

# ACADEMIC CONTENT STANDARDS



The Education Department of the Freedom Center brings to life the stories of the Underground Railroad to thousands of students each year. We have designed age-appropriate thematic tours for all grade levels which will help you meet the standards and benchmarks of your stu-

dents. With so much pressure on teachers to meet state standards we understand the importance of aligning your field trip with Indiana's Academic Content Standards. Below you will find the appropriate standards that fit into our tours. As you can see, the Freedom Center offers an opportunity for almost every grade to meet standards outside of the classroom. Please visit our website, [www.freedomcenter.org](http://www.freedomcenter.org), for more information on our tours. We look forward to sharing the message of the Freedom Center with your students.

## **Indiana Social Studies Standards-4<sup>th</sup> & 8<sup>th</sup> grade**

**Fourth Grade**-Students study Indiana and its relationships to regional, national, and world communities, including the influence of physical and cultural environments on the state's growth and principles and practices of citizenship and government in Indiana.

### **The Civil War Era: 1850 to 1880's (History strand)**

**4.1.7** *The learner will be able to explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War. Examples: Levi and Catherine Coffin, The Underground Railroad, religious groups, the abolition and anti-slavery groups, the Liberia colonization movement. .*

**Eighth Grade**-Students focus upon United States history, beginning with a brief review of early history, including the Revolution and founding era, and the principles of the United States and Indiana constitutions, as well as other founding documents and their applications to subsequent periods of national history and to civic and political life Students then study national development, westward expansion, social reform movements and the Civil War and Reconstruction.

### **The Civil War and Reconstruction Period: 1850 to 1877 (History strand)**

**8.1.21** *The learner will be able to analyze the causes and effects of events leading to the Civil War, including development of sectional conflict over slavery.*

*Examples: The Compromise of 1850, furor over publication of Uncle Tom's Cabin (1852), Kansas-Nebraska Act (1854), the Dred Scott Case (1857), the Lincoln-Douglas Debates (1858), and the presidential election of 1860. .*

**8.1.23** *The learner will be able to explain and evaluate the policies, practices, and consequences of Reconstruction, including the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.*

**8.1.25** *The learner will be able to identify the influence of individuals on political and social events and movements.*

*Examples: Henry Clay, Harriet Tubman, Harriet Beecher Stowe, Roger Taney, Stephen A. Douglas, Abraham Lincoln, Frederick Douglass, John Brown, Jefferson Davis, Clara Barton, Robert E. Lee, Ulysses S. Grant, William T. Sherman, Andrew Johnson, Thaddeus Stevens, Susan B. Anthony, Sitting Bull, Crazy Horse, and Chief Joseph.*

**8.1.26** *The learner will be able to develop and interpret United States history time lines from 1750 to 1877 by designating appropriate intervals of time and recording events according to the chronological order in which they occurred.*

National Underground  
Railroad Freedom Center  
50 E. Freedom Way

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