

# **The Dorr Rebellion**

## **Relevant Rhode Island Social Studies Grade Span Expectations Grades 9-12**

### **Civics and Government**

C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals.

- C&G 1 – 1: Student demonstrate an understanding of origins, forms, and purposes of government by
  - a. describing or explaining competing ideas about the purposes and functions of politics and government
- C&G 1 – 2: Student demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by
  - a. identifying how actions of a government affect relationships involving the individual, society and the government (e.g., Homeland Security)
  - b. explaining how political authority is obtained and legitimized

C&G 2: The *Constitution* of the United States established a government of limited powers that are shared among different levels and branches.

- C&G 2 – 1: Student demonstrate an understanding of the United States government (local, state, national) by
  - c. identifying and describing ways in which people gain or fail to gain access to the institutions of the U.S. government (local, state, national) or other political institutions (e.g., access to the U.S. political process)
- C&G 2 – 2: Student demonstrate an understanding of the democratic values and principles underlying the U.S. government by
  - b. analyzing the inherent challenges involved in balancing majority rule and minority rights
  - c. identifying and giving examples of the discrepancies between democratic ideals and the realities of American social and political life (e.g., equal protection under the law and the reality of discrimination)
  - d. discussing different historical understandings/ perspectives of democracy

C&G 3: In a democratic society, all people have certain rights and responsibilities.

- C&G 3 -1: Student demonstrate an understanding of citizens' rights and responsibilities by
  - c. evaluating, taking, and defending positions regarding the personal and civic responsibilities of individuals
  - d. analyzing the scope and limits of personal, cultural, economic, or political rights
- C&G 3 -2: Student demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by

- c. describing and giving examples of how access to institutions can affect justice, reward, and power in the U.S.
- d. identifying and explaining ways individuals and groups have exercised their rights in order to transform society

C&G 4: People engage in political processes in a variety of ways.

- C&G 4 -1: Student demonstrate an understanding of political systems and political processes by
  - c. analyzing and interpreting sources (print and non-print discourse/media), by distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across sources
  - d. selecting a landmark campaign or election in the American political system, explaining the historical context and its significance,
  - e. analyzing multiple perspectives on an historical or current controversial issue
- C&G 4 -2: Student demonstrate an understanding of their participation in political processes by
  - a. using collaborative decision making/problem solving to consider multiple perspectives on a current political, social, or economic issue, evaluating the consequences of various options, and developing a plan of action
- C&G 4 -3: Student demonstrate an understanding of their participation in a civil society by
  - c. identifying and analyzing the conflicts that exist between public and private life

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.

- C&G 5 -2: Student demonstrate an understanding of the benefits and challenges of an interconnected world by
  - a. describing the interconnected nature of a contemporary or historical issue
  - b. analyzing and evaluating a contemporary or historical issue
- C&G 5 -3: Student demonstrate an understanding of how the choices we make impact and are impacted by an interconnected world by
  - a. predicting outcomes and possible consequences of a conflict, event, or course of action
  - b. identifying and summarizing the intended and unintended consequences of a conflict, event, or course of action
  - c. using deliberation, negotiation, and compromise to plan and develop just solutions to problems (e.g., immigration, limited energy resources, nuclear threat) created when nations or groups act

## Historical Perspective

HP 1: History is an account of human activities that is interpretive in nature.

- HP 1 -1: Students act as historians by using a variety of tools (e.g., artifacts and primary/secondary sources) by
  - a. formulating historical questions, obtaining, analyzing, evaluating historical primary and secondary print and nonprint sources
  - b. explaining how historical facts and historical interpretations may be different, but are related
  - c. identifying, describing, or analyzing multiple perspectives on an historical trend or event
- HP 1 -2: Students interpret history as a series of connected events with multiple cause-effect relationships by
  - a. explaining cause and effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events

HP 2: History is a chronicle of human activities, diverse people, and the societies they form.

- HP 2 -1: Students connect the past with the present by
  - a. explaining origins of major historical events
  - b. identifying and linking key ideas and concepts and their enduring implications
  - c. analyzing and evaluating how national and world events have impacted Rhode Island and how Rhode Island has impacted national and world events
- HP 2 -2: Students chronicle events and conditions by
  - a. creating narratives based on a particular historical point of view
  - b. synthesizing information from multiple sources to formulate an historical interpretation
- HP 2 -3: Students show understanding of change over time by
  - a. tracing patterns chronologically in history to describe changes on domestic, social, or economic life
  - b. documenting various groups (e.g., formal: nongovernment organizations, religious; informal: family, clan) and their traditions that have remained constant over time

HP 3: The study of history helps us understand the present and shape the future.

- HP 3 -2: Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by
  - a. articulating an understanding of the meaning, implications, and impact of historical events on their lives today

HP 4: Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.

- HP 4 -1: Students understand geographic factors and shared past events affect human interactions by
  - b. analyzing conflict that is based on unresolved historical-geographical differences

HP 5: Human societies and cultures develop and change in response to human needs and wants.

- HP5 -1: Students understand a variety of factors affect cultural diversity within a society by
  - b. investigating the role of demographic factors (gender, ethnicity, class)U in creating cultural diversity in a society.
- HP5 -2: Students understand how culture has affected how people in a society behave in relation to groups by
  - a. analyzing how membership in particular cultural groups has affected civic engagement on the local, regional, and national level, citing evidence
- HP5 -3: Students understand how various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by
  - a. utilizing sources (e.g., primary documents, secondary sources, oral histories) to identify different historical narratives and perspectives about the same events
  - b. describing how the historical perspectives of leaders and decision makers served to shape and influence public policy using primary sources as evidence.