

History

History is the study and analysis of the past. Built upon a foundation of historical knowledge, history seeks to analyze the past in order to describe the relationship between historical facts, concepts, and generalizations. History draws upon cause and effect relationships within multiple social narratives to help explain complex human interactions. Understanding the past provides context for the present and implications for the future.

High School (9 – 12) Details and Example

Essential Concept and/or Skill: *Understand historical patterns, periods of time, and the relationships among these elements. (SS.9-12.H.1)*

- Understand concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- Understand significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation states, and social, economic, and political revolutions.
- Understand patterns of social and cultural continuity in various societies.

Essential Concept and/or Skill: *Understand how and why people create, maintain, or change systems of power, authority, and governance. (SS.9-12.H.2)*

- Understand the purpose of government and how its powers have been acquired, used, and justified.
- Understand different political systems from historical periods.
- Understand from a historical perspective the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world.

Essential Concept and/or Skill: Understand the role of culture and cultural diffusion on the development and maintenance of societies. (SS.9-12.H.3)

- Understand the ways groups, societies, and cultures have addressed human needs and concerns in the past.
- Understand societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- Understand the value of cultural diversity, as well as cohesion, within and across groups.
- Understand the origins, central ideas, and global influence of world religions
- Understand cultural factors that have promoted political conflict.

Illustration of <i>Understand the role of culture and cultural diffusion on the development and maintenance of societies</i> in the ICLE’s Rigor and Relevance Framework	
<p>Quadrant C Students analyze examples of advertisements from the 1920s and today for advertising styles and for the assumptions about people and society which the advertisements make. Students write an essay comparing Americans of the 1920s to Americans of today, using examples from their analysis of the advertisements.</p>	<p>Quadrant D Working in groups, students are assigned a product that was first introduced in the 1920s. The group of students design an advertising campaign for their product appealing to consumerism in the 1920s and have them plan a presentation to win the account for this product. The groups will present their campaign to a committee of students and the teacher and the best ad campaign will be awarded the contract.</p>
<p>Quadrant A Students create a concept web of consumer products which became popular in the 1920s. The web should identify how these products affected people’s lives.</p>	<p>Quadrant B Students create a collage of advertisements for products that they use regularly and write a brief description of the advertising techniques used.</p>

Essential Concept and/or Skill: Understand the role of individuals and groups within a society as promoters of change or the status quo. (SS.9-12.H.4)

- Understand the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts.
- Understand the role the values of specific people in history played in influencing history.
- Understand the significant religious, philosophical, and social movements and their impacts on society and social reform.
- Understand the effect of "chance events" on history.

Essential Concept and/or Skill: Understand the effect of economic needs and wants on individual and group decisions. (SS.9-12.H.5)

- Understand how economic issues have influenced society in the past.
- Understand connections between the cultural achievements of early civilizations and the development of political and economic institutions.
- Understand that choices made by individuals, firms, or government officials often have unintended consequences that can offset the initial effects of the decision.
- Understand that the introduction of new products and production methods by entrepreneurs has impacted economic growth, competition, technological progress, and job opportunities.
- Understand the historical relationship between economic growth, higher production levels, new technologies, and standard of living.

Essential Concept and/or Skill: Understand the effects of geographic factors on historical events. (SS.9-12.H.6)

- Understand ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.
- Understand reasons for changes in the world's political boundaries.
- Understand the historic reasons for conflicts within specific world regions.
- Understand past government policies designed to change a country's population characteristics.

Essential Concept and/or Skill: Understand the role of innovation on the development and interaction of societies. (SS.9-12.H.7)

- Understand significant changes caused by technology, industrialization, urbanization, and population growth and the effects of these changes.
- Understand the historical impact of the interaction and interdependence of science, technology, and society in a variety of cultural settings.

Essential Concept and/or Skill: Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues. (SS.9-12.H.8)

- Understand processes such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for causality.
- Understand relationships between and among significant events.
- Understand facts and concepts drawn from history, along with methods of historical inquiry, to inform decision-making about and action-taking on public issues.
- Understand the process of critical historical inquiry to reconstruct and reinterpret the past.
- Understand multiple viewpoints within and across cultures related to important events, recurring dilemmas, and issues.
- Understand how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians.

Middle (6 – 8) Details and Example

Essential Concept and/or Skill: *Understand historical patterns, periods of time and the relationships among these elements. (SS.6-8.H.1)*

- Understand concepts such as chronology, causality, change, conflict, and complexity.
- Understand historical periods and patterns of change within and across cultures, such as the rise of civilizations, the development of transportation systems, the growth and breakdown of colonial systems, and others.

Essential Concept and/or Skill: *Understand how and why people create, maintain or change systems of power, authority, and governance. (SS.6-8.H.2)*

- Understand political events that shaped the development of governments.
- Understand patterns of nationalism, state-building, religious and social reform.

Essential Concept and/or Skill: *Understand the role of culture and cultural diffusion on the development and maintenance of societies. (SS.6-8.H.3)*

- Understand ways groups, societies, and cultures have met human needs and concerns in the past.
- Understand how information and experiences from the past may be interpreted by people from diverse cultural perspectives and frames of reference.
- Understand language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors have contributed to the development and transmission of culture.

Essential Concept and/or Skill: *Understand the role of individuals and groups within a society as promoters of change or the status quo. (SS.6-8.H.4)*

- Understand that specific individuals and the values those individuals held had an impact on history.
- Understand significant events and people, including women and minorities, in the major eras of history.

Essential Concept and/or Skill: *Understand the effect of economic needs and wants on individual and group decisions. (SS.6-8.H.5)*

- Understand economic concepts that help explain historical and current developments and issues in local, national, or global contexts.
- Understand reform, revolution, and social change in the world economy.

Essential Concept and/or Skill: Understand the effects of geographic factors on historical events. (SS.6-8.H.6)

- Understand that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.
- Understand the forces of cooperation and conflict that shaped the divisions of Earth's surface.
- Understand geography is used to interpret the past.

Essential Concept and/or Skill: Understand the role of innovation on the development and interaction of societies. (SS.6-8.H.7)

- Understand technology has influenced the course of history through revolutions in agriculture, manufacturing, sanitation, medicine, warfare, transportation, information processing, and communication.
- Understand the impact of new inventions and technological developments in various regions of the world.

Essential Concept and/or Skill: Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues. (SS.6-8.H.8)

- Understand processes such as using a variety of sources, providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for causality.
- Understand relationships between and among significant events.
- Understand facts and concepts drawn from history, along with methods of historical inquiry, to inform decision-making about and action-taking on public issues.
- Understand how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians.

Illustration of <i>Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues</i> in the ICLE's Rigor and Relevance Framework	
Quadrant C The students investigate and analyze the causes of the Battle of Gettysburg. In groups students create a Venn diagram that compares the cause and effect relationships of the events leading to the battle.	Quadrant D In small groups, students use mapping software to create a tour of Underground Railroad sites in Iowa. A transcript for a guide is written to coordinate with an online tour. Each group presents their tour to other classes in the school as well as parents and community groups.
Quadrant A The students complete a word match worksheet about major events of the Civil War and their impact on the economy of the South. The teacher facilitates a class conversation about the facts presented in the worksheet.	Quadrant B The class creates timelines that represent the events of the Civil War and the changes in the economy of the south. Students compare and contrast the timelines to determine the cause and effect relationships. Timelines are presented to another class.

Intermediate (3 – 5) Details and Example

Essential Concept and/or Skill: *Understand historical patterns, periods of time and the relationships among these elements. (SS.3-5.H.1)*

- Understand the similarities and differences between various civilizations within a time period.
- Understand problems, issues, and dilemmas of life in the past and their causes.
- Understand differences in life today compared to life in the past
- Understand causes and effects of events within a time period.

Essential Concept and/or Skill: *Understand how and why people create, maintain, or change systems of power, authority, and governance. (SS.3-5.H.2)*

- Understand groups and institutions work to meet individual needs and the common good of all.
- Understand that belief systems affect government policies and laws.
- Understand the consequences of governmental decisions.

Essential Concept and/or Skill: *Understand the role of culture and cultural diffusion on the development and maintenance of societies. (SS.3-5.H.3)*

- Understand ways culture has influenced interactions of various groups.
- Understand ways culture affects decisions of a society, group or individual.
- Understand major historical events and developments that involved interaction among various groups.

Essential Concept and/or Skill: *Understand the role of individuals and groups within a society as promoters of change or the status quo. (SS.3-5.H.4)*

- Understand roles of important individuals and groups in technological and scientific fields.
- Understand that specific individuals had a great impact on history
- Understand the people, events, problems, and ideas that were significant in creating the history of their state.
- Understand how democratic values have been exemplified by people, events, and symbols.

Essential Concept and/or Skill: *Understand the effect of economic needs and wants on individual and group decisions. (SS.3-5.H.5)*

- Understands factors that shaped the economic system in the United States.
- Understand that economic activities in the community have changed over time.
- Understand that the types of work local community members do have changed over time.

Essential Concept and/or Skill: Understand the effects of geographic factors on historical events. (SS.3-5.H.6)

- Understand varying landforms and geographic features and their importance in the development of communities.
- Understand seasons, climate, and weather, environmental change and crises affect social and economic development.
- Understand major land and water routes of explorers.

Essential Concept and/or Skill: Understand the role of innovation on the development and interaction of societies. (SS.3-5.H.7)

- Understand the influence of cultural, scientific, and technological decisions on societies.
- Understand ways science and technology have changed the way people think about the natural world
- Understands that the use of technology in the local community has changed over time.

Illustration of Understand the role of innovation on the development and interaction of societies in the ICLE's Rigor and Relevance Framework	
<p>Quadrant C Compare a map of the Transcontinental Railroad Lines from 1880 and a current map of Amtrak passenger routes from Chicago to the west coast. Research aspects of rail travel and rail technology in the 1880s and today. List the similarities and differences between the two time periods. Ask the class to hypothesize about why changes occurred.</p>	<p>Quadrant D Each group of students will develop a recommendation for a Bullet Train rail line (route) that would connect two major cities (one of which is near their home) in the United States. Student groups need to state a rationale and market plan for the line (why would it be important for the cities, states and country?). Predict the impact the rail line may have on the two cities and the states it passes through and the country. Each group will present to the rest of the class their rail line and market plan. The class decides on the best market plan and each student is able to provide a rationale for their choice.</p>
<p>Quadrant A Read "Death of an Iron Horse" by Paul Goble. As a class, discuss "How did the Native Americans view the innovation of trains in their lands?" Make a list of class comments.</p>	<p>Quadrant B Compare and contrast automobile and railroad transportation 100 years ago and then today. List three to five innovations that have been introduced in students' lifetime.</p>

Essential Concept and/or Skill: Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues. (SS.3-5.H.8)

- Understand processes important to reconstructing and interpreting the past.
- Understand the historical perspective including cause and effect.
- Understand how to view the past in terms of the norms and values of the time.
- Understand interpretation of data in timelines.

Primary (K – 2) Details and Example

Essential Concept and/or Skill: *Understand people construct knowledge of the past from multiple and various types of sources. (SS.K-2.H.1)*

- Understand past, present, and future time in relation to historical events.
- Understand that primary sources such as artifacts, photographs, and documents are used to learn about the past.
- Understand timelines.
- Understand that people in different times and places view the world differently.

Illustration of <i>Understand people construct knowledge of the past from multiple and various types of sources</i> in the ICLE’s Rigor and Relevance Framework	
Quadrant C The class analyzes current and historic photos of people and objects (e.g. children, automobiles, radios, iPods, appliances) and decides if the people or objects are from the present or past. Students provide their reasoning behind responses.	Quadrant D As a class, students make a Venn diagram comparing their own lives to the lives of their interviewee.
Quadrant A The teacher reads aloud a picture book about children who lived in the past.	Quadrant B Children interview a parent, grandparent or guardian about what life was like when that person was a child.

Essential Concept and/or Skill: *Understand how and why people create and participate in governance. (SS.K-2.H.2)*

- Understand the need for government and how our government came to be.
- Understand national symbols through which American values and principles are expressed.
- Understand factors that contribute to disputes or cooperation in groups and nations.

Essential Concept and/or Skill: *Understand culture and how cultural diffusion affects the development and maintenance of societies. (SS.K-2.H.3)*

- Understand cultures influence society and government.
- Understand reasons groups of people moved into and within the United States long ago and today.
- Understand the different roles of majority and minority groups in society.

Essential Concept and/or Skill: *Understand individuals and groups within a society may promote change or the status quo. (SS.K-2.H.4)*

- Understand the roles historic and ordinary Americans have played in changing society and government.
- Understand ways science and technology have changed the lives of people.
- Understand changes in values, beliefs, and attitudes have resulted in technological and scientific knowledge.
- Understand that changes in society may or may not be beneficial.

Essential Concept and/or Skill: *Understand economic needs and wants affect individual and group decisions. (SS.K-2.H.5)*

- Understand the differences between needs and wants.
- Understand the need for public and private goods and services and the workers who provide them.
- Understand the development of technological innovations and their economic effects.
- Understand changes in transportation and communication and their effects.

Essential Concept and/or Skill: *Understand relationship between geography and historical events. (SS.K-2.H.6)*

- Understand that science and technology can affect physical environments.
- Understand why people developed a region.
- Understand that the earth's physical features have changed over time.

Essential Concept and/or Skill: *Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues. (SS.K-2.H.7)*

- Understand that historical decisions can help inform current public issues.
- Understand historical research methods.
- Understand the difference between fact and fiction.