

ANTEBELLUM ROUNDTABLE STANDARDS

The nationwide movement for high standards has not only determined what students should learn, but also has mandated that students demonstrate what they know. ANTEBELLUM ROUNDTABLE addresses numerous United States History, English Language Arts, and Civics Standards as set forth within *Content Knowledge: A Compendium of Standards and Benchmarks for K–12 Education*, 3rd Edition, published jointly by ASCD (Association for Supervision and Curriculum Development) and McREL (Mid-continent Research for Education and Learning). This document gathers standards set by such organizations as NCHS (National Center for History in the Schools), NCSS (National Council for the Social Studies), NCTE (National Council for Teachers of English), CCE (Center for Civic Education), and NAEP (National Assessment of Educational Progress). Level III (Grades 6–8 or 7–8) and Level IV (Grades 9–12) U.S. History, English Language Arts, and Civics Standards met include:

United States History Historical Understanding

1. *Understands and knows how to analyze chronological relationships and patterns*

Level III (Grades 7–8)

- Understands patterns of change and continuity in the historical succession of related events
- Knows how to impose temporal structure on their historical narratives
—knows how to periodize events of the nation into broadly defined eras

Level IV (Grades 9–12)

- Knows how to identify the temporal structure and connections disclosed in historical narratives
- Understands historical continuity and change

2. *Understands the historical perspective*

Level III (Grades 7–8)

- Understands that specific individuals and the values those individuals held had an impact on history
- Analyzes the influence specific ideas and beliefs had on a period of history
- Knows different types of primary and secondary sources and the motives, interests, and bias expressed in them

Level IV (Grades 9–12)

- Analyzes the values held by specific people who influenced history and the role their values played in influencing history
- Analyzes the influences specific ideas and beliefs had on a period of history and specifies how events might have been different in the absence of those ideas and beliefs
- Understands that the consequences of human intentions are influenced by the means of carrying them out
- Understands that change and continuity are equally probable and natural
- Understands how the past affects our private lives and society in general
- Knows how to perceive past events with historical empathy
- Knows how to evaluate the creditability and authenticity of historical sources
- Evaluates the validity and credibility of different historical interpretations

Historical Content

Era 4 Expansion and Reform (1801–1861)

10. *Understands how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed American lives and led to regional tensions*

Level III (Grades 7–8)

- Understands how immigration affected American society in the antebellum period
- Understands the social and economic impacts of the factory system
- Understands influences on urban life in the early and late 19th century
- Understands different economic, cultural, and social characteristics of slavery after 1800
—Understands how major technological and economic developments influenced various groups

Level IV (Grades 9–12)

- Understands policies affecting regional and national interests during the early 19th century
- Understands characteristics of economic development during the 19th century
- Understands how slavery influenced economic and social elements of Southern society
- Understands significant religious, cultural and social changes in the American West
—Understands the impact of the Industrial Revolution during the early and later 19th century
—Understands the social and cultural influence of former slaves in cities of the North

11. *Understands the extension, restriction, and reorganization of political democracy after 1800*

Level III (Grades 7–8)

- Understands political influences and views after 1800
- Understands the major events and issues that promoted sectional conflicts and strained national cohesiveness in the antebellum period

Level IV (Grades 9–12)

- Understands increased political activity in the first half of the 19th century
—Understands the positions of northern anti-slavery advocates and southern proslavery spokesmen on a variety of issues

12. *Understands the sources and character of cultural, religious, and social reform movements in the antebellum period*

Level III (Grades 7–8)

- Understands perspectives that influenced slavery in the antebellum period
- Understands the significant religious, philosophical, and social movements of the 19th century and their impacts on American society and social reform
- Understands how women influenced reform movements and American society during the antebellum period

Level IV (Grades 9–12)

- Understands elements of slavery in both the North and South during the antebellum period
- Understands the social impact of the Second Great Awakening
- Understands the ideas of Transcendentalism
- Understands the development of Utopian communities
- Understands changing gender roles in the antebellum period
Understands the ideas associated with women's rights during the antebellum period

English Language Arts

8. *Uses listening and speaking skills and strategies for a variety of purposes*

Level III (Grades 6–8)

- Plays a variety of roles in group discussions
- Asks questions to seek elaboration and clarification of ideas
- Uses strategies to enhance listening comprehension
- Listens in order to understand topic, purpose, and perspective in spoken texts
- Conveys a clear main point when speaking to others and stays on the topic being discussed
- Makes oral presentations to the class
- Evaluates strategies used by speakers in oral presentations

Level IV (Grades 9–12)

- Uses criteria to evaluate own and others' effectiveness in group discussions and formal presentations
- Asks questions as a way to broaden and enrich classroom discussions
- Uses a variety of strategies to enhance listening comprehension
- Makes formal presentations to the class
- Uses a variety of verbal and nonverbal techniques for presentations
- Responds to questions and feedback about own presentations
- Understands reasons for own reactions to spoken texts

Civics

What is government and what should it do?

1. *Understands ideas about civic life, politics, and government*

Level III (Grades 6–8)

- Understands how politics enables people with differing ideas to reach binding agreements
- Understands competing ideas about the purposes government should serve

Level IV (Grades 9–12)

- Understands how politics enables a group of people with varying opinions and/or interests to reach collective decisions, influence decisions, and accomplish goals that they could not reach as individuals
- Knows formal institutions that have the authority to make and implement binding decisions
- Understands the nature and sources of political authority
- Understands major arguments for the necessity of politics and government
- Understands some of the major competing ideas about the purposes of politics and government
- Understands how the purposes served by a government affect relationships between the individual and government and between government and society as a whole

2. *Understands the essential characteristics of limited and unlimited governments*

Level IV (Grades 9–12)

- Understands how civil society allows for individuals or groups to influence government in ways other than voting and elections
- Understands how the individual, social, and economic relationships that make up civil society have been used to maintain limited government
- Knows essential political freedoms and economic freedoms, and understands competing ideas about the relationships between the two
- Understands how political and economic freedoms serve to limit governmental power

3. *Understands the sources, purposes, and functions of law, and the importance of the rule of law for the protections of individual rights and the common good*

Level III (Grades 6–8)

- Understands how and why the rule of law can be used to restrict the actions of private citizens and government officials

Level IV (Grades 9–12)

- Knows alternative ideas about the sources of law and different varieties of law
- Knows alternative ideas about the purposes and functions of law

4. *Understands the concept of a constitution, the various purposes that constitutions serve, and the conditions that contribute to the establishment and maintenance of constitutional government*

Level III (Grades 6–8)

- Knows how constitutions have been used to promote the interests of a particular group, class, religion, or political party
- Knows how constitutions have been used to protect individual rights and promote the common good

Level IV (Grades 9–12)

- Understands how constitutions, in the past as well as in the present, have been disregarded or used to promote the interests of a particular group, class, faction, or a government
- Understands how constitutions can be vehicles for change and for resolving social issues
- Understands how constitutions may be used to preserve core values and principles of a political system or society

What are the basic values and principles of American democracy?

8. *Understands the central ideas of American constitutional government and how this form of government has shaped the character of American society*

Level IV (Grades 9–12)

- Understands how the belief in limited government and the values and principles of the Constitution have influenced American society
- Knows ways in which Americans have attempted to make the values and principles of the Constitution a reality

9. *Understands the importance of Americans sharing and supporting certain values, beliefs, and principles of American constitutional democracy*

Level III (Grades 6–8)

- Identifies fundamental values and principles that are expressed in basic documents, significant political speeches and writings, and individual and group actions that embody fundamental values and principles
- Understands how certain values are fundamental to American public life
- Knows that constitutional government is a fundamental principle of American democracy

Level IV (Grades 9–12)

- Understands how the institutions of government reflect fundamental values and principles
- Understands the interdependence among certain values and principles
- Understands the significance of fundamental values and principles for the individual and society

10. *Understands the roles of voluntarism and organized groups in American social and political life*

Level IV (Grades 9–12)

- Knows how voluntary associations and other organized groups have been involved in functions usually associated with government
- Understands issues that arise regarding what responsibilities belong to individuals and groups and the private sector, what responsibilities belong to the government, and how these responsibilities should be shared by the private sector and the government
- Knows the historical and contemporary role of various organized groups in local, state, and national politics

11. *Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society*

Level III (Grades 6–8)

- Knows major conflicts in American society that have arisen from diversity
- Knows ways in which conflicts about diversity can be resolved peacefully that respects individual rights and promotes the common good
- Knows basic values and principles that Americans share
- Knows why it is important to the individual and society that Americans understand and act on their shared political values and principles

Level IV (Grades 9–12)

- Knows how the racial, religious, socioeconomic, regional, ethnic, and linguistic diversity of American society has influenced American politics through time
- Knows different viewpoints regarding the role and value of diversity in American life
- Knows examples of conflicts stemming from diversity, and understands how some conflicts have been managed and why some of them have not yet been successfully resolved

13. *Understands the character of American political and social conflict and factors that tend to prevent or lower its intensity*

Level III (Grades 6–8)

- Knows conflicts that have arisen regarding fundamental values and principles
- Knows how disagreements regarding specific issues may arise between people even though the people agree on values or principles in the abstract
- Knows sources of political conflict that have arisen in the United States historically as well as in the present
- Knows instances in which political conflict in the United States has been divisive and reasons for this division

Level IV (Grades 9–12)

- Understands issues that involve conflicts among fundamental values and principles such as the conflict between liberty and authority

14. *Understands issues concerning the disparities between ideals and reality in American political and social life*

Level III (Grades 6–8)

- Knows some important American ideals
- Knows why political and social ideals are important, even if they cannot be fully achieved
- Knows some of the discrepancies that have arisen between American ideals and the realities of political and social life in the United States
- Knows some of the efforts that have been put forth to reduce discrepancies between ideals and the reality of American public life
- Knows how various individual actions, social actions, and political actions can help to reduce discrepancies between reality and the ideals of American constitutional democracy

Level IV (Grades 9–12)

- Understands the importance of established ideals in political life and why Americans should insist that current practices constantly be compared with these ideals
- Knows historical and contemporary efforts to reduce discrepancies between ideals and reality in American public life

How does the government established by the Constitution embody the purposes, values, and principles of American Democracy?

19. *Understands what is meant by “the public agenda” how it is set, and how it is influenced by public opinion and the media*

Level III (Grade 6–8)

- Knows that the public agenda consists of those matters that occupy public attention at any particular time
- Knows how the public agenda is shaped by political leaders, interest groups, and state and federal courts; and understands how individual citizens can help shape the public agenda

Level IV (Grades 9–12)

- Understands why issues important to some groups and the nation do not become part of the public agenda
- Understands the influence that public opinion has on public policy and the behavior of public officials
- Knows how to use criteria such as logical validity, factual accuracy, emotional appeal, distorted evidence, and appeals to bias or prejudice in order to evaluate various forms of historical and contemporary political communication

20. *Understands the roles of political parties, campaigns, elections, and associations and groups in American politics*

Level III (Grade 6–8)

- Understands the historical and contemporary roles of prominent associations and groups in local, state, and national politics
- Knows how and why Americans become members of associations and groups, and understands how membership in these associations provides individuals with opportunities to participate in the political process

Level IV (Grades 9–12)

- Knows historical and contemporary examples of associations and groups performing functions otherwise performed by the government such as social welfare and education
- Understands the extent to which associations and groups enhance citizen participation in American political life

What are the roles of the citizen in American Democracy?

24. *Understands the meaning of citizenship in the United States, and knows the requirements for citizenship and naturalization*

Level III (Grade 6–8)

- Understands that American citizenship is legally recognized full membership in a self-governing community that confers equal rights under the law; is not dependent on inherited, involuntary groupings such as race, gender, or ethnicity; and confers certain rights and privileges
- Knows that Americans are citizens of both their state and the United States

25. *Understands issues regarding personal, political, and economic rights*

Level III (Grade 6–8)

- Knows what constitutes personal rights and the major documentary sources of personal rights
- Knows what constitutes political rights and knows the major documentary sources of political rights such as the Declaration of Independence, United States Constitution including the Bill of Rights, state constitutions, and civil rights legislation
- Understands the importance to individuals and society of such political rights as the right to vote and run for public office and the freedom of speech, press, assembly, and petition
- Knows important economic rights and knows statements of economic rights in the United States Constitution
- Understands the importance to individuals and society of such economic rights as the right to acquire, use, transfer, and dispose of property; choose one's work and change employment; join labor unions and professional associations; establish and operate a business; copyright and patent; and enter into lawful contracts

Level IV (Grades 9–12)

- Understands the importance to individuals and to society of personal rights such as freedom of thought and conscience, privacy and personal autonomy, and the right to due process of law and equal protection of the law
- Understands how personal, political, and economic rights are secured by constitutional government and by such means as the rule of law, checks and balances, an independent judiciary, and a vigilant citizenry

28. *Understands how participation in civic and political life can help citizens attain individual and public goals*

Level III (Grade 6–8)

- Understands how participation in civic and political life can help bring about the attainment of individual and public goals
- Knows historical and contemporary examples of citizen movements seeking to promote individual rights and the common good
- Understands what civil disobedience is, how it differs from other forms of protest, what its consequences might be, and circumstances under which it might be justified

Level IV (Grades 9–12)

- Knows historical and contemporary examples of citizen movements seeking to expand liberty, to insure the equal rights of all citizens, and/or to realize other values fundamental to American constitutional democracy