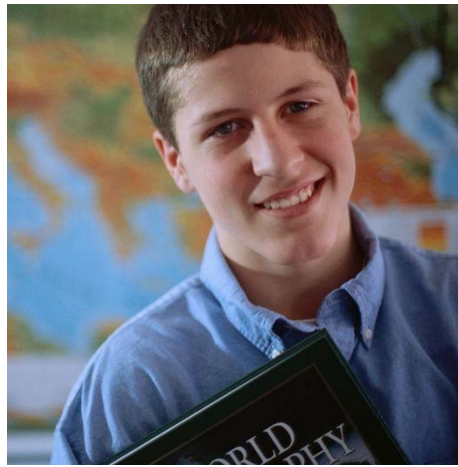


SAU29



social  
studies



middle school/grades 6-8 - high school  
- u.s. history - world perspectives



Curriculum  
Guides

Updated 2009

# SAU29 SOCIAL STUDIES CURRICULUM

**Grade: 6**  
**Course:**

**Unit: Introduction to Economics**

## Essential Questions:

How have economic systems changed and evolved?

How does the economy affect your everyday life?

## Objectives: Students will be able to...

Identify economic systems used in the world.

Define and apply economic concepts and terms in their everyday life.

Recognize the rights and responsibilities of the buyers and sellers in a free market economy.

Design a plan for earning, spending, and investing.(SS:EC:8:6.8)

## Essential Vocabulary:

abundance, barter, capital, consumer, credit, debt exports, goods, imports, supply/demand, market, producer, profit, services, surplus, wages, needs, wants, scarcity, human resources  
capital resources  
natural resources  
economics, opportunity cost  
inflation, traditional economy  
mixed economy  
market economy  
command economy  
entrepreneur, partnership  
production, marketing, value, income, specialization, gross domestic product

## Essential People/Groups

Banks

Loan Agencies

International Banks

Financial institutions

## Essential Events/Issues:

### Key Concepts:

Law of supply and demand  
needs vs wants  
imports and exports  
scarcity and abundance

### Types of Economy:

Traditional  
Mixed  
Market  
Command

### Role of the Individual:

Borrowing, lending, saving, spending

**Grade:**

**Course:**

**Unit:**

**State Standards addressed:**

**Economics:**

**SS:EC:6:1.1, SS:EC:6:1.2, SS:EC:6:2.1, SS:EC:6:2.2, SS:EC:6:2.3, SS:EC:8:2.1, SS:EC:8:2.2, SS:EC:6:3.1, SS:EC:6:3.2, SS:EC:8:5.1, SS:EC:8:5.4, SS:EC:8:6.2, SS:EC:8:6.3, SS:EC:8:6.5, SS:EC:8:6:8**

**Essential Skills for Social Studies addressed:**

**(From the NH Social Studies Curriculum Frameworks)**

**Students will be able to find social studies related information by using auditory and visual sources, documents, charts, pictures, architectural works and music.**

**Students will be able to detect cause and affect relationships.**

**Students will be able to use appropriate sources to gain meanings of essential terms and vocabulary, glossary, dictionary, text and word lists.**

**Students will adjust one's own behavior in response to the dynamics of various financial situations.**

# SAU29 SOCIAL STUDIES CURRICULUM

**Grade: 6**

**Unit: World Geography**

## Essential Questions:

**What is geography and how does it help us to understand the world?**

## Objectives: Students will be able to...

**Use mental maps to display geographic information and answer geographic questions.**

**Apply the spatial concepts of location, distance, direction, scale, movement, time zones and region.**

**Utilize maps, globes, graphs, charts, models and databases to analyze spatial distributions and patterns.**

**Identify components of the Earth's physical system/structure and describe how they shape patterns in the physical environment.**

## Essential Vocabulary:

atlas  
glossary  
index  
legend/key  
scale  
cardinal directions  
country  
nation  
continents  
longitude  
latitude  
hemisphere  
equator  
prime meridian  
tropic of Cancer  
tropic of Capricorn  
tropics  
physical maps  
political maps  
thematic maps  
topographic maps  
region  
plate tectonics  
lithosphere  
hydrosphere  
erosion  
volcano  
earthquake  
ecosystems  
biomes  
climate

## Essential People/Groups

## Essential Events/Issues:

**Identify and label continents and oceans**

**Review 5 themes of geography**

**Review geographic Terms: landforms, waterways, etc.**

**Explore geographic resources**

**Introduce the earth's physical systems and processes that shape the patterns of the Earth's surface.**

**Grade:**

**Course:**

**Unit:**

**State Standards addressed:**

**Geography:**

SS:GE:6:1.1, SS:GE:6:1.2, SS:GE:6:1.3, SS:GE:6:3.1, SS:GE:6:3.2, SS:GE:6:3.3

**Essential Skills for Social Studies addressed:**

**(From the NH Social Studies Curriculum Frameworks)**

Students will utilize various types of sources such as documents, charts, images, artifacts and maps.

Students will use appropriate sources to gain meaning of essential terms and vocabulary, glossary, dictionary, texts and word lists.

# SAU29 SOCIAL STUDIES CURRICULUM

**Grade: 6**

**Unit: Classical Civilizations**

## Essential Questions:

How does geography affect the development of a civilization?

How have ancient civilizations influenced present day societies?

## Objectives: Students will be able to...

Explore the development of education and its impact on societies.

Examine how military encounters have led to cultural change.

Identify the contributions of the classical civilizations.

Describe the architectural advancements that influence societies today. (ie. aqueduct, canals, columns, arch, etc.)

Examine how social and political structures of the classical civilizations are embedded in modern day government.

## Essential Vocabulary:

agora  
aqueduct  
aristocracy  
barbarian  
city state  
democracy  
dictator  
empire  
forum  
inflation  
Latin  
monarchy  
monotheism  
oligarchy  
Patrician  
Plebeians  
plague  
republic  
tragedy  
tribute  
tyrant  
veto

## Essential People/Places

Pericles  
Alexander  
Homer  
Cleopatra  
Abraham  
Ancient Persia  
  
Mediterranean Sea  
Alps  
Greece  
Italy

## Essential Events/Issues:

**Contributions to society:**  
Greek mythology, science, philosophy, architecture, Phoenician alphabet

**Social Institutions:**  
city states, role of women, slavery, Christianity, Gladiators

**Economy/Resources:**  
Olive trade, shipbuilding, development of cash economies

**Development of Classical Civilizations:**  
Trojan Wars, Democracy in Greece, rise of Roman empire

**Grade:**

**Course:**

**Unit:**

**State Standards addressed:**

**Civics and Governments:**

SS:CV:6:1.4, SS:CV:6:3.1, SS:CV:6.3.3,

**Geography:**

SS:GE:6:1.3, SS:GE:6:2.2, SS:GE:6:3.4, SS:GE:6:5.1, SS:GE:6:5.2, SS:GE:6:5.3, SS:GE:6:4.4,

**World History:**

SS:WH:6:1.1, SS:WH:6:1.2, SS:WH:6:2.1, SS:WH:6:2.2, SS:WH:6:3.2, SS:WH:6:2.4, SS:WH:6:4.4,  
SS:WH:6:5.1, SS:WH:6:5.2, SS:WH:6:5.3, SS:WH:6:5.4

**Essential Skills for Social Studies addressed:**

(From the NH Social Studies Curriculum Frameworks)

Students will be able to find social studies related information by using auditory and visual sources, documents, charts, pictures, architectural works and music.

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Students will be able to use appropriate sources to gain meanings of essential terms and vocabulary, glossary, dictionary, text and word lists.

Students will be able to clarify information by placing it in proper sequence, ie. in order of occurrence, in timelines, or in order of importance.

# SAU29 SOCIAL STUDIES CURRICULUM

**Grade: 6**

**Unit: Mesoamerica Civilizations**

## Essential Questions:

**How does geography affect the development of a civilization?**

**How are the contributions of this early civilization used today?**

**What was life like for people living in early civilizations of America?**

## Objectives: Students will be able to...

Map early civilizations of Mesoamerica.

Identify contributions of the Mayan, Aztec, and Inca civilizations.

Examine the cultural characteristics of the Mesoamerican civilizations.

Examine the development of the unique social and political structures used by these civilizations.

## Essential Vocabulary:

### Cultural / Political:

archaeology  
artifact  
causeway  
chinampas  
civilization  
conquistadors  
descended  
domestication  
empire  
Hieroglyphics  
petroglyphs  
history  
llama  
midden  
monotheistic  
polytheistic,  
pre history  
pyramid  
quipu  
stele  
temple  
terrace  
timeline: BC, BCE/ AD, BC,  
tribute

### Geographic Terms:

archipelago  
coral reef

## Essential People/Places

Aztec

Inca

Maya

Olmec

Valley of Mexico

Andes Mountains

## Essential Events/Issues:

**Contributions to society:**  
calendar, irrigation, astronomy,  
etc.

**Developmental factors:**  
location, natural resources,  
farming, religion, creation of  
Aztec empire, creation of Maya  
city states.

**Cultural characteristics:** social  
structure, role of the priest,  
slavery, human sacrifices

**Grade:**

**Course:**

**Unit:**

**State Standards addressed:**

**Civics and Governments:**

SS:CV:6:3.1, SS:CV:6.3.3,

**Geography:**

SS:GE:6:1.3, SS:GE:6:2.1, SS:GE:6:2.2, SS:GE:6.3.4, SS:GE:6:5.1, SS:GE:6:5.2, SS:GE:6:5.3, SS:GE:6:4.2, SS:GE:6:4.3, SS:GE:6:4.4,

**World History:**

SS:WH:6:1.1, SS:WH:6:1.2, SS:WH:6:2.1, SS:WH:6:2.2, SS:WH:6:2.3, SS:WH:6:2.4, SS:WH:6:4.1, SS:WH:6:4.3, SS:WH:6:4.4, SS:WH:6:5.3, SS:WH:6:5.4

**Essential Skills for Social Studies addressed:**

(From the NH Social Studies Curriculum Frameworks)

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# SAU29 SOCIAL STUDIES CURRICULUM

**Grade: 6**

**Unit: River Valley Civilizations**

## Essential Questions:

How does geography (water systems) affect the development of a civilization?

How are the contributions of these early civilizations used today?

What was life like for people living in river valley civilizations?

## Objectives: Students will be able to...

Identify environmental factors that influence settlements.

Identify contributions of the early river valley civilizations.

Examine the cultural characteristics of the early river valley civilizations.

Examine the development of the unique social and political structures used by these civilizations.

Analyze the tension between settled farmers and nomadic herders.

Describe the impact of land and water routes on trade.

## Essential Vocabulary:

### Geographical/Economics:

domestication, fertile, herding  
irrigation, natural resources  
subsistence, surplus, agriculture  
papyrus

### Geographic Terms:

floodplain, river mouth  
river source, silt, sediment  
tributary, cataracts, delta  
gulf, monsoon, subcontinent

### Political/Cultural:

artisan, city-state, civilization  
dynasty, emperor, empire, era  
hieroglyph, migrate, myth, nomad,  
polytheism, scribe, social classes,  
specialization, BCE, BC/AD, CE  
caste, cuneiform, mummification, pharaoh,  
pyramid, sanskrit

## Essential People/Places

Mesopotamia

Egypt

Indus River Valley

Ancient China

Ancient Japan

Nile Delta

Fertile Crescent

Yangtze River

## Essential Events/Issues:

### Contributions to society:

agriculture, writing, rosetta  
stone, architecture, medicine,  
religion, education

### Economy/Resources:

Silk Road, trade routes, trade  
crops, barter system, caravan

### Social Institutions:

religion, social classes, city  
states, governments

**Grade:**  
**Unit:**

**Course:**

### **State Standards addressed:**

**Civics and Governments:**

SS:CV:6:3.1, SS:CV:6.3.3,

**Geography:**

SS:GE:6:1.3, SS:GE:6:2.1, SS:GE:6:2.2, SS:GE:6:3.3, SS:GE:6:3.4, SS:GE:6:5.1, SS:GE:6:5.2, SS:GE:6:5.3, SS:GE:6:4.2, SS:GE:6:4.3, SS:GE:6:4.4, SS:GE:6:4.5

**World History:**

SS:WH:6:1.1, SS:WH:6:1.2, SS:WH:6:2.1, SS:WH:6:2.2, SS:WH:6:2.3, SS:WH:6:2.4, SS:WH:6:4.1, SS:WH:6: 4.2, SS:WH:6:4.3, SS:WH:6:4.4, SS:WH:6:5.3, SS:WH:6:5.4

### **Essential Skills for Social Studies addressed:**

(From the NH Social Studies Curriculum Frameworks)

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# SAU29 SOCIAL STUDIES CURRICULUM

**Grade: 6**

**Unit: Western Europe**

## Essential Questions:

How does the development of trade lead to changes in society, population and technology?

How did geography affect the people of Medieval Europe?

## Objectives: Students will be able to...

Trace the rise and impact of cities on daily life.

Analyze the demographic impact of diseases and their treatments (bubonic plague)

Recognize the demographic structure of a population and its underlying causes. Explain how conflict and cooperation among people contribute to political divisions of the Earth's surface.

Identify key events from the 12<sup>th</sup> through the 15<sup>th</sup> centuries that contributed to the decline of feudalism in Western Europe.

Identify the contributions of Muslims to world civilizations.

Identify the origins, development, and impact of scientific breakthroughs of the Scientific Revolution.

Examine motives for exploration by Europeans in the fifteenth and sixteenth centuries.

## Essential Vocabulary:

apprentice  
castle  
Catholicism  
cathedral  
charter  
chivalry  
crusade  
feudalism  
fief  
guild  
indulgences  
Islam  
joust  
knights  
lord  
manor  
master  
medieval  
navigation  
peasants  
peninsula  
plaque  
Renaissance  
serf  
vassal

## Essential People/Places:

Marco Polo  
Chaucer  
Pope Urban II  
William the Conqueror  
Queen Isabella  
Joan of Arc  
Muhammad

### Places:

English Channel  
Iberian Peninsula  
Mediterranean Sea

## Essential Events/Issues:

### Development:

Dark Ages, Education, Feudalism, Crusades, bubonic plague, Rise of nations, Rise of Islam, Renaissance, rise of the free market economies, 100 Years War, Reformation, Scientific Revolution, Enlightenment

### Contributions:

scientific, navigations, art, technology, geography, mathematics, philosophy, medicine, art and literature.

### Social Institutions:

feudalism, Catholic Church, guilds, social hierarchy

### Economy/Resources:

fur, tin, wool,

**Grade:**

**Course:**

**Unit:**

**State Standards addressed:**

**Civics and Government:**

SS:CV:6:3.2, SS:CV:6:3.3

**Geography:**

SS:GE:6:1.3

**World History:**

SS:WH:6:1.1, SS:WH:6:1.2, SS:WH:6:2.1, SS:WH:6:2.2, SS:WH:8:2.1, SS:WH:6:3.1, SS:WH:6:3.2, SS:WH:6:5.1, SS:WH:6:5.2, SS:WH:6:5.3

**Essential Skills for Social Studies addressed:**

(From the NH Social Studies Curriculum Frameworks)

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Students will be able to clarify information by placing it in proper sequence, ie. in order of occurrence, in timelines, or in order of importance

# SAU29 SOCIAL STUDIES CURRICULUM

**Grade:** 7<sup>th</sup>  
**Course:** U.S. History

## Unit 1: North American Native Cultures

### Essential Questions:

- \*Who were the earliest inhabitants of the Americas?
- \*What factors could be attributed to the cultural differences between these groups?

### Objectives: Students will be able to...

- \*Describe &/or map the possible migration patterns of the earliest inhabitants that led to the peopling of the Americas. (Beringia, trans-Atlantic, trans-Pacific crossing)
- \*Identify the push/pull factors of their migration. (Climate change and availability of resources)
- \*Demonstrate how the geographical environments of N. America effected the settlement & development of Native American culture. (The 8 Native American cultural regions & their settlement patterns, population density)
- \*Categorize the differences among Native groups due to geography. (cultural universals, such as; sedentary, seasonally migratory, nomadic, diet, values & beliefs, art & leisure, etc.)

### Essential Vocabulary:

- \*Migration
- \*Civilization
- \*Culture
- \*Cultural Universals
- \*Region
- \*Environment
- \*Climate
- \*Natural Resources
- \*Abundance
- \*Scarcity
- \*Adapt/Adaptation
- \*Nomadic
- \*Agriculture
- \*Irrigation
- \*Diversity
- \*Population Distribution
- \*Population Density
- \*Sparse/Dense
- \*Archeology
- \*Artifacts
- \*Hieroglyphics
- \*Spirituality
- \*Animism
- \*Monotheism
- \*Polytheism
- \*Matrilineal
- \*Patrilineal

### Essential People/Groups:

- Native American Culture
- Regions:
  - \*Eastern Woodlands
  - \*Southeast
  - \*Great Plains
  - \*Southwest
  - \*Great Basin
  - \*Plateau
  - \*Northwest
  - \*California

### Essential Events/Issues:

- \*Different waves of migration
- \*Land Bridge
- \*Migration Theories
- \*Ice Age

**State Standards addressed:**

**Civics & Governments (SS:CV)**

SS:CV: 8:.3.2

**Geography (SS:GE)**

SS:GE: 6:1.2, 6:1.3, 8:2.1, 8:3.1, 6:4.2, 6:4.4, 6:4.5, 8:4.1, 6:5.3

**World History (SS:WH)**

SS:WH: 6:1.1, 6:5.2, 6:5.4, 6:5.5

**Activities/Projects:**

**Assessments:**

**Resources and Materials:**

# SAU29 SOCIAL STUDIES CURRICULUM

**Grade: 7<sup>th</sup> Grade**  
**Course: U.S. History**

## Unit 2: The Colombian Encounter

### Essential Questions:

- \*What motives were behind the European Exploration of the Americas?
- \*What was the impact of the cultural contact between the Europeans and the native peoples?

### Objectives: Students will be able to...

- \*Compare & Contrast the motives & locations of European exploration.
- \*Identify where and why Europeans established permanent settlements.
- \*Identify which Native American tribes came into contact with Europeans.
- \*Compare & contrast the effects that contact had on these 2 groups.
- \*Describe the cultural differences between these groups that led to misunderstandings & conflict.

### Essential Vocabulary:

- \*Imperialism
- \*Empire
- \*Merchantilism
- \*Circumnavigate
- \*Astrolabe
- \*Trade Routes
- \*Northwest Passage
- \*Conquer
- \*Conquistadors
- \*Genocide
- \*Colonization/Colony
- \*Pueblo
- \*Presidio
- \*Missions/Missionary
- \*Convert
- \*Priests
- \*Slave Labor
- \*Trappers
- \*Coureurs de Bois
- \*Columbian Exchange
- \*Epidemic

### Essential People/Groups:

- \*Aztec - Spanish
- \*Maya - Spanish
- \*Inca - Spanish
- \*Taino - Spanish
- \*Powhattan - English
- \*Algonqian - French
- \*Huron - French
- \*Iroquois – Dutch/English
- \*Columbus
- \*Las Casas
- \*Cortez \*Cabot
- \*Pizarro \*Frobisher
- \*De Soto \*Hudson
- \*De Leon
- \*Cartier
- \*Champlain
- \*LaSalle
- \*Marquette
- \*Joliet
- \*Raleigh

### Essential Events/Issues:

- \*Landmark journeys of exploration
- \*1492 Contact & Enslavement
- \*Taino genocide
- \*Conquest of Aztecs and Inca (Mexico & Peru)
- \*Columbian Exchange
- \*Settlement of New Spain & New France
- \*Lost Colony of Roanoke
- \*Important trade routes (Silk Road, Northwest Passage, Gold Coast)

**State Standards addressed:**

**Civics & Governments (SS:CV)**

SS:CV: 6:3.2, 6:3.3, 8:3.2

**Economics (SS:EC)**

SS:EC: 8:5.3

**Geography (SS:GE)**

SS:GE: 6:1.2, 8:2.2, 8:2.3, 6:4.2, 6:4.3, 6:4.4, 8:4.1, 8:4.2, 6:5.3

**New Hampshire & United States History (SS:HI)**

SS:HI: 8:4.1

**World History (SS:WH)**

SS:WH: 6:6.1, 6:2.2, 6:2.4, 8:2.2

**Activities/Projects:**

**Assessments:**

**Resources and Materials:**

# SAU29 SOCIAL STUDIES CURRICULUM

**Grade:** 7<sup>th</sup>  
**Course:** U.S. History

## Unit 3: European Colonization

### Essential Questions:

- \*What were the respective motives that led to the establishment of the 13 Colonies?
- \*How & why did each colony develop its own distinct social, political, & economic structure?

### Objectives: Students will be able to...

- \*Identify the motivating factors & individuals/groups behind the founding & settling of each colony.
- \*Compare & contrast the economic, social/political, religious, & geographic differences between the 3 colonial regions.
- \*Explain the economic & political relationships between the colonies & Great Britain.
- \*Describe the nature of colonial relationships with native peoples.
- \*Describe why & how each colony developed its own system of self-government with various degrees of autonomy.

### Essential Vocabulary:

- \*Imperialism
- \*Monarchy/Divine Right
- \*Theocracy
- \*Royal Colony
- \*Proprietary Colony
- \*Charter/Self-Governing Colony
- \*Constitution/Compact/Covenant
- \*Assembly/Legislature/  
House of Burgesses
- \*Autonomy
- \*Direct Democracy
- \*Representative Democracy
- \*Mercantilism
- \*Joint Stock Company
- \*Economic Opportunity
- \*Supply & Demand
- \*Depression
- \*Indentured Servant/ Tenant farmer
- \*Fort
- \*Plantation
- \*Natural Resources
- \*Cash Crop: Tobacco/  
Indigo/Rice/Cotton
- \*Supply & Demand
- \*Puritan/Pilgrims
- \*Quakers
- \*Persecute
- \*Tolerance
- \*Allies
- \*Death Rate/Infant Mortality

### Essential People/Groups:

- \*Virginia Company, John Smith
- \*Massachusetts Bay Company,  
Pilgrims/Puritans
- \*British East Indies Company
- \*Dutch West India Company
- \*King George II
- \*William Bradford
- \*John Winthrop
- \*Roger Williams
- \*Thomas Hooker
- \*William Penn
- \*James Duke of York
- \*The Calverts
- \*John Oglethorpe
- \*John Wheelwright
- \*Powhattan/Pocahontas (VA)
- \*Wampanoag/Chief Massasoit  
(MA)
- \*Pequot (CT)
- \*Iroquois (NY)
- \*Delaware (PA)
- \*Abenaki (NH)
- \*Narragansett (RI)

### Essential Events/Issues:

- \*Great Migration
- \*Mayflower Compact
- \*Fundamental Orders of CT
- \*Penn's Plan of Union
- \*Iroquois Confederacy
- \*Act of Toleration
- \*Mason Dixon Line

**State Standards addressed:**

**Civics & Governments (SS:CV)**

SS:CV: 6:2.2, 8:2.3, 8:3.2

**Economics (SS:EC)**

SS:EC: 8:5.2

**Geography (SS:GE)**

SS:GE: 6:1.2, 6:1.3, 8:2.2, 6:3.1, 8:3.1, 6:4.1, 6:4.2, 6:4.4, 8:4.1, 6:5.3

**New Hampshire & United States History (SS:HI)**

SS:HI: 6:1.1, 8:1.3, 6:5.1

**World History (SS:WH)**

SS:WH: 6:1.1, 6:1.2, 6:2.1, 6:2.2, 6:3.1

**Activities/Projects:**

**Assessments:**

**Resources and Materials:**

# SAU29 SOCIAL STUDIES CURRICULUM

**Grade:** 7<sup>th</sup>  
**Course:** U.S. History

## Unit 4: Life in the Colonies

### Essential Questions:

\*What factors affected life in colonial societies?

\*What impact did British rule & traditions have on the colonies?

### Objectives: Students will be able to...

\*Explain the British political precedents and traditions that influenced colonial politics.

\*Describe the political institutions & practices that were unique to the colonies.

\*Compare & contrast political participation & rights within the colonies.

\*Compare economic activities that colonial people engage in that affected their lives.

\*Describe the class structure that existed within colonial societies. (Division of labor)

\*Explain how colonial life was impacted by religion.

\*Explore cultural differences between colonial regions. (Art, music, leisure, education)

\*Examine family structure & the factors that influenced it. (Religion, marriage, gender roles, urban v. rural, disease)

### Essential Vocabulary:

- \*Triangular Trade
- \*Middle Passage
- \*Mercantilism
- \*West Indies
- \*Navigation Acts
- \*Commerce
- \*Cash Crop
- \*Import
- \*Export
- \*Subsistence farming
- \*Socio-economic Status/Class
- \*Artisan
- \*Apprentice
- \*Magna Carta
- \*Parliament
- \*British Bill of Rights
- \*Rights
- \*Petition
- \*Town Meeting
- \*Slave Codes

### Essential People/Groups:

- \*Anne Hutchinson
- \*Nathaniel Bacon
- \*Cotton Mather
- \*Chief Metacomet (aka King Philip)
- \*Jonathon Edwards
- \*Gustavus Vassa (aka The Kidnapped Prince)
- \*Ben Franklin

### Essential Events/Issues:

- \*Glorious Revolution
- \*Slave Trade
- \*King Philip's War
- \*1<sup>st</sup> Great Awakening
- \*Bacon's Rebellion
- \*Salem Witch Trials
- \*Navigation Acts
- \*Albany Plan of Union
- \*Poor Richard's Almanac

**Grade:** 7<sup>th</sup>

**Course:** U.S. History

## **Unit 4: Life in the Colonies**

### **State Standards addressed:**

#### **Civics & Governments (SS:CV)**

SS:CV: 6:2.2, 8:2.3, 8:4.1

#### **New Hampshire & United States History (SS:HI)**

SS:HI: 6:1.1, 6:1.2, 8:1.3, 8:3.1, 8:5.1

#### **World History (SS:WH)**

SS:WH: 6:1.1, 6:1.7, 8:1.2, 6:2.2, 8:2.1, 6:5.2, 6:5.4

### **Essential Skills for Social Studies addressed:**

**(From the NH Social Studies Curriculum Frameworks)**

**\*Note:** Individual teachers will identify Essential Skills based upon the Activities/Projects and Assessments that they use as teaching tools for this unit.

# SAU29 SOCIAL STUDIES CURRICULUM

**Grade: 7th**  
**Course: U.S. History**

## Unit 5: Colonial Conflicts

### Essential Questions:

\*How did European designs on North American resources lead to colonial conflict?

\*What role did Native Americans play in colonial conflicts?

### Objectives: Students will be able to...

\*Explain why conflict arose between the French & British through 1750's.

\*Compare & contrast the different relationships that the French & British had with Native Americans.

\*Identify the results of the French/British conflicts.

### Essential Vocabulary:

- \*Natural Resources
- \*Ohio River Valley
- \*Frontier
- \*Land Speculation
- \*Trading Posts
- \*Fur Trade
- \*Trading Partners
- \*Rebellion
- \*Militia
- \*Allies
- \*Avenge
- \*Treaty

### Essential People/Groups

- \*George Washington
- \*Iroquois & Huron
- \*Joseph Brandt
- \*William Pitt
- \*Edward Braddock
- \*Marquis de Montcalm
- \*James Wolfe
- \*Jeffrey Amherst
- \*Roger's Rangers
- \*Chief Pontiac

### Essential Events/Issues:

- \*King William's War
- \*Queen Anne's War
- \*King George's War
- \*7 Year's War
- \*Albany Plan of Union
- \*Treaty of Paris, 1763
- \*Proclamation of 1763
- \*Pontiac's Rebellion

**Grade: 7<sup>th</sup>**

**Course: U.S. History**

**Unit 5: Colonial Conflicts**

**State Standards addressed:**

**Civics & Governments (SS:CV)**

SS:CV: 6:3.2, 6:3.3

**Economics (SS:EC)**

SS:EC: 8:5.3

**Geography (SS:GE)**

SS:GE: 6:2.1, 8:2.2, 8:4.2

**New Hampshire & United States History (SS:HI)**

SS:HI: 8:2.3

**World History (SS:WH)**

SS:WH: 6:2.1

**Essential Skills for Social Studies addressed:**

**(From the NH Social Studies Curriculum Frameworks)**

**\*Note: Individual teachers will identify Essential Skills based upon the Activities/Projects and Assessments that they use as teaching tools for this unit.**

# SAU29 SOCIAL STUDIES CURRICULUM

**Grade: 7th**  
**Course: U.S. History**

## Unit 6: From Rebellion to Revolution

### Essential Questions:

\*What changed in the relationship between the Colonies and the British after the French and Indian War?

\*How did the Colonists react to these changes?

### Objectives: Students will be able to...

- \*Explain why the British Parliament enacted new policies for the Colonies after 1763.
- \*Identify & describe changes to British Colonial policy after the French & Indian War.
- \*Describe the factors that made it difficult for the British to enforce Colonial policy after 1763.
- \*Explain how Colonial economic desires and political self-interest led to difficulties with British Policy.
- \*Evaluate the effectiveness of radical groups in their resistance to British policy. (Propaganda; print media, political cartoons, music, art)
- \*Identify, describe, & sequence the chain of events that led to the creation & signing of the Declaration of Independence.

### Essential Vocabulary:

- \* Autonomy
- \*Representation/Delegate
- \*Revenue
- \*Taxes/Taxation/Duty
- \*Excise Tax
- \*Repeal
- \*Monopoly
- \*Resolution
- \*Boycott
- \*Petition
- \*Tyranny
- \*Effigy
- \*Mob
- \*Riot
- \*Massacre
- \*Propaganda
- \*Rebel
- \*Revolution
- \*Treason
- \*Patriots
- \*Loyalists
- \*Tories
- \*Allies
- \*Militia/Minutemen
- \*Blockade
- \*Privateers

### Essential People/Groups:

- \*King George III
- \*Stamp Act Congress
- \*Continental Congress
- \*Committees of Correspondence
- \*Sons of Liberty
- \*Daughters of Liberty
- \*Ben Franklin
- \*Sam Adams
- \*John Adams
- \*Thomas Paine
- \*Patrick Henry
- \*Paul Revere
- \*Ethan Allen
- \*Henry Knox
- \*Continental Army
- \*British East Indies Company
- \*Thomas Hutchinson
- \*Thomas Gage

### Essential Events/Issues:

- \*Navigation Acts
- \*Quebec Act
- \*Sugar Act
- \*Stamp Act
- \*Quartering Act
- \*Townshend Acts
- \*Tea Act
- \*Declaratory Act
- \*Coercive Acts/ Intolerable Acts
- \*Writs of Assistance
- \*Non-Importation Agreements
- \*Boston Massacre
- \*Boston Tea Party
- \*1<sup>st</sup> Continental Congress
- \*Fort Ticonderoga
- \*Siege of Boston
- \*Lexington & Concord
- \*Bunker Hill

**Grade: 7<sup>th</sup>**

**Course: U.S. History**

## **Unit 6: From Rebellion to Revolution**

### **State Standards addressed:**

#### **Civics & Governments (SS:CV)**

SS:CV: 6:1.3, 6:1.4, 8:1.1, 6:3.3, 8:3.2, 8:4.1

#### **Economics (SS:EC)**

SS:EC: 8:5.2, 8:5.3, 8:5.4

#### **New Hampshire & United States History (SS:HI)**

SS:HI: 8:2.3, 8:2.5, 8:3.1

#### **World History (SS:WH)**

SS:WH: 6:1.2, 6:2.2, 8:3.1

### **Essential Skills for Social Studies addressed:**

**(From the NH Social Studies Curriculum Frameworks)**

**\*Note: Individual teachers will identify Essential Skills based upon the Activities/Projects and Assessments that they use as teaching tools for this unit.**

# SAU29 SOCIAL STUDIES CURRICULUM

**Grade: 7th**  
**Course: U.S. History**

## Unit 7: War for Independence

### Essential Questions:

\*What was the *Declaration of Independence*?

\*How did the Colonies become independent from the British Empire?

\*Was the American Revolution really a revolution?

### Objectives: Students will be able to...

\*Explain the core principles that are articulated in the Declaration of Independence and how they justified separation from Great Britain.

\*Compare & contrast the military strengths & weaknesses of the Colonies vs. the British.

\*Identify the significant military turning points of the war that contributed to success of the Continental Army.

\*Describe the political results of the Revolution as defined by, but not limited to, the Treaty of Paris.

\*Explain what was *revolutionary* about the American Revolution.

### Essential Vocabulary:

- \*Independence
- \*Sovereignty
- \*Natural Rights
- \*Liberty
- \*Consent
- \*Tyranny
- \*Oppression
- \*Grievance
- \*Redress
- \*Traitor/Treason
- \*Revolt/Revolution
- \*Recruit
- \*Siege
- \*Artillery
- \*Munitions
- \*Blockade
- \*Fleet
- \*Privateers
- \*Guerilla Warfare/Guerilla
- \*Attrition
- \*Profiteering
- \*Treaty
- \*Ratify

### Essential People/Groups:

#### Continental Army:

- \*George Washington
- \*Horatio Gates
- \*Nathaniel Greene
- \*John Paul Jones
- \*Marquis de Lafayette
- \*Friedrich Von Steuben

#### Lobsterbacks:

- \*King George III
- \*Cornwallis
- \*Clinton
- \*William Howe
- \*Burgoyne
- \*Hessians
- \*Benedict Arnold

#### Movers and Shakers:

- \*Ben Franklin
- \*John Adams
- \*Abigail Adams
- \*Thomas Jefferson
- \*John Dickinson
- \*John Jay
- \*Thomas Paine

### Essential Events/Issues:

- \*Common Sense
- \*2<sup>nd</sup> Continental Congress
- \*Writing of the Declaration of Independence
- \*Olive Branch Petition
- \*Battle of NY
- \*Battle of Saratoga
- \*Trenton & Princeton
- \*Valley Forge
- \*Monmouth
- \*British Blockade
- \*Greene vs. Cornwallis
- \*French Alliance
- \*Battle of Yorktown
- \*Treaty of Paris

**Grade: 7<sup>th</sup>**

**Course: U.S. History**

## **Unit 7: War for Independence**

### **State Standards addressed:**

#### **Civics & Governments (SS:CV)**

SS:CV: 6:1.1, 6:1.2, 8:1.1, 6:2.1, 6:2.3, 6:3.3

#### **Geography (SS:GE)**

SS:GE: 6:2.1, 8:4.2

#### **New Hampshire & United States History (SS:HI)**

SS:HI: 6:1.2, 8:3.1

#### **World History (SS:WH)**

SS:WH: 6:2.2

### **Essential Skills for Social Studies addressed:**

**(From the NH Social Studies Curriculum Frameworks)**

**\*Note: Individual teachers will identify Essential Skills based upon the Activities/Projects and Assessments that they use as teaching tools for this unit.**

# SAU29 SOCIAL STUDIES CURRICULUM

**Grade: 7th**  
**Course: U.S. History**

## Unit 8: Constitutional Convention

### Essential Questions:

\*Was the *United States Constitution* created to promote or limit democracy?

### Objectives: Students will be able to...

- \*Explain how the U.S. Government was organized & functioned under the *Articles of Confederation*.
- \*Describe the accomplishments & failures of the *Articles of Confederation*.
- \*Explain why the Constitutional Convention was necessary.
- \*Identify & explain the conflicts that arose during the creation of the *Constitution*.
- \*Examine & evaluate the compromises that were reached among the delegates to create the *Constitution*.
- \*Compare & contrast Federalist & Anti-Federalist arguments during the ratification debates.
- \*Explain the ratification process of the *Constitution*.

### Essential Vocabulary:

- \* Confederation
- \*Federalism
- \*Republic
- \*Sovereignty
- \*Democracy (direct/indirect)
- \*Majority
- \*Convention
- \*Delegates
- \*Quorum
- \*Constitution
- \*Institution
- \*Executive
- \*Judicial
- \*Legislative
- \*Legislature
- \*Compromise
- \*Representation  
(Proportional/Equal)
- \*Bicameral
- \*Electoral College
- \*Amend
- \*Ratify
- \*Abolish
- \*Unanimous
- \*Interstate Commerce
- \*Currency
- \*Territory
- \*Charter
- \*Arsenal

### Essential People/Groups:

- \*Daniel Shays
- \*George Washington
- \*James Madison
- \*Edmund Randolph (Didn't sign)
- \*William Paterson
- \*James Wilson
- \*Roger Sherman
- \*John Langdon (NH)
- \*Nicholas Gilman (NH)
- \*Alexander Hamilton
- \*Charles C. & Charles Pinckney
- \*Robert Morris
- \*Eldridge Gerry (Didn't sign)
- \*George Mason (Didn't sign)
- George Mason

### Essential Events/Issues:

- \*Articles of Confederation
- \*Shay's Rebellion
- \*Constitutional Convention
- \*Virginia Plan
- \*New Jersey Plan
- \*Great Compromise
- \*Three-Fifths Compromise
- \*Northwest Ordinance

**Grade: 7<sup>th</sup>**

**Course: U.S. History**

## **Unit 8: Constitutional Convention**

### **State Standards addressed:**

#### **Civics & Governments (SS:CV)**

SS:CV: 6:1.1, 6:1.2, 6:1.4, 8:1.1, 8:1.2, 8:2.3

#### **New Hampshire & United States History (SS:HI)**

SS:HI: 6:1.2, 8:1.4

#### **World History (SS:WH)**

SS:WH: 6:1.1, 6:1.2, 6:2.2

### **Essential Skills for Social Studies addressed:**

**(From the NH Social Studies Curriculum Frameworks)**

**\*Note: Individual teachers will identify Essential Skills based upon the Activities/Projects and Assessments that they use as teaching tools for this unit.**

# SAU29 SOCIAL STUDIES CURRICULUM

Grade: 7<sup>th</sup>  
Course: U.S. History

## Unit 9: The United States Constitution

### Essential Questions:

\*How has the *United States Constitution* evolved to better serve the people of the United States?

### Objectives: Students will be able to...

- \*Explain how the goals of the *Constitution* are articulated in the Preamble.
- \*Categorize the roles, powers, & responsibilities of each branch of government.
- \*Examine the legislative & political processes by which a bill becomes a law.
- \*Summarize the checks & balances in the *Constitution* that protect against the monopoly & abuse of power in one branch of government.
- \*Compare & contrast the structure, responsibilities, & powers held by the state & federal governments.
- \*Differentiate the ways groups & individuals have interpreted the *Constitution*.

### Essential Vocabulary:

- \*Magna Carta
- \*Federalism
- \*Constitution
- \*Preamble
- \*Articles
- \*Congress
- \*Bicameral
- \*Senate
- \*House of Representatives
- \*Equal & Proportional Representation
- \*Chief Executive
- \*Impeach/Override
- \*Veto/Appoint/Pardon
- \*Checks & Balances
- \*Interpret/Review (Judicial)
- \*Delegated Powers
- \*Reserved Powers
- \*Concurrent Powers/ Enumerated Powers/ Implied Powers
- \*Amendment
- \*Propose
- \*Ratify
- \*Elastic Clause
- \*Joint Resolution
- \*Petition
- \*Bill
- \*Electors
- \*Nominate
- \*Diplomacy/Ambassador
- \*Constituents
- \*Guarantee

### Essential People/Groups:

- \*Senator
- \*Representative
- \*President
- \*Commander in Chief
- \*Vice President
- \*Supreme Court Justices
- \*Chief Justice

### Essential Events/Issues:

\*Due to the nature of this unit teachers may select events & issues that apply to the concepts that are addressed in the objectives.

**Grade:** 7<sup>th</sup>

**Course:** U.S. History

## **Unit 9: The United States Constitution**

### **State Standards addressed:**

#### **Civics & Governments (SS:CV)**

SS:CV: 6:1.1, 6:1.2, 6:2.1, 6:2.2, 8:2.1, 8:2.4

#### **World History (SS:WH)**

SS:WH: 6:1.2

### **Essential Skills for Social Studies addressed:**

**(From the NH Social Studies Curriculum Frameworks)**

**\*Note:** Individual teachers will identify Essential Skills based upon the Activities/Projects and Assessments that they use as teaching tools for this unit.

# SAU29 SOCIAL STUDIES CURRICULUM

Grade: 7<sup>th</sup> Grade  
Course: U.S. History

## Unit 10: The Bill of Rights

### Essential Questions:

\*What major concerns were resolved by the *Bill of Rights*?

### Objectives: Students will be able to...

\*Explain how the *Bill of Rights* secured & guaranteed the civil rights and legal protections of the people.

\*Differentiate the ways groups & individuals have interpreted the *Bill of Rights* over time.

\*Critique the 10<sup>th</sup> Amendment's protection of the rights reserved for the states.

### Essential Vocabulary:

- \*Civil Liberties/Rights
- \*Habeas Corpus
- \*Amendment
- \*Assembly
- \*Petition
- \*Bear Arms
- \*Quarter
- \*Probably Cause
- \*Warrant
- \*Grand Jury
- \*Indictment
- \*Double Jeopardy
- \*Self-Incrimination
- \*Due Process
- \*Eminent Domain
- \*Compensation
- \*Impartial (Jury)
- \*Accusation
- \*Ascertain
- \*Compel
- \*Witness
- \*Counsel
- \*Attorney
- \*Preserve
- \*Bail/Bond

### More Essential Vocabulary:

- \*Excessive
- \*Cruel and Unusual Punishment
- \*Enumeration
- \*Retain
- \*Disparage
- \*Legal Rights
- \*Statute
- \*Trial
- \*District
- \*Criminal/Civil
- \*Defendant/Prosecutor
- \*Judge/Justice
- \*Appeal
- \*Conscientious Objector

### Essential Events/Issues:

\*Due to the nature of this unit teachers may select events & issues that apply to the concepts that are addressed in the objectives.

**Grade: 7<sup>th</sup>**

**Course: U.S. History**

**Unit 10: The Bill of Rights**

**State Standards addressed:**

**Civics & Governments (SS:CV)**

SS:CV: 6:1.1, 6:1.2, 6:1.3, 6:2.1, 8:1.1, 8:2.1

**New Hampshire & United States History (SS:HI)**

SS:HI: 8:1.4

**World History (SS:WH)**

SS:WH: 6:1.2

**Essential Skills for Social Studies addressed:**

**(From the NH Social Studies Curriculum Frameworks)**

**\*Note: Individual teachers will identify Essential Skills based upon the Activities/Projects and Assessments that they use as teaching tools for this unit.**

# SAU29 SOCIAL STUDIES CURRICULUM

## 8<sup>th</sup> Grade: American History II (1789-1917)

## Unit 1: Politics in the Early Republic (1789-1800)

### Essential Questions:

\*Why did former Revolutionary period patriots form rival political parties in the 1790's?

\*For whom would you have voted in the Presidential Election of 1800? Why you would have chosen this candidate?

\*Why might historians refer to the election of 1800 as a "revolution"?

### Objectives: Students will be able to...

\*Identify the political leaders of the early republic, and their differing political perspectives.

\*Compare and contrast Hamiltonian and Jeffersonian (social, political, and economic) visions for the United States.

\*Describe the major domestic and foreign problems confronting the young United States, and how the political leaders of the time attempted to address these.

\*Describe the development of a first two national political parties.

\*Explain the major political confrontations between Federalist and Democratic Republicans.

\*Describe the campaign issues and the outcome of the election of 1800 & the electoral problem that arose. Explain how the constitution was amended to fix this problem.

### Essential Vocabulary:

- \*Republic
- \*Inauguration
- \*Faction
- \*Political Party
- \*Federalist Party
- \*Democratic-Republican Party
  
- \*Cabinet
- \*Secretary of the Treasury
- \*Secretary of State
- \*States Rights
- \*Debt
- \*Tariff (protective tariff)
- \*Nullification/nullify
- \*Unconstitutional
- \*Electoral College
- \*Naturalization
- \*Precedent
- \*Sedition
- \*Alien
- \*Ratify

### Essential People/Groups

- \*Federalists
- \*Democratic-Republicans
- \*George Washington
- \*Alexander Hamilton
- \*Thomas Jefferson
- \*John Adams
- \*Aaron Burr
- \*John Marshall

### Essential Events/Issues:

- \*Inauguration of George Washington
- \*Whiskey Rebellion
- \*State debt assumption and the National Bank
- \*Alien & Sedition Acts controversy
- \*American response to French Revolution
- \*Election of 1800
- \*12th Amendment
- \*Marbury v. Madison

Part of next unit, but have implications for domestic politics/government as well:

- \*Jay's Treaty
- \*Seizure of US ships and impressments of US sailors
- \*XYZ Affair

**Unit: Politics in the Early Republic (1789-1800)****State Standards addressed:****Civics-**

SS:CV:8:1.1    SS:CV:8:1.2    SS:CV:8:2.1    SS:CV:8:2.3

**Economics-**

SS:EC:8:1.1    SS:EC:8:4.2    SS:EC:8:5.2    SS:EC:8:5.3

**Geography-**

SS:GE:8:2.2    SS:GE:8:2.3    SS:GE:8:4.2

**US/NH History-**

SS:HI:8:1.1    SS:HI:8:1.2    SS:HI:8:1.4    SS:HI:8:2.4    SS:HI:8:2.5    SS:HI:8:4.1

**Essential Skills for Social Studies addressed:**

**(From the NH Social Studies Curriculum Frameworks)**

**Acquiring Information:**

- Distinguish between primary and secondary sources
- Detect cause and effect relationships
- Distinguish between facts, interpretations, and opinions

**Organizing and Communicating Information**

- Distinguish between primary and secondary sources
- Detect cause and effect relationships
- Distinguish between facts, interpretations, and opinions
- Recognize author bias; recognize propaganda
- Utilize various types of sources such as documents, charts, images, etc
- Compare and contrast the credibility of differing accounts of the same event
- Form an opinion based on critical examination of relevant information

**Real World Applications**

- Communicate and defend one's own belief, feelings, and convictions
- Participating in persuading, compromising, debating, and negotiating the resolution of conflicts and differences

# SAU29 SOCIAL STUDIES CURRICULUM

**Grade:** 8th  
**Course:** U.S. History

## Unit 2: Foreign Affairs of the Early Republic

### Essential Questions:

- \*How did early presidents deal with controversies and problems that arose with foreign nations?
- \*How did the U.S. establish a sphere of influence throughout the Americas by 1820?

### Objectives: Students will be able to...

- \*Investigate the motives behind of development the early policies of neutrality.
- \*Identify the difficulties brought about by the policy of neutrality and isolationism that Presidents Adams & Jefferson faced.
- \*Summarize the causes of the War of 1812.
- \*Describe battle locations & their importance.
- \*Explain how the war ended and examine whether the terms of the Treaty of Ghent were worthwhile to development of the new nation.

### Essential Vocabulary:

- \*Neutrality
- \*Isolationism
- \*Impressment
- \*Embargo
- \*Piracy
- \*Customs
- \*Tariff
- \*Duties
- \*Secretary of State
- \*Doctrine

### Essential People/Groups

- \*Presidents: Washington, Jefferson, Adams, Monroe, Madison
- \*John Jay
- \*Barbary Pirates
- \*War Hawks
- \*King George III

### Essential Events/Issues:

- \*Washington's Proclamation of Neutrality
- \*Jay's Treaty
- \*XYZ Affair
- \*Impressments
- \*Embargo Act
- \*Barbary States
- \*War of 1812
- \*Treaty of Ghent
- \*Monroe Doctrine

**Grade: 8<sup>th</sup>**

**Course: U.S. History**

**Unit 2: Foreign Affairs of the Early Republic**

**State Standards addressed:**

**Civics (SS:CV)**

SS:CV:8:3:1

**Economics (SS:EC)**

SS:EC:8:5:2, 8:5:3

**Geography (SS:GE)**

SS:GE:8:2:2,

**US/NH History (SS:HI)**

SS:HI:8:2:1, 8:2:2, 8:2:3, 8:2:4, 8:2:5, 8:4:1

**World History (SS:WH)**

SS:WH:8:1:1

**Essential Skills for Social Studies addressed:**

**(From the NH Social Studies Curriculum Frameworks)**

**\*Note:** Individual teachers will identify Essential Skills based upon the **Activities/Projects and Assessments** that they use as teaching tools for this unit.

# SAU29 SOCIAL STUDIES CURRICULUM

**Grade: 8th**  
**Course: U.S. History**

**Unit 3: Antebellum, The South, 1800-1860**

## Essential Questions:

How did the south emerge as a distinct social, economic, and political region?

## Objectives: Students will be able to...

\*Explain how geography effected the development of the social & economic systems of the South?

\*Explain how the plantation & cash crop system emerged in the southern states & came to dominate the economic & political systems.

\*Describe why the south did not develop the transportation infrastructure that developed in the north during the same period.

## Essential Vocabulary:

- \*Antebellum
- \*Plantation
- \*Planter
- \*Cash Crop = Tobacco/Rice/Indigo/Cotton
- \*Slavery/Slaves
- \*Cotton gin
- \*Yeoman Farmer
- \*Tenant Farmer
- \*Free Blacks
- \*Upper South
- \*Deep South
- \*Natural Resources
- \*Raw Materials
- \*Fixed Costs
- \*Credit

## Essential People/Groups

- \*Eli Whitney

## Essential Events/Issues:

- \*Fugitive Slave Law 1793
- \*End of International Slave Trade
- \*Reliance on river routes
- \*Rise of agriculture vs. industry
- \*Opposition to internal improvements
- \*Social Strata of South

**Grade: 8<sup>th</sup>**

**Course: U.S. History**

**Unit 3: Antebellum, The South, 1800-1860**

**State Standards addressed:**

**Civics (SS:CV)**

SS:CV:8:3:2

**Economics (SS:EC)**

SS:EC:8:1:1, 8:2:1, 8:3:1, 8:5:1, 8:5:2, 8:6:2

**Geography (SS:GE)**

SS:GE:8:2:1, 8:2:2, 8:2:3, 8:3:1, 8:4:1, 8:4:2

**US/NH History (SS:HI)**

SS:HI:8:4:2, 8:5:1

**Essential Skills for Social Studies addressed:**

**(From the NH Social Studies Curriculum Frameworks)**

**\*Note: Individual teachers will identify Essential Skills based upon the Activities/Projects and Assessments that they use as teaching tools for this unit.**

# SAU29 SOCIAL STUDIES CURRICULUM

**Grade: 8th**  
**Course: U.S. History**

**Unit 4: Antebellum Society, The North,  
1800-1860**

## Essential Questions:

\*How did the North emerge as a distinct economic, social, and political region?

## Objectives: Students will be able to...

\*Describe how geography effected the development of the social & economic systems of the North?

\*Explain how the factory system emerged in the northern states & came to dominate their economic & political systems.

\*Describe how the transportation system evolved in relation to the economy & geography of the northern states.

## Essential Vocabulary:

- \*Antebellum
- \*Sectionalism
- \*Industrial Revolution
- \*Supply & Demand
- \*Factory system
- \*Products (of labor)
- \*Tariff
- \*Textiles
- \*Canals
- \*Corporation
- \*Capital
- \*Wage Labor
- \*Trade Union
- \*Immigration
- \*Exploit
- \*Nativism
- \*Telegraph
- \*Topography
- \*Coastal Plain

## Essential People/Groups

- \*James Watt
- \*Robert Fulton
- \*Dewitt Clinton
- \*Samuel Slater
- \*Francis Cabot Lowell
- \*Mill Girls
  
- \*Samuel Morse
- \*Elias Howe
- \*John Deere
- \*Cyrus McCormick

## Essential Events/Issues:

- \*The Erie Canal
- \*Development of infrastructure:
  - Steam engine
  - Lowell Mills
  - Railroads
  - Telegraph
  - National roads
- \*Rise of textile industry
- \*Early labor associations & protests, management vs. labor
- \*10 hour work day
- \*Industrial Revolution's impact on women & families
- \*Impact on marketplace

**Grade: 8th**

**Course: U.S.History**

**Unit 4: Antebellum Society, The North, 1800-1860**

**State Standards addressed:**

**Civics (SS:CV)**

SS:CV:8:3:2

**Economics (SS:EC)**

SS:EC:8:1:1, 8:2:1, 8:3:1, 8:5:1, 8:5:2, 8:6:2

**Geography (SS:GE)**

SS:GE:8:2:1, 8:2:2, 8:2:3, 8:3:1, 8:4:1, 8:4:2

**US/NH History (SS:HI)**

SS:HI:8:4:2, 8:5:1

**Essential Skills for Social Studies addressed:**

**(From the NH Social Studies Curriculum Frameworks)**

**\*Note: Individual teachers will identify Essential Skills based upon the Activities/Projects and Assessments that they use as teaching tools for this unit.**

# SAU29 SOCIAL STUDIES CURRICULUM

**Grade: 8th**  
**Course: U.S. History**

## Unit 5: Jacksonian Period Politics

### Essential Questions:

\*Was Andrew Jackson a great president?

### Objectives: Students will be able to...

- \*Identify what made Jackson an attractive candidate for the common man.
- \*Explain Jackson's rise from humble beginnings to the White House.
- \*Describe Jackson's management of the executive branch.
- \*Explain Jackson's handling of the nullification crisis of 1832
- \*Evaluate Jackson's opposition to the National Bank & the actions he took to limit its power.

### Essential Vocabulary:

- \*Nominate
- \*Common Man
- \*Yeoman
- \*Mudslinging
- \*Landslide
- \*Civil Servants
- \*Spoils System
- \*Kitchen Cabinet
- \*National Bank
- \*Veto
- \*Suffrage
- \*Tariff
- \*Nullify
- \*Secede
- \*5 Civilized Tribes
- \*Relocate

### Essential People/Groups:

#### 5 Civilized Tribes:

- \*Cherokee
- \*Chickasaw
- \*Seminole
- \*Choctaw
- \*Creek
  
- \*Andrew Jackson/ Old Hickory
- \*John C. Calhoun
- \*General Winfield Scott
- \*John Quincy Adams
- \*Nicholas Biddle
- \*Henry Clay
- \*Sequoyah

### Essential Events/Issues:

- \*Election of 1824 & 1828
- \*Jackson's management of the executive branch
- \*Indian Removal Act
- \*Worcester v. Georgia
- \*Trail of Tears
- \*Tariff of 1832
- \*Nullification Crisis

**Grade: 8<sup>th</sup>**

**Course: U.S. History**

## **Unit 5: Jacksonian Period Politics**

### **State Standards addressed:**

**Civics (SS:CV)**

SS:CV: 8:1:1, 8:1:2

**Economics: (SS:EC)**

SS:EC:8:4:2

**Geography: (SS:GE)**

SS:GE:8:2:3, 8:4:2

**U.S./N.H. History: (SS:HI)**

SS:HI:8:1:4

**World History: (SS:WH)**

SS:WH:8:1:1

### **Essential Skills for Social Studies addressed:**

**(From the NH Social Studies Curriculum Frameworks)**

**\*Note: Individual teachers will identify Essential Skills based upon the Activities/Projects and Assessments that they use as teaching tools for this unit.**

# SAU29 SOCIAL STUDIES CURRICULUM

**Grade: 8th**  
**Course: U.S. History**

## Unit 6: Manifest Destiny

### Essential Questions:

\*Who benefited from Westward Expansion and at what cost?

### Objectives: Students will be able to...

- \*Define & explain the development of the philosophy of **Manifest Destiny**.
- \*Explain how the idea of **Manifest Destiny** drove westward expansion?
- \*Describe the various migrating groups and the motives that led them west.
- \*Identify & sequence territorial acquisitions through 1853.
- \*Summarize the conflicts between the U.S. & other groups that arose over westward expansion.
- \*Investigate how **Manifest Destiny** impacted the peoples that previously occupied these territories.

### Essential Vocabulary:

- \*Texas
- \*Decree
- \*Tejanos
- \*Alamo
- \*Goliad
- \*Cede
- \*Annex
- \*New Mexico Territory
- \*Santa Fe Trail
- \*Rancho/Ranchero
- \*California
- \*49ers
- \*Oregon Country
- \*Oregon Trail
- \*Missionaries
- \*Emigrants
- \*Prairie Schooners
- \*Mountain Men
- \*Rendezvous
- \*Mormons
- \*Land Grants
- \*Homestead
- \*Boomtown
- \*Vigilantes

### Essential People/Groups:

- \*John Quincy Adams
- \*James Polk
- \*Henry Clay
- \*Moses Austin
- \*Stephen F. Austin
- \*Sam Houston
- \*Davy Crockett
- \*Santa Anna
- \*Tejanos
- \*Empresarios
- \*Rancheros
- \*General Zachary Taylor
- \*John C. Fremont
- \*Stephen Kearny
- \*Kit Carson
- \*Levi Strauss
- \*Chinese
- \*Mormons
- \*Joseph Smith
- \*Brigham Young
- \*Pioneer Women

### Essential Events/Issues:

- \*54, 40, or Fight
- \*Adams-Onis Treaty
- \*Migration into Texas, Lone Star Republic, & Annexation
- \*Battle of the Alamo
- \*War with Mexico
- \*Treaty of Guadalupe Hidalgo
- \*Bear Flag Republic
- \*Mormon Migration/Trail
- \*Gold Rush
- \*Gadsden Purchase
- \*Homesteading

**Grade: 8<sup>th</sup>**

**Course: U.S. History**

## **Unit 6: Manifest Destiny**

### **State Standards addressed:**

#### **Civics (SS:CV)**

SS:CV:8:3:2

#### **Economics (SS:EC)**

SS:EC:8:5:1

#### **Geography (SS:GE)**

SS:GE:8:1:1, 8:2:1, 8:2:2, 8:2:3, 8:3:1, 8:4:2,

#### **U.S./N.H. History (SS:HI)**

SS:HI:8:1:4, 8:2:3, 8:2:4, 8:3:1

#### **World History (SS:WH)**

SS:WH:8:1:1

### **Essential Skills for Social Studies addressed:**

**(From the NH Social Studies Curriculum Frameworks)**

**\*Note: Individual teachers will identify Essential Skills based upon the Activities/Projects and Assessments that they use as teaching tools for this unit.**

# SAU29 SOCIAL STUDIES CURRICULUM

**Grade:** 8<sup>th</sup>  
**Course:** U.S. History

## Unit 7: Age of Reform

### Essential Questions:

\*What were the social, political, and religious conditions that created a climate for reform?

### Objectives: Students will be able to...

- \*Explain how the 2<sup>nd</sup> Great Awakening was a catalyst for reform.
- \*Describe reforms that affected education, mental health, and prison conditions.
- \*Summarize the roots of the Abolitionist Movement and its goals & activities.
- \*Compare & contrast the status & roles of women during Antebellum society and today.
- \*Trace the development of the leadership & progress of the women's movement during this time period.

### Essential Vocabulary:

- \*Reform
- \*Temperance
- \*Revival
- \*Predestination
- \*Good Works
- \*Abolition
- \*Suffrage
- \*Grievance
- \*Redress

### Essential People/Groups:

- \*Abolitionists
- \*Harriet Tubman
- \*Levi Coffin
- \*Frederick Douglass
- \*William Lloyd Garrison
- \*Sojourner Truth
- \*Dorothea Dix
- \*Horace Mann
- \*Grimke Sisters
- \*Lucy Stone
- \*Elizabeth Blackwell
- \*Susan B. Anthony
- \*Lyman Beecher (Seneca Falls Officiant & Harriet's hubby)
- \*Elizabeth Cady Stanton
- \*Lucretia Mott
- \*Quakers

### Essential Events/Issues:

- \*2<sup>nd</sup> Great Awakening
- \*Underground Railroad
- \*Abolitionist Movement
- \*American Colonization Movement (African Repatriation)
- \*Prison Reform
- \*Education Reform
- \*Women's Movement
- \*Women's Suffrage Movement
- \*Seneca Falls Convention
- \*Declaration of Sentiments

**Grade: 8<sup>th</sup>**

**Course: U.S. History**

**Unit 7: Age of Reform**

**State Standards addressed:**

**Civics (SS:CV)**

SS:CV:8:1:1, 8:1:2, 8:2:3, 8:3:2

**Economics (SS:EC)**

SS:EC:8:4:2

**Geography (SS:GE)**

SS:GE:8:2:3

**U.S./N.H. History (SS:HI)**

SS:HI:8;1:1, 8:1:3, 8:3:4, 8:5:1

**Essential Skills for Social Studies addressed:**

**(From the NH Social Studies Curriculum Frameworks)**

**\*Note: Individual teachers will identify Essential Skills based upon the Activities/Projects and Assessments that they use as teaching tools for this unit.**

# SAU29 SOCIAL STUDIES CURRICULUM

**Grade:** 8<sup>th</sup>  
**Course:** U.S. History

**Unit 8: African-American Life & Culture through 1860**

## Essential Questions:

\*What conditions created the institution of slavery and what forces imbedded the institution as uniquely American?

## Objectives: Students will be able to...

- \*Compare & contrast how the variety of experiences of African Americans developed differently throughout the U.S. (north/south, urban/rural)
- \*Summarize the domestic economic changes that continued to justify the economic benefits of slavery for both the northern textile industry & southern plantation system.
- \*Explain how plantation life was organized for the slaves.
- \*Enumerate the methods that were implemented by southern societies to maintain control over the slave population.
- \*Illustrate the types of protests that slaves organized to resist enslavement.

## Essential Vocabulary:

- \*Plantation
- \*Planter
- \*Slave Holder
- \*Overseer
- \*Textiles
- \*Cotton Gin
- \*Rural
- \*Urban
- \*Racism
- \*Slave Codes
- \*Segregate
- \*Discriminate
- \*Subjugate
- \*Oppress
- \*Justify
- \*Miscegenation
- \*Fugitive
- \*Abolition
- \*Free Black

## Essential People/Groups:

- \*Gabriel Prosser
- \*Denmark Vessey
- \*David Walker
- \*Nat Turner
- \*Harriet Tubman

## Essential Events/Issues:

- \*Interdependent economy North & South
- \*Textile industry
- \*Rise of King Cotton
- \*Plantation life
- \*Gabriel's Rebellion
- \*Vessey's Revolt
- \*Walker's Appeal
- \*Nat Turner's Rebellion

**Grade: 8<sup>th</sup>**

**Course: U.S. History**

**Unit 8: African-American Life & Culture through 1860**

**State Standards addressed:**

**Civics (SS:CV)**

**Economics (SS:EC)**

SS:EC:8:5:1

**Geography (SS:GE)**

SS:GE:8:2:1, 8:2:2, 8:2:3, 8:4:1, 8:4:2

**U.S./N.H. History (SS:HI)**

SS:HI:8:3:1, 8:4:1, 8:4:2, 8:5:1,

**World History (SS:WH)**

SS:WH:8:1:1, 8:1:2, 8:3:1

**Essential Skills for Social Studies addressed:**

**(From the NH Social Studies Curriculum Frameworks)**

**\*Note: Individual teachers will identify Essential Skills based upon the Activities/Projects and Assessments that they use as teaching tools for this unit.**

# SAU29 SOCIAL STUDIES CURRICULUM

**Grade: 8th**  
**Course: U.S. History**

## Unit 9: The Dividing Nation

### Essential Questions:

\*Why did North & South become bitter rivals, unable to reconcile their differences?

### Objectives: Students will be able to...

- \*Summarize how the issues of slavery became politically divisive in the 19<sup>th</sup> century. (moral/ethical/legal/economic)
- \*Explain how, through compromise, Congress attempted to resolve the political tensions between North & South (territorial expansion, slavery, Congressional representation).
- \*Identify & sequence major events that were contributing factors toward the tension that was growing between North & South.
- \*Assess the causal relationship between the election of Abraham Lincoln and the secession of the Southern States.

### Essential Vocabulary:

- \*Sectionalism
- \*Compromise
- \*Proportional Representation (Balance in Congress?)
- \*Fugitive
- \*Popular Sovereignty
- \*Abstain
- \*Arsenal
- \*Martyr
- \*State's Rights
- \*Secede/Secession
- \*Civil War
- \*The Confederacy
- \*The Union

### Essential People/Groups:

- \*Martin Van Buren
- \*Zachary Taylor
- \*Franklin Pierce
- \*Henry Clay
- \*John C. Calhoun
- \*Daniel Webster
- \*Abe Lincoln (Debates)
- \*Stephen A. Douglas
- \*Harriet Beecher Stowe
- \*John Brown
- \*Charles Sumner
- \*Preston Brooks
- \*Dred Scott
- \*Justice Roger Taney
- \*Abraham Lincoln (1860)
- \*John Breckinridge (1860)
- \*John Bell (1860)
- \*Jefferson Davis
- \*Robert E. Lee

### Essential Events/Issues:

- \*Missouri Compromise
- \*Compromise of 1850
- \*Fugitive Slave Act of 1850
- \*Kansas Nebraska Act
- \*Bleeding Kansas
- \*Lincoln-Douglas Debates
- \*Uncle Tom's Cabin
- \*Dred Scott
- \*John Brown's Raid
- \*Rise of the Republican Party
- \*Election of 1860
- \*Lincoln's Inaugural Address
- \*Confederate States of America
- \*Fort Sumter

**Grade: 8<sup>th</sup>**

**Course: U.S. History**

## **Unit 9: The Dividing Nation**

### **State Standards addressed:**

#### **Civics (SS:CV)**

SS:CV:8:2:3,

#### **Economics (SS:EC)**

SS:EC:8:5.1, 8:6.2

#### **Geography (SS:GE)**

SS:GE:8.2.1, 8:2.2, 8:2.3, 8:4.1, 8:4.2

#### **History(SS:HI)**

SS:HI:8:1.4, 8:3:1

#### **World History**

SS:WH:8.1.1, 8:1.2

### **Essential Skills for Social Studies addressed:**

**(From the NH Social Studies Curriculum Frameworks)**

**\*Note: Individual teachers will identify Essential Skills based upon the Activities/Projects and Assessments that they use as teaching tools for this unit.**

# SAU29 SOCIAL STUDIES CURRICULUM

**Grade:** 8<sup>th</sup>  
**Course:** U.S. History

**Unit 10: The Civil War, The Early Years, 1860-1863**

## Essential Questions:

\*Which side, North or South, had the advantage going into the war?

\*Which side did a better job executing a war strategy between 1861-1863?

## Objectives: Students will be able to...

\*Identify motivations men had for getting into the war. (N. v S.)

\*Compare & contrast strengths & weaknesses of both sides at the inception of the war.

\*Assess the effectiveness of military leadership & strategy employed by the North & South.

\*Identify the realities of the war's impact upon civilian life.

\*Analyze the lives of the fighting men throughout the war. (Camp life, social/emotional, PTSD, attitudes)

\*Analyze military turning points, including battles that were significant to the outcome of the war.

\*Evaluate Lincoln's evolving war policies & assess their effectiveness. (Civilian Policy, slavery, recruitment & draft, black troops, emancipation, leadership)

## Essential Vocabulary:

- \*Secession
- \*Union
- \*Yankees
- \*Habeas Corpus
- \*Offensive
- \*Blockade/blockade runner
- \*Confederacy
- \*Rebels
- \*Border States
- \*Draft
- \*Enlist
- \*Infantry/Calvary/Artillery
- \*Division/Brigade/Regiment/Unit
- \*Encampment
- \*Fortifications
- \*Dysentery/Diahria
- \*Campaign
- \*Siege
- \*Flank
- \*Casualty
- \*Ironclad
- \*Inflation
- \*Propaganda
- \*Bounty
- \*Emancipate

## Essential People/Groups:

### Billy Yanks:

- \*Abraham Lincoln
- \*Army of the Potomac
- \*Winfield Scott
- \*George McClellan
- \*George Meade
- \*Ulysses S. Grant
- \*William T. Sherman
- \*Clara Barton
- \*Dorothea Dix

### Johnny Rebs:

- \*Jefferson Davis
- \*Army of Northern Virginia
- \*Robert E. Lee
- \*Stonewall Jackson
- \*J.E.B. Stuart
- \*Belle Boyd

### Photographer:

- \*Matthew Brady

## Essential Events/Issues:

- \*Anaconda Plan
- \*First Battle of Bull Run
- \*War in the West
- \*Monitor vs. Merrimack
- \*New Orleans
- \*Peninsula Campaign
- \*Battle of Antietam
- \*Draft & Draft Riots
- \*Camp Life/Field Hospitals/Photography

**Grade: 8<sup>th</sup>**

**Course: U.S. History**

**Unit 10: The Civil War, The Early Years, 1860-1863**

**State Standards addressed:**

**Civics (SS:CV)**

SS:CV:8.3.2

**Economics (SS:EC)**

SS:EC:8:5.1, 8:5.3

**Geography (SS:GE)**

SS:GE:8.2.1, 8:2.3

**History(SS:HI)**

SS:HI:8:1.4, 8:2.3,

**World History (SS:WH)**

SS:WH:8.1.1

**Essential Skills for Social Studies addressed:**

**(From the NH Social Studies Curriculum Frameworks)**

**\*Note: Individual teachers will identify Essential Skills based upon the Activities/Projects and Assessments that they use as teaching tools for this unit.**

# SAU29 SOCIAL STUDIES CURRICULUM

**Grade:** 8<sup>th</sup>  
**Course:** U.S. History

**Unit 11: The Civil War, Later Years**  
**1863-1865**

## Essential Questions:

\*What adjustments were made in the Northern prosecution of the war that facilitated victory?

## Objectives: Students will be able to...

- \*Analyze the importance of the Emancipation Proclamation & its affect on the Northern war effort.
- \*Explain the turning points that shifted military strategy & led to the ultimate victory of the North.
- \*Summarize the factors that contributed to the South's inability to continue to prosecute the war.
- \*Describe Lincoln's policy of reconciliation from the Surrender at Appomattox to his assassination.
- \*Assess the cost of the Civil War upon the entire nation. (Human, economic, geographic, social, cultural)

## Essential Vocabulary:

- \*Total War/ Hard War
- \*Proclamation
- \*Emancipate
- \*Entrenched

## Essential People/Groups:

### North:

- \*Abraham Lincoln
- \*Frederick Douglass
- \*54<sup>th</sup> Massachusetts Regiment
- \*George Meade
- \*Ulysses S. Grant
- \*Phillip Sheridan
- \*William T. Sherman

### South:

- \*Jefferson Davis
- \*Robert E. Lee
- \*James Longstreet
- \*J.E.B. Stuart

## Essential Events/Issues:

- \*Battle of Gettysburg
- \*Gettysburg Address
- \*Emancipation Proclamation
- \*Organizing the 54<sup>th</sup> Massachusetts Regiment
- \*Fort Wagner
- \*Fall of Richmond
- \*Petersburg
- \*Sheridan's Campaign
- \*Sherman's March
- \*Surrender at Appomattox
- \*Conditions of Surrender

**Grade: 8<sup>th</sup>**

**Course: U.S. History**

**Unit 11: The Civil War, Later Years, Later Years, 1863-1865**

**State Standards addressed:**

**Civics (SS:CV)**

SS:CV:8.3.2

**Economics (SS:EC)**

SS:EC:8:5.1, 8:5.3

**Geography (SS:GE)**

SS:GE:8.2.1, 8:2.3

**History(SS:HI)**

SS:HI:8:1:4, 8:2:3,

**World History (SS:WH)**

SS:WH:8.1.1

**Essential Skills for Social Studies addressed:**

**(From the NH Social Studies Curriculum Frameworks)**

**\*Note: Individual teachers will identify Essential Skills based upon the Activities/Projects and Assessments that they use as teaching tools for this unit.**

# SAU29 SOCIAL STUDIES CURRICULUM

**Grade:** 8<sup>th</sup>  
**Course:** U.S. History

## Unit 12: Reconstruction

### Essential Questions:

\*How did Reconstruction Policy affect the nation in the aftermath of the Civil War?

### Objectives: Students will be able to...

\*Compare & contrast the different perspectives within the government about the best policy for Reconstruction.

(Johnson v. Radical Republicans)

\*Delineate the various policies & institutions that defined

Reconstruction. (Freedman's Bureau, Military Reconstruction Act, Civil Rights Act of 1866, steps to Southern state re-admittance)

\*Analyze the 13-15<sup>th</sup> Amendments & their affect on freedom & citizenship of African Americans & the nation.

\*Describe the social, political, & economic impacts of

Reconstruction on Southern society. (Military occupation, new state constitutions, African America political participation, KKK, white resistance)

\*Explain how the Compromise of 1877 ended implementation of Reconstruction Policy.

### Essential Vocabulary:

- \*Reconstruction
- \*Radical
- \*Reconciliation
- \*Impeach
- \*Amnesty
- \*Allegiance
- \*Occupation
- \*Carpetbaggers
- \*Scalawags
- \*Corruption
- \*Freedman
- \*Civil Rights
- \*Integration
- \*Segregation
- \*Jim Crow
- \*Lynch
- \*Poll Tax
- \*Literacy Test
- \*Grandfather Clause
- \*Sharecropper/Tenant Farmer
- \*Cash Crops
  
- \*Commission?
- \*Override?
- \*Redeem?

### Essential People/Groups:

- \*President Andrew Johnson
- \*Radical Republicans
- \*KKK, White League
- \*John Wilkes Booth
- \*Samuel Tilden
- \*Rutherford B. Hayes
- \*Ulysses S. Grant

### Essential Events/Issues:

- \*Assassination of Lincoln
- \*Reconstruction plans
- \*Impeachment of President Johnson
- \*13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments
- \*Conditions for southern states re-admittance
- \*Freedman's Bureaus
- \*African Americans in office
- \*Amnesty Act of 1872
- \*Black Codes
- \*Voting restrictions
- \*Election of 1876
- \*Compromise of 1877
- \*Plessey v. Ferguson

**Grade: 8<sup>th</sup>**

**Course: U.S. History**

## **Unit 12: Reconstruction**

### **State Standards addressed:**

#### **Civics (SS:CV)**

SS:CV:8:1.1, 8:1.2, 8:2.1, 8:2.1, 8:2.3,

#### **Economics (SS:EC)**

SS:EC:8:5.1

#### **Geography (SS:GE)**

SS:GE:8:2.2, 8:2.3, 8:4.1, 8:4.2

#### **History(SS:HI)**

SS:HI:8:1.1, 8:1.4

#### **World History(SS:WH)**

SS:WH:8:1.1

### **Essential Skills for Social Studies addressed:**

**(From the NH Social Studies Curriculum Frameworks)**

**\*Note: Individual teachers will identify Essential Skills based upon the Activities/Projects and Assessments that they use as teaching tools for this unit.**

# SAU29 SOCIAL STUDIES CURRICULUM

**Grade: 8th**  
**Course: U.S. History**

## **Unit 13: Closing of the Western Frontier**

### **Essential Questions:**

\*How did America's march west continue & at whom's expense?

### **Objectives: Students will be able to...**

- \*Explain the impact of westward migration on the remaining native tribes. (War on the plains, federal reservation policy, railroad influence)
- \*Assess the political and economic incentives for the settlement & development of the West.
- \*Describe the political, social, & economic impacts of building the Transcontinental Railroad & the closing of the western frontier.
- \*Compare & contrast western life for the variety of groups that moved west.

### **Essential Vocabulary:**

- \*Transcontinental
- \*Frontier
- \*Boomtown
- \*Maverick
- \*Vigilantes
- \*Cowboys
- \*Vaqueros
- \*Range
- \*Longhorns
- \*Barbed Wire
- \*Homestead
- \*Soddie
- \*Sooner
- \*Reservation
- \*Assimilate
- \*Allotments
- \*Annuities

### **Essential People/Groups:**

- \*Cowboys
- \*Vaqueros
- \*Sioux
- \*Nez Perce
- \*Cheyenne
- \*Sitting Bull (Sioux)
- \*Crazy Horse (Sioux)
- \*Chief Joseph (Nez Perce)
- \*Buffalo Soldiers
- \*Armstrong Custer

### **Essential Events/Issues:**

- \*Homestead Act
- \*The Pacific Railroad Act/Transcontinental Railroad
- \*Last of Great Indian Wars
- \*Sand Creek Massacre
- \*Battle of Little Big Horn
- \*Wounded Knee Massacre
- \*Dawes Act
- \*Bureau of Indian Affairs
- \*Indian Peace Commission

**Grade: 8<sup>th</sup>**

**Course: U.S. History**

## **Unit 13: Closing the Western Frontier**

### **State Standards addressed:**

#### **Civics (SS:CV)**

SS:CV:8.2.2, 8:3.2

#### **Economics (SS:EC)**

SS:EC:8:2.1, 8:5.1

#### **Geography (SS:GE)**

SS:GE:8:2.1, 8:2.2, 8:2.3, 8:3.1, 8:4.1, 8:4.2

#### **History(SS:HI)**

SS:HI:8:1.3, 8:1.4, 8:2.3, 8:2.4, 8:3.1

#### **World History (SS:WH)**

SS:WH: 8:1.1

### **Essential Skills for Social Studies addressed:**

**(From the NH Social Studies Curriculum Frameworks)**

**\*Note: Individual teachers will identify Essential Skills based upon the Activities/Projects and Assessments that they use as teaching tools for this unit.**

# SAU29 SOCIAL STUDIES CURRICULUM

**Grade: 8th**  
**Course: U.S. History**

## Unit 14: Post-Civil War Immigration

### Essential Questions:

\*Did the United States offer opportunity or oppression for the flood of immigrants that arrived in the late 1800's?

### Objectives: Students will be able to...

\*Identify the groups that immigrated & the motives that brought them to the U.S.

\*Differentiate the opportunities & challenges immigrant groups encountered upon their arrival.

\*Summarize the perceptions held by native-born white Americans regarding the new immigrants and how these perceptions worked their way into social and political policy. (Quota systems, laws)

\*Describe the social/cultural and economic impact of the immigrants on American society.

### Essential Vocabulary:

- \*Immigrant/Emigrant
- \*Refugees
- \*Steerage
- \*Ellis Island
- \*Angel Island
- \*Castle Clinton
- \*Castle Garden
- \*Ghetto
- \*Tenement
- \*Assimilate
- \*Assimilation/Americanization
- \*Exclusion
- \*Nativism
- \*Xenophobia
- \*Quota
- \*Passport
- \*Visa

### Essential People/Groups:

#### West Coast:

- \*Chinese
- \*Mexican

#### East Coast:

- \*Eastern European
- \*Southern European

\*Other groups appropriate to local communities

### Essential Events/Issues:

- \*Push/pull factors
- \*"Rags to riches" mythology
- \*Immigrant settlement patterns
- \*Urban immigrant culture and problems
- \*Tossed salad vs. Melting pot
- \*Reactions to immigration
- \*Nativism
- \*American Protective Association
- \*Workingman's Party of California
- \*Chinese Exclusion Act

**Grade: 8<sup>th</sup>**

**Course: U.S. History**

## **Unit 14: Post-Civil War Immigration**

### **State Standards addressed:**

#### **Civics (SS:CV)**

SS:CV:8.2.2

#### **Economics (SS:EC)**

SS:EC:8.1.1, 8:6.7

#### **Geography (SS:GE)**

SS:GE:8.2.1, 8:2.2, 8:2.3, 8:4.1, 8:4.2

#### **History (SS:HI)**

SS:HI:8:1.3, 8:3.1, 8:4.1, 8:5:1

#### **World History (SS:WH)**

SS:WH:8.3.1, 8:3.2

### **Essential Skills for Social Studies addressed:**

**(From the NH Social Studies Curriculum Frameworks)**

**\*Note: Individual teachers will identify Essential Skills based upon the Activities/Projects and Assessments that they use as teaching tools for this unit.**

# SAU29 SOCIAL STUDIES CURRICULUM

**Grade: 8th**  
**Course: U.S. History**

**Unit 15: Rise of Big Business & Urban America**

## Essential Questions:

\*What were the benefits & costs of the rise of big business?

## Objectives: Students will be able to...

- \*Distinguish the social & economic conditions that led to the rise of an urban-industrial America.
- \*Illustrate the living conditions of urban, working class Americans.
- \*Analyze how big business was organized and the ways it has come to dominate the American marketplace.
- \*Evaluate the impact of big business on the working people of America.
- \*Differentiate the ways working people responded to labor conditions created by big business.

## Essential Vocabulary:

- \*Capitalism
- \*Supply and Demand
- \*Laissez-faire
- \*Corporation
- \*Stock/Stockholder
- \*Trust/Monopoly
- \*Vertical/Horizontal Integration
- \*Anti-Trust
- \*Industry
- \*Entrepreneurs
- \*Natural Resources/Raw Materials
- \*Opportunity Costs
- \*Operating Costs
- \*Production Costs
- \*Fixed Costs
- \*Technology
- \*Mass Production
- \*Assembly Line
- \*Interchangeable Parts
- \*Skyscrapers/Tenements
- \*Wage Labor
- \*Working Conditions
- \*Sweatshop
- \*Union
- \*Negotiation/Arbitration
- \*Collective Bargaining
- \*Contract/Agreement
- \*Strike/Strikebreakers
- \*Lockout/Blacklist/Closed Shop
- \*Political Machines/Party Bosses
- \*Patronage/Graft/Fraud
- \*Philanthropy
- \*Gross National Product

## Essential People/Groups:

- \*Andrew Carnegie
- \*J.D. Rockefeller
- \*J.P. Morgan
- \*Cornelius Vanderbilt
- \*Thomas Edison
- \*Alexander G. Bell
- \*AFL-CIO/Knights of Labor/IWW
- \*WTUL/ILGWU (Women's Trade Union League / International Ladies Garment Worker's Union)
- \*Strikebreakers
- \*Pinkertons
- \*Boss Tweed

## Essential Events/Issues:

- \*The Gilded Age – Rise of American industrial power
- \*Captains of industry vs. Robber Barons
- \*Homestead Steel
- \*Standard Oil
- \*Avondale Mine Disaster
- \*Haymarket Riot
- \*Johnstown Flood
- \*Pullman Strike
- \*Triangle Shirtwaist Fire
- \*Ludlow Massacre
- \*Tammany Hall

**Grade: 8<sup>th</sup>**

**Course: U.S. History**

**Unit 15: Rise of Big Business & Modern America**

**State Standards addressed:**

**Civics (SS:CV)**

SS:CV:8.2.2, 8:3.2,

**Economics (SS:EC)**

SS:EC:8:1.1, 8:2.1, 8:2.2, 8:3.1, 8:5.1, 8:6.2, 8:6.4

**Geography (SS:GE)**

SS:GE:8:3.1, 8:4.1,

**History (SS:HI)**

SS:HI:8:3.1, 8:4.2, 8:5.1

**Essential Skills for Social Studies addressed:**

**(From the NH Social Studies Curriculum Frameworks)**

**\*Note: Individual teachers will identify Essential Skills based upon the Activities/Projects and Assessments that they use as teaching tools for this unit.**

# SAU29 SOCIAL STUDIES CURRICULUM

**Grade:** 8<sup>th</sup>  
**Course:** U.S. History

## Unit 16: The Progressive Era

### Essential Questions:

\*How and why did the Progressives attempt to save America from itself?

### Objectives: Students will be able to...

\*Describe the social, political, & economic conditions that led Americans to the reforms of the Progressive Era.

\*Summarize the major social, political, & economic problems addressed by the Progressive Movement.

\*Analyze whether the Progressives and their work had a lasting impact on American Society. (including: children, women, workers, environment, education, civil rights, farmers, public health)

\*Evaluate the philanthropic efforts of the Captains of Industry during this time period. (Captains of Industry vs. Robber Barons vs. Philanthropists)

\*Describe how the factors of Progressivism coalesced in the election of 1912.

### Essential Vocabulary:

- \*Progressive/Progressivism
- \*Populism
- \*Naturalism
- \*Individualism
- \*Socialism
- \*Cooperative
- \*Economies of Scale
- \*Trust/Trust-busting
- \*Regulation
- \*Inflation/Deflation
- \*Income Tax
- \*Initiative
- \*Referendum
- \*Recall
- \*Social Darwinism
- \*Muckraker
- \*Temperance
- \*Suffrage
- \*Grange
- \*Vaudeville
- \*Ragtime
- \*Philanthropy
- \*Discrimination
- \*Jim Crow

### Essential People/Groups:

- \*Charles Darwin
- \*Andrew Carnegie
- \*Ida Tarbell
- \*Jacob Riis
- \*Mark Twain
- \*Scott Joplin
- \*Upton Sinclair
- \*Ida B. Wells
- \*W.E.B. Dubois
- \*Booker T. Washington
- \*George Washington Carver
- \*Teddy Roosevelt
- \*John Muir
- \*Robert LaFollette
- \*Eugene Debs
- \*Mother Jones
- \*Suffragettes
- \*Susan B. Anthony
- \*Alice Paul
- Later:
- \*Howard Taft
- \*Woodrow Wilson

### Essential Events/Issues:

- \*Social Darwinism
- \*Sherman Anti-Trust Act
- \*Interstate Commerce Commission
- \*Pure Food & Drug Act
- \*Hampton Institute
- \*Tuskegee Institute
- \*National Parks
- \*Gospel of Wealth
- \*Popular Culture:
  - Saloons
  - Sporting Events
  - Music (Ragtime)
  - Amusement Parks
  - Vaudeville/Theater
- \*Salvation Army
- \*YMCA
- \*Jim Crow Laws
- \*NAACP
- \*Suffrage - NAWSA
- \*19<sup>th</sup> Amendment
- Later:
- \*Federal Reserve
- \*Federal Trade Commission

**Grade: 8<sup>th</sup>**

**Course: U.S. History**

## **Unit 16: The Progressive Era**

### **State Standards addressed:**

#### **Civics (SS:CV)**

SS:CV:8:1.1, 8:1.2, 8:2.2, 8:2.4, 8:3.2,

#### **Economics (SS:EC)**

SS:EC:8:1.1, 8:4.2, 8:6.2, 8:6.7

#### **Geography (SS:GE)**

SS:GE:8:4.2

#### **History (SS:HI)**

SS:HI:8:3.1, 8:4.2, 8:5:1

### **Essential Skills for Social Studies addressed:**

**(From the NH Social Studies Curriculum Frameworks)**

**\*Note: Individual teachers will identify Essential Skills based upon the Activities/Projects and Assessments that they use as teaching tools for this unit.**

# SAU29 SOCIAL STUDIES CURRICULUM

**Grade: 9**  
**Course: WP1**

**Unit: 1: Ancient Middle East Civilizations and Geography: Fertile Crescent/ Egypt and Geography**

## Essential Questions:

1. How does geography influence a civilization?
2. What are the characteristics of a civilization?
3. How did religions affect the political structures of a civilization?

## Objectives: Students will be able to...

1. Identify the five themes of geography and locate both physical and political places using latitude and longitude.
2. List the characteristics that make up a civilization.
3. Identify major characteristics of the Fertile Crescent.
4. Identify major leaders and kingdoms of ancient Egypt.
5. Identify the major contributions from ancient Egypt and the Fertile Crescent.
6. Compare and contrast monotheistic and polytheistic religions.
7. Explain the development of Judaism.

## Essential Vocabulary:

Civilization  
Century  
History/prehistory  
Chronological order  
Latitude/longitude/hemispheres  
Political map/physical map  
Polytheism/Monotheism  
Pyramid  
Hieroglyphics  
Myth  
Afterlife  
Nile River  
Irrigation  
Mummification  
Dynasty  
Pharaoh  
Monarchy  
Slavery  
Theocracy  
Artisan  
Mediterranean Sea  
Tigris/Euphrates Rivers  
Cuneiform  
Ziggurat  
City-state  
Alphabet  
Judaism  
Prophet  
Judaism  
10 commandments  
Torah  
Temp[e]  
Tribes

## Essential People/Groups/places:

Osiris/Isis/Seth  
Aton  
Ramses II  
Narmer  
Memphis/Thebes  
Mesopotamia/Fertile Crescent  
Sumerians  
Phoenicians  
Assyrians/Hittites  
Abraham  
Canaan/Jerusalem  
Hebrews/Jews/Israelites  
Solomon/David  
Deborah  
Babylon  
Hammurabi  
Babylon  
Persian Gulf  
Sahara Desert  
Chaldeans  
Persians

## Essential Events/Issues:

Creation of Judaism  
Unification of Egypt

## Suggestions:

This unit would be a perfect opportunity to add in and examine other civilizations from the Middle East as there is no time to add a separate unit for them. i.e Persia, Chaldeans, Hittites, and Assyrians. Many of these civilizations will be mentioned and examined throughout other units.

**Grade: 9**

**Course: WP1**

**Unit: Ancient Civilizations**

**State Standards addressed:**

**2. Economics:**

SS:EC:12:1.1 SS:EC:12:2.1

**3. Geography:**

SS:GE:12:1.1 SS:GE:12:4.2

**4. World History:**

SS:WH:12:1.1 SS:WH:12:1.5 SS:WH:12:4.3 SS:WH:12:5.5 SS:WH:12:5.2

**Essential Skills for Social Studies addressed:**

(From the NH Social Studies Curriculum Frameworks)

**1. Acquiring Information**

- Use appropriate sources to gain meaning of essential terms and vocabulary, glossary, dictionary, texts, and word lists.
- Recognize relevant social studies terms.
- Detect cause and effect relationships.

**2. Organizing and Communicating Information**

- Place in proper sequence i.e in order of occurrence including timelines or in order of importance.
- Take into account when interpreting events or behaviors context of their time and place.
- Draw inferences from factual material.
- Group data into categories according to appropriate criteria.

**3. Real World Applications**

- Identify situations in which civic action is required.
- Appropriately adjust one's own behavior in response to the dynamics of various groups and situations.

# SAU29 SOCIAL STUDIES CURRICULUM

**Grade: 9**  
**Course: WP1**

**Unit: India, China, and Japan**

## Essential Questions:

1. What are the components of Hinduism?
2. How does Buddhism develop and spread?
3. What Chinese Japanese and Indian ideas and achievements were carried into other cultures?
4. What are the characteristics of Chinese and Japanese dynasties?
5. What are the Chinese influences on Japan?

## Objectives: Students will be able to...

1. Compare and contrast Hinduism and Buddhism.
2. Identify and define Japanese, Chinese and Indian achievements and their lasting effects.
3. Examine and compare the dynasties of ancient China, i.e Xia, Shang, Zhou, Qin, Han.
4. Examine the geographic and cultural setting of ancient India by studying Harappa and Mohenjo Daro.
5. Examine and compare the dynasties/periods of ancient Japan i.e Yamato, Nara, and Heian Periods. AND identify characteristics that were adopted from China.

## Essential Vocabulary:

Urban/Rural  
Grid system  
Monsoon  
Hinduism  
Reincarnation  
Caste system (varnas)  
Karma  
Buddhism  
Chariot ride  
4 Noble Truths/ Eightfold Path  
Nirvana  
Enlightenment  
Stupa  
Mahayana/Theraveda  
Thangka painting  
Arabian Sea/Indian Ocean  
Huang He River  
Terrace  
Classical age  
Ancestor  
Extended family  
Legalism  
Confucianism  
Taoism  
Acupuncture  
Madate  
Emperor  
Terracotta Warriors  
Porcelain  
Silk Road  
Golden Age  
Command Economy  
Traditional Economy

## Essential People/Groups/Places:

India  
Harappa/Mohenjo Daro  
Aryans  
Brahma  
Vishnu  
Shiva  
Siddhartha Gautama  
Buddha  
Tibet  
Dalai Lama  
China  
Xia Dynasty  
Shang Dynasty  
Zhou Dynasty  
Confucius  
Qin Dynasty  
Shihuangdhi  
Great Wall  
Huns  
Han Dynasty  
Indus River  
Ganges River  
Yamato Clan  
Nara Period  
Heian Period  
Prince Shotoku

## Essential Events/Issues:

## Suggestions:

**Grade: 9**

**Course: WP1**

**Unit: 2 India and China**

### **State Standards addressed:**

**1. Economics:**

**2. Geography:**

**SS:GE:12:2.2 SS:GE:124.2**

**3. World History:**

**SS:WH:12:1.1 SS:WH:12:1.5 SS:WH:12:3.2 SS:WH:12:3.1 SS:WH:12:5.5**

**SS.WH.12.5.2**

### **Essential Skills for Social Studies addressed:**

**(From the NH Social Studies Curriculum Frameworks)**

**1. Acquiring Information**

- Use appropriate sources to gain meaning of essential terms and vocabulary, glossary, dictionary, texts, and word lists.
- Recognize relevant social studies terms.
- Detect cause and effect relationships.
- Distinguish between facts, interpretations, and opinions.

**2. Organizing and Communicating Information**

- Place in proper sequence i.e in order of occurrence including timelines or in order of importance.
- Place data in tabular form; charts, graphs, and illustrations
- Take into account when interpreting events or behaviors context of their time and place.
- Draw inferences from factual material.
- Take into account relevant ethical values and principles.
- Group data into categories according to appropriate criteria.

**3. Real World Applications**

- Identify situations in which civic action is required.
- Appropriately adjust one's own behavior in response to the dynamics of various groups and situations.

# SAU29 SOCIAL STUDIES CURRICULUM

**Grade: 9**  
**Course: WP1**

**Unit: 3 Ancient Greece**

## Essential Questions:

1. How did the Greeks build a Nation?
2. What makes a culture continuous?
3. Did the Greeks replace religion with philosophy?

## Objectives: Students will be able to...

1. Examine early European concepts of democracy and government.
2. Examine diplomatic relationships, alliances, and interactions with other cultures.
3. Identify the major components and people of the Trojan, Persian, and Peloponnesian Wars.
4. Explore the birth philosophy in ancient Greece and identify leading sophists.
5. Explore the importance of Alexander the Great in the growth and development of Ancient Greece.

## Essential Vocabulary:

Aegean Sea  
Partnership society  
Polis  
Greek Gods  
Oracle  
Cosmos  
Direct democracy  
Tyranny  
Aristocracy  
Philosophy  
Drama  
Comedy  
Tragedy  
Doric  
Ionic  
Corninthian  
Hellenistic Era  
Currency  
Empire

## Essential People/Groups/Places:

Greece  
Crete  
Asia Minor  
Minoans  
Mycenaeans  
Homer- Odyssey/Iliad  
Draco  
Acropolis  
Parthenon  
Pericles  
Athens  
Sparta  
Sophists  
Socrates  
Plato  
Aristotle  
Philip II  
Alexander the Great

## Essential Events/Issues:

Olympics  
Trojan War  
Persian War  
Peloponnesian War

Suggestions:

**Grade: 9**

**Course: WP1**

**Unit: 3 Ancient Greece**

### **State Standards addressed:**

**1. Civics:**

**SS:CV:12:4.1**

**2. Economics:**

**3. Geography:**

**SS:GE:12:2.1 SS:GE:12:4.4 SS:GE:12:4.2**

**4. World History:**

**SS:WH:12:1.1 SS:WH:12:3.2 SS:WH:12:1.2 SS:WH:12:5.4 SS:WH:12:3.4**

**SS:WH:12:2.1 SS:WH:12:3.3**

### **Essential Skills for Social Studies addressed:**

**(From the NH Social Studies Curriculum Frameworks)**

**1. Acquiring Information**

- Use appropriate sources to gain meaning of essential terms and vocabulary, glossary, dictionary, texts, and word lists.
- Recognize relevant social studies terms.
- Detect cause and effect relationships.
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- Draw inferences from factual material.
- Take into account relevant ethical values and principles.
- Group data into categories according to appropriate criteria.

**3. Real World Applications**

- Identify situations in which civic action is required.
- Appropriately adjust one's own behavior in response to the dynamics of various groups and situations.

# SAU29 SOCIAL STUDIES CURRICULUM

**Grade: 9**  
**Course: WP1**

**Unit: 4 Ancient Rome and Christianity**

## Essential Questions:

1. How did a small city-state become the center of a vast, and diverse empire?
2. What were the legacies to Europe, Africa, and even the 'New World'?
3. How did economic and social problems lead to the decline of the republic? Empire?
4. How did early Christianity influence the later Roman Empire?

## Objectives: Students will be able to...

1. Define the differences between the Roman Republic and Empire including their contributions, accomplishments, and culture.
2. Examine the origins of Christianity and its influence on the ancient world and today.
3. Examine the characteristics that made the Roman empire the leading military and political power of its time.
4. Examine the causes for the decline of the Roman Empire.

## Essential Vocabulary:

Italian Peninsula  
Republic/indirect democracy  
Branches of government  
Checks and balances  
12 Tables  
Senate  
Tribunes  
Consul  
Centurian  
Hannibal  
Aqueduct  
Arch  
Mosai  
Mythology  
Triumvirate  
Empire  
Emperor  
Pax Romana  
Christianity  
Missionary  
Martyr  
Bible  
Western Empire  
Eastern empire  
Inflation  
Standard of Living

## Essential People/Groups/Places:

Latins  
Etruscans  
Rome  
Sicily  
Patricians  
Plebeians  
Carthage  
Gracchus Brothers  
Julius Caesar  
Pompey Crassus  
Cleopatra  
Marc Antony  
Octavian  
Augustus  
Jesus  
Judea/Bethlehem  
Apostles  
Peter/Paul  
Constantine  
Byzantium/ Constantinople  
Germanic Tribes (Franks/Goths)  
Huns/Attila  
Byzantine Empire

## Essential Events/Issues:

Punic Wars

Suggestions:

**Grade: 9**

**Course: WP1**

**Unit: 4 Ancient Rome and Christianity**

**State Standards addressed:**

**1. Geography:**

**SS:GE:12:4.2 SS:GE:12:2.1 SS:GE:12:4.4**

**2. World History:**

**SS:WH:12.1.1 SS:WH:12:1.5 SS:WH:12:5.4 SS:WH:12:3.1 SS:WH:12:4.4**

**SS:WH:12:5.5 SS:WH:12:5.2**

**Essential Skills for Social Studies addressed:**

**(From the NH Social Studies Curriculum Frameworks)**

**1. Acquiring Information**

- Use appropriate sources to gain meaning of essential terms and vocabulary, glossary, dictionary, texts, and word lists.
- Recognize relevant social studies terms.
- Detect cause and effect relationships.
- Distinguish between facts, interpretations, and opinions.

**2. Organizing and Communicating Information**

- Place in proper sequence i.e in order of occurrence including timelines or in order of importance.
- Place data in tabular form; charts, graphs, and illustrations
- Take into account when interpreting events or behaviors context of their time and place.
- Draw inferences from factual material.
- Take into account relevant ethical values and principles.
- Group data into categories according to appropriate criteria.

**3. Real World Applications**

- Identify situations in which civic action is required.
- Appropriately adjust one's own behavior in response to the dynamics of various groups and situations

# SAU29 SOCIAL STUDIES CURRICULUM

**Grade: 9**  
**Course: WPI**

**Unit: Arab Renaissance and African Kingdoms**

## Essential Questions:

1. How does Islam differ from Judaism and Christianity?
2. What is the importance of preserving knowledge?
3. How can one religion be used to promote trade and trust?

## Objectives: Students will be able to...

1. Identify the differences between the three major monotheistic religions.
2. Identify and define the early civilizations of Africa.
3. Examine and explore components of West Africa trade.
4. List the contributions made during the Arab Renaissance.
5. Identify the steps in the creation of Islam.

## Essential Vocabulary:

Arabian peninsula  
Red Sea  
Caravan  
Nomads  
Oasis towns  
Bazaar/suq  
Sheikh  
Muslim  
Hijra  
Quran (Koran)  
5 Pillars  
mosque/minaret  
caliph  
calligraphy/arabesque  
Savannah  
Dark Continent (falsehood)  
Oral tradition  
Matrilineal  
Animism/ancestor worship  
Plateau/monsoon  
Swahili  
Gold/salt  
Silent barter  
University/mosque  
Niger River  
Congo River  
Nile River  
Drum  
Masks  
Adinkra symbols/Kente Cloth  
Barter  
Demand/Supply  
Domestic

## Essential People/Groups/Places:

Bedouin tribes  
Mecca (Makkah)  
Kaaba  
Abraham/Ishmael/Isaac  
Muhammad  
Islam  
Allah  
Madinah (Medina)  
Abu Bakr  
Sahara  
Jerusalem/Dome of the Rock  
Damascus/Baghdad  
Umayyads/Abbassids  
Alhambra  
Taj Mahal  
Canan of Medicine/Ibn Sina  
Sunni/Shiite  
Turks  
Nubia/Kush  
King Piankhi  
Axum/Ethiopia  
King Ezana  
Syria  
Great Zimbabwe  
Mombasa/Malindi/Kilwa  
Ghana  
Sunjata Kieta  
Mali  
Timbuktu  
Askia Muhammad  
Mansa Musa

## Essential Events/Issues:

Ramadan  
Hajj  
Bantu/migrations

**Grade: 9**

**Course: WP1**

**Unit: 5 Africa and Arab Renaissance**

**State Standards addressed:**

1. Economics:

SS:EC:12:2.1 SS:EC:12:4.2

2. Geography:

SS:GE:12:4.2 SS:GE:12:2.5 SS:GE:12:3.4

3. World History:

SS:WH:12:1.1 SS:WH:12:1.5 SS:WH:12:5.4 SS:WH:12:3.1

SS:WH:12:2.1 SS:WH:12:5.5 SS:WH:12:3.3 SS:WH:12:4.4

SS:WH:12:5.2

**Essential Skills for Social Studies addressed:**

(From the NH Social Studies Curriculum Frameworks)

**1. Acquiring Information**

- Use appropriate sources to gain meaning of essential terms and vocabulary, glossary, dictionary, texts, and word lists.
- Recognize relevant social studies terms.
- Detect cause and effect relationships.
- Distinguish between facts, interpretations, and opinions.
- Use economic and geographic data, historical sources, as well as other appropriate sources.

**2. Organizing and Communicating Information**

- Place in proper sequence i.e in order of occurrence including timelines or in order of importance.
- Place data in tabular form; charts, graphs, and illustrations
- Take into account when interpreting events or behaviors context of their time and place.
- Draw inferences from factual material.
- Take into account relevant ethical values and principles.
- Group data into categories according to appropriate criteria.

**3. Real World Applications**

- Identify situations in which civic action is required.
- Appropriately adjust one's own behavior in response to the dynamics of various groups and situations.

# SAU29 SOCIAL STUDIES CURRICULUM

**Grade: 9**  
**Course: WPI**

**Unit: European Middle Ages**

## Essential Questions:

1. How do people survive without a strong central government?
2. How did European monarchs strengthen their powers during the Middle Ages?
3. How did the Catholic Church impact the political system of Europe?
4. Why did the Crusades occur? What is its lasting impact on Europe and the World?

## Objectives: Students will be able to...

1. Explain and define the aspects of feudalism and manoralism.
2. Explain and identify major leaders, places, causes, and events relating to the Crusades.
3. Causes and effect of the Black Plague on Europe.
4. Examine how the growth of towns/villages/cities affected society of Medieval Europe.
5. Explore the dynamics between the Church and State during the Middle Ages.

## Essential Vocabulary:

Feudalism  
Local trade  
Fief/manor  
Lord/baron/duke  
Vassal  
Knight  
Chivalry  
Kingdom  
Castle/portcullis/  
Crenelations  
Papal states  
Monastery  
Pilgrimage  
Heresy/Inquisition  
Cathedral  
Bishop/Cardinal  
Guild  
Fair

## Essential

### People/Groups/Places:

Charlemagne  
Franks  
Holy Roman Empire  
Pope Leo  
Anglo-Saxons  
Vikings/Scandionavia  
William the Conqueror  
Normandy  
Battle of Hastings  
England  
King John/Magna Carta  
Celts  
Richard I  
Pope Urban II  
Holy Land/Jerusalem

## Essential Events/Issues:

Crusades  
Black/Bubonic Plague

Suggestions:

**Grade: 9**

**Course: WP1**

**Unit: 6 Middle Ages**

**State Standards addressed:**

1. Geography:

SS:GE:12:2.3    SS:GE:12:4.4    SS:GE:12:4.2

2. World History:

SS:WH:12:1.1    SS:WH:12:1.5    SS:WH:12:5.4    SS:WH:12:3.1

SS:WH:12:4.1    SS:WH:12:4.3    SS:WH:12:5.5    SS:WH:12:5.2

**Essential Skills for Social Studies addressed:**

(From the NH Social Studies Curriculum Frameworks)

1. Acquiring Information

- Use appropriate sources to gain meaning of essential terms and vocabulary, glossary, dictionary, texts, and word lists.
- Recognize relevant social studies terms.
- Detect cause and effect relationships.
- Distinguish between facts, interpretations, and opinions.
- Use economic and geographic data, historical sources, as well as other appropriate sources.

2. Organizing and Communicating Information

- Place in proper sequence i.e in order of occurrence including timelines or in order of importance.
- Place data in tabular form; charts, graphs, and illustrations
- Take into account when interpreting events or behaviors context of their time and place.
- Draw inferences from factual material.
- Take into account relevant ethical values and principles.
- Group data into categories according to appropriate criteria.

3. Real World Applications

- Identify situations in which civic action is required.

# SAU29 SOCIAL STUDIES CURRICULUM

Grade: 10  
Course: World Perspectives II

Unit: Byzantine Empire and the Mongols

## Essential Questions:

1. How did the geography of the Byzantine Empire affect movement of people, ideas, and resources?
2. What made the Byzantine Empire rich and powerful?
3. How did the Mongol Empire enhance cultural diffusion between Asia and Europe?
4. What role did Christianity play in Byzantine and Slavic societies?

## Objectives: Students will be able to...

- 1) Describe the Byzantine Empire's historical and cultural contributions
- 2) Describe the Mongol Empire's legacy and impact on the course of world history
- 3) Identify important leaders and ideas that influenced the development and divide of Christianity and Eurasian civilizations
- 4) Compare and contrast Catholicism and Orthodoxy
- 5) Explain the impact of geography, resources and economic factors on the development of Byzantine and Russian culture.

## Essential Vocabulary:

icon  
illuminated manuscript  
mosaic  
St. Cyril/cyrillic alphabet  
Eastern Orthodox/Roman Catholic missionaries  
yurt  
clan  
Silk Road  
Steppe

## Essential

### People/Groups/Places:

Byzantine Empire  
Asia Minor  
Black Sea  
Balkan Peninsula  
Constantinople/Byzantium  
Justinian  
Theodora  
Hagia Sophia  
Kiev  
The 3<sup>rd</sup> Rome  
Vladimir/Ivan the Great  
Russia  
Slavs/slavic  
Mongols  
Gobi Desert  
Mongolia  
Temujin/Genghis Khan  
Karakorum  
Kublai Khan  
Yuan Dynasty/China  
Marco Polo  
Samarkand  
Baghdad

## Essential Events/Issues:

schism  
psychological warfare

Grade: 10

Course: World Perspectives II

Unit: Byzantine Empire and the Mongols

### State Standards addressed:

#### Civics and Government:

SS:CV:12:1.1 SS:CV:12:1.2 SS:CV:12:3.2

#### Economics:

SS:EC:12:2.1 SS:EC:12:5.1

#### Geography:

SS:GE:12:1.1 SS:GE:12:1.2 SS:GE:12:1.3 SS:GE:12:2.1 SS:GE:12:2.2 SS:GE:12:2.3  
SS:GE:12:2.4 SS:GE:12:2.5 SS:GE:12:3.1 SS:GE:12:3.2 SS:GE:12:4.1 SS:GE:12:4.2  
SS:GE:12:4.4 SS:GE:12:4.5 SS:GE:12:4.6 SS:GE:12:5.2 SS:GE:12:5.4 SS:GE:12:5.5

#### World History:

SS:WH:12:1.1 SS:WH:12:1.2 SS:WH:12:1.4 SS:WH:12:1.5 SS:WH:12:2.1  
SS:WH:12:2.2 SS:WH:12:2.3 SS:WH:12:2.4 SS:WH:12:3.1 SS:WH:12:3.3  
SS:WH:12:3.4 SS:WH:12:4.1 SS:WH:12:4.5 SS:WH:12:5.1 SS:WH:12:5.2  
SS:WH:12:5.5

### Essential Skills for Social Studies addressed:

#### (From the NH Social Studies Curriculum Frameworks)

#### Acquiring information

- Test the validity of information by using such criteria as source, objectivity, technical correctness, currency
- Draw from the source information at a level appropriate to the task at hand, i.e., skimming for facts or probing for deeper meaning
- Distinguish between facts, interpretations, and opinions
- Recognize and understand relevant social studies terms
- Utilize various types of sources such as documents, charts, images, artifacts, and maps

#### Organizing and Communicating Information

- Draw inferences from factual material
- Recognize that more than one reasoned interpretation of factual material is valid
- Reinterpret events in terms of what might have happened, and show the likely effects on subsequent events
- Take into account when interpreting events or behaviors context of their time and place
- Present orally (presentation, debate, group discussion, simulation, etc.)
- Justify interpretation by citing evidence

#### Real World Applications of Social Studies Skills

- Keep informed on issues that affect society

# SAU29 SOCIAL STUDIES CURRICULUM

Grade: 10  
Course: World Perspectives II

Unit: The Ming Dynasty of China

## Essential Questions:

1. Why did the Ming Dynasty flourish and then decline?
2. What are the positive and negative effects of Chinese geographic isolation?
3. What philosophic ideals shaped China's government and culture?

## Objectives: Students will be able to...

- 1) Describe the contributions of the Ming Dynasty and the important role it played in Chinese history
- 2) Identify the important leaders and cultural developments of Ming China
- 3) Compare and contrast Chinese voyages of exploration and their impact compared to later European voyages
- 4) Describe the important philosophic ideas that have shaped Chinese culture and history

## Essential Vocabulary:

Ming "Brilliant"  
Taoism  
Confucianism  
acupuncture  
chi  
landscape painting  
junk (ship)  
terracing  
loess  
pagoda  
porcelain  
eunuchs  
Emperor

## Essential People/Groups/Places:

Son of Heaven  
Forbidden City  
Beijing  
Zhu Yuan Zhang  
Hong Wu  
Hwang He/Yangtze Rivers  
Grand Canal  
Nanking  
Great Wall  
Qing Dynasty  
Manchuria  
Zheng He

## Essential Events/Issues:

subsistence farming  
rural/village life  
labor intensive farming  
voyages of exploration  
ancestor worship  
imperial exam

Grade: 10

Course: World Perspectives II

Unit: The Ming Dynasty of China

**State Standards addressed:**

**Civics and Government:**

SS:CV:12:1.1

SS:CV:12:1.2

SS:CV:12:1.3

**Economics:**

SS:EC:12:2.1

SS:EC:12:5.1

SS:EC:12:5.2

SS:EC:12:5.3

**Geography:**

SS:GE:12:1.2

SS:GE:12:1.3

SS:GE:12:2.1

SS:GE:12:2.2

SS:GE:12:2.3

SS:GE:12:2.4

SS:GE:12:2.5

SS:GE:12:4.1

SS:GE:12:4.2

SS:GE:12:4.3

SS:GE:12:4.4

SS:GE:12:4.5

SS:GE:12:4.6

SS:GE:12:5.5

SS:GE:12:5.6

**World History:**

SS:WH:12:1.4

SS:WH:12:1.5

SS:WH:12:2.1

SS:WH:12:2.2

SS:WH:12:2.3

SS:WH:12:2.4

SS:WH:12:3.2

SS:WH:12:3.3

SS:WH:12:3.4

SS:WH:12:4.4

SS:WH:12:4.5

SS:WH:12:5.2

SS:WH:12:5.3

SS:WH:12:5.4

SS:WH:12:5.5

**Essential Skills for Social Studies addressed:**

**(From the NH Social Studies Curriculum Frameworks)**

**Acquiring information**

- Test the validity of information by using such criteria as source, objectivity, technical correctness, currency
- Draw from the source information at a level appropriate to the task at hand, i.e., skimming for facts or probing for deeper meaning
- Distinguish between facts, interpretations, and opinions
- Recognize and understand relevant social studies terms
- Utilize various types of sources such as documents, charts, images, artifacts, and maps

**Organizing and Communicating Information**

- Draw inferences from factual material
- Recognize that more than one reasoned interpretation of factual material is valid
- Reinterpret events in terms of what might have happened, and show the likely effects on subsequent events
- Take into account when interpreting events or behaviors context of their time and place
- Present orally (presentation, debate, group discussion, simulation, etc.)
- Justify interpretation by citing evidence

**Real World Applications of Social Studies Skills**

- Keep informed on issues that affect society

# SAU29 SOCIAL STUDIES CURRICULUM

**Grade:** 10  
**Course:** World Perspectives II

Unit: European Renaissance and Reformation

## Essential Questions:

1. What geographic and economic factors contributed to the origins of the Renaissance?
2. What are the Renaissance ideals and how did they impact European society?
3. How did religious reforms lead to Protestantism, a new branch of Christianity?
4. How are Renaissance values connected to the Reformation?

## Objectives: Students will be able to...

- 1) Describe the causes and effects of the Renaissance and the influence of humanism
- 2) Identify the major artists, scientists, writers, leaders -and their contributions
- 3) Describe the factors/issues that led to the Protestant Reformation
- 4) Identify important individual theologians and leaders of both the Reformation and the Counter-Reformation and evaluate their effectiveness
- 5) Compare and contrast the results of the Renaissance and Reformation
- 6) Compare and contrast changes in Christianity during the Reformation era to the changing face of Christianity today

## Essential Vocabulary:

humanism  
secular  
classicism  
Greco-Roman  
individualism  
banking system  
merchant class  
indulgence  
excommunication  
theocracy  
Protestant  
Catholic

## Essential

### People/Groups/Places:

Machiavelli/The Prince  
Florence  
Medicis  
Michelangelo (Pieta/David)  
Sistine Chapel  
Leonardo da Vinci (Mona Lisa/Last Supper)  
Gutenberg/printing press  
Erasmus  
Shakespeare/Globe Theater  
Galileo  
Copernicus  
Newton  
Martin Luther/ Worms  
Holy Roman Empire  
Pope  
Vatican/St. Peter's Basilica  
John Calvin  
Tudors  
Henry VIII  
Mary I  
Elizabeth  
England/Spain  
Ferdinand Isabella  
Spanish Inquisition  
Moors

## Essential Events/Issues:

Renaissance/rebirth  
95 Theses  
Reformation  
Thirty Years' War

**Grade: 10**

**Course: World Perspectives II**

**Unit: European Renaissance and Reformation**

**State Standards addressed:**

Civics and Government:

SS:CV:12:1.3            SS:CV:12:4.1:

Economics:

SS:EC:12:5.3:

Geography:

SS:GE:12:2.1            SS:GE:12:2.3            SS:GE:12:2.5            SS:GE:12:4.1:            SS:GE:12:4.3:

World History:

SS:WH:12:1.1            SS:WH:12:1.5:            SS:WH:12:2.4:            SS:WH:12:3.1:            SS:WH:12:3.2  
SS:WH:12:3.4:            SS:WH:12:4.1:            SS:WH:12:4.5:            SS:WH:12:5.2            SS:WH:12:5.5

**Essential Skills for Social Studies addressed:**

**(From the NH Social Studies Curriculum Frameworks)**

Acquiring information

- Draw on the diversity of social studies-related sources, such as auditory and visual sources, such as documents, charts, pictures, architectural works, and music.  
Use appropriate sources to gain meaning of essential terms and vocabulary, glossary, dictionary, texts, word lists
- Recognize and understand relevant social studies terms.
- Utilize various types of sources such as documents, charts, images, artifacts, and maps

Organizing and Communicating Information

- Present orally (presentation, debate, group discussion, simulation, etc.)
- Present in writing (research essays, abstracts, short answers, etc.)
- Reinterpret events in terms of what might have happened, and show the likely effects on subsequent events
- Take into account when interpreting events or behaviors context of their time and place

Real World Applications of Social Studies Skills

- Communicate and defend one's own belief, feelings, and convictions

# SAU29 SOCIAL STUDIES CURRICULUM

**Grade: 10**

**Course: World Perspectives II**

**Unit: Maya/Aztec/Inca Empires**

## Essential Questions:

1. How did early peoples of the Americas make use of their environment?
2. How did their religion influence the political structures of Pre-Columbian America?
3. What advancements and achievements were made by the Pre-Columbian civilizations?
4. How did trade encourage the growth of city-states and kingdoms in Pre-Columbian America?

## Objectives: Students will be able to...

- 1) Describe the historical/cultural contributions of the Pre-Columbian civilizations in the Americas and their legacies today
- 2) Identify the factors contributing to conquest/colonialism by the conquistadors and the impact on native peoples
- 3) Identify the major leaders, conflicts and geography of Pre-Columbian civilizations and conquistadors
- 4) Compare and contrast the historical and modern impact of the Columbian Exchange
- 5) Identify important aspects of Pre-Columbian civilizations' religion, government, economics and culture

## Essential Vocabulary:

rainforest  
slash and burn  
maize  
confederation  
temple/pyramid  
shaman  
sacrifice  
bloodletting  
astronomy/calendar  
obsidian  
glyphs  
stele  
chocolate  
conquistador  
terracing  
mummies  
Quechua  
road system  
llama/alpaca  
skull shaping

## Essential

### People/Groups/Places:

Central America/Meso-America  
Maya  
Yucatan Peninsula  
Chac  
Copan/Tikal  
Chitzen Itza  
Teotihuacanos  
Aztecs  
chinapas  
Huitzilopchtli  
Quetzalcoatl  
Moctezuma II  
Cortes  
Inca  
Andes Mtns  
South America  
Cuzco  
Machu Picchu  
Lake Titicaca  
Lima  
Atahualpa  
Pizzaro

## Essential Events/Issues:

Pok-a-tok  
Flower Wars  
cultural advancements  
conquest

**Grade: 10**

**Course: World Perspectives II**

**Unit: Maya/Aztec/Inca Empires**

**State Standards addressed:**

Civics and Government:

SS:CV:12:1.1      SS:CV:12:1.2      SS:CV:12:1.2

Economics:

SS:EC:12:2.1      SS:EC:12:5.1

Geography:

SS:GE:12:2.1      SS:GE:12:2.3      SS:GE:12:2.5      SS:GE:12:4.1:      SS:GE:12:4.3:

World History:

SS:WH:12:1.1      SS:WH:12:1.5:      SS:WH:12:2.4:      SS:WH:12:3.1:      SS:WH:12:3.2  
SS:WH:12:3.4:      SS:WH:12:4.1:      SS:WH:12:4.5:      SS:WH:12:5.2      SS:WH:12:5.5

**Essential Skills for Social Studies addressed:**

**(From the NH Social Studies Curriculum Frameworks)**

Acquiring information

- Use economic and geographic data, historical sources, as well as other appropriate sources
- Draw on the diversity of social studies-related sources, such as auditory and visual sources, such as documents, charts, pictures, architectural works, and music.
- Detect cause and effect relationships
- Utilize various types of sources such as documents, charts, images, artifacts, and maps
- Cite sources, particularly from the Internet, accurately and completely

Organizing and Communicating Information

- Place in proper sequence, i.e., in order of occurrence, including in timelines, or in order of importance, etc.
- Compare and contrast credibility of differing accounts of the same event
- Form opinion based on critical examination of relevant information
- Present orally (presentation, debate, group discussion, simulation, etc.)
- Justify interpretation by citing evidence

Real World Applications of Social Studies Skills

- Participate in persuading, compromising, debating, and negotiating the resolution of conflicts and differences

# SAU29 SOCIAL STUDIES CURRICULUM

**Grade: 10**

**Course: World Perspectives II**

**Unit: Enlightenment/Age of Revolution**

## Essential Questions:

1. What factors helped Enlightenment ideas to spread throughout Europe?
2. How did Enlightenment ideas lead to changes in society and political revolutions?
3. What kind of government did Americans establish after the American Revolution?
4. What were the effects of the French Revolution?

## Objectives: Students will be able to...

- 1) Identify the major Enlightenment philosophers/writers and their main ideas and contributions
- 2) Describe the development of science and philosophy in the Age of Reason
- 3) Compare and contrast the historical and modern political/philosophical issues of debate
- 4) Describe the contribution of Enlightenment ideas to the American and French Revolutions and related documents
- 5) Compare and Contrast the American and French Revolutions and their historical, worldwide impact

## Essential Vocabulary:

Natural laws/natural rights  
philosophes  
deism  
reason/logic  
romanticism  
duty/tax  
boycott  
revolution  
republic  
checks and balances  
3 branches  
leftists/liberals  
rightists/conservatives  
guillotine  
limited monarchy  
dictatorship

## Essential People/Groups/Places:

Thomas Hobbes  
John Locke  
Thomas Jefferson  
Paris/salons  
Denis Diderot  
Jean Jacques Rousseau  
American colonies  
George III  
Boston  
Philadelphia  
Lexington and Concord  
George Washington  
Federalists/Anti-Federalists  
James Madison  
Louis XVI  
Marie Antoinette  
3 Estates  
bourgeoisie  
Estates General  
Bastille  
Napoleon  
Waterloo  
St. Helena

## Essential Events/Issues:

Enlightenment  
Scientific Revolution  
social contract  
Intolerable Acts  
Declaration of Independence  
"inalienable rights"  
Articles of Confederation  
Constitution  
Bill of Rights  
Declaration of the Rights of Man  
Napoleonic Code

**Unit: Enlightenment/Age of Revolution****State Standards addressed:****Civics and Government:**

SS:CV:12:1.1    SS:CV:12:1.3:    SS:CV:12:1.4    SS:CV:12:3.3    SS:CV:12:4.1  
SS:CV:12:4.3

**Economics:**

SS:EC:12:2.4    SS:EC:12:5.3

**Geography:**

SS:GE:12:2.4    SS:GE:12:2.5    SS:GE:12:4.2    SS:GE:12:4.3    SS:GE:12:5.3

**World History:**

SS:WH:12:1.1    SS:WH:12:1.4    SS:WH:12:2.4    SS:WH:12:3.2    SS:WH:12:5.4

**Essential Skills for Social Studies addressed:****(From the NH Social Studies Curriculum Framework)****Acquiring information**

- Discriminate to select the most worthwhile and trustworthy sources
- Draw on the diversity of social studies-related sources, such as auditory and visual sources, such as documents, charts, pictures, architectural works, and music.
- Detect cause and effect relationships
- Distinguish between facts, interpretations, and opinions
- Recognize and understand relevant social studies terms.

**Organizing and Communicating Information**

- Place data in tabular form: charts, graphs, and illustrations
- Draw inferences from factual material
- Recognize that more than one reasoned interpretation of factual material is valid
- Present in writing (research essays, abstracts, short answers, etc.)
- Take into account relevant ethical values and principles

**Real World Applications of Social Studies Skills**

- Communicate and defend one's own belief, feelings, and convictions
- Work to influence those in leadership positions to strive for extensions of freedom, justice, and human rights
- Identify situations in which civic action is required

# SAU29 SOCIAL STUDIES CURRICULUM

Grade: 10  
Course: World Perspectives II

Unit: The Age of Discovery and Absolute Monarchies

## Essential Questions:

1. Why did Europeans risk dangerous ocean voyages to discover sea routes to other parts of the world?
2. How did Europeans exploit the lands and peoples of Africa, Asia, and the Americas?
3. How did increased trade and colonial expansion set the stage for a global economy?
4. How did the French, Spanish, English, and Russian monarchs influence Europe and the world?
5. How did the European monarchies compare and contrast politically and socially?

## Objectives: Students will be able to...

- 1) Describe the important European voyages of discovery and conquest and their impact
- 2) Explain how increased trade and colonial expansion set the stage for a global economy
- 3) Compare and contrast how French, Spanish, English and Russian monarchs influenced Europe and the world
- 4) Describe the beginnings of the commercial revolution and the role of stocks in historical and modern economic systems

## Essential Vocabulary:

caravel  
astrolabe  
circumnavigate  
missionaries  
import/export  
triangular trade  
slavery  
mercantilism  
Absolute Monarchy  
Parliament  
House of Commons/House of Lords  
divine right  
Window to the West  
bear market  
bull market  
capital  
circular economic activity  
stock

## Essential People/Groups/Places:

Portugal  
Prince Henry the Navigator  
Vasco da Gama  
Magellan  
Spain  
Castille/Aragon  
Ferdinand/Isabella  
conquistadors  
Brazil  
West Indies  
Charles V  
Philip II  
Tudors  
London  
Henry the VIII  
Elizabeth I  
Bourbons  
Paris  
Louis XIV  
Versailles Palace  
Estates  
Russia  
Peter the Great  
St. Petersburg  
boyars

## Essential Events/Issues:

Counter-Reformation  
water route  
colonization  
balance of trade  
Line of Demarcation  
Armada

Grade: 10

Course: World Perspectives II

Unit: The Age of Discovery and Absolute Monarchies

**State Standards addressed:**

**Civics and Government:**

SS:CV:12:1.1

SS:CV:12:1.2

SS:CV:12:1.3

SS:CV:12:3.2

SS:CV:12:3.3

SS:CV:12:4.2

SS:CV:12:4.3

**Economics:**

SS:EC:12:4.2

SS:EC:12:4.3

SS:EC:12:5.1

SS:EC:12:5.2

SS:EC:12:5.3

**Geography:**

SS:GE:12:2.5

SS:GE:12:4.1

SS:GE:12:4.2

SS:GE:12:4.3

SS:GE:12:4.4

SS:GE:12:4.5

**World History:**

SS:WH:12:1.2

SS:WH:12:1.5

SS:WH:12:2.2

SS:WH:12:2.3

SS:WH:12:2.

SS:WH:12:3.1

SS:WH:12:4.1

SS:WH:12:4.3

SS:WH:12:4.4

SS:WH:12:4.5

SS:WH:12:5.1

SS:WH:12:5.2

SS:WH:12:5.4

SS:WH:12:5.5

**Essential Skills for Social Studies addressed:**

**(From the NH Social Studies Curriculum Frameworks)**

**Acquiring information**

- Discriminate to select the most worthwhile and trustworthy sources
- Draw on the diversity of social studies-related sources, such as auditory and visual sources, such as documents, charts, pictures, architectural works, and music.
- Detect cause and effect relationships
- Distinguish between facts, interpretations, and opinions
- Recognize and understand relevant social studies terms.

**Organizing and Communicating Information**

- Place data in tabular form: charts, graphs, and illustrations
- Draw inferences from factual material
- Recognize that more than one reasoned interpretation of factual material is valid
- Present in writing (research essays, abstracts, short answers, etc.)
- Take into account relevant ethical values and principles

**Real World Applications of Social Studies Skills**

- Communicate and defend one's own belief, feelings, and convictions
- Work to influence those in leadership positions to strive for extensions of freedom, justice, and human rights
- Identify situations in which civic action is required

# SAU29 SOCIAL STUDIES CURRICULUM

Grade: 10  
Course: World Perspectives II

Unit: Imperialism and the Industrial Revolution

## Essential Questions:

1. Why did the Industrial Revolution begin in Great Britain?
2. How did new technology advance the growth of industry and effect daily life?
3. How did economic thinkers react to the effects of the Industrial Revolution?
4. What were the economic, political, and social causes of Imperialism?
5. How were Africa and India affected by Imperialism?

## Objectives: Students will be able to...

- 1) Describe the causes and effects of the Industrial Revolution
- 2) Identify the economic ideas and changes that evolved as a result of the Industrial Revolution
- 3) Explain the economic, political and social causes of imperialism
- 4) Compare and contrast how Africa and India were affected by imperialism.

## Essential Vocabulary:

spinning jenny/power loom  
factory system  
coal  
textiles/cotton/wool  
raw material/natural resource  
labor/division of labor  
entrepreneur  
capital  
steam engine  
telegraph  
automobile  
phone  
urbanization  
the invisible hand  
laissez-faire  
proletariat  
bourgeoisie  
colonies/empire  
apartheid  
viceroy  
westernization  
pacifist  
depression  
gross domestic product  
monopoly  
quota

## Essential People/Groups/Places:

Great Britain  
Peasants/farmers  
James Watt  
Morse  
Ford  
Bell  
Marconi  
Edison  
Mill girls  
Dickens/London  
Crystal Palace/Eiffel Tower  
Adam Smith-father of Economics  
Karl Marx/Freidrich Engels  
Cecil Rhodes  
Rhodesia  
Africa  
South Africa  
Afrikaaners  
Gandhi  
Jinnah  
Nehru  
Delhi  
Hindu/Muslim

## Essential Events/Issues:

Cottage industry  
Enclosure Movement  
Labor union  
Capitalism  
Socialism  
Communist Manifesto  
Imperialism  
Civil disobedience  
Salt March

Grade: 10

Course: World Perspectives II

Unit: Imperialism and the Industrial Revolution

**State Standards addressed:**

**Civics and Government:**

SS:CV:12:1.2:            SS:CV:12:1.3                    SS:CV:12:3.2                    SS:CV:12:4.3

**Economics:**

SS:EC:12:1.1:            SS:EC:12:1.2                    SS:EC:12:2.1:            SS:EC:12:2.2:            SS:EC:12:2.3

SS:EC:12:2.4:            SS:EC:12:2.5                    SS:EC:12:4.1            SS:EC:12:4.2            SS:EC:12:4.3

SS:EC:12:5.1            SS:EC:12:5.2                    SS:EC:12:5.3

**Geography:**

SS:GE:12:1.3            SS:GE:12:2.2                    SS:GE:12:2.3            SS:GE:12:2.4            SS:GE:12:2.5

SS:GE:12:4.1            SS:GE:12:4.2                    SS:GE:12:4.3            SS:GE:12:4.4            SS:GE:12:4.5

SS:GE:12:4.6

**World History:**

SS:WH:12:1.2            SS:WH:12:1.3                    SS:WH:12:1.4            SS:WH:12:1.5            SS:WH:12:2.2

SS:WH:12:2.3            SS:WH:12:2.4                    SS:WH:12:3.2            SS:WH:12:4.1            SS:WH:12:4.2

SS:WH:12:4.3            SS:WH:12:4.4                    SS:WH:12:4.5            SS:WH:12:5.1

**Essential Skills for Social Studies addressed:**

**(From the NH Social Studies Curriculum Frameworks)**

**Acquiring information**

- Use economic and geographic data, historical sources, as well as other appropriate sources
- Detect cause and effect relationships
- Distinguish between facts, interpretations, and opinions
- Use appropriate sources to gain meaning of essential terms and vocabulary, glossary, dictionary, texts, word lists
- Gather information by conducting basic statistical analysis
- Access relevant and reliable websites

**Organizing and Communicating**

- Place data in tabular form: charts, graphs, and illustrations
- Recognize that more than one reasoned interpretation of factual material is valid
- Compare and contrast credibility of differing accounts of the same event
- Reinterpret events in terms of what might have happened, and show the likely effects on subsequent events
- Take into account when interpreting events or behaviors context of their time and place
- Present visually (chart, graph, diagram, model, Power Point, etc.)
- Take into account relevant ethical values and principles

**Real World Applications of Social Studies Skills**

- Work to influence those in leadership positions to strive for extensions of freedom, justice, and human rights
- Accent and fulfill responsibilities associated with citizenship in a free society