

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 students. With so much pressure on teachers to meet state standards we understand the importance of aligning your field trip with National Social Studies Curriculum Standards. Below you will find the appropriate standards that fit into our curriculum. 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, freedomcenter.org, for more information on our tours. We look forward to sharing the message of the Freedom Center with your students.

I. Culture

Early Grades-

e. Give examples and describe the importance of cultural unity and diversity within and across groups.

Middle Grades-

e. Articulate the implications of cultural diversity, as well as cohesion, within and across groups.

High School-

e. Demonstrate the value of cultural diversity, as well as cohesion, within and across groups;

II. Time, Continuity and Change

Early Grades-

c. Compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past.

Middle Grades-

c. Identify and describe selected historical periods and patterns of change within and across cultures such as the rise of civilizations, the development of transportation systems, the growth and breakdown of colonial systems and others.

e. develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors of people in different historical contexts.

High School-

c. Identify and describe significant historical periods and patterns of change within and across cultures such as the development of ancient cultures and civilizations, rise of nation-states, and social, economic, and political revolutions.

e. investigate, interpret and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism and critical judgment.

IV. Individual Development & Identity

Early Grades

e. Identify and describe ways family, groups, and community influence the individual's daily life and personal choices.

Middle Grades

c. Describe the ways family, gender, ethnicity, nationality and institutional affiliations contribute to personal identity.

e. Identify and describe ways regional, ethnic, and national cultures influence individuals' daily lives

High School

c. Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status and other group and cultural influences contribute to the development of a sense of self.

e. Examine the interactions of ethnic, national, or cultural influences in specific situation or events.

V. Individual Groups and Institutions

Early Grades

d. Identify and describe examples of tensions between and among individuals, groups, or institutions, and how belonging to more than one group can cause internal conflicts.

e. Identify and describe examples of tension between an individual's beliefs and government policies and laws.

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- f. Give examples of the role of institutions in furthering both continuity and change.
- g. Show how groups and institutions work to meet individual needs and promote the common good and identify examples of where they fail to do so.

Middle Grades

- d. Identify and analyze examples of tensions between expressions of individuality and group or institutional efforts to promote social conformity.
- e. Identify and describe examples of tensions between belief systems and government policies and laws.
- f. Describe the role of institutions in furthering both continuity and change
- g. Apply knowledge of how groups and institutions work to meet individual needs and promote the common good.

High School

- d. Identify and analyze examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions
- e. describe and examine belief systems basic to specific traditions and laws in contemporary and historical movement.
- f. evaluate the role of institutions in furthering both continuity and change
- g. analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.

VI. Power, Authority, & Governance

Early Grades

- a. Examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class.
- f. Identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations.

Middle Grades

- a. Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
- f. explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.

High School

- a. Examine persistent issues involving the rights, roles and status of the individual in relation to the general welfare;
- f. Analyze and evaluate conditions, actions and motivations that contribute to conflict and cooperation within and among nations.

VII Production, Distribution & Consumption

Early Grades

- f. describe the influence of incentives, values, traditions and habits on economic decisions.

Middle Grades

- f. Explain and illustrate how values and beliefs influence different economic decisions.

High School

- f. Compare how values and beliefs influence economic decisions in different societies.

IX. Global Connections

Early Grades

- b. give examples of conflicts, cooperation, and interdependence among individuals, groups, and nations;

Middle Grades

- b. analyze examples of conflict, cooperation, and interdependence among groups, societies and nations;
- f. demonstrate understanding of concerns, standards issues and conflicts related to universal human rights.

High School

- b. Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.
- f. Analyze or formulate policy statements demonstrating an understanding of concerns, standards issues and conflicts related to universal human rights.

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