

## **History on the Move Lincoln in Iowa**

Not many Iowans know that Abraham Lincoln came to Iowa and that events here influenced him when he became one of the greatest presidents of the United States. **The History on the Move** traveling exhibit of *Lincoln in Iowa* focuses on Lincoln's Iowa connections and visits.

Lincoln said "There are no accidents in my philosophy. Every effect must have its cause. The past is the cause of the present, and the present will be the cause of the future. All these are links in the endless chain stretching from the finite to the infinite."

The lesson plan and activities are links to the events and people who helped shape Lincoln's thinking and future actions. After viewing the traveling exhibit, students can evaluate Lincoln's influence on Iowa's history and development.

### **Grade Level: 5-8**

### **Goals/Objectives/Student Outcomes**

#### **Students will:**

**Learn basic information on Abraham Lincoln and his connections to Iowans and Iowa history.**

**Understand how Iowa people and events influenced him.**

**Identify how Lincoln's actions influenced Iowa's history and development**

**Explain the importance of the Gettysburg Address and the Emancipation Proclamation.**

**Analyze why Lincoln is remembered as one of the greatest presidents.**

**Evaluate Lincoln's legacy and why he is still considered important today.**

#### **Materials:**

Poster, lesson plan, resource books, state and national maps, websites, copies of the Gettysburg Address and the Emancipation Proclamation, tour of traveling exhibit, presentation of "Young Abe Lincoln" by the Old Creamery Theatre Company. Computer access, cameras, art materials, newspapers, and photographs may be needed depending on student projects.

#### **Background**

The **Lincoln in Iowa** traveling exhibit contains a series of information panels.

**To See and Read:** Lincoln's military service during the Black Hawk War; the Mississippi River railroad bridge lawsuit in 1856; Lincoln's speech in Burlington in 1858; Lincoln's 1859 meeting with Grenville Dodge in Council Bluffs regarding the best route for a transcontinental railroad; a DVD presentation of images connected to the

development of the railroad; noted contemporary Iowa politicians; Iowa and the Civil War; Gov. William Stone's response to Lincoln's request for more troops; Annie Wittenmyer's contributions to helping wounded soldiers and war orphans; the Gettysburg Address; the Emancipation Proclamation; a DVD presentation on the Civil War; a variety of Lincoln images; Lincoln's death and funeral; and a life-size cut-out of Lincoln and outlines of his footprints.

**To Do:** Students will be able to push buttons to find places on an Iowa map that are connected to Lincoln. They will look into a photo of Lincoln and "identify" with him. They will read that a little girl encouraged him to grow a beard when he was 53 years old and vote on whether they think he should have remained beardless or worn the beard as President. They will stand next to the cut-out of Lincoln and add magnetic strips to the image as they select information they know about Lincoln. They will stand on the actual outline of his feet made by his boot-maker and see if they can fill his shoes.

### **Pre-Visit Activities**

What do you know about Abraham Lincoln? What do you want to know? Make a KWL chart (I Know, I Wonder, I Learned) to do an inquiry about Lincoln. Make a list of questions that you want to answer. Use the topics below to spark your thinking. Discover answers to these questions by using websites, books, and interviews. Survey people in your community to do research about Lincoln's connection to Iowa.

Learn more about the connections between our 16th president and the Hawkeye State. Although Lincoln's visits and contacts in Iowa were few, he met and became friends with a number of Iowans who greatly influenced his thinking and his future actions. Use websites and books and old newspapers to do research about Lincoln's impact on Iowa and Iowa's impact on Lincoln. Display your information on a map of Iowa.

### **Choose a "Lincoln Link" to research:**

Lawsuit about a Bridge at Davenport, IA  
Lincoln's Visit with Grenville Dodge at Council Bluffs, IA  
Harlan-Lincoln House in Mount Pleasant, IA  
Lincoln in Dubuque, IA  
Lincoln's Speech at Burlington, IA  
Lincoln's Iowa Land Holdings  
Lincoln's involvement in the Black Hawk War  
Lincoln's meeting with Annie Wittenmyer  
Lincoln's friendship with Governor William M. Stone  
Lincoln's connections to other Iowa politicians: Grimes, Kirkwood, Harlan, Miller  
Lincoln's daughter-in-law, Mary Harlan, from Iowa and her family life.  
Lincoln's grandchildren living in Mount Pleasant in the summertime.

What newspapers were published in your town during the Civil War? Read old headlines, news articles, and editorials. Research the impact Lincoln's election, presidency, and assassination had on your town or county.

Does your town or county seat have a monument honoring the soldiers from your area who served in the Civil War? What about the contributions of civilians? How many people served the Union from your county? Explore your local cemeteries. Can you find the gravestones of Civil War soldiers? Make a map for others to locate these places in your community.

Did you know there is a highway in Iowa named the “Lincoln Highway”? What highway is it? What towns are on this highway? Can you find them on an Iowa map? How do the towns on the Lincoln Highway honor the memory of Abraham Lincoln?

Iowa is known as the “Land between Two Rivers.” Research stories about Lincoln’s visits to Iowa towns on these two rivers. Find stories about Lincoln’s time in Davenport, Dubuque, Burlington, and Council Bluffs. Why did he visit? When? What did he say when he was here? Locate these places on an Iowa map.

Research Lincoln’s connection to Iowan Grenville Dodge and the transcontinental railroad. Show on a map of the United State where the transcontinental railroad started in Iowa and follow the train line to the Pacific Ocean.

Abraham Lincoln’s oldest son, Robert Todd Lincoln, married Mary Harlan, the daughter of Senator James Harlan of Mount Pleasant. Research the Harlan family’s connection to Lincoln. Mary Harlan Lincoln usually took their three children, Mary (“Mamie”), Abraham II (“Jack”), and Jessie, to spend their summers at her father’s home in Mount Pleasant. In addition to Mount Pleasant, can you find the towns of Lincoln and Harlan on an Iowa map?

What land did Lincoln own in Iowa? Locate these places on an Iowa map.

Make a timeline paralleling events in Lincoln’s life and events in Iowa history. Illustrate and write about the events. How was Iowa changing as Lincoln’s life changed? Can you show cause and effect across these parallel timelines? (Ideas for your timelines: Lincoln’s childhood, Native Americans in Iowa, settlers moving into Iowa, the Black Hawk War, Lincoln’s early education, life as a circuit lawyer, family life, Lincoln’s visits to Iowa, railroads, the development of the Republican party, slavery and the abolitionists, Lincoln’s presidency, Civil War, Iowa soldiers in the Civil War, helping the wounded and sick, life in the White House, Lincoln’s documents and speeches, Lincoln’s assassination.)

## **Post-visit Activities**

### **It Has Been Said**

Can you find words Lincoln said about Annie Wittenmyer or Grenville Dodge? Harriet Beecher Stowe? John Brown? His son Willie? Frederick Douglass?

Can you find words Wittenmyer and Dodge said about Lincoln? What about other Iowans? Write the quotes and names on strips of paper. Mix them up. Match the quotes to who said them in a chart:

### **Mapping it Out**

Use a U.S. map. Place a penny on each town named after Abraham Lincoln. Use an Iowa map. Are there any towns or counties named after Lincoln? Place a penny on them. Mark the Lincoln Highway, the “First Road across America,” on the map.

Use a map of your county. Place a penny on streets, townships, schools, etc. named after Lincoln. Use a map of your town. In what places in your town can you find an image or a statue of Lincoln? Place a penny on these locations. (Challenge: Go to some of these locations and take photos of the places or objects! Display your photos with your maps.)

Follow a map of Lincoln’s journey to Council Bluffs. How far did he travel by boat? How much easier would his trip have been if there were train lines? Where are the current train lines linking Illinois and Iowa? Make a map of Lincoln’s life starting at his birthplace and where he moved with his family. How did he travel to Washington D.C. to begin his Presidency? Find the route of his funeral train when his body was moved to Illinois.

Plan a trip to your five favorite places connected to Lincoln. Would you drive or fly or take a train? How far would you travel? Draw lines on a map to show your journey.

What river separates Iowa from Lincoln’s home state? Find a story about Lincoln’s connection to this river.

How many soldiers left Iowa to fight for Lincoln’s “Union”? Where in Iowa are there places named “Union”?

### **You Are There!**

Some students pose as news reporters and interview Iowans of the 1800’s who knew Lincoln. Other students pose as people who knew Lincoln such as “Grenville Dodge,” “Annie Wittenmyer,” “Governor Samuel J. Kirkwood,” “Governor William M. Stone,” “Samuel J. Miller,” or “Senator James Harlan.” Students need to accurately portray the person they have researched, using words that were actually said about Lincoln.

### **It’s Debatable**

Research the Lincoln-Douglas debates. What were some of the main points expressed by Lincoln? No one recorded what Lincoln said when he gave speeches in Iowa. Based on your knowledge of the content of his debates, what do you think he said when he was in Burlington or Dubuque? Go to the C-Span website and watch the re-creations of the debates.

Research the Davenport lawsuit over the right of railroads to build bridges over rivers. Study both sides of the debate. Be prepared to take the position of Abraham Lincoln, representing the Rock Island Railroad defending the right to build a railroad over the Mississippi River. Or take the opposite position and debate your rights as a steamboat company that is suing the railroads contending that bridges interfere with free navigation of steamboats. Which side eventually won?

### **Railroads: Explore More**

It has been said that Grenville Dodge knew more about railroads than any two people. What do you know? What do you want to know? Make a KWL chart (I Know, I Wonder, I Learned) to do an inquiry project about railroads. Make a list of questions that you want to learn about. Use questions below to spark your thinking. Discover answers to these questions by using websites, books, and interviews. Look up Dodge's historic home in Council Bluffs.

Research Dodge and his friendship with Abraham Lincoln. What did Lincoln and Dodge talk about when Lincoln visited Council Bluffs? Why did Lincoln want to build a transcontinental railroad? Where did he decide to build it and why?

Research more about the railroads in Iowa. What can you find out about how far the railroad came across Iowa when Lincoln first came here or when the Civil War began? Why were railroads so important during the Civil War? Who built the railroads in Iowa? When did the transcontinental railroad begin to be built? How did the building of the railroad affect the Native Americans? What was it like to ride a train? What were the measurements of a typical passenger car? How did railroads affect Iowa's economy and growth?

What do you know about the railroad's effect on your town? What happened to towns that did not have a railroad? Are there still railroad tracks or a depot in your town? Are there any "railroad buffs" in your town that you can interview? Do they remember stories about the railroad in your area?

Do you have family members who worked for or still work for the railroad? What can you discover from talking to them? How has modern railroading changed? What do you predict for railroading in the future?

Research an Iowa girl whose story became legendary because of the railroad in Boone County. What is her name? Write her story in your own words or act out the story.

### **Exploring Monuments:**

Have you visited the Lincoln and Tad statue at our Iowa State Capitol Building in Des Moines? Did you know it was funded by pennies collected by Iowa school children and was dedicated in 1961? Why do you think this was a significant date? What other state capitals do you think have monuments about Lincoln? Look up information on Lincoln's

tomb in Illinois. What other places can you visit in Illinois that are connected to the life of Lincoln?

### **Carved in Stone**

Research the design of the Lincoln Monument in Washington, D.C. Of what kind of stone is it made? What words are carved on the outside and why? Where is the word “Iowa”? What are the words inside the Lincoln Memorial? What is the significance of the architecture and symbols? Did you know it was dedicated “four score and seven years ago” in 1922? Research the recent re-dedication. If you could design a monument honoring Lincoln, how would you design it? What words would you carve in it? Of what materials would your monument be made?

### **Create and Celebrate!**

Create a board game to portray your new knowledge about Lincoln or have a trivia contest. You may want to use pennies as game pieces or to reward correct answers. Invite another class to play your games with you.

Make a replica of a Lincoln artifact or building or monument.

Create a Coin: Did you know that 2009 is not only the 200<sup>th</sup> birthday of Abraham Lincoln, but also the 100<sup>th</sup> anniversary of the Lincoln penny? Why do you think Lincoln’s image was placed on the penny in 1909? What was on the penny before? What was on the reverse side of the Lincoln penny in 1909? What is on the reverse side of the penny now? Look very closely. Can you see Lincoln’s image on the reverse side, too? Visit the U.S mint website to learn about the new Lincoln pennies series of 2009. When you find a new Lincoln penny, bring it to show your class. Imagine if the U.S. mint asked you to design a new Abraham Lincoln penny. What would your design look like? Draw your design inside a big circle. Color it. Write about your design. If you could design a penny that features another important American hero other than Lincoln, who would you choose to be on the penny? Why?

Create a Card: Design a birthday card for Abraham Lincoln’s 200<sup>th</sup> birthday. Write a poem or a thank you note inside the card. Illustrate it.

Character Acrostic: Make an acrostic puzzle using Abraham Lincoln’s name. Across each letter write his nicknames. Then write his character traits. Then if there are still letters left, write towns he lived in, significant places and events of his life, etc. You may want to make a Character Acrostic for your own name in the same way.

Build a Character Cabin: Build a character cabin inspired by the one Lincoln was born in and grew up in. What lessons of life did Lincoln learn while living in a log cabin? How did these experiences build his character? After analyzing Lincoln’s character traits, compare them to yours. What have the lessons of your life taught you as you have been building your character? Write a character trait that both you and Lincoln have in

common on a craft stick. You will build a “cabin” with sticks that represent the logs. Be ready to tell a story about both Lincoln and yourself. For example, if you choose “honesty,” tell a story about a time when Lincoln was honest but also when you were honest. Do this for all the qualities you can think of. Then continue writing character qualities (nouns and adjectives) about your own character, one quality per log. Examine all your logs that you have collected. Choose a trait that will be a strong “foundation.” Glue it across the bottom of a note card. Build your cabin by gluing logs until you have filled up your note card. Make a roof out of construction paper with your name on it. Attach the roof to the cabin and be ready to tell a story for each log. If you use colored craft sticks you may want to assign a different color for each of these categories: Caring, Trustworthy, Respect, Responsibility, Fairness, and Citizenship. For example, if you color code Caring to be red, words like kindness, unselfishness, compassion, and loving could be written on red sticks.

**Pillars of Character:** Place six color coded “pillars” in front of students. Select six Lincoln quotes. Ask the students to talk about the quote and match it to the corresponding pillars. Pillars: Respect, Caring, Citizenship, Trustworthiness, Fairness, Responsibility.

**Quotes:** “With malice toward none, with charity for all...”  
“From these honored dead we take increasing devotion to that cause for which they gave the last full measure of devotion.”  
“...government of the people, by the people, for the people shall not perish from the earth.”  
“As I would not be a slave, so I would not be a master.”  
“...let us strive on to finish the work we are in; to bind up the nation’s wounds...”  
“...resolve to be honest at all events; and if in your judgment you cannot be an honest lawyer, resolve to be honest without being a lawyer.”

**Telegram Game:** Investigate telegrams that Lincoln sent or received. Learn about Morse code. Then tap out a message to a partner or draw dots and dashes on paper. See if your partner can decode your telegram.  
(Example: Iowa Governor William M. Stone telegraphed Lincoln in response to the president’s call for more troops. What was his response?)

Find a rock that would make a good paperweight and paint it to represent Lincoln. You may want to write Lincoln’s words on it with a marker.

Sew a quilt block or flag representing Lincoln’s life and times.

Willie Lincoln enjoyed making scrapbooks. Make a Lincoln scrapbook with quotes and pictures and information on Lincoln historical sites all around the country.

What else can you create? A comic book? A song? A set of postage stamps? A skit? An ABC book? An anthology of poems and quotes? Display your projects in the classroom, your library, or in the hallway and invite parents and other classes to celebrate Lincoln’s legacy with you.

### **Exploring Documents:**

Examine documents written by Lincoln or sent to Lincoln: Gettysburg Address, Emancipation Proclamation, letters, telegrams, and poems. Make a list of questions that you want to discuss or explore. Use resources (dictionaries, books, websites, etc.) to find answers to your inquiries.

### **Hometown History Detectives**

Explore your own “neck of the woods.” Find images or artifacts representing Lincoln in your county. Form Search Parties and split up to investigate different areas. Visit your courthouse, a one room school, a museum, and a library. Find places named after Lincoln in your area. When you find an object that represents Lincoln, pose with it in a photo.

### **Get Outta Town!**

Take a field trip to the State Historical Building and the State Capitol in Des Moines. Look for the words of Lincoln inside the Capitol. Examine statues about Lincoln and the Civil War on the Capitol grounds. Explore the Historical Building.

### **Lincoln / Civil War Camera Challenge**

Can you find the objects below on the Internet or near where you live? Go to the State Capitol, outside the Capitol Building, and in the State Historical Building and look for these things. Take at least five photos. Show them to your class after you print them.

A Civil War Battle flag.

A photo of Annie Wittenmyer.

A photo of Grenville Dodge.

A Civil War cannon.

A statue of Lincoln.

A photograph of Lincoln

A building connected to Lincoln.

A copy of the Gettysburg Address.

A monument commemorating the Civil War.

A photo of a railroad train.

A pair of Lincoln’s reading glasses

### **Language Arts:**

Explore what kind of a child Lincoln was like when he was your age. He suffered many losses as he grew up. Learn stories about his love of reading and his qualities of honesty, hard work, fun, and adventure. Which of these qualities do you think you have in common? Write a comparison of your childhood and Lincoln’s childhood.

Read the poem “Equipment” by Edgar Guest. It says that the great deed doers had no more than you. Analyze what Lincoln had to start out his life as a child compared to what you have. (He had a log cabin and a dirt floor. How do you live?) Make a comparison chart with categories like shelter, education, books, toys, experiences, transportation, and technology. Think about how you are “equipped” for life. What will you do with what you have been given? Write about your opinion.

What kind of a man did Abe grow up to be? Look at poetry and stories about Lincoln. (Walt Whitman wrote about his moral personality, his honesty, his goodness, his conscience, and the desire to keep our nation a united nation.) Write a poem or essay comparing young Lincoln to adult Lincoln. For example if you choose the subject of “conscience” write about a time in his childhood when Lincoln’s actions were guided by his desire to do the right thing. Then tell of another example of how he followed his conscience as an adult.

**“The things I want to know are in books”** Abraham Lincoln

Research the favorite books of Abraham Lincoln. How did he learn to read? What books did he have at home? What books did he use to self-educate himself? .

My Motto: Look at ten quotes from Abraham Lincoln. Choose one to adopt as your motto for your life. Explain how it applies to today’s world or write a personal narrative that relates to the quote you chose.

Play on Words. Lincoln was known for his sense of humor and liked to use his brain! Create puns or riddles or brainteasers that review the knowledge you have gathered. Challenge your classmates to solve your riddles or brain teasers. Try using a “play on words” to create a pun about a subject related to Lincoln.

Poetry was a big part of Abraham Lincoln’s life. He wrote poems throughout his life. His son Willie also wrote poetry. Poems and songs have been written about Lincoln. Can you find some of them? Find your favorite poem and write why you enjoyed it. Write a poem about Abraham Lincoln or why his life was important.

Dear President: Imagine that you are living during the time of Abraham Lincoln. Are you a soldier? a mother of a soldier? a slave? an abolitionist? Annie Wittenmyer? Grenville Dodge? Frederick Douglass? Lincoln’s son? a friend from back home? What would you write if you were writing a letter to Lincoln? Would you be asking for something; expressing an opinion; reporting information; trying to persuade or encourage? Write the final copy of your letter in your best cursive writing and sign it with your imaginary name.

Make a Lincoln family tree starting with his parents and going to his great-grandchildren. Make your own family tree. Compare the way of life of your family with Lincoln’s life and family. Write down how your family has moved or lived in the same place all of their lives.

Compile a list of websites that you consider your best source of information on Lincoln. and create an annotated bibliography. List Lincoln fiction and non-fiction books in your school and community library. Give book reports and recommend your favorite books to the class. You can create a play using Lincoln and people in his life.

Find old movies based on Lincoln's life. Select one to watch. Be a reviewer and a historian. Did you enjoy the movie? Was it accurate historically? How did it contribute to the legend of Lincoln?

### **Math Mindbenders**

Create story problems about data you have found in your research about Lincoln in Iowa. Topics could include transportation like the length of railroad lines or the number of Iowa Civil War soldiers.

How tall was Lincoln? How tall was Lincoln wearing his stovepipe hat? How tall was the door on a railroad car? How tall was the ceiling of the railroad car? Would Abe bump his head? Draw an outline of Lincoln with his correct length on a long piece of paper.

Lincoln was said to have asked a boy near Davenport how fast the Mississippi River was moving. Can you find data that would answer Abe's question?

Lincoln was granted land in Iowa for having served in the Black Hawk War. He owned 40 acres in Tama County worth \$10 an acre. The taxes were \$1.60. He also was granted 120 acres in Crawford County. In 1892 his son sold it for \$1,300. Make mental math problems requiring addition, subtraction, multiplication, and division. See if your classmates can answer them in their heads. (Example: Assuming the Crawford County land cost the same as the Tama County land, how much profit did Lincoln's son make?)

### **The Lincoln Legacy**

**"Every man is said to have his peculiar ambition. Whether it be true or not, I can say for one that I have no other so great as that of being truly esteemed of my fellow men, by rendering myself worthy of their esteem. How far I shall succeed in gratifying this ambition, is yet to be developed."**

**-- March 9, 1832 - First Political Announcement**

In the shock and sorrow of Abraham Lincoln's assassination, people proclaimed him to be a martyr and a hero. He became a figure of legend that was larger than life.

Monuments were built all around the world and thousands of books have been written about him. His image is one of the most recognizable in the world. What do you think Lincoln would have thought about becoming an idol? Find more quotes where he talked about himself and compare them to what people said after his death. Can you think of other people who became cult celebrities after their death? Were they people connected to politics or pop culture or historical events? How do media and the entertainment

industry contribute to this “lionizing” of people? Discuss how difficult it must be for a public figure to have a private life or resist becoming their public image.

How can you relate Lincoln’s life to your own life? How has he inspired other people like Martin Luther King and President Obama? Write what Lincoln’s life means to you. What would our lives be like if he had not been the president? How has his life inspired you?

## **Assessment of Outcomes**

Contributions to class discussion and asking questions.

Amount of attention to play and information in the traveling exhibit.

Amount of participation in projects and historical accuracy, understanding, and creativity.

Research, writing, and oral presentation skills.

Cooperation and teamwork skills

## **Resources**

There are Lincoln celebrations, exhibits and places to visit throughout the United States.

The best place to start for information and teacher’s resources is the bicentennial website commemorating his life and legacy: [www.lincolnbicentennial.gov](http://www.lincolnbicentennial.gov)

For Iowa information and teacher’s resources, go to [www.iowalincoln200.org](http://www.iowalincoln200.org)

Other sites:

[www.iptv.org/iowapathways](http://www.iptv.org/iowapathways)

[www.abrahamlincolnsclassroom.org](http://www.abrahamlincolnsclassroom.org)

[www.usmint.gov](http://www.usmint.gov)

[www.archives.gov](http://www.archives.gov)

[www.nps.gov/liho](http://www.nps.gov/liho)

[www.illinoishistory.org](http://www.illinoishistory.org)

[www.presidentlincoln.org](http://www.presidentlincoln.org)

[www.gosmithsonian.com/lincoln](http://www.gosmithsonian.com/lincoln)

<http://showcase.netins.net/web/creative/lincoln/sites/harlan.htm>

<http://uprrmuseum.org/>

[www.nps.gov/foth](http://www.nps.gov/foth)

[www.gilderlehrman.org/collection/online/lincoln-words](http://www.gilderlehrman.org/collection/online/lincoln-words)

[www.showcase.netins.net/web/creative/lincoln/htm](http://www.showcase.netins.net/web/creative/lincoln/htm)

[www.thelincolnlog.org](http://www.thelincolnlog.org)

[www.c-span.org](http://www.c-span.org)

**For Teachers:** The information in this lesson plan is a resource for you to integrate into curriculum or use activities as a separate unit on Lincoln.

Please let us know if you find other helpful Lincoln sites. Send us your photos, written materials and class projects to include on our site at [www.iowahistory.org](http://www.iowahistory.org).

Send them to:

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State Historical Society of Iowa  
600 East Locust Ave.  
Des Moines, Iowa 50319  
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## **Standards**

### **Iowa Core Curriculum – Social Studies Essential Concepts and/or Skills**

#### **Grades 3-5 :**

- 1 - Understand historical patterns, periods of time, and the relationships among these elements.
- 2 - Understand how and why people create, maintain, or change systems of power, authority, and governance.
- 3 – Understand the role of culture and cultural diffusion on the development and maintenance of societies.
- 4 – Understand the role of individuals and groups within a society as promoters of change or the status quo.
- 5 – Understand the effect of economic needs and wants on individual and group decisions
- 8 – Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues.

#### **Grades 6-8**

- 1 – Understand historical patterns, periods of time, and the relationships among these elements.
- 2 – Understand how and why people create, maintain, or change systems of power, authority, and governance.
- 3 – Understand the role of culture and cultural diffusion on the development and maintenance of societies.
- 4 – Understand the role of individuals and groups within a society as promoters of change or the status quo.
- 5 – Understand the effect of economic needs and wants on individual and group decisions.
- 8 – Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues.

### **National Center for History in the Schools**

#### **5-12**

Era 4, Expansion and Reform (1801-1861) – Standard 2: How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions. Standard 3: The extension, restriction, and reorganization of political democracy after 1800. Standard 4: The sources and character of cultural, religious, and social reform movements in the antebellum period.

Era 5, Civil War and Reconstruction (1850-1877) – Standard 1: The causes of the Civil War. Standard 2: The course and character of the Civil War and its effects on the American people.

**National Council for Social Studies**

Thematic Strands in Social Studies

2 – Time, Continuity, and Change

3 – People, Places, and Environment

4 – Individual Development and Identity

5 – Individuals, Groups, and Institutions

6 – Power, Authority, and Governance

10- Civic Ideals and Practices