

**United States History Standards
for Grades 5-12**

Era and Standards	Overview
<p>Era 1: Three Worlds Meet (Beginnings to 1620)</p> <p>Standard 1: Comparative characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450</p> <p>Standard 2: How early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples</p>	<p>The study of American history properly begins with the first peopling of the Americas more than 30,000 years ago. Students will learn about the spread of ancient human societies in the Americas, North and South, and their adaptations to diverse physical and natural environments. This prepares students to address the historical convergence of European, African, and Native American people starting in the late 15th century when the Columbian voyages began. In studying the beginnings of North American history, it is important for students to understand that Indian societies, like peoples in other parts of the world, were experiencing change--political, economic, and cultural--on the eve of the arrival of Europeans. The history of the Native Americans was complex, and it was continuing even as European settlers landed on South and North American shores.</p>

Standard	Grade Level	Objective TLW (The Learner Will):	Lesson Cues
<p>Standard 1: Comparative characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450</p> <p>Standard 1A: The student understands the patterns of change in indigenous societies in the Americas up to the Columbian voyages.</p>	5-12	Compare and contrast different sets of ideas	Draw upon data provided by archaeologists and geologists to explain the origins and migration from Asia to the Americas and contrast them with Native Americans' own beliefs concerning their origins in the Americas.
	5-12	Reconstruct patterns of historical succession and duration	Trace the spread of human societies and the rise of diverse cultures from hunter-gatherers to urban dwellers in the Americas.
	9-12	Analyze multiple causation	Explain the common elements of Native American societies such as gender roles, family organization, religion, and values and compare their diversity in languages, shelter, labor systems, political structures, and economic organization.
	7-12	Analyze multiple causation	Explore the rise and decline of the Mississippian mound-building society.
<p>Standard 1B: The student understands changes in Western European societies in the age of exploration.</p>	5-12	Identify historical antecedents	Appraise aspects of European society, such as family organization, gender roles, property holding, education and literacy, linguistic diversity, and religion.
	9-12	Analyze cause-and-effect relationships	Describe major institutions of capitalism and analyze how the emerging capitalist economy transformed agricultural production, manufacturing, and the uses of labor.
	7-12	Analyze multiple causation	Explain the causes and consequences of European Crusades in Iberia and analyze connections between the Christian crusading tradition and European overseas exploration.

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	7-12	Explain the influence of ideas	Explain dissent within the Catholic Church and analyze the beliefs and ideas of leading religious reformers.
	9-12	Identify historical antecedents	Analyze relationships among the rise of centralized states, the development of urban centers, the expansion of commerce, and overseas exploration.
Standard 1C: The student understands developments in Western African societies in the period of early contact with Europeans.	5-12	Draw upon data in historical maps	Describe the physical geography of West and Central Africa and analyze its impact on settlement patterns, cultural traits, and trade.
	9-12	Analyze multiple causation	Describe general features of family organization, labor division, agriculture, manufacturing, and trade in Western African societies.
	7-12	Examine the influence of ideas	Describe the continuing growth of Islam in West Africa in the 15th and 16th centuries and analyze interactions between Islam and local religious beliefs and practices.
	9-12	Analyze multiple causation	Analyze varieties of slavery in Western Africa and the economic importance of the trans-Saharan slave trade in the 15th and 16th centuries.
	9-12	Analyze cause-and-effect relationships	Analyze the varying responses of African states to early European trading and raiding on the Atlantic African coast.
Standard 1D: The student understands the differences and similarities among Africans, Europeans, and Native Americans who converged in the western hemisphere after 1492.	5-12	Compare and contrast different political systems	Compare political systems, including concepts of political authority, civic values, and the organization and practice of government.
	5-12	Compare and contrast different social organizations	Compare social organizations, including population levels, urbanization, family structure, and modes of communication.
	5-12	Compare and contrast different economic institutions	Compare economic systems, including systems of labor, trade, concepts of property, and exploitation of natural resources.

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	5-12	Compare and contrast the influence of ideas	Compare dominant ideas and values including religious belief and practice, gender roles, and attitudes toward nature.
<p>STANDARD 2: How early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.</p> <p>Standard 2A: The student understands the stages of European oceanic and overland exploration, amid international rivalries, from the 9th to 17th centuries.</p>	5-12	Draw upon data in historical maps	Trace routes taken by early explorers, from the 15th through the 17th century, around Africa, to the Americas, and across the Pacific.
	7-12	Assess the importance of the individual in history	Evaluate the significance of Columbus' voyages and his interactions with indigenous peoples.
	5-12	Compare and contrast different sets of ideas	Compare English, French, and Dutch motives for exploration with those of the Spanish.
	9-12	Consider multiple perspectives	Appraise the role of national and religious rivalries in the age of exploration and evaluate their long-range consequences.
	7-12	Hypothesize the influence of the past	Evaluate the course and consequences of the "Columbian Exchange."
<p>Standard 2B: The student understands the Spanish and Portuguese conquest of the Americas.</p>	7-12	Compare and contrast differing sets of ideas	Describe the social composition of the early settlers and compare their various motives for exploration and colonization.
	5-12	Examine the influence of ideas	Explain and evaluate the Spanish interactions with such people as Aztecs, Incas, and Pueblos.
	9-12	Appreciate historical perspectives	Describe the evolution and long-term consequences of labor systems such as encomienda and slavery in Spanish and Portuguese America.
	7-12	Analyze cause-and-effect relationships	Analyze connections between silver mined in Peru and Mexico and the rise of global trade and the price revolution in 16th-century Europe.