6-8
Social Studies/Civics Suggested Scope and Sequence

BASED ON THE WISCONSIN STANDARDS FOR SOCIAL STUDIES (2018)

Wisconsin Department of Public Instruction

6-8
Social Studies/Civics
Suggested Scope and Sequence

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Foreword

Dear Wisconsin Educators,

I am incredibly proud to present to you the Wisconsin Social Studies/Civics Suggested Scope and Sequence. As a former civics teacher, this subject is near and dear to my heart, and as a resident of this state, I am excited that our future residents, voters, and leaders will be so well-prepared thanks to the civics learning this scope and sequence will provide.

As public education is a constitutional right, it is my firm belief that public education is rooted in representative democracy. It also forms the roots for our democracy to grow and be healthy. Which means, in turn, that our public education system must be strong to provide a solid foundation for a healthy democratic republic to grow from and build upon.

Schools can be – and must be – this foundation. I want all Wisconsin students to grow up to be active participants in the civic life of our state and our nation. To be future active participants in democracy, they need that strong foundation. They need to know how to examine our past. They need to know how to think critically about our present. They need to make informed decisions about their future, which is, of course, our collective future. They need robust civics learning.

Maybe our 2023 Wisconsin Teacher of the Year Sarah Kopplin said it best in her speech at the 2022 State of Education Ceremony:

> "Civic learning for our kids is not just about the ability to discern fact from opinion, or to learn content about the founding fathers and our constitution, or know where to vote. Civic learning is also about examining multiple perspectives on historical and contemporary issues. It is about taking responsibility for words and actions. It is about respecting individual worth and human dignity. It's about children seeing themselves as important members of their community. It is also every child learning that they have a voice, and about getting opportunities to use that voice to shape their future. If we mean to preserve a government that is of, by, and for the people, we must allow our children to experience this type of learning so that they are able to preserve those tenants."

Public education is about creating a future for all of us in this ever-changing world. Thank goodness we have our public schools where we teach students how to make sense of that change, how to harness it, and how to use these lessons to make their lives – and our state, nation, and world – a better place. We must prepare them well. We must prepare them with civic learning because that is how we ensure the strength of our democracy and our collective future.

Jill K. Underly, PhD
State Superintendent of Public Instruction
Wisconsin Department of Public Instruction

Acknowledgments

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The Wisconsin Civics Project

The Vision

State Superintendent of Public Instruction Dr. Jill Underly announced her intention to focus on civics education as a priority early in her administration in the summer of 2021. Her goals for the Wisconsin Civics Project are:

(1) all students learn to become engaged citizens, critical consumers of information, actively involved in the civil discourse of their communities, state, nation, and world, understand and actively participate in the processes of government (including voting), and are empowered to see themselves as essential members of their communities with opportunities to actively participate in civic learning and problem solving.

(2) all schools and educators are equipped with the resources and support they need to foster excellence in civic literacy and civic engagement, and

(3) all partners and stakeholders are empowered to support the civic mission of schools and collaborate to support civic literacy and provide civic engagement opportunities to students of all ages.

With a vision of fostering excellence in civic literacy and civic engagement for all learners, DPI convened a group of educators from across the state to build a K-12 civics and social studies suggested scope and sequence aligned to our *Wisconsin Standards for Social Studies*, the *Six Proven Practices of Civics Education* from the Center for Civics Education, and the *Roadmap* from Educating for American Democracy (EAD), a project of the Department of Education, the National Endowment for the Humanities, and iCivics. This non-partisan project is a culmination of over two years of collaboration between DPI, teachers, administrators, CESAs, and multiple state and community organizations. It incorporates multiple viewpoints and place-based learning and is intended to guide educators in effectively teaching civics and social studies.

The goal of this teaching and learning resource is to support excellence in civic literacy and civic engagement so all students can learn to become both engaged citizens and critical consumers of information. Through multiple grade level units of study, the scope and sequence promotes active involvement among students in the civil discourse of their communities, state, nation, and the world, and supports them in understanding and participating in the processes of government, including voting. It is intended to help students see themselves as essential members of their communities and provide opportunities to actively participate in civic learning and problem solving. In addition, it includes units on understanding tribal nations' government and sovereignty, a key standard in Wisconsin Act 31.

At the time of this publication, the project includes a suggested scope and sequence, and a suggested semester- and year-long high school course in government or civics. Moving

forward, the Wisconsin Civics Project will be undertaking other things, such as assistance in implementing the K-5 and 6-8 scope and sequence and the high school course, supporting the statewide network of Civics Fellows, and offering quality professional learning for our state educators.

It is important to note that DPI considers the Wisconsin Civics Project and this publication a work in progress; there may be future iterations of the work, and there will be additional resources aligned to the work.

Introduction to Social Studies and Civics in K-8 Grades

In Wisconsin, public school districts are required to have a written, sequential K-12 social studies curriculum plan, based on standards (from the state or of their own choice). The curriculum plan should include course and unit objectives, content, resources, an allocation of instructional time, and a program evaluation method. This plan must be reviewed at least once every five years [Wis. stat. sec.121.02(1)(k)].

Elementary [Wis. Stat. sec. 121.02(1)(L)1] and Grades 5-8 [Wis. Stat. sec. 121.02(1)(L)2] require "regular" instruction in social studies. "Regular" is defined as instruction each week for the entire school term in sufficient frequency and length to meet district curricular requirements. In addition, the Wisconsin American Indian Studies requirement, often referred to as “Act 31,” requires instruction in the history, culture, and tribal sovereignty of the federally recognized American Indian tribes and bands located in this state at least twice in the elementary grades and at least once in the high school grades [Wisc. Stat. sec.121.02(1)(L)4].

Flexible Options

> *Local districts in Wisconsin continue to have the flexibility to determine the sequence and content of their social studies programs. Each school district determines the level at which content will be taught and the materials to be used in the district. If teachers are to understand the performance standards and the spiraling nature of the content and concepts, they must be involved actively and directly in the process of selecting content and materials, keeping in mind that it is important for all students to understand and apply the knowledge and skills from all strands of [the standards], regardless of the course focus or core content selected by teachers, departments, and districts.*
>
> *–Planning Curriculum in Social Studies*
> *Wisconsin Department of Public Instruction (DPI), 2001*

In Wisconsin, districts have the local control to determine standards, curriculum, and instructional materials. However, there is a steady, marked, researched decrease in social studies time allotted at the K-5, and increasingly the K-8 level. This is not unique to Wisconsin; it is occurring nationwide.

At the same time, we have seen an increase in the number of teachers licensed as generalists for K-8, and a decrease in the number of K-8 generalists who have a minor in any content area. There is also an increase in the hiring of K-8 generalists at the middle school level. What this means is that there is an increase in licensed educators who have little experience with social studies content – or more importantly, social studies pedagogical content knowledge – because they received no training or support in it. This,

along with the decrease in social studies time K-8, has impacted students' understanding of social studies content, skills, and dispositions.

Districts do have flexible options to choose standards, build their curriculum, and decide which resources to use in their classrooms. However, the increase in requests for guidance from DPI over the last decade has led to documents such as this one. DPI has worked with our Wisconsin educators and the Wisconsin Historical Society to build this K-5 and 6-8 Suggested Scope & Sequence for districts to take into consideration. This is meant to be a scaffold for building quality social studies and civics teaching and learning. Districts are encouraged to add what is needed for their local area and students.

Reading the Scope & Sequence

The Wisconsin Social Studies/Civics 6-8 Suggested Scope & Sequence is divided by grade. The writing team decided this because they wanted to be able to build upon previous learning, and if the three courses were listed at any grade, educators would not be able to count on what was happening the year before. Therefore, we offer the following order of courses:

- 6th Grade: Geography & Cultures of the World: Yesterday and Today
- 7th Grade: Civics & Our Contemporary World
- 8th Grade: Wisconsin & U.S. Studies (Thematic, 1924 – Present Day)

Civics and Social Studies are integrative by nature. Focusing on themes over dates, names, and battles can help students visualize the connections between strands of social studies better and learn to see the bigger picture while still meeting our state standards and expectations. Instead of viewing events in isolation, a thematic approach allows students to better see connections and patterns across time. In addition, it assists teachers in helping students make connections to their own lives, identities, and current issues.

Each course is thematic, based in inquiry, has a civics lens, and is aligned to the *Wisconsin Standards for Social Studies* and the National Council for the Social Studies *Themes of Social Studies*. The courses all have the same units, focused on the strands of social studies (Inquiry, Behavioral Sciences, Economics, Geography, History, Political Science) in a thematic manner through the subject area. Every year starts with an inquiry unit to build inquiry skills and dispositions.

Each unit is further divided into planning ideas tied to middle school indicators from the Wisconsin Standards for Social Studies (2018). These planning ideas include:

- Potential Essential Questions, aligned to the standards
- NCSS theme of this unit

- Focusing Questions for the Topic
- Alignment to the Educating for American Democracy Roadmap
- Recommended Inquiry Topics
- Specific Social Studies Indicators met with this unit
- Important Terms and Points to Consider

The essential and focusing questions are meant to help guide instruction and determine quality resources and lessons for use in the classroom. The recommended inquiry topics are provided to assist specific content choices for the unit.

This 2024 edition of the 6-8 Scope and Sequence document has been updated with alignment to the Educating for American Democracy Roadmap and suggestion of lesson and unit resources from trusted partners to consider for your classroom.

Considerations:

- There are no required lessons, lesson plans, or resources. Curriculum decisions are 100% made at the district/local level.
- The inquiry strand from the *Wisconsin Standards for Social Studies* is not listed in the "Specific Social Studies Indicators" row. Inquiry involves questioning, researching, analyzing, communicating conclusions, and civic engagement, which is reflected in specific pedagogical choices, not content. Many resources the writing team curated are based in the inquiry cycle and align to our inquiry indicators.
- In addition, Standard 4 for Political Science in the *Wisconsin Standards for Social Studies* reflect civic engagement skills and outcomes that are similarly reflected in pedagogical choices, not content. The resources selected for the civics lens align to these indicators.
- Any time you are teaching history (especially with the Wisconsin/US Studies focus in grades 3-5), you should consider the history standards as a guideline, rather than the rote memorization of dates, names, and battlefields.

Civics Education Pedagogy and Practices

Within the field of civics education, scholars have identified elements of high-quality civics education pedagogy. In Wisconsin we strive to integrate these best practices into civics education, drawing on this past work. This document articulates six practices for civics education, aligned with the *Educating for American Democracy Framework*, work on the *Six Proven Practices for Civics Education* from the Civic Mission of Schools, and the *Wisconsin Standards for Social Studies*. In addition, it provides reference to high quality resources to support these classroom practices.

Element	Description	Alignment	Resources
1. Classroom as a community of learners	To live together in a pluralistic society, we must be able to develop community together. Additionally, cultivating respect and rapport in the classroom is a prerequisite for creating an environment of mutual trust where students can take emotional and intellectual risks. This is especially critical for the civic health of our classrooms and communities; we must develop a classroom community where students appreciate the value of hearing different perspectives and identities, engage in group work and collaboration with all their classmates, and develop respect for the diverse experiences and ideas of their peers.	EAD Pedagogy Companion #1, #3, #6	Danielson Framework
2. Deliberation of contested issues	Deliberation refers to the process of giving multiple perspectives a fair hearing to come to a reasoned conclusion on a contested issue. This could be a historical issue, or a current one. Deliberation engages students by allowing them to explore ideas together, which requires scaffolding of skills for discussion and civil discourse. Ideally, students will have opportunities to articulate their genuine ideas and opinions in the deliberation rather than representing an assigned position.	Civics Proven Practices #2, EAD Pedagogy Companion #5	Deliberating in a Democracy StreetLaw deliberations C-SPAN deliberations

Element	Description	Alignment	Resources
3. Information literacy	To form well-reasoned opinions on important issues, gather information needed to vote, or participate in democratic decision making, students need to develop and practice information literacy skills. These skills are critical for learning through inquiry and give students the capacity to be effective lifelong learners.	Civics Proven Practices 2017 update WI Standards for Social Studies: Inquiry #2	Digital Inquiry Group (formerly Stanford History Education Group – SHEG) Civic Online Reasoning and Thinking Like A Historian Sourcing News Literacy Project AllSides Ad Fontes
4. Simulations of authentic civic roles	Simulation gives students an opportunity to learn about civic roles and structures experientially, and then reflect on their learning. Simulation can be an "engagement first" strategy, as the culmination of other learning experiences, or as the framework for a whole unit or course.	Civics Proven Practices #6	iCivics Legislative Semester We the People
5. Civic Engagement	Schools are a critical site for students to learn and practice the skills and dispositions that lead to lifelong civic engagement. Incorporating authentic opportunities for students to practice civic engagement skills makes their learning authentic and enhances relevance. Opportunities for students to identify and address needs or challenges in the classroom, school, or community offer learning opportunities of the skills of civic engagement and empower students to see their role in creating the world they want to live in.	WI Standards for Social Studies: Inquiry #5 EAD Pedagogy Companion #5 Civics Proven Practices #3,4,5	Generation Citizen Project Citizen Bill of Rights Institute - Student Hub We the People Deliberating in a Democracy
6. Inquiry as the Primary Mode of Learning	An inquiry approach to teaching engages students in higher order thinking and problem solving by framing learning through open questions and exploration. It allows students to bring their authentic	EAD Pedagogy Companion, #2 #4 WI Standards	Right Question Institute C3 Teachers Hub

Element	Description	Alignment	Resources
	ideas and lived experiences into the classroom as valuable sources of knowledge as they explore complex ideas. Within civics, an inquiry approach honors the reality that most issues in our society do not have one right or easy answer, and that the aim of civics education is to work together to explore answers to the question “How do we want to live together?” This approach allows for the integration of primary source documents from diverse perspectives and identities.	for Social Studies: Inquiry #1-4	

Sixth Grade

Geography & Cultures of the World: Yesterday and Today

In this course, students will use inquiry skills to explore and understand the connection between ancient and modern world geography and cultures. Students will understand how civic life, politics, and government developed and changed over time so that they know how our modern world came to be. Students will engage in learning activities that enable them to identify, describe, explain, and analyze information and perspectives and evaluate, take, and defend positions on public policies. Students will practice working with others, clearly articulating their own ideas, building partnerships, seeking consensus, negotiating compromise, and managing conflict. Through these types of learning experiences, students will practice participating in civic affairs in an informed, thoughtful, and effective manner.

Topics:

1. Inquiry
2. Behavioral Sciences & Geography
3. Economics
4. Geography
5. History
6. Inquiry & Political Science

Topic 1: Inquiry

Potential Essential Questions

- How can we examine and use information so that we can make the world a better place?

NCSS Theme

- Civics Ideas and Practices

Focusing Questions for Topic

- How can we form questions to help us understand things happening around us?
- How can we analyze the past to help us better understand the present?
- How can we gather trusted information to understand a topic?
- What is bias?
- What is civic engagement?

Recommended Inquiry Topics

- Civil Discourse
- Questioning
- Fact vs. opinion
- Civic Engagement and Responsibility

Important Terms and Points to Consider

- Inquiry
- Primary Source

Supporting Resources to Consider

Please note that there are suggested resources throughout the suggested Scope & Sequence that are designed for elementary or high school as well as middle school students. Teachers should review the suggested lesson plans to determine what changes will need to be made to align to their district curriculum and students' needs.

Civil Discourse (note that we suggest the same resources at each grade in the initial inquiry unit. There are many ways to set up a classroom for great discussion, collaboration, and discourse!):

- *Civil Discourse: Classroom Conversations for Stronger Communities* by Joe Schmidt and Nichelle Pinkney ISBN-13: 9781071856192 ISBN-10: 1071856197

- *Making Classroom Discussions Work: Methods for Quality Dialogue in the Social Studies* edited by Jane C. Lo and Wayne Journell ISBN-13 978-0807766644 ISBN-10 080776664X
- Fostering Civil Discourse: How Do We Talk About Issues That Matter? from Facing History & Ourselves
- Back to School: Civil Discourse in the Classroom from the Bill of Rights Institute
- Civil Discourse in the Classroom from Facing History & Ourselves
- 3 Steps to Civil Discourse in the Classroom from the National Council for the Social Studies (NCSS)
- Civil Discourse: Communicating and Listening to Create a Compassionate Culture from Ford's Theatre
- Teaching Students How to Have an Academic Discussion from Edutopia

Question Formulation Technique from the Right Question Institute

Fact v Opinion:

- How2Internet: Separate Fact From Opinion and Satire Online from PBS Newshour Classroom
- Facts vs Opinions vs Informed Opinions and their Role in Journalism from Student Reporting Labs at PBS Newshour
- I Found it on the Internet, It Must be True: Fact vs Opinion for Middle School Students from Programming Librarian through the American Library Association
- Fact and Opinion through History: Analyzing Historical Sources from Newseum Ed
- The Buzz about Fact and Opinion from PBS Learning Media

Civic Responsibility (note these resources are the same for each grade level):

- Project Citizen from the Center for Civic Education
- National History Day
- C3 Teachers – Civic Action Project
- Citizen Me from iCivics
- Civic Engagement and How Students can get Involved from PBS Learning Media

Topic 2: Behavioral Sciences & Geography

Potential Essential Questions

- How does diversity impact society?
- How does where you live influence how you live?
- How do external factors influence our identity and behavior?

NCSS Theme

- Culture, Individual Development, and Identity

Focusing Questions for Topic

- How can we learn about others without falling into stereotypes?
- What do I know about myself?
- How do I learn about groups?
- What do we know about cultures?
- How does technology change over time?
- What is culture?
- How do groups form and how are they different from culture?
- How does technology affect culture?
- How does technology impact what we do and where we live?

EAD Driving (DQ) and Guiding (GQ) Questions

CDQ1.3A:
What matters to me and why? How can I make what matters to me be about more than myself?

CSGQ1.3D:
How can I analyze power and understand the different methods people have for challenging power?

HDQ2.3A:
How do borders change over time, and why?

CDQ2.3A:
What gives societies their identities?

CSGQ2.3A
How do different societies make laws?

CSGQ2.3B
What religions do different societies have?

CSGQ2.3C
How do markets, agriculture, and consumption work in different societies?

CSGQ2.3D
How do different ethnic groups come to play a part? What sorts of relationships emerge among them?

CDQ3.3C
Who am I, and which groups or communities do I belong to, by choice or by ascription?

CDQ4.3B
What is the concept of sovereignty?

CDQ5.3A
How are political, economic, and civil rights related to each other?

CSGQ5.3I
How is power analyzed and challenged?

Social Studies Standards & Indicators

Behavioral Sciences (BH):

- SS.BH1.a.m Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person's cognition, perception, and behavior.
- SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.
- SS.BH2.a.m Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).
- SS.BH2.b.m Model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study.
- SS.BH4.a.m Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.

Geography (Geog):

- SS.Geog4.a.m Explain how place-based identities can change places over time. Investigate how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place. Describe students' perceptions of a place that are based on indirect sources

(e.g., television, movies), versus on direct sources (e.g., residing in a place, visiting a place).

- SS.Geog5.a.m Analyze how technology interacts with the environment and how increased use of technology affects the burden and use of natural resources.

Recommended Inquiry Topics

- Culture
  - Definition of culture
  - Traditions over time and space
  - Identity and personal culture
- Similarities and differences amongst diverse cultures (personal and worldwide)
- Technology
- Land use over time
- Urbanization
- Intended and unintended consequences of technology
- Place-based Identity and Culture
- Connecting cultures of the past to me and my community

Important Terms and Points to Consider

- Culture
- Traditions
- Identity
- Urbanization
- Place-based Identity

Supporting Resources to Consider

Please note that there are suggested resources throughout the suggested Scope & Sequence that are designed for elementary or high school as well as middle school students. Teachers should review the suggested lesson plans to determine what changes will need to be made to align to their district curriculum and students' needs.

Culture, Cultural Museum, Identity & Personal Culture, Stereotyping:

- Everyone has a Culture from the Peace Corps
- Culture: What you see and what you don't from PBS Learning
- What is Culture? from iCivics (Marked as grade 2, but could get information and ideas from it)
- History Close to Home: Creating your own Special Museum from the Smithsonian Learning Lab
- Creating a Student Run Museum in your Classroom from Edutopia

- Understanding Identity from Facing History & Ourselves
- Exploring Identity in Middle School from Learning for Justice
- Discovering my Identity from Learning for Justice
- Identity & Community from Facing History & Ourselves
- Mini-Lesson: Identity Iceberg from the Anti-Defamation League
- "Bursting" Stereotypes from Education World
- How to Break Down Stereotypes from PBS Newshour Classroom
- Teaching About Stereotypes from Learning for Justice
- Stereotypes: Identifying One Form of Bias from Newseum Ed
- Stereotypes and "Single Stories" from Facing History & Ourselves
- Disney's Pocahontas from C3 Teachers

Technology, Land Use over Time, Urbanization

- January 2050 Lesson 5: Land Use from Nutrien & National Center for Agricultural Literacy
- Growing Pains – and Plans from National Geographic
- The Urban Game by Tim Dye through The Geography Educators' Network of Indiana
    - The Urban Game slide deck
    - The Urban Game student response sheet

Place-based Identity & Culture

- Earth: The Apple of our Eye from Population Education

Additional resources:

Deep culture vs surface culture (Tree Image) from Zaretta Hammond

The Benefits of Place-based Education: A Report from the Place-based Education Evaluation Collaborative from the National Parks Service

Topic 3: Economics

Potential Essential Questions

- What impacts a person's way of life or standard of living?
- How do scarcity and competition influence decision-making?
- What is the relationship between decision-making and economic outcomes?

NCSS Theme

- Production, Distribution, and Consumption

Focusing Questions for Topic

- Where do items we use every day come from?
- What is the difference between an import and an export?
- How do barter systems work?
- How has the use of money changed over time?
- What are the differences between and among different economic systems?

EAD Driving (DQ) and Guiding (GQ) Questions

HSGQ2.3D
What trade-offs were involved in the process of expansion?

CSGQ2.3C
How do markets, agriculture, and consumption work in different societies?

CDQ5.3A
How are political, economic, and civil rights related to each other?

HDQ6.3A
Why do countries trade?

HDQ6.3B
Why do countries go to war — for what political, economic, territorial, and ideological reasons?

HSGQ6.3B
How has the global trading system changed over time, and why? What political and economic ideas have motivated U.S. policies on global commerce and trade?

Social Studies Standards & Indicators

Economics (Econ):

- SS.Econ2.a.m Analyze the role of consumers and producers in product markets.
- SS.Econ2.b.m Investigate the relationship between supply and demand. Evaluate the extent to which competition exists in product markets, and its relationship to price and quality of goods and services.
- Econ2.c.m Categorize factors of production and how they are combined to make goods and deliver services. Evaluate how profits influence sellers in markets.
- SS.Econ3.b.m Differentiate between the functions of money (i.e., medium of exchange, store of value, unit of account).
- SS.Econ4.a.m Compare and contrast how different economic systems (traditional, command, market, mixed) choose to allocate the production, distribution, and consumption of resources (what, how, for whom is it produced).
- SS.Econ4.c.m Analyze the impact of different government policies (e.g., taxation and government spending) on the economy.
- SS.Econ4.e.m Summarize the role of specialization on trade and cost of goods/services. Identify examples of U.S. exports and imports.

Geography (Geog):

- SS.Geog3.a.m Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.
- SS.Geog3.b.m Analyze spatial patterns of social and economic development in a variety of regions in the world. Identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).
- SS.Geog5.b.m Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups. Analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing countries.

Recommended Inquiry Topics

Intro to trade

- Difference between supply and demand
- Specialization and trade
- Difference between import and export
- Define balance of trade
- Difference between tax and tariff
- Production and factors of production

Money over time

Growth of economic systems over time, formation of post-barter systems

- Agricultural (Aztec & Inca)
- Dependence on Trade (Africa)
- China
- Rome

Trade Yesterday and Today

- Silk Road
- Genghis Khan
- Spices from South Asia to Europe
- Roman influence into Africa and Europe

NAFTA -- USMCA

Human Trafficking Yesterday and Today

Slave Trade/Triangular Trade

Child Labor

Important Terms and Points to Consider

- Supply
- Demand
- Specialization
- Balance of Trade
- Import
- Export
- Tariff
- Trade
- Barter
- Money (Structure and Functions)

Supporting Resources to Consider

Please note that there are suggested resources throughout the suggested Scope & Sequence that are designed for elementary or high school as well as middle school students. Teachers should review the suggested lesson plans to determine what changes will need to be made to align to their district curriculum and students' needs.

Intro to trade

Trade: Introduction from the Council for Foreign Relations (high school, but could be modified for middle school)
A Yen to Trade Curriculum Unit from the Federal Reserve Bank of St. Louis
Trade for the Win! From Adam Smith Works

The Magic of Markets – Trade Creates Wealth from the Foundation for Teaching Economics

Difference between supply and demand

- The Supply & Demand of Toy Fads from EconEdLink
- Supply and Demand: What if? from Agriculture in the Classroom
- Demand, Supply and the Market from the Foundation for Teaching Economics

Specialization and trade

- Global Trade from C3 Teachers (note, this is tagged as 3rd grade but could be altered for middle school use)
- Principles of Specialization from PBS Learning Media
- On Whom do you Depend? From Adam Smith Works
- Specialization and Division of Labor from Playful Economics at EconEdLink

Difference between import and export, balance of trade, and tariffs

- Import/Export Funding from PBS Learning Media
- A Yen to Trade Curriculum Unit from the Federal Reserve Bank of St. Louis
- Activity: Balance of Trade Among States from the Foundation for Teaching Economics
- Free Trade…Fair Trade…Who pays the Tariff? From the Foundation for Teaching Economics
- Trade Policy: Tariffs and Free Trade from C-SPAN Classroom

Production (where do things come from?) and factors of production

- Once Upon a Dime from the Federal Reserve Bank of New York
- The Factors of Production: The Economic Lowdown Series from the Federal Reserve Bank of St Louis

Money Over Time and Trade Yesterday and Today

- Aztec Inquiry from C3 Teachers
- Life in Old Babylonia: The Importance of Trade from EDSITEment!
- The History of Money from the Federal Reserve Bank of Minneapolis
- Economic Systems of the Incas and Aztecs from the Council for Economic Education
- Where and What in the World is Money? From the International Monetary Fund
- Mali Wealth from C3 Teachers (note this is tagged as grade 3-5 but could be adapted to middle school use)
- Trekking to Timbuktu: Trade in Ancient West Africa from EDSITEment!
- What Made Africa, Africa? from C3 Teachers (note this is tagged as elementary but could be adapted to middle school use)
- Exploring Trade and the World Economy: A City Street and Shops in 18th Century China from Columbia University
- Trade and the Economy in Ancient China from the East Asia Gateway for Linking Educators at the University of Pittsburgh
- Ancient Trade Networks from the OER Project

- Unit: Old World Webs from OER Project (free registration required)
- Inflation and the Fall of the Roman Empire from the Federal Reserve Bank of St. Louis
- Commerce & Collective Learning (The Silk Road) from the OER Project
- Long Distance Trade from the OER Project
- China and Rome (The Silk Road) from C3 Teachers
- Silk Roads from the California History-Social Science Project
- Routes of Exchange from the OER Project
- The Mongol Empire from the California History-Social Science Project
- Trade Routes Between Europe & Asia During Antiquity from the Met Museum
- The Trans-Saharan Gold Trade from the Met Museum

NAFTA – USMCA

- NAFTA from Digital Inquiry Group (formerly Stanford History Education Group)
- NAFTA from C-SPAN Classroom
- Replacing NAFTA: The United States-Mexico-Canada Agreement (USMCA) from C-SPAN Classroom

Slave Trade, Human Trafficking, and Child Labor

- The Roman Empire: Slaves, the Labor Force, and the Economy from PBS Learning Media
- Was Slavery Always Racial? from the California History-Social Science Project
- The Middle Passage from the OER Project
- The Middle Passage from the Digital Inquiry Group (formerly Stanford History Education Group)
- The Plantation System from the OER Project
- Sugar and Slavery from C3 Teachers
- The End of Slavery? from the OER Project
- Exploring the Wreckage of Slave Ships and the 'Untold American Story from PBS Learning
- Did Slaves Build the Pyramids at Giza? From the Digital Inquiry Group (formerly Stanford History Education Group)
- Child Trafficking (unit) from UNICEF
- Child Labor & Fair Trade from Fair Trade Certified
- Child Labor from Digital Inquiry Group (formerly Stanford History Education Group)

Additional Resources:

- Economy of the Inca Empire from Discover Peru
- The Economy of the Inca Empire: A Well Organized Trading System from Andean Lodges
- Labor and Power in the Incan Economy by Claire Arp in the Michigan Journal of Economics
- Indigenous Enslavement from Learning for Justice
- Trade Routes that Shaped World History from the World Atlas

Topic 4: Geography

Potential Essential Questions

- How does the use of geographic tools reflect history, culture, politics, and economics?
- How does where we live influence how we live, and why does it matter?
- How do geography, climate, and resources affect the way people live and work?

NCSS Theme

- People, Places, and Environments

Focusing Questions for Topic

- How and why do we use maps?
- How does the movement of people affect our everyday lives?
- What is urbanization and how does it affect our lives?
- How and where did different religions expand over time?

EAD Driving (DQ) and Guiding (GQ) Questions

HDQ2.3A
How do borders change over time, and why?

HSGQ2.3A
How did the United States come to have its current borders?

HSGQ2.3B
What other peoples and nations have shared borders with the U.S. over time? How have their societies compared to the U.S.? And how did they engage with the U.S. on the issue of its changing borders?

HSGQ3.3B
How have different groups become U.S. citizens?

HSGQ3.3C
How has the definition of who is an American changed over time?

HSGQ4.3H
What happens to local and regional distinctions within a federal union?

HSGQ5.3B
What is tribal sovereignty? How has tribal sovereignty affected the experience of Native Americans and the development of the United States?

CSGQ5.3B
What is the role of protests and social movements in bringing change?

HDQ6.3B
Why do countries go to war — for what political, economic, territorial, and ideological reasons?

HSGQ6.3C
Which foreign wars have had the greatest impact on the development of the United States?

Social Studies Standards & Indicators

Geography (Geog):

- SS.Geog1.a.m Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?).
- SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
- SS.Geog2.a.m Analyze why populations increase or decrease in various regions throughout the world. Analyze the distribution of population patterns at various scales (i.e., local, state, country, region).
- SS.Geog2.b.m Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.
- SS.Geog2.c.m Use regions in the world to analyze the role of population shifts in why places change over time. Evaluate the impact of migration on the place of origin and the place of settlement.
- SS.Geog2.d.m Investigate the impact of rural decline and the growth of cities on a place. Analyze patterns of urbanization around the world.
- SS.Geog3.b.m Analyze spatial patterns of social and economic development in a variety of regions in the world. Identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).

Recommended Inquiry Topics

Maps over time

Movement of people - immigration, emigration, migration, refugees

- Immigration in U.S.
- Movement of Indigenous cultures over time
- Rural Decline and Urbanization
- War Refugees
- Displaced people (IDP - Internally Displaced Person)
- Natural disaster
- War
- Impact of declining populations

- Females in China (One Child Policy)
- Brain drain

Movement of ideas

- Spread of religion over time
  - Buddhism
  - Christianity
  - Islam
- Communication
  - Chinese printing press
  - Telephones over time
- Education

Important Terms and Points to Consider

- Immigration
- Emigration
- Migration
- Refugee
- Indigenous
- Urbanization
- Internally Displaced Person (IDP)
- Communication

Supporting Resources to Consider

Please note that there are suggested resources throughout the suggested Scope & Sequence that are designed for elementary or high school as well as middle school students. Teachers should review the suggested lesson plans to determine what changes will need to be made to align to their district curriculum and students' needs.

Maps over time

- How Have Maps Changed Over Time? from iCivics

Movement of people - immigration, emigration, migration, refugees

- Why Do People Migrate from Facing History and Ourselves
- What is Our Obligation to Asylum Seekers? from Facing History and Ourselves
- Different Perspectives on Migrant Detection from Facing History and Ourselves
- Promised Land from C3 Teachers
- People on the Move from Population Education
- Why do People Move? from EconEdLink

- Nomadic Life from C3 Teachers
- China and Rome from C3 Teachers
- Islamic Spain from C3 Teachers
- Coming to America from Junior Scholastics
- Immigration and Displacement | Uncovering America from PBS Wisconsin
- The Navajo Treaty of 1868: Why Was the Navajo Journey Home so Remarkable? From Native Knowledge 360 Smithsonian
- Southeast Asian Refugees from PBS Learning Media
- Southeast Asian Refugees from Asian American Education Project
- Lost Boys: Migration and Cultural Interaction from National Geographic
- From Sudan to the United States from National Geographic
- Global Patterns of Human Migration Activity from National Geographic
- The Syrian Refugee Crisis from Teaching with Testimony
- Refugee Stories: Mapping a Crisis from the Choices Program at Brown University
- Teaching About Refugees (Ages 9-12 Main Curriculum) from the UN Refugee Agency
- Populations at Risk: The Problems Facing Internally Displaced Persons Worldwide from PBS Learning Media
- Children at War from C3 Teachers
- China's One-Child Policy from the Asia-Pacific Institute
- Interpreting China's Population Pyramids by Bethany Neubauer through the University of Southern California (note: this is an immediate download, NOT a URL website)
- 7 Billion: Where Do You Stand? From Population Education

Movement of ideas

- How can Ideas Spread and Lead to Change? From the Washington State Historical Society
- Mapping the Spread of Ideas & Culture of Morocco by Deanna L. Jones through the Center for Middle Eastern Studies at the University of Arizona
- How and why have the major religions spread from their place of origin? from the Louisiana Department of Education
- The Spread of Buddhism Across Asia from the Asian Art Museum
- Buddhism and the Silk Road: The Transmission of Buddhism from Middle Way Education
- The Roman Empire: Religion in Politics and Daily Life (spread of Christianity) from PBS Learning Media
- First Crusade from the Digital Inquiry Group (formerly Stanford History Education Group)
- Which lead most to the spread of Islam: innovation, trade, or conflict? From C3 Teachers
- Expansion of the Early Islamic Empire from the Digital Inquiry Group (formerly Stanford History Education Group)

- Ibn Battuta from the Digital Inquiry Group (formerly Stanford History Education Group)
- Atahualpa and the Bible from the Digital Inquiry Group (formerly Stanford History Education Group)
- Religious Freedom from C3 Teachers
- Printing Press Unit Plan from IEEE Reach
- Gutenberg: The History and Impact of the Printing Press from Teaching with Primary Sources Mississippi
- Couriers in the Inca Empire: Getting your Message Across from EDSITEment!
- The Great Inka Road: How can a road system be an example of innovation? From Native Knowledge 360 Smithsonian

Additional Resources:

- Maps
- Primary sources
- Teaching about Refugees Guide for Teachers from the UN Refugee Agency

Topic 5: History

Potential Essential Questions

- How do the tools historians use help us understand relationships between people, places, ideas, and events of the past?
- What influences perspective and interpretation of history?
- How does the past (events, people, and ideas) influence and/or reflect the present?
- Why should we care about the perspectives of multiple people or sides?

NCSS Theme

- Time, Continuity, and Change

Focusing Questions for Topic

- How did past civilizations affect current civilizations?
- How did colonization by Europeans affect Aboriginal people of the world?
- How does interaction between two groups of people impact change?
- How do interactions amongst people influence change in thoughts, beliefs, and ideas over time?

EAD Driving (DQ) and Guiding (GQ) Questions

CSGQ5.3B
What is the role of protests and social movements in bringing change?

HSGQ7.3B
Are there moments, themes, or principles in United States history to which you can connect those issues?

Social Studies Standards & Indicators

Behavioral Sciences (BH):

- SS.BH2.a.m […] Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).

Geography (Geog):

- SS.Geog1.a.m Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?). Analyze how various map projections distort shape, area, distance, and direction (e.g., Mercator, Robinson, Peters).

- SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
- SS.Geog2.a.m Analyze why populations increase or decrease in various regions throughout the world. Analyze the distribution of population patterns at various scales (i.e., local, state, country, region).
- SS.Geog2.b.m Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.
- SS.Geog3.a.m Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.
- SS.Geog3.b.m Analyze spatial patterns of social and economic development in a variety of regions in the world.

History (Hist):

- SS.Hist1.a.m Use multiple perspectives to analyze and explain the causes of issues or events within and across time periods, events, or cultures.
- SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.
- SS.Hist2.a.m Explain patterns of continuity over time in the community, the state, the United States, and the world.
- SS.Hist2.b.m Explain patterns of change over time in the community, the state, the United States, and the world.
- SS.Hist2.c.m Analyze how the historical context influenced the process or nature of the continuity or change that took place.
- SS.Hist3.a.m Compare events from United States or world history to a current issue or event.
- SS.Hist3.b.m Apply historical perspectives to describe differing viewpoints of current events.
- SS.Hist3.c.m Hypothesize the direction of current events and outcomes based on the past.

Recommended Inquiry Topics

Compare and contrast past civilizations' influence on current civilizations, focusing on perspective, cause and effect, continuity, and change.

Indigenous influence on current countries and regions

- Aztec, Inca, Olmec, Maya in Central and South America
- First Nations in North America
- Aboriginal people in Australia
- Indigenous people of the Amazon
- Uyghurs and Tibetans in China
- Hmong in SE Asia

River Valley Civilizations

- Indus Valley Civilization vs modern Pakistan/India
- Yellow River vs modern China
- Mesopotamia vs modern Iraq/Kuwait

Ancient Civilizations' Impact on the Modern World

- Chinese ancient civilizations impact on the world
- Ancient Greece, Roman Republic, and Roman Empire's impact on current civilizations
- Vikings, Celts, Picts on modern Europe
- Ancient Sub-Saharan African civilizations vs. Africa today
  - Songhai Empire vs. South Central African
  - Empire of Mali vs. modern Mali
  - Ancient Nubia vs. modern Sudan
  - Timbuktu vs. modern Mali

European influence on the Indigenous people of Africa, Asia, Oceania, and the Americas

Important Terms and Points to Consider

- Perspective
- Civilization
- Indigenous
- Aboriginal person

Supporting Resources to Consider

Please note that there are suggested resources throughout the suggested Scope & Sequence that are designed for elementary or high school as well as middle school students. Teachers should review the suggested lesson plans to determine what changes will need to be made to align to their district curriculum and students' needs.

Suggested lesson plans:

- Black Death from C3 Teachers
- The Aztecs: Mighty Warriors of Mexico from EDSITEment!
- Teotihuacan from the Digital Inquiry Group (formerly Stanford History Education Group)
- Greek Roots of Modern Democracy from C3 Teachers
- Native American Cultures Across the US from EDSITEment!
- American Indian Removal: What does it mean to remove a people? From Native Knowledge 360 Smithsonian
- Native American Boarding Schools and Human Rights from PBS Learning
- Ancient Greek Influence: How did ancient Greece influence the development of Western thought and culture? from the Kennedy Center

- Ancient Greek Democracy Today from C-SPAN
- It Came from Greek Mythology from EDSITEment!
- Traces of Ancient Rome in the Modern World from National Geographic
- All the Way to Timbuktu from the New York Times Learning Network
- Columbian Exchange from OER Project
- The Columbian Exchange from America in Class, the National Humanities Center
- Continent to the Colonies from iCivics
- European Imperialism in Africa from the Social Studies Special Project (Nebraska)

Additional Resources:

- Primary source analysis
- Teacher's Guides and Analysis Tool from the Library of Congress
- Traces of Ancient Rome in the Modern World from National Geographic
- Google Earth Visit through the Nile Valley from Google Earth offers a look at present-day North Africa through the lens of ancient kingdoms

Topic 6: Political Science

Potential Essential Questions

- How do governments develop and evolve over time?
- How do different political and economic systems affect civic life?
- What knowledge and skills are needed to participate effectively in our political system?

NCSS Theme

- Civic Ideals and Practices

Focusing Questions for Topic

- How did the governing systems that developed in ancient times evolve and change into modern times?
- How have political or economic systems impacted the lives of people in ancient and modern civilizations?
- What did people in the ancient world need to know and be able to do to effectively participate in their political system? How does this compare to modern times?

EAD Driving (DQ) and Guiding (GQ) Questions

HDQ1.3B
What forms does civic participation take? Who has access to different forms of participation, and how has that access changed over time?

HSGQ1.3A
How do we evaluate success and failure in leaders?

HSGQ1.3C
How has voting related to other forms of civic participation over time?

HSGQ1.3D
What civic roles have been available to those without full political rights?

CSGQ1.3D
How can I analyze power and understand the different methods people have for challenging power?

HDQ2.3A
How do borders change over time, and why?

CSGQ2.3A
How do different societies make laws?

CSGQ4.3H
How do elections work?

CSGQ5.3B
What is the role of protests and social movements in bringing change?

CSGQ5.3C
What are the distinct roles of political parties, unions, religious communities, and other voluntary organizations in bringing change?

CSGQ5.3D
How have rights continued to expand in the 21st century? (e.g., LGBTQ issues)

CSGQ5.3E
How are rights expansions still contested today? (e.g., in issues of immigration, abortion, gun rights, freedom of religion, speech rights, property rights, social and economic rights, right to education)

CSGQ5.3F
How can we learn to have productive discussions about controversial issues that have existential stakes for some participants?

CSGQ5.3I
How is power analyzed and challenged?

HDQ6.3B
Why do countries go to war — for what political, economic, territorial, and ideological reasons?

HDQ6.3C
What have treaties and other international agreements done across our history in addition to settling conflicts?

Social Studies Standards & Indicators

Political Science (PS):

- SS.PS1.a.m Investigate the components of responsible citizenship. Summarize the importance of rule of law.
- SS.PS2.b.m Analyze the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws). Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).
- SS.PS2.c.m Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide.

- SS.PS3.c.m Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels.

Recommended Inquiry Topics

Types of government and power structures

- Empire
- Monarchy
- Republic
- Democracy

Citizenship past and present

Compare the governing systems in ancient civilizations & modern times, focusing on power and authority:

- Ancient Egypt vs. Modern Egypt
- River Valley Civilizations
- Indus Valley Civilization vs. modern Pakistan/India
- Yellow River vs. modern China
- Mesopotamia vs. modern Iraq/Kuwait
- Mesoamérica (Aztec, Maya & Inca) vs. Modern Peru & Modern Americas
- Ancient Sub-Saharan African civilizations vs. Africa today
- Songhai Empire vs. South Central African
- Empire of Mali vs. modern Mali
- Ancient Nubia vs. modern Sudan
- Timbuktu vs. modern Mali

Ancient Greece, Roman Republic, and Roman Empire vs. Modern Europe

- Effects of ancient government systems on U.S. government
- Investigate and compare the way that ancient and modern political and economic systems impact daily living.

Laws

Hammurabi Code

Personal responsibilities/rights

Class systems

Roman Empire

Caste system in India

Gender roles

Important Terms and Points to Consider

- Rule of Law
- Citizenship
- Civilization

- Government
- Economy
- Democracy
- Oligarchy
- Colonialism
- Empire
- Monarchy
- Republic
- Democracy

Supporting Resources to Consider

Please note that there are suggested resources throughout the suggested Scope & Sequence that are designed for elementary or high school as well as middle school students. Teachers should review the suggested lesson plans to determine what changes will need to be made to align to their district curriculum and students' needs.

History of Power from C3 Teachers
Who Rules? from iCivics
Types of Government from Texas Municipal Courts Education Center
Creating a Constitutional Government from Facing History and Ourselves
Early Apartheid: 1948-1970 from Facing History and Ourselves
Selling Progress: A South African Filmstrip for American Students from FHO
Roman Republic from the Digital Inquiry Group (formerly Stanford History Education Group)
Confucianism and Daoism from the Digital Inquiry Group (formerly Stanford History Education Group)
What constitutes an empire? From EDSITEment!
Empires to Nation States in the Ancient Middle East Before Islam by Geoff Emberling, Chief Curator, Oriental Institute Museum of the University of Chicago
Which Emperor are You? The Story of China from PBS Learning Media
Getting to Know the Emperors of Rome from PBS Learning Media
Rome's Transition from Republic to Empire from National Geographic
How did Nature Impact the Development of Ancient Societies? From C3 Teachers
Rule by One from iCivics
Cradle of Democracy from iCivics
Defining Democracy from Facing History & Ourselves
Ancient Greek Democracy from C3 Teachers (note this is marked as grades 3-5 but could be altered to fit grade 6)
How Greek are We? from C3 Teachers (note this is marked as grade 3 but could be altered to fit grade 6)

Hammurabi's Code: What Does it Tell Us about old Babylonia? From EDSITEment! (note this is marked as a high school lesson)
Hammurabi's Code from the Digital Inquiry Group (formerly Stanford History Education Group)
Caste in Stone? from the New York Times Learning Network

Seventh Grade

Civics & Our Contemporary World

In this course students will use and practice inquiry skills to explore and understand contemporary issues facing our world. Students will understand how these issues affect civic life, politics, and government so that they can make their own informed judgments about what their government should do and not do in response. Students will practice engaging in activities that enable them to learn and apply civic knowledge in the many and varied roles of citizens and community members. These learning experiences will help students identify, describe, explain, and analyze information and arguments and evaluate, take, and defend positions on public policies. Students will practice working with others, clearly articulating their own ideas, work to build partnerships, seek consensus, negotiate compromise, and manage conflict. Through these types of learning experiences, students will practice participating in civic affairs in an informed, thoughtful, and effective manner.

Topics

1. Inquiry
2. Behavioral Sciences & Geography
3. Economics
4. Geography
5. History
6. Inquiry & Political Science

Seventh Grade Civics & Our Contemporary World

Topic 1: Inquiry

Potential Essential Questions

- How can we examine and use information so that we can make the world a better place?

NCSS Theme

- Civics Ideas and Practices

Focusing Questions for Topic

How can we set up our classroom so we feel comfortable having discussions?

- What are our classroom rules?

How does the media inform our lives?

- How do we know if a media source is trustworthy?

Recommended Inquiry Topics

- Civil Discourse
- Media Literacy
- Evaluating Resources
- Civic Engagement & Responsibility

Important Terms and Points to Consider

- Inquiry
- Primary Source

Supporting Resources to Consider

Please note that there are suggested resources throughout the suggested Scope & Sequence that are designed for elementary or high school as well as middle school students. Teachers should review the suggested lesson plans to determine what changes will need to be made to align to their district curriculum and students' needs.

Lunchroom Fight I & Lunchroom Fight II from the Digital Inquiry Group (formerly Stanford History Education Group

- DIG classroom posters for historical and civic reasoning (Close Reading, Sourcing, What is History?, Contextualization, Corroboration, and Historical Thinking)

Civil Discourse (note that we suggest the same resources at each grade in the initial inquiry unit. There are many ways to set up a classroom for great discussion, collaboration, and discourse!):

- *Civil Discourse: Classroom Conversations for Stronger Communities* by Joe Schmidt and Nichelle Pinkney ISBN-13: 9781071856192 ISBN-10: 1071856197
- *Making Classroom Discussions Work: Methods for Quality Dialogue in the Social Studies* edited by Jane C. Lo and Wayne Journell ISBN-13 978-0807766644 ISBN-10 080776664X
- Fostering Civil Discourse: How Do We Talk About Issues That Matter? from Facing History & Ourselves
- Back to School: Civil Discourse in the Classroom from the Bill of Rights Institute
- Civil Discourse in the Classroom from Facing History & Ourselves
- 3 Steps to Civil Discourse in the Classroom from the National Council for the Social Studies (NCSS)
- Civil Discourse: Communicating and Listening to Create a Compassionate Culture from Ford's Theatre
- Teaching Students How to Have an Academic Discussion from Edutopia

Media Literacy:

- Evaluating Online Sources from Learning for Justice
- Teaching Adolescents how to Evaluate the Quality of Online Information from Edutopia
- Teaching Lateral Reading from Civic Reasoning Online at the Digital Inquiry Group (formerly Stanford History Education Group)
- Media Literacy and Digital Citizenship Lesson Plan Ideas from Facing History & Ourselves
- Build a "Media Literacy Survival Kit" from PBS Newshour Classroom
- Be MediaWise: Lessons to Teach Media Literacy from PBS Learning Media
- Media Literacy Resources from Newseum Ed

Evaluating Sources (Historiography):

- Evaluating Sources from the Digital Inquiry Group (formerly Stanford History Education Group)
- Evaluating Sources and Using Evidence from the National Council for the Social Studies
- Teaching Students how to Identify Credible Sources from Edutopia
- Critical Source Evaluation from the National Park Service
- Getting Started with Primary Sources from the Library of Congress
- The Skill of Historical Sourcing from the OER Project

Civic Engagement & Responsibility (note these resources are the same for each grade level):

- Project Citizen from the Center for Civic Education
- National History Day
- C3 Teachers – Civic Action Project
- Citizen Me from iCivics
- Civic Engagement and How Students can get Involved from PBS Learning Media

Topic 2: Behavioral Sciences & Geography

Potential Essential Questions

- How does diversity impact society?
- How do external factors influence our identity and behavior?

NCSS Theme

Culture, Individual Development, and Identity

Focusing Questions for Topic

- How have people come together through a culture of resistance to secure human rights and political influence?
- How has technology raised the voices and opportunities of traditionally marginalized groups in society?

EAD Driving (DQ) and Guiding (GQ) Questions

HDQ1.3B
What forms does civic participation take? Who has access to different forms of participation, and how has that access changed over time?

HSGQ1.3C
How has voting related to other forms of civic participation over time?

CDQ1.3A
What matters to me and why? How can I make what matters to me be about more than myself?

CSGQ1.3A
What are essential values or virtues of active civic participation? How can individuals and groups demonstrate these values and virtues in their actions every day? What might be some shared American values across contexts and communities?

CSGQ1.3H
How do I want to participate, and how can I get started?

CSGQ1.3I
How can I find others to work with me to address the issues I care about?

CDQ2.3A
What gives societies their identities?

CSGQ2.3A

How do different societies make laws?
HDQ3.3C
How have mechanisms of majority vote interacted with minority-protecting mechanisms over time?

HDQ6.3B
Why do countries go to war — for what political, economic, territorial, and ideological reasons?

Social Studies Standards & Indicators

Behavioral Sciences (BH):

- SS.BH2.a.m Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).
- SS.BH4.a.m Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.

Geography (Geog):

- SS.Geog4.a.m Investigate how place- based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place.

Political Science (PS):

- SS.PS2.a.m Predict how collective action movements work to extend equal rights to groups and individuals
- SS.PS2.c.m Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide. Investigate how groups (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.

Recommended Inquiry Topics

- Arab Spring
- Iraqi protests (Tishreen)
- Iranian democracy
- Women's suffrage worldwide
- Social media's role in group activism
- Net Neutrality
- Democracy expansion in Latin America
- COVID-19's impact on the rise of authoritarianism
- Discrimination (LGBTQ, Gender, Race)

- Incarceration policies
- Citizenship (DACA, Indian Citizenship Act of 1924)
- Cancel culture, compassion culture, and accountability culture
- Online algorithms and their influence on democracy
- Conspiracy theories

Important Terms and Points to Consider

- Naturalization
- Citizenship
- Authoritarianism
- Democracy
- Discrimination
- Equal Rights
- Suffrage

Supporting Resources to Consider

Please note that there are suggested resources throughout the suggested Scope & Sequence that are designed for elementary or high school as well as middle school students. Teachers should review the suggested lesson plans to determine what changes will need to be made to align to their district curriculum and students' needs.

The Arab Spring: One Year On from the Choices Program from Brown University

Arab Spring Mini Unit and Final Assessment from the Pulitzer Center

Ten Years after the Arab Spring, Democracy Remains Elusive in Egypt from PBS Newshour Classroom

Taking it to the Streets: A Year of Global Protests from the Choices Program at Brown University

What is Discrimination? from PBS Newshour Classroom

Recognizing Discrimination from Learning for Justice

A History of Discrimination and its Consequences from PBS Newshour Classroom

The Net Neutrality Debate from PBS Wisconsin

Is Net Neutrality Free Speech or Monopoly Abuse? from Stanford University

Topic 3: Economics

Potential Essential Questions

- What impacts a person's way of life or standard of living?
- How do scarcity and competition influence decision-making?
- What is the relationship between decision-making and economic outcomes?

NCSS Theme

- Production, Distribution, and Consumption

Focusing Questions for Topic

- What is the relationship between our government and economic systems?

To what extent should the government intervene in the market for goods and services? In the market for workers?

To what extent can the government influence the economy as a whole?

- How does our economic system accommodate changes in our local, state, tribal, and federal governments?
- What does our government spend money on?

EAD Driving (DQ) and Guiding (GQ) Questions

HSGQ2.3C
How was the founding and territorial expansion of the United States shaped by ideas of political and economic liberty, of political and economic equality—and for whom?

HSGQ2.3E
How did enslavement interact with the addition of new states?

CSGQ2.3C
How do markets, agriculture, and consumption work in different societies?

HDQ6.3A
Why do countries trade?

HDQ6.3B
Why do countries go to war — for what political, economic, territorial, and ideological reasons?

HSGQ6.3B
How has the global trading system changed over time, and why? What political and economic ideas have motivated U.S. policies on global commerce and trade?

HSGQ6.3F
How have our networks of alliances changed over time?

Social Studies Standards & Indicators

Economics (Econ):

- Econ1.a.m Predict the opportunity costs of various decisions and explain why the opportunity cost might differ from person to person or in different situations. Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.
- Econ1.b.m Evaluate how incentives impact individual and/or household decision-making.
- Econ2.c.m Categorize factors of production and how they are combined to make goods and deliver services. Evaluate how profits influence sellers in markets.
- Econ3.c.m Define Gross Domestic Product (GDP) and compare the GDP of different nations.
- Econ4.a.m Compare and contrast how different economic systems (traditional, command, market, mixed) choose to allocate the production, distribution, and consumption of resources (what/how/for whom is it produced).
- Econ4.b.m Compare and contrast the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy. Analyze rules and laws that protect and support both consumers (e.g., private property, zoning, contracts, agreements, and product safety) and workers (e.g., labor unions, regulations, minimum wage).
- Econ4.c.m Analyze the impact of different government policies (e.g., taxation and government spending) on the economy.
- Econ4.e.m Summarize the role of specialization on trade and cost of goods/services. Identify examples of U.S. exports and imports.

Recommended Inquiry Topics

- Investigating fiscal & monetary policy
- Housing market from 2000 - present day (local, state, country)
- Great Recession (2008)
- Redlining in Wisconsin & USA (Levittown USA) + Home Value over time
- Crypto currency & market & regulation
- Regulation of transportation (ex: railroad disaster in Ohio 2023)

- Inflation
- Oil/OPEC/Natural resources
- Euro/Brexit

Important Terms and Points to Consider

- Redlining
- Urban renewal
- Economic System
- Supply/Demand
- Fiscal and Monetary Policy
- Money
- Inflation

Supporting Resources to Consider

Please note that there are suggested resources throughout the suggested Scope & Sequence that are designed for elementary or high school as well as middle school students. Teachers should review the suggested lesson plans to determine what changes will need to be made to align to their district curriculum and students' needs.

How much is too much? Government involvement in the US Economy from C3Teachers
Government and the Market from iCivics
The Story of Monetary Policy by the Federal Reserve Bank of New York (Spanish version)
    Comic book in English
    Comic book in Spanish
The Fiscal Ship from the Council for Economic Education and the Peter G Peterson Foundation
Federal Balancing Act Simulation from the Bipartisan Policy Center
Great Recession from C3 Teachers (note that this is labeled as a 12th grade lesson, but adjustments could be made to be appropriate for 7th grade)
The Color of Law: Creating Racially Segregated Communities from Learning for Justice (note this is labeled as a high school lesson but could be adapted to middle school)
Mapping Inequality: Redlining in New Deal America from the Digital Scholarship Lab at the University of Richmond
Neighborhood Redlining and Homeownership from the Federal Reserve Bank of St Louis
Cryptocurrency Unit from Next Gen Personal Finance (4 lessons)
Teaching about Money, Spending, and Inflation Using a Classroom Inflation Auction from the Federal Reserve Bank of St. Louis
Money and Inflation from the Foundation for Teaching Economics
Inflation has Arrived: Here's What you Need to Know from the New York Times
The Oil Crisis from PBS Learning Media
The Price of Gasoline: What's Behind it? from EconEdLink
Brexit Explained from PBS Newshour Classroom
Political Cartoon Analysis: Understanding Brexit from the Choices Program at Brown University

Topic 4: Geography

Potential Essential Questions

- How does the use of geographic tools reflect local, state, tribal, or national politics?
- How do geography, climate, and resources affect the way people live and work?

NCSS Theme

- People, Places, and Environments

Focusing Questions for Topic

- How do government systems affect the movement of people, goods and services, and ideas?

What are the push and pull factors that contribute to voluntary and forced migration?

- What have been the lived experiences of groups of people who have engaged in voluntary migration compared to the lived experiences of people who are victims of forced migration?
- How do multiple perspectives inform your views on contemporary issues caused by population changes or shifts?

What opportunities do you have for civic engagement regarding public policies related to population shifts, immigration, or migration (forced or voluntary)?

EAD Driving (DQ) and Guiding (GQ) Questions

CSGQ3.3D
What rights and duties do non-citizens have?

CSGQ3.3M
How do the many dimensions of diversity continue to pertain to the challenges and opportunities involved in forging one people out of many? (Dimensions that might be considered include race, ethnicity, gender and sexual identity, religion and spiritual experience, political viewpoint, socioeconomic status, immigration status, geographic origins and language, disability, family structure, and family participation in the military.)

CSGQ5.3E
How are rights expansions still contested today? (e.g., in issues of immigration, abortion, gun rights, freedom of religion, speech rights, property rights, social and economic rights, right to education)

CSGQ5.3F
How can we learn to have productive discussions about controversial issues that have existential stakes for some participants?

CSGQ7.3D
Why is it important as a United States citizen or resident to seek out differing views about important issues and stories?

Social Studies Standards & Indicators

Economics (Econ):

- SS.Econ4.d.m Analyze potential unintended costs and benefits (i.e., externalities) for a local or state law or policy.

Geography (Geog):

- SS.Geog1.a.m Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?). Analyze how various map projections distort shape, area, distance, and direction (e.g., Mercator, Robinson, Peters).
- SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
- SS.Geog1.c.m Construct a mental map of regions and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones. Compare mental maps shaped by individual perceptions of people, places, regions, and environments.
- SS.Geog2.a.m Analyze why populations increase or decrease in various regions throughout the world. Analyze the distribution of population patterns at various scales (i.e., local, state, country, region).
- SS.Geog2.b.m Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.
- SS.Geog2.c.m Use regions in the world to analyze the role of population shifts in why places change over time. Evaluate the impact of migration on the place of origin and the place of settlement.
- SS.Geog4.a.m Explain how place-based identities can change places over time. Investigate how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place. Describe students' perceptions of a place that are based on indirect

sources (e.g., television, movies), versus on direct sources (e.g., residing in a place, visiting a place).

History (Hist):

- SS.Hist1.a.m Use multiple perspectives to analyze and explain the causes of issues or events within and across time periods, events, or cultures.
- SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.
- SS.Hist2.b.m Explain patterns of change over time in the community, the state, the United States, and the world.
- SS.Hist3.a.m Compare events from United States or world history to a current issue or event.
- SS.Hist3.b.m Apply historical perspectives to describe differing viewpoints of current events.

Political Science (PS):

- SS.PS2.a.m Analyze the scope and limits of individual protections found in the Constitution and the Bill of Rights. Describe the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments. Predict how collective action movements work to extend equal rights to groups and individuals.
- SS.PS2.c.m Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide. Investigate how groups (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.
- SS.PS3.d.m Analyze how governments address and solve problems through the public policy process.

Recommended Inquiry Topics

Present day forced & voluntary migration

Indian Removal Act

White Flight from urban areas in WI and the United States

Refugees come to Wisconsin

- Hmong
- Rohingya
- Afghan
- Climate Refugees

Important Terms and Points to Consider

- Push Factor Movement of People
- Pull Factor Movement of People
- Migrate/Migration vs Forced Migration
- Immigrate
- Migrant
- Emigrate
- Immigrant vs Emigrant
- Refugee
- Asylum Seeker
- Rural
- Urban
- Urbanization
- Population
- Population Density
- Public Policy
- United Nations High Commissioner for Refugees (UNHCR)

Supporting Resources to Consider

Please note that there are suggested resources throughout the suggested Scope & Sequence that are designed for elementary or high school as well as middle school students. Teachers should review the suggested lesson plans to determine what changes will need to be made to align to their district curriculum and students' needs.

People on the Move from the Population Reference Bureau (note this is labeled as a high school lesson but could be adapted to middle school)

The History of Immigration Law in the United States from the Bill of Rights Institute

Great Migration from the Digital Inquiry Group (formerly Stanford History Education Group)

Movement of African Americans in the United States during the Twentieth Century from the New York Public Library

The Great Migration Primary Source Set from the Digital Public Library of America

Contributions of the Chinese Transcontinental Railroad Workers from the Asian American Education Project

How Prop. 187 Transformed the Immigration Debate and California Politics from Retro Report

Teaching the Stories of the Immigration Debate from KQED PBS Learning Media

Making Invisible Histories Visible from Omaha Public Schools

Still Separate, Still Unequal: Teaching About School Segregation and Educational Inequality from The New York Times

Refugee Stories: Mapping a Crisis from the Choices Program at Brown University
Teaching About the Ukrainian Refugee Crisis from Facing History & Ourselves
Holocaust Survivors Fleeing Ukraine Find a New Home in Germany from Retro Report
Displacement in the Face of Climate Change from the Pulitzer Center
How the US has Treated Wartime Refugees from Retro Report
Moving Migrants: Examining Intersections of Climate, Migration, and Gender from the Pulitzer Center

Additional resources:
Visualizing 200 Years of US Population Density from Visual Capitalist
America's Great Migrations from the Great Migrations Project
The Great Mormon Migration from PBS Wisconsin
A Refugee's Path to Resettlement from the WI Department of Children and Families
Cultural Profiles (largest current ethnic populations being resettled in WI) from the WI Department of Children and Families
The Truth About White Flight from City Journal

Topic 5: History

Potential Essential Questions

- How do the tools historians use help us understand relationships between people, places, ideas, and events of the past?
- What influences perspective and interpretation of history?
- How does the past (events, people, and ideas) influence and/or reflect the present?
- Why should we care about the perspectives of multiple people or sides?

NCSS Theme

- Time, Continuity, and Change

Focusing Questions for Topic

How can identifying whose voice is telling a story help an individual understand perspective? Whose voice is missing and why ?

Why is freedom never achieved without continuous struggle?

EAD Driving (DQ) and Guiding (GQ) Questions

HDQ2.3A
How do borders change over time, and why?

HDQ6.3 B
Why do countries go to war — for what political, economic, territorial, and ideological reasons?

CDQ6.3 A
What does the idea of "national interest" mean?

CSGQ6.3.G
What are nationalism, isolationism, imperialism, humanitarianism, multilateralism?

CSGQ7.3
What fundamental sources and texts in American constitutionalism and history do you invoke to help you understand current events? What gives those sources credibility and authority? What sources of news and information are credible, fair, and accurate, and which are not?

Social Studies Standards & Indicators

Behavioral Sciences (BH):

- SS.BH2.a.m Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).
- SS.BH2.b.m Model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study.

History (Hist):

- SS.Hist1.a.m Use multiple perspectives to analyze and explain the causes of issues or events within and across time periods, events, or cultures.
- SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.
- SS.Hist3.b.m Apply historical perspectives to describe differing viewpoints of current events.
- SS.Hist3.c.m Hypothesize the direction of current events and outcomes based on the past.

Political Science (PS):

- SS.PS1.b.m Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important. Investigate how principles expressed in the Declaration of Independence, Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history, including how they may have evolved over time. Assess specific protections to individuals outlined in the Wisconsin Constitution and what they mean to local communities and regions of the state.
- SS.PS2.a.m Analyze the scope and limits of individual protections found in the Constitution and the Bill of Rights. Describe the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments. Predict how collective action movements work to extend equal rights to groups and individuals.
- SS.PS2.b.m Analyze the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws). Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).
- SS.PS2.c.m Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide. Investigate how groups (e.g., women, religious groups,

civil rights groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.

- SS.PS3.d.m Analyze how governments address and solve problems through the public policy process.

Recommended Inquiry Topics

- Judicial Review
- 9/11 & the impact on modern policy and treatment of immigrants and refugees or people who are Muslim or Sikh or of Middle Eastern descent
- Equal Rights Amendment
- Stonewall
- History of Gay Marriage
- Iraq War & Current Iraqi Governing
- Afghanistan War & Current Impact on Afghan people
- Desegregation (Executive Orders 9980 and 9981, Brown v. Board) & Redlining
- GI Bill and redlining
- White Flight and the Growth of Suburbia & Modern Racial Geography of Urban and Suburban areas
- Boycotts, Sit-Ins, Protests
- Zoot Suit Riots/Chicano Rights
- Lynching & Policy Brutality toward People of Color
- McCarthyism
- Executive Order 9066 & Modern Policy Toward Immigrants or Refugees
- Cold War Policy (Brink of War Policy, Containment, Military Industrial Complex) & Modern Concerns with Threats of Nuclear War
- Black Lives Matter Movement
- Me Too Movement
- Decolonization in Asian Nations
    - India
    - Vietnam
    - Cambodia
- Decolonization of African Nations
    - South Africa
    - Cameroon
    - Senegal
    - Ethiopia

Important Terms and Points to Consider

- 3 Branches of U.S. Government
- U.S. Constitution
- Supreme Court

Supporting Resources to Consider
Please note that there are suggested resources throughout the suggested Scope & Sequence that are designed for elementary or high school as well as middle school students. Teachers should review the suggested lesson plans to determine what changes will need to be made to align to their district curriculum and students' needs.

Judicial Review

- Judicial Review from iCivics
- John Marshall, Marbury v Madison, and Judicial Review from EDSITEment!
- Judicial Systems: Judicial Review & Equal Protection from the Virginia Museum of History & Culture
- Marbury v Madison (1803) from iCivics

ERA

- The Equal Rights Amendment: An Ongoing Cause from the National Women's History Museum
- The Equal Rights Amendment: A 97-Year Struggle from Facing History & Ourselves
- Equal Rights Amendment from the Digital Inquiry Group (formerly Stanford History Education Group)
- From Women's Suffrage to the ERA, A Century-Long Push for Equality from Retro Report
- She Derailed the Fight for Equal Rights for Women from Retro Report

LGBTQ+ Rights and Stonewall

- Stonewall National Monument Interdisciplinary Middle School Mini Unit from the National Park Service
- Life of LGBTQ+ Activist Marsha P Johnson and her Legacy at Stonewall from PBS Newshour Classroom
- Defying Expectations: Unsung Hero: Marsha P Johnson and the Stonewall Riots from the National Women's History Museum
- Stonewall Riots from the Digital Inquiry Group (formerly Stanford Education History Group)
- Matthew Shepard and James Byrd, Jr: Hate Crimes Prevention Act from the Anti-Defamation League
- Unheard Voices: Stories of LGBT History from the Anti-Defamation League
- Obergefell v Hodges (2015) from iCivics
- Constitutional Amendments and Same-Sex Marriage from PBS Learning Media

War on Terror

- The Invasion of Iraq from PBS
- The Iraq War: 10 Years Later from PBS Newshour Classroom
- The Costs of War from the Choices Program at Brown University

- What are the Effects of US Involvement in Iraq and Afghanistan since the Gulf War? from C3 Teachers
- The US War in Afghanistan: How it Started, and How it Ended from the New York Times
- The Return of the Taliban from PBS Wisconsin
- Understanding the Humanitarian Crisis in Afghanistan from the Pulitzer Center

Segregation

- Separate is Not Equal: Fight for Desegregation from the National Museum of American History
- School Segregation: Not Just a Southern Problem from the New Jersey State Bar Foundation
- Segregation: From Jim Crow to Linda Brown from the Library of Congress
- Borders Within the United States: Indian Boarding Schools and Assimilation from the National Museum of American History
- Race and Public Policy: "Constructing Whiteness" with Segregated Housing Policy from the New Jersey State Bar Foundation
- Whites-Only Suburbs: How the New Deal Shut Out Black Homebuyers from Retro Report
- The GI Bill from C-SPAN
- Ida B Wells and the Long Crusade to Outlaw Lynching from Retro Report

Latina/o rights:

- Latinos and the Fourteenth Amendment: A Primary Document Activity from Learning for Justice
- A Legal Victory for Mexican American Civil Rights from Latino Public Broadcasting
- How a 1968 Student Protest Fueled a Chicano Rights Movement from Retro Report
- Zoot Suit Riots from the Texas Humanities Council
- Zoot Suit Riots from the Digital Inquiry Group (formerly Stanford History Education Group)
- The Zoot-Suit Riots from Learning for Justice

Red Scare:

- The Second Red Scare and McCarthyism from the Association for Diplomatic Studies and Training
- The Rise and Fall of Joseph McCarthy from EDSITEment!

Japanese American Internment:

- Instructions to All Persons: Reflections on Executive Order 9066 from the Japanese American National Museum
- Japanese American Incarceration and the US Constitution from the Asian American Education Project

- Japanese American Internment Camps during WWII from EDSITEment!
- Korematsu v US: Prejudice Against Asian Immigrants Prior to 1940 from C-SPAN

Black Lives Matter and Me Too Movements

- Black Lives Matter: from Hashtag to Movement from the Anti-Defamation League
- An Interactive Timeline: Black Activism and the Long Fight for Racial Justice from the Choices Program at Brown University
- A Short History of the Long Fight Against Sexual Harassment from The Lowdown at KQED PBS Learning Media
- Sexual Harassment in the News from the Anti-Defamation League
- What #MeToo Means to Teenagers from the New York Times

Decolonization

- The Cold War and Decolonization Around the World from the OER Project
- Decolonization Movements in the Pacific Islands from Real Ethnic Studies
- Sacred Land and Native Nations from the Native History Project
- A Continent Remade by the New York Times
- Voices from Africa: Colonized Women Talk Back from Howard University
- Colonization and Independence in Africa from the Choices Program at Brown University

Additional resources:
Teaching Stonewall from Learning for Justice
Six Ways to Learn About the Iraq War from the New York Times
The GI Bill, World War II, and the Education of Black Americans from the National Bureau of Economic Research
Black Vets were Excluded from GI Bill Benefits: A Bill in Congress Aims to Fix That from NPR
The Reckoning: Teaching about the #MeToo Movement and Sexual Harassment with Resources from the New York Times
A Trauma-Informed Approach to Teaching the Colonization of the Americas from Edutopia

Topic 6: Political Science

Potential Essential Questions

- How do governments develop and evolve over time?
- How do different political and economic systems affect civic life?
- What knowledge and skills are needed to participate effectively in our political system?

NCSS Theme

- Civic Ideals and Practices

Focusing Questions for Topic

- Explain what life would be like in a state of nature.
- How does the government balance the need for social order and individual liberty?
- What is social contract and how is it related to "consent of the governed?"
- Explain why "rule of law" is necessary for an authority to be considered legitimate.
- Why is a commitment to the common good important in a democratic society?
- Why is respect for diverse perspectives a crucial component of civil discourse?
- Why is the right to vote a critical component in a democratic republic?

EAD Driving (DQ) and Guiding (GQ) Questions

HDQ1.3 B
What forms does civic participation take? Who has access to different forms of participation, and how has that access changed over time?

CDQ1.3:E
What are "citizenship" and "civic agency" in general? in America's constitutional democracy? How does voting relate to other forms of civic agency?

CSGQ1.3B
How can I investigate my issue and find high-quality information? What are the root causes of the problem I am investigating?

CSGQ1.3N
What fundamental sources or documents guide me? What sources have community and political leaders invoked, or do they invoke today?

CSGQ2.3A
How do different societies make laws?

CSGQ3.3B
What rights and duties do citizens of the United States of America have?

CSGQ3.3D
What rights and duties do non-citizens have?

CSGQ3.3F
How do the principles of liberty and equality contribute to defining the American people?

CSGQ3.3G
How can we ensure “liberty and justice for all”?

CDQ4.3B
What is the concept of sovereignty?

CDQ4.3C
What is federalism, and what principles define it? What is its value, and what are its challenges?

CDQ4.3E
How is the U.S. Constitution designed to support reform and redesign over time? Why does the Constitution make the amendment process challenging?

HSGQ4.3B
What historical precedents (classical, British, Native, and other) shaped the founding documents of the United States?

HSGQ4.3D
What did the words of the Declaration of Independence mean in 1776? Was the nation founded on equality or inequality?

CSGQ4.3A
How did, or does, the Declaration of Independence relate to the Constitution?

CSGQ4.3B
Why is majority rule an important principle? Why are mechanisms to protect minorities (whether racial, sexual, religious, ideological, or cultural) also important?

CSGQ4.3C
Why do we have three branches of government, or separation of powers? What are the roles of the legislative, executive, and judicial branches?

CSGQ4.3D
What is the idea of checks and balances, how is it supposed to function, and what does it take to make this work?

CSGQ4.3G
How do courts operate? How does a bill become a law?

CSGQ4.3H
How do elections work?

CSGQ4.3I
What is the purpose of the Bill of Rights? And what is its relation to the rest of the Constitution?

CSGQ4.3J
What is the purpose of the amending process?

HDQ5.3 B
How has the right to vote in the United States changed over time? How did people who could not vote organize to gain the right to vote?

HSGQ5.3 B
What is tribal sovereignty? How has tribal sovereignty affected the experience of Native Americans and the development of the United States?

CSGQ5.3A
What is the role of constitutional amendments, and what is the process for amendments?

CSGQ5.3B
What is the role of protests and social movements in bringing change?

CSGQ5.3F
How can we learn to have productive discussions about controversial issues that have existential stakes for some participants?

CSGQ5.3G
What are students' own opinions on these controversial questions?

CSGQ6.3A
What structure did the Constitution establish for the three branches to cooperate in managing foreign relations?

CSGQ6.3D
How has the cooperation among the three branches on foreign policy changed over time?

CSGQ6.3E
What global issues matter for America's role in the world?

CSGQ6.3F
When people say the U.S. should not be the world's policeman, what do they mean? When they say the U.S. is the leader of the free world, what do they mean?

HSGQ7.3A
Why do particular current events and issues matter to you and how can you learn more about them?

CSGQ7.3A
Why do particular current events and issues matter to you and how can you investigate the issues or news stories that interest you?

CSGQ7.3B
What are your sources of news, and how do you judge whether they are credible, accurate, and fair?

CSGQ7.3D
Why is it important as a United States citizen or resident to seek out differing views about important issues and stories?

CSGQ7.3H
What sources of news and information are credible, fair, and accurate, and which are not?

Social Studies Standards & Indicators

Political Science (PS):

- SS.PS1.b.m Investigate how principles expressed in the Declaration of Independence, Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history, including how they may have evolved over time. Assess specific protections to individuals outlined in the Wisconsin Constitution and what they mean to local communities and regions of the state.
- SS.PS2.a.m Analyze the scope and limits of individual protections found in the Constitution and the Bill of Rights. Describe the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments.
- SS.PS2.b.m Analyze the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws). Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).
- SS.PS3.a.m Assess voter participation in elections. Explain their role in government at the local, state, tribal, and federal levels.
- SS.PS3.b.m Analyze the role of various types of media in elections and functions of government. Analyze how elections and political parties in the United States connect the people to government. Summarize how civic institutions influence society and politics. (e.g., special interest groups, chamber of commerce, lobbying).

Recommended Inquiry Topics

- Examine the platforms of political parties
- Citizens United and money in politics
- Electoral College
- Role of the Citizen
- Redistricting and Gerrymandering
- Voter Disenfranchisement
- Separation of Powers/Checks and Balances
- Federalism
- Separation of Church and State
- Bill of Rights
- The Preamble
- Natural/Human Rights

- Rule of Law
- Amendments

Important Terms and Points to Consider

- Liberty
- Freedom
- Common Good
- Establishment clause
- Free exercise clause
- Consent of the Governed
- Monarchy, Oligarchy, Anarchy
- Bicameral Legislation
- Checks and Balances

Supporting Resources to Consider

Please note that there are suggested resources throughout the suggested Scope & Sequence that are designed for elementary or high school as well as middle school students. Teachers should review the suggested lesson plans to determine what changes will need to be made to align to their district curriculum and students' needs.

Government, checks and balances, rights:

- Why Government? from iCivics
- Why Do We Need Authority? from the Center for Civic Education
- The Rule of Law and Why it Matters from Facing History and Ourselves
- Rule of Law from iCivics
- Balancing Three Branches at Once: Our System of Checks and Balances from EDSITEment!
- The "Federal" in Federalism from iCivics
- Understanding Federalism from the National Archives
- You've Got Rights from iCivics
- Do I Have a Right? from iCivics
- Checks and Balances in Action from Docs Teach

Political Parties:

- One Big Party? from iCivics
- Political Parties: Two is Company, Three's a Crowd from PBS NewsHour Classroom
- Party Systems from iCivics
- The Functions of Political Parties from C-SPAN Classroom
- Political Party Platforms: Beyond the Sound Bites from KQED Learning PBS Learning Media
- US Political Parties: The Principle of Legitimate Opposition from EDSITEment!
- The Formation of Political Parties from Citizen U

Citizens United v Federal Election Commission (2010):

- Citizens United v Federal Elections Commission (2010) from iCivics
- The Impact of Citizens United v FEC from C-SPAN Classroom
- Citizens United v Federal Elections Commission from PBS Learning Media

Electoral College:

- The Electoral Process from iCivics
- Electoral College Map Virtual Scavenger Hunt from C-SPAN
- Elections and Voting from iCivics
- How Does the Electoral College Work? from Simple Civics
- How We Elect a President from the Gilder Lehrman Institute of American History
- Bush v Gore: How a Recount Dispute Affects Voting Today from Retro Report
- Debating the Electoral College from The Lowdown from KQED Learning PBS Learning Media

Redistricting and Gerrymandering:

- The Redistricting Process: How States Draw District Maps from C-SPAN
- How States Redistrict: The Case of 2022 from C-SPAN
- What is Gerrymandering? from Simple Civics
- Redistricting and Gerrymandering from The Lowdown from KQED Learning PBS Learning Media
- Teaching About Redistricting and Gerrymandering from Retro Report
- Gerrymandering: One Person, One Vote? from the Choices Program at Brown University
- Gerrymandering: Where do we draw the line? from iCivics
- A Gerrymandering Game from the New York Times
- Gerrymandering from iCivics

Disenfranchisement:

- What Does Disenfranchisement Look Like? from Simple Civics
- Voter Suppression from Learning for Justice
- Understanding Disenfranchisement in the American South from the Southern Oral History Program
- Is Voting a Privilege or a Right? Returning Citizens and Voting from Learning for Justice
- Voting Rights, Then and Now from The Lowdown from KQED PBS Learning
- How Black Women Fought Racism and Sexism for the Right to Vote from Retro Report
- What is Felony Disenfranchisement? from PBS Newshour Classroom

Separation of Powers:

- Separation of Powers from the National Constitution Center
- Separation of Powers: What's for Lunch? from iCivics

- The Separation of Powers: Battles of the Branches from the National Constitution Center
- Separation of Powers with Checks and Balances from the Bill of Rights Institute
- Middle School Checks and Balances from C-SPAN

Federalism:

- Understanding Federalism from the National Archives
- Federalism in the United States from C-SPAN
- Federalism in the Constitution from the National Constitution Center
- Understanding Federalism from Illinois Civics Hub
- The "Federal" in Federalism from iCivics
- Federalism from C3 Teachers

Freedom of Religion:

- Religion and the First Amendment from iCivics
- Freedom of Religion from the Annenberg Center
- The First Amendment and Freedom of Religion from Learning for Justice
- Religion and the First Amendment from PBS Learning Media
- Separation of Church and State: Four Case Studies from the Morningside Center for Teaching Social Responsibility
- Establishment Clause from the National Constitution Center
- Free Exercise from the National Constitution Center
- As SCOTUS Examines School Prayer, Families Behind a Landmark Ruling Speak Out by Retro Report

Bill of Rights:

- The Bill of Rights Choice Board from C-SPAN
- Why the Bill of Rights Matters to You from Annenberg Classroom
- Our Constitution: The Bill of Rights from The Gilder Lehrman Institute of American History
- You've Got Rights! from iCivics
- Bill of Rights from the National Constitution Center

Preamble to the Constitution:

- Preamble Challenge from the National Constitution Center
- The Preamble to the Constitution: A Close Reading Lesson from EDSITEment!
- The Preamble to the Constitution, the Pledge of Allegiance, and the Declaration of Independence from Teaching Literacy Through History at Gilder Lehrman

Human Rights:

- Defining Human Rights from Facing History & Ourselves
- What are Human Rights? from the Holocaust Museum of Houston
- Universal Declaration of Human Rights from Human Rights Education

- Eleanor Roosevelt and the Universal Declaration of Human Rights from the National Park Service

Rule of Law:

- Rule of Law from iCivics
- Principles of the Rule of Law from the Virginia Museum of History & Culture
- Introduction to the Rule of Law from the National Constitution Center

Additional resources:
The Background of Human Rights from Youth for Human Rights
Separation of Church and State from the Annenberg Institute

Eighth Grade

WI & U.S. Studies (Thematic, 1924 - Present Day)

In this course students will use and practice inquiry skills to explore and understand the history, geography, culture, government, and economics of Wisconsin and the United States from 1924 to the present day. Students will continue to build their understanding of how this time formed civic life, politics, and government so they can be better aware of how our country got to where we are now. Students will engage in activities that enable them to learn and apply civic inquiry skills and knowledge. These learning experiences will help students identify, describe, explain, analyze information and arguments, and evaluate, take, and defend positions. Students will continue working with others, clearly articulating their own ideas, work to build partnerships, seek consensus, negotiate compromise, and manage conflict. Through these types of learning experiences, students will practice participating in civic affairs in an informed, thoughtful, and effective manner.

Topics:

1. Inquiry
2. Behavioral Sciences
3. Economics
4. Geography
5. History
6. Inquiry & Political Science

Eighth grade - WI & U.S. Studies (Thematic, 1924 - Present Day)

Topic 1: Inquiry

Potential Essential Questions

- How can we examine and use information so that we can make the world a better place?

NCSS Theme

Civics Ideas and Practices

Focusing Questions for Topic

When would we use different types of questions?

- What is a reliable source?
- What group is not being heard in this historical narrative?
- Does the inquiry claim have more than one source of supporting evidence?

Recommended Inquiry Topics

- Civil Discourse
- Contextualization
- Corroboration
- Civic Engagement and Responsibility

Important Terms and Points to Consider

- Inquiry
- Contextualization
- Corroboration

Supporting Resources to Consider

Please note that there are suggested resources throughout the suggested Scope & Sequence that are designed for elementary or high school as well as middle school students. Teachers should review the suggested lesson plans to determine what changes will need to be made to align to their district curriculum and students' needs.

Make Your Case! from the Digital Inquiry Group (formerly Stanford History Education Group)

- DIG classroom posters for historical and civic reasoning (Close Reading, Sourcing, What is History?, Contextualization, Corroboration, and Historical Thinking)

Saturday School from Civic Online Reasoning from the Digital Inquiry Group (formerly Stanford History Education Group)

Civil Discourse (note that we suggest the same resources at each grade in the initial inquiry unit. There are many ways to set up a classroom for great discussion, collaboration, and discourse!):

- *Civil Discourse: Classroom Conversations for Stronger Communities* by Joe Schmidt and Nichelle Pinkney ISBN-13: 9781071856192 ISBN-10: 1071856197
- *Making Classroom Discussions Work: Methods for Quality Dialogue in the Social Studies* edited by Jane C. Lo and Wayne Journell ISBN-13 978-0807766644 ISBN-10 080776664X
- Fostering Civil Discourse: How Do We Talk About Issues That Matter? from Facing History & Ourselves
- Back to School: Civil Discourse in the Classroom from the Bill of Rights Institute
- Civil Discourse in the Classroom from Facing History & Ourselves
- 3 Steps to Civil Discourse in the Classroom from the National Council for the Social Studies (NCSS)
- Civil Discourse: Communicating and Listening to Create a Compassionate Culture from Ford's Theatre
- Teaching Students How to Have an Academic Discussion from Edutopia

Contextualization

- Note that all content lessons on the "Reading Like a Historian" site from the Digital Inquiry Group (formerly Stanford History Education Group) use contextualization and corroboration. Any lesson could be chosen to focus on contextualization.
- Digital Inquiry Group Contextualization classroom poster
- Becoming a Historian: Historical Context from Smithsonian Learning Lab
- Research: Historical Context from the Minnesota Historical Society
- My Piece of History from EDSITEment!

Corroboration

- Note that all content lessons on the "Reading Like a Historian" site from the Digital Inquiry Group (formerly Stanford History Education Group) use contextualization and corroboration. Any lesson could be chosen to focus on contextualization.
- Digital Inquiry Group Corroboration classroom poster
- US History Inquiry Kits from PBS Learning Media lean strongly into historical corroboration. Consider choosing some of the following in your 8th grade WI and US Studies from 1848-1924 to review WI & US studies before 1848:
    - Early America (1400-1763)
    - Democracy: Political System of the People (1763-1783)
    - Creating a National Political System and Culture (1783-1824)
    - Geographic and Economic Change Shape the Nation (1824-1865)

Civic Responsibility (note these resources are the same for each grade level):

- Project Citizen from the Center for Civic Education
- National History Day
- C3 Teachers – Civic Action Project
- Citizen Me from iCivics
- Civic Engagement and How Students can get Involved from PBS Learning Media

Eighth grade - WI & U.S. Studies (Thematic, 1924 - Present Day)
Topic 2: Behavioral Sciences

Potential Essential Questions

- How does diversity impact society?
- How do external factors influence our identity and behavior?

NCSS Theme

- Culture, Individual Development, and Identity

Focusing Questions for Topic

- How has diversity impacted society throughout a historical event?
- How do different perspectives/voices influence society and the historical record?
- What factors created perspectives?

EAD Driving (DQ) and Guiding (GQ) Questions

HSGQ1.3E
How have people without full political rights helped to shape the kinds of people who have been leaders in the United States?

HSGQ2.3H
Which religious communities have been prominent in American social and political life? And why in the 21st century are there so many religions in the United States?

CDQ2.3A
What gives societies their identities?

CSGQ2.3B
What religions do different societies have?

CSGQ2.3D
How do different ethnic groups come to play a part? What sorts of relationships emerge among them?

HDQ3.3B
How did the institution of enslavement and practices of Indigenous removal and even extermination affect national unity in the U.S., and to what extent have we addressed their impact over time?

HSGQ3.3C
How has the definition of who is an American changed over time?

HSGQ3.3E
When and how have religious groups been excluded from civic and social life? How have they gained the right to participate in American constitutional democracy, and at what cost?

HSGQ3.3G
How have the many dimensions of diversity pertained to the challenges and opportunities involved in forging one people out of many? (Dimensions of diversity that might be considered include race, ethnicity, gender and sexual identity, religion and spiritual experience, political viewpoint, socioeconomic status, immigration status, geographic origins and language, disability, family structure, and family participation in the military.)

CDQ3.3C
Who am I, and which groups or communities do I belong to, by choice or by ascription?

CSGQ3.3E
How do state constitutions and other membership charters, in addition to the federal Constitution, define who "we, the people" are?

CSGQ5.3B
What is the role of protests and social movements in bringing change?

CSGQ5.3F
How can we learn to have productive discussions about controversial issues that have existential stakes for some participants?

CSGQ5.3G
What are students' own opinions on these controversial questions?

CSGQ5.3I
How is power analyzed and challenged?

HSGQ7.3C
How do we balance American ideals of justice with our national interest?

CSGQ7.3D
Why is it important as a United States citizen or resident to seek out differing views about important issues and stories?

Social Studies Standards & Indicators

Behavioral Sciences (BH):

- SS.BH1.a.m Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person's cognition, perception, and behavior.

- SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.
- SS.BH2.a.m Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).
- SS.BH2.b.m Model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study.
- SS.BH3.a.m Analyze how a person's local actions can have global consequences and how global patterns and processes can affect seemingly unrelated local actions.
- SS.BH4.a.m Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.

Economics (Econ):

- SS.Econ1.a.m Predict the opportunity costs of various decisions and explain why the opportunity cost might differ from person to person or in different situations. Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.
- SS.Econ1.b.m Evaluate how incentives impact individual and/or household decision making.

Recommended Inquiry Topics

- Culture in WI and the US
- 20th century immigration (WI & US)
    - Hmong migration to WI
- Civil Rights Movements (WI & US)
    - African American
        - Fair Housing Milwaukee
    - Hispanic/Latino
    - American Indian Movement
        - Indian Boarding Schools
- Holocaust and Genocide

Important Terms and Points to Consider

- Perspectives
- Primary/Secondary sources
- Evidence
- Claims

Supporting Resources to Consider
Please note that there are suggested resources throughout the suggested Scope & Sequence that are designed for elementary or high school as well as middle school students. Teachers should review the suggested lesson plans to determine what changes will need to be made to align to their district curriculum and students' needs.

What Does it Mean to Be an American? From the Terasaki Family Foundation
My Part of the Story: Exploring Identity in the United States from Facing History and Ourselves
What is an American? From the Boulder County Latino History Project
Analyzing the School Holiday Calendar from Learning for Justice
Immigration Myths from Learning for Justice
Examining Identity and Assimilation from Learning for Justice
Passing Down Traditions from the Tenement Museum

20th Century (post-1924) Immigration in the US (note: lessons could also be used in the Geography unit for movement of people. In this unit, the focus is intended to be on **culture and groups**, but there is a lot of overlap):

- Late Nineteenth- and Early Twentieth-Century Immigration and Migration: Pairing Text and Visual Materials by the Gilder Lehrman Institute of American History and Teaching Literacy Through History (5 lessons)
- The Impact of the Immigration Act of 1924 from DocsTeach
- The Great Migration
- Angel Island Immigration Station: Exploring Borders and Belonging in US History from Facing History & Ourselves
- The Immigration and Nationality Act of 1965: Asian Americans from eMediaVA (PBS)
- What is our Obligation to Asylum Seekers? from Facing History & Ourselves
- Different Perspectives on Migrant Detention from Facing History & Ourselves
- Brave Girl Rising: A Refugee Story from Facing History & Ourselves

Immigration in WI 1924 - present (note: immigration lessons could also be used in the Geography unit for movement of people. In this unit, the focus is intended to be on **culture and groups**, but there is a lot of overlap):

- Immigration and Settlement Experiences from Recollection Wisconsin
- Coming to Wisconsin: Immigration and Settlement from the Wisconsin Historical Society
  - Activity Guide
- The Making of Milwaukee: Immigration/Migration in Milwaukee from the Milwaukee County Historical Society

Hmong Immigration to the US & WI

- Hmong Then & Now: The Ever-Changing Nature of a Culture from Learn Uake, the Hmong Museum Education Resource for K-12
- Southeast Asian Refugees from the Asian American Education Project

Civil Rights Movements (WI & US)

- African American
  - Civil Rights Teaching Lessons & Resources from Civil Rights Teaching: A Project of Teaching for Change
  - Civil Rights from C3 Teachers
  - Pushing Towards Civil Rights from iCivics Education
  - Places and People of the Civil Rights Movement from EDSITEment!
  - A Time for Justice: America's Civil Rights Movement from Teaching Tolerance (Learning for Justice)
  - NY Times Company v Sullivan: The Civil Rights Movement and Freedom of the Press from Annenberg Classroom
- Fair Housing Milwaukee
  - The Civil Rights Movement from Tools for Teaching the History of Civil Rights in Milwaukee and the Nation from the Wisconsin Historical Society
  - Civil Rights from the Encyclopedia of Milwaukee (information only, no lesson plan)
- Hispanic/Latino
  - Latino and Latina Civil Rights, 1930-1970 from The Gilder Lehrman Institute of American History
  - Workers' Movements and Civil Rights Activity from the Chicano and Latino History Project (designed for high school but could be adapted to middle school)
  - The Chicana and Chicano Civil Rights Movement from the Los Angeles Unified School District (designed for high school but could be adapted to middle school)
- American Indian Movement
  - The American Indian Movement, 1968-1978 from the Digital Public Library of American (see "Teaching Guide" and other tabs)
  - Act 31 Lesson Plan: Self-Determination, Civil Rights, and the American Indian Movement (AIM) (designed for grade 9, but could be adapted to middle school)

Indian Boarding Schools (note: lessons could also be used in the Geography unit for movement of people. In this unit, the focus is intended to be on **culture and groups**, but there is a lot of overlap):

- Assimilation: The Native American Boarding Schools by Wisconsin Teacher Mike Mestelle
- The Forgotten History of Indigenous Boarding Schools from the New York Times
- Analyzing a Document about Teaching at Indian Boarding Schools from Docs Teach
- Struggling with Cultural Repression from the National Museum of the American Indian
- Generations Stolen from Retro Report
- Forced into Federal Boarding Schools as Children, Native Americans Confront the Past from Retro Report
- Assimilation with Education after the Indian Wars from the National Park Service

- Athletics, Assimilation, and Identity at the Carlisle Indian School from the Carlisle Center
- Comparing and Contrasting the Carlisle Indian School and Today's Indian Boarding Schools by Michael Begay at the Carlisle Center
- Exploring Gender by Examining Primary Sources from the Carlisle Center
- The Language of Resistance: Native American Boarding Schools from National History Day

Holocaust and Genocide

- Navigate the Holocaust with the Holocaust Education Map from the Nathan and Esther Pelz Holocaust Education Resource Center (HERC)
    - Note that the Map provides searchable access to many lessons from trusted partners such as the US Holocaust Memorial Museum, Yad Vashem, the Shoah Project, and Echoes and Reflections
- C3 Teachers:
    - The Holocaust and Bystanders
    - Holocaust Survivor Art and History
    - Holocaust Survivor Art and First-Hand Perspectives
    - Holocaust Survivor Art and Perspective
    - Holocaust Survivor Art and Pain
    - Holocaust Survivor Art and the Artist
- What is the Crime of Genocide? from Echoes & Reflections
- Genocide Under the Cover of War from Facing History & Ourselves
- Confronting Genocide: Never Again? From the Choices Program at Brown University
- Introduction to Genocide Mini Unit from the Holocaust Center for Humanity
- Genocide from CSPAN Classroom

Eighth grade - WI & U.S. Studies (Thematic, 1924 - Present Day)

Topic 3: Economics

Potential Essential Questions

- What impacts a person's way of life or standard of living?
- How do scarcity and competition influence decision making?
- What is the relationship between decision-making and economic outcomes?

NCSS Theme

- Production, Distribution, and Consumption

Focusing Questions for Topic

- How does the U.S. government influence the economy over time?
- How much should the government get involved in economic matters?
- Does the government owe people a living/minimum wage?
- How does the distribution of resources affect a government and economy?

EAD Driving (DQ) and Guiding (GQ) Questions

HSGQ2.3D
What trade-offs were involved in the process of expansion?

CSGQ2.3C
How do markets, agriculture, and consumption work in different societies?

CDQ5.3A
How are political, economic, and civil rights related to each other?

CSGQ5.3I
How is power analyzed and challenged?

CDQ6.3A
What does the idea of "national interest" mean?

Social Studies Standards & Indicators

Economics (Econ):

- SS.Econ1.a.m Predict the opportunity costs of various decisions and explain why the opportunity cost might differ from person to person or in different situations. Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.

- SS.Econ1.b.m Evaluate how incentives impact individual and/or household decision making
- SS.Econ3.a.m Analyze how inflation, deflation, and unemployment affect different groups.
- SS.Econ3.b.m Differentiate between the functions of money (i.e., medium of exchange, store of value, unit of account). Assess how interest rates influence borrowing and investing.
- SS.Econ3.c.m Define Gross Domestic Product (GDP) and compare the GDP of different nations.
- SS.Econ4.a.m Compare and contrast how different economic systems (traditional, command, market, mixed) choose to allocate the production, distribution, and consumption of resources (what, how, for whom is it produced).
- SS.Econ4.b.m Compare and contrast the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy. Analyze rules and laws that protect and support both consumers (e.g., private property, zoning, contracts, agreements, and product safety) and workers (e.g., labor unions, regulations, minimum wage).
- SS.Econ4.c.m Analyze the impact of different government policies (e.g., taxation and government spending) on the economy.
- SS.Econ4.d.m Analyze potential unintended costs and benefits (i.e., externalities) for a local or state law or policy.
- SS.Econ4.e.m Summarize the role of specialization on trade and cost of goods/services. Identify examples of U.S. exports and imports.

Geography (Geog):

- SS.Geog3.a.m Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.
- SS.Geog3.b.m Analyze spatial patterns of social and economic development in a variety of regions in the world. Identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).
- SS.Geog5.a.m Analyze how technology interacts with the environment and how increased use of technology affects the burden and use of natural resources.

- SS.Geog5.b.m Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) create systems of commerce between groups. Analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing countries.

Recommended Inquiry Topics

- **Community Specific Driven Inquiry
- Great Depression
- WWII
- Post-War WI & US
- The Great Inflation
- Energy Prices Over Time
  - Gasoline & OPEC (1973 Oil Crisis)
- Stagflation
- Reaganomics/Supply Side Economics
- Post-9/11 Economy
- Housing Bubble and the Great Recession

Important Terms and Points to Consider

- Supply & Demand
- Monopoly
- Fiscal Policy
- Monetary Policy
- Recession & Depression
- Inflation
- Business Cycle

Supporting Resources to Consider

Please note that there are suggested resources throughout the suggested Scope & Sequence that are designed for elementary or high school as well as middle school students. Teachers should review the suggested lesson plans to determine what changes will need to be made to align to their district curriculum and students' needs.

Great Depression

- The Great Depression: A Family's Choices from the Foundation for Teaching Economics
- Whatdunnit? The Great Depression Mystery from the National Council on Economic Education
- Contextualization: The Great Depression from the OER Project

- The Great Depression and the Present Day from the Library of Congress
- Lesson Plan: The Great Depression from CSPAN Classroom
- The Great Depression Lesson Plans from the Federal Reserve Bank of St. Louis (note these lessons were designed for high school but could be adjusted for middle school students)
- Great Depression Primary Sources and Teaching Activities from the National Archives

WWII Economy

- Wars and the Economy from the Foundation for Teaching Economics
- Supporting the WWII Effort from Carolina Teachers and the University of North Carolina
- Those Were the Days, My Friend: Comparing Prices and Percentages from WWII from the National WWII Museum
- Funding WWII Through Taxes and Bonds from CSPAN Classroom

Post-War WI & US

- Post-World War II: Teaching about the Post-World War II Era in Milwaukee from The Making of Milwaukee curriculum
- Money for Nothing: Economic Affluence in Postwar America from the Federal Reserve Bank of St Louis (designed for high school but could be adapted for middle school)
- Shaping the Postwar World from PBS Learning Media
- Contemporary History Post-1945: Economy from the Council on Foreign Relations
- 1950s Consumerism from PBS Learning Media

The Great Inflation (1970s)

- Lessons on Inflation in General:
    - Money and Inflation from the Foundation for Teaching Economics
    - Teaching About Money, Spending, and Inflation Using a Classroom Inflation Auction from the Federal Reserve Bank of St Louis
    - Inflation from the Wharton Global Youth Program
    - What is Inflation and What can we do about it? From PBS Learning Media
- The Great Inflation Online Module from the Federal Reserve Bank of St Louis (requires a free login)

Energy Prices Over Time, Gasoline & OPEC (1973 Oil Crisis)

- Middle School Educator Resources on Energy from Shell
- The Price of Gasoline: What's Behind It? by Andrew Pass. Accessed through EconEdLink
- Oil Crisis: What Would You Do? From PBS Global Connections
- The Oil Embargo: What, When, Why, and How did it Impact Local Schools? By Jacob Bretz
- Middle East: Land, Resources, and Economics from PBS Global Connections
- Energy and Economics from the Nebraska Energy Office and the Center for Economic Education at the University of Nebraska – Lincoln

Stagflation

- What is Stagflation and How Does it Affect You? From Money Instructor
- Stagflation in the 1980's from CSPAN Classroom
- Money and Inflation from the Foundation for Teaching Economics (repeated from Inflation lesson suggestions)

Reaganomics/Supply-Side Economics

- Reaganomics SAC (Structured Academic Controversy) from the Digital Inquiry Group (formerly Stanford History Education Group)
- Reaganomics 101 from the Ronald Reagan Presidential Foundation and Institute

Post-9/11 Economy

- Investigating the Economic Impact of 9/11 from the 9/11 Tribute Museum
- The Lowdown: How 9/11 Changed America: Four Major Lasting Impacts Lesson Plan from PBS Learning Media

Housing Bubble and the Great Recession (2008 Financial Crisis)

- Great Recession Inquiry from C3 Teachers
- A Tale of Two Economies from the NY Times Learning Network
- The Housing Crisis: GDP, Housing Bubble and Recession from PBS NewsHour Classroom
- The Subprime Crisis from the Wharton Global Youth Program
- Inside the Meltdown from PBS Frontline
- The Causes of the 2008 Financial Crisis from CSPAN Classroom
- The Causes of the 2008 Financial Crisis from PBS Learning Media

Additional Resources:

- Stagflation, Explained! from the Center for Inflation Research at the Federal Reserve Bank of Cleveland

Eighth grade - WI & U.S. Studies (Thematic, 1924 - Present Day)
Topic 4: Geography

Potential Essential Questions

- How does the use of geographic tools reflect history, culture, politics, and economics?
- How does where we live influence how we live, and why does it matter?
- How do geography, climate, and resources affect the way people live and work?

NCSS Theme

- People, Places, and Environments

Focusing Questions for Topic

- How do people and items move, and how does that affect us?
- What groups of people have immigrated to Wisconsin? To the United States?
- How have forced relocation efforts affected different groups of people?

EAD Driving (DQ) and Guiding (GQ) Questions

HDQ2.3A
How do borders change over time, and why?

HDQ3.3B
How did the institution of enslavement and practices of Indigenous removal and even extermination affect national unity in the U.S., and to what extent have we addressed their impact over time?

HSGQ3.3C
How has the definition of who is an American changed over time?

Social Studies Standards & Indicators

Geography (Geog):

- SS.Geog1.a.m: Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?). Analyze how various map projections distort shape, area, distance, and direction (e.g., Mercator, Robinson, Peters).
- SS.Geog1.b.m: Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.

- SS.Geog1.c.m: Construct a mental map of regions and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones. Compare mental maps shaped by individual perceptions of people, places, regions, and environments.
- SS.Geog2.a.m: Analyze why populations increase or decrease in various regions throughout the world. Analyze the distribution of population patterns at various scales (i.e., local, state, country, region).
- SS.Geog2.b.m: Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.
- SS.Geog2.c.m: Use regions in the world to analyze the role of population shifts in why places change over time. Evaluate the impact of migration on the place of origin and the place of settlement.
- SS.Geog2.d.m: Investigate the impact of rural decline and the growth of cities on a place. Analyze patterns of urbanization around the world.
- SS.Geog3.a.m: Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.
- SS.Geog4.a.m: Explain how place-based identities can change places over time. Investigate how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place. Describe students' perceptions of a place that are based on indirect sources (e.g., television, movies), versus on direct sources (e.g., residing in a place, visiting a place).
- SS.Geog5.a.m: Analyze how technology interacts with the environment and how increased use of technology affects the burden/use of natural resources.

Recommended Inquiry Topics

- Immigration 1924-present
  - To U.S.
  - To WI
  - Within U.S.
- Indian Boarding Schools
- Place-based Identity and Renaming Place Names
- US Territory Growth (Alaska, Hawai'i) and US Statehood (Puerto Rico)

Important Terms and Points to Consider

- Urbanization
- Immigration
- Migration
- First Nations

Supporting Resources to Consider

Please note that there are suggested resources throughout the suggested Scope & Sequence that are designed for elementary or high school as well as middle school students. Teachers should review the suggested lesson plans to determine what changes will need to be made to align to their district curriculum and students' needs.

Immigration (note: immigration lessons could also be used in the Behavioral Science unit for culture. In this unit, the focus is intended to be on the movement of people and ideas, but there is a lot of overlap):

- The Statue of Liberty & Immigration from Ken Burns in the Classroom
- Teaching Immigration with the Immigrant Stories Project from the Immigration History Research Center at the University of Minnesota
- They're Coming to America: Immigrants Past and Present from Faces of America at PBS Learning Media
- The Immigrant Experience: Down the Rabbit Hole from the Library of Congress
- Immigration and Displacement: Uncovering America from PBS Learning Media
- Enrique's Journey from Facing History & Ourselves

Internal Migration in the US
The Great Migration:

- Great Migration from Digital Inquiry Group (formerly Stanford History Education Group)
- The Great Migration: Traveling the Distance from The Phillips Collection
- The Great Migration (4 lessons) from the Foundation Against Intolerance & Racism
- The Great Migration Lesson Plan from The Schomburg Center for Research in Black Culture and the New York Public Library
- Lesson Plan: Choice Board – The Great Migration from CSPAN Classroom

Dust Bowl:

- Dust Bowl Days from EDSITEment!
- Out of the Dust: Visions of Dust Bowl History from the Library of Congress
- The Dust Bowl from Digital Inquiry Group (formerly Stanford History Education Group)
- Lessons from the Dust Bowl from Ken Burns in the Classroom, PBS Learning Media
- Going to the Promised Land: Dust Bowl Migration from the J Paul Getty Museum

Suburban Growth Post-WWII

- Suburbs from C3 Teachers
- Building Suburbia: Highways and Housing in Postwar America from EDSITEment!

Hmong Immigration to WI & US

- Southeast Asian Refugees (unit) from The Asian American Education Project
- Hmong Among Us by Annissa Hambouz and Yasmin Chin Eisenhauer through the NY Times Learning Network
- Learn Uake curriculum from the Hmong Museum
- Crossing the Mekong River: Examining the Secret War in Laos through Hmong Culture & Stories from Diversify Your Narrative
- The Secret War Educator Toolkit from the Minnesota Humanities Center

Indian Boarding Schools (note: immigration lessons could also be used in the Behavioral Science unit for culture. In this unit, the focus is intended to be on movement of people and ideas, but there is a lot of overlap):

- Assimilation: The Native American Boarding Schools by Wisconsin Teacher Mike Mestelle
- The Forgotten History of Indigenous Boarding Schools from the New York Times
- Analyzing a Document about Teaching at Indian Boarding Schools from Docs Teach
- Struggling with Cultural Repression from the National Museum of the American Indian
- Generations Stolen from Retro Report
- Forced into Federal Boarding Schools as Children, Native Americans Confront the Past from Retro Report
- Assimilation with Education after the Indian Wars from the National Park Service
- Athletics, Assimilation, and Identity at the Carlisle Indian School from the Carlisle Center
- Comparing and Contrasting the Carlisle Indian School and Today's Indian Boarding Schools by Michael Begay at the Carlisle Center
- Exploring Gender by Examining Primary Sources from the Carlisle Center
- The Language of Resistance: Native American Boarding Schools from National History Day

Place-based Identity and Renaming Place Names

- Lesson Plan: Relations Between Native Americans and White Colonizers in Wisconsin: Wisconsin Historical Society Citizen Petition and Access Project from the Wisconsin Historical Society
- Indigenous Rights and Controversy over Hawai'i's Mauna Kea Telescope from Facing History & Ourselves

US Territory Growth (Alaska, Hawai'i) and US Statehood (Puerto Rico)

- Annexation of Hawai'i from the Digital Inquiry Group (formerly Stanford History Education Group)
- Hawai'i's Annexation and Statehood: How the Island Nation became an American Frontier from EDSITEment!
- Iolani Palace: A Hawai'ian Place of History, Power, and Prestige from Teaching with Historic Places from the National Park Service and the US Department of the Interior
- Annexation of Hawai'i DBQ from the Bill of Rights Institute
- Native Hawai'ian Sovereignty Movement from the Asian American Education Project
- (H)our History Lesson: Alaskan Statehood and the Cold War from the National Parks Service
- Steps to Statehood: How did a Flag Help Alaska Become a State? from Eight Stars of Gold and the Alaskan State Government
- You Decide: Statehood for DC & Puerto Rico? Interactive Lesson from the Civics Collection at PBS Learning Media
- Puerto Rican Perspectives from PBS Learning Media
- Should Puerto Rico be a State? from New York State Social Studies Resource Toolkit
- Washington DC Statehood from the Social Studies Special Project at Nebraska ESU
- Should DC Become a State? from PBS Learning Media

Eighth grade - WI & U.S. Studies (Thematic, 1924 - Present Day)
Topic 5: History

Potential Essential Questions

- How do the tools historians use help us understand relationships between people, places, ideas, and events of the past?
- What influences perspective and interpretation of history?
- How does the past (events, people, and ideas) influence and/or reflect the present?
- Why should we care about the perspectives of multiple people or sides?

NCSS Theme

- Time, Continuity, and Change

Focusing Questions for Topic

- How do multiple viewpoints help us understand the past?
- What is the difference between a primary and secondary source?

EAD Driving (DQ) and Guiding (GQ) Questions

HSGQ1.3B
What civic roles have been available to all Americans, not just those who have been civic or political leaders or elected officials?

HSGQ1.3D
What civic roles have been available to those without full political rights?

HSGQ1.3E
How have people without full political rights helped to shape the kinds of women and men who have been leaders in the United States?

CSGQ1.3D
How can I analyze power and understand the different methods people have for challenging power?

CSGQ1.3F
When and how should we express dissent? participate in protest?

CSGQ1.3G
How do I think change is brought about? What is my theory of change?

CSGQ1.3K
What is the virtue or value of civil disagreement?

HDQ2.3A
How do borders change over time, and why?

HSGQ2.3A
How did the United States come to have its current borders?

HSGQ2.3B
What other peoples and nations have shared borders with the U.S. over time? How have their societies compared to the U.S.? And how did they engage with the U.S. on the issue of its changing borders?

HSGQ2.3C
How was the founding and territorial expansion of the United States shaped by ideas of political and economic liberty, of political and economic equality—and for whom?

HSGQ2.3D
What trade-offs were involved in the process of expansion?

HSGQ2.3E
How did enslavement interact with the addition of new states?

HSGQ2.3F
How did Latino and Latina populations come to be part of and grow in the U.S.? Asian American populations? other populations?

HSGQ2.3G
What roles were played by U.S. national self-interest and power, balanced with American views of justice, in both founding and expansion?

HDQ3.3B
How did the institution of enslavement and practices of Indigenous removal and even extermination affect national unity in the U.S., and to what extent have we addressed their impact over time?

HDQ5.3A
How have the different legal statuses of different sections of the American population affected the development of the United States over time?

HDQ5.3B
How has the right to vote in the United States changed over time? How did people who could not vote organize to gain the right to vote?

HSGQ5.3B
What is tribal sovereignty? How has tribal sovereignty affected the experience of Native Americans and the development of the United States?

HSGQ5.3E
How has immigration law affected the development of the United States?

HSGQ5.3F
How did Cherokee Removal, Jim Crow, Mexican American segregation, Japanese internment, and other cases of officially sanctioned discrimination affect the development of the United States?

CSGQ5.3B
What is the role of protests and social movements in bringing change?

CSGQ5.3C
What are the distinct roles of political parties, unions, religious communities, and other voluntary organizations in bringing change?

CSGQ5.3I
How is power analyzed and challenged?

HDQ6.3C
What have treaties and other international agreements done across our history in addition to settling conflicts?

HSGQ6.3A
How did the territorial expansion of the U.S. relate to military conflict and diplomacy?

HSGQ6.3C
Which foreign wars have had the greatest impact on the development of the United States?

HSGQ6.3D
Who fights in the wars waged by the United States, and how do we recognize those who serve our country in the military and in other ways?

Social Studies Standards & Indicators

Behavioral Sciences (BH):

- SS.BH3.a.m Analyze how a person's local actions can have global consequences and how global patterns and processes can affect seemingly unrelated local actions.

Geography (Geog):

- SS.Geog4.a.m Explain how place-based identities can change places over time. Investigate how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place. Describe students' perceptions of a place that are based on indirect sources (e.g., television, movies), versus on direct sources (e.g., residing in a place, visiting a place).

History (Hist):

- SS.Hist1.a.m: Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.
- SS.Hist1.b.m: Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.
- SS.Hist2.a.m: Explain patterns of continuity over time in the community, the state, the United States, and the world.
- SS.Hist2.b.m: Explain patterns of change over time in the community, the state, the United States, and the world.
- SS.Hist2.c.m: Analyze how the historical context influenced the process or nature of the continuity or change that took place.
- SS.Hist3.a.m: Compare events from United States or world history to a current issue or event.
- SS.Hist3.b.m: Apply historical perspectives to describe differing viewpoints of current events.
- SS.Hist3.c.m: Hypothesize the direction of current events and outcomes based on the past.
- SS.Hist4.a.m: Explain how the historical context (situation) influences a primary or secondary source.
- SS.Hist4.b.m: Explain the significance of the intended audience of a primary or secondary source.
- SS.Hist4.c.m: Explain the significance of the intended purpose of a specific primary or secondary source.
- SS.Hist4.d.m: Explain how the POV of the author can influence the meaning of a primary or secondary source.

Recommended Inquiry Topics

- The Great Depression
- World War II (totalitarianism, Holocaust & genocide, start of Cold War)
- Involvement in Korea & Vietnam (containment policies, Cold War, reaction at home)
- Civil Rights Movements (Black Civil Rights Movement, Chicano Movement, Women's Movement and ERA, American Indian Movement) and the Great Society
- 1970s Economy and the Election of Ronald Reagan
- The Middle East, 9/11, the War on Terror, War in Afghanistan

Important Terms and Points to Consider

- Economic Depression
- Totalitarianism
- Holocaust
- Genocide
- Containment
- Cold War

Supporting Resources to Consider

Please note that there are suggested resources throughout the suggested Scope & Sequence that are designed for elementary or high school as well as middle school students. Teachers should review the suggested lesson plans to determine what changes will need to be made to align to their district curriculum and students' needs.

Note suggested resources on the Great Depression could be used in 8th grade Unit 3: Economics and/or Unit 5: History. If used in both places, the "lens" should be different (ex: an economic lens meeting econ standards in Unit 3, and a history lens in Unit 5).

Great Depression

- The Great Depression: A Family's Choices from the Foundation for Teaching Economics
- Whatdunnit? The Great Depression Mystery from the National Council on Economic Education
- Contextualization: The Great Depression from the OER Project
- The Great Depression and the Present Day from the Library of Congress
- Lesson Plan: The Great Depression from CSPAN Classroom
- The Great Depression Lesson Plans from the Federal Reserve Bank of St. Louis (note these lessons were designed for high school but could be adjusted for middle school students)
- Great Depression Primary Sources and Teaching Activities from the National Archives

World War II:
Totalitarianism:

- Hitler's Fatal Gamble: Comparing Totalitarianism and Democracy from the National WWII Museum
- Dictatorships and Totalitarian Governments from CSPAN Classroom
- Japanese Imperialism and the Road to War from Facing History & Ourselves
- Western Imperialism and Nation Building in Japan and China from Facing History & Ourselves
- The Rise of Totalitarianism, the Start of WWII, and the US Response from Carolina K12
- The War in Europe: Evaluating Historic Decisions from The National WWII Museum

Holocaust and Genocide *(note that suggested resources on the Holocaust could be used in 8th grade Unit 2: Behavioral Science and/or Unit 5: History. If used in both places, the "lens" should be different (ex: a behavioral science lens meeting behavioral science standards in Unit 2, and a history lens in Unit 5).*

Holocaust and Genocide

- Navigate the Holocaust with the Holocaust Education Map from the Nathan and Esther Pelz Holocaust Education Resource Center (HERC)
    - Note that the Map provides searchable access to many lessons from trusted partners such as the US Holocaust Memorial Museum, Yad Vashem, the Shoah Project, and Echoes and Reflections
- C3 Teachers:
    - The Holocaust and Bystanders
    - Holocaust Survivor Art and History
    - Holocaust Survivor Art and First-Hand Perspectives
    - Holocaust Survivor Art and Perspective
    - Holocaust Survivor Art and Pain
    - Holocaust Survivor Art and the Artist
- What is the Crime of Genocide? from Echoes & Reflections
- Genocide Under the Cover of War from Facing History & Ourselves
- Confronting Genocide: Never Again? From the Choices Program at Brown University
- Introduction to Genocide Mini Unit from the Holocaust Center for Humanity
- Genocide from CSPAN Classroom

Start of the Cold War:

- The Marshall Plan from The Society for Historians of American Foreign Relations
- The Origins of the Cold War by Cara Harker from the National Archives and the Harry S Truman Library and Museum
- The Cold War from Digital Inquiry Group (formerly Stanford History Education Group)
- Why and How was the Cold War Fought? From the California History-Social Science Project (*note this is a high school unit but could be adapted to middle school)

Involvement in Korea & Vietnam:

- The Korean War from Digital Inquiry Group (formerly Stanford History Education Group)
- A Brief History of North Korea by Rachel Roberson through the LowDown KQED Learning

- Cold War Conflict in Korea: 'The Powerful and Powerless United Nations" from the History Teaching Institute at The Ohio State University
- Middle Grade Inquiries from the Korean War Legacy Foundation
  - Children and War
  - Korean War and Sacrifice
  - Media and the Korean War
  - Words and War in Korea
- Ho Chi Minh's Quest to End French Colonial Rule from PBS Learning Media
- The Vietnam War Lesson Guide to accompany *The Vietnam War* PBS Documentary
- The Vietnam War Timeline: Understanding the Nature of a Controversial Conflict from DocsTeach
- How is War Initiated? Discussion Guide from the Vietnam Veterans Memorial fund through PBS Learning Media

Containment Policy:

- Containment in Korea: Entering the Korean War from DocsTeach
- Introduction to the Domino Theory and Containment Policy in Vietnam from DocsTeach
- Foreign Policy: War & Peace and Everything In Between from iCivics Education

Cold War:

- International Influence from iCivics
- Cold War and Decolonization Around the World from the OER Project
- Cold War Anti-Communist Trading Cards from CSPAN Classroom
- Thaw in the Cold War: Eisenhower and Khrushchev at Gettysburg from Gettysburg National Military Park through the National Parks System
- Teaching the Cold War with the New York Times
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On the Home Front:

- The Home Front: America and WWII from the History Teaching Institute at The Ohio State University
- What are We Fightin' For? Contrasting Viewpoints on the Vietnam War from PBS Learning Media
- The End of the Vietnam War: Conscience, Resistance, and Reconciliation from The Gilder Lehrman Institute of American History
- Teachers Toolkit: Digital Resources for Educators to Thank and Honor Vietnam Veterans from the Vietnam War Commemoration

Note suggested resources on the Civil Rights Movement could be used in 8th grade Unit 2: Behavioral Sciences, and/or Unit 5: History. If used in both places, the "lens" should be different (ex: a behavioral science lens meeting behavioral science standards in Unit 2, and a history lens in Unit 5).

Civil Rights Movements (WI & US)

- African American
  - Civil Rights Teaching Lessons & Resources from Civil Rights Teaching: A Project of Teaching for Change
  - Civil Rights from C3 Teachers
  - Pushing Towards Civil Rights from iCivics Education
  - Places and People of the Civil Rights Movement from EDSITEment!
  - A Time for Justice: America's Civil Rights Movement from Teaching Tolerance (Learning for Justice)
  - NY Times Company v Sullivan: The Civil Rights Movement and Freedom of the Press from Annenberg Classroom
- Fair Housing Milwaukee
  - The Civil Rights Movement from Tools for Teaching the History of Civil Rights in Milwaukee and the Nation from the Wisconsin Historical Society
  - Civil Rights from the Encyclopedia of Milwaukee (information only, no lesson plan)
- Hispanic/Latino
  - Latino and Latina Civil Rights, 1930-1970 from The Gilder Lehrman Institute of American History
  - Workers' Movements and Civil Rights Activity from the Chicano and Latino History Project (designed for high school but could be adapted to middle school)
  - The Chicana and Chicano Civil Rights Movement from the Los Angeles Unified School District (designed for high school but could be adapted to middle school)
- American Indian Movement
  - The American Indian Movement, 1968-1978 from the Digital Public Library of American (see "Teaching Guide" and other tabs)
  - Act 31 Lesson Plan: Self-Determination, Civil Rights, and the American Indian Movement (AIM) (designed for grade 9, but could be adapted to middle school)

1970s Economy and the Election of Ronald Reagan *Note suggested resources on the economy in the 1970s could be used in 8th grade Unit 3: Economics and/or Unit 5: History. If used in both places, the "lens" should be different (ex: an economic lens meeting econ standards in Unit 3, and a history lens in Unit 5).*

The Great Inflation (1970s)

- Lessons on Inflation in General:
  - Money and Inflation from the Foundation for Teaching Economics
  - Teaching About Money, Spending, and Inflation Using a Classroom Inflation Auction from the Federal Reserve Bank of St Louis
  - Inflation from the Wharton Global Youth Program
  - What is Inflation and What can we do about it? From PBS Learning Media

- The Great Inflation Online Module from the Federal Reserve Bank of St Louis (requires a free login)

Stagflation

- What is Stagflation and How Does it Affect You? From Money Instructor
- Stagflation in the 1980's from CSPAN Classroom
- Money and Inflation from the Foundation for Teaching Economics (repeated from Inflation lesson suggestions)

Reagan Presidency/Reaganomics/Supply-Side Economics

- Reaganomics SAC (Structured Academic Controversy) from the Digital Inquiry Group (formerly Stanford History Education Group)
- Reaganomics 101 from the Ronald Reagan Presidential Foundation and Institute
- The Presidency of Ronald Reagan from CSPAN Classroom
- Ronald Reagan: Tear Down this Wall Speech from CSPAN Classroom

The Middle East, 9/11, the War on Terror, War in Afghanistan

- The 9/11 Memorial and Museum
  - What Happened on 9/11? Part I
  - What Happened on 9/11? Part II
  - Memorializing 9/11
  - Repercussions of 9/11
- Teaching Beyond September 11th from the Penn Graduate School of Education at the University of Pennsylvania
- The Costs of War from the Choices Program at Brown University
- George W Bush and the War on Terror from the Bill of Rights Institute
- Lesson Plan on Afghanistan by Bayard Faithfull, published in Social Education Nov/Dec 2009
- The Return of the Taliban from Frontline
- The US War in Afghanistan: How it Started, and How it Ended from the New York Times Learning Network

Eighth grade - WI & U.S. Studies (Thematic, 1924 - Present Day)

Topic 6: Inquiry & Political Science

Potential Essential Questions

- How do governments develop and evolve over time?
- How do different political and economic systems affect civic life?
- What knowledge and skills are needed to participate effectively in our political system?

NCSS Theme

- Civic Ideals and Practices

Focusing Questions for Topic

- What is the structure and function of our federal government?
- What is the structure and function of state governments?
- How are the governments of the First Nations of Wisconsin alike and different to state and federal governments?
- What is tribal sovereignty?
- How have civil liberties changed over time?
- How has the Constitution been interpreted differently over time?

EAD Driving (DQ) and Guiding (GQ) Questions

HDQ1.3B
What forms does civic participation take? Who has access to different forms of participation, and how has that access changed over time?

HSGQ1.3D
What civic roles have been available to those without full political rights?

HSGQ1.3E
How have people without full political rights helped to shape the kinds of women and men who have been leaders in the United States?

CSGQ1.3D
How can I analyze power and understand the different methods people have for challenging power?

CSGQ3.3B
What rights and duties do citizens of the United States of America have?

CSGQ3.3D
What rights and duties do non-citizens have?

CDQ4.3B
How does our particular form of government support freedom and equality?
How does our government embody a social contract?

CDQ4.3C
What is federalism, and what principles define it? What is its value, and what are its challenges?

CSGQ4.3B
Why is majority rule an important principle? Why are mechanisms to protect minorities (whether racial, sexual, religious, ideological, or cultural) also important?

CSGQ4.3C
Why do we have three branches of government, or separation of powers? What are the roles of the legislative, executive, and judicial branches?

CSGQ4.3D
What is the idea of checks and balances, how is it supposed to function, and what does it take to make this work?

CSGQ4.3E
Why do we have both federal and state constitutions? How do local and state governments share power with the federal government?

CSGQ4.3F
What is the relationship of tribal treaties to the U.S. Constitution?

CSGQ4.3H
How do elections work?

CSGQ5.3A
What is the role of constitutional amendments, and what is the process for amendments?

CSGQ6.3G
What are nationalism, isolationism, imperialism, humanitarianism, multilateralism?

Social Studies Standards & Indicators

Political Science (PS):

- SS.PS1.a.m Investigate the components of responsible citizenship. Summarize the importance of rule of law.
- SS.PS1.b.m Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important. Investigate how principles expressed in the Declaration of Independence, Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history, including how they may have evolved over time. Assess specific protections to

individuals outlined in the Wisconsin Constitution and what they mean to local communities and regions of the state.

- SS.PS2.a.m Analyze the scope and limits of individual protections found in the Constitution and the Bill of Rights. Describe the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments. Predict how collective action movements work to extend equal rights to groups and individuals.
- SS.PS2.b.m Analyze the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws). Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).
- SS.PS2.c.m Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide. Investigate how groups (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.
- SS.PS3.a.m Assess voter participation in elections. Explain their role in government at the local, state, tribal, and federal levels.
- SS.PS3.b.m Analyze the role of various types of media in elections and functions of government. Analyze how elections and political parties in the United States connect the people to government. Summarize how civic institutions influence society and politics. (e.g., special interest groups, chamber of commerce, lobbying).
- SS.PS3.c.m Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels.
- SS.PS3.d.m Analyze how governments address and solve problems through the public policy process.
- SS.PS4.a.m Assemble an argument utilizing multiple sources of information.
- SS.PS4.b.m Provide examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions).

Recommended Inquiry Topics

- Tribal Government & Tribal Sovereignty
- Voting Rights Act of 1965
- Amendments from 1924 to present
  - 20th through 27th
  - ERA

Important Terms and Points to Consider

- First Nations
- Tribal Sovereignty

- Sectionalism
- Constitution
- Amendment
- Public Policy
- Diplomacy
- Pluralism

Supporting Resources to Consider
Please note that there are suggested resources throughout the suggested Scope & Sequence that are designed for elementary or high school as well as middle school students. Teachers should review the suggested lesson plans to determine what changes will need to be made to align to their district curriculum and students' needs.

Tribal Government & Tribal Sovereignty

- Tribal Government from iCivics
- Federal, State, and Tribal Governance from the Gilder Lehrman Institute for American History
- Coming soon – Wisconsin Tribal Governments and Tribal Sovereignty lessons for K-5, 6-8, and 9-12

Voting Rights Act of 1965

- Voting Rights Act of 1965 from iCivics
- Voting Rights from iCivics
- Voting Rights in America from the National Constitution Center
- Voting Rights: Then and Now from the Lowdown at KQED
- Teach This: The Voting Rights Act from Learning for Justice
- (H)our History Lesson: Teaching Engaged Citizenship, Voting Rights by Talia Brenner, edited by Katie McCarthy, through the National Park Service
- Voting Rights in the United States from Facing History & Ourselves

20th through 27th Amendments

- The Presidency Changes – Teaching Amendments 20, 22, and 25 video from iCivics
- Federal Elections and the Constitution from CSPAN Classroom
- The Amendments from Education World
- Prohibition from Digital Inquiry Group (formerly known as Stanford History Education Group)
- Prohibition in the United States from CSPAN Classroom
- Should the Nation Prohibit Alcohol? A Classroom Deliberation from Ken Burns in the Classroom, PBS Learning Media

- Lesson of the Day: '100 Years Ago, the Booziest January Suddenly Dried Up' from the New York Times
- The End of Prohibition from CSPAN Classroom
- The Impact of the 22nd Amendment from CSPAN Classroom
- Debate: Two Term Precedents? from Mount Vernon
- Barriers to Voting: Poll Taxes from the JFK Library
- Understanding Disenfranchisement in the American South from the Southern Oral History Program at Carolina K-12
- Constitution Explained: No Tax on Voting from iCivics
- Suppressing the Black Vote from the New Jersey State Bar Foundation
- Poll Taxes from CSPAN Classroom
- Jim Crow and the Poll Tax from the Roberts Library at the Central Arkansas Library System
- The Twenty-Fifth Amendment from the Bill of Rights Institute
- The 25th Amendment: Presidential Disability and Succession from CSPAN Classroom
- Teaching the 26th Amendment with the New York Times
- No Conscription Without Representation from the National Archives
- Lowering the Voting Age: Nixon and the 26th Amendment from DocsTeach
- 'Old Enough to Vote' from Upfront Magazine and the New York Times

**Note that these lessons are also outlined in the seventh grade course. Discussing with your seventh grade teachers would be helpful to avoid duplication of use.*

ERA

- The Equal Rights Amendment: An Ongoing Cause from the National Women's History Museum
- The Equal Rights Amendment: A 97-Year Struggle from Facing History & Ourselves
- Equal Rights Amendment from the Digital Inquiry Group (formerly Stanford History Education Group)
- From Women's Suffrage to the ERA, A Century-Long Push for Equality from Retro Report
- She Derailed the Fight for Equal Rights for Women from Retro Report

References

Resources

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