

**SAU 50  
Middle School  
Grades 6-8  
Social Studies  
History**

The study of History is “understanding and evaluating change and continuity over time, and making appropriate use of historical evidence in answering questions and developing arguments about the past.”

(Herczog, 2013)

**SAU 50 District Competency:**

*Students will independently use their learning to investigate historical events, developments, or people to understand different perspectives in connection to the human story.*

**Essential Questions**

- Why study history?
- What happened when?
- How does the evaluation of past events help us to make future decisions?
- How am I connected to those in the past?
- How has the interpretation of history changed?
- What motivates people to leave their homeland and settle in a new place?
- What happens when cultures collide? (Europeans and Indigenous Americans)
- How did the movement toward revolution cause the Declaration of Independence to be written?

**Acquisition**

*Students will demonstrate the following to meet the standards.*

- I can analyze cause and effect relationships between two or more events.
- I can research an individual or group in history and determine why he/she is/was significant in history.
- I can analyze different perspectives during different historical eras.
- I can explain how and why perspectives of people change over time.
- I can analyze how people’s perspectives influenced how history was/is written.
- I can analyze a source to determine its validity and relevance.
- I can explain and evaluate various causes and effects of events and developments in the past.

- I can make a claim about a historical event and support it with evidence and support it with multiple sources.

## Standards

### ***C3 Frameworks for Social Studies***

#### ***Key to Standard Notation:***

#### ***Historical Sources and Evidence (basic concepts of the discipline area)***

##### **D2.His.1.6-8**

*D2. (Domain 2: Applying Disciplinary Concepts and Tools) His (History) 1 (number of the standard) 6-8 (grade span)*

#### **History**

##### ***Historical Sources and Evidence***

**D2.His.1.6-8.** Analyze connections among events and developments in broader historical contexts.

**D2.His.2.6-8.** Classify series of historical events and developments as examples of change and/or continuity.

**D2.His.3.6-8.** Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

##### ***Perspectives***

**D2.His.4.6-8.** Analyze multiple factors that influenced the perspectives of people during different historical eras.

**D2.His.5.6-8.** Explain how and why perspectives of people have changed over time.

**D2.His.6.6-8.** Analyze how people's perspectives influenced what information is available in the historical sources they created.

##### ***Historical Sources and Evidence***

**D2.His.9.6-8.** Classify the kinds of historical sources used in a secondary interpretation.

**D2.His.10.6-8.** Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.

**D2.His.11.6-8.** Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.

**D2.His.12.6-8.** Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.

**D2.His.13.6-8.** Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.

##### ***Causation and Argumentation***

**D2.His.14.6-8.** Explain multiple causes and effects of events and developments in the past.

**D2.His.15.6-8.** Evaluate the relative influence of various causes of events and developments in the past.

**D2.His.16.6-8.** Organize applicable evidence into a coherent argument about the past.

**D2.His.17.6-8.** Compare the central arguments in secondary works of history on related topics in multiple media.

**References:**

Herczog, Michelle, ed. *Social Studies for the next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3): Framework for Social Studies State Standards*. Silver Spring: National Council for the Social Studies, 2013. Print. Ser. 113.