



# DC Public School System Social Studies Standards

Social Studies Curriculum Standards related to  
the Annual Oratorical Contest



These curriculum standards have been edited to reflect the themes of the Frederick Douglass National historic Site's annual contest, and are not meant to reflect the breadth of the school system's social studies standards. This document is meant to be an aid. For clarification or more information please view the original document found at: <http://www.k12.dc.us/dcps/standards/socialstudies.htm>

# DC Public School System Social Studies Standards

## Kindergarten through Grade 2 Historical and Social Sciences Analysis Skills

The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade 2. They are to be assessed *only in conjunction with the content standards in kindergarten through grade 2. In addition to the standards for kindergarten through grade 2, students demonstrate the following intellectual, reasoning, reflection, and research skills:*

### **HISTORICAL RESEARCH, EVIDENCE, AND POINT OF VIEW**

1. Students analyze societies in terms of the following themes: military, political, economic, social, religious, and intellectual.
2. Students pose relevant questions about events they encounter in historical documents.
3. Students distinguish fact from fiction.
4. Students use nontext primary and secondary sources, such as maps, charts, graphs, photographs, works of art, and technical charts.

### Grade 1

#### **Civic Values**

- 1.2. Students identify and describe the symbols, icons, songs, and traditions of the United States that exemplify cherished ideals and provide continuity and a sense of community across time.

### Grade 2

#### **Civic Values**

- 2.2. Students describe the rights and responsibilities of citizenship.
  3. Define the meaning of words associated with good citizenship (e.g., *politeness, achievement, courage, honesty, and reliability*). (P)
- 2.4. Students understand the importance of individual action and character, and they explain, from examining biographies, how people who have acted righteously have made a difference in others' lives and have achieved the status of heroes in the remote and recent past. (P, S)

*Teachers are free to choose whatever biographies they wish. Here are some suggestions:*

Neil Armstrong, Joan Baez, Benjamin Banneker, Sitting Bull, Luisa Capetillo, Cesar Chavez, Linda Chávez, Roberto Clemente, France Anne Córdova, **Frederick Douglass**, Thomas Edison, Albert Einstein, Juan Carlos Finlay, Bill Gates, Alberto Gonzales, Dolores Huerta, Daniel Inouye, Abraham Lincoln, Thurgood Marshall, Cecilia Muñoz, Rosa Parks, Louis Pasteur, Colin Powell, Sally Ride, Jackie Robinson, Sacagawea, Jonas Salk, Harriet Beecher Stowe, Clarence Thomas, Harriet Tubman, Booker T. Washington, Walter Washington, Ida B. Wells, and the Wright Brothers

## **Grades 3 through 5 Historical and Social Sciences Analysis Skills**

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades 3 through 5. They are to be assessed *only in conjunction with* the content standards in grades 3 through 5. *In addition to the standards for grades 3 through 5, students demonstrate the following intellectual, reasoning, reflection, and research skills:*

### **CHRONOLOGY AND CAUSE AND EFFECT**

1. Students place key events of the historical era they are studying and interpret information contained within time lines and comparative time charts.
3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
4. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
5. Students distinguish cause from effect and identify and interpret the multiple causes and effects of historical events.

### **HISTORICAL RESEARCH, EVIDENCE, AND POINT OF VIEW**

1. Students analyze societies in terms of the following themes: military, political, economic, social, religious, and intellectual.
2. Students differentiate between primary and secondary sources and know examples of each.
3. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
4. Students use nontext primary and secondary sources, such as maps, charts, graphs, photographs, works of art, and technical charts.

## **Grade 3**

### **HISTORY OF DC (18TH–20TH CENTURIES)**

- 3.4. Emphasizing the most significant differences, students describe Washington, DC, at the end of the 18th, 19th, and 20th centuries.

2. Construct a chronological explanation of key people and events that were important in shaping the character of Washington, DC, during the 18th, 19th, and 20th centuries. (H, P, S)

5. Identify and research outstanding statements of moral and civic principles made in Washington, DC, as well as the leaders who delivered them, that contributed to the struggle to extend equal rights to all Americans (e.g., Lincoln and his second inaugural address, **Frederick Douglass and his speech against lynching at the Metropolitan AME Church**, Martin Luther King Jr. and his speeches at the Lincoln Memorial in 1957 and 1963, and Rodolfo "Corky" Gonzales at the Poor People's March). (P)

## US History and Geography making a new nation Grade 5

### THE NEW NATION'S WESTWARD EXPANSION (1790–1860)

5.1. Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s.

2. Describe the enslaved immigrants from Africa from the 1790s through the 1820s and the routes they traveled from disembarkment (e.g. from New Orleans up the Mississippi and westward along the Gulf Coast, from Mobile, Savannah, Charleston, Washington, DC, Baltimore, and Philadelphia, westward, northward, and southward). (G, S)

3. Describe the process of the "internal slave trade" that saw Africans born in the United States sold into the southernmost states (Mississippi, Alabama, Georgia, and South Carolina) from more Northern states (Virginia, North Carolina, and Maryland).

5.3. Students describe the rapid growth of slavery in the South after 1800.

1. Describe how Southern colonists slowly altered their attitudes toward Africans, increasingly viewing them as permanent servants or slaves; the harsh conditions of the Middle Passage; the responses of slave families to their condition; and the ongoing struggle between proponents and opponents of slavery. (S)

2. Describe the contributions of enslaved and free Africans to the economic development of the colonies. (S, E)

3. Identify the characteristics of slave life and the resistance on plantations and farms across the South. (P, S)

4. Explain the significance of and consequences ensuing from the abolition of slavery in the Northern states after the Revolution, and of the 1808 law that banned the importation of slaves into the United States. (P, S)

5. Describe the impact of the cotton gin on the economics and culture of slavery and Southern agriculture. (E, I)

5.4. Students identify prominent people and movements for social justice in the United States, including:

2. Paul Cuffe, Martin Delany and the idea of emigration among African Americans. (P, S)

4. Denmark Vesey, Nat Turner, and Gabriel Prosser and their resistance to enslavement.
5. Prudence Crandall and education for free African Americans. (P, S)
6. Susan B. Anthony, Sojourner Truth, and Elizabeth Cady Stanton and equality for women. (P, S)
7. **Frederick Douglass**, the Grimke sisters, and William Lloyd Garrison and the abolition of slavery. (P, S)

5.5. Students summarize the causes and consequences of the Civil War.

1. Describe the extension of and controversy about slavery into the territories, including popular sovereignty, the Dred Scott decision, and the Kansas-Nebraska Act. (P, S)
2. Explain the role of abolitionists, including reformers **Frederick Douglass**, William Lloyd Garrison, Harriet Beecher Stowe, Martin Delany, and John Brown. (P, S)
3. Describe the emergence of Abraham Lincoln as a national political figure and the secession of Southern states. (P)
4. Identify Union and Confederate States at the outbreak of the Civil War, Yankees and Rebels (Blue and Gray), and the role of African American troops in the war. (G, P)
5. Describe the experience of the war on the battlefield and home front. (M, S)
6. Analyze the rationales for the Emancipation Proclamation and the emancipation of African Americans in Washington, DC. (P, S)

5.6. Students explain the successes and failures of Reconstruction.

1. Describe the physical and economic destruction of the South. (G, E)
3. Identify the goals and accomplishments of the Freedmen's Bureau. (P)
4. Describe the 13th, 14th, and 15th amendments, as well as African American political and economic progress. (P, E)
5. Analyze the rise of the Ku Klux Klan, black codes, vigilante justice, and Jim Crow laws. (P, E)
6. Analyze the emergence of African American self-help organizations, emigration to all-black towns in the West (e.g., the Exodusters), and the call for reparations by formerly enslaved leaders (e.g., Isaiah Dickerson, Callie House, and the ex-slave pension and mutual relief association). (P, S)

5.14. Students describe the key events and accomplishments of the Civil Rights movement in the United States.

3. Identify key leaders in the struggle to extend equal rights to all Americans through the decades (e.g., Mary McLeod Bethune, Ella Jo Baker, César Chávez, **Frederick Douglass**, Rodolfo "Corky" Gonzales, Charles Houston, Martin Luther King Jr., Thurgood Marshall, Carlos Montes, Baker Motley, Rosa Parks, Malcolm X, Eleanor Roosevelt, and Reies López Tijerina). (P)

## Grades 6 through 8 Historical and Social Sciences Analysis Skills

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades 6 through 8. They are to be assessed *only in conjunction with* the content standards in grades 6 through 8. *In addition to the standards for grades 6 through 8, students demonstrate the following intellectual reasoning, reflection, and research skills:*

### **CHRONOLOGY AND HISTORICAL INTERPRETATION**

1. Students explain how major events are related to one another in time.
2. Students construct various time lines of key events, people, and periods of the historical era they are studying.
3. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
4. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the short-term causes or sparks from long-term causes.
5. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
6. Students recognize the role of chance, oversight, and error in history.
7. Students recognize that interpretations of history are subject to change as new information is uncovered.
9. Students frame questions that can be answered by historical study and research.
10. Students distinguish fact from opinion in historical narratives and stories. They know facts are true statements because they are supported by reliable evidence and can cease to be facts if new evidence renders previous evidence wrong or unreliable.
11. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
12. Students assess the credibility of primary and secondary sources, draw sound conclusions from them, and cite sources appropriately.
13. Students assess the credibility and reliability of Internet sources.
14. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, and author's perspectives).
15. Students know the distinction between sound generalizations and misleading oversimplifications and stereotypes, such as the attribution of individual perspectives on historical events to entire demographic groups.

## Grade 8

**8.2.** Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

**3.** Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as “all men are created equal, that they are endowed by their creator with certain unalienable rights”). (P)

**6.** Explain the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions. (P)

**7.** Describe the functions and responsibilities of a free press. (P)

### **THE CONSTITUTION OF THE UNITED STATES (1777–1789)**

**8.3.** Students analyze the political principles underlying the U.S. Constitution, and they compare the enumerated and implied powers of the federal government.

**3.** Explain the Constitution and its success in implementing the ideals of the Declaration of Independence. (P)

**4.** Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations. (P)

**6.** Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights. (P)

**8.4.** Students understand the foundation of the American political system and the ways in which citizens participate in it.

### **THE DIVERGENT AND UNIFYING PATHS OF THE AMERICAN PEOPLE (1800–1850)**

**8.7.** Students analyze the paths of the American people in the North from 1800 to the mid-1800s and the challenges they faced.

**2.** Describe the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, and mineral extraction). (G)

**5.** Describe the lives of black Americans who gained freedom in the North and founded mutual aid societies, schools, and churches to advance their rights and communities. (P, S)

**6.** Explain how the American North saw the emergence of ethnic self-identities that became political power groups and defined communities in urban areas (Germans, Irish, Jews, and black Yankees), and describe the political struggles among them. (G, S, I)

**8.7.** Students analyze the paths of the American people in the North from 1800 to the mid-1800s and the challenges they faced.

7. Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture. (R, S)

8. Explain the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Sojourner Truth, Maria Stewart, Margaret Fuller, Lucretia Mott, and Susan B. Anthony). (P, S)

**8.8.** Students analyze the paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.

2. Describe the development of the agrarian economy in the South, the locations of the cotton-producing states, and the significance of cotton and the cotton gin. (G, E)

3. Explain the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War. (G, S)

4. Trace the development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and the strategies that were tried to both overturn and preserve it (e.g., through the writings of David Walker, Henry Highland Garnet, Martin Delany and **Frederick Douglass**, as well as the historical documents on Nat Turner and Denmark Vesey). (P, S)

**8.9.** Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

8. Describe Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies. (G, P, E)

**8.10.** Students analyze the issue of slavery, including the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

1. Describe the abolition of slavery in early state constitutions. (P, S)

2. Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River. (P, S)

3. Identify the various leaders of the abolitionist movement (e.g., John Quincy Adams and his proposed constitutional amendment and the Amistad case; John Brown and the armed resistance; Harriet Tubman and the Underground Railroad; Theodore Weld, crusader for freedom; William Lloyd Garrison and *The Liberator*; **Frederick Douglass and the Slave Narratives**; Martin Delany and *The Emigration Cause*; and Sojourner Truth and "Ain't I a Woman"). (P)

4. Describe the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850. (P, S)



5. Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the *Dred Scott v. Sanford* decision (1857), and the Lincoln-Douglas debates (1858). (P)
6. Identify the conditions of enslavement, and explain how slaves adapted and resisted in their daily lives.
7. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities (e.g., Cincinnati riots and the Ohio Black Codes). (P, S, E)

## **Grade 8**

### **CIVIL WAR AND RECONSTRUCTION (1830–1877)**

- 8.11. Students analyze the multiple causes, key events, and complex consequences of the Civil War.
  2. Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen, such as Daniel Webster and John C. Calhoun. (P)
  3. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine. (P)
  5. Explain the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, and Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments. (P, M)
  6. Describe African American involvement in the Union army, including the Massachusetts 54th Regiment led by Colonel Robert Shaw. (M, S)
  8. Explain how the war affected combatants, civilians, the physical environment, and future warfare. (G, M, S)
- 8.12. Students analyze the character and lasting consequences of Reconstruction.
  1. Explain the 13th, 14th, and 15th amendments to the Constitution and their connection to Reconstruction. (P)
  2. List and describe the original aims of Reconstruction (e.g., to reunify the nation) and its effects on the political and social structures of different regions. (G, P, S)
  3. Explain the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and Jim Crow laws. (P, S)
  4. Trace the rise of the Ku Klux Klan and vigilante justice. (P, S)
  5. Explain the movement of both white Northern entrepreneurs (carpetbaggers) and black Yankees from the North to the South and their reasons for doing so. (S, G, E)
  6. Explain the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers and the Exodusters). (G)

**8.13.** Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

1. Explain the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, and the conservation movement). (G, S, E)

2. Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy (e.g., Italians, Jews, Greeks, Slavs, and Asians); the ways in which new social and economic patterns encourage assimilation of newcomers into the mainstream amid growing cultural diversity; and the new wave of nativism. (G, S)

3. Explain ecological, economic and race factors that contributed to the start of the mass migration of African Americans from the Southern regions of the United States to the Northeast and Midwest regions. (G, E, P, S).

4. Explain the connection between the ideology of Manifest Destiny and accelerated economic growth of the United States in the late 19<sup>th</sup> century (e.g., connection between U.S. business interests and military intervention in Mexico, Central America, and the Caribbean). (P, E)

## Grades 9 through 12

### Historical and Social Sciences Analysis Skills

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades 9 through 12. They are to be assessed *only in conjunction with* the content standards in grades 9 through 12. *In addition to the standards for grades 9 through 12, students demonstrate the following intellectual, reasoning, reflection, and research skills.*

#### **HISTORICAL CHRONOLOGY AND INTERPRETATION**

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

2. Students analyze how change happens at different rates at different times, understand that some aspects can change while others remain the same, and understand that change is complicated and affects not only technology and politics but also values and beliefs.

3. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

4. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

5. Students distinguish intended from unintended consequences.

6. Students interpret past events and issues within the context in which an event unfolded rather than present-day norms and values.

7. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

#### **HISTORICAL RESEARCH, EVIDENCE, AND POINT OF VIEW**

1. Students distinguish valid arguments from fallacious arguments in historical interpretations (e.g., appeal to false authority, unconfirmed citations, *ad hominem* argument, appeal to popular opinion).
2. Students identify bias and prejudice in historical interpretations.
3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

### **Grade 11**

#### **THERISEOFINDUSTRIALAMERICA(1877-1914)**

**11.2.** Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

1. Explain patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets and trade, and the location of such development on a map. (G, E)
3. Explain the impact of the Hayes-Tilden Presidential election of 1876 and the end of reconstruction on African Americans (i.e., the rise of Jim Crow laws, lynching, the First Great Migration). (P, S)

### **Grade 12 (One Semester)**

#### **PRINCIPLESOFU.S.GOVERNMENT**

**12.1.** Students explain the fundamental principles and moral values of the American Republic as expressed in the U.S. Constitution and other essential documents of American democracy.

3. Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as "self-evident truths."

**12.2.** Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; and the relationship of religion and government.

### **Grade 12 (One Semester)**

#### **BRANCHESOFGOVERNMENT**

**12.4.** Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.

1. Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the 14th Amendment.

2. Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).

**12.DC.6.** Students describe and explain the effect of mid-19th-century efforts to abolish slavery.

1. Analyze the abolition movement in Washington, DC.

2. Using a map, trace the Underground Railroad.

3. Describe the provision of the Compromise of 1850 that outlawed the slave trade in Washington, DC.

4. Debate Washington, DC's new Black Code.

5. Explain the Snow Riots, the Pearl Affair, and incidents of fear and violence triggered by mounting tensions over slavery.

### **SLAVERY, WAR, AND EMANCIPATION**

**12.DC.7.** Students describe the effect the Civil War had on life in Washington, DC, and they explain the effects of Compensated Emancipation and the Emancipation Proclamation on the city.

1. Describe how the Union Army transformed the city into an armed camp.

2. Describe the conflicting loyalties of people living in the city.

3. On a map, trace the creation of a ring of forts to defend the city.

4. Explain the participation of white and black residents in the Union and Confederate armies.

5. Explain how the city responded to the problems that accompanied the sudden surge of population (e.g., soldiers and escaping slaves).

6. Describe the emancipation by compensation of slaves owned by residents of Washington, DC, and the emancipation of slaves in the Confederacy.

### **RECONSTRUCTION PERIOD**

**12.DC.8.** Students describe the era of Reconstruction in Washington, DC.

1. Describe the Freedman's Bureau.

2. Explain the civil rights advancements.

3. List and identify achievements of African American leaders, such as Francis Cardozo, **Frederick Douglass**, John Mercer Langston, and James Wormley.
  4. Trace the expansion of public education.
  5. Explain the appearance of Howard University (1867) as a multiracial, coeducational university.
- 12.DC.10.** Students compare the employment (e.g., skilled and unskilled trades, entrepreneurs) and educational opportunities (e.g., elementary through postsecondary training) for white and black Washingtonians.
1. Describe how segregation and discrimination limited opportunities for African Americans.
  2. Describe disturbances resulting from racial tensions.
  3. Explain how African American leaders resisted discrimination.
  4. Outline the role that churches played in the lives of African American Washingtonians.