

STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

Why This Goal Is Important: George Santayana said "those who cannot remember the past are condemned to repeat it." In a broader sense, students who can examine and analyze the events of the past have a powerful tool for understanding the events of today and the future. They develop an understanding of how people, nations, actions and interactions have led to today's realities. In the process, they can better define their own roles as participating citizens.

HISTORICAL ERAS

Local, State and United States History (US)

- Early history in the Americas to 1620
- Colonial history and settlement to 1763
- The American Revolution and early national period to 1820s
- National expansion from 1815 to 1850
- The Civil War and Reconstruction from 1850 to 1877
- Development of the industrial United States from 1865 to 1914
- The emergence of the United States as a world power from 1890 to 1920
- Prosperity, depression, the New Deal and World War II from 1920 to 1945
- Post World War II and the Cold War from 1945 to 1968
- Contemporary United States from 1968 to present

World History (W)

- Prehistory to 2000 BCE
- Early civilizations, nonwestern empires, and tropical civilizations
- The rise of pastoral peoples to 1000 BCE
- Classical civilizations from 1000 BCE to 500 CE
- Fragmentation and interaction of civilizations from 500 to 1100 CE
- Centralization of power in different regions from 1000 to 1500 CE
- Early modern world from 1450 to 1800
- Global unrest, change and revolution from 1750 to 1850
- Global encounters and imperialism and their effects from 1850 to 1914
- The twentieth century to 1945
- The contemporary world from 1945 to the present

A. Apply the skills of historical analysis and interpretation.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
16.A.1a Explain the difference between past, present and future time; place themselves in time.	16.A.2a Read historical stories and determine events which influenced their writing.	16.A.3a Describe how historians use models for organizing historical interpretation (e.g., biographies, political events, issues and conflicts).	16.A.4a Analyze and report historical events to determine cause-and-effect relationships.	16.A.5a Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).
16.A.1b Ask historical questions and seek out answers from historical sources (e.g., myths, biographies, stories, old photographs, artwork, other visual or electronic sources).	16.A.2b Compare different stories about a historical figure or event and analyze differences in the portrayals and perspectives they present.	16.A.3b Make inferences about historical events and eras using historical maps and other historical sources.	16.A.4b Compare competing historical interpretations of an event.	16.A.5b Explain the tentative nature of historical interpretations.

16.A.1c Describe how people in different times and places viewed the world in different ways.	16.A.2c Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources.	16.A.3c Identify the differences between historical fact and interpretation.		
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B. Understand the development of significant political events.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
16.B.1a (US) Identify key individuals and events in the development of the local community (e.g., Founders days, names of parks, streets, public buildings).	16.B.2a (US) Describe how the European colonies in North America developed politically.	16.B.3a (US) Describe how different groups competed for power within the colonies and how that competition led to the development of political institutions during the early national period.	16.B.4 (US) Identify political ideas that have dominated United States historical eras (e.g., Federalist, Jacksonian, Progressivist, New Deal, New Conservative).	16.B.5a (US) Describe how modern political positions are affected by differences in ideologies and viewpoints that have developed over time (e.g., political parties' positions on government intervention in the economy).
16.B.1b (US) Explain why individuals, groups, issues and events are celebrated with local, state or national holidays or days of recognition (e.g., Lincoln's Birthday, Martin Luther King's Birthday, Pulaski Day, Fourth of July, Memorial Day, Labor Day, Veterans' Day, Thanksgiving).	16.B.2b (US) Identify major causes of the American Revolution and describe the consequences of the Revolution through the early national period, including the roles of George Washington, Thomas Jefferson and Benjamin Franklin.	16.B.3b (US) Explain how and why the colonies fought for their independence and how the colonists' ideas are reflected in the Declaration of Independence and the United States Constitution.		16.B.5b (US) Analyze how United States political history has been influenced by the nation's economic, social and environmental history.
	16.B.2c (US) Identify presidential elections that were pivotal in the formation of modern political parties.	16.B.3c (US) Describe the way the Constitution has changed over time as a result of amendments and Supreme Court decisions.		

	16.B.2d (US) Identify major political events and leaders within the United States historical eras since the adoption of the Constitution, including the westward expansion, Louisiana Purchase, Civil War, and 20th century wars as well as the roles of Thomas Jefferson, Abraham Lincoln, Woodrow Wilson, and Franklin D. Roosevelt.	16.B.3d (US) Describe ways in which the United States developed as a world political power.		
16.B.1 (W) Explain the contributions of individuals and groups who are featured in biographies, legends, folklore and traditions.	16.B.2a (W) Describe the historical development of monarchies, oligarchies and city-states in ancient civilizations.	16.B.3a (W) Compare the political characteristics of Greek and Roman civilizations with non-Western civilizations, including the early Han dynasty and Gupta empire, between 500 BCE and 500 CE.	16.B.4a (W) Identify political ideas that began during the Renaissance and the Enlightenment and that persist today (e.g., church/state relationships).	16.B.5a (W) Analyze worldwide consequences of isolated political events, including the events triggering the Napoleonic Wars and World Wars I and II.
	16.B.2b (W) Describe the origins of Western political ideas and institutions (e.g. Greek democracy, Roman republic, Magna Carta and Common Law, the Enlightenment).	16.B.3b (W) Identify causes and effects of the decline of the Roman empire and other major world political events (e.g., rise of the Islamic empire, rise and decline of the T'ang dynasty, establishment of the kingdom of Ghana) between 500 CE and 1500 CE.	16.B.4b (W) Identify political ideas from the early modern historical era to the present which have had worldwide impact (e.g., nationalism/Sun Yat-Sen, non-violence/Ghandi, independence/Kenyatta).	16.B.5b (W) Describe how tensions in the modern world are affected by different political ideologies including democracy and totalitarianism.
		16.B.3c (W) Identify causes and effects of European feudalism and the emergence of nation states between 500 CE and 1500 CE.		16.B.5c (W) Analyze the relationship of an issue in world political history to the related aspects of world economic, social and environmental history.
		16.B.3d (W) Describe political effects of European exploration and expansion on the Americas, Asia, and Africa after 1500 CE.		

C. Understand the development of economic systems.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
16.C.1a (US) Describe how Native American people in Illinois engaged in economic activities with other tribes and traders in the region prior to the Black Hawk War.	16.C.2a (US) Describe how slavery and indentured servitude influenced the early economy of the United States.	16.C.3a (US) Describe economic motivations that attracted Europeans and others to the Americas, 1500-1750.	16.C.4a (US) Explain how trade patterns developed between the Americas and the rest of the global economy, 1500 - 1840.	16.C.5a (US) Analyze how and why the role of the United States in the world economy has changed since World War II.
16.C.1b (US) Explain how the economy of the students' local community has changed over time.	16.C.2b (US) Explain how individuals, including John Deere, Thomas Edison, Robert McCormack, George Washington Carver and Henry Ford, contributed to economic change through ideas, inventions and entrepreneurship.	16.C.3b (US) Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present.	16.C.4b (US) Analyze the impact of westward expansion on the United States economy.	16.C.5b (US) Analyze the relationship between an issue in United States economic history and the related aspects of political, social and environmental history.
	16.C.2c (US) Describe significant economic events including industrialization, immigration, the Great Depression, the shift to a service economy and the rise of technology that influenced history from the industrial development era to the present.	16.C.3c (US) Describe how economic developments and government policies after 1865 affected the country's economic institutions including corporations, banks and organized labor.	16.C.4c (US) Describe how American economic institutions were shaped by industrialists, union leaders and groups including Southern migrants, Dust Bowl refugees, agricultural workers from Mexico and female workers since 1914.	
16.C.1a (W) Identify how people and groups in the past made economic choices (e.g., crops to plant, products to make, products to trade) to survive and improve their lives.	16.C.2a (W) Describe the economic consequences of the first agricultural revolution, 4000 BCE-1000 BCE.	16.C.3a (W) Describe major economic trends from 1000 to 1500 CE including long distance trade, banking, specialization of labor, commercialization, urbanization and technological and scientific progress.	16.C.4a (W) Describe the growing dominance of American and European capitalism and their institutions after 1500.	16.C.5a (W) Explain how industrial capitalism became the dominant economic model in the world.
16.C.1b (W) Explain how trade among people brought an exchange of ideas, technology and language.	16.C.2b (W) Describe the basic economic systems of the world's great civilizations including Mesopotamia, Egypt, Aegean/Mediterranean and Asian civilizations, 1000 BCE - 500 CE.	16.C.3b (W) Describe the economic systems and trade patterns of North America, South America and Mesoamerica before the encounter with the Europeans.	16.C.4b (W) Compare socialism and communism in Europe, America, Asia and Africa after 1815 CE.	16.C.5b (W) Describe how historical trends in population, urbanization, economic development and technological advancements have caused change in world economic systems.

	16.C.2c (W) Describe basic economic changes that led to and resulted from the manorial agricultural system, the industrial revolution, the rise of the capitalism and the information/communication revolution.	16.C.3c (W) Describe the impact of technology (e.g., weaponry, transportation, printing press, microchips) in different parts of the world, 1500 - present.	16.C.4c (W) Describe the impact of key individuals/ideas from 1500 - present, including Adam Smith, Karl Marx and John Maynard Keynes.	16.C.5c (W) Analyze the relationship between an issue in world economic history and the related aspects of political, social and environmental history.
			16.C.4d (W) Describe how the maturing economies of Western Europe and Japan led to colonialism and imperialism.	

D. Understand Illinois, United States and world social history.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
16.D.1 (US) Describe key figures and organizations (e.g., fraternal/civic organizations, public service groups, community leaders) in the social history of the local community.	16.D.2a (US) Describe the various individual motives for settling in colonial America.	16.D.3a (US) Describe characteristics of different kinds of communities in various sections of America during the colonial/frontier periods and the 19th century.	16.D.4a (US) Describe the immediate and long-range social impacts of slavery.	16.D.5 (US) Analyze the relationship between an issue in United States social history and the related aspects of political, economic and environmental history.
	16.D.2b (US) Describe the ways in which participation in the westward movement affected families and communities.	16.D.3b (US) Describe characteristics of different kinds of families in America during the colonial/frontier periods and the 19th century.	16.D.4b (US) Describe unintended social consequences of political events in United States history (e.g., Civil War/emancipation, National Defense Highway Act/decline of inner cities, Vietnam War/anti-government activity).	
	16.D.2c (US) Describe the influence of key individuals and groups, including Susan B. Anthony/suffrage and Martin Luther King, Jr./civil rights, in the historical eras of Illinois and the United States.			

16.D.1 (W) Identify how customs and traditions from around the world influence the local community.	16.D.2 (W) Describe the various roles of men, women and children in the family, at work, and in the community in various time periods and places (e.g., ancient Rome, Medieval Europe, ancient China, Sub-Saharan Africa).	16.D.3 (W) Identify the origins and analyze consequences of events that have shaped world social history including famines, migrations, plagues, slave trading.	16.D.4 (W) Identify significant events and developments since 1500 that altered world social history in ways that persist today including colonization, Protestant Reformation, industrialization, the rise of technology and human rights movements.	16.D.5 (W) Analyze the relationship between an issue in world social history and the related aspects of political, economic and environmental history.
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E. Understand Illinois, United States and world environmental history.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
16.E.1 (US) Describe how the local environment has changed over time.	16.E.2a (US) Identify environmental factors that drew settlers to the state and region.	16.E.3a (US) Describe how early settlers in Illinois and the United States adapted to, used and changed the environment prior to 1818.	16.E.4a (US) Describe the causes and effects of conservation and environmental movements in the United States, 1900 - present.	16.E.5a (US) Analyze positive and negative aspects of human effects on the environment in the United States including damming rivers, fencing prairies and building cities.
	16.E.2b (US) Identify individuals and events in the development of the conservation movement including John Muir, Theodore Roosevelt and the creation of the National Park System.	16.E.3b (US) Describe how the largely rural population of the United States adapted, used and changed the environment after 1818.	16.E.4b (US) Describe different and sometimes competing views, as substantiated by scientific fact, that people in North America have historically held towards the environment (e.g., private and public land ownership and use, resource use vs. preservation).	16.E.5b (US) Analyze the relationship between an issue in United States environmental history and the related aspects of political, economic and social history.
	16.E.2c (US) Describe environmental factors that influenced the development of transportation and trade in Illinois.	16.E.3c (US) Describe the impact of urbanization and suburbanization, 1850 - present, on the environment.		
16.E.1 (W) Compare depictions of the natural environment that are found in myths, legends, folklore and traditions.	16.E.2a (W) Describe how people in hunting and gathering and early pastoral societies adapted to their respective environments.	16.E.3a (W) Describe how the people of the Huang He, Tigris-Euphrates, Nile and Indus river valleys shaped their environments during the agricultural revolution, 4000 - 1000 BCE.	16.E.4a (W) Describe how cultural encounters among peoples of the world (e.g., Colombian exchange, opening of China and Japan to external trade, building of Suez canal) affected the environment, 1500 - present.	16.E.5a (W) Analyze how technological and scientific developments have affected human productivity, human comfort and the environment.

	16.E.2b (W) Identify individuals and their inventions (e.g., Watt/steam engine, Nobel/TNT, Edison/electric light) which influenced world environmental history.	16.E.3b (W) Explain how expanded European and Asian contacts affected the environment of both continents, 1000 BCE - 1500 CE.	16.E.4b (W) Describe how migration has altered the world's environment since 1450.	16.E.5b (W) Analyze the relationship between an issue in world environmental history and the related aspects of political, economic and social history.
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