1850-1874
African American Settlers

activities

DISCUSSION
African American Settlers in Nebraska

PHOTOGRAPH ANALYSIS
Shores Family Photo

DISCUSSION
African Americans of Nebraska

DISCUSSION
Exodusters & The Civil War

DISCUSSION
African Americans in Western Nebraska

LESSON PLAN
African American Homesteaders

Resources

Nebraska Department of Education
Content Area Standards

Created by Michael Young,
former History Department Chair, Omaha Burke High School
1850-1874 African American Settlers

African American Settlers in Nebraska

Social Studies: SS 4.3.1; SS 4.3.2; SS 4.3.3; SS 4.3.4; SS 4.3.5; SS 4.4.2; SS 4.4.3; SS 4.4.4 | SS 8.4.1; SS 8.4.2; SS 8.4.4; SS 8.4.5

Language Arts: LA 4.1.6 Comprehension; LA 4.4.1 Information Fluency | LA 8.1.6 Comprehension; LA 8.2.1 Writing Process

activity

Discussion

Have students read the African American Settlers section in the Nebraska Studies 1850-1874 timeline. http://www.nebraskastudies.org/1850-1874/african-american-settlers/

Then, have students discuss the following questions:

What were the pull factors for African Americans to migrate to Nebraska?

What were the push factors for African Americans to leave their homes?

Which of these factors are social, which environmental, and which economic? Explain.
activity

Photo Analysis

Have students read the African American Settlers page in the Nebraska Studies 1850-1874 timeline.

http://www.nebraskastudies.org/1850-1874/african-american-settlers/

Have students use the National Archives Photograph Analysis Worksheet in the Resources section at the end of this document to analyze the photograph of the Shores family.

What inferences can you make?
Have students read the African American Settlers section in the Nebraska Studies 1850-1874 timeline.

http://www.nebraskastudies.org/1850-1874/african-american-settlers/

Have students identify the following African Americans and indicate their connection to Nebraska:

- Speese family
- Sally Bayne
- Robert Anderson

Identify each African American who moved to Nebraska mentioned in this three-page section.

Record beside the name where they settled in Nebraska.

Using a current Nebraska road map and the Nebraska county outline map included in the resources, mark the towns with a dot and the corresponding name of the town. Mark the names of the African American settlers as well.

In what way did the Civil War lead to African American settlers in Nebraska?

Speculate as to why African American homesteaders became known as Exodusters.

Speculate as to why so many African Americans settled in the western part of Nebraska.

Nebraska Department of Education Content Area Standards

Social Studies: SS HS.1.1; SS HS.3.1; SS HS.3.2; SS HS.3.4; SS HS.3.5; SS HS.4.1; SS HS.4.2; SS HS.4.4; SS HS.4.5

Language Arts: LA 12.1.6 Comprehension; LA 12.2.1 Writing Process
Exodusters & the Civil War

1850-1874 African American Settlers

activity

Discussion

Have students read the African American Settlers section in the Nebraska Studies 1850-1874 timeline.

http://www.nebraskastudies.org/1850-1874/african-american-settlers/

Have students assess the significance of Exodusters and the Civil War with reference to African Americans settling in Nebraska.

Identify each African American who moved to Nebraska mentioned in this three-page section.

Record beside the name where they settled in Nebraska.

Using a current Nebraska road map and the Nebraska county outline map included in the resources, mark the towns with a dot and the corresponding name of the town. Mark the names of the African American settlers as well.

In what way did the Civil War lead to African American settlers in Nebraska?

Speculate as to why African American homesteaders became known as Exodusters.

Speculate as to why so many African Americans settled in the western part of Nebraska.

Nebraska Department of Education Content Area Standards

Social Studies: SS HS.1.1; SS HS.3.1; SS HS.3.2; SS HS.3.4; SS HS.3.5; SS HS.4.1; SS HS.4.2; SS HS.4.4; SS HS.4.5

Language Arts: LA 12.1.6 Comprehension; LA 12.2.1 Writing Process

nebraskastudies.org
5 African Americans in Western Nebraska

activity

Discussion

Have students read the African American Settlers page in the Nebraska Studies 1850-1874 timeline.

http://www.nebraskastudies.org/1850-1874/african-american-settlers/

Then have students discuss why many of the African American settlers moved to western Nebraska rather than to the eastern part of the state.

Identify each African American who moved to Nebraska mentioned in this three-page section.

Record beside the name where they settled in Nebraska.

Using a current Nebraska road map and the Nebraska county outline map included in the resources, mark the towns with a dot and the corresponding name of the town. Mark the names of the African American settlers as well.

In what way did the Civil War lead to African American settlers in Nebraska?

Speculate as to why African American homesteaders became known as Exodusters.

Speculate as to why so many African Americans settled in the western part of Nebraska.

Nebraska Department of Education Content Area Standards

Social Studies: SS HS.1.1; SS HS.3.1; SS HS.3.2; SS HS.3.4; SS HS.3.5; SS HS.4.1; SS HS.4.2; SS HS.4.4; SS HS.4.5
Language Arts: LA 12.1.6 Comprehension; LA 12.2.1 Writing Process; LA 12.2.2 Writing Modes
Lesson Objectives

1. Students will analyze why African Americans settled in Nebraska and what challenges they faced.

2. Students will compare and contrast the growth and distribution of African Americans in the latter part of the 19th century and early part of the 20th century with the 21st century in Nebraska.

3. Students will develop skills to analyze primary documents and images.

Introduction

Provide students with the handout on Robert Ball Anderson located in the Resources section at the end of this document. After students have had the opportunity to read the information, conduct a classroom discussion based on the questions that follow the information contained in the handout.

Nebraska Department of Education Content Area Standards

Social Studies: SS 8.4.1; SS 8.4.2; SS 8.4.4; SS 8.4.5; SS HS.1.1; SS HS.3.1; SS HS.3.2; SS HS.3.4; SS HS.3.5; SS HS.4.1; SS HS.4.2; SS HS.4.4; SS HS.4.5

Language Arts: LA 8.1.6 Comprehension; LA 8.2.1 Writing Process; LA 8.3.1 Speaking; LA 12.1.6 Comprehension; LA 12.2.1 Writing Process; LA 12.3.1 Speaking
LESSON PLAN
African American Homesteaders

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

The Resources

Books


Magazines


Internet Resources


LESSON PLAN
African American Homesteaders

1850-1874 African American Settlers

Activity Grade Level
8

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

The Resources

Internet Resources

PBS. New Perspectives of the West. http://www.pbs.org/weta/thewest/program/


Nebraska Dept. of Education Academic Standards. https://www.education.ne.gov/contentareastandards/


Nebraska State Historical Society: Nebraska History magazine http://nebraskahistory.org/publish/publicat/history/index.htm

Nebraska State Historical Society: Nebraska Trailblazer http://www.nebraskahistory.org/museum/teachers/material/trailist.htm

Rubrics: General Rubric http://www.socialstudieshelp.com/rubric.htm

The Process

1. Have students read the How Do I Get My Free Land? page in the Homestead Act Signed section of the 1850-1874 timeline on Nebraska Studies.

   How Do I Get My Free Land?
   http://www.nebraskastudies.org/1850-1874/who-were-the-settlers-who-was-daniel-freeman/how-do-i-get-my-free-land/

2. Then, have students read the African American Settlers section of the 1850-1874 timeline on Nebraska Studies:
   http://www.nebraskastudies.org/1850-1874/african-american-settlers/

3. Conduct an oral discussion with students over the assigned reading material. Use the following questions as a guide for your discussion:

   a. What are the provisions of the Homestead Act?

   b. What is a "Proving Up" form? What are the provisions? Why do you think such a form was necessary?

   c. Were African Americans qualified to acquire land under the provisions of the Homestead Act? Explain.

   d. Were Black homesteaders in the Nebraska area more likely to be treated as equals than in southern cities in the United States? Why or why not?

4. Have students access the National Archives Document Analysis Worksheet in the Resources section at the end of this document, and review with them how primary resources are analyzed.

5. Assign individual students or groups of students the National Archives Photo Analysis Worksheet located in the Resources section at the end of this document. Have them analyze one or more of the photographs located in the Nebraska Studies website in the African American Settlers section of the 1850-1874 timeline.

   The Shores and Speese Family
   http://www.nebraskastudies.org/1850-1874/african-american-settlers/
LESSON PLAN
African American Homesteaders 1850-1874

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

The Process

6. Tell students to compare and contrast the two photographs of the Shores and Speese families in the Nebraska Studies website in the African American Settlers section of the 1850-1874 timeline using a Venn diagram located in the Resources section at the end of this document to illustrate their conclusions.

The Shores and Speese Families
http://www.nebraskastudies.org/1850-1874/african-american-settlers/

Students should also be able to answer the following questions orally or in written form:

a. How is the clothing between the two families different? Why?

b. What are the differences in the number of horses and wagons? For what would the wagons be used?

c. Are the buildings different in structure and number? Explain.

d. Are there the same numbers of people, and are they of the same sex in each photograph? If not, how are they different?

7. Instruct students, in a cooperative endeavor or individually, to compare and contrast the following photographs located in the segment African American Settlers:

• Jim Shores
• Men in front of Kilpatrick Bros. Groceries & Railroad Supplies store
• Bunch of genuine old time cowboys

Students should include answers to the following questions:

a. What was the time period for each photograph?

b. Are different occupations indicated?

c. Did the same photographer take the photographs?

d. Which of the occupations inferred by the photographer was the occupation most African Americans chose during this time period? Why?

e. Were all the photographs taken of Black Americans living in Nebraska? Explain.

f. Are there any indications in the photographs that the photographer was prejudiced against Black Americans?
LESSON PLAN
African American Homesteaders

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

The Process

8. Instruct selected students to read the link to Robert Ball Anderson included in the African American Settlers section of the 1850-1874 timeline:
   http://www.nebraskastudies.org/1850-1874/african-american-settlers/

   Then, have them discuss these questions:

   a. Who was Robert Ball Anderson?
   b. Why did he leave Kansas to settle in Nebraska?
   c. What is the Timber Culture Act?
   d. Why did he settle in Box Butte County?
   e. Did the other county residents accept him?
   f. Was he successful?
   g. How did the Nebraska Constitution and the laws of Nebraska of that time period both treat Anderson as an equal to whites and not as an equal to whites?

9. Conclude the discussion of African American homesteaders by engaging students in an oral discussion of the following questions:

   a. Why did Black settlers tend to settle on homesteads rather than in urban areas?
   b. Were white settlers prejudiced against African American settlers? Why or why not?
   c. Name at least three African American homesteaders and indicate where they settled.
   d. Has the number of African Americans living in Nebraska on farms or ranches increased or decreased in the 21st century? Why or why not? Is the same true for European Americans?
LESSON PLAN
African American Homesteaders

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

Learning Advice

1. Review the Nebraska State Historical website at http://www.nebraskahistory.org/ and familiarize students with the Nebraska History magazine located at: https://history.nebraska.gov/publications/nebraska-history-magazine

Teachers/students can order copies of the magazine from the NSHS or check with their local library to see if they have copies.

2. Review the contents of the Nebraska Department of Education Social Science Resource Home Page and review the links with students. https://www.education.ne.gov/socialstudies/

3. Review the following people and define any terms that are included:

- Robert Ball Anderson
- Sally Bayne
- S. Butcher
- Bertha Calloway
- Ava Speese Day
- Oblinger family and letters
- Shores family
- Benjamin Singleton

- Speese family
- 13th /14th/15th Amendments
- Black Codes
- Exodusters
- Kansas Nebraska Act
- Homestead Act provisions
- Ku Klux Klan

- first Nebraska Constitution
- Nebraska becomes a state
- “Proving Up” form
- Reconstruction
- sharecroppers
- Timber Culture Act
- Venn diagram
LESSON PLAN
African American Homesteaders

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

Learning Advice

4. Have students access the following websites and review with them the contents of each website:

   • Prairie Settlement Nebraska Photographs and Letters. [Butcher photographs and Oblinger letters]
     http://memory.loc.gov/ammem/award98/nbhihtml/pshome.html
   
   • PBS. New Perspectives on the West. African-Americans in the West.
     http://www.pbs.org/weta/thewest/lesson_plans/lesson04.htm
   
     https://www.docsteach.org/

   Emphasize the following:

   a. Where were African Americans most likely to settle in Nebraska and why?

   b. What was the connection between the Homestead Act provisions and African Americans?

   c. What is the distribution of the African American population in Nebraska today as compared/ contrasted with their distribution in the latter part of the 19th century and the earlier part of the 20th century?

   d. Differentiate between African American homesteaders and African Americans who came to Nebraska cities in the early 20th century to work in packing houses, factories, etc.

Conclusion

Students will have learned why African Americans settled in Nebraska and what challenges they faced. They will understand how the Homestead Act affected African Americans, and why they tended to settle in western Nebraska. In conclusion, they will develop skills to analyze primary resources such as letters and photographs, and become familiar with a variety of websites related to Nebraska Studies.
LESSON PLAN
African American Homesteaders
1850-1874

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

Assessment Activity

Activity # 1: Analytical Essay

Instruct students to do a written analysis, minimum of 500 words, about the challenges Black homesteaders faced in their attempt to acquire land ownership in the late 19th and early 20th centuries in Nebraska. Students should include the following in their analysis:

1. How provisions in the Homestead Act made it possible for Black people to own land
2. Where Black homesteaders tended to homestead in Nebraska and why
3. Reception the Black homesteaders received from white homesteaders
4. Two examples of Black people who owned a homestead or ranch

Have students include documentation, a bibliography, etc.

Use a rubric to assess student knowledge. Teachers can create their own rubric or use one of the following rubrics:

Rubrics: General Rubric http://www.socialstudieshelp.com/rubric.htm

LESSON PLAN
African American Homesteaders

1850-1874 African American Settlers

Assessment Activity
Activity #2: Multiple Choice Assessment
Make copies of the Multiple Choice worksheet in the Resources section for all students.

Answers to the Multiple Choice assessment activity
LESSON PLAN
African American Homesteaders
1850-1874

Assessment Activity

Possible Extension Activities

- Instruct students to use the National Archives Photo Analysis Worksheet located in the Resources section at the end of this document as a guide to analyze the photograph of the Jerry Shores family located on the PBS Archives of the West website: http://www.pbs.org/weta/thewest/resources/archives/seven/w67i_shores.htm

- Have students access the Prairie Settlement Nebraska Photographs and Letters [Butcher photographs and Oblinger letters] from the Library of Congress American Memory Collection located at http://memory.loc.gov/ammem/award98/nbhihtml/pshome.html

Then have students do a search for the photograph titled, “African American rancher and two other men on a ranch near Goose Creek, Cherry County, Nebraska.” Instruct students to use the National Archives Photo Analysis Worksheet located in the Resources section at the end of this document as a guide for analyzing the photograph.

- Direct students to do a search for Afro-Americans from the Library of Congress American Memory Collection “Prairie Settlement: Nebraska Photographs and Family Letters, 1862-1912” at http://memory.loc.gov/ammem/award98/nbhihtml/pshome.html

Then instruct students to do one or more of the following activities:

1. Compare and contrast the two photographs titled:
   a. “Group in front of the printing office of the Overton herald newspaper Supplies store, Broken Bow, Nebraska”
   b. “Group in front of the printing office of the Overton Herald newspaper”

2. Use the National Archives Photo Analysis Worksheet located in the Resources section at the end of this document as a guide for analyzing the photograph titled “Bunch of genuine old time cowboys and bronco busters at Denver Colorado” (2 photographs). Ask students if they think there were similar Black cowboys in Nebraska and indicate why or why not.

- Direct students to access the PBS website titled “the West: the Geography of Hope” http://www.pbs.org/weta/thewest/program/episodes/seven/theexodust.htm

Have students read the information listed and answer the following questions:
1. Who was Benjamin Singleton?
2. What were Singleton’s key goals?
3. Who is Bertha Calloway?
4. Who were the Exodusters and how did they get that name?
5. Compare the Black settlers in Kansas with the Black settlers in Nebraska.
6. How did the movement of Exodusters to Kansas affect Black settlement in Nebraska?
<table>
<thead>
<tr>
<th>resources</th>
<th>page</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Archives: Photograph Analysis Worksheet</td>
<td>19</td>
</tr>
<tr>
<td>National Archives: Written Document Analysis Worksheet</td>
<td>20</td>
</tr>
<tr>
<td>Venn Diagram</td>
<td>21</td>
</tr>
<tr>
<td>Nebraska County Map</td>
<td>22</td>
</tr>
<tr>
<td>Robert Ball Anderson Handout</td>
<td>23</td>
</tr>
<tr>
<td>African American Settlers Multiple Choice Worksheet</td>
<td>24</td>
</tr>
</tbody>
</table>

Nebraska Department of Education Academic Standards
https://www.education.ne.gov/contentareastandards/

Nebraska Department of Education Social Studies Standards

National Archives http://www.archives.gov/index.html

STEP 1. OBSERVATION

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

<table>
<thead>
<tr>
<th>PEOPLE</th>
<th>OBJECTS</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

STEP 2. INFECTION

Based on what you have observed above, list three things you might infer from this photograph.

...............................................................................................................................
...............................................................................................................................
...............................................................................................................................
...............................................................................................................................

STEP 3. QUESTIONS

A. What questions does this photograph raise in your mind?

...............................................................................................................................
...............................................................................................................................
...............................................................................................................................
...............................................................................................................................

B. Where could you find answers to them?

...............................................................................................................................
...............................................................................................................................
.............................................................................................................................
1. TYPE OF DOCUMENT (Check one)
   - Letter
   - Patent
   - Memorandum
   - Map
   - Telegram
   - Press release

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):
   - Interesting letterhead
   - Handwritten
   - Typed
   - Seals
   - Notations
   - RECEIVED stamp
   - Other

3. DATE(S) OF DOCUMENT:

4. AUTHOR (OR CREATOR) OF THE DOCUMENT:

   POSITION (TITLE):

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

   A. List three things the author said that you think are important:
      1. ........................................................................................................................................................................................................
      2. ........................................................................................................................................................................................................
      3. ........................................................................................................................................................................................................

   B. Why do you think this document was written?
      ........................................................................................................................................................................................................

   C. What evidence in the document helps you know why it was written? Quote from the document.
      ........................................................................................................................................................................................................

   D. List two things the document tells you about life in the United States at the time it was written:
      1. ........................................................................................................................................................................................................
      2. ........................................................................................................................................................................................................

   E. Write a question to the author that is left unanswered by the document
      ........................................................................................................................................................................................................

Designed and developed by the Education Staff • National Archives and Records Administration, Washington, DC 20408 • http://www.archives.gov
This is a Venn Diagram. You can use it to write down factors that are unique to one item in the left hand sector. Then plot those factors that are unique to another item in the right hand sector. Then look for factors that are present in both and plot those in the middle.

The Venn Diagram is made up of two or more overlapping circles. It is often used in mathematics to show relationships between sets. In language arts instruction, Venn Diagrams are useful for examining similarities and differences in characters, stories, poems, etc.

It is frequently used as a prewriting activity to enable students to organize thoughts or textual quotations prior to writing a compare/contrast essay. This activity enables students to organize similarities and differences visually.
Robert Ball Anderson was born into slavery in 1843 in Kentucky. Eventually, Robert Anderson arrived in eastern Nebraska. In 1884, he headed for western Nebraska, and by 1886, he took up a tree claim under the provisions of the Timber Culture Act. Anderson suffered through some financial disasters, but was eventually able to add to his land holdings. By 1918, he was the owner of 2,080 acres of land.

Anderson escaped the racial prejudice of the South, but found he still lived in a society influenced by racist ideas. Nebraska prohibited slavery in the State Constitution of 1875, but had laws that did not recognize mixed marriages and required that the “color” of voters be indicated on registration cards. The white community, however, generally accepted Anderson as he was one of the few black men living in Box Butte County, had a good military record, and was a successful rancher and farmer. As one man stated, “If there was ever a gentleman — if I’ve ever known one — it was Robert Anderson”.

Discussion Questions

1. Who was Robert Anderson?

2. Why do you think he came to Nebraska?

3. What is the Timber Culture Act?

4. Why do you think the Nebraska State Constitution of 1875 prohibited slavery, yet had laws that did not recognize mixed marriages and required that the “color” of voters be indicated on registration cards?

5. What dates were the 13th, 14th, and 15th US Constitutional Amendments passed, and would there be any connections between them and the Nebraska State Constitution of 1875?

6. How was Robert Anderson received by other Nebraskans?
Multiple Choice Worksheet

Name: ___________________________________________________________________________

Directions: Circle the best answer.

1. Which of the following was not a Black homesteader and/or rancher?
   A. Robert Bell Anderson  
   B. Speese 
   C. Shore 
   D. S. Butcher 

2. In the 19th century, Black settlers in Nebraska were most likely to settle in which of the following locations?
   A. eastern Nebraska 
   B. western Nebraska 
   C. western Nebraska urban areas 
   D. eastern Nebraska urban areas 

3. Which of the following statements is accurate?
   A. Former Black slaves acquired homesteads in Nebraska. 
   B. Ex slaves could not own land in Nebraska. 
   C. African Americans were unable to obtain land in western Nebraska. 
   D. African Americans acquired homesteads but could not own ranches. 

4. The Homestead Act…
   A. Prohibited all Black settlers from owning land. 
   B. Prohibited all Black settlers from living in Nebraska. 
   C. Allowed Black settlers to acquire land if they met the requirements of the Homestead Act. 
   D. Allowed Black settlers to own ranches, but did not allow them to own farms. 

5. Which of the following encouraged African Americans to settle in Nebraska in the 19th century?
   A. the easy modes of transportation 
   B. the absence of Native Americans 
   C. the potential for acquiring free land 
   D. the ability to acquire free seed and farm equipment 

6. Which of the following occurred first?
   A. Homestead Act 
   B. 13th Amendment 
   C. First Nebraska state constitution was written 
   D. Kansas Nebraska Act 

7. In which of the following time periods would you find information about the Speese and Shores families on the Nebraska Studies website?
   A. 1800-1849 
   B. 1850-1874 
   C. 1875-1899 
   D. 1900-1924
SS 4.3.1 Explore where (spatial) and why people, places, and environments are organized in the state and around the world.
SS 4.3.2 Compare the characteristics of places and regions and their impact on human decisions.
SS 4.3.3 Explain how human and natural forces have modified different environments in Nebraska and how humans have adapted.
SS 4.3.4 Compare and contrast the characteristics of culture statewide.
SS 4.3.6 Use geographic skills to make connections to issues and events.
SS 4.4.2 Analyze and explain multiple perspectives of events in Nebraska, including historically marginalized and underrepresented groups.
SS 4.4.3 Analyze past and current events throughout Nebraska history.
SS 4.4.4 Develop historical inquiry and research skills.

SS 8.4.1 Analyze patterns of continuity and change over time in the United States history.
SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.
SS 8.4.4 Evaluate sources for perspective and historical context.
SS 8.4.5 Apply the inquiry process to construct and answer historical questions.

SS HS.1.1 Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments.
SS HS 3.1 Evaluate where (spatial) and why people, places, and environments are organized on the Earth's surface.
SS HS.3.2 Evaluate how regions form and change over time.
SS HS.3.4 Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale.
SS HS.3.5 Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions.
SS HS.4.1 Analyze and evaluate patterns of continuity and change over time in history.
SS HS.4.2 Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.
SS HS.4.4 Evaluate sources for perspective, limitations, accuracy, and historical context.
SS HS.4.5 Apply the inquiry process to construct and answer historical questions.
## Language Arts Standards

### 4

**LA 4.1.5** Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary; LA 4.1.5.b Apply context clues (e.g., word, phrase, and sentence, and paragraph clues) and text features to infer meaning of unknown words.

**LA 4.1.6** Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

**LA 4.2.1** Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

**LA 4.3.1** Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

**LA 4.3.2** Listening: Students will develop and demonstrate active listening skills across a variety of situations.

**LA 4.3.3** Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

### 8

**LA 8.1.6** Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

**LA 8.2.1** Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

**LA 8.3.1** Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

**LA 8.3.2** Listening: Students will develop and demonstrate active listening skills across a variety of situations.

**LA 8.3.3** Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

### 12

**LA 12.1.6** Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

**LA 12.2.1** Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

**LA 12.3.1** Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

**LA 12.3.3** Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.