



# Ohio Academy of History Newsletter

Winter 1994

OHIO ACADEMY OF HISTORY NEWSLETTER

Vol. XXV, No. 1

## Perspectives

*At the Executive Council 4 October 1991, it was agreed the "Winter issue [of the Newsletter] be devoted to various topics of interest." Based on this motion the Council agreed to focus the 1994 Winter issue on the Ohio Department of Education's Proposed Model Social Studies Curriculum drafted at its 22 October 1993 meeting. Draft 3, part of which follows, was generously provided by the National Council for History Education, Inc. Because the Model Social Studies Curriculum Draft 3 affects all members of the Ohio Academy of History, I have endeavored to provide what was believed to be the most salient portions of a 127 page document.*

### PROPOSED MODEL SOCIAL STUDIES CURRICULUM DRAFT 3 FOREWORD

In 1983, the State Board of Education responded to the public's increasing expectations for learning by requiring competency-based education in English composition, mathematics, and reading. As a result, the conditions necessary to promote a general education of high quality in all chartered schools have improved markedly. Such improvement is only possible when well-structured local and state leadership recognizes that the responsibility for providing direction to the system of education in the state must accommodate the flexibility necessary to establish educational programs that are responsive to local needs. Education in Ohio has benefited immeasurably as a result of this understanding.

The need for the educational community to be able to document, in language easily understood by the general public, the status of educational progress, is becoming increasingly important. In response to this need, the 118th General Assembly enacted Sections 3301.0715 and 3301.0716 of the Revised Code, which require the board of education of each city, exempted village, and county school district to implement a competency-based education program for grades one through twelve of the district. Subsequently, the General Assembly authorized the State Board of Education to extend the requirements of competency-based education to other academic disciplines as appropriate. In March, 1992, the State Board of Education resolved its intent to extend competency-based education to science and social studies, and directed the Ohio Department of Education to prepare model programs in each discipline.

It is the responsibility of city, exempted village, county, and joint vocational school districts to develop and implement competency-based education programs that compare satisfactorily with the model competency-based education programs adopted by the State Board of Education. Criteria will be provided to guide the development of the required component elements, including performance objectives for each

grade level for composition, mathematics, reading, science and social studies; instruction at each grade level designed to ensure that the specified performance objectives can be attained; provisions for periodic assessment (including annual district-wide grade-level assessments in grades one through eight) of learner performance to measure progress toward achieving the specified performance objectives; a program of intervention services for those who are failing to make satisfactory progress toward achieving the specified performance objectives; and written policies and procedures regarding the participation or exemption of handicapped learners.

The quality of locally developed curricula has never been better. These efforts are acknowledged and commended. We cannot, however, be satisfied with past and current successes. The need to design and implement a curriculum that reflects important and dramatic changes in our society is clear and requires that we be responsive to the educational implications of those changes. These model programs have been designed to improve student achievement, improve the quality of curriculum and instruction and strengthen school and community relationships through better communication.

## INTRODUCTION

The MODEL COMPETENCY-BASED SOCIAL STUDIES PROGRAM is not intended to be used directly by teachers as an instructional guide. Rather, it is designed to provide direction for school districts in developing local competency-based education programs. While the need for local programs to compare satisfactorily with the MODEL is imperative, a great deal of flexibility is afforded to school districts in terms of formatting, gradeclustering, specification of conditions and criteria for performance, and other specifications. These areas should reflect the policies, procedures, and philosophical perspectives of district educators and policy-makers.

The ultimate purpose of the MODEL COMPETENCY-BASED SOCIAL STUDIES PROGRAM is to enhance the quality of social studies learning. In order to achieve this

purpose, school personnel, including social studies teachers and those responsible for curriculum development, have different but complementary roles. The MODEL provides guidance for both. Teachers must be able to translate the grade-level performance objectives into social studies learning experiences that assure that learners are achieving and are challenged to the limits of their abilities. Teachers must be able to assess learner success in terms of both processes and products which focus upon clusters of skills, orchestrations of behaviors, multiple attempts to understand and communicate, and social studies competence that emerges over time. The grade-level performance objectives are designed to inform instructional practice and are especially important to social studies teachers.

Teachers and administrators alike should become familiar with each of the sections in the MODEL. The personnel responsible for curriculum development and competency-based education must be able to view the entire program holistically, yet work to facilitate implementation of the component parts. The introductory sections which follow immediately, while useful for social studies teachers, are designed to provide direction for those responsible for developing the social studies program. In order to help school districts develop the elements of a competency-based education program and to enable the Ohio Department of Education to evaluate school district competency-based education programs, the State Board of Education has established a model competency-based education program. The model includes specification of all of the following for grades prekindergarten through twelve:

1. A model curriculum for instruction in social studies, for each grade level;
2. Model performance objectives in social studies, prekindergarten through twelve;
3. Recommended strategies for standardized, grade-level assessments suitable for measuring progress in meeting performance objectives in social studies for each grade level one through eight;
4. A recommended program of intervention services by grade level for learners who do not make satisfactory progress toward achieving performance objectives in social studies.

School districts are required to develop their own competency-based education programs to compare satisfactorily with each component of Ohio's model competency-based education programs. Comparisons will be made on the basis of criteria established by the Ohio Department of Education. Locally developed curricula and performance objectives will be evaluated through the regular course of study review process. Evaluation of the assessment and intervention components will take place through the Education-Management Information System and/or on-site evaluation.

### **MODEL CURRICULUM**

The model competency-based education program, including all prescribed elements, has been established for social studies by the State Board of Education subsequent to consultation with a broadly representative advisory committee. The model curriculum reflects the most generally accepted research bases, programmatic (prekindergarten-12) scope, effective developmental processes, and relevant

assessment practices. A major objective of competency-based education is to better guarantee correspondence among the written, implemented, and assessed curricula in Ohio schools. It cannot be assumed, however, that the translation of the written curriculum to the taught curriculum to the attained curriculum can be accomplished without a focused effort. That effort must begin with the development and implementation of curriculum and instruction based upon the most current knowledge bases. The curriculum should be comprehensive in scope, and sequenced so as to provide developmentally appropriate instruction as necessary throughout the prekindergarten-12 continuum. The model Social Studies curriculum adopted by the State Board of Education provides Ohio school districts with such a focus.

### **PERFORMANCE OBJECTIVES**

The pupil performance objectives for social studies have been generated from grade-level instructional objectives included in the MODEL. These performance objectives represent the essential rather than the minimal knowledge and skills necessary to develop three critical dimensions of instructional development, i.e., literacy, communications/application, and specialization, that should guide the curricular/instructional program. Even the most clearly defined objectives, however, can provide only the structure necessary to achieve educational excellence. Instruction is the vital force in the process. The State Board of Education recognizes that instructional decision-making is best left in the hands of classroom teachers.

### **ASSESSMENT**

In addition to instruction focused on learner achievement of the specified performance objectives in social studies, competency-based education requires assessment of student progress. A clear distinction is made between the standardized administration of annual district-wide, grade-level assessments in social studies, grades one through eight, and ongoing assessment of student progress in the classroom. Both are critically important components of competency-based education and must be addressed. The use of assessment data for instruction, evaluation, intervention, guidance, and promotion must be specified by each school district in written guidelines. The district-wide, grade-level assessments in grades one through eight must be administered in a standardized fashion. Standardized administration means all students at each grade-level throughout the district receive the same assessment, it is scored in the same manner, and is administered in an appropriate time frame. Assessment results must be reported through the Educational Management Information System (EMIS). Final course grades must be reported for students in grades nine through twelve.

Differences between accountability and instructional assessment are fundamental and necessary. Large-scale assessments, including districtwide tests for competency-based education, are best used to inform policy making relevant to curricular programs. They are necessarily formal and objective, time- and cost-efficient, widely applicable, and centrally processed. The results must be in a form useful to policymakers. This may mean reducing complex processes to a

single score. To ensure the credibility of accountability tests, both the incentives and the means to distort scores must be removed. This is best accomplished by limiting the use of the results of such efforts to monitoring the effectiveness of curricular/instructional programs. The proficiency tests required of students in grades four, six, and nine may very well serve to meet the district-wide, grade-level assessment requirements of competency-based education.

Informed decisions about individual students, including the need for intervention services, are best accomplished through assessment strategies conducted at the classroom level. Current models of learning based on cognitive psychology contend that learners gain understanding when they construct their own knowledge and develop their own cognitive maps of the connections among concepts and facts. It is possible, therefore, to assess students' thinking processes in useful and undistorted ways. Teacher observations and other assessment activities implemented in the classroom may be less reliable (in a statistical sense) than standardized tests, but the accumulation of data gathered about individual students in the course of a school year has much more accuracy in terms of student learning. In short, it is essential that use is made of the wealth of data teachers themselves can provide about their students.

Teachers should not have to set aside good instruction to prepare students to take a test. Instead, good instruction itself should be the best preparation. Assessments designed to support instruction may be characterized as informal, adapted to local context, locally scored, sensitive to short-term change in students' knowledge, and meaningful to students. Assessment tasks should be designed to resemble closely real learning tasks. Such assessments will incorporate tasks that have instructional value in themselves if students are provided with immediate, detailed, and complex feedback. Indicators of competence, such as those which follow, should be used as the bases for making decisions about individual student achievement on prescribed performance objectives.

Coherence of Knowledge. Assessment should tap the connectedness of concepts and the student's ability to access interrelated chunks of information. Student understanding should be demonstrably integrated and structured.

Reasoned Decision Making. Assessment should focus upon the underlying thought processes needed to make decisions rather than the surface features of a task.

Knowledge Use. Complete understanding includes knowing the conditions that mediate the use of knowledge. Assessment should determine students' capacity to do so.

Automatized Skills. Assessment should determine the degree to which students integrate basic component skills into total performance.

Metacognitive or Self-Regulatory Skills. Assessment should determine whether students are able to monitor their own understanding, use strategies to make questions comprehensible, evaluate the relevance of accessible knowledge, and verify their own conclusions.

## PHILOSOPHY

The primary purpose of the prekindergarten through high school social studies program is to help young people understand, through the study of the past and present, what it means to be a human being in society and develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world of finite resources. Social studies is a vital part of the curriculum as it embraces the context within which future adults will act as they apply the knowledge and skills gained from the rest of their school experiences. These future adults must be knowledgeable, thoughtful, participating citizens in many contexts: as members of families, as producers and consumers in the marketplace, as students in schools, as participants in associations, as constituents of different levels of political states, and as members of the global community. They should be able to think creatively and critically in order to solve problems and make decisions.

Social studies is more than a collection of separate disciplines to be offered in a piecemeal fashion throughout a child's schooling. Social studies utilizes the integrated study of social sciences and humanities to accomplish its aims. This study is articulated across grade levels to maintain the focus of the program, the promotion of civic competence. Civic competence means that students will acquire the ability and desire to become fully engaged in the activities of society. This requires the development of appropriate knowledge, participatory skills, and a commitment to democratic principles.

All children can learn the concepts, skills, and attitudes associated with the social studies. Social studies should enable all learners to develop their abilities to the utmost. The stimuli we expect students to use to create knowledge should be developmentally appropriate for the ages of the students involved. The skills we expect students to use should be experienced and practiced repeatedly in relevant situations. And the commitment to democratic principles we expect students to have should be reflected in school experiences. The social studies program must engage learners in situations which call upon their knowledge, require them to apply their skills, and ask them to act in accordance with basic values.

## SOCIAL STUDIES GOALS AND EXIT OUTCOMES

The following goals and exit outcomes provide a context for organizing the social studies program. Three ideas permeate the goals - citizenship, global interdependence, and the place of the individual in society. The primary purpose of the pre-kindergarten through high school social studies program is to help young people understand, through the study of the past and present, what it means to be a human being in society and develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world of finite resources.

The identification of goals is meant to facilitate the mission of the social studies by providing points of focus. The placement of outcomes is somewhat arbitrary as specific outcomes may help to achieve more than one goal. Planning

a social studies program should allow for integrative approaches to accomplishing the goals.

**GOAL 1: To enable learners to gather and interpret information using perspectives from appropriate fields of social studies, to use methods and skills drawn from the social studies, and to actively engage in learning.**

Outcomes: The learner will:

1. use current resources to gather information
2. read and make inferences based upon information drawn from a variety of sources (e.g. primary documents, maps, charts, interviews, art, literature)
3. examine a topic and create an original presentation about the topic
4. compare various perspectives on a given topic
5. develop personal views about social studies themes
6. demonstrate curiosity, open-mindedness, skepticism, and ethical behavior in inquiry based upon the social studies
7. effectively communicate using appropriate facts, generalizations, concepts, and terminology from social studies fields

**GOAL 2: To enable learners to explain how the world's people cope with the challenges of existence, examine issues from multiple perspectives, and exhibit respect for individual and cultural diversity.**

Outcomes: The learner will:

1. use historical, geographic, political, and economic themes to examine how people address questions of existence
2. identify, develop, and examine issues by applying ideas and methods of the social studies
3. examine a topic by using the social studies and other disciplines
4. examine issues by using diverse perspectives (e.g. ideology, culture, ethnicity, individuals in history) to interpret information
5. appreciate the historical and contemporary influences on the individual
6. exhibit respect for diversity, as well as cohesion, among individuals and groups

**GOAL 3: To enable learners to make informed judgements and decisions, act in accordance with democratic processes and principles, and courteously consider differing views.**

Outcomes: The learner will:

1. work independently to accomplish goals
2. work cooperatively (both as a participant and as a leader) to accomplish common goals
3. construct reasoned judgements to support, reject, or generate alternative issue positions
4. advocate a choice (using evidence-based decision making) and act accordingly
5. commit to democratic values as well as the rights and responsibilities of citizenship
6. recognize the global and interdependent nature of many issues
7. consider relevant cultural perspectives when addressing issues

8. apply knowledge of how groups and institutions work to meet individual needs and promote the common good

## SCOPE AND SEQUENCE CONSIDERATIONS

One of the interesting aspects of developing curriculum in social studies is the various ways of establishing a scope and sequence. There is no universal agreement within the social studies community as to what constitutes the best scope and sequence. For example, the National Council for the Social Studies recommended three alternative models and the Bradley Commission suggested three possible scope and sequences for the elementary grades and posited four alternatives for the secondary level. Currently, there are national standards being developed for civics and government, geography, history, and social studies; each with its own idea as to what constitutes the best social studies scope and sequence.

However, despite the diversity in perspectives, the reports agree that social studies curriculum must be developed in such a way as to enable teachers to provide more in-depth instruction to students. While, the instructional aspects are dealt with elsewhere in this MODEL, the curriculum must provide the basis for instruction that presents students with opportunities to develop skills in social studies so that they may learn to think critically about the content being presented.

This approach to curriculum and instruction negates two myths about what constitutes a quality program. Social studies instruction must be much more than the presentation and memorization of factual information. The curriculum must provide opportunities for students to utilize the factual content in ways that make sense to them so that the content has real meaning. Objectives should be developed to enable this to occur. Social studies should provide for in-depth instruction rather than repeated superficial coverages of the same information. There is no evidence that the latter helps students retain that knowledge long after the instruction has occurred. Yet many social studies programs are organized around this premise and students in these schools have several superficial exposures to various events, often to the exclusion of other extremely vital information.

If instruction is to be meaningful, then the scope of what is to be learned at each grade level must be manageable. With the possible exception of primary grades, teachers have been presented with too much to cover in a single school year. It is unrealistic to expect students to learn from Mayans to moonwalking or to learn everything around the world in 180 days. Clearly, other patterns of organizing the curriculum must be considered to provide opportunities for meaningful instruction. One possibility is to allow for an increase in the 120 hours of instructional time that is usually devoted to teach particular subjects. Another is to utilize several grade levels to teach courses that have grown too large for one year's instruction. Many of the scope and sequence reports present examples of how to do that.

It is important to recognize that not every fact in social studies is important for students to learn. As curriculum is developed, consideration should be given to include

content that is vital, that will contribute to the student's development as a participating citizen in a democratic society and interdependent world. There is important knowledge that students will need to have during a lifetime of citizenship. For example, citizens in the United States will need to be much more knowledgeable about cultures, events, and economic development of nations around the world. As technology continues to improve, we will be increasingly in contact with citizens of other nations and citizens of the United States must be as informed about others as they are of us. Future citizens must be capable of utilizing skills learned in dealing with issues that will confront them in the future, both within the United States and in an international context.

The scope and sequence in this MODEL is based on the premise that in order to provide students with the opportunity to learn in greater depth and to be able to think critically about the content they are learning, teachers must be provided with a narrower scope at each grade level. This MODEL presents one way of achieving that goal. However, there are other ways of organizing a scope and sequence and developers of courses of study should not feel that their hands are tied by the scope and sequence presented in this publication. In grades 7 - 10 this model follows one of the suggestions of the National Commission on Social Studies in the Schools and combines United States and world studies into a four-year sequence about people around the world. The United States appears as a part of the larger story. Districts have flexibility in including this in their courses of study. For example, some may decide on a different set of dates as cut off points between the grade levels.

Others may prefer not to organize their scope and sequence around an historical approach but may prefer to use an economic, geographic, or political organizer instead. For example, instead of dividing grades 7 - 10 chronologically, a geographic division might make sense. In each year students may study a different region of the world. Or a political approach may be used in which students study presidential democratic nations, democratic parliamentary countries, monarchies, and totalitarian regimes in different years. An economic approach might focus on agrarian and industrialized economies in different grades.

Yet others may prefer to organize their courses of study so that the boundaries of the various disciplines that comprise the social studies are less evident. In an interdisciplinary or even transdisciplinary approach, students would examine topics of interest or concern and use the knowledge and methodologies of the various disciplines to examine these topics.

However the scope and sequence in the course of study is organized, it must comply with the basic purposes of the scope and sequence presented in this MODEL and prepare students for the citizenship proficiency tests in grades 4, 6, 9, and 12. Students must have the opportunity to develop the skills necessary for a lifetime of active citizenship involvement. They must be aware of the interests as citizens at various levels, including local, state, national, and international. They must be able to develop the skills they need to be able to think critically about issues past, present, and future.

## DEFINITION OF THE STRANDS

The instructional objectives for each grade level are organized under one of six strands. The strands are drawn from and highlight the key elements about the purpose of the social studies program as expressed in the philosophy. By identifying the key elements of the philosophy as organizers for the instructional objectives, the model social studies program assures that the beliefs expressed in the philosophy are addressed at each grade level. The strands also provide the contexts in which the goals and exit outcomes can be achieved. Finally, the strands provide the guideposts to direct the perspectives of the various disciplines contributing to the social studies. The intention is to have classroom instruction weave the strands together using the tools and perspectives of the contributing disciplines while working toward the goals and exit outcomes to implement the vision of citizenship expressed in the philosophy.

The **cultural heritage** strand refers to those aspects of the past that help to make the American people unique among the peoples of the world while at the same time recognizing what we hold in common with other people. What is it that makes us Americans? What common experiences, traditions, and habits do we share? How have we been shaped by the geography of the United States and by its political and economic systems?

The **pluralistic society** strand recognizes that the United States and the world encompass many different racial, ethnic, and religious groups. It also recognizes that factors such as gender and class provide people with different perspectives on issues. In the United States, all of these groups live together in one society. How do we come to appreciate the contributions of each other? How do we learn to work together for the common good?

The United States has never been completely isolated from the rest of the world, but its interactions with other nations have increased dramatically in recent decades. Economic, cultural, and intellectual contacts as well as political contacts are made daily through activities such as financing, tourism, reporting, and diplomacy. Some contacts may be intentional, such as cultural exchanges, and others may be unintended, such as environmental pollution. The **global connections** strand explores the links people make around the world as they attempt to address common problems. How do activities here create or reflect contacts with the rest of the world? How do we respond to the challenges of acting in an interdependent world?

The **resource allocation** strand focuses on decisions societies make in addressing popular wants. What are potential resources and where are they to be found? How are resources utilized and transformed to satisfy wants? What constraints or directions does the society provide when making decisions?

As Americans, we celebrate the fact that we live in a democratic society. But what does that mean? The **democratic ideal** strand examines the principles of democracy and explores the extent to which governments reflect those principles. What are the purposes of government? How should a democratic government strive to accomplish those ends? How well do the practicalities of governing in the United States reflect the challenges of democratic rule?

Finally, the strand of **participatory citizenship** provides a context for examining and engaging in those activities that are part of an adult's public life. How do we work together to accomplish common ends? How can an individual be more effective in a public setting? Why is one's involvement in public affairs important in a democratic society?

The instructional objectives for each grade do not always fit neatly into one or another strand. There are connections between all of the strands and they are all integral to a complete social studies program. Weaving the strands together and showing the connections that exist will enable students to develop the ability to make informed and reasoned decisions for the public good as citizens of culturally diverse, democratic society in an interdependent world.

## SIXTH GRADE INSTRUCTIONAL OBJECTIVES

The sixth grade portion of the program focuses on regions and people found throughout the world. The regions will vary in size (local to international) and type (physical and cultural). They will form the backdrop for the study of ordinary as well as extraordinary people from different times and how they have dealt with a variety of challenges.

Objectives (followed by comments/activities)

### Cultural Heritage

The learner will

1. identify significant individuals from different regions of the world and explain their influence on people from different times
2. group significant individuals by broadly defined historical eras and devise multiple-tier time lines, entering information under different categories

*People from Europe, Asia (Eurasia), Africa, and South America; rulers, writers, artists, and scientists of a region*

3. analyze cause and effect relationships in the lives of people from different cultures and consider the possibility of the accidental as a causal factor in a person's past
4. measure time by millennia and calculate calendar time B.C. and A.D.
5. utilize a variety of resources to consider information from a variety of perspectives
  - A. follow the chronology of a narrative about an individual
  - B. identify authors or sources of narratives on the same subject and inquire into the relative credibility of each source
  - C. identify the central question(s) an historical narrative attempts to address and summarize the conclusions presented
  - D. delineate the elements of an argument put forth in a historical narrative and evaluate the strength of the elements Evaluate on the basis of: fact/interpretations or opinions, relevancy, factual accuracy, primary/secondary sources, clarity/ambiguity.
  - E. acknowledge that historical facts and interpretations are related

*Use biographies, autobiographies. fictional and nonfictional narratives.*

6. describe "the times" in which various people lived

7. compare how different people have dealt with similar environmental challenges

### Pluralistic Society

The learner will

1. identify major immigrations to the United States and provide reasons for the migrations
2. use appropriate maps to locate sources of major immigrations to the United States and indicate the flow of immigration compared to other immigrant groups
3. describe how the customs and traditions immigrant groups brought with them have influenced the American way of life
4. read narratives about individual immigrant experiences in the United States and determine if they substantiate general summaries about immigration

### Global Connections

The learner will

1. identify relative locations of physical and human features of regions of the world

*Focus primarily on Europe, Asia, Australia, South America, and Africa*

2. utilize map skills
  - A. relate the latitudinal locations of world regions to major parallels and longitudinal locations to the major meridians
  - B. find the latitudinal and longitudinal extent, the greatest north/south and east/west distances, and the hemispheric locations of world regions
  - C. use grid systems and compass directions to locate places
  - D. distinguish between relevant and irrelevant information on a map for a specific task
3. determine specific reasons for the location of selected places in world regions and trace the historical change of a populated area to demonstrate differing influences on location
4. use geographic terms to describe physical characteristics of physical regions and associate with information on physical and thematic maps
5. interpret and analyze maps, charts, and graphs to formulate geographic ideas
  - A. compare information on climate, vegetation, and ecosystems within and between regions
  - B. determine relationships among climate, landforms and waterforms, natural vegetation, and ecosystems
  - C. classify and compare political, economic, and social characteristics of past and present regions
  - D. examine time zone relationships to longitude, sizes of countries, and differences with and between world regions
  - E. investigate ideas about relationships among resources, manufacturing and service industries, transportation, and population densities
  - F. draw inferences about criteria used to identify areas as regions
6. examine instances of contacts between people of different regions of the world and determine the reasons for these contacts



7. examine instances of the spread of major philosophical and religious ideas

### Resource Allocation

The learner will

1. explore issues of resource distribution
  - A. use resource maps to describe how resources are unevenly distributed around the world
  - B. indicate how a nation's endowment of resources affects how it answers the fundamental economic questions of what to produce, how to produce, and for whom to produce
  - C. identify a tradeoff which must be made when a resource is used to produce a good or service
  - D. infer the impact uneven distribution of resources has on international trade and opportunity costs
  - E. predict the effects of a country depleting its resources, both on that country and on its trading partners
  - F. suggest ways that international trade allows for more efficient use of world productive resources and increases world production
2. connect international trade with interdependence of nations
  - A. classify examples of goods or services that are traded between nations as import or exports
  - B. gauge the extent to which regions and nations are dependent on other regions and nations
3. explain that interdependence occurs when two or more persons, regions, or nations specialize and exchange goods and services to satisfy their wants

### Democratic Ideal

The learner will

1. distinguish among the characteristics and cite examples of monarchical, democratic, and totalitarian types of government  
*Examples should be drawn from the past as well as the present and should reflect different world cultures*
2. explain the major priorities/aims served by monarchical, democratic, and totalitarian types of government
3. consider how actions and policies of the United States reflect a democratic government and serve the public good
4. discuss the division of powers under the federal system of government in the United States
5. explain how the states and their local governments have principal responsibility for domestic functions in the United States
6. describe and compare the processes for making, amending, enforcing interpreting, and removing laws at the national, state, and local levels
7. discuss how policies and actions of government can promote the public

### Participatory Citizenship

The learner will

1. cite examples of citizen participation in political systems around the world

2. acquire, interpret, and analyze information regarding civic issues
  - A. use a variety of sources to obtain information  
*Include electronic networks.*
  - B. identify points of agreement and disagreement among sources
  - C. evaluate the reliability of available information  
*Accurate use of facts, sources knowledgeable on subject, adequate support of statements*
  - D. draw inferences, predict likely outcomes, and organize ideas
  - E. draw conclusions by reading and interpreting data presented
3. differentiate between facts and opinions and between relevant and irrelevant information when examining civic issues
4. reflect dispositions that will enhance the learner's effectiveness in influencing group action  
*Courtesy, honesty, courage, self-discipline, diligence, responsibility, tolerance*
5. work with others to consider how the public good can be promoted through voluntary and community service
6. cooperate in reaching group goals by identifying and analyzing alternatives by which the goals can be achieved and choosing the best alternative
7. facilitate a project to improve the general welfare of the school or community  
*Help prepare tickets, programs, etc. for school activities; serve as guides for community groups using the school*

## SIXTH GRADE PERFORMANCE OBJECTIVES

1. The learner will identify a significant individual from a different region of the world and discuss cause and effect relationships surrounding a major event in the individual's life
2. After selecting an immigrant group to the United States, the learner will describe customs and/or traditions of the selected group that have influenced the American way of life
3. The learner will locate places on a map by using a grid location system and a direction finder
4. Given information about global resource distribution, the learner will use the information to make an argument about why nations engage in international trade
5. Given characteristics of government, the learner will classify the characteristics as typical of a monarchical, democratic, or totalitarian type of government
6. The learner will cooperate in reaching group goals by identifying and analyzing alternatives through which the goals can be achieved and by helping to choose the best alternative

## NINTH GRADE INSTRUCTIONAL OBJECTIVES

The ninth grade utilizes the time period of 1815 through 1919 to provide a context for the six strands of the social studies program. Events in American history are studied within the realm of world events. This time period is the immediate predecessor to the modern era and

provides excellent opportunities for learners to investigate the backgrounds for today's issues.

Objectives (followed by comments/activities)

### Cultural Heritage

The learner will

1. group events by broadly defined historical eras and use time lines to explain patterns of historical continuity and change in the historical succession of related events

*African, American, Asian, Australian, and European societies; 1815 through 1919*

2. work forward from some initiating event to its outcome recognizing cause and effect factors but also considering the accident or irrational as a causal factor in history

*Follow development and transformations.*

3. incorporate multiple causation into analyses and explanations of historical events

4. compare the perspectives of historical narratives

A. synthesize multiple perspectives in the records of human experience, Consider differing views as encountered in written work, art, music, photography, cartography.

B. suggest how framing of questions, elements of argumentation, and perspective influence historical interpretation;

5. assess the validity of historical narratives

A. examine historical documents to test claims and conclusions in historical narratives

B. obtain historical data from eyewitness accounts and compare sources to determine consistency and evaluate completeness

*Code Napoleon, Monroe Doctrine, South Carolina Exposition and Protest, child labor testimony, Specie Circular, Treaty of Nanking, Communist Manifesto, Seneca Falls*

*Declaration of Sentiments, Alexander II's Emancipation Ukase, 1892 Populist platform, Ems Dispatch, Fourteen Points*

6. identify significant individuals and events in history and gauge their impact on subsequent developments

*Simon Bolivar, Industrial Revolution, Abraham Lincoln, European colonization of Africa and Asia, Meiji Restoration, Yaa Asantewa, Dr. Sun Yat-sen, World War I, Russian Revolution*

7. draw connections between ideas, interests, beliefs, and ideologies and their influence on individual and group historical actions

8. ascertain whether or not "lessons" of the past pertain to similar situations in modern times

9. use the geographic themes of place, human relationships with environment, movement, and regions to categorize and chart examples of historic events influenced by geography

*Impact of Russian winter on Napoleonic campaigning (human relationships with environment), development of sectionalism (regions), idea of "the South" (place) development of colonies and spheres of influence (regions), immigration patterns (movement)*

10. identify major historical regions of the United States and explain the criteria used to delimit the regions

### Pluralistic Society

The learner will

1. trace the development of three cultures on three different continents from 1815 to 1919 with regard to:
  - A. art, literature, and music
  - B. customs and tradition
  - C. economic systems
  - D. governments
  - E. philosophical and religious ideas
  - F. social developments
2. compare three cultures by identifying common characteristics as well as differences
3. analyze the impact of technology on the customs and traditions of the three cultures
4. locate on appropriate maps the cultures being examined
5. identify various groups of immigrants that came to the United States between 1815 and 1919 and trace the social, political, and economic developments that led to the migrations
6. compare the ease or difficulty immigrant groups had in assimilating into American society
7. describe the changing economic, political, and social situation of African-Americans and Native Americans in the United States from 1815 to 1919
8. examine the contributions of cultural, racial, ethnic, and linguistic individuals and groups to American society
9. examine the general trend of government from 1815 to 1919 to become more inclusive of various groups in American society and identify contradictions to this trend
10. analyze the social and economic impact of the transformation from an agrarian rural society to an industrialized urban society

### Global Connections

The learner will

1. plot on a world map those areas that became colonies or targeted markets for the nations of Europe during the period 1815 to 1919
2. compare climate patterns and graphs for the United States with climate data for other world regions and make generalizations about global climate patterns
3. describe ways in which global natural processes and human activities contribute to environmental problems  
*Droughts, floods, acid precipitation, ozone depletion*
4. examine a linkage system and cite its impact on the diffusion of people, ideas, and products  
*Interurban, trolleys, postal service (mail order), satellites, FAX technology*
5. portray examples of interdependence that exist between the local community and the rest of the state, the nation, and the world
6. read, listen to, or view works of literature and the arts that describe particular places  
*Pioneer Women, Dixie, photographs of Jacob Riis, "The Charge of the Light Brigade," The Moldau, Around the World In Eighty Days*
7. describe the distribution of selected resources in the United States
8. describe the impact of the industrialization and urbanization on the environment



9. analyze the impact of transportation routes, both natural and human made, on settlement patterns in the United States from 1815 to 1919
10. identify, on a map, places that have served as strategic global locations in history and explain how they influenced decisions made by people
11. compare different regions of the world with regard to climate, cultural characteristics, resources, ecosystems, technology, population movement
12. suggest how technological innovations in transportation and communication linkages impacted historical events of the 19th century  
*Note development of railroads, steamships, aircraft, telegraph and telephone.*
13. cite examples of social, economic, and political interdependence in history  
*International labor movement, British Commonwealth, Triple Alliance*
14. examine reasons why people have gone to war against each other  
*Crimean War, War Between the States, Boxer Rebellion, World War I*
15. compare plans for peace at the end of wars and identify factors of different plans that prompted later conflicts or assisted in preserving peace  
*Presidential vs. Congressional Reconstruction, negotiations at Versailles*
16. use a time line to indicate evidence of the United States becoming increasingly involved in international affairs from 1815 to 1919  
*Monroe Doctrine, Spanish-American War, Theodore Roosevelt's "Big Stick" Diplomacy, World War I*
17. discuss how ideas from one part of the world may impact developments in other areas  
*The influence of the American Revolution on independence movements in Latin America, the influence of the ideas of Karl Marx on the Russian Revolution*

### Resource Allocation

The learner will

1. analyze the colonization of Africa and Asia by European nations in terms of resource distribution and international trade barriers
2. identify the U.S. economy as a modified or mixed market system
3. discuss the transformation of the United States from 1815 to 1919 from an agrarian to an industrial nation
4. explain the reasons for the rise of labor organizations between 1815 and 1919 and describe their impact on the economic development of the United States
5. compare the benefits and costs of belonging vs. not belonging to a union
6. identify ways in which labor organizations affect the production and cost of goods and services  
*Safety, quality, job security, work conditions*
7. compare the laissez faire attitude of the United States government toward the economy through much of the 19th century with the increased activism of the government in the economy during the late 19th century and during the Progressive Era
8. compare the efforts of the United States government with governments in other nations to promote competition, to protect national economic interests, and to regulate economic activity

9. identify services provided by the various levels of government and explain the different types of taxes collected by each level of government to provide those services
10. explain the qualities of an efficient system of taxation

### Democratic Ideal

The learner will

1. develop a list of characteristics common to democratic governments in existence between 1815 and 1919
2. identify consequences resulting from provisions of the U.S. Constitution  
*Lack of specificity prompting calls for a bill of rights, arguments over states' rights, the need for particular amendments*
3. examine how applications of the U.S. Constitution have changed over time through the amendment process, judicial interpretation, federal laws, and presidential actions
4. interpret applications of the U.S. Constitution in terms of its contractual provisions and the use of the supremacy clause  
*As a contract it establishes powers and responsibilities of government and specifically defines some of the rights and duties of individual citizens. It indicates that government derives its powers from the people and acts with their consent. The Constitution also limits the powers of the government (review the essential characteristics of American constitutional democracy). The principles of constitutional supremacy and federalism are also part of the contract*
5. relate historical and current examples of the exercise of political powers to the constitutional division of powers under the federal system of government
6. distinguish between the principle of separation of powers and the principle of checks and balances
7. explain judicial review and cite historical instances of its use
8. trace the development of political parties in the United States from 1815 to 1919, focusing on the attempts of political parties to address the significant issues of the day
9. offer an explanation of the differences among political parties on the basis of their history, programs, and group support
10. explain the ways in which political parties and elections can affect the policies of government
11. evaluate the ways in which political parties and elections impact efforts to achieve the public good
12. cite examples of the importance of voter participation and political party activity  
*Closeness of presidential elections in the Gilded Age as well as the election of 1976, identification of issues by the Populist Party as well as by H. Ross Perot in 1992*
13. examine political reforms enacted from 1815 to 1919 to make the U.S. government more democratic

### Participatory Citizenship

The learner will

1. compare opportunities for citizenship participation in various societies from 1815 to 1919 with opportunities in those same societies today
2. acquire, interpret, and analyze information regarding civic issues
  - A. analyze sources used to obtain information

*Include electronic networks and data bases to recognize relevant information identify evidence, and distinguish between facts and value judgements.*

B. compare points of agreement and disagreement among sources

C. evaluate the reliability of available information

*Determine the credibility of a source by checking qualifications and reputations of writers, checking methods used to prepare information, and checking whether information agrees with other credible sources.*

D. identify and weigh alternative viewpoints

*Detect bias and logical fallacies, identify unstated assumptions, recognize points of view, recognize stereotypes, and evaluate the accuracy and consistency of arguments.*

3. reflect dispositions that will enhance the learner's effectiveness in influencing group action

*Courtesy, honesty, courage, self-discipline, diligence, responsibility, tolerance, integrity*

4. infer, from an examination of acknowledged leaders, the key characteristics or behaviors of group leadership

5. cooperate in reaching group goals by identifying and analyzing alternatives by which the goals can be achieved and choosing the best alternative

6. demonstrate a reasoned commitment to fundamental principles of American democracy

*Popular sovereignty, constitutional government, public good, individual rights, pursuit of happiness, justice, equality, diversity, truth, patriotism*

7. identify and describe the most common propaganda techniques and explain in each case why their use is irrational and misleading

8. identify sources and goals of propaganda

9. monitor public policy discussions for the influence of propaganda

10. explain why it is important for citizens to participate in the policy process

## NINTH GRADE PERFORMANCE OBJECTIVES

1. Given significant events in history between 1815 and 1919, the learner will ascertain whether or not "lessons" of the past pertain to similar situations in modern times

2. Given an historical narrative, the learner will assess the validity of the narrative by applying the following:

A. test narrative claims and conclusions by comparing them with source documents and eyewitness accounts;

B. determine consistency and completeness of a narrative by comparing it with eyewitness accounts

3. Given information about cultures on three different continents between 1815 and 1919, the learner will select and compare at least three of the following:

A. art, literature, and music

B. customs and traditions

C. economic systems

D. governments

E. philosophical and religious ideas

F. social developments

4. The learner will select and discuss the contributions of a cultural, racial, ethnic, or linguistic group to American society

5. Given specific locations around the world, the learner will describe the impact of geographic conditions on the outcome of events

6. Given specific regions around the world, the learner will compare them with regard to climate, cultural characteristics, resources, ecosystems, technology, and population movement

7. Given a description of a linkage system, the learner will suggest its impact on the diffusion of people, ideas, and products

8. Given selected narratives, the learner will determine whether they are examples of propaganda and describe the propaganda techniques being used

## TENTH GRADE INSTRUCTIONAL OBJECTIVES

The tenth grade utilizes the time period of 1919 through the present to provide a context for the six strands of the social studies program. Events in American history are studied within the realm of world events. This year provides learners with the opportunity to extend and clarify perspectives gained in previous years as they examine the issues of the twentieth century and speculate on the prospects for the twenty-first century.

Objectives (followed by comments/activities)

### Cultural Heritage

The learner will

1. group events by broadly defined historical eras and use time lines to explain patterns of historical continuity and change in the historical succession of related events African, American, Asian, Australian, and European societies

2. work forward from some initiating event to its outcome and work backward from some issue, problem, or event to explain its causes

*Follow development and transformations, identify beginnings and develop through subsequent transformations.*

3. demonstrate historical continuity and/or change with respect to a particular historical development or theme by reconstructing and analyzing the chronological succession and duration of events associated with it

4. compare historical resources

A. identify the authors or sources of historical narratives

B. determine the purpose, perspective, or point of view of each narrative

C. clarify the conclusions reached

D. evaluate the strength of the arguments put forth in a historical narrative

*Evaluate on the basis of: fact/opinion, relevancy, claims/conclusions, factual accuracy, credibility of sources (primary/secondary), clarity/ambiguity, stated/unstated assumptions, logical inconsistencies, competing arguments*

*Use biographies, autobiographies, fictional and nonfictional narratives, primary and secondary sources.*

5. compare competing historical narratives and assess how historians come to different interpretations

A. historians' choice of questions

B. use of sources reflecting different experiences and perspectives

C. interpretations of facts

*Focus on specific historical issues such as:*

*Were the reforms of the New Deal radical or conservative?*

*Could the world have done more to lessen the severity of the Holocaust?*

*Why did the United States drop two atom bombs on Japan at the end of World War II?*

*How should other nations have responded to apartheid in the Union of South Africa?*

6. evaluate major debates among historians concerning alternative interpretations of the past and project the consequences of broad acceptance of a particular position
7. ascertain whether or not "lessons" of the past pertain to similar situations in modern times
8. utilize multiple causes in analyses and explanations of historical action
9. identify significant individuals and groups in history, gauge their impact on specific historical events, and assess how they came to have such influence

*Adolf Hitler, Joseph Stalin, Franklin D. Roosevelt, Moa Zedong, Fidel Castro, Indira Gandhi, Golda Meir, Palestine Liberation Organization, Neil Armstrong, Nelson Mandela*

*Consider personal and circumstantial factors.*

10. identify key historical events and explain their impact on subsequent developments  
*Great Depression, United Gold Coast Convention, Berlin Airlift, Sputnik, War in Vietnam, Watergate, fall of the Soviet Union*
11. explain the influence of ideas, interests, beliefs, and ideologies on individual and group historical actions
12. suggest how past actions and decisions offer limitations and opportunities for the present
13. identify gaps in the historical record and consider the implications of such gaps for drawing conclusions based upon the historical record
14. use the geographic themes of place, human relationships with environment, movement, and regions to categorize and chart examples of historic events influenced by geography

*The 1930's dust bowl (regions), creation of the European Economic Community (regions), site of Martin Luther King, Jr.'s "I Have A Dream" speech (place), political refugees from Asia and Latin America (movement)*

### Pluralistic Society

The learner will

1. compare the developments of three cultures on three different continents from 1919 to the present with regard to:
  - A. art, literature, and music
  - B. customs and traditions
  - C. economic systems
  - D. governments
  - E. philosophical and religious ideas
  - F. social developments
2. describe immigration patterns from 1919 to the present
3. locate on appropriate maps the cultures being examined
4. analyze the impact of technology and cross-cultural contacts on the customs and traditions of three cultures
5. compare patterns of immigration to the United States in the twentieth century with earlier centuries
6. examine whether the United States is a "melting pot" or a "salad bowl" and discuss the implications of each perspective on American social development

*The "melting pot" is a traditional view in which the various groups settling in the United States are considered to have melted into a new American culture. The "salad bowl" interpretation maintains that each of the groups maintain much of its own cultural identity while contributing to a common culture.*

7. identify factors helping to preserve cultural identity as compared to those tending to blend cultures together  
*The national highway system and television have tended to reduce regional differences.*
8. describe the attempts by African-Americans and Native Americans during the twentieth century to achieve economic and political equality
9. explore the implications of the women's movement for economic, political, and social relationships
10. examine the contributions of cultural, racial, ethnic, and linguistic individuals and groups to American society
11. illustrate with examples during the twentieth century of how government can either support or diminish the rights of various groups in the United States
12. analyze the economic and social impact of the transformation from an industrialized, urban society to an informational, suburban society

### Global Connections

The learner will

1. utilize a variety of references to analyze and develop plausible explanations for historic and current events  
*Maps, globes, atlases, gazetteers, almanacs*
2. utilize a variety of maps to illustrate geographic concepts and explain geographic ideas
  - A. describe and account for major global climate patterns
  - B. compare thematic maps to illustrate relationships
  - C. use thematic maps to describe global distribution of cultural characteristics
  - D. examine flow maps to identify patterns of movement, determine necessary linkages, and determine patterns of interdependence  
*People, products, resources, ideas*
3. compare the physical characteristics of places in different parts of the United States and the world
4. describe relationships among natural processes  
*Effect of climate on vegetation*
5. examine the cultural characteristics of places which result in cooperation or conflict between ethnic groups, races, and countries
6. read, listen to, or view works of literature and the arts that describe particular places  
*Cry the Beloved Country, Victory at Sea Suite, Guernica, Main Street, Oklahoma, photographs of Ansel Adams*
7. create works of literature or art that describe particular places and incorporate values, attitudes, and perceptions that groups hold
8. demonstrate how people may adapt to the environment in ways that reveal their cultural values, economic/political systems, and technological levels
9. describe human modifications of the physical environment that have had intended as well as unintended effects and assess the impact of technological change on the environment  
*Imperial Valley, Love Canal*
10. analyze the impact of technology on communication and transportation from prehistory to the present that helped bring people of the world in closer contact
11. identify and discuss consequences of a breakdown in a major linkage  
*Natural disaster, satellite malfunction, strike, war, embargo*

12. explain how regions function interdependently within a larger system of regions

*Make case studies demonstrating the interrelationship between interdependence and issues of global significance (i.e., arms control, environmental pollution, isolation of nations such as Iraq and South Africa).*

13. examine human relationships which result from connections among regions

*Treaties, foreign aid, international trade patterns, tourism, sports competitions*

14. examine maps, visuals, charts, and graphs about a region and create a description of the region which incorporates key elements of its physical and cultural geography

*As a case study account for changes in population density and movement patterns in the United States (choropleth and flow maps will be helpful.)*

15. explain the basic character of international relations

*Include the concepts of state, sovereignty, nationalism, diplomacy, balance of power, and international order.*

16. examine historical situations and convey an understanding of key issues in international relations

17. examine the international impact of foreign policy decisions

18. explain how international law is formulated, applied, enforced, and adjudicated

19. compare how different forms of government and international agencies treat the problems of human rights

20. assess reasons why people go to war against each other

*World War II, Korean War, Six Days War, Vietnam War*

21. analyze diplomatic and military efforts to preserve world peace and advance national interests in the nuclear age

*Explore the Cold War as a major threat to world peace and examine major crises that occurred.*

*Analyze the post-Cold War era and develop possible scenarios about the future of international relation.*

22. examine the United States involvement in world affairs during the twentieth century

23. identify examples of the influence of United States culture on other nations and the influence of other cultures on the United States

*United States' rock and roll and Coke are found in numerous countries while Americans are driving Volkswagens and going to karaoke bars. Note the impact of the philosophy of Mohandas Gandhi on Martin Luther King, Jr.*

### Resource Allocation

The learner will

1. cite historical examples of and gauge the extent to which regions and nations have been dependent on other regions and nations
2. link the degree of national or regional specialization in the production of goods or services to interdependence
3. use resource maps to construct patterns of interdependence based upon the uneven distribution of resources around the world
4. explain the significance of a nation's balance of trade for the nation's domestic economy
5. explain and evaluate arguments for and against free trade between nations.

6. discuss the development toward regionalized economic cooperation and assess the potential impact on the global economy

*European Community, North American Free Trade Agreement, Pacific Rim*

7. compare the economic performance of selected traditional, command, and market economies during the twentieth century

8. explore the circular flow model and use it to explain the interrelationships among households, business firms, and markets

9. explain and analyze how decisions about production are based on marginal cost and marginal benefit calculations

10. associate production decisions based upon marginal costs/benefits with the profit incentive for entrepreneurs

11. describe a business cycle and identify changes that occur in economic activities during times of recession and expansion

12. explain and evaluate the effects of inflation and unemployment in an economy

13. discuss how governmental fiscal policy can impact economic activity

14. examine how governments attempt to regulate the excesses of the business cycle

*The Great Depression, periods of extreme depression*

15. explain how the lessons of the depression have impacted United States economic policy since the 1930's

### Democratic Ideal

The learner will

1. assess the degree to which the purposes of monarchical, democratic, and totalitarian types of government were achieved in historical examples
2. evaluate how monarchical, democratic, and totalitarian types of government affect individual rights and the promotion of the public good
3. place the development of individual rights in the United States in the context of international human rights
4. trace the expansion of individual rights in the United States during the 20th century
5. examine the role of civil disobedience in the expansion of individual rights in the United States
6. distinguish civil disobedience from other forms of law breaking and dissent
7. examine the arguments in support of and in opposition to civil disobedience and evaluate its impact on the existence of a democratic society
8. examine the role of the Supreme Court's interpretation of the 14th Amendment to the Constitution in the expansion of individual rights and cite applications of "judicial review"

*Include procedural due process, substantive due process, and equal protection of the laws.*

9. evaluate arguments on contemporary issues involving applications of individual rights in terms of the fundamental principles of American democracy

*Consider how appropriate claims of rights are in particular situations.*

10. distinguish public interest groups from special interest groups

11. evaluate the ways in which public interest groups and special interest groups impact efforts to achieve the public good
12. interpret the significance of interest groups in the governing process for the maintenance of a democratic society
13. relate the actions of interest groups to the essential characteristics and fundamental principles of American democracy
14. cite historical examples of the importance of voter participation, political party activity, and interest group activity

*Find examples of close state and local elections, note the lack of partisanship about Cold War foreign policy, identify groups associated with various "rights" movements.*

### Participation Citizenship

The learner will

1. analyze the impact of citizen participation on issues such as the civil rights movement and the effort to end the war in Vietnam
2. acquire, interpret, and analyze information regarding civic issues

A. analyze sources used to obtain information

*Include electronic networks and data bases to recognize relevant information, identify evidence, and distinguish between facts and value judgements.*

B. compare points of agreement and disagreement among sources

C. evaluate the reliability of available information

*Determine the credibility of a source by checking qualifications and reputations of writers, checking methods used to prepare information, and checking whether information agrees with other credible sources.*

D. identify and weigh alternative viewpoints

*Detect bias and logical fallacies, identify unstated assumptions, recognize points of view, recognize stereotypes, and evaluate the accuracy and consistency of arguments.*

3. demonstrate a reasoned commitment to fundamental principles of American democracy

*Popular sovereignty, constitutional government, public good, individual rights, pursuit of happiness, justice, equality, diversity, truth, patriotism*

4. identify alternative means of participation in government, both direct and indirect, by which citizens can express their own opinions and advance their own interests

*Interest groups (lobbying groups), political action committees, polls, media*

5. cooperate with others to assume the role of an interest group
6. associate the exercise of responsibilities with the exercise of rights

*Courteous listening/freedom of speech, not infringing on the rights of others when exercising individual rights*

7. evaluate positions on the proper scope and limits of individual rights in specific situations

*Freedom of the press in situations involving national security*

8. identify various forms of political participation available to address issues of human rights
9. outline issues related to the responsibility of citizens in the United States to promote the rights of all persons in a democratic society and around the world
10. compare opportunities for citizen involvement under different forms of government that presently exist

### TENTH GRADE PERFORMANCE OBJECTIVES

1. Given significant events since 1919, the learner will analyze their influence on current situations
2. Given competing narratives, the learner will compare the significant differences in the interpretations presented and explain why he/she prefers one to the other, prefers both, or prefers neither by evaluating the strengths of the arguments contained in the narratives
3. Given information about cultures on three continents since 1919, the learner will analyze the impact of technology and contact with other cultures and compare any economic, political, and social changes on these cultures
4. Given specific past or present events, the learner will explain how events in one region of the world can affect other regions or even have global implications
5. Given arguments for and against free trade, the learner will create and compare the implications of two scenarios: one in which barriers to free trade are enacted and the other in which free trade is practiced
6. Given specific episodes, the learner will evaluate how monarchal, representative democratic, and totalitarian types of government affect individual rights
7. Given the interpretations of the United States as a "melting pot" versus a "salad bowl", the learner will determine which interpretation makes the most sense to him/her and support his/her view with evidence from the experiences of several cultures in the United States since 1919
8. Given significant events since 1919, the learner will analyze through examples if the United States is becoming isolated from other nations or if it is becoming part of an increasingly interdependent world
9. Given specific constitutional rights, the learner will examine the efforts of various groups in the United States since 1919 to obtain these rights and explore whether inequities currently exist
10. The learner will analyze governmental actions with respect to individual rights and explain the importance of individual rights in a free society
11. Given significant issues facing the United States today, the learner will identify several ways citizens can impact these issues

### ELEVENTH GRADE INSTRUCTIONAL OBJECTIVES

Choice is a focus for social studies instruction at this grade level. How choices are made, who makes them, and the effects of those choices are the kinds of questions learners address during this year.

Objectives (followed by comments/activities)

### Cultural Heritage

The learner will

1. use multiple historical narratives to research the connections between current events/issues and their antecedents

2. identify, synthesize, and analyze historians' arguments, explanations, or interpretations of historical events/issues
3. hypothesize the influence of the past on the present including both the limitations and the opportunities made possible by decisions in the past
4. consider how different choices in the past could have led to different consequences and project how different choices in the present could lead to different consequences
5. obtain needed historical data from a variety of sources  
*Library and museum collections, historic sites, photos, eyewitness accounts, newspapers, documentaries, electronic data bases*

### Pluralistic Society

The learner will

1. explain how the United States has benefited from its multicultural diversity
2. explore the roots of prejudice and identify ways of combating prejudice
3. examine why people in various cultural groups may wish to preserve their culture while still participating in United States society and economic prosperity
4. identify ways in which people can better learn to live together

### Global Connections

The learner will

1. locate sites of current events and identify reasons for the events occurring at those sites
2. isolate the physical and human characteristics of places that have a bearing on current events
3. identify instances of people interacting with, adapting, or modifying their environment and explore the impact of technology on the environment
4. determine patterns of movement of people, ideas, products, and capital and identify the linkages that prompt interdependence among people and societies
5. utilize current events to generate criteria for the formation of regions and identify the regions that result from physical and human interrelationships
6. examine the impact of communication and transportation technology on increasing contacts among people throughout the world
7. identify corporations that are multinational in their operation and assess their impact on international trade

### Resource Allocation

The learner will

1. analyze the opportunity costs or trade-offs involved in the planning a budget  
*Create a personal or family budget to satisfy a particular set of wants within a given allotment of money.*
2. cite examples of producers and consumers willingly exchanging goods and services for money because of the mutual benefits
3. equate hours of labor needed with the cost of particular goods and services
4. determine how self-interests affect consumer decisions

5. describe how the learner acts as a producer and a consumer  
*Perform household chores for allowance, purchase materials for a hobby*
6. select goods and services that are currently a fad and speculate about the impact of the fad on the availability of resources and the price of the good or service
7. compare the benefits and costs of consuming versus saving
8. describe the advantages and disadvantages of specialization in the production process  
*Allow groups of students to experiment with different ways of producing some product (stapling papers in some sequence/unstapling papers and sorting) to determine the most efficient way to do the task.*
9. explain the benefits and costs of investment in capital goods
10. associate the income of each household with the degree of productivity and the amount of resources supplied by that household
11. provide examples of investing in human and physical capital and describe how adding new capital resources can increase productivity
12. explain how profit works as an incentive for entrepreneurs to take investment risks
13. recognize key characteristics of money and suggest acceptable and unacceptable items for use as money  
*Divisibility, portability, acceptability, durability*
14. associate the value of money with its acceptability
15. discern the functions of money and identify how money is created  
*Unit of account, store of value, medium of exchange*
16. identify different forms of money  
*Currency, coin, checks, electronic transfers*
17. identify types of financial institutions and explore their roles as intermediaries between households and businesses  
*Banks, savings and loans, credit unions*
18. provide reasons for saving money and list the results of saving
19. provide reasons for using credit and list the results of using credit
20. suggest the impact of savings and credit usage on the economy
21. describe a market and identify instances of market usage  
*A place where goods and services are exchanged through buying, selling, and trading*
22. investigate factors that influence demand for goods and services  
*Population, income, consumer preferences, availability and price of substitutes and compliments, fluctuations in production and production costs*
23. investigate factors that influence supply for goods and services  
*Market price, production costs, availability of resources, technological advances*
24. describe how supply and demand together set the market price for goods and services and how the prices reflect the relative scarcity of goods and services
25. explore how prices are used to determine how productive resources will be distributed and who will be able to consume the produced goods and services  
*Read graphs that illustrate how supply and demand determine market price.*
26. examine the impact events in one market will have on other markets

*Production of zippers affected by decreased production of blue jeans due to new fad for blue jean jackets*

27. compare advantages and disadvantages of competition in the market place and find examples of ways in which businesses compete competitively and ways in which they restrict competition
28. associate the degree of competition with its effects on prices

### Democratic Ideal

The learner will

1. analyze governmental actions in terms of the fundamental principles of American democracy and evaluate the extent to which the actions reflect the ideals  
*Use examples from the federal, state, and local levels of government.*
2. explain the types of powers in the U.S. Constitution, the constitutional division and sharing of powers between the state and the national government, and the constitutional prohibitions on the use of power, and the obligations of the states and the national government
3. explain the forms of office sharing and inter-governmental regulation in the federal system, the politics of federal-state-local relations, and the disputes that arise over the extent of state powers and national government powers
4. identify the states and their local governments as democratic political systems with principal responsibilities for domestic functions in the United States
5. recognize the diversity in politics and government that exist among the fifty states and the local communities
6. analyze the changing national-state relationship within the federal system
7. evaluate the federal system of government on the basis of serving the public good
8. explain applications of the principles of separation of powers and checks and balances
9. evaluate the utility of the principles of separation of powers and checks and balances for the public good
10. assess the relative importance of formal and informal procedures in the legislative process  
*Include procedures such as recall, referendum, initiative, committee activities legislative rules, staff roles, constituent representation, political party leadership, and interest group lobbying.*  
*Analyze, at the national, state, or local level, the perceived conflict between representation of constituents and lawmaking for the general public.*
11. assess the relative importance of formal and informal procedures in the executive process  
*Include procedures such as recall, bureaucratic inertia, legislative constraints, staff roles, civil service, and interest group lobbying.*  
*Use historical and current case studies to evaluate the importance of executive prerogative or persuasion in accomplishing the ends of public policy.*
12. assess the relative importance of formal and informal procedures in the judicial process  
*Include procedures such as methods of obtaining office, stare decisis, judicial conference, amicus curiae briefs, and clerk roles.*  
*Evaluate arguments concerning judicial activism' on the basis of whether or not activism promotes the fundamental principles and values of American constitutional democracy.*
13. explain the concept of a court's jurisdiction and identify examples of jurisdictions
14. explore the relationship which exists between the formal and informal procedures of government as a

means to evaluate the role of the citizen in policy making

15. explain the relationship of political outcomes to political processes and interpret outcomes in light of the formal and informal processes taking place within a constitutional framework
16. associate suffrage as a political right with the purposes of and qualifications for voting in Ohio's primary and general elections
17. examine the practices affecting the conduct of elections and the operation of political parties
18. evaluate the role of elections and political parties in facilitating the democratic process
19. describe the ways in which public officials can acquire and lose their offices while relating this accountability to the public good

### Participatory Citizenship

The learner will

1. acquire, interpret, and analyze information regarding civic issues
  - A. analyze sources used to obtain information  
*Include electronic networks and data bases to recognize relevant information, identify evidence, and distinguish between facts and value judgements.*
  - B. compare points of agreement and disagreement among sources
  - C. evaluate the reliability of available information  
*Determine the credibility of a source by checking qualifications and reputations of writers, checking methods used to prepare information, and checking whether information agrees with other credible sources.*
  - D. identify and weigh alternative viewpoints  
*Detect bias and logical fallacies, identify unstated assumptions, recognize points of view, recognize stereotypes, and evaluate the accuracy and consistency of arguments.*
2. demonstrate a reasoned commitment to fundamental principles of American democracy  
*Popular sovereignty, constitutional government, public good, individual rights, pursuit of happiness, justice, equality, diversity, truth, patriotism*
3. decide what good government in a democracy requires of citizens
4. explain the importance of and decide upon the best method for citizen participation in the policy process given a particular set of circumstances  
*Apply at national, state, and local levels. Consider the costs and benefits of participation.*
5. critique positions on various ways to become involved in the policy process
6. participate with others in evaluating public policy and work to achieve consensus on how the policy issues should be addressed
7. distinguish between voluntary efforts that involve monitoring and influencing public policy and those that do not
8. examine the scope and patterns of voluntary action in terms of what citizens gain and contribute through such efforts
9. evaluate voluntary efforts in terms of their effects upon the rights of individuals, the goals of the community, and the common welfare



## ELEVENTH GRADE PERFORMANCE OBJECTIVES

1. Given a series of related historical events or a single historical event, the learner will project how other choices made in those instances would have different consequences for today
2. Given examples of prejudice, the learner will identify ways to deal with their manifestations
3. The learner will use an historical or current event to illustrate the impact of communication or transportation technology on contacts among people throughout the world
4. Given an allotted income, a savings plan, and a set of wants, the learner will prepare a personal or family budget and analyze the opportunity costs or trade-offs involved in the planning
5. Given a good or service, the learner will indicate factors influencing demand for and supply of the good or service
6. The learner will demonstrate a reasoned commitment to fundamental principles of American democracy
7. The learner will analyze governmental actions in terms of the fundamental principles of American democracy and evaluate the extent to which the actions reflect the ideals
8. Given a question concerning public policy, the learner will outline a plan, along with its costs and benefits, to participate in the governmental process and advance the interests of a particular group

## TWELFTH GRADE INSTRUCTIONAL OBJECTIVES

The major focus of social studies instruction in the twelfth grade is to provide students with the opportunity to apply the skills and knowledge they have gained in projects that will enhance their involvement as participatory citizens

Objectives (followed by comments/activities)

### Cultural Heritage

The learner will

1. appreciate the impact of our cultural heritage on particular issues  
*Past developments often limit the range of options open in particular situations.*
2. use multiple narratives to research the connections between current events/issues and their antecedents
3. identify, synthesize, and analyze arguments, explanations, or interpretations of historical events/issues
4. hypothesize the influence of the past on the present including both the limitations and the opportunities made possible by decisions in the past
5. consider how different choices in the past could have led to different consequences and project how different choices in the present could lead to different consequences
6. use and analyze appropriate resources when conducting research

### Pluralistic Society

The learner will

1. consider the perspectives of various cultures when analyzing issues
2. utilize current events to examine issues pertaining to cultural diversity
3. create alternative scenarios to determine the impact and reaction of various cultures to proposed solutions to the issue being studied
4. justify proposed solutions to the issue being studied from the perspectives of various cultural groups

### Global Connections

The learner will

1. recognize the international implications of many issues
2. consider the perspectives of other nations when analyzing issues that have international implications
3. utilize current events to examine issues of global significance
4. create alternative scenarios to determine the impact and reaction of various regions or nations to proposed solutions to the issue being studied
5. justify proposed solutions to international problems by explaining how the solutions would be acceptable to the parties involved

### Resource Allocation

The learner will

1. relate scarcity of resources and an uneven distribution of resources to issues being studied
2. utilize current events to examine issues concerning the allocation of resources
3. create alternative scenarios that would impact the allocation of resources
4. justify proposed solutions to the issue being studied by explaining improvements made in the allocation of resources

### Democratic Ideal

The learner will

1. consider democratic principles when designing solutions to a problem
2. utilize current events to explore issues relating to democratic principles
3. create alternative scenarios to determine the impact of proposed solutions to the issue being studied on democratic principles
4. justify proposed solutions to the issue being studied by explaining how they adhere to democratic principles

### Participatory Citizenship

The learner will

1. demonstrate a commitment to democratic principles
2. consider the importance of registering to vote and voting in a democratic society
3. work as an individual or as part of a group on a significant issue
  - A. identify the issue to be addressed

- B. research the issue to obtain necessary information
  - C. plan a strategy and possibly develop alternative strategies for addressing the issue and determine which strategy will be utilized
  - D. identify significant people that are part of the issue or may impact the issue and communicate with them according to the strategy developed
  - E. act on the strategy
  - F. assess the impact of the strategy based on the results of the actions taken
4. participate in a project designed to serve the community
- This project may be associated with the issue study in Objective 3 or it may be a project independent of that effort.*

## TWELFTH GRADE PERFORMANCE OBJECTIVES

1. Given an issue, the learner will demonstrate an ability to solve problems by being able conduct research, develop alternative strategies, determine the strategy most likely to result in a successful resolution, communicate with appropriate people, act on the strategy determined to resolve the issue, and evaluate the impact of the strategy undertaken
2. Given an issue, the learner will demonstrate the ability to use knowledge and skills from appropriate social studies disciplines in researching and developing solutions to the issue
3. Given an issue, the learner will demonstrate an ability to consider various perspectives when researching and developing solutions to the issue
4. Given an issue, the learner will propose alternative solutions to problems associated with the issue

## HIGH SCHOOL COURSES

This model provides for an integrated social studies program from prekindergarten through high school. Those districts electing to provide social studies instruction in grades 9-12 through integrated social studies courses (e.g., Social Studies I, II, III, IV), should find the MODEL extremely helpful. The six strands are carefully developed and lend themselves to such an approach. Each of the strands should be well represented in each of the integrated courses developed for the high school program.

Other districts may prefer to preserve more traditional discrete courses as the foundation of their high school program. These courses should be developed comprehensively to include each of the strands. Curriculum committees will need to examine the instructional and performance objectives presented in the MODEL and reorder them according to their sequence of high school courses. Each strand must be substantially addressed in each of these high schools courses. Districts that develop different levels for courses must address the essence of each strand in each level.

While it is recommended that high school students experience a four-year social studies program, some schools may require fewer years as part of their graduation requirements. In this case, the substance of each of the strands in the four years presented in this MODEL must be presented in the social studies courses students are required to take for graduation.

Lastly, some school districts may restructure their high schools using some pattern of organization other than courses. The new organizational pattern should include all of the strands and the substance of the objectives in the strands in a way that is consistent with the restructured approach to education.

*Realizing that I have provided you with an undue amount of reading, I now ask for your bearance with comments/questions. Hopefully as historians, educators, citizens of Ohio, and the United States this proposed curriculum raises some serious concerns for you. To my mind they would include: (1) Exactly where are the specific disciplines that have traditionally comprised the social studies (history, geography, government)?; (2) How many teachers currently employed in the State of Ohio are actually prepared to teach a curriculum such as this?; (3) Even if it were possible to adequately train them, (something I quite honestly doubt as human life expectancy - improved though it may be - is still not long enough) who will provide the funds?; (4) Since professional historians of great distinction and accomplishment have not adequately resolved how to construct great syntheses of Western, World, and American history how is it possible for teachers in the elementary, middle, and high schools to do so?; and, (5) What will students actually know after twelve years of education based on the Proposed Model Social Studies Curriculum, Draft 3!*

## Feature Article: Does the Past Have a Future or Even a Place?

*Special thanks is given to Stuart R. Givens, Professor of History at Bowling Green State University, Bowling Green, Ohio and current President of the Ohio Academy of History for sharing his remarks from the April 1993 Academy Presidential Address.*

Over the past several decades the history profession, along with most other professions, has become one of specialization. While the outcome of this has been better history, both written and taught, it has been at a price - a decreased concern about the teaching of history at the secondary education level and a seeming retreat further into the Ivory Tower.

Perennially university faculty have bemoaned the inadequate preparation of students entering college. Certainly we in the history profession have. Over the past eight years this apparent inadequacy has gained increased public attention. A survey of the literature shows the intensity and volume:

1. 1983. "A Nation at Risk". A report of the National Commission on Excellence in Education.
2. 1985. "Decline and Fall of Teaching History". An article by Diane Ravitz in the New York Times Magazine, November 17 1985.
3. 1987. "American Memory: A Report on the Humanities in the Nation's Public Schools". Lynne V. Cheney, Chair of the National Endowment for the Humanities.
4. 1987. "What Americans Should Know". Cover story in U.S. News and World Report.
5. 1987. "What Do Our Seventeen Year Olds Know?". A Report on the First National Assessment of History

- and Literature". Authored by Diane Ravitch & Chester E. Finn, Jr.
6. 1988. "Building a History Curriculum". Recommendations of the Bradley Commission on History in the Schools.
  7. 1989. "Charting a Course". Report of the National Commission on the Social Studies in the Schools.
  8. 1989. "American History and the structures of Collective Memory: A Modest Exercise in Empirical Iconography". An article by Michael Frisch in The Journal of American History, March 1989.

While the arguments made and the conclusions reached from this barrage vary, there is common agreement that reform is necessary. An increased emphasis for history education, especially at the secondary level, was given further momentum by President Bush in his America 2000 strategy, and by the Congressional creation in 1991 of the National Council on Education Standards and Testing. There now exists at the national level two major groups wrestling with the issues of assessment and standards. These are the National Assessment of Educational Progress (NAEP) - U.S. History Assessment, conducted by the U.S. Department of Education, and the National History Standards Project located at UCLA's National Center for History in the Schools.

The first group—the NEAP—is primarily concerned with developing agreement on what a 4th, 8th, and 12th grader should know in five core areas, one of which is history. Once agreement has been reached, a comprehensive U.S. history assessment instrument will be developed for implementation by 1994. The UCLA group is geared to helping individual schools and districts in developing curricula and judging performance standards. All of this may sound innocuous enough, but, to many in the profession, it is worrisome. The concern centers around what is the core of the social studies. The National Council for History Education reported in its January Newsletter History Matters! that the National Council for the Social Studies in November 1992 revamped a statement which defined the social studies as "... the integrated study of history, the social sciences, and the humanities to promote civic competence." The revised version deleted the words "... the integrated study of history" from the definition. Discussion and debate about the type and amount of history a high school graduate should know rages on, across the country.

Meanwhile, closer to home, Ohio has instituted proficiency examinations for ninth and twelfth graders in writing, reading, mathematics, and citizenship. The general consensus of informed historians is that in the one applicable section, citizenship, there is precious little history. The proficiency examination is now in place and will not be modified at least for a couple years. In line with the proficiency examinations, the state legislature has mandated that the State Board of Education establish a state model competency-based education curriculum. A year ago the State Board adopted a Framework For Curriculum Development And Revision for the social studies and science. An advisory committee was formed for the social sciences and started meeting last September. The direction it has taken in regard to history content is disturbing to many. In January of this year, Elaine Wrisley Reed, Executive Secretary of the National Council for History Education and a committee member wrote: "In my judgment,

students pursuing the goals and outcomes drafted by the ODE would not know U.S. or World history at the completion of thirteen years of schooling. Indeed, because there is no agreed-upon philosophy or framework, there is no reason given in the ODE document why anyone should know history anyway." These goals and outcomes are not final and there is a likelihood that they might be significantly modified. One of the Co-Chairs of the Model Curriculum Advisory Committee is Carl Ubbelohde, the 1990-91 president of the Academy. In addition, our Standards Committee has concerned itself with this issue, along with a number of other groups within the state. However, the whole process gives further indication of an apparent disregard of the central role of history in understanding our or any other society or civilization.

A possible opportunity on another front has opened to enhance the amount of history that is being taught at the secondary level. The State Board of Education is in the process of changing the graduation requirements in the social studies from two units to three. One of the three units would be United States history and a second would be world studies. The key to this development not being just a two unit prep course for the proficiency examinations rests with all of us who cherish history as a discipline. If we subscribe, as I think we do, to the Bradley Commission's conclusion that "the knowledge and habits of mind gained from the study of history are indispensable to the education of citizens in a democracy," then we must work to support and help our colleagues teaching in secondary schools. This can be done through support of history curricula in our own local schools, through summer workshops for teachers, through professional days, through the NCHE History Teaching Academy, and, as pointed up in the December 1992 AHA Perspectives, through our own classroom contacts with the teachers of tomorrow.

Now let's turn to the Ivory Tower. Last year, Thomas Kean, the President of Drew University said, "Our ivory tower is under siege. People are questioning our mission and questioning who we are. They claim we cost too much, spend carelessly, teach poorly, plan myopically, and when we are questioned, we act defensively." A recent Louis Harris pole showed that only 25% of the persons interviewed had a great deal of confidence in higher education, which, incidentally, is a drop of 31% points from 1966. It appears as Jaroslav Pelikan has pointed out that "University-bashing seems to have become a favorite indoor sport, the modern academic equivalent of the anti-clericalism of the 18th century." Or viewed differently by Paul Conkin in the current AHA Perspectives, "However much individuals are willing to pay for their own children's education, they are strongly resistant to more taxes for other people's children."

This gloomy out look is exacerbated by the fact that higher education is perhaps in its worst financial shape in several decades—a condition manifestly apparent in Ohio. Public higher education has been battered by budget cuts and the threat of increased outside intrusion into individual institutions. The clearest manifestation of this was the creation of the Managing for the Future Task Force which submitted its report last July. Its recommendations are broad and quite varied. The Board of Regents and Governor Voinovich have responded positively to it. The response of the Regents has come in the form of a report

entitled Securing the Future of Higher Education in Ohio. A few of the points in that report ought to be of concern to us. A key one is the statement that "There is growing public concern about the academic enterprise. Many voices challenge its steadily rising costs and question its dedication to the needs of undergraduate students." The report does defend the role that scholarship and research play as a function of the university, but asserts that while it is vitally important and must be expanded and strengthened, it "must be clearly focused to respond to state and regional needs and to maximize productivity." The possible implications of this were further explicated in a speech given by Governor Voinovich last December to some 200 trustees of the states public institutions. He said: "We'll be making some significant investments in science and technology-research and development. . ." This raises the question-what role does historical research or even history have? If the official response is-not much or second drawer-then there is an added worry. Another aspect of the review process has been initiated in a state wide review of university degree programs beginning at the doctoral level. Raymond T. Sawyer, Chair of the Ohio Board of Regents, has stated that the object of the review "will be to identify programs that duplicate one another unnecessarily, or fall short of viability standards. It is our intention to withdraw state funding from such programs." Sawyer's statement in light of the seemingly general view of the lack of importance of history and the current emphasis on economic well-being of the state should alert, and possibly even alarm, all of us.

All of these issues and many more confronting us demand, quoting Professor Pelikan again, that we-faculty and historians-"ask basic questions and address such 'first principles' as the interrelation between knowledge and utility, the problem of the intellectual virtues, and the nature of the university as community." We must be prepared to prove to the Governor, the Board of Regents, our own trustees, and the 75% of the public that is skeptical, that both higher education is important and worth the cost and that the Bradley Commission was correct when it asserted that "History is the central humanistic discipline." We must make clear that history does have a future and a place in any civilized society.

### **EDITOR'S NOTES**

Over the course of the past two years I have endeavored to keep you informed on the progress of the Ohio Department of Education's attempts to develop a model social studies curriculum. That Curriculum now outlined as Draft 3 has, in part, been presented to you in this edition of the Newsletter. You, as members of this organization should be apprised of the fact that the Executive Council and OAH officers discussed this document at the October 1993 meeting and do not support its approval by the State School Board. To that end, Academy President Stuart R. Givens wrote to Dr. J. Theodore Sanders, Superintendent of Public Instruction of the Ohio Department of Education on December 1, 1993 expressing our objections. In part, Professor Givens wrote, "it's precisely the paucity of history in the current draft of the Model Social Studies curriculum that deeply concerns us." "Specifically, nowhere in the Philosophy Statement

does the discipline of history appear as one of the core fields of knowledge, on which the Social Studies are based." "Our criteria for judging the Ohio Model are: (1) Does it contain two years of U.S. history courses somewhere in Grades 7-12 and are they called that, so that everyone is clear what the courses are supposed to be?; (2) Does it contain two years of World History somewhere between grades 7-12, and are they clearly named history?; and, (3) Is there a clear history centered in Grades K-6 to prepare students for the more formal study of history in Grades 7-12?

If you, as members of this organization, share these concerns and others, we encourage you to write on behalf of your departments and as individuals. It is imperative to do this as quickly as possible. The Ohio Department of Education staff intends to submit the Model to the State School Board for a final discussion on January 10-11, 1994 and ask for a final vote of approval at their February 1994 meeting.

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### **FUNDING OPPORTUNITIES**

The National Historical Publications and Records Commission recently awarded a grant of \$18,524 to the Ohio Historical Society's Archives/Library Division. The funds, which the division will administer on behalf of the Ohio Historical Records Advisory Board, will underwrite a two-year planning project designed to distribute the board's historical records statement, "The Ohio 2003 Draft Plan," throughout the state and to afford various historical records constituencies in Ohio an opportunity to review, and to comment on, the plan's goals and objectives. This process of sharing, review, and revision will enable the board to formulate and implement a long-term strategic plan that will facilitate the preservation, and encourage the use, of Ohio's historical records. The draft plan, the full text which

follows below, includes four goals and fifteen objectives. The goals are of equal importance, while the objectives listed under each are ranked in priority order. Government agencies and nonprofit organizations and institutions planning to submit NHPRC grant applications to the Ohio Historical Records Advisory Board are asked to use the draft plan as a guide. For additional information, contact: George Parkinson, Ohio Historical Society, 1982 Velma Ave., Columbus, Ohio 43211 (614) 297-2510.

## **THE OHIO 2003 DRAFT PLAN**

### **STATEMENT OF PRIORITIES AND PREFERRED APPROACHES**

### **FOR**

### **HISTORICAL RECORDS PROGRAMS IN THE**

### **STATE OF OHIO**

### **APRIL 1993**

#### **MISSION STATEMENT**

The Ohio Historical Records Advisory Board, a body appointed by the governor, administered by the Ohio Historical Society and affiliated with the National Historical Publications and Records Commission (NHPRC), is dedicated to the principal that Ohio's historical documents, broadly defined, represent a priceless legacy for an understanding of our state and national cultures. In furtherance of this commitment, the Advisory Board will advise, assist, encourage, and cooperate with national, regional, state and local institutions, organizations, governmental units, and individuals involved in the collaborative effort to identify, preserve, and utilize the irreplaceable documentary resources of our state and nation.

#### **CRITERIA**

Project proposals to be approved by the Ohio Historical Records Advisory Board must relate to current state and national goals and objectives (priorities).

The Board particularly encourages projects related to the identification, preservation, increased accessibility, and use of historical records and documentary sources.

The Board encourages projects that: address unmet needs across the state; demonstrate collaborative efforts or aim at collaborative products; incorporate matching funds and financial support on the part of government, institutions, civic organizations, or other groups; demonstrate new or innovative methods and techniques; and are in accord with current mandated and state-supported local government records programs.

The Board requires applicants to submit for review to the State Coordinator a written document outlining the proposed project at least sixty (60) days in advance of the pertinent national deadline date, as established by the NHPRC.

#### **THE STATE OF OHIO: GOALS AND OBJECTIVES**

**Goal: To Assure the Preservation of Ohio's Documentary Heritage through Collaborative Efforts.**

**Level-One Objective:** To strengthen the efforts of records programs in Ohio by creating and updating the

state strategic plan for meeting records needs, based on ongoing state assessments, and encompassing both documentary preservation and publication.

To strengthen the ability of the Board and the Efforts of the Ohio records coordinator to carry out the mission of the Board.

**Level-Two Objective:** To help organizations in Ohio preserve records and make them accessible by establishing a state program of regrants, to be administered by the Ohio Historical Records Advisory Board, in support of initiatives identified in the planning process.

**Level-Three Objective:** To undertake collaborative efforts with the Society of Ohio Archivists and others toward assessing state-wide needs as well as progress on archival matters and by expanding upon continuing education programs to ensure that specific skills are developed to meet the needs of repositories responsible for the care and preservation of modern records.

**Level-Four Objective:** To collaborate with the Ohio Network of American History Research Centers and other interested parties to promote archival and records management programming by and among state and local governments.

**Goal: To Assure Citizens of Ohio an Accessible Documentation of Both Common and Diverse Elements of Their Historical Experience.**

**Level-One Objective:** To initiate over the next decade four projects that document the formation and development of statehood and that help document a range of historical subjects of both state and national significance including the history of women, the history of minority groups, historical developments since 1940, and the bicentennial of Ohio statehood.

**Level-Two Objective:** To assist new documentary projects, through various publications, that help teachers improve history education and that help researchers pursue significant lines of inquiry in historical scholarship, as determined in consultation with appropriate state and national organizations.

**Level-Three Objective:** To commit new personnel and material resources in support of an ongoing program for reformatting government records of continuing value, funded by a combination of sources and through collaborative efforts with other interested parties.

**Level-Four Objective:** Through the planning process, bring together interested parties to determine approaches needed for documentary editions on Ohio history and to increase document use by teachers, students, scholars, and the public.

**Goal: To Achieve Progress in the Preservation and Use of Original Source Material in Ohio.**

**Level-One Objective:** Through the OhioLink or similar on-line networks, make accessible to researchers and the general public descriptions of Ohio historical records and provide direct access to select records of enduring interest which reflect the birth of Ohio, its antebellum reform movements, agricultural history, and 20th-century social history particularly as it relates to Ohioans' involvement in the civil rights movement and World Wars I and II, the Korean War, and the Viet Nam conflict.

**Level-Two Objective:** To have the Ohio Historical Records Advisory Board initiate and implement a regrant program for the preservation of and improved access to urban and municipal records of Ohio.

**Level-Three Objective:** To encourage grant applications from public and private repositories to carry out the Ohio Model Preservation Action Agenda and the recommendations in the reports of the Working Meeting on Research Issues, the Historical Documents Study, and the Society of American Archivists' Task Force on Goals and Priorities.

**Goal: To General Public Support for an Accessible Historical Record.**

**Level-One Objective:** To prepare and distribute an annual "State of the Ohio Record" report to identify needs, establish priorities, and gauge progress.

**Level-Two Objective:** To increase financial support for documentary preservation and publication from private foundations, corporate donors, host institutions, state and local governments, and other organizations that might be persuaded by the availability of NHPRC funds to contribute more of their own.

**Level-Three Objective:** To increase support for records work from a broad community of beneficiary parties - archivists, documentary editors, historians, patriotic organizations, state and local government officials, lawyers, jurists, educators, journalists, genealogists, local historians, historic preservationists, museum curators, and others with the responsibility for historical records or with the need to use them.

**Level-Four Objective:** To increase even more broadly the attention of the general public to the benefits of historical documentation through "Archives Week" and other public awareness activities.

## POTPOURRI

The Conference on Faith and History and History seeks papers for its biennial fall meeting to be held October 6-8, 1994, at Messiah College in Grantham, Pennsylvania. Proposals on topics related to the theme "Religion in Its Social Context," should be sent by March 1, 1994 to Jacob H. Dorn, Department of History, Wright State University, Dayton, Ohio 45435.

Founded in 1982, the Greater Cleveland Labor History Society (GCLHS) promotes the preservation, research and study of the traditions of the working peoples of Cleveland, of their unions and their cultural, social and political organizations.

Now located in the Greater Cleveland Labor History Museum and Resource Center at 2227 Payne Avenue, Cleveland, Ohio 44114-4424, the Society hosts lectures and seminars on topics of interest to the members and the larger labor community. The museum is open to the public on Thursday and Saturdays by appointment. The Resource Center is also open to the public to assist in those interested in labor history. Membership and additional information can be had by writing:

The Greater Cleveland Labor History Society  
2227 Payne Avenue  
Cleveland, Ohio 44114-4424

The Historians of Greater Cleveland will convene on May 6th to hear Dr. Kenneth Jackson of Columbia Univer-

sity speak on the topic of history education in the schools. The meeting will be hosted by the History Department of Cuyahoga Community College, Western Campus. For additional information, contact Donna L. VanRaaphorst, Department of History, Cuyahoga Community College, Western Campus, 11000 Pleasant Valley Road, Cleveland, Ohio 44130. (216) 987-5503.

## CALENDAR

**Jan. 28, 1994** - "War and Propaganda," a conference sponsored by the Rutgers Center for Historical Analysis, will be held at Rutgers. Contact: John Whiteclay Chambers II, Rutgers Center for Historical Analysis, Rutgers University, New Brunswick, NJ 08903. (908) 932-8701. FAX (908) 932-8708.

**Feb. 18-19** - "The Cultural Mosaic of the Middle Ages: Muslims, Christians and Jews," is the theme of a conference to be sponsored by the Centre for Medieval Studies of the University of Toronto. Contact: Centre at 39 Queen's Park Crescent East, Toronto, Ontario, Canada M5S2C3.

**Feb. 20-23** - The American Council on Education's annual meeting will be held in Washington, D.C., and will address the roles and challenges of higher education's leaders in the face of increasing forces of change. Contact: ACE Annual Meeting, Department 36, Washington, D.C. 20055. (202) 939-9410. FAX (202) 833-4760.

**Feb. 25-26** - "Democracy in Historical Perspective," the 1994 conference of the Indiana Association of Historians will be held in New Harmony, IN. Contact: Robert L. Reid, Program Committee Chairperson, University of Southern Indiana, 8600 University Boulevard, Evansville, IN 47712.

**Feb. 27-Mar. 1** - "Christians, Muslims, and Jews in Medieval and Early Modern Spain: Interaction and Cultural Change," will be held at the University of Notre Dame. Contact: Mark Meyerson, Department of History, University of Notre Dame, Notre Dame, IN 46656. (219) 631-7466.

**Mar. 2-5** - "Bringing the City Back In?" is the theme for the 24th annual meeting of the Urban Affairs Association, which will be held in New Orleans. Contact: Peter Leahy, UAA 1994 Program Co-Chair, Department of Public Administration and Urban Studies, University of Akron, Akron, Ohio 44325-7904. (216) 912-7618. FAX (216) 972-6376.

**Mar. 3-5** - "Cultural Dimensions of Human Conflict," is the title of a conference to be sponsored by the Rutgers Center for Historical Analysis. Contact: John Whiteclay Chambers II, Rutgers Center for Historical Analysis, Rutgers University, New Brunswick, NJ 08903. (908) 932-8701. FAX (908) 932-8708.

**Mar. 4-5** - "New Viewpoints in Women's History," a scholarly conference at Radcliffe College will be hosted

by the Arthur and Elizabeth Schlesinger Library on the History of Women in America in honor of its 50th anniversary. Contact: Anne Herman, Schlesinger Library, 10 Garden Street, Cambridge, MA 02138. (617) 496-3832.

**Mar. 11** - "Women in Conflict," is the theme of the Third Annual Celebration of Women's History Month for the northern Ohio area, sponsored by the Women Historians of Greater Cleveland and John Carroll University. Contact: Mary Kay Howard, Program Director, Department of History, John Carroll University, University Heights, Ohio 44118.

**Mar. 12** - "The Role of Women's Religious Orders in Education: Western New York and Comparative Perspectives," is the theme for a conference to be held in Buffalo. Contact: Ruth Reilly Kelly, Coordinator, 1994 Women's Conference, D'Youville College, 320 Porter Avenue, Buffalo, NY 14201-1084.

**Mar. 25-27** - The 1994 International Conference of Europeanists, sponsored by the Council of European Studies, will be held in Chicago. Contact: Council for European Studies, Box 44 Schermerhorn, Columbia University, NY 10027 (212) 854-4172.

**Apr. 7-9** - "Time and Space," the annual conference of the Southeastern Nineteenth Century Studies Association, will be held at the University of Kentucky, Lexington. Contact: Joseph H. Gardner, English Department, University of Kentucky, Lexington, KY 40506-0027.

**Apr. 7-9** - "The Whiskey Rebellion and the Trans-Appalachian Frontier," will be hosted by Washington and Jefferson College. Contact: W. Thomas Mainwaring, Department of History, Washington and Jefferson College, Washington, PA 15301. (412) 223-6166.

**Apr. 8-9** - "Victorian Worlds of Work," the 18th annual meeting of the Midwest Victorian Studies Association, will take place at Washington University, St. Louis. Contact: D.J. Trela, Executive Secretary, MVSA, Box 288, Roosevelt University, 430 South Michigan Avenue, Chicago, ILL 60605-1394.

**Apr. 14-17** - The 18th Annual Symposium of the Society for German-American Studies will be held at Penn State. Contact: Eric Loop, Pennsylvania State University, 410 Keller Conference Center, University Park, PA 16802-1304/ (814) 863-1738. FAX (814) 865-3749.

**Apr. 22-24** - "Victorian Interiors," the 20th conference of the Northeast Victorian Studies Association, will be held at New York University. Contact: Renee Overholser, Ph.D. Program in English, Graduate Center CUNY, 33 West 42nd Street, New York, NY 10036-8099. (212) 643-2210. FAX (212) 642-2205.

**Apr. 24-25** - The 18th Annual Conference on the Holocaust will be held at Millersville University. Call for papers. Papers on all aspects of the Holocaust will be considered. Contact: Jack Fischel, Department of History,

Millersville University, Millersville, PA 17551. (717) 872-3555.

**Apr. 27-May 1** - The 1994 Annual Meeting of the Society of Architectural Historians will be held in Philadelphia. Contact: Society of Architectural Historian, 1232 Pine Street, Philadelphia, PA 19107-5944.

**May 6** - The Historians of Greater Cleveland will hold its annual spring meeting on the Western Campus of Cuyahoga Community College, Cleveland, Ohio 44130. Contact: Donna L. Van Raaphorst for additional information. (216) 987-5503.

**May 6-8** - The 1994 Association of Ancient Historians Meeting will be hosted by Wright State University, Dayton, Ohio. Contact: Jan Gabbert, Chair, Department of Classics, Wright State University, Dayton, Ohio 45435.



Name \_\_\_\_\_

Address \_\_\_\_\_  
Street

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☐ Active Member - \$10.00☐ Student Member - \$5.00. (*Available to undergraduate and graduate majors in a full-time student status.*)☐ Joint Member - *Ohio Historical Society members or those who wish to be members of both organizations may have a joint membership. Initial fee is \$52 for Full membership; and, \$30.00 for Student membership. Future billings on this membership are made by the Ohio Historical Society.*

Occupation \_\_\_\_\_

Place of Employment \_\_\_\_\_

Areas of particular interest or specialization (not more than three) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Treasurer

Return to: R.V. Steffel Sec./Treas.  
Ohio Academy of History  
Ohio State Univ. Marion Campus  
Marion, OH 43302-5695

## PLAN AHEAD

**Spring Meeting  
Friday and Saturday  
April 22-23, 1994**

**Kent State University  
Kent, Ohio**

**THE OHIO STATE UNIVERSITY  
AT MARION  
MARION, OHIO 43302**

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**THE OHIO  
ACADEMY OF HISTORY NEWSLETTER**

**Vol. XXV**

**No. 1**

Published three times a year by the Ohio Academy of History. Mail correspondence, manuscripts, and news items to Donna L. VanRaaphorst, Editor, History Department, Cuyahoga Community College, Western Campus, Cleveland, Ohio 44130-5199.

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