the Nation of Islam
- c. the Black Panthers
- d. Student Non-Violent Coordinating Committee (SNCC)

Events:

- a. Brown v. Board of Education (1954)
- b. the 1955-1956 Montgomery Bus Boycott
- c. the 1957-1958 Little Rock School Crisis
- d. the sit-ins and Freedom Rides of the early 1960s
- e. the 1963 Civil Rights protest in Birmingham, Alabama
- f. the 1963 March on Washington, D.C.
- g. the 1965 Civil Rights protest in Selma, Alabama
- h. the 1968 assassination of Martin Luther King, Jr.
- i. School desegregation and the Boston busing crisis of the early 1970s

Primary document: Reverend Martin Luther King, Jr., “I Have a Dream” speech and “Letter from Birmingham City Jail” (1963).

- Describe the accomplishments of the Civil Rights movement:
 - a. the 1964 Civil Rights Act and the 1965 Voting Rights Act
 - b. the growth of the black middle class, increased political power, and declining rates of black poverty
 - c. the status of Civil Rights in America today, including Affirmative Action and the status of racial equality.
- Analyze the causes and course of the women’s rights movement of the 1960s and 1970s:
 - a. Betty Friedan and Gloria Steinem
 - b. Margaret Sanger and contraception, including the birth control pill
 - c. the increasing number of working women
 - d. the formation of the National Organization of Women in 1967
 - e. the debate over the Equal Rights Amendment
 - f. the 1973 Supreme Court case Roe v. Wade
 - g. the status of women’s rights at the beginning of the 21st century.
- Analyze the important domestic policies and events that took place during the presidencies of Presidents Kennedy, Lyndon Johnson, Nixon, and Carter:
 - a. the space exploration program
 - b. the assassination of President Kennedy
 - c. Lyndon Johnson’s Great Society programs
 - d. Nixon’s appeal to “the silent majority”
 - e. the anti-war and counter-culture movements
 - f. the creation of the Environmental Protection Agency (EPA) in 1970
 - g. the Watergate scandal (including the Supreme Court case, U.S. v. Nixon)
 - h. the Iran hostage crisis.

Grade 11 continued:

Contemporary America, 1980-2003

- Analyze the presidency of Ronald Reagan:
 - a. Reagan's tax rate cuts
 - b. Reagan's anticommunist foreign and defense policies
 - c. Reagan's Supreme Court appointments
 - d. the revitalization of the conservative movement during Reagan's tenure as President
 - e. the replacement of striking air traffic controllers with non-union personnel
 - f. the Iran-Contra Affair.
- Describe some of the major economic and social trends of the late 20th century:
 - a. the computer and technological revolution of the 1980s and 1990s
 - b. scientific and medical discoveries
 - c. major immigration and demographic changes, such as the rise in immigration (both legal and illegal)
 - d. changes in family structure.
- Analyze the presidency of George H.W. Bush:
 - a. the first Persian Gulf War (Operation Desert Storm)
 - b. economic recession.
- Analyze the important policies and events of the Clinton presidency:
 - a. the passage of the North American Free Trade Agreement (NAFTA) in 1993
 - b. Clinton's welfare reform legislation and expansion of the earned income tax credit
 - c. the first balanced budget in over 25 years
 - d. the 1994 election of the first Republican majority in both the House and the Senate in 40 years
 - e. tax-credits for higher education
 - f. the causes and consequences of Clinton's impeachment in 1998.
- Explain the importance of the controversial 2000 presidential election:
 - a. the role of the electoral college and the Supreme Court case, Bush v. Gore
 - b. the growing influence of the Republican Party in the South and the consolidation of the Democratic Party's hold on the coasts.
- Analyze the course and consequences of conflicts in recent American history:
 - a. the bombing of U.S. Marine barracks in Beirut
 - b. the invasion of Panama and Granada
 - c. the first Persian Gulf War (Operation Desert Storm)
 - d. the first bombing of the World Trade Center in the early 1990s
 - e. domestic terrorism, including the bombing of the federal building in Oklahoma City
 - f. American intervention in Somalia, Haiti, Bosnia-Herzegovina, and Kosovo
 - g. attempts to negotiate a settlement of the Israeli-Palestinian conflict
 - h. The September 11, 2001, terrorist attacks on the World Trade Center in New York City and on the Pentagon in Washington, D.C.
 - i. U.S. actions in Afghanistan against terrorism and Islamic extremism
 - j. the second Persian Gulf War and occupation of Iraq (Operation Iraqi Freedom) in 2003.