

DIOCESE OF FALL RIVER

Social Studies Overviews for Grades 5 – 8

PLEASE NOTE: Previously, each of the following regions has come to consensus as to what Social Studies Course(s) and Learning Outcomes would be taught and accomplished at each of the middle school grade levels.

New Bedford:

- Grade 5 - World Geography (Africa & Asia)
- Grade 6 – Ancient Civilizations; World Geography
- Grade 7 – US History I to Civil War (1877)
- Grade 8 – US History II Civil War to Present

Taunton/Attleboro:

- Grade 5 – Pre-Columbian History to the Constitution Convention; World Geography (Central and South America)
- Grade 6 – Ancient Civilization; World Geography (Mid-East to Eastward Europe)
- Grade 7 – US History Constitution Convention to 1900; World Geography (Europe)
- Grade 8 – Us History 1900 to Present; World Geography (Africa & Australia)

Fall River:

- Grade 5 – World History & Geography Skills (Prehistory, Africa, China, India and Australia/Oceania)
- Grade 6 – Ancient Civilization & Geography Skills (Mesopotamia/Israel, Egypt, Phoenicia, Greece & Rome)
- Grade 7 - U.S. History I (including pre-Colombian civilizations)
- Grade 8 – U.S. History II

Cape Cod:

- Grade 5 – World Geography
- Grade 6 – Ancient Civilizations; Geography (map skills)
- Grade 7 – US History (land-bridge to Pre-Civil War); Geography (map skills)
- Grade 8 – US History (Pre-Civil War to Present); Geography (map skills)

U.S. History Part I – Diocese of Fall River Middle School Social Studies Learning Outcomes

Pre-Columbian Civilizations
1. Interpret timeline of events studied.
2. Identify the three major Pre-Columbian civilizations that existed in Central and South America as the Maya, Aztec, and Inca.
3. Describe the political structures, religious practices and use of slaves for each civilization.
4. Locate each civilization on a map.
5. Explain reasons for the decline of the Aztec and Inca civilizations in the 16 th century.
6. Describe how geography and climate influenced the way these nations lived and adjusted to the natural environment, including locations of the villages, the distinct structures they built, and how they obtained food, clothing, tools and utensils.
7. Compare and contrast the varied customs and folklore traditions of these nations.
Explorers
1. Examine the explorers and identify their accomplishments, and the obstacles they faced (Vasco Da Gama, Vasco Nunez De Balboa, Christopher Columbus, Amerigo Vespucci, Etc.).
2. Describe the entrepreneurial characteristics of early explorers.
3. Explore the technological developments that made sea exploration by latitude and longitude possible.
4. Trace the routes of major explorers including the distances traveled and the Atlantic routes that linked Africa, the West Indies, the British colonies and Europe.
5. Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.
6. Describe what each explorer sought when his journey began, what he found, and how the discoveries changed the image of the world.
7. Interpret maps used by explorers.
8. Use maps and globes to identify absolute locations (latitude and longitude).
9. Identify the location of the North and South Poles, the equator, the Prime Meridian and the Hemispheres.
10. Compare maps of the modern world with historical maps of the world before the Age of Exploration and describe the changes in the 16 th and 17 th century maps.
11. Describe the goals and extent of the Dutch settlement in New York, the French settlement in Canada, the Spanish settlements in Florida, the Southwest, and the missions in California.
12. Compare and contrast the early relationships of the English settlers to the Indigenous peoples in North America, including the differing views on ownership, the use of land, and the conflicts between them.
13. Describe the hardships of the Pilgrims during their first winter.
14. Appraise the lasting effects of the Mayflower Compact.
15. Recall the traditions of the First Thanksgiving.

U.S. History Part I – Diocese of Fall River Middle School Social Studies Learning Outcomes

16. Identify major leaders and groups responsible for the founding of the original colonies in North America.
17. Identify the thirteen colonies and their location on a map and describe how regional differences in climate, types of farming, populations, and sources of labor shaped their economies and societies through the 18 th century.
18. Discuss the importance of maritime commerce and the development of the economy of Colonial Massachusetts, using services of historical societies and museums as needed.
19. Identify the founders of and the reasons for the establishment of educational institutions in the colonies.
20. Explain the development of colonial governments and describe how these developments contributed to the Revolution.
21. Describe the religious aspect of the earliest colonies.
22. Analyze the early democratic ideas and practices that emerged during the Colonial Period, including the significance of representative assemblies and town meetings.
23. Define what an entrepreneur is and give examples from Colonial History of an entrepreneur (Peter Faneuil and Benjamin Franklin).
The American Revolution
1. Discuss 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 (Stamp Act, Townshend Acts, Tea Act, and Intolerable Acts).
2. Identify the causes of the Boston Massacre and explain the events of the Boston Tea Party.
3. Identify the Declaration of Independence and explain the meaning and key ideas on equality, natural rights, the rule of law, and the purpose of government.
4. Compare and contrast the life and achievements of important leaders during the Revolution (George Washington, John Adams, and John Hancock).
5. Describe the roles of the Sons of Liberty and the 1773 Tea Party.
6. Identify the major battles of the Revolution and explain the facts leading to American victory and British defeat.
7. Explain the significance of the First and Second Continental Congresses.
8. Map the major military battles, campaigns, and turning points of the Revolutionary War.
9. Analyze the contributions of France, other nations, and individuals to the outcome of the Revolution.
10. Identify the different roles women played during the Revolution.
11. Identify different ways of dating historical narratives.
12. Observe and identify details in cartoons, photographs, charts, and graphs relating to historical narratives.
The Constitution
1. Identify the major leaders of the Constitutional Convention and describe the major issues they debated.
2. Identify the Constitution of the Commonwealth of Massachusetts, including the date, its primary author, and the basic rights it affords the citizens of the Commonwealth.

U.S. History Part I – Diocese of Fall River Middle School Social Studies Learning Outcomes

3. Describe Shay's rebellion of 1786-87 and explain why it was one of the crucial events leading to the Constitutional Convention.
4. Explain the reasons for the adoption of the Articles of confederation and its later failure.
5. Describe the responsibilities of the government at the federal, state, and local levels.
6. Describe the basic principles of American Democracy and explain how the Constitution and the Bill of Rights reflect and preserve these principles.
7. Identify the three branches of the U.S. government as outlined by the Constitution, their functions, and what features were unique to that time.
8. Interpret the Bill of Rights and describe their reasons for their inclusion in the constitution in 1791.
9. Discuss how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the President, and the Supreme Court.
The Changing West
1. Identify and explain the reasons why people moved West.
2. Analyze the events leading up to and the significance of the Louisiana Purchase in the territorial expansion of the United States.
3. Identify and describe the challenges the Native Americans faced as the settlement in the West expanded.
4. Describe the expedition of the Lewis and Clark from 1803-06.
5. Analyze the causes of the War of 1812 and how events during the war contributed to a sense of American nationalism.
6. Discuss the waves of immigrants from Europe between 1789-1850 and their modes of transportation into the Ohio and Mississippi valleys and through the Cumberland Gap.
7. Identify the explorations of the Trans-Mississippi West following the Louisiana Purchase.
8. Distinguish between political and topographical maps and identify specialized maps that show information such as population, income, or climate change.
9. Give examples of the way people saved their money and explain the advantages and disadvantages of each.
10. Define profit and describe how it is an incentive for entrepreneurs.

U.S. History Part II – Diocese of Fall River Middle School Social Studies Learning Outcomes

Civil War - Present
1. Describe the rapid growth of slavery in the South after 1800 and analyze slave life and resistance on plantations and farms across the South, as well as the impact of the cotton gin on the economics of slavery and Southern agriculture.
2. Summarize the growth of the American education system and Horace Mann's campaign for free compulsory public education.
3. Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism.
4. Describe important religious trends that shaped antebellum America,
5. Analyze the goals and effect of the antebellum women's suffrage.
6. Describe how the different economies and cultures of the North and South contributed to the growing importance of sectional politics in the early 19 th century.
7. Summarize the critical developments leading to the Civil War.
8. Ascertain Abraham Lincoln's views on slavery, and the political obstacles he encountered.
9. Analyze the roles and policies of various Civil War leaders and describe the importance of Civil War battles and events.
10. Provide examples of the various effects of the Civil War.
11. Explain the policies and consequences of Reconstruction.
12. Explain the various causes and important consequences of the Industrial Revolution.
13. Describe the causes of the immigration of Southern and Eastern Europeans, and Chinese, Korean, and Japanese to America in the late 19 th and early 20 th century, and describe the major roles of these immigrants in the industrialization of America.
14. Analyze the causes of the continuing westward expansion of the American people after the Civil War and the impact of this migration on the Native Americans.
15. Analyze the post-Civil War struggles of African Americans and women to gain basic civil rights.
16. Explain the formation and goals of unions as well as the rise of radical political parties during the Industrial era.
17. Analyze the causes and course of America's growing role in world affairs from the Civil War to World War I.
18. 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.
19. Identify the origins of Progressivism and important accomplishments of Progressivism.
20. Describe the various causes and consequences of the Great Depression.
21. Analyze the important policies, institutions, and personalities of the New Deal era.
22. Analyze the causes of WWII and summarize the major battles and events of the war.
23. Explain the reasons for the dropping of atom bombs on Japan and its short and long-term effects.
24. Detail important domestic events that took place during World War II.

U.S. History Part II – Diocese of Fall River Middle School Social Studies Learning Outcomes

25. Analyze the factors that contributed to the Cold War and describe the policy of containment as America's response to Soviet expansionist policies.
26. Comprehend the causes and consequences of important domestic Cold War trends.
27. Analyze the roots of domestic anti-communism as well as the origins and consequences of McCarthyism.
28. Explain the causes, course, and consequences of the Vietnam War and summarize the diplomatic and military policies of Presidents Eisenhower, Kennedy, Johnson, and Nixon.
29. Detail the origins, goals, and key events of the Civil Rights movement and describe its accomplishments.
30. Analyze the causes and course of the women's rights movement in the 1960s and 1970s.
31. Analyze the important domestic policies and events that took place during the presidencies of Kennedy, Johnson, and Nixon.
32. Appraise the presidency of Ronald Reagan.
33. Describe some of the major economic and social trends of the late 20 th century.
34. Analyze the important domestic policies and events of the Clinton presidency.
35. Explain the importance of the 2000 presidential election.
36. Recognize the course and consequences of America's recent diplomatic initiatives.
37. Identify important current events in America and the world.

Ancient Civilizations – Diocese of Fall River Middle School Social Studies Learning Outcomes

Ancient Civilizations
1. Compare information shown on modern and historical maps of the same region.
2. Use correctly the words or abbreviations for identifying time periods or dates in historical narrative (decade, age, era, century, millennium, AD/CE, BC/BCE, c. and circa). Identify I BC/BCE dates the higher number as indicating the older year (that is, 3000 BC/BCE is earlier than 2000 BC/BCE).
3. Construct and interpret timelines of events and civilizations studied.
4. Distinguish between primary and secondary sources and describe how each kind of source is used in interpreting history.
5. Identify multiple cause and effects when explaining historical events.
6. Describe ways of interpreting archaeological evidence from societies leaving no written records.
7. Define and use correctly words and terms relating to government such as city-state, dynasty, kingdom, empire, republic, separation of powers, civic duty, rule of law, military.
8. Define and apply economics concepts learned in pre-kindergarten through grade 6; producers, consumers, goods, services, buyers, sellers, natural resources, taxes, specialization, savings, entrepreneur, process, markets, scarcity, trade, barter, money
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.
2. Identify sites in Africa where archaeologists have found evidence of the origins of modern human beings and describe what the archaeologists found.
3. List the characteristics of the hunter - gatherer societies of the Paleolithic Age.
4. Explain the importance of the invention of metallurgy and agriculture.
5. Describe how the invention of agriculture related to the settlement, population growth, and the emergence of civilization.
6. Examine the characteristics of civilization: the presence of geographic boundaries and political institutions; an economy that produces food surpluses; a concentration of population in distinct areas or cities; the existence of social classes; developed systems of religion, learning, art, and architecture; and a system of record keeping
Mesopotamia
1. Locate on a historical map, the Tigris and Euphrates Rivers. Identify Sumer, Babylon, and Assyria, as successive civilizations and empires in this region. Explain why the region is sometimes called the Fertile Crescent.
2. Identify on a modern map: Iraq, Iran, Turkey.
3. Define polytheism as the religious belief of the people in the Mesopotamian civilizations.
4. Describe how irrigation, metalsmithing, slavery, the domestication of animals, and the inventions (the wheel, the sail, and the plow) contributed to the growth of Mesopotamian civilization.

Ancient Civilizations – Diocese of Fall River Middle School Social Studies Learning Outcomes

5. Analyze the important achievements of Mesopotamian civilization: system of writing and its importance in record keeping and tax collection; monumental architecture (ziggurat); and art (large relief sculpture, mosaics, and cylinder seals).
6. Identify who Hammurabi was and explain the basic principle of justice in Hammurabi's Code ("an eye for an eye").
Ancient Israel
1. Using an historical map, locate Asia Minor, Greece, Mesopotamia, and the kingdoms of: the Hittites, the Israelites, and the Egyptians.
2. Locate Egypt, Greece, Israel, Jordan, Lebanon, the area governed by the Palestinian Authority, Syria, and Turkey on a modern map.
3. Identify the ancient Israelites, or Hebrews, and trace their migration from Mesopotamia to the land called Canaan. Explain the role of Abraham and Moses in their history.
4. Describe the monotheistic religion of the Israelites: the belief 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; and the Hebrew Bible (Old Testament) as part of the history of early Israel.
5. Explain 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.
6. Analyze the Diaspora after the destruction the second temple in Jerusalem in 70 AD, and the renaming of the country by the Romans.
Phoenicia
1. Create a map of the ancient Mediterranean world. Locate Greece, Asia Minor, Crete, Phoenicia, the Aegean Sea, and the Red Sea.
2. Locate on a modern map: Greece, Crete, Turkey, Lebanon, and Syria.
3. Identify the Phoenicians as the successors to the Minoans in dominating maritime trade in the Mediterranean from c. 1000 - 300 BC.
4. Describe how the Phoenicians writing system was the first alphabet and the precursor of the first complete alphabet developed by the ancient Greeks.
Ancient Egypt
1. Create an historical map of the Mediterranean region. Locate the Mediterranean Sea, the Red Sea, the Nile River Delta, and the areas of Ancient Nubia and Egypt. Identify the locations of Ancient Upper and Lower Egypt.
2. Locate Egypt and Sudan on a modern map.
3. Analyze the kinds of evidence that have been used by archaeologists and historians to draw conclusions about the social and economic characteristics of Ancient Nubia and Ancient Egypt.
4. Explore the roles of the pharaoh, peasants, and slaves in Ancient Egypt.
5. Describe the polytheistic religion of Ancient Egypt with the respect to beliefs about death, the afterlife, mummification, and the roles of different deities.

Ancient Civilizations – Diocese of Fall River Middle School Social Studies Learning Outcomes

6. Summarize important achievements of Egyptian civilizations: the Egyptian agricultural system; the invention of the calendar; monumental architecture and art such as the pyramids and the Sphinx at Giza; hieroglyphic writings; and the invention of papyrus.

Ancient India

1. Create an historical map, locating the Ganges and Indus Rivers, Harappa and Mohenjo-Daro, Asoka's empire, Hindu Kush Mountains, Kyber and Bolan Passes, Himalaya Mountains, Indian Ocean.
2. Locate on a modern map the countries of India, Sri Lanka, Pakistan, Bangladesh, Bhutan, and Nepal and Arabian Sea, Bay of Bengal, and Indian Ocean.
3. Explain how the winter and summer monsoons effect the region.
4. Describe the kinds of evidence that archaeologists have found that show the Indus cities were planned.
5. Analyze how the Aryan invasion affected the societies of the Indus Valley.
6. Examine the religions of the subcontinent: Hinduism and Buddhism.
7. Explore the beginning of Buddhism, its founder and his teachings of meditation and nonviolence, including nirvana or lasting peace.
8. Discuss the rise of the Maurya Empire in India.

Ancient China

1. Locate on a modern map: China, Mongolia, Huang He and Yangzi Rivers, North Korea, Taiwan, Hong Kong, East China Sea, South China Sea and the Gobi Desert.
2. Explain the reasons for the isolation of the Chinese people.
3. Explain why the Huang He River was called China's Sorrow.
4. Discuss why the family was China's center of society.
5. Explore the early life of Confucius. Explain his philosophy and the impact it had on China.
6. Identify how China became united during the Qin Dynasty, emphasizing the role of Shu Huangdi.
7. Describe the rise of the Han Dynasty. Compare and contrast the Han Dynasty and the Qin Dynasty.
8. Examine the contributions of the Chinese civilization to trade, language and literature, technology, arts, and medicine.

Ancient Greece

1. Create an historical map of the Mediterranean area. Locate Greece and trace the extent of its influence to 300 BC.
2. Locate on a modern map: England, the Middle East, the Indian Subcontinent, France, Greece, Italy, Spain, Crete, Egypt, India, the Middle East, Pakistan and Turkey.
3. Explain how the geographical locations of Athens and other city-states contributed to maritime trade, colonization, and cultural expansions.
4. Explain the democratic political concepts developed in Ancient Greece.
5. Compare and contrast life in Athens and Sparta.
6. Describe the status of women in Ancient Athens.
7. Describe the role of slaves in Ancient Athens.

Ancient Civilizations – Diocese of Fall River Middle School Social Studies Learning Outcomes

8. Analyze the causes, course, and consequences of the Persian Wars, including the origin of marathons.
9. Analyze the causes and consequences of the Peloponnesian War.
10. Evaluate the rise of Alexander the Great and the spread of Greek culture.
11. Explore the myths and stories of classical Greece.
12. Explain why the city-states of Greece instituted a tradition of athletic competitions and describe the kind of sports they featured.
13. Document the purposes and functions of the lyceum, the gymnasium, and the Library of Alexandria.
14. Identify the major accomplishments of the Ancient Greeks: Thales; Pythagoras and Euclid; Hippocrates; Socrates, Plato, Aristotle, Herodotus, Thucydides, Homer, Aeschylus, Sophocles, Aristophanes, and Euripides; and the building of Parthenon, the Acropolis, and the Temple of Apollo and the development of the first complete alphabet with symbols for consonants and vowels.
Ancient Rome
1. Create an historical map identifying Ancient Rome and trace the extent of the Roman Empire to 500 AD.
2. Explain how the geographic location of Rome contributed to the shaping of Roman society and the expansion of its political power in the Mediterranean region and beyond.
3. Explore the rise of the Rome Republic and the role of mythical and historical figures in Roman history: Romulus and Remus; Hannibal and the Carthaginian War; Cicero; Julius Caesar and Augustus; and Hadrian.
4. Examine the government of the Roman Republic and its contribution to the development of democratic principles.
5. Explore the influences of Julius Caesar and Augustus in Rome's transition from a republic to an Empire. Explain the reasons for the growth and long life of the Roman Empire: military organization, tactics, and conquests, and decentralized administration; the purpose and function of taxes; the promotion of economic growth through the use of standard currency, road construction, and the protection of trade routes; and the benefits of a Pax Romana.
6. Describe the origins of Christianity and its central features.
7. Identify how inner and external forces led to the disintegration of the Roman Empire.
8. Discuss the contribution of Roman civilization to law, literature, poetry, architecture, engineering and technology.
9. Examine the spread and influence of the Roman alphabet and the Latin language.

World Geography – Diocese of Fall River Middle School Social Studies Learning Outcomes

These 15 outcomes should be applied to each of the world regions identified in the Massachusetts Frameworks; Africa, Western Asia, Central and South Asia, Southeast Asia and Oceania, North and East Asia, Europe, and South America.

World Geography
1. Use map and globes skills learning in pre-kindergarten to grade five to interpret different kinds of projections, as well as topographic, landform, political, populations, and climate maps
2. Use geographic terms correctly, such as <i>delta, glacier, location, settlement, region, natural resource, human resource, mountain, hill, plain, plateau, river, island, isthmus, peninsula, erosion, climate, drought, monsoon, hurricane, ocean, and wind currents, tropics, rain forest, tundra, desert, continent, region, country, nation, and urbanization.</i>
3. Interpret geographic information from a graph or chart and construct a graph or chart that conveys geographic information (e.g., about rainfall, temperature, or population size data).
4. Explain the difference between absolute and relative location and give examples of different ways to indicate relative location for countries or cities across the world.
5. Identify how current world atlases are organized and the kind of information they provide for each continent and country.
6. Identify what time zones are, when and how the precise measurement of longitude was scientifically and historically determined, the function and location of the international date line, and the function of the Royal Observatory in Greenwich, England, and give examples of differences in time in countries in different parts of the world.
7. Use the following demographic terms correctly: <i>ethnic group, religious group, and linguistic group.</i>
8. Define what a nation is and give examples of the different ways nations are formed.
9. Give examples of several well-known international organizations (e.g., the North Atlantic Treaty Organization, the World Bank, the International Monetary Fund, the British Commonwealth, the European Union, and the United Nations) and explain their purposes and functions.
10. Provide examples of currencies from several countries and explain why international trade requires a system of exchanging currency between nations.
11. Give examples of products that are traded among nations, and examples of barriers to trade in these or other products.
12. Define supply and demand and describe how changes in supply and demand affect prices or specific products. <i>Supply is what producers or sellers want to sell or exchange. Demand is what consumers or buyers want to get in exchange or buy.</i>
13. Identify the key elements of a market economy. <i>In a market economy, individual households and business firms following their own self-interest make the major decisions about production and distribution in a decentralized manner.</i>

World Geography – Diocese of Fall River Middle School Social Studies Learning Outcomes

14. Describe how different economic systems (traditional, command, market, mixed) try to answer the basic economic questions of what to produce, how to produce, and for whom to produce.

15. Compare the standard of living in various countries today using gross domestic product per capita as an indicator.