

## H1: Understands historical chronology.

### Enduring Understanding

- ▶ (World) In the last 10,000 years ancient peoples from regions all around the globe shifted from a life of foraging to farming, developed civilizations, advanced technology, and connected all regions of the world.
- ▶ (WA) History is made up of a series of events that define a society, nation, or state.
- ▶ (US) History is made up of a series of events that define a society, nation, or state.

### Components

(World) By the end of 6th grade, students will:

H1.6-8.1 Analyze different cultural measurements of time.

H1.6-8.2 Explain how the rise of civilizations defines eras in world history in two or more regions of the world.

H1.6-8.3 Explain how the rise of civilizations defines two or more eras, such as:

- 8,000 BCE to 500 BCE
- 500 BCE to 500 CE
- 500 CE to 1600 CE

(WA) By the end of 7th grade, students will:

H1.6-8.4 Analyze a major historical event and how it is represented on timelines from different cultural perspectives, including those of indigenous people.

H1.6-8.5 Explain how themes and developments have defined eras in Washington state history from 1854 to the present:

- Territory and treaty-making (1854-1889)
- Railroads, reform, immigration, and labor (1889-1930)
- Turmoil and triumph (1930-1974)
- New technologies and industries in contemporary Washington (1975-present)

(US) By the end of 8th grade, students will:

H1.6-8.6 Explain how themes and developments help to define eras in United States history from 1763 to 1877, including:

- Fighting for independence (1763-1783)
- Establishing the new nation (1781-1815)
- Slavery, expansion, removal, and reform (1801-1850)
- Civil War and Reconstruction (1850-1877)

### Sample Questions

- (World/WA/US) How might different groups of people create alternative timelines and define eras differently?
- (World) Why do we divide history into periods and how are those divisions identified? Who writes the histories? Whose histories are we teaching? How do historians decide what goes on a timeline of world history and which historians get to decide?
- (WA) How have past events helped define an era in Washington state? How do historians decide what goes on a timeline of Washington state history? Which historians get to decide?
- (WA/US) What specific events would be on a Washington state timeline and a national timeline?
- (US) How have past events helped define an era in the United States? How do historians decide what goes on a timeline of U.S. history? Which historians get to decide?

---

*Since Time Immemorial Connections*

Middle School Curriculum

H1.6-8.1-3: Washington State History: Units 1 (Territory and Treaty Making) and 1 (The Walla Walla Treaty Council of 1855); and U.S. History: Unit 3

H1.6-8.4-5: Washington State History: Units 1 (Territory and Treaty Making), 1 (The Walla Walla Treaty Council of 1855), 2, and 3

H1.6-8.6: U.S. History: Units 1, 2, 3, and 4

## H2: Understands and analyzes causal factors that have shaped major events in history.

### Enduring Understanding

- ▶ (World) Periods in human history are marked by events and people who have changed the course of human and global development.
- ▶ (WA) Social movements, technological developments, and cultural and ethnic groups have shaped Washington state's history.
- ▶ (US) Individual people, ethnic groups, cultural movements, and technological developments have all impacted how the United States has developed.

### Components

(World) By the end of 6th grade, students will:

H2.6-8.1 Explain and analyze how individuals, movements, cultural and ethnic groups, and technology from past civilizations have shaped world history.

(WA) By the end of 7th grade, students will:

H2.6-8.2 Explain and analyze how individuals and movements have shaped Washington state history since statehood.

H2.6-8.3 Explain and analyze how cultures and ethnic groups contributed to Washington state history since statehood.

H2.6-8.4 Explain and analyze how technology and ideas have impacted Washington state history since statehood.

(US) By the end of 8th grade, students will:

H2.6-8.5 Explain and analyze how individuals and movements have shaped United States history (1763-1877).

H2.6-8.6 Explain and analyze how cultures and cultural and ethnic groups have contributed to United States history (1763-1877).

H2.6-8.7 Explain and analyze how technology and ideas have impacted United States history (1763-1877).

### Sample Questions

- (World) What influenced changes in the way people lived, and how did those changes shift global development in new directions?
- (WA) In what ways have Washington's present and future been shaped by the people, social movements, or technologies of the state?
- (WA) What major events contributed to the development of Washington after statehood?
- (WA) What roles have tribes, slavery, and migration each had in the development of Washington?
- (US) What major events leading up to the American Revolution influenced the Bill of Rights? To whom did the Bill of Rights originally apply?
- (US) How did the geographic expansion of the United States impact indigenous groups in the western U.S.?
- (US) What major developments in industry deepened sectionalism before and after the Civil War?

### *Since Time Immemorial Connections*

#### Middle School Curriculum

H2.6-8.1-3 and H2.6-8.5-6: Washington State History: Units 1 (Territory and Treaty Making), 1 (The Walla Walla Treaty Council of 1855), 2, and 3

H2.6-8.1: U.S. History: Units 1 and 3

H2.6-8.4 and H2.6-8.7: Washington State History: Units 2 and 3

### H3: Understands that there are multiple perspectives and interpretations of historical events.

#### Enduring Understanding

- ▶ (World) Indigenous people in all regions of the world have their own historical narrative that can differ from mainstream historical accounts of the same event.
- ▶ (WA) Social movements, technological developments, and cultural and ethnic groups have shaped Washington state's history.
- ▶ (US) By analyzing and interpreting historical materials from a variety of perspectives, historians can identify multiple causal factors that shape major events in United States history.

#### Components

(World) By the end of 6th grade, students will:

H3.6-8.1 Analyze and interpret historical materials from a variety of perspectives in world history.

H3.6-8.2 Analyze multiple causal factors to create and support a claim about major events in world history.

(WA) By the end of 7th grade, students will:

H3.6-8.3 Explain, analyze, and develop an argument about how Washington state has been impacted by:

- Individuals and movements.
- Cultures and cultural groups.
- Technology and ideas.

(US) By the end of 8th grade, students will:

H3.6-8.4 Analyze and interpret historical materials from a variety of perspectives in United States history (1763-1877).

H3.6-8.5 Analyze multiple causal factors to create positions on major events in United States history (1763-1877).

#### Sample Questions

- (World/WA/US) How do multiple perspectives on a historical event shape our viewpoint of that event? How can one access multiple perspectives since not all voices are equally heard?
- (World/WA/US) What could you learn by comparing timelines of the same era made by different cultural, social, and ethnic groups? How were new migrant groups to the U.S. treated on arrival?
- (WA) In what ways has Washington's present and future been shaped by the people, social movements, or technologies of the state?
- (US) How do the resources we use to identify causal factors impact our perspective of a major historical event in United States history?

#### *Since Time Immemorial Connections*

##### Middle School Curriculum

H3.6-8.1-5: Washington State History: Units 1 (Territory and Treaty Making) and 1 (The Walla Walla Treaty Council of 1855)

H3.6-8.1-2: U.S. History: Unit 3

H3.6-8.3-5: Washington State History: Units 2 and 3

H3.6-8.4-5: U.S. History: Units 1, 2, 3, and 4

## H4: Understands how historical events inform analysis of contemporary issues and events.

### Enduring Understanding

- ▶ (World) When regional and global connections were made among early societies, the world changed in ways that still affect us today.
- ▶ (WA) By analyzing and interpreting historical materials, historians can identify multiple causal factors that shape major events in Washington state history.
- ▶ (US) By analyzing and interpreting historical materials, historians can identify multiple causal factors that shape major events in United States history.

### Components

(World) By the end of 6th grade, students will:  
 H4.6-8.1 Analyze how a historical event in world history helps us to understand contemporary issues and events.

(WA) By the end of 7th grade, students will:  
 H4.6-8.2 Analyze how a historical event in Washington state history helps us to understand contemporary issues and events.

(US) By the end of 8th grade, students will:  
 H4.6-8.3 Analyze how a historical event in United States history helps us to understand contemporary issues and events.

### Sample Questions

- (World/WA/US) How can we interpret the impact of an historical event?
- (World) How does an event from ancient or medieval society continue to influence a current event?
- (WA) How are the historical events in Washington's past linked to its present?
- (US) How are the historical events in the United States' past linked to its present? What is the enduring legacy of marginalization of Native Americans, people of color, and of slavery?

### *Since Time Immemorial Connections*

#### Middle School Curriculum

H4.6-8.1: Washington State History: Unit 2

H4.6-8.2: Washington State History: Units 1 (Territory and Treaty Making), 1 (The Walla Walla Treaty Council of 1855), 2, and 3

H4.6-8.3: U.S. History: Units 1, 2, 3, and 4