



# THE GOALS OF SOCIAL STUDIES

## Introduction

Michigan’s Social Studies Content Expectations describe what students should know and be able to do in order to succeed in college, career, and civic life. In 2013, the State of Michigan began revising the content expectations and involved educators from local, ISD, university, and state-level organizations. The project was focused on updating the existing 2007 standards around the charge of “clearer, fewer, and higher” and the result of this work is presented here.

Writing teams met on a regular basis throughout the revision process and several opportunities for public review and commentary were provided. Sessions took place around the state in 2015, 2018, and again in 2019. As a result, a diverse representation of Michigan’s educators and citizens provided additional feedback, which was used to shape the final version of this document.

This document is not intended to be a state curriculum. The revised content in the standards is coupled with the Arc of Inquiry and skills delineated in the C3 Framework. In a “local control” state such as Michigan, each district can use the document as it sees fit to revise curriculum and create a foundation from which it can continue to improve instruction.

## Purpose of Social Studies

The purpose of social studies is to promote the knowledge, skills, intellectual processes, and dispositions required of people to be actively engaged in fulfilling their responsibility of civic participation. As members of a culturally diverse, democratic society in an interdependent world, young people need to learn how to make informed and reasoned decisions for the public good. Social studies fosters a renewed and reinvigorated commitment to the ideal, “government of the people, by the people, and for the people,” as expressed by President Lincoln in his *Gettysburg Address*. The expectations outlined below are designed to fulfill that purpose.

## Literacy in Social Studies

The digital revolution has fostered a sizable shift not only in how students acquire information, but how educators make social studies more relevant and meaningful. Teachers are welcoming into their classrooms students who have grown up in a world where multiple modes of communication and interaction are an indispensable part of everyday life. Instant communication has made distances between locations practically invisible; the pace of change is now at a staggering rate, and there is a sizable and expanding role of civic participation. As a result, students need to be equipped with a more sophisticated level of literacy than ever before — one that transcends basic technical and functional knowledge and skills.

For many, literacy means different things from a wide variety of perspectives. One constant, however, is that the notion of literacy is often associated with the mastery of the technical skills of oral and written communication, dialogue, and questioning. Today’s society demands an urgent need to move beyond content-based teaching and the application of discipline-specific skill sets (e.g., thinking like a historian, geographer, economist). Critical literacy is the next cerebral step as students move toward an approach to see and “read” themselves and the world.

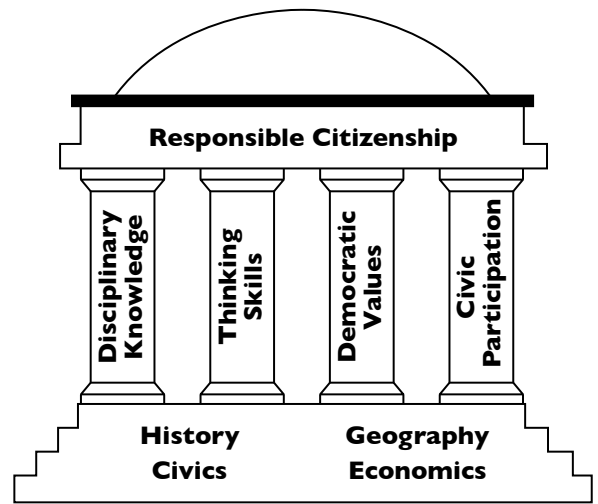
Embedded in literacy practices, critical literacy provides opportunities for students to utilize an integrated approach. Critical literacy has been defined as “learning to read and write as part of the process of becoming conscious of one’s experiences as historically constructed within specific power relations” (Anderson & Irvine, 1982). In simpler terms, critical literacy is about how students evaluate society and possess the necessary abilities and the desire to interact with the world. The combined approach of the skill sets of disciplinary literacy along with the tools of critical literacy for critical thinking empowers students with multiple perspectives and questioning habits. It encourages them to think and take informed action on their decisions through dialogue, civic participation, and their daily decisions about how to live so that they can help make their world better.

## The Responsibilities of Civic Participation

Responsible citizenship requires active participation in our communities. Therefore, social studies instruction should engage students so they simultaneously learn about civic participation while being involved in the civic life of their communities, our state, and our nation. Social studies prepares students to participate in political life, to serve their communities, and to conduct themselves responsibly.

Being a responsible student in and beyond the classroom means:

- Using knowledge of the past to construct meaningful understanding of our diverse cultural heritage and inform their civic judgments. **(Historical Perspective)**
- Using knowledge of spatial patterns on earth to understand processes that shape both the natural environments and the diverse societies that inhabit them. **(Geographic Perspective)**
- Understanding American government and politics to make informed decisions about governing and their community. **(Civic Perspective)**
- Using knowledge of the production, distribution, and consumption of goods and services to make personal, career, and societal decisions about the use of resources. **(Economic Perspective)**
- Using methods of social science investigation to answer questions about society. **(Inquiry)**
- Knowing how, when, and where to construct and express reasoned positions on public issues. **(Public Discourse and Decision Making)**
- Acting constructively to further the public good **(Civic Participation)**



## THE C3 FRAMEWORK ARC OF INQUIRY

Dimension 1: Developing Questions and Planning Inquiries

Dimension 2: Applying Disciplinary Concepts and Tools

Dimension 3: Evaluating Sources and Using Evidence

Dimension 4: Communicating Conclusions and Taking Informed Action

**C3 Provides a lens for reviewing Michigan Social Studies Content Standards**

## The College, Career, and Civic Life (C3) Framework

The College, Career, and Civic Life (C3) Framework was developed by more than twenty-six state agencies and social studies organizations over the course of several years. It introduces an Arc of Inquiry that a teacher may find valuable when planning social studies instruction. Inquiry, as an instructional practice, can be a powerful tool for local- or site-level curriculum planning and development, or for teachers in refining their practice.

## The Guiding Principles of the C3 Framework

The following principles about high-quality social studies education guided the development of the C3 Framework.

Social studies prepares the nation's young people for college, careers, and civic life. The third "C" — representing civic life — is an essential component of preparation for the future of the United States.

It is in the K-12 social studies classrooms that the youth comprising our future will learn about civil discourse, the history of our families, schools, communities, state, nation and world, and how to be a productive member of society.

Inquiry is at the heart of social studies. It is through identification of questions and problems, studying various disciplinary lenses, learning to use and evaluate sources and evidence, and communicating possible conclusions that students can be prepared to face the challenges of the modern world.

Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. From studying questions like “Who makes up a community?” to grappling with bigger issues like “Can one person change the world?”, the acquisition of both content knowledge and skills is essential.

Social studies emphasizes skills and practices as preparation for democratic decision making. Strong content knowledge, like the standards outlined in the Michigan Social Studies Standards, is only one part of preparing students for life beyond the walls of a school. That content knowledge must be coupled with strong, foundational skills that prepare students to navigate a complex and ever-changing world.

Social studies education should have direct and explicit connections to other standards, both local and national. The Michigan Social Studies Standards outline content that can be further developed at the local level with the addition of local examples. By including portions of the C3 Framework alongside Michigan’s revised standards, districts now have a blueprint for the integration of literacy, social studies content, and other disciplines such as science, art, and the humanities.

### **The Critical Component: Instructional Shifts of the Frameworks**

The C3 Framework represents a substantial shift in the way that social studies was most commonly taught in the past. To meet the changing needs of students in the Information Age, and to prepare them for the challenges of a dynamic world environment, the following instructional shifts are necessary:

1. Inquiry should be a primary form of instruction in all social studies classes.
2. Students (and teachers) should craft investigative questions that matter.
3. Teachers should establish a collaborative context to support student inquiry.
4. Teachers should integrate content and skills meaningfully and in a rigorous manner.
5. Teachers should help students articulate disciplinary literacy practices and outcomes (thinking, reading, writing, speaking like a historian, like a geographer, like an economist, etc.).
6. Teachers should provide, and help students develop, tangible opportunities to take informed action.

Inquiry can be a powerful tool for teaching the content outlined in Michigan’s Grade Level Content Expectations. As humans, we are naturally prone to questioning as we try to make sense of the world around us. While the C3 Framework is not assessed on state-level assessments, such as the M-STEP, it provides guidance for teachers and students on how to practice structured inquiry at the classroom level. It is set up around an instructional arc outlined below, with more information available by downloading the full document from the National Council for the Social Studies. A full copy of the C3 Framework can be found online.

### **Inquiry Arc**

The inquiry arc highlights the structure of and rationale for the organization of the C3 Framework’s four dimensions. The arc focuses on the nature of inquiry in general and the pursuit of knowledge through questions in particular. The C3 Framework, alongside the Michigan Social Studies Content Expectations, connect with the Michigan ELA Standards.

### **Dimensions and Subsections**

The C3 Framework is organized into the four dimensions, which support a robust social studies program rooted in inquiry.

Dimensions 2, 3, and 4 are further broken down into subsections. For example, Dimension 2, Applying

**6**

Disciplinary Concepts and Tools, includes four subsections, one for each of the major social studies disciplines — civics, economics, geography, and history — which include descriptions of the structure and tools of the disciplines as well as the habits of mind common in those disciplines.

<b>Dimension 1: Developing Questions and Planning Inquiries</b>	<b>Dimension 2: Applying Disciplinary Concepts and Tools</b>	<b>Dimension 3: Evaluating Sources and Using Evidence</b>	<b>Dimension 4: Communicating Conclusions and Taking Informed Action</b>
Developing Compelling and Supporting Questions and Planning Inquiries	Civics Economics Geography History	Gathering and Evaluating Sources  Developing Claims and Using Evidence	Communicating and Critiquing Conclusions  Taking Informed Action

**Unique Structure of Dimension 2**

Dimension 2 has an additional layer of three to four categories within each disciplinary subsection. These categories provide an organizing mechanism for the foundational content and skills within each discipline. For example, within the subsection of economics, there are four categories: (1) Economic Decision Making; (2) Exchange and Markets; (3) The National Economy; and (4) The Global Economy.

<b>CIVICS</b>	<b>ECONOMICS</b>	<b>GEOGRAPHY</b>	<b>HISTORY</b>
Civic and Political Institutions	Economic Decision Making	Geographic Representations: Spatial Views of the World	Change, Continuity, and Context
Participation and Deliberation: Applying Civic Virtues and Democratic Principles	Exchange and Markets	Human-Environment Interaction: Place, Regions, and Culture	Perspectives
Processes, Rules, and Laws	The National Economy	Human Population: Spatial Patterns and Movements	Historical Sources and Evidence
	The Global Economy	Global Interconnections: Changing Spatial Patterns	Causation and Argumentation

# MICHIGAN'S GRADE LEVEL CONTENT EXPECTATIONS FOR SOCIAL STUDIES

## MICHIGAN'S SOCIAL STUDIES STANDARDS

The purpose of social studies instruction is to develop social understanding and civic efficacy. The Grade Level Content Expectations (GLCE) balance disciplinary content with processes and skills that contribute to responsible citizenship and form a foundation for high school social studies coursework.

The disciplinary knowledge found in this document can be used by students to construct meaning through understanding of powerful ideas drawn from the disciplines of history, geography, civics and government, and economics.

Effective social studies instruction and assessment incorporate methods of inquiry, involve public discourse and decision making, and provide opportunities for citizen involvement. These methods in the updated standards fit well with the four dimensions of the C3 Framework.

### The K-12 Social Studies GLCE was revised to meet these goals:

Increasing rigor and ensuring they were challenging enough to equip students with necessary skills to succeed at the next grade level, while still representing the essential core content of a discipline.

Providing more clarity to teachers and educational stakeholders. Standards need to be widely understood and accepted by teachers, parents, school boards, and others who have a stake in the quality of schooling.

Specific enough to provide sufficient detail for districts who are developing curricula and teachers planning instruction, while providing enough focus to delineate which facts, concepts, and skills should be emphasized at each grade level.

Moving from simple to complex, from concrete to abstract, the Michigan standards needed to clearly delineate a progression of both knowledge and skills across grade levels, with each grade level providing a brick on the road toward mastery of the high school content.

Reflecting a coherent structure of the discipline and/or revealing significant relationships among the strands, as appropriate.

Accurate enough for all Michigan students to see themselves.

## UNDERSTANDING SOCIAL STUDIES GLCE CODING

In use since the 2007 standards, each social studies GLCE code is made up of four parts: the grade, the standard category, the standard, and the expectation. In grades K-4, the "standard category" is described by discipline; in grades 5 through high school, "standard category" is described by topic. As a result, K-4 expectations are organized using the standard categories, and do not use the standard codes listed in the K-12 organizational chart.

**6 – E2.3.1**

Grade                  Standard Category      Standard Expectation

K-4 expectations are organized by discipline and standard category, standard, and expectation.

**Kindergarten example:** K – G1.0.2 = Kindergarten, 1st Geography Standard Category, 2nd Expectation

**4th Grade example:** 4 – C5.0.3 = Grade 4, 5th Civics Standard Category, 3rd Expectation

(The "0" is used as a place holder and indicates that K-4 expectations are organized using the standard categories, and do not use the standard codes listed in the K-12 organizational chart).

5th and 8th grades focus on an integrated study of United States history. The expectations are organized by U.S. History and Geography (USHG) era. The code indicates the era, the standard, and the expectation.

**5th Grade example:** 5 – U3.2.1 = Grade 5, 3rd USHG Era, 2nd Standard, 1st Expectation

6th and 7th grades focus on an integrated study of the world. The expectations are organized by discipline and standard category (or World History and Geography [WHG] era), standard, and expectation.

**6th Grade example:** 6 – G4.4.1 = Grade 6, 4th Geography Standard Category, 4th Standard, 1st Expectation

**7th Grade example:** 7 – W2.1.5 = Grade 7, 2nd WHG Era, 1st Standard, 5th Expectation

### MICHIGAN'S PROCESS AND SKILLS STANDARDS

Michigan's Process and Skills Standards identify the inquiry, communication, evaluation, and decision-making abilities that can be developed in all disciplines and at many grade levels. Local districts and teachers integrate work on inquiry processes and communication skills throughout the curriculum in ways that best respond to the needs of the district's children.

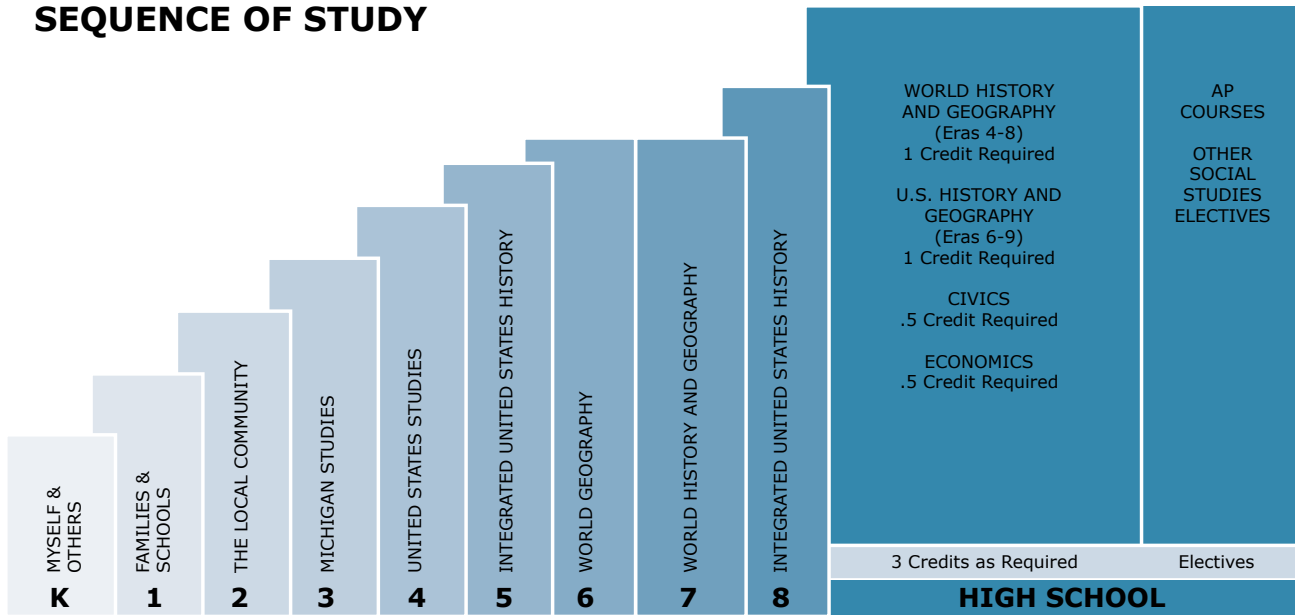
Michigan's Process and Skills Standards align well with the C3 Arc of Inquiry, as shown below:

THE C3 FRAMEWORK ARC OF INQUIRY		
Dimension 1: Develop Questions and Plan Investigations	Dimension 2: Apply Disciplinary Concepts and Tools Dimension 3: Evaluate Sources and Use Evidence	Dimension 4: Communicate Conclusions and Take Informed Action
<p><b>P2: Inquiry, Research, and Analysis</b></p> <p>P2.1 Apply methods of inquiry to investigate social scientific problems.</p> <p>P3.1 Clearly state an issue as a question of public policy, gather and interpret information about the issue, analyze various perspectives, and generate and evaluate possible alternative solutions.</p>	<p><b>P1: Reading and Communication – Read and communicate effectively</b></p> <p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.</p> <p>P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference.</p> <p>P1.4 Express social studies ideas clearly in written, spoken, and graphic forms.</p> <p>P1.5 Present an argument supported with evidence.</p> <p><b>P2: Inquiry, Research, and Analysis</b></p> <p>P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts.</p> <p>P2.3 Find, organize, and interpret information from a variety of sources.</p> <p>P2.4 Use resources from multiple perspectives to analyze issues.</p>	<p><b>P3: Public Discourse and Decision Making</b> <b>P4 Citizen Involvement</b></p> <p>P3.2 Discuss public policy issues, clarifying issues, considering opposing views, applying Democratic Values or Constitutional Principles, and refining claims.</p> <p>P3.3 Construct arguments expressing and justifying decisions on public policy issues.</p> <p>P4.1 Act out of respect for the rule of law and hold others accountable to the same standard.</p> <p>P4.2 Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.</p> <p>P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy.</p>
MICHIGAN CONTENT EXPECTATIONS		

Michigan Process and Skills Standards have been changed from the 2007 standards in several ways. First, they are fewer and clearer to provide teachers with more focused guidelines. Second, Process and Skill Standards have now been included for elementary, middle school, and high school in a developmentally appropriate manner instead of just for high school. Last, they specifically include the development of compelling and supporting questions.

## USING THE SOCIAL STUDIES GLCE

### SEQUENCE OF STUDY



Several considerations are important as teachers use the GLCE to plan instruction.

Integrate acquisition of content (in the GLCE) with process and skill development. Development of basic skills in interpreting text, data, graphs, and maps in elementary and middle schools is important for success in high school. Development of basic citizenship and discussion skills, while never tested on state exams, is nonetheless critical for success in and out of high school.

Active social studies inquiry is essential. The Arc of Inquiry from College, Career, and Civic Life (C3) is a description of a process that helps students develop the kind of reasoned and informed decision-making skills needed for active participation in American society. Using the Arc of Inquiry begins with the development of compelling questions. Exemplars for the use of compelling questions will be included in the instructional material being developed to accompany the revised standards.

The GLCE is a content guide, not a curriculum organizer; it does not specify lessons, units, or a curriculum sequence. World Geography can be taught regionally or thematically. History can be taught past to present, or present to past. One teacher may develop a community activity at the beginning of the year to help develop a sense of purpose, and another might wait until year's end as part of a capstone project.

On numerous occasions, the expectations will include examples to help clarify teachable content. These specific examples are suggestions. Educators may use other examples to meet the expectations or to guide instruction and the creation of a local curriculum and resources. Specific examples included for each standard are clearly labeled underneath each standard by using the language "examples may include but are not limited to." These examples are not assessable outside of a stimulus text on state summative assessments. The focus of a state assessment question will be the language and content delineated in the content expectation itself. In the example below, the content standard is about the origins of the American education system. Benjamin Franklin, Benjamin Rush, Noah Webster, and Horace Mann are just four of the many examples that could be used when teaching the standard.

8 – U4.3.1 Explain the origins of the American education system.

**Examples may include but are not limited to:** Benjamin Franklin, Benjamin Rush, Noah Webster, and Horace Mann.



**THE SOCIAL STUDIES STANDARDS AND MICHIGAN LAW:**

Michigan Public Act No. 170 of 2016 states:

“Beginning in the 2016-2017 school year, the board of a school district or board of directors of a public school academy shall ensure that the school district’s or public school academy’s social studies curriculum for grades 8 to 12 includes age- and grade-appropriate instruction about genocide, including, but not limited to, the Holocaust and the Armenian Genocide. The legislature recommends a combined total of 6 hours of this instruction during grades 8 to 12.”

Careful attention, review, and revision work was conducted to ensure that the mandate of Public Act No. 170 of 2016 was met with the revisions to the Michigan K-12 Standards for Social Studies. The law also states that genocide instruction may take place over time, between grade levels, and across classes and disciplines. A student may read a compelling novel such as *Night* by Elie Wiesel and learn about the Holocaust in both the context of their English/Language Arts class and either their high school World History and Geography Course (HS-WHG 7.2.3, 7.2.6) or their high school United States History and Geography course (HS-US 7.2.4). A student may also study the Armenian Genocide in both courses, with complementary social studies instruction found in HS-WHG 7.2.1 and 7.2.6.

Opportunities to meet the requirement of this law exist both within the confines of the revised Michigan K-12 Standards for Social Studies and beyond the boundaries of the social studies classroom.

## MICHIGAN'S GRADE LEVEL CONTENT EXPECTATIONS FOR SOCIAL STUDIES (9-12)

### High School Social Studies Overview Chart

World History and Geography	U.S. History and Geography	Civics	Economics
Course/Credit Focus	Course/Credit Focus	Course/Credit Focus	Course/Credit Focus
<p>F1 World Historical and Geographical Inquiry and Literacy Practices</p> <p>Global Analysis of World History Eras 4-7 from Two Perspectives: Global and Interregional</p> <p>W4 WHG - Era 4</p> <p style="padding-left: 20px;">Expanding and Intensified Hemispheric Interactions, 300-1500 CE</p> <p>W5 WHG - Era 5</p> <p style="padding-left: 20px;">The Emergence of the First Global Age, 15th-18th Centuries</p> <p>W6 WHG - Era 6</p> <p style="padding-left: 20px;">An Age of Global Revolutions, 18th Century-1914</p> <p>W7 WHG - Era 7</p> <p style="padding-left: 20px;">Global Crisis and Achievement, 1900-Present</p> <p>Global Issues</p>	<p>Historical and Geographical Knowledge and Perspective</p> <p>Historical and Geographical Analysis and Interpretation</p> <p>Thematic Analysis of U.S. History Eras 6-9</p> <p>F Foundations USHG ERAS 1-5</p> <p>U6 USHG - Era 6</p> <p style="padding-left: 20px;">The Development of an Industrial, Urban, and Global United States, 1870-1930</p> <p>U7 USHG - Era 7</p> <p style="padding-left: 20px;">The Great Depression and World War II, 1920-1945</p> <p>U8 USHG - Era 8</p> <p style="padding-left: 20px;">Post-World War II United States, 1945-1989</p> <p>U9 USHG - Era 9</p> <p style="padding-left: 20px;">America in a New Global Age, 1980-Present</p>	<p>Civics Knowledge</p> <p>Intellectual Skills</p> <p>Participatory Skills</p> <p>Civics Dispositions</p> <p>C1 Philosophical Foundations of Civic Society and Government</p> <p>C2 Origins and Foundations of Civic Society and Government</p> <p>C3 Structure and Function of Governments in the United States</p> <p>C4 Rights and Liberties in the United States of America</p> <p>C5 The United States of America and World Affairs</p> <p>C6 Citizenship and Civic Participation in the United States of America</p>	<p>Economics Knowledge</p> <p>Intellectual Skills</p> <p>Economic Literacy</p> <p>E1 The Market Economy</p> <p>E2 The National Economy</p> <p>E3 International Economy</p>

### Sample World History and Geography Compelling and Supporting Question

HSWHG	<p style="text-align: center;">Have increased migration and cross-cultural interactions made humans more connected?</p>	<p>1) What were the social, political, economic, and cultural motives for imperialism in the 19th century?</p> <p>2) Why were European powers able to spread imperialism through Africa, the Middle East, and Asia so quickly?</p> <p>3) How did native people respond to and/or resist imperialism?</p> <p>4) What were long-term social, political, economic, and cultural consequences of imperialism?</p> <p><b>Standards Connection:</b> 5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 6.2.1, 6.2.4</p>
-------	---	---

## THE ARC OF INQUIRY: GRADES 9-12

**Dimension 1:** Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions.

**Individually and collaboratively, students construct compelling questions and:**

- explain how a question reflects an enduring issue in the field.
- explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**Dimension 2:** The four disciplines within social studies provide the intellectual context for studying how humans have interacted with each other and with the environment over time. Each of these disciplines — civics, economics, geography, and history — offers a unique way of thinking and organizing knowledge as well as systems for verifying knowledge. Dimension 2 focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content described in Michigan’s state standards.

**Dimension 3:** Dimension 3 includes the skills students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims.

**Individually and collaboratively, students:**

- gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- evaluate the credibility of a source by examining how experts value the source.
- identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- refine claims and counterclaims, attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**Dimension 4:** Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community.

**Individually and collaboratively, students:**

- construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
- present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- critique the use of claims and evidence in arguments for credibility.
- critique the use of the reasoning, sequencing, and supporting details of explanations.
- use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
- assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

## SOCIAL STUDIES PROCESS AND SKILLS STANDARDS: HIGH SCHOOL

### **P1 READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY**

P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.

P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.

P1.3 Explain points of agreement and disagreement experts have about the interpretation of sources and the application of disciplinary concepts.

P1.4 Express social science ideas clearly in written, spoken, and graphic forms.

P1.5 Construct and present an argument supported with evidence.

### **P2 INQUIRY, RESEARCH, AND ANALYSIS**

P2.1 Apply methods of inquiry, including asking and answering compelling and supporting questions, to investigate social science problems.

P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information.

P2.3 Know how to find, organize, evaluate, and interpret information from a variety of credible sources.

P2.4 Use relevant information from multiple credible sources representing a wide range of views, considering the origin, authority, structure, and context, to answer a compelling or supporting question.

### **P3 PUBLIC DISCOURSE AND DECISION MAKING**

P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

P3.2 Discuss public policy issues, by clarifying positions, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.

P3.3 Construct claims and refine counter-claims expressing and justifying decisions on public policy issues.

P3.4 Critique the use of reasoning, sequence, and supporting details in creating a claim and the subsequent evidence used to support a claim for credibility.

### **P4 CIVIC PARTICIPATION**

P4.1 Act within the rule of law and hold others to the same standard.

P4.2 Assess options for individual and collective action to advance views on matters of public policy and address local, regional, or global problems.

P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy and to address local, regional, or global problems.

## UNITED STATES HISTORY AND GEOGRAPHY

The disciplined study of history and geography is vital and essential for citizens in a democratic society such as the United States. History and geography help us understand the origins, development, growth, and challenges of our institutions and our culture. These disciplines help to locate ourselves in both time and space and thus help us think about who we are and about our possible futures. The study of history and geography of the United States prepares us to take up the challenges of life in contemporary society, by helping us see the common and diverse strands that formed and continue to shape our present life while developing the habits of mind essential for democratic citizenship.

Since the content expectations use both geography and history, it is vital that Michigan teachers understand the major features of geography and history to understand the design of these expectations.

### **HISTORY: AN INTEGRATIVE, DISCIPLINED STUDY**

History is an integrative discipline that studies change over time in people, places, and environments. The content of history consists of human beings and how, at different times and in different places, people and their cultures and societies have changed and developed. Historians study the past to understand the present, drawing upon a vast storehouse of information about human behavior, relationships between people and environments, and the ways that people have developed solutions to meet their perceived problems. History is important for students in the 21st century, because of the role the past plays in shaping the present. As a philosopher once remarked, “We live our lives forward, but we understand them backward.”

Like geography, the study of history also seeks to foster citizens who actively and systematically investigate the world and its relationships. The disciplined study of history requires students to develop important questions, conduct inquiry, and evaluate and develop historical arguments. Like all disciplines, historical study begins with problems, questions, and curiosities. Historians wonder about how things came to be the way they are, or how interpretations of the past influence action in the present. History, however, requires the ability to engage in investigations using different types of evidence and data, including those generated by other disciplines such as economics and geography. The study of history requires students to analyze and use a wide range of sources — such as public and private documents, numerical data, and maps — to develop the most accurate picture of the past possible. Studying history also requires students to analyze and evaluate conflicting interpretations and assess past examples of change over time. The study of history thus provides frequent opportunities to engage in reasoned debate, to assess the merits of competing claims about the present and the past, and to consider the world from different perspectives. It helps students understand the complexity involved in most changes while attending to the continuities often obscured by dramatic change. Students studying history also learn to make reasoned arguments, supported by facts and evidence, and informed by competing perspectives.

History thus not only helps us use facts to understand the context and background of our institutions, cultures and societies; it also helps increase our ability to analyze change, evaluate others’ interpretations, and develop and improve our own. It draws on a wide range of information and approaches to investigate the dynamic historical processes and interpretations that shape the world in which we live.

### **GEOGRAPHY: AN INTEGRATIVE, DISCIPLINED STUDY**

Geography is an integrative discipline that brings together the physical and human dimensions of the world in the study of people, places, and environments. The content of geography is Earth’s surface and the processes that result in natural environments, the relationships between people and environments, and the ways that people use and view places both near and far. Geography is important because the world facing students in the 21st century is more crowded, the maintenance of a sustainable physical environment is more challenging, and the global economy is more competitive and interconnected. Comprehending issues and making decisions about local places, regions, the world, and the diverse environments and the economies requires competencies with geography from the local to global scale.

The purpose of studying geography is to foster the development of citizens who will actively seek and systematically use a spatial perspective in viewing the world. The spatial perspective is the ability to view the patterns and dynamic processes on Earth. These patterns and processes occur as webs of relationships within and between the natural world and the activities of human societies. A spatial perspective enables an individual to visualize, comprehend, and ask questions about why the human and physical systems occur in particular patterns and combinations, such as: Where are they on Earth's surface? Why are they there? What are the consequences for people and the environment? For example, large quantities of the world's petroleum resources are located near the Persian Gulf. They are at that location due to Earth's physical processes in the past. The consequences are that availability and cost of petroleum are affected by the political, economic, territorial, and military events that occur in and near the Persian Gulf region.

The study of geography as a discipline is approached in two ways. One is as a regional study in which Earth is examined by areas that share a similar criterion or continuity. For example, a regional criterion may be geopolitical. Examples include Michigan as a state and Canada as a country, each with its particular geopolitical boundaries and legal jurisdictions. The second approach is systematic geography. Earth is examined by topics that share common attributes, but may occur in different regions. Examples include urbanization and the spatial structure and function of cities. Most cities have a central business district, satellite business centers in the suburbs, and social, economic, and ethnic residential patterns that spread across the urban space. At times, regional and systematic geographic studies merge, such as the study of migration to urban centers in Mexico, Central, and South America. A similar study of migration could be completed for Africa or Asia. Among the systematic topics are human/cultural, economic, historical, physical, and political geography. Geographic studies may be based on continents, groups of countries, an individual country, or a region within a country. The criteria for a region may include religion, language, and ethnicity. The spatial pattern of topics may cross political boundaries and connect continents, such as Islam within Africa, Europe, and Asia.

Geography bridges the social and physical sciences by asking questions and seeking answers to those questions through inquiry. In doing so, students apply skills and develop habits of mind that they will be able to use in the diverse societies and workplaces of the community, the nation, and the world. Maps, satellite images of Earth, Geographic Information Systems (GIS), Geographic Positioning Systems (GPS), and other resources on the world wide web provide valuable information about the spatial patterns on Earth. The tools of modern geography are based on modern technology. The technology is the means to explore the world and inquire about the spatial patterns and dynamic processes that shape the world in which we live.

## **MICHIGAN'S CONTENT EXPECTATIONS**

The high school expectations begin with a short set of foundational expectations, and include United States Historical Eras 5-9, culminating in current policy debates.

Foundational Issues in United States History and Geography:

ERA 6 – The Development of an Industrial, Urban, and Global United States, 1870-1930

ERA 7 – The Great Depression and World War II, 1920-1945

ERA 8 – Post-war United States, 1945-1989

ERA 9 – America in a New Global Age, 1989 to the present

## **CONCLUSION**

As Michigan students study United States History and Geography, they will learn about the American experience over time and space. They will encounter powerful and sometimes conflicting ideas while learning about people and events in different places and times. They will investigate our diverse and common traditions, and work to understand the complex interactions among various environmental, human, and social forces that have influenced and continue to influence America and Americans. Studying United States History and Geography connects us to people and events across time and space, illuminating the range and depth of human experience on grand as well as local scales. It involves an analytical study of the nation's political ideals, as well as times and places where people or events challenged, violated, or expanded those ideals.

This offers Michigan teachers and students both rewards and challenges. We should harbor no illusions about the challenges awaiting teachers and students engaged in such study. Historical and geographic literacy demands that students learn to read critically; analyze and evaluate arguments; and decide which positions, given the evidence, are more or less plausible, better, or worse. While they learn about the facts, events, and significant developments, historical and geographic study asks students to consider what they know, how they know it, and how confidently or tentatively they hold their views.

It is equally important to remember the pleasures that such historical study can provide both teachers and students. A disciplined study of history and geography helps us to locate ourselves and our society among other peoples and societies in the world. It prepares us to take up the challenges of life in the 21st century, by enabling us to understand the world that we encounter daily and developing the habits of mind essential for democratic citizenship. Using history and geography, teachers can fill the class with enduring human dramas and dilemma, grand successes and equally grand tragedies, fascinating mysteries, and an amazing cast of characters involved in events that exemplify the best and worst of human experience. In what other field of study can students experience such a range of possibilities and get to know so many people and places?

The study of history and geography is well worth our efforts because it is so vital. Learning about our nation and its place in the world is essential for every individual. Understanding the world's peoples, cultures, and societies and the story of our past is no longer a luxury but a necessity for Americans in the 21st century. Michigan students need the best understanding of the world and its past we can give them. A disciplined study of world history and geography promotes exactly the type of reasoned thought our students deserve, and that democratic societies so desperately need.

<b>Sample U.S. History and Geography Compelling and Supporting Question</b>		
HS USHG	Was the vote enough?	<ol style="list-style-type: none"> <li>1) Why did some Americans oppose granting suffrage to women?</li> <li>2) What were the primary arguments used by the suffragettes and the opposition?</li> <li>3) What were some rights not gained in the Nineteenth Amendment?</li> <li>4) What was the Equal Rights Amendment?</li> </ol> <p><b>Standards Connection:</b> 6.3.1, 6.3.2, 6.3.3</p>

## **USING THE U.S. HISTORY AND GEOGRAPHY HSCE: THINGS TO REMEMBER**

There are a number of important considerations for teachers to keep in mind as they use these United States History and Geography expectations to plan instruction. It is important to remember that this document:

### **INTEGRATES GEOGRAPHY AND HISTORY**

In meeting these expectations, students will use the content and habits of mind of both history and geography to study America's past and present. This document uses a temporal organizational scheme to present the content expectations.

### **USES HISTORICAL AND GEOGRAPHIC THINKING**

All of the expectations require students to think – analyze, synthesize, evaluate, compare, contrast, argue – using history's and geography's habits of mind. In meeting the expectations, students will use historical and geographic thinking to analyze and interpret information in developing their understanding. Students will gather, analyze, and use information and evidence in their thinking. In identifying specific events and patterns, these expectations do not intend to stress memory over meaning, or coverage over understanding. While knowledge of specific names, places, dates, and facts is essential for historical and geographical study, high quality teaching and learning demands a great deal more than just the mastery of discrete collections of facts.

### **REQUIRES ACTIVE, DISCIPLINED INQUIRY**

In using history and geography's habits of mind, students should engage in active, disciplined inquiry, analysis, and argumentation. This entails learning how to read, write, and use history and geography to understand and participate in the world around us. This calls upon students to frame important historical and geographic problems and questions concerning cause and effect, continuity and change, place and time; to locate and analyze appropriate evidence and data; and to determine significance in building reasoned and evidenced-based interpretations, arguments, or decisions. In short, historical and geographic inquiry provides Michigan students with the kind of reasoned and informed decision making that should characterize each citizen's participation in American society.

### **REPRESENTS CONTENT EXPECTATIONS AND NOT PEDAGOGICAL ORGANIZATION**

This document lists content expectations for students. It does not establish a suggested organization for teaching or learning this content. For example, this document does not present expectations in a suggested instructional sequence. Further, individual expectations do not represent single lessons, a day's worth of instruction, or even a unit. Michigan teachers and curriculum coordinators should combine expectations to structure meaningful learning experiences for their students. For example, a teacher could use a compelling historical or geographic issue or problem to organize weeks of study, while coherently employing many content expectations.

### **DIFFERENTIATES BETWEEN REQUIRED AND SUGGESTED CONTENT**

On numerous occasions, the expectations will include examples to help clarify teachable content. These specific examples are suggestions. Educators may use other examples to meet the expectations or to guide instruction and the creation of local curriculum and resources. The examples are not required content but may appear in a prompt of an assessment question; however, the focus of a state summative assessment question will be the language and content of the expectation itself.

### ***Process and Skills***

The Social Studies Process and Skills for High School are repeated in each of the Course/Credit standards.



# U.S. History and Geography Content Expectations

## History Themes

1. Change and Continuity in American Society
2. The Gathering and Interactions of Peoples, Cultures, and Ideas
3. Economic and Technological Changes and Their Relationship to Society, Cultures, and Ideas, and the Environment
4. The Changing Role of America in the World

## Geography Themes

1. Space and Place
2. Environment and Society
3. Spatial Dynamics and Connections
4. U.S./Global Issues and Events

## Disciplinary Knowledge

- Historical and Geographical Knowledge and Perspective
- Historical and Geographical Analysis and Interpretation
- Thematic Analysis of U.S. History Eras 6-9

### Era 1 (Grade 5) Beginnings to 1620

- Indigenous Peoples Life in the Americas
- American Democratic Values and Constitutional Principles
- Three World Interactions

### Era 2 (Grade 5) Colonization and Settlement (1585-1763)

- European Struggle for Control of North America
- Atlantic Slave Trade and Origins of Black America
- Comparative Life in North America Structure, Functions, and Enumerated Powers of National Government

### Era 3 (Grades 5 & 8) Revolution and the New Nation (1754-1800)

- Causes of the American Revolution
- The American Revolution and Its Consequences
- Creating New Government(s) and a New Constitution
- Formation and Implementation of U.S. Foreign Policy

### Era 4 (Grade 8) Expansion and Reform (1792-1861)

- Political, Economic, and Regional Growth
- Reform Movements

### Era 5 (Grade 8) Civil War and Reconstruction (1850-1877)

- Abolition and Anti-Slavery
- Civil War
- Reconstruction

### Era 6 (HS) Development of Industrial, Urban, and Global United States (1870-1930)

- Growth of an Industrial and Urban America (introduced in Grade 8; begins SS-HSCE)
- Becoming a World Power
- Progressivism and Reform

### Era 7 (HS) Great Depression and World War II (1920-1945)

- Growing Crisis of Industrial Capitalism and Responses
- World War II

### Era 8 (HS) Post-World War II United States (1945-1989)

- Cold War and the United States
- Domestic Policies
- Civil Rights in the Post-World War II Era

### Era 9 (HS) America in a New Global Age

- Impact of Globalization on the United States
- Changes in America's Role in the World
- Policy Debates

## GENERAL SOCIAL SCIENCE KNOWLEDGE, PROCESSES, AND SKILLS

- P1 Reading and Communication
- P2 Inquiry, Research, and Analysis
- P3 Public Discourse and Decision Making
- P4 Civic Participation

## UNITED STATES HISTORY AND GEOGRAPHY

Eras 6-9 Addressed in USHG HSCE

### **F1 Foundational Issues in USHG – Eras 1-5 (review of content taught in Grades 5 and 8)**

- F1 Political and Intellectual Transformations of America to 1877

### **USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870-1930)**

- 6.1 Growth of an Industrial and Urban America (included in Grade 8; begins SS-HSCE)
- 6.2 Becoming a World Power
- 6.3 Progressive Era

### **USHG ERA 7 – THE GREAT DEPRESSION AND WORLD WAR II (1920-1945)**

- 7.1 Growing Crisis of Industrial Capitalism and Responses
- 7.2 World War II

### **USHG ERA 8 – POST-WORLD WAR II UNITED STATES (1945-1989)**

- 8.1 Cold War and the United States
- 8.2 Domestic Changes and Policies
- 8.3 Civil Rights in the Post-World War II Era

### **USHG ERA 9 – AMERICA IN A NEW GLOBAL AGE**

- 9.1 Impact of Globalization on the United States
- 9.2 Changes in America's Role in the World
- 9.3 Policy Debates

**FOUNDATIONS IN UNITED STATES HISTORY AND GEOGRAPHY: ERAS 1-5**

These foundational expectations are included to help students draw upon their previous study of integrated United States History and to connect high school United States History and Geography with 5th and 8th grade content.

**F1 Political and Intellectual Transformations of America to 1877**

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

- the Declaration of Independence.
- the original United States Constitution (including the Preamble).
- the Bill of Rights.
- the Gettysburg Address.
- the Thirteenth, Fourteenth, and Fifteenth Amendments.

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

F1.3 Analyze how the changing character of American political society from 1791 to 1877 had significant impact on the responsibilities of governments through the principle of federalism.

## USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870-1930)

Individually and collaboratively, students will engage in planned inquiries to understand how the rise of corporations, heavy industry, and mechanized farming transformed the American people, how massive immigration after 1870 as well as new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity, and how the rise of the American labor movement and political issues reflected social and economic change.

### 6.1 Growth of an Industrial and Urban America

Explain the causes and consequences — both positive and negative — of the Industrial Revolution and America’s growth from a predominantly agricultural, commercial, and rural nation to a more industrial and urban nation between 1870 and 1930.

6.1.1 Factors in the American Second Industrial Revolution – analyze the factors that enabled the United States to become a major industrial power, including:

- the organizational revolution.
- the economic policies of government and industrial leaders.
- the advantages of physical geography.
- the increase in labor through immigration and migration.
- the growing importance of the automobile industry.

**Examples may include but are not limited to:** the development of corporations and organized labor movements; A. Phillip Randolph, Andrew Carnegie and John D. Rockefeller.

6.1.2 Labor’s Response to Industrial Growth – evaluate the different responses of labor to industrial change, including the development of organized labor and the growth of populism and the populist movement.

**Examples may include but are not limited to:** the Knights of Labor, American Federation of Labor, the United Mine Workers; Farmer’s Alliance, Grange, Platform for the Populist Party, Bryan’s “Cross of Gold” speech.

6.1.3 Urbanization – explain the causes and consequences of urbanization, including:

- the location and expansion of major urban centers and their link to industry and trade.
- internal migration, including the Great Migration.
- the development of cities divided by race, ethnicity, and class, as well as the resulting tensions among and within groups.
- different perspectives about the immigrant experience.

6.1.4 Growth and Change – explain the social, political, economic, and cultural shifts taking place in the United States at the end of the 19th century and beginning of the 20th century, by:

- describing the developing systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society.
- describing governmental policies promoting economic development.
- evaluating the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court’s decision in *Plessy v. Ferguson*, and describing the response of African-Americans to this inequality.
- describing the policies toward Indigenous Peoples, including removal, reservations, the Dawes Act of 1887, and the response of Indigenous Peoples to these policies.

## 6.2 Becoming a World Power

Describe and analyze the major changes – both positive and negative – in the role the United States played in world affairs after the Civil War, and explain the causes and consequences of this changing role.

6.2.1 Growth of U.S. Global Power – describe how America redefined its foreign policy between 1890 and 1914 and analyze the causes and consequences of the U.S. emergence as an imperial power in this time period, using relevant examples of territorial expansion and involvement in foreign conflicts.

6.2.2 World War I – explain the causes of World War I, the reasons for American neutrality and eventual entry into the war, and America’s role in shaping the course of the war.

6.2.3 Domestic Impact of World War I – analyze the domestic impact of World War I on the growth of the government, the expansion of the economy, the restrictions on civil liberties, the expansion of women’s suffrage, and on internal migration.

**Examples may include but are not limited to:** War Industries Board, the growth of anti-immigrant sentiments, the Sedition Act, the Red Scare, the Palmer Raids.

6.2.4 Wilson and His Opponents – explain how President Woodrow Wilson’s “Fourteen Points” differed from proposals by others, including French and British leaders and domestic opponents, in the debate over:

- the Treaty of Versailles.
- U.S. participation in the League of Nations.
- the redrawing of European political boundaries and the resulting geopolitical tensions that continued to affect Europe.

## 6.3 Progressive Era

Select and evaluate major public and social issues emerging from the changes in industrial, urban, and global America during this period; analyze the solutions or resolutions developed by America and their consequences (positive/negative – anticipated/unanticipated).

6.3.1 Describe the extent to which industrialization and urbanization between 1895 and 1930 created the need for progressive reform.

**Examples may include but are not limited to:** urban and rural poverty, child labor, immigration, political corruption, racial and gender discrimination, public health, unsafe living conditions, poor working conditions, monopolies, unfair labor practices.

6.3.2 Analyze the social, political, economic, and cultural changes that occurred during the Progressive Era.

**Examples may include but are not limited to:** the successes and failures of efforts to expand women’s rights, including the work of important leaders such as Susan B. Anthony, Elizabeth Cady Stanton, Alice Paul; the role of reform organizations and movements and individuals in promoting change; the Women’s Christian Temperance Union; settlement house movement; conservation movement; the National Association for the Advancement of Colored People; Carrie Chapman Catt; Eugene Debs; W.E.B. DuBois; Upton Sinclair; Ida Tarbell; major changes in the Constitution, including Sixteenth, Seventeenth, Eighteenth, and Nineteenth Amendments; the Supreme Court’s role in supporting or slowing reform; new regulatory legislation; the Pure Food and Drug Act; the Sherman and Clayton Antitrust Acts; the successes and failures of the Indian Citizenship Act of 1924.

6.3.3 Evaluate the historical impact of the Progressive Era with regard to governmental and industrial reforms.

6.3.4 Women’s Suffrage – Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders and the eventual ratification of the Nineteenth Amendment.

## USHG ERA 7 – THE GREAT DEPRESSION AND WORLD WAR II (1920-1945)

Individually and collaboratively, students will engage in planned inquiries to understand the changing role of the United States in world affairs through World War II, investigate the causes of the Great Depression and how it affected American society, and how the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state.

### 7.1 Growing Crisis of Industrial Capitalism and Responses

Evaluate the key events and decisions surrounding the causes and consequences of the global depression of the 1930s and World War II.

7.1.1 The Twenties – explain and evaluate the significance of the social, cultural, and political changes and tensions in the “Roaring Twenties” including:

- cultural movements such as the Jazz Age, the Harlem Renaissance, and the “Lost Generation.”
- the increasing role of advertising and its impact on consumer purchases.
- the NAACP legal strategy to attack segregation.

**Examples may include but are not limited to:** the Scopes trial, views on and restrictions to immigration, Prohibition, roles of women, mass consumption, fundamentalism, modernism, the Indian Citizenship Act of 1924, the Carlisle Indian Industrial School, the Mount Pleasant Indian Industrial Boarding School, Harbor Springs Indian Boarding School, the resurgence of the Ku Klux Klan, and nativism.

7.1.2 Causes and Consequences of the Great Depression – explain and evaluate the multiple causes and consequences of the Great Depression by analyzing:

- the political, economic, environmental, and social causes of the Great Depression, including fiscal policy, overproduction, underconsumption, speculation, the 1929 crash, and the Dust Bowl.
- the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers, and families.
- President Herbert Hoover’s policies and their impact, including the Reconstruction Finance Corporation.

7.1.3 The New Deal Era – explain and evaluate President Franklin Roosevelt’s policies and tactics during the New Deal era, including:

- the changing role of the federal government’s responsibilities to protect the environment, meet challenges of unemployment, and to address the needs of workers, farmers, Indigenous Peoples, the poor, and the elderly.
- opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws.
- the impact of the Supreme Court on evaluating the constitutionality of various New Deal policies.
- consequences of New Deal policies.

**Examples may include but are not limited to:** Frances Perkins, the Dust Bowl and the Tennessee Valley, promoting workers’ rights, development of a Social Security program, banking and financial regulation, conservation practices, crop subsidies, the Indian Reorganization Act (IRA), the Termination Policy, the Deportation Act of 1929 Federal housing policies and agricultural efforts (AAA) and impacts on housing for marginalized groups, Charles Coughlin, Huey Long.

## 7.2 World War II

Draw conclusions about the causes and the course of World War II, and the effects of the war on U.S. society and culture, and its role in world affairs.

7.2.1 Causes of World War II – analyze the factors contributing to World War II in Europe and in the Pacific region, and America’s entry into war, including:

- political and economic disputes over territory.
- the differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan.
- U.S. neutrality.
- the bombing of Pearl Harbor.

**Examples may include but are not limited to:** failure of the Treaty of Versailles; the League of Nations; the Munich Agreement; the Neutrality Acts; the Lend Lease Act; oil embargo; fascism; militarism, nationalism; imperialism.

7.2.2 United States and the Course of World War II – evaluate the role of the United States in fighting the war militarily, diplomatically, and technologically across the world.

**Examples may include but are not limited to:** Germany-First strategy, the Big Three Alliance, and the development of atomic weapons.

7.2.3 Impact of World War II on American Life – analyze the changes in American life brought about by U.S. participation in World War II, including:

- the mobilization of economic, military, and social resources.
- the role of women, African Americans, and ethnic minority groups in the war effort, including the work of A. Philip Randolph and the integration of U.S. military forces.
- the role of the home front in supporting the war effort.
- the conflict and consequences around the internment of Japanese-Americans.

7.2.4 Responses to Genocide – investigate the responses to Hitler’s “Final Solution” policy by the Allies, the U.S. government, international organizations, and individuals.

**Examples may include but are not limited to:** concentration camp liberation, Nuremberg war crimes tribunals, and actions by individuals such as Oskar Schindler and Irena Sendler as examples of the “righteous among the nations”.

## USHG ERA 8 – POST-WORLD WAR II UNITED STATES (1945-1989)

### 8.1 Cold War and the United States

Individually and collaboratively, students will engage in planned inquiries to investigate the social transformation of post-war United States, how the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics, and how the struggle for racial and gender equality and the extension of civil liberties impacted the United States.



8.1.1 Origins and Beginnings of the Cold War – analyze the factors that contributed to the Cold War, including:

- differences in the civic, ideological, and political values, and in the economic and governmental institutions, of the United States and the Soviet Union (U.S.S.R.).
- diplomatic and political actions by both the United States and the U.S.S.R. in the last years of World War II and the years afterward.

**Examples may include but are not limited to:** the differences between Communism and Capitalism, diplomatic decisions made at the Yalta and Potsdam conferences, the use of the atomic bomb, the Marshall Plan, Truman Doctrine, United Nations, North American Treaty Organization (NATO), and the Warsaw Pact.

8.1.2 Foreign Policy During the Cold War – compare the causes and consequences of the American policy of containment including:

- the development and growth of a U.S. national security establishment and intelligence community.
- the direct and/or armed conflicts with Communism (for example, but not limited to: Berlin, Korea, Cuba).
- U.S. involvement in Vietnam, and the foreign and domestic consequences of the war.
- indirect (or proxy) confrontations within specific world regions.
- the arms race and its implications on science, technology, and education.

**Examples may include but are not limited to:** the Department of Defense; the Department of State; the Central Intelligence Agency; direct conflicts within specific world regions, such as Chile, Angola, Iran, Guatemala, and Afghanistan; the relationship and conflicts with the Soviet Union and China; U.S. military policies and practices, special operations, and teams; the launch of Sputnik and the beginning of the space race; and the National Defense Education Act (NDEA).

8.1.3 End of the Cold War – describe the factors that led to the end of the Cold War.

**Examples may include but are not limited to:** detente, policies of the U.S. and U.S.S.R. and their leaders President Reagan and Premier Gorbachev, the political breakup of the Soviet Union, and the Warsaw Pact.

## 8.2 Domestic Policies

Investigate demographic changes, domestic policies, conflicts, and tensions in post-World War II America.

8.2.1 Demographic Changes – use population data to produce and analyze maps that show the major changes in population distribution and spatial patterns and density, including the Baby Boom, new immigration, suburbanization, reverse migration of African-Americans to the South, the Indian Relocation Act of 1956, and the flow of population to the Sunbelt.

8.2.2 Policy Concerning Domestic Issues – analyze major domestic issues in the post-World War II era and the policies designed to meet the challenges by:

- describing issues challenging Americans, such as domestic anticommunism (McCarthyism), labor, poverty, health care, infrastructure, immigration, and the environment.
- evaluating policy decisions and legislative actions to meet these challenges.

**Examples may include but are not limited to:** G.I. Bill of Rights (1944), Taft-Hartley Act (1947), Twenty-Second Amendment to the U.S. Constitution (1951), Federal Highways Act (1956), National Defense Act (1957), EPA (1970).

8.2.3 Comparing Domestic Policies – focusing on causes, programs, and impacts, compare and contrast President Franklin Roosevelt’s New Deal initiatives, President Lyndon Johnson’s Great Society programs, and President Ronald Reagan’s market-based domestic policies.

8.2.4 Domestic Conflicts and Tensions – analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions, the Vietnam War, the environmental movement, the movement for Civil Rights (See U.S. History Standards 8.3) and the constitutional crisis generated by the Watergate scandal.

**Examples may include but are not limited to:** *Roe v. Wade*, *Gideon v. Wainwright*, *Miranda v. Arizona*, *Tinker v. Des Moines*, *Hazelwood v. Kuhlmeier*, Kent State, Students for a Democratic Society (SDS), Robert McNamara, Martin Luther King Jr., Muhammad Ali, “flower power,” hippies, beatniks, Rachel Carson, Winona LaDuke, the American Indian Movement (AIM), the occupation of Alcatraz, Ralph Nader.

### 8.3 Civil Rights in the Post-World War II Era

Examine and analyze the Civil Rights Movement using key events, people, and organizations.

8.3.1 Civil Rights Movement – analyze key events, ideals, documents, and organizations in the struggle for African-American civil rights including:

- the impact of World War II and the Cold War.
- Responses to Supreme Court decisions and governmental actions.
- the Civil Rights Act (1964).
- protest movements.
- rights.
- organizations.
- civil actions.

**Examples may include but are not limited to:** racial and gender integration of the military; “An American Dilemma”; Jim Crow laws; de jure segregation; *Brown v. Board of Education*; the Civil Rights Act (1957); Little Rock school desegregation; the Civil Rights Act (1964); the Voting Rights Act (1965); the integration of baseball; Montgomery Bus Boycott (1955-1956); March on Washington; the Freedom Rides; the National Association for the Advancement of Colored People; the Southern Christian Leadership Conference; the Student Non-violent Coordinating Committee; the Nation of Islam; the Black Panthers; Orval Faubus; Rosa Parks; sit-ins; James Meredith; Medgar Evers; Fannie Lou Hamer; Malcolm X; Yuri Kochiyama; the Twenty-Fourth Amendment; violence in Birmingham; *Milliken v. Bradley*; the Elliott Larsen Act.

8.3.2 Ideals of the Civil Rights Movement – compare and contrast the ideas in Martin Luther King’s March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.

8.3.3 Women’s Rights – analyze the causes, course, and reaction to the women’s rights movement in the 1960s and 1970s.

**Examples may include but are not limited to:** the role of population shifts; birth control; increasing number of women in the work force; National Organization for Women (NOW); Equal Rights Amendment (ERA); Betty Friedan; and Phyllis Schlafly.

8.3.4 Civil Rights Expanded – evaluate the major accomplishments and setbacks in securing civil rights and liberties for all Americans over the 20th century.

**Examples may include but are not limited to:** Indigenous Peoples; Latinos/Latinas; new immigrants; people with disabilities; the gay and lesbian community; the Stonewall riots; the Rehab Act (1973); ADA (1990); American Indian Religious Freedom Act (1978); United Farmworkers; Harvey Milk (1978); Ruth Ellis; the Indian Civil Rights Act (1968).

8.3.5 Tensions and Reactions to Poverty and Civil Rights – analyze the causes and consequences of the civil unrest that occurred in American cities, by comparing civil unrest in Detroit with at least one other American city.

**Examples may include but are not limited to:** Los Angeles, Cleveland, Chicago, Atlanta, Newark.

## USHG ERA 9 – AMERICA IN A NEW GLOBAL AGE

Individually and collaboratively, students will engage in planned inquiries to understand recent developments in foreign and domestic politics, and the economic, social, and cultural developments in the contemporary United States.

### 9.1 The Impact of Globalization on the United States

Explain the impact of globalization on the U.S. economy, politics, society, and role in the world.

9.1.1 Economic Changes – using the changing nature of the American automobile industry as a case study, evaluate changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources/methods of production, energy issues, and mass communication.

9.1.2 Transformation of American Politics – analyze the transformation of American politics in the late 20th and early 21st centuries, including:

- the growth of the conservative movement in national politics, including the role of Ronald Reagan.
- the role of evangelical religion in national politics.
- the intensification of partisanship.
- the partisan conflict over the role of government in American life.
- the role of regional differences in national politics.

### 9.2 Changes in America’s Role in the World

Examine the shifting role of the United States on the world stage from 1980 to the present.

9.2.1 United States in the Post-Cold War World – explain the role of the United States as a superpower in the post-Cold War world, including advantages, disadvantages, and new challenges.

**Examples may include but are not limited to:** military missions in Lebanon, Somalia, Haiti, Bosnia, Kosovo, and the Gulf War.

9.2.2 9/11 and Responses to Terrorism – analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies.

**Examples may include but are not limited to:** the Office of Homeland Security, Patriot Act, wars in Afghanistan and Iraq, role of the United States in the United Nations, NATO.

### 9.3 Policy Debates

9.3.1 Make a persuasive argument on a public policy issue, and justify the position with evidence from historical antecedents and precedents, and Democratic Values or Constitutional Principles.

# THE MICHIGAN K-12 SOCIAL STUDIES STANDARDS

## WRITERS/REVIEWERS

**CHAIRMAN:** Mr. Jim Cameron, Consultant, Michigan Department of Education

### MEMBERS:

Dr. Gordon Andrews, Michigan Council for History Education  
Grand Valley State University

Ms. Carol Bacak-Egbo, Consultant  
Waterford School District

Ms. Rebecca Bush, Social Studies Consultant, Instructional Services, Ottawa Area ISD

Mr. Derek D'Angelo, President & Chief Academic Officer  
Michigan Council on Economic Education

Mr. David Hales, S.S. Consultant  
Wayne RESA

Mr. Tom Hinken, Social Studies Consultant, Muskegon Area Intermediate School District.

Mr. David A. Johnson, Instructional Consultant Social Studies and Special Projects  
Wexford-Missaukee ISD and Northern Michigan Learning Consortium

Mr. David Klemm, Social Studies & Special Projects Consultant  
Muskegon Area ISD

Mr. Scott Koenig, Social Studies Consultant, Office of Standards and Assessment, Michigan Department of Education

Dr. Michael Libbee, Michigan Geographic Alliance Director  
Central Michigan University

Mr. Stan Masters, Coordinator of Instructional Data Services  
Lenawee ISD

Dr. Tamara Shreiner, Michigan Council for History Education, Grand Valley State University

Mr. Roy Sovis, Instruction Coordinator, Erwin L. Davis Education Center, Genesee ISD

Ms. Linda Start, Executive Director, Retired  
Michigan Center for Civic Education

Ms. Ellen Zwarenstejn, Executive Director  
Michigan Center for Civic Education

## 2015 FOCUS GROUP MEMBERS

Mr. Ken Bradstreet, Government Affairs Consultant  
Wolverine Power Cooperative

Ms. Isra El-beshir, Education & Public Programming Curator  
Arab American National Museum

Mr. Chad Folkersma, Teacher  
Sault Area High School & Career Center

Ms. Tina Frazier, Teacher  
Edison Elementary School

Ms. Cindy Gilsenan, American History Teacher, Lakeview High School

Mr. Marius Guseth, Teacher  
Old Redford Academy Prep. High School

Ms. Elspeth Inglis, Assistant Director for Educational Services  
Kalamazoo Valley Museum

Mr. David Kallman, Attorney  
Kallman Legal Group

Ms. Erin Mersino  
Thomas More Law Center

Mr. Ron Miller, Principal  
St. Clair High School

Ms. Melissa Montoya, Interim Education Director,  
Saginaw Chippewa Indian Tribe

Mr. James Muffett  
Student Statesmanship Institute and Citizens for Traditional Values

Ms. Donna Odom, Executive Director  
The Southwest Michigan Black Heritage Society

Mr. Andrew Sias, World History Teacher, Kingsley Middle School

Mr. Todd Simmons, Principal  
Pewamo-Westphalia Middle/High School

Mr. Lincoln Stocks, President  
East Detroit Federation of Teachers

Dr. Joseph Stoltman, Professor  
Department of Geography,  
Western Michigan University

Ms. Chasity Sutton  
Eastern Upper Peninsula ISD

Dr. Karen Thomas-Brown,  
Social Studies Associate Professor  
School of Education, University of Michigan - Dearborn

Mr. Michael Warren, Oakland Circuit Court Judge, General Civil/Criminal Division, Oakland County Courthouse, Court Room 5B

Senator Patrick Colbeck  
Michigan Senate District 7

## 2018 TASK FORCE MEMBERS

### K-4 Task Force:

Chairs: Carol Egbo, Stan Masters

Robin Barney-Lees, Retired Social Studies Teacher

Amy Bradfield, Education Program Manager, Historical Society of Michigan

Angeline Brown, Teacher, Gaylord Community Schools

Jannan Cotto, Michigan Tribal Education Directors

Frank Hamet, School Board Member, Flatrock Community Schools

Kathryn Holmes-Gonzales, Instructional Coach, Saginaw Public Schools

Jill Larkins, School Administrator, Hamtramck Public Schools

Zemen Marrugi, Teacher – Instructional Coach, Flagship Academy and Warrendale Academy

Brett Meteyer, Parent

Shelika Tate, Western Michigan University, Cooley Law School

Amanda Weinert, Curriculum Specialist, Little Traverse Bay Band of Odawa Indians

Susan Welch, Teacher, Fenton Area Public Schools

Annie Whitlock, Professor, University of Michigan, Flint

### U.S. History Task Force:

Chairs: Rebecca Bush, David A. Johnson

Mike Donovan, Teacher, Godfrey Lee Public Schools

Eric Hemenway, Little Traverse Bay Band of Odawa Indians

Tamika Henry, Principal, Allendale Public Schools

Andrew Irons, Student

Allyson Klak, Teacher, Shepherd Public Schools

Cormac Lynn, Superintendent, Nouvel Catholic Central Schools, Saginaw

Richard Matrella, Teacher, Bessemer Schools

Sean O'Neill, Professor, Grand Valley State University

Shelia Richardson, Parent

Spencer Richardson, Student

Evan Rokicki, Teacher, Troy Public Schools

Carrie Rowan, Retired Teacher

Adam Spina, Superintendent, Williamston Schools

Erika Sponsler, Teacher, Western School District

Dustin Webb, Teacher, Lake City Area Schools

### **World History And Geography Task Force:**

Chairs: Dr. Michael Libbee, Dr. Tamara Shreiner

Dr. Jared Aumen, Teacher, Scarlett Middle School

Robert Behnke, Superintendent, Adrian Public Schools

Cindy Bloom, Teacher, Comstock Middle School

Robin Bott, Teacher, Northeast Middle School

Alaina Brown, Teacher, Novi Public Schools

Lisa Childers, Teacher, Fraser Public Schools

David Copedge, NAACP

Brandon Crimmins, Student

Dr. Dave Eaton, Professor, Grand Valley State University

Anthony Francis, Oakland University

Maria Gonzalez, Teacher, Holy Family School

Matthew Grandstaff, Teacher, Ovid-Elsie Public Schools

Emma Haygood, Curriculum Coach, Berrien Springs Public Schools

Heather Hopkins, Teacher, Sault Area Middle School

Jennifer Jacobs, Teacher, Detroit Innovation Academy

Alicia Kubacki, Instructional Consultant, BA-ISD Instructional Consultant for SS

Sean McBrady, Social Studies

Consultant, Macomb ISD

Ed McGovern, Teacher, Wayne-Westland Community Schools

Judy Pamp, Assistant Director and Educational Director, Zibiwing Center

Pudmaja Rao, South Asian American Voices for Impact

Dr. Joe Stoltman, Professor, Western Michigan University

Ben Washburn, Principal, Detroit Civil Service Commission, Parent

### **High School Civics Task Force:**

Chairs: Tom Hinken, Ellen Zwarensteyn

Hillary Baker, School Administrator, Allegan Public Schools

Thomas Berriman, School Administrator, Alpena Public Schools

Rachel Clark, State of Michigan

Jennifer Crotty, Teacher, Fitzgerald Public Schools

Allison Echlin, Teacher / Parent, Northville Public Schools

Barbara Gazda, Teacher, Hartland High School

David Harris, Retired Professor, University of Michigan

Adam Horos, Teacher, East Grand Rapids Public Schools

Roland Hwang, School Board Member, Northville Public Schools

David A. Johnson, Retired Educator / Pre-service teacher Educator

Sam Jones-Darling, Student, Eastern Michigan University

Cortney Kosmala Jackson, Teacher, Cesar Chavez Academy High School

Sam Lowry, Student, Black River Public Schools

Sara Luther, Teacher, West Ottawa Public Schools

Lacey O'Donnell Teacher, Calumet Public Schools

Maggie Parrish, Teacher, Comstock Park Public Schools

Eric Walcott, Community Member, Michigan State University Extension Specialist

Michael Warren, Oakland Judge / Parent

### **High School Economics Task Force:**

Chairs: Derek D'Angelo, David Hales, Roy Sovis

Chanda Aves, Teacher, Ionia Public Schools

Seth Baker, Teacher, Brimley Area Schools

John Damoose, Student

Margo Damoose, Parent

David Dieterle, Walsh College

Kathryn Gustafson, Teacher, Farmington Public Schools

Rania Hammoud, Administrator, Plymouth Canton Community Schools

Rita Lockridge, Retired Social Studies Teacher, Detroit Public Schools

Miranda Maclean, Teacher, Cheboygan Public Schools

Shayma Mustafa, Professor, Wayne State University

Chris Norton, Teacher, Chandler Park Academy

Tracy Ripley, Teacher, New Buffalo Area Schools

Grace Tesfae, Teacher, Cesar Chavez Academy

Marsha Turner, ELA Consultant, Ionia Public Schools

### **Bias Review Task Force:**

Chairs: Melissa Kieswetter, Marsha Lewis

Asim Alavi

Joshua Archer, High School Student

Francisca Garcia

Rania Hammoud, Curriculum Coordinator

Melissa Isaac, Teacher

Angela Justice, Teacher

Calvin Kennebrew, Jr.

Guillermo Martinez

Pamela McGhee, Teacher

Mursalata Muhammad, College Professor

Charles Penn, Teacher

Destine Price, College Student

Padmaja Rao

Karen Twomey

Pavan Vangipuram

Mavis Weddington

LaDonna White, Teacher



## Michigan State Board of Education

Dr. Casandra E. Ulbrich  
President  
Rochester Hills

Dr. Pamela Pugh  
Vice President  
Saginaw

Michelle Fecteau  
Secretary  
Detroit

Tiffany Tilley  
NASBE Delegate  
Southfield

Tom McMillin  
Treasurer  
Oakland Township

Dr. Judith Pritchett  
Washington Township

Lupe Ramos-Montigny  
Grand Rapids

Nikki Snyder  
Dexter

Gov. Gretchen Whitmer  
Ex Officio

Dr. Michael F. Rice, Ph.D.  
State Superintendent of Public Instruction

## MDE Staff

Venessa A. Keesler, Ph.D.  
Deputy Superintendent, Educator,  
Student, and School Supports

Paula Daniels, Ed.D.  
Director  
Office of Educational Supports

Michigan Department of Education  
Office of Educational Supports  
p: (517) 241-3147  
website: [www.michigan.gov/mde](http://www.michigan.gov/mde)