

Rhode Island Grade Span Expectations (GSEs) for Civics & Government and Historical Perspectives/R. I. History: Grades 5-8

C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals.			
GSEs for Grades 5-6	GSEs for Grades 7-8	Essential Questions	Potential Topics/Resources
C&G 1 (5-6) –1 Students demonstrate an understanding of origins, forms, and purposes of government by...	C&G 1 (7-8) –1 Students demonstrate an understanding of origins, forms, and purposes of government by...		Related GLEs/GSEs: R-7, R-8 Informational texts R-14 Breadth of Reading R-15 Reading for Research
a. <u>identifying the basic functions of government</u>	a. <u>identifying and explaining the origins and basic functions of government</u>	Is government necessary?	<ul style="list-style-type: none"> Enduring documents: <i>Magna Carta</i>, <i>Declaration of Independence</i>, <i>Bill of Rights</i>, <i>Hammurabi’s Code</i> Functions of government, town meeting in a colony
b. <u>listing and defining various forms of government</u> (e.g., dictatorship, democracy, parliamentary, monarchy)	b. <u>comparing and contrasting</u> different forms of government (e.g., dictatorship, democracy, theocracy, republic, monarchy)	What are the differences and similarities among various forms of government?	<ul style="list-style-type: none"> Massachusetts theocracy William Blackstone, Roger Williams, Anne Hutchinson, Mary Dyer, Samuel Gorton
c. <u>citing examples of when major changes in governments have occurred</u> (e.g., American Revolution, Hammurabi’s Code, Rhode Island Royal Charter/ RI Constitution)	c. <u>explaining what happens when political structures do or do not meet the needs of people</u> (e.g., democracy v. anarchy)	How and why do governments change over time?	<ul style="list-style-type: none"> Personalities of Coddington and William Harris American Revolution RI Royal Charter, RI Constitution
	d. <u>explaining how geography and economics influence the structure of government</u>	What factors influence the structure of government?	<ul style="list-style-type: none"> Rhode Island: Narragansett Bay central to a ring of communities, central waterway, central highway
C&G 1 (5-6) –2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...	C&G 1 (7-8)–2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...		Related GLEs/GSEs: R-7, R-8 Informational texts R-14 Breadth of Reading R-15 Reading for Research W- 6, 7, 8 Informational Writing
a. <u>identifying and summarizing the rule of law, using various enduring/ significant documents</u> (e.g., <i>Magna Carta</i> , <i>Preamble of U.S. Constitution</i> , <i>U.N. Rights of the Child</i> , “I Have A Dream” speech)	a. <u>comparing and contrasting</u> the key stages of development of the rule of law, as presented in various enduring/significant documents (e.g. <i>Magna Carta</i> , <i>Preamble of U.S. Constitution</i> , <i>U.N. Rights of the Child</i> , “I Have A Dream” speech)	What is the rule of law and how did it develop?	<ul style="list-style-type: none"> <i>The Articles of Confederation</i> to the <i>Constitution/ Hammurabi’s Code</i> to the <i>Magna Carta</i> <i>Magna Carta</i> to <i>Constitution</i>
b. <u>identifying and describing the role of individuals</u> (e.g., Thomas Jefferson, George Washington, Thomas Paine) <u>as authority figures/ leaders in the creation of government</u>	b. <u>explaining why the rule of law is necessary to the role of government</u> (e.g., debate/ Robert’s Rules of Order, classroom procedures)	Why is the rule of law necessary to the role of government?	<ul style="list-style-type: none"> Silas Downer – writer, Nathanael Greene, O.H. Perry, Stephen Hopkins – writer Women printers – Anne Franklin, S. Goddard, E. Roosevelt
	c. <u>defining and identifying the nature of authority and sources of power</u>	What are authority and power, how are they alike and different?	<ul style="list-style-type: none"> Military force as represented by Gaspee, British annexation and occupation

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C&G 2: The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.			
GSEs for Grades 5-6	GSEs for Grades 7-8	Essential Questions	Potential Topics/Resources
C&G 2 (5-6) –1 Students demonstrate an understanding of United States government (local, state, national) by...	C&G 2 (7-8) –1 Students demonstrate an understanding of United States government (local, state, national) by...	How is the United States Constitution a living document?	Related GLEs/GSEs: R-7, R-8 Informational texts R-14 Breadth of Reading R-15 Reading for Research W- 6, 7, 8 Informational Writing
a. identifying and <u>describing the function of the three branches</u> (i.e., checks and balances, separation of powers)	a. identifying the functions of the three branches of government; <u>and analyzing and describing the interrelationship among the branches</u> (i.e., checks and balances/ cause and effect, separation of powers)	Is the pen mightier than the sword? How can/does a written document (or speech) affect the structure and function of government?	<ul style="list-style-type: none"> Organizational structure of the <i>Constitution</i> <i>Declaration of Independence, Articles of Confederation, Constitution, Mayflower Compact, Federalist Papers</i> Rhode Island and separation of powers
b. identifying how power is divided and shared among the levels of the United States government	b. <u>explaining how and why</u> power is divided and shared among the levels of government (federalism)	Why is federalism important and how does it affect the balance of power in government?	<ul style="list-style-type: none"> Separation of powers, states' rights, impost Articles of Confederation
c. <u>explaining how a bill becomes a law</u>	c. <u>tracing the process of how an idea transforms into a bill</u> and then becomes a law	What are the connections between the branches in the legislative process?	<ul style="list-style-type: none"> Committee, Amendment, Veto, Override, Compromise, Constitutionality
G&C 2 (5-6) –2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by ...	C&G 2 (7-8) –2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by ...		Related GLEs/GSEs: R-7, R-8 Informational texts R-14 Breadth of Reading R-15 Reading for Research W- 6, 7, 8 Informational Writing
a. exploring democratic values such as: respect, property, compromise, liberty, self-government, and self-determination	a. <u>explaining how democratic values are reflected in enduring documents, political speeches (discourse), and group actions</u>	Are values derived from the governed or does the government dictate the values?	<ul style="list-style-type: none"> Gettysburg Address, Washington's Farewell Address Separation of church and state Native American rights, Smoke Shop case
b. <u>identifying enduring documents</u> (e.g., <i>Bill of Rights, U.S. Constitution</i>) that reflect the underlying principles of the <u>United States</u>	b. <u>using a variety of sources to identify and defend a position on a democratic principle</u> (e.g., self-government in <i>Declaration of Independence</i> , women's rights in Seneca Falls Declaration, Habeas Corpus in Laws of 12 Tables, freedom of religion in Washington's letter to the Touro Synagogue)	How have democratic principles been demonstrated (in documents, speeches, actions, etc.) throughout U.S./ R.I. history?	<ul style="list-style-type: none"> Martin Luther King's "I Have A Dream" Speech, Kennedy's Inaugural Address, <i>Declaration of Independence</i>
c. exhibiting and explaining what it means to be <u>a responsible citizen in the community</u>	c. exhibiting and explaining what it means to be <u>a responsible citizen in the state and nation</u>	How do responsible citizens demonstrate democratic values and principles?	<ul style="list-style-type: none"> Ebenezer Knight Dexter, John Clarke Trust, Providence Female Charitable Facility, Honest Wall – Children's Friends Facility Hall of Fame

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C&G 3: In a democratic society, all of the people have certain rights and responsibilities.			
GSEs for Grades 5-6	GSEs for Grades 7-8	Essential Questions	Potential Topics/Resources
C&G 3 (5-6) –1 Students demonstrate an understanding of citizens’ rights and responsibilities by...	C&G 3 (7-8) –1 Students demonstrate an understanding of citizens’ rights and responsibilities by...		Related GLEs/GSEs: R-15 Reading for Research W- 6, 7, 8 Informational Writing
a. <u>defining the concepts: “civic”(adj.), “civics”(n), “civil,” and “citizen”</u>	a. <u>defining and applying the concepts: “civic”(adj.), “civics”(n), “civil,” “citizen,” and “rights”</u>		
b. <u>identifying citizen’s rights in a democratic society (personal, economic, legal, and civic)</u>	b. <u>evaluating and defending a position on issues involving individual rights</u> (personal, economic, legal, or political rights reflected in the <i>Bill of Rights</i>)	What are human rights (e.g., Seth Luther)	<ul style="list-style-type: none"> • <i>U.N. Declaration of Human Rights</i>, Student Rights • School governance • Civil Rights Movement • <i>International Rights of The Child</i> • Implied vs. Written Rights
c. <u>identifying a citizen’s responsibilities in a democratic society</u> (personal, economic, legal, and civic)	c. <u>analyzing and defending a position on an issue involving civic responsibilities</u> (personal, economic, legal or political rights)	What is a “good” citizen? (e.g., Roger Williams ship metaphor)	<ul style="list-style-type: none"> • Duties vs. Obligations, Common Good vs. Individual Needs
d. <u>identifying conflicts between individual rights and the common good</u> (e.g. Eminent domain, airport expansion, Scituate Reservoir, Coastal Access)	d. <u>providing examples that reflect conflicts between individual rights and the common good, within the context of civic responsibility</u>	Whose rights are “more” right?	<ul style="list-style-type: none"> • “Grass-roots movement” • Eminent Domain • Civil liberties
C&G 3 (5-6) –2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...	C&G 3 (7-8) –2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...	Can one (person/group) make a difference? (e.g., Farmers’ fishing rights on Blackstone River v. mill owners)	Related GLEs/GSEs: R-15 Reading for Research W- 6, 7, 8 Informational Writing
a. <u>identifying and explaining specific ways rights may or may not be exercised</u> (e.g., civil rights)	a. <u>identifying an issue, proposing solutions, and developing an action plan to resolve the issue</u>	What are the limits to individual/group rights? How may issues surrounding those limits be dealt with?	<ul style="list-style-type: none"> • Persuasive Essay • Project Citizen • Service Learning Projects • Environment of Narragansett Bay: industry v. recreation
b. <u>recognizing potential conflicts within or among groups</u> , brainstorming possible solutions, and reaching compromises (e.g. discrimination, bullying)	b. <u>identifying and explaining how an action taken by an individual or a group impacts the rights of others</u>	How can a person’s actions or a group’s actions create multiple reactions?	<ul style="list-style-type: none"> • Martin Luther King • Gandhi • Nelson Mandela • Rosa Parks • Local, contemporary issues
c. <u>explaining the judicial process</u> - due process – local, state, and federal (e.g. school discipline policy, truancy court, appeals process)	c. <u>identifying the impact of an historic court case</u>	How are individual/group rights and responsibilities expressed within the judicial process? How do court cases impact individual/group rights and responsibilities?	<ul style="list-style-type: none"> • Gordon Trial – elimination of death penalty • District, state, and federal courts

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C&G 4: People engage in political processes in a variety of ways.			
GSEs for Grades 5-6	GSEs for Grades 7-8	Essential Questions	Potential Topics/Resources
C&G 4 (5-6) –1 Students demonstrate an understanding of political systems and political processes by...	C&G 4 (7-8) –1 Students demonstrate an understanding of political systems and political processes by...		Related GLEs/GSEs: R-15 Reading for Research W- 6, 7, 8 Informational Writing
a. <u>explaining how leaders are selected or elected</u> (e.g., election process, appointment process, political parties, campaigns)	a. <u>explaining how various factors</u> affect how leaders are selected or elected <u>through an election process</u> (e.g., election process, public agenda, special interest groups, and media)	Who runs for political office? Who wins and why? What is the role of communication in the political process?	<ul style="list-style-type: none"> • Democrat, Republican • Student Council • Primary, Caucus, Referendum • Electoral College, Town Meeting
b. <u>listing the “labels” that individuals may give themselves within a political process</u> (e.g., radical, liberal, conservative, environmentalist, Democrat, Republican)	b. <u>describing how and why</u> individuals identify themselves politically (e.g., Federalist, Anti-federalist, suffragette, pacifist, nationalists, socialists)	How does political identification of individuals strengthen or weaken a society? How does it affect the political process?	<ul style="list-style-type: none"> • Nativests – Know Nollug v. Native Americans • Political parties, ideological identification • Rhode Island’s political culture (e.g., Republican government and Democratic majority)
c. <u>identifying, comparing, and contrasting different “political systems”</u> (e.g., monarchy, democracy, feudal)	c. <u>evaluating the strengths and weaknesses</u> of various political systems (e.g., dictatorship, oligarchy, monarchy, democracy, theocracy)	How are various political systems alike and different?	<ul style="list-style-type: none"> • Party System, Organized Labor • Ideologies (7-8) • Special Interest Groups (7-8)
	d. <u>examining how elections are/can be vehicles of change</u>	How do the outcomes of elections influence the political system?	<ul style="list-style-type: none"> • Unicameral, Bicameral • Confederacy • Protectorate • Dictatorship, Theocracy, Oligarchy
	e. <u>recognizing multiple perspectives on historical or current controversial issues</u>	Why is it important to recognize multiple perspectives on controversial issues?	<ul style="list-style-type: none"> • Open-mindedness • Current political issues

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C&G 4: People engage in political processes in a variety of ways. (continued)			
GSEs for Grades 5-6	GSEs for Grades 7-8	Essential Questions	Potential Topics/Resources
C&G 4 (5-6) -2 Students demonstrate their participation in political processes by...	C&G 4 (7-8)-2 Students demonstrate their participation in political processes by...		Related GLEs/GSEs: R-15 Reading for Research W- 6, 7, 8 Informational Writing
a. <u>using a variety of sources to form, substantiate, and communicate an opinion and presenting their opinion to an audience beyond the classroom</u> (e.g., letter to the editor, student exhibition, persuasive essay, article in school newspaper)	a. <u>expressing and defending an informed opinion</u> and presenting their opinion to an audience beyond the classroom (e.g., political cartoon, letter, speech, emailing Congressional membership)	Why is effective communication of an informed opinion an integral part of the political process?	<ul style="list-style-type: none"> • Public issues • Current events • Writing a letter, article, essay
b. <u>describing the voting process for a local, state, or national election</u>	b. <u>describing their role and impact in the voting process</u>	Does my vote make a difference?	<ul style="list-style-type: none"> • Mock elections • Surveys and polls • School elections
c. engaging in the political process (e.g., voting in school elections)	c. engaging in the political process (e.g., mock elections)	Why is it important to engage in the political process?	<ul style="list-style-type: none"> • Mock elections • Surveys and polls • School elections
C&G 4 (5-6) -3 Students participate in a civil society by...	C&G 4 (7-8)-3 Students participate in a civil society by...		Related GLEs/GSEs: W- 6, 7, 8 Informational Writing
a. <u>demonstrating respect for the opinions of others</u> (e.g., listening to and asking relevant questions, taking turns, considering alternative perspectives)	a. <u>demonstrating an understanding and empathy for the opinions of others</u> (e.g., listening to and asking relevant questions, considering alternative perspectives, <u>voicing alternative points of view, recognizing bias</u>)	What is civic virtue?	<ul style="list-style-type: none"> • Civility, honesty, and compassion
b. <u>demonstrating the ability to compromise</u> (e.g., offering solutions, persisting to resolve issues)	b. <u>demonstrating the ability to compromise</u> (e.g., offering solutions, persisting to resolve issues)	What is compromise and how is it important in civil society?	<ul style="list-style-type: none"> • Open mindedness, negotiations • Contracts/treaties
c. <u>taking responsibility for one's own actions (anticipating and accepting consequences)</u>	c. <u>recognizing the cause(s) and effect(s) of taking a civil action</u>	How does understanding the cause(s) and effect(s) influence one's actions (particularly civil actions)?	<ul style="list-style-type: none"> • Self-discipline • Self-governance
d. <u>identifying and accessing reliable sources to answer questions about current important issues</u> (e.g. news media, children's news magazines)	d. <u>utilizing a variety of reliable sources to develop an informed opinion</u>	What is a reliable source?	<ul style="list-style-type: none"> • Critical mindedness

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C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.			
GSEs Grades 5-6	GSEs Grades 7-8	Essential Questions	Potential Topics/Resources
C&G 5 (5-6)– 1 Students demonstrate an understanding of the many ways Earth’s people are interconnected by...	C&G 5 (7-8) – 1 Students demonstrate an understanding of the many ways Earth’s people are interconnected by...		Related GLEs/GSEs: R-15 Reading for Research
a. <u>identifying, describing, and explaining how people are socially, technologically, geographically, economically, or culturally connected to others</u>	a. tracing and explaining social, technological, geographical, economical, and cultural connections for a given society of people (trade, transportation, communication)	Where in the world do consumer products come from? How are people in the world interconnected? Who am I in relation to the world?	<ul style="list-style-type: none"> • Model United Nations, NAFTA, NATO • Internet, Red Cross • Destruction of rainforest • Legal and Illegal Trade (oil, drug, human trafficking) • Irish and Portuguese relief programs • Local units or chapters
b. locating where different nations are in the world in relation to the U.S.	b. identifying, describing, and explaining how people are <u>politically, economically, environmentally, militarily, and (or) diplomatically connected</u> (e.g., World Bank, UN, NATO, European Union)	How do geography and other factors (political, economic, environmental, military, diplomatic) connect people, and how does that connection impact the relationships between/among nations/ peoples?	<ul style="list-style-type: none"> • International organizations (e.g., World Bank, IMF, UN) • European Union • Treaties (e.g., NATO)
C&G 5 (5-6) -2 Students demonstrate an understanding of the benefits and challenges of an interconnected world by...	C&G 5 (7-8)-2 Students demonstrate an understanding of the benefits and challenges of an interconnected world by...	How are cultural identities maintained in a global society? (e.g., La Survivance, Italo pride in Mussolini)	Related GLEs/GSEs: R-15 Reading for Research W- 6, 7, 8 Informational Writing
a. <u>identifying and discussing factors that lead to the breakdown of order among societies</u> (e.g., natural disasters, wars, plagues, population shifts, natural resources)	a. identifying and discussing factors that lead to the breakdown of order among societies <u>and the resulting consequences</u> (e.g., abolition of slavery, terrorism, Fall of Roman Empire, civil war)	What are positive and negative effects of actions?	<ul style="list-style-type: none"> • Migration/Immigration • Cultural diffusion • Abolition of slavery
b. <u>citing a social, technological, geographical, economical, or cultural issue that provides an example of both benefits and challenges</u>	b. <u>considering competing interests on issues that benefit some people and cause other people to suffer</u> (e.g. slavery, whaling, oil exploration)	How are some issues (social, technological, geographical, economical, cultural) beneficial to some people and harmful to others?	<ul style="list-style-type: none"> • Slavery • NAFTA • Immigration policies
C&G 5 (5-6) -3 Students demonstrate an understanding of how the choices we make impact and are impacted by an interconnected world by...	C&G 5 (7-8) -3 Students demonstrate an understanding of how the choices we make impact and are impacted by an interconnected world by...		Related GLEs/GSEs: R-15 Reading for Research W- 6, 7, 8 Informational Writing
a. <u>identifying and analyzing the effects of consumer choice</u> (environmental, communication, political)	a. <u>making predictions</u> as to the effects of personal consumer, environmental, communication, and eventual political choices (e.g., hybrid cars, local v. imported)	How do our individual and national choices impact our world?	<ul style="list-style-type: none"> • Alternative energies (e.g., wind farms) • The U.S. economy and supply/demand
b. <u>explaining how actions taken or not taken impact societies</u> (e.g., natural disasters, incidences of social injustice or genocide)	b. <u>summarizing a significant situation; proposing and defending actions to be taken or not taken</u> (e.g., pollution, consumption, conservation)	How does action (or a lack of it) in significant situations affect societies and impact the world?	<ul style="list-style-type: none"> • Civil War, Rwanda • Cherokee Removal • Holocaust • Contemporary Issues

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HP 1: History is an account of human activities that is interpretive in nature.			
GSEs for Grades 5-6	GSEs for Grades 7-8	Essential Questions	Potential Topics/Resources
HP 1 (5-6) –1 Students <i>act as historians</i> , using a variety of tools (e.g., artifacts and primary and secondary sources) by...	HP 1 (7-8) –1 Students <i>act as historians</i> , using a variety of tools (e.g., artifacts and primary and secondary sources) by...		Related GLEs/GSEs: R-7, R-8 Informational texts R-14 Breadth of Reading R-15 Reading for Research (15.2)
a. <u>identifying appropriate sources</u> (e.g., historical maps, diaries, photographs) <u>to answer historical questions</u>	a. identifying appropriate sources and using evidence to substantiate specific accounts of human activity	What different kinds of information can be found in different sources?	<ul style="list-style-type: none"> • 17th Century Rhode Island town map • Sullivan Ballou Letter- Civil War • “Rhode Island Box” • Gravestones - John Stevens • Rhode Island toys/dolls
b. <u>using sources to support the stories of history</u> (<i>How do we know what we know?</i>)	b. <u>drawing inferences from Rhode Island History about the larger context of history</u> (e.g., Opening of Japan, Separation of Church and State, Industrialism)	Where does our understanding of history come from?	<ul style="list-style-type: none"> • Rhode Island’s role in world history
c. <u>asking</u> and answering historical questions, organizing information, and <u>evaluating information in terms of relevance</u>	c. asking and answering historical questions, <u>evaluating sources of information</u> , organizing the information, and evaluating information in terms of relevance <u>and comprehensiveness</u>	What does this information tell me about the topic and how useful is it?	<ul style="list-style-type: none"> • Architecture: Suburban house vs. Mansions • Rhode Island State Charter • Portrait of Thomas Wilson Dorr • Oral History
d. <u>identifying the point of view of a historical source</u> (e.g. media sources)		How does the point of view influence the information presented?	<ul style="list-style-type: none"> • Influence of geography on Rhode Island • Child labor • Attitudes about immigration • Media
HP 1 (5-6) –2 Students interpret history as a series of connected events with multiple cause-effect relationships, by...	HP 1 (7-8) –2 Students interpret history as a series of connected events with multiple cause-effect relationships, by...		Related GLEs/GSEs: R-7, R-8 Informational texts R-14 Breadth of Reading R-15 Reading for Research W- 2, 3 Response to Text
a. <u>investigating and summarizing historical data in order to draw connections between two events</u> and to answer related historical questions	a. investigating and <u>analyzing historical and visual data in order to draw connections between a series of events</u>	How does what we know change over time?	<ul style="list-style-type: none"> • Connecting the RI maritime trades to the development of insurance and banks. • Connecting King Phillip’s War with on-going Native American relations • Bristol Fountain – who owns it? “Great People” vs. Portuguese • Revolution: Newport’s decline, Providence’s rise • Slater & water power – key growth in the American Industrial Revolution
	b. <u>developing, expanding, and supporting an historical thesis, based on a series of events</u>	How are certain events interrelated and what is the significance of that connection?	

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HP 2: History is a chronicle of human activities, diverse people, and the societies they form.			
GSEs for Grades 5-6	GSEs for Grades 7-8	Essential Questions	Potential Topics/Resources
HP 2 (5-6) – 1 Students connect the past with the present by...	HP 2 (7-8) – 1 Students connect the past with the present by...		Related GLEs/GSEs: R-7, R-8 Informational texts R-14 Breadth of Reading R-15 Reading for Research W- 6, 7, 8 Informational Writing
a. <u>identifying sequential events, people, and societies that have shaped RI today</u>	a. <u>determining the cause(s) and effect(s) of specific historical events that impact RI today</u>	How have various religious and ethnic groups shaped RI?	<ul style="list-style-type: none"> • Immigration • RI Mills/Industrial Revolution • RI Fishing/Maritime Trades • Infrastructure-interstate/bridges
b. <u>comparing and contrasting the development of RI ethnic history to the nation's history</u> (e.g., <i>What historical factors makes RI unique?</i> ; immigration, settlement patterns, religion, resources, geography)	b. <u>analyzing the impact of RI's ethnic development on local, state, and national history</u>	Why does what happened in the past matter to me today?	<ul style="list-style-type: none"> • Various Ethnic and Religious Groups • Village/neighborhood community • Cross-pollenization of RI technology
c. <u>identifying and describing how national and world events have impacted RI and how RI has impacted world events</u> (e.g., China Trade, WWII, Industrial Revolution)	c. <u>analyzing and evaluating how national and world events have impacted RI and how RI has impacted world events</u>	How does RI reflect multiculturalism? How is RI connected to the world?	<ul style="list-style-type: none"> • Community today and its history • Rhode Island's role in international events/trends
HP 2 (5-6) – 2 Students chronicle events and conditions by...	HP 2 (7-8) – 2 Students chronicle events and conditions by...		Related GLEs/GSEs: W- 6, 7, 8 Informational Writing W-2, 3 Response to Text
a. <u>placing key events and people of a particular historical era in chronological sequence</u>	a. <u>identifying key events and people of a particular historical era or time period</u> (e.g., centuries, BCE, "The Sixties")	How do we identify various time periods or historical eras (e.g., calendar time, cultural trends, economic trends, etc.)?	<ul style="list-style-type: none"> • Timelines, calendar time, thematic maps • Turning points
b. <u>summarizing key events and explaining the historical contexts of those events</u>	b. <u>correlating key events to develop an understanding of the historical perspective of the time period in which they occurred</u> (e.g., Jacksonian Democracy and Dorr's Rebellion, water power and steam power, WWII and women at work)	How is history chronicled?	<ul style="list-style-type: none"> • Personal oral histories • Dorr's Rebellion • Use of newspapers and/or TV/video news in the Cold War and Vietnam
HP 2 (5-6) – 3 Students show understanding of change over time by...	HP 2 (7-8) – 3 Students show understanding of change over time by...		Related GLEs/GSEs: R-7, R-8 Informational texts R-14 Breadth of Reading R-15 Reading for Research
a. <u>establishing a chronological order by working backward from some issue, problem, or event to explain its origins and its development over time</u>	a. <u>establishing a chronological order by working backward from some issue, problem, or event to explain its origins and its development over time; and to construct an historical narrative</u>	How do things change but still remain the same?	<ul style="list-style-type: none"> • Evolutionary processes: Narragansett Bay; Changes – industrial /recreational; Mills; • Agriculture to Industrial to Hospitality • Changing the face of neighborhoods • Technology

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HP 3: The study of history helps us understand the present and shape the future.			
GSEs for Grades 5-6	GSEs for Grades 7-8	Essential Questions	Potential Topics/Resources
HP 3 (5-6) – 1 Students demonstrate an understanding of how the past frames the present by...	HP 3 (7-8) –1 Students demonstrate an understanding of how the past frames the present by...	How does our understanding of the past influence our actions in the present or future?	Related GLEs/GSEs: R-7, R-8 Informational texts R-15 Reading for Research W- 6, 7, 8 Informational Writing W-2, 3 Response to Text
a. <u>identifying historical conditions and events that relate to contemporary issues</u> (e.g., separation of church state, treatment of Native Americans, immigration, gender issues)	a. <u>analyzing and reporting on a social movement from its inception (including historical causes), its impacts on us today, and its implications for the future</u>	How does looking at the past help us understand the present, and plan/predict the future?	<ul style="list-style-type: none"> • Separation of Powers • Casinos/Lotteries • Civil Rights • Labor Laws • Suffrage- Thomas Wilson Dorr • Abolition- Moses Brown • Roger Williams- Religious Tolerance • Cleaning up the Narragansett Bay
b. answering “what if” questions and using evidence to explain how history might have been different (e.g., <i>How might history be different if Anne Hutchinson hadn’t dissented?</i>)	b. <u>evaluating alternative courses of action, (keeping in mind the context of the time), ethical considerations, and the interest of those affected by the decision, and determining the long- and short-term consequences</u> (e.g., Post WWII use of Narragansett Bay - tourism vs. oil refinery)	What if certain events had not happened? (e.g., the 1938 hurricane) What if certain events had happened? (e.g., Providence burned like Chicago)	<ul style="list-style-type: none"> • Women’s movement • “Roads not taken”
HP 3 (5-6) – 2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...	HP 3 (7-8) – 2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...		Related GLEs/GSEs: R-7, R-8 Informational texts R-14 Breadth of Reading R-15 Reading for Research
a. <u>explaining how the similarities of human issues across time periods influence their own personal histories</u> (e.g., so what? <i>How does this relate to me?</i>)	a. recognizing and <u>reflecting on</u> how the similarities of human issues across time periods influence their own personal histories (e.g., so what? <i>How does this relate to me?</i>)	Why is history important to me?	<ul style="list-style-type: none"> • Life in the Mills • RI Legacy Theater • Slavery • How do I define myself?: religion, ethnic group, neighborhood, house-style, economic level, relationship to immigration
b. <u>explaining how the differences of human issues across time periods influence their own personal histories</u> (e.g., so what? <i>How does this relate to me?</i>)	b. recognizing and <u>reflecting on</u> how the differences of human issues across time periods influence their own personal histories (e.g., so what? <i>How does this relate to me?</i>)	What is heritage?	<ul style="list-style-type: none"> • Empathy and Compassion • Gender issues
c. <u>identifying the cultural influences that shape individuals and historical events</u>	c. <u>comparing and contrasting</u> the cultural influences that shape individuals and historical events (e.g., Conversion of Quakers from slave holders to abolitionists, emergence of mill villages, Gordon Trial)	How am I influenced by my culture? (e.g., family traditions, peer values)	<ul style="list-style-type: none"> • RI books on Towns • Church Groups • RI Ethnic Heritage Pamphlet Series by Patrick Conley