

Social Studies GLCE's and HSCE for President Lincoln's Bicentennial
The curriculum connection to the Lincoln poster/essay contest

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Grade 5

5 – U2.3.4 Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants). (E)

5 – U3.3.7 Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification. (C)

5 – P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States.

Grade 8

8 – U4.2.2 The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.

8 – U4.2.4 Consequences of Expansion – Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians. The institution of slavery, and the relations between free and slaveholding states. (C2) (National Geography Standard 13, p. 169)

8 – U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders (e.g., John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass), and the response of southerners and northerners to the abolitionist movement. (C2) (National Geography Standard 6, p. 154)

8 – U5USHG ERA 5 – Civil War and Reconstruction (1850-1877)

8 – U5.2.3 Examine Abraham Lincoln’s presidency with respect to

- ◆ his military and political leadership
- ◆ the evolution of his emancipation policy (including the Emancipation Proclamation)
- ◆ and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence (C2)

8 – U5.3.1 Describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, and African Americans.

Grade 9

Teachers think about the essential questions asked by our program concerning the founding Ideals. These are interwoven throughout our –

F1 Political and Intellectual Transformations of America to 1877

F1.1 Identify the core ideals of American society as reflected in the documents below and analyze the ways that American society moved toward and/or away from its core ideals

- ◆ Declaration of Independence
- ◆ the U.S. Constitution (including the Preamble)
- ◆ Bill of Rights
- ◆ the Gettysburg Address
- ◆ 13th, 14th, and 15th Amendments

F1.2 Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument/narrative about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change by discussing

- ◆ the birth of republican government, including the rule of law, inalienable rights, equality, and limited government
- ◆ the development of governmental roles in American life
- ◆ and competing views of the responsibilities of governments (federal, state, and local)
- ◆ changes in suffrage qualifications
- ◆ the development of political parties
- ◆ America's political and economic role in the world (National Geography Standard 13, p. 210)

2.1 Origins of American Constitutional Government (Note: Much of this content should have been an essential feature of students' 5th and 8th grade coursework. High School U.S. History and Geography teachers, however, revisit this in USHG Foundational Expectations 1.1, 1.2, and 2.1.)

Explain the fundamental ideas and principles of American constitutional government and their philosophical and historical origins through investigation of such questions as: What are the philosophical and historical roots of the foundational values of American constitutional government? What are the fundamental principles of American constitutional government

2.1.4 Explain challenges and modifications to American constitutional government as a result of significant historical events such as the American Revolution, the Civil War, expansion of suffrage, the Great Depression, and the civil rights movement.

5.5.2 Describe the dispositions thought to encourage citizen involvement in public affairs

(e.g., "civic virtue" or attentiveness to and concern for public affairs; patriotism or loyalty to values and principles underlying American constitutional democracy) and to facilitate thoughtful and effective participation in public affairs (e.g., civility, respect for the rights of other individuals, respect for law, honesty, open-mindedness, negotiation and compromise; persistence, civic mindedness, compassion, patriotism, courage, and tolerance for ambiguity).

General Knowledge, Processes, and Skills for Grades 5-8 Social Studies

Embedded in Grades 5- 8 standards and expectations

K1 General Knowledge

K1.1 Understand and analyze important temporal, spatial, political, and economic relationships, patterns, and trends.

K1.2 Understand historical, geographical, political, and economic perspectives.

K1.3 Understand the diversity of human beings and human cultures.

K1.4 Analyze events and circumstances from the vantage point of others.

K1.5 Understand social problems, social structure, institutions, class, groups, and interaction.

K1.6 Apply social studies concepts to better understand major current local, national, and world events, issues, and problems.

K1.7 Integrate concepts from at least two different social studies disciplines.

K1.8 Understand significant concepts, principles, and theories of history, geography, civics, and economics as disciplines.

P1 Reading and Communication – read and communicate effectively.

P1.1 Use close and critical reading strategies to read and analyze texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.

P1.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.

P1.3 Understand that diversity of interpretation arises from frame of reference.

P1.4 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.

P1.5 Present a coherent thesis when making an argument, support with evidence, and present a concise, clear closing.

P2 Inquiry, Research, and Analysis – critically examine evidence, thoughtfully consider conflicting claims, and carefully weigh facts and hypotheses.

P2.1 Understand the scientific method of inquiry to investigate social scientific and historical problems.

P2.2 Read and interpret data in tables and graphs.

P2.3 Know how to find and organize information from a variety of sources, analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.

P2.4 Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.

P2.5 Use deductive and inductive problem-solving skills as appropriate to the problem being studied.

P3 Public Discourse and Decision Making – engage in reasoned and informed decision making that should characterize each citizen’s participation in American society.

P3.1 Clearly state an issue as a question of public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

P3.2 Deeply examine policy issues in group discussions and debates (clarify issues, consider opposing views, apply democratic values or constitutional principles, anticipate consequences) to make reasoned and informed decisions.

P3.3 Write persuasive/argumentative essays expressing and justifying decisions on public policy issues.

P4 Citizen Involvement

P4.1 Act out of respect for the rule of law and hold others accountable to the same standard.

P4.2 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.

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General Social Studies Knowledge, Processes, and Skills

K1 General Knowledge– embedded in USHG standards and expectations

K1.1 Know the defining characteristics of the disciplines of history and geography.

K1.2 Know that each discipline is subject to criticisms and limitations; be aware of the primary criticisms of history and geography.

K1.3 Understand and analyze temporal and spatial relationships and patterns.

K1.4 Understand historical and geographical perspectives.

K1.5 Understand the diversity of human beings and human cultures.

K1.6 Analyze events and circumstances from the vantage point of others.

K1.7 Understand social problems, social structures, institutions, class, groups, and interaction.

K1.8 Apply social studies concepts to better understand major current local, national, and world events, issues, and problems.

K1.9 Integrate concepts from at least two different social studies disciplines.

K1.10 Understand significant concepts, generalizations, principles, and theories of history and geography as disciplines.

Social Studies Procedures and Skills – embedded in USHG standards and expectations

P1 Reading and Communication – read and communicate effectively.

P1.1 Use close and critical reading strategies to read and analyze complex texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.

P1.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.

P1.3 Understand that diversity of interpretation arises from frame of reference.

P1.4 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.

P1.5 Present a coherent thesis when making an argument, support with evidence, articulate and answer possible objections, and present a concise, clear closing.

P2 Inquiry, Research, and Analysis – critically examine evidence, thoughtfully consider conflicting claims, and carefully weigh facts and hypotheses.

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Disciplinary Knowledge – embedded in USHG standards and expectations

Historical and Geographical Knowledge and Perspective

Know significant periods and events in world history; social, religious, and political movements; and major historical figures who influenced such movements.

Identify and define specific factual information, themes, movements, and general principles operating in United States history and geography to deduce meaning and comprehend patterns.

Historical and Geographical Analysis and Interpretation

Distinguish value judgments in historical and geographical information, weigh evidence, synthesize information, apply knowledge, make judgments, formulate generalizations, and draw conclusions.

Thematic Analysis of United States History Eras 6-9