

Rhode Island Social Studies Standards - Draft

Draft for Review and Input



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BACKGROUND

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

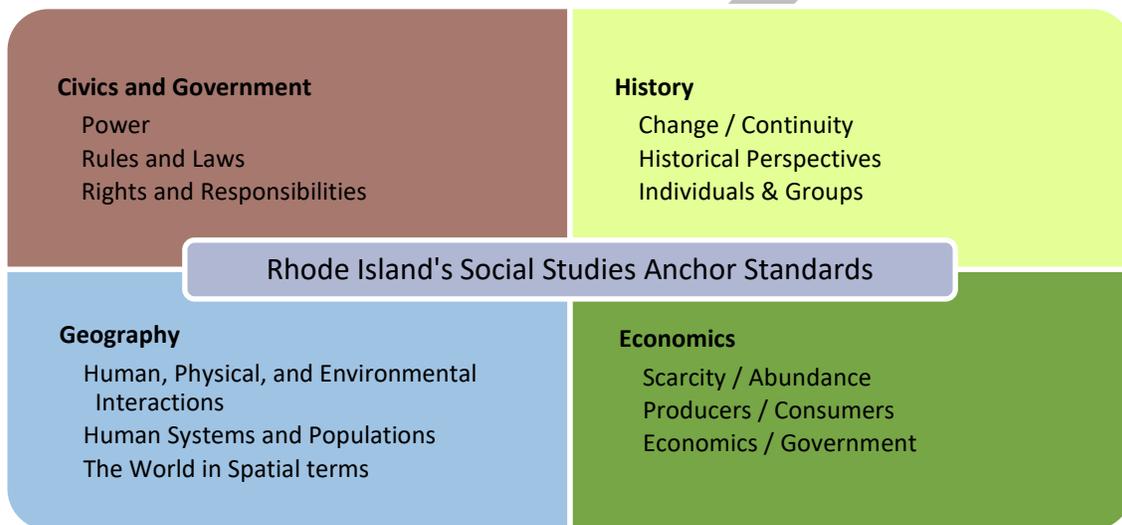
The first task of the RIHSSAC was to review the existing RI Social Studies Grade-Span Expectations (GSEs) against the criteria set by the legislature and to recommend to RIDE whether the GSEs be kept, revised, or replaced. Starting in late summer of 2020, the RIHSSAC developed an interactive process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

Through this engagement process, the RIHSSAC received over 900 survey responses from communities, organizations, and individuals across Rhode Island, which were analyzed and summarized in a report provided to the RIHSSAC. Based on all of this activity, the RIHSSAC found that, although the GSEs met all the criteria to some extent, significant revisions were needed.

In the fall of 2022, RIDE convened a sub-committee of the RIHSSAC to develop the Rhode Island Social Studies Anchor Standards. This development team completed a draft of the Anchor Standards in the spring of 2022. Once the Anchor Standards were completed, RIDE began the task of developing the Social Studies Content Standards. This fall, drafts of the Content Standards were also completed. The Anchor Standards and Content Standards work together to form the new draft Rhode Island Social Studies Standards. Drafts of the RI Social Studies Standards have been shared with a range of stakeholder groups across Rhode Island to solicit their input. These have included the RIHSSAC, educator groups, community groups, and student groups.

RHODE ISLAND'S SOCIAL STUDIES ANCHOR STANDARDS

The Rhode Island Social Studies Anchor Standards, which are displayed on the following pages, were designed to support the principle of depth over breadth. To that end, there are twelve anchor standards. These twelve standards are divided into four domains: Civics and Government, History, Geography, and Economics, with each domain having three standards. These anchor standards apply across all grade levels and are intended to be used by teachers when teaching the content standards for their course or grade level. The image below displays these four domains and the title of the three standards within each.



Each of the twelve anchor standards has a consistent four-part hierarchy of cognitive skills designed to support thoughtful inquiry of social studies content: Identify, Explain, Analyze, and Argue. The purpose of this hierarchy is to help teachers apply a consistent approach when developing opportunities for students to engage with Social Studies content that progresses in rigor from 1) Identifying key concepts associated with social studies content, 2) Explaining how concepts related to each other, 3) Analyzing concepts in specific contexts, and 4) Making arguments and taking positions and supporting those positions with evidence.

In addition to providing a consistent cognitive framework, the Social Studies Anchor Standards are also intended to inform a culturally responsive approach to Social Studies inquiry and learning. One of the key criteria in the RIGL 16-22-30 legislation stipulates that academic standards and curriculum frameworks will “instill respect for the cultural, ethnic, and racial diversity of this state, and for the contributions made by diverse cultural, ethnic, and racial groups to the life of this state.” Moreover, standards and curriculum guidance documents must “be designed to avoid perpetuating gender, cultural, ethnic, or racial stereotypes.” To that end, the anchor standards were written to meet these requirements.

Power

Students will act as informed citizens as they...

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

Rules and Laws

Students act as informed citizens as they...

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

Rights and Responsibilities

Students act as informed citizens as they...

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

HISTORY

Change / Continuity

Students act as historians as they...

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

Historical Perspectives

Students act as historians as they...

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

Individuals/Groups

Students act as historians as they...

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

Human, Physical, and Environmental Interactions

Students act as geographers as they...

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

Human Systems and Populations

Students act as geographers as they...

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

The World in Spatial Terms

Students act as geographers as they...

1. Identify maps, globes, and other geographic tools and technologies that are used to describe where places are located both absolutely and relatively across time, space and distance.
2. Explain how the characteristics and elements of maps, globes, geographic tools and other technologies are used and selected to identify and describe local, regional and/or global locations.
3. Analyze multiple types of maps, charts and graphs and how they are used to interpret topographical information, draw inferences about the development of societies, and determine how places shape events and how places may be changed by events.

4. Argue how the systematic analysis of the spatial patterns provides an integral understanding of a place or region and supports equitable decisions about climate and land use.

DRAFT

Scarcity/Abundance

Students act as economists as they...

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

Producers/Consumers

Students act as economists as they...

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

Economics / Government

Students act as economists as they...

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

RHODE ISLAND'S SOCIAL STUDIES CONTENT STANDARDS

OVERVIEW

The Rhode Island Social Studies Content Standards identify the social studies content students in Rhode Island learn from kindergarten through high school. When designing instruction and teaching, teachers use the Anchor Standards to inform students' exploration of and engagement with concepts and topics within the Content Standards.

The content standards are organized into grade-level courses of study from kindergarten through eighth grade and five courses of study for high school.

Kindergarten – Grade 8

- Kindergarten – Living and Working Together in Schools, Families, and Neighborhoods
- Grade 1 - Living and Working Together in Local Communities
- Grade 2 - Living and Working Together in Global Communities
- Grade 3 - Living and Working Together in the Regions of the United States
- Grade 4 - Living and Working Together in Rhode Island
- Grade 5 - United States History : Pre-European Contact to Reconstruction
- Grade 6 - United States History: Late 19th Century to the Present
- Grade 7 - Ancient to Medieval World History
- Grade 8 - Government and Civic Life in the United States and Rhode Island

High School

- Civics
- United States History I
- United States History II
- World History I
- World History II

HOW TO READ THE CONTENT STANDARDS

Each course of study for social studies follows the same format. Below is a list of the key elements within each course of study with a brief description. Following this is a sample inquiry map that illustrates how content within each course is displayed by subtopic.

Topics of Inquiry: Each grade or course is divided into units of study framed by a topic of inquiry. Topics of inquiry are further divided into inquiry strands.

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

Inquiry Tables: Each inquiry strand has its own inquiry table that includes information a teacher will need to inform curriculum material selection and preparation to teach lessons for that strand.

Inquiry tables include a description of the strand, a list of inquiry questions, identification of connected Anchor Standards, and specific Content Standards.

Inquiry Strands: Each inquiry strand includes a short description and a list of inquiry questions to guide curriculum and teacher preparation and inform students’ exploration of the content.

Connections to the Rhode Island Standards: Each inquiry table identifies which social studies Anchor Standards are associated with and should inform inquiry into the Content Standards.

Content Standards: Each inquiry strand has multiple Content Standards that identify the content students are expected to learn for that area of inquiry. When designing instruction and curriculum, teachers should consider both the Content Standards and Anchor Standards.

SAMPLE INQUIRY TABLE

<p>This Inquiry Strand fall under an overall topic of inquiry or specific focus for this unit of study. This includes a compelling question that suggests an overarching focus of inquiry for the unit.</p>	<p>The marked boxes refer to the Rhode Island Social Studies Anchor Standards. Checked boxes suggest which RI Social Studies Anchor standards are addressed in this inquiry strand.</p>	<p>These items identify the Content Standards and what student work should demonstrate in relation to the RI SS Anchor Standards.</p>																								
<p>This section introduces a discrete inquiry strand and provides a brief overview of the focus. Each Inquiry Strand includes multiple inquiry questions.</p>	<p>Inquiry Strand SS2.2.3</p> <p>Connections to the Rhode Island Anchor Standards</p> <table border="1"> <thead> <tr> <th>CG.P</th> <th>CG.RL</th> <th>CG.RR</th> <th>H.CC</th> <th>H.HP</th> <th>H.IG</th> <th>G.HPE</th> <th>G.HSP</th> <th>G.WST</th> <th>E.SA</th> <th>E.PC</th> <th>E.EG</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td>X</td> <td>X</td> <td>X</td> <td></td> <td>X</td> <td></td> <td>X</td> <td>X</td> <td>X</td> </tr> </tbody> </table>		CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG				X	X	X		X		X	X	X
CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG															
			X	X	X		X		X	X	X															
<p>These bullets providesupporting questions to help guide teachers’ instruction and students’ inquiry</p>	<p>Migrations and movement The focus of this inquiry strand is for students to understand why people move.</p> <ul style="list-style-type: none"> Why do people migrate? What are the differences between voluntary and forced migration? What events and other factors lead people to migrate? What effects can migration have on environments or other peoples? <p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS2.2.3.1 - H.CC 1; H.HP 1; H.IG 1; E.EG 1; E.SA 1: Reasons people throughout time have moved and migrated to other places whether they need to, want to, or are forced to (e.g., family, a new job, war, a change in the environment like drought, enslavement)</p> <p>SS2.2.3.2 - H.CC 1; G.HSP 1 Differences between voluntary migrants, refugees, and people who are enslaved</p> <p>SS2.2.3.3 - H.IG 1; G.HSP 1; E.PC 1 Reasons that people migrate seasonally (e.g., for work like in certain types of agriculture or to enjoy seasonal climate conditions like “snowbirds”)</p> <p>SS2.2.3.4 - H.CC 1-2; H.IG 1-3 Ways mass migrations of people can affect locations (e.g., depletion of resources or a change in the environment) and other people (e.g., colonialism’s effects on Indigenous peoples) and who benefits</p>																									
<p>The content tables are designed to support instruction. These boxes provide space for teachers to take notes and help plan.</p>	<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>																								

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

Topics of Inquiry

Topic 1: Families

Compelling Question: Are all families the same?

Strand 1: Members of and roles in families

Strand 2: Family traditions

Strand 3: Family needs and wants

Strand 4: Family locations in the local community

Topic 2: Schools

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

Strand 1: Roles and responsibilities in schools

Strand 2: Classroom citizenship

Strand 3: Shared holidays and traditions

Strand 4: School location in the local community

Topic 3: Neighborhoods

Compelling Question: What makes a community, a community?

Strand 1: Neighborhood boundaries and nearby neighborhoods

Strand 2: Members and roles in the community

Strand 3: Neighborhood and community citizenship

Strand 4: Community traditions and celebrations

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

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

Strand 1: Families around the world

Strand 2: Schools around the world

Strand 3: Neighborhoods around the world

Content Standard Tables

Topic 1: Families

Compelling Question: Are all families the same?

Inquiry Strand SSK.1.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Members of and roles in families The focus of this inquiry strand is to understand varying concepts of family, family roles, and rules through looking at their own, their classmates', and those represented in children's literature (fiction and nonfiction).</p> <ul style="list-style-type: none"> In what ways are families unique or similar? What are some examples of family units? 	X	X	X		X	X					X	
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSK.1.1.1 - H.IG 1-2; H.HP 1-2: The definitions of what makes a family and the various configurations of the family unit (e.g., adopted families, foster families, heterosexual couple families, families with same sex parents, interracial families, families with a single parent, extended families)</p> <p>SSK.1.1.2 - H.HP 1: What roles people have in a family unit and how they relate to each other</p> <p>SSK.1.1.3 - CG.RR 1-2: What responsibilities members of a family have to the family (including</p>												

<ul style="list-style-type: none"> • What are the roles of different people in a family? • How are the roles within families similar and/or different from one another? • How do members of a family work together to help each other? 	<p>to pets)</p> <p>SSK.1.1.4 - CG.RR 1-2; E.PC 1-2: How to help at home</p> <p>SSK.1.1.5 - CG.P 1-2: How power dynamics work within families</p> <p>SSK.1.1.6 - CG.RL 1-2; CG.P 1: What rules and norms some families have, who makes them, and why they exist</p> <p>SSK.1.1.7 - H.IG 1: How family members relate to each other and the community</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SSK.1.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Family traditions The focus of this inquiry strand is to</p>				X	X		X					

<p>understand the variety of family traditions through looking at their own, their classmates', and those represented in literature.</p> <ul style="list-style-type: none"> • What are family and cultural traditions? • How are family and cultural traditions celebrated? • What are similarities and differences in the celebrations of family and cultural traditions? • What are similarities and differences between real life families and those represented in children's fiction? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSK.1.2.1 - H.CC 1: Family traditions as they relate to culture such as food, clothing, activities, holidays, religion, etc.</p> <p>SSK.1.2.2 - G.HPE 1-2: How where people live can affect traditions and activities</p> <p>SSK.1.2.3 - H.HP 1-2: What makes families the way they are and some basic differences and similarities between their families and their classmates' families</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SSK.1.3</p>	<p>Connections to the Rhode Island Standards</p>										
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC

<p>Family needs and wants The focus of this inquiry strand is learning the basics of needs and wants and how those ideas play out in a family unit.</p> <ul style="list-style-type: none"> • What is the difference between a need and a want? • How do families provide for basic needs? • How do families balance wants and needs? • How do people use jobs to obtain wants and needs? 			X							X		X
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSK.1.3.1 - CG.RR 1: Some family wants and needs and how they are important in understanding the responsibilities individuals have to each other and the family as a whole</p> <p>SSK.1.3.2 - E.SA 1-2: The basics of scarcity and ways wants and needs play out with limited resources</p> <p>SSK.1.3.3 - E.SA 1-2; E.EG 1: Ways families share and distribute resources</p> <p>SSK.1.3.4 - E. SA 1-2: What jobs are, different types of jobs, and how they are used to obtain wants and needs</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SSK.1.4	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Family locations in the local community The focus of this inquiry strand is both an</p>							X		X		X	

<p>introduction to the physical location of students' and classmates' families within the community and the relationships between families and the community.</p> <ul style="list-style-type: none"> • What are some basic features of a map? • Where are students' families located on a map? • Where are places that provide goods and services located on a map? • How close or how far do classmates live relative to each other and/or relative to places that provide goods and services? • How do places together make a neighborhood or community? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSK.1.4.1 - G.WST 1: Basic features of a map, where students and their classmates live (e.g., city/town, state, and country)</p> <p>SSK.1.4.2 - E.PC 1-2: Resources near families and resources that are farther away (e.g., schools, stores, services for the homeless, disability services)</p> <p>SSK.1.4.3 - G.WST 1: Student's home address and addresses to important places and relative locations near their home</p> <p>SSK.1.4.4 - G.HPE 1-2: The physical environment where students live</p> <p>SSK.1.4.5 - G.HPE 1-2: How families make up neighborhoods and neighborhoods create, are a part of, and influence the larger community</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Topic 2: Schools

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

Inquiry Strand SSK.2.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Roles and responsibilities in schools The focus of this inquiry strand is to an understanding of the roles and responsibilities of people at school.</p> <ul style="list-style-type: none"> • Why do we go to school? • Why do we need rules at school? • What are the responsibilities of students in school? • What are the responsibilities of teachers in school? • What other people have responsibilities at school (e.g., principal, custodian) and what do those people do? 	X	X	X									
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSK.2.1.1 - CG.P 1: Rules and norms of school and the way power is distributed between people at school including the classroom roles such as class helpers</p> <p>SSK.2.1.2 - CG.RL 1: Differences in rules in different environments like between home or at school or in public</p> <p>SSK.2.1.3 - CG.RR 1: How the rules, norms, and rights at school help students to learn and teachers to teach and how they create a way for students to work together</p> <p>SSK.2.1.4 - CG.RR 1: How the responsibilities of teachers and administration help students to learn effectively</p>												

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SSK.2.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Classroom Citizenship The focus of this inquiry strand is to help students develop their roles as classroom citizens. <ul style="list-style-type: none"> ● How do students act as citizens in the classroom? ● What does it mean to be part of a classroom community? ● How can we show that we are Americans? 		X	X		X						X	
What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following: SSK.2.2.1 - CG.RR 1-2: Responsibilities that students in a classroom have to each other SSK.2.2.2 - CG.RR 1-2; E.PC 1-2: Ways to help in the classroom and at school SSK.2.2.3 - CG.RL 1; H.HP 1: School symbols (e.g., mascot, school colors) and ways to show school pride SSK.2.2.4 - CG.RL 1; H.HP 1: The flag of the United States and the meaning of the colors, symbols of the United States (e.g., bald eagle), the meaning of the words in the Pledge of Allegiance, and ways to show national pride												

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SSK.2.3	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Shared holidays and traditions The focus of this inquiry strand is to expand the concept of traditions and holidays beyond the family level to the school.				X	X	X						
<ul style="list-style-type: none"> ● What traditions are shared as a school? ● What school holidays and traditions are also shared with the community, state, or nation? ● How do we celebrate these at school and at home? 	What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following: SSK.2.3.1 - H.CC 1-2; H.IG 1: School traditions (e.g., holidays, special school-specific traditions like field day, spirit week) SSK.2.3.2 - H.CC 1-2; H.IG 1: Some state, local, and national traditions and holidays and how they are celebrated at school and at home (e.g., civic holidays, cultural holidays) SSK.2.3.3 - H.HP 1: Key people whose holidays and traditions are celebrated and the historical events they influenced											

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SSK.2.4	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
School location in the local community The focus of this inquiry strand is to show how the school fits within the local community geographically and how the school influences the local community. <ul style="list-style-type: none"> • Where is our school located? • How is our school a part of the community? 	X								X		X	
What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following: <ul style="list-style-type: none"> SK.2.4.1 - G.WST 1: The school's address and its location on a map SK.2.4.2 - G.WST 1-2: The relative location of the school to where the students live SK.2.4.3 - G.WST 1-2: The relative location of the school to other nearby resources such as stores, services, etc. SK.2.4.4 - CG.P 1; E.PC 1-2: What the school provides for the local community and how the local community helps the school 												

Teacher Notes	Instructional Ideas Assessment Ideas
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Topic 3: Neighborhoods

Compelling Question: What makes a community a community?

Inquiry Strand SSK.3.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Neighborhood boundaries and nearby neighborhoods The focus of this inquiry strand is for students to expand their understanding of location by taking a wider view of their neighborhoods and larger community. <ul style="list-style-type: none"> ● What are some notable places in our neighborhoods and communities? ● What are some geographical features of our neighborhoods and communities? 							X	X	X		X	X
What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following: <p>SSK.3.1.1 - G.HPE 1; G.WST 1-2: Buildings and places in students' neighborhoods and their location in relation to each other</p> <p>SSK.3.1.2 - G.WST 1: Boundaries of a neighborhood versus the larger community</p> <p>SSK.3.1.3 - G.HPE 1: The topography of students' neighborhoods (e.g., urban, rural, suburban, has trees, has no trees, hilly)</p> <p>SSK.3.1.4 - G.HSP 1: Similarities and differences between students' neighborhoods and those of</p>												

	<p>their classmates, including population</p> <p>SSK.3.1.5 - E.PC 1-2; E.EG 1: What resources are available in students' neighborhoods and larger communities (e.g., schools, stores, services), how those resources are made available, and to whom</p>
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SSK.3.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Members and roles in the community The focus of this inquiry strand is to gain an understanding of what a community is and what are some roles within a community.</p> <ul style="list-style-type: none"> • What does it mean to be a good neighbor? • Who are some community helpers? 			X						X		X	X
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSK.3.2.1 - CG.RR 1-2: Responsibilities people have to each other, and actions people take to show respect to each other</p> <p>SSK.3.2.2 - CG.RR 1-2; E.PC 1-2: Ways to help in the local neighborhood and greater community</p>											

<ul style="list-style-type: none"> What resources are available in a community? 	<p>SSK.3.2.3 - E.PC 1: Different jobs and roles that help the community (e.g., mayor, police, firefighters, teachers, doctors, nurses, cashiers)</p> <p>SSK.3.2.4 - G.WST 1-2: Places in students' neighborhoods or in the greater community (e.g., school, community centers, places of worship, libraries)</p> <p>SSK.3.2.5 - E.PC 1; E.EG 1: Resources, goods, and services provided by neighborhood and community places (e.g., recreation, food, health, safety)</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SSK.3.3</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Neighborhood and Community Citizenship The focus of this inquiry strand is to learn how people in a neighborhood and members of a community work together.</p> <ul style="list-style-type: none"> What are people's responsibilities to their neighborhood and community? 	X	X	X				X				X	
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSK.3.3.1 - CG.RR 1: Responsibilities people have to their neighborhood, community, and to each other</p> <p>SSK.3.3.2 - G.HPE 1; E.PC 1: Ways people help the community around them whether it is in their</p>											

<ul style="list-style-type: none"> • How can people in a community help each other? • What are some community norms? • Where in the community can I go for help? 	<p>immediate neighborhood, through town/city government, or through community organizations (e.g., places of worship, community centers)</p> <p>SSK.3.3.3 - CG.RR 1: Where in the community students can go for help (e.g., trusted adult, emergency services) and how to get help (e.g., call 911)</p> <p>SSK.3.3.4 - CG.P 1; CG. RL 1: Some community rules and norms, who makes them, and why they exist</p> <p>SSK.3.3.5 - CG.RR 1: Ways rules and norms help community members work together</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SSK.3.4	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Neighborhood and Community traditions and celebrations</p>				X	X	X	X					

<p>The focus of this inquiry strand is to expand their understanding of diverse traditions and celebrations by exploring those in their neighborhoods, communities, and those represented in fiction and nonfiction literature.</p> <ul style="list-style-type: none"> • What are some local cultural celebrations and traditions that are celebrated by people of diverse cultural backgrounds? • What are some global influences on community traditions and celebrations? • What are some celebrations that are the same or similar to the ones celebrated by students' families or at school? • What are some examples of celebrations or traditions in literature (and movies)? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSK.3.4.1 - H.CC 1-2; H.IG 1: Some local traditions and holidays and how different communities celebrate them</p> <p>SSK.3.4.2 - H.CC 1: Various historical events and/or global influences that local cultural celebrations and traditions are observing</p> <p>SSK.3.4.3 - H.CC 2: Differences and similarities between the historical events that cultural celebrations and traditions are observing</p> <p>SSK.3.4.4 - G.HPE 1: Similarities between celebrations and traditions learned in this unit to those learned during the unit on family and school and those learned through literature</p> <p>SSK.3.4.5 - H.HP 1: Community history through landmarks, places, stories, etc.</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

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

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

Inquiry Strand SSK.4.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Families around the world The focus of this inquiry strand is to learn about families and family traditions in other parts of the world outside the United States.</p> <ul style="list-style-type: none"> How are families similar and different in other parts of the world? What are similar or different traditions of families in other parts of the world? <p>(It is suggested that teachers use student backgrounds and/or student choice to pick areas of the world to study)</p>				X		X	X	X	X	X		X
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSK.4.1.1 - G.WST 1: General idea of where the families being looked at live in the world and their location on a map</p> <p>SSK.4.1.2 - H.IG 1-2; G.HSP 1: Basic similarities and differences between families from various places through the world (e.g., homes, food, clothing)</p> <p>SSK.4.1.3 - H.CC 1: Traditions and stories from families outside the United States</p> <p>SSK.4.1.4 - G.HPE 1: What the physical environment is like for the families being looked at and how that influences their ways of life</p> <p>SSK.4.1.5 - E.SA 1; EEG 1: What resources are available to the families being looked at, how they obtain those resources, and influences of environment on resource availability</p>												

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SSK.4.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Schools around the world The focus of this inquiry strand is to learn about schools from around the world inside and outside the United States. <ul style="list-style-type: none"> ● What is it like to go to school in different parts of the world? ● What are some similarities and differences between schools from around the world and our own? 						X	X	X	X			
What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following: SSK.4.2.1 - H.IG 1; H.HSP 1: Similarities and differences between the characteristics of schools around the globe and the students' school (e.g., school buildings, schedules, who gets to go, grades/ages) SSK.4.2.2 - G.WST 1: The general physical locations of the schools being looked at and their locations on a map SSK.4.2.3 - G.HPE 1: How the physical environment can sometimes influence how a school is organized and run												

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SSK.4.3	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Neighborhoods around the world The focus of this inquiry strand is to learn about what neighborhoods are like around the world. <ul style="list-style-type: none"> ● What do neighborhoods look like around the world? ● What are some similarities and differences between neighborhoods and communities around the world and our own? (It is suggested that teachers use students’ backgrounds and/or student choice to pick areas of the world to study. These can be the same areas as the topic of inquiry on families around the world.)				X			X	X	X	X	X	X
	<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSK.4.3.1 - G.HPE 1: Characteristics of neighborhoods from various place around the globe</p> <p>SSK.4.3.2 - G.HSP 1: Differences between urban and rural communities around the globe and the relationship to population</p> <p>SSK.4.3.3 - G.WST 1: The general physical locations of the neighborhoods or communities being looked at and their locations on a map</p> <p>SSK.4.3.4 - G.HPE 1: What the physical environment is like for the communities being looked at and how that influences their ways of life</p> <p>SSK.4.3.5 - E.SA 1; EEG 1: What resources, goods, and services are available to the neighborhoods and communities being looked at, how they obtain those resources, and influences</p>											

	<p>of environment on resource availability</p> <p>SSK.4.3.6 - E.PC 1: Who produces resources, goods, and services for the communities being looked at</p> <p>SSK.4.3.7 - H.CC 1: Traditions, celebrations, and stories from communities being looked at</p>
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

DRAFT

GRADE 1 – LIVING AND WORKING TOGETHER IN LOCAL COMMUNITIES

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

Topics of Inquiry

Topic 1: Communities as Places

Compelling Question: What is community?

Strand 1: Understanding Community

Strand 2: Reading maps and understanding directions

Strand 3: Physical features of our community

Strand 4: Natural Resources in our community

Topic 2: People in Our Community

Compelling Question: Who lives around me?

Strand 1: Culture and diversity in our community

Strand 2: Traditions and celebrations in our community

Strand 3: Understanding how communities change

Topic 3: Working in Our Community

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

Strand 1: Goods and services in our community

Strand 2: Jobs and careers

Strand 3: How money works

Topic 4: Governing in our Community

Compelling Question: Why do we have rules and laws?

Strand 1: Community citizenship

Strand 2: Community leaders

Strand 3: Rules and Responsibilities

Strand 4: Resolving problems

Strand 5: Creating positive social change

Topic 5: Communities around the World

Compelling Question: Are all communities the same?

Strand 1: Learning about communities nearby

Strand 2: Learning about other communities in the United States

Strand 3: Learning about other communities in the world

Content Standard Tables

Topic 1: Communities as Places

Compelling Question: What is community?

Inquiry Strand SS1.1.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Understanding Community The focus of this inquiry strand is for						X	X	X			X	

<p>students to understand what makes a community a community.</p> <ul style="list-style-type: none"> • What is a community? • What does it mean to be a member of a community? • What are some places in a community? • What communities do we belong to? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS1.1.1.1 - H.IG 1-2: The definition of community</p> <p>SS1.1.1.2 - G.HSP 1-2: The people in a community</p> <p>SS1.1.1.3 - G.HPE 1-2: Buildings and places that are part of a community</p> <p>SS1.1.1.4 - G.HPE 1-2; E.PC 1-2: Resources, goods, and services that are available in a community (e.g., stores, library, schools)</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SS1.1.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Reading maps and understanding directions</p>									X			

<p>The focus of this inquiry strand is to build upon prior map knowledge and learn new concepts about geography such as home addresses and an introduction to following directions.</p> <ul style="list-style-type: none"> • What are some relative locations to my home and school? • What is my home address? • What are the addresses of my family members and close family friends? • Why are directions useful? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS1.1.2.1 - G.WST 1: Students' home addresses and addresses to other family members and friends</p> <p>SS1.1.2.2 - G.WST 1: Basic map concepts (e.g., compass rose, where things are in relation to each other, taking a bird's eye view of a place)</p> <p>SS1.1.2.3 - G.WST 1-2: How to give basic directions</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SS1.1.3</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Physical features of our community The focus of this inquiry strand is to learn</p>							X				X	X

<p>about physical features of the community.</p> <ul style="list-style-type: none"> • What buildings are in our communities? • What type of homes are in my community? • What is the landscape of my community? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS1.1.3.1 - G.HPE 1-2: Types of homes in students' communities (e.g., houses, apartments, shelters)</p> <p>SS1.1.3.2 - G.HPE 1; E.EG 1: That there may be people who are unhoused in their communities and there may be shelters and services that are available to them</p> <p>SS1.1.3.3 - E.PC 1-2; E.EG 1: Places that provide resources, goods, and services near their homes and in the community and how those resources are made available, and to whom</p> <p>SS1.1.3.4 - G.HPE 1: The landscape around students' homes and in their communities (such as urban, rural, suburban, has trees, has no trees, hilly)</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SS1.1.4</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Natural resources in our community The focus of this inquiry strand is to learn</p>							X			X		

<p>about natural resources in the community.</p> <ul style="list-style-type: none"> • What natural resources are in our community? • What natural resources does my family use? • How do natural resources affect areas and jobs? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS1.1.4.1 - G.HPE 1-2: Natural resources (e.g., forest, water, land) in the community</p> <p>SS1.1.4.2 - G.HPE 1-2: How humans use natural resources and can change those resources (e.g., by adding things such as buildings and fisheries and through community expansion)</p> <p>SS1.1.4.3 - E.SA 1-2: Use of natural resources in jobs such as forestry, building buildings, fishing, and mining, etc.</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Topic 2: People in Our Community

Compelling Question: Who lives around me?

Inquiry Strand SS1.2.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Culture and diversity in our community The focus of this inquiry strand is to</p>				X	X	X	X	X				

<p>introduce basic concepts of culture and diversity as it relates to our communities.</p> <ul style="list-style-type: none"> • What is culture and diversity? • Does everyone have culture? • What are some cultures in our community? • How does culture make us similar or different? • What do people do to show pride in belonging to a community? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS1.2.1.1 - H.CC 1; H.HP 1: The definitions of “culture” and “diversity”</p> <p>SS1.2.1.2 - G.HPE 1-2: Local Indigenous communities</p> <p>SS1.2.1.3 - G.HPE 1-2; G.HSP 1: Some of the cultures represented in students' communities and where in the world those cultures originated from</p> <p>SS1.2.1.4 - H.CC 1-2; H.IG 1-2: Similarities and differences between cultures in their communities</p> <p>SS1.2.1.5 - H.CC 1; H.HP 1: Some major historical events that occurred in students' communities</p> <p>SS1.2.1.6 - H.CC 1; H.HP 1 Ways people show pride or belonging to their community</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SS1.2.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Traditions and celebrations in our community</p>				X	X	X	X					

<p>The focus of this inquiry strand is to learn about diverse community traditions and celebrations.</p> <ul style="list-style-type: none"> • What are traditions? • What are some local cultural celebrations and traditions that are celebrated by people of diverse cultural backgrounds? • What are some global influences on community traditions and celebrations? • What are some celebrations that are the same or similar to the ones celebrated by students' families or at school? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS1.2.2.1 - H.CC 1-2; H.IG 1: Some state, local, and national traditions, celebrations, and holidays and how they are celebrated in the community (e.g., civic holidays, cultural holidays)</p> <p>SS1.2.2.2 - H.CC 1-2; H.HP 1-2, H.IG 1-2: Characteristics of local traditions, celebrations, and holidays as they relate to food, clothing, activities, religion and the similarities and differences between them</p> <p>SS1.2.2.3 - H.HP 1-2: People in history who have holidays that celebrate them and the historical events they influenced</p> <p>SS1.2.2.4 - G.HPE 1-2: Traditions, celebrations, and holidays have global and cultural influences</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SS1.2.3</p>	<p>Connections to the Rhode Island Standards</p>										
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC

<p>Understanding how communities change The focus of this inquiry strand is learning about the different ways communities change.</p> <ul style="list-style-type: none"> • In what ways do communities change? • How does migration change our communities? • What factors lead people to move to our community? • What factors lead people to move out of our community? • What are some human-environmental factors that change our communities? • How has our community changed in the past and how might it need to change in the future? • How do communities respond to change? 			X	X	X	X			X	X	
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS1.2.3.1 - H.CC 1-2: People and historical events that have brought change to the community in the past and resistance to those changes</p> <p>SS1.2.3.2 - H.HP 1-2; H.IG 1: Stories of various immigrant populations within the community and what they brought to the community with them</p> <p>SS1.2.3.3 - E.SA 1; E.PC 1: Factors that may attract people to move into a community (e.g., access to jobs, affordable housing, access to parks and greenspaces, quality of schools, availability of goods and services, family)</p> <p>SS1.2.3.4 - E.SA 1; E.PC 1: Factors that may cause people to leave a community (e.g., change in jobs, cost of living, family)</p> <p>SS1.2.3.5 - G.HPE 1-2: Human-environmental factors that have changed the local community (e.g., damming a river to make a reservoir, cutting down trees for buildings and to make space for more housing, the weather)</p>											

Teacher Notes	Instructional Ideas Assessment Ideas
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Topic 3: Working in our Community

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

Inquiry Strand SS1.3.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Goods and services in our community The focus of this inquiry strand is to have an understanding of goods and services available to us in our community. <ul style="list-style-type: none"> ● What are examples of goods in our community? ● What are examples of services in our community? ● What are wants and what are needs? 							X			X	X	X
What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following: SS1.3.1.1 - E.PC 1: What goods and services are available in students' communities SS1.3.1.2 - G.HPE 1-2: Individuals, organizations and businesses that create goods and services within students' communities (e.g., schools, stores, police, senior centers, shelters, town/city government) SS1.3.1.3 - E.SA 1-2: Scarcity and the ways community organizations and businesses respond to community needs												

<ul style="list-style-type: none"> • What is the difference between wants and needs? • How do goods and services fulfill wants and needs? • What is scarcity? 	SS1.3.1.4 - E.EG 1: The distribution of goods and services in times of emergency (e.g., clean water, community shelters)
Teacher Notes	Instructional Ideas Assessment Ideas

Inquiry Strand SS1.3.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Jobs and Careers The focus of this inquiry strand is to learn about jobs and careers.			X							X	X	X
<ul style="list-style-type: none"> • What are jobs and what are careers? • Why do people need jobs? • What are some examples of jobs / careers? 	What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following: SS1.3.2.1 - E.SA 1-2: Job options within students' communities and how some jobs are not locally available SS1.3.2.2 - E.PC 1: The purpose of jobs											

<ul style="list-style-type: none"> • How are wants and needs fulfilled through earning an income? • Why do people have different jobs and careers and how do they contribute to the community? 	<p>SS1.3.2.3 - E.PC 1: How different jobs make different contributions to the community</p> <p>SS1.3.2.4 - CG.RR 1: How people’s wants and needs can be different and how wants and needs are important in understanding the responsibilities individuals have to each other and the community as a whole</p> <p>SS1.3.2.5 - E.SA 1-2: Scarcity and how wants and needs play out with limited resources</p> <p>SS1.3.2.6 - E.SA 1-2; E.EG 1: The means by which communities share and distribute resources</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SS1.3.3	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>How money works The focus of this inquiry strand is to learn</p>										X	X	X

<p>how money works and how people handle scarcity.</p> <ul style="list-style-type: none"> • What is money? • Why do we need money? • How can we save money and why is that important? • How do limitations set by scarcity shape our choices? • What is abundance? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS1.3.3.1 - E.SA 1-2: Ways people are able to make, buy, and sell goods and services</p> <p>SS1.3.3.2 - E.PC 1-2: Ways people produce goods and services</p> <p>SS1.3.3.3 - E.SA 1-2: Ways people may change how they budget for needs and wants if they face a scarcity of money and/or resources</p> <p>SS1.3.3.4 - E.SA 1-2; E.EG 1: That people can have abundance of money and/or resources that may allow them to save for the future and/or share with others</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Topic 4: Governing in our Community

Compelling Question: Why do we have rules and laws?

<p>Inquiry Strand SS1.4.1</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

<p>Community citizenship The focus of this inquiry strand is to introduce community citizenship.</p> <ul style="list-style-type: none"> • Why is it important for people to participate in creating rules and laws? • What are equality and fairness? • What are human rights and civil rights? • How can kids serve within the community? • What is a citizen and citizenship? • What are the rights and responsibilities that come with citizenship? 	X	X	X									
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS1.4.1.1 - CG.RL 1-2: People who make rules and laws</p> <p>SS1.4.1.2 - CG.P 1-2: Ways that people who participate in making the laws and rules can help to create equality and fairness for all people</p> <p>SS1.4.1.3 - CG.RR 1-2: Characteristics and responsibility of citizenship</p> <p>SS1.4.1.4 - CG.RR 1: Basic differences between human rights (e.g., food, shelter) and civil rights (e.g., voting, having representation)</p> <p>SS1.4.1.5 - CG.RR 1-2: Characteristics of human rights and how volunteering can help to promote human rights (e.g., volunteering at a food bank, running a food drive, cleaning up their school and around their communities, and other service projects)</p>											
<p>Instructional Ideas</p> <p>Assessment Ideas</p>												

Inquiry Strand SS1.4.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Community leaders The focus of this inquiry strand is to learn about community leaders, both elected and non-elected.</p> <ul style="list-style-type: none"> • What does it mean to be a leader of a group? • What are characteristics of a good leader? • What are different types of leaders? (e.g., community organizer, social justice leader, elected officials like the mayor) • What does it mean to elect or choose a leader? • What are some of the responsibilities of a leader? • How do leaders make decisions? 	X	X	X									
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS1.4.2.1 - CG.P 1-2: Selection of leaders and responsibilities (e.g., decision making) that come with leadership</p> <p>SS1.4.2.2 - CG.RL 1-2: Leaders that create and enforce rules and laws for the common good of people</p> <p>SS1.4.2.3 - CG.RR 1-2: Leaders that represent the members of a community</p> <p>SS1.4.2.4 - CG.P 1-2: Some leaders, such as community and grassroots leaders, that are leaders not through elections but because they have worked to bring change to their communities</p>												

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SS1.4.3	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Rules and Responsibilities The focus of this inquiry strand is for students to learn about rules and responsibilities in a community. Building on what they learned in Kindergarten, they compare and contrast how different rules and responsibilities apply in different spaces such as at home, school, and in the greater community.	X	X	X								X	
<ul style="list-style-type: none"> ● Who do rules apply to? ● What are some examples of school rules and responsibilities? ● What are some examples of family rules and responsibilities? 	What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following: SS1.4.3.1 - CG.P 1: Rules and norms of school and the way power is distributed between people at school, home, and in public SS1.4.3.2 - CG.RL 1: Ways rules may change depending on context SS1.4.3.3 - CG.RR; E.PC 1-2: Ways rules, norms, and rights in all settings create a way for people to live and work together											

<ul style="list-style-type: none"> What are some community rules and responsibilities? 	
Teacher Notes	Instructional Ideas Assessment Ideas

Inquiry Strand SS1.4.4	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Resolving Problems The focus of this inquiry strand is learning how to resolve problems in various settings. <ul style="list-style-type: none"> How can leaders resolve problems when people do not agree with each other? How can people discuss and respect each other's viewpoints when disagreeing? 			X	X	X							
	What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following: SS1.4.4.1 - H.CC 1-2: Examples of historical events where people did not agree with each other, and a leader guided them to resolution SS1.4.4.2 - H.HP 1-2: Examples of leaders who have helped people resolve their problems											

<ul style="list-style-type: none"> How can we resolve problems at home and school? 	<p>SS1.4.4.3 - CG.RR 1-2: Ways problems at home or school can be resolved (e.g., asking for help from trusted adults)</p> <p>SS1.4.4.4 - CG.RR 1-2: Ways people in a society work together to resolve conflicts in the community</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SS1.4.5</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Creating positive social change The focus of this inquiry strand is for students to learn how to create positive social change in the world around them.</p> <ul style="list-style-type: none"> What is social change? How does societal change happen? Who are some examples of people who have created change in society? 	X	X		X	X	X						
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS1.4.5.1 - H.CC 1-2: The definition of social change</p> <p>SS1.4.5.2 - H.HP 1-2; H.IG 1-2: Stories of historical events and key people who brought resistance and change to the society</p>												

	<p>SS1.4.5.3 - CG.P 1-2; CG.RR 1-2: Basic concepts of voting, talking through disagreements and the importance of people’s voices being heard</p> <p>SS1.4.5.4 - CG.P 1-2; CG.RR 1-2: Creating change through service and community actions (e.g., town hall meetings, peaceful protests, and marches)</p> <p>SS1.4.5.5 - CG.RR 1-2: A goal of social change is creating common good</p>
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Topic 5: Communities around the World

Compelling Question: Are all communities the same?

Inquiry Strand SS1.5.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Learning about nearby communities In this inquiry strand, students learn about</p>							X		X		X	X

<p>communities near but outside of their own community.</p> <ul style="list-style-type: none"> • What communities are near our community? • What are the geographical characteristics of those communities? • What are resources within those communities? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS1.5.1.1 - G.WST 1-2: Neighboring communities around students' homes and school (e.g., another city/town, an Indigenous community, a nearby ethnic enclave)</p> <p>SS1.5.1.2 - G.HPE 1: Topography of the neighboring communities (e.g., urban or rural, trees or no trees, hills, beach)</p> <p>SS1.5.1.3 - G.HPE 1: Similarities and differences of the neighboring communities</p> <p>SS1.5.1.4 - E.PC 1-2; E.EG 1: Resources in the neighboring communities and how those resources are made available and to whom</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SS1.5.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Learning about communities in other states in the United States</p>				X			X	X	X	X	X	X

<p>The focus of this inquiry strand is to learn about communities in other states outside Rhode Island. This strand echoes but builds upon what students learned in Kindergarten.</p> <ul style="list-style-type: none"> • What do communities in different parts of the United States look like? • What are some similarities and differences between communities in other places and our own? <p>(It is suggested that teachers use students' backgrounds and/or student choice to pick example areas to look at)</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS1.5.2.1 - G.HPE 1: Characteristics of communities from various places in the United States</p> <p>SS1.5.2.2 - G.HSP 1: Differences between urban and rural communities and the relationship to population</p> <p>SS1.5.2.3 - G.WST 1: The general physical locations of the communities being looked at and their locations on a map</p> <p>SS1.5.2.4 - G.HPE 1: The influence of the physical environment on community life</p> <p>SS1.5.2.5 - E.SA 1; EEG 1: The resources, goods, and services available, how they obtain those resources, and influences of environment on resource availability</p> <p>SS1.5.2.6 - E.PC 1: The production of resources, goods, and services for the communities being looked at</p> <p>SS1.5.2.7 - H.CC 1: Traditions, celebrations, and stories across communities</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>
<p>Inquiry Strand SS1.5.3</p>	<p>Connections to the Rhode Island Standards</p>

	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Learning about communities globally outside the United States</p> <p>The focus of this inquiry strand is for students to learn about communities from parts of the world outside the United States.</p> <ul style="list-style-type: none"> • What are some communities around the globe? • What is their geography like? • What language(s) do the people of those communities speak? • What is their money called? • What type of government do they have? • What are the resources of the community? • How has the community changed over time? <p>(It is suggested that teachers use students' backgrounds and/or student choice to pick example areas to look at. These should be different from those looked at in Kindergarten)</p>				X			X	X	X	X	X	X
<p>What to look for in students' inquiry work:</p> <p>Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS1.5.3.1 - G.HPE 1: Characteristics of communities from various place around the globe</p> <p>SS1.5.3.2 - G.HSP 1: Differences between urban and rural communities around the globe and the relationship to population</p> <p>SS1.5.3.3 - G.WST 1: General physical locations of the communities being looked at and their locations on a map</p> <p>SS1.5.3.4 - G.HPE 1: What the physical environment is like for the communities being looked at and how that influences their ways of life</p> <p>SS1.5.3.5 - E.SA 1; EEG 1: What resources, goods, and services are available to the communities being looked at, ways they obtain those resources, and influences of environment on resource availability</p> <p>SS1.5.3.6 - E.PC 1: The production of resources, goods, and services for the communities being looked at</p> <p>SS1.5.3.7 - H.CC 1: Traditions, celebrations, and stories from communities being looked at</p>												

Teacher Notes

Instructional Ideas

Assessment Ideas

DRAFT

GRADE 2 – LIVING AND WORKING TOGETHER IN GLOBAL COMMUNITIES

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

Topics of Inquiry

Topic 1: Global Places

Compelling Question: How does geography determine where people live?

Strand 1: Understanding maps

Strand 2: Physical features of the globe

Strand 3: Natural resources around the globe

Strand 4: Global environments

Topic 2: People Around the World

Compelling Question: What makes a culture, a culture?

Strand 1: Characteristics of culture

Strand 2: Human interactions with and effects on global environments

Strand 3: Migrations and movement

Topic 3: Global Connections

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

Strand 1: Local cultures and their global connections

Strand 2: Global goods and services

Strand 3: Global communications

Topic 4: Countries and Governments

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

Strand 1: Global citizenship

Strand 2: Global leaders

Strand 3: Rules and responsibilities to each other

Strand 4: Conflicts and resolution

Strand 5: Creating change

Content Standard Tables

Topic 1: Global Places

Compelling Question: How does geography determine where people live?

Inquiry Strand SS2.1.1	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Understanding maps The focus of this inquiry strand is for students to learn basic geography terms about maps.</p> <ul style="list-style-type: none"> • What is the meaning of absolute location? • What is the meaning of relative location? • What do different types of maps show us? • What are some examples of map 							X	X	X			
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS2.1.1.1 - G.WST 1: The basic concept of latitude and longitude in geographical terms as ways of showing absolute location</p> <p>SS2.1.1.2 - G.WST 1-2: Relative locations around students' homes and schools and the difference between absolute location and relative locations</p> <p>SS2.1.1.3 - G.HPE 1; G.HSP 1-2; G.WST 1-2: Ways to look at various types of maps; how they show different features such as populations, culture, socio-political lines, and topographies; and</p>												

terms and concepts?	<p>different uses for these maps</p> <p>SS2.1.1.4 - G.WST 1-2: Basic geographical map terms such as compass rose, map key, latitude, and longitude, etc.</p>
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SS2.1.2	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Physical features of the globe The focus of this inquiry strand is for students to learn about different physical features of the globe.</p> <ul style="list-style-type: none"> • What are different types of bodies of water? • What can different bodies of water be used for? • What are the seven continents and 							X	X	X			
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS2.1.2.1 - G.HPE 1-2: Different types of bodies of water around the globe and how humans use them</p> <p>SS2.1.2.2 - G.HPE 1-2; G.WST 1: Locations of the seven continents and the five oceans</p>											

<p>five oceans?</p> <ul style="list-style-type: none"> • Where are mountains and why are they important? • Where are deserts and why are they important? • How has the climate changed over the years? 	<p>SS2.1.2.3 - G.HPE 1: Physical characteristics and locations of different land features around the world (e.g., Amazon rainforest, Sahara Desert, Mount Everest, Great Barrier Reef) and how people interact with those locations (e.g., resources available for human use, how people adapt to living in different places)</p> <p>SS2.1.2.4 - G.HPE 1-2; G.HSP 1: Was the Earth's climate has changed over time and the impact on groups of people</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SS2.1.3</p>	<p>Connections to the Rhode Island Anchor Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Natural resources around the globe The focus of this inquiry strand is for</p>							X	X	X	X		

<p>students to gain a basic understanding of natural resources around the globe, how humans use those resources, and how resources may affect human settlement.</p> <ul style="list-style-type: none"> • What are some natural resources around the globe? • How are some of these resources important for plant and animal life, including humans? • How do people obtain and use some of these resources? • How does the presence or absence of natural resources affect human settlement patterns? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS2.1.3.1 - G.HPE 1-2; G.HSP 2: Different types of natural resources that are available around the world (e.g., metals, wood, water, land for farming, sun for energy and who has access to them)</p> <p>SS2.1.3.2 - G.HPE 1-2; G.HSP 2: Ways that natural resources are important to plant and animal life, including humans</p> <p>SS2.1.3.3 - G.HPE 1-2; G.HSP 2: Ways that people utilize natural resources (e.g., food, building materials, clothing, technology)</p> <p>SS2.1.3.4 - G.HPE 1-2; G.HSP 2; G.WST 1-2; E.SA 1-2: Ways that access to natural resources affects human population and settlement and who benefits from that access</p> <p>1.3.5 - G.HPE 1; G.HSP 1 Resources that are man-made (e.g., reservoirs, hydroelectricity) and how they may help sustain human settlement</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SS2.1.4</p>	<p>Connections to the Rhode Island Anchor Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

<p>Global environments The focus of this inquiry strand is for students to learn about different global environments and how humans interact with the environment.</p> <ul style="list-style-type: none"> • What are some environments that people live in? • What can different environments provide to humans and how does that affect human settlement? • What are natural disasters and how can they affect human settlement and economics? • How have human-environmental interactions and natural disasters influenced migration? 	<table border="1"> <tr> <td></td> <td></td> <td></td> <td>X</td> <td></td> <td>X</td> <td>X</td> <td>X</td> <td></td> <td>X</td> <td></td> <td></td> </tr> </table>				X		X	X	X		X		
			X		X	X	X		X				
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS2.1.4.1 - H.IG 1-2; G.HPE 1-2; G.HSP 1-2: Ways that people throughout time have adapted to living in different environments (e.g., mountains, deserts, rainforests, woodlands, cold climates, warm climates)</p> <p>SS2.1.4.2 - H.IG 1-2; G.HPE 1-2; G.HSP 1-2: Ways that different environments provide different resources for human habitation that can encourage human settlement</p> <p>SS2.1.4.3 - H.CC 1; G.HPE 1-2; G.HSP 2: Types of natural disasters (e.g., hurricanes, floods, blizzards, drought, hail, tornadoes, tsunamis, wildfires) and how they can affect human settlement and population</p> <p>SS2.1.4.4 - E.SA 1-2: Ways that natural disasters can change the economic situation of people (e.g., destruction of property, access to food sources, access to clean water)</p> <p>SS2.1.4.5 - H.IG 1-2; G.HSP 1-2: Different environmental situations that may cause people to migrate (e.g., migration away from a location to escape a natural disaster, migration to a location that has access to more resources)</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>												

Topic 2: People Around the World

Compelling Question: What makes a culture, a culture?

Inquiry Strand SS2.2.1	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Characteristics of culture The focus of this inquiry strand is to understand culture, its characteristics, and that there are different cultures around the world. Echoing some of what was learned in First Grade, students also look at examples of different cultures from different parts of the world.</p> <ul style="list-style-type: none"> • What is culture? • What are parts of a culture? • What are examples of different cultures? • What does it mean to be Indigenous, and who are some of the Indigenous groups around the world? • What are some similarities across cultures? 				X		X	X	X				
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS2.2.1.1 - G.HSP 1: What a culture is and the characteristics of culture (e.g., food, clothing, music, art, government)</p> <p>SS2.2.1.2 - .G.HSP 1; H.IG 1: Different cultures from different areas of the world and their similarities and differences (it is suggested that teachers use student backgrounds or student choice to choose groups to learn about)</p> <p>SS2.2.1.3 - H.CC 1; H.IG 1; G.HPE 1: Different Indigenous peoples all over the world and the characteristics of some specific groups' cultures</p> <p>SS2.2.1.4 - H.CC 1-2; H.IG 1-2; E.PC 1: Shared experiences, values, and rituals that many people around the world experience (e.g., popular culture such as movies, music, fast food restaurants; shared historical events; sports; fandoms)</p>												

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SS2.2.2	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Human interaction with and effects on global environments						X	X	X				
<p>The focus of this inquiry strand is to introduce students to global environmental challenges that happen because of human-environmental interactions. While in Topic 1 students learned how natural resources are important to humans, here, students learn that human activities can affect those resources and the environment.</p> <ul style="list-style-type: none"> • What is deforestation and how does that affect the environment? • What is pollution and how does it affect our world? • How do human activities affect animals' natural environments? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS2.2.2.1 - G.HPE 1-2; G.HSP 1-2: Some human activities that change the environment (e.g., deforestation, damming rivers)</p> <p>SS2.2.2.2 - G.HPE 1-2; H.IG 1: Different types of pollution caused by humans and the ways they can affect the environment (e.g., smoke from wildfires, remnants of plastics in landfills and ocean waters, carbon dioxide emissions from industrialization)</p> <p>SS2.2.2.3 - G.HPE 1-2; G.HSP 1-3: Ways that individuals and communities can combat pollution through means such as reducing, reusing, and recycling our use of plastics, rubbers, glasses, paper</p> <p>SS2.2.2.4 - G.HPE 1-2; G.HSP 1-3: Ways that changes in the environment affect animal habitats and populations</p>											

<ul style="list-style-type: none"> • How do changes in the environment affect human populations? • In what ways can humans help the environment? 	<p>SS2.2.2.5 - G.HPE 1-2: Ways large-scale environmental changes can lead to an increase in natural disasters</p> <p>SS2.2.2.6 - H.IG 1-2; G.HPE 1-2; G.HSP 1-2: Ways that people can help the environment (e.g., recycling, creating renewable energy such as solar energy, composting, planting trees, urban gardening, ecotourism)</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SS2.2.3</p>	<p>Connections to the Rhode Island Anchor Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Migrations and movement The focus of this inquiry strand is for students to understand why people move.</p> <ul style="list-style-type: none"> • Why do people migrate? • What are the differences between voluntary and forced migration? • What events and other factors lead people to migrate? 				X	X	X		X		X	X	X
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS2.2.3.1 - H.CC 1; H.HP 1; H.IG 1; E.EG 1; E.SA 1: Reasons people throughout time have moved and migrated to other places whether they need to, want to, or are forced to (e.g., family, a new job, war, a change in the environment like drought, enslavement)</p>											

<ul style="list-style-type: none"> What effects can migration have on environments or other peoples? 	<p>SS2.2.3.2 - H.CC 1; G.HSP 1 Differences between voluntary migrants, refugees, and people who are enslaved</p> <p>SS2.2.3.3 - H.IG 1; G.HSP 1; E.PC 1 Reasons that people migrate seasonally (e.g., for work like in certain types of agriculture or to enjoy seasonal climate conditions like “snowbirds”)</p> <p>SS2.2.3.4 - H.CC 1-2; H.IG 1-3 Ways mass migrations of people can affect locations (e.g., depletion of resources or a change in the environment) and other people (e.g., colonialism’s effects on Indigenous peoples) and who benefits</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Topic 3: Global Connections

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

Inquiry Strand SS2.3.1	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Local cultures and their global connections				X	X	X	X	X				

<p>In this inquiry strand, students will learn ways that local communities are connected to the global world.</p> <ul style="list-style-type: none"> • What is cultural heritage? • What cultural heritages are represented by the students in our classroom and by members of our communities? • How do we celebrate global customs in local settings? • What are some global celebrations and traditions represented in literature (fiction and nonfiction)? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS2.3.1.1 - G.HPE 1-2: Ways that traditions, celebrations, and holidays have global and cultural influences</p> <p>SS2.3.1.2 - H.CC 1-2; H.IG 1; G.HSP 1: Global cultural influences that students see in their families and in their communities</p> <p>SS2.3.1.3 - H.CC 1-2; H.HP 1-2; H.IG 1-2: Characteristics of local traditions, celebrations, and holidays as they relate to food, clothing, activities, religion, and other activities, what parts of the world they are from, and the similarities and differences between them</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SS2.3.2	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Global goods and services In this inquiry strand, students will</p>								X		X	X	X

<p>understand that goods and services are traded around the world. This can be connected to what they learned in Topic 1 about natural resources.</p> <ul style="list-style-type: none"> • What are imports and exports? • Why are imports and exports important? • What is a global economy? • How do we contribute to a global economy? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS2.3.2.1 - E.SA 1; E.PC 1: Ways goods and services are distributed throughout the world</p> <p>SS2.3.2.2 - E.SA 1; E.PC 1: Areas of the world that have surplus of certain resources trade with other areas that have less and vice versa</p> <p>SS2.3.2.3 - E.EG 1: Individual and government involvement in an interdependent global economy</p> <p>SS2.3.2.4 - G.HSP 1; E.SA 1-2: Influences of the global economy on peoples' jobs and who benefits</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SS2.3.3</p>	<p>Connections to the Rhode Island Anchor Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Global communications The focus of this inquiry strand is for</p>				X	X	X	X					

<p>students to further understand our connectedness to the world through global communications.</p> <ul style="list-style-type: none"> • How do people communicate around the world? • How has the internet changed global communications? • Why do people need to communicate globally? • What information do they communicate? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS2.3.3.1 - H.CC 1; H.IG 1: The historical evolution of communications such as the printing press (newspapers / books), radio, telephones, the internet</p> <p>SS2.3.3.2 - H.HP 1: Influences of the internet on the speed of communication and who benefits</p> <p>SS2.3.3.3 - H.IG 1; G.HPE 1: The different ways people utilize global communications that can range from governmental diplomacy to social reasons (e.g., keeping in touch with family or playing video games with distant friends)</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Topic 4: Countries and Governments

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

<p>Inquiry Strand SS2.4.1</p>	<p>Connections to the Rhode Island Anchor Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

<p>Global citizenship In this inquiry strand, students will explore what it means to be a global citizen.</p> <ul style="list-style-type: none"> • What is global citizenship? • What are ways we can engage in global citizenship? • How can we as humans resolve global problems together? 	X		X	X		X						
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS2.4.1.1 - CG.RR 1-2; H.IG 1: Rights and responsibilities people around the world have to each other in an interconnected world</p> <p>SS2.4.1.2 - CG.P 1-2; CG.RR 1: Rights and responsibilities governments around the world have to each other</p> <p>SS2.4.1.3 - CG.P 1-2; H.CC 1; G.HSP 1: Decisions that people and governments make that can affect the rest of the world and who benefits</p> <p>SS2.4.1.4 - CG.RR 1-2; H.CC 1: Ways people work together to resolve global issues such as climate change, wars, disease</p>											
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

<p>Inquiry Strand SS2.4.2</p>	<p>Connections to the Rhode Island Anchor Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

<p>Global leaders The focus of this inquiry strand is to introduce global leaders and different types of global governments.</p> <ul style="list-style-type: none"> • What are some different types of governments in the world? • Who are some leaders of those governments? • Who are some global leaders who are not government leaders? • What are some characteristics of a global leader? 	X		X			X						
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS2.4.2.1 - CG.P 1-2: A few basic types of governments (e.g., monarchies, oligarchies, democracies)</p> <p>SS2.4.2.2 - CG.P 1-2; CG.RR: The titles and responsibilities of some governmental global leaders such as prime minister, emperor/empress, president</p> <p>SS2.4.2.3 - H.IG 1-2: Individuals and groups who have become global leaders through their actions and advocacy for positive change</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>											

<p>Inquiry Strand SS2.4.3</p>	<p>Connections to the Rhode Island Anchor Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

<p>Rules and responsibilities to each other The focus of this inquiry strand is to discuss the rules and responsibilities we as global citizens have to each other.</p> <ul style="list-style-type: none"> • What is diplomacy? • Why do countries need to work together? • How are we as people who live in the world together responsible to each other? 	X	X	X	X						X		X
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS2.4.3.1 - CG.P 1-2; H.CC 1: Ways that governments work together to resolve problems, prevent wars, and keep peace</p> <p>SS2.4.3.2 - CG.P 1-2; CG.RL 1: Ways leaders in government meet to set international rules about issues such as health, the environment, war, and peace (e.g., United Nations, G-7 Summit)</p> <p>SS2.4.3.3 - CG.RR 1-2; E.SA 1-2; E.EG 1-2: Some governmental and non-governmental organizations dedicated to helping individuals and communities internationally deal with issues such as scarcity, health, environment, etc. (e.g., World Health Organization, World Trade Organization, Peace Corps, Doctors Without Borders)</p> <p>SS2.4.3.4 - CG.RR 1-2: Ways that individuals can help to resolve world issues (e.g., by working for or volunteering their time at some of the above-named organizations)</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>											

<p>Inquiry Strand SS2.4.4</p>	<p>Connections to the Rhode Island Anchor Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

<p>Conflicts and resolution In this inquiry, students will learn that governments sometimes are in conflict with one another and how they work together to resolve conflict.</p> <ul style="list-style-type: none"> • What can happen when countries don't work together? • What is war and what are some causes of war? • What are some ways that governments resolve conflicts? • What is peace? 	X		X	X	X	X						
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS2.4.4.1 - H.CC 1; H.HP 1; H.IG 1: Mass conflicts which include civil wars, political instability, and persecution for various reasons around the world</p> <p>SS2.4.4.2 - CG.P 1-2; H.CC 1; H.IG 1: Causes of war (e.g., history of unresolved conflict, quest for power over people, quest for power over resources) and how they impact people</p> <p>SS2.4.4.3 - CG.P 1-2; H.CC 1-2; H.IG 1: Ways that governments can resolve conflicts (e.g., agreeing to a cease fire, negotiating a treaty, signing an agreement)</p> <p>SS2.4.4.4 - CG.RR 1: What peace is and ways people try to work toward that goal</p>											

<p>Inquiry Strand SS2.4.5</p>	<p>Connections to the Rhode Island Anchor Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

<p>Creating change In this inquiry, students will learn about people who have brought social change to the world and ways they can also contribute to positive change</p> <ul style="list-style-type: none"> • Who are people who have brought social change to the world? • Do you have to be a leader in government to bring change? • In what ways can we bring change to our community and world around us? 	<table border="1"> <tr> <td></td> <td></td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>			X	X	X	X						
		X	X	X	X								
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS2.4.5.1 - H.CC 1-2; H.HP 1-2; H.IG 1-2: Some historical figures who brought change and what they did to bring change throughout the world (e.g., Mahatma Gandhi, Martin Luther King, Jr., Mother Teresa, Nelson Mandela, Susan B Anthony, Jane Goodall) and the challenges they faced</p> <p>SS2.4.5.2 - H.CC 1-2; H.HP 1-2; H.IG 1-2: Some contemporary individuals and groups who are working on social change in our world (e.g., Greta Thunberg, scientists who work on vaccines, people fighting for immigration rights, and front line workers such as firefighter, police, teachers, doctors, and nurses) and the challenges they face</p> <p>SS2.4.5.3 - CG.RR 1-2: Ways that students can also contribute to positive change in small and large scales (e.g., in their schools, community, country, or world)</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>												

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

Topics of Inquiry

Topic 1: An Overview of the United States of America

Compelling Question: What makes a nation a nation?

Strand 1: Uses of social science

Strand 2: United States geography and environment

Strand 3: States and territories

Strand 4: National government

Strand 5: Our nation today

Topic 2: The Northeast

Compelling Question: What would you say to others to encourage them to move to the Northeast?

Strand 1: Geography and environment

Strand 2: Statehood

Strand 3: Peoples over time

Strand 4: The region today

Topic 3: The Southeast

Compelling Question: What would you say to others to encourage them to move to the Southeast?

Strand 1: Geography and environment

Strand 2: Statehood

Strand 3: Peoples over time

Strand 4: The region today

Topic 4: The Midwest

Compelling Question: What would you say to others to encourage them to move to the Midwest?

Strand 1: Geography and environment

Strand 2: Statehood

Strand 3: Peoples over time

Strand 4: The region today

Topic 5: The Southwest

Compelling Question: What would you say to others to encourage them to move to the Southwest?

Strand 1: Geography and environment

Strand 2: Statehood

Strand 3: Peoples over time

Strand 4: The region today

Topic 6: The West

Compelling Question: What would you say to others to encourage them to move to the West?

Strand 1: Geography and environment

Strand 2: Statehood

Strand 3: Peoples over time

Strand 4: The region today

Content Standard Tables

Topic 1: An Overview of the United States of America

Compelling Question: What makes a nation a nation?

Inquiry Strand SS3.1.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Uses of social science The focus of this inquiry strand is for students to get a basic understanding of the ways social scientists piece together information to understand our history and our world today.</p> <ul style="list-style-type: none"> • What is the job of a geographer? • How do we know about the past? • How do we understand the many cultures that make up our nation today? 					X	X	X	X	X			
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS3.1.1.1 - G.HPE 1; G.WST 1-2: Job of a geographer to study the Earth, its land, features, and inhabitants to understand the relationship between humans and planet earth</p> <p>SS3.1.1.2 - G.HSP 1: Ways that archeologists study the physical evidence left behind by humans to understand human culture</p> <p>SS3.1.1.3 - H.HP 1-2: Approaches historians use to analyze and interpret the past using primary and secondary sources</p> <p>SS3.1.1.4 - H.IG 1-2: Ways that oral traditions that inform what we know about the past</p> <p>SS3.1.1.5 - H.CC 1-2: Ways anthropologists work with people today to learn about their cultures and what is important to them</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SS3.1.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>United States geography and environment</p> <p>The focus of this inquiry strand is to introduce students to the geography of the United States and its neighbors before gaining deeper knowledge through a regional study.</p> <ul style="list-style-type: none"> • How do individuals read a map? • What are the major geographical features of North America? • What countries are neighbors to the United States? 							X		X			
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS3.1.2.1 - G.WST 1-2: Map reading skills (e.g., cardinal directions, key/legends, map scales)</p> <p>SS3.1.2.2 - G.HPE 1-2: Major geographical features of North America (e.g., climate zones, bodies of water, mountains, deserts)</p> <p>SS3.1.2.3 - G.WST 1-2: Neighboring countries to the United States and our relationship with them</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SS3.1.3	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

States and territories The focus of this inquiry is for students to gain a basic understanding of states and territories within the United States. <ul style="list-style-type: none"> • Where are the states and territories in the United States located? • What are the differences between states and territories? • What differences in rights do citizens in states have versus citizens of territories? 	X	X						X	X			
	What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following: SS3.1.3.1 - G.WST 1-2: The areas that make up the United States including its states and territories SS3.1.3.2 - CG.RL 1-2; CG.44; G.HSP 1-2: Ways states and territories differ, and the rights afforded to those born in those areas (e.g., political rights)											
Teacher Notes	Instructional Ideas Assessment Ideas											

Inquiry Strand SS3.1.4	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
National government The focus of this inquiry is for students to	X	X	X						X			

<p>gain a basic foundational understanding of the United States government.</p> <ul style="list-style-type: none"> • Who is the President of the United States? • Where is the capital of the United States located? • Who represents the states at the national government? • What are rules and laws? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS3.1.4.1 - CG.P 1: The President and Vice President of the United States, other national elected leadership positions</p> <p>SS3.1.4.2 - CG.P 1; G.WST 1: The location of the capital of the United States and the White House</p> <p>SS3.1.4.3 - CG.P 1; CG.RR 1-2: A general understanding of who state representatives are (e.g., governors), that they are elected positions, and that they represent the people of their states</p> <p>SS3.1.4.4 - CG.P 1; CG. RL 1: An understanding of rules and laws at the national and state levels</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SS3.1.5</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Our nation today The focus of this inquiry strand is a general</p>								X			X	X

<p>overview of the United States today</p> <ul style="list-style-type: none"> • What is the population of the United States? • What are the demographics of the United States? • What are our major industries? • What are our major imports and exports? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS3.1.5.1 - G.HSP 1-2: General population statistics and demographics (e.g., gender, ethnic backgrounds, religions) of the United States</p> <p>SS3.1.5.2 - E.PC 1-2; E.EG 1-2: Some of the major industries of the United States that support jobs and the economy</p> <p>SS3.1.5.3 - E.PC 1-2: Major imports and exports of the United States and what countries are trading partners</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Topic 2: The Northeast

Compelling Question: What would you say to others to encourage them to move to the Northeast?

Inquiry Strand SS3.2.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Geography and environment The focus of this inquiry strand is to</p>							X		X	X		

<p>introduce the geography of the Northeastern region of the United States.</p> <ul style="list-style-type: none"> • What are some major geographical features of the Northeast? • What are the climate zones of the Northeast? • What are some of the main natural resources of the area? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS3.2.1.1 - G.WST 1-2: Major geographical features of the Northeast (e.g., Atlantic coastline, Appalachian Mountains, woodlands, Hudson River, eastern portion of the Great Lakes)</p> <p>SS3.2.1.2 - G.WST 1-2: Different climate zones in areas of the Northeast, seasons, and weather</p> <p>SS3.2.1.3 - G.HPE 1; E.SA 1-2: Some of the major natural resources in the Northeast (e.g., granite, iron ore, lumber, fish - freshwater and marine)</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SS3.2.2</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Statehood The focus of this inquiry strand is on the</p>	X	X		X	X	X			X			

<p>states that make up the Northeast region of the United States.</p> <ul style="list-style-type: none"> • What are the states in the Northeast and their capitals? • When did each state become a state and why? • What are some of the symbols of these states and why? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS3.2.2.1 - H.IG 1-2; G.WST 1-2: The states and capitals in the Northeastern region of the United States (Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, and the District of Columbia) and their locations</p> <p>SS3.2.2.2 - CG.P 1-2, CG.RL 1-2, H.CC 1-2, H.HP 1-2: When each state in the Northeast became a state and why</p> <p>SS3.2.2.3 - H.HP 1-2: Symbolism associated with some of the states and the reasons those symbols are used (e.g., flag, state motto, state flower, state bird)</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SS3.2.3</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Peoples over time The focus of this inquiry strand is for</p>				X		X	X					

<p>students to learn about the many peoples that make up the Northeastern region of the United States.</p> <ul style="list-style-type: none"> • Who were some of the original Indigenous peoples of the region? • Who moved into the region over time? • Who lives in the region today? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS3.2.3.1 - H.CC 1; H.IG 1; G.HPE 1: Different Indigenous groups in the Northeast (e.g., Mohawk, Oneida, Narragansett, Wampanoag, Massachuset, Wabanaki), their location, and some of the ways they continue their cultural traditions today (e.g., through food, regalia, music, art, language, community gatherings and celebrations)</p> <p>SS3.2.3.2 - H.IG 1-3; G.HPE 1-2: The settlement of the area by different early colonial European immigrants (e.g., Dutch, English, including Pilgrims, French, Germans)</p> <p>SS3.2.3.3 - G.WST 1-3: Basic understanding of early transatlantic trade, that Africans were forcibly enslaved as part of this system, and that some were brought to the Northeast</p> <p>SS3.2.3.4 - H.CC 1-2; H.IG 1-2; G.HSP 1-2: Some major immigrant groups that have come to the Northeast over time (e.g., Brazilians, Cambodians, Cape Verdeans, Chinese, Colombians, Dominicans, French-Canadians, Guatemalans, Haitians, Hmong, Portuguese, Puerto Ricans, Indians, Irish, Mexicans, Salvadorans, Somalis, Vietnamese, and people from other regions of the world), their reasons for leaving their home country and coming to the United States, and some of the ways they continue traditions today (e.g., through food, music, art, language, community gatherings and celebrations)</p> <p>SS3.2.3.5 - G.HSP 1-2: General population statistics and demographics (e.g., gender, ethnic backgrounds, religions) of the Northeast</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SS3.2.4	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The region today The focus of this inquiry is for students to learn about aspects of the region today such as major industries and notable landmarks.</p> <ul style="list-style-type: none"> • What are some of the major cities in the Northeast? • What are some of the major industries in the Northeast? • What are some notable landmarks in the Northeast? 					X						X	X
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS3.2.4.1 - G.WST 1-2: Some of the major cities of the Northeast, their locations, and their signature features</p> <p>SS3.2.4.2 - E.PC 1; E.EG 1: Some of the major industries in the Northeast that support jobs and the economy (e.g., technology, manufacturing, education, healthcare, transportation, tourism, service industry, oil and gas, mining, agriculture, fishing, lumber industry)</p> <p>SS3.2.4.3 - G.WST 1-2: Some notable landmarks (e.g., the country's capital in Washington D.C., Statue of Liberty, Liberty Bell, sites from the American Revolution, national and state parks)</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Topic 3: The Southeast

Compelling Question: What would you say to others to encourage them to move to the Southeast?

Inquiry Strand SS3.3.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Geography and environment The focus of this inquiry strand is to introduce the geography of the Southeastern region of the United States.</p> <ul style="list-style-type: none"> • What are some major geographical features of the Southeast? • What are the climate zones of the Southeast? • What are some of the main natural resources of the area? 						X	X		X	X		
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS3.3.1.1 - H.IG 1; G.HPE 1; G.WST 1-2: Major geographical features of the Southeast (e.g., Appalachian Mountains, Gulf of Mexico, Mississippi River, Atlantic Ocean)</p> <p>SS3.3.1.2 - G.WST 1-2: Different climate zones in areas of the Southeast, seasons, and weather</p> <p>SS3.3.1.3 - G.HPE 1; E.SA 1-2: Some of the major natural resources in the Southeast (e.g., agriculture - rice, cotton, citrus, sugar cane, tobacco, peanuts; oil; natural gas; coal; phosphate; fish - freshwater and marine)</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SS3.3.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Statehood The focus of this inquiry strand is on the states that make up the Southeastern region of the United States.</p> <ul style="list-style-type: none"> • What are the states and territories in the Southeast and their capitals? • When did each state become a state and why? • When did Puerto Rico and the U.S. Virgin Islands become territories? • What are some of the symbols of these states and why? 	X	X		X	X	X			X			
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS3.3.2.1 - H.IG 1-2; G.WST 1-2: The states and capitals in the Southeastern region of the United States (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia) and their locations</p> <p>SS3.3.2.2 - H.IG 1-2; G.WST 1-2: U.S. territories and capitals considered part of the Southeastern region (Puerto Rico, United States Virgin Islands) and their locations</p> <p>SS3.3.2.3 - CG.P 1-2, CG.RL 1-2, H.CC 1-2, H.HP 1-2: When each state and territory in the Southeast became a state or joined the United States and why</p> <p>SS3.3.2.4 - H.HP 1-2: Symbolism associated with some of the states and the reasons those symbols are used (e.g., flag, state motto, state flower, state bird)</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SS3.3.3	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Peoples over time The focus of this inquiry strand is for students to learn about the many peoples that make up the Southeastern region of the United States.</p> <ul style="list-style-type: none"> Who were some of the original Indigenous peoples of the region? Who moved into the region over time? Who lives in the region today? 				X		X	X	X	X			
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS3.3.3.1 - H.CC 1; H.IG 1; G.HPE 1: Different Indigenous groups in the Southeast (e.g., Chickasaw, Choctaw, Cherokee, Creek, Natchez, Seminole, Taino), their location, and some of the ways they continue their cultural traditions today (e.g., food, clothing, music, art, structure of homes, language, community, and government)</p> <p>SS3.3.3.2 - H.IG 1-3; G.HPE 1-2: The settlement of the area by different early colonial European immigrants, where they started their settlements, and their reasons for coming to the Southeast (e.g., English, French, Spanish)</p> <p>SS3.3.3.3 - G.WST 1-3: Basic understanding of early transatlantic trade, that Africans were forcibly enslaved as part of this system, and that some were brought to southern plantations</p> <p>SS3.3.3.4 - H.CC 1-2; H.IG 1-2; G.HSP 1-2: Some major immigrant groups that came to the Southeast during the 19th and 20th centuries and their reasons for leaving their home country and coming to the United States (e.g., English, French, Scottish, Scotch-Irish, Germans, Mexicans, Spanish, and people from many Central American countries and other regions of the world), and some of the ways they continue traditions today (e.g. through food, music, art, language, community gatherings and celebrations)</p> <p>SS3.3.3.5 - G.HSP 1-2: General population statistics and demographics (e.g., gender, ethnic backgrounds, religions) of the Southeast</p>												

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SS3.3.4	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
The region today The focus of this inquiry is for students to learn about aspects of the region today such as major industries and notable landmarks. <ul style="list-style-type: none"> ● What are some of the major cities in the Southeast? ● What are some of the current major industries in the Southeast? ● What are some notable landmarks in the Southeast? 									X		X	X
What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following: SS3.3.4.1 - G.WST 1-2: Some of the major cities of the Southeast, their locations, and their signature features SS3.3.4.2 - E.PC 1; E.EG 1: Some of the major industries in the Southeast that support jobs and the economy (e.g., agriculture, oil and gas, steel manufacturing, coal mining, lumber industry, service industry, tourism) SS3.3.4.3 - G.WST 1-2: Some notable landmarks (e.g., Kennedy Space Center, Edmund Pettus (Selma) Bridge, Music City, national and state parks)												

Teacher Notes	Instructional Ideas Assessment Ideas
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Topic 4: The Midwest

Compelling Question: What would you say to others to encourage them to move to the Midwest?

Inquiry Strand SS3.4.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Geography and environment The focus of this inquiry strand is to introduce the geography of the Midwestern region of the United States. <ul style="list-style-type: none"> ● What are some major geographical features of the Midwest? ● What are the climate zones of the Midwest? ● What are some of the main natural resources of the area? 						X	X		X	X		
What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following: SS3.4.1.1 - H.IG 1; G.HPE 1; G.WST 1-2: Major geographical features of the Midwest (e.g., Great Plains, Great Lakes, Missouri River, Ohio River, upper Mississippi River) SS3.4.1.2 - G.WST 1-2: Different climate zones in areas of the Midwest, seasons, and weather SS3.4.1.3 - G.HPE 1; E.SA 1-2: Some of the major natural resources in the Midwest (e.g., coal, petroleum, natural gas, crude oil, minerals, agriculture - hogs, corn, soybeans, wheat)												

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SS3.4.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Statehood The focus of this inquiry strand is on the states that make up the Midwestern region of the United States.	X	X		X	X	X			X			
<ul style="list-style-type: none"> ● What are the states in the Midwest and their capitals? ● When did each state become a state and why? ● What are some of the symbols of these states and why? 	What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following: SS3.4.2.1 - H.IG 1-2; G.WST 1-2: The states and capitals in the Midwestern region of the United States (Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin) and their locations SS3.4.2.2 - CG.P 1-2, CG.RL 1-2, H.CC 1-2, H.HP 1-2: When each state in the Midwest became a state and why SS3.4.2.3 - H.HP 1-2: Symbolism associated with some of the states and the reasons those symbols are used (e.g., flag, state motto, state flower, state bird)											

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SS3.4.3	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Peoples over time The focus of this inquiry strand is for students to learn about the many peoples that make up the Midwestern region of the United States.				X		X	X	X				
<ul style="list-style-type: none"> ● Who were some of the original Indigenous peoples of the region? ● Who moved into the region over time? ● Who lives in the region today? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS3.4.3.1 - H.CC 1; H.IG 1; G.HPE 1: Different Indigenous groups in the Midwest (e.g., Dakota, Huron, Omaha, Kickapoo, Kiowa, Lakota, Osage, Ojibwa, Pawnee, Quapaw, Sioux), their location, and some of the ways they continue their cultural traditions today (e.g., food, clothing, music, art, structure of homes, language, community, and government), paying particular attention to the differences in traditions of groups living near the Great Lakes and those living on the Great Plains</p> <p>SS3.4.3.2 - H.IG 1-3; G.HPE 1-2: The settlement of the area by different early colonial European immigrants, where they started their settlements, and their reasons for coming to the Midwest (e.g., French, Spanish, English)</p> <p>SS3.4.3.3 - H.CC 1-2; H.IG 1-2; G.HSP 1-2: Some major immigrant groups that came to the Midwest during the 19th and 20th centuries and their reasons for leaving their home coming to the</p>											

	<p>region (e.g., German, Irish, Poles, Jews, Hungarians, Czechs, Swedish, Norwegians, Black Americans moving north, and people from other regions of the world) and some of the ways they continue traditions today (e.g., through food, music, art, language, community gatherings and celebrations)</p> <p>SS3.4.3.4 - G.HSP 1-2: General population statistics and demographics (e.g., gender, ethnic backgrounds, religions) of the Midwest</p>
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SS3.4.4	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The region today The focus of this inquiry is for students to learn about aspects of the region today such as major industries and notable landmarks.</p> <ul style="list-style-type: none"> • What are some of the major cities in the Midwest? • What are some of the current major industries in the Midwest? 									X		X	X
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS3.4.4.1 - G.WST 1-2: Some of the major cities of the Midwest, their locations, and their signature features</p> <p>SS3.4.4.2 - E.PC 1; E.EG 1: Some of the major industries in the Midwest that support jobs and the</p>											

<ul style="list-style-type: none"> What are some notable landmarks in the Midwest? 	<p>economy (e.g., agriculture - beef, wheat, corn, soybeans; banking; car manufacturing)</p> <p>SS3.4.4.3 - G.WST 1-2: Some notable landmarks (e.g., Gateway Arch, Mount Rushmore, national and state parks)</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Topic 5: The Southwest

Compelling Question: What would you say to others to encourage them to move to the Southwest?

Inquiry Strand SS3.5.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Geography and environment The focus of this inquiry strand is to</p>						X	X		X	X		

<p>introduce the geography of the Southwestern region of the United States.</p> <ul style="list-style-type: none"> • What are some major geographical features of the Southwest? • What are the climate zones of the Southwest? • What are some of the main natural resources of the area? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS3.5.1.1 - H.IG 1; G.HPE 1; G.WST 1-2: Major geographical features of the Southwest (e.g., Rio Grande, Colorado River, parts of the Mojave, Sonoran, and Chihuahuan deserts, part of the Rocky Mountains)</p> <p>SS3.5.1.2 - G.WST 1-2: Different climate zones in areas of the Southwest, seasons, and weather</p> <p>SS3.5.1.3 - G.HPE 1; E.SA 1-2: Some of the major natural resources in the Southwest (e.g., coal, copper, iron, silver, silicon, lumber, fish - freshwater and marine)</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SS3.5.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Statehood The focus of this inquiry strand is on the</p>	X	X		X	X	X			X			

<p>states that make up the Southwestern region of the United States.</p> <ul style="list-style-type: none"> • What are the states in the Southwest and their capitals? • When did each state become a state and why? • What are some of the symbols of these states and why? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS3.5.2.1 - H.IG 1-2; G.WST 1-2: The states and capitals in the Southwestern region of the United States (Arizona, New Mexico, Oklahoma, and Texas) and their locations</p> <p>SS3.5.2.2 - CG.P 1-2, CG.RL 1-2, H.CC 1-2, H.HP 1-2: When each state in the Southwest became a state and why</p> <p>SS3.5.2.3 - H.HP 1-2: Symbolism associated with some of the states and the reasons those symbols are used (e.g., flag, state motto, state flower, state bird)</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SS3.5.3</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Peoples over time The focus of this inquiry strand is for</p>				X		X	X	X				

<p>students to learn about the many peoples that make up the Southwestern region of the United States.</p> <ul style="list-style-type: none"> • Who were some of the original Indigenous peoples of the region? • Who moved into the region over time? • Who lives in the region today? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS3.5.3.1 - H.CC 1; H.IG 1; G.HPE 1: Different Indigenous groups in the Southwest (e.g., Ancestral Puebloans, Apache, Cherokee, Hopi, Kiowa, Navajo, Zuni), their location, and some of the ways they continue their cultural traditions today (e.g., food, clothing, music, art, structure of homes, language, community, and government)</p> <p>SS3.5.3.2 - H.IG 1-3; G.HPE 1-2: The settlement of the area by different colonial European immigrants, where they started their settlements, and their reasons for coming to the Southwest (e.g., Spanish)</p> <p>SS3.5.3.3 - H.CC 1-2; H.IG 1-2; G.HSP 1-2: Some major immigrant groups that came to the Southwest during the 19th and 20th centuries and their reasons for leaving their home country and coming to the United States (e.g., white and Black Americans moving west, Mexicans, and people from other Central American countries and other regions of the world) and some of the ways they continue traditions today (e.g., through food, music, art, language, community gatherings and celebrations)</p> <p>SS3.5.3.4 - G.HSP 1-2: General population statistics and demographics (e.g., gender, ethnic backgrounds, religions) of the Southwest</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SS3.5.4	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The region today The focus of this inquiry is for students to learn about aspects of the region today such as major industries and notable landmarks.</p> <ul style="list-style-type: none"> • What are some of the major cities in the Southwest? • What are some of the current major industries in the Southwest? • What are some notable landmarks in the Southwest? 								X	X		X	X
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS3.5.4.1 - G.WST 1-2: Some of the major cities of the Southwest, their locations, and their signature features</p> <p>SS3.5.4.2 - E.PC 1; E.EG 1: Some of the major industries in the Southwest that support jobs and the economy (e.g., agriculture - cattle, sheep, alfalfa, hay; mining; manufacturing; oil, natural gas; tourism)</p> <p>SS3.5.4.3 - G.WST 1-2: Some notable landmarks (e.g., Los Alamos, Roswell, numerous national and state parks)</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Topic 6: The West

Compelling Question: What would you say to others to encourage them to move to the West?

Inquiry Strand SS3.6.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Geography and environment The focus of this inquiry strand is to introduce the geography of the Western region of the United States.</p> <ul style="list-style-type: none"> • What are some major geographical features of the West? • What are the climate zones of the West? • What are some of the main natural resources of the area? 				X	X	X	X		X	X		
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS3.6.1.1 - H.IG 1; G.HPE 1; G.WST 1-2: Major geographical features of the West (e.g., Pacific Ocean, Sierra Nevada Mountains, part of the Rocky Mountains, Mojave and Great Basin deserts, Mount Saint Helens, Mauna Loa)</p> <p>SS3.6.1.2 - G.WST 1-2: Different climate zones in areas of the West, seasons, and weather</p> <p>SS3.6.1.3 - G.HPE 1; E.SA 1-2: Some of the major natural resources in the West (e.g., minerals, crude oil, fish - freshwater and marine, timber)</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SS3.6.2	Connections to the Rhode Island Standards											
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	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Statehood The focus of this inquiry strand is on the states that make up the Western region of the United States.</p> <ul style="list-style-type: none"> • What are the states and territories in the West and their capitals? • When did each state become a state and why? • When did the U.S. territories in the Pacific become territories and why? • What are some of the symbols of these states and why? 	X	X		X	X	X			X			
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS3.6.2.1 - H.IG 1-2; G.WST 1-2: The states and their capitals in the Western region of the United States (Alaska, California, Colorado, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, Washington, and Wyoming) and their locations</p> <p>SS3.6.2.2 - H.IG 1-2; G.WST 1-2: U.S. territories and capitals considered part of the Western region of the United States (American Samoa, Guam, Midway Islands, Northern Mariana Islands, and Wake Island)</p> <p>SS3.6.2.3 - CG.P 1-2, CG.RL 1-2, H.CC 1-2, H.HP 1-2: When each state and territory in the West became a state or joined the United States and why</p> <p>SS3.6.2.4 - H.HP 1-2: Symbolism associated with some of the states and the reasons those symbols are used (e.g., flag, state motto, state flower, state bird)</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SS3.6.3	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Peoples over time The focus of this inquiry strand is for students to learn about the many peoples that make up the Western region of the United States.</p> <ul style="list-style-type: none"> Who were some of the original Indigenous peoples of the region? Who moved into the region over time? Who lives in the region today? 				X		X	X	X				
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS3.6.3.1 - H.CC 1; H.IG 1; G.HPE 1: Different Indigenous groups in the West (e.g., Athabaskan, Cahuilla, Chamorros, Chumash, Hawaiian, Haida, Paiute, Salish, Tlingit, Washoe, Yurok), their location, and some of the ways they continue their cultural traditions today (e.g., food, clothing, music, art, structure of homes, language, community, and government) including differences in traditions of groups living in the Pacific Northwest, the Great Basin, Alaska, Hawaii, southern California, and the territories</p> <p>SS3.6.3.2 - H.IG 1-3; G.HPE 1-2: The settlement of the area by different early colonial European immigrants, where they started their settlements, and their reasons for coming to the West (e.g., Spanish, Russian)</p> <p>SS3.6.3.3 - H.CC 1-2; H.IG 1-2; G.HSP 1-2: Some major immigrant groups that came to the West during the 19th and 20th centuries and their reasons for leaving their home country and coming to the United States (e.g., Chinese, Japanese, Mexicans, white and Black Americans moving west, and people from other Central American countries and other regions of the world) and some of the ways they continue traditions today (e.g, through food, music, art, language, community gatherings and celebrations)</p> <p>SS3.6.3.4 - G.HSP 1-2: General population statistics and demographics (e.g., gender, ethnic backgrounds, religions) of the West</p>												

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SS3.6.4	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
The region today The focus of this inquiry is for students to learn about aspects of the region today such as major industries and notable landmarks. <ul style="list-style-type: none"> ● What are some of the major cities in the West? ● What are some of the current major industries in the West? ● What are some notable landmarks in the West? 									X		X	X
What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following: SS3.6.4.1 - G.WST 1-2: Some of the major cities of the West, their locations, and their signature features SS3.6.4.2 - E.PC 1; E.EG 1: Some of the major industries in the West that support jobs and the economy (e.g., mining, oil, gas, forestry, health care, technology, tourism) SS3.6.4.3 - G.WST 1-2: Some notable landmarks (e.g., California missions, Hoover Dam, Route 66, numerous national and state parks)												

Teacher Notes

Instructional Ideas

Assessment Ideas

DRAFT

GRADE 4 – LIVING AND WORKING TOGETHER IN RHODE ISLAND

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

Topics of Inquiry

Topic 1: Geography and Environment

Compelling Question: Where are we?

Strand 1: Geography of Rhode Island

Strand 2: City/Town Geography

Topic 2: Indigenous Peoples, Roger Williams, and the Rhode Island Colonies

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

Strand 1: Indigenous peoples in what is now Rhode Island

Strand 2: Roger Williams and the Massachusetts Bay and Plymouth Colonies

Strand 3: The founding of the Rhode Island Colonies

Strand 4: Indigenous peoples and relationships with the Rhode Island Colonies

Topic 3: Early Rhode Island

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

Strand 1: Colonial lifeways

Strand 2: Rhode Island economy and the maritime industry

Strand 3: Enslaved and free Africans

Topic 4: The American Revolution and Becoming a State

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

Strand 1: Activities leading to the American Revolution

Strand 2: Rhode Island participation in the American Revolution

Strand 3: Rhode Island becomes a state

Topic 5: Immigration, Labor, and Industry

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

Strand 1: Industrial Revolution

Strand 2: 19th and 20th century industries and peoples

Strand 3: Peoples and industries today

Strand 4: Peoples and industries in my city/town today

Topic 6: Rhode Island Governments

Compelling Question: How can I make change?

Strand 1: The Rhode Island State House and government

Strand 2: My town/city hall and local government

Strand 3: Government participation in the past

Strand 4: Participating in my governments today

Content Standard Tables

Topic 1: Geography and Environment

Compelling Question: Where are we?

Inquiry Strand SS4.1.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Geography of Rhode Island This inquiry strand focuses on the									X	X		

<p>geography of Rhode Island with a refresher on how to look at and understand different types of maps.</p> <ul style="list-style-type: none"> • What kinds of information do different types of maps give? • What are some major geographical features of Rhode Island? • What is the environment and climate like in Rhode Island? • What natural resources are available in Rhode Island? • What states border Rhode Island? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS4.1.1.1 - G.WST 1-2: Map reading skills (e.g., cardinal directions, key/legends, map scales)</p> <p>SS4.1.1.2 - G.WST 1-2: Major geographical features and environment of Rhode Island (e.g., climate, bodies of water)</p> <p>SS4.1.1.3 - G.WST 1-2; E.SA 1: Natural resources available in Rhode Island (e.g., freshwater and marine fish, lumber, agriculture)</p> <p>SS4.1.1.4 - G.WST 1-2: States that border Rhode Island</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SS4.1.2</p>	<p>Connections to the Rhode Island Standards</p>										
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC

<p>City/Town Geography In this inquiry strand, students study the geography and features of their city or town.</p> <ul style="list-style-type: none"> • What are some geographical features of my city/town? • What are some natural resources in my city/town? • What and where are some parks in my city/town? • What other cities and towns surround mine? 									X	X		
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS4.1.2.1 - G.WST 1-2: Geographical features of students' cities/towns</p> <p>SS4.1.2.2 - G.WST. 1-2; E.SA 1: Natural resources available in the students' cities/towns</p> <p>SS4.1.2.3 - G.WST 1: Location and importance of parks in the cities/towns</p> <p>SS4.1.2.4 - G.WST 1-2: Cities and towns that border those of the students</p>											
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Topic 2: Indigenous Peoples, Roger Williams, and the Rhode Island Colonies

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

<p>Inquiry Strand SS4.2.1</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

<p>Indigenous peoples in what is now Rhode Island</p>					X	X		X	X	X		
<p>In this inquiry strand, students will learn about the history and culture of the Indigenous peoples who live in what is now known as Rhode Island in the time period right before and during contact with Europeans.</p> <ul style="list-style-type: none"> • What Indigenous groups lived in Rhode Island during this time period? • How do we know about the early history of the peoples? • What are some cultural characteristics of the Indigenous peoples in this area? • How did Indigenous peoples utilize the natural resources available in this area? • How did the groups work together or negotiate conflict with each other? • Who are the descendants of these peoples today? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS4.2.1.1 - H.IG 1-2; G.HSP 1; G.WST 1: Locations of the Nahaganset (Narragansett), Wampanoag (Pokanoket), Nehantick and Eastern Nehantick (Niantic), and Manissean peoples in what is now known as Rhode Island</p> <p>SS4.2.1.2 - H.HP 1-3: Different ways we know and understand the past (e.g., oral traditions from Indigenous descendants, documentation from early explorers and colonists (including Roger Williams' <i>A Key into the Language of America</i>), historical records, archaeology) and understanding the pros and cons of different types of sources</p> <p>SS4.2.1.3 - H.HP 1-3; H.IG 1-2: Cultural aspects of Indigenous groups (e.g., language, art, clothing, homes, food, kinship system)</p> <p>SS4.2.1.4 - G.HPE 1-2: Ways Indigenous groups utilized geographic features (e.g., coast, inland forests, agriculture, rivers)</p> <p>SS4.2.1.5 - G.HPE 1-2; E.SA 1: Ways Indigenous groups used various available resources (e.g., fish for food; deer for food, clothing, tools; trees for homes, canoes; stones for tools)</p> <p>SS4.2.1.6 - H.IG 1-2: Relationships among Indigenous groups, expanding beyond those who lived in what is now known as Rhode Island</p> <p>SS4.2.1.7 - H.IG 1-3: Contemporary tribal governments and organizations of Indigenous people in Rhode Island today and ways the peoples today practice cultural traditions</p>											

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SS4.2.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Roger Williams and the Massachusetts Bay and Plymouth Colonies In this inquiry strand, students learn about Roger Williams, his banishment from the Massachusetts colonies, and his relocation to what is now known as Rhode Island.						X	X			X		
<ul style="list-style-type: none"> ● Who was Roger Williams and what were some of his beliefs about religion? ● Who helped Roger Williams after he was banished from Massachusetts and Plymouth colonies and where did he settle? ● Who joined Roger Williams in Providence? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS4.2.2.1 - H.IG 1-2; H.HP 1-2: Williams's beliefs about religion and the ways that went against what those leading Massachusetts Bay and Plymouth Bay colonies wanted colonists to believe and how they wanted them to worship</p> <p>SS4.2.2.2 - H.IG 1-2: Williams' journey after banishment, who helped him, and where he eventually settled</p> <p>SS4.2.2.3 - G.HPE 1-2; E.SA 1-2: What the area of Providence was like and what resources the area provided to the new settlement</p> <p>SS4.2.2.4 - H.IG 1-2: Other people who joined Roger Williams to settle Providence</p>											

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SS4.2.3	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
The Founding of the Rhode Island Colonies The focus of this inquiry strand is the expansion of Rhode Island and the formation of its early government. <ul style="list-style-type: none"> ● What was Roger Williams’ “Civil Compact” and his ideas of soul liberty? ● How was the town of Providence structured spatially and how did that reflect Williams’ religious beliefs? ● When and how were other areas of Rhode Island settled by the English and different religious groups, and who led those settlements? 					X	X		X				
	<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS4.2.3.1 - H.IG 1-2; H.HP 1-2: Rationale for and components of Williams’ “Civil Compact” and his ideas of soul liberty</p> <p>SS4.2.3.2 - G.HSP 1-2: Similarities and differences between the town of Providence and other New England towns (e.g., religious beliefs)</p> <p>SS4.2.3.3 - G.HSP 1-2: Rationales for and founders and conditions of other English settlements in Rhode Island (e.g., Anne Hutchinson, William Coddington, Samuel Gorton, Richard Smith, and William Harris)</p> <p>SS4.2.3.4 - H.IG 1-2: Range of other religious groups allowed to settle in Rhode Island (e.g., Quakers, Jews)</p>											

<ul style="list-style-type: none"> What was the Royal Charter of 1663 and what was the “lively experiment”? 	SS4.2.3.5 - H.HP 1-2: Rationale for and components of the charter Williams obtained from England and who benefitted
Teacher Notes	Instructional Ideas Assessment Ideas

Inquiry Strand SS4.2.4	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Indigenous peoples and relationships with the Rhode Island Colonies This inquiry strand focuses on the relationships and conflicts between the Indigenous peoples and the English colonists in Rhode Island.</p> <ul style="list-style-type: none"> How did early contact with Europeans affect the populations of Indigenous peoples? In what ways did colonists and 				X		X	X	X			X	
<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS4.2.4.1 - H.CC 1-2; G.HSP 1-2: Impact of early European explorers and tradesmen on Indigenous populations (e.g., trade, diseases)</p> <p>SS4.2.4.2 - H.IG 1-2; E.PC 1-3: Examples of trade and land use agreements between Indigenous and English leaders (especially Roger Williams and the Narragansett) and who benefitted</p>												

<p>Indigenous peoples work together?</p> <ul style="list-style-type: none"> • In what ways did cultural differences affect relationships? • What major conflicts occurred between the two groups? 	<p>SS4.2.4.3 - H.IG 1-2: Range of perspectives on land use of the Indigenous peoples and the English colonists</p> <p>SS4.2.4.4 - G.HPE 1-2: Impact of colonial encroachment on Indigenous lands (e.g., instances of English settlers allowing their pigs to stomp on and eat Indigenous crops)</p> <p>SS4.2.4.5 - H.IG 1-2: Examples of major conflicts between the English colonists and the Indigenous people, who was involved, and who benefited from the outcomes (e.g., Pequot War, King Philip’s War, Great Swamp Massacre, the sale of Indigenous people after the wars into slavery in Bermuda)</p> <p>SS4.2.4.6 - H.IG 1-2: The system of Indigenous indenture and “bounding out”</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Topic 3: Early Rhode Island

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

Inquiry Strand SS4.3.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Colonial Lifeways This inquiry strand focuses on the lifeways</p>							X	X			X	X

<p>of the Rhode Island Colonists.</p> <ul style="list-style-type: none"> • How did the colonists use the natural resources in Rhode Island? • What goods were imported from England into Rhode Island? • How did the colonists use the geographical features of Rhode Island? • How did the population of English colonists grow during this time? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS4.3.1.1 - G.HPE 1-2; E.PC 1-2: Examples of the use of natural resources in the area to support settlement (e.g., homes, food, clothing, trade)</p> <p>SS4.3.1.2 - E.PC 1-2; E.EG 1-2: Examples of resources imported from England into the colony</p> <p>SS4.3.1.3 - E.PC 1-2: Examples of natural features of the area to support the economy (e.g., the ocean for shipping, travel, and fishing; waterways for travel, trade, and fishing; forests for wood; soapstone quarries)</p> <p>SS4.3.1.4 - G.HPE 1-2: Rationale for and conditions of English-style forestry and agriculture on the land</p> <p>SS4.3.1.5 - G.HSP 1-2: Conditions for and impact of the expansion of English settlement and the growth and establishment of the Rhode Island colony</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SS4.3.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Rhode Island economy and the maritime industry</p>						X			X		X	

<p>This inquiry strand focuses on Rhode Island and its relationship with the world through maritime trade, including its participation in the trans-Atlantic slave trade.</p> <ul style="list-style-type: none"> • What allowed Rhode Island to participate in trade throughout the world? • What were the major port cities? • What were the imports at this time and where did they come from? • What were exports at this time and where did they go? • In what ways did Rhode Islanders play a central role in the trans-Atlantic slave trade? • Why is the trans-Atlantic slave trade also called the triangular trade and how is that connected to other imports and exports? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS4.3.2.1 - G.WST 1-2: Conditions of Rhode Island's geographical position (e.g., development of cities, maritime trade)</p> <p>SS4.3.2.2 - E.PC 1-2: Examples of goods, resources, and products brought into Rhode Island through maritime trade (e.g., mahogany, cacao beans, molasses, silk, porcelain, tea) and where they came from (e.g., Europe, Africa, Caribbean, India, China)</p> <p>SS4.3.2.3 - E.PC 1-2: Examples of goods, resources, and products (e.g., chocolate, rum, spermaceti candles, cod, iron) taken to other parts of the world from Rhode Island</p> <p>SS4.3.2.4 - E.PC 1-2: Examples of goods, resources, and products (e.g., furniture, rice, cotton, tobacco, spermaceti oil) traded with other American colonies (e.g., Massachusetts, Connecticut, colonies in the American South, English colonies in the Caribbean)</p> <p>SS4.3.2.5 - H.IG 1-2: Conditions of the enslavement and trade of Africans, how the triangular trade functioned, and who benefited</p> <p>SS4.3.2.6 - H.IG 1-2; E.PC 1: Rhode Island's involvement of the trade in enslaved Africans, who was complicit, and who benefited</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SS4.3.3	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Enslaved and free Africans This inquiry strand focuses on the lives of free and enslaved Africans in Rhode Island.</p> <ul style="list-style-type: none"> • In what ways did enslaved people resist enslavement, both during the Middle Passage and while enslaved in Rhode Island? • What types of work were enslaved Rhode Islanders made to do? • How did some Black Rhode Islanders obtain their freedom? • What was the population of Black Rhode Islanders during this period? • In what ways did Black Rhode Islanders, enslaved and free, develop a new culture? 				X	X	X						
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS4.3.3.1 - H.IG 1-3: Ways enslaved Africans resisted enslavement (e.g., insurrection on ships, refusal to work, self-emancipation)</p> <p>SS4.3.3.2 - H.IG 1-3; E.PC 1-3: Examples of the work enslaved people in Rhode Island were forced to do and what parts of Rhode Island they supported (e.g., farm labor in South County plantations, domestic labor in city households, labor in merchant shops making goods)</p> <p>SS4.3.3.3 - H.IG 1-3; H.CC 1-3: Examples of how some Black Rhode Islanders obtained their freedom (e.g., buy their or family members' freedom, enslavers granted freedom)</p> <p>SS4.3.3.4 - H.IG 1-3; H.CC 1-3: Examples of the ways enslaved and free Africans maintained culture and re-created a new culture (e.g., naming traditions, foods, music, religion, forming of social organizations such as the African Free Union Society, Negro elections)</p> <p>SS4.3.3.5 - H.HP 1-2: Examples of free and enslaved Black Rhode Islanders from this time period and their accomplishments (e.g., Duchess Quamino, Newport Gardner)</p>												

Teacher Notes	Instructional Ideas Assessment Ideas
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Topic 4: The American Revolution and Becoming a State

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

Inquiry Strand SS4.4.1	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Activities leading to the American Revolution This inquiry focuses on some of the acts and events leading to Rhode Island’s participation in the American Revolution <ul style="list-style-type: none"> ● What were the Sugar Act and Stamp Act and how did they affect the American colonies? ● How did Rhode Islanders respond to the Acts? ● What was the Gaspee Affair and why was it significant? 	X	X		X	X	X						
What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following: <ul style="list-style-type: none"> SS4.4.1.1 - CG.P 1-2; CG.RL 1-2: Rationale for and conditions of the Sugar and Stamp Acts, how Rhode Islanders responded SS4.4.1.2 - H.IG 1-2; H.CC 1-3; H.HP 1-2: Conditions leading to the Gaspee Affair and its significance in the lead up to the American Revolution 												

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SS4.4.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Rhode Island participation in the American Revolution This inquiry strand focuses on Rhode Islander’s participation in the American Revolution. <ul style="list-style-type: none"> ● What happened when the British occupied Newport? ● What battle occurred in Rhode Island? ● What was the 1st Rhode Island Regiment and how did participation affect enslaved and free Black and Indigenous Rhode Islanders? ● What role did Rhode Island women play in the American Revolution? 		X	X	X	X	X			X	X		
	What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following: <ul style="list-style-type: none"> SS4.4.2.1 - H.HP 1-2; E.SA 1-2: Conditions of the occupation of Newport and how it affected the economy there SS4.4.2.2 - G.WST 1; H.HP 1: Location and circumstances of the Battle of Rhode Island and what happened SS4.4.2.3 - H.CC 1-3; H.HP 1-2; H.IG 1-2: Circumstances and actions of the 1st Rhode Island Regiment (e.g, freedoms granted to enslaved Black Rhode Islanders, participation of free Black and Indigenous people) SS4.4.2.4 - H.IG 1-2: Examples of the roles Rhode Island women played during the American Revolution 											

<ul style="list-style-type: none"> What was the Gradual Emancipation Act and how is it connected to the ideals of the Revolution? 	SS4.4.2.5 - CG.RL 1-2; CG.RR 1-3: Elements of the Gradual Emancipation Act and ways the abolition movement was tied to the ideals of the Revolution
Teacher Notes	Instructional Ideas Assessment Ideas

Inquiry Strand SS4.4.3	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Rhode Island becomes a state This inquiry strand focuses on Rhode Island’s eventual ratification of the United States Constitution as the last of the thirteen colonies to do so.</p> <ul style="list-style-type: none"> Why was Rhode Island the last state to ratify the <i>United States Constitution</i>? When did Rhode Island become a state? 	X	X		X	X							
<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS4.4.3.1 - CG.P 1-2; H.HP 1-2: Reasons Rhode Islanders believed their colonial Charter spelled out more freedoms than the <i>United States Constitution</i></p> <p>SS4.4.3.2 - CG.RL 1-2; H.CC 1-2: Reasons Rhode Island ratified the <i>United States Constitution</i> and became a state</p>												

Teacher Notes	Instructional Ideas Assessment Ideas

Topic 5: Immigration, Labor, and Industry

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

Inquiry Strand SS4.5.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Industrial Revolution The focus of this inquiry strand is Rhode					X	X	X		X		X	X

<p>Island’s role as the birthplace of the American Industrial Revolution.</p> <ul style="list-style-type: none"> • Who was Samuel Slater and how did he play a part in starting the Industrial Revolution in America? • How did Rhode Island’s geography play a part in the Industrial Revolution? • What economic changes did the Industrial Revolution bring to Rhode Island? • What immigrant groups came to Rhode Island to work in the textile industry? • What was the connection between factories and child labor? • What was the textile industry’s connection to slavery in the South? 	<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS4.5.1.1 - H.HP 1-2; H.IG 1-2: Samuel Slater’s role in starting the Industrial Revolution in America</p> <p>SS4.5.1.2 - G.HPE 1-2; G.WST 1-2: Conditions of Rhode Island’s geography and the mill system and effects on the environment</p> <p>SS4.5.1.3 - H.IG 1; E.PC 1: Changes in rural agricultural production to more factories and the effects on families</p> <p>SS4.5.1.4 - H.IG 1-3: Examples of immigration to Rhode Island during this era (e.g., Irish, French Canadians)</p> <p>SS4.5.1.5 - H.IG 1-3; E.EG 1-2: Conditions of child labor, labor conditions, and efforts to end child labor</p> <p>SS4.5.1.6 - E.PC 1-2: Examples of the textile industry’s connection to southern slavery despite the end to slavery in the North</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SS4.5.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>19th and 20th century industries and peoples The focus of this inquiry is for students to understand some of the major industries that contributed to Rhode Island’s economy in the 19th and into the late 20th centuries and the people who came to the area looking for opportunity.</p> <ul style="list-style-type: none"> • What other industries were prominent in Rhode Island in the 19th and 20th centuries? • What were the major immigrant groups who came to Rhode Island in the 19th and 20th centuries and what were their reasons for coming? 						X				X	X	
	<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS4.5.2.1 - E.SA 1-2; E.PC 1-3: Major industries contributed to Rhode Island’s economy into the late 20th century (e.g., fishing, agriculture, costume jewelry, textiles, banking, tourism)</p> <p>SS4.5.2.2 - H.IG 1-3; E.PC 1: Conditions and examples of immigrant groups coming to Rhode Island to participate in those major industries and contribute to the culture of Rhode Island (e.g., Irish, Italians, Chinese, Dominicans, Guatemalans, Hmong, Cape Verdeans, Portuguese, Puerto Ricans)</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SS4.5.3	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Peoples and industries today The focus of this inquiry strand is major industries that provide jobs today and the peoples who make up our state.</p> <ul style="list-style-type: none"> • What are some of the major industries in Rhode Island today? • What are the major cities in Rhode Island and why are they located where they are? • What is the population and demographics of Rhode Island? • How do people in Rhode Island continue to honor their cultural traditions? 				X		X	X		X		X	
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS4.5.3.1 - E.PC 1-2: Industries and jobs in Rhode Island today (e.g., tourism, healthcare, education, military)</p> <p>SS4.5.3.2 - G.WST 1: Location of Rhode Island's cities and reasons for their locations</p> <p>SS4.5.3.3 - H.IG 1; G.HPE 1-2: Population and demographics of Rhode Island (e.g., gender, age, ethnic background, race) and areas where there are concentrations of people</p> <p>SS4.5.3.4 - H.IG 1-2: Examples of how Rhode Islanders celebrate and continue cultural traditions (e.g., Narragansett August Meeting, Columbus Day Parade on Federal Hill, 4th of July Parade in Bristol)</p> <p>SS4.5.3.5 - H.CC 1: Examples of cultural influences in Rhode Island today (e.g., Indigenous Johnny cakes, Italian calamari, Portuguese bread)</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SS4.5.4	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>People and industries in my city/town Now that students have learned about the industries and people in their state, this inquiry focuses on student exploration of their own city or town.</p> <ul style="list-style-type: none"> • What jobs do people in my city/town have? • What places of work are available in my city/town? • What is the population and demographics of my city/town? • How do people in my city/town celebrate cultural traditions? • What landmarks or monuments honor historical events or historical people in my city/town? 				X	X	X	X				X	
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS4.5.4.1 - E.PC 1-2: Industries and jobs in students' cities/towns</p> <p>SS4.5.4.2 - H.IG 1; G.HPE 1-2: Population and demographics of students' cities/towns (e.g., gender, age, ethnic background, race)</p> <p>SS4.5.4.3 - H.IG 1-2: Ways people in students' cities/towns celebrate and continue cultural traditions</p> <p>SS4.5.4.4 - H.CC 1: Ways students see cultural influences in their towns today</p> <p>SS4.5.4.5 - H.HP 1: Landmarks and monuments in students' cities/towns that honor historical events or figures (e.g., Veterans' memorials, mill buildings)</p>												

Teacher Notes	Instructional Ideas Assessment Ideas
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Topic 6: Rhode Island Governments

Compelling Question: How can I make change?

Inquiry Strand SS4.6.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
The Rhode Island State House and government The focus of this inquiry strand is for students to understand the basics of Rhode Island state government. <ul style="list-style-type: none"> ● Who are the leaders of the state of Rhode Island? ● Where is the Rhode Island State House and what happens there? ● How are state laws made? ● Who represents Rhode Island in the United States government? 	X	X				X			X			
What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following: <ul style="list-style-type: none"> SS4.6.1.1 - CG.P 1; H.IG 1: Who the state level leaders are and who represents students' district(s) and how they are elected SS4.6.1.2 - G.WST 1: The location of the Rhode Island State House and what decisions are made there SS4.6.1.3 - CG.RL 1-2: How laws are made at the state level SS4.6.1.4 - CG.P 1; H.IG. 1: The Rhode Island representatives in the United States Senate and 												

	House of Representatives
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SS4.6.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>My town/city hall and local government In this inquiry strand, students learn about their local city or town government.</p> <ul style="list-style-type: none"> Who are the leaders in my city/town? Where is my town/city hall? What happens at my town/city hall? 	X	X				X			X			
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS4.6.2.1 - CG.P 1; H.IG 1: Who the city/town leaders are and how they are elected</p> <p>SS4.6.2.2 - G.WST 1: The location(s) of students' town/city hall(s) and what decisions are made there</p>											

	SS4.6.2.3 - CG.RL 1-2: How local laws are made and enforced
Teacher Notes	Instructional Ideas Assessment Ideas

Inquiry Strand SS4.6.3	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Government participation in the past The focus of this inquiry strand is to learn about some ways Rhode Islanders participated in the state government in the past. <ul style="list-style-type: none"> • What is the history of voting rights (suffrage) in Rhode Island? • What are some examples of ways different groups of people worked to gain their civil rights in Rhode 		X	X									
	What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following: SS4.6.3.1 - CG.RL 1-2; CG.RR 1-3: History of voting rights in Rhode Island and how people participated to gain those rights (e.g., Dorr Rebellion, woman suffrage) SS4.6.3.2 - CG.RL 1-2; CG.RR 1-3: Examples of ways different groups of people gained civil rights in Rhode Island and how they achieved those rights (e.g., Narragansett peoples regaining											

Island?	tribal land, Gay Pride Parade for LGBTQIA+ rights, textile union strikes, Black Rhode Islanders working on fair housing laws) SS4.6.3.3 - CG.RR 1-2: Examples of ways children in Rhode Island’s past have participated in some of these movements
Teacher Notes	Instructional Ideas Assessment Ideas

Inquiry Strand SS4.6.4	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Participating in my governments today This inquiry strand focuses on how people today, including children, participate in their governments. <ul style="list-style-type: none"> • How does the voting process work in Rhode Island today? • Who is allowed to vote in Rhode Island today? • How can children participate in 			X									
	What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following: SS4.6.4.1 - CG.RR 1-2: Rhode Island’s voting process and who is allowed to vote SS4.6.4.2 - CG.RR 1-3: Ways children can participate in their local and state governments despite not being of voting age											

<p>their state and local governments?</p> <ul style="list-style-type: none">• What are some issues Rhode Islanders are debating today at the local and state levels?	<p>SS4.6.4.3 - CG.RR 1-3: Issues that Rhode Islanders are debating today at the local and state levels</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

DRAFT

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

Topics of Inquiry

Topic 1: The Land and People Before Colonization

Compelling Question: Why do people live where they do?

Strand 1: North American geography

Strand 2: The Indigenous people of North America

Topic 2: European Arrival in North America and Colonial Growth

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

Strand 1: European colonization

Strand 2: Building the colonies

Strand 3: Development of slavery and the African slave trade

Strand 4: Indigenous peoples and European colonists

Topic 3: The American Revolution

Compelling Question: What makes people rebel against their government?

Strand 1: Road to revolution

Strand 2: Open rebellion

Strand 3: Declaration of Independence

Topic 4: Principles of the United States Government

Compelling Question: Did the *Constitution* lead to a just government?

Strand 1: Writing the *Constitution*

Strand 2: The Early Republic

Topic 5: The Growth of the Republic - Expansion, Immigration, and Migration

Compelling Question: Does expansion always mean progress?

Strand 1: Expansion of United States territory

Strand 2: Movement of people

Strand 3: Growth of industry

Topic 6: Enslavement, the Civil War, and Reconstruction

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

Strand 1: Resistance and abolition

Strand 2: Road to secession

Strand 3: The Civil War

Strand 4: Reconstruction

Scope and Sequence

Topic 1: The Land and People Before Colonization

Compelling Question: Why do people live where they do?

Inquiry Strand SS5.1.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>North American geography This inquiry orients students to the countries, geographic features, and climates of North America that they will study throughout the year.</p> <ul style="list-style-type: none"> • What is the job of a geographer? • How do individuals read a map? • What are the major geographical features of North America? • What is the impact of geographic features on human population and settlements? 							X	X	X			
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS5.1.1.1 - G.HPE 2-3; G.HSP 2-3; G.WST 1, 2: Job responsibilities of a geographer</p> <p>SS5.1.1.2 - G.WST 1-3: Map reading skills (e.g., cardinal directions, key/legends, map scales)</p> <p>SS5.1.1.3 - G.HPE 1-4: Major geographical features of North America (e.g., climate zones, bodies of water, mountains, deserts)</p> <p>SS5.1.1.4 - G.HPE 2-3: Locations people tend to settle and the reasons they chose those areas over others (e.g., access to resources)</p>												

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SS5.1.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
The Indigenous people of North America This inquiry strand invites students to dive deep into the lived experiences of Indigenous peoples to understand their lives prior to European colonization.	X	X		X	X	X		X				X
<ul style="list-style-type: none"> In what ways do geography, climate, and proximity to natural resources affect the lives of Indigenous peoples? What were the various cultures, government structures, and lived experiences of the Indigenous peoples living in what is now known as North America? How are Indigenous groups similar to and different from one another? 	What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following: SS5.1.2.1 - G.HSP 1-2: The geographical spread of Indigenous communities and language families SS5.1.2.2 - H.CC 3; G.HSP 1-3; E.EG 1: The cultures, government structures, and lived experiences (e.g., trade networks, kinship system, spiritual practices) of some groups of Indigenous peoples across North America prior to the arrival of Europeans (e.g., Iroquois, Huron, Cherokee, Navajo, Creek, Apache, Paiute, Pueblo, Hopi, Lakota (Sioux), Seminole, Taino, Inuit, Maya), including those local to Rhode Island (e.g., Nahaganset (Narragansett), Wampanoag (Pokanoket, Mashpee, Aquinnah), Nehantick and Eastern Nehantick (Niantic), Pequot, Nipmuc, Massachuset, Mohegan, Manissean) SS5.1.2.3 - CG.P 1, 3; H.CC 1-3; H.HP 3; H.IG 3: Cooperation and conflict between Indigenous											

<ul style="list-style-type: none"> How have Indigenous people today continued traditional practices? 	<p>nations prior to European arrival</p> <p>SS5.1.2.4 - CG.RL 1-3; H.CC 1; H.IG 2: Ways that Indigenous peoples continue their government and traditional practices today</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Topic 2: European Arrival in North America and Colonial Growth

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

Inquiry Strand SS5.2.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>European colonization This inquiry strand compares the</p>	X			X	X		X	X				

<p>motivations and methods of European colonization in North America.</p> <ul style="list-style-type: none"> • What were the reasons for European colonization of North America? • What were the short- and long-term effects of European colonization on Indigenous communities? • What is settler colonialism? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS5.2.1.1 - CG.P 1-2; H.HP 3; G.HSP 1-3: The reasons various colonial powers (e.g., Vikings, Spanish, Dutch, English, French, Russian) sailed to North America, their understanding of land ownership, and the initial responses of the Indigenous people they encountered and who benefited</p> <p>SS5.2.1.2 - H.CC 1-3; G.HPE 1-3; G.HSP 1-3: The effects of the Columbian Exchange and who benefited and who did not (e.g., introduction of invasive plant species to North America, introduction of animals such as pigs and horses, impact of diseases such as smallpox on Indigenous populations)</p> <p>SS5.2.1.3 - H.CC 1: Definition of settler colonialism and who benefits from it</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SS5.2.2</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Building the Colonies This inquiry explores the similarities and</p>		X			X		X	X	X			X

<p>differences of the colonies throughout North America.</p> <ul style="list-style-type: none"> • In what ways did geography, climate, and natural resources affect the location of the colonies? • What were the similarities and differences between the colonies? • On which sources of labor did each colony rely? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS5.2.2.1 - G.HPE 1-3; G.HSP 1-3, G.WST 1, 3: Locations and geography of the colonies across North America and the reasons colonists decided to settle in those locations</p> <p>SS5.2.2.2 - CG.RL 1-3; H.HP 1-3; H.IG 1-3; E.EG 1-2: Composition and ideologies of each colony (New England, Middle Colonies, Southern Colonies, New France, New Spain) including population and reason for immigration, governmental structures, economic systems, sources of labor, lifeways, religion, and relationships with Indigenous communities</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SS5.2.3	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Development of slavery and the African slave trade</p>		X	X	X	X	X						

<p>This inquiry looks at the early development of the American slave system.</p> <ul style="list-style-type: none"> • In what ways is race socially constructed? • What is the difference between being enslaved and being indentured? • In what way did slavery influence the development of Rhode Island? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS5.2.3.1 - H.CC 4: The social construction of race during this time and the construction of race today</p> <p>SS5.2.3.2 - H.CC 1-4; H.HP 4; H.IG 3: Origins and course of African enslavement in the colonies and the development of chattel slavery (e.g., types of slavery in North America v. slavery around the world, Triangle Trade, Caribbean slavery)</p> <p>SS5.2.3.3 - CG.RL 1-4, CG.RR 1-3: Laws and codes controlling enslaved Africans, free Blacks, indentured whites, and Indigenous peoples in the 1600-1700s</p> <p>SS5.2.3.4 - H.CC 1-4; H.HP 4; H.IG 3: Slavery in colonial Rhode Island (e.g., first African slaves in Rhode Island 1696 from ship <i>Seaflower</i>, role of Rhode Islanders in the slave trade, Newport, South Kingstown, John Brown of Providence, James D'Wolf of Bristol, rural v. urban slavery, 1652 law limiting terms of servitude)</p> <p>SS5.2.3.5 - CG.RL 1-4; H.CC 1-4; H.HP 4; H.IG 3: Indigenous slavery (e.g., enslavement of Pequot, Narragansett, and Wampanoag after the Pequot War 1637 and King Philip's War 1676, connection to African enslavement)</p> <p>SS5.2.3.6 - H.CC 1-4; H.HP 4; H.IG 3: Role of free Blacks in the colonies (e.g., Anthony Johnson)</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SS5.2.4	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Indigenous peoples and European colonists</p> <p>This inquiry focuses on the relationships between Indigenous peoples living in areas overtaken by European colonists and the evolving nature of those relationships.</p> <ul style="list-style-type: none"> • How did views on land ownership, land use, and property rights different between Indigenous peoples and various European colonists? • What were the trade relationships between the different colonies and Indigenous communities? • What conflicts arose between Indigenous peoples and Europeans? 				X	X	X	X	X				X
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS5.2.4.1 - G.HPE 1-4; G.HSP 1-3: Variety of Indigenous views on land ownership, land use, and property rights</p> <p>SS5.2.4.2 - H.HP 4; H.IG 1-3; E.SA 1-4; E.EG 1-3: Political, cultural, and trade relationships between French, Spanish, and English colonists with Indigenous communities</p> <p>SS5.2.4.3 - H.CC 1-3; H.HP 4; H.IG 1-3: Key conflicts between Indigenous peoples and European colonists (e.g., Aztec Conquest 1520s, Pueblo Revolt 1680, Pequot War 1630s, King Philip's War 1670s, California Missions 1760s-1830s)</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Topic 3: The American Revolution

Compelling Question: What makes people rebel against their government?

Inquiry Strand SS5.3.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Road to revolution This inquiry focuses on examining the short- and long-term causes of the American Revolution.</p> <ul style="list-style-type: none"> • What was the French and Indian War and how did it affect the colonies? • What roles did Indigenous people play in the French and Indian War? • How did Great Britain attempt to recoup the financial costs of the war? • In what ways did the colonists rebel against the British government leading up to the American Revolution? 	X	X	X	X	X	X						X
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS5.3.1.1 - H.CC 1-3; H.HP 4; H.IG 1-3: Causes, course, and impact of the French and Indian War</p> <p>SS5.3.1.2 - H.CC 1-3; H.HP 4; H.IG 1-3: Roles of Indigenous peoples in the French and Indian War</p> <p>SS5.3.1.3 - CG.RL 1-4; CG.RR 1-3; E.EG 3: Significance of the Proclamation of 1763, Sugar Act 1764, Currency Act 1764, Stamp Act 1765, Quartering Act 1765, Townshend Act 1767, Coercive Acts 1774</p> <p>SS5.3.1.4 - CG.P 3; CG.RR 3; H.IG 2-3: Various protests and major events leading up to the American Revolution (e.g., Boston Massacre, Gaspee Affair, Stamp Act riots, North Carolina Regulators, various Tea Parties)</p>												

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SS5.3.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Open rebellion This inquiry focuses on the people who fought in the Revolution and the key events of the war. <ul style="list-style-type: none"> ● In what ways did ordinary Patriots resist the British? ● Who were the patriots, loyalists, and those who stayed neutral and what arguments did they use to explain their positions? ● What were some of the major events of the war? ● In what ways did Indigenous people, free Blacks, enslaved peoples, and women participate in 				X	X	X						
What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following: <p>SS5.3.2.1 - H.CC 1-4; H.HP 4; H.IG 1-3: Diversity of patriots (e.g., white men and women from all classes, free Blacks, enslaved peoples, and Indigenous peoples) and their reasons for and ways of rebelling against the Crown</p> <p>SS5.3.2.2 - H.CC 1-3; H.HP 4; H.IG 1-3: The individuals who remained loyal to the Crown and the reasons for their loyalty (e.g., Newport Gazette, Joseph Brant or Thayendanegea)</p> <p>SS5.3.2.3 - H.CC 1-3; H.HP 4; H.IG 1-3: The individuals and groups who remained neutral (e.g., Quakers, Indigenous tribes such as the Six Nations)</p> <p>SS5.3.2.4 - H.CC 1-3: Key events of the war (e.g., Battle of Lexington and Concord 1775, Non-importation Agreements, Siege of Newport 1778, Battle of Rhode Island 1778, Battle of</p>												

the war?	<p>Yorktown 1781)</p> <p>SS5.3.2.5 - H.IG 1-3: Women’s role as patriots (e.g., Deborah Sampson, Phillis Wheatley, homespun, spinning bees, camp followers)</p> <p>SS5.3.2.6 - H.IG 1-3: Stories of enslaved and free Blacks during this era (e.g., Rhode Island Black Regiment, Olaudah Equiano, Prince Hall, Benjamin Banneker, Phillis Wheatley, Duchess Quamino, Newport Gardner)</p>
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SS5.3.3	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Declaration of Independence This inquiry takes an in-depth look at the <i>Declaration of Independence</i> and in particular the idea of natural rights.</p> <ul style="list-style-type: none"> How were liberty and natural rights defined at the time of the Revolution? What were the grievances and 	X		X	X	X		X					X
	<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS5.3.3.1 - H.HP 1, 4: Definition of liberty the natural rights listed in the <i>Declaration of Independence</i></p>											

<p>ideals laid out in the Declaration of Independence?</p> <ul style="list-style-type: none"> • Who were the signatories of the Declaration of Independence and what were their political views? • What influence did Indigenous people have in the writing of the Declaration of Independence? • In what ways do we see elements of the Declaration of Independence in our world today? 	<p>SS5.3.3.2 - H.HP 1; E.EG 3: The grievances and ideals laid out in the <i>Declaration of Independence</i></p> <p>SS5.3.3.3 - CG.P 1-3, CG.RR 3, H.HP 4, G.HPE 3: The backgrounds (race, gender, occupation, religion, age, location, and view of slavery) of the <i>Declaration of Independence</i> signatories and the effect that their perspectives had on their political views (e.g., Rhode Island’s Stephen Hopkins)</p> <p>SS5.3.3.4 - H.IG 1, 4: Influence of the Iroquois Confederacy in drafting the <i>Declaration of Independence</i> (e.g., Great League of Peace)</p> <p>SS5.3.3.5 - H.CC 1-4: Ways that students see the ideals of the <i>Declaration of Independence</i> in their lives today</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Topic 4: Principles of the United States Government

Compelling Question: Did the *Constitution* lead to a just government?

<p>Inquiry Strand SS5.4.1</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

<p>Writing the <i>Constitution</i> This inquiry asks students to critically study the writing of the <i>Constitution</i> by examining the delegates, the issues, and the <i>Constitution</i> itself.</p> <ul style="list-style-type: none"> • What were the <i>Articles of Confederation</i> and why did they ultimately fail? • How did the Constitutional Convention attempt to balance the interests of all the states and what was the Great Compromise? • How did the institution of slavery shape the <i>Constitution</i>? • What role did Rhode Island play in drafting and ratifying the <i>Constitution</i>? • What is the purpose of the <i>Bill of Rights</i>? 	X	X	X	X		X						
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS5.4.1.1 - CG.RL 3: The <i>Articles of Confederation</i>.</p> <p>SS5.4.1.2 - CG.P 1-4; CG.RL 3-4; CG.RR 3; H.CC 1-4: Goals, events, and delegates of the 1787 Constitutional Convention (e.g., various plans and compromises suggested, Shays' Rebellion, Northwest Ordinance 1787, The Great Compromise, Rhode Island's role in drafting and ratifying the <i>Constitution</i>)</p> <p>SS5.4.1.3 - CG.P 1-4; CG.RL 3-4; CG.RR 3; H.CC 1-4: Major issues in drafting the <i>Constitution</i> (e.g., slavery, voting rights, property rights, state powers, checks and balances, interstate commerce, Federalists vs. Anti-Federalists).</p> <p>SS5.4.1.4 - CG.RL 3-4; H.CC 1-4: Role of the institution of slavery in the drafting of the <i>Constitution</i> (e.g., 3/5th rule of representation, fugitive-slave clause, slave importation clause)</p> <p>SS5.4.1.5 - H.IG 1-2: Rhode Island's role in drafting and ratifying the <i>Constitution</i></p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SS5.4.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The Early Republic This inquiry highlights the political changes and uncertainties immediately following the ratification of the <i>Constitution</i>.</p> <ul style="list-style-type: none"> • What political developments occurred during the Early Republic? • What were the limits of political participation during the Early Republic? • What laws in the Early Republic reflect changing views about slavery? 		X	X	X								X
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS5.4.2.1 - H.CC 1-3: First three presidents and their administrations (e.g., George Washington, John Adams, Thomas Jefferson)</p> <p>SS5.4.2.2 - CG.P 3; H.CC 1-3; E.EG 1-3: Development of the two-party system and the debates that resulted (e.g., Alexander Hamilton v. Thomas Jefferson, Federalists, Democratic-Republicans, the National Bank, foreign policy, infrastructure, education, <i>Marbury v. Madison</i> 1803)</p> <p>SS5.4.2.3 - CG.RR 1-2: Limits of political participation (e.g., voting requirements, holding office rules, Alien and Sedition Acts 1798, Rhode Island Suffrage Association, Rhode Island's People's <i>Constitution</i> 1841, Dorr Rebellion 1841-42) and who benefited</p> <p>SS5.4.2.4 - CG.RL 1-3; H.CC 1-3: Changing views of slavery in the New Republic in legislation (e.g., role of the Northwest Ordinance is limiting the spread of slavery, emancipation acts in Northern States including Rhode Island's Gradual Emancipation Act of 1784, "Act Prohibiting Importation of Slaves" 1807)</p>												

Teacher Notes	Instructional Ideas Assessment Ideas
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Topic 5: The Growth of the Republic - Expansion, Immigration, and Migration

Compelling Question: Does expansion always mean progress?

Inquiry Strand SS5.5.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Expansion of United States territory The focus for this inquiry is how the United States gained ownership of land from the Atlantic to the Pacific and the consequences of that acquisition.	X	X		X	X	X	X	X				
<ul style="list-style-type: none"> What was the belief of “manifest destiny” and how did people at the time justify America’s westward expansion? How did the United States government work to expand its territory in the first half of the 19th century and what were some of the key events and people? 	What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following: SS5.5.1.1 - H.HP 1-3; G.HPE 1-3; G.HSP 1-3: Definition of manifest destiny and the justification for westward expansion SS5.5.1.2 - CG.P 2-3; CG.RL 3; H.CC 1-4; G.HPE 3: Efforts to gain land and expand territory (e.g., the Louisiana Purchase 1803, Spanish Florida 1810-1819, Texas Annexation 1845, Oregon Country from Great Britain 1846, Treaty of Guadalupe-Hidalgo 1848, Gadsden Purchase 1853) and Indigenous response and resistance SS5.5.1.3 - H.CC 2-3; H.IG 3; G.HPE 2-3; G.HSP 3: Route, purpose, key events of the Lewis and											

<ul style="list-style-type: none"> What were the rules for establishing free and slave states? 	<p>Clark expedition 1804-1806 (e.g., Meriwether Lewis, William Clark, York, Sacagawea) a</p> <p>SS5.5.1.4 - CG.P 2; H.CC 1-3; H.HP 3; H.IG 3: Cause, course, and impact of the Mexican American War 1846-1848 (e.g., Mexican freedom from Spain in 1821, James K. Polk, Rio Grande, Bear Flag Revolt, Treaty of Guadalupe-Hidalgo 1848, California Constitution 1849, Wilmot Proviso, loss of ranchos for California land owners), the effects on Mexican citizens, and Indigenous response and resistance</p> <p>SS5.5.1.5 - CG.RL 3-4: Rules for establishing free and slave states</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SS5.5.2</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Movement of people This inquiry identifies the ways that people</p>	X	X	X	X		X	X	X				

<p>moved to and around the United States whether through immigration, migration, or forced removal.</p> <ul style="list-style-type: none"> • Why did people come to the United States? • Why did some people move to different regions of the United States? • In what ways were Indigenous people removed from their homelands and how did that affect communities and families? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS5.5.2.1 - CG.RL 2-4; CG.RR 2-3: Laws governing immigration and citizenship (e.g., Rhode Island Colonial Charter 1663, Naturalization Act of 1790, Alien Friends Act 1798, Immigration Act of 1864, 14th Amendment 1868, Naturalization Act of 1870, Page Law 1875, Chinese Exclusion Act 1882, Rhode Island Bourn Amendment 1888, Immigration Act 1891, <i>United States v. Wong Kim Ark</i> 1898)</p> <p>SS5.5.2.2 - H.CC 1-3; H.IG 1-3; G.HPE 2-4: Immigration and migration to the East Coast with a focus on Rhode Island, the Midwest with a focus on the North, and the west coast with a focus on California, effects on immigrant community and family, and the impact on Indigenous peoples</p> <p>SS5.5.2.3 - CG.P 1-3; H.IG 1-3; G.HSP 1-4: Removal of Indigenous peoples from their lands by the United States government (e.g., Andrew Jackson's Indian Removal Acts (1830), Trail of Tears (1838), Indian Appropriations Act 1851, Dawes Act 1887, Indian Boarding Schools), at whose benefit, and effects on community and family</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SS5.5.3</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

<p>Growth of industry This inquiry focuses on the changes to transportation and industry in the first half of the 19th century and how this changed life for individuals.</p> <ul style="list-style-type: none"> • What was the transportation revolution and how did it impact the United States? • In what ways did daily life change because of the transportation and industrial revolutions? • How did the emerging factory system change working life, and in particular children? • What other industries besides those based on factories were prevalent at this time? 	<table border="1"> <tr> <td></td> <td></td> <td></td> <td>X</td> <td></td> <td></td> <td>X</td> <td></td> <td></td> <td></td> <td>X</td> <td></td> </tr> </table>				X			X				X	
			X			X				X			
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS5.5.3.1 - H.CC 1-3; G.HPE 1-4; E.PC 1-3: Definition of the Transportation Revolution and its impact on the United States (e.g., steamboats, canals, roads, bridges, turnpikes, railroads)</p> <p>SS5.5.3.2 - H.CC 1-3; G.HPE 1-4; E.PC 1-3: Definition of the Industrial Revolution and how the shift from agricultural to industrial economy shaped daily life prior to the Civil War (e.g., Slater Mill in Rhode Island, Rhode Island System, Lowell Mill Girls, child labor, outwork system, factory system, wage labor, technological developments, cotton gin, steam engine)</p> <p>SS5.5.3.3 - H.CC 1-3; G.HPE 1-4; E.PC 1-3: Other industries and their influence on the United States (e.g., whaling, shipping, international trade)</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>												

Topic 6: Enslavement, the Civil War, and Reconstruction

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

Inquiry Strand SS5.6.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Resistance and abolition This inquiry asks students to consider the conditions of enslavement and the many efforts to obtain freedom from the African American community.</p> <ul style="list-style-type: none"> • How did conditions of slavery vary by location? • How did enslaved people resist enslavement and maintain their culture? • What was the mission of the abolition movement? • What role did the Fugitive Slave law play in the abolition movement? • In what ways did racism in the North continue in the 19th century? 	X	X	X	X	X	X						
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS5.6.1.1 - CG.P 1; H.IG 1-3: Conditions of enslavement for African Americans, (e.g., types of labor, living accommodations, illnesses, Slave Codes) and differences across the states</p> <p>SS5.6.1.2 - H.CC 1-3; H.IG 1-3: The ways enslaved people resisted enslavement (e.g., self-emancipation, slowing down work, destruction of property) and maintained and created culture (e.g., music, clothing, religious beliefs)</p> <p>SS5.6.1.3 - CG.RR 1-3; H.HP 1, 4; H.IG 1-4: Resistance, revolts, (e.g., Stono Rebellion 1739, Nat Turner's Rebellion 1831) and stories of escape (e.g., Harriet Jacobs, Frederic Douglass, Harriet Tubman, Underground Railroad, Underground Railroad in Rhode Island and Elizabeth Buffum Chace)</p> <p>SS5.6.1.4 - CG.RR 1-3; H.CC 1-4; H.IG 1-4: Goals and strategies of the abolition movement (e.g., Olaudah Equiano, David Walker's Appeal 1829, Frederick Douglass, Sojourner Truth, William Lloyd Garrison, Lydia Maria Child)</p> <p>SS5.6.1.5 - CG.RL 3: Implications of the Fugitive Slave law of 1850</p> <p>SS5.6.1.6 - CG.RL 3: Legal bids for freedom (e.g., Biddy Mason 1856, Dred Scott 1857, Archy Lee 1858)</p>												

	SS5.6.1.7 - H.HP 1-3: Continued racism against Black Americans in the North despite the end of slavery
Teacher Notes	Instructional Ideas Assessment Ideas

Inquiry Strand SS5.6.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Road to secession This inquiry looks at the political precursors to the Southern Secession from the Union and the start of the Civil War. <ul style="list-style-type: none"> • What were the causes of the Civil War? • What were the ideological differences between the North and the South? 	X	X		X	X							X
	What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following: SS5.6.2.1 - CG.P 2; H.P 1, 4: The ways that slavery as a political, economic, and social institution divided the country SS5.6.2.2 - CG.P 2-3; CG.RL 3; H.CC 1-2; E.EG 2-3: Politics pre-1850s and how it added to the tensions between the North and the South (e.g., Constitutional compromises, Missouri											

<ul style="list-style-type: none"> What reasons were given for the formation of the Confederate States of America? 	<p>Compromise 1820, Wilmot Proviso, Free Soil Party 1848-1854)</p> <p>SS5.6.2.3 - CG.P 2-3; CG.RL3; H.CC 1-2; E.EG 2-3: 1850s political crisis as the catalyst for secession (e.g., Compromise of 1850, Fugitive Slave Law 1850, Kansas-Nebraska Act 1854, Bleeding Kansas 1855, Dred Scott decision 1857, Lincoln Douglas debates, John Brown’s raid on Harpers Ferry 1859)</p> <p>SS5.6.2.4 - H.CC 1-3: Formation of the Confederate States of America, the states involved, and their reasons for secession</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SS5.6.3</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The Civil War This inquiry focuses on the conduct of the</p>			X	X	X	X						

<p>Civil War and in particular the people who fought.</p> <ul style="list-style-type: none"> • What were some key battles and leaders during the War? • How did people experience the War? • How did the Civil War become a war to end slavery? • How is the Civil War remembered today? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS5.6.3.1 - H.IG 1-2: Leaders during the war (e.g., Abraham Lincoln, Ambrose Burnside, Ulysses S. Grant, Robert E. Lee, Stonewall Jackson)</p> <p>SS5.6.3.2 - H.CC 1-3; H.HP 1, 4; H.IG 1: Advantages of the North (e.g., more men of military age, larger industrial capacity, railroad lines, ships, navy, strong centralized government, technological developments)</p> <p>SS5.6.3.3 - H.CC 1-3: Key battles and their effect on the course of the war (e.g., Antietam, Vicksburg, Gettysburg)</p> <p>SS5.6.3.4 - CG.RR 1-4; H.CC 1-3; H.HP 1, 4; H.IG 1: Roles diverse individuals played in the Civil War (e.g., free Blacks and enslaved Africans, women, children, LGBTQIA+ individuals, Indigenous peoples)</p> <p>SS5.6.3.5 - CG.RR 1-4; H.CC 1-3; H.HP 1, 4; H.IG 1: Rhode Island's response to the war, (e.g., Ambrose E. Burnside, 14th Rhode Island Heavy Artillery (Colored), <i>USS Rhode Island</i>, Katharine Prescott Wormeley, Julia Ward Howe, Rhode Island's factory production, A&W Sprague textile factory, Portsmouth Grove Military Hospital)</p> <p>SS5.6.3.6 - H.CC 1-4; H.IG 3-4: Emancipation Proclamation, General Order No.3, and Juneteenth</p> <p>SS5.6.3.7 - H.HP.3-4: Controversies today surrounding remembrances of the Confederacy</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SS5.6.4	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Reconstruction This inquiry asks students to examine the period immediately following the end of the Civil War and to consider the multitude of ways that Black individuals and groups acted to resist white supremacy and advocate for their freedoms.</p> <ul style="list-style-type: none"> • How did the United States try to reconstruct itself after the Civil War? • How did life change for free and newly emancipated people? • What were different reactions to Reconstruction? 	X	X	X	X	X	X				X		X
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS5.6.4.1 - H.HP 4: Definition of Reconstruction</p> <p>SS5.6.4.2 - CG.RL 3-4; CG.RR 2-3: The 13th, 14th, and 15th Amendments</p> <p>SS5.6.4.3 - H.CC 1-4; H.IG 1-4: Role of the Freedmen's Bureau and the Rhode Island Association for Freedmen in supporting formerly enslaved persons during Reconstruction (e.g., redistributing lands, establishing school systems, reuniting families, providing food and medical care)</p> <p>SS5.6.4.4 - CG.P 1-4; CG.RR 1-4: Political advancement of the Black community (e.g., 16 Congressional Members during Reconstruction, Black members of state legislatures, Hiram Revels, Joseph Rainey, voting registration and practices, Octavius Catto)</p> <p>SS5.6.4.5 - H.CC 1; H.IG 1-4; E.SA 3; E.EG 2-3: Social and economic changes as a result of ending enslavement of African Americans (e.g., rebuilding of Black families and culture, reuniting families through advertisements, Southern Homestead Act, sharecropping, "40 acres and a mule")</p> <p>SS5.6.4.6 - H.CC 1, 4; H.HP 4; H.IG 1-4: Northern response to Reconstruction (e.g., Petition of Horace Greeley Wade 1866, Petition for equal rights 1870, Rhode Island General Law Chapter 508 in 1885, Reverend Mahlon Van Horne)</p> <p>SS5.6.4.7 - H.CC 1, 4; H.HP 4; H.IG 1-4: Backlash to Reconstruction and the violence aimed at</p>												

	Black officeholding, economic independence, and culture creation (e.g., white supremacy's role in the rise of the KKK, Black Codes, 1872 Amnesty Act, the election of 1876)
Teacher Notes	Instructional Ideas Assessment Ideas

DRAFT

Building on students' analysis of the early years of the United States, students in grade six focus on life at the turn of the twentieth century, the World Wars, the Cold War, movements for civil rights, and contemporary American society by understanding multiple and diverse perspectives and their intersectionality.

Topics of Inquiry

Topic 1: Life in the late 19th and early 20th centuries

Compelling Question: Was life between 1865 and 1945 a time of progress or regression?

Strand 1: Reconstruction

Strand 2: Expansion

Strand 3: Immigration

Strand 4: Work and life

Strand 5: Social and cultural responses to industrialization and urbanization

Topic 2: World Wars and the Great Depression

Compelling Question: Should the United States get involved in wars outside of our country?

Strand 1: World War I (1914-1918)

Strand 2: The Great Depression

Strand 3: World War II (1939-1945)

Topic 3: The Cold War (1947-1991)

Compelling Question: Can a war about ideas be more dangerous than a physical war?

Strand 1: Defining the Cold War

Strand 2: Cold War at home and abroad

Topic 4: Movements for Civil Rights

Compelling Question: Has the civil rights era really ended?

- Strand 1: African American civil rights movement
- Strand 2: Women’s rights movement
- Strand 3: Latinx civil rights movement
- Strand 4: Asian American and Pacific Islander (AAPI) civil rights movement
- Strand 5: Indigenous civil rights movement
- Strand 6: LGBTQIA+ rights movement
- Strand 7: Disability rights movement

Topic 5: Contemporary American Society

- Compelling Question: Is sharing and trading globally always a good thing?
- Strand 1: The People of the United States Today
 - Strand 2: Globalization

Content Standard Tables

Topic 1: Life in the late 19th and early 20th centuries

Compelling Question: Was life between 1865 and 1945 a time of progress or regression?

Inquiry Strand SS6.1.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Reconstruction This inquiry strand focuses on ways that	X	X	X	X		X				X	X	X

<p>life changed for Black Americans because of the Civil War.</p> <ul style="list-style-type: none"> ● In what ways did the country change because of the Civil War and Reconstruction? ● In what ways did Reconstruction redefine what it meant to be an American? ● What were some of the economic and social changes that resulted from Reconstruction? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS6.1.1.1 - CG.P 1-4; CG.RR 3; H.IG 1-3; E.EG 1-3: Goals, processes, and outcomes of Reconstruction and who benefitted</p> <p>SS6.1.1.2 - CG.RL 3-4; CG.RR 2-3: Rationales for and elements of 13th, 14th, and 15th Amendments and who benefitted</p> <p>SS6.1.1.3 - H.IG 1-4: Role of the Freedmen's Bureau and the Rhode Island Association for Freedmen in supporting formerly enslaved persons during Reconstruction</p> <p>SS6.1.1.4 - CG.P 1, 3; H.CC 2-3: Efforts by the Federal government to bring Confederates back into the Union and the consequences that had for Black Americans (e.g., 1872 Amnesty Act, the election of 1876)</p> <p>SS6.1.1.5 - H.CC 1-3; H.IG 2; E.SA 3; E.PC 1-4: Economic and social changes as a result of ending enslavement of African Americans (e.g., rebuilding of Black families, 1860 and 1870s Black political activism and service, sharecropping)</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SS6.1.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Expansion This inquiry strand focuses on the different ways that the United States expanded in the late 19th and early 20th centuries.</p> <ul style="list-style-type: none"> • How did settler colonialism challenge the narrative of manifest destiny? • How did settler colonialism contribute to Indigenous genocide? • How did the railroads change the west? • What role did Black Americans play during this time of expansion? • How did America’s role in the world change between the 1870s and 1910s? 	X			X	X	X	X	X				X
	<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS6.1.2.1 - H.HP 1-4; G.HPE 1-4: Definition and comparison of settler colonialism vs. manifest destiny</p> <p>SS6.1.2.2 - H.HP 1-4; G.HPE 2-3; E.EG 2-3: Building and impact of the Transcontinental Railroad on Indigenous peoples (e.g., Morrill Tariff and Land Grant Act 1862, and the Homestead Acts 1862, Pacific Railway Act of 1862, differing responses of Indigenous nations).</p> <p>SS6.1.2.3 - H.IG 1-3: Role of Black soldiers in American expansion. (e.g., Buffalo Soldiers, Seminole Negro Indian Scouts, regular army and volunteer units in the Spanish American War).</p> <p>SS6.1.2.4 - CG.P 1-3; H.CC 1-3; H.HP 1-4; G.HSP 3: America’s foreign policy following the Civil War (e.g., colonization of Caribbean and Pacific lands in Spanish-American and Filipino-America War, Panama Revolution, Theodore Roosevelt’s “Big Stick” policies).</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SS6.1.3	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Immigration This inquiry focuses on the individuals who moved to and around the United States at the turn of the 20th century.</p> <ul style="list-style-type: none"> Who came to the United States at the turn of the 20th century? What were the push and pull factors for immigration to the United States? In what ways were the goals of Angel and Ellis Islands different? What laws were created to prevent people from immigrating to the United States? What legal challenges did people mount to gain citizenship? 	X	X	X	X	X	X		X		X		X
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS6.1.3.1 - H.IG 1-3; G.HSP 1; E.SA 1, 3; E.EG 1, 3: Push and pull factors on immigrants from Europe, Asia, and Mexico and the similarities and differences in their experiences (e.g., Italy, Poland, Russia, Portugal, Greece, Armenia, China, Japan, Korea, Punjab, Bengal, India, Mexico)</p> <p>SS6.1.3.2 - CG.P 1; CG.RL 1, 3; CG.RR 3; H.HP 2-3: Differences in immigrant experiences coming to Angel Island vs. Ellis Island</p> <p>SS6.1.3.3 - CG.RL 1-4: Legislative attempts to prevent immigration and who they benefitted</p> <p>SS6.1.3.4 - CG.P 1, 3; CG.RL 2-3; CG.RR 1-3; H.CC 1-3: Legal challenges for and against citizenship (e.g., Chinese Exclusion Act 1882, <i>United States vs. Wong Kim Ark</i> 1898, Rhode Island Bourn Amendment 1888, Immigration Act of 1917 "Asiatic Barred Zone," Jones-Shafroth Act 1917, <i>United States v. Bhagat Singh Thind</i> 1923, 1924 Immigration Act, Indian Citizenship Act 1924)</p>												

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SS6.1.4	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Work and life This inquiry focuses on the way that people worked and lived in the late 19th century focusing on farming, mining, manufacturing, and the role of Big Business in the economy.	X	X		X		X	X	X		X	X	X
<ul style="list-style-type: none"> How did the American industrial base change after the Civil War? What were some Progressive Era Amendments to the Constitution and how did they affect society? In what ways did changes to farming, mining, and manufacturing lead to a larger urban population? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS6.1.4.1 - H.CC 1; H.IG 1; G.HPE 1; G.HSP 1; E.EG 1: Definitions of industrialization, urbanization, and Progressive Era</p> <p>SS6.1.4.2 - CG.P 3; CG.RL 3: Progressive Era Amendments 16th, 17th, 18th</p> <p>SS6.1.4.3 - H.CC 1-3; H.IG 1-3; E.SA 1-3; E.PC 1-3; E.EG 1-3; Big business and corruption (e.g., monopolies, trusts, stock market manipulation, Standard Oil, Robber Barons, The Big Four)</p> <p>SS6.1.4.4 - H.CC 1-3; E.SA 1-3; E.PC 1-3: Changes to the farming, mining, and manufacturing industries (e.g., new farming equipment, Grange movement, tenant farmers, sharecropping, Chinese and Japanese farmers in California, Alien Land Act 1913, hydropower mining, coal industry, assembly line manufacturing, increase in child labor, labor unions, worker strikes)</p>											

<ul style="list-style-type: none"> How did changes in these industries contribute to the rise in child labor at the turn of the 20th century? 	SS6.1.4.5 - H.CC 3; G.HPE 2: Role of industrialization on the creation of dense urban spaces and its effects (e.g., urban crowding, sanitation issues)
Teacher Notes	Instructional Ideas Assessment Ideas

Inquiry Strand SS6.1.5	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Social and cultural responses to industrialization and urbanization This inquiry strand focuses on the societal changes ushered in by industrialization, urbanization, and immigration at the turn of the 20th century, including progressive causes and backlashes to change.</p> <ul style="list-style-type: none"> What organizations and laws were created to protect individuals harmed by industrialization and urbanization? 	X	X	X	X	X	X					X	X
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS6.1.5.1 - H.CC 1-3; E.PC 1-4; E.EG 2-3: Key Progressive causes, organizations, resources, services, and laws formed in response to industrialization and urbanization (e.g., muckrakers, safer working conditions, child labor laws, 8-hour workday, improvement of urban living conditions, Pure Food and Drug Act, Jane Addams, Upton Sinclair, Lewis Hine, Ida Tarbell, John Dewey)</p>												

<ul style="list-style-type: none"> • What societal changes were created because of urbanization? • Why did women want the right to vote and how did they convince men to grant it to them? • In what ways did changes at the turn of the 20th century coincide with increased racism? • How did changes at the turn of the 20th century impact Indigenous people's lives? 	<p>SS6.1.5.2 - CG.RR 1-4; H.HP 1; H.CC 1-4; H.IG 1-4: Origin and impact of the Black Women's Club Movement (e.g., National Association of Colored Women, Mary Church Terrell, Ida B. Well-Barnett, anti-lynching campaigns)</p> <p>SS6.1.5.3 - H.CC 1-4; H.HP 1-4; H.IG 1-4: New social spaces, educational changes, and creative opportunities related to urbanization and who benefitted (e.g., changes to education system, development of parks and playgrounds, Harlem Renaissance 1920s, New Woman of the 1920s, expansion of LGBTQIA+ communities)</p> <p>SS6.1.5.4 - CG.P 1-4; CG.RL 3-4; CG.RR 1-4; H.HP 1: Passage of the 19th Amendment in 1920 and the role of women of color (e.g., Seneca Falls Convention 1848, relationship between abolition and women's rights movements, Rhode Island Suffrage Act 1917)</p> <p>SS6.1.5.5 - H.CC 1-3; H.HP 1: Increased racial violence toward African Americans (e.g., rise of the KKK, <i>Plessy v. Ferguson</i> 1896, Red Summer 1919, Tulsa Race Massacre 1921)</p> <p>SS6.1.5.6 - CG.RL 3; H.CC 1-3; H.HP 1: Rise of nativism (e.g., Social Darwinism, eugenic movements, Chinese Exclusion Act 1882, The Bellingham Riots 1907, Alien Land Act 1913, Immigration Act of 1924)</p> <p>SS6.1.5.7 - CG.RL 3; H.CC 1-3; H.HP 1; G.HPE 2-4: Relocation of Indigenous peoples and destruction of their traditions, lands, and resources (e.g., Narragansett detribalization, Dawes Act 1887, American Indian Wars, reservation system, federal boarding schools, re-allotment of Indigenous lands, Lakota Ghost Dance movement, Massacre at Wounded Knee)</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Topic 2: World Wars and the Great Depression

Compelling Question: Should the United States get involved in wars outside of our country?

Inquiry Strand SS6.2.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>World War I (1914-1918) This inquiry strand focuses on the United States' involvement in World War I and the impact of its participation.</p> <ul style="list-style-type: none"> • What started World War I? • In what ways did individuals support and oppose the war? • What was the United States' involvement in the war? • How did the United States change because of World War I? 		X	X	X	X	X			X			X
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS6.2.1.1 - H.CC 1-3; H.IG 1; G.WST 3: Key events of World War I, including its start, the countries involved, and how it ended (e.g., Wilson's Fourteen Points, submarine attacks on merchant ships, the Zimmermann Telegram, sinking of the <i>Lusitania</i>).</p> <p>SS6.2.1.2 - CG.RR 2-3; H.IG 1-4: Range of individual responses to the war--i.e., support and opposition.</p> <p>SS6.2.1.3 - H.CC 1-2; H.HP 4; E.EG 1: Ways that the federal government grew because of the United States entry into the war (e.g., draft administration, home war effort, Liberty Bonds, Espionage and Sedition Acts, Wilson's Fourteen Points).</p> <p>SS6.2.1.4 - CG.RL 3; H.CC 1-2; E.EG 1: United States position as a world leader after the war (e.g., Treaty of Versailles, League of Nations, replaced Great Britain as the world's financial leader).</p> <p>SS6.2.1.5 - H.CC 1-4; H.HP 4; H.IG 1-4: Consequences of the war for individuals (e.g., extreme nativism, isolationism, racial backlash against Black servicemen, disabilities caused by war</p>												

	participation, Lost Generation)
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SS6.2.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The Great Depression (1929-1939) This inquiry strand focuses on the impact of the Great Depression on individuals and society at large.</p> <ul style="list-style-type: none"> Why was there a Great Depression? What was the New Deal and how did it attempt to remedy problems from the Great Depression? How did ordinary people 		X	X	X		X	X			X	X	X
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS6.2.2.1 - G.HPE 2-4; E.SA 1-3; E.PC 1-3; E.EG 1-3: Causes and impact of the Great Depression (e.g., collapse of nation and international financial systems, over-saturated markets, lack of financial regulations, income inequalities, Dust Bowl)</p> <p>SS6.2.2.2 - CG.RL 3-4; CG.RR 1; H.CC 1-4; E.EG 1-4: Explanation of President Franklin D.</p>											

<p>experience the Great Depression and recovery?</p>	<p>Roosevelt's New Deal 3 R's - Relief, Reform, Recover (e.g Federal Deposit Insurance Corporation, Securities and Exchange Commission, Social Security Administration, Aid to Families with Dependent Children (AFDC), Works Project Administration, Civilian Conservation Corps)</p> <p>SS6.2.2.3 - CG.RL 3; H.CC 1-3; H.IG 1-3; G.HPE 2: Impact of the Great Depression (e.g., Westward migration because of the Dust Bowl, Mexican Repatriation Program, Filipino Repatriation Act, Indian Reorganization Act)</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SS6.2.3</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>World War II (1939-1945) This inquiry strand focuses on the United States' involvement in World War II and the impact of its participation.</p> <ul style="list-style-type: none"> • What were the causes of World War II? • Why did the United States initially stay out of and eventually join the 	X			X		X			X			
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS6.2.3.1 - H.CC 1-3; H.IG 1-4; G.WST 3: Key events of World War II including its start, the countries involved, and how it ended (e.g., rise of Adolph Hitler to power, the Holocaust, Pearl</p>											

<p>war?</p> <ul style="list-style-type: none"> • What were some of the consequences of that involvement? • In what ways did individuals contribute to the war effort? • In what ways did World War II challenge American’s civil liberties? • How did the United States change because of World War II? • What were some consequences the United States faced after the war? 	<p>Harbor, Atomic Bombs, Executive Order 9066, Japanese internment camps)</p> <p>SS6.2.3.2 - H.CC 1: Explanation of American isolationist, neutrality, and interventionist ideals</p> <p>SS6.2.3.3 - CG.P 3; H.CC 1; H.IG 1; G.WST 3: Ways that the federal government grew because of the United States entry into the war (e.g., Franklin Roosevelt’s “Four Freedoms” speech, expansion of military bases)</p> <p>SS6.2.3.4 - H.CC 1-4; H.HP 1, 4; H.IG 1-4: Individual contributions to the war effort (e.g., Tuskegee Airmen, 442nd Regimental Combat team, Navajo Code Talkers, Filipino soldiers, women in the military, women in the home front workforce)</p> <p>SS6.2.3.5 - H.IG 1-4: The questioning of civil liberties after participating in the war (e.g., Black soldiers still facing racial discrimination)</p> <p>SS6.2.3.6 - CG.P 3; H.CC 1; H.IG 1; G.WST 3: United States position as a world leader after the war (e.g., expansion of military bases worldwide, growth of the defense industry, nuclear power)</p> <p>SS6.2.3.7 - H.CC 1-4; G.HSP 1-4; E.EG 1-4: Consequences of the war (e.g., ended the Great Depression, growth of industry and population in war manufacturing areas, higher paying job opportunities for women and African Americans, Bracero program, destruction of Japanese communities)</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Topic 3: The Cold War (1947-1991)

Compelling Question: Can a war about ideas be more dangerous than a physical war?

Inquiry Strand SS6.3.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Defining the Cold War This inquiry strand focuses on the basics of United States' Cold War policies.</p> <ul style="list-style-type: none"> How did American foreign policy shift after World War II? Why was the period between 1946 and 1990 known as the Cold War? What countries participated in the Cold War and what were their ideologies? What was the goal of containment? 	X			X		X						
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS6.3.1.1 - H.CC 1-4; H.IG 1-4: Nuclear arms race during World War II and the consequences post-war</p> <p>SS6.3.1.2 - CG.P 1,3; H.CC 1: Definitions of Cold War, capitalism, and communism</p> <p>SS6.3.1.3 - CG.P 1, 3; H.CC 1: Differences between the ideologies of countries that participated in the Cold War</p> <p>SS6.3.1.4 - H.CC 1-4; H.IG 1-4: Explanation of the United States containment ideas and strategies (e.g., the Domino Theory, the Truman Doctrine 1947, creation of the National Security Council 1947, the Marshall Plan 1948, establishment of the North Atlantic Treaty Organization 1949)</p>											
	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SS6.3.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Cold War at Home This inquiry strand focuses on the domestic and international consequences of Cold War policies.</p> <ul style="list-style-type: none"> • How did the Cold War affect life on the home front? • How were American politics shaped by the Cold War? 	X			X		X						
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS6.3.2.1 - H.CC 1-4; Role that the fear of communism had on domestic policies (e.g., McCarthyism, Red Scare, Lavender Scare, Executive Order 10450)</p> <p>SS6.3.2.2 - H.CC 1; H.IG 1: Definition and implementation of domestic containment.</p> <p>SS6.3.2.3 - H.CC 1-4; G.HPE 1-4; G.HSP 1, 3; Consequences of domestic containment (e.g., rise of suburbs, white flight, redlining, push for a specific American family structure, baby boom, William Levitt towns, GI Bill and exclusion of people of color from accessing its benefits)</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Topic 4: Movements for Civil Rights

Compelling Question: Has the civil rights era really ended?

Inquiry Strand SS6.4.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>African American civil rights movement This inquiry strand focuses on the movement for Black civil rights.</p> <ul style="list-style-type: none"> • What issues followed Reconstruction and World War II impacted Black communities? • What were some legal challenges and actions of the African American civil rights movement? • In what ways did ordinary people bring about change? • What were some of the people, organizations, and events in Rhode Island pertaining to this movement? • What inequalities exist today? • What role can students play in efforts for equality for Black Americans? 	X	X	X	X		X						
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS6.4.1.1 - CG.P 1: Definition of equal rights</p> <p>SS6.4.1.1 - CG.RL 3; H.CC 1-3; H.IG 1-3: Review of Reconstruction, rise of the KKK, and Jim Crow laws (e.g., reminder of <i>Plessy v. Ferguson</i> 1896, poll tax, grandfather clause, disenfranchisement, The Green Book 1936-1964)</p> <p>SS6.4.1.1 - H.CC 1-3; H.IG 1-3: Impact of World War II on Black communities (e.g., Black soldiers experiences, work opportunities on home front, Double V campaign, exclusion from GI Bill)</p> <p>SS6.4.1.1 - CG.RL 3; CG.RR 1-3; H.CC 1-3; H.IG 1-3: Legal and political challenges for rights (e.g., NAACP, <i>Brown v. Board of Education of Topeka et al</i> (1954), Civil Rights Act of 1964, Voting Rights Act of 1965, Fair Housing Act of 1968, CROWN Act 2019)</p> <p>SS6.4.1.1 - CG.RR 1-3; H.CC 1-3; H.IG 1-3: Direct action efforts (e.g., nonviolent protests, Montgomery Bus boycotts 1955, March on Washington 1963, Selma to Montgomery march 1965)</p> <p>SS6.4.1.2 - CG.RR 1-3; H.CC 1-3; H.IG 1-3: Student action strategies (e.g., Student Nonviolent Coordinating Committee (SNCC), Greensboro sit-ins 1960, Freedom Rides 1961, Freedom Summer 1964, freedom schools)</p>												

	<p>SS6.4.1.3 - CG.RR 1-3; H.CC 1-3; H.IG 1-3: Radicalization of the civil rights movement (e.g., Black Power movement, Black Panther Party 1966, The Nation of Islam, Black Arts Movement)</p> <p>SS6.4.1.4 - H.IG 1-3: People, organizations, and events in Rhode Island pertaining to this movement (e.g., Reverend Mahlon Van Horne, George T. Downing, Mary Elizabeth Jackson, Irving J. Fain, Sumner Political Club, Providence Urban League, Citizens United for a Fair Housing Law, Central High student walk-out, Hope High student walk-out)</p> <p>SS6.4.1.5 - H.CC 1-3; H.IG 1-3: Backlash to civil rights movements (e.g., murder of Emmett Till, murders of James Chaney, Michael Schwerner, and Andrew Goodman, Reverse Freedom Rides 1962, violence to churches and communities, Bloody Sunday 1965)</p> <p>SS6.4.1.6 - CG.P 4; CG.RR 4; H.CC 1-3; H.IG 1-3: Current movements and backlashes (e.g., Black Lives Matter, addressing police violence against Black communities, gerrymandering, anti-racist education, push for Ethnic Studies in schools)</p> <p>SS6.4.1.7 - H.CC 1-3; H.IG 1-3: Intersection of African American civil rights movements with other movements for equality.</p> <p>SS6.4.1.8 - CG.RR 1-2: Ways young students can contribute to efforts for equality for Black Americans</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SS6.4.2</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

<p>Women’s Rights Movement This inquiry strand focuses on the movements for women’s rights and the focus of each wave of feminism.</p> <ul style="list-style-type: none"> • What social and legal limitations did women face? • How have the different waves of feminism addressed those inequalities? • What actions did women take to gain rights in the 20th century? • What role did women of color play in the various waves of feminism? • What were some of the people, organizations, and events in Rhode Island pertaining to this movement? • What gender inequities do women face today? • What roles can students play in efforts for equality for women? 		X	X	X	X							
<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS6.4.2.1 - CG.RR 1-3; H.CC 1-3; H.IG 3: First wave feminism review and its goal to open up opportunities for women and provide a social safety net (e.g., Seneca Falls Convention 1848, 19th Amendment, 1920s New Woman, women and work during WWI, the Great Depression, and WWII)</p> <p>SS6.4.2.2 - CG.RR 1-3; H.CC 1-3; H.IG 3: Second wave feminism and its goal of women’s liberation (e.g., Presidential Commission on the Status of Women 1961, Equal Pay Act 1963, Role of Title VII in the Civil Rights Act of 1964, Equal Rights Amendment, National Organization for Women (NOW), Title IX on the Education Amendments 1972, <i>Roe v. Wade</i> 1973)</p> <p>SS6.4.2.3 - CG.RR 1-3; H.CC 1-3; H.HP 3; H.IG 3: Third wave feminism and its focus on intersectional feminism (e.g., redefinition of beauty standards, individual empowerment, Anita Hill hearing of 1991, “The Year of the Woman,” punk groups such as Riot Grrrl, Guerrilla Girls)</p> <p>SS6.4.2.4 - CG.RR 1-3; H.CC 1-3; H.HP 3; H.IG 3: Fourth wave feminism and its focus on reproductive rights and safety (e.g., use of social media (#BringBackOurGirls, #MeToo), Women’s March on Washington 2017, attention to the pay gap, overturn of <i>Roe v. Wade</i>)</p> <p>SS6.4.2.5 - H.CC 1-3; H.IG 1-3: Intersection of women’s rights movements with other movements for equality</p> <p>SS6.4.2.6 - CG.RR 1-2: Ways young students can contribute to efforts for equality for women</p>												

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SS6.4.3	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Latinx Rights Movement This inquiry strand focuses on the Chicano rights movement of the 1960s-1970s and the broader efforts for Latinx rights around the country.	X	X	X	X	X	X	X					
<ul style="list-style-type: none"> ● What were the main goals of the Chicano movement? ● Why did the Chicano movement place such a strong emphasis on learning Mexican and Mexican American history? ● In what ways did the wider Latinx rights movement build on and with other movements for civil rights? ● What were some of the people, 	<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS6.4.3.1 - CG.RL 1: Language usage (e.g., Hispanic, Latino/a/x/e, Chicano/a)</p> <p>SS6.4.3.2 - H.CC 1-3; H.HP 4; H.IG1-4; G.HPE 1, 3: Ideals, goals, and key events of the Chicano movement of the 1960s and 1970s (e.g., Delano Grape Strike 1965, La Raza Unida Party)</p> <p>SS6.4.3.3 - CG.RL 4; CG.RR 4; H.CC 1-3; H.HP 4; H.IG1-4: Broader movements around Latinx social issues and education (e.g., League of United Latin American Citizens (LULAC) 1929, New York City Schools Boycott 1964, East LA Walkouts 1968, Mexican American Legal Defense and Education Fund 1968, Vieques Island Protests 1999)</p> <p>SS6.4.3.4 - CG.P 4; H.CC 1-3; H.HP 4; H.IG1-4: Multiple Latinx organizations and events surrounding worker’s rights (e.g., Japanese-Mexican Labor Association (JMLA) 1903, Ludlow Massacre 1914, El Monte Strike 1933, Bracero Program 1942, United Farm Workers 1965,</p>											

<p>organizations, and events in Rhode Island pertaining to this movement?</p> <ul style="list-style-type: none"> • What roles can students play in efforts for equality for Latinx Americans? 	<p>Delano Grape Boycott, Agricultural Labor Relations Act 1975)</p> <p>SS6.4.3.5 - CG.P 4; H.CC 1-3; H.HP 4; H.IG1-4: Wider efforts for Latinx political empowerment and citizenship (e.g., New Mexico Article XII of the state constitution, Jones Act 1917, <i>Hernandez v. Texas</i> 1954, Cuban American Adjustment Act, La Raza Unida Party 1969, Southwest Voter Registration Education Project 1974, Immigration Reform and Control Act 1986)</p> <p>SS6.4.3.6 - CG.P 4; H.CC 1-3; H.HP 4; H.IG1-4: Post-2000 Latinx movements and backlashes (e.g., Minuteman Project, Development Relief and Education for Alien Minors (DREAM) 2002, Deferred Action for Childhood Arrivals (DACA), <i>Arizona v. United States</i> 2012, Department of Defense “zero tolerance” policy and detention of minor children at the border in 2018)</p> <p>SS6.4.3.7 - H.CC 1-3; H.IG 1-3: Intersection of Latinx rights movements with other movements for equality.</p> <p>SS6.4.3.8 - CG.RR 1-2: Ways young students can contribute to efforts for equality for Latinx</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SS6.4.4</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Asian American and Pacific Islander (AAPI) rights movement</p>		X	X	X		X		X				

This inquiry strand focuses on the struggle for civil rights of Asian Americans and Pacific Islanders.

- How did Asian Americans experience life prior to the civil rights movements of the 1960s?
- What were the goals of the various branches of the Asian American rights movement?
- Why did the AAPI community become targets for hate both in the past and today?
- What were some of the people, organizations, and events in Rhode Island pertaining to this movement?
- What are some ways that students can help fight against racism and hate toward the AAPI community?

What to look for in students' inquiry work:

Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:

SS6.4.4.1 - G.HSP 1, 3: Asian American and Pacific Islander demographics today and settlement history (e.g., Chinatown in New York, San Francisco, and Providence, settlement in southern states such as Mississippi, Vietnamese relocation post-Vietnam War, Hmong communities in Rhode Island)

SS6.4.4.2 - CG.RL 3; CG.RR 3: Review and contextualization of pre-1960s policies and actions against Asian American people (e.g., Chinese Exclusion Act 1882, *United States vs. Wong Kim Ark* 1898, colonization of Caribbean and Pacific lands, Immigration Act of 1917, 1924 Immigration Act, Japanese Internment during World War II)

SS6.4.4.3 - H.CC 1-4; H.IG 1-4: Strategies and goals of the Filipino farmworker's Delano Grape Strike 1965-1970 (e.g., formation of Agriculture Workers Organizing Committee (AWOC), creation of the Union Farm Workers union (UFW))

SS6.4.4.4 - CG.RR 3; H.CC 1-4; H.IG 1-4: Activism and resistance 1950s-2000s (e.g., establishment of a pan-Asian identity, The Third World Liberation Front Strikes of 1968-1969, Anti-Vietnam War protests, Immigration and Nationality Act of 1965, Asian American Political Alliance 1968, Police Brutality Protests 1975, San Francisco's International Hotel struggle 1977, New York Chinatown strike 1982)

SS6.4.4.5 - H.CC 1-4; H.IG 1-4: Post-2000 AAPI movements and backlashes (e.g., model minority myth, National Domestic Workers Alliance, New York's Domestic Workers Bill of Rights 2010)

SS6.4.4.6 - H.CC 1-3; H.IG 1-3: Intersection of AAPI rights movements with other movements for equality.

SS6.4.4.7 - CG.RR 1-2: Ways young students can contribute to efforts for equality for AAPI communities

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SS6.4.5	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Indigenous Rights Movement This inquiry strand focuses on the struggle for self-determination for Indigenous communities.	X	X	X	X	X	X						
<ul style="list-style-type: none"> ● How have Indigenous people been treated historically by the United States government? ● How have Indigenous communities responded to government actions? ● What were the goals of the American Indian Movement? ● What were some of the people, organizations, and events in Rhode Island pertaining to this movement? 	<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS6.4.5.1 - CG.P1-3; CG.RL 3; CG.RR 3; G.HPE 1-3: Review of 19th century federal policies and their impact on Indigenous nations (e.g., treaties, reservation system, Indian Removal Act 1830, California’s “Act for the Government and Protection of Indians” 1850, Dawes Act 1887, Trail of Tears, Lakota Ghost Dance)</p> <p>SS6.4.5.2 - CG.RL 3; CG.RR 3; H.CC 1-3; H.HP 4: Impact of Indian Boarding Schools on Indigenous communities (e.g., cultural repression, erasure of Two Spirits, Carlisle Indian Boarding School, Sherman Institute in California, Indian Child Welfare Act 1978)</p> <p>SS6.4.5.3 - CG.RL 3; CG.RR 3; H.CC 1-3; H.HP 4; H.IG 1-4: Post -1900 legislation (e.g., Indian Citizenship Act 1924, Indian Reorganization Act of 1934, Indian Civil Rights Act 1968, Indian Self-Determination and Education Assistance Act of 1975)</p>											

<ul style="list-style-type: none"> What are the ways that students can support Indigenous communities today? 	<p>SS6.4.5.4 - CG.RL 3; CG.RR 3; H.CC 1-3; H.HP 4; H.IG 1-4: Ideals, goals, and key events of the American Indian Movement (AIM) (e.g., formation of AIM in 1968, occupation of Alcatraz Island 1969, Trail of Broken Treaties march on Washington D.C. 1972, occupation of Wounded Knee 1973, The Longest Walk 1978)</p> <p>SS6.4.5.5 - H.CC 1-3; H.HP 4; H.IG 1-4: Important modern movements, people, and backlashes (e.g., August Meeting Pow Wow on the Narragansett Reservation, Princess Redwing, role of casinos, intergenerational trauma of reservations and boarding schools, Indigenous responses to environmental challenges, Standing Rock Sioux and Dakota Access Pipeline protests 2016)</p> <p>SS6.4.5.6 - H.CC 4; H.IG 4: Intersection of Indigenous rights movements with other movements for equality</p> <p>SS6.4.5.7 - CG.RR 1-2: Ways that young students can support Indigenous communities</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SS6.4.6	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>LGBTQIA+ Rights Movement This inquiry strand focuses on the</p>		X	X	X		X						

<p>movement for LGBTQIA+ rights.</p> <ul style="list-style-type: none"> Historically, how have LGBTQ people been treated in the United States? In what ways did the fight for LGBTQIA+ rights cross racial boundaries? What were some of the people, organizations, and events in Rhode Island pertaining to this movement? What are some of the challenges to LGBTQIA+ rights today? How can students support efforts for LGBTQIA+ rights in their communities? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS6.4.6.1 - H.CC 1-4: Violence toward the LGBTQIA+ community (e.g., Two spirits in the reservation system and native boarding schools, Nazi persecution of LGBTQIA+ persons during the Holocaust, anti-cross-dressing laws, Hays Code 1929, Executive Order 10450, Stonewall Riots in Greenwich Village 1969, Defense of Marriage Act 1996)</p> <p>SS6.4.6.2 - H.IG 1-4: Important people or groups from the LGBTQIA+ community (e.g., Charley Parkhurst, Jane Addams, Dr. Margaret Chung, Alan Turing, Harvey Milk, Billie Jean King, Audre Lorde, Silvia Rivera)</p> <p>SS6.4.6.3 - CG.RL 3-4; CG.RR 1-4: Significant legislation in the LGBTQIA+ rights movement (e.g., <i>Fricke v. Lynch</i> 1980, Ryan White Care Act 1990, "Don't Ask, Don't Tell" 1993, Matthew Shepard Act 2009, repeal of "Don't Ask, Don't Tell" in 2010)</p> <p>SS6.4.6.4 - CG.RR 1-4; H.CC 1-3: Cause, course, and outcomes of the Lavender Scare of the 1950s</p> <p>SS6.4.6.5 - H.CC 1-3; H.IG 1-3: Intersection of LGBTQIA+ rights movements with other movements for equality</p> <p>SS6.4.6.6 - CG.RR 1-2: Ways that young students can advocate for LGBTQIA+ rights in their communities</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SS6.4.7	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Disability Rights Movement This inquiry strand focuses on the disability rights movement.</p> <ul style="list-style-type: none"> Historically, how have people with disabilities been treated in the United States? In what ways did people with disabilities advocate for equality and increased access to public spaces? What is the importance of the American with Disabilities Act of 1990? What were some of the people, organizations, and events in Rhode Island pertaining to this movement? In what ways are people with disabilities denied equal access to locations and services today? How can students support the fight for equal rights by persons with disabilities? 		X	X	X	X	X	X	X				
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS6.4.7.1 - H.CC 1-3; H.HP 4: Ways that people with disabilities have been marginalized and harmed (e.g., eugenics laws early 1900s, "Ugly Laws," Almshouses and Sanitariums, Nazi persecution of people with disabilities during the Holocaust, exclusion from the Civil Rights Act of 1964)</p> <p>SS6.4.7.2 - H.IG 1-4: Important individuals for the disability rights movement (e.g., injured servicemen from the Civil War, WWI, WWII, Thomas Gallaudet, Louis Braille, Dorthea Dix, Helen Keller, Franklin Delano Roosevelt, Judy Heumann, Linda Bove, Jennifer Keelan)</p> <p>SS6.4.7.3 - CG.RL 3-4; CG.RR 1-4: Significant legislation in the disability rights movement (e.g., Architectural Barriers Act of 1968, Rehabilitation Act of 1973, Education for All Handicapped Children Act 1975 later the Individuals with Disabilities Education Act of 1990, American with Disabilities Act of 1990)</p> <p>SS6.4.7.4 - CG.RR 1-4; H.CC 1-3: Cause, course, and outcomes of disability rights activism (such as the April 1977 Section 504 Sit-In and the Capitol Crawl Protest in March 1990) and their roles in the passage of the American with Disabilities Act of 1990</p> <p>SS6.4.7.5 - CG.P 4; G.HPE 4; G.HSP 4: Evaluation of locations and services in student's lives with a lens of accessibility (e.g., school, parks, stores, sidewalks, public transportation, internet, other public venues)</p>												

	<p>SS6.4.7.6 - H.CC 4; H.IG 4: Intersection of disability rights movements with other movements for equality</p> <p>SS6.4.7.7 - GC.RR 1-2: Ways that young students can advocate for equal access for people with disabilities</p>
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Topic 5: Contemporary American Society

Compelling Question: Is sharing and trading globally always a good thing?

Inquiry Strand SS6.5.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>People of the United States today This inquiry strand focuses on the people</p>	X	X	X			X	X	X	X	X	X	X

<p>and industries of the United States today and their place in society.</p> <ul style="list-style-type: none"> • What is the racial, ethnic, and religious makeup and distribution of the population of the United States today? • What are the major industries, imports, and exports of the United States today? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS6.5.1.1 - H.IG 1, 3; G.HSP 1-2; G.WST 1-4: Population distribution in the United States (e.g., race, ethnicity, religions, languages)</p> <p>SS6.5.1.2 - H.IG 1-3: Major groups currently immigrating and their reasons for coming to the United States</p> <p>SS6.5.1.3 - CG.P 1-4; CG.RL 1; CG.RR 1-3; G.HPE 1-4; G.WST 3-4: Indigenous populations, governments, and land holdings in the United States</p> <p>SS6.5.1.4 - E.SA 1-4; E.PC 1-4; E.EG 1-4: Major industries and important exports/imports in the United States</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SS6.5.2</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Globalization This inquiry strand focuses on the</p>	X			X		X	X	X				

<p>complicated nature of globalization and in particular, the people, resources, and international networks created.</p> <ul style="list-style-type: none"> • What does globalization mean? • What are the benefits and challenges of globalization? • What are some of the problems with globalization? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS6.5.2.1 - G.HPE 3; G.HSP 3: Definition of globalization as the convergence of people, resources, and ideas around a common version of modernity</p> <p>SS6.5.2.2 - G.HPE 3; G.HSP 3: Expansion, influence, and impact of global brands (e.g., McDonalds, Apple, Disney, big clothing brands), who makes the items, how the workers are treated, where and how the items are sold, and who benefits from their sale</p> <p>SS6.5.2.3 - CG.P 2; H.CC 1-3; G.HSP 4: Creation of global networks and international cooperations (e.g., United Nations, North American Free Trade Agreement (NAFTA), transnational issues, G-8 and G-20 summits, Amnesty International, Greenpeace, nongovernmental organizations (NGOs), criminal and terrorist organizations) and who benefits</p> <p>SS6.5.2.4 - H.CC 1-4; H.IG 1-3: Problems created by globalization for individuals (e.g., child labor, low-wages and poor working conditions, and exploitation of workers) exemplified by the <i>Maquiladoras</i>.</p> <p>SS6.5.2.5 - G.HPE 1-4; G.HSP 1-4: Impact of globalization on the environment (e.g., the Green Revolution, increased consumption of natural resources, rise in pollution, and climate change).</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

GRADE 7 – ANCIENT TO MEDIEVAL WORLD HISTORY: EARLY MAN TO 1300 CE

In Grade 7, students will expand their worldview through an investigation into early world history. Students will study humankind from the beginnings of civilization to the Middle Ages. Students will recognize the diversity of cultures that make up the globe. In addition, students will gain an understanding of early governments, including those our own governments are based on, as they prepare for their studies of the United States and Rhode Island state government in eighth grade.

Topics of Inquiry

Topic 1: Researching the Past

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

Strand 1: Experts of the past

Strand 2: Sources of the past

Strand 3: Understanding time

Topic 2: Human Origins, the Neolithic and Paleolithic Eras

Compelling Question: What makes a complex society complex?

Strand 1: Environment and early humans

Strand 2: Development of early complex societies

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

Compelling Question: Are societies a product of their environments?

Strand 1: Early river societies

Strand 2: Nomads and territorial states

Topic 4: Afro-Eurasia Empires and Cultures (1200-350 BCE)

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

Strand 1: Rise of empires and urban-based societies

Strand 2: Spread of ideas and social transformations

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

Compelling Question: How do empires grow and collapse?

Strand 1: Solidification of major empires

Strand 2: Shrinking the Afro-Eurasian World

Topic 6: Rise and Influence of World Religions

Compelling Question: Does religion define a people?

Strand 1: Comparison of world religions

Strand 2: Localized belief systems and cultures

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

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

Strand 1: Expansion of territory

Strand 2: Expansion of Religion

Content Standard Tables

Topic 1: Researching the Past

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

Inquiry Strand SS7.1.1	Connections to the Rhode Island Standards										
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC

<p>Experts of the past The goal of this inquiry is for students to explore the job and necessary skills of people who study the past.</p> <ul style="list-style-type: none"> • What are the most important questions that geographers ask? • How do archeologists use the physical evidence they find to understand the past? • What questions do historians ask when analyzing sources? 	<table border="1"> <tr> <td></td><td></td><td></td><td></td><td>X</td><td></td><td>X</td><td>X</td><td>X</td><td></td><td></td><td></td> </tr> </table>					X		X	X	X			
				X		X	X	X					
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS7.1.1.1 - G.HPE 1; G.WST 1-4: Job of a geographer to study the Earth, its land, features, and inhabitants to understand the relationship between humans and planet earth</p> <p>SS7.1.1.2 - G.HSP 1: Ways that archeologists study the physical evidence left behind by humans to understand human culture</p> <p>SS7.1.1.3 - H.HP 3: Approaches historians use to analyze and interpret the past using primary and secondary sources</p> <p>SS7.1.1.4 - G.WST 3: Ways that geographers, archeologists, and historians work to identify primary sources and artifacts, analyze evidence, and construct interpretations</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>												
<p>Inquiry Strand SS7.1.2</p>	<p>Connections to the Rhode Island Standards</p> <table border="1"> <tr> <td>CG.P</td><td>CG.RL</td><td>CG.RR</td><td>H.CC</td><td>H.HP</td><td>H.IG</td><td>G.HPE</td><td>G.HSP</td><td>G.WST</td><td>E.SA</td><td>E.PC</td><td>E.EG</td> </tr> </table>	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG		

<p>Sources of the past The goal of this inquiry is for students to work with the materials scholars use to study the past.</p> <ul style="list-style-type: none"> • What are different types of primary sources? • What is the role of secondary sources in studying the past? • Why are oral traditions and storytelling important for understanding the past? • What are the challenges of using sources to understand the past? 					X							
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS7.1.2.1 - H.HP 2-3: Types of primary sources and ways that students use them to study the past</p> <p>SS7.1.2.2 - H.HP 2-3: Role of secondary sources in the classroom</p> <p>SS7.1.2.3 - H.HP 2-3: Importance of using oral traditions when studying history</p> <p>SS7.1.2.4 - H.HP 1-4: Examples of challenges in using primary and secondary sources (e.g., contextualization, corroboration, bias)</p>											

<p>Inquiry Strand SS7.1.3</p>	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Understanding time This inquiry helps students conceptualize the scale of time from today back to early humans.</p> <ul style="list-style-type: none"> • How do we measure time? • What time period are we living in now? • How do you read a timeline? 				X	X							
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS7.1.3.1 - H.HP 1: Ways to express the scale of time (e.g., decade, age, era, century, millennium, BCE, CE) and why times periods might be named differently</p>											

	<p>SS7.1.3.2 - H.HP 1: Terms for historical periods (e.g., Paleolithic Era, Neolithic Era, Before Common Era, Common Era) and the time we are living in now</p> <p>SS7.1.3.3 - H.CC 1: Examples of linear and comparative timelines and how to read and use them</p>
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Topic 2: Human Origins, the Neolithic and Paleolithic Eras

Compelling Question: What makes a complex society complex?

Inquiry Strand SS7.2.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Environment and early humans This inquiry focuses on the development of</p>				X	X	X	X	X	X			

<p>early humans, how experts identify aspects of evolution, and the acknowledgement of various creation myths.</p> <ul style="list-style-type: none"> • How do we know about early proto humans? • What traits separated early hominids from other animal species? • Why did hominid lines succeed in replacing their ancestors? • What type of evidence do experts look for to explain the physical evolution of hominids? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS7.2.1.1 - G.WST 1-4: Examples of environmental changes that shaped the earth, allowed for the growth of human life, and influenced its development</p> <p>SS7.2.1.2 - G.HPE 1-2; G.HSP 1-2; G.WST 1-3: Significant archeological sites, types of evidence found of human ancestors and their evolution, techniques used to obtain those findings</p> <p>SS7.2.1.3 - G.HPE 1-2; G.HSP 1-2; G.WST 1-3: Current understanding of the movement of human groups around the globe</p> <p>SS7.2.1.4 - H.IG 1: Difference between <i>Homo habilis</i>, <i>Homo erectus</i>, <i>Neanderthal</i>, and <i>Homo sapien</i></p> <p>SS7.2.1.5 - H.CC 1; H.IG 1: Reasons that human ancestor lines transformed and replaced other hominid line.</p> <p>SS7.2.1.6 - H.CC 4; H.HP 1-4: Various creation myths</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SS7.2.2</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

<p>Development of early complex societies This inquiry explores the characteristics of early complex societies and their early interactions with one another.</p> <ul style="list-style-type: none"> • Why is it important to study hunter gatherer communities? • What does evidence of art, language, and religion tell us about <i>Homo sapiens</i>’? • What contributed to the domestication of animals and plants? • Why is the region surrounding the Tigris and Euphrates Rivers called the Fertile Crescent? • What relationship existed between the natural resources available in the Fertile Crescent and the development of a complex society? 	<table border="1"> <tr> <td></td> <td></td> <td></td> <td>X</td> <td>X</td> <td></td> <td>X</td> <td>X</td> <td>X</td> <td></td> <td></td> <td></td> </tr> </table>				X	X		X	X	X			
			X	X		X	X	X					
<p>Teacher Notes</p>	<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS7.2.2.1 - G.HPE 1-2; G.HSP 1-4; G.WST 3-4: Characteristics of hunter gatherer societies.</p> <p>SS7.2.2.2 - G.HPE 1-2; G.HSP 1-4; G.WST 3-4: Characteristics of a complex society (e.g., economy that produces food surplus, ability to store food surplus, population focused in specific areas, social classes, specialized jobs, systems for government, religion, art, building, technology, and/or learning, system of record keeping)</p> <p>SS7.2.2.3 - G.HPE 1-2: Impacts of the development of agriculture and herding on populations.</p> <p>SS7.2.2.4 - H.CC 1; H.HP 4; G.HPE 2; G.HSP 2-4: Interaction between and spread of complex societies (e.g., migration, trade, agriculture, exchange of culture and/or language, religious conversion, colonization).</p> <p>SS7.2.2.5 - G.HPE 2; G.HSP 2-4: The Fertile Crescent and the role of natural resources in its development.</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>												

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

Compelling Question: Are societies a product of their environments?

Inquiry Strand SS7.3.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Early river cities This inquiry examines the development of early cities, states, and empires and the role of trade between the entities.</p> <ul style="list-style-type: none"> • What led to the development of early river cities? • In what ways did people’s lives change as states and empires grew? • What were some similarities and differences among the river city states? • In what ways did trade and exchange between regions grow? • What led to the collapse of the river basin states? 	X					X	X	X	X			X
	<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS7.3.1.1 - G.HPE 1-4; G.HSP 1-4; G.WST 3-4: Environmental developments that accompanied the rise of urban river basin societies (e.g., reliable water source, irrigation, warmer weather with expanded growing seasons, richer soil for agriculture)</p> <p>SS7.3.1.2 - CG.P 1-4; H.IG 1-4; G.HPE 1-2; E.EG 1-3: River city case studies (e.g., Mesopotamia, Old Kingdom Egypt, Indus Valley, Yellow and Yangzi River basin) that focus on government structures, leaders, and laws, economic systems, religion and belief systems, social hierarchies, technological and social innovations, and relationship to the environment</p> <p>SS7.3.1.3 - E.EG 1: Role of trade and contact between early river cities</p> <p>SS7.3.1.4 - G.HPE 1; GWST 4: Reasons for the decline of the river cities</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

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Inquiry Strand SS7.3.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Nomads and territorial states This inquiry explores the interaction between nomads and their environments as well as the development of new states throughout Afro-Eurasia.</p> <ul style="list-style-type: none"> • How did nomadic groups change trade and interactions in Afro-Eurasia? • What were territorial states and what led to their development? • What was a microsociety and how did it differ from territorial states? • In what ways did long-distance trade influence cultural changes? 	X					X	X				X	X
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS7.3.2.1 - H.IG 1-4; E.PC 1; G.HPE 1: Role of nomads in the restructuring of the landscape (e.g., establishment of regional trade networks, technological and social innovations such as horses and chariots)</p> <p>SS7.3.2.2 - CG.P 1-4; H.IG 1-4; G.HPE 1-2; E.EG 1-3: Examples of territorial states case studies (e.g., Middle Kingdom Egypt, Mesopotamia Kingship, Vedic peoples, Shang State) that focus on territorial location and ethnic identity, government, and techniques of coexistence with other territorial states, response to environmental changes, trade networks, labor systems, and religion</p> <p>SS7.3.2.3 - CG.P 1-4; H.IG 1-4; G.HPE 1-2; E.EG 1-3: Small scale political entities (microsocieties) case studies (e.g., Austronesians, Mycenaeans, Minoans) that focus on cultural beliefs and social hierarchies, role of trade in their economies, and technological advances</p>												

Teacher Notes	Instructional Ideas Assessment Ideas
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Topic 4: Afro-Eurasia Empires and Cultures (1200-350 BCE)

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

Inquiry Strand SS7.4.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Rise of empires and urban-based societies This inquiry looks at the establishment of major empires, smaller urban-based societies, and the ways they interacted with surrounding peoples.	X	X		X		X	X	X				
<ul style="list-style-type: none"> ● How is an empire different from a city or territory? ● What forces led to the rise of early empires? ● What were the similarities and differences of empires across Eurasia from 1200-350 BCE? ● How did empires in this period interact with groups on their 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS7.4.1.1 - CG.P 1-3: Definition of empire and the ways it differed from the river cities or territorial states and who benefited</p> <p>SS7.4.1.2 - H.CC 1-2; G.HSP 1-2: Role of climate change, migrations, new technologies, and administrative innovations in the rise of new empires</p> <p>SS7.4.1.3 - C.RL 1, 3; H.IG 1-3; G.HPE 1, 3: Similarities and differences in the methods of ruling an empire and lived experiences of individuals in the Neo-Assyrian (911-612 BCE) and Persian (560-331 BCE) Empires in Southwest Asia, Vedics (1500-600 BCE) in South Asia, and early</p>											

<p>margins?</p> <ul style="list-style-type: none"> What are the similarities and differences between the Empires across Afro-Eurasia and the urban spaces developing in sub-Saharan Africa and the Americas? 	<p>Zhou Empire (1045-771 BCE) in East Asia</p> <p>SS7.4.1.4 - CG.P 1-2; H.CC 1-3: Interaction of the early empires with peoples on the margins such as the Greeks and the Phoenicians in the Mediterranean</p> <p>SS7.4.1.5 - C.RL 1, 3; H.IG 1-3; G.HPE 1, 3: Defining features of the complex urban-based societies in sub-Saharan Africa and the Americas and the lived experiences of the people of Nubia, the Nok in West Africa, the Chavin of the Andes, and the Olmecs of Mesoamerica</p>
<p>Teacher Note</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SS7.4.2</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Spread of ideas and social transformations</p> <p>This inquiry focuses on the cultural, intellectual, political, economic, and environmental changes happening across Afro-Eurasia.</p> <ul style="list-style-type: none"> In what ways did state administration, warfare, thought, and culture transform across the world from 1000-350 BCE? 	X	X	X	X	X	X	X					
<p>What to look for in students' inquiry work:</p> <p>Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS7.4.2.1 - H.IG 1-2; G.HPE 1-4: Cultural and environmental changes in Afro-Eurasia (e.g., Vedic system of hierarchy in Northern India, Northern China's agriculture revolution, city growth on the Ganges plain)</p>												

<ul style="list-style-type: none"> What are some of the similarities and differences between the changes happening in different regions of Afro-Eurasia? 	<p>SS7.4.2.2 - CG.P 1-3; H.HP 1-2: Political and economic changes in Afro-Eurasia (e.g., Shang Yang reforms in the Qin dynasty and new methods of military campaigns, development of <i>polis</i> in Greece or <i>civitas</i> in Rome, development of a system of money)</p> <p>SS7.4.2.3 - CG.RL 1-3; CG.RR 1; H.CC 1: Intellectual changes in Afro-Eurasia (e.g., Master Kong Fuzi or Confucius, Daoism, Siddhartha Gautama or the Buddha, Zoroastrianism, Greek philosophers and thinkers)</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

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

Compelling Question: How do empires grow and collapse?

Inquiry Strand SS7.5.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Solidification of major empires This inquiry explores the three major</p>	X			X		X	X	X				X

<p>empires of the Afro-Eurasian world beginning around 350 BCE - the Han Dynasty in China, the Roman Empire, and the Mauryan Empire</p> <ul style="list-style-type: none"> • In what ways did the Han Dynasty in China, the Roman Empire, and the Mauryan Empire become “globalizing empires”? • How did these three empires exert far-reaching political, legal, economic, and cultural influences? • What was the role of caste systems, forced labor, and slavery in these three empires? • In what ways did the environment affect the expansion and influence of these three empires? 	<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS7.5.1.1 - CG.P 1-2: Definition of and conditions of a “globalizing empire”</p> <p>SS7.5.1.2 - H.CC 1-4; H.IG 1-4; G.HPE 3; G.HSP 1; E.EG 1: The formation and course of the Han Dynasty in China, the Roman Empire, and the Mauryan Empire including administration and government, labor systems, economic systems, social systems and hierarchies, and relationship to the environment</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SS7.5.2</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

<p>Shrinking the Afro-Eurasian World This inquiry explores the influence of trade routes in connecting the Afro-Eurasian world.</p> <ul style="list-style-type: none"> • What political and geographical motives did empires have to build road systems? • How were road systems constructed and at what cost? • What was the importance of the overland and oversea trade routes in connecting Afro-Eurasia? 	<table border="1"> <tr> <td>X</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>X</td> <td>X</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	X						X	X				
X						X	X						
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS7.5.2.1 - CG.P 1-2; G.HPE 1; G.HSP 1-4: Use of roads and highways for communication, trade, and control within empires (e.g., roads in the Persian Empire, Roman Empire, and Qin and Han China)</p> <p>SS7.5.2.2 - G.HSP 1-4: Routes of the Silk Road, the role of caravan cities, its economic influences, and the cultural and religious changes it brought</p> <p>SS7.5.2.3 - G.HSP 1-4: Routes of Red Sea and Indian Ocean trade, the role of the environment on the success or failure of trade, the economic and cultural influences, and importance of navigational technology to the trade</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>												

Topic 6: Rise and Influence of World Religions

Compelling Question: Does religion define a people?

Inquiry Strand SS7.6.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Comparison of world religions This inquiry asks students to examine the five major world religions’ histories and influences.</p> <ul style="list-style-type: none"> • What were the beliefs and religious practices of each religion? • How did religious practices change and develop over time? • How did the environment, the history of the religion’s people, and their interactions with other societies shape the religion? • What role did each of the major religions play in the development of society and culture? 	X			X	X	X	X					
<p>Teacher Notes</p>	<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS7.6.1.1 - H.IG 1: Definition and characteristics of universalizing religion</p> <p>SS7.6.1.2 - H.CC 1-4; H.HP 1-4; G.HPE 1: Beliefs and religious practices of Hinduism, Judaism, Buddhism, Christianity, and Islam, their development, and how they changed over time (e.g., central teachings, influence of the environment on teachings, social stratification within the religion, religious texts, religious observations)</p> <p>SS7.6.1.3 - CG.P 1-2, 4; H.IG 1, 4: History of Hinduism, Judaism, Buddhism, Christianity, and Islam, how they spread, the role of empires on their development, and key figures</p> <p>SS7.6.1.4 - H.CC 1, 4; G.HPE 1: The influence of Hinduism, Judaism, Buddhism, Christianity, and Islam on society and culture</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SS7.6.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Localized belief systems and cultures This inquiry highlights other belief systems throughout the ancient world.</p> <ul style="list-style-type: none"> • What were the beliefs and religious practices of each religion and how did they change over time? • What was the connection between religious development and political unity in these smaller religions? 	X			X	X	X	X					
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS7.6.2.1 - H.CC 1-4; H.HP 1-4; G.HPE 1: Beliefs and religious practices of Bantus of Sub-Saharan Africa, Teotihuacanos of Mesoamerica, and Mayans in the Yucatan, their development, and how they changed over time (e.g., central teachings, influence of the environment on teachings, social stratification within the religion, religious texts, religious observations)</p> <p>CG.P 1-2, 4; H.IG 1, 4: History of the Bantus of Sub-Saharan Africa, Teotihuacan of Mesoamerica, and Mayans in the Yucatan, how they grew, the role of political unity on their development, and key figures</p> <p>SS7.6.2.2 - H.CC 1, 4; G.HPE 1: The influence of Bantus of Sub-Saharan Africa, Teotihuacan of Mesoamerica, and Mayans in the Yucatan on society and culture</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

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

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

Inquiry Strand SS7.7.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Expansion of territory This inquiry focuses on the expansion of territorial influence across the Afro-Eurasian world from 300-1300CE.</p> <ul style="list-style-type: none"> • What was the relationship between religion, empire, and commercial exchange across Afro-Eurasia during this period? • In what ways did new crops contribute to population growth? • How did maritime technological advances lead to expansion of trade and empire across the Afro-Eurasian world? • In what ways did trade affect the development of sub-Saharan African states and societies? • What influence did the Tang Dynasty have over East Asia? • What toll did the Black Death take on the world? 	X			X		X	X	X				
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS7.7.1.1 - G.HPE 1-2; G.HSP 1-2: Agricultural changes across the Afro-Eurasian world from 300-600CE and its impact on the population</p> <p>SS7.7.1.2 - G.HPE 1-4; G.HSP 1-4: Growth of commercial cities such as Alexandria and Cairo in Egypt, Quilon in India, Melaka in Malaysia, and Quanzhou in China because of new maritime technologies and empire expansion</p> <p>SS7.7.1.3 - H.CC 1-3: Influence of trade on the development of early sub-Saharan African states and societies including the Kingdom of Axum, Swahili coastal societies, and Timbuktu in West Africa</p> <p>SS7.7.1.4 - CG.P 2; H.CC 1-2; H.IG 1-2; G.HSP 1-2: Cause, course, and impact of the Tang Dynasty's expansion into Korea and Japan.</p> <p>SS7.7.1.5 - H.CC 1-2; H.IG 1-2; G.HSP 1-2: The impact of the Black Death across the world</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

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Inquiry Strand SS7.7.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Expansion of religion This inquiry focuses on the expansion of religion across the Afro-Eurasian world from 300-1300CE.</p> <ul style="list-style-type: none"> • What regional distinctions arose in Islam because of its spread? What impact did its spread have around the world? • What influence did Christianity have over Europe? 	X			X		X		X				
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS7.7.2.1 - CG.P 2; H.CC 1-2; H.IG 1-2; G.HSP 1-2: Decentralization and spread of Islam including its growing influence and division in places such as Cordoba in Spain, Ghana in West Africa, Baghdad in Central Asia</p> <p>SS7.7.2.2 - CG.P 2; H.CC 1-2; H.IG 1-2; G.HSP 1-2: Impact of Christianity across Afro-Eurasia including the role of the Vikings, Charlemagne, the Roman Catholic Church, the Greek Orthodox Church, and the Crusades</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

DRAFT

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

Topics of Inquiry

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

Compelling Question: Do we have to have laws?

Strand 1: Natural rights

Strand 2: Civic participation

Strand 3: Constructing a rule of law

Topic 2. The Development of the United States Government

Compelling Question: What is the right balance of power and freedom?

Strand 1: The *Declaration of Independence*

Strand 2: The *Constitution* and *Bill of Rights*

Topic 3. The Institutions of the United States Government

Compelling Question: What is the most powerful branch of government?

Strand 1: The legislative branch

Strand 2: The executive branch

Strand 3: The judicial branch

Strand 4: Checks and balances

Topic 4. The Structure of Rhode Island State, Local, and Tribal Governments

Compelling Question: Why are there so many levels of government?

Strand 1: Local governments

Strand 2: Rhode Island state government

Strand 3: Tribal governments

Strand 4: Government jurisdiction

Topic 5. Rights and Responsibilities of Citizens

Compelling Question: Why should individuals participate in government?

Strand 1: Rights of a citizen

Strand 2: Responsibilities of a citizen

Strand 3: Political participation

Topic 6. The *Constitution*, Amendments, and Supreme Court decisions

Compelling Question: How has the content and interpretation of the *Constitution* evolved over time? Should it be easier to change the *Constitution*?

Strand 1: Constitutional amendments, congressional bills, and executive orders

Strand 2: Judicial review

Topic 7. Freedom of the press and news/media literacy

Compelling Question: In what ways does a free press support a democratic government?

Strand 1: Function of media

Content Standard Tables

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

Compelling Question: Do we have to have laws?

Inquiry Strand SS8.1.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Natural rights The focus of this inquiry strand is to explore the idea of natural rights, its definitions, and its roots to ancient Athens, the Roman Republic, Enlightenment thinkers, and Indigenous peoples.</p> <ul style="list-style-type: none"> • What are “natural rights” and in what ways did people in the past define them (even if they did not call them natural rights)? • What arguments did people in the past make for the protection of natural rights? • How did ideas about natural rights influence important founding documents (<i>Declaration of Independence, Bill of Rights, Constitution</i>)? • Where do we see discussions of natural rights today? 	X	X	X		X	X						
<p>What to look for in students’ inquiry work Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS8.1.1.1 - H.HP 1-2; CG.RR 1-2: Definition of natural rights v. legal rights</p> <p>SS8.1.1.2 - CG.P 3; CG.RL 3; CG.RR 1-4: Parts of the <i>Declaration of Independence, Bill of Rights</i>, and the Constitution that relate to natural rights</p> <p>SS8.1.1.3 - CG.P 3; CG.RL 3; CG.RR 1-4: The similarities and differences among Athenians’, Romans’, and members of the Iroquois Confederacy’s views of the right of individuals</p> <p>SS8.1.1.4 - H.HP 1, 4; H.IG 1-4: Enlightenment thinker views on equality, enslavement, women’s rights, education, habeas corpus, and protection from government</p> <p>SS8.1.1.5 - H.HP 1, 4; H.IG 1-4: Varying perspectives from key figures during this period (e.g., Roger Williams, John Locke, Jean Jacques Rousseau, James Otis, Peter Bestes, Thomas Day, Benjamin Banneker, Abigail Adams, Olympe de Gouges, Phillis Wheatley, Mary Wollstonecraft)</p> <p>SS8.1.1.6 - CG.RR: Discussions of natural rights today</p>												

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SS8.1.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Civic participation In this inquiry strand, students learn what it means to be civically engaged in the past so they can identify ways to participate today.			X	X		X						
<ul style="list-style-type: none"> ● How did people in the past define civic participation? ● What did various governments expect from their citizens? ● What are the ways that individuals today can participate civically in addition to voting? 	<p>What to look for in students' inquiry work Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS8.1.2.1 - CG.RR 1-4: Athenians', Roman's, members of the Iroquois Confederacy, and British citizen's views on civic participation, civic duty/common good, citizenship and a citizen's responsibilities, and government organization</p> <p>SS8.1.2.2 - CG.RR 1-4; H.CC 1, 4: American founding documents' treatment of a citizen's responsibilities, who had access to citizenship, and who was denied access to civic participation</p> <p>SS8.1.2.3 - CG.P 4; CG.RR 4; H.IG 4: Ways that students can participate in their communities</p>											

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SS8.1.3	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Constructing a rule of law This inquiry asks students to identify some of the root influences from ancient Athens, the Roman Republic, 18 th century Britain, and Indigenous communities in constructing laws.	X	X		X	X	X						
<ul style="list-style-type: none"> • What is the purpose of government and how was the rule of law defined and implemented? • What forms of government and perspectives during this period influenced the American system of government? • Why did the American political system prioritize the separation of powers? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS8.1.3.1 - CG.P 1-4; CG.RL 1-3: The purpose of government and the concepts of rule of law as defined by other governments (e.g., Ancient Athens, Roman Republic, 18th century Britain, Indigenous communities)</p> <p>SS8.1.3.2 - H.CC 1-4: Ways other forms of representative governments influenced the American system (e.g., Ancient Athens, Roman Republic, 18th century Britain, Indigenous Governments)</p> <p>SS8.1.3.3 - H.CC 1; H.HP 1; H.IG 1: Important documents and perspectives during this period including but not limited to the Iroquois Confederacy, the <i>Constitution</i>, the Magna Carta, the Mayflower Compact</p>											

	SS8.1.3.4 - CG.P 3: The necessity of separation of powers in the American political system
Teacher Notes	Instructional Ideas Assessment Ideas

Topic 2: The Development of the United States government

Compelling Question: What is the right balance of power and freedom?

Inquiry Strand SS8.2.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
The Declaration of Independence In this inquiry, students make a close	X		X	X	X	X	X					X

examination of the *Declaration of Independence* by considering the authors, signers, its ideals, and evaluate whether we as a country have lived up to the ideals written in the document.

- According to the signers of the *Declaration of Independence*, what did “liberty” mean in the era of the American Revolution and who was left out of these ideals?
- What were the grievances laid out in the Declaration and what ideals did it promote?
- How do the terms “liberty” and “equality” relate to each other?
- How did the signatories of the document reconcile their definition of liberty while continuing to own enslaved people?
- In what ways has the United States lived up to or fall short of the ideals in the Declaration of Independence from the 1770s to today?

What to look for in students’ inquiry work:

Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:

SS8.2.1.1 - H.HP 1, 4: Definition of liberty according to the *Declaration of Independence*

SS8.2.1.2 - H.HP 1; E.EG 3: The grievances and ideals laid out in the *Declaration of Independence*

SS8.2.1.3 - CG.P 1-3, CG.RR 3, H.HP 4, G.HPE 3: The backgrounds (race, gender, occupation, religion, age, location, and view of slavery) of the *Declaration of Independence* signatories and the effect that their perspectives had on their political views

SS8.2.1.4 - H.CC 1-4; H.IG 3: Immediate influence of the *Declaration of Independence* and ways that individuals were left out of the ideas of liberty (e.g., French Revolution, Haitian Revolution, Grievance 27, continuation of slavery)

SS8.2.1.5 - H.CC 1-4; CG.RR 4: The ways that the United States has lived up to and fallen short of the ideals in the *Declaration of Independence*

SS8.2.1.6 - H.CC 1-4; CG.RR 4: Ways that students see the ideals of the *Declaration of Independence* in their lives

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SS8.2.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
The <i>Constitution and Bill of Rights</i> This inquiry strand considers the events of the Constitutional Convention and takes a deep look at the issues raised during the debates.	X	X	X	X		X						
<ul style="list-style-type: none"> ● What can the Federalist Papers tell us about the debates within the Constitutional Convention? ● How did the drafters of the <i>Constitution</i> resolve their differences on critical issues and what are the implications of those decisions? ● What are the key components of the <i>Constitution</i> and how do they impact life in the 21st century? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS8.2.2.1 - CG.P 1-4; CG.RL 3-4; CG.RR 3: Goals and compromises of the 1787 Constitutional Convention (e.g., The Virginia Plan, The New Jersey Plan, the Connecticut Compromise, Shays' Rebellion, Northwest Ordinance 1787, The Great Compromise, Rhode Island's role in drafting and ratifying the <i>Constitution</i>)</p> <p>SS8.2.2.2 - CG.RR 1, 3; H.CC 1: The leaders of the Constitutional Convention and their views on critical issues (e.g., slavery, rights of individuals, distribution of political power, representation, and rights of states)</p> <p>SS8.2.2.3 - CG.RR 1, 3; H.CC 1: The resolutions of those critical issues in the proposed <i>Constitution</i></p> <p>SS8.2.2.4 - CG.P 3; CG.RL 3; H.IG 1: Key Federalist Papers and the Anti-Federalist responses</p>											

<ul style="list-style-type: none"> Why was the <i>Bill of Rights</i> added to the <i>Constitution</i> in 1791 and what does that tell us about life at the end of the 18th century? 	<p>and what they tell us about the new <i>Constitution</i> (federalism, factions, checks and balances, independent judiciary, republicanism, limited government) (Suggested Federalist Papers – 9, 10, 39, 51, 78)</p> <p>SS8.2.2.5 - CG.RL 1, 2-3: The amendments in the <i>Bill of Rights</i> and why they were added to the <i>Constitution</i></p> <p>SS8.2.2.6 - CG.RL 4: The current challenges to and uses of the <i>Bill of Rights</i> (e.g., gun restrictions, right to protest, right to online privacy, prayer in schools)</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Topic 3: The Institutions of the United States Federal Government

Compelling Question: What is the most powerful branch of government?

Inquiry Strand SS8.3.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The legislative branch This inquiry strand examines Article I of</p>	X	X				X						X

<p>the <i>Constitution</i> and the work of Congress with a particular eye toward critical issues that Congress is debating today.</p> <ul style="list-style-type: none"> • What can Congress do? • What is the structure of the two houses of congress? • How do people get elected? • What influences exist on Congressional decision making? • Which house of Congress is most effective? • How can an individual citizen participate in the legislative process? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS8.3.1.1 - CG.P 1: Definition of enumerated powers</p> <p>SS8.3.1.2 - CG.RL 1-2: The structural breakdown of Congress and its two houses (e.g., mechanics, specific powers, eligibility, and length of terms of members, how laws are passed)</p> <p>SS8.3.1.3 - CG.P 1-4: Process for electing members to Congress</p> <p>SS8.3.1.4 - H.IG 1, 4: Current legislative leaders for Rhode Island and their positions/platforms</p> <p>SS8.3.1.5 - H.CC 1-4; E.EG 4: Recent issues brought before Congress (e.g., gun control, abortion rights, LGBTQIA+ rights, immigration)</p> <p>SS8.3.1.6 - CG.P 1-2: Role of political parties and how they influence Congressional legislation</p> <p>SS8.3.1.7 - CG.P 1-2: Relationships between legislators and professional lobbyists and the positive and negative effect that lobbying has on the legislative process (e.g., corporations, unions, nonprofit organizations, private citizens)</p> <p>SS8.3.1.8 - CG.RR 3: Ways that individual citizens can influence the legislative process</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SS8.3.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The executive branch This inquiry asks students to investigate Article II of the <i>Constitution</i> to see how the power of the presidency has changed over time.</p> <ul style="list-style-type: none"> • How has the role of the presidency changed over time? • How does the president interact with the other branches of government, and how has that interaction changed over time? • What are the factors that help presidents win elections? 	X	X	X	X	X	X						
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS8.3.2.1 - CG.RL 1-3; CG.RR 1: The structure of the presidency (e.g., how elected, requirements for office, specific powers, removal process)</p> <p>SS8.3.2.2 - H.CC 1-4; H.HP 4; H.IG 4: How the scope and limits of the presidency (both foreign and domestic) has changed over time</p> <p>SS8.3.2.3 - CG.RL 3; H.CC 1-3; H.IG 1: The process of presidential elections with a close look at campaigns and how they have changed over time</p> <p>SS8.3.2.4 - CG.RL 2-3: Role of the electoral college in presidential elections</p> <p>SS8.3.2.5 - CG.P 2; CG.RL 2-3: Role and responsibilities of the Vice President</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SS8.3.3	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The judicial branch In this inquiry, students consider the role of the Supreme Court and its influence on issues of the day.</p> <ul style="list-style-type: none"> • What is the role of the Supreme Court in our democracy? • Why do they have unlimited terms? • What is judicial review, and how does it work? • What makes a law or action unconstitutional and does that determination ever change? • How do rulings from the Supreme Court impact students' lives? 	X	X	X	X	X	X						
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS8.3.3.1 - CG.P 3; CG.RL 3: The structure of the judiciary (e.g., eligibility, length of service, selection and confirmation process)</p> <p>SS8.3.3.2 - H.CC 1-4; H.HP 4; H.IG 1-4: The scope of the Supreme Court and important rulings, past and present</p> <p>SS8.3.3.3 - CG.RR 1, 3; H.CC 1-4; H.HP 4; H.IG 1-4: How the Supreme Court has interpreted the <i>Bill of Rights</i> and Constitutional Amendments over time (e.g., due process of law, free speech, equal protection, protection against unreasonable search and seizure)</p> <p>SS8.3.3.4 - CG.RR 1, 3; H.IG 3-4: Current cases before the Supreme Court and how their decisions could affect students</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SS8.3.4	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Checks and balances This final inquiry under Topic 3 asks students to consider the ways that the branches of government provide checks on one another to limit the abuse of power.</p> <ul style="list-style-type: none"> • How do checks and balances work together? • Why does the <i>Constitution</i> both grant power and limit it? 	X	X		X								
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS8.3.4.1 - CG.RL 1-4, H.CC 1: How the three branches of government provide checks on one another</p> <p>SS8.3.4.2 - CG.P 1-2, H.CC 1: The <i>Constitution</i>'s dual purpose – to enumerate power and to limit the abuse of power</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

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

Compelling Question: Why are there so many levels of government?

Inquiry Strand SS8.4.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Local governments This inquiry focuses on the local city or town government to students.</p> <ul style="list-style-type: none"> • In what ways does a city serve its population? • How are historically marginalized people supported by the local city or town and what resources are offered? • What are some local issues and how does the government respond? 	X	X	X	X	X		X	X	X			X
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS8.4.1.1 - CG.P 1-3; CG.RL 1, 3; CG.RR 1; E.EG1: Function, funding, leadership, and administration of local city or town government</p> <p>SS8.4.1.2 - H.CC 1-2; H.HP 4: Treatment of historically marginalized peoples and resources offered</p> <p>SS8.4.1.3 - CG.P 4; CG.RR 3-4; G.HPE 1-3: Important local issues (e.g., public schools, public services, housing, land use, business regulation) and governmental response</p>												
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SS8.4.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

<p>Rhode Island state government This inquiry focuses on the Rhode Island state government.</p> <ul style="list-style-type: none"> • What is the purpose of the state government? • How do states make laws? • How do different government agencies create, amend, and enforce policies? 	X	X	X				X					X
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS8.4.2.1 - CG.RL 1-2: Rhode Island Constitution (e.g., drafting, signing, amendments)</p> <p>SS8.4.2.2 - CG.P 2-3: Structure, organization, function, and responsibilities of Rhode Island's General Assembly</p> <p>SS8.4.2.3 - CG.P 2-3: Structure, organization, function, and responsibilities of Rhode Island's executive branch</p> <p>SS8.4.2.4 - CG.P 2-3: Structure, organization, function, and responsibilities of Rhode Island's judiciary</p> <p>SS8.4.2.5 - E.EG 1: Funding of state government</p> <p>SS8.4.2.6 - CG.P 4; CG.RR 3-4; G.HPE 1-3: Important state issues such as infrastructure, education, regulation of business, civil and criminal laws, land use</p>											
<p>Inquiry Strand SS8.4.3</p>	<p>Connections to the Rhode Island Standards</p>											

	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Tribal governments This strand asks students to look closely at tribal governments to understand their systems, practices, and values.</p> <ul style="list-style-type: none"> • What is tribal sovereignty? • How are tribal governments in or local to Rhode Island structured? • In what ways are tribal governments different from local or state governments? • How do the tribal governments in or local to Rhode Island support, sustain, and serve the people and the land? • In what ways have the laws, treaties, and policies enacted by the United States government and Rhode Island local and state governments impacted local tribes? 	X	X			X			X				X
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS8.4.3.1 - CG.P 1-2; CG.RL 3: Definition of sovereignty and the role of federal and state recognition of tribes</p> <p>SS8.4.3.2 - CG.P 1-2; CG.RL 3; G.HSP 1-4: The diversity of tribal governments located in North America</p> <p>SS8.4.3.3 - H.HP 1-4; G.HSP 1-4: Tribal governments local to Rhode Island - cultural practices, values, and their experiences with colonization (e.g., Narragansett in RI, Mashantucket Pequot and Mohegan in CT, and Wampanoag Tribe of Gay Head and Mashpee Wampanoag in MA)</p> <p>SS8.4.3.4 - CG.RL 1-4; G.HPE 1-4; E.EG 1-4: Systems, laws, and policies of tribal governments in and local to Rhode Island (e.g., constitutions, infrastructure, leadership, constituent's rights and responsibilities, land use, economies)</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SS8.4.4	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Government jurisdiction In this inquiry students grapple with what happens when jurisdictions overlap with opposing views and goals.</p> <ul style="list-style-type: none"> • Why are powers divided among different levels of government? • Where are the different powers recognized in the <i>Constitution</i>? • What happens when there is overlapping jurisdiction and opposing views and goals? • How is public policy made at various levels? 	X	X	X		X							
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS8.4.4.1 - CG.P 1-2; CG.RL 1; H.HP 1: Definition of reserved, expressed, implied, and concurrent powers</p> <p>SS8.4.4.2 - CG.P 1-4; CG.RL 1-4; CG.RR 1-4: Process and goals for addressing issues with overlapping jurisdiction (e.g., health care, transportation, education, housing)</p> <p>SS8.4.4.3 - CG.RL 1-3: Development and implementation of public policy at various levels</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Topic 5: Rights and Responsibilities of Citizens

Compelling Question: Why should individuals participate in government?

Inquiry Strand SS8.5.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Rights of a citizen This inquiry asks students to delve deeper into the rights citizens hold in a democracy and what it means to protect those rights.</p> <ul style="list-style-type: none"> • What does it mean to be a citizen and are there different types of citizenships? • What rights do citizens have in a democracy? • In what ways are certain liberties restricted in a democratic process? • How do government actions impact individual rights? 	X	X	X	X				X				
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS8.5.1.1 - CG.RL 2-3; CG.RR 1-3: The process for individuals to become citizens and how that is applied to groups differently.</p> <p>SS8.5.1.2 - H.CC 1, 4: History of when groups of individuals legally became citizens</p> <p>SS8.5.1.3 - CG.RR 1-3: Ways that individuals live in the United States as non-citizens</p> <p>SS8.5.1.4 - CG.RL 2-3; CG.RR 1-3: Difference between rights protected by the <i>Constitution</i> and other laws for all individuals living in the United States (e.g., equity, tolerance, due process, freedom of speech, religion, and privacy) and those rights that apply only to citizens (e.g., voting, running for and holding elected office)</p> <p>SS8.5.1.5 - CG.RL 2-3; CG.RR 1-3; G.HSP 3-4: Freedoms for all individuals existing in civic, political, and private life (e.g., labor rights, children's rights, cultural freedoms, religious freedoms, rights to subsistence, education, health care) and how they are applied across the population</p> <p>SS8.5.1.6 - CG.P 3; CG.RL 3; CC.RR 3: Ways that government actions help and hinder individual groups' rights</p>												

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SS8.5.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Responsibilities of a citizen This inquiry focuses on the responsibilities and obligations of a citizen and how they can participate in their communities. <ul style="list-style-type: none"> ● What responsibilities do individuals have in a democracy? ● How can an individual participate in a democracy? ● What is an individual’s role in ensuring everyone has access to basic rights and protections? 	X		X					X		X		
	What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following: SS8.5.2.1 - CG.RR 1-4: Expectations of all individuals in a democracy (e.g., paying taxes, obeying laws, military service, public service, voting, serving on jury) SS8.5.2.2 - CG.P 4; CG.RR 4; G.HSP 4; E.SA 4: Ways that every individual can actively participate in their local communities											

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SS8.5.3	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Political participation In this inquiry, students delve into the political process to understand how elections work, issues surrounding elections, and the ways they can get involved.	X	X	X	X		X	X			X		X
<ul style="list-style-type: none"> ● How do people get elected? ● In what ways does who is elected influence our laws and policies? ● What impact do political parties, polls, PACs, and lobbyists have on elections? ● How can one serve in a campaign? ● How can individuals participate in 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS8.5.3.1 - CG.RR 1-2: How to register to vote, find a polling place, and access voter information in Rhode Island</p> <p>SS8.5.3.2 - CG.P 2-4; CG.RL 1-3; CG.RR 3: Election process in Rhode Island, how that process differs in other states, and the ways that those different processes affect individuals (e.g., requirements for individuals, procedures, rules, regulations)</p> <p>SS8.5.3.3 - CG.P 2-3; H.CC 1: Role of primaries and the Electoral College</p> <p>SS8.5.3.4 - CG.P 4; CG.RR 1-4: Methods of participation in elections (e.g., running for office, campaigning, lobbying, demonstrating, volunteering at polling places, voting, filing legal challenges)</p>											

the political process?	<p>SS8.5.3.5 - CG.RL 2-3; G.HPE 4; E.EG 3-4: Issues surrounding elections (e.g., redistricting, voter identification laws, campaign financing, campaign ads, voter turnout)</p> <p>SS8.5.3.6 - H.IG 4; E.SA 4; E.EG 2: Career opportunities in public service at local, state, and federal levels</p>
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Topic 6: The Constitution, Amendments, and Supreme Court decisions

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

Inquiry Strand SS8.6.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Constitutional amendments, congressional bills, and executive orders		X	X	X		X						

<p>This inquiry explains the historical significance of Federal laws enacted by Congress and the Executive branch to protect, expand, or limit individual rights.</p> <ul style="list-style-type: none"> • How have laws helped expand individual protections? • What laws have limited individual rights? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS8.6.1.1 - CG.RL 1: How congressional laws are passed</p> <p>SS8.6.1.2 - CG.RL 1-3: The purpose, procedure, and limits of executive orders</p> <p>SS8.6.1.3 - CG.RR 1; H.CC 1: Significant changes to the <i>Constitution</i> (e.g., 14th Amendment, 19th Amendment, 26th Amendment)</p> <p>SS8.6.1.4 - CG.RR 1-3; H.CC 1-4; H.IG 1-4: Laws or executive orders expanding civil rights and equal protection for race, religion, gender, sexuality, and disability that demonstrate the evolving protections to civil rights (e.g., 1941 Executive Order 8802, 1964 Civil Rights Act, 1965 Voting Rights Act, 1972 Title IX, 1972 Equal Employment Act, 1990 American with Disabilities Act, 1990 Individuals with Disabilities Education Act, 2014 Executive Order 13672, 2022 Executive Order 14076)</p> <p>SS8.6.1.5 - CG.RR 1-3; H.CC 1-4; H.IG 1-4: Laws or executive orders that limited individual rights that show the challenges to civil rights (e.g., 1942 Executive order 9066, 1953 Executive order 10450)</p> <p>SS8.6.1.6 - CG.RL 3: Implications of the “necessary and proper” clause to the <i>Constitution</i></p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SS8.6.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Judicial review This inquiry gives students the opportunity to examine a wide variety of court decisions and interpretations.</p> <ul style="list-style-type: none"> • What is judicial review and how does it work? • What makes a law or an action unconstitutional, and does that determination ever change? • In what ways does the makeup of the court, in particular the Supreme Court, influence the decisions? • In what ways do court decisions impact individuals? 	X	X	X	X								
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS8.6.2.1 - CG.P 3; CG.RL 2; H.CC 1-3: The process of judicial review established in <i>Marbury v. Madison</i> – how cases come before the Supreme Court, how they are argued, how the Court issues decisions and dissents</p> <p>SS8.6.2.2 - CG.P 3; CG.RL 3; CG.RR 3; H.CC 1-3: Major court interpretations addressing freedom of religion, assembly, press, petition, and speech under the first Amendment; the due process clause and the equal protection clause of the fourteenth Amendment; and cases where individual rights conflicted with community or national beliefs</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>											

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

Compelling Question: In what ways does a free press support a democratic government?

Inquiry Strand SS8.7.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Function of media This inquiry asks students to evaluate media resources and identify the purpose of a free press in a democracy.</p> <ul style="list-style-type: none"> • What is the purpose of a free press and who defines what a free press looks like? • In what ways is the press of today different from that of the past? How does that change the electorate's relationship to it? • What are the effects of online media on the coverage of public affairs and current issues? • How do we know if a source is credible? 			X	X	X	X						
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SS8.7.1.1 - CG.RR 1-2; H.CC 1: Define freedom of the press, its purpose, and its origins</p> <p>SS8.7.1.2 - H.CC 1-3; H.HP 1-4; H.IG 4: Role of the press, how it has changed over time, and the responsibilities it has to the public</p> <p>SS8.7.1.3 - H.HP 2-3: Function of news articles, news programs, websites, editorials, cartoons, advertisements, social media posts</p> <p>SS8.7.1.4 - H.HP 1-4: Benefits and challenges of digital news and social media</p> <p>SS8.7.1.5 - CG.RR 1: Methods for evaluating the credibility of online and print sources</p>												

Teacher Notes	Instructional Ideas Assessment Ideas
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DRAFT

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

Topics of Inquiry

Topic 1: Government and the Concept of Citizenship

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

Strand 1: Creations of governments

Strand 2: Earliest forms of government

Strand 3: Governmental power and the role

Strand 4: Citizenship and patriotism

Strand 5: Roles and obligations of citizens

Topic 2: Origins and Role of American Government

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

Strand 1: Ideological influences on the American Revolution

Strand 2: Ideological and political ideas expressed in *Common Sense* and the *Declaration of Independence*

Strand 3: Structure, provisions, and limitations of the Articles of Confederation

Strand 4: Questions about power considered by the founders when they created the government of the new United States

Topic 3: The *United States Constitution* and *Bill of Rights*

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

Strand 1: Social, economic, and ideological influences on the *United States Constitution*

Strand 2: The *United States Constitution* as a product of compromise

Strand 3: The *United States Constitution* and slavery

Strand 4: The difference between civil rights and civil liberties and the struggles to achieve them

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

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

Strand 1: The concept and practice of checks and balances

Strand 2: Role and powers of the legislative branch

Strand 3: Role and powers of the executive branch

Strand 4: Role and powers of the judicial branch

Strand 5: The three branches of government in state, local, and tribal governments

Topic 5: Political Parties, Interest Groups, and Politics

Compelling Question: Is partisanship inevitable?

Strand 1: The emergence of political parties in the United States

Strand 2: Role of political parties in the American political system

Strand 3: Composition of and various kinds of political interest groups

Strand 4: Participation of citizens in political parties, interest groups, and politics

Strand 5: Tactics political parties and interest groups use to influence politics

Topic 6: Elections and the Politics of Voting

Compelling Question: Is the majority always right?

Strand 1: Different kinds of voting systems and their role in government

Strand 2: The difference between primary and general elections

Strand 3: History of voting rights in the United States

Strand 4: Contemporary controversies surrounding elections and voting

Topic 7: Dissent and Protest in Political Systems

Compelling Question: Is protest patriotic?

Strand 1: Legal basis of dissent and protest

Strand 2: Historical examples of different forms of dissent and protest

Strand 3: Contemporary issues of disagreement with laws and policies

Topic 8: Human Rights and Global Citizenship

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

Strand 1: Meaning of “human rights”

Strand 2: The role the United States plays in securing human rights

Strand 3: The concept of “global citizenship”

Content Standard Tables

Topic 1: Government and the Concept of Citizenship

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

Inquiry Strand SSHSCVC.1.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Creation of governments The focus of this inquiry strand is on understanding why governments are formed and how governments can meet the needs of society.</p> <ul style="list-style-type: none"> Why are governments useful? What concerns are there about governmental power? How do people experience government? 	X	X				X						X
<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about:</p> <p>SSHSCVC.1.1.1 - CG.RL 2-4: Purposes and uses of government</p> <p>SSHSCVC.1.1.2 - CG.P 1-2; H.IG 1-4: Abuses of governmental power</p> <p>SSHSCVC.1.1.3 - E.EG 1-4: Similarities and differences in people’s experiences with government and who benefits</p>												

Teacher Notes	Instructional Ideas Assessment Ideas

Inquiry Strand SSHSCVC.1.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Earliest forms of government The focus of this inquiry strand is on the history and philosophy of different forms of government. <ul style="list-style-type: none"> Where did the earliest governments exist and what kinds of power did those governments have? What advantages and disadvantages do different types of governments have? 		X			X	X						
	What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about: SSHSCVC.1.2.1 - H.IG 1-2; H.HP 1-2: Components of governments in ancient civilizations (e.g., Mesopotamia, Egypt, Greece, Rome, Ghana, Mali, China, India, Mesoamerica) SSHSCVC.1.2.2 - CG.RL 1-4: Advantages and disadvantages of each form of government (e.g., oligarchy, democracy, monarchy) and who benefits											

<ul style="list-style-type: none"> • What might make people want to change their form of government? 	SSHSCVC.1.2.2 - CG.RL 1-4; H.IG 1-4: Rationale and conditions for governmental change (e.g, elections, protests, insurrections, revolutions)
Teacher Notes	Instructional Ideas Assessment Ideas

Inquiry Strand SSHSCVC.1.3	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Governmental power and the role In this inquiry strand, the focus is on understanding the functions of government and ways that governments provide services and benefits to the societies they serve. <ul style="list-style-type: none"> • Who creates laws? • Who enforces laws? • Who interprets laws? 	X		X									
What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about: <ul style="list-style-type: none"> SSHSCVC.1.3.1 - CG.P 1-4: Legislative function of government and checks upon it SSHSCVC.1.3.2 - CG.P 1-4: Executive function of government and checks upon it SSHSCVC.1.3.3 - CG.P 1-4: Judicial function of government and checks upon it 												

<ul style="list-style-type: none"> • How do governments protect and serve their societies? • How is governmental power limited by societies? 	<p>SSHSCVC.1.3.4 - CG.P 1-2; CG.RR 1-4: Governmental functions to protect and serve people and impacts of those functions</p> <p>SSHSCVC.1.3.5 - CG.P 1-4: Options for limiting governmental power and who benefits</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SSHSCVC.1.4</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Citizenship and patriotism In this inquiry strand, the focus is on how people define “good citizenship” and how societies manage conflicts over those definitions.</p> <ul style="list-style-type: none"> • What are some definitions of “good citizenship” • How does the United States government define citizenship? 			X			X						
	<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about:</p> <p>SSHSCVC.1.4.1 - CG.RR 1-4: Range of definitions concerning “good citizenship” and impact of those definitions</p> <p>SSHSCVC.1.4.2 - CG.RR 1-4: Legal definitions of citizenship and impact of those definitions</p>											

<ul style="list-style-type: none"> • How have definitions of citizenship changed over time? • What is the relationship between citizenship and patriotism? 	<p>SSHSCVC.1.4.3 - H.IG 1-4: Changes in how citizenship is defined over time and who benefitted</p> <p>SSHSCVC.1.4.4 - CG.RR 1-4: Similarities and differences between citizenship and patriotism</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SSHSCVC.1.5</p>	<p>Connections to the Rhode Island Standards</p>											
<p>Roles and obligations of citizens In this inquiry strand, the focus is on how people fulfill their roles as citizens in different governmental systems.</p> <ul style="list-style-type: none"> • What are the obligations and responsibilities of citizenship? • What barriers prevent some people from fully practicing citizenship? 	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about:</p> <p>SSHSCVC1.5.1 - CG.RR 1-4: Legal and normative duties of citizens</p> <p>SSHSCVC1.5.2 - CG.RR 1-4; H.IG 1-4: Barriers to full participation as citizens and who benefits</p> <p>SSHSCVC1.5.3 - H.IG 1-4: Instances when citizenship has been challenged or denied and who</p>			X			X						

<ul style="list-style-type: none"> When have citizenship rights been challenged in the past? 	benefitted (e.g., voting rights)
Teacher Notes	Instructional Ideas Assessment Ideas

Topic 2: Origins and Role of American Government

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

Inquiry Strand SSHSCVC.2.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Ideological influences on the American Revolution	X	X	X			X					X	

<p>In this inquiry strand, the focus is on the 18th century philosophical ideas about power and government and the influences on the American Revolution.</p> <ul style="list-style-type: none"> • What were the main political ideas of the Enlightenment? • How does “republicanism” differ from “democracy”? • How did the ideology of the revolution challenge the social and economic hierarchies of colonial society in North America? • What were the primary conflicts about the extent of governmental power during the creation of first the <i>Articles of Confederation</i> and later the <i>United States Constitution</i>? • Who participated in the creation of the government of the United States? 	<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSCVC.2.1.1 - CG.P 1-3; CG.RR1-4: Key ideas of various Enlightenment figures (e.g., Hobbes, Locke, Rousseau, Voltaire, Montesquieu) and the impact of those ideas across societal groups</p> <p>SSHSCVC.2.1.2 - CG.P 1-3; CG.RR1-4: Definitions and implications of republicanism and democracy and who benefits</p> <p>SSHSCVC.2.1.3 - CG.RR 1-4; H.IG 1-4; E.PC 1-3: Social and economic changes after the Revolutionary War and who benefitted</p> <p>SSHSCVC.2.1.4 - CG.P 1-3; CG.RL 1-3; CG.RR1-4: Challenges to the government created under the <i>Articles of Confederation</i> and under the <i>United States Constitution</i></p> <p>SSHSCVC.2.1.5 - CG.P 1-4; H.IG 1-4: Social and economic status of the Founding Fathers and compared to American society</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SSHSCVC.2.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Ideological and political ideas expressed in <i>Common Sense</i> and the <i>Declaration of Independence</i></p> <p>In this inquiry strand, the focus is on how the American colonists redefined their political relationships with Britain.</p> <ul style="list-style-type: none"> • Who was Thomas Paine and what were his main arguments in <i>Common Sense</i>? • What political crises led the American colonies to declare independence from Great Britain? • How did Thomas Jefferson shape the <i>Declaration of Independence</i>? • What does the <i>Declaration of Independence</i> claim about natural rights and the role of government? 	X		X	X								
<p>What to look for in students' inquiry work:</p> <p>Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSCVC2.2.1 - CG.P 1-3; CG.RR 1-4: Key ideas expressed in <i>Common Sense</i>, its impact, and who benefitted</p> <p>SSHSCVC2.2.2 - CG.RR 1-4; H.CC 1-4: Key events leading to a declaration of independence from Britain</p> <p>SSHSCVC2.2.3 - CG.RR 1-4; H.CC 1-4: Jefferson's ideas about rights and responsibilities and comparisons with his personal life</p> <p>SSHSCVC2.2.4 - CG.P 1-3; CG.RR 1-4: Perspectives on natural rights and the role of government in the <i>Declaration of Independence</i> and who benefitted</p>												

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SSHSCVC.2.3	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Structure, provisions, and limitations of the <i>Articles of Confederation</i> In this inquiry strand, the focus is on the challenges to the <i>Articles of Confederation</i>	X	X	X	X								
<ul style="list-style-type: none"> What relationship did the <i>Articles of Confederation</i> establish between the states and the national government? How did the <i>Articles of Confederation</i> limit the power of the national government? How did Shays’ Rebellion create a crisis under the <i>Articles of Confederation</i>? 	<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSCVC.2.3.1 - CG.P 1-3; CG.RL 1-3; CG.RR 1-4: Rights and responsibilities given to the states and the national government under the <i>Articles of Confederation</i> and who benefitted</p> <p>SSHSCVC.2.3.2 - CG.P 1-3; CG.RL 1-3; CG.RR 1-4: Limitations of the national government under the <i>Articles of Confederation</i>, the impact of those limitations, and who benefitted</p> <p>SSHSCVC.2.3.3 - CG.P 1-3; H.CC 1-3: Rationale for and effects of Shays’ Rebellion</p>											

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SSHSCVC.2.4	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Questions about power considered by the founders when they created the government of the new United States This inquiry strand focuses on how the founders tried to resolve the challenges they faced when creating the new government under the <i>United States Constitution</i> .	X		X		X	X						
<ul style="list-style-type: none"> • What is federalism and why were the founders divided over that concept at the Constitutional Convention? • What were the arguments in <i>The Federalist Papers</i>, specifically <i>Federalist 10</i>? • How did the Iroquois Confederation influence the way government was established in the <i>United States</i>? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSCVC.2.4.1 - CG.P 1-4; CG.RR 1-4: Definition of and rationale for federalism and who benefitted</p> <p>SSHSCVC.2.4.2 - CG.P 1-4; CG.RR 1-4: Arguments and rationales for them in the <i>Federalist Papers</i> and who benefitted</p> <p>SSHSCVC.2.4.3 - CG.P 1-4; CG.RR 1-4; H.HP 1-2: Influence of the Iroquois Confederacy on the <i>Constitution</i></p> <p>SSHSCVC.2.4.4 - CG.RR 1-4; H.IG 1-4: Ways in which slavery was described in the <i>Constitution</i> and who benefitted</p> <p>SSHSCVC.2.4.5 - CG.P 1-4; CG.RR 1-4: Distinctions between the Virginia and New Jersey</p>											

<p><i>Constitution?</i></p> <ul style="list-style-type: none"> • How was slavery handled in the <i>United States Constitution</i>? • What were the differences between the Virginia Plan and the New Jersey Plan? • Whose interests were represented at the Constitutional Convention and how are they reflected in the <i>United States Constitution</i>? • What were Rhode Island's objections to the Constitutional Convention? 	<p>plans and who benefitted</p> <p>SSHSCVC.2.4.6 - CG.RR 1-4; H.HP 1-2; H.IG 1-4: Impact of the <i>Constitution</i> on different groups in American society and who benefitted</p> <p>SSHSCVC.2.4.7 - CG.P 1-4: Reasons why Rhode Island refused to send a delegate to the Constitutional Convention</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Topic 3: The *United States Constitution* and *Bill of Rights*

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

<p>Inquiry Strand SSHSCVC.3.1</p>	<p>Connections to the Rhode Island Standards</p>
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	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Social, economic, and ideological influences on the <i>United States Constitution</i></p> <p>In this inquiry strand, the focus is on the structure of government and law established by the <i>United States Constitution</i> and <i>Bill of Rights</i>.</p> <ul style="list-style-type: none"> • What is representative government? • How do the ideas of the Enlightenment appear in the <i>United States Constitution</i>? • How did the <i>United States Constitution</i> reflect potential economic, regional, and social divisions? • What are the different sections of the <i>United States Constitution</i> and what structure does it create for the federal government? 	X	X	X									
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSCVC.3.1.1 - CG.P 1-4; CG.RR 1-4: Rationale for, components of representative government and who benefits</p> <p>SSHSCVC.3.1.2 - CG.P 1-4; CG. RR 1-4: Influence of Enlightenment ideas on the <i>Constitution</i> (e.g., social contract, separation of powers)</p> <p>SSHSCVC.3.1.3 - CG.P 1-4; H.HP 1-2: Differing perceptions of the <i>Constitution</i> and who benefitted</p> <p>SSHSCVC.3.1.4 - CG.P 1-4; CG.RL 1-2; CG.RR 1-4: Elements of the <i>Constitution</i> and the structure of government they create</p>											
<p>Teacher Notes</p> <ul style="list-style-type: none"> • 	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SSHSCVC.3.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The <i>United States Constitution</i> as a product of compromise In this inquiry strand, the focus is on the process of compromise that went into the passage of the <i>United States Constitution</i> and the impact of those compromises.</p> <ul style="list-style-type: none"> Who were the anti-federalists and what role did they play in shaping the <i>United States Constitution</i>? What were the reasons that Rhode Island delayed its ratification of the <i>United States Constitution</i>? What is the <i>Bill of Rights</i> and why was it added to the <i>United States Constitution</i>? What omissions in the <i>United States Constitution</i> does the <i>Bill of Rights</i> address? What is the amendment process and why was it built into the <i>United States Constitution</i>? 	X		X		X							
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSCVC.3.2.1 - CG.P 1-4; H.HP 1-2: Influences of the anti-federalists on the <i>Constitution</i></p> <p>SSHSCVC.3.2.2 - CG.P 1-4; CG.RR 1-4: The reasons for Rhode Island reluctance to ratify the <i>Constitution</i></p> <p>SSHSCVC.3.2.3 - CG.RR 1-4: Rationale for and components of the <i>Bill of Rights</i></p> <p>SSHSCVC.3.2.4 - CG.RR 1-4: Impact of the <i>Bill of Rights</i> and who benefitted</p> <p>SSHSCVC.3.2.5 - CG.P 1-3; CG.RR 1-4: Relationship between the <i>Constitution</i> and the <i>Bill of Rights</i></p>												

<ul style="list-style-type: none"> How does the <i>United States Constitution</i> and <i>Bill of Rights</i> provide tools to address inequality in the United States today? 	
Teacher Notes	Instructional Ideas Assessment Ideas

Inquiry Strand SSHSCVC.3.3	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The <i>United States Constitution</i> and slavery In this inquiry strand, the focus is on how the authors of the <i>United States Constitution</i> handled the system of slavery.</p> <ul style="list-style-type: none"> How did Enlightenment thinkers view the system of slavery? What arguments around slavery emerged during the Constitutional Convention? 			X			X						
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSCVC.3.3.1 - CG.RR 1-4; H.IG 1-4: Elements of Enlightenment thinking about slavery and who benefitted</p> <p>SSHSCVC.3.3.2 - CG.RR 1-4; H.IG 1-4: Arguments among representatives at the Constitutional Convention over slavery and who benefitted</p>											

<ul style="list-style-type: none"> How is slavery addressed in the <i>United States Constitution</i>? 	<p>SSHSCVC.3.3.3 - CG.RR 1-4; H.IG 1-4: Manner in which slavery is addressed in the <i>Constitution</i> and who benefitted</p> <p>SSHSCVC.3.3.4 - CG.RR 1-4; H.IG 1-4: How did the <i>Constitution</i> reinforce the system of slavery (e.g., the Three-Fifths Clause, the Importation Clause, the Slave Insurrection Clause, and the Fugitive Slave Clause)</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SSHSCVC.3.4</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The difference between civil rights and civil liberties and the struggles to achieve them</p> <p>In this inquiry strand, the focus is on the different ways Americans have interpreted and used the <i>United States Constitution</i> to expand freedom and opportunity</p> <ul style="list-style-type: none"> What is the relationship between civil rights and civil liberties? 			X			X						
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSCVC.3.4.1 - CG.RR 1-4: Distinctions between civil rights and civil liberties</p> <p>SSHSCVC.3.4.2 - CG.RR 1-4; H.IG 1-4: Historical examples of challenges to civil rights (e.g. denial of voting rights to some groups, redlining)</p>											

<ul style="list-style-type: none"> • What challenges to civil rights have occurred in American history? • What challenges to civil liberties have occurred in American history? • What actions have expanded civil rights and liberties for African Americans? • What actions have expanded civil rights and liberties for women? 	<p>SSHSCVC.3.4.3 - CG.RR 1-4; H.IG 1-4: Historical examples of challenges to civil liberties (e.g. segregation, the internment of Japanese-Americans, discrimination against people based on their race, ethnicity, gender, sexual identity)</p> <p>SSHSCVC.3.4.4 - CG.RR 1-4; H.IG 1-4: Rationale for and impact of constitutional amendments, Supreme Court decisions, and legislation on the expansion of rights for African Americans (e.g., 13th, 14th, and 15th Amendments, the Brown v. Board of Education Supreme Court Case, and the 1964 Civil Rights Act) and resistance to these measures</p> <p>SSHSCVC.3.4.5 - CG.RR 1-4; H.IG 1-4: Rationale for and impact of constitutional amendments, Supreme Court decisions, and legislation on the expansion of rights for women (e.g., 19th amendment) and resistance to these measures</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

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

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

<p>Inquiry Strand SSHSCVC.4.1</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

<p>The concept and practice of checks and balances</p> <p>In this inquiry strand, the focus is on understanding how the Enlightenment idea of checks and balances as a deterrent to tyranny is evident in the <i>United States Constitution</i>.</p> <ul style="list-style-type: none"> • How did Montesquieu’s <i>The Spirit of the Laws</i> (1748) explain the concept of checks and balances? • How is the idea of checks and balances reflected in the structure of the national government? • How is the idea of checks and balances incorporated into the relationship between the state and national governments? 	<table border="1"> <tr> <td>X</td> <td></td> </tr> </table>	X											
X													
<p>Teacher Notes</p>	<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSCVC.4.1.1 - CG.P 1-3: Montesquieu’s rationale for check and balances in government</p> <p>SSHSCVC.4.1.2 - CG.P 1-3: Ways that checks and balances are instantiated in the national government and the impact of that instantiation</p> <p>SSHSCVC.4.1.3 - CG.P 1-3: Ways that checks and balances are instantiated between state and national governments and the impact of that instantiation</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>												
<p>Inquiry Strand SSHSCVC.4.2</p>	<p>Connections to the Rhode Island Standards</p>												

	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Role and powers of the legislative branch</p> <p>In this inquiry strand, the focus is on the structure and role of the legislative branch of the national government</p> <ul style="list-style-type: none"> • What functions define the legislative branch? • How does the role of the legislative branch differ in the formation of domestic and foreign policy? • How can the legislative branch check the power of the executive and judicial branches? • How have the powers of the legislative branch changed since the ratification of the <i>United States Constitution</i>? 	X	X										
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSCVC.4.2.1 - CG.P 1-3; CG.RL 1-4: Functions of the legislative branch</p> <p>SSHSCVC.4.2.2 - CG.P 1-3; CG.RL 1-4: Distinctions in the roles played by the legislative branch in domestic and foreign policy</p> <p>SSHSCVC.4.2.3 - CG.P 1-3; CG.RL 1-4: Checks that the legislative branch exercises on the executive and judicial branches</p> <p>SSHSCVC.4.2.4 - CG.P 1-3; CG.RL 1-4: Change in the role of the legislative branch over time</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SSHSCVC.4.3	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Role and powers of the executive branch</p> <p>In this inquiry strand, the focus is on the structure and role of the executive branch of the national government</p> <ul style="list-style-type: none"> • What functions define the executive branch? • How does the role of the executive branch differ in the formation of domestic and foreign policy? • How can the executive branch check the power of the legislative and judicial branches? • How have the powers of the executive branch changed since the ratification of the <i>United States Constitution</i>? 	X	X										
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSCVC.4.3.1 - CG.P 1-3; CG.RL 1-4: Functions of the executive branch</p> <p>SSHSCVC.4.3.2 - CG.P 1-3; CG.RL 1-4: Distinctions in the roles played by the executive branch in domestic and foreign policy</p> <p>SSHSCVC.4.3.3 - CG.P 1-3; CG.RL 1-4: Checks that the executive branch exercises on the legislative and judicial branches</p> <p>SSHSCVC.4.3.4 - CG.P 1-3; CG.RL 1-4: Change in the role of the executive branch over time</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SSHSCVC.4.4	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Role and powers of the judicial branch</p> <p>In this inquiry strand, the focus is on the structure and role of the judicial branch of the national government</p> <ul style="list-style-type: none"> • What functions define the judicial branch? • How can the judicial branch check the power of the legislative and executive branches? • How have the powers of the judicial branch changed since the ratification of the <i>United States Constitution</i>? 	X	X										
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSCVC.4.4.1 - CG.P 1-3; CG.RL 1-4: Functions of the judicial branch</p> <p>SSHSCVC.4.4.2 - CG.P 1-3; CG.RL 1-4: Checks that the judicial branch exercises on the legislative and executive and branches (e.g., judicial review, impeachment)</p> <p>SSHSCVC.4.4.3 - CG.P 1-3; CG.RL 1-4: Change in the role of the judicial branch over time</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SSHSCVC.4.5	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The three branches of government in state, local, and tribal governments The focus of this inquiry strand is for students to understand other governmental systems of the United States, including understanding state, local, and tribal governments, and how those systems of government interact with each other and the federal government</p> <ul style="list-style-type: none"> • How does Article IV of the <i>United States Constitution</i> explain the powers of states? • How are the powers of local governments explained in the <i>United States Constitution</i>? • Why does the United States federal government recognize the sovereignty of Indigenous tribal governments, and how are those governments structured? • How does the concept of territorial sovereignty, the plenary power doctrine, and the federal government’s duty to protect Indigenous peoples define tribal 	X	X	X									
<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSCVC.4.5.1 - CG.P 1-3: Powers of state governments as explained in the <i>United States Constitution</i></p> <p>SSHSCVC.4.5.2 - CG.P 1-3: Powers of local governments as explained in the <i>United States Constitution</i> and the <i>Bill of Rights</i></p> <p>SSHSCVC.4.5.3 - CG.P 1-3; CG.RL 3-4: Definition of sovereignty and the role of federal and state recognition of tribes</p> <p>SSHSCVC.4.5.4 - CG.P 1-3: Powers and structures of tribal governments</p> <p>SSHSCVC.4.5.5 - CG.P 1-4: The powers, structures, and authorities of local municipalities, the state of Rhode Island, and local tribal governments (e.g., Narragansett in RI, Mashantucket Pequot and Mohegan in CT, and Wampanoag Tribe of Gay Head and Mashpee Wampanoag in MA)</p> <p>SSHSCVC.4.5.6 - CG.P 1-4; CG.RL 1-4; GC.RR 1-4: Relationships between different levels of government and their powers</p> <p>SSHSCVC.4.5.7 - CG.P 1-4; CG.RL 1-4; GC.RR 1-4: Relationships between the Narragansett tribal and local and state governments and their powers</p>												

<p>governmental powers?</p> <ul style="list-style-type: none"> • How do local, state, and tribal governments interact? 	
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Topic 5: Political Parties, Interest Groups, and Politics

Compelling Question: Is partisanship inevitable?

Inquiry Strand SSHSCVC.5.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The emergence of political parties in the United States</p>												

<p>In this inquiry strand, the focus is on the ways that Americans have fought for greater control of the political system throughout American history.</p> <ul style="list-style-type: none"> • What did the <i>Federalist Papers</i> say about factions in government? • What were the First and Second Party Systems? • How have political parties changed over time? • How have third parties challenged the two-party system throughout American history? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSCVC.5.1.1 - CG.P 1-4: Perspectives on governmental factions in the <i>Federalist Papers</i></p> <p>SSHSCVC.5.1.2 - CG.P 1-4: Distinctions between the First and Second Party Systems and impact of each</p> <p>SSHSCVC.5.1.3 - CG.P 1-4: Changes in nature, conditions, and impact of political parties over time and who benefitted</p> <p>SSHSCVC.5.1.4 - CG.P 1-3: Rationale for and examples of third-party challenges and impact of those challenges</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SSHSCVC.5.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The role of political parties in the American political system</p>			X		X	X						

<p>In this inquiry strand, the focus is on the United States political party system and how Americans participate in political parties</p> <ul style="list-style-type: none"> • What is a party platform? • How do Americans participate in political parties? • Who do current political parties represent? • What is partisanship? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSCVC.5.2.1 - CG.RR 1-2; H.IG 1-2: Nature, examples, and impact of party platforms</p> <p>SSHSCVC.5.2.2 - CG.RR 1-2; H.IG 1-2: Structure and functions of political parties</p> <p>SSHSCVC.5.2.3 - CG.RR 1-2; H.IG 1-2: Demographics of major and minor political parties in the United States today</p> <p>SSHSCVC.5.2.4 - CG.RR 1-2; H.HP 1-2; H.IG 1-2: Nature, examples, and impact of partisanship and who benefits</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SSHSCVC.5.3	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Composition of and various kinds of political interest groups</p>	X				X							

<p>In this inquiry strand, the focus is on what political interest groups are and the ways that they influence policy and have gained power over time.</p> <ul style="list-style-type: none"> • What is the purpose of an interest group? • What are the different types of interest groups? • What tactics and strategies do interest groups use to influence public policy? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSCVC.5.3.1 - CG.P 1-4; H.IG 1-4: Nature and purpose of an interest group</p> <p>SSHSCVC.5.3.2 - CG.P 1-4; H.IG 1-4: Examples of interest groups, their agendas, and impact</p> <p>SSHSCVC.5.3.3 - CG.P 1-4: Approaches interest groups use to influence public policy</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SSHSCVC.5.4	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Participation of citizens in political parties, interest groups, and politics</p>	X		X									

<p>In this inquiry strand, the focus is on the reasons people participate in the American political system beyond voting.</p> <ul style="list-style-type: none"> • Why do people become involved in political parties, interest groups, and other political organizations? • What are the various ways people get involved in politics on local and national levels? • What barriers exist that prevent people from participating in the American political system? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSCVC.5.4.1 - CG.P 1-4; CG.RR 1-4: Motivations of people to become politically involved</p> <p>SSHSCVC.5.4.2 - CG.P 1-4; CG.RR 1-4: Opportunities to become politically involved and impact of that involvement</p> <p>SSHSCVC.5.4.3 - CG.P 1-4; CG.RR 1-4: Barriers to becoming politically involved and resistance to those barriers</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SSHSCVC.5.5	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Tactics political parties and interest groups use to influence politics</p>	X				X							X

<p>In this inquiry strand, the focus is on how people use political processes outside of the governmental system to effect change.</p> <ul style="list-style-type: none"> • What is the role of money in politics? • What is the role of the media in politics? • What is the role of polling in politics? • How do laws attempt to regulate the influence of financial donors on elections? • What historical examples exist of people successfully affecting change in the political system outside of voting? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSCVC.5.5.1 - CG.P 1-3; E.EG 1-4: Nature and examples of how money is used to influence politics and who benefits</p> <p>SSHSCVC.5.5.2 - CG.P 1-4: Nature and examples of how media influences politics and who benefits</p> <p>SSHSCVC.5.5.3 - CG.HP 1-2: Nature and impact of polls in politics</p> <p>SSHSCVC.5.5.4 - CG.RL 1-4: Rationale for and impact of laws regulating the use of money to influence politics</p> <p>SSHSCVC.5.5.5 - CG.P 1-4; H.IG 1-4: Examples of people influencing politics (e.g., the Civil Rights Movement's marches, sit-ins)</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Topic 6. Elections and the Politics of Voting

Compelling Question: Is the majority always right?

Inquiry Strand SSHSCVC.6.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Different kinds of voting systems and their role in government In this inquiry strand, the focus is on the different types of voting systems and how people vote.</p> <ul style="list-style-type: none"> • What are the different kinds of voting electoral systems? • What is the process of voter registration? • What is the concept of electoral integrity? 	X		X									
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSCVC.6.1.1 - CG.P 1-3; CG.RR 1-4: Similarities and differences among voting systems (e.g., plurality, majority, proportional)</p> <p>SSHSCVC.6.1.2 - CG.RL 1-3; CG.RR 1-3: Conditions and process of registering to vote (e.g., eligibility and debates about eligibility)</p> <p>SSHSCVC.6.1.3 - CG.RL 1-3; CG.RR 1-3: Definition and examples of electoral integrity and who benefits</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SSHSCVC.6.2	Connections to the Rhode Island Standards											
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	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The difference between primary and general elections In this inquiry strand, the focus is on the levels of election activity in the United States.</p> <ul style="list-style-type: none"> • What is the purpose of primary elections and how do they vary? • What is the purpose of a general election? • How are elections monitored and reported? 		X	X									
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSCVC.6.2.1 - CG.RL 1-2; CG.RR 1-2: Nature and purposes of different kinds of primary elections (e.g., open, closed, blanket)</p> <p>SSHSCVC.6.2.2 - CG.RL 1-2; CG.RR 1-2: Nature and purposes of general elections</p> <p>SSHSCVC.6.2.3 - CG.RL 1-2; CG.RR 1-2: Approaches to monitoring elections and reporting of results and debates about these processes</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SSHSCVC.6.3	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
History of voting rights in the United States		X	X			X						

<p>In this inquiry strand, the focus is on the political marginalization of different groups in American history.</p> <ul style="list-style-type: none"> • How have requirements for voting changed over time? • How have groups been barred from voting based on their identities? • How have various groups fought for voting rights in American history? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSCVC.6.3.1 - CG.RL 1-3; CG.RR 1-4: Historical changes in voting requirements (e.g, property ownership including the Dorr Rebellion in Rhode Island, religion, gender, race) and who benefitted</p> <p>SSHSCVC.6.3.2 - CG.RL 1-3; CG.RR 1-4: Legal and extra-legal approaches to restricting voting and impact of those approaches</p> <p>SSHSCVC.6.3.3 - CG.RR 1-4; H.IG 1-4: Similarities and differences in approaches groups have taken to fight for voting rights</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SSHSCVC.6.4	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Contemporary controversies surrounding elections and voting</p>		X	X			X						

<p>In this inquiry strand, the focus is on the national dialogue on issues that affect voter turnout and participation.</p> <ul style="list-style-type: none"> • What factors affect voter turnout? • What are the major historical voting patterns? • What is gerrymandering and how can it influence elections? • What issues around voting have emerged in the recent past? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSCVC.6.4.1 - CG.RR 1-4; H.IG 1-4: Influences on and impact of voting behavior and patterns of voting</p> <p>SSHSCVC.6.4.2 - CG.RR 1-4; H.IG 1-4: Patterns of and impact of voting over time</p> <p>SSHSCVC.6.4.3 - CG.RR 1-4; H.IG 1-4: Definition and examples of gerrymandering and who benefits</p> <p>SSHSCVC.6.4.4 - CG.RL 1-4; H.IG 1-4: Contemporary debates and issues around voting (e.g., voting hours, transportation to polls, voter identification requirements, including the allowance of using tribal IDs to vote in Rhode Island, role of the electoral college, role of media, absentee voting)</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Topic 7: Dissent and Protest in Political Systems

Compelling Question: Is protest patriotic?

<p>Inquiry Strand SSHSCVC.7.1</p>	<p>Connections to the Rhode Island Standards</p>
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	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Legal basis of dissent and protest In this inquiry strand, the focus is on the history of protest movements in the United States.</p> <ul style="list-style-type: none"> • How does freedom of speech provide a legal basis for the right to protest and dissent? • How does freedom of assembly provide a legal basis for the right to protest and dissent? • How does the right to petition provide a legal basis for the right to protest and dissent? • How does the Fourteenth Amendment provide a legal basis for the rights to protest and dissent? 		X	X									
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSCVC.7.1.1 - CG.RL 1; CG.RR 1-4: Justifications for protest and dissent based on freedom of speech</p> <p>SSHSCVC.7.1.2 - CG.RL 1; CG.RR 1-4: Justifications for protest and dissent based on freedom of assembly</p> <p>SSHSCVC.7.1.3 - CG.RL 1; CG.RR 1-4: Justifications for protest and dissent based on the right to petition</p> <p>SSHSCVC.7.1.4 - CG.RL 1; CG.RR 1-4: Justifications for protest and dissent based on the 14th amendment</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SSHSCVC.7.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Historical examples of different forms of dissent and protest</p> <p>In this inquiry strand, the focus is on how Americans have acted to address social inequalities.</p> <ul style="list-style-type: none"> • How did people work toward the goal of abolition? • How did people work toward the goal of equal rights for women? • How did people work toward the goal of labor rights for workers? 	X					X						
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSCVC.7.2.1 - CG.P 1-4; H.IG 1-4: Conditions of and approaches taken by people working for the abolition of slavery and the impact of those efforts</p> <p>SSHSCVC.7.2.2 - CG.P 1-4; H.IG 1-4: Conditions of and approaches taken by people working for women's rights and the impact of those efforts</p> <p>SSHSCVC.7.2.3 - CG.P 1-4; H.IG 1-4: Conditions of and approaches taken by people working for the rights of laborers and the impact of those efforts</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SSHSCVC.7.3	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

<p>Contemporary issues of disagreement with laws and policies</p> <p>In this inquiry strand, the focus is on the ways that Americans have tried to assert control over the political system.</p> <ul style="list-style-type: none"> • What issues are Americans debating today? • What are the different perspectives on those issues? • How do Americans express their perspectives on those issues? 	X				X	X						
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSCVC.7.3.1 - CG.P 1-2; H.HP 1-2; H.IG 1-2: Nature and history of contemporary issues</p> <p>SSHSCVC.7.3.2 - CG.P 1-2; H.HP 1-2; H.IG 1-2: Conditions of and perspectives on those issues</p> <p>SSHSCVC.7.3.3 - CG.P 1-2; H.HP 1-2; H.IG 1-2: Options for and approaches taken to resolve those issues</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Topic 8: Human Rights and Global Citizenship

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

Inquiry Strand SSHSCVC.8.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

<p>Meaning of “human rights” In this inquiry strand, the focus is on human rights and international agreements to support global human rights.</p> <ul style="list-style-type: none"> • What is the Universal Declaration of Human Rights? • How has the Universal Declaration of Human Rights affected the foreign policy of the United States? • How do the United Nations and World Court support human rights? • What extra-governmental organizations exist to fight for human rights? • How is international law enforced? 	<table border="1"> <tr> <td></td> <td>X</td> <td>X</td> <td></td> <td></td> <td>X</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>		X	X			X						
	X	X			X								
<p>Teacher Notes</p>	<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSCVC.8.1.1 - CG.RR 1-2; H.IG 1-2: Nature and components of the Universal Declaration of Human Rights and who benefits</p> <p>SSHSCVC.8.1.2 - CG.RR 1-2; H.IG 1-2: Examples of the influence of the Universal Declaration of Human Rights on U.S. foreign policy</p> <p>SSHSCVC.8.1.3 - CG.RR 1-2; H.IG 1-2: Functions of the United Nations and World Court in general and in terms of human rights in particular and who benefits</p> <p>SSHSCVC.8.1.4 - CG.RR 1-2; H.IG 1-2: Examples of extra-governmental organizations (e.g., Amnesty International) efforts to foster human rights</p> <p>SSHSCVC.8.1.5 - CG.RL 1-2: Responsibilities for and process of enforcing international law and who benefits</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>												
<p>Inquiry Strand SSHSCVC.8.2</p>	<p>Connections to the Rhode Island Standards</p>												

	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The role the United States plays in securing human rights In this inquiry strand, the focus is on the role the United States has taken in influencing and intervening in the affairs of other nations in the name of human rights.</p> <ul style="list-style-type: none"> • Who decides how to allocate the resources of the United States? • What is the history of American involvement in the affairs of other nations regarding human rights? • How has the United States responded to incidents of genocide? • What is the United States's own history of genocide? • What are the political, social, and economic influences on foreign involvement? 	X		X	X	X	X						X
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSCVC.8.2.1 - CG.P 1-4; CG.RR 1-2: The people and positions in the United States government who make decisions on where and when to allocate resources to other countries (e.g., funds, military, weapons, food, medicine)</p> <p>SSHSCVC.8.2.2 - H.CC 1-2; H.HP 1-2; H.IG 1-4: Rationales for and impact of U.S. interventions around human rights and genocides in other countries (e.g., Armenian genocide, Jewish Holocaust, Cambodian genocide, Somalian genocide, Darfur genocide, Rwandan genocide)</p> <p>SSHSCVC.8.2.3 - H.CC 1-2; H.HP 1-2; H.IG 1-4: Rationales for and examples of genocides in the United States (e.g., Indigenous peoples)</p> <p>SSHSCVC.8.2.4 - CG.P 1-2; H.HP 1-2; E.EG 1-2: Rationale for and examples of various influences on foreign intervention and who benefits</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SSHSCVC.8.3	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The concept of “global citizenship” In this inquiry strand, the focus is on how American citizens have become increasingly connected to the people of other nations.</p> <ul style="list-style-type: none"> • What issues connect people across the globe? • How are local issues connected to the wider world? • How can individuals and groups help build global citizenship? 			X			X	X					
<p>Teacher Notes</p>	<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSCVC.8.3.1 - CG.RR 1; G.HPE 1-4: Conditions and examples of issues that cross national and cultural boundaries</p> <p>SSHSCVC.8.3.2 - CG.RR 1; G.HPE 1-4: Conditions and examples of local issues that connect with global concerns</p> <p>SSHSCVC.8.3.3 - CG.RR 1-4; H.IG 1-4: Opportunities to become involved in issues beyond the United States</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>											

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

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

Topics of Inquiry

Topic 1: Colonial North America

Compelling Question: Does settler colonialism continue today?

Strand 1: Indigenous peoples of North America

Strand 2: Reasons people from other lands went or were brought to North America

Strand 3: Ways people from other lands lived when they arrived in the colonies

Strand 4: Interactions and encounters between Europeans and Indigenous peoples from the 15th to 17th centuries

Strand 5: The impact of European arrival in North America on Indigenous life

Strand 6: The transformation of human beings into property and commodities within the Atlantic trading system

Topic 2: The Origins and Achievement of Independence

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

Strand 1: Political, legal, social, and economic relationship between Great Britain and the North American colonies

Strand 2: Reasons for colonial opposition to British colonial policies in the 1760s and 1770s

Strand 3: Colonial responses to British imperial policies

Strand 4: The main arguments of Common Sense and The *Declaration of Independence*

Strand 5: Various ways different groups might have interpreted the meaning of the *Declaration of Independence*

Strand 6: Major events of the American Revolution and their influence on the course of the war

Strand 7: The participation of different social groups in the American Revolution.

Topic 3: The *United States Constitution*

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

Strand 1: Main components of the *Articles of Confederation* and the situations that challenged it after its ratification

Strand 2: Philosophical and ideological foundations of the United States political system

Strand 3: Main arguments of *The Federalist Papers*

Strand 4: Main components of the *United States Constitution* and *Bill of Rights*

Strand 5: The composition and functions of the three branches of government

Topic 4: The Politics of the Early National Era

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

Strand 1: Relationships between the United States *Constitution* and women, enslaved people, free Blacks, Indigenous peoples, non-propertied men, and others

Strand 2: Main economic developments of the United States in the Early Republic

Strand 3: Main foreign policy developments of the United States in the Early Republic era

Strand 4: The emergence of political parties

Topic 5: The Market Revolution and American Expansion

Compelling Question: Does economic growth mean freedom?

Strand 1: Territorial expansion of the United States in the first half of the nineteenth century

Strand 2: Technological and financial developments encouraged by early industrialization and the expansion of markets in the Early National era

Strand 3: Meaning and impact of Jacksonian Democracy

Strand 4: Effects of early industrialization on workers

Strand 5: Expansion of slavery and the lives of enslaved people during the first half of the nineteenth century

Strand 6: Westward movement of white Americans

Strand 7: Federal policy toward Indigenous peoples in the antebellum era

Topic 6: Competing Visions, Diverse Societies, and Regionalism in the Antebellum Era

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

Strand 1: The Second Great Awakening and its effect on the United States

Strand 2: Social issues reformers focused on in the antebellum era

Strand 3: Abolitionists and their arguments against slavery

Strand 4: Major trends in and impact of immigration during the antebellum era

Strand 5: Women’s participation in public life in the antebellum era

Strand 6: The impact of western expansion on the debate over slavery in the United States.

Strand 7: Regional differences between the North and South in the antebellum era

Topic 7: The Civil War and Reconstruction

Compelling Question: Has the Civil War really ended?

Strand 1: The long-term causes of the Civil War

Strand 2: Advantages and disadvantages the North and South had at the start of the Civil War

Strand 3: The *Emancipation Proclamation* and its effect on the Civil War

Strand 4: Decisive battles of the Civil War and the ultimate reasons for the Union victory

Strand 5: Roles of both free and enslaved African Americans, Indigenous Americans, women, and immigrants in the Civil War

Strand 6: Reconstruction plans of Abraham Lincoln, the Radical Republicans, and Andrew Johnson

Strand 7: Reconstruction Amendments and their redefinition of civil rights

Strand 8: The effect of Reconstruction on African Americans.

Content Standard Tables

Topic 1: Colonial North America

Compelling Question: Does settler colonialism continue today?

Inquiry Strand SSHSUSI.1.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

<p>Indigenous peoples of North America In this inquiry strand, students learn about the diversity of Pre-Columbian Indigenous civilizations in what is now known as North America.</p> <ul style="list-style-type: none"> • What were the major Indigenous groups of the Northeast, Southeast, Plains, Southwest, Great Basin, California, Northwest Coast, and the Plateau? • What were the different lifeways and traditions practiced by Indigenous peoples in North America? • How did Indigenous groups interact with one another prior to the arrival of Europeans in North America? • How do we know about the early history of Indigenous peoples? 	<table border="1"> <tr> <td></td><td></td><td></td><td></td><td>X</td><td>X</td><td>X</td><td>X</td><td></td><td></td><td></td><td></td> </tr> </table>					X	X	X	X				
				X	X	X	X						
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSI.1.1.1 - G.HPE 1-4; G.HSP 1-3: Locations of Indigenous groups across North America</p> <p>SSHSUSI.1.1.2 - H.HP 1; H.IG 1; G.HPE 1-4; G.HSP 1-3: The similarities and differences between Indigenous groups</p> <p>SSHSUSI.1.1.3 - H.HP 1, 4; H.IG 1-4: Examples of interactions among Indigenous groups</p> <p>SSHSUSI.1.1.4 - H.HP 1-4; H.IG 1; G.HSP 1-3: The cultures, government structures, and lived experiences of Indigenous peoples local to Rhode Island prior to the arrival of Europeans and their interactions with each other (e.g., Nahaganset (Narragansett), Wampanoag (Pokanoket, Mashpee, Aquinnah), Nehantick and Eastern Nehantick (Niantic), Pequot, Nipmuc, Massachuset, Mohegan, Manissean)</p> <p>SSHSUSI.1.1.5 - H.HP 1-3: Different ways we know and understand the past (e.g., oral traditions from Indigenous descendants, documentation from early explorers, historical records, archaeology) and associated biases</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>												

Inquiry Strand SSSHUSI.1.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Reasons people from other lands went or were brought to North America In this inquiry strand, students focus on the diverse reasons that people relocated to North America from different parts of the world whether by will or by force.</p> <ul style="list-style-type: none"> • What economic conditions prompted the creation of joint-stock companies to fund colonization? • What was indentured servitude and what role did it play in colonization? • How and why were Africans brought to the Americas? 						X					X	X
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSI.1.2.1 - E.PC 1-2; E.EG 1-4: Rationale for and components of a joint-stock company</p> <p>SSHSUSI.1.2.2 - H.IG 1-3: Roles and conditions of indentured servitude and who benefitted</p> <p>SSHSUSI.1.2.3 - H.IG 1-3: Roles and conditions of African enslavement and who benefitted</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>											
Inquiry Strand SSSHUSI.1.3	Connections to the Rhode Island Standards											

	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Ways people from other lands lived when they arrived in the colonies This inquiry strand focuses on the conditions of life in colonial North America.</p> <ul style="list-style-type: none"> • What environmental challenges did colonists face in North America? • What role did religion play in the lives of some colonists? • How did colonists view and interact with Indigenous people? • What kind of governmental systems did colonists establish in North America? 	X	X	X		X	X	X	X				
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSI.1.3.1 - G.HPE 1-2; G.HSP 1-2: Geography and environmental conditions of the English colonies</p> <p>SSHSUSI.1.3.2 - H.IG 1: Religious influences on English colonists</p> <p>SSHSUSI.1.3.3 - H.HP 1-3; H.IG 1-4: Interactions between Indigenous groups and English colonists and who benefitted</p> <p>SSHSUSI.1.3.4 - CG.P 1; CG.RL 1; CG.RR 1: Nature of government in English colonies, including Rhode Island, and whose interests were served</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											
Inquiry Strand SSHSUSI.1.4	Connections to the Rhode Island Standards											

	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Interactions and encounters between Europeans and Indigenous peoples from the 15th to the 17th centuries.</p> <p>In this inquiry strand, students learn about the encounters between Europeans and Indigenous peoples and the results of those encounters.</p> <ul style="list-style-type: none"> • What was the Columbian Exchange? • How did conflicts between colonists and Indigenous groups affect their relationship? • How did Bacon’s Rebellion affect the relationship between colonists and Native Americans in Virginia? • How were colonists and Indigenous people portrayed in literature, fiction and nonfiction? 					X	X	X	X				
	<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSI.1.4.1 - H.IG 1-2; G.HPE 1-3; G.HSP 1: Nature, conditions, and roles in the so-called Columbian Exchange and who benefitted</p> <p>SSHSUSI.1.4.2 - H.HP 1-4; IG 1-4: The nature and use of historical sources (e.g., Roger Williams’ <i>A Key into the Language of America</i>)</p> <p>SSHSUSI.1.4.3 - H.HP 1-2; H.IG 1-2: The causes and outcomes of conflicts (e.g., Bacon's Rebellion, Pequot War, King Philip's War)</p> <p>SSHSUSI.1.4.4 - H.HP 1-4; IG 1-4: The nature and uses of myth-making (e.g., Pocahontas and John Smith, the “First” Thanksgiving, Roger Williams, Anne Hutchinson, Squanto)</p>											
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SSSHUSI.1.5	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The impact of European arrival in North America on Indigenous life This inquiry strand focuses on the devastation of Indigenous life in the wake of European colonization.</p> <ul style="list-style-type: none"> • What was the demographic impact of European colonization on Indigenous populations? • What is settler colonialism and how is it connected to the genocide of Indigenous peoples? • Why did Indigenous people sometimes build alliances with Europeans? • How did some Indigenous people become enslaved along with Africans? • In what ways were Indigenous cultures influenced or transformed by European culture? 	X					X	X	X				
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSI.1.5.1 - G.HPE 1-4; G.HSP 1-4: Changes in Indigenous populations after interaction with English colonists</p> <p>SSHSUSI.1.5.2 - CG.P 1-2: Political interactions between Indigenous groups and English colonists and who benefited</p> <p>SSHSUSI.1.5.3 - H.IG 1-3: English colonists' treatment of Indigenous groups and who benefited</p> <p>SSHSUSI.1.5.4 - H.IG 1-4: Enslavement of Narragansett people after King Philip's War and the system of indentured servitude of Indigenous people in New England colonies</p> <p>SSHSUSI.1.5.5 - H.IG 1-4: Cultural change in Indigenous groups</p>												

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SSSHUSI.1.6	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
The transformation of human beings into property and commodities within the Atlantic trading system This inquiry strand focuses on the emergence of the chattel enslavement system throughout the Atlantic, including the North American colonies <ul style="list-style-type: none"> ● How did Portugal establish the slavery system in Africa and how did African peoples resist that system? ● How did the Triangular Trade function? ● What was the Middle Passage? 		X				X	X	X		X	X	
	What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following: <p>SSHSUSI.1.6.1 - H.IG 1-3; G.HPE 1-4: Enslavement and resistance of African peoples and whose interests enslavement served</p> <p>SSHSUSI.1.6.2 - G.HPE 1-4; E.SA 1, 3: Nature and conditions of the Triangle Trade and who profited and who did not</p> <p>SSHSUSI.1.6.3 - G.HSP 1-3: Nature and conditions of the Middle Passage and how it affected the participants</p> <p>SSHSUSI.1.6.4 - CG.RL 1-3; H.IG 1-4: Definition of chattel slavery and whose interests it served and whose it did not</p> <p>SSHSUSI.1.6.5 - H.HP 1-4; H.IG 1-3; E.PC 1-4: Rhode Island's participation in the African slave</p>											

<ul style="list-style-type: none"> How did slavery emerge as a condition of birth as defined by law (i.e., chattel slavery)? 	trade, who was complicit, and who benefited and who did not
Teacher Notes	Instructional Ideas Assessment Ideas

Topic 2: The Origins and Achievement of Independence

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

Inquiry Strand SSHSUSI.2.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X							X		X

<p>Political, legal, social, and economic relationships between Great Britain and the North American colonies</p> <p>This inquiry strand focuses on the growing divisions between Great Britain and the North American colonies.</p> <ul style="list-style-type: none"> • What was mercantilism? • How did North American colonists develop independent economies? • How did North American colonists structure their local governments and develop a tradition of self-rule? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSI.2.1.1 - E.SA 1-3; E.EG 1, 3: Nature and conditions of mercantilism and who was advantaged</p> <p>SSHSUSI.2.1.2 - E.SA 1-3; E.EG 1: Elements of colonial economies and whose interests they served</p> <p>SSHSUSI.2.1.3 - CG.P 2-3; CG.RL 3-4; CG.RR 1-2: Rationales for and elements of colonial governments and whose interests they served</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SSHSUSI.2.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Reasons for colonial opposition to British colonial policies in the 1760s and 1770s</p>	X			X								

<p>This inquiry strand focuses on the growth among the North American colonists of an identity as “Americans.”</p> <ul style="list-style-type: none"> • Why did Great Britain and the colonists fight the Seven Years’ War? • Why did attempts to broker a compromise or conciliation between the colonies and Great Britain fail? • How did the colonies begin to unify with each other in opposition to the British? 	<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSI.2.2.1 - CG.P 2; H.CC 1-2: Causes and conditions of the Seven Years War</p> <p>SSHSUSI.2.2.2 - CG.P 2; H.CC 1-2: Outcomes of the Seven Years War and who benefited and how</p> <p>SSHSUSI.2.2.3 - CG.P 2-3; H.CC 1-2: Rationale for and actions taken to increase colonial unity</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SSHSUSI.2.3	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Colonial responses to British imperial policies</p>	X	X		X		X				X		X

<p>This inquiry strand focuses on the actions colonists took to protest British policies.</p> <ul style="list-style-type: none"> • On what legal basis did colonists challenge British tax policies such as the Stamp and Sugar Acts? • How did women, workers, and African Americans participate in protest against British policies? • Who were the Sons and Daughters of Liberty? • What were the Committees of Correspondence and the Continental Congresses? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSI.2.3.1 - CG.P 1-2; CG.RL 2-3; E.SA 1-2; E.EG 1: Rationale for British taxation policies</p> <p>SSHSUSI.2.3.2 - CG.RL 2-3; E.SA 1-2; E.EG 1: Reactions to British taxation policies</p> <p>SSHSUSI.2.3.3 - H.CC 1; H.IG 1: Colonial individuals and groups and how they resisted British policies</p> <p>SSHSUSI.2.3.4 - H.CC 1-4; H.IG 1-2: Ways Rhode Island colonists resisted British policies (e.g., Gaspee Affair)</p> <p>SSHSUSI.2.3.5 - H.CC 1-2: Rationale for and actions of the Committees of Correspondence and the Continental Congresses and Rhode Island's role in each</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SSHSUSI.2.4	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The main arguments of <i>Common Sense</i> and <i>The Declaration of Independence</i></p>	X	X	X		X							

<p>This inquiry strand traces the intellectual and philosophical arguments presented for independence from Great Britain.</p> <ul style="list-style-type: none"> • What are the main components of the argument for independence in Thomas Paine’s <i>Common Sense</i>? • What were the colonists’ grievances against the King of England? • What Enlightenment ideas were present in <i>Common Sense</i> and the <i>Declaration of Independence</i>? • Why was the anti-slavery passage removed from the <i>Declaration of Independence</i>? 	<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSI.2.4.1 - CG.P 3; CG.RR 1-2; H.HP 1: Origin of and arguments made in <i>Common Sense</i></p> <p>SSHSUSI.2.4.2 - CG.P 1-2; CG.RL 3; CG.RR 1, 4: Nature and conditions of colonial grievances against King George III in the <i>Declaration of Independence</i></p> <p>SSHSUSI.2.4.3 - CG.P 1-2; CG.RL 3; CG.RR 1, 4: Enlightenment ideas evident in founding documents</p> <p>SSHSUSI.2.4.4 - CG.P 4; CG.RL 4; CG.RR 3: Treatment of slavery in the <i>Declaration of Independence</i> and who benefitted</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SSHSUSI.2.5</p>	<p>Connections to the Rhode Island Standards</p>
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	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Various ways different groups might have interpreted the meaning of the <i>Declaration of Independence</i></p> <p>This inquiry strand focuses on the <i>Declaration of Independence</i> as a document interpreted differently by different groups in colonial society.</p> <ul style="list-style-type: none"> • How did colonists react to the <i>Declaration of Independence</i>? • Who was Abigail Adams and why did she encourage John Adams to “remember the ladies”? • How did the <i>Declaration of Independence</i> help unify the colonies? 			X	X	X	X						
	<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSI.2.5.1 - CG.RR 1, 3; H.CC 1; H.HP 1-2; H.IG 1-4: Range of colonial responses to the <i>Declaration of Independence</i> based on one’s positionality</p> <p>SSHSUSI.2.5.2 - CG.RR 1, 3: Uses of the <i>Declaration of Independence</i> in the colonial cause</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SSHSUSI.2.6	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

<p>Major events of the American Revolution and their influence on the course of the war</p> <p>In this inquiry, students learn about the main events of the American Revolution and their effects on the war.</p> <ul style="list-style-type: none"> • Who fought in the Continental Army? • What were the pivotal battles of the American Revolution? • What role did foreign nations play in the American Revolution? • What were the economic and geographic effects of the American Revolution? 	<table border="1"> <tr> <td></td><td></td><td></td><td>X</td><td>X</td><td>X</td><td>X</td><td></td><td></td><td></td><td></td><td>X</td> </tr> </table>				X	X	X	X					X
			X	X	X	X					X		
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSI.2.6.1 - H.CC 1; H.IG 1: Notable persons during the American Revolution (e.g., George Washington, Nathanael Greene)</p> <p>SSHSUSI.2.6.2 - H.CC 1: Notable battles and events of the Revolutionary War</p> <p>SSHSUSI.2.6.3 - H.CC 1, 2; H.HP 1; H.IG 1-3: Role and impact of European involvement in the Revolutionary War</p> <p>SSHSUSI.2.6.4 - G.HPE 1-2; E.EG 1: Impacts of the Revolutionary War and who benefitted</p> <p>SSHSUSI.2.6.5 - H.CC 1: Rhode Island's role in the Revolutionary War and the Battle of Rhode Island</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>												

<p>Inquiry Strand SSHSUSI.2.7</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

<p>The participation of different social groups in the American Revolution This inquiry strand focuses on the impact of the Revolutionary War on life in North America.</p> <ul style="list-style-type: none"> • How did the American Revolution affect the lives of women, enslaved and free African Americans, and Indigenous people? • What effects did the American Revolution have on systems of privilege and social standing in North America? • How did new American governments reflect social changes created by the Revolution? 	X	X	X		X	X						
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSI.2.7.1 - H.HP 1; H.IG 1-4: Involvement of and effects of the Revolutionary War on people based on their positionality, including the Rhode Island Black Regiment</p> <p>SSHSUSI.2.7.2 - H.HP 1; H.IG 1-4: Effects of the Revolutionary War on social norms and structures</p> <p>SSHSUSI.2.7.3 - CG.P 2-3; CG.RL 3; CG.RR 1-4: Effects of the Revolutionary War on governmental practices and who those practices benefitted</p> <p>SSHSUSI.2.7.4 - H.CC 1-4; H.HP 1-3: Gradual emancipation laws in northern colonies, including Rhode Island's Gradual Emancipation Act of 1784, the laws as compromise, and who benefitted</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Topic 3: The *United States Constitution*

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

Inquiry Strand SSSHUSI.3.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Main components of the <i>Articles of Confederation</i> and the situations that challenged it after its ratification</p> <p>This inquiry strand focuses on the structure of government established by the <i>Articles of Confederation</i>.</p> <ul style="list-style-type: none"> • What were the main elements of the <i>Articles of Confederation</i>? • What were the weaknesses of the <i>Articles of Confederation</i>? • How did Shay’s Rebellion spotlight the weaknesses of the <i>Articles of Confederation</i>? 		X	X			X						
	<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSI.3.1.1 - CG.RL 1-2; CG.RR 3: Elements of the <i>Articles of Confederation</i>, including relationship between the states and the national government, voting and representation, and the structure of government</p> <p>SSHSUSI.3.1.2 - CG.RL 1-2; CG.RR 3: Weaknesses of the <i>Articles of Confederation</i></p> <p>SSHSUSI.3.1.3 - CG.RL 1-2; CG.RR 3; H.IG 1-4: Impact of Shay’s Rebellion and who was involved.</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SSSHUSI.3.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

<p>Philosophical and ideological foundations of the United States political system This inquiry strand focuses on the ideas embedded in the founding documents of the United States of America.</p> <ul style="list-style-type: none"> • What Enlightenment ideas are reflected in the <i>Articles of Confederation</i> and <i>Constitution of the United States</i>? • How did the Iroquois Confederacy provide an example to the authors of the <i>Constitution</i>? • What is the relationship between a democracy and a republic? • What role did economics play in the creation of the <i>Constitution</i>? 	X	X	X			X						X
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSI.3.2.1 - CG.P 1; CG.RL 1; CG.RR 1: Enlightenment ideas represented in the <i>Articles of Confederation</i> and the <i>Constitution of the United States</i> (e.g., social contract theory, natural rights, religious tolerance)</p> <p>SSHSUSI.3.2.2 - CG.RL 2; CG.RR 2; H.IG 1: Similarities and differences between the Iroquois Confederacy and the <i>Constitution</i></p> <p>SSHSUSI.3.2.3 - CG.P 1; CG.RL 1; CG.RR 1: Similarities and differences between a democracy and a republic</p> <p>SSHSUSI.3.2.4 - E.EG 1: Economic influences on the development of the <i>Constitution</i></p>											
<p>Inquiry Strand SSHSUSI.3.3</p>	<p>Connections to the Rhode Island Standards</p>											

	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Main arguments of <i>The Federalist Papers</i> This inquiry strand focuses on the debate between the Federalists and the Anti-Federalists.</p> <ul style="list-style-type: none"> • Why did Alexander Hamilton, John Jay, and John Adams write the <i>Federalist Papers</i>? • Why did the Federalists support a stronger national government and weaker state governments, and why did Antifederalists oppose that? • Why is Federalist No. 10 considered the most influential of <i>The Federalist Papers</i>? • What is the <i>Bill of Rights</i>? 	X		X	X								
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSI.3.3.1 - CG.P 1, 3; CG.RR 1, 3: Authors of and reasons they wrote the <i>Federalist Papers</i></p> <p>SSHSUSI.3.3.2 - CG.P 1, 3; CG.RR 1, 3: Federalist and Anti-Federalists arguments over national v. state governmental power</p> <p>SSHSUSI.3.3.3 - CG.P 1, 3; CG.RR 1, 3: Influence of Federalist #10 including the idea of majority rule and minority rights</p> <p>SSHSUSI.3.3.4 - CG.P 1, 3; CG.RR 1, 3: Nature and impact of the <i>Bill of Rights</i> and how it has been interpreted over time</p> <p>SSHSUSI.3.3.5 - H.CC 1-2: Rhode Island's role in the drafting of the <i>Bill of Rights</i></p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											
Inquiry Strand SSHSUSI.3.4	Connections to the Rhode Island Standards											

	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Main components of the <i>United States Constitution and Bill of Rights</i> This inquiry strand focuses on the government of the United States and its powers.</p> <ul style="list-style-type: none"> • How does the Preamble of the <i>Constitution</i> establish national goals and ideology? • What are the three branches of government and how do they create a balance of power? • What powers are delegated to the states? • What civil rights and civil liberties does the <i>Bill of Rights</i> guarantee? 	X	X	X		X							
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSI.3.4.1 - CG.P 1; CG.RL 1-2; CG.RR 1, 3: Goals outlined in the Preamble to the <i>Constitution</i></p> <p>SSHSUSI.3.4.2 - CG.P 1; CG.RL 1-2; CG.RR 1, 3: Branches of government and their relationships to one another</p> <p>SSHSUSI.3.4.3 - CG.P 1; CG.RL 1-2; CG.RR 1, 3: Powers reserved to the states</p> <p>SSHSUSI.3.4.4 - CG.P 1; CG.RL 1-2; CG.RR 1, 3: Enunciation of rights and liberties under the <i>Bill of Rights</i>, including how those rights and liberties have changed over time</p> <p>SSHSUSI.3.4.5 - H.HP 1-2: Rhode Island's ratification of the <i>United States Constitution</i></p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											
Inquiry Strand SSHSUSI.3.5	Connections to the Rhode Island Standards											

	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The composition and functions of the three branches of government The inquiry strand focuses on the powers and responsibilities of the three branches of government.</p> <ul style="list-style-type: none"> • What are the powers and responsibilities of the executive branch of the United States government? • What are the powers and responsibilities of the legislative branch of the United States government? • What are the powers and responsibilities of the judicial branch of the United States government? • How do the three branches of government function as checks and balances against each other? 	X	X										
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSI.3.5.1 - CG.P 1, 3; CG.RL 2: Powers and responsibilities of the executive branch and how they have changed over time</p> <p>SSHSUSI.3.5.2 - CG.P 1, 3; CG.RL 2: Powers and responsibilities of the legislative branch and how they have changed over time</p> <p>SSHSUSI.3.5.3 - CG.P 1, 3; CG.RL 2: Powers and responsibilities of the judicial branch and how they have changed over time</p> <p>SSHSUSI.3.5.4 - CG.P 1, 3, 4; CG.RL 2-3: Relationships among the branches and how checks and balances operate</p>											
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Topic 4: The Politics of the Early National Era

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

Inquiry Strand SSSHUSI.4.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Relationships between the United States <i>Constitution</i> and women, enslaved people, free Blacks, Indigenous peoples, non-propertied men, and others</p> <p>This inquiry strand focuses on the contradictions between the <i>Constitution</i>'s guarantees of freedom and the realities of life in the Early National era.</p> <ul style="list-style-type: none"> • What was the legal status of married and unmarried white women in the Early Republic? • What did the <i>Constitution</i> establish about slavery? • What did the <i>Constitution</i> establish about voting rights? • How did the <i>Constitution</i> regulate the lives of Indigenous people? 		X	X									
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSI.4.1.1 - C.RL 1-3; C.RR 1, 3: Women's status and rights in the Early Republic and who benefitted</p> <p>SSHSUSI.4.1.2 - C.RL 1-3; C.RR 1, 3: Conditions of enslaved Americans and who benefitted</p> <p>SSHSUSI.4.1.3 - C.RL 1-3; C.RR 1, 3: Nature and conditions of voting rights and who benefitted</p> <p>SSHSUSI.4.1.4 - C.RL 1-3; C.RR 1, 3: Constitutional implications for Indigenous people and who benefitted</p>												

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SSHSUSI.4.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
The main economic developments of the United States in the Early Republic This inquiry strand focuses on the way the United States established its economic independence following the American Revolution.										X	X	X
<ul style="list-style-type: none"> • What economic problems did the new United States face following the Revolutionary War? • Why did Alexander Hamilton establish the Bank of the United States? • How did the United States expand its trade networks in the Early Republic? • What was the Whiskey Rebellion? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSI.4.2.1 - E.EG 1-2: Range of economic issues after the Revolutionary War and how those issues affected different groups differently</p> <p>SSHSUSI.4.2.2 - E.EG 1-2: Motivations and outcomes of establishing the Bank of the United States and who benefitted</p> <p>SSHSUSI.4.2.3 - E.SA 3; E.PC 3; E.EG 3: Efforts to expand trade and who benefitted</p> <p>SSHSUSI.4.2.4 - E.SA 3; E.PC 3; E.EG 3: Reasons for and outcomes of the Whiskey Rebellion and who benefitted</p>											

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SSHSUSI.4.3	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Main foreign policy developments of the United States in the Early Republic era This inquiry strand focuses on the emergence of the United States onto the world stage. <ul style="list-style-type: none"> ● How was the United States involved in the French and Haitian revolutions? ● What diplomatic entanglements was the United States involved in during the Early Republic? ● How did American foreign policy develop from the creation of the Jay Treaty to the War of 1812? ● How did the <i>Monroe Doctrine</i> change American foreign policy? 				X		X	X					
What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following: <ul style="list-style-type: none"> ● SSHSUSI.4.3.1 - G.HPE 3; H.CC 1-2; H.IG 3: Rationale for and outcomes of U.S. involvement in the French and Haitian revolutions and who benefitted ● SSHSUSI.4.3.2 - G.HPE 3; H.IG 1: Nature and outcomes of U.S. diplomatic relations and who benefitted ● SSHSUSI.4.3.3 - G.HPE 3; H.IG 1: Nature and conditions of U.S. foreign policy and who benefitted ● SSHSUSI.4.3.4 - G.HPE 3; H.IG 1, 4: Effects of the Monroe Doctrine of U.S. foreign policy and how the doctrine has changed over time. 												

Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SSHSUSI.4.4	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The emergence of political parties This inquiry strand focuses on the growth of factionalism and political division in the Early National era.</p> <ul style="list-style-type: none"> • What were the beliefs of the Federalists and the Democratic-Republicans? • How did political parties function? 	X		X			X						
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSI.4.4.1 - CG.P 2, 4; CG.RR 2: Tenets of the Federalist and Democratic-Republican parties and who they represented</p> <p>SSHSUSI.4.4.2 - CG.P 1-4: Rationales for and actions of political parties, how those rationales and actions have changed, and who benefitted</p>											

<ul style="list-style-type: none"> How did political parties affect the elections of 1796 and 1800? 	SSHSUSI.4.4.3 - CG.P 1-4; H.IG 1-4: Actions and outcomes of political parties the 1796 and 1800 elections
Teacher Notes	Instructional Ideas Assessment Ideas

Topic 5: The Market Revolution and American Expansion

Compelling Question: Does economic growth mean freedom?

Inquiry Strand SSHSUSI.5.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X		X				

<p>Territorial expansion of the United States in the first half of the nineteenth century</p> <p>This inquiry strand focuses on the various tactics used to expand the physical boundaries of the United States in the early 19th century.</p> <ul style="list-style-type: none"> • How were Thomas Jefferson’s foreign policy goals related to land acquisition? • How did the First Seminole War and the Adams-Onís Treaty expand the territory of the United States? • What was the impact of the ideology of Manifest Destiny? • How did the Mexican War expand the territory of the United States? 	<p>What to look for in students’ inquiry work:</p> <p>Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSI.5.1.1 - H.CC 1; H.IG 1, 4: Jefferson’s views of and actions toward land acquisition and who benefitted</p> <p>SSHSUSI.5.1.2 - H.CC 1; H.IG 1: Effects of the First Seminole War and Adams-Onís Treaty and who benefitted</p> <p>SSHSUSI.5.1.3 - H.CC 1; H.IG 1: Rationale for and results of Manifest Destiny and who benefitted</p> <p>SSHSUSI.5.1.4 - H.CC 1; H.IG 1; G.HSP 1-4: Rationale for and outcomes of the Mexican War and who benefitted</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>
<p>Inquiry Strand SSHSUSI.5.2</p>	<p>Connections to the Rhode Island Standards</p>

	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Technological and financial developments encouraged by early industrialization and the expansion of markets in the Early Republic era</p> <p>This inquiry strand focuses on the economic transformations of the Market Revolution.</p> <ul style="list-style-type: none"> • What caused the Market Revolution? • How did the American system support the growth of capitalism? • What were the main features of industrialization in the early 19th century? • How did mechanization cause changes in agricultural practices? 										X	X	X
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSI.5.2.1 - E.SA 1-4; E.PC 1-4; E.EG 3-4: Rationale for, conditions of, and results from the Market Revolution and who benefitted</p> <p>SSHSUSI.5.2.2 - E.SA 1-4; E.PC 1-4; E.EG 3-4: Nature and conditions of capitalism and who benefitted</p> <p>SSHSUSI.5.2.3 - E.SA 1-4; E.PC 1-4; E.EG 3-4: Nature and conditions of industrialization and who benefitted</p> <p>SSHSUSI.5.2.4 - E.SA 1-4; E.PC 1-4; E.EG 3-4: Nature and conditions of mechanization and who benefitted</p>											
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											
Inquiry Strand SSHSUSI.5.3	Connections to the Rhode Island Standards											

	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Meaning and impact of Jacksonian Democracy</p> <p>This inquiry strand focuses on the way Americans redefined democracy in the early 19th century.</p> <ul style="list-style-type: none"> • What were Andrew Jackson’s political ideologies? • How did Jacksonian Democracy expand political representation? • How did the Second Party System emerge? • What was the relationship between Jackson’s treatment of Indigenous people and democratic ideals? 	X		X			X						
	<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSI.5.3.1 - CG.P 1-2; H.IG 1: Nature of Jackson’s political beliefs and who benefitted</p> <p>SSHSUSI.5.3.2 - CG.P 1-4; CG.RR 1-4: Nature and outcomes of Jacksonian Democracy and who benefitted</p> <p>SSHSUSI.5.3.3 - CG.P 2, 4: Rationale for the Second Party System and who benefitted</p> <p>SSHSUSI.5.3.4 - CG.RR 1-4; H.IG 1-4: Nature and outcomes of Jackson’s treatment of Indigenous people and who benefitted</p>											
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SSHSUSI.5.4	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

<p>Effects of early industrialization on workers This inquiry strand focuses on changes in the way workers lived during the early Industrial Revolution.</p> <ul style="list-style-type: none"> • How did the Textile Revolution affect the lives of white women, enslaved people, and children? • How did the emergence of corporations change economics in the United States? • How did the American labor movement originate in the early 19th century? 	<table border="1"> <tr> <td></td><td></td><td></td><td>X</td><td></td><td>X</td><td></td><td></td><td></td><td></td><td>X</td><td></td> </tr> </table>				X		X					X	
			X		X					X			
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSI.5.4.1 - H.CC 1, 4; H.IG 1-4; E.PC 1-4: Effects of the Textile Revolution on different groups (e.g., women, enslaved people, children), especially in Rhode Island, and who benefitted</p> <p>SSHSUSI.5.4.2 - H.IG 1-2; E.PC 3: Nature and conditions leading to corporations and who benefitted</p> <p>SSHSUSI.5.4.3 - H.IG 1-2; E.PC 3: Nature, conditions, and outcomes of the American labor movement and how it has changed over time</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>												

<p>Inquiry Strand SSHSUSI.5.5</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X	X	X				

<p>Expansion of slavery and the lives of enslaved people during the first half of the nineteenth century</p> <p>This inquiry strand focuses on the conditions under which enslaved people lived and struggled for freedom.</p> <ul style="list-style-type: none"> • Where was slavery most prominent and what forms of labor did enslaved people perform? • How was the territorial expansion of the United States connected to the expansion of slavery? • How did enslaved people maintain connections to their African heritage and traditions? • How did enslaved people resist slavery? 	<p>What to look for in students' inquiry work:</p> <p>Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSI.5.5.1 - H.IG 1-4; G.HPE 1-4; G.HSP 1-4: Nature of slavery and who benefitted</p> <p>SSHSUSI.5.5.2 - H.IG 1-4; G.HPE 1-4; E.PC 1-3: Conditions that led to an expansion of slavery</p> <p>SSHSUSI.5.5.3 - H.HP 1-2; H.IG 1-4: Conditions and actions taken that led to the preservation and perpetuation of African traditions and people</p> <p>SSHSUSI.5.5.4 - H.IG 1-4; G.HPE 1-4: Efforts to resist slavery</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>
<p>Inquiry Strand SSHSUSI.5.6</p>	<p>Connections to the Rhode Island Standards</p>

	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Westward movement of white Americans This inquiry strand focuses on the frontier experience of the antebellum era.</p> <ul style="list-style-type: none"> • What motivated white easterners to move west? • How did women experience westward expansion? • How did western expansion affect the debates over the expansion of slavery? • How did the Gold Rush affect the development of the United States? 				X		X	X			X		
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSI.5.6.1 - H.CC 1-2; H.IG 1-4; G.HPE 1-2: Rationale for and outcomes of white migration west and who benefitted</p> <p>SSHSUSI.5.6.2 - H.CC 1-2; H.IG 1-4; G.HPE 1-2: Experiences of white westward migration, especially for women</p> <p>SSHSUSI.5.6.3 - H.CC 1-2; H.IG 1-4; G.HPE 1-2: Debates over and impact of white western migration on slavery and who benefitted</p> <p>SSHSUSI.5.6.4 - H.CC 1-2; H.IG 1-4; G.HPE 1-2; E.SA 1: Effects of the Gold Rush and who benefitted</p>											
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SSHSUSI.5.7	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

<p>Federal policy toward Indigenous peoples in the antebellum era This inquiry strand focuses on what federal policy reveals about white views of Indigenous peoples.</p> <ul style="list-style-type: none"> • How did the Indian Removal Act of 1830 and Trail of Tears affect Indigenous peoples? • How did the establishment of Indian boarding schools affect families and traditions? • How did Indigenous people resist American encroachment on their lands? • How did Indigenous people re-establish communities in Indian Territory? 	X					X	X					
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSI.5.7.1 - CG.P 1-2; H.IG 1-4; G.HPE 1-3: Governmental actions in removal of Indigenous groups and who benefitted</p> <p>SSHSUSI.5.7.2 - H.IG 1-4: Indigenous resistance to white migration</p> <p>SSHSUSI.5.7.3 - H.IG 1-4: Indigenous efforts to preserve and perpetuate their communities</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Topic 6: Competing Visions, Diverse Societies, and Regionalism in the Antebellum Era

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

Inquiry Strand SSSHUSI.6.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The Second Great Awakening and its effect on the United States This inquiry strand focuses on the impact of the Second Great Awakening on American thought and behavior.</p> <ul style="list-style-type: none"> • What caused the Second Great Awakening? • What were the main religious ideas of the Second Great Awakening? • How did the Second Great Awakening foster an interest in social reform and participation by women in social and political issues? 				X		X						
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSI.6.1.1 - H.CC 1-2; H.IG 1-2: Rationale for and nature of the Second Great Awakening and who benefitted</p> <p>SSHSUSI.6.1.2 - H.CC 1-2; H.IG 1-2: Fundamental tenets of the Second Great Awakening</p> <p>SSHSUSI.6.1.3 - H.CC 1-2; H.IG 1-2: Goals and outcomes of the Second Great Awakening and who benefitted</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SSSHUSI.6.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Social issues reformers focused on in the antebellum era This inquiry strand focuses on the attempts by reformers to change American society.</p> <ul style="list-style-type: none"> • How did reformers want to change American institutions such as prisons and schools? • Why did antebellum reformers think temperance was important? • What was the connection between the abolitionist and women’s rights movement? 					X	X						
	<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSI.6.2.1 - H.HP 1; H.IG 1-4: Goals for and outcomes of institutional reform movements (e.g., prisons, schools) and who benefitted</p> <p>SSHSUSI.6.2.2 - H.HP 1; H.IG 1-4: Goals and outcomes for the temperance movement and who benefitted</p> <p>SSHSUSI.6.2.3 - H.HP 1; H.IG 1-4: Connections between the abolitionist and women’s right movements and who benefitted</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SSSHUSI.6.3	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

<p>Abolitionists and their arguments against slavery This inquiry strand focuses on the collaborative efforts of diverse abolitionists to end slavery in the United States.</p> <ul style="list-style-type: none"> • What religious arguments did abolitionists use against slavery? • What political arguments did abolitionists use against slavery? • How did free Blacks and white women participate in the abolitionist movement? • What political and economic tactics did abolitionists use against slavery? 	<table border="1"> <tr> <td></td><td></td><td>X</td><td></td><td></td><td>X</td><td></td><td></td><td></td><td></td><td>X</td><td></td> </tr> </table>			X			X					X	
		X			X					X			
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSI.6.3.1 - H.IG 1-3: Religious rationales for abolition</p> <p>SSHSUSI.6.3.2 - CG.RR 1-3; H.IG 1-3: Political rationales for abolition</p> <p>SSHSUSI.6.3.3 - H.IG 1-3: Notable leaders and followers of the abolition movement (e.g., Underground Railroad, Buffum Chace)</p> <p>SSHSUSI.6.3.4 - CG.RR 1-3; H.IG 1-3; E.PC 1-3: Political and economic approaches to abolishing slavery and the impact of those approaches</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>												

<p>Inquiry Strand SSHSUSI.6.4</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

<p>Major trends in and impact of immigration during the antebellum era This inquiry strand focuses on the changing demographics of the United States in the antebellum era.</p> <ul style="list-style-type: none"> • How did events in Europe prompt immigration to the United States? • What role did immigrants play in the Market Revolution and early industrialization? 	<table border="1"> <tr> <td></td><td></td><td></td><td></td><td>X</td><td>X</td><td></td><td>X</td><td></td><td></td><td>X</td><td></td> </tr> </table>					X	X		X			X	
				X	X		X			X			
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSI.6.4.1 - H.HP 1; H.IG 1-4; G.HSP 1-4: Impetus for European migration to the United States and who benefitted</p> <p>SSHSUSI.6.4.2 - H.HP 1; H.IG 1-4; E.PC 1-2: Roles, conditions, and outcomes of immigrant participation in the United States economy and who benefitted (i.e., European and Asian immigrants), and in Rhode Island</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>												

<p>Inquiry Strand SSHSUSI.6.5</p>	<p>Connections to the Rhode Island Standards</p>											
<p>Women's participation in public life in the antebellum era</p>	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X			X						

<p>This inquiry strand focuses on the increasingly common participation of women in public life in antebellum America.</p> <ul style="list-style-type: none"> • What was the Cult of True Womanhood? • How did women use benevolent associations to participate in public life? • How did educational opportunities for women expand in the antebellum era? • What were the origins of the women’s suffrage and rights movement? 	<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUS1.6.5.1 - H.IG 1-4: Assumptions behind the Cult of True Womanhood and who benefitted</p> <p>SSHSUS1.6.5.2 - H.IG 1-4: The value of benevolent associations to increase women’s participation in public life and the impact of that participation</p> <p>SSHSUS1.6.5.3 - H.IG 1-4: The increase in women’s educational opportunities and who benefitted</p> <p>SSHSUS1.6.5.4 - CG.RR 1-4; H.IG 1-4: Growth of women’s suffrage and impact of the movement</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SSHSUSI.6.6</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

<p>The impact of western expansion on the debate over slavery in the United States This inquiry strand focuses on the political developments prompted by the controversy over slavery's expansion.</p> <ul style="list-style-type: none"> • How was the growth of the cotton empire related to expansionism? • How did the Northwest Ordinance of 1787 and the Missouri Compromise of 1820 affect slavery? • How was slavery a factor in the addition of new states to the union? 	<table border="1"> <tr> <td></td> <td>X</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>X</td> <td>X</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>		X						X	X				
	X						X	X						
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSI.6.6.1 - G.HPE 1-4; G.HSP 1; E.PC 1-4: Relationship between cotton and U.S. expansion and who benefitted</p> <p>SSHSUSI.6.6.2 - CG.RL 3; G.HPE 1-4; G.HSP 1: Impact of governmental actions on expansion of slavery</p> <p>SSHSUSI.6.6.3 - CG.RL 3; G.HPE 1-4; G.HSP 1: Relationship between slavery and addition of new states (e.g., Texas)</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>													

Inquiry Strand SSHSUSI.6.7	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Regional differences between the North and South in the antebellum era</p>	X				X	X				X	X	X

<p>This inquiry strand focuses on growing regional antagonism in the United States.</p> <ul style="list-style-type: none"> • How did pro-slavery advocates defend the system of slavery? • How did the Missouri Compromise of 1820 and the Nullification Crisis divide the North and the South? • What was the fear of a slave power conspiracy? • How did economic differences contribute to growing sectional division? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSI.6.7.1 - H.HP 1; H.IG 1-4: Arguments in favor of slavery and who benefitted</p> <p>SSHSUSI.6.7.2 - CG.P 1-4: Influence of governmental actions on regional differences</p> <p>SSHSUSI.6.7.3 - H.HP 1; H.IG 1-4: White reactions to slave uprisings</p> <p>SSHSUSI.6.7.4 - E.SA 1-3; E.PC 2-3; E.EG 3: Role of economics in regional divisions</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Topic 7: The Civil War and Reconstruction

Compelling Question: Has the Civil War really ended?

<p>Inquiry Strand SSHSUSI.7.1</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

<p>The long-term causes of the Civil War This inquiry strand focuses on the social, cultural, economic, and political pressures and differences that led to the outbreak of civil war in the United States.</p> <ul style="list-style-type: none"> • What was sectionalism and how did it divide the United States? • How did industrialization contribute to growing sectional differences? • What was the Crisis of the 1850s? • Why was the Republican Party created and why was the Election of 1860 pivotal in U.S. history? 	X	X				X	X				X	
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSI.7.1.1 - G.HPE 1-4: Nature and conditions of antebellum sectionalism and who benefitted</p> <p>SSHSUSI.7.1.2 - G.HPE 1-4; E.PC 1-3: Implications of industrialization for sectionalism</p> <p>SSHSUSI.7.1.3 - CG.RL 1-2: Effects of political decisions on sectionalism</p> <p>SSHSUSI.7.1.4 - CG.P 1-3; H.IG 1-4: Rationale for and outcomes of the rise of the Republican party</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>											

<p>Inquiry Strand SSHSUSI.7.2</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

<p>Advantages and disadvantages the North and South had at the start of the Civil War</p> <p>This inquiry strand focuses on the resources that the North and South had that played a role in the outcome of the Civil War.</p> <ul style="list-style-type: none"> • What role did industrialization and agriculture play in the Civil War? • What kinds of military training and experience did the leaders of the Union and Confederate armies have? • What is the difference between a war of offense and a war of defense? 	<table border="1"> <tr> <td></td><td></td><td></td><td>X</td><td></td><td>X</td><td></td><td></td><td></td><td></td><td>X</td><td>X</td><td></td> </tr> </table>				X		X					X	X	
			X		X					X	X			
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSI.7.2.1 - E.SA 1-3; E.PC 1-2: Factors impacting the development of the Civil War (e.g., industrialization, agriculture)</p> <p>SSHSUSI.7.2.2 - H.IG 1-2: Relative advantages and disadvantages of Union and Confederate military leadership</p> <p>SSHSUSI.7.2.3 - H.CC 1-4: Distinctions between a war of offense and a war of defense</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>													

<p>Inquiry Strand SSHSUSI.7.3</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

<p>The <i>Emancipation Proclamation</i> and its effect on the Civil War</p> <p>This inquiry strand examines the effect of the <i>Emancipation Proclamation</i> as policy and propaganda.</p> <ul style="list-style-type: none"> • Why did Abraham Lincoln write and deliver the <i>Emancipation Proclamation</i>? • What effect did the <i>Emancipation Proclamation</i> have on the Civil War? • How did African Americans respond to the <i>Emancipation Proclamation</i>? 	<table border="1"> <tr> <td></td><td></td><td></td><td>X</td><td>X</td><td>X</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>				X	X	X							
			X	X	X									
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSI.7.3.1 - H.CC 1; H.IG 1-4: Rationale for and conditions of the <i>Emancipation Proclamation</i></p> <p>SSHSUSI.7.3.2 - H.CC 1; H.IG 1-4: Scope and outcomes of the <i>Emancipation Proclamation</i></p> <p>SSHSUSI.7.3.3 - H.CC 1; H.HP 1-2; H.IG 1-4: African American responses to the <i>Emancipation Proclamation</i></p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>													

Inquiry Strand SSHSUSI.7.4	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Decisive battles of the Civil War and the reasons for the Union victory.</p>	X			X		X						

<p>This inquiry strand focuses on the military component of the Civil War</p> <ul style="list-style-type: none"> • How did the events at Fort Sumter start the Civil War? • Why is the Battle of Gettysburg an important historical event? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSI.7.4.1 - CG.P 2-3; H.CC 1-2; H.IG 1-4: Role and implications of the attack on Fort Sumter for the Civil War</p> <p>SSHSUSI.7.4.2 - H.CC 1-2: Leaders and decisive battles of the Civil War, including the role of the 14th Rhode Island Heavy Artillery (Colored) and Ambrose Burnside</p> <p>SSHSUSI.7.4.3 - H.CC 1-2: Relevance of the battle of Gettysburg</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SSHSUSI.7.5	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X						

<p>Roles of both free and enslaved African Americans, Indigenous Americans, women, and immigrants in the Civil War This inquiry strand focuses on the roles and experiences of non-combatants during the Civil War.</p> <ul style="list-style-type: none"> • How did free and enslaved African Americans experience the Civil War? • How did Indigenous Americans experience the Civil War? • How did women experience the Civil War? • How did immigrants experience the Civil War? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSI.7.5.1 - H.HP 1-4; H.IG 1-4: Roles played by and experiences of African Americans during the Civil War and the impact of their efforts</p> <p>SSHSUSI.7.5.2 - H.HP 1-4; H.IG 1-4: Roles played by and experiences of Indigenous Americans during the Civil War and the impact of their efforts</p> <p>SSHSUSI.7.5.3 - H.HP 1-4; H.IG 1-4: Roles played by and experiences of women during the Civil War and the impact of their efforts</p> <p>SSHSUSI.7.5.4 - H.HP 1-4; H.IG 1-4: Roles played by and experiences of immigrants during the Civil War and the impact of their efforts</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SSHSUSI.7.6</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

<p>Reconstruction plans of Abraham Lincoln, the Radical Republicans, and Andrew Johnson</p> <p>This inquiry strand focuses on the conflict over who should manage Reconstruction.</p> <ul style="list-style-type: none"> • What position did Lincoln favor taking toward the former Confederate states? • What was the Radical Republican plan for Reconstruction? • Why did Congress impeach Andrew Johnson? • What were the components of Reconstruction? 	<table border="1"> <tr> <td></td><td></td><td></td><td>X</td><td>X</td><td>X</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>				X	X	X							
			X	X	X									
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSI.7.6.1 - H.CC 1; H.HP. 1, 3; H.IG 1-2: Rationale for and components of Lincoln's approach to Reconstruction and who benefitted</p> <p>SSHSUSI.7.6.2 - H.CC 1; H.HP. 1, 3; H.IG 1-2: Rationale for and components of the Radical Republicans' plan for Reconstruction and who benefitted</p> <p>SSHSUSI.7.6.3 - H.CC 1; H.HP. 1; H.IG 1-2: Rationale for and outcome of the impeachment of Andrew Johnson</p> <p>SSHSUSI.7.6.4 - H.CC 1; H.HP. 1, 3; H.IG 1-2: Components and outcomes of Reconstruction and who benefitted</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>													

<p>Inquiry Strand SSHSUSI.7.7</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

<p>Reconstruction Amendments and their redefinition of civil rights</p> <p>This inquiry strand focuses on the Constitutional changes that occurred during Reconstruction.</p> <ul style="list-style-type: none"> • What did the 13th Amendment do? • How did the 14th Amendment reinforce the powers outlined in the Bill of Rights? • How did the 15th Amendment expand voting rights for some Americans? • How was the 15th Amendment limited? 			X								
	<p>What to look for in students' inquiry work:</p> <p>Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSI.7.7.1 - CG.RR 1-4: Components and outcomes of the 13th Amendment and who benefitted</p> <p>SSHSUSI.7.7.2 - CG.RR 1-4: Components and outcomes of the 14th Amendment and who benefitted</p> <p>SSHSUSI.7.7.3 - CG.RR 1-4: Components and outcomes of the 15th Amendment and who benefitted</p> <p>SSHSUSI.7.7.4 - CG.RR 1-4: Ways that the 15th Amendment was limited</p>										
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>										

<p>Inquiry Strand SSHSUSI.7.8</p>	<p>Connections to the Rhode Island Standards</p>										
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC

<p>The effect of Reconstruction on African Americans This inquiry strand focuses on how African Americans established lives after enslavement.</p> <ul style="list-style-type: none"> • Why have Black Americans celebrated Juneteenth and why has it recently become a national holiday? • How important was education to formerly enslaved African Americans? • What was sharecropping and how did it reconstitute the conditions of slavery? 	<table border="1"> <tr> <td></td> <td></td> <td></td> <td>X</td> <td></td> <td>X</td> <td></td> <td></td> <td></td> <td></td> <td>X</td> <td></td> </tr> </table>				X		X					X	
			X		X					X			
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSI.7.8.1 - H.CC 1; H.IG 1-4: Reactions of Black Americans to the end of the Civil War</p> <p>SSHSUSI.7.8.2 - H.CC 1; H.IG 1-4: Importance of education for Black Americans after the Civil War</p> <p>SSHSUSI.7.8.3 - H.CC 1; H.IG 1-4; E.PC 1-3: Components and outcomes of sharecropping and who benefitted</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>												

HIGH SCHOOL – UNITED STATES HISTORY II: LATE 19TH CENTURY TO THE PRESENT

This course is a survey of United States history from the late 19th century to the present day. Students build upon what was learned in middle school to obtain more advanced knowledge of this period of our nation's history. Students will also enhance their analytical skills and be able to further recognize multiple perspectives.

Topics of Inquiry

Topic 1: Transformations of the Late 19th Century

Compelling Question: Did industrialization improve life for all people?

- Strand 1: Causes and effects of the Second Industrial Revolution
- Strand 2: The expansion of an industrial economy after the Civil War
- Strand 3: Sharecropping and segregation following the Civil War
- Strand 4: Immigration to the United States after the Civil War
- Strand 5: The organization of labor unions
- Strand 6: Rapid urbanization presented in the late nineteenth century
- Strand 7: Emergence of the Populist movement
- Strand 8: Foreign policy in the late nineteenth and early twentieth centuries

Topic 2: Progressivism and World War I

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

- Strand 1: Progressive reformers
- Strand 2: Civil rights activism during the Progressive Era
- Strand 3: The results of Progressive reform
- Strand 4: The United States and World War I
- Strand 5: The home front
- Strand 6: The effects of World War I on the global standing of the United States

Topic 3: The Twenties

Compelling Question: Did the Roaring Twenties really roar?

- Strand 1: The United States as an urban nation
- Strand 2: Economic problems in the 1920s
- Strand 3: Cultural conflict and reactionary politics
- Strand 4: Backlash against immigration and diversity
- Strand 5: The Harlem Renaissance

Topic 4: The Great Depression and New Deal

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

- Strand 1: Direct and indirect causes of the Great Depression
- Strand 2: The effect of the Great Depression on daily life
- Strand 3: Different responses to the Great Depression by Herbert Hoover and Franklin Delano Roosevelt
- Strand 4: Distinctions between the First and Second New Deals
- Strand 5: The causes and results of the Dust Bowl

Topic 5: World War II

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

- Strand 1: United States foreign policy and isolationism in the 1920s and 1930s
- Strand 2: Causes of World War II in Europe and Asia
- Strand 3: The effect of the war on American society
- Strand 4: United States military actions in Asia during World War II
- Strand 5: United States military actions in Europe during World War II
- Strand 6: Revelations of Nazi genocide against the European Jews

Topic 6: The Cold War

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

- Strand 1: The emergence of the United States and the Soviet Union as global superpowers
- Strand 2: The ideology and foreign policy of the United States during the Cold War
- Strand 3: Domestic effects of the Cold War in the United States
- Strand 4: The impact of the Cold War on global decolonization and the expansion of American power
- Strand 5: The Truman and Eisenhower presidencies

Topic 7: Post-war Affluence and the Rise of the Middle Class

Compelling Question: Was all well after World War II?

Strand 1: The effect of World War II on the American economy and the growth of post-war affluence

Strand 2: Social and cultural tensions of the post-war era

Topic 8: The Civil Rights Movement

Compelling Question: Why didn't the Civil War solve the problem of racism in America?

Strand 1: The Supreme Court decision *Brown v. Board of Education* case and its impact on American life

Strand 2: Conditions under which Black Americans tried to achieve equality in the United States prior to the Civil Rights Act

Strand 3: Key figures of the Civil Rights Movement and their contributions

Strand 4: Ideologies, goals, and tactics of the Civil Rights Movement of the 1950s and their evolution in the 1960s

Strand 5: The passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965

Topic 9: The Ebb and flow of Left and Right

Compelling Question: Is protest patriotic?

Strand 1: Foreign and domestic policies of Presidents Kennedy and Johnson

Strand 2: Growing American presence in Vietnam and growing opposition

Strand 3: The assassination of President John F. Kennedy and its impact on Americans

Strand 4: The liberation and identity power movements of the 1960s and 1970s and reactions to them

Strand 5: Economic shifts of the 1960s and 1970s

Strand 6: The presidency of Richard Nixon and the Watergate constitutional crisis

Topic 10: Contemporary United States

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

Strand 1: The presidency of Jimmy Carter

Strand 2: The New Right and the presidencies of Ronald Reagan and George H.W. Bush

Strand 3: The impact of the terrorist attacks of September 11, 2001

Strand 4: The elections of President Barack Obama and President Donald Trump

Strand 5: The internet and the connected society

Content Standard Tables

Topic 1: Transformations of the Late 19th Century

Compelling Question: Did industrialization improve life for all people?

Inquiry Strand SSSHUSII.1.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Causes and effects of the Second Industrial Revolution This inquiry strand focuses on the industrialization of the United States after the Civil War.</p> <ul style="list-style-type: none"> • What were the major inventions of the late 19th century and how did they further impact industrialization? • How did industrialization create great wealth for some people? • How did industrialization change the relationship between workers and their labor? • What was the relationship between industrialization and urbanization? 				X		X					X	
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.1.1.1 - H.CC 1: Major inventions and innovations from the late 19th Century</p> <p>SSHSUSII.1.1.2 - H.CC 2-3; H.IG 1-4; E.PC 1-4: Effects of industrialization on how people lived their lives and earned their living</p> <p>SSHSUSII.1.1.3 - H.IG 1-4; G.HPE 1-2: Relationship between urbanization and industrialization</p>												

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SSHSUSII.1.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
The expansion of an industrial economy after the Civil War This inquiry strand focuses on how government policies fueled the expansion of an industrial economy after the Civil War. <ul style="list-style-type: none"> ● Why did the United States government deploy federal troops to remove Indigenous peoples from western lands in the late 19th century and what were the long- and short-term impacts? ● How was the federal government involved in building the railroads? ● What role did tariffs play in the Industrial Revolution? 	X	X	X			X						X
What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following: <ul style="list-style-type: none"> ● SSHSUSII.1.2.1 - CG.RL 3-4; CG.RR 1-4; H.IG 1-4: Reasons behind and impact of the removal of indigenous peoples from their lands ● SSHSUSII.1.2.2 - CG.P 1-4: The role of the federal government in supporting industrialization (e.g., railroads, tariffs) ● SSHSUSII.1.2.3 - CG.RL 1-4; E.EG 1-4: Policies and laws created after the Civil War related to industrialization and their impact on society (e.g., Sherman Antitrust Act) 												

<ul style="list-style-type: none"> What was the Sherman Antitrust Act and how did the federal government use it against workers? 	
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SSHSUSII.1.3</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Sharecropping and segregation following the Civil War</p> <p>This inquiry strand focuses on the lives of Black Americans in the South after the Civil War and the emergence of sharecropping and segregation in southern states.</p> <ul style="list-style-type: none"> How did sharecropping create a cycle of poverty? 		X	X	X								X
	<p>What to look for in students' inquiry work:</p> <p>Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.1.3.1 - E.EG 1-4: Rationale for and conditions of sharecropping and its impact</p> <p>SSHSUSII.1.3.2 - CG.RL 1-4; CG.RR 1-4: History and impact of Plessy v. Ferguson on segregation</p>											

<ul style="list-style-type: none"> • How did <i>Plessy v. Ferguson</i> (1896) create legal segregation? • What was the Great Migration? • How was segregation enforced? 	<p>SSHSUSII.1.3.3 - H.CC 1-4: Rationale for and conditions of the Great Migration</p> <p>SSHSUSII.1.3.4 - H.HP 1-2: Policies and actions taken to enforce segregation</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SSHSUSII.1.4</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Immigration to the United States after the Civil War</p> <p>This inquiry strand focuses on second-wave immigration in the late 19th century.</p> <ul style="list-style-type: none"> • Who were the main immigrant groups in the late 19th century? • How are immigration, urbanization, and industrialization linked? 		X				X	X				X	
	<p>What to look for in students' inquiry work:</p> <p>Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.1.4.1 - H.IG 1-4; G.HPE 1: Backgrounds, cultures, and lived experiences of U.S. immigrants after the Civil War</p> <p>SSHSUSII.1.4.2 - H.IG 1-4; G.HPE. 1-2; E.PC 1-3: Relationships among immigration, urbanization, and industrialization</p>											

<ul style="list-style-type: none"> • How did the federal government manage immigration? • What conditions did immigrants to the United States face in the late 19th century? 	<p>SSHSUSII.1.4.3 - CG.RL 1-4: Policies and practices of the U.S. government toward immigration and who benefitted</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SSHSUSII.1.5</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The organization of labor unions This inquiry strand focuses on worker resistance to labor conditions during the Second Industrial Revolution.</p> <ul style="list-style-type: none"> • How did labor unions meet the needs of their members? • What tactics did labor unions use to achieve their goals? 			X	X		X						X
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.1.5.1 - H.CC 1-4; H.IG 1-4: Purpose, role, and defining characteristics of labor unions in the late 19th century and who benefitted</p> <p>SSHSUSII.1.5.2 - E.PC 1-2: Approaches labor unions to grow and support their members</p>											

<ul style="list-style-type: none"> How did business owners respond to labor unions? 	SSHSUSII.1.5.3 - CG.RR 1-4: Relationships between labor unions and business owners
Teacher Notes	Instructional Ideas Assessment Ideas

Inquiry Strand SSHSUSII.1.6	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Rapid urbanization presented in the late nineteenth century This inquiry strand focuses on the problems and opportunities rapid urbanization had on the conditions of daily life in late 19th century cities.</p> <ul style="list-style-type: none"> Who moved to cities in the late 19th century and why? Why did ethnic neighborhoods emerge in cities and what benefits 				X	X	X	X					
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.1.6.1 - H.CC 1-4; H.IG 1-4: Patterns of immigration and urbanization during the late 19th century</p> <p>SSHSUSII.1.6.2 - H.HP 1-4: Impact of urbanization on society and cultural affiliations of people</p>												

<p>did those ethnic neighborhoods offer immigrants?</p> <ul style="list-style-type: none"> • What effects did urbanization have on the environment? • What environmental problems did urbanization create in the late 19th century? 	<p>SSHSUSII.1.6.3 - G.HPE 1-4: Impact of urbanization on the environment</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SSHSUSII.1.7</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Emergence of the Populist movement This inquiry strand focuses on the trajectory of the Populist movement in the United States.</p> <ul style="list-style-type: none"> • What were the goals and strategies of the Populists movement? • How did Populists change over time? 	X			X	X							
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.1.7.1 - H.CC 1-4: Purpose and role of Populism in the late 19th and early 20th centuries (e.g., Farmers' Alliance and Grange movements)</p>												

<ul style="list-style-type: none"> • What were the successes and failures of the Populist movement? 	<p>SSHSUSII.1.7.2 - CG.P 1-4: Evolution of Populism in the late 19th and early 20th centuries (e.g., People’s Party, the merge with the Democratic Party in 1896)</p> <p>SSHSUSII.1.7.3 - H.HP.1-4: Impact and legacy of Populism on politics and social conditions</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SSHSUSII.1.8</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Foreign policy in the late nineteenth and early twentieth centuries This inquiry strand focuses on the emergence of the United States as a global power in the early 20th century.</p> <ul style="list-style-type: none"> • What were the causes and results of the Spanish-American war? • How did the United States expand its territory in this era? 	X	X			X	X						
	<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.1.8.1 - H.CC 1-3: Rationale for and conditions of the Spanish-American War and its outcomes</p> <p>SSHSUSII.1.8.2 - CG.RL 3-4: Examples of United States foreign policy of expansion in the late 19th and early 20th centuries (e.g., Roosevelt Corollary)</p>											

<ul style="list-style-type: none"> What were the domestic and foreign impacts of the United States' foreign policy in this era? 	<p>SSHSUSII.1.8.3 - H.IG 1-4: Impact with examples of U.S. foreign policy at home in the U.S.</p> <p>SSHSUSII.1.8.4 - CG.P.3; H.HP 1-4: Impact with examples of U.S. foreign policy on relations with other countries</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Topic 2: Progressivism and World War I

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

Inquiry Strand SSHSUSII.2.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Progressive reformers This inquiry strand focuses on the influence</p>	X		X	X	X	X						

<p>of central figures in Progressive reform, the causes they espoused, and the tactics they employed.</p> <ul style="list-style-type: none"> • What was the impetus for the Progressive movement? • Who was involved in the Progressive movement? • What approaches did progressives use to further their goals? • How did the United States government respond to the Progressive agenda? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.2.1.1 - H.HP 1-4; H.IG 1-4: Backgrounds and perspectives of key figures and groups of the Progressive Era and the role(s) they played</p> <p>SSHSUSII.2.1.2 - CG.P 1-4: Ways in which key figures and groups of Progressive reform used their power to bring about change</p> <p>SSHSUSII.2.1.3 - H.CC 1-4: Key events from the Progressive Era and the impact they had on different groups in society</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SSHSUSII.2.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Civil rights activism during the Progressive Era	X		X	X	X	X						

<p>This inquiry strand focuses on different approaches to civil rights activism during the Progressive Era. This includes comparing and contrasting the positions of Booker T. Washington and W.E.B. Du Bois on improving Black Americans' lives.</p> <ul style="list-style-type: none"> • What were the goals of the civil rights leaders during the Progressive movement? • What ideas and actions did leaders such as George Washington Carver and W.E.B. Du Bois advocate? • How did white Americans respond to the civil rights movement during the Progressive movement? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.2.2.1 - H.HP 1-4; H.IG 1-4: Backgrounds and perspectives of civil rights leaders during the Progressive Era and the role(s) they played (e.g., George Washington Carver and the Atlanta Compromise speech, W.E.B. Du Bois and “double consciousness”)</p> <p>SSHSUSII.2.2.2 - CG.P 1-4; H.CC 1-4: Ways in which key Progressive civil rights leaders used their power to bring about change (e.g., Tuskegee Institute)</p> <p>SSHSUSII.2.2.3 - H.IG 1-4: Ways white Americans responded to the civil rights movement during this time</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SSHSUSII.2.3</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

<p>The results of Progressive reform This inquiry strand focuses on the emergence of solutions to the problems of modernity in the United States.</p> <ul style="list-style-type: none"> • How was civil service reform established? • How was workplace safety improved during the Progressive era? • What consumer protections developed during the Progressive era? • What Progressive reforms helped social welfare? 	X	X								X	
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.2.3.1 - CG.RL 1-4: Changes in rules and laws related to labor and the workplace because of the Progressive movement</p> <p>SSHSUSII.2.3.2 - E.PC 1-4: Impact of the Progressive Era on the relationship between producers and consumers</p> <p>SSHSUSII.2.3.3 - CG.R 1-4: Impact of the Progressive Era on the lives of people, especially in terms of ensuring the public welfare</p>										
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>										

<p>Inquiry Strand SSHSUSII.2.4</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

<p>The United States and World War I This inquiry strand focuses on the shift from isolationism to American involvement in World War I.</p> <ul style="list-style-type: none"> • What caused the start of World War I in Europe? • What was the connection between nationalism and the Armenian genocide? • What major events prompted US involvement in World War I? • How did American popular opinion toward World War I shift during the war? 	<table border="1"> <tr> <td></td><td></td><td></td><td>X</td><td>X</td><td>X</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>				X	X	X							
			X	X	X									
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.2.4.1 - H.CC 1-3: Rationale for and conditions leading to WWI</p> <p>SSHSUSII.2.4.2 - H.IG 1-4: Relationship between nationalism and the Armenian genocide</p> <p>SSHSUSII.2.4.3 - H.CC 1-3: Rationale for and conditions leading to the US involvement in WWI</p> <p>SSHSUSII.2.4.4 - H.HP 1-4; H.IG 1-3: Differing perspectives about America's involvement in WWI</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>													

<p>Inquiry Strand SSHSUSII.2.5</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

<p>The home front This inquiry strand focuses on the domestic impact of World War I and how the American government regulated the home front.</p> <ul style="list-style-type: none"> • How did the federal government regulate the economy during World War I? • How did women, Black Americans, immigrants, and other groups experience World War I at home? • What was the Committee on Public Information and <i>Schenck v. United States</i> (1919) and how were they used? 	<table border="1"> <tr> <td>X</td> <td></td> <td>X</td> <td></td> <td>X</td> <td>X</td> <td></td> <td></td> <td></td> <td></td> <td>X</td> <td></td> <td></td> </tr> </table>	X		X		X	X					X		
X		X		X	X					X				
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.2.5.1 - CG.P 1-4; CG.RR 1-2: Examples of federal powers to mobilize for war (e.g., regulating the economy, selective service) and the impact these actions had</p> <p>SSHSUSII.2.5.2 - H.IG 1-4: Ways people were impacted by America's involvement in WWI and how they and the federal government responded</p> <p>SSHSUSII.2.5.3 - E.SA 1-4: Methods the U.S. used to fund the war and the impact this had on individuals and groups</p> <p>SSHSUSII.2.5.4 - H.HP 1-2: Rationale for and impact of attempts to corral public opinion (e.g., Committee on Public Information, <i>Schenck v. United States</i>)</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>													

<p>Inquiry Strand SSHSUSII.2.6</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

<p>The effects of World War I on the global standing of the United States This inquiry strand focuses on the emergence of the United States as a dominant global power.</p> <ul style="list-style-type: none"> • What did Woodrow Wilson mean by the term “self-determination for nations”? • Why did the United States refuse to join the League of Nations? • How did the United States govern its colonial territories after World War I? • Why did the United States pursue isolationism and protectionism after achieving global power and prestige? • What was the global economic effect of World War I? 	<table border="1"> <tr> <td>X</td> <td></td> <td></td> <td>X</td> <td>X</td> <td></td> <td>X</td> <td></td> <td>X</td> <td>X</td> <td></td> <td></td> </tr> </table>	X			X	X		X		X	X		
X			X	X		X		X	X				
<p>Teacher Notes</p>	<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.2.6.1 - H.CC 1-2: Components of Wilson's idea of national self-determination</p> <p>SSHSUSII.2.6.2 - CG.P 1-2: Arguments for and against the U.S. joining the League of Nations and who benefitted</p> <p>SSHSUSII.2.6.3 - CG.P 1-4: Impact WWI had on global America’s standing in the world and the ways America responded</p> <p>SSHSUSII.2.6.4 - H.CC 1-4: Changes and impact WWI had on American global policy</p> <p>SSHSUSII.2.6.5 - H.HP 1-2; G.HPE 1-2: Rationale for and implications of U.S. position of isolationism and protectionism</p> <p>SSHSUSII.2.6.6 - E.SA 2-3: Examples of global economic impacts of the WWI</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>												

Topic 3: The Twenties

Compelling Question: Did the Roaring Twenties really roar?

Inquiry Strand SSHAUSII.3.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The United States as an urban nation This inquiry strand focuses on the transformation of the United States from a rural nation to a largely urban one.</p> <ul style="list-style-type: none"> • What economic factors drew people from the countryside to the cities? • What cultural factors drew people from the countryside to the cities? • How did city politics shape urban life? • What were the positives and negatives of ethnic neighborhood enclaves? 	X		X	X		X				X		
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHAUS.3.1.1 - H.CC 1-4; E.SA 1-3: Reasons individuals and groups migrated to more populated areas during the 1920s</p> <p>SSHAUS.3.1.2 - CG.P 1-4; CG.RR 1-4: Ways that municipalities responded to the influx of individuals and groups and the impact this had</p> <p>SSHAUS.3.1.3 - H.IG 1-4: Impact of migration to cities</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SSHAUSII.3.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Economic problems in the 1920s This inquiry strand focuses on the structural flaws of the United States economy before 1930.</p> <ul style="list-style-type: none"> • What banking regulations existed during the 1920s? • How was the stock market regulated during the 1920s? • How did industry lag in development in the 1920s? • How was wealth distributed in the United States in the 1920s? 	X				X	X						X
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHAUSII.3.2.1 - H.HP 1-4; H.IG 1-4: How and by whom was wealth distributed, capitalized, and used during the 1920s and the impact these actions had</p> <p>SSHAUSII.3.2.2 - CG.RL 1-4; E.EG 1-4: Economic policies during the 1920s and the impact this had on individuals and groups</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SSSHUSII.3.3	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Cultural conflict and reactionary politics This inquiry strand focuses on the divisions that emerged in American society after World War I.</p> <ul style="list-style-type: none"> • What did the Scopes Trial reveal about the tension between modernity and traditional religious values? • Who were flappers and why were older Americans disturbed by their lifestyle? • What effect did Prohibition have on American life? 	X		X		X	X						
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.3.3.1- H.HP 1-4: Differences and shifts in political, social, and/or cultural values during the 1920s and the impact these had on society (e.g., Scopes Trial, flappers, Prohibition)</p> <p>SSHSUSII.3.3.2- CG.P 1-4; CG.RR 1-4; H.IG 4: Ways individuals and groups tried to wield power to advance their cultural, social, and/or political values and the impact this had on society</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SSSHUSII.3.4	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

<p>Backlash against immigration and diversity This inquiry strand focuses on the increasing hostility white Protestant Americans felt toward different groups in American society.</p> <ul style="list-style-type: none"> • How did the Red Scare violate the civil liberties of Americans? • What factors caused the growth of the political power of the Ku Klux Klan in the 1920s? • What did the trial of Sacco and Vanzetti reveal about American attitudes toward radical politics? • What was the National Origins Act of 1924 and how did it reflect American attitudes toward immigration? 	X	X		X	X	X						
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.3.4.1 - H.HP 1-4; HP.IG 1-4: Varying perspectives on immigration and diversity during the 1920s (e.g., Red Scare, Ku Klux Klan, Sacco and Vanzetti trial)</p> <p>SSHSUSII.3.4.2 - CG.P 1-4: Approaches individuals and groups used to shape domestic policies (e.g., popular media, intimidation)</p> <p>SSHSUSII.3.4.3 - CG.RL 1-4; H.CC 1-4: The impact that the backlash on immigration and diversity had on society (e.g., National Origins Act)</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>											
<p>Inquiry Strand SSHSUSII.3.5</p>	<p>Connections to the Rhode Island Standards</p>											

	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The Harlem Renaissance This inquiry strand focuses on the growth of new cultural and political expression by Black Americans.</p> <ul style="list-style-type: none"> • How did the Great Migration offer new opportunities to Black Americans? • What role did Pan-Africanism and the “New Negro” movement play in encouraging Black American activism? • Who were the leading figures of the Harlem Renaissance and how did they reshape popular understandings of Black American life? • How did the Harlem Renaissance extend beyond New York City and beyond the literary world? 				X	X	X						
	<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.3.5.1 - H.HP 1-4; H.IG 1-4: The range of lived experiences of Black Americans during the 1920s (e.g., Great Migration, Pan-Africanism)</p> <p>SSHSUSII.3.5.2 - H.HP 1-4; H.CC 1-4: Characteristics of the Harlem Renaissance and its impact on society in New York City and beyond (e.g., Zora Neale Hurston, Langston Hughes)</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Topic 4: The Great Depression and New Deal

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

Inquiry Strand SSHSUSII.4.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Direct and indirect causes of the Great Depression This inquiry strand focuses on the direct causes of the Great Depression.</p> <ul style="list-style-type: none"> • What did farmers do to meet the needs of the military during World War I and how did that create financial difficulties for them? • What economic safety nets existed for workers who lost their employment? • How did Americans come to rely on credit in the early 20th century? • What was “buying on margin” in the stock market? 				X		X				X	X	X
<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.4.1.1 - H.IG 1-4; E.SA 1-4: Impact of WWI on agriculture in America</p> <p>SSHSUSII.4.1.2 - H.IG 1-4: Impact on workers who lost employment (e.g., no unemployment pay, low percentage of married women in the workforce)</p> <p>SSHSUSII.4.1.3 - E.PC 1-3: System of credit in the early 20th century, impacts on Americans, and who benefitted</p> <p>SSHSUSII.4.1.4 - H.CC 1-4; E.EG 1-4: How the stock market operated in the 1920s and factors that contributed to the stock market crash of 1929 (e.g., buying on margin)</p>												

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SSHSUSII.4.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
The effect of the Great Depression on daily life This inquiry strand focuses on the Great Depression’s effect on daily life for urban and rural Americans <ul style="list-style-type: none"> ● What was the unemployment rate during the Great Depression and how did it affect people? ● How did common business policies, such as “last hired, first fired,” affect different groups? ● What were Hoovervilles and what were the different responses to their creation from communities? ● What was the Bonus Army and its significance? 					X	X				X		
What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following: SSHSUSII.4.2.1 - E.SA 1-4: Impacts of the Great Depression on businesses and ways they responded SSHSUSII.4.2.2 - H.HP 1-4; H.IG 1-4: Impacts of the Great Depression on individuals and groups and the ways they responded												

<ul style="list-style-type: none"> How did the Great Depression affect migration patterns? 	
Teacher Notes	Instructional Ideas Assessment Ideas

Inquiry Strand SSHSUSII.4.3	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Different responses to the Great Depression by Herbert Hoover and Franklin Delano Roosevelt</p> <p>This inquiry strand focuses on the federal response to the Great Depression.</p> <ul style="list-style-type: none"> What was Hoover’s Reconstruction Finance Corporation and how was it a departure from his focus on local solutions to the Great Depression? 	X			X	X							
<p>What to look for in students’ inquiry work:</p> <p>Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.4.3.1 - H.HP 1-4: Different political ideologies related to addressing the impact of the Great Depression</p> <p>SSHSUSII.4.3.2 - CG.P 1-4: Various ways that the federal government responded to the impact of the Great Depression</p>												

<ul style="list-style-type: none"> • Why did Hoover initiate the Smoot-Hawley tariff and what was its result? • How and why did Hoover disagree with Congress on how to address the Great Depression? • Who was Franklin Delano Roosevelt and what experience did he bring to the White House? • What was Roosevelt’s belief about the powers of the federal government with regard to economic regulation? 	<p>SSHSUSII.4.3.3 - H.CC 1-4: The extent to which federal responses to the Great Depression were successful and for whom</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SSHSUSII.4.4	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Distinctions between the First and Second New Deals		X			X							

<p>The focus of this inquiry strand is an exploration of the New Deal’s shift from relief and recovery to long term economic reform.</p> <ul style="list-style-type: none"> • What were the elements of the first New Deal? • What were the reactions to the first New Deal? • What were the elements of the second New Deal? • What were the reactions to the second New Deal? 	<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.4.4.1 - CG.RL 1-4: Rationale for and actions taken during the first New Deal (e.g., First Hundred Days, Emergency Banking Act)</p> <p>SSHSUSII.4.4.2 - H.HP 1-2: Reactions to the First Hundred Days (e.g., popular responses, Supreme Court challenges)</p> <p>SSHSUSII.4.4.3 - CG.RL 1-4: Rationale for and actions taken during the second New Deal (e.g., Social Security, the National Labor Relations Act)</p> <p>SSHSUSII.4.4.4 - H.HP 1-2: Reactions to the second New Deal (e.g., policy changes, political shifts, Southern Tenant Farmers Union)</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SSHSUSII.4.5	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The causes and results of the Dust Bowl The focus of this inquiry strand is the</p>	X	X		X	X	X	X	X				

<p>environmental, social, and economic impact of the Dust Bowl.</p> <ul style="list-style-type: none"> • How did farming practices and homesteading culture in the Great Plains contribute to the environmental causes of the Dust Bowl? • How did the Dust Bowl exacerbate the problems of the Great Depression? • What were the demographic results of the Dust Bowl? • Was the federal response to the Dust Bowl effective? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.4.5.1 - H.CC 1-4; G.HPE 1-3: Causes and defining characteristics of the Dust Bowl</p> <p>SSHSUSII.4.5.2 - H.HP 1-4; H.IG 1-4; G.WST 1-3: Impact of the Dust Bowl on individuals, groups, and communities.</p> <p>SSHSUSII.4.5.3 - CG.P 1-4; CG.RL 1-4: Actions by and impact of the federal government efforts to address the Dust Bowl</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Topic 5: World War II

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

<p>Inquiry Strand SSHSUSII.5.1</p>	<p>Connections to the Rhode Island Standards</p>
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	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>United States foreign policy and isolationism in the 1920s and 1930s This inquiry strand focuses on the United States’ attempt to remain isolated from the global crises of the 1930s.</p> <ul style="list-style-type: none"> • What was the difference between isolationism and internationalism? • Why did the United States refuse to participate in the London Conference of 1933? • What was Roosevelt’s “Good Neighbor” policy? 		X		X		X						
	<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.5.1.1 - CG.RL 1-4: Rationales for <i>isolationism</i> and <i>internationalism</i> in the 1920s and 1930s</p> <p>SSHSUSII.5.1.2 - H.IG 1-4: Examples and impact of <i>isolationism</i> and <i>internationalism</i> (e.g., London Conference of 1933, Good Neighbor policy, Neutrality Acts, Lend-Lease Act)</p> <p>SSHSUSII.5.1.3 - H.CC 1-4: The impact of isolationist and internationalist policies on society</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SSHSUSII.5.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
The causes of World War II in Europe and Asia				X	X	X						

<p>This inquiry strand focuses on the global threat of fascism and the eventual involvement of the United States in World War II.</p> <ul style="list-style-type: none"> • What were the causes of WWII? • What were the origins of the Nazi racial state? • What factors led to the US involvement in WWII? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.5.2.1 - H.CC 1-4: Factors leading to WWII (e.g., Treaty of Versailles, failure of appeasement, rise of fascism in Germany, Italy, and Japan)</p> <p>SSHSUSII.5.2.2 - H.IG 1-2; H.HP 1-3: Ideologies and conditions leading the Nazi racial state</p> <p>SSHSUSII.5.2.3 - H.CC 1-4: Conditions of and factors leading to the U.S. entering WWII (e.g., Pearl Harbor, German militarism)</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SSHSUSII.5.3	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The effect of the war on American society</p>	X	X		X		X						

<p>This inquiry strand focuses on the domestic impact of World War II on different groups in the United States.</p> <ul style="list-style-type: none"> • What demographic changes occurred during World War II? • How did Black Americans use a Double V campaign to fight for civil rights during World War II? • What was the Bracero program? • What happened to Japanese American during World War II? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.5.3.1 - H.CC 1-4: Examples of the impact of World War II on the U.S. home front</p> <p>SSHSUSII.5.3.2 - H.IG 1-4: Ways individuals and groups responded to the impact of World War II</p> <p>SSHSUSII.5.3.3 - CG.P 1-4; CG.RL 1-4; H.IG 1-4: Ways the federal government responded to civil unrest related to World War II and the impact on communities</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SSHSUSII.5.4	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>United States military actions in Asia during World War II</p>	X			X	X							

<p>This inquiry strand focuses on the military experience of American soldiers in Asia during World War II.</p> <ul style="list-style-type: none"> • What challenges did the Allied forces face in defeating Japan during World War II? • What turning points distinguished the major phases of the war in Asia? • What battle conditions did American soldiers face in Asia? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.5.4.1 - CG.P 3: Conditions of and actions taken by the U.S. military in Asia during World War II</p> <p>SSHSUSII.5.4.2 - H.CC 1-4: Milestones, events, and impact of U.S. involvement in Asia during World War II (e.g., Battle of Midway, atomic bomb on Hiroshima)</p> <p>SSHSUSII.5.4.3 - H.HP 1-4: Experiences of U.S. soldiers from different cultures and backgrounds in Asia during World War II</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SSHSUSII.5.5	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The United States military actions in Europe during World War II</p>	X			X	X							

<p>This inquiry strand focuses on the military experience of American and Allied soldiers in Europe during World War II</p> <ul style="list-style-type: none"> • What challenges did the Allied powers face in defeating the Axis powers in Europe? • What turning points distinguished the major phases of the war in Europe and North Africa? • What conditions did Allied soldiers face in Europe? • How did Black Americans experience military service during World War II? • What were the experiences of Native Americans in the military during World War II? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.5.5.1 - CG.P 3: Conditions of and actions taken by the U.S. military in Europe during World War II</p> <p>SSHSUSII.5.5.2 - H.CC 1-4: Milestones, events, and impact of U.S. involvement in Europe during World War II (e.g., Battle of the Bulge, liberation of concentration camps, V-E Day)</p> <p>SSHSUSII.5.5.3 - H.HP 1-4: Experiences of U.S. soldiers from different cultures and backgrounds in Europe during World War II</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SSHSUSII.5.6</p>	<p>Connections to the Rhode Island Standards</p>
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	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The revelations of Nazi genocide against the European Jews This inquiry strand focuses on the causes, results, and response to the Holocaust including the concept of war crimes and crimes against humanity.</p> <ul style="list-style-type: none"> • How did Nazi genocidal policies and actions develop in the 1930s and 1940s? • What role did other European nations outside of Germany play in perpetrating the Holocaust? • How did the United States respond to the Holocaust? 				X	X	X						
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.5.6.1 - H.HP 1-4: Characteristics of and factors that gave rise to Nazi racial ideology</p> <p>SSHSUSII.5.6.2 - H.CC 1-4: Events and ideologies that led to the Holocaust</p> <p>SSHSUSII.5.6.3 - H.IG 1-4: Responses to Nazi expansionism and the Holocaust across Europe and the US</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Topic 6: The Cold War

Compelling Question: When does a "cold" war end?

Inquiry Strand SSSUSII.6.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The emergence of the United States and the Soviet Union as global superpowers The focus of this inquiry strand is the political, economic, and ideological differences between the United States and the Soviet Union.</p> <ul style="list-style-type: none"> • What was the Soviet Union’s experience of World War II? • What were the political and economic goals of the U.S. and U.S.S.R. after WWII? • How did the development of the atomic bomb affect the relationship between the United States and the Soviet Union? • Why were the United Nations, NATO, and the Warsaw Pact created? 				X	X							
<p>Teacher Notes</p>	<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.6.1.1 - H.HP 1-3: Experiences and impact of Soviets during WWII</p> <p>SSHSUSII.6.1.2 - H.HP 1-3: Differences between American and Soviet goals and actions after WWII</p> <p>SSHSUSII.6.1.3 - H.CC 1-4; H.HP 1-4: Impact of the atomic bomb on American and Soviet policies and actions</p> <p>SSHSUSII.6.1.4 - H.CC 1-4; H.HP 1-4: Reactions to the aftermath of WWII (e.g., United Nations, Warsaw Pact, NATO)</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SSSHUSII.6.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The ideology and foreign policy of the United States during the Cold War This inquiry strand focuses on the ideas that guided American foreign policy during the Cold War.</p> <ul style="list-style-type: none"> • What was the domino theory and containment policy and how did they affect American foreign policy? • How was the Korean War an outgrowth of American Cold War ideology? 				X	X							
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.6.2.1 - H.HP 1-3: Rationale for and actions taken in U.S. foreign policy (e.g., domino theory, containment, military industrial complex)</p> <p>SSHSUSII.6.2.2 - H.CC 1-4: Impact of U.S. foreign policy toward the rise of communism (e.g., "cold war," Korean conflict, arms race)</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>											
Inquiry Strand SSSHUSII.6.3	Connections to the Rhode Island Standards											

	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Domestic effects of the Cold War in the United States</p> <p>This inquiry strand focuses on the way that the Cold War affected the lives of ordinary Americans, including McCarthyism</p> <ul style="list-style-type: none"> • What were the domestic effects of the Cold War? • What was "atomic culture"? 		X			X	X						
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.6.3.1 - CG.RL 1-4; H.IG 1-4: Influence of the Cold War on domestic life (e.g., Federal Loyalty Oath, "lavender scares," HUAC, rise of McCarthyism)</p> <p>SSHSUSII.6.3.2 - H.HP 1-3; H.IG 1-4: Reactions to the Cold War (e.g., "atomic culture," depictions in art, movies, literature)</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SSHSUSII.6.4	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
The impact of the Cold War on global decolonization and the expansion of		X		X								

<p>American power This inquiry strand focuses on the impact of the United States on nations around the world during the Cold War.</p> <ul style="list-style-type: none"> • How did the United States respond to Communist threats? • How did the United States and the Soviet Union each try to influence and control newly decolonized nations in Africa, Asia, and South America? • What role did proxy wars play in both decolonization and the Cold War? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.6.4.1 - CG.RL 1-4: Rationale for and actions taken by the United States during the Cold War (e.g., Marshall Plan, Truman Doctrine) and impacts of those policies and actions</p> <p>SSHSUSII.6.4.2 - H.CC 1-4: Examples of U.S. and Soviet actions in African, Asia, and South America</p> <p>SSHSUSII.6.4.3 - H.CC 1-4: Conditions and impacts of proxy wars (e.g., decolonization efforts, Cuban missile crisis)</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SSHSUSII.6.5	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The Truman and Eisenhower presidencies</p>				X	X						X	

<p>This inquiry strand focuses on the domestic policies of the Truman and Eisenhower presidencies.</p> <ul style="list-style-type: none"> • How did Truman and Eisenhower manage the transition from a war economy to a consumer economy? • How did both Truman and Eisenhower respond to increasing civil rights activities? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.6.5.1 - E.PC 2-4: Defining characteristics and differences between the war economy during WWII and the consumer economy that followed</p> <p>SSHSUSII.6.5.2 - H.CC 1-4: Defining characteristics and examples of the Truman and Eisenhower presidencies</p> <p>SSHSUSII.6.5.3 - H.HP 1-4: Similarities and differences between the policies of both presidencies, particularly their approaches to civil rights</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Topic 7: Post-war Affluence and the Rise of the Middle Class

Compelling Question: Was all well after World War II?

Inquiry Strand SSHSUSII.7.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X		X		X		X		X	X	X

<p>The effect of World War II on the American economy and the growth of post-war affluence</p> <p>This inquiry strand focuses on the emergence of the United States as the global economic leader and the growth of the middle class.</p> <ul style="list-style-type: none"> • What led to the rise of the middle class and consumerism? • What factors defined the rise in suburbanization and redlining? • What effects occurred as a result of the "baby boom"? 	<p>What to look for in students' inquiry work:</p> <p>Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.7.1.1 - E.PC 1-4: Aspects of consumerism and the characteristics of middle-class life following World War II</p> <p>SSHSUSII.7.1.2 - H.CC 1-4: Characteristics of suburbanization in the 1940s and the factors influencing this, including federal and local policies (e.g., redlining, white flight)</p> <p>SSHSUSII.7.1.3 - H.IG 1-4; G.HSP 1-4: Impact of mass migration to the suburbs across different groups in society (e.g., isolation of women, northern segregation, voting patterns)</p> <p>SSHSUSII.7.1.4 - H.IG 1-4; E.SA 2-3: Influences of the Baby Boom on individuals and different groups in society</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SSHSUSII.7.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Social and cultural tensions of the post-war era</p>				X	X	X						

<p>This inquiry strand focuses on the issues that Americans were concerned with after World War II.</p> <ul style="list-style-type: none"> • How did American popular culture reflect Cold War anxieties? • Why did sociologists worry about conformity in the 1950s? • How did the Beat Generation writers signify an emergent oppositional culture in the United States? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.7.2.1 - H.CC 2-4: Influence of the Cold War had on shaping cultural attitudes and beliefs across society after World War II</p> <p>SSHSUSII.7.2.2 - H.IG 1-4: Ideas, beliefs, and tensions that defined society in the United States during the Cold War years (e.g., generational conflicts, juvenile delinquency, conformity)</p> <p>SSHSUSII.7.2.3 - H.HP 1-4: Examples of how individuals and groups expressed their beliefs, values, and frustrations during the Cold War years (e.g., Beat writers)</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Topic 8: The Civil Rights Movement

Compelling Question: Why didn't the Civil War solve the problem of racism in America?

<p>Inquiry Strand SSHSUSII.8.1</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

<p>The Supreme Court decision <i>Brown v. Board of Education</i> case and its impact on American life</p> <p>This inquiry strand focuses on the legal strategy that ended segregation in public schools.</p> <ul style="list-style-type: none"> • What was the NAACP’s long-term strategy toward dismantling segregation? • What was the legal basis for the NAACP’s argument in <i>Brown v. Board of Education</i> (1954)? • On what evidence did the Supreme Court decide <i>Brown v. Board of Education</i> (1954)? • How did subsequent Supreme Court cases reaffirm the <i>Brown</i> decision? 	<table border="1"> <tr> <td>X</td> <td></td> <td></td> <td>X</td> <td></td> <td>X</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	X			X		X						
X			X		X								
<p>Teacher Notes</p>	<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.8.1.1 - CG.P 1-4; H.IG 1-4: Rationale for and actions taken by the NAACP and other groups toward segregation policies and actions.</p> <p>SSHSUSII.8.1.2 - H.CC 1-4: History, impact and legacy of the <i>Brown v. Board of Education</i> case</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>												
<p>Inquiry Strand SSHSUSII.8.2</p>	<p>Connections to the Rhode Island Standards</p>												

	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Conditions under which Black Americans tried to achieve equality in the United States prior to the Civil Rights Act</p> <p>In this inquiry strand, students learn about <i>De facto</i> and <i>de jure</i> segregation, racial violence, and racial intimidation as forms of oppression in the United States.</p> <ul style="list-style-type: none"> • How did <i>de facto</i> and <i>de jure</i> segregation contribute to racial oppression in the United States? • How was racial violence used to intimidate and oppress Black Americans? • How did the murder of Emmett Till reveal the corruption of Southern judicial practices? • What different tactics and forms of racial violence did white opponents of civil rights use against Black Americans? • What were the experiences of Black Americans in Northern states such as Rhode Island during this period? 	X			X		X						
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.8.2.1 - CG.P 1-4: Types of racial segregation and racial oppression in the United States leading up to the Civil Rights Act</p> <p>SSHSUSII.8.2.2 - H.IG 1-4: The impact of racial segregation and oppression on individuals and groups, particularly Black Americans</p> <p>SSHSUSII.8.2.3 - CG.P 1-4; H.CC 1-4: Goals, strategies, and tactics (e.g., Reverse Freedom Rides, legal arguments) of leading Civil Rights opponents during the Civil Rights Movement, and their impacts</p> <p>SSHSUSII.8.2.4 - H.IG 1-4: Experiences for Black Americans regionally</p>												

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SSSHUSII.8.3	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Key figures of the Civil Rights Movement and their contributions This inquiry strand focuses on the role that individuals played in the fight for civil rights in the 1950s and 1960s. <ul style="list-style-type: none"> ● How did A. Philip Randolph continue his work as a civil rights activist from World War II to the 1960s? ● How did Martin Luther King, Jr. rise to prominence as a civil rights leader? ● How did women such as Jo Ann Robinson, Rosa Parks, Ella Baker, and Fannie Lou Hamer contribute to the Civil Rights Movement? 			X	X	X							
What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following: <p>SSHSUSII.8.3.1 - CG.RR 1-4; H.CC 1-4: The history and legacy of key civil rights leaders during the Civil Rights Movement of the 1950s and 1960s (e.g., A. Philip Randolph, Martin Luther King, Jr., Jo Ann Robinson, Rosa Parks)</p> <p>SSHSUSII.8.3.2 - H.HP 1-4: Similarities and differences among goals of civil rights leaders (e.g., Malcolm X, Martin Luther King, Jr., Black nationalism, pan-Africanism, Black Panthers)</p> <p>SSHSUSII.8.3.3 - H.HP 1-4: Examples of effort by individuals and groups in Rhode Island during the Civil Rights Movement of the 1950s and 1960s</p>												

<ul style="list-style-type: none"> • How did Malcolm X’s vision for Black America differ from that of the mainstream Civil Rights Movement? • Who were some Rhode Island figures that contributed to the movement locally? 	
Teacher Notes	Instructional Ideas Assessment Ideas

Inquiry Strand SSHSUSII.8.4	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Ideologies, goals, and tactics of the Civil Rights Movement of the 1950s and their evolution in the 1960s</p> <p>This inquiry strand focuses on the day-to-day strategies and actions of civil rights activists.</p> <ul style="list-style-type: none"> • How did civil rights activists use non-violent civil disobedience in their struggle for freedom? 	X				X	X						
	<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.8.4.1 - H.HP 1-4: Key figures and groups that supported and fought for the Civil Rights Movement</p> <p>SSHSUSII.8.4.2 - CG.P 1-4: Goals, strategies, and tactics of leading civil rights advocates during</p>											

<ul style="list-style-type: none"> • What role did organized religion play in the Civil Rights Movement? • How did Student Nonviolent Coordinating Committee members respond to opposition to their sit-ins? • How did the Black Power movement begin? 	<p>the Civil Rights Movement and how they evolved</p> <p>SSHSUSII.8.4.3 - H.IG 1-4: Ways key organizations and groups supported the Civil Rights Movement</p> <p>SSHSUSII.8.4.4 - H.IG 1-4: Rationales for, conditions of, approaches to oppose segregation and deny civil rights to African Americans (e.g., civil disobedience, religion movements, Student Nonviolent Coordinating Committee)</p> <p>SSHSUSII.8.4.5 - H.IG 1-3: Rationale for and actions of the Black Power movement</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SSHSUSII.8.5	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965</p>		X		X								

<p>This inquiry strand focuses on the legislative changes that guaranteed civil rights for Black Americans in the 1960s.</p> <ul style="list-style-type: none"> • What was the Civil Rights Act of 1964? • What was the Voting Rights Act of 1965? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.8.5.1 - CG.RL 1-4; H.CC 1-4: Rationale for and elements of the Civil Rights Act of 1964</p> <p>SSHSUSII.8.5.2 - CG.RL 1-4; H.CC 1-4: Rationale for and elements of the Voting Rights Act of 1965</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Topic 9: The Ebb and flow of Left and Right

Compelling Question: Is protest patriotic?

Inquiry Strand SSHSUSII.9.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Foreign and domestic policies of Presidents Kennedy and Johnson</p>		X		X								

<p>This inquiry strand focuses on the legislative achievements of the Kennedy and Johnson presidencies.</p> <ul style="list-style-type: none"> • How did President John F. Kennedy’s foreign policy agenda complicate his domestic goals? • How did President Johnson’s foreign policy decisions affect his domestic agenda? • What was the Immigration and Nationality Act of 1965? 	<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.9.1.1 - CG.RL 1-4: Relationship between and impact of President John F. Kennedy’s foreign and domestic policy agendas (e.g., Peace Corp, war in Vietnam)</p> <p>SSHSUSII.9.1.2 - CG.RL 1-4: Relationship between and impact of President Lyndon B. Johnson’s foreign and domestic policy agendas (e.g., war in Vietnam, Great Society programs)</p> <p>SSHSUSII.9.1.3 - H.CC 1-4: Rationale for and the impact of the Immigration and Nationality Act of 1965</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SSHSUSII.9.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Growing American presence in Vietnam and growing opposition</p>	X			X	X	X						

<p>This inquiry strand focuses on the build-up to American combat involvement in Vietnam and the emergence of an antiwar movement in the United States.</p> <ul style="list-style-type: none"> • What ideological influences and foreign policies led the United States to become involved in Vietnam in the 1950s? • What different groups of Americans criticized and protested the involvement of the United States in the Vietnam war? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.9.2.1 - CG.P 3-4; H.CC 1-4: Rationale for and conditions of the United States' involvement in the Vietnam War (e.g., troop build-up, Gulf of Tonkin incident, Tet Offensive)</p> <p>SSHSUSII.9.2.2 - H.IG 1-4; H.HP 1-4: Range of domestic responses to United States' involvement in the Vietnam War (e.g., student protests, anti-war and pro-war marches, cultural reactions to the war)</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SSHSUSII.9.3	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The assassination of President John F. Kennedy and its impact on Americans</p>				X	X	X						

<p>This inquiry strand focuses on the presidency of John F. Kennedy, its controversies, and the impact of his death on American society.</p> <ul style="list-style-type: none"> • What was the Cuban Missile Crisis? • How did Kennedy’s assassination lead to the passage of the 25th Amendment to the <i>United States Constitution</i>? • What was the Civil Rights Act of 1964? 	<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.9.3.1 - H.CC 1-4: Events leading to and impact of the Cuban Missile Crisis</p> <p>SSHSUSII.9.3.2 - H.CC 1-4; H.HP 1-4: Domestic and global responses to and impact of the assassination of John F. Kennedy (e.g., passage of the 25th Amendment)</p> <p>SSHSUSII.9.3.3 - H.CC 1-4; H.IG 1-4: Rationale for and impact of the Civil Rights Act of 1964</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SSHSUSII.9.4	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X	X	X	X						

The liberation and identity power movements of the 1960s and 1970s and reactions to them

In this inquiry strand, students will learn about the various civil rights movements from the 1960s and 1970s and conservative reactions to them.

- How did the Black Power movement revitalize Black culture and identity?
- What were the goals and tactics of the Women’s Liberation movement?
- How did Gay Liberation challenge the cultural and legal standards of American society?
- How did the identity power movements of Asian Americans, Native Americans, Chicano and Latino Americans, and other groups assert the importance of multicultural society?
- How did conservatives react to the liberation and identity power movements?

What to look for in students’ inquiry work:

Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:

SSHSUSII.9.4.1 - H.CC 1-4: Factors contributing to various civil rights movements in the 1960s and 70s

SSHSUSII.9.4.2 - CG.RR 1-4; H.HP 1-4: Characteristics and perspectives of the various civil rights movements in the 1960s and 70s (e.g., Black Power movement, Women’s Liberation movement, Gay liberation movement, identity power movements)

SSHSUSII.9.4.3 - H.IG 1-4: Ways that the various civil rights movements challenged mainstream systems and beliefs

SSHSUSII.9.4.4 - H.CC 1-4: Impact of the various civil rights movements in the 1960s and 70s on society

SSHSUSII.9.4.5 - H.HP 1-4: Rationale for and actions taken by conservative leaders and groups in response to the liberation and identity power movements (e.g., Barry Goldwater, Phyllis Schlafly, New Right)

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SSHAUSII.9.5	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Economic shifts of the 1960s and 1970s The focus of this inquiry strand is the causes and results of changing economic conditions in the United States in the 1970s, including the energy crisis.				X		X				X		X
<ul style="list-style-type: none"> ● What caused the Great Inflation and energy crisis of the 1970s? ● What did the unemployment rate reveal about the state of the economy in the 1970s? ● Why was the Environmental Protection Agency formed and what did it do? 	What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following: SSHAUSII.9.5.1 - H.CC 1-4; E.SA 1-4: Factors contributing to and impact of the Great Inflation and energy crisis of the 1960s and 70s (e.g., US foreign policy in the Middle East, OPEC, gasoline prices) SSHAUSII.9.5.2 - E.EG 1-3: Relationship between unemployment and the economy SSHAUSII.9.5.3 - G.HPE 1-3: Rationale for and impact of state and federal measures to protect the environment (e.g., Environmental Protection Agency, Clean Air Act, Clean Water Act)											

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SSSHUSII.9.6	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
The presidency of Richard Nixon and the Watergate constitutional crisis This inquiry strand focuses on Richard Nixon’s actions and Americans’ loss of faith in the nation’s political institutions. <ul style="list-style-type: none"> ● How did President Richard Nixon’s presidency represent both a continuation of and a break with the liberal consensus of the twentieth century? ● What was the Watergate break-in and why is it significant? ● What defined President Richard Nixon’s foreign policy? 	X	X		X								
<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.9.6.1 - CG.RL 1-4: President Richard Nixon’s domestic policy agenda and legislative successes and failures</p> <p>SSHSUSII.9.6.2 - CG.P 1-4; H.CC 1-4: Events and impact of the Watergate break-in (e.g, Congressional hearings, Nixon’s resignation, Ford’s pardon of Nixon)</p> <p>SSHSUSII.9.6.3 - CG.P 1-4: Elements and examples of Nixon’s foreign policy (e.g., end of Vietnam War, opening of relations with China, detente with the Soviet Union)</p>												

Teacher Notes	Instructional Ideas Assessment Ideas
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Topic 10: Contemporary United States

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

Inquiry Strand SSHSUSII.10.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
The presidency of Jimmy Carter The focus of this inquiry strand is President Jimmy Carter’s domestic and foreign policy successes and failures. <ul style="list-style-type: none"> ● What is the significance of the Camp David Accords brokered by President Jimmy Carter? ● What was the Iranian Hostage Crisis and what was its impact in the United States? ● What does President Carter’s return of the Panama Canal to Panama 		X			X							
What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following: SSHSUSII.10.1.1 - CG.RL 1-4: Elements and impacts of United States foreign policy during the 1970s (e.g., Camp David Accords, Iranian Hostage Crisis, Panama Canal) SSHSUSII.10.1.2 - H.HP 1-4: Influence of President Carter’s emphasis on global human rights and who benefitted.												

<p>signify about his approach to foreign policy?</p> <ul style="list-style-type: none"> • How did President Carter respond to the Soviet invasion of Afghanistan? • How did President Carter include global human rights concerns in his foreign policy decisions? 	
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SSSHUSII.10.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The New Right and the presidencies of Ronald Reagan and George H.W. Bush</p>	X				X							

<p>The focus of this inquiry strand is the political and cultural conflicts during the George H.W. Bush and Reagan presidencies and their effect on the foreign and domestic policies of the United States.</p> <ul style="list-style-type: none"> • What were President Ronald Reagan's domestic goals? • What were President Ronald Reagan's foreign policy goals? • What elements of the Cold War continued into the 1980s? • What happened with the Soviet Union collapsed? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.10.2.1 - CG.P 1-2; H.HP 1-2: Rationale for and policies aimed to translate President Reagan's domestic view into effect and who benefitted (e.g., Reaganomics, tax cuts, War on Drugs)</p> <p>SSHSUSII.10.2.2 - CG.P. 1-2; H.HP 1-2: Rationale for and policies aimed to translate President Reagan's foreign policy into effect and who benefitted (e.g., increased military spending,</p> <p>SSHSUSII.10.2.3 - CG.P 1-2: Conditions and elements of the Cold War apparent in the 1980s (e.g., challenges to Communism, Reagan Doctrine)</p> <p>SSHSUSII.10.2.4 - CG.P 1-2: Conditions leading to and impact of the Soviet Union's collapse (e.g., President George H.W. Bush, fall of the Berlin Wall)</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SSHSUSII.10.3	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The impact of the terrorist attacks of September 11, 2001</p>	X			X		X						

<p>The focus of this inquiry strand is increased American concerns with security following the terrorist attacks of September 11, 2001.</p> <ul style="list-style-type: none"> • How was American foreign policy in the Middle East defined before the attacks on September 11, 2001? • How did the American government respond to the attacks on September 11, 2001? • How did domestic life change for Americans after the attacks of September 11, 2001? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.10.3.1 - CG.P 1-2: Elements of US foreign policy in the Middle East before the attacks on September 11, 2001 and who benefitted?</p> <p>SSHSUSII.10.3.2 - H.CC 1-4: Examples of American governmental reactions to the attacks on September 11, 2001 (e.g., war in Afghanistan, Patriot Act of 2001)</p> <p>SSHSUSII.10.3.3 - H.IG 1-4: Examples of American peoples' reactions to the attacks on September 11, 2001 (e.g., increased patriotism, attacks on mosques)</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SSHSUSII.10.4	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The elections of President Barack Obama and President Donald Trump</p>		X		X	X							

<p>The focus of this inquiry strand is the elections and impacts of Presidents Obama and Trump.</p> <ul style="list-style-type: none"> • What were the domestic and foreign policy goals of President Barak Obama? • What were the domestic and foreign policy goals of President Donald Trump? • How have liberal and conservative politics defined American society? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.10.4.1 - CG.RL 1-4; H.CC 1-4: Examples and impact of President Obama's domestic and foreign policies and actions and who benefitted (e.g., Troubled Asset Relief Program, American Recovery and Reinvestment Act, Affordable Care Act, wars in Iraq and Afghanistan)</p> <p>SSHSUSII.10.4.2 - GC.RL 1-4; H.CC 1-4: Examples and impact of President Trump's domestic and foreign policies and actions and who benefitted (e.g., Tax Cuts and Jobs Act, Make America Great Again, Covid)</p> <p>SSHSUSII.10.4.3 - H.HP 1-2: Distinctions between liberal and conservative idea and positions and impact on domestic life</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SSHSUSII.10.5</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The internet and the connected society This inquiry strand focuses on the changed</p>		X		X	X	X						

<p>patterns of daily life created by the proliferation of online interactions.</p> <ul style="list-style-type: none"> • How has the internet and social media affected consumerism and small businesses? • How have social interactions changed with the advent of the internet? • How has the internet changed American political understanding and knowledge? • How has the internet increased the spread of disinformation? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSUSII.10.5.1 - H.CC 1-4: History and evolution of the internet and social media</p> <p>SSHSUSII.10.5.2 - H.IG 1-4: Examples of the impact that the internet and social media have on individuals and groups in society</p> <p>SSHSUSII.10.5.3 - H.CC 1-4: Relationship between the internet and disinformation and who benefits</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

This is a survey course of the history of the world from the rise of civilization to the Middle Ages. Students will build upon what they learned in middle school to better understand the complexities and diversity of early civilizations, their interactions, and the bases for modern cultures and governments.

Topics of Inquiry

Topic 1: The Rise of Civilization

Compelling Question: What makes a civilization successful?

Subtopic 1: Characteristics of a Civilization

Subtopic 2: Early River Valley Civilizations

Subtopic 3: Social and Political Structures of Ancient Mesopotamia

Subtopic 4: Social and Political Structures of Ancient Egypt

Topic 2: Ancient India and China

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

Subtopic 1: Geography of ancient India and China

Subtopic 2: Social and political organizations of ancient

Subtopic 3: Religions of ancient India and their role in social organization

Subtopic 4: Major empires and achievements of ancient India

Subtopic 5: Social and political organization of ancient China

Subtopic 6: Role and influence of religion and philosophy in ancient China

Subtopic 7: Major dynasties and their achievements in ancient China

Topic 3: Ancient Greece and Rome

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

Subtopic 1: Geography and its role in Greek civilization

Subtopic 2: Social and political structure of Greek city-states

Subtopic 3: Religions, culture, philosophy, technology, and art of ancient Greece

Subtopic 4: Geography of ancient Rome

Subtopic 5: Social and political systems of ancient Rome and phases of Roman expansion

Subtopic 6: Emergence of Christianity and its basic tenets

Subtopic 7: Causes of Rome's decline

Topic 4: The Emergence of the Islamic Empire

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

Subtopic 1: Development of Islam and the role of Muhammad as spiritual and political leader

Subtopic 2: Expansion of the Islamic empire

Subtopic 3: Structure of Islamic government and society in the Middle East, the Mediterranean, and northern Africa

Subtopic 4: The Shia and Sunni split and its political consequences

Subtopic 5: Cultural, intellectual, scientific, and technological achievements of the Islamic Golden Age

Topic 5: The Ancient Sub-Saharan African Kingdoms

Compelling Question: To what extent does trade impact civilizations?

Subtopic 1: Climates and environments of sub-Saharan Africa

Subtopic 2: Migration patterns and earliest civilizations in Africa

Subtopic 3: Social and Political organization in Africa

Subtopic 4: West African kingdoms from the 9th to the 15th centuries

Subtopic 5: Achievements of Mansa Musa and the Kingdom of Mali

Subtopic 6: The spread of Islam into Africa

Topic 6: The Americas

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

Subtopic 1: Peoples of North America

Subtopic 2: The developments of Mesoamerican civilizations

Subtopic 3: Main characteristics of the Caral-Supe, or Norte Chico, civilization

Subtopic 4: Contrasting and similar characteristics of the Aztec, Incan, and Mayan empires

Topic 7: Central Asia and the Middle East

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

Subtopic 1: Geography of ancient Central Asia and the Middle East

Subtopic 2: Central Asian Empires

Subtopic 3: The influence of cultural diffusion on the Tang Dynasty

Subtopic 4: The relationship and influences between Judaism, Christianity, Islam, Buddhism, and Confucianism in Asian civilizations

Subtopic 5: Developments and effects on Central Asian society and culture influenced by the Silk Road

Topic 8: Western Europe

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

Subtopic 1: Development and expansion of the Persian and Macedonian empires

Subtopic 2: The relationship between Roman and Byzantine empires

Subtopic 3: Expansion of Christianity after the fall of Rome

Subtopic 4: Europe's transition from the Middle Ages to the Renaissance

Content Standard Tables

Topic 1: The Rise of Civilization

Compelling Question: What makes a civilization successful?

Inquiry Strand SSHSWRLDI.1.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Characteristics of a Civilization The focus of this inquiry strand is to					X	X	X	X			X	

<p>examine the various characteristics that construct a civilization and to understand how early Neolithic people developed a domesticated way of life that encouraged civilizations to advance.</p> <ul style="list-style-type: none"> • What are the characteristics of a civilization? • What makes a civilization “advanced?” • What are the earliest examples of civilizations? • How do we know what we know about the past? 	<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDI.1.1.1 - H.IG 1: Developments in life and culture. (e.g., Hunter-Gatherer, Nomadic, permanent civilization)</p> <p>SSHSWRLDI.1.1.2 - H.IG 1-4; G.HPE.1-4: Cultural characteristics such as government, language, religion, art, architecture, social structure, job specialization, and major cities</p> <p>SSHSWRLDI.1.1.3 - G.HSP 1-4; E.PC 1-3: Early civilizations (e.g., Neolithic Revolution) and the advancements of domestication, farming, and technology</p> <p>SSHSWRLDI.1.1.4 - H.HP 1-3: Different ways we know and understand the past (e.g., archaeology, written and historical records, oral traditions, documentation by explorers and travelers, ethnologies) and associated biases</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SSHSWRLDI.1.2</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Early River Valley Civilizations The focus of this inquiry strand is to</p>						X	X		X		X	

<p>analyze the impact of geography on the development of ancient Mesopotamian and Egyptian Civilizations.</p> <ul style="list-style-type: none"> • Where did the first complex civilizations develop? • What geographic characteristics contributed to the development of the early Egyptian and Mesopotamian civilizations? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDI.1.2.1 - H.IG 1: Impact of the Neolithic Revolution on the development of advanced civilizations</p> <p>SSHSWRLDI.1.2.2 - G.WST 3: Location of early civilizations along river valleys and the impact of the geography on those civilizations</p> <p>SSHSWRLDI.1.2.3 - G.HPE 1-3; E.PC 1: Relationships of and interactions between civilizations and their environment to meet their needs</p> <p>SSHSWRLDI.1.2.4 - G.HPE 2; E.PC 1-2: The use of advanced farming techniques (e.g., irrigation, and the domestication of animals for survival)</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SSHSWRLDI.1.3	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Social and Political Structures of Ancient Mesopotamia	X	X	X			X			X			

<p>The focus of this inquiry strand is to learn about the social, political, and economic characteristics that developed in the Mesopotamian civilization and the achievements that came from those developments.</p> <ul style="list-style-type: none"> • What social and political characteristics make ancient Mesopotamia an advanced civilization? • What contributed to the success of the Mesopotamian empire? • What achievements emerge from the Mesopotamian era? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDI.1.3.1 - G.WST 3-4: Location of Mesopotamian civilizations and the impacts of geography on those societies</p> <p>SSHSWRLDI.1.3.2 - CG.RR 1-3; H.IG 1-2: Distinction of social classes within Mesopotamian and Babylonian society. H.IG 2: Development and role of religion within Mesopotamian society</p> <p>SSHSWRLDI.1.3.3 - CG.P 1-3; CG.RL 1-4: Creation of governments and laws (e.g., Code of Hammurabi) and their influences socially, economically, and politically.</p> <p>SSHSWRLDI.1.3.4 - H.IG 1: Development of advanced art and inventions, (e.g., metalworking, architecture, the wheel, Babylonian mathematics)</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SSHSWRLDI.1.4	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Social and Political Structures of Ancient Egypt</p>	X	X	X		X	X	X		X			

<p>In this inquiry strand, students learn about the social, political, and economic characteristics that developed in the Egyptian civilization and the achievements that came from those developments.</p> <ul style="list-style-type: none"> • What social and political characteristics make ancient Egypt an advanced civilization? • How did ancient Egypt’s class system impact the social and political developments of society? • What contributed to the success of the Egyptian empire? • What achievements emerge from the Egyptian era? 	<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDI.1.4.1 - G.WST.3-4: Location of Egyptian civilizations and the impacts of the geography on that society</p> <p>SSHSWRLDI.1.4.2 - CG.RR 1-3; CG.RL 1-2; H.IG 1-2: Distinctions between social classes within Egyptian society and who benefitted</p> <p>SSHSWRLDI.1.4.3 - CG.P 1-3: Influences on society through government by divine kingship</p> <p>SSHSWRLDI.1.4.4 - H.IG 2: Development and role of religion within Egyptian society</p> <p>SSHSWRLDI.1.4.5 - H.HP 2-3: Impact of language development through hieroglyphics</p> <p>SSHSWRLDI.1.4.6 - G.HPE 1-3: Development of advanced art and trade routes (e.g., the Egyptian Pyramids, the Fertile Crescent)</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Topic 2: Ancient India and China

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

Inquiry Strand SSSWRLDI.2.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Geography of ancient India and China The focus of this inquiry strand is to explore the geographic locations of the early Indian and Chinese civilizations and examine the impact of geographic locations socially, politically, and economically.</p> <ul style="list-style-type: none"> • What geographic regions did classical Chinese civilizations develop in and why? • What geographic regions did classical Indian civilizations develop in and why? • How did geography influence the development of the Chinese and Indian civilizations? • How does settlement in river valleys influence the development of advanced technology and ideas? 						X	X		X			X
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDI.2.1.1 - G.WST 1-3: Location and geographic features of China and India</p> <p>SSHSWRLDI.2.1.2 - G.HPE 1-2: Impact of geographic features on the development of culture and economy</p> <p>SSHSWRLDI.2.1.3 - H.IG 1: Impact of geographic features on the expansion and limitations of Asian civilizations</p> <p>SSHSWRLDI.2.1.4 - G.HPE 3-4: Relationships between the needs of a society and the availability of resources which encourage development of new technology (e.g., complex irrigation systems, tracking and utilization of natural weather occurrences like flooding)</p> <p>SSHSWRLDI.2.1.5 - E.EG 1-2: Development of job specialization and trading</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SSSWRLDI.2.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Social and political organizations of Ancient India The focus of this inquiry strand is to examine the cultural and political developments in Ancient India including the influence of the caste system.</p> <ul style="list-style-type: none"> • How did ancient India’s caste system impact the social and political developments of society? • To what extent did the caste system limit social mobility? • Which group did the caste system impact the most? 	X	X	X			X						
<p>Teacher Notes</p>	<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDI.2.2.1 - CG.RR 3-4; CG.RL 1-2; H.IG 1-4: Relationships between caste groups, impact on society, and who benefitted</p> <p>SSHSWRLDI.2.2.2 - CG.P 1-4: Impact of individual jobs, wealth, and access to resources based on caste distinction</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SSSWRLDI.2.3	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Religions of ancient India and their role in social organization</p> <p>The focus of this inquiry strand is to examine the beliefs, values, and practices of Hinduism and Buddhism, and to distinguish their influences within Indian culture.</p> <ul style="list-style-type: none"> • What are the major beliefs and values of Hinduism? • How did Hinduism impact social values in the Indus Valley civilizations? • What led to the development of Buddhism? • What are the similarities and differences of Hinduism and Buddhism? 	X	X		X		X						
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDI.2.3.1 - H.IG 1-4: Development of social standards through Hindu beliefs (e.g., Samsara, Karma, Dharma)</p> <p>SSHSWRLDI.2.3.2 - CG.RL 1-4: Hinduism's influence and maintenance of the rigidity of the caste system</p> <p>SSHSWRLDI.2.3.3 - CG.P 1-3: Impact of Hinduism on the development of city-states and empires</p> <p>SSHSWRLDI.2.3.4 - H.CC 1-4: Differences in beliefs led to the development of Buddhism and the Eightfold path</p> <p>SSHSWRLDI.2.3.5 - H.IG 1-4: Similarities and differences between the practices and ideas of Hinduism and Buddhism</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SSSWRLDI.2.4	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Major empires and achievements of ancient India</p> <p>The focus of this inquiry strand is to assess the circumstances that led to a Golden Age and argue the impact of technological achievements and political, social, and economic developments of ancient India on modern history.</p> <ul style="list-style-type: none"> • What are the historical circumstances of the Gupta Golden Age? • To what extent do technological advancements from the Gupta Golden age impact modern history? 						X	X	X		X		X
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDI.2.4.1 - G.HSP 1-4; H.IG 1-3: Impacts on military, social, and economic developments during the Gupta Golden Age</p> <p>SSHSWRLDI.2.4.2 - G.HPE 1-4; H.IG 1-3: Development of advanced technology impacted the way civilizations survived and expanded (e.g., sewer and drainage systems, wind catchers, roadways, and infrastructure)</p> <p>SSHSWRLDI.2.4.3 - E.SA 1-4: Availability of resources encourages trade and cultural diffusion</p> <p>SSHSWRLDI.2.4.4 - E.EG 1-2: Innovations such as currency and taxes lead to a more stable economic structure</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SSWRLDI.2.5	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Social and political organization of ancient China</p> <p>The focus of this inquiry strand is to explore the structure of ancient Chinese government and assess the impact that Confucianism had on the development of Chinese government.</p> <ul style="list-style-type: none"> • How was ancient Chinese government structured? • How did the structure of ancient Chinese government impact the people it ruled? • How did ancient China’s class system impact the social and political developments of society? 	X		X			X						
<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDI.2.5.1 - CG.P 1-4: Impact the concept of dynasties and the Mandate of Heaven had on the structure of government</p> <p>SSHSWRLDI.2.5.2 - CG.RR 1-3: Development of civil service programs and how it allowed for a variety of individuals to hold office in government</p> <p>SSHSWRLDI.2.5.3 - CG.P 2-3: Political focus on the military led to warfare defense tactics and technology during various dynasties</p> <p>SSHSWRLDI.2.5.4 - H.IG 1-4: Influence of Confucianism on understanding the government's role in society</p> <p>SSHSWRLDI.2.5.5 - CG.RR 3-4; CG.RL 1-2; H.IG 1-4: Relationships between social classes, impact on society, and who benefitted</p>												

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SSWRLDI.2.6	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Role and influence of religion and philosophy in ancient China The focus of this inquiry strand is to analyze the shift of religious and philosophical beliefs and practices in Ancient China and how it influenced the social and political structure. <ul style="list-style-type: none"> ● What are the major beliefs and practices of Taoism (Daoism)? ● How did Taoism influence ancient Chinese culture? ● What are the major beliefs and values of Confucianism? 		X	X		X	X						
What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following: SSWSWRLDI.2.6.1 - CG.RR 1-4; H.IG 1-2: Beliefs and practices associated with Taoism and Confucianism SSWSWRLDI.2.6.2 - H.IG 1-4: Impact of the shift in cultural beliefs and how that encouraged social unity SSWSWRLDI.2.6.3 - CG.RL 1-4; H.IG 1-2: Influence of religious and philosophical beliefs on government structure and practices SSWSWRLDI.2.6.4 - H.HP 1-4: Intersectional relationships between religious, philosophical, and social values developed through Confucianism and Taoism												

<ul style="list-style-type: none"> How did Confucianism influence ancient Chinese socially and politically? 	
Teacher Notes	Instructional Ideas Assessment Ideas

Inquiry Strand SSHSWRLDI.2.7	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Major dynasties and their achievements in ancient China				X		X				X	X	X

<p>The focus of this inquiry strand is to analyze key dynasties throughout ancient Chinese civilizations for their achievements, culture, and economy; examination of government, religion, and social structure of these dynasties will help to determine the influence and impact of the achievements and advancements on modern history.</p> <ul style="list-style-type: none"> • To what extent could the Han Dynasty be considered a Golden Age? • How have the achievements of the Han dynasty influenced history? • Who benefitted from the advancements made from the Golden Ages? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDI.2.7.1 - H.CC 1-4: Characteristics of a Golden Age as a time of prosperity and achievements</p> <p>SSHSWRLDI.2.7.2 - H.IG 1-2: Inventions from the Han Dynasty (e.g., medicine, paper, compass) not only influenced the development of Chinese culture, but also had a lasting impact throughout history</p> <p>SSHSWRLDI.2.7.3 - E.SA 1-2; E.PC 1-3; E.EG 1-2: Impact of trade on the expansion of empires, and development of a stable economy (e.g., Silk Road)</p> <p>SSHSWRLDI.2.7.4 - H.IG 1-4: Other dynasties (e.g., Qin) contributed to the advancements and developments of civilization</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Topic 3: Ancient Greece and Rome

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

Inquiry Strand SSSWRLDI.3.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Geography and its role in Greek civilization</p> <p>The focus of this inquiry strand is to understand the geographic features of Greece and explain the impact these features had on economic and political developments.</p> <ul style="list-style-type: none"> • What geographic characteristics contributed to the development of ancient Greek civilizations? • How did geographic features help and hinder the development of Greek city-states? 							X	X	X	X	X	
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDI.3.1.1 - G.WST 1-4: Location of the Greek empire, and its surrounding geography</p> <p>SSHSWRLDI.3.1.2 - GHSP 1-4: Economic and political developments influenced by the geography of Greece</p> <p>SSHSWRLDI.3.1.3 - G.HPE 1-2; E.PC 1-4: Relationship between geographic location near major water sources and trade and expansion</p> <p>SSHSWRLDI.3.1.4 - E.SA 1-3: Impact of geographic features such as mountains on agriculture and the development of a trade economy and isolated city-states</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SSSWRLDI.3.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Social and political structure of Greek city-states</p> <p>The focus of this inquiry strand is to analyze the similarities and differences of the social and political structure of major Greek city-states and understand the impact of the developments made in these areas.</p> <ul style="list-style-type: none"> • What political differences are seen between major Greek city-states? • What social differences are seen between major Greek city-states? • What led to the rise of the Greek city-states? • How did Greece’s class system impact the social and political developments of society? • How can cultural and political differences lead to conflict? 	X	X	X	X	X							
<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDI.3.2.1 - CG.P 1-4: Differences between the political structure of Athens and Sparta</p> <p>SSHSWRLDI.3.2.2 - H.HP 1-4: Social differences among Greek city-states and who benefitted</p> <p>SSHSWRLDI.3.2.3 - CG.RR 1-4: Similarities and differences between the role and involvement of women in various Greek city-states</p> <p>SSHSWRLDI.3.2.4 - CG.RL 1-4: Relationship between leadership and cultural structures and well-functioning and advanced societies</p> <p>SSHSWRLDI.3.2.5 - CG.RR 3-4; CG.RL 1-2; H.IG 1-4: Relationships between social classes, impact on society, and who benefitted</p> <p>SSHSWRLDI.3.2.6 - H.CC 1-4: Impact of expanding empires and differing social and political ideas on conflict and shifting power (e.g., Peloponnesian War)</p>												

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SSSWRLDI.3.3	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Religions, culture, philosophy, technology, and art of ancient Greece The focus of this inquiry strand is to analyze the major social and technological innovations that emerged throughout ancient Greece and assess the impact that these developments had throughout history.				X	X	X						
<ul style="list-style-type: none"> ● To what extent can Greek developments be considered a Golden Age? ● What lasting impact do the Greek developments have throughout history? 	What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following: SSHSWRLDI.3.3.1 - H.HP.1-4: Major developments in art, literature, and philosophy during this time period SSHSWRLDI.3.3.2 - H.CC 1-4; H.IG.1-4: Advancements in mathematics, medicine, and architecture and their lasting impacts											

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SSHSWRLDI.3.4	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Geography of ancient Rome The focus of this inquiry strand is to understand the geographic features of Rome and explain the impact these features had on economic and political developments.						X	X	X	X			
<ul style="list-style-type: none"> ● What geographic regions did Rome develop and expand in? ● What are the geographic characteristics of the Roman empire? ● How did geography encourage unity within the Roman empire? 	What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following: SSHSWRLDI.3.4.1 - G.HPE 1-4: Implications of Rome's development along coastlines and flat, accessible land SSHSWRLDI.3.4.2 - G.WST 1-4: Geographic differences between Rome and Greece SSHSWRLDI.3.4.3 - G.HSP 1-4; H.IG 1-3: Influence of geographic characteristics on political, social, and economic developments and relationships between those developments.											

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Inquiry Strand SSSWRLDI.3.5	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Social and political systems of ancient Rome and phases of Roman expansion The focus of this inquiry strand is to analyze and describe the social and political characteristics of the Roman empire, examine the impact of these ideas on various groups of individuals.	X	X	X			X		X				
<ul style="list-style-type: none"> ● What contributed to the rise of the Roman Empire? ● What is the social structure of Roman empires, and who benefitted from these structures? ● What role did government play in the rise of the Roman empire, and who could participate? ● How is early Roman government 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDI.3.5.1 - G.HSP 1-4; H.IG 1-3: Influence of trade on cultural diffusion and the development of Roman culture</p> <p>SSHSWRLDI.3.5.2 - CG.RR 3-4; CG.RL 1-2; H.IG 1-4: Relationships between social classes, impact on society, and who benefitted</p> <p>SSHSWRLDI.3.5.3 - CG.P 1-4: Impact of democratic government and rule of law on the structure of political power</p> <p>SSHSWRLDI.3.5.4 - CG.P 1-2; CG.RR 1-4: Impact of citizen participation in a representative government</p>											

considered a democratic republic?	<p>SSHSWRLDI.3.5.5 - CG.P 2-3: Relationship between expanded power and the development of belief systems and systems of law and government and who benefitted</p> <p>SSHSWRLDI.3.5.6 - G.HSP 1-4: Impact of strong military on the expansion of empires (e.g., Punic wars) and who benefitted</p>
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SSHSWRLDI.3.6	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Emergence of Christianity and its basic tenets</p> <p>The focus of this inquiry strand is to analyze the context of the development of the Christian religion, and its impacts on social beliefs and practices.</p> <ul style="list-style-type: none"> What is the geographic and historical context of the development of Christianity? 		X		X	X	X						
<p>What to look for in students' inquiry work:</p> <p>Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDI.3.6.1 - H.CC 1-2; H.IG 1-4: Influence of a historical figure on the development of a belief system within Roman territory</p> <p>SSHSWRLDI.3.6.2 - H.CC 1-4: Impact of sacred texts on the establishment and continuation of beliefs and practices</p>												

<ul style="list-style-type: none"> • What are the major beliefs and practices of Christianity? • How did Christian ideas spread? 	<p>SSHSWRLDI.3.6.3 - CG.RL 1-4; H.IG 1-2: Relationship between Christian ideas and rules and social expectations within civilizations</p> <p>SSHSWRLDI.3.6.4 - H.HP 1-4: Nature and impact of cultural diffusion of religious practices</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SSHSWRLDI.3.7</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Causes of Rome’s decline The focus of this inquiry strand is on the social, political, and economic factors that led to the decline of the Roman empire, to assess how inevitable that decline was, and the lasting impacts of expansion and innovation.</p> <ul style="list-style-type: none"> • What contributed to the fall of the Roman Empire? 	X	X		X		X						X
<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDI.3.7.1 - E.EG 1-4: Impact of economic disparities on trade and economic activity and who benefitted</p> <p>SSHSWRLDI.3.7.2 - CG.P 1-4: Impact of overexpansion and the challenges of governing a large empire</p>												

<ul style="list-style-type: none"> What are the benefits and the costs of expansion and innovation? 	<p>SSHSWRLDI.3.7.3 - CG.RL 3.: Relationship between the lack of government stability and the success of the empire</p> <p>SSHSWRLDI.3.7.4 - H.IG 1-4: Influence of new religious ideas on old political and social power and who benefitted</p> <p>SSHSWRLDI.3.7.5 - CG.P 1-4; H.CC 1-4: Impact of expansion of an empire on cultural diffusion and economic success and political and social instability</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Topic 4: The Emergence of the Islamic Empire

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

Inquiry Strand SSHSWRLDI.4.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X		X	X						

<p>Development of Islam and the role of Muhammad as spiritual and political leader</p> <p>The focus of this inquiry strand is to study the development of the Islamic faith, its beliefs and values, and analyze the impact of spiritual leaders and texts on the expansion of the religion and its practices.</p> <ul style="list-style-type: none"> • What historical circumstances led to the development of Islam? • How does Islam establish beliefs, practices, and social order? • What are the important leaders and influences of Islam? • How did Muhammad influence the Islamic empire? • What similarities and differences do Islam and Christianity have? 	<p>What to look for in students' inquiry work:</p> <p>Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDI.4.1.1 - CG.P 1-4; H.IG 1-2: Impact of expansion of Arab civilizations on the expansion of Islamic ideas</p> <p>SSHSWRLDI.4.1.2 - CG.RR 1-2; H.IG 1-2: Social responsibilities and expectations of Muslims established by the Five Pillars</p> <p>SSHSWRLDI.4.1.3 - H.HP 1-4: Social and personal values and beliefs established by the holy books the Qur'an and Hadith</p> <p>SSHSWRLDI.4.1.4 - H.IG 1-4: Impact of the prophet Muhammad on the development of Islamic beliefs and political structure</p> <p>SSHSWRLDI.4.1.5 - H.HP 1-4: Similarities and differences between Christianity and Islam</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SSHSWRLDI.4.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Expansion of the Islamic empire The focus of this inquiry strand is to analyze the geographic and political characteristics that led to the emergence of a powerful empire, and how that empire gained and maintained power throughout its conquests.</p> <ul style="list-style-type: none"> • How did geography impact the development of the Islamic Empire? • How did Arab military conquests impact the spread of Islam? • How was the Islamic Empire able to gain power? 	X	X		X		X		X				
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHWSRLDI.4.2.1 - CG.P 1-2; G.HSP 1-4: Relationship between geographic features and the expansion of trade networks and political power</p> <p>SSHWSRLDI.4.2.2 - H.CC 1-4: Relationship between religion and expansionist efforts</p> <p>SSHWSRLDI.4.2.3 - CG.P 1-4; H.IG 1-4: Impact of military campaigns on political and social changes, the expansion of Islamic ideas, and who benefited</p> <p>SSHWSRLDI.4.2.4 - CG.RL 1-4: Relationship between political and military leadership and law and order throughout the empire</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SSSWRLDI.4.3	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Structure of Islamic government and society in the Middle East, the Mediterranean, and northern Africa The focus of this inquiry strand is to identify the sources of power and structure within Islamic government and how that political structure impacted Arab territories socially, economically, and politically.</p> <ul style="list-style-type: none"> • What are the characteristics of a caliphate government? • How did the Caliphate impact social and political structure within Arab territories, and who benefitted? • How was the Islamic empire able to consolidate and maintain power throughout its conquests? 	X		X			X		X				X
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDI.4.3.1 - CG.P 1-4: Characteristics of a Caliph and their role in government</p> <p>SSHSWRLDI.4.3.2 - E.EG 1-2: Relationship between standardized political practices (e.g., taxes, language, government structure) and centralized government</p> <p>SSHSWRLDI.4.3.3 - CG.P 1-2; G.HSP 1-4: Impact of Islamic government on conquered territories</p> <p>SSHSWRLDI.4.3.4 - CG.RR 1-4; H.IG 1-4: Social, political, and economic differences between Muslim and non-Muslim individuals' experiences of non-Muslims</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SSSWRLDI.4.4	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The Shia and Sunni split and its political consequences The focus of this inquiry strand is to explore the historical circumstances of the Sunni/Shia split and how their differences have impacted the Islamic faith.</p> <ul style="list-style-type: none"> • What circumstances led to the Sunni and Shia split? • What were the immediate and lasting impacts of the Sunni and Shia split? 				X	X	X						
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSSWRLDI.4.4.1 - H.HP 1-4: Differences in and impact of perspectives on the successor to the prophet Muhammad</p> <p>SSSWRLDI.4.4.2 - H.IG 1-4: Examples of conflicts and struggles for power caused by the Sunni/Shia divide</p> <p>SSSWRLDI.4.4.3 - H.CC 1-4: Impact of differences of ideas on long standing conflicts and divides in the Middle East</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SSSWRLDI.4.5	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

<p>Cultural, intellectual, scientific, and technological achievements of the Islamic Golden Age</p> <p>The focus of this inquiry strand is to assess the immediate and lasting impact of the Islamic Golden Age through its cultural, intellectual, and technological advancements, and explore what led to the eventual loss of power within the Islamic empire.</p> <ul style="list-style-type: none"> • What technological advancements developed during various Caliphates of the Islamic empire? • What is the historical context behind the Abbasid Caliphate? • Why is the Abbaside Caliphate considered an Islamic Golden Age? • How does the Islamic Golden Age compare to other Golden Ages? • What led to the downfall of the Islamic Empire? 	<table border="1"> <tr> <td>X</td> <td></td> <td></td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td></td> <td>X</td> <td></td> <td></td> <td></td> </tr> </table>	X			X	X	X	X		X			
X			X	X	X	X		X					
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDI.4.5.1 - G.HPE 1-4: Impact of architecture under Islamic rule</p> <p>SSHSWRLDI.4.5.2 - H.CC 1-4: Conditions of the Abbasid Caliphate and the Islamic Golden Age leading to stability, prosperity, and innovations</p> <p>SSHSWRLDI.4.5.3 - G.WST 1-4; H.IG 1-4: Role of geographic position of the Abbasid Caliphate in cultural diffusion and wealth</p> <p>SSHSWRLDI.4.5.4 - H.HP 1-4: Developments in science and education, innovations, and ideas and their lasting impacts</p> <p>SSHSWRLDI.4.5.5 - H.IG 1-4: Similarities and differences between the Islamic Golden Age and other Golden Ages (e.g., Tang, Song, Mongol)</p> <p>SSHSWRLDI.4.5.6 - CG.P 1-4: Impact of overexpansion and military defeats on the loss of power within the Islamic Empire</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>												

Topic 5: The Ancient Sub-Saharan African Kingdoms

Compelling Question: To what extent does trade impact civilizations?

Inquiry Strand SSSWRLDI.5.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Climates and environments of sub-Saharan Africa The focus of this inquiry strand is to study the geography of Sub-Saharan Africa and its impacts on settlement, trade, and diffusion of ideas and resources.</p> <ul style="list-style-type: none"> • What are the geographic features of sub-Saharan Africa, and what is their impact? • How did geography impact the development of trade networks in sub-Saharan Africa? • How did expansion of trade impact access to natural resources throughout Africa, Asia, and Europe? • How did the Trans-Saharan trade routes connect civilizations? 							X	X		X		X
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDI.5.1.1 - G.HPE 1-2: Location and geography of early African civilizations in the sub-Saharan region</p> <p>SSHSWRLDI.5.1.2 - G.HSP 1-4: Influence of geographic features on the movement of early African civilizations</p> <p>SSHSWRLDI.5.1.3 - E.SA 1-3; E.EG 1-2: Relationship between the need for resources and the development of expansive trade networks</p>												

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SSHSWRLDI.5.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Migration patterns and earliest civilizations in Africa The focus of this inquiry strand is to analyze the causes and effects of migration throughout Africa and identify the patterns and impact.						X		X		X	X	X
<ul style="list-style-type: none"> ● What are the causes and effects of migration throughout Africa? ● What patterns can be identified from early African migration? ● What are the impacts of early migration through Africa? 	What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following: SSHWSRLDI.5.2.1 - G.HSP 1-4; E.SA 1: Relationship between lack of resources and conflict and migration throughout Africa, settlement patterns, and diversity of communities SSHWSRLDI.5.2.2 - E.PC 1-4: Impact of technology and agriculture on populations SSHWSRLDI.5.2.3 - H.IG 1-3; E.EG 1-4: Influences of resources and geographic features and the growth of economy and society											

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SSSWRLDI.5.3	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Social and Political organization in Africa The focus of this inquiry strand is to analyze the social and political structures of African Kingdoms, their significance, and the impact of these developments.	X							X				X
<ul style="list-style-type: none"> ● How did African kingdoms organize their social and political structures? ● What is the significance of social and political order within African kingdoms? 	What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following: SSHSWRLDI.5.3.1 - CG.P 1-2; E.EG 1-4: Relationships between transregional trade routes and the development of political states SSHSWRLDI.5.3.2 - CG.P 1-2; G.HSP:1-4: Influence of social and cultural characteristics of African Kingdoms on political structures											

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SSHSWRLDI.5.4	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
West African kingdoms from the 9th to the 15th centuries The focus of this inquiry strand is to analyze the social, political, cultural, and economic developments of West African kingdoms and the impacts of these developments. <ul style="list-style-type: none"> ● What social structures and beliefs developed throughout West African kingdoms? ● What ideas and achievements emerged throughout West African kingdoms? ● What role did the Kingdom of Great Zimbabwe play in complex trade networks? 					X	X		X			X	
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHWSRLDI.5.4.1 - H.IG 1-2; G.HSP 1-4: Impact of complex language (e.g., Bantu language), cultural diffusion, innovation, and resources on the prosperity and wealth in Africa</p> <p>SSHWSRLDI.5.4.2 - H.HP 1-4: Spread of beliefs and religion spread throughout Africa, Asia, and Europe</p> <p>SSHWSRLDI.5.4.3 - H.HP 1-4; E.PC 1-4: Complex trade and technology throughout African Kingdoms and the impact of trade for resources such as cattle, gold, and copper on the economic success of Great Zimbabwe</p> <p>SSHWSRLDI.5.4.4 - E.PC 1-4: Impact of economic success on the development of architecture, art, and luxury items</p>												

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SSHSWRLDI.5.5	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Achievements of Mansa Musa and the Kingdom of Mali The focus of this inquiry strand is to study the Kingdom of Mali and its ruler Mansa Musa, for important cultural, technological, and economic developments and argue their impact.					X	X	X		X	X		X
<ul style="list-style-type: none"> ● What historical circumstances led to the rise of the Kingdom of Mali? ● What impact did Mansa Musa have on African kingdoms? ● What is the significance of the economic prosperity under the rule of Mansa Musa? 	What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following: SSHSWRLDI.5.5.1 - G.WST.1-4; E.EG 1-4: Location of key trading sites (e.g., Ghana, Timbuktu, Mali) and how those locations led to the development of economics and power SSHSWRLDI.5.5.2 - H.HP.1-4: Impact of Mansa Musa on African kingdoms SSHSWRLDI.5.5.3 - E.SA 1-3; E.EG.1-4: Impacts of an abundance of natural resources (e.g., salt and gold) and the spread of wealth on citizens SSHSWRLDI.5.5.4 - H.IG 4; G.HPE.1-4: Development of urban areas, infrastructure, and educational establishments and who benefited											

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SSSWRLDI.5.6	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
The spread of Islam into Africa The focus of this inquiry strand is to analyze the causes and effects of the spread of Islam into African kingdoms and explore perspectives of this cultural diffusion.			X		X	X						
<ul style="list-style-type: none"> • What circumstances led to the expansion of Islam into African kingdoms? • How did Islam impact African kingdoms? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDI.5.6.1 - H.IG 1-4: Influence of cultural diffusion and trade on development of religious practices and beliefs</p> <p>SSHSWRLDI.5.6.2 - CG.RR 1-3; H.IG 1-4: Influence of religion on social and political life within African kingdoms</p> <p>SSHSWRLDI.5.6.3 - H.HP 1-2: Perspectives from travelers (e.g., Ibn Battuta) give insight to the development of trade and cultural diffusion</p>											

Teacher Notes	Instructional Ideas Assessment Ideas
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Topic 6: The Americas

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

Inquiry Strand SSHSWRLDI.6.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Peoples of North America The focus of this inquiry strand is to explore the cultural diversity of early Indigenous groups living throughout North America.					X	X	X	X	X			
<ul style="list-style-type: none"> ● What historical and geographic circumstances led to the expansion of people into the Americas? ● How did early peoples migrate to the Americas? ● Where did civilizations develop in North America? 	What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following: SSHSWRLDI.6.1.1 - G.HPE 1-4; G.WST 1-4: Impact of global climate changes on the migration of people, especially from Asia to the Americas SSHSWRLDI.6.1.2 - H.IG 1-3: Ways people took advantage of geographic changes to migrate to the Americas SSHSWRLDI.6.1.3 - G.HSP 1-4: Influence of geography on where people settled impacted the social, economic, and political structure of native civilizations											

<ul style="list-style-type: none"> How did geography impact the development of culture in North American civilizations? 	SSHSWRLDI.6.1.4 - H.HP 1-4; G.HSP 1-4: Influence of geography on cultural characteristics and differences of various groups located in different geographic regions of North America (e.g., Inuit, Haudenosaunee, Cherokee, Navajo, Nez Pierce, Sioux)
Teacher Notes	Instructional Ideas Assessment Ideas

Inquiry Strand SSHSWRLDI.6.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
The developments of Mesoamerican civilizations						X	X		X			

<p>The focus of this inquiry strand is to explore the influences of migration and settlement of people across various geographic regions and to analyze the developments of Mesoamerican civilizations through historical sources.</p> <ul style="list-style-type: none"> • Where did civilizations develop in early Mesoamerica? • What geographic influences led to permanent settlements? • What social, political, and economic characteristics distinguish the different time periods of Mesoamerican civilizations? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDI.6.2.1 - G.WST 1-4: Influence of geography on locations and rise of key Mesoamerican civilizations</p> <p>SSHSWRLDI.6.2.2 - G.HPE 1-4: Relationship between resources, environment, and development of trade networks and permanent settlements</p> <p>SSHSWRLDI.6.2.2 - H.IG 1-4: Similarities and differences between the Preclassical (Formative), Classical, and Postclassical civilizations throughout Mesoamerica</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SSHSWRLDI.6.3</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

Main characteristics of the Caral-Supe, or Norte Chico, civilization			X	X		X		X	X	X		
<ul style="list-style-type: none"> • Where was the Norte Chico civilization developed? • What technological ideas and advancements emerged in Norte Chico? • How is the Norte Chico civilization important to the understanding of Mesoamerican developments? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDI.6.3.1 - G.HPE 1-4; G.WST 1-4: Rationale for location of Norte Chico and its coastal and inland civilizations</p> <p>SSHSWRLDI.6.3.2 - E.SA 1-2; E.PC 1-4: Impact of domestication of crops (e.g., cotton) on economic development</p> <p>SSHSWRLDI.6.3.3 - H.CC 1-4: Influence of technology on economic growth (e.g., irrigation, textiles)</p> <p>SSHSWRLDI.6.3.4 - H.HP.1-4: Development of culture, social and political structure, and architecture influenced later civilizations in Mesoamerica</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SSHSWRLDI.6.4	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

<p>Contrasting and similar characteristics of the Aztec, Incan, and Mayan empires The focus of this inquiry strand is to compare and contrast the social, economic, and political developments of three major Mesoamerican civilizations and to argue how these characteristics led to culturally diverse civilizations.</p> <ul style="list-style-type: none"> • Where did major civilizations in Mesoamerica emerge? • What circumstances led to the development of key successful Mesoamerican civilizations? • How were the Mayan, Incan, and Aztec civilizations structured politically, socially, and economically? • What technology and advancements emerged from these civilizations? 	<table border="1"> <tr> <td></td> <td></td> <td></td> <td>X</td> <td></td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td></td> <td></td> <td></td> </tr> </table>				X		X	X	X	X			
			X		X	X	X	X					
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDI.6.4.1 - G.WST 1-4: Location of geographic features of Mayan, Incan, and Aztec empires</p> <p>SSHSWRLDI.6.4.2 - G.HPE 1-4: Impact of geography on the settlement and development of Mesoamerican civilizations</p> <p>SSHSWRLDI.6.4.3 - H.IG 1-4: Similarities and differences in the social, political, and cultural characteristics of the Maya, Inca, and Aztec civilizations</p> <p>SSHSWRLDI.6.4.4 - G.HSP 1-4: Important cities and regions related to successful Mesoamerican empires</p> <p>SSHSWRLDI.6.4.5 - H.CC 1-4: Influence of advancements in agriculture, architecture, mathematics, language, time, and science on the development of complex and diverse civilizations</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>												

Topic 7: Central Asia and the Middle East

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

Inquiry Strand SSWRLDI.7.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Geography of ancient Central Asia and the Middle East</p> <p>The focus of this inquiry strand is to identify the various geographic regions and locations of civilizations within Central Asia and explore how the geography impacted the development of those various settlements.</p> <ul style="list-style-type: none"> • Where did Central Asian and Middle Eastern civilizations develop? • How did geography influence the culture and development of Asian and Middle Eastern civilizations? • What is a steppe civilization, and how did it impact those living in the region? 									X	X		
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSWSWRLDI.7.1.1 - G.WST 1-4: Locations of Middle Eastern and Asian civilizations from the 16th-19th centuries</p> <p>SSWSWRLDI.7.1.2 - E.SA 1-4: Impact of geographic features on the development of major Middle Eastern and Asian civilizations in terms of culture, economy, and political power</p> <p>SSWSWRLDI.7.1.3 - G.WST 1-4: Expansion of Steppe empires in relation to chronological time and location</p>												

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SSSWRLDI.7.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Central Asian Empires The focus of this inquiry strand is to analyze two major civilizations that developed throughout Asia, compare and contrast their social, political, and economic structure, and identify achievements of each empire. <ul style="list-style-type: none"> ● Where are key Central Asian empires located? ● What geographic and historical circumstances influenced the development of major Asian empires? ● What social, political, and economic developments emerged in ancient Asia? 	X				X	X			X		X	X
What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following: <p>SSHSWRLDI.7.2.1 - G.WST 1-4; E.PC 1-4: Locations of the Mongol and Ottoman empires and influence of geographic features on production of goods and trade</p> <p>SSHSWRLDI.7.2.2 - CG.P 1-3; H.IG 1-2; E.EG 1-4: Impact of political, social, and economic developments on the rise of ancient Asia</p> <p>SSHSWRLDI.7.2.3 - H.HP 1-4; H.IG 1-2: Similarities and differences in social, political, and economic values across different Central Asian empires</p>												

<ul style="list-style-type: none"> • What are the cultural characteristics of key Central Asian empires? 	
Teacher Notes	Instructional Ideas Assessment Ideas

Inquiry Strand SSHSWRLDI.7.3	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The influence of cultural diffusion on the Tang Dynasty The focus of this inquiry strand is to explore the cultural influences that emerge within the success of the Tang dynasty and argue how cultural diffusion impacted the success of the dynasty.</p> <ul style="list-style-type: none"> • What are the historical circumstances of the Tang dynasty? • What cultural influences impacted 				X	X							
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDI.7.3.1 - H.CC 1-4: Circumstances of the succession of the Sui Dynasty to the Tang Dynasty</p> <p>SSHSWRLDI.7.3.2 - H.HP 1-4: Influences (domestic and foreign) on the social, religious, and political aspects of the Tang Dynasty</p>											

<p>the emergence of the Tang Dynasty?</p> <ul style="list-style-type: none"> • What achievements emerged from the Tang dynasty? 	<p>SSHSWRLDI.7.3.3 - H.CC 1-4: Impact of innovations and technology on the Tang dynasty and beyond (e.g., paper money, gunpowder, porcelain)</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SSHSWRLDI.7.4</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The relationship and influences between Judaism, Christianity, Islam, Buddhism, and Confucianism in Asian civilizations</p> <p>The focus of this inquiry strand is to study the religious and ethnic regions in Asia during the 12th and 19th centuries, and analyze their influence on the social, political, and economic developments of various empires.</p> <ul style="list-style-type: none"> • What is the geographic and historical context of Judaism? 	X		X	X		X			X			
<p>What to look for in students' inquiry work:</p> <p>Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDI.7.4.1 - G.WST 1-4: Locations and chronological timeline of the creation and spread of Judaism</p> <p>SSHSWRLDI.7.4.2 - CG.P 1-4: The impact of civilizations (e.g., Roman and Ottoman) on the practice of Judaism</p>												

<ul style="list-style-type: none"> • How are practices in Judaism similar and different from Christianity and Islam? • How did religion influence the development of culture in Asian empires? 	<p>SSHSWRLDI.7.4.3 - H.IG 1-4: Similarities and differences in the beliefs and practices of Judaism, compared to other religions such as Christianity and Islam</p> <p>SSHSWRLDI.7.4.4 - CG.RR 1-4: Influence on social, political, and economic structures based on religious practices and beliefs within a society</p> <p>SSHSWRLDI.7.4.5 - H.CC 1-4: Differences in Asian civilizations due to their religious developments and influences</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SSHSWRLDI.7.5</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Developments and effects on Central Asian society and culture influenced by the Silk Road</p> <p>The focus of this inquiry strand is to assess the impact and influence of the Silk Road on civilizations, their cultural, economic, and political developments.</p> <ul style="list-style-type: none"> • What is the Silk Road and where are trade routes related to the Silk 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDI.7.5.1 - G.WST 1-4; E.EG 1-2: Civilizations and geographic regions were interconnected through vast trade networks known as the Silk Road</p>											

<p>Road located?</p> <ul style="list-style-type: none"> • What goods and resources were traded along the Silk Road? • How did the Silk Road influence various social classes? • How did the Silk Road influence cultural diffusion? 	<p>SSHSWRLDI.7.5.2 - E.SA 1-4: Examples of natural resources, (e.g., gold, copper, silver, iron, salt) and produced goods bought, sold, and traded throughout the Silk Road</p> <p>SSHSWRLDI.7.5.3 - E.PC 1-2; E.EG 1-4: Influence of trade on widespread commerce and social/economic standing of various individuals and groups</p> <p>SSHSWRLDI.7.5.4 - G.HPE 1-4: Influence of the Silk Road on social, political, and religious ideas</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Topic 8: Western Europe

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

Inquiry Strand SSHSWRLDI.8.1	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Development and expansion of the Persian and Macedonian empires	X			X					X			X

<p>The focus of this inquiry strand is to explore the rule of Alexander the Great and the social and political influence from his reign.</p> <ul style="list-style-type: none"> • Where are Persian and Macedonian empires located in relation to other empires? • What are the historical circumstances of the Persian empire between 700 CE and 1200 CE? • Who was Alexander the Great and how did he influence civilizations politically, economically, and socially? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDI.8.1.1 - G.WST 1-4: Geographic locations of Persian and Macedonian Empires</p> <p>SSHSWRLDI.8.1.2 - CG.P 1-4; HCC. 1-4; E.EG 1-4: Impact of Alexander the Great on political, economic, and social elements of Macedonian and surrounding areas</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SSSHWRLDI.8.2	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The relationship between Roman and Byzantine empires</p>	X	X		X		X		X				

<p>The focus of this inquiry strand is to analyze the change and continuity reflected within the Roman and Byzantine empires and explain how the social and political structure of the Romans influenced the growth of the Byzantine empire.</p> <ul style="list-style-type: none"> • How did the Roman empire continue after the Fall of Rome? • Who is Constantine, and how did he impact the Roman empire? • How did the Byzantine empire benefit from the achievements of the Roman empire? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDI.8.2.1 - H.IG 1-4: Examples of long-term impact of the Roman empire</p> <p>SSHSWRLDI.8.2.2 - CG.P 1-4; CG.RL 1-5: Impacts of Constantine and Justinian's rule on the Roman Empire</p> <p>SSHSWRLDI.8.2.3 - G.HSP 1-4: Location of later Roman and Byzantine empires</p> <p>SSHSWRLDI.8.2.4 - CG.RL 1-4: Impact of ancient Rome on the later Byzantine empire</p> <p>SSHSWRLDI.8.2.5 - H.CC 1-4: Examples of Byzantine use of Roman intellectual and technological achievements</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SSHSWRLDI.8.3	Connections to the Rhode Island Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Expansion of Christianity after the fall of Rome</p>		X			X	X		X				

<p>The focus of this inquiry strand is to explore the various geographic regions and civilizations that Christianity developed in following the fall of Rome, and contextualize the events known as the Crusades in their influence and impact on the spread of Christianity.</p> <ul style="list-style-type: none"> • What is the historical context to the spread of Christianity following the fall of Rome? • What was the Great Schism, and how did it impact the Christian religion? • What was the basis for and the outcomes of the Crusades? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDI.8.3.1 - H.IG 1-4: Examples of how Christianity spread throughout the Byzantine empire and Western Europe</p> <p>SSHSWRLDI.8.3.2 - H.HP 1-4: Range and impact of different religious beliefs leading to the Great Schism</p> <p>SSHSWRLDI.8.3.3 - CG.RL 1-4: Different political structures developed under the Roman Catholic Church and Eastern Orthodox Church</p> <p>SSHSWRLDI.8.3.4 - H.IG 1-4; G.HSP 1-4: Objectives and impacts of the crusades and who benefited</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SSHSWRLDI.8.4</p>	<p>Connections to the Rhode Island Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

<p>Europe’s transition from the Middle Ages to the Renaissance</p> <p>The focus of this inquiry strand is to explore the evolution of Medieval Europe and its political, social, and economic structures and the transition into the Renaissance.</p> <ul style="list-style-type: none"> • What are the Middle Ages, and how did they impact Europe politically, socially, and economically? • What is the Renaissance and how did the ideas of the Renaissance develop European states politically, socially, and economically after the Middle Ages? 	<table border="1"> <tr> <td></td> <td></td> <td></td> <td>X</td> <td></td> <td></td> <td></td> <td>X</td> <td></td> <td></td> <td></td> <td>X</td> </tr> </table>				X				X				X
			X				X				X		
<p>Teacher Notes</p>	<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDI.8.4.1 - E.EG 1-4: Characteristics of the European Middle Ages including the feudal system and the political, economic, and social impacts on European civilizations</p> <p>SSHSWRLDI.8.4.2 - G.HSP 1-4: Causes and Effects of disease (e.g., The Black Death or bubonic Plague) on European populations</p> <p>SSHSWRLDI.8.4.3 - H.CC 1-4: Characteristics of the Renaissance and the effects of social and economic prosperity in Europe after the Middle Ages</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>												

HIGH SCHOOL – WORLD HISTORY II: EARLY MODERN TO MODERN

This is a survey course of the history of the world from the end of the Middle Ages to our modern world. Students will investigate the formation of modern governments, their interactions, and topics such as genocide and global human rights. Students will understand the origins of major current events and better understand their place in our world.

Topics of Inquiry

Topic 1: Medieval and Renaissance Europe

Compelling Question: Can the separation of church and state really exist?

Strand 1: Politics and religion in medieval Europe

Strand 2: Rise of the Ottoman Empire and cultural diffusion

Strand 3: The Renaissance

Strand 4: The Protestant Reformation and Counter-Reformation

Topic 2: Medieval and Renaissance Asia, Africa, and South America

Compelling Question: What leads to the rise-and-fall of empires?

Strand 1: Achievements and advancements in Asia

Strand 2: Interactions between African kingdoms and Europeans

Strand 3: European colonization in the Americas

Topic 3: The Age of Enlightenment and Revolution

Compelling Question: Does reason lead to progress?

Strand 1: Intellectual revolutions

Strand 2: The British Empire

Strand 3: State building and absolutist Europe

Strand 4: The American War for Independence

Strand 5: The French Revolution

Strand 6: European desires and global patterns of trade

Topic 4: The Era of Nationalism and Imperialism

Compelling Question: Is it possible to be too nationalistic?

Strand 1: The rise and impact of Napoleonic Europe

Strand 2: Nationalism and unification movements

Strand 3: Imperialism, expansion, and influence

Topic 5: Industrialization, Urbanization, and Modernization

Compelling Question: How did industrialization move society?

Strand 1: Industrialization and the -isms

Strand 2: Developments of industrialization

Strand 3: Life in the Industrial Age

Strand 4: Patterns of movement

Topic 6: Global War and Cold War

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

Strand 1: World War I

Strand 2: Russian Revolution

Strand 3: Great Depression and the disruptive interwar years

Strand 4: World War II and the Holocaust

Strand 5: Post-war Europe and the Cold War

Topic 7: Decolonization and Globalization

Compelling Question: Who is to blame for the global instability of the 20th century?

Strand 1: Decolonization and self-determination

Strand 2: The Communist struggle

Strand 3: Global oppression

Strand 4: New globalism and the Technological Age

Content Standards Tables

Topic 1: Medieval and Renaissance Europe

Compelling Question: Can the separation of church and state really exist?

Inquiry Strand SSWRLDII.1.1	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Politics and religion in medieval Europe The focus of this inquiry strand is on the political and religious ideas and structures during the Medieval period in Europe.</p> <ul style="list-style-type: none"> • What role did the papacy play in the development and implementations of the Magna Carta? • How did intellectual movements during the Medieval period promote and/or impede Christian teachings? • How were feudal structures and the organization of the Church similar? 	X	X			X	X						
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSWSWRLDII.1.1.1 - CG.P 1-4; CG.RL 1-3: Reaction of the Pope to the Magna Carta and impact of his Bull</p> <p>SSWSWRLDII.1.1.2 - H.HP 4: Examples of how intellectual movements of the Medieval period (e.g., Scholasticism) promoted balance in learning through both Divine Revelation as well as human reasoning and observation</p> <p>SSWSWRLDII.1.1.3 - CG.P 1-3; H.IG 1-3: Similarities and differences between feudal structures and the organization of the Church and who benefitted</p>												

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SSHSWRLDII.1.2	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Rise of the Ottoman Empire and cultural diffusion The focus of this inquiry strand is to evaluate the growth of empires and how culture and peoples were spread to Medieval Europe. <ul style="list-style-type: none"> ● How did the Ottoman Empire develop? ● What was the relationship between political leaders and religious teachings? ● Why was the presence of both Jews and Muslims equally concerning for leaders of Spain and Portugal as well as the Church? 	X	X	X	X				X				
What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following: <ul style="list-style-type: none"> ● SSHWSRLDII.1.2.1 - CG.P 1-2; H.CC 1-2; G.HSP 1-4: Influence of a formal government on expansion marked by periods of power and wealth as well as stability ● SSHWSRLDII.1.2.2 - CG.P 1-3; CG.RR 1-2: Moderate toleration of religions (e.g., Christianity and Judaism) beyond Islam in the early empire ● SSHWSRLDII.1.2.3 - CG.RL 1-3; H.CC 1-4: Changes in migration patterns, specifically for Jews and Muslims, and connections to violent episodes of alienation by both the Church and leaders throughout the Iberian Peninsula 												

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SSHSWRLDII.1.3	Connections to the Rhode Island Anchor Standards										
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC
The Renaissance The focus of this inquiry strand is to explore the main ideas of the Renaissance and their influence on European philosophy, politics, art, and culture. <ul style="list-style-type: none"> • How did the growth of humanistic ideals challenge Christian teachings? • How did the ideas of the Renaissance develop European states politically, socially, and economically? • How did changes in art and culture reflect the ideals of the Renaissance? 	X				X					X	X
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDII.1.3.1 - H.HP 1: Examples of the influence of of humanism on religious thought (e.g., history, poetry, moral philosophy, rhetoric)</p> <p>SSHSWRLDII.1.3.2 - CG.P 1-2; E.EG 2-3: Influences of the Renaissance on political power, economic institutions, and social organization such as the Church</p> <p>SSHSWRLDII.1.3.3 - E.PC 1-4: Ideas developed in literature, art, and music were mass produced and widespread due to the innovation of the printing press.</p> <p>SSHSWRLDII.1.3.4 - H.HP 2-3: Examples of how works of writers (e.g., Petrarch, Machiavelli, Castiglione) and artists (e.g., Michelangelo, Raphael, da Vinci) reflected the ideals of the Renaissance.</p>											

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SSWRLDII.1.4	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
The Protestant Reformation and Counter-Reformation The focus of this inquiry strand is to understand the tenets and goals of the Protestant Reformation and its impact on power relationships in Europe. <ul style="list-style-type: none"> ● What was the Protestant Reformation? ● How did the teachings of Protestant Reformation leaders promote change? ● How did events of the Protestant Reformation lead to military conflicts? ● What was the response of the Roman Catholic Church to the 	X			X	X	X						
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSWSWRLDII.1.4.1 - H.CC 1-3; H.HP 1: Rationale for and conditions of the Reformation (e.g., selling indulgences, salvation, transubstantiation) and its impact different groups of people (e.g., persecution of Jewish peoples)</p> <p>SSWSWRLDII.1.4.2 - H.IG 1-2: Roles of religious and secular leaders (i.e., Martin Luther, John Calvin, and Henry VIII) associated with Church and political reform</p> <p>SSWSWRLDII.1.4.3 - CG.P 3; H.IG 1-2: Relationships between the Reformation and political and military changes (e.g., Peasants' Revolt) and wars (e.g., French Wars of Religion, Thirty Years' War) in both the 16th and 17th centuries</p> <p>SSWSWRLDII.1.4.4 - H.CC 1-2; H.HP 1: Examples of changes in religious and teachings of the Church and the geo-political impacts</p>												

Reformation?	
Teacher Notes	Instructional Ideas Assessment Ideas

Topic 2: Medieval and Renaissance Asia, Africa, and South America

Compelling Question: What leads to the rise-and-fall of empires?

Inquiry Strand SSWRLDII.2.1	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Achievements and advancements in Asia The focus of this inquiry strand is to	X	X		X		X						

<p>evaluate the advancements and achievements of empires and dynasties during the Medieval period, focusing on military advancements, the development of government infrastructure, and historical leaders.</p> <ul style="list-style-type: none"> • How did leaders of the Mughal Empire create long-term stability? • How did internal disputes ultimately lead to Japanese unification? • How did military tactics lead to the growth of the Mongol Empire? • What was the influence of neo-Confucianism in China? • How did changes in government and culture prop up the Qing Dynasty? • What was the influence of Sikhism in India? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDII.2.1.1 - CG.P 1-2; CG.RL 1-2; H.IG 1-2: Examples of Mughal leaders (e.g., Babur) and actions (e.g., alliances that supported conquests, modern administrative system of government) that created stability</p> <p>SSHSWRLDII.2.1.2 - CG.P 1-3; H.IG 1-2: Conditions of the Sengoku period and impacts.</p> <p>SSHSWRLDII.2.1.3 - H.IG 1-3; H.CC 1-2: Examples of Mongol military tactics (e.g., intensive training and discipline, surprise attacks, use of light cavalry)</p> <p>SSHSWRLDII.2.1.4 - H.CC 1-4; H.IG 1-3: Reformation of neo-Confucian teachings and practices of Wang Yangming in China</p> <p>SSHSWRLDII.2.1.5 - H.CC 1-2; H.IG 1-3: Conditions leading to the establishment of the Qing Dynasty</p> <p>SSHSWRLDII.2.1.6 - H.CC 1-4; H.IG 1-3: Foundation and influence of Sikhism by Guru Nanak in South Asia</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SSWRLDII.2.2	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Interactions between African kingdoms and Europeans The focus of this inquiry strand is to explore the various interactions between European and African civilizations and to analyze the impacts of these interactions.</p> <ul style="list-style-type: none"> • To what extent did African Kingdoms interact with European empires? • How did trade affect the African Kingdoms? • What are the impacts of interactions between African and European civilizations? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSWSWRLDII.2.2.1 - G.HPE 1-3; E.SA 1-4: Examples of trade routes that connected Europe to India through the geographic region of Africa.</p> <p>SSWSWRLDII.2.2.2 - E.SA 1-4: Influence of resources (e.g., gold) on European settlement in Africa.</p> <p>SSWSWRLDII.2.2.3 - E.PC 1-4; E.EG 1-4: Impact of trade relationships between Europe and Africa on the enslavement of Africans.</p>											
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SSSWRLDII.2.3	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>European colonization in the Americas The focus of this inquiry strand is to analyze the causes and effects of European colonization on American civilizations and understand who benefited and suffered due to European exploration and colonization.</p> <ul style="list-style-type: none"> • What are the historical circumstances behind European exploration to the Americas? • What led to the development of European colonies in the Americas and who benefitted? • How did European colonization impact Mesoamerican civilizations? • To what extent did European colonization impact the decline of civilizations in the Americas? 				X		X			X	X	X	X
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDII.2.3.1 - H.CC 1-2: Changes in maritime technologies (e.g., caravel, compass, astrolabe) supported Spanish and Portuguese expansion which was followed by England, France, and the Netherlands</p> <p>SSHSWRLDII.2.3.2 - G.WST 1-4; H.IG 1-4: Influence of exploration for trade routes and resources on various European settlements in the Americas.</p> <p>SSHSWRLDII.2.3.3 - H.IG 1-4; E.EG 1-3: Influence of imperialistic goals (e.g., “God, Gold, and Glory”) on European conquests in the Americas.</p> <p>SSHSWRLDII.2.3.4 - E.PC 1-3: Positive impacts of the Columbian Exchange in the form of trade that created availability of new resources to both Europeans and Indigenous Americans</p> <p>SSHSWRLDII.2.3.5 - H.IG 1-4; E.SA1-4: Influence of cultural diffusion on the social, political, and economic aspects of American civilizations</p> <p>SSHSWRLDII.2.4.6 - H.CC 1-4; H.IG 1-4:: Impacts of European disease, genocide, and conflict on American civilizations and their populations.</p>												

Teacher Notes	Instructional Ideas Assessment Ideas
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Topic 3: The Age of Enlightenment and Revolution

Compelling Question: Does reason lead to progress?

Inquiry Strand SSHSWRLDII.3.1	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Intellectual revolutions The focus of this inquiry strand is to identify the prominent figures and contributions associated with the Scientific Revolution and the Enlightenment and their impacts on government and society.	X			X	X	X			X			X
<ul style="list-style-type: none"> ● How did the Scientific Revolution impact views on the universe? ● How did the Scientific Revolution challenge the Church? ● How did the ideas of the Scientific Revolution serve as a springboard for the Enlightenment? 	What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following: <ul style="list-style-type: none"> ● SSHSWRLDII.3.1.1 - H.CC 1-4; H.IG 1-4; G.WST 1: Changes related to natural philosophy developed with an initial emphasis on astronomy (i.e., geocentrism and heliocentrism) ● SSHSWRLDII.3.1.2 - H.HP 1-3: Impact of scientific discovery and ideas about the natural world on the Church's position ● SSHSWRLDII.3.1.3 - CG.P 1-2; H.IG 1-4: Influence of the Scientific Revolution (e.g., scientific methods, observation, reasoning) and historical figures (e.g., Galileo, Newton) on Enlightenment thinking (e.g., authority) 											

<ul style="list-style-type: none"> • What were the foci of the Enlightenment? • How did ideas of the Enlightenment disrupt balances of power? 	<p>SSHSWRLDII.3.1.4 - H.HP 1,4; H.IG 1-3: Examples and impact of Enlightenment thinkers (e.g., Voltaire, Diderot, Montesquieu, Rousseau) ideas</p> <p>SSHSWRLDII.3.1.5 - CG.P 1-3; H.CC 1-3; H.IG 3; E.EG 1-3: Influence of Enlightenment ideas on traditional perspectives related to government (monarchy), economics (mercantilism), and society (structured hierarchies)</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SSHSWRLDII.3.2</p>	<p>Connections to the Rhode Island Anchor Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The British Empire The focus of this inquiry strand is to understand events in England that created, at times, political and religious instability while also understanding how other events led to the growth and expansion of the British Empire.</p> <ul style="list-style-type: none"> • How did changes in religious beliefs impact a change in government and rule of law? 	X	X		X	X	X	X				X	
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDII.3.2.1 - CG.P 1-4; H.CC 1-2; H.HP 1: The influences of political and religious actions by the Stuart Monarchy that led to two, separate overthrows of the government (English Civil War and Glorious Revolution) and new political institutions being established (Hanoverian Monarchy)</p>												

<ul style="list-style-type: none"> • What were the impacts of changes in agriculture in England? • How did the British government apply democratic and constitutional principles in its rule of its colonies? • Where were some of its colonies, and how did it affect the places and people that were colonized? 	<p>SSHSWRLDII.3.2.2 - G.HPE 1-2; E.PC 1-2; H.CC 1: Impacts of the Enclosure Movement and the Agricultural Revolution on future industrialization</p> <p>SSHSWRLDII.3.2.3 - H.IG 1-4; CG.P 1-3; CG.RL 1: The application of democratic and constitutional principles, theorized by John Locke and others, to select groups loyal to the Crown and who benefited</p> <p>SSHSWRLDII.3.2.4 - H.CC 1-4; H.IG 1-4: The locations of some of the British Empire’s colonies (e.g., India, parts of Africa, Australia, New Zealand, and parts of the Americas) and the effects of colonization on the places and people there</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SSHSWRLDII.3.3	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>State building and absolutist Europe The focus of this inquiry strand explores the</p>	X	X	X			X						

<p>political, economic, and societal impacts related to the consolidation of power, state building, and absolutism.</p> <ul style="list-style-type: none"> • What were the most common forms of government in Europe during the 17th century? • Why is France often considered the symbol of absolutism? • How did changes in political thought both promote and challenge absolutism? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDII.3.3.1 - CG.P 1-2; CG.RL 1-3: Types of and rationales for different governmental forms (e.g., absolutism, constitutionalism) and who benefitted</p> <p>SSHSWRLDII.3.3.2 - CG.P 1; H.IG 1: Examples of King Louis XIV's reign that reflected absolutism (e.g., Europe's largest army, mercantilist principles, resistance to political and religious opposition)</p> <p>SSHSWRLDII.3.3.3 - CG.RR 1-4: Influence of Enlightened ideals on absolutist regimes</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SSHSWRLDII.3.4</p>	<p>Connections to the Rhode Island Anchor Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The American War for Independence The focus of this inquiry strand is to</p>	X	X	X	X		X						X

<p>evaluate events that supported revolutionary behaviors in the American colonies as well as connections to the Age of Reason.</p> <p>Inquiry Questions:</p> <ul style="list-style-type: none"> • How did British imperial behaviors lead to discord with the American colonies? • What were the colonists' grievances against the King of England? • How did changes in thinking support actions that led to the American Revolution? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDII.3.4.1 - E.EG 2-3; CG.P 1-2: Examples of how colonists challenged unjust taxation policies (e.g., Stamp and Sugar Acts)</p> <p>SSHSWRLDII.3.4.2 - CG.P 1-2; CG.RL 3; CG.RR 1: Examples of colonial grievances (e.g., taxation, limited trade opportunities, troop quartering)</p> <p>SSHSWRLDII.3.4.3 - H.CC 1-4; H.IG1-2: Impact of Enlightenment ideals on colonial thinking and action (i.e., political, social, economic)</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SSHSWRLDII.3.5</p>	<p>Connections to the Rhode Island Anchor Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The French Revolution The focus of this inquiry strand is to</p>	X			X	X	X				X		X

<p>evaluate the causes, historical figures, prominent events, and results of the French Revolution while also analyzing the connection to philosophical contributions of the Age of Reason.</p> <ul style="list-style-type: none"> • How did changes in thinking support actions that led to the French Revolution? • What factors led to revolutionary behavior? • How did the French Revolution lead to political changes? • In what ways did revolutionary action transform France? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDII.3.5.1 - H.CC 1-4; H.IG 1; H.HP 1,4: Influence of Enlightenment writers (e.g., Voltaire, Rousseau, Montesquieu) on the causes of the French Revolution</p> <p>SSHSWRLDII.3.5.2 - E.SA 2-3; E.EG 2; CG.P 1-4: Conditions (e.g., disparity in taxation, inequitable hierarchies, political absolutism) that underscore reactions to the French monarch</p> <p>SSHSWRLDII.3.5.3 - CG.P. 1-4; H.IG 1-4: Actions taken during the French Revolution (e.g., storming of the Bastille, march to Versailles) and political changes (e.g., Declaration of the Rights of Man, Constitution of 1791)</p> <p>SSHSWRLDII.3.5.4 - H.IG.1-4: Revolutionary leaders (e.g., Robespierre, Danton, Marat) and violent behaviors/movements (e.g., guillotine, Reign of Terror, Committee of Public Safety)</p> <p>SSHSWRLDII.3.5.5 - H.CC 1-4: Impacts of the French Revolution (e.g., uncertainty following the death of Robespierre, creation of the Directory, rise of Napoleon Bonaparte)</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SSHSWRLDII.3.6</p>	<p>Connections to the Rhode Island Anchor Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

<p>European desires and global patterns of trade</p> <p>The focus of this inquiry strand is to recognize and analyze the interconnections of the global slave trade, including how and where trade originated, who was involved, and the philosophical contributions of the Enlightenment.</p> <ul style="list-style-type: none"> • What was the Atlantic system? • How did new patterns of trade increase the slave trade? • How did Enlightenment thinking affect the African slave trade? 	<table border="1"> <tr> <td></td><td></td><td></td><td></td><td></td><td>X</td><td>X</td><td></td><td>X</td><td></td><td>X</td><td></td> </tr> </table>						X	X		X		X	
					X	X		X		X			
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDII.3.6.1 - G.HPE 1-3; G.WST 1; E.PC 1-3: Rationale for and conditions of the Atlantic system (e.g., Triangle Trade) and who benefitted</p> <p>SSHSWRLDII.3.6.2 - G.HPE 1-3; G.WST 1: Implications of the Triangle trade in Europe, Africa, and the Americas</p> <p>SSHSWRLDII.3.6.3 - H.IG 1-4: Influence of Enlightenment thinking on the African slave trade (e.g., moral and ethical issues)</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>												

Topic 4: The Era of Nationalism and Imperialism

Compelling Question: Is it possible to be too nationalistic?

<p>Inquiry Strand SSHSWRLDII.4.1</p>	<p>Connections to the Rhode Island Anchor Standards</p>										
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC

<p>The rise and impact of Napoleonic Europe</p> <p>The focus of this inquiry strand is to explore the rise of Napoleon Bonaparte - both militarily and politically - while also understanding how his defeats led to events such as the Congress of Vienna as well as long-term philosophical and geo-political changes.</p> <ul style="list-style-type: none"> • What factors supported Napoleon’s rise to power and changed Europe’s balance of power? • How did Napoleon embrace the ideals of the Enlightenment? • How did the Haitian Revolution affect French foreign policy? • What were the goals of the Congress of Vienna? 	X	X		X		X	X					
<p>Teacher Notes</p>	<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDII.4.1.1 - CG.P 1-2; H.IG 1-3; G.HPE 2: Examples of changes in political structure (e.g., Consulate, First Consul, Emperor) that supported Napoleon’s rule, allowed him to conquer numerous countries and reshape Europe</p> <p>SSHSWRLDII.4.1.2 - CG.P 1-3; CG.RL 1-4: Influence of enlightened legal standards in conquered territories (e.g., the Civil Code of 1804)</p> <p>SSHSWRLDII.4.1.3 - G.HPE 1-3: Rationale for and conditions of the Haitian Revolution and impact on French foreign policy</p> <p>SSHSWRLDII.4.1.4 - CG.P 1-3; H.CC 1-2; H.IG 1-2: Rationale for and impact of the Congress of Vienna (e.g., leaders wanted to restore Europe back to its traditional political, economic, and societal structures)</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SSSWRLDII.4.2	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Nationalism and unification movements The focus of this inquiry strand is to realize the powerful impacts of political philosophies (i.e. nationalism, conservatism, liberalism, etc.) during the 19th century and how application of such philosophies played into the growth and unification of some nations while destabilizing others.</p> <ul style="list-style-type: none"> • Why is nationalism often considered the most powerful political ideology of the 19th century? • What role did other political ideologies play during the 19th century? • What role did nationalism play in the growth of certain nation-states and the destruction of others? 	X			X	X	X	X					
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDII.4.2.1 - CG.P 1-3: Influence of nationalism on the belief that political boundaries should be developed based on demographic commonalities (e.g., language, ethnicity, religion, etc.)</p> <p>SSHSWRLDII.4.2.2 - H.CC 1-4; H.HP 1: Political and social philosophies (e.g., liberalism, conservatism, nationalism, Marxism) in Europe, the Americas, and the Middle East</p> <p>SSHSWRLDII.4.2.3 - G.HPE 1-3; H.CC 1-2; H.IG 1-2: Nationalistic ideas and the revolutionary (i.e., Revolutions of 1848) and unification movements (i.e., Italian and German unification) throughout the 19th century</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SSHSWRLDII.4.3	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Imperialism, expansion, and influence The focus of this inquiry strand is to understand how political and economic interests of western states impacted non-western territories in Asia and Africa.</p> <ul style="list-style-type: none"> • How were western interests and feelings of superiority imposed on Chinese sovereignty? • How did western influence lead to political, social, and economic changes in Japan? • Why were African nations not represented during the Berlin Conference in 1884? • What was Manifest Destiny, and how did its promotion change the United States of America’s relationship with other countries? 	X				X	X	X	X		X		X
<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHWSRLDII.4.3.1 - CG.P 1-2; H.HP 1-3; E.EG 1-3: Influence of western values and economic interests of Great Britain on the development Opium Wars and the Treaty of Nanjing and impacts on the Chinese government</p> <p>SSHWSRLDII.4.3.2 - H.IG 1-4; E.EG 1-2: Impact of the fear of western imperialism on the Meiji Restoration</p> <p>SSHWSRLDII.4.3.3 - CG.P 1-2; G.HSP 1-4; E.SA 2: Influence of imperialist beliefs, specifically Social Darwinism, that led to the “Scramble for Africa” (Berlin Conference)</p> <p>SSHWSRLDII.4.4.4 - H.HP 1-3; G.HPE 1-4: Influence of the doctrine of Manifest Destiny on causing the United States to create measures that would prevent European involvement in the United States and colonization in the Western Hemisphere</p>												

Teacher Notes	Instructional Ideas Assessment Ideas
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Topic 5: Industrialization, Urbanization, and Modernization

Compelling Question: How did industrialization move society?

Inquiry Strand SSHSWRLDII.5.1	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Industrialization and the “-isms” The focus of this inquiry strand is to understand the “push-and-pull” associated with progress and innovation, leading certain groups to be enriched and to prosper while others struggled as a result of insufferable conditions. <ul style="list-style-type: none"> ● How did economic and cultural movements develop in response to waves of industrialization? ● How did artistic and literary movements respond to conditions related to industrialization? 				X	X					X		
<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDII.5.1.1 - H.HP 1-4; E.EG 1-3; E.SA 3: Examples and effects of industrial practices on new economic philosophies (e.g., utopian socialism, Ricardo’s “iron law of wages,” utilitarianism) and who benefitted</p> <p>SSHSWRLDII.5.1.2 - H.CC 1, 3; H.HP 1-3: Romantic concerns and literary depictions of social conditions began to promote concerns about social change related to industrialization</p> <p>SSHSWRLDII.5.1.3 - H.CC 1-4; H.HP 1: Impact of political and social philosophies (e.g., liberalism, conservatism, nationalism, Marxism) in Europe, the Americas, and the Middle East</p>												

<ul style="list-style-type: none"> • What role did other political ideologies play during the 19th century? 	
Teacher Notes	Instructional Ideas Assessment Ideas

Inquiry Strand SSHSWRLDII.5.2	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Developments of industrialization The focus of this inquiry strand is to explore the impacts industrialization had on society.</p> <ul style="list-style-type: none"> • How did changes in transportation advance industrialization? • How did industrialization spread? • How did industrialization reshape society? 				X		X	X				X	X
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHWSRLDII.5.2.1 - H.CC 1-2; E.PC 1-4; E.EG 1: Relationship of railroads and steam machines and industrial development</p> <p>SSHWSRLDII.5.2.2 - H.IG 1; G.HPE 1-2; E.EG 1: Examples of industrial spread across Europe (e.g., Berlin, Saxony, Bohemia) and who benefitted</p>											

	SSHSWRLDII.5.2.3 - H.CC 1-3: Impact of industrial growth (e.g., cottage industries, industrial working class, agricultural changes)
Teacher Notes	Instructional Ideas Assessment Ideas

Inquiry Strand SSHSWRLDII.5.3	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
Life in the Industrial Age The focus of this inquiry strand is to investigate the impacts of urbanization on nations, leading to a dramatic change in lifestyles for people which began in Great Britain in the 18th- and 19th-centuries. <ul style="list-style-type: none"> • What were the causes of and consequences related to increases in urbanization? • How were the lives of women 			X	X		X	X					X
	What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following: SSHSWRLDII.5.3.1 - G.HPE 1-4; E.EG 1-2: Movement of people out of rural areas to the cities due to advancements in agriculture SSHSWRLDII.5.3.2 - G.HPE 1-4: Impact of urbanization (e.g., overcrowding, disease, child labor)											

<p>impacted as a result of industrialization?</p> <ul style="list-style-type: none"> How did reformers try to address the social problems created by industrialization and urbanization? 	<p>SSHSWRLDII.5.3.3 - CG.RR 1; H.IG 1-4: Effects on women through industrialization and urbanization</p> <p>SSHSWRLDII.5.3.4 - H.CC 1-2; H.IG 1-3: Rationales for and influence of social reformers (e.g., religion, education, temperance) in response to urbanization</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SSHSWRLDII.5.4</p>	<p>Connections to the Rhode Island Anchor Standards</p>											
<p>Patterns of movement The focus of this inquiry strand is to evaluate how industrialization caused a need for expansion in search of an increased global footprint for those in need of new marketplaces and natural resources to cultivate greater economic growth.</p> <ul style="list-style-type: none"> How did the push toward free market systems lead to changes in global migration patterns? 	<p>CG.P</p>	<p>CG.RL</p>	<p>CG.RR</p>	<p>H.CC</p>	<p>H.HP</p>	<p>H.IG</p>	<p>G.HPE</p>	<p>G.HSP</p>	<p>G.WST</p>	<p>E.SA</p>	<p>E.PC</p>	<p>E.EG</p>
			<p>X</p>		<p>X</p>		<p>X</p>				<p>X</p>	
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDII.5.4.1 - G.HSP 1-2; E.EG 1-4: Relationship between economic growth and expansionist interests (e.g., global resources locations in Africa and Asia for rubber, ivory, manganese) and who benefitted</p> <p>SSHSWRLDII.5.4.2 - H.CC 1-4; H.IG 1-2; G.HSP 1-2: Expansion of European markets led to</p>												

<ul style="list-style-type: none"> • Which nations sought resources in other global areas? • How did industrialization create shifts in global economic autonomy? 	forms of economic imperialism in Asia and Africa
Teacher Notes	Instructional Ideas Assessment Ideas

Topic 6: Global War and Cold War

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

Inquiry Strand SSHSWRLDII.6.1	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
World War I The focus of this inquiry strand is to	X			X	X	X	X					X

<p>evaluate the long-ranging causes and results of World War I to include post-war settlements and global impacts.</p> <ul style="list-style-type: none"> • What were the causes of World War I? • What role did nationalism play in the Armenian genocide? • How did advancements in military strategy and technology impact the war? • How did World War I become a global conflict? • What were the goals and results of the Treaty of Versailles? 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDII.6.1.1 - H.CC 1-4; H.IG 1-2: Causes and conditions of World War I (e.g., nationalism, imperialism, militarism, and alliance-building)</p> <p>SSHSWRLDII.6.1.2 - H.IG 1-4: Causes and conditions of the Armenian genocide from 1915-1916 and the role of the Near East Relief organization</p> <p>SSHSWRLDII.6.1.3 - H.CC 1-4; H.IG 1-2; G.HPE 2: Changes in military strategy (e.g., Schlieffen Plan, trench warfare) and in military technology (i.e., chemical weaponry, airplanes, tanks, machine guns) and the expansion of the war</p> <p>SSHSWRLDII.6.1.4 - H.HP 1; G.HPE 1-2: Establishment of alliances between countries based on tensions that developed for decades</p> <p>SSHSWRLDII.6.1.5 - H.CC 1-4; G.HPE 1, 3: Expansion of global participation with the entrance of the United States into the War and the mobilization of European colonial territories</p> <p>SSHSWRLDII.6.1.6 - CG.P 1-3; H.CC 1-3; H.HP 1, 4; E.EG 3-4: Rationale for and conditions of the Treaty of Versailles and who benefitted</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SSSWRLDII.6.2	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>The Russian Revolution The focus of this inquiry strand is to evaluate the causes and impacts of the Russian Revolution both domestically and abroad, giving rise to a communist regime.</p> <ul style="list-style-type: none"> • How did World War I serve as a catalyst for revolution in Russia? • How did the Russian people respond to political issues? • How did communism gain ground in Russia and other European countries? 	X		X		X	X						
<p>Teacher Notes</p>	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDII.6.2.1 - CG.P 1-4; CG.RR 2-3; H.IG 1-4: Relationship between WWI and the Russian Revolution including revolutions prior to WW I (e.g., Revolution of 1905, Bolshevik Revolution)</p> <p>SSHSWRLDII.6.2.2 - H.HP 1-3; H.IG 1-4: Experiences of the Russian people during WWI and the Russian Revolution</p> <p>SSHSWRLDII.6.2.3 - H.IG 1-3: Rationale for and conditions of communism (e.g., "Peace, Land, and Bread") in Russia and beyond</p>											
<p>Inquiry Strand SSSWRLDII.6.3</p>	<p>Connections to the Rhode Island Anchor Standards</p>											

	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Great Depression and the disruptive interwar years</p> <p>The focus of this inquiry strand is to probe the interconnectedness of global affairs and how economic instability led, in part, to changes in political thinking and increasing disruptions in the 1920s and 1930s.</p> <ul style="list-style-type: none"> • What led to the Great Depression? • How did changes in political thinking create disruption in Europe? • How did the League of Nations, and its member countries, respond to increasing aggressions? 				X	X	X	X					X
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDII.6.3.1 - E.EG 1-3: Factors leading to the Great Depression (e.g., crash of the New York Stock Exchange)</p> <p>SSHSWRLDII.6.3.2 - CG.P 1-4; H.CC 1; H.HP 1: Influence of extremist ideologies (e.g., fascism) on European countries (e.g., Germany and Italy) and who benefitted</p> <p>SSHSWRLDII.6.3.3 - H.CC 1-2; H.IG 1-4; G.HPE 3: Rationale for and goals of the League of Nations and implications for new aggressions</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											
Inquiry Strand SSHSWRLDII.6.4	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG

<p>World War II and the Holocaust The focus of this inquiry strand is to investigate causes and impacts of World War II and atrocities associated with the Holocaust and other crimes against humanity.</p> <ul style="list-style-type: none"> • How did the aggression of certain countries create the conditions for global war? • What event led to World War II? • How did advancements in military technology impact the war? • How did social and political beliefs lead to the holocaust and other crimes against humanity? • What led to the conclusion of war in the Pacific? 	<table border="1"> <tr> <td></td> <td></td> <td>X</td> <td>X</td> <td></td> <td>X</td> <td>X</td> <td>X</td> <td></td> <td></td> <td></td> </tr> </table>			X	X		X	X	X			
		X	X		X	X	X					
<p>Teacher Notes</p>	<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDII.6.4.1 - H.CC 1-4; H.IG 1-3: Causes and conditions of WWII (e.g., appeasement, militarism, alliances)</p> <p>SSHSWRLDII.6.4.2 - H.CC 1-2: Agreements (e.g., Rome-Berlin-Tokyo Axis, Nazi-Soviet Pact) that led to invasion of foreign nations such as Poland.</p> <p>SSHSWRLDII.6.4.3 - H.CC 1-3; G.HPE 3; G.HSP 3: Examples and impact of innovations in military technology (e.g., radar, chemical and atomic weaponry, tanks, aircraft)</p> <p>SSHSWRLDII.6.4.4 - CG.RR 1-3; H.IG 1-4: War against civilians that led to the development of concentration camps that targeted certain segments of the population (e.g., Jews, Communists, Slavs, and “racial inferiors”)</p> <p>SSHSWRLDII.6.4.5 - H.IG 1-2; G.HPE 1-4: Causes and conditions leading to the end of WWII (e.g., atomic weapons, military superiority)</p> <p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Inquiry Strand SSSWRLDII.6.5	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Post-war Europe and the Cold War The focus of this inquiry strand is to probe post-war efforts in Europe and Asia while also identifying the growth of communism globally and its perceived impact on established democratic systems.</p> <ul style="list-style-type: none"> • What efforts were made to rebuild Europe? • How did the battle of “communism versus democracy” take shape in post-war Europe and throughout the Cold War? • Why did communism become popular in China, and how did its presence challenge global balances of power? 	X	X		X	X	X						
	<p>What to look for in students’ inquiry work: Students’ work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDII.6.5.1 - H.CC 1-3; H.HP 1; H.IG 1-3: Rationale for and actions taken to rebuild Europe (e.g., Truman Doctrine, Marshall Plan, Berlin Airlift) and impact of those actions</p> <p>SSHSWRLDII.6.5.2 - H.CC 1-3; H.HP 1; H.IG 1-3: Conditions of and reactions to concerns of communist threats (e.g., North Atlantic Treaty Organization, Warsaw Pact)</p> <p>SSHSWRLDII.6.5.3 - CG.P 1-3; CG.RL 1-2: Influence and impact of communism in China (e.g., Mao Zedong and the Chinese Communist Party)</p>											
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>											

Topic 7: Decolonization and Globalization

Compelling Question: Who is to blame for the global instability of the 20th century?

Inquiry Strand SSSWRLDII.7.1	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Decolonization and self-determination The focus of this inquiry strand supports understanding of the long-range implications of World War II which included an era of decolonization as well as an era of new nations being established and re-established after decades of colonial rule.</p> <ul style="list-style-type: none"> • What were key factors that led to decolonization in Africa, Asia, and the Middle East? • How did the relationship between Great Britain and the Indian subcontinent become contentious? • How did post-war Europe lead to the creation of new nations in Africa, Asia, and the Middle East? 	X			X	X	X						X
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDII.7.1.1 - CG.P 1-3; H.CC 1-2; H.IG 1-4: Conclusion of World War II and a rise in tensions related to Cold War intensified demands for independence</p> <p>SSHSWRLDII.7.1.2 - CG.P 1-3; H.CC 1-2; H.HP 1; E.EG 1-3 : Conditions leading to protest by Indians against British colonial rule and impact (e.g., civil unrest and disobedience, rise of Mohandas Gandhi, independence in India and Pakistan)</p> <p>SSHSWRLDII.7.2.2 - CG.P 1-2; H.CC 1-3: Examples of post-war settlements and decolonizing efforts</p>												

Teacher Notes	Instructional Ideas Assessment Ideas
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Inquiry Strand SSWRLDII.7.2	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
The Communist struggle The focus of this inquiry strand is to analyze the lingering effects of imperialism, World War II, and the Cold War as it relates to continued communist struggle - both domestically and globally.	X		X	X	X	X		X				X
<ul style="list-style-type: none"> How did lingering imperialistic and ideological battles manifest into more military conflict in Korea and Vietnam? How did communism create periods of political stability in China and the Soviet Union? What factors led to the collapse of communism in the Soviet bloc? What attempts at reform were made 	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDII.7.2.1 - H.CC 1-3; H.IG 1-3; G.HSP 1-2: Conditions supporting proxy battles over communism in Korea and Vietnam</p> <p>SSHSWRLDII.7.2.2 - CG.P 1-2; H.CC 1-3; H.HP 1-2: Impact of communism in the Soviet Union and China</p> <p>SSHSWRLDII.7.2.3 - CG.P 1-2; CG.RR 1-2: Conditions for and examples of rebellions, protests, and revolutions (e.g., Prague Spring, Poland, Revolutions of 1989) that challenged communism</p> <p>SSHSWRLDII.7.2.4 - H.CC 1-3; E.EG 1-3: Examples of reform efforts (e.g., perestroika and glasnost) initiated by Gorbachev</p>											

in the Soviet Union?	
Teacher Notes	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

Inquiry Strand SSWRLDII.7.3	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>Global oppression The focus of this inquiry strand is to evaluate shifts in power and nation-building consolidated in extreme manners by unstable leaders who used such power to maintain racially oppressive legal codes and outright acts against humanity.</p> <ul style="list-style-type: none"> What circumstances allowed for a rise in dictatorships in Asia, Africa, and the Middle East? 	X	X	X		X	X						X
	<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSWSWRLDII.7.3.1 - CG.P 1-3; H.IG 1-3; E.EG 1-2: Rationales for and conditions supporting dictatorial leaders (e.g., Cambodia, Iraq, Iran, Darfur, Rwanda)</p> <p>SSWSWRLDII.7.3.2 - CG.RL 1-2; CG.RR 1-4; H.HP 1: Actions related to denial of civil rights movements and leaders of resistance movements (e.g., Martin Luther King, Nelson Mandela)</p>											

<ul style="list-style-type: none"> • What led to continued racially oppressive behaviors in the United States and South Africa? • How did the fall of the Soviet Union create political instability? 	<p>SSHSWRLDII.7.3.3 - CG.P 1-3; H.IG 1-3; E.EG 1-2: Conditions supporting the rise in dictatorial leaders in Russia and former Soviet bloc that utilized their respective power to aggressively control their respective countries (e.g., Milošević, Putin)</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

<p>Inquiry Strand SSHSWRLDII.7.4</p>	<p>Connections to the Rhode Island Anchor Standards</p>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
<p>New globalism and the Technological Age The focus of this inquiry strand explores global interconnectedness and interdependence along with the ever-changing facets related to technology in the 20th and 21st centuries.</p> <ul style="list-style-type: none"> • What changes were made in an effort to create economic stability? • What agreements and organizations 				X		X						X
<p>What to look for in students' inquiry work: Students' work should demonstrate an understanding of and ability to identify, explain, analyze, and argue about the following:</p> <p>SSHSWRLDII.7.4.1 - H.CC 1-3; H.IG 1-3; E.EG 1-3: Examples of supranational organizations to support stability and financial regulation (e.g., World Bank, International Monetary Fund) that, at times, were challenged by other organizations (e.g., ATTAC)</p> <p>SSHSWRLDII.7.4.2 - E.EG 1-3: Examples of organizations that were created to promote unity</p>												

<p>were created to increase political and economic stability in the Americas and in Europe?</p> <ul style="list-style-type: none"> • How have technological advancements led to political, economic, and societal changes around the globe. 	<p>(e.g., NAFTA, European Union)</p> <p>SSHSWRLDII.7.4.3 - H.CC 1-4: Conditions and approaches to develop new technologies (e.g., computers, mobile phones, internet) and their impacts</p>
<p>Teacher Notes</p>	<p>Instructional Ideas</p> <p>Assessment Ideas</p>

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