

CivicsAlliance

from NATIONAL ASSOCIATION of SCHOLARS

AMERICAN BIRTHRIGHT

The Civics Alliance's Model
K-12 Social Studies Standards



American Birthright

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About the Civics Alliance

Mission

The Civics Alliance is a national coalition of organizations and citizens dedicated to preserving and improving America's civics education and preventing the subornation of civics education to political recruitment tools.

We believe American students should comprehend aspects of American government such as the rule of law, the Bill of Rights, elections, elected office, checks and balances, equality under the law, trial by jury, grand juries, civil rights, and military service. American students should learn from these lessons the founding principles of the United States, the structure of our self-governing republic, the functions of government at all levels, and how our key institutions work.

What We Do

The Civics Alliance works at whatever level of government offers the opportunity for constructive civics education reform. We provide model legislation and social studies standards for policymakers and informative materials to help grassroots activists and citizens push for civics education reform. We inform the public about why civics education needs to be reformed and how it should be done.

Learn more by visiting civicsalliance.org.

Acknowledgments

American Birthright gratefully acknowledges its use of work by these institutions:

Florida Department of Education

Next Generation Sunshine State Standards for Social Studies, 2021 Revised Civics and Government Strand (2021)

<https://www.fldoe.org/core/fileparse.php/19975/urlt/5-3.pdf>

Indiana Department of Education

Indiana Academic Standards for Social Studies (2001): Indiana Academic Standards for Economics and Government

<https://files.eric.ed.gov/fulltext/ED463991.pdf>

Massachusetts Department of Elementary and Secondary Education

Massachusetts History and Social Science Curriculum Framework (2003)

<https://www.nas.org/storage/app/media/New%20Documents/2003-08.pdf>

National Association of Scholars

Disfigured History: How the College Board Demolishes the Past (2020)

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Introduction



Introduction

Americans' birthright is freedom. We teach our children social studies, above all history and civics, so they can know what freedom is, where America's ideas of freedom come from in the long history of Western civilization, how our ancestors achieved their freedom, how our laws, republican institutions, and limitation of the scope of government preserve our freedom, and what they need to do to preserve their country's liberty. We also teach our children social studies so they can learn why their country deserves to be loved, and to learn what we owe to our ancestors—the heroes of the American past who deserve our gratitude because they created a free and prosperous country and bequeathed it to us, their posterity. We teach our children social studies so they can learn to understand the enduring character of the American nation and to love the customs that should define and unite us as a people.

Our children should learn who we Americans are—and then they should be taught about the nations, the faiths, and the history of the world. They should also learn America's common language of liberty, patriotism, and national memory. We must instruct our children so they may become worthy of their ancestors by becoming full members of the American republic and the American nation, self-reliant citizens who respect the dignity and the rights of their fellow Americans, who love their country, and who cherish our liberties and our laws. *Love, liberty, and the law*—these are the touchstones of American social studies instruction.

Rather, these *should* be the three touchstones of American social studies instruction. Far too many schools have wandered from these touchstones. Some educators are so caught up in pedagogical “theory” that they have forgotten that facts come first. Some activists in our schools, public and private alike, are so antagonistic toward our culture, without recognizing what they owe to it, that they seek to erase our worthy history of liberty from the curriculum. Instead of an informed and intelligent patriotism, they foster a cynical spirit devoid of appreciation for the richness and complexity of the American past.

America at large has suffered from the success of their malign efforts. Too many Americans have emerged from our schools ignorant of America's history, indifferent to liberty, filled with animus against their ancestors and their fellow Americans, and estranged from their country. The warping of American social studies instruction has created a corps of activists dedicated to the overthrow of

America and its freedoms, larger numbers of Americans indifferent to the steady whittling away of American liberty, and many more who are so ignorant of the past they cannot use our heritage of freedom to judge contemporary debates. We must restore American social studies instruction centered on liberty if we are to restore the American republic to good health.

American students do indeed need to learn that redress of grievances is an essential component of civic liberty—but this should not be used as an excuse to convert social studies instruction into the polemical nursing of resentment or into community organizing efforts designed to recruit students into activist organizations. American students should learn how their forefathers designed our system of self-government to facilitate redress of grievances by protecting Americans' rights to seek changes in the law and to protest unjust laws and government actions. Social studies instruction should teach that American citizens can be bold to seek justice precisely because our republic's institutions and procedures work to enhance liberty and to protect it from infringements by officers of the state.

Yet the educational establishment will not of its own accord reverse the decay of American social studies instruction. American policymakers and parents know that something has gone wrong with our country's history and civics classes. The trouble is that they are not professional teachers, so they rarely have a concrete alternative to offer. They can criticize the details of a curriculum gone wrong, but it is more difficult to say what curriculum the schools should offer instead.

Here, we provide that alternative—the Civics Alliance's *American Birthright: The Civic Alliance's Model K-12 Social Studies Standards*. The Civics Alliance, a coalition of organizations and individuals dedicated to improving America's civics education, created *American Birthright* as a model state social studies standard—that is, a model for the document that state education departments use to provide guidance to each public K-12 school district as it creates its own curriculum. We chose this form because state standards are the single most influential documents in America's education administrations. These state standards not only guide public school districts and charter schools but also influence what textbook authors write, and what knowledge assessment companies (such as the College Board) test for in their Advanced Placement examinations. They affect teacher training and they provide the framework for individual lesson plans created by teachers. Private schools and homeschool parents also keep an eye on state standards. We wish to improve all these aspects of American social studies instruction and hope, therefore, that *American Birthright* will inspire America's state education departments to adopt similar social studies standards of their own that teach American students their birthright of liberty.

But we did not provide *American Birthright* just for state education departments. Far too many of these departments are set on imposing state social studies standards that combine the worst of misguided pedagogical theory with the worst of anti-American animus. We also have written *American Birthright* for governors, state legislators, school boards, grassroots activists—indeed, for every American citizen. Every American needs to know what a proper social studies instruction should be, not least to be prepared for the political battles needed to reclaim our schools. *American Birthright* is a myriad of slings for the army of Davids who face the Goliath of the education establishment.

We have crafted *American Birthright* to teach America's foundational history of liberty and to appeal to a bipartisan majority of Americans. Yet we have not pursued bipartisanship for its own sake.

Too much of America's educational establishment has abandoned America's bedrock principles, and we do not wish to compromise *American Birthright's* commitment to liberty in search of a hollow consensus.

Organization

American Birthright provides the content knowledge in history, geography, civics, and economics that American citizens need to have so they can preserve their liberty. *American Birthright* summarizes for citizens, policymakers, education administrators, and teachers the history and social science content that schools should teach in each grade from pre-kindergarten through high school.

Each course's learning standards describe what students should be expected to learn in each grade—knowledge such as the location of the Battle of Yorktown, the concept of separation of powers, the effects of Thomas Aquinas' and Martin Luther's theologies on European culture, the contributions of Francis Bacon and Isaac Newton to scientific thought, and the causes and effects of World War I. *American Birthright* frames both instruction and assessment to ensure that students learn in-depth content knowledge rather than a hollow mastery of abstract skills.

American Birthright integrates the upper-level learning standards with an extensive series of primary source documents, which students should read in whole or in part. (Some primary sources we list are lengthy and will need to be excerpted.) Students should learn the actual materials of history and not just textbook interpretations, which often distort the past. We list these documents as "*Seminal Primary Documents to Read*." *American Birthright* provides these documents for the upper grades, but we encourage teachers to integrate them into instruction for the lower grades wherever appropriate.

American Birthright does not provide an entire curriculum. It offers, rather, a minimum number of topics, articulated in very broad terms, which an individual curriculum should include. Teachers should have the liberty to teach each topic as they see fit, to add new topics, to incorporate independent lesson plans and sequences, and to unite items from these learning standards into thematic units that encourage students to think deeply about larger questions. They should also have the liberty to reorganize the sequence in which they teach these topics (although history classes usually are taught best in chronological sequence), as well as to review material from earlier grades in any course of instruction.

American Birthright's learning standards consist of simple statements of what factual content to teach, not of how to teach. *American Birthright* includes no *concepts* or *skills*. Teachers should know what their students need to learn, but they should be free to choose how students learn. Nor should they waste precious classroom hours on mandated skills instruction, which all too often takes the place of actual social studies content. State standards should not mandate pedagogy.

We do believe, however, that schools should assign assessable expectations for the different grades. To say, for example, that students should develop "writing skills" provides no assessable expectation for either teacher or student. A writing expectation instead provides a clear benchmark. A series of writing expectations might be:

- Students are expected by the end of Grade 2 to write sentences and simple paragraphs on historical subject matter with good command of spelling, punctuation, and grammar.
- Students are expected by the end of Grade 5 to write an introductory 3-page history paper with full command of spelling, punctuation, and grammar.
- Students are expected by the end of Grade 8 to write an intellectually solid 5-page history paper with sophisticated vocabulary and complex grammar.
- Students are expected by the end of Grade 12 to write an intellectually and stylistically sophisticated 10-page history paper, and thereby demonstrate that they are prepared for an undergraduate history course.

We encourage states and school districts to craft similarly assessable expectations to cover all aspects of social studies instruction.

American Birthright also avoids including *skills* and *concepts* because including them makes state standards unreadably complex. Too many state standards combine Themes, Concepts, Skills, and Periods into a labyrinth of cross-checked administrative categories. Ordinary citizens can scarcely understand such standards, much less critique them—and even teachers frequently find it difficult to understand what precisely they are supposed to teach. The standards' very complexity hinders proper accountability to policymakers and citizens.

American Birthright, by contrast, has been written so that every American can understand it easily. We have organized each grade's standards in bullet points and have reduced the number of social studies disciplines to a minimum. We have put our broader pedagogical points into this introduction, rather than muddying our content standards by conflating *how* to teach with *what* to teach.

American Birthright includes four disciplines—History (H), Geography (G), Civics (C), and Economics (E). These disciplines teach us an enormous amount about humanity and our world, but above all these disciplines work in harness to teach us about liberty. History teaches us where our liberty came from. Geography allows us to trace the story of liberty on the map. Civics teaches us how our government works to maintain our liberty, and how we as citizens must act to preserve the blessings of liberty for ourselves and our posterity. Economics teaches us about the freedom to buy and to sell, to do as we judge best with our property, to choose how to work and what to do with our earnings—the freedom in private life that is the essential buttress to political liberty. We mark each individual item in the standards with (H), (G), (C), and/or (E), to indicate which discipline or disciplines it emphasizes, but each element contributes to a single and coherent course of instruction. We arrange historical instruction as a chronological narrative.

We want students to enjoy learning for its own sake, since instruction in these disciplines stocks their minds with dates, persons, and places. But every fact our children learn should also equip them to understand the world around them, to treat their fellow Americans with wise affection, and to work intelligently to preserve their liberties and their country.

Scope and Sequence

American Birthright provides a sequence of courses through Grade 7 that introduces students to the geography, history, and government of their towns, states, country, and world, as well as an introduction to economics. This sequence centers its instruction on America's symbols, geography, history, and government. *American Birthright* then provides a more advanced sequence of courses in Grades 8 through 12 on Ancient and Classical Mediterranean Civilizations, the Development of Western Civilization, World History, United States History, and Civics.

We believe that this sequence is coherent and that its culmination in United States History and Civics supports the basic framework of social studies instruction to sustain American liberty. Yet we presume that states and school districts will alter the sequence in different ways. We would be delighted, for example, if states, school districts, and individual teachers integrated our United States History instruction with instruction in regional, state, and local history. We encourage state and local experimentation with the scope and sequence, as well as age-appropriate adjustment of each course's learning standards.

Several states mandate or allow high school electives in State History or Bible Literacy. Our standards are meant to work in tandem with such courses. *American Birthright* generally is meant to prepare students for any sort of social studies elective offered by a particular school district.

American Birthright also is meant to prepare students for advanced work in European History, United States History, World History, and Government. Unfortunately, the College Board, whose tests govern the structure of most Advanced Placement coursework, has politicized and softened its own standards; Advanced Placement courses for College Board credit no longer educate properly. We suggest that high schools that wish to provide advanced instruction in history and government would do better to provide dual credit courses (high school courses for which students receive college credit) or to facilitate dual enrollment in local community colleges.

American Birthright's learning standards have been crafted to support seven *primary themes*.

1. *Liberty*: The slow development and application of the ideals and institutions of liberty, particularly those embodied in constitutional self-government.
2. *Faiths and Nations*: The distinctive histories and characters of the world's enduring faiths and nations, and their importance as wellsprings of human behavior.
3. *Science and Technology*: The unique development of *Western* science and technology and the consequent transformation of most of the world from poverty to affluence.
4. *Economics*: The development of conscious understanding of how markets promote human flourishing, the rule of law, and prosperity, and the development of institutions and policies to deepen the benefits of free markets and broaden the number of beneficiaries.

5. *State and Society*: The development of state power, for good and for ill, as a complement to the autonomous, self-regulatory dynamics of human societies.
6. *Culture*: The character and transformations of different world cultures, their exemplary masterpieces in literature and the fine arts, and the interplay of particular cultures, individual free will, and universal human nature that determines the course of history.
7. *Achievement*: The exceptional but fragile achievement embodied in the creation and preservation of the American republic, which has to a remarkable extent institutionalized the practice of liberty and extended its habits within the American nation.

Students generally should be able to *identify* the ideals, institutions, and individual examples of human liberty, individualism, religious freedom, and republican self-government; *assess* the extent to which civilizations have fulfilled these ideals; and *describe* how the evolution of these ideals at different times and in different places has contributed to the formation of modern American ideals.

American Birthright also has been crafted to provide sustained coverage of four main topics: Western Civilization, World History, United States History, and Civics.

1. *Western Civilization*. Trace the continuous development of Western civilization from ancient Sumer, Egypt, Greece, and Israel through Rome, medieval Christendom, the Protestant Reformation, and the European creation of the modern world since the Renaissance. Europe's internal and external wars, which shaped the character of European civilization, preserved that civilization from conquest by its rivals, and culminated, during a brief apogee of technological advantage, in Europe's conquest and colonization of much of the world. Pay particular attention to the development of democratic and republican ideals and institutions via the matrices of classical and Christian thought, and to the history of England, which links the broader history of European liberty with the history of the United States. Emphasize the uniquely European histories of science, technology, and free-market economics.
2. *World History*. Examine the migrations, clashes, massacres, conquests, and technological advances of prehistory and history. The development and character of small-scale tribes, nomadic societies, and villages that preceded civilization, whose warlike nature must be understood in order to comprehend the character and the magnitude of the civilizing process. The development, increasing complexity, and distinctive character of the larger civilizations, with comparative evaluations of their strengths and weaknesses. Examine how Europe created a world system that united largely separate regions and gave birth to new nations in the Americas and Australasia. Analyze the interplay of common human dynamics such as agriculture, commerce, military conflict, and state-building with the particular events, faiths, and cultures of each region—with particular attention to the power and appeal of Europe's unique ideals and institutions of liberty, and their varying reception by different civilizations.

3. *United States History*. Elucidate the development of the American nation from its origins in England and England's colonies on the Atlantic seaboard. The development of American liberty from European ideals and practices, its institutionalization in colonial laws and practices, early state constitutions, and the federal Constitution, and its extension and application in America's subsequent history. Pay particular attention to the interplay of republican ideals and institutions and the creation of an American nation, imbued with the habits and culture of liberty and willing to welcome newcomers into its land and way of life. The reality that many Americans at some point were denied liberty and equality will be given due attention and placed in the appropriate historical context. Emphasize the role of faith in sustaining and extending liberty, and examine the economic and technological sinews of power that have given America the capacity to champion freedom throughout the world during the twentieth and twenty-first centuries.
4. *Civics*. Explore the Hebrew, Greek, and Roman sources of the American political system, and the Christian synthesis of Hebrew, Greek, and Roman thought, with its emphasis on the equal dignity of all individual humans in the eyes of God. The medieval English inheritance and documents of common law, trial by jury, local self-government, liberty, and representative government. The early modern English inheritance and documents of Christian liberty, republicanism, militia, accountable government, mixed government, parliamentary sovereignty, limited government, freedom of the press, the English Bill of Rights, and the Toleration Act. The colonial American inheritance and documents of Christian liberty, self-government, and local government. Discuss the Enlightenment theories of Locke, Montesquieu, and their contemporaries that universalized the traditions of Christian and English liberty. The opposition of patriots after 1764 to British violations of Americans' constitutional and natural rights. The sources, ideas, and effect of the Declaration of Independence. The nature of the Articles of Confederation and the reasons why Americans created a weak central government. Revolutionary-era state constitutions, the impulse to create a new federal Constitution, the nature of the Constitution, federalist and anti-federalist arguments, and the Bill of Rights. The American constellation of civic ideals: liberty, republican virtue, natural law, natural rights, republican self-government, the preservation of the republic, the expansion of the republic, commercial expansion, national interest, national unity, moral crusades, populist revolts, and moderation. The state constitutions and state and local government.

We encourage states and school districts to keep these primary themes and main topics in mind as they craft their own standards and curricula.

Selection Criteria

We have drafted *American Birthright* in good measure because existing social studies standards too frequently omit crucial figures, such as Christopher Columbus and George Washington, or excise

entire concepts, such as *liberty* or *republican virtue*. We realize that *American Birthright* inevitably will be criticized in turn for its own omissions. We expect that one common critique will be something like: *We have conducted a keyword search of your document and American Birthright doesn't mention systemic racism, it never refers to intersectionality, and it didn't use the canons of modern identity politics to provide greater representation of select groups.*

We do not agree with the ideological presumptions of that kind of criticism. Yet we love the richness of humanity and we regret every concept, fact, and individual we could not include. Much that we wish we could have included overlaps with the preferences of the advocates of representation. To confine our regrets to individuals, we would love to have mentioned such figures as the Empress Dowager Cixi, Charles Curtis, Félix Éboué, Pim Fortuyn, Indira Gandhi, Irène Joliot-Curie, Clare Boothe Luce, Golda Meir, Hannah More, Murasaki Shikibu, Ben Nighthorse Campbell, and Bayard Rustin. But then, we also regret that we could not mention such topics and individuals as Europe's Barbarian West (c. 400 – 800); Russian America; the English colonizations of Ireland and the Caribbean as contexts to the English colonization of mainland North America; extensive analysis of the histories and cultures of Indonesia and Korea; Johann Wolfgang von Goethe and Romanticism; and R. A. Fisher and the invention of modern statistics. *American Birthright* can provide no more than an introduction to the study of mankind.

Our criteria for including particular items generally have been whether they help students to learn the themes and topics we listed above in *Scope and Sequence*. Above all, we have selected individual items to equip students to know the story of liberty in human history and to describe how the ideals and institutions of liberty have created and shaped America. We believe that any American social studies standard, whichever facts and individuals it chooses to mention, should use *significance for the story of liberty* as its primary selection criterion.

Pedagogies

American Birthright neither endorses nor rejects specific pedagogies. Teachers should be free to teach as they like. That said, our focus on rigorous standards, classroom instruction, and content knowledge aligns well with pedagogies such as E. D. Hirsch's *Core Knowledge*.

Furthermore, we judge that a great many pedagogies actively inhibit student learning, including action civics, so-called "anti-racism," civic engagement, critical race theory, current events learning, inquiry-based learning, media literacy, project-based learning, social-emotional learning, and virtually any pedagogy that claims to promote "diversity, equity, and inclusion" or "social justice." The best of these substitute education in skills for education in content and instruct students to "question" when they cannot answer the most elementary factual queries. Many such pedagogies select tendentious, ideologically driven questions that suggest predetermined answers. The worst of these substitute vocational training in progressive activism for classroom instruction ("action civics" or "civic engagement," better known as "protest civics") and actively promote disaffection from our country. We strongly recommend avoiding all such pedagogies.

We favor pedagogies that facilitate *accountability*—not just students’ accountability to their teachers and their parents, but also teacher and school accountability to parents, policymakers, and taxpayers. Inquiry-based learning, collaborative learning, social-emotional learning, critical race theory, outcome-based education, differential standards—among these pedagogies’ many grave flaws is that they disable teacher and school accountability. You can’t tell how well teachers instruct an individual student when what you’re assessing is a group project, a protest, a “skill,” or an ideological commitment—or when all students pass, no matter how little they’ve learned. Pedagogies that focus on rigorous standards, individual effort, classroom instruction, and content knowledge allow parents and policymakers to assess just how well their schools teach their children. We favor these pedagogies not least because they make possible such democratic accountability.

Social studies classes should teach concepts and skills that are discipline-specific rather than abstract skills that supposedly can be applied to any discipline. The skills they do teach should be age-appropriate, while also challenging. (See *Disciplinary Methodologies* below.)

We also favor pedagogies that truly prepare students for college and career. Both advanced study and the workforce require competitive and ambitious Americans with broad and deep background knowledge; the talent to absorb, synthesize and make use of large numbers of facts; the habit of making comparisons and learning broader contexts so as to judge with a sense of proportion; the ability to subject any topic to logical analysis; the capacity both to listen sympathetically to multiple points of view and to engage in free and fearless debate that avoids *ad hominem* attacks; the willingness to be judged for their ability to produce timely and competent work; and independence of conscience and mind. *American Birthright* should align with pedagogies that foster these traits and capacities.

Every student should be educated to be another Harry Truman—a high-school graduate who, without ever graduating from college, has a solid grasp of history and is capable of serving as an officer, a judge, a senator, and president.

Students cannot learn social studies properly unless they read and write fluently. We therefore encourage states and school districts to abandon the Common Core English Language Arts standards. These standards have worsened students’ literacy since they were adopted and degrade social studies courses by turning them into a form of remedial reading instruction. Social studies classes must free themselves from the chains of Common Core.

We do not provide targeted recommendations for special needs students, save to say that all students are Americans who deserve to learn about their birthright: that, in the words of the Declaration of Independence, “all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness.” We encourage schools, teachers, and parents to challenge both special needs and gifted children as much as possible, whether by extra help, tracking, dual enrollment in college classes, or any other means that will propel them to use all their mental resources.

While we endorse no theoretical pedagogy, we recommend that states and school districts adopt these twelve pedagogical rules of thumb:

1. **Facts:** Provide students with an extensive catalog of historical facts, including dates, places, people, and laws, so they can assess conflicting historical interpretations and evaluate for themselves the evidence for various moral and philosophical claims.
2. **Primary Sources:** Base historical instruction on primary sources, including the documents of liberty, speeches, and firsthand accounts of important events; and teach students how to understand the intellectual background of primary sources and to comprehend their language.
3. **Rigor:** Test students for knowledge of an entire subject matter rather than provide selective lists of what should be studied that too often are regarded as telling students what need not be studied.
4. **Skills:** Leave skills-training to individual teachers and only require skills specific to social studies inquiry, such as source evaluation and historical comparison.
5. **Historical Integrity:** Teach disciplined inquiry that aims to understand the past rather than cherry-pick decontextualized facts to support modern sociopolitical arguments.
6. **Impartiality:** Provide students material they can use to argue for a wide range of political beliefs rather than material tailored to advance narrow sociopolitical arguments.
7. **Individuals:** Instruct students that it is individuals who make history, not impersonal forces, and tell them enough about famous individuals that they can see how character and individual action changed the course of history.
8. **Contingency:** Teach students that the past could have gone in different directions and that our present circumstances, whether good or bad, were not pre-ordained.
9. **Humility:** Train students to avoid the narrow perspective that only judges the past by today's moral standards, and to recognize that all human beings share a flawed and limited nature.
10. **Broadmindedness:** Inform students that they can empathize intelligently with the beliefs and experiences of people living in widely varied times and places and provide them with the information they need to do so.
11. **Charitable Interpretation:** Teach students to interpret the beliefs of historical subjects in the most rational way possible, and to learn the strongest possible arguments that support those beliefs.

12. **Truth:** Help students search for a way to assemble historical facts into a true understanding of humanity and our world; show them that all human beings have an equal capacity to discern the truth.

We also endorse the traditional American pedagogy oriented toward instruction in virtue. At its best, American civics education has taught a doctrine of republican virtue that argues that the survival of the American republic depends on educating young Americans to possess individual good character—and that liberty depends on learning to aspire to virtue while asking and giving forgiveness when fallible human beings fall short of their ideals. Students must learn to base the liberty guaranteed by the Constitution on the virtue prescribed by the Golden Rule, that *Champion liberty for others as you would have them champion liberty for you* follows naturally from *Do unto others as you would have them do unto you*.

We realize that the citizens of a pluralist republic will always differ about the precise nature of individual virtue and that our public schools should not conflate virtue with the beliefs of a particular denomination. We realize even more acutely that we should not attempt to catalog virtues in this document as we catalog the facts of history and geography. But *American Birthright* catalogs facts that Americans need to know to develop a spirit of republican virtue. We hope that parents and teachers will build on these facts to instill in their children and students a love of virtue to match their love of liberty.

Disciplinary Methodologies

States and school districts should avoid teaching methodological skills that are presumed to apply interchangeably to all subjects. It is much more effective to teach students methodologies specific to each discipline. We therefore provide brief sketches of methodologies appropriate for History, Geography, Civics, and Economics.

- *History:* Historians and students of history use primary sources (first-hand accounts of a topic) and secondary sources (narrative or analytical accounts of a topic by people who had no direct connection to it) to learn what facts are known about the past, what arguments have been made about how to interpret these facts, and how to evaluate the reliability of historical evidence and the persuasiveness of historical argumentation.
- *Geography:* Geographers and students of geography learn how to make and understand maps, inform themselves of the natural and political contours of the world, and use this knowledge to illuminate their understanding of economics and history.

- *Civics*: American students learn the ideals on which their country was founded, the history of how their country was founded and those ideals put into practice, how their republican government works to preserve American ideals and well-being, and how they should behave as citizens to preserve their republic and their nation.
- *Economics*: Economists and students of economics build on the insight that people usually pursue their self-interest to analyze the choices individuals and groups make as they engage in the production, distribution, and consumption of scarce resources, and also to evaluate the wisdom and effectiveness of government action to influence these choices.

States and school districts will know best how to expand and modify our sketches to suit their students.

Civics and English Language Arts

We believe that civics instruction can and should be integrated with English Language Arts. Elementary students can practice handwriting by copying the Declaration of Independence—and they can also use the Declaration of Independence to practice their ability to read cursive. English Language Arts texts, moreover, should include books with a civics focus. We therefore include at the beginning of each grade’s learning standards a section of *Additional Reading*, drawn from the Civic Literacy Reading List in *Florida’s B.E.S.T. Standards: English Language Arts*. We encourage English Language Arts teachers to select from these texts for readings in every grade.

Intensive Content Standards for Democratic Education

American Birthright provides intensive content standards, which ask students to learn a comprehensive array of facts, including dates, places, and concepts. We know that some educators argue that schools should limit content instruction because so-called “disadvantaged” students (which these educators have variously defined as minorities, immigrants, women, or the poor) cannot master substantial course content. These educators denigrate the abilities and potential of the children they claim to champion, and they do so even though a large body of education research has shown their arguments are misguided. Notable works such as Thomas Sowell’s *Black Education: Myths and Tragedies* (1972), E. D. Hirsch’s *The Schools We Need and Why We Don’t Have Them* (1996), Annette Lareau’s *Unequal Childhoods: Class, Race, and Family Life* (2003), and Abigail and Stephen Thernstrom’s *No Excuses: Closing the Racial Gap in Learning* (2004) point out that disadvantaged children need intensive content instruction the most. Better-off students receive large amounts of content knowledge from their families and peers, but disadvantaged students must receive this content in school if they are to receive it at all. When disadvantaged students do receive this intensive content instruction, they learn eagerly and well.

Content standards that focus on skills and abbreviate content especially harm the education of disadvantaged children, and in so doing foster an unequal society. *American Birthright* offers intensive content standards not least because they will make sure that America's schools fulfill the promise of equal educational opportunities for everyone.

Assessment

American Birthright also provides intensive content standards to facilitate reliable assessment, whether by national companies such as the Educational Testing Service (ETS), state-level testing, or tests by school districts and individual teachers. Our content standards will provide enough material to make it easy both for teachers and for large organizations such as ETS to create tests that accurately assess student knowledge. They will be particularly helpful in making it possible for school district committees and individual teachers, who have fewer test-creation resources, to create effective assessments of their own and not rely solely on state-wide or national examinations.

Curricula

American Birthright does not provide curricula. We are reluctant to provide a formal stamp of approval for specific curricula, for fear that it would become the first step toward a mandated national curriculum. But we should give some sense of the sort of curricula that we believe align well with *American Birthright's* standards. Hillsdale College's *The Hillsdale 1776 Curriculum* aligns well with *American Birthright*. So too does Great Hearts Academies' general approach to social studies instruction and 1776 Unites' focused lesson plans on African-American history. We anticipate that AAT Education's American history curriculum, designed around Wilfred M. McClay's U.S. history textbook *Land of Hope: An Invitation to the Great American Story* (2019), also will align with *American Birthright* when it is released. These are not the only models for social studies curricula, but they are good ones.

The Civics Alliance will provide lists of recommended curricula on its website in order to inform parents, teachers, and school districts. But we emphasize that these will be *recommendations* only, not mandates. We do not wish our preferences to constrain any American school district's liberty to set its own curricula.

Teacher Training

America needs teachers who are capable of teaching this material. We strongly suggest teacher licensure reform, so that public K-12 teachers receive intensive subject matter training in Economics, Western Civilization, World History, United States History, and Civics. (Teachers of other classes, such as English, Math, and Science, should receive intensive subject matter training as well.) Policymakers might also consider requiring K-12 teachers to take a class in American History and Government Primary Sources, which would introduce teachers to a core series of these documents and teach them how to use these sources in the classroom. Teachers should also be able to read and write well enough

themselves to be capable of educating and assessing students as they produce substantial written assignments. Given the intense commitment of many of America's schools of education to ineffective pedagogies, we also recommend reforms to allow prospective teachers to receive teaching licensure without having to take courses in education schools and departments. The troubling fact that U.S. students rank about thirtieth in international standings in Mathematics, Reading, and Science suggests that the public education establishment could do a significantly better job at educating students.

We have crafted *American Birthright* to serve as a model for proper teacher training. If teachers do not already know this material, we intend it to serve as a guide for their professional development. We also intend it to guide the teachers of teachers, as they create their own courses. *American Birthright* is an invitation to learning for all, teachers and students alike.

Sources

We have not tried to reinvent the wheel with *American Birthright*. Instead, we have adapted material from several sources that we believe do a particularly good job of providing structure and content for social studies instruction. The largest source of *American Birthright* is the 2003 Massachusetts History and Social Sciences Curriculum Framework, whose own sources include Indiana's 2001 Academic Standards for Economics and Government. We also have drawn on the draft Florida Civics Standard and on the National Association of Scholars' report *Disfigured History: How the College Board Demolishes the Past*. We have drawn on many other sources as well, but these three are the largest contributors. We base *American Birthright* on the best existing practices of education professionals.

Implementation

Many different components of government and civil society must act to reform America's social studies instruction. Several specific actions at the federal and state level will help facilitate adoption of state standards modeled on *American Birthright*.

Federal Government

1. Withdraw from regulating or funding any aspect of K-12 education, including social studies instruction. Federal involvement in these matters violates fundamental principles of American federalism.

State Governments

2. Disentangle state social studies standards from national frameworks created by the education establishment, such as Educating for American Democracy's *Excellence in History and Civics for all Learners* and *Roadmap to Educating for American Democracy* and the National Council for the Social Studies' *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards*.
3. Pass laws to prohibit the use of discriminatory pedagogies and action civics in public K-12 social studies classes.
4. Pass laws to require high school social studies instruction in Western Civilization, United States History, and Civics.
5. Pass laws to require all existing academic standards, and all forthcoming revisions, to be submitted to the state legislature and the governor for review and possible veto, unless an elected state board of education already has the authority to revise and approve academic standards.
6. Pass laws to reduce the authority of state education departments and to increase the power and autonomy of school districts.
7. Reform teaching licensure to increase the number of required history and civics courses and to end the gatekeeping power of the education schools and departments.

School Boards

8. Provide leadership and oversight to ensure that teachers adopt a proper social studies curriculum.
9. Provide parents and taxpayers with transparent assessments of how well students are learning social studies.

These reforms will go a long way toward achieving successful social studies reform—which we will achieve when all our children know that liberty is America's touchstone, and its companions love and the law.

Conclusion

American Birthright is a model—not a set structure to be imposed on states and school districts. We have crafted rigorous standards not least to make it straightforward for policymakers to create equally rigorous equivalents with different priorities, whether by abbreviating some topics and primary source readings, expanding others, or modifying the course sequences. A Civics course, for example, might focus on Founding Documents and reduce the number of *Seminal Primary Documents to Read* devoted to Supreme Court decisions. States and school districts that find *American Birthright*'s broad outlines valuable should and will modify it in detail.

We do not wish to use the vast network of federal bureaucracies and non-governmental organizations that work together to impose homogenous, inferior, and politicized education on America. We would rather eliminate their power to coerce the states and school districts. We submit *American Birthright* directly to state policymakers and school boards, and to the citizenry of America, for their consideration. America's schools and curricula should be democratically accountable to our elected representatives at the state and local level.

American Birthright is a means to an end. We learned as children to revere our country, conceived in liberty, and we wish to pass that devotion on to our own children. Proper social studies standards are a linchpin in the work to educate a new generation of Americans who understand and appreciate their nation's past and who respect and are prepared to sacrifice for their country. Our children should be equipped to continue the work bequeathed to us by the Founders—to establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty for ourselves and our posterity. We proffer *American Birthright* to our fellow Americans to help them craft the standards, the curricula, the textbooks, and the lessons that will sustain our republic and our nation.

Further Readings

- A Nation at Risk: The Imperative for Educational Reform* (1983)
Bruce Frohnen, *The American Republic: Primary Sources* (2002)
Bruce Frohnen, *The American Nation: Primary Sources* (2009)
E. D. Hirsch, *Cultural Literacy: What Every American Needs to Know* (1987)
Annette Lareau, *Unequal Childhoods: Class, Race, and Family Life* (2003)
Thomas K. Lindsay and Lucy Meckler, "Action Civics," "New Civics," "Civic Engagement," and "Project-Based Civics": *Advances in Civic Education?* (2020)
Wilfred M. McClay, *Land of Hope: An Invitation to the Great American Story* (2019)
The President's Advisory 1776 Commission, *The 1776 Report* (2021)
David Randall, *Disfigured History: How the College Board Demolishes the Past* (2020)
David Randall, *Learning for Self-Government: A K–12 Civics Report Card* (2022)
Thomas Sowell, *Black Education: Myths and Tragedies* (1972)
Abigail and Stephen Thernstrom, *No Excuses: Closing the Racial Gap in Learning* (2004)

The Model K-

12 Standards

Pre-Kindergarten-Kindergarten Learning to be an American

At the preschool and kindergarten level, learning in history and social science is built on children's experiences in their families, school, community, state, and country. The picture books chosen for reading aloud, the stories told, and the songs they hear or learn are basic components of the curriculum. Children listen to stories about the people and events we celebrate in our national holidays and learn why we celebrate them. They also start to become familiar with our national heritage to help them develop a civic identity.

Additional Reading: Florida's B.E.S.T. Standards: English Language Arts includes an excellent Civic Literacy Reading List, which recommends civic-focused texts for every grade. The books it recommends for Kindergarten and Grade 1 include David A. Adler's *A Picture Book of Benjamin Franklin*; Elissa Grodin's *D is for Democracy: A Citizen's Alphabet*; Philip Abraham's *George Washington*; Bill Martin, Jr.'s and Michael Sampson's *I Pledge Allegiance*; Jean Fritz's *Just a Few Words, Mr. Lincoln: The Story of the Gettysburg Address*; Pegi Deitz Shea's *Liberty Rising*; John Herman's *Red, White, and Blue: The Story of the American Flag*; Megan McDonald, *Saving the Liberty Bell*; Norman Pearl's *The Bald Eagle*; Barb Rosenstock's *The Camping Trip that Changed America: Theodore Roosevelt, John Muir, and Our National Parks*; Pam Muñoz Ryan's *The Flag We Love*; Mary Firestone's *The Liberty Bell*; Peter Spier's *The Star-Spangled Banner*; Cara Ashrose's *The Very First Americans*; Lloyd G. Douglas' *The White House*; and Peter Barnes' *Woodrow, the White House Mouse*. We encourage English Language Arts teachers to select from these texts for readings in this grade.

Learning Standards

With guidance from the teacher, students should be able to:

1. Identify and describe the events or people celebrated during United States national holidays and say why we celebrate them. (H)
 - a. Columbus Day

- b. Independence Day
 - c. Martin Luther King Jr. Day
 - d. Presidents' Day
 - e. Thanksgiving
 - f. Memorial Day
 - g. Veterans Day
2. Put events in their own and their families' lives in temporal order, including births, deaths, and important moves. (H)
 3. Identify the student's street address, city or town, and **{State}** as the state and the United States of America as the country in which he or she lives. Identify the name of the student's school and the city or town in which it is located. (G)
 4. Describe the location and features of places in the immediate neighborhood of the student's home and school. (G)
 5. Retell poems and stories from American history and folklore (e.g., Henry Wadsworth Longfellow, "Paul Revere's Ride"; Stephen Vincent Benét's *A Book of Americans*) that illustrate honesty, courage, friendship, respect, responsibility, liberty, and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities. (C)
 6. Identify and describe family members or local citizens who promote the liberty, prosperity, and security of their fellow Americans. (C)
 7. Demonstrate understanding that there are important **{State}** symbols by identifying the **{State}** flag and its colors and shapes. (C)
 8. Demonstrate understanding that there are important American symbols by identifying
 - a. The American flag and its colors and shapes
 - b. The melody of the national anthem
 - c. The picture and name of the current president
 - d. The words of the Pledge of Allegiance (C)
 9. Define patriotism as devotion to one's country and a commitment to contributing to its well-being. (C)
 10. Identify the patriotic holidays and observances (e.g., American Founders Month, Celebrate Freedom Week, Independence Day, Martin Luther King Jr. Day, Memorial Day, Patriot Day, Veterans Day). (C)

11. Give examples of different kinds of jobs that people do, including the work they do at home. (E)
12. Explain why people work (e.g., to earn money in order to buy things they want, to support a family, to contribute to the community, to help others, and to take pride in earning their living). (E)
13. Give examples of the things that people buy with the money they earn. (E)

Grade 1

Tales of Liberty

In first grade, children listen to and read folk tales and true stories from America and from around the world. They learn about major historical events, figures, and symbols related to the United States of America and its national holidays and why they are important to Americans. As students study concepts in geography, civics, economics, and history, they also learn about each other's families and about the achievements of different people in different times and places.

Additional Reading: Florida's B.E.S.T. Standards: English Language Arts includes an excellent Civic Literacy Reading List, which recommends civic-focused texts for every grade. The books it recommends for Kindergarten and Grade 1 include David A. Adler's *A Picture Book of Benjamin Franklin*; Elissa Grodin's *D is for Democracy: A Citizen's Alphabet*; Philip Abraham's *George Washington*; Bill Martin, Jr.'s and Michael Sampson's *I Pledge Allegiance*; Jean Fritz's *Just a Few Words, Mr. Lincoln: The Story of the Gettysburg Address*; Pegi Deitz Shea's *Liberty Rising*; John Herman's *Red, White, and Blue: The Story of the American Flag*; Megan McDonald, *Saving the Liberty Bell*; Norman Pearl's *The Bald Eagle*; Barb Rosenstock's *The Camping Trip That Changed America: Theodore Roosevelt, John Muir, and our National Parks*; Pam Muñoz Ryan's *The Flag We Love*; Mary Firestone's *The Liberty Bell*; Peter Spier's *The Star-Spangled Banner*; Cara Ashrose's *The Very First Americans*; Lloyd G. Douglas' *The White House*; and Peter Barnes' *Woodrow, the White House Mouse*. We encourage English Language Arts teachers to select from these texts for readings in this grade.

Learning Standards

1. On a map of the United States, locate Washington, D.C. and identify it as the capital of the United States of America; locate **{State Capital}** and identify it as the capital of **{State}**. (G)
2. Explain the purpose of rules and laws in the home, school and government. (C)

3. Explain ways free individuals join together to make decisions. Identify the Founders at the Constitutional Convention as great American exemplars of how this should be done. (C)
4. Identify the Constitutions of the United States and **{State}** as the agreed-upon sets of rules that govern the country and the state. (C)
5. Identify people who have been delegated the authority and power to make and enforce rules and laws. (C)
6. Identify the current President of the United States, describe what presidents do, and explain that they get their authority from a vote by the people. (H, C)
7. Identify and explain the meaning of American national symbols. (H, C)
 - a. The American flag
 - b. The national motto
 - c. The bald eagle (and why it was chosen)
 - d. The White House
 - e. The Statue of Liberty
8. Demonstrate the ability to recite the Pledge of Allegiance, to explain its general meaning, to sing national songs such as *America the Beautiful*, *My Country, 'tis of Thee*, *God Bless America*, and *The Star-Spangled Banner*, and to explain the general meaning of their lyrics. (H, C)
9. Learn how to display and dispose of the American flag and why it deserves Americans' respect. (C)
10. Identify and explain the meaning of the **{State}** flag and the **{State}** motto. (H, C)
11. Demonstrate the ability to recite the **{State}** pledge and explain its general meaning and to sing the **{State Anthem}** and explain the general meaning of the lyrics. (H, C)
12. Identify the current Governor of **{State}**, describe what governors do, and explain that they get their authority from a vote by the people. (H, C)
13. Identify the current mayor (or county level equivalent), describe what mayors do, and explain that they get their authority from a vote by the people. (C)

14. Give reasons for celebrating the events or people commemorated in national and {State} holidays. On a calendar for the current year, identify the months for Labor Day, Columbus Day, Veterans' Day, Thanksgiving, Martin Luther King Jr. Day, Presidents' Day, Memorial Day, Flag Day, and Independence Day. (H, C, G)
15. Recognize ways citizens can demonstrate patriotism (e.g., military service, providing flags for veterans' gravestones, celebrating Independence Day). (C)
16. Give reasons for noting the days that mark the changes in seasons. (G)

Individuals, Families, and Communities Now and Long Ago

17. After reading or listening to folktales, legends, and stories from America (e.g., Johnny Appleseed, Paul Bunyan, Davy Crockett, John Henry, Daniel Webster, and Annie Oakley) and from around the world (e.g., The Frogs Who Desired a King, Horatius at the Bridge, King Alfred and the Cakes, Dick Whittington, William Tell, Anansi, Issun Boshi, Lon Po Po, and Medio Pollito), describe the main characters and their qualities. (H)
18. After reading or listening to true stories about famous Americans (e.g., Abigail Adams, Neil Armstrong, Whittaker Chambers, Cesar Chavez, Roberto Clemente, Thomas Edison, Richard Feynman, Marcus Foster, Benjamin Franklin, Daniel Inouye, Abraham Lincoln, Charles Lindbergh, Crawford Long, Thurgood Marshall, Ely Parker, Rosa Parks, Colin Powell, Walter Reed, Betsy Ross, Babe Ruth, Sacagawea, Jonas Salk, Harriett Beecher Stowe, Clarence Thomas, Washakie, George Washington, Booker T. Washington, and the Wright Brothers) describe their qualities or distinctive traits. (H, C)
Teachers are free to choose whatever biographies they wish about famous Americans whose lives illustrate the success of American ideals of human decency and liberty.
19. Explain that Americans are united by their celebrations and customs and describe those national celebrations or customs. (H)

Grade 2

Our Country and Its People

Second graders study world and United States history, geography, economics, and government by learning more about who Americans are. They listen to or read a variety of stories about distinctive American individuals, peoples, achievements, customs, events, places, and landmarks. They learn more about American liberty and government. Students learn more economic concepts by identifying producers, consumers, buyers, and sellers in their own towns.

Additional Reading: Florida's B.E.S.T. Standards: English Language Arts includes an excellent Civic Literacy Reading List, which recommends civic-focused texts for every grade. The books it recommends for Grades 2 and 3 include Betsy Maestro's *A More Perfect Union: The Story of Our Constitution*; Barbara Cooney's *Eleanor*; Alex Tavoularis' and Barbara Mitchell's *Father of the Constitution: A Story about James Madison*; Selene Castrovilla's *Revolutionary Friends: General George Washington and the Marquis de Lafayette*; Suzanne Slade's *Susan B. Anthony: Fighter for Freedom and Equality*; Christine Taylor-Butler's *The Congress of the United States*; Catherine Osornio's *The Declaration of Independence from A to Z*; Betsy and Giulio Maestro's *The Story of the Statue of Liberty*; Connor Boyack's *The Tuttle Twins and the Miraculous Pencil* and *The Tuttle Twins Learn About the Law*; Eileen Christelow's *Vote!*; Nancy Loewen's *We Live Here Too!: Kids Talk About Good Citizenship*; David Catrow's *We the Kids: The Preamble to the Constitution of the United States*; Lynne Cheney's *We the People*; Ann Matzke's *What are the Branches of Government?*; and Baron Bedesky's *What is a Government?* We encourage English Language Arts teachers to select from these texts for readings in this grade.

Learning Standards

1. On a map of the world, locate all of the continents: North America, South America, Europe, Asia, Africa, Australia, and Antarctica. (G)

2. Locate the current boundaries of the United States, Canada, and Mexico. (G)
3. Locate the oceans of the world: the Arctic, Atlantic, Indian, Pacific, and Southern Oceans. (G)
4. Locate five major rivers in the world: the Mississippi, Amazon, Volga, Yangtze, and Nile. (G)
5. Locate major mountains or mountain ranges in the world such as the Andes, Alps, Himalayas, Mt. Everest, Mt. McKinley, and the Rocky Mountains. (G)
6. Explain the difference between a continent and a country and give examples of each. (G)
7. Explain why free people form governments to defend their liberty. (C)
8. Explain the consequences of an absence of rules and laws. (C)
9. Identify the constitutional means of becoming a United States citizen. (C)
10. Describe and apply the characteristics of responsible citizenship, including voting, obeying laws, self-reliance, volunteerism, observing patriotic holidays, peaceable assembly, and petitioning the government. (C)
11. Recognize symbols, individuals, and documents that represent the United States. (C)
 - a. The United States Capitol, the White House, and the United States Supreme Court
 - b. George Washington, Thomas Jefferson, Abraham Lincoln, Booker T. Washington, and Rosa Parks
 - c. The Declaration of Independence
12. Recognize symbols, individuals, and documents that represent **{State}**. (C)
13. Recognize that the Constitution of the United States is the supreme law of the land. (C)
14. Identify the United States as a constitutional republic. (C)
15. After reading or listening to a variety of true stories about Americans recognized for their achievements, describe and compare different ways people have achieved great distinction (e.g., civic (Benjamin Franklin), scientific (Richard Feynman), professional (Sandra Day O'Connor), political (Theodore Roosevelt), religious (Billy Sunday), commercial (Andrew Carnegie), military (Dwight Eisenhower), athletic (Jesse Owens), or artistic (Georgia O'Keeffe)). (H)

Grade 3

American and State Geography and History

Using local historic sites, historical societies, and museums, third graders learn about the history of **{State}** from the time of the arrival of American settlers. They also learn the history of American settlers, the American Revolution, the history of their own cities and towns, and about famous people and events in **{State's}** history. In addition, they read biographies of prominent **{State}** people in science, technology, the arts, business, education, or political leadership in order to learn how they contributed to **{State}** history.

Additional Reading: Florida's B.E.S.T. Standards: English Language Arts includes an excellent Civic Literacy Reading List, which recommends civic-focused texts for every grade. The books it recommends for Grades 2 and 3 include Betsy Maestro's *A More Perfect Union: The Story of Our Constitution*; Barbara Cooney's *Eleanor*; Alex Tavoularis' and Barbara Mitchell's *Father of the Constitution: A Story about James Madison*; Selene Castrovilla's *Revolutionary Friends: General George Washington and the Marquis de Lafayette*; Suzanne Slade's *Susan B. Anthony: Fighter for Freedom and Equality*; Christine Taylor-Butler's *The Congress of the United States*; Catherine Osornio's *The Declaration of Independence from A to Z*; Betsy and Giulio Maestro's *The Story of the Statue of Liberty*; Connor Boyack's *The Tuttle Twins and the Miraculous Pencil* and *The Tuttle Twins Learn About the Law*; Eileen Christelow's *Vote!*; Nancy Loewen's *We Live Here Too!: Kids Talk About Good Citizenship*; David Catrow's *We the Kids: The Preamble to the Constitution of the United States*; Lynne Cheney's *We the People*; Ann Matzke's *What are the Branches of Government?*; and Baron Bedesky's *What is a Government?* We encourage English Language Arts teachers to select from these texts for readings in this grade.

Learning Standards

1. Identify who the Pilgrims were and explain why they left Europe to seek religious freedom; describe their journey and their early years in the Plymouth Colony. (H, G, C, E)
 - a. The purpose of the Mayflower Compact and its principles of self-government
 - b. Challenges in settling in America
 - c. Events leading to the first Thanksgiving
2. Explain important political, economic, and military developments leading to and during the American Revolution. (H, C)
 - a. The Boston Tea Party
 - b. The first battles of the Revolution, at Lexington and Concord
 - c. Noble Train of Artillery, Bunker Hill, Valley Forge, Saratoga, and Yorktown
 - d. Revolutionary leaders such as George Washington, Benjamin Franklin, John Adams, and Paul Revere, as well as Benedict Arnold, who turned from hero to traitor
3. Explain the purpose and need for government to defend liberty. Recognize examples of this need in early state constitutions and the Articles of Confederation. (C)
4. Describe how the United States government gains its power from the consent of the people. (C)
5. Recognize that the United States government was established through a written Constitution, in contrast with the United Kingdom's unwritten constitution. (C)
6. Identify the Declaration of Independence, the Constitution, and the Bill of Rights as key American documents. (C)
7. Describe how citizens demonstrate civility, cooperation, self-reliance, volunteerism, and other civic virtues. (C)
8. Describe the importance of voting in elections. (C)
9. Explain the history and meaning behind patriotic holidays and observances, including American Founders Month, Celebrate Freedom Week, Independence Day, Martin Luther King Jr. Day, Memorial Day, Patriot Day, and Veterans Day. (C)
10. Recognize symbols, individuals, documents, and events that represent the United States. (C)
 - a. The Statue of Liberty and Mount Rushmore
 - b. Alexander Hamilton, James Madison, and Susan B. Anthony

- c. The Preamble to the United States Constitution
 - d. The Constitutional Convention (May 1787 – September 1787), and the signing of the United States Constitution (September 17, 1787)
11. On a map of the United States, locate the **{Region}** states and the Atlantic Ocean. On a map of **{State}**, locate major cities and towns, as well as **{list of famous state natural features}**. (G)
 12. Identify several **{State Indian Tribes}** and their leaders at the time the American settlers arrived, and describe their way of life. (H, G)
 13. Describe the settlement of **{State}**, identify notable pioneers, and describe the pioneers' way of life. (H, G)
 14. Describe the later development of **{State}**, identify notable state leaders, and describe the way of life of **{State}** in generations down to the present. (H, G)
 15. Recognize symbols, individuals, documents, and events that represent **{State}**. (C)
 16. Recognize that the American government has local, state, and federal levels, and distinguish among their responsibilities. (C)
 17. Recognize how government is organized at a local level. (C)
 18. Recognize that every state has its own state constitution. (C)
 19. Explain that the United States Constitution and the **{State}** Constitution establish the framework for national and state government. (C)
 20. After reading a biography of a person from **{State}** in one of the following categories, summarize the person's life and achievements. (H, C)
 - a. Science and technology (e.g., **{list of state notables}**)
 - b. The arts (e.g., **{list of state notables}**)
 - c. Business (e.g., **{list of state notables}**)
 - d. Military valor (e.g., **{list of state notables}**)
 - e. Political leadership (e.g., **{list of state notables}**)
 21. On a map of **{State}**, locate the class's home town or city and its local geographic features and landmarks. (G)

22. Identify historic buildings, monuments, or sites in the area and explain their purpose and significance. (H, C)
23. Identify when the students' own town or city was founded and describe the different groups of people who have settled in it since its founding. (H, G)
24. Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed. (H, G, E)
25. Give examples of goods and services provided by local businesses and industries. (E)
26. Give examples of tax-supported facilities and services provided by local government, such as public schools, parks, recreational facilities, police and fire departments, and libraries. (C, E)

Grade 4

North American Geography and Introductory Civics

In grade 4, students study the political and physical geography of the United States today. In addition, they learn about the political and physical geography of Mexico, Canada, Central America, and the Caribbean Islands. Students also learn about the formation and framework of the American republic.

Additional Reading: Florida's B.E.S.T. Standards: English Language Arts includes an excellent Civic Literacy Reading List, which recommends civic-focused texts for every grade. The books it recommends for Grades 4 and 5 include Charles C. Mann's *Before Columbus: The Americas of 1491*; James Madison's *Bill of Rights*; Thomas Jefferson, et al.'s *Declaration of Independence*; John Kaminski's *James Madison: Champion of Liberty and Justice*; Jean Fritz's *Shh! We're Writing the Constitution*; Michael Burgan's *The Bill of Rights and The Reconstruction Amendments*; Warren Colman's *The Constitution*; Ann Heinrich's *The Emancipation Proclamation*; Abraham Lincoln's *Gettysburg Address*; Terri DeGezelle's *The Great Seal of the United States*; Syl Sobel's *The U.S. Constitution and You*; the United States Constitution; and William David Thomas' *What Are the Parts of Government?* We encourage English Language Arts teachers to select from these texts for readings in this grade.

Learning Standards

North America

1. On a map of North America, locate and identify as many as possible of the countries and capitals of Anguilla (U.K.), Antigua and Barbuda, Aruba (Neth.), Bahamas, Barbados, Belize, Bermuda (U.K.), British Virgin Islands (U.K.), Canada, Cayman Islands (U.K.), Costa Rica, Cuba, Dominica, Dominican Republic, Greenland (Den.), Grenada, Guadeloupe (Fr.), Guatemala,

Haiti, Honduras, Jamaica, Martinique (Fr.), Mexico, Montserrat (U.K.), Netherlands Antilles (Neth.), Nicaragua, Panama, Puerto Rico (U.S.), St. Kitts and Nevis, St. Lucia, St.-Pierre and Miquelon (Fr.), St. Vincent and the Grenadines, Trinidad and Tobago, Turks and Caicos Islands (U.K.), United States, Virgin Islands (U.S.). (G)

Regions of the United States

2. On a map of the world, locate North America. On a map of North America, locate the United States, the Atlantic and Pacific Oceans, the Gulf of Mexico, the Mississippi and Rio Grande Rivers, the Great Lakes, Hudson Bay, and the Rocky and Appalachian Mountain ranges. (G)
3. On a map of North America, locate the current boundaries of the United States (including Alaska and Hawaii). Locate America's regions: New England, Middle Atlantic, Atlantic Coast/Appalachian, Southeast/Gulf, South Central, Great Lakes, Plains, Southwest Desert, and Pacific States, as well as the Commonwealth of Puerto Rico. (G)
4. Identify the states, state capitals, and major cities in each region. (G)
5. Describe the climate, major physical features, and major natural resources in each region, and in {State}. (G)
6. Identify and describe unique features of the United States (e.g., the Everglades, the Grand Canyon, Mount Rushmore, the Redwood Forest, Yellowstone National Park, and Yosemite National Park). (G)
7. Identify major monuments and historical sites in and around Washington, D.C. (e.g., the Jefferson and Lincoln Memorials, the Smithsonian Museums, the Library of Congress, the White House, the Capitol, the Washington Monument, the National Archives, Arlington National Cemetery, the Vietnam Veterans Memorial, the World War II memorial, and Mount Vernon). (G)
8. Identify the six different European countries (France, Spain, England, Russia, Sweden, and the Netherlands) that colonized different regions of the present United States at the time the New World was being explored and describe how their influence can be traced to place names, architectural features, and language. (H, G)
9. Identify man-made transportation improvements that united America (e.g., the Wilderness Road, the Erie Canal, and the Transcontinental Railroad). (H, G)
10. Identify extraordinary American engineering accomplishments (e.g., the Mississippi Levees, the Golden Gate Bridge, the Holland Tunnel, Hoover Dam, the Colorado River Aqueduct, the Interstate Highway System, and the Trans-Alaska Pipeline). (H, G)

Canada

11. On a map of North America, locate Canada, its provinces, and major cities. (G)
12. Describe the climate, major physical characteristics, and major natural resources of Canada and explain their relationship to settlement, trade, and the Canadian economy. (G, E)
13. Describe the major ethnic and religious groups of modern Canada. (G, H, C, E)
14. Identify when Canada was established as a confederation of British colonies in 1867 and explain how confederation was achieved. (H, G)
15. Identify the location of at least three Indian tribes in Canada (e.g., Kwakiutl, Hurons, and Micmac), the Métis, and the Inuit nation, and describe their major social features. (H, G)
16. Identify the major language groups in Canada, their geographic location, and the relations among them. (H, G)

Mexico

17. On a map of North America, locate Mexico and its major cities. (G)
18. Describe the climate, major physical characteristics, and major natural resources of Mexico and explain their relationship to the Mexican economy. (G)
19. Identify the language, major religion, and peoples of Mexico. (H)
20. Identify when Mexico became an independent nation and describe how independence was achieved. (H, G)

Central America and the Caribbean Islands

21. On a map of North and South America, locate the Isthmus of Panama which divides North from South America. Use a map key to locate islands, countries, and major cities of Central America and the Caribbean Islands. (G, E)
22. Describe the climate and major natural resources of Central America and the Caribbean Islands and explain their relationship to the economy of those regions. (G, E)

23. Identify the different languages used in different countries in the Caribbean region today (e.g., Spanish in Cuba, French in Haiti, Dutch in Suriname, English in Barbados and Jamaica). (H)
24. Identify when the countries in the Caribbean and in Central America became independent nations and explain how independence was achieved. (H, G)

The Formation and Framework of the American Republic

25. Describe the purpose and functions of government. (H, C)
26. Explain and provide examples of different forms of government, including democracy, monarchy, oligarchy, theocracy, and autocracy. (H, C)
27. Explain why the United States government is classified as a republican government. (H, C)
28. Explain the characteristics of the American republic, including the concepts of popular sovereignty and constitutional government, which includes limited government, representative institutions, federalism, separation of powers, shared powers, checks and balances, republican virtue, and individual rights of life, liberty, property, and due process. (H, C)
29. Explain the varying roles and responsibilities of federal, state, and local governments in the United States. (H, C).
30. Describe the evolution of the role of the federal government, including public services, taxation, economic policy, foreign policy, and common defense. (H, C)
31. Explain the major components of **{State}**'s state government, including the roles and functions of the governor, state legislature, and other constitutional officers. (H, C)
32. Explain the major components and responsibilities of local government in **{State}**. (H, C)
33. Explain the rights and the responsibilities of citizenship and describe how a republic provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups. (H, C)
34. Explain the evolution and function of political parties, including their role in federal, state, and local elections. (H,C)
35. Describe how decisions are made in a republic, including the role of legislatures, courts, executives, and the public. (H, C)

Grade 5

Colonial and Early National American History

Students study the major pre-Columbian civilizations in the New World; the 15th and 16th century European explorations around the world, in the western hemisphere, and in North America in particular; the earliest settlements in North America; and the political, economic, and social development of the English colonies in the 17th and 18th centuries. They also study the early development of the ideas and institutions of liberty and republican self-government, including the ideas and events that led to the independence of the original thirteen colonies and the formation of a national government under the United States Constitution. The purpose of the grade 5 curriculum is to give students their first concentrated study of the formative years of American history.

Additional Reading: Florida's B.E.S.T. Standards: English Language Arts includes an excellent Civic Literacy Reading List, which recommends civic-focused texts for every grade. The books it recommends for Grades 4 and 5 include Charles C. Mann's *Before Columbus: The Americas of 1491*; James Madison's *Bill of Rights*; Thomas Jefferson, et al.'s *Declaration of Independence*; John Kaminski's *James Madison: Champion of Liberty and Justice*; Jean Fritz's *Shh! We're Writing the Constitution*; Michael Burgan's *The Bill of Rights and The Reconstruction Amendments*; Warren Colman's *The Constitution*; Ann Heinrich's *The Emancipation Proclamation*; Abraham Lincoln's *Gettysburg Address*; Terri DeGezelle's *The Great Seal of the United States*; Syl Sobel's *The U.S. Constitution and You*; the United States Constitution; and William David Thomas' *What Are the Parts of Government?* We encourage English Language Arts teachers to select from these texts for readings in this grade.

Learning Standards

Pre-Columbian Civilizations of the New World and European Exploration, Colonization, and Settlement to 1700

1. Describe the evidence for, periods, and locations of early contacts between the Old World and the New World, from the earliest migrations of people from Asia into the Americas to the explorations of the New World by the Vikings. (H, G)
2. Identify and discuss the six major pre-Columbian civilizations that existed in Central and South America (Olmec, Teotihuacan, Monte Alban, Maya, Aztec, and Inca) and their locations. Describe their political structures, religious practices, and social structure from leaders to slaves. (H, G, E)
3. Explain why trade routes from Europe to Asia had been closed in the 15th century and trace the voyages of as many as possible of the explorers listed below. Describe what each explorer sought when he began his journey, what he found, and how his discoveries changed the image of the world, especially the maps used by explorers. (H, G, E)
 - a. Vasco Nuñez de Balboa
 - b. John and Sebastian Cabot
 - c. Jacques Cartier
 - d. Samuel de Champlain
 - e. Christopher Columbus
 - f. Henry Hudson
 - g. Ferdinand Magellan
 - h. Juan Ponce de Leon
 - i. Amerigo Vespucci
4. Explain why the Aztec and Inca civilizations declined in the 16th century. (H)
 - a. The encounters between Cortés and Montezuma
 - b. The encounters between Pizarro and the Incas
 - c. The goals of the Spanish conquistadors
 - d. The goals of Indian nations allied with the Spanish (Tlaxcala, Huancas)
 - e. The effects of European diseases, particularly smallpox, throughout the Western hemisphere
5. Describe the goals and extent of the Dutch settlement in New Amsterdam (later called New York), the French settlements in Canada, and the Spanish settlements in Florida, the Southwest, and California. (H)

6. Explain the early relationship of the English settlers to the Indian tribes of North America, including the differing views on ownership or use of land and the conflicts between them (e.g., the Pequot and King Philip's Wars in New England). Identify Indian words that have come into the English language, such as *canoe*, *moccasin*, *caribou*, *chocolate*, *hurricane*, and *opossum*. (H, G, E)
7. Identify some of the major leaders and groups responsible for the founding of the religiously diverse original colonies in North America. (H, C)
 - a. Lord Baltimore in Maryland (Catholic)
 - b. William Penn in Pennsylvania (Quaker)
 - c. John Smith in Virginia (Anglican)
 - d. Roger Williams in Rhode Island (broad religious tolerance)
 - e. John Winthrop in Massachusetts (Puritan)
8. Identify and discuss the links between the political principles and practices developed in ancient Greece and Rome and such political institutions and practices as the written constitutions and town meetings of the Puritans. (H, C)
9. Explain the reasons why the language, laws, political institutions, and political principles of what became the United States of America were largely shaped by English colonists even though other major European nations also explored the New World. (H, C)
 - a. The relatively small number of colonists who came from other nations besides England
 - b. Englishmen's long experience with self-government
 - c. Englishmen's long elaboration of the principles of religious and political liberty and self-government
 - d. The high rates of literacy and education among the English colonists
 - e. England's strong economic, intellectual, and military position

The Political, Intellectual, and Economic Growth of the Colonies, 1700–1775

10. On a map of North America, identify the first 13 colonies and describe how regional differences in climate, types of farming, populations, religious affiliations, and sources of labor shaped their economies and societies through the 18th century. (H, G, E)
11. Explain the causes of the establishment of slavery in North America. Compare North American slavery with other systems of slavery. Describe indentured servitude of Englishmen, the intra-African slave trade, the harsh conditions of the Middle Passage and slave life, and the responses of slaves to their condition. Describe the life of free African Americans in the colonies. (H, G, E, C)

12. Identify and discuss the founders and the reasons for the establishment of educational institutions in the colonies (grammar schools, and colleges such as Harvard and the College of William and Mary). (H)
13. Explain the development of colonial governments and describe how these developments contributed to the Revolution. (H, G, E, C)
 - a. Legislative bodies
 - b. Town meetings
 - c. Common law
 - d. Juries
 - e. Militia service
 - f. Charters of individual freedom and rights
 - g. Press freedom (Zenger case)
14. Explain the reasons for the French and Indian War, how it led to an overhaul of British imperial policy, and the colonial response to these policies. (H, C, E)
 - a. Sugar Act (1764)
 - b. Stamp Act (1765)
 - c. Townshend Duties (1767)
 - d. Tea Act (1773) and the Intolerable Acts (1774)
 - e. The slogan, “no taxation without representation”
 - f. The roles of the Stamp Act Congress, the Sons of Liberty, and the Boston Tea Party (1773)
 - g. How the colonists’ goal of changing British tax policies developed into that of achieving national independence from Britain

The Revolution and the Formation of a Federal Government Under the Constitution, 1775–1789

15. Explain the meaning of the key ideas of liberty, equality, republican virtue, natural rights, the rule of law, and the purpose of government contained in the Declaration of Independence. (H, C, E)
16. Discuss the political ideas of Patriots, Loyalists and “undecideds,” and explain why the Patriots’ ideas led them to declare independence from the British Empire. (C)
17. Describe the major battles of the Revolution and explain the factors leading to American victory, British defeat, and the exile of Loyalists to help form the new country of Canada. (H)
 - a. Lexington and Concord (1775)
 - b. Bunker Hill (1775)

- c. Saratoga (1777)
 - d. Valley Forge (1777-1778)
 - e. Cowpens (1781)
 - f. Yorktown (1781)
18. Describe the life and achievements of important leaders during the Revolution and the early years of the United States. (H, C)
- a. John Adams
 - b. Benjamin Franklin
 - c. King George III
 - d. Alexander Hamilton
 - e. Thomas Jefferson
 - f. James Madison
 - g. George Washington
 - h. Benedict Arnold
 - i. Earl Howe
 - j. John Burgoyne
 - k. Earl Cornwallis
19. Explain the reasons for the adoption of the Articles of Confederation in 1781 and for its later weaknesses. (H, C)
20. Describe what Americans sought from France, Spain, and the Netherlands during the War for Independence. (H)
21. Describe Shays's Rebellion of 1786–1787 and explain why it was one of the crucial events leading to the Constitutional Convention. (H, E, C)
22. Identify the various leaders of the Constitutional Convention and describe the major issues they debated. (H, E, C)
- a. The goals of a stronger union with respect to commerce, international relations, and political stability
 - b. The need to limit the powers of the central government through separation of powers enforced by checks and balances
 - c. Federalism and the Great Compromise
 - d. The rights and responsibilities of individuals
 - e. Slavery

The Principles and Institutions of American Constitutional Government

23. Describe the responsibilities of government at the federal, state, and local levels (e.g., protection of individual liberty and the provision of services such as law enforcement and the building and funding of schools). (C)
24. Describe the basic political principles of the American republic and explain how the Constitution and the Bill of Rights reflect and preserve these principles. (C)
 - a. Liberty
 - b. Individual rights and responsibilities
 - c. Equality
 - d. The rule of law
 - e. Limited government
 - f. Representative democracy
 - g. Republican virtue
25. Identify the three branches of the United States government as outlined by the Constitution, describe their functions and relationships, and identify what features of the Constitution were unique to the United States (e.g., the presidency). (H, C)
26. Describe the debate between the Federalists and the Antifederalists, identify the rights of individuals and states catalogued in the Bill of Rights, and explain the reasons for its inclusion in the Constitution in 1791. (H, C)
27. Explain how American citizens were expected to participate in, monitor, and reform their government over time. (H, C)

The First Four Presidencies and the Growth of the Republic to 1860

28. Identify the changes in voting qualifications between 1787 and 1820 (e.g., the abolition of property requirements), and compare who could vote in local, state, and national elections in the U.S. with who could vote in England, France, Russia, Asante, the Ottoman Empire, and China. (H, C)
29. Explain the events leading up to, and the significance of, the Louisiana Purchase of 1803. (H, C, E, G)
30. Describe the expedition of Lewis and Clark from 1803 to 1806. (H, E, G)

31. Describe the significance and consequences of the abolition of slavery in the northern states and the Northwest Territories after the Revolution, Jefferson's proposed abolition in 1784 of slavery in all the western territories, and the 1808 law that banned the importation of slaves into the United States. (H)

32. Describe the causes of the war of 1812 and how events during the war contributed to a sense of American nationalism. (H)
 - a. British restrictions on trade, and impressment
 - b. Major battles and events of the war, including the role of the USS Constitution, the burning of the Capitol and the White House, and the Battle of New Orleans
 - c. The attack on Fort McHenry, which led to the writing of the Star-Spangled Banner
 - d. Parallel growth of Canadian nationalism

33. Explain the reasons that pioneers moved west from the beginning to the middle of the 19th century and describe their lives on the frontier. (H, G, C, E)
 - a. Wagon train journeys on the Oregon and Santa Fe Trails
 - b. Their settlements in the western territories

34. Identify the key issues that contributed to the onset of the Civil War. (H, E)
 - a. The debate over slavery and westward expansion
 - b. Diverging economic interests
 - c. Disagreements over the extent of federal and state powers

Grade 6

World Geography

Sixth graders study the world outside of the United States and North America. Students systematically learn geography around the world continent by continent, similar to the way in which atlases are organized. We repeat the organization of learning items within each geographical region to facilitate analytical comparisons that will allow students to integrate what they learn throughout the course. They also learn about each continent in an order that reflects, first, the early development of the river valley civilizations, and then the later development of maritime civilizations in the Mediterranean area and in Northern and Western Europe. In so doing, students are better prepared for the study of early civilizations around the Mediterranean area in Grade 8.

Additional Reading: Florida's B.E.S.T. Standards: English Language Arts includes an excellent Civic Literacy Reading List, which recommends civic-focused texts for every grade. The books it recommends for Grades 6 through 8 include Kathleen Krull's *A Kids' Guide to the Bill of Rights: Curfews, Censorship and the 100-Pound Giant*; Jean Fritz's *Alexander Hamilton: The Outsider*; Sue Hurwitz's *Democracy*; Garry Wills' *Explaining America: The Federalist*; Charlie Ogden's *Government and Democracy*; J. Hector St. John de Crèvecoeur's *Letters from an American Farmer*; Russell Freedman's *Lincoln: A Photobiography*; Catherine Drinker Bowen's *Miracle at Philadelphia: The Story of the Constitutional Convention May-September 1787*; Frederick Douglass' *Narrative of the Life of Frederick Douglass*; Mark Friedman's *The Democratic Process*; Samuel Adams' *The Rights of the Colonists*; and Linda R. Monk's *Words We Live By: Your Annotated Guide to the Constitution*. It also recommends the following Supreme Court Cases: *Marbury v. Madison* (1803), *McCulloch v. Maryland* (1819), *Brown v. Board of Education* (1954), *Dred Scott v. Sandford* (1857), *Plessy v. Ferguson* (1896), *Schenck v. United States* (1919), *Korematsu v. United States* (1944), *Gideon v. Wainwright* (1963), *Miranda v. Arizona* (1966), *Loving v. Virginia* (1967), and *Citizens United v. Federal Election Commission* (2010). We encourage English Language Arts teachers to select from these texts for readings in this grade.

Learning Standards

Thematic

1. Learn about the history of geography, from the earliest mapmakers to modern satellites. (H, G)
 - a. Ancient mapmaking (Eratosthenes and the determination of the world's circumference)
 - b. Medieval nautical charts (portolan charts)
 - c. Early modern cartography (Mercator projections, Abraham Ortelius and the atlas)
 - d. Modern mapmaking (satellite imagery, geographic information system (GIS) mapping software, underwater mapping, extraterrestrial geography, archeological and paleo-geographical applications)
2. Learn about the tools of cartography, including mapmaking, sextants, land surveying tools (theodolites), satellites, and computers. (G)
3. Learn how different civilizations have sought to improve the well-being of their people by modifying or adapting to their environments. (E, G, H)
 - a. Agricultural improvements (irrigation canals, levees, terrace farming, swamp drainage, crop rotation, artesian wells, drip irrigation)
 - b. Transportation improvements (boats, aqueducts, bridges, tunnels, canals, roads, railroads, steam ships, airplanes)
 - c. Technological innovations (ploughs, barbed wire, dams, deep shaft mining, artificial fertilizers)
 - d. Energy source innovations (human, animal, wind, water, wood, coal, oil, nuclear)
 - e. Conservation techniques (forestry, wildlife and fisheries management, water resource management, nature preserves)
 - f. Environmental regulation (conservation biology, cost-benefit analysis)

Africa

4. On a map of the world, locate the continent of Africa, the Atlantic Ocean, the Indian Ocean, the Mediterranean Sea, and the Great Rift Valley. On a map of Africa, locate the northern, eastern, western, central, and southern regions of Africa, the Sahara Desert, the Nile River, Lake Victoria, Mount Kilimanjaro, and the Cape of Good Hope. (G)
5. On a map of Africa, locate and identify as many as possible of the countries and capitals of Algeria, Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cape Verde, Central African Republic, Chad, Comoros, Congo, Côte d'Ivoire, Democratic Republic of the Congo,

Djibouti, Egypt, Equatorial Guinea, Eritrea, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Libya, Madagascar, Malawi, Mali, Mauritania, Mauritius, Mayotte (Fr.), Morocco, Mozambique, Namibia, Niger, Nigeria, R union (Fr.), Rwanda, S o Tom  and Pr ncipe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, South Sudan, Sudan, Swaziland, Tanzania, Togo, Tunisia, Uganda, Western Sahara, Zambia, and Zimbabwe. (G)

6. Locate, identify, and describe in detail the geographical features of at least two countries in this region, and learn the meaning of the names of these countries and their capitals. (G)
7. Describe major ethnic and religious groups in various countries in Africa, especially Nigeria, Democratic Republic of the Congo, Kenya, and South Africa. (G, H, E)
8. Explain how the following five factors have influenced the settlement, population movements, and economies of major African regions and countries. (G, E)
 - a. Absolute and relative locations
 - b. Climate
 - c. Major physical characteristics (limited river navigability)
 - d. Major natural resources
 - e. Population size (urbanization, industrialization, increasing life expectancy from modern prosperity and improved public health)
9. Explain how the physical features of Africa south of the Sahara have affected transportation and communication networks. (G, E)
10. Identify the locations, dates of construction, and historical significance of great architectural sites including the Pyramids, Volubilis, Lal bela, Great Zimbabwe, Timbuktu, and the Yamoussoukro Basilica. (G, H)
11. Identify the locations and time periods of Kush, Aksum, Zimbabwe, the sub-Saharan empires of Ghana, Mali, and Songhay, Kongo, and the slaver kingdoms of Oyo, Asante, and Dahomey. (H, G)
12. Identify the lands occupied by the Islamic and European empires, state when modern African countries became independent nations, and explain how independence was achieved in at least two countries in this region. (H, G)

Western Asia (The Middle East)

13. On a map of the world, locate Western Asia, or the Middle East. On a map of the Middle East, locate the Black Sea, Mediterranean Sea, Caspian Sea, Red Sea, Indian Ocean, Arabian Peninsula, and the Persian Gulf. (G)
14. On a map of Western Asia, locate and identify as many as possible of the countries and capitals of Armenia, Azerbaijan, Bahrain, Cyprus, Georgia, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, areas governed by the Palestinian Authority, Qatar, Saudi Arabia, Syria, Turkey, United Arab Emirates, and Yemen. (G)
15. Locate, identify, and describe in detail the geographical features of at least two countries in this region, and learn the meaning of the names of these countries and their capitals. (G)
16. Locate and describe the various ethnic and religious groups in various countries in Western Asia. (G, H, C, E)
17. Explain how the following five factors have influenced the settlement, population movements, and economies of major Middle Eastern countries. (G, E)
 - a. Absolute and relative locations
 - b. Climate
 - c. Major physical characteristics
 - d. Major natural resources
 - e. Population size (urbanization, industrialization, increasing life expectancy from modern prosperity and improved public health)
18. Identify the methods used to compensate for the scarcity of water in some areas. (E)
19. Identify the locations, dates of construction, and historical significance of great architectural sites including Jericho, Göbekli Tepe, Ur, Troy, Jerusalem, Persepolis, Petra, Krak des Chevaliers, Istanbul, and Burj Khalifa. (G, H)
20. Identify the locations and time periods of Akkad, Babylon, ancient Egypt and its empire, Assyria, Israel and Judah, the Persian Empire, the Byzantine Empire, and the Ottoman Empire. (H, G)
21. Identify when the countries in the Middle East became independent nations and explain how independence was achieved in at least two countries in this region. (H, G)

Central and South Asia

22. On a map of the world, locate Central and South Asia. On a map of Central and South Asia, locate the Indian Ocean, the Arabian Sea, the Bay of Bengal, the Ganges River, the Indo-Gangetic Plain, the Northern Mountains, the Deccan Plateau, the Himalayan Mountains, and the Steppes. (G)
23. On a map of Central and South Asia, locate and identify as many as possible of the countries and capitals of Afghanistan, Bangladesh, Bhutan, India, Kazakhstan, Kyrgyzstan, Nepal, Pakistan, Tajikistan, Turkmenistan, and Uzbekistan. (G)
24. Locate, identify, and describe in detail the geographical features of at least two countries in this region, and learn the meaning of the names of these countries and their capitals. (G)
25. Describe major ethnic and religious groups in at least two countries in Central and South Asia. (G, H, E)
26. Explain how the following five factors have influenced the settlement, population movements, and economies of major Central and South Asian countries. (G, E)
 - a. Absolute and relative locations
 - b. Climate
 - c. Major physical characteristics
 - d. Major natural resources
 - e. Population size (urbanization, industrialization, increasing life expectancy from modern prosperity and improved public health)
27. Explain how the monsoon weather pattern has affected agriculture, society, and culture in South Asia. (G, H)
28. Identify the locations, dates of construction, and historical significance of great architectural sites including Mohenjo-daro, Udayagiri Caves, Mahabalipuram, Takht-i-Bahi, Samarkand, the Taj Mahal, and Calcutta. (G, H)
29. Identify the locations and time periods of the Mauryan Empire, the Gupta Empire, the Chola dynasty, the Delhi Sultanate, the Timurid Empire, the Mughal Empire, the Maratha Confederacy, and the British Raj. (H, G)
30. Identify when India, Pakistan, Bhutan, Nepal, Bangladesh, Sri Lanka, and the Central Asian republics first became independent countries and explain how independence was achieved in at least two countries in this region. Explain the relationship of the Central Asian republics to the former Soviet Union. (H, G)

Southeast Asia and Oceania

31. On a map of the world, locate Southeast Asia, the Indian Ocean, Australia, New Zealand, Antarctica, the major Pacific Islands, the Pacific Ocean, and the Coral Sea. On a map of Southeast Asia and Oceania, locate the Bay of Bengal, the South China Sea, the Great Victoria Desert, and the Great Barrier Reef. (G)
32. On a map of Southeast Asia and Oceania, locate and identify as many as possible of the countries and capitals of Brunei, Cambodia, Guam (U.S.), Indonesia, Laos, Malaysia, Maldives, Myanmar, Northern Mariana Islands (U.S.), Palau, Philippines, Singapore, Sri Lanka, Thailand, Timor-Leste, and Vietnam. (G)
33. Locate, identify, and describe in detail the geographical features of at least two countries in this region, and learn the meaning of the names of these countries and their capitals. (G)
34. Describe major ethnic and religious groups in at least two countries in Southeast Asia and Oceania, including the Chinese and Indian diasporas. (G, H, E)
35. Explain how the following five factors have influenced the settlement, population movements, and economies of major countries of Southeast Asia and Oceania. (G, E)
 - a. Absolute and relative locations
 - b. Climate
 - c. Major physical characteristics
 - d. Major natural resources
 - e. Population size (urbanization, industrialization, increasing life expectancy from modern prosperity and improved public health)
36. Explain how different peoples of Southeast Asia and Oceania have explored the seas and oceans and adapted their societies and cultures to them. (G, H)
37. Identify the locations, dates of construction, and historical significance of great architectural sites including Borobudur, Angkor Wat, Sigiriya, Hue, Besakih, and Bagan. (G, H)
38. Identify the locations and time periods of the Khmer Empire, Srivijaya, Champa, Kandy, Ayutthaya, and French Indochina. (H, G)
39. Identify when countries in Southeast Asia and Oceania became independent countries and describe how independence was achieved in at least two countries in this region. (G, H)

North and East Asia

40. On a map of the world, locate North and East Asia, the Pacific Ocean, and the Arctic Ocean. On a map of East Asia, locate the Sea of Japan, the Yellow Sea, the East China Sea, the Gobi Desert, the Himalayas, and the Huang He (Yellow) and Chang Jiang (Yangtze) Rivers. On a map of North Asia, locate Siberia and the Yenisey, Lena, and Kolyma rivers. (G)
41. On a map of North and East Asia, locate and identify as many as possible of the countries and capitals of China, Japan, Mongolia, North Korea, Russia, South Korea, and Taiwan. (G, E)
42. Locate, identify, and describe in detail the geographical features of at least two countries in this region, and learn the meaning of the names of these countries and their capitals. (G)
43. Describe major ethnic and religious groups in at least two countries in North and East Asia. (G, H, E)
44. Explain how the following five factors have influenced the settlement, population movements, and economies of major East Asian countries. (G, E)
 - a. Absolute and relative locations
 - b. Climate
 - c. Major physical characteristics
 - d. Major natural resources
 - e. Population size (urbanization, industrialization, increasing life expectancy from modern prosperity and improved public health)
45. Explain how location has made the Korean peninsula and Taiwan both battlegrounds and cultural bridges between China and Japan. (G, H)
46. Identify the locations, dates of construction, and historical significance of great architectural sites including the Great Wall, the Forbidden City, the Potala Palace, Himeji Castle, Changdeokgung Palace, and Dunhuang Caves. (G, H)
47. Identify the locations and time periods of the Chin Dynasty, the Tang Dynasty, the Mongol Empire, the Russian conquest of Siberia, the Manchu Dynasty, and the Empire of Japan (Meiji to Showa). (H, G)
48. Identify when Taiwan, North Korea, South Korea, and Mongolia became independent countries and describe how independence was achieved in at least two countries in this region. (G, H)

Europe

49. On a map of the world, locate the continent of Europe. On a map of Europe, locate the Atlantic Ocean, Arctic Ocean, Norwegian Sea, and Barents Sea. Locate the Volga, Danube, Ural, Rhine, Elbe, Seine, Po, and Thames Rivers. Locate the Alps, Pyrenees, and Balkan Mountains. Locate the countries in the northern, southern, central, eastern, and western regions of Europe. (G)
50. On a map of Europe, locate and identify as many as possible of the countries and capitals of Albania, Andorra, Austria, Belarus, Belgium, Bosnia-Herzegovina, Bulgaria, Channel Islands (U.K.), Croatia, Czech Republic, Denmark, Estonia, Finland, France, Germany, Gibraltar (U.K.), Greece, Hungary, Iceland, Ireland, Italy, Kosovo, Latvia, Liechtenstein, Lithuania, Luxembourg, Macedonia, Malta, Moldova, Monaco, Montenegro, Netherlands, Norway, Poland, Portugal, Romania, Russia, San Marino, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland, Ukraine, United Kingdom, and Vatican City. (G)
51. Locate, identify, and describe in detail the geographical features of at least two countries in this region, and learn the meaning of the names of these countries and their capitals. (G)
52. Describe major ethnic and religious groups in at least two countries in Europe. (G, H, E)
53. Explain how the following five factors have influenced the settlement, population movements, and economies of major European countries (G, E)
 - a. Absolute and relative locations
 - b. Climate
 - c. Major physical characteristics
 - d. Major natural resources
 - e. Population size (urbanization, industrialization, increasing life expectancy from modern prosperity and improved public health)
54. Identify and explain the significance of Europe's network of Roman roads. (G, H)
55. Identify and explain the significance of Europe's network of medieval pilgrimage routes. (G, H)
56. Identify the locations, dates of construction, and historical significance of great architectural sites including Stonehenge, Knossos, the Acropolis, Pompeii, Chartres, St. Peter's Basilica, the Kremlin, and Versailles. (G, H)

57. Identify the locations and time periods of Periclean Athens, the Roman Empire, the Carolingian Empire, the Holy Roman Empire, the Napoleonic Empire, the Warsaw Pact, and the European Union. (H, G)

South America

58. On a map of the world, locate South America and the Atlantic and Pacific Oceans. On a map of South America, locate the Amazon, the Andes Mountains, Cape Horn, and the southern, northern, eastern, and western regions of South America. (G)
59. On a map of South America, locate and identify as many as possible of the countries and capitals of Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Falkland Islands (U.K.), French Guiana (Fr.), Guyana, Paraguay, Peru, Suriname, Uruguay, and Venezuela. (G, E)
60. Locate, identify, and describe in detail the geographical features of at least two countries in this region, and learn the meaning of the names of these countries and their capitals. (G)
61. Describe major ethnic and religious groups in at least two countries in South America. (G, H, E)
62. Explain how the following five factors have influenced the settlement, population movements, and economies of major South American countries. (G)
- Absolute and relative locations
 - Climate
 - Major physical characteristics
 - Major natural resources
 - Population size (urbanization, industrialization, increasing life expectancy from modern prosperity and improved public health)
63. Identify and explain the significance of the Incan network of roads and bridges. (G, H)
64. Identify the locations, dates of construction, and historical significance of great architectural sites including the Nazca Lines, Machu Picchu, Tenochtitlan, Chichen Itza, the Basilica of our Lady of Guadalupe, and Christ the Redeemer (statue). (G, H)
65. Identify the locations and time periods of the Inca Empire, the Aztec Empire, the Viceroyalty of New Spain, Gran Colombia, the Empire of Brazil, and Mercosur. (H, G)
66. Identify when South American countries became independent nations and explain how independence was achieved in at least two countries in this region. (H, G).

Grade 7 Economics

This course examines the allocation of scarce resources and the economic reasoning used by people acting as consumers, producers, savers, investors, workers, and voters. Key elements include the study of scarcity, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade.

Note: These standards have been written so that states and school districts can use them to teach Economics in high school. We know that states and school districts that teach Economics in middle school will adjust these Economics standards to be age-appropriate.

Additional Reading: Florida's B.E.S.T. Standards: English Language Arts includes an excellent Civic Literacy Reading List, which recommends civic-focused texts for every grade. The books it recommends for Grades 6 through 8 include Kathleen Krull's *A Kids' Guide to the Bill of Rights: Curfews, Censorship and the 100-Pound Giant*; Jean Fritz's *Alexander Hamilton: The Outsider*; Sue Hurwitz's *Democracy*; Garry Wills' *Explaining America: The Federalist*; Charlie Ogden's *Government and Democracy*; J. Hector St. John de Crèvecoeur's *Letters from an American Farmer*; Russell Freedman's *Lincoln: A Photobiography*; Catherine Drinker Bowen's *Miracle at Philadelphia: The Story of the Constitutional Convention May-September 1787*; Frederick Douglass' *Narrative of the Life of Frederick Douglass*; Mark Friedman's *The Democratic Process*; Samuel Adams' *The Rights of the Colonists*; and Linda R. Monk's *Words We Live By: Your Annotated Guide to the Constitution*. It also recommends the following Supreme Court Cases: *Marbury v. Madison* (1803), *McCulloch v. Maryland* (1819), *Brown v. Board of Education* (1954), *Dred Scott v. Sandford* (1857), *Plessy v. Ferguson* (1896), *Schenck v. United States* (1919), *Korematsu v. United States* (1944), *Gideon v. Wainwright* (1963), *Miranda v. Arizona* (1966), *Loving v. Virginia* (1967), and *Citizens United v. Federal Election Commission* (2010). We encourage English Language Arts teachers to select from these texts for readings in this grade.

Learning Standards

Economic Theory: Ambitions and Results

1. Describe influential economic theories from the seventeenth century to the present day and identify notable economists associated with each theory.
 - a. Mercantilism (Jean-Baptiste Colbert)
 - b. Economic freedom (Adam Smith)
 - c. Communism (Karl Marx)
 - d. Keynesian economics (John Maynard Keynes)
 - e. Austrian free-market economics (Friedrich Hayek, Milton Friedman)
2. Describe which private and public institutions are necessary to establish each of these economic theories (mercantilism, economic freedom, communism, Keynesian economics, and Austrian free-market economics) in practice.
3. Describe and evaluate the theories of human nature assumed by each of these economic theories (mercantilism, economic freedom, communism, Keynesian economics, and Austrian free-market economics).

Examples: human nature driven by self-interest, human nature driven by sociability.
4. Describe the relationship between each of these economic theories (mercantilism, economic freedom, communism, Keynesian economics, and Austrian free-market economics) and aggregate economic growth, in theory and in practice.
5. Describe the relationship between each of these economic theories (mercantilism, economic freedom, communism, Keynesian economics, and Austrian free-market economics) and economic modernization, in theory and in practice.
6. Describe the relationship between each of these economic theories (mercantilism, economic freedom, communism, Keynesian economics, and Austrian free-market economics) and broadly distributed prosperity, in theory and in practice.
7. Describe the relationship between each of these economic theories (mercantilism, economic freedom, communism, Keynesian economics, and Austrian free-market economics) and political freedom, in theory and in practice.

Scarcity and Economic Reasoning

Students will understand that productive resources are limited, therefore, people cannot have all the goods and services they want. As a result, they must choose some things and give up others.

8. Define each of the productive resources (natural, human, capital) and explain why they are necessary for the production of goods and services.
9. Explain how consumers and producers confront the condition of scarcity, by making choices that involve opportunity costs and tradeoffs.
10. Identify and explain the broad goals of economic policy such as freedom, efficiency, equity, security, growth, price stability, and full employment.
11. Describe how people respond predictably to positive and negative incentives.
12. Predict how interest rates act as an incentive for savers and borrowers.
13. Recognize that voluntary exchange occurs only when all participating parties expect to gain.
14. Compare and contrast how the various economic systems (traditional, market, command, mixed) try to answer the questions: What to produce? How to produce it? And for whom to produce?
15. Describe how clearly defined and enforced property rights are essential to a market economy.
16. Use a production possibilities curve to explain the concepts of choice, scarcity, opportunity cost, tradeoffs, unemployment, productivity, and growth.
17. Formulate a savings or financial investment plan for a future goal (e.g., college or retirement).

Supply and Demand

Students will understand the role that supply and demand, prices, and profits play in determining production and distribution in a market economy.

18. Define supply and demand.
19. Describe the role of buyers and sellers in determining the equilibrium price.

20. Describe how prices send signals to buyers and sellers.
21. Recognize that consumers ultimately determine what is produced in a market economy (consumer sovereignty).
22. Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure.
23. Demonstrate how supply and demand determine equilibrium price and quantity in the consumer product, natural resource, and financial markets.
24. Identify factors that cause changes in market supply and demand.
25. Demonstrate how changes in supply and demand influence equilibrium price and quantity in the consumer product, natural resource, and financial markets.
26. Demonstrate how government wage and price controls, such as rent controls and minimum wage laws, create shortages and surpluses.
27. Use the concept of price elasticity to explain and predict changes in the quantity supplied and the quantity demanded as prices change.
28. Explain how financial markets, such as the stock market, channel funds from savers to investors.

Market Structures

Students will understand the organization and role of business firms and analyze the various types of market structures in the United States economy.

29. Compare and contrast the following forms of business organization: sole proprietorship, partnership, and corporation.
30. Identify the three basic ways that firms finance operations (retained earnings, stock issues, and borrowing), and explain the advantages and disadvantages of each.
31. Recognize the role of economic institutions, such as labor unions and nonprofit organizations, in market economies.
32. Identify the basic characteristics of monopoly, oligopoly, and pure competition.

33. Explain how competition among many sellers lowers costs and prices and encourages producers to produce more.
34. Demonstrate how firms with substantial market power can determine the optimal levels for price and output through marginal analysis.
35. Explain ways that firms engage in price and nonprice competition.
36. Illustrate how investment in research and development, equipment and technology, and training of workers increases productivity.
37. Describe how the earnings of workers are determined by the market value of the product produced and the workers' productivity.
38. Identify skills individuals need to be successful in the workplace.

The Role of Government

The student will understand the roles of government in a market economy: the provision of public goods and services, redistribution of income, protection of property rights, and resolution of market failures.

39. Explain how government responds to perceived social needs by providing public goods and services.
40. Describe major revenue and expenditure categories and their respective proportions of local, state, and federal budgets.
41. Identify laws and regulations adopted in the United States to promote competition among firms.
42. Describe the characteristics of natural monopolies, such as utilities, and the purposes of government regulation of these monopolies.
43. Define progressive, proportional, and regressive taxation.
44. Describe how the costs of government policies may exceed their benefits because social or political goals other than economic efficiency are being pursued.

45. Predict how changes in federal spending and taxation would affect budget deficits and surpluses and the national debt.
46. Define and explain fiscal and monetary policy.
47. Analyze how the government uses taxing and spending decisions (fiscal policy) to promote price stability, full employment, and economic growth.
48. Analyze how the Federal Reserve uses monetary tools to promote price stability, full employment, and economic growth.

National Economic Performance

Students will understand the means by which economic performance is measured.

49. Define aggregate supply and demand, Gross Domestic Product (GDP), economic growth, unemployment, and inflation.
50. Explain how Gross Domestic Product (GDP), economic growth, unemployment, and inflation are calculated.
51. Analyze the effect of events in United States history, such as wars and technological developments, on business cycles.
52. Identify the different causes of inflation and explain who gains and loses because of inflation.
53. Recognize that a country's overall level of income, employment, and prices are determined by the individual spending and production decisions of households, firms, and governments.
54. Illustrate and explain how the relationship between aggregate supply and aggregate demand is an important determinant of the levels of unemployment and inflation in an economy.

Money and the Role of Financial Institutions

Students will understand the role of money and financial institutions in a market economy.

55. Explain the basic functions of money (e.g., medium of exchange, store of value, unit of account).
56. Identify the composition of the money supply of the United States.

57. Explain the role of banks and other financial institutions in the economy of the United States.
58. Describe the organization and functions of the Federal Reserve System.
59. Compare and contrast credit, savings, and investment services available to the consumer from financial institutions.
60. Research and monitor financial investments such as stocks, bonds, and mutual funds.
61. Formulate a credit or savings plan for purchasing a major item such as a car or home, comparing different interest rates.

Trade

Students will understand why individuals, businesses, and governments trade goods and services and how trade affects the economies of the world.

62. Explain the benefits of trade among individuals, regions, and countries.
63. Define and distinguish between absolute and comparative advantage and explain how most trade occurs because of a comparative advantage in the production of a particular good or service.
64. Define trade barriers, such as quotas and tariffs.
65. Explain why countries sometimes erect barriers to trade.
66. Explain the difference between balance of trade and balance of payments.
67. Compare and contrast labor productivity trends in the United States and other developed countries.
68. Explain how changes in exchange rates affect the purchasing power of people in the United States and other countries.
69. Evaluate the arguments for and against free trade.

Grade 8

Ancient and Classical Mediterranean Civilizations

Eighth graders study the origins of human beings in Africa and the early civilizations that flourished in the Mediterranean area. They study the religions, governments, trade, philosophies, and art of these civilizations as well as the powerful ideas that arose in the ancient world and profoundly shaped the course of world history. These ideas include monotheism, liberty, the rule of law, republican government, democracy, individual worth, personal responsibility, the alphabetic principle for a writing system, and scientific reasoning.

Seminal Primary Documents to Read: Students should learn the actual materials of history and not just textbook interpretations, which often distort the past. *American Birthright* therefore integrates the upper-level learning standards with an extensive series of primary source documents, which students should read in whole or in part. Some primary sources we list are lengthy and should be excerpted.

Additional Reading: Florida's B.E.S.T. Standards: English Language Arts includes an excellent Civic Literacy Reading List, which recommends civic-focused texts for every grade. The books it recommends for Grades 6 through 8 include Kathleen Krull's *A Kids' Guide to the Bill of Rights: Curfews, Censorship and the 100-Pound Giant*; Jean Fritz's *Alexander Hamilton: The Outsider*; Sue Hurwitz's *Democracy*; Garry Wills' *Explaining America: The Federalist*; Charlie Ogden's *Government and Democracy*; J. Hector St. John de Crèvecoeur's *Letters from an American Farmer*; Russell Freedman's *Lincoln: A Photobiography*; Catherine Drinker Bowen's *Miracle at Philadelphia: The Story of the Constitutional Convention May-September 1787*; Frederick Douglass' *Narrative of the Life of Frederick Douglass*; Mark Friedman's *The Democratic Process*; Samuel Adams' *The Rights of the Colonists*; and Linda R. Monk's *Words We Live By: Your Annotated Guide to the Constitution*. It also recommends the following Supreme Court Cases: *Marbury v. Madison* (1803), *McCulloch v. Maryland* (1819), *Brown v. Board of Education* (1954), *Dred Scott v. Sandford* (1857), *Plessy v. Ferguson* (1896), *Schenck v. United States* (1919), *Korematsu v. United States* (1944), *Gideon v. Wainwright* (1963), *Miranda v. Arizona* (1966), *Loving v. Virginia* (1967), and *Citizens United v. Federal Election Commission* (2010). We encourage English Language Arts teachers to select from these texts for readings in this grade.

Learning Standards

Human Origins in Africa Through the Neolithic Age

1. Describe the great climatic and environmental changes that shaped the earth and eventually permitted the growth of human life. (H)
2. Identify sites in Africa where archaeologists have found evidence of the origins of modern human beings and describe what the archaeologists found. (G, H)
3. Describe the kinds of evidence used by paleogeneticists, archaeologists, and linguists to draw conclusions about prehistory. (H, G)
 - a. The relationship of Neanderthals, Denisovans, Flores man (“hobbit man”), and modern humans
 - b. Prehistoric migrations from Africa to all other inhabited regions of the globe
 - c. The peaceful and warlike characteristics of prehistoric life
4. Describe the characteristics of the hunter-gatherer societies from the Paleolithic to the Neolithic Age (their use of tools and fire, basic hunting weapons, beads and other jewelry). (H)
5. Explain the importance of the invention of metallurgy (bronze and iron) for the development of weapons and tools. (H)
6. Describe how the invention of agriculture (the cultivation of crops and the domestication of animals) related to settlement, population growth, and the emergence of civilization. (H)
7. Identify the major characteristics of civilizations. (H, G, E)
 - a. The presence of geographic boundaries and political institutions
 - b. An economy that produces food surpluses
 - c. The formation of cities and states
 - d. The existence of social classes and hierarchical organization
 - e. Developed systems of religion, learning, art, and architecture
 - f. Systems of record keeping and writing

Mesopotamia: Site of Several Ancient River Civilizations, C. 3500–1200 BC

8. On a historical map, locate the Tigris and Euphrates Rivers, identify Sumer, Babylon, and Assyria as successive civilizations and empires in this region, and explain why the region is sometimes called “the Fertile Crescent.” On a modern map of western Asia, identify the modern countries in the region (Iraq, Iran, and Turkey). (H, G, E)

9. Identify polytheism (the belief that there are many gods) as the religious belief of the people in Mesopotamian civilizations. (H)
10. Describe how irrigation, metalsmithing, wage labor, the domestication of animals, and inventions such as the wheel, the sail, and the plow contributed to the growth of Mesopotamian civilizations. (H, E)
11. Describe the important achievements of Mesopotamian civilization. (H, C, E)
 - a. Its system of writing (and its importance in record keeping and tax collection)
 - b. Monumental architecture (the ziggurat)
 - c. Art (large relief sculpture, mosaics, and cylinder seals)
 - d. State-building and empire

Seminal Primary Documents to Read: Epic of Gilgamesh (c. 2100 – 1200 BC)
12. Describe who Hammurabi was and explain the basic principle of justice in Hammurabi’s Code (“an eye for an eye”; responsibility to your fellows for your actions). (H, C, E)

Seminal Primary Documents to Read: Code of Hammurabi (c. 1780 BC)

Egypt: An Ancient River Civilization, C. 3000–1200 BC

13. On a historical map of the Mediterranean region, locate the Mediterranean and Red Seas, the Nile River and Delta, and the areas of ancient Nubia and Egypt. Identify the locations of ancient Upper and Lower Egypt and explain what the terms mean. On a modern map, identify the modern countries of Egypt, Sudan, and South Sudan. (G)
14. Describe the kinds of evidence used by archaeologists and historians to draw conclusions about the social and economic characteristics of ancient Nubia (the Kingdom of Kush) and their relationship to the social and economic characteristics of ancient Egypt. (H, G)
15. Describe the role of pharaoh as god/king, the concept of dynasties, Egyptian conquests, the importance of at least one Egyptian ruler, the relationship of pharaohs to peasants, and the role of slaves in ancient Egypt. (H, C)

Seminal Primary Documents to Read: The Tale of the Eloquent Peasant (c. 1800 BC)
16. Describe the polytheistic religion of ancient Egypt with respect to beliefs about death, the afterlife, mummification, and the roles of different deities, as well as Akhenaten’s attempt to abandon polytheism for monotheism. (H)

Seminal Primary Documents to Read: Hymn to the Nile (c. 2100 BC); Great Hymn to the Aten (c. 1450 BC)

17. Summarize important achievements of Egyptian civilization. (H)
 - a. The agricultural system
 - b. The invention of a calendar
 - c. Monumental architecture and art such as the Pyramids and Sphinx at Giza
 - d. Hieroglyphic writing
 - e. The invention of papyrus

Levant, C. 1500 – 300 BC

18. On a map of the ancient Mediterranean world, locate Greece, Asia Minor, Crete, Ugarit, Phoenicia, Mesopotamia, Egypt, the Aegean, and the Red Sea. On a modern map, locate Greece, Crete, Turkey, Lebanon, and Syria. (G)
19. Describe the role of Levantine civilizations and peoples in transmitting Mesopotamian and Egyptian civilization, and the effects of their invasions of Egypt. (H)
 - a. Ugarit (proto-alphabet)
 - b. Hyksos (partial conquest of Egypt)
 - c. Sea Peoples (invasions of Egypt)

Seminal Primary Documents to Read: The Death of Ba'al (c. 1500 BC)

20. Identify the Phoenicians as the successors to the Minoans in dominating maritime trade in the Mediterranean from c. 1000 – c. 300 BC. Describe how the Phoenician writing system was the first alphabet (with 22 symbols for consonants), the precursor of the first complete alphabet developed by the ancient Greeks (with symbols representing both consonants and vowels), and the ancestor of our own Latin alphabet. (H, E)
21. Describe the Phoenician settlement of Carthage c. 900 BC, the expansion of Carthaginian economic and political power in the Western Mediterranean, Carthaginian explorations, and Carthage's wars with the Greek city-states in Libya and Sicily. (H, E)

Seminal Primary Documents to Read: The Periplus of Hanno the Navigator (c. 900 AD)

The Roots of Western Civilization: Ancient Israel, C. 2000 BC–70 AD

22. On a historical map of the Mediterranean, locate Asia Minor, Greece and Mesopotamia, the kingdoms of the Hittites and ancient Israel, and Egypt. On a modern map, locate Egypt, Greece, Israel, Jordan, Lebanon, the areas governed by the Palestinian Authority and Hamas, Syria, and Turkey. (G)

23. Identify the ancient Israelites, or Hebrews, trace the Biblical account of their migrations from Mesopotamia to the land called Canaan and their later sojourn in Egypt, and explain the role of Abraham and Moses in their history. (H, G)

Seminal Primary Documents to Read: The Book of Exodus

24. Describe Judaism, the monotheistic religion of the Israelites. (H)
- The belief that there is one God
 - The Ten Commandments
 - The emphasis on individual worth and personal responsibility
 - The belief that all people must adhere to the same moral obligations, whether ruler or ruled
 - The role of the Hebrew Bible (Old Testament) as part of the history of early Israel

25. Describe the unification of the tribes of Israel under Kings Saul, David, and Solomon, including David's founding of Jerusalem as his capital city in 1000 BC and the building of the first temple by Solomon. (H)

26. Describe the Assyrian and Babylonian conquests of Israel and Judah, the Babylonian Exile, the return to Israel, and the establishment of the Maccabean and Herodian dynasties. (H)
- Seminal Primary Documents to Read:* Psalm 137; The Book of Jonah

27. Explain the expulsion/dispersion of the Jews to other lands (referred to as the Diaspora) after the destruction of the second temple in Jerusalem in 70 AD, and the renaming of the country by the Romans. (H)

Seminal Primary Documents to Read: Flavius Josephus, *The Jewish War*, The Siege of Masada (c. 75 AD)

28. Describe the changing nature of Jewish belief between 500 BC and 200 AD. (H)
- Effects of the Babylonian Captivity and the return to Israel
 - Effects of Greek thought
 - Beliefs of Rabbinic Judaism, the Sadducees, and the Essenes
 - The effect on Jewish beliefs of the expulsion/dispersion of the Jews to other lands (referred to as the Diaspora) after the destruction of the second temple in Jerusalem in 70 AD

The Roots of Western Civilization: Ancient Greece, C. 800–300 BC

29. On a historical map of the Mediterranean area, locate Greece and trace the extent of its influence to 300 BC. On a modern map of the extended Mediterranean area including Europe,

England, the Middle East, and the Indian subcontinent, locate England, France, Greece, Italy, Spain, the countries of the Balkan peninsula, Crete, Egypt, India, the Middle East, Pakistan, and Turkey. (H, G)

30. Explain how the geographical location of ancient Athens and other city-states contributed to their role in maritime trade, their colonies in the Mediterranean, and the expansion of their cultural influence. (H, G, E)
31. Explain why the government of ancient Athens is considered the beginning of republican government; discuss Greek conceptions of the rule of law, liberty, and democracy; and explain the political concepts developed in ancient Greece. (H, C)
- The “polis” or city-state
 - Rule of law
 - Liberty
 - Civic participation and voting rights
 - Legislative bodies
 - Constitution writing

Seminal Primary Documents to Read: Old Oligarch, *Constitution of the Athenians* (c. 424 BC); Aristotle [?], *The Athenian Constitution* (c. 325 BC)

32. Compare and contrast life in Athens and Sparta. (H)
33. Describe the status of women and the functions of slaves in ancient Athens and Sparta. (H)
34. Analyze the causes, course, and consequences of the Persian Wars, including the survival of Greek freedom and the origin of marathons. (H)
- Seminal Primary Documents to Read:* Herodotus, *Histories*, Battles of Thermopylae and Salamis (430 BC)
35. Analyze the causes, course, and consequences of the Peloponnesian Wars between Athens and Sparta. (H)
- Seminal Primary Documents to Read:* Thucydides, *History of the Peloponnesian War*, Pericles’ Funeral Oration (c. 400 BC)
36. Analyze the causes, course, and consequences of Thebes’ liberation of Sparta’s Messenian helots. (H, C)
37. Describe the rise of Alexander the Great and the spread of Greek culture. (H)

38. Describe the myths and stories of classical Greece; give examples of Greek gods and goddesses, heroes, and events, and where and how we see their names used today. (H)
Seminal Primary Documents to Read: Homer, Iliad, Bk. 24, The Redemption of the Body of Hector (c. 800 BC)
39. Explain why the city-states of Greece instituted a tradition of athletic competitions and describe the kinds of sports they featured. (H)
40. Describe the purposes, functions, and development of Greek institutions such as the lyceum, the gymnasium, and the Library of Alexandria, identify the major accomplishments of the ancient Greeks, and identify English-language vocabulary drawn from the Greek in philosophy, politics, medicine, and science. (H)
- Thales (science); Pythagoras and Euclid (mathematics); Hippocrates, Galen (medicine); Archimedes (physics and engineering); Ptolemy (astronomy)
 - Socrates, Plato, Aristotle, Diogenes the Cynic, Zeno of Citium, and Plotinus (philosophy)
 - Herodotus, Thucydides, Homer, Aeschylus, Sophocles, Aristophanes, and Euripides (history, poetry, and drama)
 - The Parthenon, the Acropolis, and the Temple of Apollo (architecture)
 - The development of the first complete alphabet with symbols for consonants and vowels, which is the ancestor of our own Latin alphabet
- Seminal Primary Documents to Read: Plato, Apology of Socrates (c. 350 BC)*

The Roots of Western Civilization: Ancient Rome, C. 500 BC–500 AD

41. On a historical map, identify ancient Rome and trace the changing boundaries of the Roman Republic and Empire from 500 BC to 500 AD. (H, G)
42. Explain how the geographical location of ancient Rome contributed to the shaping of Roman society and the expansion of its political power in the Mediterranean region and beyond. (H, G, E)
43. Explain the rise of the Roman Republic and the role of mythical and historical figures in Roman history. (H)
- Romulus and Remus
 - Cincinnatus
 - Hannibal and the Carthaginian Wars
- Seminal Primary Documents to Read: The Twelve Tables (c. 450 BC); Plutarch, Life of Cato the Elder (75 AD)*

44. Describe the government of the Roman Republic and its contribution to the development of republican self-government, including the separation of powers, liberty, the rule of law, representative government, and the notion of civic duty. (H, C)

Seminal Primary Documents to Read: Polybius, *The Histories*, An Analysis of the Roman Government (c. 150 BC)

45. Describe the influence of Greek civilization on Rome. (H)

46. Describe the collapse of the Roman Republic from the agrarian reform law of Tiberius Gracchus to the establishment of Julius Caesar's dictatorship. (H)

- a. Tiberius Gracchus
- b. Marius and Sulla
- c. Cicero
- d. Julius Caesar

Seminal Primary Documents to Read: Cicero, *The First Oration Against Catiline* (63 BC)

47. Describe Julius Caesar's and Augustus' transformation of Rome from a republic to an empire. (H)

Seminal Primary Documents to Read: Tacitus, *Annals*, The End of the Republic (c. 100 AD); Augustus, *Res Gestae* (14 AD)

48. Explain the reasons for the growth and long life of the Roman Empire. (H, E)

- a. Military organization, tactics, and conquests; and decentralized administration
- b. The purpose and functions of taxes
- c. The promotion of economic growth through the use of a standard currency, road construction, and the protection of trade routes
- d. The benefits of a Pax Romana

49. Describe the role of historical figures in imperial Roman history. (H)

- a. Tiberius
- b. Hadrian
- c. Marcus Aurelius

Seminal Primary Documents to Read: Marcus Aurelius, *Meditations* (c. 180 AD)

50. Describe the characteristics of slavery under the Romans. (H)

51. Describe the central features of Christianity. (H)

- a. Monotheism
- b. The belief in Jesus as the Messiah and God's son who died on the cross, rose from the dead, and redeemed humans from sin

- c. The concept of salvation
- d. Belief in the Old and New Testaments
- e. The lives and teachings of Jesus and Saint Paul

Seminal Primary Documents to Read: Book of Matthew, Sermon on the Mount (c. 80 AD); Paul, First Epistle to the Corinthians, Resurrection of Jesus and Resurrection of the Dead (c. 53 AD)

52. Describe the origins and early expansion of Christianity and its central features. (H)
- a. The relationship of early Christians and Jews
 - b. The relationship of early Christians to officials of the Roman Empire
 - c. The appeal of Christianity to different populations within the Roman Empire
 - d. The relationship to Greek thought (*logos*, Neoplatonism)
 - e. The role of state persecution, martyrs, and saints
 - f. Council of Nicaea
 - g. Monasticism

Seminal Primary Documents to Read: Perpetua, The Passion of Saints Perpetua and Felicity (c. 203 AD); Nicene Creed (325 AD)

53. Explain how internal forces (including the rise of autonomous military powers, political corruption, and economic and political instability) and external forces (shrinking trade, attacks, and invasions) led to the disintegration of the Roman Empire. (H, E)
- a. Sack of Rome (410)
 - b. Fall of the Western Roman Empire (476)
 - c. Establishment of Germanic kingdoms (Ostrogoths, Visigoths, Vandals, Franks, Anglo-Saxon kingdoms)

Seminal Primary Documents to Read: Procopius, History of the Wars, The Sack of Rome and the Loss of Britain and Gaul (c. 545-553 AD)

54. Describe the contribution of Roman civilization to law, literature, poetry, architecture, engineering, and technology (e.g., roads, bridges, arenas, baths, aqueducts, central heating, plumbing, and sanitation). (H)
- a. Pliny the Elder
 - b. Quintilian
 - c. Seneca
 - d. Ulpian
 - e. Virgil

Seminal Primary Documents to Read: Pliny the Younger, Letters: Description of the Eruption of Vesuvius and the Death of Pliny the Elder (79 AD); Letter to Trajan About Christians (c. 111 AD)

55. Explain the spread and influence of the Roman alphabet and the Latin language, the survival of Roman civilization beyond the fall of the Roman empire, and the use of Latin as the language of education for more than 1,000 years; and identify English-language vocabulary drawn from the Latin in philosophy, politics, medicine, and science. (H)

Seminal Primary Documents to Read: Tertullian, On Pagan Learning (c. 220 AD); Origen, On Classical Learning (c. 235 AD)

Grade 9

The Development of Western Civilization

Students study the development of Western civilization after the fall of the Roman Empire. Students study the history of the major empires and new political entities of this period: the Byzantine Empire and the Holy Roman Empire; the rise of nations, especially England and France; the conflicts between them in different parts of the world, and the beginnings of Europe's New World empires. Students examine the important political, economic, and religious developments of this period, including the development of Christianity. Students then study the development of political and scientific thought in the major events and developments of European history, the rise of the nation state in Europe, the French Revolution, and the economic and political roots of the modern world. They study the origins and consequences of the Industrial Revolution, 19th century political reform in Western Europe, the rise and fall of European empires in Africa, Asia, and South America, the challenge of twentieth-century totalitarian regimes, and the survival of liberal democracy. They will explain the causes and consequences of the great military and economic events of the past century, including World War I, the Great Depression, World War II, the Cold War, and the Russian and Chinese revolutions. Finally, students will study the rise of nationalism and the persistence of political, ethnic, and religious loyalties in many parts of the world.

Seminal Primary Documents to Read: Students should learn the actual materials of history and not just textbook interpretations, which often distort the past. *American Birthright* therefore integrates the upper-level learning standards with an extensive series of primary source documents, which students should read in whole or in part. Some primary sources we list are lengthy and should be excerpted.

Additional Reading: Florida's B.E.S.T. Standards: English Language Arts includes an excellent Civic Literacy Reading List, which recommends civic-focused texts for every grade. The books it recommends for high school include Benjamin Franklin's *Autobiography*; Henry David Thoreau's *Civil Disobedience*; William Blackstone's *Commentaries on the Laws of England*; Thomas Paine's *Common Sense*; Alexis

de Toqueville's *Democracy in America*; the English Declaration of Rights; Alexander Hamilton's, James Madison's, and John Jay's *Federalist Papers*; Shirley Chisholm's "For the Equal Rights Amendment"; Wilfred M. McClay's *Land of Hope: An Invitation to the Great American Story*; Martin Luther King Jr.'s "Letter from Birmingham Jail"; Thomas Hobbes' *Leviathan*; Magna Carta; the Mayflower Compact; James Madison's *Notes on the Constitutional Convention*; Sandra Day O'Connor's *Out of Order: Stories from the History of the Supreme Court*; Abraham Lincoln's *Second Inaugural Address*; John Locke's *Second Treatise on Government*; Lyndon Johnson, "Speech to Congress on Voting Rights"; Theodore Roosevelt, "The New Nationalism"; Plato's *The Republic*; Montesquieu's *The Spirit of the Laws*; and George Mason's *Virginia Declaration of Rights*. We add to Florida's Civic Literacy Reading List, as a pendant to Shirley Chisholm's "For the Equal Rights Amendment," Phyllis Schlafly's "What's Wrong with 'Equal Rights' for Women?" We encourage English Language Arts teachers to select from these texts for readings in this grade.

Learning Standards

The Medieval Period in Europe to 1500

1. Describe the rise and achievements of the Byzantine Empire. (H)
 - a. The influence of Constantine, especially the legalization of Christianity in the Roman empire, and the convocation of the First Council of Nicaea
 - b. The fourth- and fifth-century Christianization of the Roman Empire
 - c. The importance of Justinian and the Code of Justinian
 - d. The preservation of Greek and Roman traditions
 - e. The construction of the Church of the Holy Wisdom (Hagia Sophia).

Seminal Primary Documents to Read: John of Damascus, *On Holy Images*, In Defense of Icons (c. 730); Iconoclastic Council, Decree Against Icons (754)

2. Describe the character of medieval Christianity. (H, E)
 - a. The role of monasteries in preserving the culture of antiquity
 - b. The spread of Christianity to Northern and Eastern Europe
 - c. The growing influence of Christianity and the Catholic Church in medieval society
 - d. The split of Orthodoxy and Catholicism (1054)
 - e. The role of the clash between papacy and empire in the development of law and freedom
 - f. The growing influence of universities, Roman law, canon law, and Scholasticism
 - g. The origin and growing influence of the mendicant orders

Seminal Primary Documents to Read: Benedict, *The Rule of St. Benedict* (516); Pope Gregory I, *Letter to Abbot Melitus* (c. 597); Peter Lombard, *Four Books of Sentences* (c. 1150), Book III, Distinctions XXXIII and XXXVI [The Cardinal Virtues and the Unity of Virtues]

3. Describe as many as possible of the major economic, social, and political developments that took place in medieval Europe. (H, E)
 - a. The differing orders of medieval society, the development of feudalism, and the development of private property as a distinguishing feature of western liberty
 - b. The initial emergence of a modern economy, including the growth of banking, commerce, towns, and a merchant class
 - c. Technological and agricultural improvements, including ploughs, stirrups, windmills, watermills, compass, and gunpowder
 - d. Military improvements, including the mounted knight, fortifications, disciplined infantry, and cannon
 - e. The establishment of the Holy Roman Empire, its partial disintegration, and the rise of independent city-states in Italy and Germany
 - f. Scandinavian raids and conquests (Vikings), explorations (Iceland, Greenland, Vinland), and state-building (Normandy, England, Naples, Russia)
 - g. The divergence of Russia from Western Europe (Orthodox Christianity, Baltic Crusades, Mongol Yoke)
 - h. The economic and social effects of the spread of the Black Death (Bubonic Plague)

4. Describe significant developments in medieval culture. (H)
 - a. Architecture (Romanesque, Gothic)
 - b. Music (notation, Gregorian chant, polyphony)
 - c. Literature (chivalric romance, romantic poetry, mystery plays)

Seminal Primary Documents to Read: Arnaut Daniel, I am the one that knows the pain that flows (c. 1200); Comtessa de Dia, I thrive on youth and joy (c. 1200)

5. Describe the growth and development of the English and French nations. (H)
 - a. Charles Martel, Charlemagne, Philip Augustus, Joan of Arc
 - b. Alfred, William the Conqueror, Henry II, Henry V
 - c. Hundred Years War

Seminal Primary Documents to Read: The Trial of Joan of Arc (1431)

6. Describe developments in medieval English legal and constitutional history and their importance in the rise of modern institutions and procedures of liberty and self-government, including Magna Carta, common law, parliament, and habeas corpus. (H, C)

Seminal Primary Documents to Read: Magna Carta (1215)

The Encounters Between Christianity and Islam to 1500

7. Describe the religious and political origins of conflicts between Islam and Christianity and the course of those conflicts. (H)

- a. Wars between Byzantium and Persia
 - b. The seventh- and eighth-century Arab conquests
 - c. The Seljuk Turks' conquest of Anatolia and the Battle of Manzikert (1071)
 - d. The causes, course, and consequences of the European Crusades against Islam in the 11th, 12th, and 13th centuries
 - e. The Fourth Crusade (1204), the Crusader conquest of Orthodox Christian Byzantium, and the Crusader Kingdoms of Greece
- Seminal Primary Documents to Read: Pope Urban II, The Summons to Crusade (1095); Pope Innocent III, Reprimand of Papal Legate (1204)*
8. Describe the intellectual and economic interactions between the Muslim and the Christian worlds. (H)
- a. Mediterranean trade
 - b. Greek and Christian influence on Islamic secular and religious thought
 - c. Islamic transmission of (Aristotelian) Greek, Islamic, Indian, and Chinese thought and technology to the Christian West (Averroes, Avicenna, al-Khwarizmi)
 - d. Jewish translations and innovations (Maimonides, Toledo School of Translators)
9. Describe the decline of Byzantium and the rise of the Ottoman Empire in the 14th and 15th centuries, including the capture of Constantinople in 1453. (H)
- Seminal Primary Documents to Read: Kritovoulos, History of Mehmed the Conqueror, The Siege of Constantinople (1467); Nicolò Barbaro, Diary of the Siege of Constantinople 1453 (1453).*
10. Describe the decline of Muslim rule in the Iberian Peninsula and the rise of the Christian Iberian kingdoms up to the conquest of the Emirate of Granada in 1492. (H)
- Seminal Primary Documents to Read: Poem of the Cid (c. 1200)*

The Origins and Nature of European Expansion

11. Explain why and how European nations sent explorers westward. (H, G, E)
- a. Economic and religious motivations (Marco Polo)
 - b. Advances in navigation, cartography, and military technology (Henry the Navigator)
 - c. Exploits of exploration by individuals including Christopher Columbus, Vasco da Gama, and Ferdinand Magellan
- Seminal Primary Documents to Read: Christopher Columbus, Journal (1492)*
12. Explain how overseas expansion led to the growth of commerce and the development of the trans-Atlantic slave trade. (H, E)
- a. European debates about the morality of slavery

- b. Spanish ban on enslaving American Indians, but permission to enslave Africans
 - c. Destinations of African slaves (c. 90% to Portuguese Brazil, British Caribbean, French Caribbean, and Spanish America; c. 4% to British North America)
13. Compare different forced-labor regimes, including Muslim slavery, Eastern Europe's Second Serfdom, African slavery, American Indian slavery, and trans-Atlantic slavery. (H)
14. Describe the sixteenth-century expansion of the Spanish and Portuguese empires. (H, E)
- a. Portuguese commercial and naval dominance in the Indian Ocean
 - b. Spain's American empire (Hernán Cortés, Francisco Pizarro)
 - c. Spanish confrontation with the Ottoman Empire in the Mediterranean (Battle of Lepanto, 1571)
 - d. Spread of Catholicism to Latin America and Asia
- Seminal Primary Documents to Read: Hernán Cortés, Second Letter to Charles V (1520)*
15. Describe the sixteenth- and seventeenth-century expansion of the Dutch, French, English, and Russian empires. (H)
- a. Piracy and privateering
 - b. Columbian exchange of agricultural products
 - c. Ecological expansion of Europe
 - d. Mercantilism
 - e. Trade wars
- Seminal Primary Documents to Read: Francis Pretty, Sir Francis Drake's Famous Voyage Round The World (1580)*

Renaissance and Reformation

16. Describe the origins and development of the Renaissance, including how humanism furthered the values of republicanism, liberty, and individualism, and the influence and accomplishments of Petrarch, Machiavelli, Michelangelo, Leonardo da Vinci, Raphael, Erasmus, Shakespeare, and Montaigne. (H)
- a. Republic of Letters
 - b. Christian humanism
 - c. Tolerance
 - d. Skepticism and secularism
- Seminal Primary Documents to Read: Petrarch, The Ascent of Mont Ventoux (1350); Niccolò Machiavelli, Discourses on Livy, What nations the Romans had to contend against, and with what obstinacy they defended their liberty (1531)*

17. Describe the character of Renaissance culture. (H)
- Johannes Gutenberg and the printing press
 - Expanding literacy
 - Vernacular literature and plays
18. Describe the origins and as many as possible of the effects of the Protestant Reformation. (H)
- Medieval heretics
 - The reasons for the growing discontent with the Catholic Church, including the main ideas of Martin Luther and John Calvin
 - The spread of Protestantism across Europe (Lutherans, Reformed (Calvinist), Church of England, Anabaptists)
 - The growth of parliamentary power and individual liberty in the Netherlands and England
 - The slow growth of the ideal of religious tolerance
 - The consolidation of royal power
 - The Calvinist work ethic

Seminal Primary Documents to Read: Martin Luther, 95 Theses (1517)

19. Explain the purposes and policies of the Catholic Counter-Reformation, including the influence and ideas of Ignatius Loyola and Teresa of Avila. (H)
- Individual catechism and devotion
 - Missionary evangelization
 - Mysticism

Seminal Primary Documents to Read: Ignatius Loyola, Spiritual Exercises (c. 1523)

20. Explain the role of religion in the wars among European nations in the 16th and 17th centuries and the consequent birth of the modern system of secular states. (H)
- Schmalkaldic Wars
 - Dutch War of Independence
 - French Wars of Religion
 - Spanish Armada (1588)
 - Thirty Years War

Scientific Revolution and Enlightenment

21. Summarize how the Scientific Revolution and the scientific method led to new theories of the universe and describe the accomplishments of leading figures of the Scientific Revolution, including Bacon, Copernicus, Descartes, Galileo, Kepler, and Newton. (H)

Seminal Primary Documents to Read: Francis Bacon, Novum Organum, Aphorisms (1620)

22. Describe technological improvements that promoted economic development, including the development of crop rotation, the construction of turnpikes, aqueducts, canals, and lighthouses, and innovations in producing cement, porcelain, and glassware. (H)
23. Describe the concept of Enlightenment in European history, characterize the British, French, and German Enlightenments, and describe as many as possible of the accomplishments of major Enlightenment thinkers, including Locke, Montesquieu, Diderot, Rousseau, Voltaire, and Kant. (H)
- Natural rights, self-interest, and sociability
 - Empiricism, skepticism, and rationalism
 - Enlightened Christianity and Judaism
 - Humanitarian reform
 - Consent of the governed
 - Imperative to expand the political, religious, and social spheres of liberty
 - Societal persuasion and government power as different means of achieving Enlightenment

Seminal Primary Documents to Read: John Locke, *Second Treatise of Civil Government* (1690); Jean Le Rond d'Alembert, *Encyclopédie*, "Preliminary Discourse" (1751); Immanuel Kant, *What is Enlightenment?* (1784)

24. Describe important aspects of European religion in the eighteenth century. (H)
- State control of churches (Whig bishops, Josephism, Most Holy Governing Synod, Expulsions of Jesuits)
 - Evangelicalism (Pietism, Methodism)
 - Devotional revivals (Nicolaus Zinzendorf and the Moravians, Alphonsus Liguori and the Redemptorists, Paisius Velichkovsky and Orthodox spiritual elders)
 - Hassidism
25. Describe as many examples as possible of the growing consolidation of political power in Europe from 1500 to 1800 as manifested in the rise of nation-states ruled by monarchs. (H, C, E)
- The rise of the French monarchy, including the policies and influence of Louis XIV
 - The Peace of Westphalia
 - The military revolution
 - Enlightened absolutism
 - Muscovy's distinctive combination of autocracy, Orthodox Christianity, and estrangement from and limited opening to the West, including the attempts at Westernization by Peter the Great, the growth of serfdom, and Russia's rise as an important force in Eastern Europe and Asia
 - The rise of Prussia and Austria
 - The rise and fall of Poland and Sweden
 - The Ottoman dominance of southeastern Europe and invasions of central Europe until their defeat at the Siege of Vienna in 1683.

26. Explain why England (and the Netherlands) were the main exceptions to the growth of absolutism in royal power in Europe. (H, C)
- The causes and essential events of the English Civil War, the Glorious Revolution of 1688, and the Act of Union with Scotland of 1707.
 - The effect of the Glorious Revolution on the development of parliamentary sovereignty, constitutional “mixed government,” and liberty in England, including the importance of the English Bill of Rights and how it limited the power of the monarch to act without the consent of Parliament
 - The eighteenth-century growth of a culture of liberty
 - England’s intensifying fiscal, commercial, and technological innovation, including the culture of trade, the creation of the Bank of England in 1694, and the emergence of the bond market and responsible public finance
 - England’s military and imperial success in successive wars with France, and the consequent establishment of a British Empire in North America and the Indian subcontinent
- Seminal Primary Documents to Read:* John Milton, *Areopagitica* (1644); The Putney Debates (1647); William Blackstone, *Commentaries on the Laws of England*, “Of the Absolute Rights of Individuals” (1765)

27. Summarize as many as possible of the important causes and events of the French Revolution. (H, C, E)

Causes:

- The effect of Enlightenment political thought
- The influence of the American Revolution
- Economic troubles and the rising influence of the middle class
- Government corruption and the declining “credit rating” of absolutism

Events:

- The convening of the Estates General
- The National Assembly and the “Tennis Court Oath”
- The storming of the Bastille on July 14, 1789
- The 1789 Declaration of the Rights of Man and the Citizen
- The Storming of the Tuileries, the creation of the First French Republic, and the new revolutionary calendar (1792; “year zero” of the new order)
- The execution of Louis XVI in 1793
- The Terror (Maximilien Robespierre)
- Anti-clerical policies and the nationalization of Church property

Seminal Primary Documents to Read: Abbé Emmanuel Joseph Sièyes, *What is the Third Estate?* (1789); Declaration of the Rights of Man and of the Citizen (1789); Maximilien Robespierre, *On the Principles of Political Morality* (1794)

28. Summarize the major effects of the French Revolution. (H)
- Its contribution to modern nationalism and its relationship to totalitarianism
 - The political, economic, and cultural debilitation of the Catholic church in France
 - The abolition of remaining feudal restrictions and obligations
 - Its support for ideas of popular sovereignty and legal equality
29. Summarize the important events of the French Revolutionary and Napoleonic Wars. (H, C, E)
- The rise and fall of Napoleon Bonaparte
 - Italian Campaign (1796-97), Trafalgar (1805), Austerlitz (1805), invasion of Russia (1812), Waterloo (1815)
 - Modernization of France's rivals (Austria, Prussia)
 - Nationalist resistance to France (Spain, Russia)
 - British commercial and industrial expansion
 - The Congress of Vienna, which established a European peace that lasted from 1815 to 1914.
30. Summarize the major effects of the Napoleonic Wars. (H)
- Battle deaths and economic devastation
 - Enduring ideological divisions within each European nation
 - Britain's leading role in maintaining the nineteenth-century Concert of Europe by balance-of-power diplomacy
 - Russia's emergence as the great European land power and champion of counter-revolutionary regimes
 - Terror and anti-clericalism as a model for later revolutions, especially the Russian Revolution

Industrial Revolution and Social and Political Change, 1800–1914

31. Identify the causes of the Industrial Revolution. (H, E)
- The rise in agricultural productivity
 - Transportation improvements such as canals and railroads
 - The influence of the ideas of Adam Smith to promote economic liberty
 - Institutions including secure property rights, patents for inventions, contract law, and the gold standard
 - Entrepreneurial culture
 - New sources of energy such as coal, technological innovations such as the steam engine and the railroad, and the application of scientific research to industrial innovation

Seminal Primary Documents to Read: Adam Smith, *Wealth of Nations*, Of the Division of Labour (1776)

32. Summarize the social and economic consequences of the Industrial Revolution. (H, E)
- Vast increases in productivity and wealth
 - Increased life expectancy, population growth, and urban growth
 - The growth of a middle class
 - Mass culture
 - Problems caused by urbanization and harsh working conditions
33. Describe the political characteristics of nineteenth-century England. (H)
- Catholic emancipation
 - Successful reform to increase the number of voters
 - Robert Peel, Benjamin Disraeli, and William Gladstone
 - The rise and significance of antislavery sentiment in Britain, including the role of Christian humanitarianism, the abolition of the slave trade by the British Parliament in 1807, the abolition of slavery within the British Empire in 1833, and the role of various antislavery societies.
 - Trade unionism and the birth of the Labour Party

Seminal Primary Documents to Read: Lord Palmerston, *Civis Romanus Sum* (1850)

34. Explain the effect of as many as possible of the various social and political reforms, reform movements, and revolutions in nineteenth-century Europe. (H, C, E)
- Liberalism (John Stuart Mill), modern conservatism (Joseph de Maistre, school of Edmund Burke), Christian reform (Pope Leo XIII)
 - The rise of unions and socialism, including the ideas and influence of Robert Owen and Karl Marx
 - Economic protectionism
 - Child labor laws, and social legislation such as old age pensions and health and unemployment insurance
 - The expansion of voting rights
 - Coercive cultural policy (Russia's Official Nationality, Germany's *Kulturkampf*, France's *laïcité*)
 - Revolutions of 1830 and 1848

Seminal Primary Documents to Read: Karl Marx and Friedrich Engels, *The Communist Manifesto* (1848); John Stuart Mill, *On Liberty* (1859); Pope Leo XIII, *Rerum Novarum* (1891)

35. Summarize the causes, course, and consequences of France's semi-revolutionary nineteenth-century. (H)
- Cycles between empire and republic (July Monarchy, Second Republic, Napoleon III, Paris Commune, Third Republic)
 - Small landholder dominance and limited economic growth
 - Cultural revolution (urban renewal, fine arts, Eiffel Tower, Suez Canal)

36. Summarize the causes, course, and consequences of the unifications of Italy and Germany. (H)
- Germany's replacement of France as the dominant power in continental Europe
 - The roles of Cavour and Bismarck in the unifications of Italy and Germany
 - Seven Weeks War (1866), Franco-Prussian War (1870)

Seminal Primary Documents to Read: John Leighton, *Paris Under the Commune* (1871)

37. Summarize the causes, course, and consequences of Russia's partially successful nineteenth-century reforms. (H, E)
- Serf emancipation (1861)
 - Growth of revolutionary movements
 - 1905 Revolution
 - Stolypin reforms and Stolypin's assassination

Seminal Primary Documents to Read: Vladimir Ilyich Lenin, *What Is to be Done?* (1902)

38. Describe the transformations of Jewish life between 1750 and 1914. (H)
- Jewish Enlightenment and Hasidism
 - Assimilation and anti-Semitism
 - Urbanization and emigration
 - Zionism

Seminal Primary Documents to Read: Theodor Herzl, *On the Jewish State* (1896)

39. Describe the causes of 19th century European imperialism. (H, E)
- The desire for economic gain and resources
 - The missionary impulse, the search for strategic advantage, and national pride
 - A desire to promote both the interests of the imperialists and the welfare of the imperialized.

40. Describe as many as possible of the consequences of 19th century European imperialism. (H, E)
- Territorial conquests (Maratha Wars, Algerian Conquest, Herero Wars)
 - Growth and political development of settler colonies
 - European investments abroad and imperial reshaping of colonial economies
 - Improved life expectancy and growing populations among colonized peoples
 - Abolitions of slavery
 - Development of civil societies in non-settler colonies
 - Nationalist movements
 - Defenses (law and order, civilizational transformation, modernization and prosperity) and critiques (racial subordination, economic exploitation, abuses of power) of imperialism
 - Spread of Christianity in Africa and Asia

Seminal Primary Documents to Read: John Stuart Mill, *The Principles of Political Economy*, Book 5, Chapter 11, §14 [Colonies and Colonization]; Rudyard Kipling, *The Man Who Would Be King* (1888); Edward Morel, *The Black Man's Burden* (1903)

41. Describe the nineteenth-century European intellectual revolution. (H)
- Marie Curie, Charles Darwin, Émile Durkheim, Carl Friedrich Gauss, Ada Lovelace, James Clerk Maxwell, Dmitri Mendeleev, Leopold von Ranke, Heinrich Schliemann
 - Research university
 - Ideal of academic freedom

Seminal Primary Documents to Read: Louis Pasteur, Germ Theory and Its Applications to Medicine and Surgery (1878)

42. Describe important aspects of European religion in the nineteenth century. (H)
- Social mission (Luigi Taparelli, Charles Kingsley, Leo Tolstoy)
 - Foreign missions (Father Damien, London Missionary Society)
 - Debates about theological authority (papal infallibility, higher criticism, Biblical archaeology)
 - Reform Judaism

The Great Wars, 1914–1945

43. Discuss causes of World War I including economic and imperial competition, alliance blocs and the arms race, Balkan nationalism, German militarism and Germany's fear of a strengthening Russia, and the power vacuum in Europe attributable to the declining power of the Austro-Hungarian and Ottoman Empires. (H, E)
44. Summarize as many as possible of the major events and consequences of World War I. (H, E)
- Physical and economic destruction
 - The unprecedented loss of life from prolonged trench warfare
 - The collapse of the Romanov dynasty and the subsequent Bolshevik Revolution and Civil War in Russia
 - Post-war economic and political instability in Germany
 - The Armenian genocide and the collapse and partition of the Ottoman empire
 - Military innovations (airplanes, tanks, poison gas)
 - Triumph of free and democratic Britain and France and the expansion of their empires
 - The League of Nations and attempts at disarmament

Seminal Primary Documents to Read: Henri Barbusse, Under Fire, Under Fire [Chapter 20] (1917)

45. Describe the various causes and consequences of the global depression of the 1930s and analyze how governments responded to the Great Depression. (H, E)
- Restrictive monetary policies
 - Unemployment and inflation
 - Political instability

- d. English and French social welfare legislation; the growth of the “mixed economy” and the welfare state
 - e. The influence of the ideas of John Maynard Keynes, Ludwig von Mises, and Friedrich von Hayek
46. Describe the rise and goals of totalitarianism in Italy, Germany, and the Soviet Union, and analyze the policies and ideas of Mussolini, Hitler, Lenin, and Stalin. (H)
Seminal Primary Documents to Read: Benito Mussolini, *The Fascist Program* (1921)
47. Summarize as many as possible of the consequences of Soviet communism to 1945. (H, E)
- a. The establishment of a one-party dictatorship under Lenin
 - b. Government seizure of most privately owned industry and commerce
 - c. Atheistic persecution of priests and religious believers
 - d. The mass murder of the peasantry caused by Stalin’s policies of collectivization of agriculture and breakneck industrialization
 - e. The genocidal starvation of the Ukrainians known as the Holodomor
 - f. The use of mass terror against the population, the use of terror against internal “enemies,” the destruction of civil society, the oppression and forced resettlement of minorities including Koreans, Jews, Tatars, Chechens, Cossacks, Poles, Ukrainians, and others, and the destruction of individual rights
 - g. The Soviet Union’s emergence as an industrial power
 - h. Support of revolutionary Communist parties abroad
- Seminal Primary Documents to Read:* Osip Mandelstam, *The Stalin Epigram* (1933); A. O. Avidenko, *Hymn to Stalin* (1936); N. I. Bukharin, *Last Plea* (1938)
48. Describe the German and Italian drives for empire in the 1930s. (H)
- a. Italy’s invasion of Ethiopia in 1935
 - b. Germany’s militarization of the Rhineland, annexation of Austria, and aggression against Czechoslovakia, the Stalin-Hitler Pact of 1939, and the German attack on Poland
 - c. German, Italian, and Soviet intervention in the Spanish Civil War (prelude to pan-European ideological struggle)
49. Summarize as many as possible of the key battles and events of World War II in Europe. (H)
- a. The German conquest of continental Europe and Fall of France (1939-1940)
 - b. The Soviet annexation of Bessarabia, eastern Poland, and the Baltic States, and the less successful invasion of Finland (1939-1940)
 - c. British resistance (Battle of Britain, 1940; El Alamein, 1942; Battle of the Atlantic, 1940-43)

- d. Eastern Front: German invasion of Soviet Russia (June 1941), Russian resistance (Moscow, 1941-1942; Stalingrad, 1942-1943; Siege of Leningrad, 1941-1944), and counterattack (Kursk, July-August 1943; Berlin, 1945)
- e. American entry into the war (Pearl Harbor, 1941) and America's decision to concentrate its military forces against Germany instead of Japan
- f. Western Fronts: Mediterranean (Anglo-American invasion of North Africa, 1942; Anglo-American invasion of Italy, September 1943) and France (D-Day, June 6, 1944; Battle of the Bulge, December 1944-January 1945)
- g. Strategic bombing (Coventry, Hamburg, Dresden)
- h. Conferences: Teheran (1943), Yalta (1945)

Seminal Primary Documents to Read: Winston Churchill, *We Shall Fight on the Beaches* (1940); Charles de Gaulle, *Appeal of June 18* (1940)

50. Summarize the key events of World War II for the European empires. (H)

- a. Japanese conquest of Burma, Singapore, Malaysia, Indochina, and Indonesia
- b. Quit India movement and the economic modernization of India
- c. Revelation of European empires' weakness to their subjects

Seminal Primary Documents to Read: Lee Kuan Yew, *The Singapore Story: Memoirs of Lee Kuan Yew*, "The Japanese Invaders" (1998)

51. Identify the goals, leadership, and post-war plans of the allied leaders. (H)

- a. Winston Churchill
- b. Franklin D. Roosevelt
- c. Joseph Stalin

52. Describe the background, course, and consequences of the Holocaust, including its roots in the long tradition of Christian anti-Semitism and 19th century ideas about race and nation, the Nazi Party's seizure of unchecked power within Germany, the Nazi regime's dehumanization of the Jews, the parallel mass murders of the physically disabled, Gypsies, and homosexuals, and the Nazis' culminating attempt to exterminate the Jewish people. (H)

Seminal Primary Documents to Read: Tadeusz Borowski, *This Way for the Gas, Ladies and Gentlemen* (1946)

53. Explain as many as possible of the consequences of World War II. (H, E)

- a. Physical and economic destruction
- b. The enormous loss of life, including millions of civilians through the bombing of population centers, the slaughter of political opponents, and the mass expulsion of ethnic minorities
- c. Inability to maintain colonial empires (Britain, France, Netherlands)

- d. Strengthening Western European desires for democracy and peaceful cooperation across national boundaries
- e. Soviet empire in Eastern Europe
- f. The emergence of the U.S. and the Soviet Union as the world's two superpowers
- g. The concentration of power in various national governments and the establishment of international power structures including the World Bank, the International Monetary Fund, and the United Nations

Postwar Europe, 1945-2022

54. Summarize the factors that contributed to the Cold War, including Soviet expansion in Eastern Europe, European political leaders' exploitation of superpower rivalry, and the differences between democracy and communism. (H, C)
Seminal Primary Documents to Read: Winston Churchill, *Iron Curtain Speech* (Fulton, Missouri, 1946)
55. Describe the policy of containment, including the Truman Doctrine, the Marshall Plan, and NATO, as America's response to Soviet expansionist policies. (H)
56. Describe the establishment of the European Union and the continued strength of national loyalties. (H)
 - a. Jean Monnet
 - b. Charles de Gaulle
 - c. Konrad Adenauer*Seminal Primary Documents to Read:* Winston Churchill, *United States of Europe* (1946)
57. Describe the development of the arms race and the key events of the Cold War era. (H)
 - a. The Berlin Airlift
 - b. The 1956 uprising in Hungary
 - c. 1961 Berlin Crisis and building of the Berlin Wall
 - d. The "Prague Spring"
 - e. Arms control agreements (including the ABM and SALT treaties) and détente under Nixon
58. Identify as many as possible of the causes and the events of the decline and collapse of the Soviet Union and the communist regimes of Eastern Europe. (H, E)
 - a. The weaknesses of the Soviet command economy
 - b. The burdens of Soviet military commitments (Soviet-Afghan War)
 - c. The unanticipated consequences of political reforms initiated by Mikhail Gorbachev

- d. The anticommunist policies of President Reagan, Margaret Thatcher, and Pope John Paul II
- e. Western diplomacy by individuals including Willy Brandt and James Baker
- f. The resistance to communism in the Soviet Union and Eastern Europe by individuals including Vaclav Havel, Andrei Sakharov, Aleksander Solzhenitsyn, and Lech Walesa
- g. The Fall of the Berlin Wall
- h. The peaceful reunification of Germany

Seminal Primary Documents to Read: Vaclav Havel, The Power of the Powerless (1978)

59. Describe European politics since the fall of the Soviet Union. (H, E)

- a. Eastern Europe's re-integration into the free West
- b. The expansion of the European Union and NATO
- c. Brexit
- d. The re-emergence of Russia as an independent power
- e. Debates about Muslim immigration and Islamist terror (policies in France, Germany, and Denmark)

Seminal Primary Documents to Read: Vladimir Putin, Speech on the Annexation of Crimea (2014); Vladimir Putin, "On the Historical Unity of Russians and Ukrainians" (2021)

60. Explain and describe as many components as possible of Western Europe's postwar rise to modern prosperity. (H, E)

- a. American aid (Marshall Plan)
- b. American-led free trade system
- c. Long post-war peace
- d. Scientific, technological, and medical advances
- e. Welfare states
- f. The economic recovery and development of Germany
- g. The mass rise in living standards
- h. Slowing population growth and aging populations

61. Describe as many examples as possible of the continuing European contribution to modern culture, science, and technology. (H, E)

- a. Albert Einstein and the Theories of Relativity
- b. Wernher von Braun and rocketry
- c. Rosalind Franklin, Francis Crick, and the discovery of DNA
- d. Tim Berners-Lee and the World Wide Web
- e. Austin Bradford Hill and the invention of modern epidemiology
- f. Pablo Picasso, Henri Matisse, Salvador Dalí, Henry Moore, and the invention of modern art
- g. Georges Méliès, Fritz Lang, Sergei Eisenstein, and the invention of motion pictures

- h. Virginia Woolf, Simone de Beauvoir, and the invention of modern feminism
 - i. Cartoons (Hergé), fantasy novels (J. R. R. Tolkien), dystopian novels (Aldous Huxley, George Orwell), testimonials opposing totalitarianism (Primo Levi, Aleksander Solzhenitsyn)
62. Describe important aspects of European religion in the twentieth century. (H)
- a. Anti-clerical persecution (Russia, Spain)
 - b. Anti-totalitarian witness (Dietrich Bonhoeffer, József Mindszenty)
 - c. Liberal Christianity and ecumenicism (Second Vatican Council)
 - d. Jewish theology (existentialism, mysticism, Holocaust theology)
 - e. Secularization

Grade 10 World History

Students study the history of world civilizations in three broad units: Ancient, Early Modern, and Modern. They learn about the development of early civilizations, states, empires, economic networks, and religious and philosophical systems that shaped societies in the Middle East, Africa, the western hemisphere, South Asia, and East Asia. They analyze how the Muslim world, Chinese dynasties, Mongol khanates, and Atlantic European empires interacted through trade, conflict, and cultural contact. They study how industrialization, political revolutions, empire-building, and national self-determination have formed our modern world of increasingly interconnected nation-states. This course re-examines select material covered in the Western Civilization sequence in Grades 8 and 9, both to provide complete coverage of world history and to show students how different historical contexts enrich our understanding of a particular historical subject.

Seminal Primary Documents to Read: Students should learn the actual materials of history and not just textbook interpretations, which often distort the past. *American Birthright* therefore integrates the upper-level learning standards with an extensive series of primary source documents, which students should read in whole or in part. Some primary sources we list are lengthy and should be excerpted.

Additional Reading: Florida's B.E.S.T. Standards: English Language Arts includes an excellent Civic Literacy Reading List, which recommends civic-focused texts for every grade. The books it recommends for high school include Benjamin Franklin's *Autobiography*; Henry David Thoreau's *Civil Disobedience*; William Blackstone's *Commentaries on the Laws of England*; Thomas Paine's *Common Sense*; Alexis de Toqueville's *Democracy in America*; the English Declaration of Rights; Alexander Hamilton's, James Madison's, and John Jay's *Federalist Papers*; Shirley Chisholm's "For the Equal Rights Amendment"; Wilfred M. McClay's *Land of Hope: An Invitation to the Great American Story*; Martin Luther King Jr.'s "Letter from Birmingham Jail"; Thomas Hobbes' *Leviathan*; Magna Carta; the Mayflower Compact; James Madison's *Notes on the Constitutional Convention*; Sandra Day O'Connor's *Out of Order: Stories from the History of the Supreme Court*; Abraham Lincoln's *Second Inaugural Address*; John Locke's *Second Treatise on Government*; Lyndon Johnson, "Speech to Congress on Voting Rights"; Theodore Roosevelt, "The New Nationalism"; Plato's *The Republic*; Montesquieu's *The Spirit of the Laws*; and George Mason's *Virginia Declaration of Rights*. We add to Florida's Civic Literacy Reading List, as a pendant to Shirley Chisholm's "For the Equal Rights Amendment," Phyllis Schlafly's "What's Wrong with 'Equal Rights' for Women?" We encourage English Language Arts teachers to select from these texts for readings in this grade.

Learning Standards

Prehistory

The natural history of the universe, earth, and life provides the background for humans, human cultures, and civilizations. Humanity spread from its cradle in Africa throughout the world. The Neolithic Age provided the preconditions for the development of civilization.

1. Describe the great climatic and environmental changes that shaped the earth and eventually permitted the growth of human life. (H)
2. Identify sites in Africa where archaeologists have found evidence of the origins of modern human beings and describe what the archaeologists found. (G, H)
3. Describe the kinds of evidence used by paleogeneticists, archaeologists, and linguists to draw conclusions about prehistory. (H, G)
 - a. The relationship of Neanderthals, Denisovans, Flores man (“hobbit man”), and modern humans
 - b. Prehistoric migrations from Africa to all other inhabited regions of the globe
 - c. The peaceful and warlike characteristics of prehistoric human life
4. Describe the characteristics of the hunter-gatherer societies from the Paleolithic to the Neolithic Age (their use of tools and fire, basic hunting weapons, beads and other jewelry). (H)
5. Explain the importance of the invention of metallurgy (bronze and iron) for the development of weapons and tools. (H)
6. Describe how the invention of agriculture (the cultivation of crops and the domestication of animals) led to new forms of human settlements, population growth, and the emergence of civilization. (H)
7. Identify the major characteristics of civilizations. (H, G, E)
 - a. The presence of geographic boundaries and political institutions
 - b. An economy that produces food surpluses
 - c. The formation of cities and states
 - d. The existence of social classes and hierarchical organization
 - e. Developed systems of religion, learning, art, and architecture
 - f. Systems of record keeping and writing

Ancient World: c. 3000 BC – c. 1000 AD

Agrarian civilizations in the Middle East, Africa, South Asia, East Asia, and the Americas established urban states and empires with highly developed religious literature, arts and monuments, and economies.

Thematic

8. The development and spread of bronze and iron technology through blacksmithing led to a significant expansion of agriculture, human populations, growing settlements, and expanding networks of exchange, as well as states established through new forms of warfare. (H, E)
9. Philosophers and other religious teachers during the Axial Age reconsidered human nature, the ideal organization of society, and the relationship between divine order and human culture. These ideas developed into religious systems and institutions within states and empires. (H)
10. A process of competition and conflict led to state consolidation and to the establishment of empires, which developed political and bureaucratic systems, regulated economic interactions, and formulated legal systems. (C, H)

Middle East

11. On a map of the Middle East, Europe, Africa, and Asia, identify where Zoroastrianism, Judaism, Christianity, and Islam began, and trace the course of their expansions and contractions to 1500 AD. (G, H)
12. Describe the development of Middle Eastern empires, and their role in interconnecting the economies, cultures, intellectual thought, and religions of the different regions. (C, E, H)
 - a. Persian Empires (Achaemenid, Parthian, Sassanian)
 - b. Macedonian Empire and Hellenistic successor states
 - c. Roman and Byzantine Empires
 - d. Islamic Caliphate
 - e. Administrative systems and law codes
13. Describe Zoroastrianism, the dualistic religion of the Persians. (H)
 - a. One god (Ahura Mazda) in conflict with an opposing force of evil (Ahriman)
 - b. Emphasis on free will, charity, and virtue for its own sake
 - c. Belief in heaven, hell, angels, and demons
 - d. The Avesta (main collection of religious texts)

Seminal Primary Documents to Read: The Zoroastrian Creed (c. 1000 BC)

14. Describe Judaism, the monotheistic religion of the Israelites. (H)
- The belief that there is one God
 - The Ten Commandments
 - The emphasis on individual worth and personal responsibility
 - The belief that all people must adhere to the same moral obligations, whether ruler or ruled
 - The role of the Hebrew Bible (Old Testament) as part of the history of early Israel.

Seminal Primary Documents to Read: The Book of Exodus

15. Describe the central features of Christianity. (H)
- Monotheism
 - The belief in Jesus as the Messiah and God's son who died on the cross, rose from the dead, and redeemed humans from sin
 - The concept of salvation
 - Belief in the Old and New Testament
 - The lives and teachings of Jesus and Saint Paul

Seminal Primary Documents to Read: Book of Matthew, Sermon on the Mount (c. 80 AD); Paul, First Epistle to the Corinthians, Resurrection of Jesus and Resurrection of the Dead (c. 53 AD)

16. Describe significant aspects of Islamic belief. (H)
- Monotheism
 - The life and teachings of Muhammad
 - The significance of the Qur'an as the primary source of Islamic belief
 - Islam's historical relationship to Judaism and Christianity
 - The relationship between government and religion in Muslim societies
 - The origin and development of the Sunni and Shi'a

Seminal Primary Documents to Read: Hadith of Gabriel (no later than c. 800)

17. Analyze the causes, course, and effects of Islamic expansion through North Africa, the Iberian Peninsula, Iran, and Central Asia. (H, G)
- The strength of the Islamic world's economy and culture
 - The training of Muslim soldiers and the use of advanced military techniques
 - The disorganization and internal divisions of Islam's enemies
 - The resistance and/or assimilation of Christianized peoples in the Mediterranean
 - Integration of Persian culture, statecraft, and bureaucratic techniques

Seminal Primary Documents to Read: Ibn Abd-el-Hakem, History of the Conquest of Spain (c. 870)

Africa

18. Describe the indigenous religious practices observed by Africans. (H)
19. Identify the locations and time periods of civilizations in the Nile and the Horn of Africa. Describe important political, and economic, and cultural aspects of their history. (H, G, E)
- Egypt
 - Kush
 - Aksum
 - Abyssinia (Ethiopian Christianity)
- Seminal Primary Documents to Read: Kebra Nagast, How the honorable estate of the King of Ethiopia was universally accepted (c. 1320)*
20. Identify the locations and time periods of civilizations in central and southern Africa. Describe important political, economic, and cultural aspects of their history. (H, G, E)
- Bantu migrations
 - Great Zimbabwe
 - Kongo

Western Hemisphere

21. Identify the six major pre-Columbian civilizations that existed in Central and South America (Olmec, Teotihuacan, Monte Alban, Maya, Aztec, and Inca) and their locations. Describe their political structures, religions, economies, art and architecture, and use of slaves. (H, G, E)
22. Identify the locations and time periods of pre-Columbian empires. Describe important political, economic, and cultural aspects of their history. (H, G, E)
- Olmecs
 - Quiché (Maya)
 - Aztecs (Mexico)
 - Incas

India

23. Describe significant aspects of Hindu belief. (H)
- The origins of Indian civilization in the Indus Valley
 - The evolution and central principles of Hinduism from Vedic Brahmanism to the synthesis of Hindu Vedanta philosophy
 - The development of social structures, such as the caste system

24. Describe significant aspects of Buddhist belief. (H)

- a. The life and teachings of Siddhartha Gautama
- b. The origins of Buddhism in India
- c. The evolution and central principles of Buddhism

Seminal Primary Documents to Read: Gautama Buddha, *The First Sermon* (by c. 29 BC)

25. Identify the locations and time periods of early Indian Hindu and Buddhist monarchies.

Describe important political, economic, and cultural aspects of their history. (H, G, E)

- a. Monsoon agriculture
- b. Maurya Empire
- c. Kushan Empire and Gandharan art
- d. Gupta Empire, Golden Age of India, and Indian mathematics, including the development of a decimal system and positional notation
- e. Chola dynasty and its maritime empire

Seminal Primary Documents to Read: Ashoka, *Edicts* (c. 230 BC)

China

26. Describe significant aspects of Confucian belief. (H)

- a. The life and teachings of Confucius
- b. Individual ethics
- c. Maintaining order and hierarchy
- d. Maintaining political order
- e. Confucianism's role in maintaining the continuity of Chinese civilization through the 19th century

Seminal Primary Documents to Read: Confucius, *Analects* (by c. 200 BC)

27. Describe as many as possible of the important political, economic, and cultural aspects of the history of the Qin, Han, and Tang dynasties. (H, E)

- a. Unification of China
- b. Great Wall of China
- c. Conquest of southern China
- d. Five Barbarians
- e. Introduction of Buddhism
- f. Agriculture and transport, including land redistribution systems, rice paddies, terrace farming, and canals
- g. Inventions, including the compass, gunpowder, papermaking, and printing

Early Modern World: c. 1000 – c. 1800

World civilizations developed increasingly complex political, economic, and social systems. Scientific and technological advances, particularly in China, the Middle East, and Europe, culminated in Europe's scientific and proto-industrial revolutions. Eurasia saw the birth of successive world-systems, forming first around the Mongol Empire and then around the European maritime empires.

Thematic

28. The expansion of the Umayyad and Abbasid Caliphates in the Middle East as well as the flourishing of the Tang, Song, and Ming dynasties in China brought Eurasian cultures and civilizations into increasing economic, cultural, and political contact. During the period from c. 800 to c. 1400 the Islamic world and Sinic civilizations were leading world cultures. (H)
29. The expansion of the Mongol khanates under Genghis Khan and his grandsons established interconnected empires in Central Asia, China, the Middle East, and eastern Europe. (E, H)
 - a. Kublai Khan and the Yuan dynasty in China
 - b. Hülegü Khan and the Ilkhanate in the Middle East
 - c. The Golden Horde and the Kipchak Khanate in Russia
 - d. Timur (Tamerlane) and the Timurid Empire in Central Asia
 - e. Devastating conquests and later stability and commerce under Mongol rule
 - f. Recurring bubonic plague pandemics in the generations after c. 1340
30. In order to make direct contact with Indic and Chinese civilizations and markets, European states along the Atlantic competed with one another to expand through trade, technological development, conquest, and colonial settlements. Europeans established global maritime empires that connected the eastern and western hemispheres for the first time. (E, H)

Middle East

31. Describe the central political, economic, and religious developments in major periods of Islamic history. (H, E)
 - a. The sources of disagreement between Sunnis and Shiites
 - b. The growing influence of Turkish Islam after 1000
 - c. The importance of the trade routes connecting the Far East and Europe and the role of the Mongols in increasing trade along these routes, including the silk routes to China
 - d. The relationship of trade to the growth of Central Asian and Middle Eastern cities
 - e. The sources and uses of slaves in Islamic societies, as well as the extent of the Islamic slave trade in Europe and across Africa from 700 AD on.

32. Analyze the influence and achievements of Islamic civilization during its “Golden Age.” (H)
- The preservation and expansion of Greek (Aristotelian) thought
 - Islamic science, philosophy, and mathematics
 - Islamic architecture
 - Mysticism (Sufism)
 - Love poetry
 - Sphere of influence (Christian Europe, Sub-Saharan Africa, India)

Seminal Primary Documents to Read: Avicenna, *The Book of Healing*, “On how the science of physics conducts investigation” and “On defining the causes that are of the greatest interest to the natural philosopher in his investigation” (1027)

33. Describe and account for the expansion and decline of the Ottoman Empire between c. 1400 and c. 1800 in North Africa, Eastern Europe, and throughout the Middle East. (H, E)
- Siege of Constantinople (1453), Battle of Chaldiran (1514), Battle of the Gulf of Oman (1554), Battle of Lepanto (1571), Siege of Vienna (1683), Napoleon’s Invasion of Egypt (1798)
 - Partial military modernization (cannon)
 - Increasing failure to assimilate European intellectual and military innovations (printing press, military revolution)

Seminal Primary Documents to Read: Mary Wortley Montagu, *Turkish Embassy Letters*, Letters 36, 39-42 (1717-1718)

Africa

34. Identify the locations and time periods of medieval civilizations in western Africa. Describe important political, economic, and cultural aspects of their history. (H, G, E)
- Islamic expansion
 - The empires of Ghana, Mali, and Songhay
 - The economies of these empires (gold, salt, and slaves as commodities for trade by African kings)
 - Leaders such as Sundiata and Mansa Musa
 - Timbuktu as a center of trade and learning

Seminal Primary Documents to Read: Ibn Battuta, *The Rihla*, descriptions of Mali and Timbuktu (1355)

35. Describe the development and effects of the trans-Saharan and Indian Ocean slave trade to the Middle East from the 8th century on, and the trans-Atlantic slave trade to the Western Hemisphere from the 16th century on. (H, E, G).
- Sultanate of Zanzibar
 - Moroccan slave soldiers
 - European slave ports such as Ouidah and Gorée

36. Identify the locations and time periods of early modern slaver kingdoms in western Africa. Describe important political, economic, and cultural aspects of their history. (H, G, E)
- Oyo
 - Dahomey
 - Asante

Seminal Primary Documents to Read: Thomas Bowdich, *Mission from Cape Coast Castle to Ashantee*, History (1819)

India

37. Describe the expansion of Islam into India from the 11th through the 15th centuries. Describe important political, economic, and cultural aspects of medieval Indian history. (H, G, E)
- Mahmud of Ghazni
 - Muslim destruction of Buddhism
 - Delhi Sultanate
 - Indo-Persian culture
 - Islamization in northwest India

38. Describe the rise and fall of the Mughal Empire. Describe important political, economic, and cultural aspects of early modern Indian history. (H, G, E)
- Babur, Akbar, and Aurangzeb
 - Rise and development of the Sikh religion and states
 - Portuguese maritime hegemony
 - Islamization in Bengal
 - Mughal tolerance and persecution of Hindus
 - French and English rivalry for dominance and the rise of the British Raj (Marquis Dupleix, Robert Clive, Warren Hastings and his impeachment)

Seminal Primary Documents to Read: Babur, *Baburnama [Memoirs]*, Fifth Expedition into Hindustan and Description of Hindustan (c. 1530); Edmund Burke, *Speech Opening the Impeachment of Warren Hastings: First Day* (February 15, 1788)

China

39. Describe important political, economic, and cultural aspects of the history of the Song and Yuan dynasties. (H, E)
- Civil service examinations
 - Neo-Confucianism
 - Mongol conquest
 - Population growth
 - Inventions, including movable-type printing, cannon, and paper money

40. Describe as many as possible of the important political, economic, and cultural aspects of the history of the Ming and Qing dynasties. (H, E)

- a. Construction of Peking and the Forbidden City
- b. Zheng He voyages of exploration
- c. Ming political stagnation and collapse
- d. Manchu conquest and formation of the Qing dynasty
- e. Population growth and urbanization
- f. Chinese novels, including *Journey to the West*
- g. Commercial and intellectual exchanges with Europeans

Seminal Primary Documents to Read: The Hongwu Emperor (Zhu Yuanzhang), An Imperial Edict Restraining Officials from Evil (c. 1385)

Japan

41. Describe important political, economic, and cultural aspects of the history of Japan to 1600. (H, E)

- a. Chinese and Korean cultural influences
- b. The evolution of Shinto and Japanese Buddhism
- c. The development of feudalism
- d. Warring states period
- e. Invasion of Korea
- f. European contacts and adoption of gunpowder

Seminal Primary Documents to Read: Toyotomi Hideyoshi, "Collection of Swords" (1588), "Letter to the Viceroy of the Indies" (1591), "Restrictions on Change of Status and Residence" (1591)

42. Describe important political, economic, and cultural aspects of the history of the Tokugawa Shogunate. (H, E)

- a. Japanese isolationism
- b. Dutch learning
- c. Commercialization and urbanization
- d. Haiku, kabuki, puppet plays, woodblock prints

Seminal Primary Documents to Read: Tokugawa Iemitsu, "Closed Country Edict" (1635) and "Exclusion of the Portuguese" (1639)

Europe

43. Explain why and how European nations sent explorers westward. (H, G, E)

- a. Economic and religious motivations (Marco Polo)
- b. Advances in navigation, cartography, and military technology (Henry the Navigator)

- c. Exploits of exploration by individuals including Christopher Columbus, Vasco da Gama, and Ferdinand Magellan

Seminal Primary Documents to Read: A Journal of the First Voyage of Vasco da Gama (1497-1499)

44. Explain how overseas expansion led to the growth of commerce and the development of the trans-Atlantic slave trade. (H, E)
- a. European debates about the morality of slavery
 - b. Spanish ban on enslaving American Indians, but permission to enslave Africans
 - c. Destinations of African slaves (c. 90% to Portuguese Brazil, British Caribbean, French Caribbean, and Spanish America; c. 4% to British North America)

45. Compare different forced-labor regimes, including Muslim slavery, Eastern Europe's Second Serfdom, African slavery, American Indian slavery, and trans-Atlantic slavery. (H)

46. Describe the sixteenth-century expansion of the Spanish and Portuguese empires. (H, E)
- a. Portuguese commercial and naval dominance in the Indian Ocean
 - b. Spain's American empire (Hernán Cortés, Francisco Pizarro)
 - c. Spanish confrontation with the Ottoman Empire in the Mediterranean (Battle of Lepanto, 1571)
 - d. Spread of Catholicism to Latin America and Asia

Seminal Primary Documents to Read: Bernal Díaz del Castillo, The Conquest of New Spain, Description of the City of Mexico (1568)

47. Describe the early-modern expansion of the Dutch, French, English, and Russian empires. (H)
- a. Piracy and privateering
 - b. Columbian exchange of agricultural products
 - c. Ecological expansion of Europe
 - d. Mercantilism
 - e. Trade wars

Seminal Primary Documents to Read: Thomas Mun, England's Treasure by Foreign Trade, "The Means to enrich this Kingdom, and to encrease our Treasure" and "The particular ways and means to encrease the exportation of our commodities, and to decrease our Consumption of forraign wares" (1664)

Latin America

48. Describe the European conquests of Latin America. Identify the locations and time periods of the conquests. (H, G, E)
- a. Spanish conquests of Mexico and Peru
 - b. Portuguese conquest of Brazil

Seminal Primary Documents to Read: Francisco Xeres, *Narrative of the Conquest of Peru*, seizure of the Emperor Atahualpa (1547)

49. Identify the major economic, political, and social effects of the European colonial period in South America. (H, E)
- Silver mines of Mexico and Peru
 - Economic and social stratification
 - The role of the church
 - The importance of trade
 - Eighteenth-century Spanish reforms

Seminal Primary Documents to Read: Luis Laso de la Vega, *Huei Tlamahuiçoltica* [apparitions of Our Lady of Guadalupe] (1649)

Modern World: c. 1800 to the present

Revolutionary developments in science, philosophy, and industry transformed states and economies around the world. The Enlightenment, industrialization, and revolutions in the United States, France, and Latin America all contributed to the formation of modern nation-states. The global spread and later collapse of European colonial empires in the wake of the World Wars resulted in the formation of the modern nation-state system.

Thematic

50. The process of industrialization transformed economic production, politics, and social organization around the world. Political revolutions and wars between competing European empires resulted in the adoption of a system of sovereign nation-states. (C, E, H)
51. Conflicts between great powers and empires culminated in World Wars. Within the context of the Cold War conflict between communist and free-market democratic alliances, nations developed institutions for peace and security to maintain stability, increase economic production and trade, and preserve national sovereignty. (C, E, H)
52. The subjects of colonial empires adopted Enlightenment ideals of liberty and self-determination to establish independent nations through negotiation, protest, and revolution. Global increases in the scope and speed of communications, transportation, commerce, and cultural interaction took place within a continuing commitment to national and religious identities and institutions. (C, E, H)

Europe

53. Describe the causes of 19th century European imperialism. (H, E)
- The desire for economic gain and resources
 - The missionary impulse, the search for strategic advantage, and national pride
 - A desire to promote both the interests of the imperialists and the welfare of the imperialized.
54. Describe as many as possible of the consequences of 19th century European imperialism. (H, E)
- Territorial conquests (Maratha Wars, Algerian Conquest, Herero Wars)
 - Growth and political development of settler colonies
 - European investments abroad and imperial reshaping of colonial economies
 - Improved life expectancy and growing populations among colonized peoples
 - Abolitions of slavery
 - Development of civil societies in non-settler colonies
 - Nationalist movements
 - Defenses (law and order, civilizational transformation, modernization and prosperity) and critiques (racial subordination, economic exploitation, abuses of power) of imperialism
 - Spread of Christianity in Africa and Asia

Seminal Primary Documents to Read: John Stuart Mill, *The Principles of Political Economy*, Book 5, Chapter 11, §14 [Colonies and Colonization]; Nirad Chaudhuri, *The Autobiography of an Unknown Indian*, “England” (1951); Edward Morel, *The Black Man’s Burden* (1903)

Middle East

55. Account for the declining strength of the Ottoman Empire in the 19th century, including the rapid pace of modernization in European economic, political, religious, scientific, and intellectual life resulting from the ideas embedded in the Scientific Revolution, the Enlightenment, and the Industrial Revolution. (H, E)
- Egyptian reforms and revolts under Muhammad Ali (1805-1841)
 - Tanzimat reforms (1839-1876)
 - Balkan revolt, Russo-Turkish War, and Congress of Berlin (1875-1878)
 - Armenian rebellions and the Hamidian massacres (1894-1897)

56. Identify the major developments in the Middle East and Central Asia before World War II. (H, E)

- a. The end of the Ottoman Empire
- b. The Balfour Declaration of 1917
- c. The expulsion of Greek Christians from Asia Minor and Turkish Muslims from Greece
- d. The establishment of a secular Turkish state under Mustafa Kemal Atatürk
- e. The establishment of the Kingdom of Transjordan in the eastern part of the Palestine Mandate by the British
- f. The growing importance of Middle Eastern oil fields to world politics and the world economy

Seminal Primary Documents to Read: The Sykes-Picot Agreement (1916); Balfour Declaration (1917)

57. Describe the development and goals of nationalist movements in the Middle East, including the ideas and importance of nationalist leaders. (H)

- a. Gamal Abdel Nasser (Egypt)
- b. Mustafa Kemal Atatürk (Turkey)
- c. Messali Hadj (Algeria)
- d. Mohammad Mosaddegh (Iran)

Seminal Primary Documents to Read: Proclamation of Algerian National Liberation Front (FLN) (1954)

58. Explain as many aspects as possible of the background for the establishment of the modern state of Israel in 1948, and the subsequent military and political conflicts between Israel and the Arab world. (H)

- a. The growth of Zionism, and 19th and early 20th century immigration by Eastern European Jews to Palestine
- b. Anti-Semitism and the Holocaust
- c. The UN vote in 1947 to partition the western part of the Palestine Mandate into two independent countries
- d. The rejection by surrounding Arab countries of the UN decision, and the invasion of Israel by Arab countries
- e. The 1967 and 1973 wars between Israel and neighboring Arab states
- f. The 1978 Camp David Accords making peace between Egypt and Israel; the 1994 Israel-Jordan peace treaty
- g. The attempts to secure peace between Palestinians and Israelis

Seminal Primary Documents to Read: Declaration of Israel's Independence (1948)

59. Explain the rise and funding of Islamic fundamentalism in the last half of the 20th century and identify as many as possible of the major events and forces in the Middle East during that time. (H, E)
- The weakness and fragility of the oil-rich Persian Gulf states, including Saudi Arabia, Kuwait, and others
 - The Iranian Revolution of 1978 –1979
 - Defeat of the Soviet Union by the Mujahideen in Afghanistan
 - The origins of the Persian Gulf War and the post-war actions of Saddam Hussein
 - The financial support of radical and terrorist organizations by the Saudis
 - The increase in terrorist attacks against Israel, Western Europe, and the United States
 - Writers, film directors, and singers including Naguib Mahfouz, Abbas Kiarostami, and Umm Kulthum

Seminal Primary Documents to Read: Jalal Al-e-Ahmad, *Occidentosis*, *The War of Contradictions* (1962)

60. Describe America's response to and the wider consequences of the September 11, 2001 terrorist attack on the World Trade Center in New York City and the Pentagon in Washington, D.C. (H)
- Invasion, occupation, and withdrawal from Iraq and Afghanistan
 - Confrontation with and diplomatic overtures to Iran
 - Destruction of ISIS (Sunni fundamentalist regime) in Iraq and Syria
 - Abraham Accords

Africa

61. Describe the locations and time periods of competing European and African expansion in southern Africa. Describe important political, economic, and cultural aspects of its history. (H, G, E)
- Dutch (Afrikaaner) settlement of the Cape
 - Zulu Empire
 - British settlement of the Cape
 - Boer War
 - Creation of South Africa
 - Apartheid

Seminal Primary Documents to Read: David Lloyd George, *The Boer War Criticized* (1900); Winston Churchill, *Maiden Speech* (1901)

62. Identify major developments of African history in the 19th and early 20th centuries. (H, E)
- Europe's imperial conquest of Africa
 - Missionaries

- c. Agricultural improvements and new patterns of employment
 - d. The origins of African nationalism (Ethiopian victory over Italy (1896), Négritude)
- Seminal Primary Documents to Read: Léopold Sédar Senghor, What the Black Man Contributes (1939)*

63. Describe the development, goals, and consequences of nationalist movements in Africa, including the ideas and importance of nationalist leaders. (H)
- a. Patrice Lumumba (Congo)
 - b. Wars and genocides (Biafra, Rwanda)
 - c. Liberal democracies (Botswana, Ghana)
 - d. Writers, artists, and musicians including Chinua Achebe, Wole Soyinka, William Kentridge, and Miriam Makeba
- Seminal Primary Documents to Read: Kwame Nkrumah, Independence Speech (1957)*

64. Explain the reasons for the fall of apartheid in South Africa, including the influence and ideas of Nelson Mandela, and describe the political and economic aspects of South Africa's post-apartheid history. (H)
- Seminal Primary Documents to Read: Nelson Mandela, "Statement at the Rivonia Trial" (1964)*

Latin America

65. Describe the Spanish American wars for independence. Identify the locations and time periods of the wars. (H, G, E)
- a. Influence and ideas of the American and French Revolutions
 - b. Napoleonic invasion of Spain
 - c. Leaders, including Vicente Guerrero, Simón Bolívar, and José de San Martín
 - d. British support
- Seminal Primary Documents to Read: Simón de Bolívar, Message to the Congress of Angostura (1819)*
66. Identify major developments of Latin American history in the 19th and early 20th centuries. (H, E)
- a. The growing influence of the United States, as demonstrated by the Mexican American War, the Spanish American War, the Roosevelt Corollary, the building of the Panama Canal, and the occupation of Veracruz
 - b. The French invasion of Mexico and its repulse by Benito Juárez
 - c. Britain's free-trade empire

67. Describe the development and goals of nationalist movements in Latin America in the 20th and 21st centuries, including the ideas and importance of nationalist leaders. (H, E)
- Mexican Revolution (Lázaro Cárdenas)
 - Argentina (Juan and Evita Perón)
 - Cuba (Fidel Castro)
 - Venezuela (Hugo Chávez)
- Seminal Primary Documents to Read:* Juan Perón, *What is Perónism?* (1948); Eva Perón, *Speech to the Descamisados* (1951)
68. Describe economic, social, and cultural developments in Latin America in the 20th and 21st centuries. (H, E)
- Industrialization policies
 - Oil exports
 - Foreign trade (World Trade Organization, North American Free Trade Agreement, Mercosur)
 - Rising prosperity
 - Mass emigration
 - Artists, writers, and composers including Diego Rivera, Jorge Luis Borges, Gabriel García Márquez, and Heitor Villa-Lobos

India

69. Describe the apogee of the British Raj and Britain's political and economic subordination of India, 1790-1880. (H)
- Cornwallis Code
 - Sepoy Mutiny
 - Brahmo Samaj
 - British moral reform legislation, including Bengal Sati Regulation, Hindu Widows' Remarriage Act, and Female Infanticide Prevention Act,
 - The building of roads, canals, railroads, and universities
- Seminal Primary Documents to Read:* Cornwallis Code (1793)
70. Describe the fall of the British Raj and the emergence of an independent India and Pakistan, 1880-1947. (H, E)
- The rise of Indian nationalism and the influence and ideas of Gandhi
 - All-India Muslim League and Muhammad Ali Jinnah
 - World War II
 - Partition of India and Pakistan

- e. Intellectual figures, including Rabindranath Tagore (literature) and Srinivasa Ramanujan (mathematics)

Seminal Primary Documents to Read: Mohandas Gandhi, *Quit India* (1942)

71. Describe the history of independent India, Pakistan, Bangladesh, and Sri Lanka. (H, E)
- a. International relations, including Indo-Pakistani wars, Indo-Chinese rivalry, and the Non-Aligned Movement
 - b. Indian and Pakistani democracy, Pakistani *coups d'état*, and India's State of Emergency
 - c. Socialism and free-market reforms
 - d. Muslim, Sikh, and Tamil terror
 - e. Hindu nationalism
 - f. Culture, including Bollywood, Salman Rushdie (literature), and Satyajit Ray (film)

China

72. Describe important political, economic, and cultural aspects of the decay of the Qing dynasty. (H, E)
- a. Growing Western influence
 - b. Political, economic, and intellectual stagnation and collapse
 - c. Opium Wars
 - d. The Taiping rebellion from 1850 to 1864
 - e. Sino-Japanese War
 - f. The Boxer Rebellion

Seminal Primary Documents to Read: The Qianlong Emperor (Hongli), *Edicts on the Occasion of Lord Macartney's Mission* (1793)

73. Describe important political, economic, and cultural aspects of the history of Republican China. (H, E)
- a. Sun Yat-Sen and the 1911 nationalist revolution
 - b. Chiang Kai-shek and Soong Mei-ling
 - c. Warlord era
 - d. Chinese Communist Party and the Long March
 - e. Japanese invasion
 - f. Chinese Civil War

Seminal Primary Documents to Read: *The Manifesto of the Students of Beijing* (1919); Mao Tse-Tung, *Report on an Investigation of the Peasant Movement in Hunan* (1927)

74. Describe as many as possible of the important political, economic, and cultural aspects of the history of Communist China. (H, E)
- a. Triumph of the Communist Revolution in China in 1949
 - b. Emergence of free, prosperous, and democratic Taiwan
 - c. The Great Leap Forward and its consequences (mass famine)

- d. The Cultural Revolution and its consequences (Jiang Qing, the terror of the Red Guards, and the expansion of the labor camps)
- e. Deng Xiaoping and the rebirth of capitalist China
- f. 1989 Tiananmen Square demonstration
- g. China's economic and technological modernization and its growing involvement in world trade
- h. China's rise to great power status and rivalry with the United States
- i. Tibetan and Uighur genocides

Japan

75. Describe as many as possible of the important political, economic, and cultural aspects of the history of Imperial Japan. (H, E)

- a. The Meiji Restoration
- b. The abolition of feudalism
- c. The borrowing and adaptation of western technology and industrial growth
- d. The borrowing and adaptation of western culture
- e. Japanese victory in the Sino-Japanese and Russo-Japanese wars
- f. Colonization of Taiwan, Korea, and Manchuria
- g. The Japanese invasion of China, and the Rape of Nanking
- h. Defeat and devastation in World War II

Seminal Primary Documents to Read: Ministry of Education, Fundamentals of our National Polity (1937)

- i. Evangelical revival and fundamentalism (Billy Graham, Pat Robertson)
- j. Liberal Protestantism (ecumenism, civil rights activism, human rights activism)
- k. Catholic reform and radicalism (Second Vatican Council, liberation theology)
- l. Jewish denominational proliferation (Hassidim, Haredi, Modern Orthodox, Conservative, Reform)
- m. Secularization (political debates about school prayer and abortion) and individual religiosity (New Age, spiritualism)

76. Describe important political, economic, and cultural aspects of the history of postwar Japan. (H, E)

- a. Pacifist constitution
- b. Diplomatic and military alliance with the United States
- c. Explosive technological and economic growth
- d. Culture, including Jun'ichirō Tanizaki (literature), Akira Kurosawa (film), and Hayao Miyazaki (anime)

Grade 11

United States History

Students examine the historical and intellectual origins of the United States, including the history of the Precolumbian peoples of North America, colonial history, and the Founding era. They learn about the important intellectual, political, and economic factors that contributed to the outbreak of the War for American Independence, as well as the consequences of this conflict. Students will also study basic American political ideas, constitutional principles, and republican institutions, including self-government, individual rights, equality, popular sovereignty, federalism, and the separation of powers. After an in-depth examination of the Founding era, students explore the establishment of political parties, America's westward expansion, and economic and social change. Students will also learn about the growth of sectional conflict, how sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

Students then will analyze the causes and consequences of the Industrial Revolution and America's growing role in the international arena. Students will study the goals and effects of the Progressive movement and the New Deal. Students will also learn about the various factors that led to America's entry into World War I and World War II, as well as the consequences of World War II on American life. Finally, students will study the causes and course of the Cold War, important economic and political changes during this conflict, the Civil Rights movement, and recent events and trends that have shaped modern-day America.

Seminal Primary Documents to Read: Students should learn the actual materials of history and not just textbook interpretations, which often distort the past. *American Birthright* therefore integrates the upper-level learning standards with an extensive series of primary source documents, which students should read in whole or in part. Some primary sources we list are lengthy and should be excerpted.

Additional Reading: *Florida's B.E.S.T. Standards: English Language Arts* includes an excellent Civic Literacy Reading List, which recommends civic-focused texts for every grade. The books it recommends for high school include Benjamin Franklin's *Autobiography*; Henry David Thoreau's *Civil Disobedience*; William Blackstone's *Commentaries on the Laws of England*; Thomas Paine's *Common Sense*; Alexis

de Toqueville's *Democracy in America*; the English Declaration of Rights; Alexander Hamilton's, James Madison's, and John Jay's *Federalist Papers*; Shirley Chisholm's "For the Equal Rights Amendment"; Wilfred M. McClay's *Land of Hope: An Invitation to the Great American Story*; Martin Luther King Jr.'s "Letter from Birmingham Jail"; Thomas Hobbes' *Leviathan*; Magna Carta; the Mayflower Compact; James Madison's *Notes on the Constitutional Convention*; Sandra Day O'Connor's *Out of Order: Stories from the History of the Supreme Court*; Abraham Lincoln's *Second Inaugural Address*; John Locke's *Second Treatise on Government*; Lyndon Johnson, "Speech to Congress on Voting Rights"; Theodore Roosevelt, "The New Nationalism"; Plato's *The Republic*; Montesquieu's *The Spirit of the Laws*; and George Mason's *Virginia Declaration of Rights*. We add to Florida's Civic Literacy Reading List, as a pendant to Shirley Chisholm's "For the Equal Rights Amendment," Phyllis Schlafly's "What's Wrong with 'Equal Rights' for Women?" We encourage English Language Arts teachers to select from these texts for readings in this grade.

Learning Standards

Pre-Columbian Peoples of North America

1. Identify and describe the evidence for, periods, and locations of the earliest migrations of people from Asia into North America and for the explorations of the New World by the Vikings. (H, G)
 - a. Pre-Clovis (suggestive archaeological and genetic evidence)
 - b. Amerinds (Clovis culture)
 - c. Na-Dene peoples (suggestive genetic and linguistic evidence)
 - d. Paleo-Eskimos (Dorset culture)
 - e. Vikings (L'Anse aux Meadows)

Seminal Primary Documents to Read: Edgar B. Howard, *Folsom and Related Artifacts* (1935)

2. Identify as many as possible of the technologies available to North American peoples and describe how they were used. (H)
 - a. Medicines
 - b. Basketry
 - c. Pottery
 - d. Hides
 - e. Implements (bone, wood, stone, cold-hammered copper)
 - f. Bows and arrows
 - g. Boats
 - h. Technological absences (most domestic animals, wheeled vehicles, plows, metallurgy, writing)

3. Analyze as many similarities and differences as possible in the political structures, social structures, economies, religions, and cultures of a range of Indian tribes. (H, E)
 - a. Politics (kinship systems overlapping with villages, city-states, and confederacies)
 - b. Chieftains (personal merit, specific functions, hereditary)
 - c. Societies (egalitarian warrior bands, social hierarchies, division of roles by age and sex)
 - d. Warfare (genocide, raiding, counting coup, fortifications, slavery, adoption of prisoners, ritual torture)
 - e. Economies (hunting-and-gathering, fishing, horticulture, agriculture, towns, local and long-distance trade, wampum)
 - f. Religions and cultures (cosmologies, medicine men, totem animals, ritual dances, kachina dolls, Plains Indian Sign Language)

Seminal Primary Documents to Read: Paul le Jeune, *On the Beliefs, Superstitions, and Errors of the Montagnais Indians* (1634); Jean de Brébeuf, *Of the Solemn Feast of the Dead* (1636).

4. Identify, locate, and describe the nature and archaeological remains of major pre-Columbian civilizations that emerged in North America. (H, G)
 - a. Mesoamerican influence
 - b. Anasazi/Pueblo (Mesa Verde, Acoma, Taos)
 - c. Mississippian Mound Builders (Cahokia, Moundville, Etowah)
 - d. Adena/Fort Ancient (Serpent Mound)
5. Describe and analyze the long-distance effects of European colonization on North American peoples. (H)
 - a. Depopulation, de-urbanization, and crippling of agriculture from disease pandemics (smallpox)
 - b. Emergence of Great Plains horse culture (Comanche, Sioux)
 - c. Reorientation of trade routes to European settlements (furs, guns, metal tools, slaves)

Seminal Primary Documents to Read: Marie L. McLaughlin, *Myths and Legends of the Sioux*, “The Brave Who Went on the Warpath Alone and Won the Name of the Lone Warrior” (1916)

6. Identify, locate, and describe in as much detail as possible the history, societies, and cultures of a range of tribes immediately prior to significant contact with European settlers. (H, G)
 - a. Northeast (Iroquois Confederation)
 - b. Southeast (Cherokee)
 - c. Great Plains (Comanche)
 - d. Southwest (Pueblo)
 - e. Great Basin (Ute peoples)
 - f. Californian (Yokuts)
 - g. Northwest (Coast Salish peoples)

Rival Colonies in North America, 1565-1763

7. Locate the Spanish colonies in North America and describe in as much detail as possible their early history and the colonizers' religious, political, and commercial goals. (H, G, E)
 - a. Defense (Spanish Caribbean, Mexico)
 - b. Evangelization (Jesuit missions, Franciscan missions)
 - c. Settlements (encomiendas, presidios, missions)
 - d. Florida (St. Augustine)
 - e. Texas (Comanche diplomacy and wars)
 - f. New Mexico (Pueblo Revolt)
 - g. California (Junipero Serra)

Seminal Primary Documents to Read: Pedro Naranjo, Statement of Pedro Naranjo (1681)

8. Locate the French colonies in North America and describe in as much detail as possible their early history and the colonizers' religious, political, and commercial goals. (H, G, E)
 - a. Fur trade (voyageurs)
 - b. Evangelization (Jesuit missions)
 - c. Indian alliances (fur trade, diplomacy, wars, evangelization, intermarriage)
 - d. European rivalry (Netherlands, England)
 - e. Québec (seigneurs and settlers)
 - f. Acadia (expulsion)
 - g. Louisiana (planters and slaves)
 - h. Great Lakes, Mississippi River, Ohio River (forts)
9. Locate the Dutch and Swedish colonies in North America and describe their early history and the colonizers' religious, political, and commercial goals. (H, G, E)
 - a. Fur trade (Beaver Wars)
 - b. Settlements (patroons)
 - c. Religious liberty (Flushing Remonstrance)
 - d. New Netherlands (New York)
 - e. New Sweden (Delaware)

Seminal Primary Documents to Read: Flushing Remonstrance (1657)

10. Describe and analyze Indian adaptations to European colonization. (H, E)
 - a. Military modernization (guns, fortifications)
 - b. Adoption of European imports (guns, manufactured items, luxury goods, distilled spirits)
 - c. Christianization (Kateri Tekakwitha, Antonio Cuipa)
 - d. Literacy

The English Colonies, 1607-1763

11. Describe the religious, political, and commercial goals and the early history of the English colonies in North America. (H, E)
- John Smith in Virginia
 - John Winthrop in Massachusetts Bay
 - Lord Baltimore in Maryland
 - William Penn in Pennsylvania
 - Roger Williams in Rhode Island

Seminal Primary Documents to Read: Articles, Laws, and Orders of Virginia (1610); Mayflower Compact (1620)

12. Analyze the English colonies' practice of self-rule. (H, C)
- The English inheritance of constitutional liberty, religion, common law, and representative self-government
 - Salutary neglect
 - Glorious Revolution (Boston Revolt, Leisler's Rebellion) and its legacies of *de jure* and *de facto* liberty in the American colonies
 - Militia service

Seminal Primary Documents to Read: Petition of Right (1628); Massachusetts Body of Liberties (1641)

13. Analyze the causes and consequences of some of the English colonies' wars. (H)
- Indian wars (Jamestown Massacre, King Philip's War, Yamasee War)
 - French wars (Queen Anne's War, King George's War, French and Indian War)
 - Increasing English leverage in diplomacy with Indian tribes
 - Indian displacements after defeats in war

Seminal Primary Documents to Read: Mary Rowlandson, *A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson* (1682)

14. Analyze the causes and consequences of the changing population of colonial America. (H, E)
- Indentured servants
 - Scots-Irish and German immigration
 - African slaves (influence of Barbados Slave Code)
 - Eighteenth-century abolitionists

Seminal Primary Documents to Read: John Woolman, *Some Considerations on the Keeping of Negroes* (1754)

15. Describe the changing culture, society, and economy of colonial America. (H)
- First Great Awakening (George Whitefield, Jonathan Edwards)
 - American Enlightenment (Benjamin Franklin)
 - Colonial elites (planters, merchants, clergy)
 - Culture and society: equality (widespread literacy and suffrage) and hierarchy (women, servants, slaves)
 - Economic development (Philadelphia)

Seminal Primary Documents to Read: Jonathan Edwards, *Sinners in the Hands of an Angry God* (1741); Benjamin Franklin, *The Autobiography of Benjamin Franklin* (1791)

The Political and Intellectual Origins of the American Nation: The Revolution and the Constitution, 1763–1789

16. Explain the political and economic factors that contributed to the American Revolution. (H, C)
- The effect on the colonies of the French and Indian War, including how the war led to an overhaul of British Imperial policy from 1763 to 1775
 - How freedom from European feudalism and aristocracy and the widespread ownership of property fostered local self-government and contributed to the Revolution
17. Explain the historical and intellectual influences on the American Revolution and the formation and framework of the American government. (H, C)
- The legacy of ancient Greece and Rome (*eudaimonia*, the pursuit of happiness)
 - Protestant (Calvinist) political theory
 - The English inheritance of constitutional liberty, republican virtue, common law, and representative self-government
 - The political theories of such European philosophers as Locke and Montesquieu

Seminal Primary Documents to Read: *Vindiciae Contra Tyrannos* (1579); Toleration Act (1689); John Locke, *Second Treatise of Civil Government* (1690); Montesquieu, *The Spirit of Laws* (1748)

18. Explain the influence and ideas of the Declaration of Independence and of key founders including Thomas Jefferson, John Adams, and Roger Sherman. (H, C)

Seminal Primary Documents to Read: Suffolk Resolves (1774); John Adams, *Thoughts on Government* (1776); Declaration of Independence (1776)

19. Analyze how Americans resisted British policies before 1775. (H)
- The Stamp Act
 - The Declaratory Act
 - The Townshend Duties

- d. The Boston Massacre
- e. The Boston Tea Party

Seminal Primary Documents to Read: John Adams, *Braintree Resolves* (1765); *Declaratory Act* (1766)

20. Analyze the reasons for the American victory and the British defeat during the Revolutionary War (H)
- a. The Battles of Lexington, Concord, and Bunker Hill
 - b. Saratoga
 - c. Valley Forge
 - d. Cowpens
 - e. Yorktown

Seminal Primary Document to Read: Massachusetts Constitution (1780)

21. Explain the reasons for the adoption of the Articles of Confederation in 1781, including why its drafters created a weak central government; analyze the shortcomings and successes of the national government under the Articles, including the Northwest Ordinance. Describe the crucial events (e.g., Shays' Rebellion) leading to the Constitutional Convention. (H, C)

Seminal Primary Documents to Read: Northwest Ordinance (1787)

22. Explain the roles of various founders at the Constitutional Convention. (H, C)

23. Describe in as much detail as possible the major debates that occurred at the Convention, including those over the Virginia Plan, the New Jersey Plan, and the Connecticut Compromise, as well as the grounds of consensus regarding human nature and the importance of self-government that produced a new Constitution. (H, C)

Major Debates

- a. The distribution of political power
- b. The rights of individuals
- c. The rights of states
- d. Slavery

Founders

- a. Benjamin Franklin
- b. Alexander Hamilton
- c. James Madison
- d. George Washington
- e. Roger Sherman
- f. James Wilson

Seminal Primary Documents to Read: U.S. Constitution (1787)

24. Describe the debate over the ratification of the Constitution between Federalists and Anti-Federalists and explain the key Anti-Federalist objections and the responses contained in the Federalist Papers on federalism, factions, checks and balances, and the importance of an independent judiciary. (H, C)
Seminal Primary Documents to Read: Federalist Papers numbers 10 and 51 (1787-1788); Anti-Federalist Papers: Brutus No. 1 (1787)
25. Explain the reasons for the passage of the Bill of Rights. (H, C)
- The influence of the British concept of limited government
 - The particular ways in which the Bill of Rights protects basic freedoms, restricts government power, and ensures rights to persons accused of crimes
- Seminal Primary Documents to Read:* Magna Carta (1215), English Bill of Rights (1689), The Federal Farmer, *Letter III* (1787); Bill of Rights (1791)
26. On a map of North America, identify the first 13 states to ratify the Constitution. (H, G)

Political Democratization, Westward Expansion, and Diplomatic Developments, 1790–1860

27. Summarize the major policies and political developments during the presidencies of George Washington (1789–1797), John Adams (1797–1801), and Thomas Jefferson (1801–1809). (H, C)
- The origins of the Federalist and Democratic-Republican parties in the 1790s
 - The conflicting ideas of Thomas Jefferson and Alexander Hamilton
 - The Alien and Sedition Acts
 - The Louisiana Purchase
 - The Founders' changing views on emancipation
- Seminal Primary Documents to Read:* Washington's Farewell Address (1796); Jefferson's First Inaugural Address (1801)
28. Analyze the rising levels of political participation and the expansion of suffrage in antebellum America. (C, H)
Seminal Primary Documents to Read: Alexis de Tocqueville, *Democracy in America, Volume I* (1835) and *Volume II* (1839)
29. Describe the election of 1828, the importance of Jacksonian democracy, and Jackson's actions as President. (H)
- The spoils system
 - Jackson's veto of the National Bank
 - Jackson's policy of Indian Removal and the popular opposition it aroused
- Seminal Primary Documents to Read:* Catharine Beecher, "Circular: Addressed to Benevolent Ladies of the United States" (1829); Andrew Jackson, "On Indian Removal" (1830); John Ross, "Memorial and Protest of the Cherokee Nation" (1836)

30. Trace the influence and ideas of Supreme Court Chief Justice John Marshall and the importance of the doctrine of judicial review as manifested in *Marbury v. Madison* (1803). (H, C)
31. Describe in as much detail as possible the causes, course, and consequences of America's westward expansion and its growing diplomatic assertiveness. Use a map of North America to trace America's expansion to the Civil War, including the location of the Santa Fe and Oregon trails. (H, E, G)
- The War of 1812
 - The purchase of Florida in 1819
 - The 1823 Monroe Doctrine
 - The Trail of Tears (Cherokee, Muscogee, Seminole, Choctaw, Chickasaw)
 - The 1836 Texas War of Independence and the 1845 annexation of Texas
 - The concept of Manifest Destiny and its relationship to westward expansion
 - The acquisition of the Oregon Territory in 1846
 - The territorial acquisitions resulting from the Mexican-American War
 - The search for gold in California
 - Gadsden Purchase of 1854
 - Perry Expedition to Japan (1854)

Seminal Primary Documents to Read: Monroe Doctrine (1823); John O' Sullivan, "Annexation" (1845)

Economic Growth in the North and South, 1800–1860

32. Explain the importance of the Transportation Revolution of the 19th century (the building of canals, roads, bridges, turnpikes, steamboats, and railroads), including the stimulus it provided to the growth of a market economy. (H, E)
33. Explain the emergence and effect of the textile industry in New England and industrial growth generally throughout antebellum America. (H, E)
- The technological improvements and inventions that contributed to agricultural and industrial growth (Samuel Morse, Cyrus McCormick)
 - The causes and effects of the wave of immigration from Northern Europe to America in the 1840s and 1850s
 - The rise of a business class of merchants and manufacturers
 - The roles of women in New England textile factories

Seminal Primary Documents to Read: Harriet Robinson, *Loom and Spindle, or, Life Among the Early Mill Girls*, "The Characteristics of the Early Factory Girls" and "Characteristics (Continued)" (1898)

34. Describe the rapid growth of slavery in the South after 1800 and analyze slave life on plantations and farms across the South, as well as the effect of the cotton gin on the economics of slavery and Southern agriculture. (H)
- Domestic slave trade and westward expansion of slavery
 - Dependence on plantation agriculture
 - Constrained industrialization and technological innovation
 - Superior economic productivity of free labor
 - Christianization (slave preachers, spirituals, emancipatory theology)
 - Slave society (slave quarters, slaveholder violence, family bonds, family separation)

Social, Political, Cultural, and Religious Change, 1800–1860

35. Summarize the growth of the American education system and Horace Mann's campaign for free compulsory public education. (H)
36. Describe the formation of the abolitionist movement, its Christian inspiration, the roles of various abolitionists, and the response of southerners and northerners to abolitionism. (H)
- Frederick Douglass
 - William Lloyd Garrison
 - Sojourner Truth
 - Harriet Tubman
 - Theodore Weld

Seminal Primary Documents to Read: Frederick Douglass's Independence Day speech at Rochester, New York (1852); George Fitzhugh, *Sociology for the South, or the Failure of Free Society* (1854)

37. Describe important religious trends that shaped antebellum America. (H)
- The proliferation of Protestant denominations
 - The Second Great Awakening and antebellum reform
 - The influence of these trends on Protestants' reaction to the growth of Catholic immigration (Bible Riots)
 - The splintering of denominations over the issue of slavery
38. Analyze the goals and effect of the antebellum women's suffrage movement and its opponents. (H)
- The 1848 Seneca Falls convention
 - Susan B. Anthony
 - Margaret Fuller
 - Lucretia Mott
 - Elizabeth Cady Stanton

- f. Catharine Beecher
Seminal Primary Documents to Read: Catharine Beecher, *Treatise on Domestic Economy*, “The Peculiar Responsibilities of American Women” (1842); Seneca Falls Declaration of Sentiments and Resolutions (1848)
39. Analyze the emergence of a national American culture. (H)
- a. Writers such as Washington Irving, James Fennimore Cooper, Henry David Thoreau, Herman Melville, Walt Whitman, and Edgar Allan Poe
 - b. Artists, including John James Audubon, Thomas Cole, and Albert Bierstadt
 - c. Songwriters, including Stephen Foster and Daniel Decatur Emmett
 - d. Unifying causes (patriotic sentiment, railroads, national publications)
- Seminal Primary Documents to Read:* Walt Whitman, *Leaves of Grass* (1855)

The Civil War and Reconstruction, 1860–1877

40. Describe how the different economies and cultures of the North and South contributed to the growing importance of sectional politics in the early 19th century. (H)
41. Summarize as many as possible of the critical developments leading to the Civil War. (H)
- a. The Missouri Compromise (1820)
 - b. The South Carolina Nullification Crisis (1832–1833)
 - c. The Wilmot Proviso (1846)
 - d. The Compromise of 1850
 - e. Publication of Harriet Beecher Stowe’s *Uncle Tom’s Cabin* (1851–1852)
 - f. The Kansas-Nebraska Act (1854)
 - g. The Dred Scott Supreme Court case (1857)
 - h. The Lincoln-Douglas debates (1858)
 - i. John Brown’s raid on Harpers Ferry (1859)
 - j. The election of Abraham Lincoln (1860)
42. On a map of North America, identify Union and Confederate States at the outbreak of the war. (H, G)
43. Analyze Abraham Lincoln’s character and temperament, his presidency, the Emancipation Proclamation (1863), his views on slavery, and the political obstacles he encountered. (H, C)
Seminal Primary Documents to Read: Abraham Lincoln: “Speech on the Dred Scott Decision” (1857); “House Divided” speech (1858); Gettysburg Address (1863); Second Inaugural Address (1865)

44. Analyze the roles and policies of various Civil War leaders and describe as many as possible of the important Civil War battles and events. (H)

Leaders

- a. Jefferson Davis
- b. Ulysses S. Grant
- c. Robert E. Lee

Battles

- a. The Massachusetts 54th Regiment and the Battle at Fort Wagner
- b. Antietam
- c. Vicksburg
- d. Gettysburg
- e. The Wilderness
- f. Appomattox

45. Provide examples of the various effects of the Civil War. (H, E)

- a. Physical and economic destruction
- b. The increased role of the federal government
- c. The greatest loss of life on a per capita basis of any U.S. war before or since

46. Explain as many as possible of the policies and consequences of Reconstruction. (H, C)

- a. Presidential and Congressional Reconstruction
- b. The impeachment of President Johnson
- c. The 13th, 14th, and 15th Amendments
- d. Attempted creation of a free-labor economy in the South
- e. Opposition of Southern whites to Reconstruction
- f. Accomplishments and failures of Radical Reconstruction (Thaddeus Stevens, Charles Sumner)
- g. The presidential election of 1876, and the end of Reconstruction
- h. The rise of Jim Crow laws
- i. The Supreme Court case, *Plessy v. Ferguson* (1896)

Seminal Primary Documents to Read: Thaddeus Stevens, “Reconstruction” (1867); Andrew Johnson, “Veto of the First Reconstruction Act” (1867)

Industrial America and Its Emerging Role in International Affairs, 1870–1920

47. Explain the various causes of the Industrial Revolution. (H, E)

- a. The economic impetus provided by the Civil War
- b. Important technological and scientific advances
- c. The role of business leaders, entrepreneurs, and inventors such as Alexander Graham Bell, Andrew Carnegie, Thomas Edison, J.P. Morgan, John D. Rockefeller, and Cornelius Vanderbilt

48. Explain the important consequences of the Industrial Revolution. (H, E)

- a. The growth of big business
- b. Environmental consequences
- c. Increased life expectancy, population growth, the expansion of cities
- d. Anti-monopolism and the rise of economic regulation
- e. Higher living standards

Seminal Primary Documents to Read: William Graham Sumner, “The Forgotten Man” (1883)

49. Describe American culture between 1865 and 1914. (H)

- a. Writers such as Louisa May Alcott, Emily Dickinson, Mark Twain, Stephen Crane, and Edith Wharton.
- b. Artists such as Winslow Homer, Charles Dana Gibson, Frederic Remington, and John Singer Sargent
- c. Minstrel shows, vaudeville, Chautauquas, and circuses
- d. Mass culture, including cheap novels, professional sports teams, amusement parks, Tin Pan Alley, and jazz music

Seminal Primary Documents to Read: Ernest Thayer, *Casey at the Bat* (1888)

50. Describe important aspects of American religion between 1865 and 1914. (H)

- a. Social Gospel
- b. Holiness movement (Keswickianism, Azusa Street Revival, Pentecostalism)
- c. Foreign missions
- d. Increasing role of Catholicism (James Gibbons)
- e. Increasing role of Judaism (Solomon Schechter)

51. Describe the causes of the immigration of Southern Europeans, Eastern Europeans, and East Asians to America in the late 19th and early 20th centuries and describe the major roles of these immigrants in the industrialization of America. (H)

- a. Tammany Hall
- b. Blaine amendments
- c. Columbus Day celebrations
- d. *Pierce v. Society of Sisters* (1925)

Seminal Primary Documents to Read: Blaine Amendment (1875); Emma Lazarus, “The New Colossus” (1883); Younghill Kang, *East Goes West* (1937)

52. Analyze the causes of the continuing westward expansion of the American people after the Civil War and the effect of this migration on the Indians. (H)

- a. Settlement promotion (Homestead Act of 1862, First Transcontinental Railroad)
- b. Indian wars (Little Big Horn, Wounded Knee)

- c. Reservation and assimilation policies (Bureau of Indian Affairs, Dawes Act, Indian boarding schools)
 - d. Religious responses (Christianization, Ghost Dance)
53. Explain the formation and goals of trade unions as well as the rise of radical political parties during the Industrial era. (H, E)
- a. The Knights of Labor
 - b. The American Federation of Labor headed by Samuel Gompers
 - c. The Populist Party
 - d. The Socialist Party headed by Eugene Debs
54. Analyze in as much detail as possible the causes and course of America's growing role in world affairs from the Civil War to World War I. (H, E)
- a. The extension of the concept of Manifest Destiny to expansions of territory and influence beyond the continental United States
 - b. The influence of the ideas associated with Social Darwinism
 - c. The purchase of Alaska from Russia
 - d. America's growing influence in Hawaii leading to annexation
 - e. The Spanish-American War
 - f. U.S. expansion into Asia under the Open Door policy
 - g. President Roosevelt's Corollary to the Monroe Doctrine
 - h. America's role in the building of the Panama Canal
 - i. President Taft's Dollar Diplomacy
 - j. President Wilson's intervention in Mexico
 - k. American entry into World War I
 - l. Humanitarian aid to Europe during and after World War I (Herbert Hoover, American Relief Administration)

Seminal Primary Documents to Read: William McKinley, *War Message* (1898); Albert Beveridge, *The March of the Flag* (1898); William Jennings Bryan, *The Paralyzing Influence of Imperialism* (1900)

55. Explain the course and significance of President Wilson's wartime diplomacy, including his Fourteen Points, the League of Nations, and the failure of the Versailles treaty. (H)

Seminal Primary Documents to Read: President Woodrow Wilson, "Peace Without Victory," speech (1917)

The Age of Reform: Progressivism and the New Deal, 1900–1940

56. Analyze the origins of Progressivism, identify important proponents and opponents of Progressive reforms, and summarize in as much detail as possible the major achievements of Progressivism. (H, E)

People

- a. Jane Addams
- b. William Jennings Bryan
- c. Anthony Comstock
- d. John Dewey
- e. Helen Kendrick Johnson
- f. Robert La Follette
- g. President Theodore Roosevelt
- h. Upton Sinclair
- i. President William H. Taft
- j. Ida Tarbell
- k. James Wadsworth
- l. President Woodrow Wilson

Policies

- a. Bans against child labor
- b. The initiative, referendum, and recall
- c. Sherman Anti-Trust Act (1890)
- d. Pure Food and Drug Act (1906)
- e. Meat Packing Act (1906)
- f. Federal Reserve Act (1913)
- g. Clayton Anti-Trust Act (1914)
- h. Ratification of the Nineteenth Amendment in 1920
- i. Eugenics, rule by experts, anti-populism

Seminal Primary Documents to Read: President Theodore Roosevelt, “The Man with the Muck-rake,” speech (1906); President Theodore Roosevelt, “The New Nationalism,” speech (1910); *Buck v. Bell* (1927)

57. Analyze the post-Civil War struggles of African Americans and women to gain basic civil rights. (H)
- a. Carrie Chapman Catt
 - b. W.E.B. Du Bois
 - c. Marcus Garvey
 - d. The National Association for the Advancement of Colored People (NAACP)
 - e. Alice Paul
 - f. Booker T. Washington

Seminal Primary Documents to Read: Booker T. Washington, the Atlanta Exposition Address (1895); Niagara Movement Declaration of Principles (1905)

58. Describe conflicts between liberty and authority in the early twentieth century. (H)
- a. Espionage Act of 1917

- b. The Boston police strike in 1919
- c. Palmer Raids (1919-1920), Wall Street Bombing (1920), Sacco and Vanzetti Trials (1921-1927)
- d. Racial and ethnic tensions (Ku Klux Klan, Tulsa Race Massacre)
- e. The Scopes Trial and the debate over Darwin's *On the Origins of Species*
- f. Prohibition

Seminal Primary Documents to Read: Schenck v. United States (1919); Eighteenth Amendment (1919)

59. Describe the various causes and consequences of the global depression of the 1930s and analyze how Americans responded to the Great Depression. (H, E)
- a. Smoot-Hawley Tariff (1930)
 - b. Restrictive monetary policies
 - c. Unemployment
 - d. Support for political and economic reform
 - e. The influence of the ideas of John Maynard Keynes, and the critique of centralized economic planning and management by Ludwig von Mises, Friedrich von Hayek, and Milton Friedman

60. Analyze in as much detail as possible the important policies, institutions, and personalities of the New Deal era. (H)

People

- a. President Herbert Hoover
- b. President Franklin D. Roosevelt
- c. Eleanor Roosevelt
- d. Huey Long
- e. Charles Coughlin

Policies

- a. Establishment of the Federal Deposit Insurance Corporation
- b. Securities and Exchange Commission
- c. Tennessee Valley Authority
- d. The Social Security Act
- e. The National Labor Relations Act
- f. The Works Progress Administration
- g. Fair Labor Standards Act
- h. Supreme Court's changing approach to New Deal legislation

Institutions

- a. American Federation of Labor
- b. Congress of Industrial Organizations
- c. The American Communist Party

Seminal Primary Documents to Read: Franklin Delano Roosevelt: First Inaugural Address (1933); Second Bill of Rights (1944)

61. Explain how the Great Depression and the New Deal affected American society. (H)
- The increased involvement of the federal government in establishing economic and social policies
 - The emergence of a “New Deal coalition” consisting of blue-collar workers, poor farmers, Jews, and Catholics
 - Debates across the political spectrum concerning the treatment of African-Americans
- Seminal Primary Documents to Read:* *Missouri ex rel. Gaines v. Canada* (1938)

World War II, 1939–1945

62. Explain the strength of American isolationist sentiment after World War I and analyze its effect on U.S. foreign policy. (H)
63. Analyze how German aggression in Europe and Japanese aggression in Asia contributed to the start of World War II and summarize as many as possible of the major battles and events of the war. On a map of the world, locate the Allied powers (Britain, France, the Soviet Union, and the United States) and Axis powers (Germany, Italy, and Japan). (H, G)
- Fascism in Germany and Italy, including its roots in economic depression, effects of the Versailles Treaty, and ideology
 - German rearmament and militarization of the Rhineland
 - Germany’s seizure of Austria and Czechoslovakia and Germany’s invasion of Poland
 - Japan’s invasion of China and the Rape of Nanking
 - The Molotov-Ribbentrop Pact (August 1939) and the German and Soviet invasions of Poland in September 1939
 - Pearl Harbor, Midway, D-Day, Okinawa, the Battle of the Bulge, Iwo Jima, and the Yalta and Potsdam conferences
 - Total war: Rotterdam and Coventry, submarine warfare, strategic bombing (Dresden, Tokyo), atom bombs (Hiroshima, Nagasaki)
- Seminal Primary Documents to Read:* President Franklin Roosevelt, “Four Freedoms,” speech (1941); Justice Robert M. Jackson’s opinion for the Supreme Court in *West Virginia State Board of Education v. Barnette* (1943); Learned Hand’s *The Spirit of Liberty* (1944)
64. Explain as many as possible of the important domestic events that took place during the war. (H, E)
- How war-inspired economic growth ended the Great Depression
 - Military-industrial investment in the South and the West
 - Large-scale migrations, especially to the West Coast

- d. The internment of West Coast Japanese-Americans in the U.S. and Canada
 - e. The entry of large numbers of women into the workforce
 - f. A. Philip Randolph and the efforts to eliminate employment discrimination
 - g. Rationing and forced savings
 - h. Increased importance of federal government, big business, and unions
 - i. Technological advances (computers, nuclear weapons, microwaves)
 - j. Patriotic culture (*Captain America*, 1941; *Boogie Woogie Bugle Boy*, 1941; *Saboteur*, 1942; *Appalachian Spring*, 1944)
65. Describe American culture between 1914 and 1945. (H)
- a. Writers such as Willa Cather, Ernest Hemingway, Robert Frost, William Faulkner, John Steinbeck, Sinclair Lewis, H. L. Mencken, and Zora Neale Hurston.
 - b. Artists such as Edward Hopper, Margaret Bourke-White, Norman Rockwell, and Jacob Lawrence
 - c. The Harlem Renaissance
 - d. Radio and Hollywood
 - e. Science fiction and comic books
 - f. Jazz, country, blues, Broadway musicals
- Seminal Primary Documents to Read:* Jacob Lawrence, *The Migration Series* (1941)
66. Describe important aspects of American religion between 1914 and 1945. (H)
- a. Fundamentalist-Modernist controversy and schism (scriptural inerrancy, liberal Christianity)
 - b. African American churches (Benjamin Mays)
 - c. Catholic Worker Movement (Dorothy Day)
 - d. Neo-Orthodoxy (Reinhold Niebuhr)
 - e. Jewish religious culture (Yossele Rosenblatt)

The Cold War Abroad, 1945–1989

67. Analyze the factors that contributed to the Cold War, and describe the policy of containment as America's response to Soviet expansionist policies. (H)
- a. The differences between the Soviet and American political and economic systems
 - b. Soviet aggression in Eastern Europe
 - c. Soviet attempts to take over governments in France, Italy, and Greece
 - d. The Truman Doctrine, the Marshall Plan, and NATO
- Seminal Primary Documents to Read:* The Truman Doctrine (1947); George Kennan, "The Sources of Soviet Conduct" (1947); Robert Taft "Speech on the North Atlantic Treaty" (1949)

68. Analyze the sources and, with a map of the world, locate the areas of Cold War conflict between the U.S. and the Soviet Union. (H, G)
- The Korean War
 - Germany
 - China
 - The Middle East
 - The nuclear arms race
 - Latin America
 - Africa
 - The Vietnam War
69. Explain the causes, course, and consequences of the Vietnam War and summarize the diplomatic and military policies of Presidents Eisenhower, Kennedy, Johnson, and Nixon. (H)
- Tonkin Gulf Resolution (1964)
 - Tet Offensive (1968)
 - Vietnamization (1969-1973)
 - Paris Peace Accords (1973)
 - North Vietnamese victory (1975)
70. Analyze how the failure of communist economic policies as well as U.S.-sponsored resistance to Soviet military and diplomatic initiatives contributed to ending the Cold War. (H, E)
Seminal Primary Documents to Read: President John F. Kennedy, Inaugural Address (1961); President Ronald Reagan, Berlin Wall Speech (1987) and Speech at Moscow State University (1988)

**Cold War America at Home: Economic Growth and Optimism,
Anticommunism, and Reform, 1945–1980**

71. Analyze the causes and consequences of important domestic Cold War trends. (H, E)
- Economic growth and declining poverty
 - The baby boom
 - Growth of suburbs and home-ownership
 - GI Bill and general increase in education levels
 - Development of mass media and consumerism
72. Analyze the following domestic policies of Presidents Truman and Eisenhower. (H)
- Truman's Fair Deal
 - The Taft-Hartley Act (1947)
 - Eisenhower's response to the Soviet's launching of Sputnik
 - Bracero Program

73. Analyze in as much detail as possible the roots of domestic anticommunism as well as the origins and consequences of McCarthyism. (H)

People

- a. Whittaker Chambers
- b. Alger Hiss
- c. J. Edgar Hoover
- d. Senator Joseph McCarthy
- e. Julius and Ethel Rosenberg

Institutions

- a. The American Communist Party (including its close relationship to the Soviet Union)
- b. The Federal Bureau of Investigation (FBI)
- c. The House Committee on Un-American Activities (HUAC)

Events

- a. The Venona Papers
- b. Hollywood Blacklist

74. Analyze in as much detail as possible the origins, goals, key events, and accomplishments of the Civil Rights movement. (H, E)

People

- a. Rosa Parks
- b. Herbert Brownell
- c. Earl Warren
- d. Martin Luther King Jr.
- e. Thurgood Marshall
- f. Malcolm X
- g. Robert Kennedy

Institutions

- a. National Association for the Advancement of Colored People (NAACP)
- b. Congress of Racial Equality (CORE)
- c. Student Nonviolent Coordinating Committee (SNCC)

Events

- a. *Brown v. Board of Education* (1954)
- b. 1955–1956 Montgomery Bus Boycott
- c. 1957–1958 Little Rock School Crisis
- d. The sit-ins and freedom rides of the early 1960s
- e. The 1963 civil rights protest in Birmingham
- f. The 1963 March on Washington
- g. The 1965 civil rights protest in Selma
- h. The 1968 assassination of Martin Luther King Jr.

Accomplishments

- a. The Twenty-Fourth Amendment, the 1964 Civil Rights Act, and the 1965 Voting Rights Act
- b. The growth of the African American middle class, increased political power, and declining rates of African American poverty

Seminal Primary Documents to Read: Reverend Martin Luther King’s “I Have A Dream” speech (1963) and his *Letter from Birmingham City Jail* (1963); President Lyndon Johnson, speech to Congress on voting rights (March 15, 1965)

75. Analyze as many as possible of the important domestic policies and events that took place during the presidencies of Presidents Kennedy, Johnson, Nixon, Ford, and Carter. (H)
- a. The space exploration program
 - b. The birth control pill
 - c. The assassination of President Kennedy
 - d. Johnson’s Great Society programs
 - e. Nixon’s appeal to “the silent majority”
 - f. The anti-war and counter-cultural movements
 - g. Cesar Chavez and farm worker unionization
 - h. The women’s rights movement and STOP ERA
 - i. The creation of the Environmental Protection Agency (EPA) in 1970
 - j. The 1973 Supreme Court case, *Roe v. Wade*
 - k. The Watergate scandal (including the Supreme Court case, *U.S. v. Nixon*)
 - l. 1970s inflation

Seminal Primary Documents to Read: The Sharon Statement (1960); The Port Huron Statement (1962); *Roe v. Wade* (1973)

Contemporary America, 1980–2022

76. Analyze the presidency of Ronald Reagan. (H, E)
- a. Tax rate cuts and deregulation
 - b. Anticommunist foreign and defense policies, including responses to communist aggression in Afghanistan and Grenada
 - c. Supreme Court appointments
 - d. The revitalization of the conservative movement during Reagan’s tenure as President
 - e. The replacement of striking air traffic controllers with non-union personnel
77. Analyze as many as possible of the important policies and events of the Bush (I), Clinton, and Bush (II) presidencies. (H, E)
- a. The Persian Gulf War
 - b. The passage of the North American Free Trade Agreement (NAFTA) in 1993

- c. President Clinton's welfare reform legislation
- d. The causes and consequences of the impeachment of President Clinton in 1998
- e. The contested 2000 election
- f. The September 11, 2001 terrorist attacks on the World Trade Center in New York City and on the Pentagon in Washington, D.C.
- g. The invasions and occupations of Afghanistan and Iraq
- h. Domestic surveillance legislation
- i. The 2008 economic crisis

Seminal Primary Documents to Read: George W. Bush, Second Inaugural Address (2005)

78. Analyze as many as possible of the important policies and events of the Obama and Trump presidencies. (H, C)

- a. Election of first African-American president
- b. Affordable Care Act
- c. Executive amnesties for illegal aliens
- d. Covid pandemic
- e. George Floyd Riots
- f. Abraham Accords
- g. Sharply increased political polarization

79. Describe some of the major economic and social trends of the late 20th and 21st centuries. (H, E)

- a. The computer and technological revolution
- b. Scientific and medical discoveries
- c. Major immigration and demographic changes, such as the rise in Asian and Hispanic immigration (both legal and illegal)
- d. Decreased real wages for large portions of the working class
- e. The weakening of the nuclear family, and the rise in divorce rates and out-of-wedlock birth rates

Seminal Primary Documents to Read: Jef Raskin: "Design Considerations for an Anthropophilic Computer" (1979); "General Criteria" (1979); "The Apple Computer Network," (1979); "January 1980 Overall Summary of the Macintosh System" (1980); "Computers by the Millions" (1980)

80. Describe American culture between 1945 and 2022. (H)

- a. Writers such as Saul Bellow, Robert Hayden, Flannery O'Connor, Tom Wolfe, Raymond Carver, and Toni Morrison
- b. Artists such as Jackson Pollock, Andy Warhol, Charles Addams, and Jack Kirby
- c. Television
- d. Computer games
- e. Social media

81. Describe important aspects of American religion since 1945. (H)
- a. Evangelical revival and fundamentalism (Billy Graham, Pat Robertson)
 - b. Liberal Protestantism (ecumenism, civil rights activism, human rights activism)
 - c. Catholic reform and radicalism (Second Vatican Council, liberation theology)
 - d. Jewish denominational proliferation (Hassidim, Haredi, Modern Orthodox, Conservative, Reform)
 - e. Secularization (political debates about school prayer and abortion) and individual religiosity (New Age, spiritualism)

Grade 12

Civics

This course provides a framework for understanding the purposes, principles, and practices of American government as established by the United States Constitution. Students are expected to understand their rights and responsibilities as citizens, and how to exercise these rights and responsibilities in local, state, and national government.

Seminal Primary Documents to Read: Students should learn the actual materials of history and not just textbook interpretations, which often distort the past. *American Birthright* therefore integrates the upper-level learning standards with an extensive series of primary source documents, which students should read in whole or in part. In Civics, we list these Seminal Primary Documents as *Examples*, or integrate them into the text of the standards. Some primary sources we list are lengthy and should be excerpted.

Additional Reading: Florida's B.E.S.T. Standards: English Language Arts includes an excellent Civic Literacy Reading List, which recommends civic-focused texts for every grade. The books it recommends for high school include Benjamin Franklin's *Autobiography*; Henry David Thoreau's *Civil Disobedience*; William Blackstone's *Commentaries on the Laws of England*; Thomas Paine's *Common Sense*; Alexis de Toqueville's *Democracy in America*; the English Declaration of Rights; Alexander Hamilton's, James Madison's, and John Jay's *Federalist Papers*; Shirley Chisholm's "For the Equal Rights Amendment"; Wilfred M. McClay's *Land of Hope: An Invitation to the Great American Story*; Martin Luther King Jr.'s "Letter from Birmingham Jail"; Thomas Hobbes' *Leviathan*; Magna Carta; the Mayflower Compact; James Madison's *Notes on the Constitutional Convention*; Sandra Day O'Connor's *Out of Order: Stories from the History of the Supreme Court*; Abraham Lincoln's *Second Inaugural Address*; John Locke's *Second Treatise on Government*; Lyndon Johnson, "Speech to Congress on Voting Rights"; Theodore Roosevelt, "The New Nationalism"; Plato's *The Republic*; Montesquieu's *The Spirit of the Laws*; and George Mason's *Virginia Declaration of Rights*. We add to Florida's Civic Literacy Reading List, as a pendant to Shirley Chisholm's "For the Equal Rights Amendment," Phyllis Schlafly's "What's Wrong with 'Equal Rights' for Women?" We encourage English Language Arts teachers to select from these texts for readings in this grade.

Learning Standards

The Nature of Citizenship, Politics, and Government

Students will identify and define basic concepts regarding the nature of government, politics, and civic life.

1. Define and distinguish among civic life (public affairs), political life (the means of influencing government), and private life (individual life free from governmental control).
2. Define the terms *citizenship*, *politics*, and *government*.
3. Define and describe the purposes and functions of government.
Examples: the establishment of sovereignty, the guarantee of law and order, and the preservation of liberty.
4. Define and provide examples of different forms of government.
Examples: direct democracy, representative democracy, republic, monarchy, oligarchy, theocracy, communism, and autocracy.
5. Define and distinguish limited and unlimited government and provide examples of each type of government.

Intellectual Sources of Government in the United States

Students will identify and define ideas at the core of government and politics in the United States.

6. Analyze how religion (Hebraic and Christian) contributed to ideas on liberty, government, individual rights, and the common good in the Declaration of Independence, the United States Constitution, and the Bill of Rights.
Example: Mayflower Compact (1620)
7. Analyze how republicanism (ancient and classical) contributed to ideas on liberty, government, individual rights, and the common good in the Declaration of Independence, the United States Constitution, and the Bill of Rights.
Example: *Common Sense* (1776)
8. Analyze how the Enlightenment contributed to ideas on liberty, government, individual rights, and the common good in the Declaration of Independence, the United States Constitution, and the Bill of Rights.
Example: *Montesquieu's The Spirit of the Laws* (1748)

9. Analyze how English law contributed to ideas on liberty, government, individual rights, and the common good in the Declaration of Independence, the United States Constitution, and the Bill of Rights.
Examples: Magna Carta; common law; English Toleration Act (1689)
10. Analyze how colonial-era ideas on government and practice of self-government contributed to ideas on liberty, government, individual rights, and the common good in the Declaration of Independence, the United States Constitution, and the Bill of Rights.
Examples: Laws of Virginia (1610-1611); Fundamental Orders of Connecticut (1639); Massachusetts Body of Liberties (1641)
11. Examine fundamental documents in the American political tradition to identify key ideas regarding limited government, self-government, and individual rights.
Examples: Magna Carta (1215), Mayflower Compact (1620), Petition of Right (1628), Massachusetts Body of Liberties (1641), English Bill of Rights (1689), John Locke's *Second Treatise of Civil Government* (1690), Pennsylvania Charter of Privileges (1701), Virginia Declaration of Rights (1776), Declaration of Independence (1776), United States Constitution (1787), and the Bill of Rights (1791)

Foundations of Government in the United States

Students will interpret founding-era documents and events associated with core ideas.

12. Connect grievances listed in the Declaration of Independence to colonial and revolutionary experiences and events and identify them in terms of ideals of liberty.
Examples: due process of law, individual rights, natural rights, popular sovereignty, and social contract.
13. Trace the colonial, revolutionary, and founding-era experiences and events that led to the writing, ratification, and implementation of the United States Constitution (1787) and the Bill of Rights (1791).
Examples: The Virginia Declaration of Rights (1776), the Declaration of Independence (1776), the Massachusetts Constitution (1780), the Virginia Statute for Religious Freedom (1786), the Northwest Ordinance (1787), the United States Constitution (1787), selected Anti-Federalist Papers such as Brutus #1, Federalist Papers such as numbers 1, 9, 10, 39, 51, and 78 (1787–1788), the Bill of Rights (1791)
14. Explain how a shared American civic identity is embodied in founding-era documents.

15. Trace the founding-era experiences and events that led to the establishment of a secure republican order.
Examples: President Washington’s Farewell Address (1796) and President Jefferson’s First Inaugural Address (1801)
16. Identify, define, explain, and provide examples of foundational ideas of American government that are embedded in founding-era documents.
Examples: natural law, natural rights, equality, popular sovereignty, constitutionalism, republicanism, federalism, limited government, separation of powers, due process, social contract, and individual and unalienable rights of life, liberty, and property
17. Compare and contrast ideas on government of the Federalists and the Anti-Federalists during their debates on ratification of the U.S. Constitution (1787–1788).
18. Explain arguments presented in the Federalist Papers in support of ratifying the United States Constitution and a republican form of government.
19. Consider the ways in which the Federalists’ and the Anti-Federalists’ debates about the nature of government continue today.

Purposes, Principles, and Institutions of Government in the United States of America

Students will explain how purposes, principles, and institutions of government for the American people are established in the United States Constitution and reflected in the **{State}** Constitution. They will also describe the structures and functions of American constitutional government at the national, state, and local levels.

20. Define and contrast governments that are unitary, confederate, and federal.
21. Identify and describe provisions of the United States Constitution and the **{State}** Constitution that define and distribute powers and authority to the federal or state government.
22. Explain core constitutional principles and provide examples of the operation of these principles in the governments of the United States and **{State}**.
Examples: federalism, separation of powers among three branches of government, the system of checks and balances, republican government or representative democracy, and popular sovereignty

23. Explain the functions of the courts of law in the governments of the United States and **{State}**.
24. Explain the principles of judicial review and an independent judiciary.
25. Define and distinguish among the enumerated, implied, concurrent, and reserved powers in the United States Constitution and the **{State}** Constitution.
26. Explain the constitutional bases and functions of departments or agencies of the executive branch in the governments of the United States and **{State}**.
27. Describe how independent regulatory agencies and the Office of Management and Budget interact with the three branches of government and with citizens.
28. Consider how and the extent to which these interactions between independent regulatory agencies and the three branches of government are supported by the Constitution.
29. Trace the evolution of political parties in the American governmental system.
30. Analyze the functions of political parties in elections and government at the national and state levels of the federal system.
31. Explain the legal, fiscal, and operational relationships between state and local governments in **{State}**.
32. Explain the formal process of how a bill becomes a law.
33. Define the terms *initiative* and *referendum*.
34. Explain the structure of local government in **{State}**.
35. Analyze how core documents address the interaction between the protection of individual rights and the rights of self-government in our communities.
Examples: the Bill of Rights, the Fourteenth Amendment to the United States Constitution, and Article I of the Constitution
36. Analyze and evaluate decisions by the United States Supreme Court about the constitutional principles of separation of powers and checks and balances.

Examples: Marbury v. Madison (1803), Youngstown Sheet & Tube Co. v. Sawyer (1952), Baker v. Carr (1962), United States v. Nixon (1974), City of Boerne, Texas v. Flores (1997), Clinton v. City of New York (1998), and Boumediene v. Bush (2008)

37. Analyze and evaluate decisions by the United States Supreme Court about the constitutional principle of federalism.

Examples: McCulloch v. Maryland (1819), Texas v. White (1869), A.L.A. Schechter Poultry Corp. v. United States (1935), National Labor Relations Board v Jones & Laughlin Steel Corporation (1937), United States v. Lopez (1995), Alden v. Maine (1999), National Federation of Independent Business v. Sebelius (2012)

38. Explain and give examples of how citizens are affected by the local, state and federal governments.

Foundational Constitutional Liberty in the United States

Students will explain how commitment to core constitutional ideas constitutes a common American history and civic identity.

39. Analyze how the ideals, principles, and conceptions of human nature expressed in the founding documents have shaped America as a constitutional republic.

40. Explain how the United States Constitution and its amendments embody persisting political principles.

Examples: liberty, checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, the rule of law, and the separation of powers

41. Explain how the rule of law, embodied in a constitution, limits government to protect self-government and the rights of individuals.

42. Explain how a constitutional, democratic republic provides majority rule with equal protection for the rights of individuals, including those in the minority.

Examples: federalism, limited government, local self-government, and the rule of law

43. Explain how components of civil society contribute to the maintenance of limited government in a representative and democratic republic such as the United States.

Examples: good character, active communities, individual self-reliance, ethics, and religion

44. Explain the part of Article IV, Section 4, of the United States Constitution, which says, “The United States shall guarantee to every State in the Union a Republican form of Government ...”
45. Analyze how the United States Constitution safeguards against authoritarianism.

Persisting Constitutional Liberty in the United States

Students will explain how commitment to core principles of liberty constitutes a common American history and civic identity.

46. Explain how a shared American civic identity is embodied in core documents of United States history.
Examples: The Seneca Falls Declaration of Sentiments and Resolutions (1848), Abraham Lincoln’s Gettysburg Address (1863) and Second Inaugural Address (1865), Theodore Roosevelt’s “The New Nationalism” speech (1910), Woodrow Wilson’s “Peace Without Victory” speech (1917), Franklin Roosevelt’s “Four Freedoms” speech (1941), John F. Kennedy’s inaugural address (1961), Martin Luther King Jr.’s “I Have A Dream” speech and “Letter from Birmingham City Jail” (1963), and selected opinions in landmark decisions of the United States Supreme Court such as Justice Robert Jackson’s opinion for the Court in *West Virginia Board of Education v. Barnette* (1943) and Justice Oliver Wendell Holmes’ dissenting opinion in the case of *Abrams v. United States* (1919)
47. Analyze how American government is strengthened by national bonds.
Examples: a common language, common customs, common affection to one another, reverence for the symbols of our country, exclusive allegiance to the United States, and gratitude toward every American in the past who dedicated himself to our country’s survival, liberty, and prosperity
48. Explain how national bonds can be upheld consistently with the principles of freedom and with the natural attachments of faith, family, and local community.
49. Define and provide examples of fundamental principles and values of American political and civic life.
Examples: liberty, the common good, self-government, justice, equality, tolerance, law and order, the rights of individuals, pluralism, civic unity, patriotism, constitutionalism, popular sovereignty, and representative democracy
50. Discuss how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.

51. Identify and explain successful (Emancipation Proclamation) and failed (Reconstruction) historical efforts to narrow discrepancies between the foundational ideas and values of American democracy and the realities of American political and civic life.

52. Evaluate, take, and defend positions on issues concerning foundational ideas or values that are in tension or conflict.

Example: Analyze issues involving liberty in conflict with equality, liberty in conflict with authority, individual rights in conflict with the common good, or majority rule in conflict with minority rights, using documents such as Herbert Hoover, *Rugged Individualism* (1928), Franklin Delano Roosevelt, *A Rendezvous With Destiny* (1936), Zora Neale Hurston, *Court Order Can't Make Races Mix* (1955), *Heart of Atlanta Motel, Inc. v. United States* (1964), and Martin Luther King Jr., *The Other America* (1967)

53. Analyze and explain the persistence of ideas about liberty, equality, and justice in American society.

Example: using documents such as Reverend Martin Luther King's "I Have A Dream" speech and *Letter from Birmingham City Jail* (1963), and compare King's ideas to those in such founding-era documents as the Virginia Declaration of Rights (1776), the Declaration of Independence (1776), Massachusetts Declaration of Rights (1780), and the Federalist Papers (1788)

54. Analyze how American constitutional principles preserve the liberties of all Americans, expand their opportunities, and contribute to the nation's longevity and its ability to overcome challenges.

Examples: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law, and separation of powers

The Relationship of the United States to Other Nations in World Affairs

Students will analyze the interactions between the United States and other nations and evaluate the role of the United States in world affairs.

55. Describe how the world is divided politically.

56. Describe different ways nation states interact.

Examples: trade, tourism, diplomacy, treaties and agreements, and military action.

57. Analyze reasons for conflict among nation states.

Examples: competition for resources and territory, differences in systems of government, and religious or ethnic conflicts

58. Identify and explain powers that the United States Constitution gives to the President and to Congress in the conduct of foreign affairs
59. Explain why the United States pursues its national interest, how the United States defines its national interest, and to what extent the pursuit of national interest does or should harmonize with the pursuit of American ideals.
60. Describe the tools used to carry out United States foreign policy.
Examples: Diplomacy, economic aid, military aid, humanitarian aid, treaties, sanctions, and military intervention
61. Examine the different forces that influence U.S. foreign policy.
Examples: foreign states, public opinion, and interest groups—including business, labor, ethnic, and religious organizations
62. Differentiate among various governmental and nongovernmental international organizations and describe their purposes and functions.
Examples: Major governmental international organizations include the North American Treaty Organization (NATO), the World Court, and the Organization of American States (OAS). The International Red Cross and the Catholic Relief Services are examples of nongovernmental organizations.
63. Explain and evaluate participation by the United States government in international organizations.
Examples: NATO, the World Trade Organization, the United Nations

Roles of Citizens in the United States

Students will explain the idea of citizenship in the United States, describe the roles of United States citizens, and identify and explain the rights and responsibilities of United States citizens. They will also examine civic dispositions conducive to the maintenance and improvement of civil society and government and describe how citizens can participate responsibly and effectively in the civic and political life of the United States.

64. Explain the constitutional provisions that establish and affect citizenship.
65. Explain the meaning and responsibilities of citizenship in the United States and **{State}**.

66. Describe roles of citizens in **{State}** and the United States.
Examples: voting in public elections, attending and testifying at public meetings, and serving in public office and on juries.
67. Research the platforms of political parties and candidates for state or local government.
68. Explain how citizens in the United States participate in public elections as voters and supporters of candidates for public office.
69. Identify and explain the meaning and importance of civic dispositions or virtues that contribute to the preservation and improvement of civil society and government.
70. Identify specific ways for individuals to serve their communities and participate responsibly in civil society.
71. Describe the political process at the local, state, and national levels of government.
72. Analyze and evaluate decisions about the rights of individuals in landmark cases of the United States Supreme Court.
Examples: *Schenck v. United States* (1919), *Gitlow v. New York* (1925), *Pierce v. Society of Sisters* (1925), *Whitney v. California* (1927), *Stromberg v. California* (1931), *Near v. Minnesota* (1931), *Brandenburg v. Ohio* (1969), *Texas v. Johnson* (1989), and *Reno v. American Civil Liberties Union* (1997)
73. Analyze the arguments that evaluate the functions and values of voluntary participation by citizens in the civil associations that constitute civil society.
Examples: Alexis de Tocqueville in *Democracy in America, Volumes I-II* (1835-1839)
74. Give examples of how political solutions to public policy problems are generated through interactions of citizens and civil associations with their government.
Examples: Prohibition, Repeal of Prohibition

Primary Source Appendix



Introduction

American Birthright mentions a large number of primary sources and other books. The vast majority are the primary sources we recommend for Grades 8 to 12. We also list *Further Readings* in the Introduction, as well as a series for different grade bands of *Additional Reading* drawn from the Civics Literacy Reading List in *Florida's B.E.S.T. Standards: English Language Arts*.

Our Primary Sources Appendix makes these sources easily available for teachers, students, parents, and education administrators. Above all, we wish to make them accessible to anyone who wants to create a primary sources reader to accompany *American Birthright*. We therefore provide bibliographic information for all these works, including information about how to access them online and in print.

For Grades 8 to 11, we list the primary sources in the order in which they appear in *American Birthright*. In Grade 12, Civics, we repeated the primary sources we recommended for different purposes, so it made more sense to list the primary sources for that year in chronological order. We list the *Further Readings* and the *Additional Readings* in alphabetical order by author's last name.

We generally provide full versions of the texts, rather than selected readings. Some online sources only provide extracts—and, indeed, so do a few print sources. We have tried, however, to give teachers the freedom to choose readings they prefer from the original sources, rather than to make their choices for them.

We believe that our online sources possess the rights to post the material on the internet—but we cannot guarantee it. If any of the sources we link lack proper permissions, we request the reader to get in touch with us, so we may update our links. Our intent is to observe the spirit and the letter of the copyright law.

We link repeatedly to several fine primary source collections, above all the Internet History Sourcebooks Project (<https://sourcebooks.fordham.edu/index.asp>), hosted by Fordham University. We urge readers to explore the entire internet for good primary sources, but we also urge them to explore the collections we link to in greater depth. We are deeply impressed by the work the creators of these collections have done to make primary sources available, and as deeply grateful. We believe all readers will share our gratitude.

Many primary sources are in public domain, often appearing in multiple translations and multiple editions. We have made arbitrary choices about which edition to list. Frequently, we chose the

Penguin Classics edition simply because Penguin Classics has such a large number of cheaply available classic texts. A similar logic led us to list a fair number of Dover Thrift editions. But we wish to repeat: these choices were arbitrary and are intended simply to give the reader information about how to find the source in *some* edition. We don't claim these are the best editions, and we don't endorse them.

A number of primary sources haven't been published in a century. These are all in public domain and easily available on the internet.

We hope this Primary Sources Appendix will make *American Birthright* more useful for every reader.

Grade 8: Ancient and Classical Mediterranean Civilizations

Seminal Primary Documents to Read:

1. *Epic of Gilgamesh* (c. 2100–1200 BC)
Online: *The Epic of Gilgamesh*, trans. Maureen Gallery Kovacs, Mesopotamian Texts Archive, <https://www.ancienttexts.org/library/mesopotamian/gilgamesh/>.
Print: *The Epic of Gilgamesh*, trans. N. K. Sandars (Penguin Classics, 1972).
2. Code of Hammurabi (c. 1780 BC)
Online: The Code of Hammurabi, trans. L. W. King, Avalon Project: Documents in Law, History and Diplomacy, <https://avalon.law.yale.edu/ancient/hamframe.asp>.
Print: *The Code of Hammurabi*, trans. L. W. King (public domain, 1915).
3. The Tale of the Eloquent Peasant (c. 1800 BC)
Online: Alan H. Gardiner, “The Eloquent Peasant,” *Journal of Egyptian Archaeology* 9, 1/2 (1923), pp. 5–25, <https://www.reconstructingancientegypt.org/houseofbooks/wp-content/uploads/2020/04/the-eloquent-peasant.pdf>.
Online: The Tale of The Eloquent Peasant, c. 1800 BCE, Ancient History Sourcebook, <https://sourcebooks.fordham.edu/ancient/1800egypt-peasant.asp>.
Print: “The Tale of The Eloquent Peasant,” in *The Literature of Ancient Egypt: An Anthology of Stories, Instructions, Stelae, Autobiographies, and Poetry*, Third Edition, ed. William Kelly Simpson (Yale University Press, 2003).
4. Hymn to the Nile (c. 2100 BC)
Online: Hymn to the Nile, c. 2100 BCE, Ancient History Sourcebook, <https://sourcebooks.fordham.edu/ancient/hymn-nile.asp>.
Print: “Hymn to the Nile,” trans. Paul Guieysse, in *The Library of Original Sources*, ed. Oliver J. Thatcher (reprint: University Press of the Pacific, 2004).

5. Great Hymn to the Aten (c. 1450 BC)
Online: “The Great Hymn to the Aten,” *Ancient Egyptian Literature: Volume II: The New Kingdom*, ed. Miriam Leichtman (University of California Press, 2006), pp. 96–100, <https://archive.org/details/MiriamLichtheimAncientEgyptianLiteratureVolII/page/n55/mode/2up>.
Print: “The Great Hymn to the Aten,” in *Ancient Egyptian Literature: Volume II: The New Kingdom*, ed. Miriam Leichtman (University of California Press, 2006).
6. *The Death of Ba'al* (c. 1500 BC)
Online: “Ba'al Defeats Mot,” Ugaritic Texts: Ba'al Cycle, <https://zlibri.it/text/d4kxoxnoq711/ugaritic-texts-baal-cycle/6>.
Print: *Ugaritic Texts: Ba'al Cycle* (Scriptural Research Institute, 2021).
7. The Periplus of Hanno the Navigator (c. 900 AD)
Online: “The Voyage of Hanno, King of the Carthaginians,” *The Periplus of Hanno*, trans. Wilfred Harvey Schoff, Wikisource, https://en.wikisource.org/wiki/The_Periplus_of_Hanno/Chapter_1.
Print: *The Periplus of Hanno*, trans. Wilfred Harvey Schoff (Commercial Museum, 1912).
8. The Book of Exodus
Online: “Exodus,” Revised Standard Version, University of Michigan Library Digital Collections, <https://quod.lib.umich.edu/cgi/r/rsv/rsv-idx?type=DIV1&byte=217012>.
Print: *The Bible* (many editions).
9. Psalm 137
Online: “Psalm 137,” Revised Standard Version, University of Michigan Library Digital Collections, <https://quod.lib.umich.edu/cgi/r/rsv/rsv-idx?type=DIV2&byte=2434443>.
Print: *The Bible* (many editions).
10. The Book of Jonah
Online: “Jonah,” Revised Standard Version, University of Michigan Library Digital Collections, <https://quod.lib.umich.edu/cgi/r/rsv/rsv-idx?type=DIV1&byte=3475924>.
Print: *The Bible* (many editions).
11. Flavius Josephus, *The Jewish War*, The Siege of Masada (c. 75 AD)
Online: Flavius Josephus, *The Jewish War*, Book VII [Of the War], Chapters 8–9, <http://penelope.uchicago.edu/josephus/war-7.html>.
Print: Flavius Josephus, *The Jewish War*, Revised Edition, trans. G. A. Williamson and E. Mary Smallwood (Penguin Classics, 1959, 1970, 1981).

12. Old Oligarch, *Constitution of the Athenians* (c. 424 BC)
Online: Pseudo-Xenophon (Old Oligarch), *Constitution of the Athenians*, trans. E. C. Marchant, Perseus Digital Library: Ch.1 [<http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.01.0158%3Achapter%3D1>], Ch. 2 [<http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.01.0158%3Achapter%3D2>], Ch.3 [<http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.01.0158%3Achapter%3D3>].
Print: *The Old Oligarch: Pseudo-Xenophon's Constitution of the Athenians*, Third Edition, ed. Robin Osborne (LACTOR, 2017).

13. Aristotle [?], *The Athenian Constitution* (c. 325 BC)
Online: Aristotle [?], *The Athenian Constitution*, trans. Frederic G. Kenyon, Internet Classics Archive, http://classics.mit.edu/Aristotle/athenian_const.mb.txt.
Print: Aristotle [?], *The Athenian Constitution*, trans. P. J. Rhodes (Penguin Classics, 1984, 2002).

14. Herodotus, *Histories*, Battles of Thermopylae and Salamis (430 BC)
Online: Herodotus, *Histories*, trans. A. D. Godley, LacusCurtius: Battle of Thermopylae [7.201–233] (https://penelope.uchicago.edu/Thayer/E/Roman/Texts/Herodotus/7d*.html#201) and Battle of Salamis [8.40–96] (https://penelope.uchicago.edu/Thayer/E/Roman/Texts/Herodotus/8B*.html)
Print: Herodotus, *The Histories*, trans. Aubrey de Sélincourt and John M. Marincola (Penguin Classics, 1954, 1972, 1996, 2003).

15. Thucydides, *History of the Peloponnesian War*, Pericles' Funeral Oration (c. 400 BC)
Online: Thucydides, *History of the Peloponnesian War*, Pericles' Funeral Oration, University of Minnesota Human Rights Library, <http://hrlibrary.umn.edu/education/thucydides.html>.
Print: Thucydides, *History of the Peloponnesian War*, trans. Rex Warner (Penguin Classics, 1972).

16. Homer, *The Iliad*, Bk. 24, The Redemption of the Body of Hector (c. 800 BC)
Online: Homer, *The Iliad*, Bk. 24, The Redemption of the Body of Hector, Internet Classics Archive, <http://classics.mit.edu/Homer/iliad.24.xxiv.html>.
Print: Homer, *The Iliad*, trans. Robert Fitzgerald (Farrar, Straus and Giroux, 1974, 2004).

17. Plato, *Apology of Socrates* (c. 350 BC)
Online: Plato, *Apology*, trans. Benjamin Jowett, Internet Classics Archive, <http://classics.mit.edu/Plato/apology.html>.
Print: Plato, "Apology," in *The Last Days of Socrates*, trans. Hugh Tredennick and Harold Tarrant (Penguin Classics, 1954, 1959, 1969, 1993, 2003).

18. The Twelve Tables (c. 450 BC)
Online: The Twelve Tables, trans. Allan Chester Johnson et al., Avalon Project: Documents in Law, History and Diplomacy, https://avalon.law.yale.edu/ancient/twelve_tables.asp.
Print: “Twelve Tables,” in *The Roman World: A Sourcebook*, ed. David Cherry (Blackwell Publishing, 2001).
19. Plutarch, *Life of Cato the Elder* (75 AD)
Online: Plutarch, *Life of Cato the Elder*, trans. Bernadotte Perrin, LacusCurtius, http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Plutarch/Lives/Cato_Major*.html.
Print: Plutarch, “Cato the Elder,” in *The Makers of Rome: Nine Lives*, trans. Ian Scott-Kilvert (Penguin Classics, 1965, 2004).
20. Polybius, *The Histories, An Analysis of the Roman Government* (c. 150 BC)
Online: Polybius, *The Histories, An Analysis of the Roman Government* (6.11.11–6.58), Ancient History Sourcebook, <https://sourcebooks.fordham.edu/ancient/polybius6.asp#An%20Analysis%20of%20the%20Roman%20Government>.
Print: Polybius, *The Histories*, trans. Robin Waterfield (Oxford World Classics, 2010).
21. Cicero, *The First Oration Against Catiline* (63 BC)
Online: Cicero, *The First Oration Against Catiline*, trans. C. D. Yonge, Perseus Digital Library, <http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.02.0019%3Atext%3DCatil.%3Aspeech%3D1>.
Print: Cicero, “Against Lucius Sergius Catilina (I),” in *Selected Political Speeches*, trans. Michael Grant (Penguin Classics, 1969, 1973, 1989).
22. Tacitus, *Annals, The End of the Republic* (c. 100 AD)
Online: Tacitus, *Annals* (1.1–1.2), trans. Alfred John Church and William Jackson Brodribb, Ancient History Sourcebook, <https://sourcebooks.fordham.edu/ancient/tacitus-ann1a.asp>.
Print: Tacitus, *Annals*, trans. Cynthia Damon (Penguin Classics, 2012).
23. Augustus, *Res Gestae* (14 AD)
Online: Augustus, *Res Gestae Divi Augusti*, Ancient History Sourcebook, <https://sourcebooks.fordham.edu/ancient/14resgestae.asp>.
Print: Augustus, “Accomplishments of the Deified Augustus,” in *The Roman World: A Sourcebook*, ed. David Cherry (Blackwell Publishing, 2001).
24. Marcus Aurelius, *The Meditations* (c. 180 AD)
Online: Marcus Aurelius, *The Meditations*, trans. George Long, Internet Classics Archive, <http://classics.mit.edu/Antoninus/meditations.html>.
Print: Marcus Aurelius, *The Meditations*, trans. Martin Hammond (Penguin Classics, 2006).

25. *Book of Matthew*, Sermon on the Mount (c. 80 AD)
Online: *Book of Matthew*, Ch. 5–7 [Sermon on the Mount], Revised Standard Version, Bible Gateway, <https://www.biblegateway.com/passage/?search=Matthew%205-7&version=RSV>.
Print: *The Bible* (many editions).
26. Paul, *First Epistle to the Corinthians*, Resurrection of Jesus and Resurrection of the Dead (c. 53 AD)
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Online: Perpetua, *The Passion of Saints Perpetua and Felicity*, trans. W. H. Shewring, Medieval Sourcebook, <https://sourcebooks.fordham.edu/source/perpetua.asp>.
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Online: Origen, *On Classical Learning* [Letter of Origen to Gregory], Medieval Sourcebook, <https://sourcebooks.fordham.edu/source/origen1.asp>.
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Grade 9: The Development of Western Civilization

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Online: Iconoclastic Council, Decree Against Icons, Medieval Sourcebook, <https://sourcebooks.fordham.edu/source/icono-cncl754.asp>.
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Online: *The Holy Rule of St. Benedict*, trans. Boniface Verheyen, Christian Classics Ethereal Library, <https://ccel.org/ccel/benedict/rule/rule.i.html>.
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4. Gregory I, *Letter to Abbot Melitus* (c. 597)
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6. Arnaut Daniel, *I am the one that knows the pain that flows* (c. 1200)
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Online: Comtessa de Dia, *I thrive on youth and joy*, The Women Troubadours, http://websites.umich.edu/~marcons/Crusades/topics/women/Female_Troubadours.html.
Print: Meg Bogin, *The Women Troubadours* (W. W. Norton, 1980).
8. *The Trial of Joan of Arc* (1431)
Online: *The Trial of Joan of Arc*, trans. W. P. Barrett, Medieval Sourcebook, <https://sourcebooks.fordham.edu/basis/joanofarc-trial.asp>.
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Online: *Magna Carta*, Medieval Sourcebook, <https://sourcebooks.fordham.edu/source/magnacarta.asp>.
Print: G. R. C. Davis, *Magna Carta*, Revised Edition (British Library, 1989).
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Online: Hernán Cortés: from Second Letter to Charles V, 1520, Modern History Sourcebook, <https://sourcebooks.fordham.edu/mod/1520cortes.asp>.
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18. Petrarch, *The Ascent of Mont Ventoux* (1350)
Online: Petrarch, *The Ascent of Mont Ventoux*, trans. James Harvey Robinson, Hanover Historical Texts Project, <https://history.hanover.edu/texts/petrarch/pet17.html>.
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19. Niccolò Machiavelli, *Discourses on Livy*, What nations the Romans had to contend against, and with what obstinacy they defended their liberty (1531)
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Online: Extract from the debates at the General Council of the Army, Putney, 29 October 1647, http://www.yorku.ca/comninel/courses/3025pdf/Putney_debate.pdf.
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Print: William Blackstone, *Commentaries on the Laws of England: Book I: Of the Rights of Persons*, ed. David Lemmings (Oxford University Press, 2016).
29. Abbé Emmanuel Joseph Sièyes, *What Is the Third Estate?* (1789)
Online: Abbé Emmanuel Joseph Sièyes, *What Is the Third Estate?*, Modern History Sourcebook, <https://sourcebooks.fordham.edu/mod/sieyes.asp>.
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30. Declaration of the Rights of Man and of the Citizen (1789)
Online: Declaration of the Rights of Man and of the Citizen, Avalon Project, https://avalon.law.yale.edu/18th_century/rightsof.asp.
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Online: Adam Smith, *Wealth of Nations*, Of the Division of Labor, Econlib, https://www.econlib.org/library/Smith/smWN.html?chapter_num=4#book-reader.
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Online: Palmerston's speech on affairs in Greece (25 June 1850), Web of English History, <http://www.historyhome.co.uk/polspeech/foreign.htm>.
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Grade 10 World History

Seminal Primary Documents to Read

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Online: “Exodus,” Revised Standard Version, University of Michigan Library Digital Collections, <https://quod.lib.umich.edu/cgi/r/rsv/rsv-idx?type=DIV1&byte=217012>.
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Grade 12: Civics

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Online: Washington’s Farewell Address, Avalon Project, https://avalon.law.yale.edu/18th_century/washing.asp.
Print: Joslyn T. Pine, ed., *The Declaration of Independence and Other Great Documents of American History, 1775–1865* (Dover Thrift Editions, 2000).
25. Thomas Jefferson, First Inaugural Address (1801)
Online: Jefferson’s First Inaugural Address, Avalon Project, https://avalon.law.yale.edu/19th_century/jefinau1.asp.
Print: Joslyn T. Pine, ed., *The Declaration of Independence and Other Great Documents of American History, 1775–1865* (Dover Thrift Editions, 2000).

26. *Marbury v. Madison* (1803)

Primary Holding: Congress does not have the power to pass laws that override the Constitution, such as by expanding the scope of the Supreme Court's original jurisdiction.

Online: *Marbury v. Madison*, 5 U.S. 137 (1803), Justia, <https://supreme.justia.com/cases/federal/us/5/137/>.

Print: Bruce Frohnen, *The American Republic: Primary Sources* (Liberty Fund, 2002).

27. *McCulloch v. Maryland* (1819)

Primary Holding: States cannot interfere with the federal government when it uses its implied powers under the Necessary and Proper Clause to further its express constitutional powers.

Online: *McCulloch v. Maryland*, 17 U.S. 316 (1819), Justia, <https://supreme.justia.com/cases/federal/us/17/316/>.

Print: Jay M. Feinman, ed., *Supreme Court Decisions* (Penguin Books, 2012).

28. Alexis de Tocqueville, *Democracy in America, Volume I* (1835) and *Volume II* (1839)

Online: Alexis de Tocqueville, *Democracy in America, Volumes I–II*, American Studies at the University of Virginia, http://xroads.virginia.edu/~Hyper/DETOC/toc_indx.html.

Print: Alexis de Tocqueville, *Democracy in America*, trans. and ed. Harvey Mansfield and Delba Winthrop (University of Chicago Press, 2002).

29. Seneca Falls Declaration of Sentiments and Resolutions (1848)

Online: Seneca Falls Declaration of Sentiments and Resolutions, Uncle Tom's Cabin & American Culture: A Multi-Media Archive, <http://utc.iath.virginia.edu/abolitn/abwmat.html>.

Print: Larry Schweikart, Dave Dougherty, and Michael Allen, *The Patriot's History Reader: Essential Documents for Every American* (Sentinel, 2011).

30. Abraham Lincoln, Gettysburg Address (1863)

Online: Abraham Lincoln, Gettysburg Address, Miller Center, <https://millercenter.org/the-presidency/presidential-speeches/november-19-1863-gettysburg-address>.

Print: Joslyn T. Pine, ed., *The Declaration of Independence and Other Great Documents of American History, 1775–1865* (Dover Thrift Editions, 2000).

31. Abraham Lincoln, Second Inaugural Address (1865)

Online: Abraham Lincoln, Second Inaugural Address, Teaching American History, <https://teachingamericanhistory.org/document/second-inaugural-address/>.

Print: Joslyn T. Pine, ed., *The Declaration of Independence and Other Great Documents of American History, 1775–1865* (Dover Thrift Editions, 2000).

32. Fourteenth Amendment (1868)
Online: Fourteenth Amendment, Cornell Law School, <https://www.law.cornell.edu/constitution/amendmentxiv>.
Print: Bruce Frohnen, *The American Nation: Primary Sources* (Liberty Fund, 2008).
33. *Texas v. White* (1869)
Primary Holding: States do not have the right to unilaterally secede from the United States, so the Confederate states during the Civil War always remained part of the nation.
Online: *Texas v. White*, 74 U.S. 700 (1868), Justia, <https://supreme.justia.com/cases/federal/us/74/700/>.
Print: Thomas C. Mackey, ed., *A Documentary History of the American Civil War Era, Volume 4: Judicial Decisions 1867–1896* (University of Tennessee Press, 2014).
34. Theodore Roosevelt, “The New Nationalism” (1910)
Online: Theodore Roosevelt, “The New Nationalism,” Ohio State University, <https://ehistory.osu.edu/exhibitions/1912/1912documents/thenewNationalism>.
Print: Gordon Hunter, ed., *Selected Speeches and Writings of Theodore Roosevelt* (Vintage Books, 2013).
35. Woodrow Wilson, “Peace Without Victory” (1917)
Online: Woodrow Wilson, “Peace Without Victory,” Massachusetts Institute of Technology, <http://web.mit.edu/21h.102/www/Wilson%20Peace%20Without%20Victory.htm>.
Print: Spencer C. Tucker, ed., *World War I: The Definitive Encyclopedia and Document Collection, Volume 1: A-C* (ABC-CLIO, 2014).
36. *Abrams v. United States* (1919), dissenting opinion by Justice Oliver Wendell Holmes
Primary Holding of the Majority: The First Amendment does not protect speech that is designed to undermine the United States in war by fueling sedition and disorder.
Online: *Abrams v. United States*, 250 U.S. 616 (1919), Justia, <https://supreme.justia.com/cases/federal/us/250/616/>.
Print: Terry Eastland, ed., *Freedom of Expression in the Supreme Court: The Defining Cases* (Rowman & Littlefield, 2000).
37. *Schenck v. United States* (1919)
Primary Holding: If speech is intended to result in a crime, and there is a clear and present danger that it actually will result in a crime, the First Amendment does not protect the speaker from government action.
Online: *Schenck v. United States*, 249 U.S. 47 (1919), Justia, <https://supreme.justia.com/cases/federal/us/249/47/>.
Print: Bruce Frohnen, *The American Nation: Primary Sources* (Liberty Fund, 2008).

38. *Gitlow v. New York* (1925)

Primary Holding: The First Amendment does not prevent the government from punishing political speech that directly advocates its violent overthrow.

Online: *Gitlow v. New York*, 268 U.S. 652 (1925), Justia, <https://supreme.justia.com/cases/federal/us/268/652/>.

Print: Lucius Barker et al., *Civil Liberties and the Constitution: Cases and Commentaries* (Routledge, 2016).

39. *Pierce v. Society of Sisters* (1925)

Primary Holding: The fundamental theory of liberty upon which all governments of this Union rest excludes any general power of the State to standardize its children by forcing them to accept instruction from public teachers only.

Online: *Pierce v. Society of Sisters*, 268 U.S. 510 (1925), Justia, <https://supreme.justia.com/cases/federal/us/268/510/>.

Print: J. C. Blokuis et al., *Education Law*, Sixth Edition (Routledge, 2021).

40. *Whitney v. California* (1927)

Primary Holding: Despite the First Amendment, a state can use its police power to punish speech that undermines the public welfare by inciting criminal activity, disturbing the peace, or advocating the violent overthrow of the government.

Online: *Whitney v. California*, 274 U.S. 357 (1927), Justia, <https://supreme.justia.com/cases/federal/us/274/357/>.

Print: Corey Brettschneider, *Civil Rights and Liberties: Cases and Readings in Constitutional Law and American Democracy* (Aspen Publishing, 2013).

41. Herbert Hoover, *Rugged Individualism* (1928)

Online: Herbert Hoover, *Rugged Individualism*, Teaching American History, <https://teachingamericanhistory.org/document/rugged-individualism/>.

Print: Richard D. Heffner and Alexander B. Heffner, *A Documentary History of the United States*, Tenth Edition (Signet Classics, 2018).

42. *Stromberg v. California* (1931)

Primary Holding: The First Amendment extends to symbolic speech, or expressive conduct, so a state cannot prevent people from flying red flags as a political statement.

Online: *Stromberg v. California*, 283 U.S. 359 (1931), Justia, <https://supreme.justia.com/cases/federal/us/283/359/>.

Print: *United States Reports, Volume 283. Cases Adjudged in the Supreme Court at October Term 1930 from February 26 to and Including June 1, 1931* (Government Printing Office, 1931).

43. *Near v. Minnesota* (1931)

Primary Holding: Prior restraints on speech are generally unconstitutional, including when they forbid the publication of malicious, scandalous, and defamatory content.

Online: *Near v. Minnesota*, 283 U.S. 697 (1931), Justia, <https://supreme.justia.com/cases/federal/us/283/697/>.

Print: John D. Zelezny, *Cases in Communications Law: Liberties, Restraints, and the Modern Media*, Sixth Edition (Wadsworth, 2010).

44. *A. L. A. Schechter Poultry Corp. v. United States* (1935)

Primary Holding: Congress cannot delegate its legislative authority to the executive branch.

Online: *A. L. A. Schechter Poultry Corp. v. United States*, 295 U.S. 495 (1935), Justia, <https://supreme.justia.com/cases/federal/us/295/495/>.

45. Franklin Delano Roosevelt, *A Rendezvous With Destiny* (1936)

Online: Franklin Delano Roosevelt, *A Rendezvous With Destiny*, Austin Community College District, <https://www.austincc.edu/lpatrick/his2341/fdr36acceptancespeech.htm>.

Print: Richard D. Heffner and Alexander B. Heffner, *A Documentary History of the United States*, Tenth Edition (Signet Classics, 2018).

46. *National Labor Relations Board v. Jones & Laughlin Steel Corporation* (1937)

Primary Holding: Congress has the authority to regulate intrastate activities that significantly affect interstate commerce, directly or indirectly.

Online: *NLRB v. Jones & Laughlin Steel Corp.*, 301 U.S. 1 (1937), Justia, <https://supreme.justia.com/cases/federal/us/301/1/>.

Print: Christine B. Harrington and Lief H. Carter, *Administrative Law and Politics: Cases and Comments*, Fifth Edition (SAGE, 2015).

47. Franklin Delano Roosevelt, “Four Freedoms” (1941)

Online: Franklin Delano Roosevelt, “Four Freedoms,” National Archives, <https://www.archives.gov/milestone-documents/president-franklin-roosevelts-annual-message-to-congress>.

Print: Bruce Frohnen, *The American Nation: Primary Sources* (Liberty Fund, 2008).

48. *West Virginia Board of Education v. Barnette* (1943), opinion by Justice Robert Jackson

Primary Holding: Students may not be required to salute the American flag or recite the Pledge of Allegiance at public schools if it is contrary to their religious beliefs.

Online: *West Virginia State Board of Education v. Barnette*, 319 U.S. 624 (1943), Justia, <https://supreme.justia.com/cases/federal/us/319/624/>.

Print: David Schultz, *Constitutional Precedent in US Supreme Court Reasoning* (Elgar, 2022).

49. *Youngstown Sheet & Tube Co. v. Sawyer* (1952)
Primary Holding: The President cannot take possession of private property without authorization from Congress or the Constitution.
Online: *Youngstown Sheet & Tube Co. v. Sawyer*, 343 U.S. 579 (1952), Justia, <https://supreme.justia.com/cases/federal/us/343/579/>.
Print: Scott J. Hammond et al., *Classics of American Political and Constitutional Thought, Volume 2: Reconstruction to the Present* (Hackett Publishing Company, 2007).
50. Zora Neale Hurston, “Court Order Can’t Make Races Mix” (1955)
Online: Zora Neale Hurston, “Court Order Can’t Make Races Mix,” Gordon State College, <http://faculty.gordonstate.edu/lsanders-senu/CourtOrderCantMakeRacesMix.pdf>.
Print: Zora Neale Hurston, “Court Order Can’t Make Races Mix,” in *Folklore, Memoirs, and Other Writings* (Library of America, 1995).
51. John F. Kennedy, Inaugural Address (1961)
Online: John F. Kennedy, Inaugural Address, National Archives, <https://www.archives.gov/milestone-documents/president-john-f-kennedys-inaugural-address>.
Print: Michael Waldman, ed., *My Fellow Americans: The Most Important Speeches of America’s Presidents, from George Washington to Barack Obama* (Sourcebooks, 2003, 2010).
52. *Baker v. Carr* (1962)
Primary Holding: The boundaries of state electoral districts are subject to review by the courts because the political question doctrine does not apply.
Online: *Baker v. Carr*, 369 U.S. 186 (1962), Justia, <https://supreme.justia.com/cases/federal/us/369/186/>.
Print: Jerome A. Barron et al., *Constitutional Law: Principles and Policy Cases and Materials*, Eighth Edition (LexisNexis, 2012).
53. Martin Luther King, Jr., “I Have A Dream” (1963)
Online: Martin Luther King, Jr., “I Have A Dream,” NPR, <https://www.npr.org/2010/01/18/122701268/i-have-a-dream-speech-in-its-entirety>.
Print: James Daley, ed., *History’s Greatest Speeches* (Dover Thrift Editions, 2013).
54. Martin Luther King, Jr., “Letter from Birmingham City Jail” (1963)
Online: Martin Luther King, Jr., “Letter from Birmingham City Jail,” Bill of Rights Institute, <https://billofrightsinstitute.org/primary-sources/letter-from-birmingham-jail>.
Print: Manning Marable, ed., *Freedom on my Mind: The Columbia Documentary History of the African American Experience* (Columbia University Press, 2003).

55. *Heart of Atlanta Motel, Inc. v. United States* (1964)

Primary Holding: The Commerce Clause extends the anti-discrimination provisions in the Civil Rights Act of 1964 to hotels that host travelers from outside the state.

Online: *Heart of Atlanta Motel, Inc. v. United States*, 379 U.S. 241 (1964), Justia, <https://supreme.justia.com/cases/federal/us/379/241/>.

Print: James A. Curry et al., *The American Constitutional Experience: Selected Readings & Supreme Court Opinions* (Kendall/Hunt Publishing Company, 2000).

56. Martin Luther King, Jr., “The Other America” (1967)

Online: Martin Luther King, Jr., “The Other America,” Civil Rights Movement Archive, <https://www.crmvet.org/docs/otheram.htm>.

Print: Martin Luther King, Jr., *The Radical King*, ed. Cornel West (Beacon Press, 2016).

57. *Brandenburg v. Ohio* (1969)

Primary Holding: A state may not forbid speech advocating the use of force or unlawful conduct unless this advocacy is directed to inciting or producing imminent lawless action and is likely to incite or produce such action.

Online: *Brandenburg v. Ohio*, 395 U.S. 444 (1969), Justia, <https://supreme.justia.com/cases/federal/us/395/444/>.

Print: David L. Hudson, Jr., ed., *Freedom of Speech: Documents Decoded* (ABC-CLIO, 2017).

58. *United States v. Nixon* (1974)

Primary Holding: The President cannot shield himself from producing evidence in a criminal prosecution based on the doctrine of executive privilege, although it is valid in other situations.

Online: *United States v. Nixon*, 418 U.S. 683 (1974), Justia, <https://supreme.justia.com/cases/federal/us/418/683/>.

Print: Richard Seamon et al., *The Supreme Court Sourcebook* (Aspen Publishers, 2013).

59. *Texas v. Johnson* (1989)

Primary Holding: The First Amendment protections on symbolic speech prevent states from banning desecrations of the American flag.

Online: *Texas v. Johnson*, 491 U.S. 397 (1989), Justia, <https://supreme.justia.com/cases/federal/us/491/397/>.

Print: Randy E. Barnett and Josh Blackman, *Constitutional Rights: Cases in Context*, Second Edition (Wolters Kluwer, 2018).

60. *United States v. Lopez* (1995)

Primary Holding: Gun possession is not an economic activity that has any impact on interstate commerce, whether direct or indirect, so the federal government cannot base a law prohibiting gun possession near schools on the Commerce Clause.

Online: *United States v. Lopez*, 514 U.S. 549 (1995), Justia, <https://supreme.justia.com/cases/federal/us/514/549/>.

Print: Harry L. Wilson, *Gun Politics in America: Historical and Modern Documents in Context* (ABC-CLIO, 2016).

61. *City of Boerne, Texas v. Flores* (1997)

Primary Holding: If a law that enforces Fourteenth Amendment rights is preventive rather than remedial, it must be congruent and proportional to the goal that it is aiming to achieve.

Online: *City of Boerne v. Flores*, 521 U.S. 507 (1997), Justia, <https://supreme.justia.com/cases/federal/us/521/507/>.

Print: Erwin Chemerinsky, *Constitutional Law*, Sixth Edition (Aspen Publishing, 2020).

62. *Reno v. American Civil Liberties Union* (1997)

Primary Holding: A law may violate the First Amendment if it is so overly broad that it curtails protected as well as unprotected speech.

Online: *Reno v. ACLU*, 521 U.S. 844 (1997), Justia, <https://supreme.justia.com/cases/federal/us/521/844/>.

Print: Erwin Chemerinsky, *Constitutional Law*, Sixth Edition (Aspen Publishing, 2020).

63. *Clinton v. City of New York* (1998)

Primary Holding: The Constitutional requirement of presentment prevents the president from changing or repealing laws or parts of laws without the prior consent of Congress.

Online: *Clinton v. City of New York*, 524 U.S. 417 (1998), Justia, <https://supreme.justia.com/cases/federal/us/524/417/>.

Print: William C. Banks and Rodney A. Smolla, *Constitutional Law: Structure and Rights in Our Federal System*, Sixth Edition (LexisNexis, 2010).

64. *Alden v. Maine* (1999)

Primary Holding: Congress cannot use its Article I powers to force states to surrender sovereign immunity for federal claims in their courts.

Online: *Alden v. Maine*, 527 U.S. 706 (1999), Justia, <https://supreme.justia.com/cases/federal/us/527/706/>.

Print: William C. Banks and Rodney A. Smolla, *Constitutional Law: Structure and Rights in Our Federal System*, Sixth Edition (LexisNexis, 2010).

65. *Boumediene v. Bush* (2008)

Primary Holding: Like U.S. citizens in detention for terrorism-related reasons, foreign suspects at Guantanamo Bay have standing to challenge their detention in federal court.

Online: *Boumediene v. Bush*, 553 U.S. 723 (2008), Justia, <https://supreme.justia.com/cases/federal/us/553/723/>.

Print: Jerome A. Barron et al., *Constitutional Law: Principles and Policy Cases and Materials*, Eighth Edition (LexisNexis, 2012).

66. *National Federation of Independent Business v. Sebelius* (2012)

Primary Holding: Supreme Court upheld the 2010 Patient Protection and Affordable Care Act. While only four Justices found its requirement that certain individuals pay a financial penalty for not obtaining health insurance constitutional under the Commerce Clause, Chief Justice Roberts found it constitutional on the grounds that the financial penalty might reasonably be characterized as a tax.

Online: *National Federation of Independent Business v. Sebelius*, 567 U.S. 519 (2012), Justia, <https://supreme.justia.com/cases/federal/us/567/519/>.

Print: Randy E. Barnett and Josh Blackman, *Constitutional Law* (Aspen Publishing, 2021).

Further Readings

1. *A Nation at Risk: The Imperative for Educational Reform* (1983).
Online: *A Nation at Risk: The Imperative for Educational Reform*, Center for Education Reform, https://edreform.com/wp-content/uploads/2013/02/A_Nation_At_Risk_1983.pdf.
2. Bruce Frohnen, *The American Republic: Primary Sources* (Liberty Fund, 2002).
3. Bruce Frohnen, *The American Nation: Primary Sources* (Liberty Fund, 2008).
4. E. D. Hirsch, *Cultural Literacy: What Every American Needs to Know* (Vintage Books, 1987, 1988).
5. Annette Lareau, *Unequal Childhoods: Class, Race, and Family Life*, Second Edition (University of California Press, 2011).
6. Thomas K. Lindsay and Lucy Meckler, “Action Civics,” “New Civics,” “Civic Engagement,” and “Project-Based Civics”: *Advances in Civic Education?* (2020).
Online: Thomas K. Lindsay and Lucy Meckler, “Action Civics,” “New Civics,” “Civic Engagement,” and “Project-Based Civics”: *Advances in Civic Education?*, Texas Public Policy Foundation, <https://www.texaspolicy.com/wp-content/uploads/2020/09/Lindsay-Meckler-Action-Civics.pdf>.
7. Wilfred M. McClay, *Land of Hope: An Invitation to the Great American Story* (Encounter Books, 2019, 2020).
8. The President’s Advisory 1776 Commission, *The 1776 Report* (2021).
Online: The President’s Advisory 1776 Commission, *The 1776 Report*, Trump White House Archives, <https://trumpwhitehouse.archives.gov/wp-content/uploads/2021/01/The-Presidents-Advisory-1776-Commission-Final-Report.pdf>.

9. David Randall, *Disfigured History: How the College Board Demolishes the Past* (2020).
Online: David Randall, *Disfigured History: How the College Board Demolishes the Past*, National Association of Scholars, <https://www.nas.org/reports/disfigured-history>.
10. David Randall, *Learning for Self-Government: A K–12 Civics Report Card* (2022).
Online: David Randall, *Learning for Self-Government: A K–12 Civics Report Card*, National Association of Scholars, <https://www.nas.org/reports/learning-for-self-government>.
11. Thomas Sowell, *Black Education: Myths and Tragedies* (David McKay Company, 1972).
12. Abigail and Stephen Thernstrom, *No Excuses: Closing the Racial Gap in Learning* (Simon & Schuster, 2004).

Additional Reading: Florida's B.E.S.T. Standards: English Language Arts: Civics Literacy Reading List

Kindergarten and Grade 1

1. Philip Abraham, *George Washington* (Children's Press, 2002).
2. David A. Adler, *A Picture Book of Benjamin Franklin* (Holiday House, 2018).
3. Cara Ashrose, *The Very First Americans* (Grosset & Dunlap, 1993).
4. Peter Barnes, *Woodrow, the White House Mouse* (Little Patriot Press, 2012).
5. Lloyd G. Douglas, *The White House* (Welcome Books, 2003).
6. Mary Firestone, *The Liberty Bell* (Picture Window Books, 2007).
7. Jean Fritz, *Just a Few Words, Mr. Lincoln: The Story of the Gettysburg Address* (Penguin Young Readers, 1993, 2021).
8. Elissa Grodin, *D is for Democracy: A Citizen's Alphabet* (Sleeping Bear Press, 2006).
9. John Herman, *Red, White, and Blue: The Story of the American Flag* (Penguin Young Readers, 1998).

10. Bill Martin, Jr. and Michael Sampson, *I Pledge Allegiance* (Candlewick, 2002, 2004).
11. Megan McDonald, *Saving the Liberty Bell* (Atheneum/Richard Jackson Books, 2005).
12. Norman Pearl, *The Bald Eagle* (Picture Window Books, 2007).
13. Barb Rosenstock, *The Camping Trip that Changed America: Theodore Roosevelt, John Muir, and Our National Parks* (Dial Books, 2012).
14. Pam Muñoz Ryan, *The Flag We Love* (Charlesbridge, 1996, 2000).
15. Pegi Deitz Shea, *Liberty Rising* (Square Fish, 2005, 2013).
16. Peter Spier, *The Star-Spangled Banner* (Dragonfly Books, 1973, 1992).

Grades 2 and 3

1. Baron Bedesky, *What is a Government?* (Crabtree Publishing Company, 2008).
2. Connor Boyack, *The Tuttle Twins and the Miraculous Pencil* (Libertas Press, 2014).
3. Connor Boyack, *The Tuttle Twins Learn about the Law* (Libertas Press, 2014).
4. Selene Castrovilla, *Revolutionary Friends: General George Washington and the Marquis de Lafayette* (Calkins Creek, 2013).
5. David Catrow, *We the Kids: The Preamble to the Constitution of the United States* (Puffin Books, 2002, 2005).
6. Lynne Cheney, *We the People* (Simon & Schuster, 2012).
7. Eileen Christelow, *Vote!* (Clarion Books, 2018).
8. Barbara Cooney, *Eleanor* (Puffin Books, 1999).
9. Nancy Loewen, *We Live Here Too! Kids Talk About Good Citizenship* (Picture Window Books, 2002).
10. Betsy Maestro, *A More Perfect Union: The Story of Our Constitution* (HarperCollins, 2008).

11. Betsy and Giulio Maestro, *The Story of the Statue of Liberty* (HarperCollins, 1989).
12. Ann Matzke, *What Are the Branches of Government?* (Turtleback, 2021).
13. Catherine Osornio, *The Declaration of Independence from A to Z* (Pelican, 2010).
14. Suzanne Slade, *Susan B. Anthony: Fighter for Freedom and Equality* (Picture Window Books, 2007).
15. Alex Tavoularis and Barbara Mitchell, *Father of the Constitution: A Story about James Madison* (Lerner Classroom, 2003).
16. Christine Taylor-Butler, *The Congress of the United States* (Children's Press, 2008).

Grades 4 and 5

1. Michael Burgan, *The Bill of Rights* (Compass Point Books, 2001).
2. Michael Burgan, *The Reconstruction Amendments* (Compass Point Books, 2006).
3. Warren Colman, *The Constitution* (Children's Press, 1987).
4. Terri DeGezelle, *The Great Seal of the United States* (Capstone Press, 2004).
5. Jean Fritz, *Shh! We're Writing the Constitution* (Puffin Books, 1997).
6. Ann Heinrich, *The Emancipation Proclamation* (Compass Point Books, 2002).
7. Charles C. Mann, *Before Columbus: The Americas of 1491* (Atheneum Books, 2009).
8. Thomas Jefferson et al., *Declaration of Independence (1776)*.
Print: Bruce Frohnen, *The American Republic: Primary Sources* (Liberty Fund, 2002).
9. John Kaminski, *James Madison: Champion of Liberty and Justice* (Parallel Press, 2015).
10. Abraham Lincoln, *Gettysburg Address (1863)*.
Print: Joslyn T. Pine, ed., *The Declaration of Independence and Other Great Documents of American History, 1775–1865* (Dover Thrift Editions, 2000).

11. James Madison, *Bill of Rights* (1791).
Print: Bruce Frohnen, *The American Republic: Primary Sources* (Liberty Fund, 2002).
12. Syl Sobel, *The U.S. Constitution and You* (B.E.S. Publishing, 2012).
13. William David Thomas, *What Are the Parts of Government?* (Gareth Stevens Publishing, 2008).
14. United States Constitution (1787).
Print: Bruce Frohnen, *The American Republic: Primary Sources* (Liberty Fund, 2002).

Grades 6, 7, and 8

1. Samuel Adams, *The Rights of the Colonists* (1772).
Online: Samuel Adams, *The Rights of the Colonists*, Teaching American History, <https://teachingamericanhistory.org/document/the-rights-of-the-colonists/>.
2. Frederick Douglass, *Narrative of the Life of Frederick Douglass* (Dover Thrift Editions, 2016).
3. Catherine Drinker Bowen, *Miracle at Philadelphia: The Story of the Constitutional Convention May–September 1787* (Perfection Learning, 1966, 2021).
4. J. Hector St. John de Crèvecoeur, *Letters from an American Farmer* (Penguin Classics, 1981).
5. Russell Freedman, *Lincoln: A Photobiography* (Clarion Books, 1989).
6. Mark Friedman, *The Democratic Process* (Children’s Press, 2012).
7. Jean Fritz, *Alexander Hamilton: The Outsider* (Puffin Books, 2012).
8. Sue Hurwitz, *Democracy* (Perfection Learning, 2004).
9. Kathleen Krull, *A Kids’ Guide to the Bill of Rights: Curfews, Censorship and the 100-Pound Giant* (HarperCollins, 1999).
10. Linda R. Monk, *Words We Live By: Your Annotated Guide to the Constitution* (Hachette Books, 2004).
11. Charlie Ogden, *Government and Democracy* (BookLife, 2016).

12. Garry Wills, *Explaining America: The Federalist* (Doubleday, 1981).
13. Supreme Court Cases
14. *Marbury v. Madison* (1803)
Online: *Marbury v. Madison*, 5 U.S. 137 (1803), Justia, <https://supreme.justia.com/cases/federal/us/5/137/>.
15. *McCulloch v. Maryland* (1819)
Online: *McCulloch v. Maryland*, 17 U.S. 316 (1819), Justia, <https://supreme.justia.com/cases/federal/us/17/316/>.
16. *Dred Scott v. Sandford* (1857)
Online: *Dred Scott v. Sandford*, 60 U.S. 393 (1856), Justia, <https://supreme.justia.com/cases/federal/us/60/393/>.
17. *Plessy v. Ferguson* (1896)
Online: *Plessy v. Ferguson*, 163 U.S. 537 (1896), Justia, <https://supreme.justia.com/cases/federal/us/163/537/>.
18. *Schenck v. United States* (1919)
Online: *Schenck v. United States*, 249 U.S. 47 (1919), Justia, <https://supreme.justia.com/cases/federal/us/249/47/>.
19. *Korematsu v. United States* (1944)
Online: *Korematsu v. United States*, 323 U.S. 214 (1944), Justia, <https://supreme.justia.com/cases/federal/us/323/214/>.
20. *Brown v. Board of Education* (1954)
Online: *Brown v. Board of Education of Topeka*, 347 U.S. 483 (1954), Justia, <https://supreme.justia.com/cases/federal/us/347/483/>.
21. *Gideon v. Wainwright* (1963)
Online: *Gideon v. Wainwright*, 372 U.S. 335 (1963), Justia, <https://supreme.justia.com/cases/federal/us/372/335/>.
22. *Miranda v. Arizona* (1966)
Online: *Miranda v. Arizona*, 384 U.S. 436 (1966), Justia, <https://supreme.justia.com/cases/federal/us/384/436/>.

23. *Loving v. Virginia* (1967)
Online: *Loving v. Virginia*, 388 U.S. 1 (1967), Justia, <https://supreme.justia.com/cases/federal/us/388/1/>.
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